

台灣 EFL 學生英語慣用語之辨認與理解

**English Idiom Identification and Comprehension Strategy Usage by  
Taiwanese EFL Learners**

**by**

高加州 **Aaron Valdis Gauss**

**THESIS**

**Presented to the Faculty of the  
Department of Foreign Languages and Literature of  
Tunghai University  
in Partial Fulfillment of the Requirements for the Degree of**

**MASTER OF ARTS in**

**Teaching English As A Foreign Language**

**TUNGHAI UNIVERSITY**

**November 2012**

中華民國 一百零一年 十一月

# **English Idiom Identification and Comprehension Strategy Usage by Taiwanese EFL Learners**

## **Abstract**

A very limited number of international studies have investigated idiom comprehension strategies of L2 English learners employed in understanding idioms, of varying degrees of structural congruency, in different contexts. However, even the most noteworthy of those studies failed to provide equally rich contextual environments for each idiom. Moreover, their instruments neglected to differentiate between semantically incongruent (language specific) and semantically congruent (translatable) idiomatic language. The present study investigates the strategies that 20 Taiwanese EFL high proficiency learners with English related majors utilized when reading unknown idiomatic semantically incongruent language in four equally rich contextual environments. Specifically, the current study focuses on strategies employed in identifying and understanding idioms that do not have idiomatic equivalents in the participants' L1. The research questions that the present study addresses include 1) idiom identification, 2) idiom comprehension strategies and clues, 3) various contexts in which idioms occur, and 4) the factors that facilitate idiom comprehension. Data collection for the current study included individual interviews employing written tasks, the think-aloud technique, and semi-structured interviews. All of the interviews were transcribed, coded, and quantified for strategy usage frequency. The relationship between strategies, context types, and idiom types was explored. In idiom identification the participants only succeeded in less than half of the cases (8.5 out of 20) on average. When idioms were shown out of context, only an average of 1.5 idioms were correctly defined out of 20. Of the eight strategies identified in previous literature (Irujo, 1986; Cooper, 1999;

and Bulut & Celik-Yazici, 2004) the participants were found to employ only four strategies when understanding semantically incongruent idioms. Participants relied most heavily on guessing from context and were able to successfully use a variety of context clue types in successful meaning construction. Additionally, the results of 3 Welch's T-tests confirmed that semantically incongruent idiomatic expressions were more difficult for the participants to understand than structurally incongruent idioms. Pedagogical implications include arguments for researcher and educators about the importance of equally rich contextual environments. Since equally rich contextual environments are not always available in authentic materials, training should emphasize a wide array of strategies learners can use. A strong working knowledge of these strategies can facilitate idiom identification and comprehension.

*Key words:* semantically in/congruent idioms, structurally in/congruent idioms, idiom identification strategy, idiom comprehension strategy, context clues types

## 台灣英語學習者辨識及理解英語成語之策略運用

### 中文摘要

以英語為第二語言學習者如何在語境中理解語意結構對應層次不同的英語成語及其理解策略，目前在國際學術界並無廣泛的研究。即使是這類中最著稱的研究，也都未能對研究中所使用的每一個成語提供同等豐富的語境。此外，這些研究工具均未區分「語意對應成語」和「語意不對應成語」。

本論文以台灣的英語學習者為研究對象，邀請二十位英語相關科系的高進階學習者，觀察分析其處理陌生英語成語的方式。本研究特別探討當英語成語在其母語中無對等用語時，學習者運用何種策略辨識及理解之。本論文研究的問題包括(1)成語的辨識、(2)成語的理解策略及語境線索的辨識、(3)不同類型語境之中的成語及(4)有助於理解成語之因素。

本研究的資料收集方式包括問卷，放聲思考法，以及半結構式問卷。所有的問卷及訪談結果，皆經過轉錄為文字、編碼及量化的三個步驟，以觀察策略運用之頻率，並研究策略、語境類型及成語類型三者之間的關係。

在成語辨識度方面，受測者平均僅能辨識出不到一半數的成語(20個成語中的8.5個)。而當缺乏語境時，受測者在20個成語中，平均只能準確地辨識出1.5個。在以往的研究文獻中所列舉的八種策略中(Irujo, 1986; Cooper, 1999; and Bulut & Celik-Yazici, 2004)，本研究的受測者可用其中的四種。受測者最依賴語境推敲陌生成語的語意並成功地了解成語的意義。此外，三個T測驗的結果顯示，當英語成語在學習者的母語中沒有對應的用法時，語意上非對應的成語對學習者而言比結構上非對應的成語困難。就教學層面而言，本研究的結果顯示豐富的語境對於成語理解的重要性。在真實生活中，同等豐富的語境未必可得，因此在教學中，應加強各種應對策略的學習。唯有實際應用策略，才能促進學習者辨識及理解英語成語策略應用的能力。

**關鍵字：**語意(不)對應成語、結構(不)對應成語、成語辨識策略、成語理解策略、語境線索類型

## Acknowledgements

I am happy to take this opportunity to express my sincerest gratitude to my advisor, Dr. Jyu-fang Yu. Dr. Yu pressed me to achieve far beyond the limits of my own imagination and continuously supported me by dedicating her time and providing me with vital guidance in this thesis writing process. Her encouragement motivated me to work more meticulously and fervently on this study than on anything I have ever written before.

My thanks are also extended to Dr. Sims and Dr. Yang who served as reviewers during my proposal and final thesis presentations. The useful advice and suggestions that they offered made this thesis better.

Additionally, this thesis could not have been written without the involvement of the participants. Their participation in this study was invaluable and appreciated deeply. Also, I am thankful for all of my teachers whose guidance has propelled me to the place I am today.

Furthermore, had it not been for the prompting of my good friends Tony Chiang and Tony Chung, it is highly unlikely that I would have ever enrolled in graduate school in the first place. I thank them for planting the seed that led to this great endeavor. In addition, special thanks are due to Tony Chiang who was always ready, willing, and able to provide me with insightful advice that never failed to steer me back onto the path of progress which ultimately resulted in the completion of this opus. Additionally, I am very grateful for the translation help that Tony's wife Athene Lin extended for the abstract.

As has been true with most of the great achievements in my life, this thesis could not have been completed without the love and support of my family. My loving, understanding, thoughtful, and most importantly wise wife not only supported me selflessly every step of the way, but she also helped me keep focus on my goals and reminded me repeatedly (because I needed it) not to sweat the small stuff. Furthermore, if not for the support that was

dedicated and so often granted by my mother-in-law it would have been impossible to accomplish as much as I have as quickly as I have. My thanks go to her. Deep thanks are also in order to parents and especially to my brother Skylar for his editing help and special assistance in the statistical analysis portion of this study. My friends Nick and Rachie also dedicated a great deal of time and effort to help me finish this thesis. If not for their advice so many years ago, I may have never even pursued a path in TESOL.

Finally, and most importantly, I thank Jesus Christ for dying for my sins and giving me everything that I need and most of the things that I want in life. If not for the providence of our heavenly Father, none of these things could have come to pass. “Every good gift and every perfect gift is from above, and comes down from the Father of lights, with whom there is no variation or shadow of turning” – James 1:17.

Humbly,

Aaron Valdis Gauss

## Table of Contents

### ABSTRACT

|   |    |
|---|----|
| CHAPTER ONE INTRODUCTION .....                            | 1  |
| 1.1 Background of the Study .....                         | 1  |
| 1.2 Statement of the Problem .....                        | 3  |
| 1.3 Purpose of the Study .....                            | 4  |
| 1.4 Research Questions .....                              | 4  |
| 1.5 Definition of Terms .....                             | 5  |
| 1.6 Significance of the Study .....                       | 6  |
| CHAPTER TWO LITERATURE REVIEW .....                       | 8  |
| 2.1 Idioms .....  | 8  |
| 2.1.1 Definition of Idiomatic Language .....              | 8  |
| 2.1.2 Different Kinds of Idioms .....                     | 11 |
| 2.1.3 Studies of Idiom Comprehension by L2 Learners ..... | 13 |
| 2.1.3.1 Specific Idioms in This Study .....               | 15 |
| 2.2 Factors influencing idiom comprehension.....          | 17 |
| 2.2.1 Definition of Idiom Processing Strategies .....     | 17 |
| 2.2.2 Inferencing.....                                    | 19 |
| 2.2.2.1 Guessing from Context .....                       | 20 |
| 2.2.2.1.1 Guessing from Context and Idioms .....          | 21 |
| 2.2.2.1.2 Background Knowledge .....                      | 22 |
| 2.2.2.1.3 Using L1 .....                                  | 23 |
| 2.2.2.1.4 Literal Meaning .....                           | 24 |
| 2.2.2.1.5 Particular Word .....                           | 24 |

|   |    |
|---|----|
| 2.2.3 The Role of Context Clues .....                           | 25 |
| 2.2.4 Related Studies .....                                     | 27 |
| 2.2.4.1 International Studies on Idiom Reading Strategies ..... | 27 |
| 2.2.4.2 Taiwanese Studies on Idiom Reading Strategies .....     | 32 |
| 2.3 Research Gap .....  | 33 |
| CHAPTER THREE METHODOLOGY .....                                 | 35 |
| 3.1 Participants .....  | 36 |
| 3.2 Data Collections Procedures .....                           | 42 |
| 3.2.1 The Four Tasks .....                                      | 46 |
| 3.2.2 Task A .....  | 47 |
| 3.2.3 Task B .....  | 48 |
| 3.2.4 Task C .....  | 49 |
| 3.2.5 Task D .....  | 50 |
| 3.3 Think-Aloud Procedures.....                                 | 53 |
| 3.4 Data Analysis Procedures .....                              | 54 |
| 3.5 Pilot Study .....   | 57 |
| CHAPTER FOUR RESULTS AND DISCUSSION.....                        | 61 |
| 4.1 The results of RQ 1.....                                    | 61 |
| 4.1.1 Task A Discussion.....                                    | 67 |
| 4.2 The results of RQ 2.....                                    | 69 |
| 4.2.1 Task B Discussion.....                                    | 75 |
| 4.3 The results of RQ 3.....                                    | 79 |
| 4.3.1 Task C Context Types .....                                | 80 |
| 4.3.2 Task C Strategy Types.....                                | 84 |



|   |     |
|---|-----|
| 4.3.3 Task C - Relationship between Strategy Usage and Context Type.....  | 89  |
| 4.3.4 Task C Discussion.....  | 90  |
| 4.4 The results of RQ 4.....  | 92  |
| 4.4.1 Task D Discussion.....  | 94  |
| 4.5 Statistical Analysis of Results.....                                  | 97  |
| 4.6 Comparing Results with Previous Studies.....                          | 100 |
| 4.7 Effects of Methodology.....   | 104 |
| 4.8 Summary of Discussion.....  | 106 |
| CHAPTER FIVE CONCLUSION .....   | 107 |
| 5.1 Summary of Study and Major Findings.....                              | 107 |
| 5.2 Pedagogical Implications.....   | 108 |
| 5.3 Limitations and suggestions for further research.....                 | 110 |
| References .....  | 112 |
| Appendix A - Instruments (Task A) .....                                   | 123 |
| Appendix B - Instruments (Task B) .....                                   | 124 |
| Appendix C - Instruments (Task C) .....                                   | 127 |
| Appendix D - Instruments (Task D) .....                                   | 137 |
| Appendix E - Task A Transcripts.....                                      | 144 |
| Appendix F - Task B Transcripts.....                                      | 195 |
| Appendix G - Task C Transcripts.....                                      | 304 |
| Appendix H - Post Task D Transcripts Summative Interview Transcripts..... | 451 |
| Appendix I - Task C Data Analysis Notes.....                              | 479 |
| Appendix J - Instrument Item Sheet .....                                  | 526 |
| Appendix K - Participant Background Sheet .....                           | 535 |

Appendix L - Participant Consent Form .....536

Appendix M - Data Collection Steps List.....537

Appendix N - Data Collection Allocation of Resources Log.....540

Appendix O - Supplemental Tables .....541

## CHAPTER ONE INTRODUCTION

This chapter presents the background of the study followed by the statement of the problem. The next section introduces the purpose of the study, followed by the research questions and definitions of some of the important terms employed in the current study. The final section explores the significance of the study.

### 1.1 Background of the Study

Idiomatic language is a ubiquitous element in virtually all forms of discourse (Jobin, 2005). Casual conversations, university lectures and TV business news programming all represent solid examples of the territory that idioms occupy (Brown, 2008). “Idioms are one of the most difficult aspects in L2 acquisition due to the fact that they are conventionalized expressions peculiar to a language community and they are usually frozen in form and often unpredictable in meaning” (Liu, 2008, p. xiii). Full command of an L2, to some extent, depends on a learner’s ability to comprehend initially and produce eventually, idiomatic language as it is encountered in daily language (Cooper, 1999).

In recent years, the advent of computerized corpus development and analysis has reinforced the importance of understanding idioms and their role in language instruction by providing evidence for a high frequency of idiomatic language use in virtually all forms of English (Nattinger & DeCarrico, 1992). “Perhaps the most important revelation (made possible through computerized analysis of corpora) is the vast amount of lexical patterning which exists; in fact, it is so great that some scholars have suggested that it is more important than grammar in contributing to the organization of language” (Sinclair, 1996 Cited by Schmitt, 2010, p. 7-8). The *lexical patterning* which is referred to by Sinclair includes, among other things, idiomatic language.

Idiomatic language enables its users to communicate a wider range of meanings than are available within the realms of literal language (Carroll, 2008). Therefore, it is very important for language learners to possess a strong working knowledge of idioms in order to improve communications and help speaker language production become more native-like (Liotonas, 2002).

One reason that idiomatic language presents such a unique obstacle for L2 learners is due to the fact that it is highly influenced by the cultural values of a linguistic community. The corpus of idiomatic expressions that make up a language system is a reliable reflection of the way of thinking and behaving not just of an individual but also of a community as a whole (Casas et al. 1995). Furthermore, it has been stated that each culture has a unique pattern and the behavior of an individual, linguistic or otherwise, manifested through that is unique. “Foreign language learning will mean, therefore, changing the learner’s behavior and injecting a new way of life and values of life into his already settled behavior pattern” (Trivedi, 1978, p. 92).

Often times, foreign cultures are made up of traditions that may seem very counterintuitive thus making its linguistic system difficult to comprehend.

Due to the difficulty posed by idiomatic language, learners may employ a variety of strategies in the comprehension process. Strategies are specific methods, steps or techniques that students utilize to face the challenges they encounter when reading and facilitate the comprehension processes of second language acquisition (Brown, 2007; Oxford & Ehrman, 1995; Celce-Murcia, 2001). Researchers indicate that by raising awareness about the different strategies which are available to learners as they encounter unknown words in context, learners can be empowered to overcome difficulties in comprehension. As a result, studies such as those carried out by Irujo (1986) and Cooper (1999), which investigated the strategies that L2 learners of English utilize when processing idiomatic

language, have become of growing interest in the field of Second Language Acquisition (SLA).

According to international studies on L2 strategies in idiom comprehension by Cooper (1999) in the USA, Angel (2008) in Mexico and Bulut & Celik-Yazici (2004) in Turkey, learners' most successful strategy appears to be *guessing from context*.

## **1.2 Statement of the Problem**

Further investigation is needed to identify whether previous findings hold true with Taiwanese learners as the issue of L2 idiomatic language comprehension and processing strategies remains to be adequately investigated (Liu, 2008). Only a handful of international studies have addressed this issue, even fewer of which have been carried out in EFL environments such as Taiwan. Researchers such as Hsu (1997) and Lin (2007) have called for further investigation in English idiom processing and learning strategies used by L2 speakers in Taiwan.

Studies which examine the role of strategy implementation in idiom processing depict an unsatisfactory situation in idiom identification and comprehension ability that deserves to be addressed (Vicker, 2000; Zughoul & Abdul-Fattah, 2003). This reality has resulted in studies which have investigated which learning strategies speakers use when encountering unknown items in context. Despite a lack of certainty about which particular strategies are best for specific learners, a number of researchers have designed frameworks for learning training programs whose aim to assist learners to become increasingly effective (Ellis, 2008). However, without sufficient investigation in this field, it is possible that those learning training programs may have been created without the input of vital data which could have a positive impact on those programs and ultimately, upon the field of Second Language Education.

### **1.3 Purpose of the Study**

A limited number of international studies have investigated idiom *identification* and *comprehension* strategies of L2 English learners. Those studies examined the comprehension strategies that participants employed with regard to idioms of varying degrees of contrastive pragmatic and lexical congruency. However, even the most noteworthy of those failed to provide equally rich contextual environments for the different idioms in their instruments or differentiate between semantically incongruent (language specific) and semantically congruent idiomatic language (that has idiomatic equivalents in participant L1). Studies by Irujo (1986), Abdullah and Jackson (1998), Cooper (1999), Bulut and Celik-Yazici (2004) are among the most revered in the field of L2 idiom processing and comprehension. However, these studies focused on translatable idiomatic language. Subjects in those studies were able to rely on *First Language* (L1) knowledge during comprehension processing because target language on test instrument had L1 equivalent idiomatic expressions.

The present study aims to investigate the strategies that Taiwanese EFL university graduate students with English related majors utilize when reading idiomatic language that does not have L1 idiomatic equivalents. Furthermore, particular attention will be paid to ensure that target idioms are presented in equally rich controlled contextual environments, something that is absent in the majority of related literature. Specifically, the current study will focus on strategies employed in *identifying* and *understanding* idiomatic expressions which are language specific to English and do not share Mandarin idiomatic equivalents.

### **1.4 Research Questions**

The following four research questions are posed in the current study. It is hoped that answering these research questions will benefit the field of Second Language Education.

**RQ 1:** What *inferencing strategies* do participants use to *identify* semantically incongruent idiomatic language in context when completing a reading/underlining identification task?

**RQ 2:** What *strategies* or *clues* do participants use to *understand* semantically incongruent idiomatic language when it is provided in a “What does *this* mean?” context?

**RQ 3:** What *context clues* and *inferencing strategies* do participants employ when attempting to *understand* unknown semantically incongruent idiomatic language presented in a *meaningful* context?

**RQ 4:** What *changes* if any do participants make to their previous *definitions* of idiomatic language when it is presented in a *multiple-choice* context. What factors lead participants to change their definitions?

### **1.5 Definition of Terms**

1. *Idiomatic language:* Idioms are defined as figurative (I.E. non-literal) multi-word fixed or semi-fixed expressions whose meanings are not inferable in isolation or without a context. Specifically, the majority of the idiomatic language in the present study will be semantically incongruent. Semantically incongruent idioms are idioms which do not share idiomatic equivalents in the L2 learners’ native language, which for our purposes, is Mandarin. In order to investigate the issue of semantic congruency, some contrastive analysis between English and Mandarin was employed in the instrument design processes in the current study.
2. *Strategies:* Strategies are specific methods, steps or techniques that speakers utilize to face the challenges they encounter when reading and facilitate the comprehension processes of second language acquisition (Brown, 2007; Oxford & Ehrman, 1995; Celce-Murcia, 2001). By using strategies, speakers not only decode what they perceive but also develop a unique

and essential linguistic problem solving skill.

It is understood that there are basically two kinds of strategies to consider. The first is that of *The Preparatory Stage* the second is that of *The Guessing Stage* (Cooper, 1999). The former of the two involves participant's clarification and consolidation of knowledge about the idiomatic expressions. This stage serves as a tool that provides learners with time and additional information from outside sources such as dictionaries, peers or teachers before making informed guesses about the idiom's meaning. In the latter of the two strategies, *The Guessing Stage*, learners make inferences about idiomatic language. This stage is totally inferential and as such exhibit's what learners can do when they have no outside resources to rely on for interpretation of the idioms.

3. *Inferencing*: "Inferences are connections people make when attempting to reach an interpretation of what they read or hear" (Brown & Yule, 1983; p. 265). "The process of inferencing involves making informed guesses as to the meanings of (part of) an utterance in the light of all the available linguistic cues in combination with the hearer's general knowledge of the world, her awareness of the situation and her relevant linguistic knowledge" (Faerch et al., 1984; p. 150).

## **1.6 Significance of the Study**

"Anyone who has tried to learn to speak and L2 sooner or later realizes that idioms are a stumbling block" (Cooper, 1999). Previous studies on this topic by Irujo (1986), Cooper, (1999) and Bulut and Celik-Yazici (2004) provided groundbreaking insight into the comprehension processes that L2 learners employ in idiom comprehension.

However, all of those studies neglected to provide idioms in *equally* rich contextual environments and *equally* distribute idioms among the four different context types outlined by Liu (2008). They did not employ contrastive analysis to ensure idiom congruency type,



nor did they conduct statistical analysis to show comprehension differences between idioms of different levels of semantic congruency. Lastly, those studied failed to exclude non-facilitative strategies from the results of their studies. All of these factors were taken into careful consideration and implemented in the present study.

Through my experience as a foreign language learner of German, Arabic, Spanish and Mandarin, I have grown acutely aware of the struggle that second language learners go through with regard to idiomatic language. If I am able to lighten the mental work load of learners and educators who are in this situation and facilitate the teaching and acquisition processes of idiomatic language, then my time as an EFL teacher/researcher will have been validated.

The present study is expected to make contributions to the understanding of how Adult Taiwanese L2 learners of English identify semantically incongruent idiomatic language in context when reading. The researcher intends to examine participant strategy use in identifying idiomatic language in context and expressing understanding of it. Furthermore, it is the aim of this study to identify and compile a list of the different inferencing strategies that participants utilize when identifying and comprehending structurally and semantically incongruent idiomatic language in context. This study is believed to be among the first of its kind as it examines the comprehension strategies that Taiwanese adult EFL learners utilize when encountering English idiomatic language with which no L1 equivalent expression exists. The *Think-Aloud* data from the current study will provide insight into how learners understand semantically and structurally incongruent idioms in context, something that has, to the best of the researcher's knowledge, never been investigated with such a participant population as the one described in this study to date.

## Chapter Two - Literature Review

This chapter is presented in two parts. First, idiomatic language will be presented, including definitions, an examination of other related studies and the different genres of idioms that will be investigated. The second part provides an overview of the various strategies that will be taken into consideration for this study. In particular, attention will be paid to inferencing strategies and the roles that they play in language comprehension.

### 2.1 Idioms

The following sections set out to define, describe and examine different types of idioms. In particular, the idiomatic language which is the focus of the current study will be described.

#### 2.1.1 Definition of Idiomatic Language

Linguist and researchers have yet to agree upon a clear definition for idioms (Busta, 2008; Angel, 2008). However, scholars generally agree that vocabulary can be thought of as both single constituents and multiword lexical unit's (including idioms) that carry single, unchanging meanings. Delineating between fixed phrases and idioms has proven so controversial that many studies have defaulted to other more abstract nomenclature such as *figurative language* (Palmer et al., 2007), *verb-based vs. non-verb-based idioms and phrases* (Busta 2008) and *metaphor* (Lakoff & Johnson, 1980).

The study of idiomatic language has been approached from different perspectives in different studies.

1. The *lexico-grammatical approach* was employed by Makkai (1972) and Cowie (1988). The *lexico-grammatical approach* considers lexicon and grammar to be branches of a single idea and relies on contextual patterns usually ascertained in corpus studies (Liu & Jiang, 2009).
2. The *syntactic approach* has been utilized by Yorio (1980), Cowie (1981), and Moon (1998). In this approach, it is supposed that readers divide sequences of letters into words by using linguistic knowledge and schemata thereby deriving meaning from the text.
3. In the *functional approach*, employed by Straessler (1982), Alexander (1984), Halliday (1985), McCarthy (1998), and notably Moon (1998) language learning is seen as an ongoing process of learning to master different functions of language. Linguistic knowledge is seen as a network of form-function mappings that develop with use (Ellis, 2008).
4. The *lexicographical approach* taken by Moon (1998) groups variants of words together as is typically seen in dictionaries.<sup>1</sup>

These varying approaches to examining idiomatic language have provided a rich catalogue of literature on the subject. Findings of these studies have helped researchers and educators better understand the manner in which idiomatic language is organized and functions within the confines of a grammatical structure. However, this situation has also resulted in a series of different terms which may arguably be applied to similar or even the same concepts. Table 2.1 shows a non-exhaustive list, cited in Angel (2008), of some of those studies and the nomenclature that was assigned to various types of multiword unit's or idiomatic language. These terms may be found in the empirical and theoretical literature relating to idiomatic language.

---

<sup>1</sup> Note that Moon (1998) incorporates a number of different approaches in her corpus linguistics study.

Table 2.1

*Terms Employed for Describing Idiomatic Language*

| <b>Researcher</b>     | <b>Year</b> | <b>Terms</b>                                 |
|-----------------------|-------------|--|
| Alexander             | 1984        | Fixed Expressions                            |
| Bahns                 | 1993        | Lexical Collocations                         |
| Nattinger & DeCarrico | 1992        | Lexical phrases                              |
| Moon                  | 1998        | Multi-word unit's and fixed expressions      |
| Mel'cuk               | 1998        | Phrases or phrasemes                         |
| Lennon                | 1998        | Idiomatic language                           |
| Bogaards              | 2001        | Multi-word items (idioms) and lexical unit's |
| Charteris-Black       | 2002        | Figurative phrases and figurative idioms     |

Despite a lack of uniformity in terminology, there appears to be consensus about three measures which can be used to define idioms. First, idioms are usually semi-literal or non-literal in nature; i.e. their meanings cannot be found from a strict interpretation of their constituents. Second, idioms are predominantly fixed structure wise. While variance is permitted to a certain extent (*hop* vs. *jump on board*), it is restricted to a limited number of possible variants (*X spring on board*). Third, idioms are multiword expressions which are made up of at least two words, including compound words (Liu, 2008).

For the current study, idioms are defined as figurative (i.e. non-literal) multi-word fixed or semi-fixed expressions whose meanings are not inferable in isolation or without a context. For example *to ruffle someone's feathers* constitutes an idiom because it is a multi-word fixed expression which carries a meaning that is not inferable without a context or prior knowledge. Since people do not have feathers, this phrase cannot be taken literally. To say that someone is *over the moon* about something also constitutes an idiom based on the above criteria. From a literal standpoint, it's extremely unlikely that any living person is literally over the moon. In contrast, to say that someone *jumped for joy* is far less idiomatic because, despite being a multi-word fixed expression, the meaning is more readily inferable based on a literal

analysis of its constituents.

Learners attempting to comprehend the literal meaning of such expressions may invoke the process of the *literal first* hypothesis. In doing so, such a learner may realize that this kind of language doesn't make sense literally based on numerous criteria perhaps, most obvious of which is in the above example, that people do not have feathers. The literal first hypothesis theorizes that at first, idioms are processed literally, but when the context does not allow a literal interpretation, speakers access the meaning of the idiom in a special idiom list (Liu, 2008). When encountered in context, readers find that a literal interpretation of the word string is not a viable option, which in turn should prompt them to consider possible figurative interpretations (Bobrow & Bell, 1973; McCarthy & O'Dell, 2002; Collis, 1987; Sinclair, 1991; Lazar et al., 1989).

Some studies have classified idioms as a subcategory of *collocations*. Collocations are lexical phrases typified by examples such as *do...the dishes,...a job,...one's hair, or make...dinner,...a deal,...money* etc. Essentially, collocations are words that tend to appear in groups. Idioms share some features with collocations in that they are also made up of grouped words; however, where idioms differ significantly from collocations is in their figurative nature. Unlike collocations whose meanings can be inferred based on an analysis of their literal constituents, idioms cannot be so easily inferred in isolation and are never purely literal in meaning.

### **2.1.2 Different Kinds of Idioms**

Though intense debate remains, there are basically two different types of English idioms; lexemic idioms and phraseological idioms (Makkai, 1972; Awwad, 1989). Lexemic idioms convey metaphoric meanings such as *You broke my heart* and *eat like a bird*. Phraseological idioms are more flexible than lexemic idioms as they combine several parts of speech. For

example, the phraseological idiom *It ain't over 'til the fat lady sings* incorporates a noun, verb and adverb, all of which allow for variance in form. Consider *The fat lady hasn't sung*, *This isn't finished until the fat lady sings*, *The opera ain't over until the fat lady sings* etc.

According to these guidelines, all other idioms and categories of idiomatic language fit, at least loosely into one of these two categories.

When comparing the idiomatic expressions of two different languages, idioms can be further broken down as having varying degrees of structural and semantic congruency. Many idioms have inter-language equivalency which may be manifested in translations. In a study which examined semantic similarity between Thai and English idioms, it was found that “mismatches are expressions that are possible in English but do not have the same meanings as the Thai idioms” (Cedar, 2008; p. 153). The issue of congruency here refers to an idiom's degree of similarity with concepts (or formulaic sequences) which are represented in a language learners L1 framework (Yamashita & Jiang, 2010). In order to fully establish an idiom's level of congruency, contrastive analysis needs to be addressed. Contrastive analysis is a set of procedures in which two languages are compared and contrasted with the goal of pinpointing areas of interlingual differences and similarities (Ellis, 2008).

When the idiomatic expressions of two languages are contrasted for an examination of structural and semantic congruency, four correspondence categories arise (Awwad, 1989). These categories were found to be of differing degrees of difficulty, congruent idioms being the easiest and language specific idioms semantically incongruent being the most difficult.

Table 2.2

*Four Categories of Idioms Found in Contrastive Analysis*

| <b>Categories</b>               | <b>Definitions</b> (Based on Awwad, 1989; p. 66)  |
|---------------------------------|---|
| <b>Congruent</b>                | Idioms with corresponding functions and structures in both languages.                             |
| <b>Semi-congruent</b>           | Idioms with corresponding functions in both languages, but with slightly different structures.    |
| <b>Incongruent</b>              | Idioms with corresponding functions in both languages but with completely different structures.   |
| <b>Semantically Incongruent</b> | Language specific idioms with no structural or functional translatable inter-lingual equivalents. |

**2.1.3 Studies of Idiom Comprehension by L2 Learners**

Language is rife with idioms as they are an important tool that speakers use to convey sentiments which may be best delivered in non-literal terms (Carrol, 2008; Sporleder et al., 2010). One study found that as high as 80% of L2 learners believe that while learning idioms is difficult, it remains nevertheless very important because a strong knowledge of idioms improves communication and helps speaker's language production become more native-like (Liotonas, 2002). These studies have investigated familiarity (Bensoussan & Laufer, 1984), errors in comprehension and production (Irujo, 1986), positive transfer in idiom comprehension (Gass & Selinker, 1983; Kellerman & Sharwood Smith, 1986; Odlin, 1989, Abdullah & Jackson, 1998), context clue recognition and usage (Bulut & Celik-Yazici, 2004, Cooper, 1999), identification of idioms (Liontas, 2002) and cultural background knowledge (Littlemore, 2001) among other aspects of idiom comprehension. While not all researchers come to the same conclusions, there is consensus that further investigation into the topic of idiom comprehension and acquisition among second language learners from

dissimilar linguistic backgrounds is needed, (Zughoul & Abdul-Fattah, 2003; Huang, 2001; Yamashita & Jiang, 2010; Bulut & Çelik-Yazici, 2004; Liu, 2008).

While the majority of studies which have considered the cognitive processes that surround idiom processing have been on processing in L1, a small number of studies have examined L2 idiom comprehension (Liu, 2008). Following are some studies which are particularly relevant to this study because they seek to identify relevant aspects of L2 comprehension of English idiomatic language.

Zughoul and Abdul-Fattah (2003) examined productive competence in English collocations and idioms among Arabic university L2 speakers of English with English majors in the Kingdom of Jordan. Participants did a multiple choice task and a translation task that measured their proficiencies in collocation and idiom recognition in addition to production. Despite being advanced EFL English speakers, participant command of idiomatic expressions was found to be unsatisfactory. In some cases, idioms were incorrectly translated and “subjects missed the intended message.” In the translation task for “he brought him down to his knees” “he pinned him down” and “he brought down his opponent,” participants “interpreted kasar ?anfuḥ ‘humiliate him’ as forced or controlled him and hence searched in their target language lexicon for equivalent idiomatic expressions” (Zughoul & Abdul-Fattah, 2003, p. 13). Zughoul and Abdul-Fattah proposed that further investigation into idiom comprehension in context for L2 learners is needed to add clarity to his results.

Investigating Japanese L1 influence on the acquisition of English collocations, Yamashita and Jiang (2010) administered a cloze test consisting of congruent collocations, incongruent collocations, and implausible word combinations. Findings suggested that “incongruent collocations are difficult to accept in the L2 mental lexicon, and acquiring this type of collocations takes a long time, requiring a massive amount of exposure to the L2” (Yamashita & Jiang, 2010, p. 660-661). The definition given for incongruent idioms in that study



matches the non-congruent category listed above in Table 2.2. “The processing of an incongruent collocation...involves...the finding of an L1 collocation that shares the same meaning” (Yamashita & Jiang, 2012, p. 652). Yamashita and Jiang cited the existence of semantically incongruent idiomatic language stating that “*narrow escape*, which does not have a ready counterpart in Chinese, can be said to express a concept that is not present, or at least not lexicalized, in the conceptual system of a Chinese native speaker” (Yamashita & Jiang, 2012, p. 652). However, their study did not examine the role of semantically incongruent idioms, as defined in Table 2.2.

Cedar (2008) investigated problems that Thai learners of English encounter with regard to idioms of different levels of L1 – L2 semantic similarity. The participants in his study were ESL graduate students in the United States who were considered to be advanced level English speakers. In a recognition task, they were shown Thai idioms and asked whether or not they believed those idioms had English equivalents. Since all of the idioms did have English equivalents the correct answer should have always been *yes*. However, even in the cases where participants stated that they believed the Thai idioms had English equivalents, they were generally unable to supply an equivalent idiom in English. Overall, his participants exhibited a low ability to recognize pragmatic congruency or supply translations for English idioms and Thai idioms.

These studies found that adult ESL and EFL learners struggle with understanding idiomatic language in English. Their findings also depict a heavy reliance on L1 in comprehension processing. As a result, these and other international researchers have called for further investigation into the topic of L2 idiomatic language processing.

### **2.1.3.1 Specific Idioms in This Study**

The present study aims to investigate the strategies that Taiwanese participants use when

identifying and understanding idioms which are language specific to English. The target idioms in the present study are incongruent and semantically incongruent between Mandarin and English. This was a vital component of the study because, as described by Nation (2007), “an important factor affecting guessing from context is the similarity between the learner’s first language and the second language” (Nation, 2001, p. 247).

By definition, idioms are multi-word expressions. With that in mind, each individual word or constituent of the idioms in the current study is intended to be a familiar lexical item that participants already know and can use. It is vital that the constituents of the test idioms be known to the participants because this study aims to examine the strategies surrounding idiomatic language inferencing in context rather than lexical inferencing of non-idiomatic language. Based on these criteria, *to have a green thumb* may be included because it is made up of familiar words. However, *be in dire straits* may not be included because the word *dire* constitutes an unfamiliar or low frequency item.

The process for selecting the idioms which were employed in the present study was a lengthy one. After searching for a valid source to pool idioms from, the researcher elected to employ expressions from the book *English Idioms in Use* (McCarthy, O’Dell, 2002) which is comprised exclusively of idioms taken from the Cambridge And Nottingham Corpus Of Discourse in English (CANCODE). By doing so, the researcher drew idioms from a bona fide corpus of idiomatic expressions and used the definitions provided in *English Idioms in Use*. Next, the researcher created a list of over sixty idioms which he believed to be of a semantically incongruent nature. Then, after weeks of meetings with native Mandarin speakers with advanced English proficiency, the majority of the idioms were eliminated from the list of candidate target idioms until a final list of six incongruent and fourteen semantically incongruent idioms remained. After this process was done, a native Mandarin speaker of advanced English proficiency aided the researcher in determining which type the

idioms represented (incongruent or semantically incongruent). Finally, the target idioms were employed in Tasks A through D.

## **2.2 Factors influencing idiom comprehension**

Due to their non-literal nature, idioms present a significant challenge to second language learners as they encounter them. Unfortunately, learners of lower proficiency levels often opt to ignore idioms as they encounter them (Angel, 2008); this is referred to as *ignoring strategy*. However, since idioms are prevalent across virtually every genre of discourse, learners have little choice but to face them and develop strategies for decoding idioms (Cooper, 1999). Liu (2008) goes so far as to suggest that it is incumbent of teachers to include the training of learning strategies when instructing on the topic of idioms due to their ubiquitous nature throughout language.

### **2.2.1 Definition of Idiom Processing Strategies**

Strategies are specific methods, steps or techniques that students utilize to face the challenges they encounter when reading and to facilitate the comprehension processes of second language acquisition (Oxford, 1992; Celce-Murcia, 2001; Brown, 2007). By using a wide variety of strategies, speakers not only decode what they perceive but also develop a unique and essential linguistic problem solving skill.

In Cooper's (1999) study of L2 strategies on idiom comprehension, participants were found to employ eight strategies. In a later study on L2 idiom comprehension by Bulut and Celik-Yazici (2004), the same eight strategies were investigated and reaffirmed as being vital in L2 idiom processing. Those eight strategies are presented in Table 2.3 with examples.

Table 2.3

*Strategies used in L2 idiom comprehension*

| <b>Strategy</b>  | <b>Example from data</b>   |
|--|--|
| <b><i>The Preparatory Stage</i></b>  |  |
| RP: Repeating or paraphrasing the idiom without providing an interpretation            | “ <i>To tighten your belt</i> is ...uh...to make your belt more narrower...”   |
| DA: Discussing and analyzing the idiom or it’s context without guessing at the meaning | “ <i>Chicken feed</i> ...uh...Compared to people, uh, chicken usually eat, uh, less than people, you know. Chicken feed is little and people eat a lot....It has something to do with eating and stuff, but I’m not sure of meaning.”  |
| RI: Requesting information about the idiom or context                                  | “What does (usually a single word from the idiom or context) mean?”  |
| <b><i>The Guessing Stage</i></b>   |  |
| GC: Guessing the meaning of the idiom from the context                                 | “I do not know it (the meaning) at all, so I have to guess from the first clause (We decided that Molly was a bad worker)...These people want to fire Molly, so I think <i>to get sacked</i> means <i>to get fired</i> .”  |
| LM: Using the literal meaning of the idiom as a key to its figurative meaning          | “When I make an image of this phrase, <i>to roll up his sleeves</i> , I think of somebody who is trying to get ready to do something, to work, so I think that’s what it means.”   |
| BK: Using background knowledge to figure out the meaning of the idiom                  | “ <i>What’s cooking?</i> I think my boyfriend might be using this often, I’ve never asked him what it means, but I learned the expression through hearing it all the time. At first I didn’t know it, but then since he uses it all the time, I realize the meaning: <i>What’s going on?</i> ” |
| L1: Referring to an idiom in the L1 to understand the L2 idiom                         | “ <i>Look at the world through rose-colored glasses.</i> We have a sentence that has almost the same meaning in Portuguese, ‘cause a rose-colored world is something nice.”  |
| OS: Using other strategies   |  |

Note: Adapted from Cooper (1999).

According to Cooper's (1999) model, these eight strategies can be broken into two groups or stages. The first group, termed *The Preparatory Stage* involves participant's clarification and consolidation of knowledge about the idiomatic expressions. This stage serves as a tool that provides learners with time and additional information from outside sources before making informed guesses about the idiom's meaning. That first group is represented by *Repeating or Paraphrasing* (RP), *Discussing and Analyzing* (DA), and *Requesting Information* (RI). The second group called *The Guessing Stage* is where learners make inferences about the idioms. The Guessing Stage is totally inferential and as such exhibit's what learners do when they have no outside resources to rely on for interpretation of the idioms. This inferencing group is made up of the *Guessing from Context* (GC), *Literal Meaning* (LM), *Background Knowledge* (BK), *First Language* (L1) and *Other Strategies* (OS) (Bulut & Celik-Yazici, 2004).

In both Cooper's and Bulut & Celik-Yazici's studies, the strategy of *Guessing from Context* (a subcategory of inferencing) accounted for more than half of the total number of idioms which were correctly interpreted, making it by far the most useful of the eight strategies which were identified (Cooper, 1999; Bulut & Celik-Yazici, 2004). After GC, relying on LM and BK took active positions as valuable strategies for L2 learners in both of those studies while L1 and OS accounted for only marginal percentages of success. As such, GC, LM and BK will be examined more closely for the inferencing section of the present study.

### **2.2.2 Inferencing**

*Inferencing* is defined as a cognitive process that a reader goes through in order to obtain the implicit meaning of a written text (Chikalanga, 1992). Inferences are connections people make when attempting to reach an interpretation of what they read or hear (Brown &

Yule, 1983). Moreover, “the process of inferencing involves making informed guesses as to the meanings of (part of) an utterance in the light of all the available linguistic cues in combination with the hearer’s general knowledge of the world, her awareness of the situation and her relevant linguistic knowledge” (Faerch et al., 1984, p. 150).

According to McKoon and Ratcliff (1992), readers automatically employ inferencing as a comprehension strategy when two conditions are present. First, the inference must be necessary to comprehend the text. Second, the information which the inference is based on needs to be activated easily (Carroll, 2008). In another study by Iza and Ezquerro (2000), inferencing is classified into two categories; namely, necessary and elaborative. Necessary inferencing is essentially the same kind named in McKoon and Ratcliff’s first condition. It occurs when inferencing is required to maintain coherence of text. Elaborative inferencing is utilized to forecast consequences of future events. For instance, readers who encountered a non-figurative sentence such as “the menacing storm approached an isolated mountain village” might employ elaborative inferencing by predicting some unfortunate events which may be in store for the mountain village related to the “menacing storm.” Elaborative inferencing occurs naturally as readers become engaged in a text.

### **2.2.2.1 Guessing from Context**

*Guessing from context* (GC) is a sub skill of reading and listening that draws on a range of skills and different kinds of knowledge. Additionally, it is heavily dependent on learners’ proficiency level (Nation, 2001). Justification for the time and effort spent on GC strategy development include the following (Nation, 2001).

1. the value of the strategy for both high-frequency and low-frequency words
2. the strategy accounts for most vocabulary learning by native speakers

3. the enormous number of words that can be dealt with and perhaps learned through this strategy
4. the effectiveness of the strategy
5. the benefits of the strategy in contributing to reading and listening comprehension
6. the fact that learners differ widely in their control of this skill, and training can narrow these differences
7. the need for this skill in dictionary use

Due to the important role of GC in L2 acquisition, a number of authors (e.g. Chandrasegaran, 1980; Clarke & Nation, 1980, Burton & Samuda, 1981) have developed strategies for guessing from context (Cited in Read, 2008). Other studies, such as one by Munby (2004), have investigated learner's beliefs about GC and L2 speaker use of lexical guessing strategies. Many studies on vocabulary acquisition emphasize that inferring the meanings of words from context is a very important factor in language comprehension processing (Verspoor & Lowie, 2003).

The claim of GC's importance is not without its critics. Studies by Mondria (2003), Kuhn & Stahl (1998), Verspoor & Lowie (2003) present evidence which suggests that GC may play a far less important role than is otherwise believed. For example, a study by Mondria (2003) takes the position that guessing from context isn't as useful as is conventionally assumed. In her study, it was found that incidental learning was inferior to the meaning-inferred method. Mondria's study shows that the guessing method is not as efficient as memorizing the meanings of new vocabulary in terms of retention.

#### **2.2.2.1.1 Guessing from Context and Idioms**

GC is loosely defined by Kuhn and Stall (1998) as a situation where learners "do not

know the word but learn something about the word from reading it in context” (p. 121). For the purposes of this paper, GC is defined as making a correct estimate or conjecture based on the parts of a written or spoken statement that precede or follow an unknown word or multi-word expression.

Guessing from context (GC) is portrayed in Cacciari and Levorato’s Global Elaboration Model (Levorato & Cacciari, 1989). According to that model, idiom comprehension is dependent on the same skills and strategies that support reading and listening comprehension of non-figurative language (Cain et al., 2009). According to Bulut and Celik-Yazici, GC is the first and most successful strategy that L2 speakers use when confronted with idioms in context and accounts for over 50% of correct interpretations of idiomatic language in their study. Furthermore, L2 learners generally do not use inferencing strategies other than GC except when the contextual information is lacking so much so that a construction of meaning by means of GC is either too difficult or impossible from the available cues.

#### **2.2.2.1.2 Background Knowledge**

Background knowledge (BK) is “a set of knowledge that is essential to the meaning making process of reading” (Kong, 2006, p. 22). BK is what learners “already know about a topic” (Purcell-Gates & Surr, 2006, p. 4). According to Biemans et al. (2001) BK is described as “all knowledge learners have when entering a learning environment, and which is potentially relevant for constructing new knowledge” (p. 266). As such is the case with the nomenclature surrounding idioms, background knowledge has also been referred to in different ways by different researchers.



Table 2.4

*Terminology for Background Knowledge*

| <b>Term</b>   | <b>Author</b>               | <b>Year</b> |
|---|-----------------------------|-------------|
| Frames  | Filmore                     | 1976        |
| Scripts   | Schank & Abelson            | 1977        |
| Event chains  | Warren, Nicholas & Trabasso | 1979        |
| Expectations  | Tannen                      | 1978        |
| Schemata  | Carrell                     | 1983        |
| Prior knowledge   | Dochy & Alexander           | 1995        |
| Preconceptions, Alternative<br>conceptions and Original ideas | Biemans et al.              | 2001        |
| Background knowledge  | Kong                        | 2006        |

Note: All of these terms will henceforth be referred to as Background Knowledge (BK).

Despite a lack of uniformity in terminology used by other researchers in this field, for the purposes of this paper, such labels will be grouped under the term *Background Knowledge* or BK.

Reader's use of BK or activation of schemata plays a vital role in the reading comprehension processes (Anderson & Pearson, 1984; Hirsch, 2003). "As they read, good readers activate their network of existing knowledge, or schema, as they encounter topics or words in a text that relate in some way to that network" (Lehr & Osborn, 2005, p. 8-9).

Further evidence supporting the importance and role of BK in the comprehension process comes from studies which utilize the think-aloud technique (Kong, 2006; Kendeou & Broek, 2007; Wade, 1990).

### **2.2.2.1.3 Using L1**

Proficient L2 readers use background knowledge about their L1 to facilitate the acquisition of the L2. However, this can often result in confusion for L1 speakers of different language families, such as those who speak Semitic or Sino languages as an L1 learning

English (Kong, 2006). Teachers of students who experience complications in activating schema in reading comprehension should place emphasis on “developing relevant background knowledge before reading (as)...Those who have difficulty activating the background knowledge they already have need strategies to make reasonable predictions from cues in the text and test them against later information” (Wade, 1990, p. 449).

#### **2.2.2.1.4 Literal Meaning**

The *Literal First hypothesis* is a potent factor in the L2 idiom comprehension process. According to the Literal First hypothesis, proposed by Bobrow and Bell (1973), speakers primarily process language literally; however, when a literal interpretation is unacceptable based on the context, speakers consider idiomatic meaning as an alternative. Since the majority of language is literal, it makes sense that upon a first perception of an idiom it is processed accordingly. Context is also a major factor in the comprehension process. In order for a word or a phrase to be acknowledged as part of the flow of language, it must fit the context. Thus, when context does not allow for literal interpretations, figurative meaning must be taken into consideration (Liu, 2008).

Studies on L2 idiom comprehension show that speakers prefer employing the *Literal Meaning* (LM) strategy over the L1 strategy to make inferences about idiom in context (Bulut & Celik-Yazici, 2004). Furthermore, research shows that activities which compare literal and figurative meanings of idioms can facilitate connection making between literal and non-literal meanings (Irujo, 1986). LM is not only the first strategy that speakers employ, but an important step in the comprehension process.

#### **2.2.2.1.5 Particular Word**

Some researchers such as Matlock (1998), Bulut & Celik-Yazici (2004) and Cooper

(1999) advocate that knowing a particular word (PW) within a phrase may facilitate the comprehension process. Consider the example: “*To be up the creek without a paddle. Oh! I know what paddle means so without a paddle gives an idea that you are in trouble.*” (Bulut & Celik-Yazici, 2004, p. 110). However, those researchers place little emphasis on the importance of the role of PW as it has been found to have very low frequency of use. Indeed words often have several distinct meanings which may lead learners to false conclusions (Angel, 2008). As a result, it is proposed that PW will play little role in the findings of this study.

### **2.2.3 The Role of Context Clues**

Most studies on idiom comprehension strategies concur that a reader’s ability to interpret idioms is heavily reliant on the context in which an idiom occurs (Arden-Close, 1993; Cain, Oakhill & Lemmon, 2004; Suleiman et al., 2010). Such being the case, the ability to infer the meanings of words when reading in an L2 implies the use of available clues by a reader. According to Carton (1971), there are basically three types of clues that L2 learners use. Intralingual clues incorporate what learners know about the workings of the target language such as affix meaning and morphology. Interlingual clues are those which can be used to draw on the similarities between the mother language and target language. For example, sharing a common proto language such as Proto Germanic helps speakers of English, Dutch and German with comprehension of terms for body parts such as *hand*, (the same spelling in all three languages) *foot* (*voet* in Dutch, *fuss* in German) or *nose* (*neus* in Dutch, *nase* in German). There may also be the presence of loan words such as *computer*, which is pronounced and spelled in a loosely similar fashion in dozens of languages regardless of language family. Finally, the use of extra-lingual clues incorporates a learner’s ability to employ information about background knowledge, physical context and world

knowledge.

Studies by Cooper (1999) and Bulut and Celik-Yazici (2004) used the Idiom Recognition Test (IRT) to assess participant ability to understand the meaning of idioms in contexts. However, those researchers failed to consider the richness of the contexts in which the idioms were provided. Consider these examples taken from Cooper's test instrument. The target idioms have been underlined for display purposes here and the inconsistencies have been marked in bold for illustrative purposes.

1. Because Betsy **cannot keep a secret**, other people call her a big mouth.
2. After coming back from her interview, Stacey knew she had the job in the bag.
3. Looking up at the sky can **make you feel like** a little frog in a big pond.

Example 1 is extremely rich because the answer is given in the context; a big mouth is someone who cannot keep a secret. Example 2 is ambiguous compared with example 1 and includes no context clues in the sentence. In fact, whether Stacey got the job or not is unclear if the idiom is unknown. Being a simile, example 3 it is a completely different kind of idiom from examples 1 and 2. Likening the feeling that people get when looking at the sky to that of being a small fish in a big pond elicits background knowledge related to experience and academic training in simile composition. These examples display inconsistent contexts which are believed to have tainted the results of the Cooper study.

Additionally, the Idiom Recognition Test (IRT) was used by these researchers to investigate the strategies that underlie idiom comprehension rather than recognition. In those studies, participants were not asked to identify or acknowledge the existence of these idioms. However, according to Webster's New World College Dictionary, *recognize* is defined as "to be aware of as something or someone known before" or "to identify" Webster's (2008) p.1197. Accordingly, the current researcher proposes that rather than an Idiom Recognition

Test, the previous researchers actually conducted something like an Idiom Comprehension Test. This misnomer is just one of the inconsistencies that have been found in related literature.

#### **2.2.4 Related Studies**

The following section introduces a number of related studies on idiom comprehension strategies. A closer examination of this related literature provides an insight into the field. First, international research will be covered, which is followed by Taiwanese studies.

##### **2.2.4.1 International Studies on Idiom Reading Strategies**

Despite intense investigation that has spanned more than three decades into the topic of learning strategies, a sufficient definition of learning strategies, and their effects on facilitating language acquisition remains to be established (Ellis, 2008). However, studies that focus on L2 reading strategies, especially related to idiom comprehension processes, have found that inferencing by referencing interlingual similarity, internal clues of the idiom, context cues and background knowledge all play a role in the comprehension process (Angel, 2008). According to research by Bensoussan & Laufer (1984), of all the types of unknown words that language learners inference meaning of, idioms surfaced as one of the most difficult forms to infer. This is at least partly attributed to the fact that learners are often misled by the deceptive transparency of the literal meanings of the words that make up an idiom rather than being aware of the actual non-literal meanings.

In a study investigating the frequency and effectiveness of reading strategies used by Mexican EFL university students in identifying, code-breaking and retaining idioms, Angel (2008) found that idioms which were provided in context and supported by context clues were easier to identify than those which were not. Furthermore, the most common strategies

which lead to idiom comprehension employed by that group of subjects were inferencing from context, inferencing from the meaning of words, inferencing from interlingual similarity and inferencing from metaphor. Angel (2008) later called for further research stating “Therefore an investigation on idiom-process variables and idiom-product variables in relation to reading comprehension is required” (p. 339).

In an examination of the correlation between L1 knowledge of idiomatic language and L2 comprehension with regard to reading strategies, Irujo (1986) investigated advanced Spanish speaking ESL learners ability to comprehend and produce idioms of varying degrees of semantic congruency in L2 (English). Participants were presented with 45 idioms broken into three equal sections of fifteen. The congruent group of idioms was identical in form and meaning to idioms in the participant’s L1. The semi-congruent group exhibited fifteen idioms which were similar to their Spanish equivalents, and the last non-congruent fifteen were totally different in structure from any Spanish idioms. It was found that idioms from the first two groups (congruent or semi-congruent to idioms in the participants L1) were much easier for participants to understand. This finding supports the notion of positive transfer. Positive transfer occurs when learners acquire L2 features (in this case, idiomatic language) which are the same as or similar to L2 features with little difficulty (Ellis, 2008).

Table 2.5

*Structural Congruency of Idioms from Irujo's 1986 study*

| <b>Structural Similarity</b> | <b>English Idiom</b>    | <b>Spanish Idiom</b>  | <b>Literal Translation</b> |
|------------------------------|-------------------------|-----------------------|----------------------------|
| Congruent<br>(Identical)     | Point of view           | Punto de vista        | point of view              |
| Semi-Congruent<br>(Similar)  | Come hell or high water | Contra viento y marea | against wind and tide      |
| Incongruent<br>(Different)   | To have a free hand     | Tener carta blanca    | to have a letter white     |

Cooper (1999) investigated the on-line processing strategies employed by L2 speakers of English when reading idioms in context. Participants verbalized their thoughts so that data could be collected using the think-aloud procedure. Most of the participants were found to employ a variety of strategies. However, *guessing from context* was the most frequently implemented strategy as is illustrated in the following example taken from Cooper (1999, p. 246).

**Stimulus situation:** People say that Jennifer can keep any plant alive with her green thumb. What does *green thumb* mean?

Participant: *I never heard this/*

*But I can understand the meaning from the context/*

*She's good with plants/*

Cooper's study did a great deal to show the different kinds of strategies that ESL speakers employed to comprehend idioms. However, it is unknown if the results of his

study can be applied to EFL Taiwanese learners since his study did not include any Taiwanese participants. Furthermore, Cooper failed to consider the contrastive analysis between learners L1 and English or the importance or impact that the richness of context in his Idiom Recognition Test had on those results.

An analysis of Cooper's IRT instrument shows that of the 20 contexts in which the idioms were shown, some contexts were rich and adhered closely to the four major context types as described by Liu (2008). Table 2.6 illustrates some examples of idioms in rich contexts taken verbatim from Cooper's Idiom Recognition Test (IRT).

Table 2.6

*Context Rich Examples from Cooper's IRT*

| # | Example  | Context |
|---|--|---------|
| 1 | Mr. Carson works as a teacher all day and works in a factory at night.<br>His wife says he is burning the candle at both ends. | E/D     |
| 5 | Because Betsy cannot keep a secret, other people call her a big mouth.   | S/E     |

However, Cooper also included poorly constructed contexts which did not fit into any of the four major context types. It was also found that these contexts may have been too ambiguous to facilitate L2 idiom comprehension which in turn may have forced the participants to rely on preparatory strategies (see Table 2.3) such as DA which resulted in participants being unable to guess at the meaning of the idioms. This would have skewed the results of Cooper's study showing a heavy reliance on unsuccessful strategies. Table 2.7 illustrates some of those examples.



Table 2.7

*Ambiguous or Context Poor Items from Cooper's IRT*

---

| # | Example  |
|---|--|
| 4 | Mother wants to buy a new house in the country. Father sees eye to eye with her. |
| 7 | After coming back from her interview, Stacey knew she had the job in the bag.    |
| 8 | After dinner, John would go over to the mall to see what's cooking.              |

---

Note: Numbers are listed according to their order in Cooper's IRT.

Lastly, some of the items in Cooper's IRT contained low frequency and even regional slang forms of English. One specific example of this is the use of the word *sacked* which was used as item number 15.

**15.** *We decided that Molly was a bad worker and that she would have to get **sacked**.*

This is an example of the Cause-Effect context type however there are various problems with this context. The target idiom, *to get sacked* includes the constituent *sacked*. Not only is the verb to sack a very low frequency word that the international participants of Cooper's study would have likely never encountered, it is also identified as slang by the Webster's New World College Dictionary. The definition for *to sack* states "2 [Slang] to dismiss (a person) from a job; discharge" Webster's (2008) p. 1260.

Lastly, some of Cooper's contexts employed the use of simile and metaphor. The problem with using these figures of speech as context types is that, by their very natures, the constructs of simile and metaphor requires readers to call upon resources outside the confines of those which are needed for the four major context types. Participants who lacked training in the use of these language constructs may have been placed at an unfair disadvantage compared to those with more training.

Table 2.8

*The Use of Simile and Metaphor in Cooper's IRT*

| #  | Example   | Context  |
|----|---|----------|
| 18 | Looking up at the sky can make you feel like a little frog in a big pond. | Simile   |
| 19 | To some people, a thousand dollars is chicken feed.                       | Metaphor |

Note: Numbers are listed according to their order in Cooper's IRT.

After careful consideration of the above details, the researcher strived to create equally rich contextual environments for the instruments for the present study. Simile and metaphor were intentionally avoided in the instrument design phase.

#### 2.2.4.2 Taiwanese Studies on Idiom Reading Strategies

In addition to international studies of idiomatic language comprehension, some studies have been carried out on EFL learners in Taiwan. Since one aspect of the current study is to fill an information gap that exists regarding Taiwanese EFL learners, the following studies are meant to depict the emphasis that other related research has focused on in Taiwan.

Huang (2001) investigated errors in collocations and idiom production made by Taiwanese EFL college students with backgrounds of at least six years of formal English training. She found that this Taiwanese group had an unsatisfactory knowledge of English collocations and especially idioms. Sixty college students were assessed for the command of four types of lexical collocations: free combinations, restricted collocations, figurative idioms, and pure idioms. Pure idioms were found to present the greatest challenge to those participants. Finding that L2 speakers have little choice but to give up when facing idioms that are frozen in meaning or have restrictive collocates, Huang concludes that (figurative) collocates (including idioms) need to be explicitly taught to L2 learners.

In an examination of Taiwan's vocational education system, Choi (2003) analyzed the

test scores of nearly 3000 students who applied for admittance to the Departments of Nursing, Food & Nutrition and Healthcare Administration at an institute of technology in Taiwan. The school's entrance exam had 50 questions in vocabulary, grammar, dialogue, idioms and translation and reading. Choi's study of exam scores for the English section of the exam found that idiomatic language presented one of the more difficult challenges on that test. The data Choi's study provided a quantitative analysis of idiom comprehension amongst those test takers which reflects inadequate knowledge of idiomatic language on the part of those learners.

Research on multiword lexical unit's (idioms) and how they are used in impromptu speech forums in Taiwan was investigated by Hsu (2007). The aim of that study was to find a method that could help EFL learners improve their speech-giving skills through an investigation of their use of lexical collocations and fixed-/semi-fixed expressions. It was concluded that the frequency of multiword lexical unit's could be the key which affects speaker's overall performance in competitive impromptu speech forums. Hsu noted that "merely a small number of studies were conducted on the role of English idioms" and suggests that further research should focus on the acquisition of idioms (Hsu, 2007, p.11).

These studies mark the importance of idiomatic language in Taiwan and emphasize that research in this area is desperately needed. Without a better understanding of the strategies that Taiwanese EFL learners rely on, it may be difficult to facilitate the comprehension process that those learners undergo.

### **2.3 Research Gap**

While some studies conducted in various countries have investigated the comprehension processes that second language learners of English undergo when encountering idioms in reading, there remains a lack of such research carried out amongst highly proficient adult

second language speakers of English in Taiwan. Furthermore, many of those studies have called for further research into L2 idiom comprehension strategies (Irujo, 1986; Zughoul & Abdul-Fattah, 2003; Hsu, 2007). The handful of studies related to idiomatic language comprehension in Taiwan has been among learners of lower to intermediate proficiency levels and have called for further research on the topic in Taiwan (Choi, 2003; Huang, 2001; Hsu, 2007). The focus of research has been on Taiwanese children rather than adults in response to government mandates regarding English courses in general education requirements for young students.

Studies on L2 reading comprehension show that reader knowledge of target language vocabulary plays a crucial role in comprehension (Read, 2000). Encountering a high number of unknown words may result in the reader being unable to use contextual clues as those contextual clues themselves may be unknown vocabulary. Therefore, only participants of high English proficiency levels, like graduate students with English related majors should be included in such a study. It is hoped that this study will shed light on the successful strategies Taiwanese advanced learners utilize when encountering unknown idioms in reading which in turn could be used to facilitate better practices in instruction and acquisition of idioms in EFL environments, especially in Taiwan.

## CHAPTER THREE METHODOLOGY

This chapter will cover the selection of participants, data collection methods and data analysis procedures. A summary of the purpose of the study is provided below. For a more detailed explanation, please refer to chapter 1.

Only a limited number of international studies have investigated idiom *identification* and *comprehension* strategies of L2 English learners. Those studies examined the comprehension strategies that participants employed with regard to idioms of varying degrees of contrastive pragmatic and lexical congruency. However, the issue of congruency was largely overlooked by those studies. As a result, many (if not all) of the target idioms in the majority of those studies had semantic and lexical counterparts or equivalents in participant's L1.

The present study aims to investigate the strategies that Intermediate Taiwanese EFL speakers with English related MA degrees or majors utilize when reading idiomatic language that does not have L1 idiomatic equivalents. Furthermore, contextual environments will be carefully controlled in order to provide data for which of the four context types (Liu, 2008) is most effective in facilitating idiom comprehension. Specifically, the current study focuses on the strategies employed in *identifying* and *understanding* idiomatic expressions which are language specific to English. The research questions are re-stated below.

**RQ 1:** What *inferencing strategies* do participants use to *identify* semantically incongruent idiomatic language in context when completing a reading/underlining identification task?

**RQ 2:** What *strategies* or *clues* do participants use to *understand* semantically incongruent idiomatic language when it is provided in a "What does *this* mean?" context?

**RQ 3:** What *context clues* and *inferencing strategies* do participants employ when attempting to *understand* unknown semantically incongruent idiomatic language presented in a *meaningful* context?

**RQ 4:** What *changes* if any do participants make to their previous *definitions* of idiomatic language when it is presented in a *multiple-choice* context. What factors lead participants to change their definitions?

### **3.1 Participants**

The current study included 20 high proficiency level EFL participants. Proficiency level was based on the ACTFL “guidelines which are descriptions of what individuals can do with language in terms of speaking, writing, listening and reading in real-world situations in a spontaneous and non-rehearsed context” (ACTFL, 2012, p. 3). In the present study, these guidelines were applied to evaluate participant proficiency.

Language proficiency is described with regard to receptive skills, such as listening and reading as well as productive skills, such as speaking and writing. As graduates and current students in MA degree seeking programs with English related majors, all of the participants had proven high proficiency in receptive skills. This is because the MA programs which they had completed or were currently enrolled in were 100% exclusively carried out in English. All instruction, textbooks, class discussions and homework assignments were conducted in English. It is on this basis that they are considered high proficiency learners.

By adhering to ACTFL guidelines, the researcher determined participant proficiency level through a close examination of the interview data. A general description of Intermediate-language proficiency states that

Speakers at the Intermediate-level are distinguished primarily by their ability to create with the language when talking about familiar topics

related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentence to strings of sentence, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language (ACTFL, 2012, p.7).

All of the participants met the criteria in this description and accordingly fit into one of the three levels ACTFL intermediate. Since the tenets of this study did not require a strong command of productive grammar skills, the fact that the participants may not have been considered high intermediate learners was irrelevant. This is because all of the participants were sufficiently able to express themselves in the think-aloud procedures.

All of the participants were age 24-40, Taiwanese, and holders of or in pursuit of Master degrees with English related majors. Additionally, many of them are currently working on acquiring certification which permits them to teach in public schools in Taiwan.

Participants were employed as English language teachers employed in university language centers, elementary schools, cram schools as well as private tutors at the time of the study.

It is important that the participants be high intermediate English level adult students because learners with limited knowledge of target language vocabulary may be unable to employ contextual clues in contexts or even understand the target words themselves (Read, 2000).

If such were the case, the results of this study would likely indicate lacking L2 proficiency rather than reflect the actual aims of the study. Furthermore, since previous studies of guessing from context concluded that a high correlation exists between guessing skills and vocabulary knowledge (Nation, 2001) it was paramount to include only participants in of higher English proficiency in this study.

All graduate level students in English related majors in Taiwan go through a rigorous application process in which their English proficiency is evaluated with emphasis on all four skills. Those applicants who have made it into English department programs are regularly taught in English and exclusively learn from English rather than Mandarin written materials. This study included both male and female participants. However, since the number of female students in language departments greatly outweighs that of male students, there were more female participants in the current study for practicality reasons. Fifteen of the participants were female and five were male.

Each of the 20 participants was given a pseudonym for the purposes of the study. The pseudonyms were kept absolutely secret and only the researcher had access to that information. For practical purposes, each participant's pseudonym corresponded with a different letter of the alphabet. No two participants had pseudonyms which started with the first letter. For the majority of the data sets for this study, one of the axis was listed with the letters A through X. Each of these letters correspond with one of the participants. Table 3.1 is a complete list of the pseudonyms for the participants. This list may serve as a key for reading all of the data sets presented later.



Table 3.1

*Participant Pseudonym Key*

| <b>Number</b> | <b>Symbol</b> | <b>Pseudonym</b> | <b>Gender</b> |
|---------------|---------------|------------------|---------------|
| 1             | A             | Anna             | Female        |
| 2             | B             | Becka            | Female        |
| 3             | C             | Cameron          | Male          |
| 4             | D             | Doris            | Female        |
| 5             | E             | Ellen            | Female        |
| 6             | F             | Fran             | Female        |
| 7             | G             | Geoff            | Male          |
| 8             | H             | Hilda            | Female        |
| 9             | I             | Ingrid           | Female        |
| 10            | J             | Jasmine          | Female        |
| 11            | K             | Karina           | Female        |
| 12            | L             | Lolita           | Female        |
| 13            | M             | Mildred          | Female        |
| 14            | N             | Nora             | Female        |
| 15            | P             | Paula            | Female        |
| 16            | R             | Rosa             | Female        |
| 17            | S             | Sergio           | Male          |
| 18            | V             | Violeta          | Female        |
| 19            | U             | Umberto          | Male          |
| 20            | X             | Xavier           | Male          |

Prior to beginning the task completion process for this study, participants were asked to fill out a questionnaire. This questionnaire was intended to provide a clearer, more accurate and detailed picture of who the participants were and followed the design of both Cooper's (1999) and Bulut and Celik-Yazici's (2004) participant background information criteria. The questionnaire included seven questions about participant language learning background and usage and was based off of the participant background data collection employed in the Bulut & Celik-Yazici (2004) study. This questionnaire is also available in Appendix K.

1. Age:
2. Total time spent in an English speaking country:

3. English study time in an English speaking country:
4. English study time in Taiwan (in years):
5. Do you use English for work?
6. Time spent speaking English with a Native speaker each week (days per week):
7. Time spent reading English materials (any kind) per week (days per week):

The participants were talked through the questionnaire to make sure that they understood them and to ensure that they were complete with as much accuracy as was possible. The results of the questionnaire illustrate that participants average age was 28 years old. Eight of the participants had never visited an English speaking country while two of them had spent over one year in English speaking countries and ten had spent less than one year. With regards to question three, 13 participants had never studied English in an English speaking country while two had spent one year or more with the remaining five spending less than one year. Participants had spent an average of 13 years studying English in Taiwan. Most of them noted that they had begun studying English during elementary school. Only three of the participants did not use English for their jobs at the time of the study. Most of the participants spent an average of two hours per week speaking with Native English speakers while four of them stated that they never speak with Native English speakers at the time of the study. Lastly, the participants indicated that they read English materials an average of five days a week. See Table 3.2.

Table 3.2

*Results of Questionnaire per Participant*

| Participant    | Age  | Total time in English speaking country (months) | Study time in English speaking country (months) | English study time in Taiwan (years) | Job requires use of English (1=yes 2=no) | Days with Native speaker each week | Days reading English each week |
|----------------|------|---|---|--------------------------------------|--|------------------------------------|--------------------------------|
| Anna           | 23   | 36  | 24  | 13                                   | 1  | 2                                  | 7                              |
| Becka          | 38   | 0   | 0   | 11                                   | 1  | 0                                  | 7                              |
| Cameron        | 23   | 0.25  | 0   | 12                                   | 0  | 1                                  | 3                              |
| Doris          | 27   | 1.5   | 1.5   | 14                                   | 1  | 2                                  | 5                              |
| Ellen          | 31   | 3   | 2   | 15                                   | 1  | 1                                  | 5                              |
| Fran           | 24   | 0   | 0   | 15                                   | 1  | 0                                  | 2                              |
| Geoff          | 32   | 2   | 2   | 12                                   | 1  | 3                                  | 6                              |
| Hilda          | 25   | 10  | 7.5   | 16                                   | 1  | 2                                  | 4                              |
| Ingrid         | 28   | 2   | 0.75  | 12                                   | 1  | 3                                  | 3                              |
| Jasmine        | 40   | 3   | 0   | 12                                   | 1  | 0                                  | 7                              |
| Karina         | 38   | 0.25  | 0   | 13                                   | 1  | 1                                  | 5                              |
| Lolita         | 27   | 0.25  | 0   | 17                                   | 0  | 0                                  | 1                              |
| Mildred        | 24   | 0   | 0   | 12                                   | 1  | 1                                  | 7                              |
| Nora           | 26   | 0   | 0   | 13                                   | 1  | 4                                  | 7                              |
| Paula          | 40   | 1   | 0   | 11                                   | 1  | 0                                  | 5                              |
| Rosa           | 22   | 18  | 12  | 10                                   | 1  | 1                                  | 5                              |
| Sergio         | 23   | 0   | 0   | 12                                   | 1  | 2                                  | 7                              |
| Umberto        | 22   | 0   | 0   | 15                                   | 0  | 3                                  | 5                              |
| Violeta        | 22   | 0   | 0   | 20                                   | 1  | 3                                  | 3                              |
| Xavier         | 30   | 0   | 0   | 9                                    | 1  | 1                                  | 2                              |
| <i>Mean</i>    | 27.1 | 3.86  | 2.49  | 13.2                                 | 0.85                                     | 1.58                               | 4.8                            |
| <i>Minimum</i> | 22   | 0   | 0   | 9                                    | 0  | 0                                  | 1                              |
| <i>Maximum</i> | 40   | 36  | 24  | 20                                   | 1  | 4                                  | 7                              |

The correlation between the answer for questions 2 and 3 were the most interesting as they illustrate how few of the participants have spent time studying English in English speaking countries. However, those few participants who did spend time abroad, did so as English students. Figure 3.1 shows the strength of that correlation.

## Correlation Between Q2 and Q3

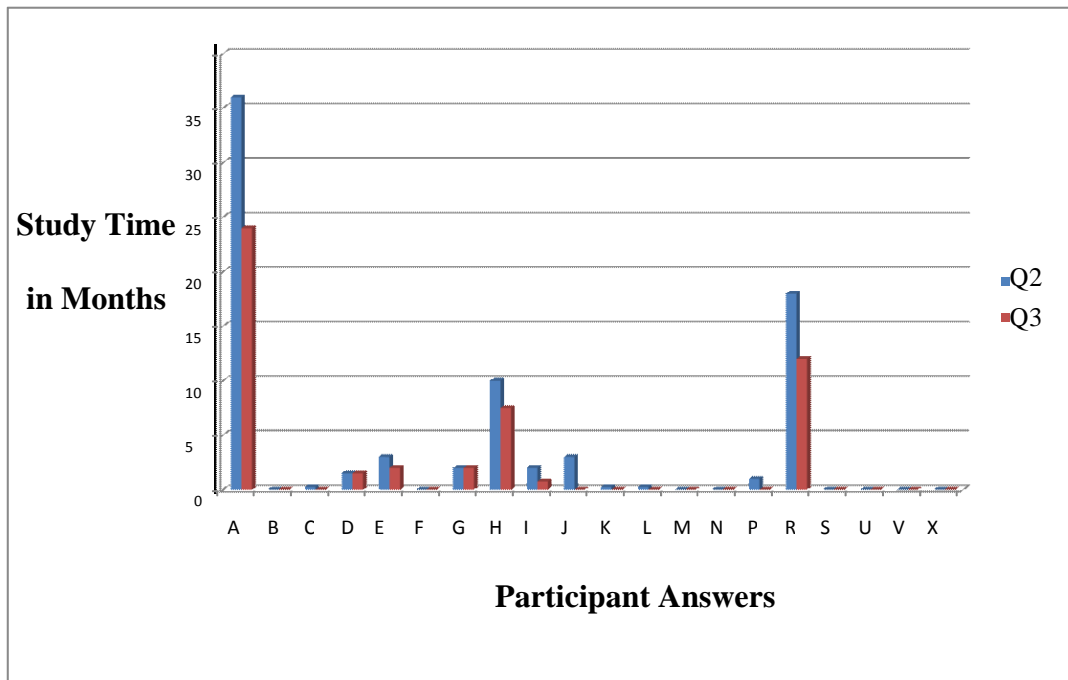


Figure 3.1

### 3.2 Data Collection Procedures

The data collection procedures were employed consistently with all twenty of the participants. Following protocols established by Bulut and Celik-Yazici (2004), participants were individually interviewed by the researcher in private. Before beginning the tasks, the researcher explained the basic tenets of the study to the participants and reminded them that the current study was not designed to serve as a language assessment tool and by no means was intended to reflect the participant English ability or language proficiency level. This was explained and clarified in order to put participant's minds at ease and to help them focus on the completion of the tasks rather than on the eventual outcomes or findings associated with the tasks. After reviewing the general tenets of the study, each participant read and signed a consent form and completed the participant background questionnaire. Next, the participants completed Task A, Task B, Task C and Task D. The steps for these tasks are

detailed in sections 3.2.1 through 3.2.5. Below is a visual representation of the order of operations for the study.

Study Procedures / Order of Operations

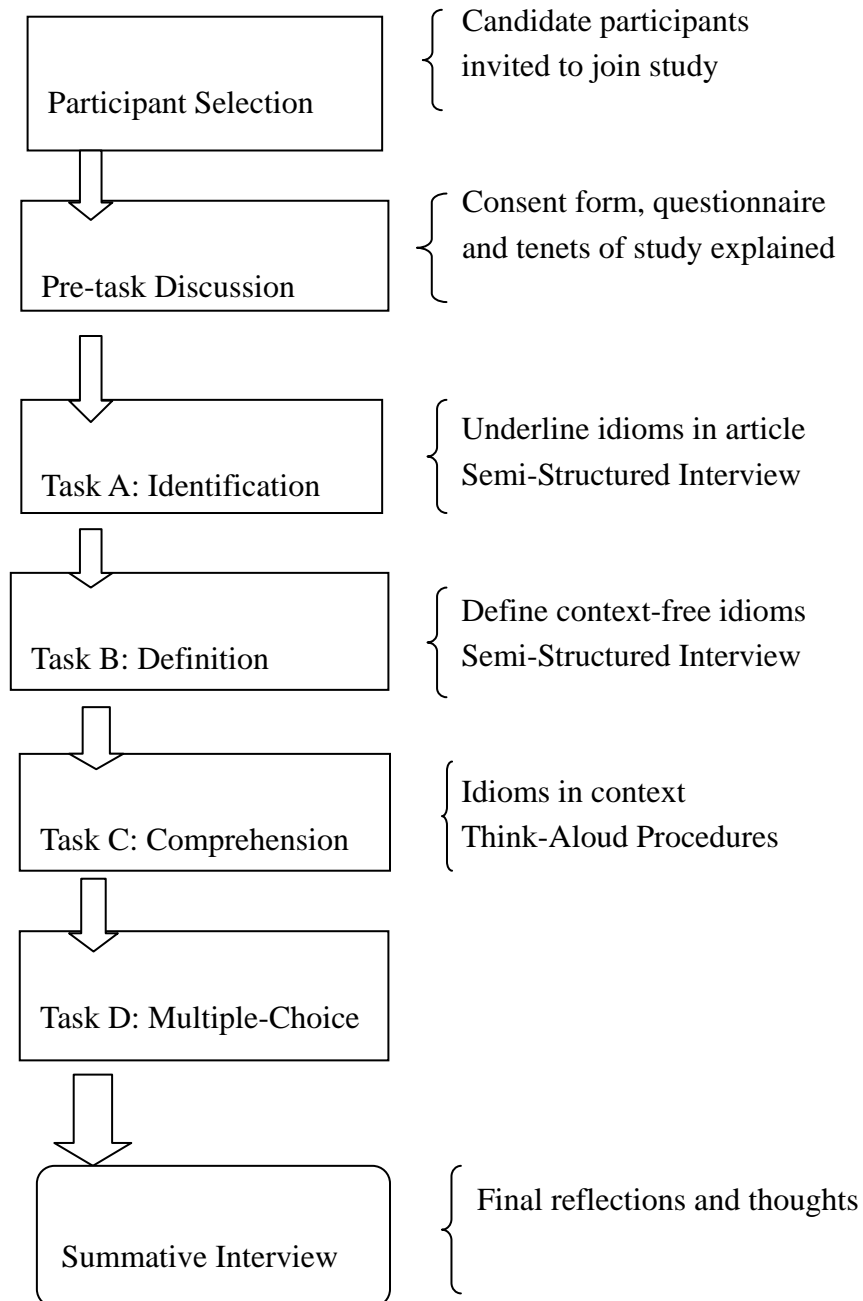


Figure 3.2

Task C was the foremost of the tasks in the present study and it loosely follows Cooper’s (1999) design. In that study, the strategies that ESL students used to comprehend idioms

presented in written contexts were investigated and catalogued. In individually interviews, participants were showed 20 idioms written in context on separate note cards and asked to verbally provide definitions for those idioms. *Think-aloud* procedures were utilized to investigate participant comprehension processing during the completion of an Idiom Recognition Test (IRT). The interviews were audio recorded and transcribed verbatim for analysis. Finally, participant responses were analyzed and marked according to the idiom comprehension strategy which was used. Likewise, the current study followed a similar method for data collection with regards to Task C. Further details describing the data analysis procedures for Task C are provided below in section 3.2.4.

The significant difference between the current study and Cooper's study is that while Cooper's study included idioms with varying degrees of structural congruency, the current study focused on the utilization of semantically incongruent language specific idioms and includes seven items from the structurally incongruent genre outlined in Table 3.3. This is believed that this aspect of idiom comprehension has yet to be studied with regard to Taiwanese learners. The first three rows in Table 3.3 constitute idiomatic language included in Cooper's study while the third and fourth rows depict idiomatic language included in the current study. While the first three rows display idioms of different levels of structural congruency, they all share semantically congruent translations in the participant L1 which in this case is Mandarin. However, the fourth row may not be translated into L1 because semantically incongruent idioms are, by definition, language specific. Table 3.3 follows the findings listed in the previous chapter in Table 2.2 which is based on findings reported by Awwad (1989).

Table 3.3

*Different Types of Structurally and Semantically Congruent Idiomatic Language*

| <b>Idiom Type</b>                  | <b>English</b>     | <b>Mandarin</b>   | <b>Literal Translation</b> |
|------------------------------------|--------------------|-------------------|----------------------------|
| <b>1) Congruent</b>                | Time flies         | Shi guang fei shi | time flies                 |
| <b>2) Semi-Congruent</b>           | Thanks a million!  | Bai ban gan xie   | hundred like thanks        |
| <b>3) Incongruent</b>              | Bring it on        | Fang ma guo lai   | release horse come here    |
| <b>4) Semantically Incongruent</b> | Have a green thumb | ***               | *No translation*           |

Note:

- (1) All of the provided literal translations share similar or identical semantic counterparts in Mandarin and English.
- (2) No translation is given for Semantically Incongruent idioms because the idioms are language specific and do not share semantically related idioms in learner L1.

Instructions and all procedures for this study were conducted exclusively in English. This proved to be a nonissue for the participants due to their proficiency levels. Before beginning each task, participants were provided with the example *have a green thumb* to illustrate the kind of language that is to be targeted for this study. This example was specifically chosen because it represents an idiom which falls into the semantically incongruent genre of idioms. Thus, *have a green thumb* functioned as a primer to prepare participants for the task of identifying and understanding semantically incongruent idiomatic language. Additionally, the phrase *rain or shine*, was presented to illustrate and remind participants about the difference between literal and idiomatic lexical phrases. In this way, it was intended that any confusion about the definition of idiomatic language would be avoided.

The *think-aloud* technique played a fundamental role in data collection for this study. Accordingly, think-aloud protocols were briefly modeled for the participants in a simple familiarization exercise. However, since the participants of this study had all done recent coursework in their M.A. program in which they learned extensively about the think-aloud

technique, engaging in an in depth training exercise is believed to be unnecessary in the current study. Implementation of think-aloud procedures provided vital data regarding strategy identification for each task.

### **3.2.1 The Four Tasks**

Each participant completed four tasks; Tasks A, B, C and D, in that order. Tasks were executed in a specific order so as to minimize the effect of carryover from one task to another and to ensure uniformity in results.

Two Native Speakers (NS) served as inter raters to assess the validity of the context clue types for Task C. The native speakers were both the recipients of Bachelor Degrees in Business Administration from different American Universities and were fourth generation European American. While their status as native speakers and perfect proficiency in American English is beyond reproach, it should be noted that neither participant had taken more than the minimally required English courses in college. They were therefore not considered to be experts in English grammar or literature fields.

The NS inter raters were employed to validate all four of the tasks in the study. The NSs both correctly identified 19 out of 20 target idioms in Task A. This illustrated the validity of Task A. Next, they were individually interviewed and asked to define the idioms as they appeared in Task B. It was found that their definitions matched the definitions that the researcher used. Furthermore, the language which they employed in their definitions was also included into the analysis criteria that the researcher later used for the non-native speaker participants of the study. *Kick in* surfaced at this point as having two separate but equally valid idiomatic definitions. Both native speakers defined *kick in* as to contribute something to the group as *kick in* is more commonly used for that application in daily life. However, when the NSs read *kick in* for Task C, they modified their definitions accordingly.



It is noteworthy that, while this criteria was incorporated into the analysis procedures for the actual study, none of the Taiwanese participants provided either the above definition or *to take effect* for kick in; none of the Taiwanese participants correctly defined *kick in* for Task B.

With regard to Task C, the NS's were taught the criteria for the four major context types as defined by Liu (2008) p. 145, given a hard copy of those criteria and asked to check Task C to ensure that it met the criteria. After consulting with the NSs, the researcher made some minor adjustments to Task C in efforts to improve it and remove any elements of ambiguity which may have existed. The suggestions which were provided by the two NSs were incorporated into the instrument for this study and are considered to be vital in the validation process for the current study.

### 3.2.2 Task A

First, participants performed Task A. Task A was a 573 word identification task in which the 20 target idioms are employed in natural contexts in an article. Since the focus of Task A was to examine participant idiom identification ability and strategies rather than processes underling comprehension, the contexts in which the idioms occur in Task A was uncontrolled. During the completion of Task A, participants were directed to read the passage slowly one time without rereading previously read sections and to identify and underline all of the idioms that the participant knows or thinks to be an idiom. After this identification task was finished, a semi-structured interview was conducted in which participants were asked to provide rationale explaining *how* they identified the idiomatic language in Task A. Participants were not be informed as to the total number of idioms which are presented in Task A.

A perfect case scenario might go as follows. The participant might read the sentence “*Wendy’s green thumb proved to come in handy when John asked her for help in his garden.*”

Presumably, a participant might (1) underline “*green thumb*”, (2) say something like “I underlined *green thumb* because when I read it literally, it doesn’t make sense” and (3) say “*When I translate this sentence into mandarin, it doesn’t really make sense. This makes me think that this might be an idiom that I haven’t learned before.*”

Task A is an idiomatic language identification task and the data which is to be collected from Task A shows the number of target idioms which are identified by underlining. Data from the semi-structured interview transcript were analyzed to investigate what *strategies* the participant use to *identify* idioms.

As stated above, there were a total of 573 running words in Task A with a total of 20 target idioms. The idioms were composed of lexical constituents that the participants understood, that is, they knew each individual word in each idiom (with the exception of *pickle for in a pickle* for about five of the participants). However, the idioms, counted as single items made up less than 4% of the total running words in Task A. The density of unknown words in context is an important issue. Research by Liu and Nation (1985) found that at least 95% or 24 out of 25 words should be known in order to create an environment conducive to successful guessing from context. While Task A was not a guessing from context activity, this guideline was adhered to in order to facilitate reader comprehension and provide the participants with a fair chance to identify the idioms.

### **3.2.3 Task B**

Next, Task B was administered. Pursuant to the instructions in Task B, participants were asked to provide brief written definitions for each idiom in English or Mandarin. Furthermore, in the event that a participant is unable to provide a definition, they were instructed to write “I do not know.” Participants were given 20 minutes to complete Task B which gave them an average of one minute to provide a definition for each idiomatic

expression. The task was presented in a “What does (idiom) mean?” format (see Appendix B). Presumably, participants may be able to recall how some of the idioms were employed in Task A. However, they were explicitly informed that Task B was not a recollection task and was intended to assess how closely the participants are able to define the idioms in a context free environment.

### **3.2.4 Task C**

After Tasks A and B were completed by the participants and collected by the researcher, Task C was administered. Task C included the same 20 idioms as Tasks A and B. However, unlike Task A, Task C was designed to investigate the strategies that the participants use to *understand* idiomatic language. Accordingly, all 20 examples of idiomatic language were shown in one of the four carefully constructed contexts on separate note cards and given to all of the participants in the same preselected random sequence. As stated above, the number of running words was taken into consideration during the instrument design phase of this study.

Each example in Task C included distracters comprised of non-idiomatic phrases and low frequency vocabulary. Following the Bulut and Celik-Yazici (2004) study on L2 idiom comprehension, the participants will be instructed to read the idioms silently rather than aloud at first. “They were not asked to read loudly in order to eliminate the prosodic cues (pausing, length, pitch etc.) of English since our aim was to verbalize their thoughts as they deduce the meanings of the idioms through think-aloud (TA) procedure” (Bulut & Celik-Yazici ,2004; p. 108). Like Cooper (1999), Bulut and Celik-Yazici (2004) cited Olson et al. (1984), stating:

The focus of TA task should be to get students to report the content of their immediate awareness rather than to report explanations of their behavior.

Further, subjects should be asked to report what they are thinking right now, not what they remember thinking some time ago.... TA data should not be taken as *direct* reflections of thought process but rather as data that are correlated with underlying thought process (p. 241).

The think-aloud technique was born out of a realization that self-report methods had too many flaws. The major argument against self-report methods being that “We cannot be sure that what people think they would say is what they would actually say” (Ellis, 2008, p. 208). Think-aloud tasks require participants and learners to say aloud what they are thinking as they complete a task. The veridicality of think-aloud protocols makes it one of the most highly favored introspective methods in the researcher’s toolbox. Lastly, researchers like Mackey and Gass (2005) highly recommended using think-aloud procedures in SLA research.

After participants had a moment to formulate their thoughts, they were instructed to follow think-aloud protocols, verbally noting the context clues which help them understand the idioms. Participants were instructed to verbalize their thoughts and express how they came to understand the idioms as they appeared in context to the best of their abilities.

Task C strived to identify what strategies the participants employ in this comprehension focused task. Task C was an audio recorded think-aloud interview.

### **3.2.5 Task D**

Finally, participants completed Task D. Task D was a multiple-choice task in which participants were asked to choose the answer that best describes each of the given idioms. Task D aimed to investigate if participants are able to identify the correct definition for each idiom in a four option multiple-choice format after having seen each of the twenty idioms in three previous tasks. Participants had 10 minutes to complete Task D, after which a final semi-structured interview was conducted.

The effectiveness and validity of a multiple-choice task are fundamental factors that need to be seriously taken into consideration during the drafting of such a task. As such, format, wording, positive versus negative balance, distribution of correct alternatives and believability of alternatives were carefully molded over a series of drafts to ensure that the actual task being used in the study reflected the highest standards. With regard to format, it was decided that the alternatives should appear from shortest, in the A station to longest in the D station. Consistently employing this progressive format ensured uniformity and helped achieve the face validity of the instrument. The wording was also intentionally crafted to exhibit face uniformity, as all four alternatives employed wording of the same grammatical class. For example, the alternatives for the stem *as right as rain* were (A) surprisingly happy, (B) surprisingly clean, (C) perfectly timed and (D) perfectly well. All four of these alternatives consist of adverb / adjective pairs for the sake of consistent wording in answers. This helped to disguise the key for each question among the distracters. Additionally, an equal number of positive and negative alternatives were employed in cases where both were used. Likewise, precautions were taken to ensure that out of the twenty questions on Task D, a balanced number of keys or correct answers were used. A total number of five keys appeared in the A stations, five keys appeared in the B stations, five keys appeared in the C station and five keys appeared in the D stations. This was done to safeguard against participants guessing correct answers.

Upon completion of Task D, participants were asked to reflect on how and why their definitions for each idiom may have changed through the process of completing the four tasks. This semi-structured summative interview marked the end of the task/interviewing process for the present study. Table 3.4 illustrates in greater detail the process described in section 3.2.

Table 3.4

*Instruments*

| <b>Task</b>                        | <b>Instrument</b>  | <b>Purpose</b>  | <b>Prompts</b>   |
|------------------------------------|--|---|--|
| A – Idiom Identification           | Idioms appear in a meaningful text. Written task with semi-structured interview                      | Task investigates idiom identification ability and strategies used                                      | Identify and underline all of the idioms that you know or you think to be idioms.  |
| B - What does (idiom) mean?        | Idioms are listed in a “What does (idiom) mean?” format. Written task with semi-structured interview | Task investigates idiom comprehension in a context free environment                                     | Provide brief written definitions for each idiom in English or Mandarin. If you can’t guess, write “I do not know.”  |
| C – Idiom Comprehension Strategies | Think-Aloud procedures   | Task investigates inferencial strategy usage of idiom comprehension in four carefully crafted contexts. | Read each note card <b>SILENTLY</b> . Take a moment to organize your thoughts about the meaning of each sentence. The researcher will ask you what you think each idiom means. Try to verbalize your thoughts and say everything you are thinking. |
| D – Multiple-Choice                | Multiple-Choice Written task with summative semi-structured interview                                | Task investigates participant ability to select correct definitions for idioms.                         | Complete the following multiple-choice test by choosing the answer that best describes each of the given idioms.   |

Note: For more detailed explanations regarding Tasks A-D see sections 3.2 above.

There are four hypothesis associated with the current study. Each hypothesis respectively addresses one of the aforementioned tasks.

**H 1:** Participants can identify the idioms in Task A.

**H 2:** Participants cannot provide correct definitions for most of the idioms in Task B.

**H 3:** Participants cannot correctly define all of the idioms in Task C. However, structurally incongruent non-language specific idioms will be easier to define than semantically incongruent idioms.

**H 4:** Participants can complete Task D with higher scores.

### 3.3 Think-Aloud Procedures

According to Ellis (2008), the *think-aloud technique* is an introspective method which is used primarily to investigate what input the learners focus on. This method requires learners to vocalize or say aloud what they are thinking at the same time that they process a written text. Think-aloud procedures are often contrasted with another introspective method referred to as *Stimulated Recall*. Stimulated recall involves asking learners to retrospectively reflect on what they were thinking at the time when they had previously been exposed to specific input. This method is dissimilar from the think-aloud technique because it involves a time lapse between exposure of input and data collection through execution of the method. Stimulated recall was ruled out in the present study because the number of idioms employed in the instrument would have required participants to draw on memory faculty which is beyond the natural capacity.

However, inadequacies have been associated with the think-aloud technique. The foremost downfall that critics of the think-aloud technique draw attention to is the issue of reactivity. Essentially, since “thinking aloud potentially involves learners in dual processing-performing...(it) is likely to influence how they perform the task” (Ellis, 2008, p. 208). This situation is considered to be unnatural and as such, some critics claim the think-aloud technique to be flawed. However, when one considers the naturalness of participating in a scientific study of almost any kind, it must be noted that the mere presence of the researchers may be considered to be unnatural and thus the unintended effect from researcher presence persists as a limitation associated with the think-aloud technique.

Despite these limitations the think-aloud technique was employed in the current study. This is largely because the most influential related studies employed this introspective

method as their primary means of data collection. The think-aloud technique was employed in studies on L2 idiom comprehension by Irujo (1986), Cooper (1999), and Bulut and Celik-Yazici (2004). The details of those studies are provided in extensive detail throughout this study. Using this technique ensured not only uniformity in research design with related literature, but also served as a foundation for making the findings and results of the present study applicable and comparable with the results of those previous studies. If a different method had been employed, the results of the present study would not be comparable with those results of previous studies.

Though imperfect, the think-aloud technique is “becoming more common in educational research due to the richness of data that potentially can be derived from the methodology” (Johnstone, Bottsford-Miller, & Thompson, 2006, p. 3). Furthermore, it is considered to be one of the most effective ways to collect introspective data. In the present study, employing the think-aloud technique was the best available way to collect data.

### **3.4 Data Analysis Procedures**

Data was analyzed with quantitative and qualitative approaches. Specifically, data was coded for occurrences of the inferencing strategies, *Guessing from Context* (GC), using the *Literal Meaning* of the idiom as a key to its figurative meaning (LM), and using *Background Knowledge* (BK) to figure out the meaning of the idiom to understand the L2 idiom. The strategy of relying on an L1 idiom may have been applicable for the seven instances of incongruent idioms used in the current study. This data is presented quantitatively to show the frequency of strategy implementation for each item with emphasis being placed on context type and congruency type.

Think-aloud interview data went through a 5 step coding process. First, transcripts were reviewed and participant definitions for each idiom were identified. Second, the



definitions were entered into a table for each participant regardless of their level of correctness. Third, definitions were marked according to the marking criteria shown in Table 4.4 and only correct definitions (receiving a 4 or 5 mark) were further coded and analyzed. After all of the correct answers were identified, the context in which each idiom was employed was labeled and included onto the table to illustrate the relationship between correct definitions and context types. Finally, the transcripts were checked again to identify which strategy each participant employed in successful meaning construction. The guidelines for identifying the strategies are available in section 2.2. Specifically, the definitions in Table 2.3 served as the rubric for strategy identification in the analysis of the think-aloud data. The tables for this process are provided in Appendix I and are supplemented by the transcripts for Task C in Appendix G.

The Welch's t-test is an independent two sample t-test that takes into account unequal sample sizes and unequal variance (see section 4.5). This t-test was used to test for differences between the frequency of correct definitions provided for structurally incongruent (type 3) and semantically non-congruent (type 4) idioms on Tasks B, C and D. Additionally, the interview transcripts were analyzed to determine which strategies the participants employed to understand unknown idiomatic language.

All twenty target idioms appear in one of the four major context types described by Liu (2008) in Task C. The data from Task C was examined to investigate which of these context types is most beneficial for the comprehension of both incongruent and semantically incongruent idioms and to describe strategy preference in association with those context types.

According to Liu's (2008) book titled *Idioms* there are four types of context clues that can be used to facilitate language comprehension, Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/definition (E/D) and Synonymous Expressions (SE) (see Table 3.5). Liu's book

is considered to be one of the most comprehensive modern publications on idiom description, comprehension, acquisition and pedagogy. For the present study, all four types of clues were used individually. One context type was employed per idiom in context. It was expected that the results of the study would indicate that some context types are more associated with better comprehension rates than others.

Table 3.5

*The Four Major Context Types*

| <b>Context Type</b>    | <b>Example</b>  |
|------------------------|---|
| Cause-Effect           | Tom was <b>laid off and his girlfriend had left him</b> so he really felt <i>down in the dumps</i>  |
| Contrast Antonym       | <b>Although</b> he said he <b>was going to confront the boss at the meeting</b> about the issue, he <i>chickened out</i> at the last minute.  |
| Explanation Definition | Tom is full of <i>hot air</i> . <b>He likes to think he knows everything and is eager to give unsolicited advice.</b>                         |
| Synonymous Expression  | Like his predecessor, who <b>enjoyed using his power to order people around</b> , this new CEO also likes to <i>throw his weight around</i> . |

Note: Adopted from Liu (2008) p. 145.

Liu's (2008) context types were adhered to and employed in the present study for two reasons. First, none of the related studies on this topic had included the careful construction of context in their instruments and, in pursuit of stricter guidelines for the present study, Liu's guidelines served as a concrete basis for providing equally rich contextual environments for idiom comprehension. This lack of meticulousness on the part of previous researchers was found to be a limitation in their studies that was intentionally avoided in the present study. Ultimately, attention to this detail added weight to the findings of the present study. Secondly, the two conditions that McKoon and Ratcliff (1992) highlighted as being necessary

to facilitate the strategy of inferencing were met by the careful inclusion of Liu's context types in the present study (see section 2.2.2 for inferencing).

Data from Task A shows which idioms were identified and what strategies were used to identify them. The results of Task A are used to address RQ 1 and RQ 2. Those results were analyzed to determine what features, if any, facilitated the identification of idiomatic language in a literary context.

Data from Task B is extended to RQ 2. Transcripts of the semi-structured interviews and data from the task sheet were scrutinized to establish what strategies were used during comprehension processing of idiomatic language.

Following the related literature (Cooper, 1999) a quantitative analysis of the different strategies used in idiomatic language identification and comprehension was made. For example, if 20 out of the 20 participants employ the strategy GC, i.e. using the context of the idiom as a key to guessing an idiom's figurative meaning, for 20 out of 20 of the target idioms in the study, that would show a perfect correlation for the employment of that strategy (GC) for that particular idiom. This quantitative data is intended to support the findings of the qualitative analysis.

### **3.5 Pilot Study**

In May, 2012 a pilot study was conducted in order to pinpoint and correct any weaknesses or flaws in the study's research design. The participants for the pilot study included two MA students from a university in Central Taiwan. Both of the participants match the requirements as specified in section 3.1 above. Specifically, they were both Taiwanese students who were currently enrolled in English related MA degree granting programs. One of them, Anna was employed as a university Language Center teacher and Becka was employed as a high school English teacher at that time of the pilot study.

Participant acceptance into and ability to keep up with all English instruction and coursework in the English related MA program and positions as English teachers was the standard that qualified the participants to participate in the current study.

Three major obstacles presented themselves during the interviewing of the first participant. Firstly, it became clear during the completion of the post Task A semi-structured interview that despite the directions which were provided before beginning the task, the participant was slightly unclear about the differences between “idioms” and “phrases.” As a result, the researcher modified the directions and included the non-idiomatic phrase *rain or shine* and contrasted it with the idiom *have a green thumb* in order to illustrate the differences between idiomatic and non-idiomatic phrases. As a result, the issue was resolved.

The second complication that arose was that the first participant attempted to ask the researcher a question during the interviewing process. Answering that question would have provided the participant with information critical to the study thus altering the results, not only of the current task but the successive tasks as well. Relying on non-inferential strategies such as asking the researcher for help to answer the questions is not permitted in the current study. Since soliciting the interviewer for a task related answer would have negated the goals of the interviews, the directions were accordingly modified to specify that, in the interest of subjectivity, the interviewer would not be able to agree nor disagree with the participants with regard to the answers which they provided for the duration of the task completion process or answer any questions related to the meanings of the language employed in the tasks.

The last problem that arose was that during the transcription process of the pilot study, the researcher found variance in the interview questions being asked. It was decided that it would be best if a script was followed during the interviewing process in order to achieve

uniformity in the stimulus being provided to each participant. The script followed the script design of the Cooper (1999) study in which the researcher asked the participants two major questions for the think-aloud procedures manifest in Task C for the current study. The script was largely restricted to “*What does (idiom) mean*” and “*How did you get this meaning?*” By following the script, it was hoped that the results would yield equally descriptive responses to each idiom in context from each individual participant. Details about the script and order of operations may be seen in detail in Appendix M.

The participants in the pilot study responded well to the data collection procedures and the hypotheses of the study were loosely supported. As for the first hypothesis, participants were found to be able to identify 45% or 9 out of 20 of the idioms in Task A. This is contrary to Hypothesis 1 which stated that “participants can identify the idioms in Task A.” However, rationale for this discrepancy between the hypothesis and the findings is illustrated in the exploration of the post Task A interview data. The second hypothesis “participants cannot provide correct definitions for most of the idioms in Task B” was strongly supported, as each participant only successfully defined one idiom. Further analysis of this data is presented below with the section on results for Task B. The third hypothesis which stated that “participants cannot correctly define all of the idioms in Task C” was supported. As is detailed in the section on results for Task C below, structurally incongruent non-language specific idioms were not found to be easier to define than semantically incongruent idioms. Lastly, the fourth hypothesis which stated that “participants can complete Task D with high scores” was strongly supported as is exhibited in the section below on the findings for Task D. The results of the pilot study indicated that the study had a feasible method and design.

The pilot study for *Idiom Comprehension Strategies of Taiwanese EFL Learners* yielded exciting and surprising results. Preliminary analysis depict a previously unexplored introspection made on the part of the current study’s participants which is made available for

analysis through transcripts of post task semi-structured interviews and the TA procedures which were carried out in Task C. As mentioned above, revisions were made based on the insightful suggestions made by the board members of the thesis proposal hearing, the results of the pilot study and the validation experiment.

## CHAPTER FOUR RESULTS and DISCUSSION

This chapter is presented in seven parts in accordance with the order of the research questions, the tasks as they were administered, and finally supported with statistical analysis of the results. Section 4.1 details the results and discussion of Task A, the identification task. Section 4.2 presents the outcomes of Task B, the definition task. Section 4.3 shows the findings of Task C, the Think-Aloud definition task, and section 4.4 covers Task D, the multiple-choice task. All of these sections include findings from both the paper based portions of the tasks and the related post task semi-structured interview data. Additionally, the results are presented first with a discussion section following in each section. Section 4.5 presents statistical analysis of the results from Tasks B, C and D. Next, section 4.6 compares the results of earlier studies previously detailed in the literature review, with the results of the present study. Finally, section 4.7 examines effects of the methodology on participant performance on the tasks.

### **4.1 The results of RQ 1: What *inferencing strategies* do participants use to *identify* semantically incongruent idiomatic language in context when completing a reading/underlining identification task?**

A detailed explanation for the methodology for Task A is provided in section 3.2.2. The purpose of Task A was to explore which strategies participants used to identify idioms in natural contexts. The idioms appeared in Task A in an order different from those that appeared in subsequent tasks. See Appendix O for the Task A idiom order.

The researcher catalogued which of the idioms were correctly identified by each participant in Task A. This was done in a two step process. First, the hard copies of Task A were examined and the underlined idioms were documented by the researcher. Next, the

corresponding transcripts were examined and the instances in which the participants decided to add or delete an answer from Task A were incorporated into the data set. Table 4.1 illustrates those findings. Participant data is listed according to the first letter of their pseudonym on the x-axis.

Table 4.1

*Idioms Identified Per Participant*

| <b>Idiom</b>      | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b>  | <b>E</b>  | <b>F</b> | <b>G</b>  | <b>H</b>  | <b>I</b> | <b>J</b>  | <b>K</b>  | <b>L</b> | <b>M</b> | <b>N</b> | <b>P</b> | <b>R</b> | <b>S</b>  | <b>V</b> | <b>U</b>  | <b>X</b> |   |
|-------------------|----------|----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|----------|----------|----------|----------|-----------|----------|-----------|----------|---|
| 1                 |          |          |          |           |           |          |           |           |          |           |           |          |          |          |          |          |           |          |           |          |   |
| 2                 |          | I        | I        | I         | I         | I        | I         | I         | I        | I         | I         | I        | I        | I        | I        | I        | I         | I        | I         | I        |   |
| 3                 |          | I        | I        | I         | I         | I        |           |           | I        |           | I         | I        |          | I        | I        |          |           | I        |           | I        |   |
| 4                 |          | I        |          |           | I         | I        |           |           |          | I         | I         |          |          | I        |          |          |           | I        |           | I        |   |
| 5                 |          | I        | I        | I         | I         | I        |           | I         | I        |           | I         | I        |          |          | I        |          |           | I        | I         | I        |   |
| 6                 |          | I        | I        | I         | I         | I        |           |           | I        | I         | I         | I        |          |          | I        | I        | I         |          | I         | I        | I |
| 7                 |          |          |          |           | I         |          |           |           |          | I         |           |          | I        | I        | I        |          |           | I        |           | I        |   |
| 8                 |          | I        |          | I         | I         |          |           |           | I        |           | I         | I        | I        |          |          |          |           | I        | I         | I        |   |
| 9                 |          |          |          |           | I         | I        |           | I         | I        |           |           | I        |          | I        |          |          |           |          |           | I        |   |
| 10                |          |          | I        |           | I         | I        |           | I         | I        |           | I         | I        |          |          |          |          | I         | I        |           | I        |   |
| 11                |          | I        | I        | I         |           | I        |           |           | I        | I         | I         | I        |          |          | I        |          |           | I        | I         | I        |   |
| 12                |          |          | I        |           |           |          |           | I         | I        |           | I         | I        |          | I        |          |          |           |          |           |          |   |
| 13                |          |          |          |           |           |          |           |           |          |           | I         |          |          |          |          |          |           |          |           | I        |   |
| 14                |          |          | I        |           | I         | I        |           | I         | I        | I         | I         | I        |          |          |          | I        | I         |          | I         | I        |   |
| 15                |          | I        | I        |           | I         | I        | I         | I         | I        | I         | I         | I        |          | I        |          |          |           | I        | I         | I        | I |
| 16                |          |          |          |           |           |          | I         | I         | I        |           |           | I        | I        |          |          | I        | I         |          | I         | I        |   |
| 17                |          |          |          |           |           |          |           | I         |          |           |           |          | I        |          |          |          |           |          |           |          |   |
| 18                |          | I        |          | I         |           |          |           | I         |          |           |           |          |          |          |          | I        |           |          |           |          |   |
| 19                |          |          |          |           |           |          |           |           |          | I         |           |          | I        |          |          |          |           |          |           | I        |   |
| 20                |          |          |          |           |           |          |           |           |          |           | I         |          |          |          |          |          |           |          |           |          |   |
| <i>Additional</i> |          |          | 2        |           | 1         |          | 1         | 1         |          | 1         |           |          | 1        |          | 1        |          | 2         |          | 12        | 1        |   |
| <b>Total</b>      | <b>9</b> | <b>9</b> | <b>7</b> | <b>10</b> | <b>11</b> | <b>3</b> | <b>10</b> | <b>12</b> | <b>7</b> | <b>14</b> | <b>12</b> | <b>7</b> | <b>8</b> | <b>7</b> | <b>5</b> | <b>5</b> | <b>10</b> | <b>8</b> | <b>14</b> | <b>2</b> |   |

Note:

- (1) The row labeled “Total” indicates the total number of idioms that each corresponding participant identified.
- (2) The row labeled “additional” indicates the number of non-idiomatic sections of text that each participant incorrectly identified as being idiomatic.
- (3) “I” represents “Identified”.



Preliminary analysis of the results for the written portion of Task A indicated that each participant correctly identified an average of 8.5 out of 20 idioms in Task A. This finding is contrary to Hypothesis 1 which presumed that “Participants can identify the idioms in Task A.” The preliminary analysis up to this point did not include data from the post Task A semi-structured interviews, the goal of which was to target the strategies employed in idiom identification. Further investigation into the data sets revealed how the idioms were identified.

In order to further develop the investigation, the transcripts for the post Task A interviews were examined for strategy usage. It was found that a total of 9 strategies were used in the identification task. As a result, a rubric was crafted based on the findings in the transcripts. The rubric detailed the specific identification strategies which were found in the transcripts and assigned an arbitrary numerical value to each strategy. Since the strategies were based solely on transcript data, they were written as they were stated by the participants.

Table 4.2

*Identification Strategies Rubric with Markers*

| <b>Strategy Identified in Transcripts</b>     | <b>Marker</b> |
|---|---------------|
| I do not know what this idiom means.          | 1             |
| I do not know one of the words in the idiom.  | 2             |
| It is strange.                                | 3             |
| The literal meaning doesn't fit.              | 4             |
| It's literally impossible.                    | 5             |
| At least one word doesn't fit in the context. | 6             |
| I think it means something else.              | 7             |
| My intuition tells me it's an idiom.          | 8             |
| I have never seen this before.                | 9             |
| I already <b>know</b> this idiom.             | <b>K</b>      |

Next, the transcripts were reexamined to identify which of the strategies were used by

each participant for each correctly identified idiom. In some cases, more than one strategy was used for any given participant's rationale for how a certain idiom was identified. Table 4.3 shows the results of that search. Each correctly identified idiom is indicated by a numerical value or series of values. The y-axis (1-20) of Table 4.3 shows the idioms which were identified and the x-axis shows individual participants (A-X). Each field that is marked shows a numerical marker or combination of markers. Each marker corresponds with one of 9 strategies shown above in Table 4.2 and should be read individually. For example, participant A (Anna) employed two strategies, strategy 1 and strategy 7 in her successful identification of idiom number 2.

Table 4.3

*Task A Strategies*

| Idiom     | A   | B   | C  | D   | E   | F  | G   | H  | I  | J   | K   | L  | M  | N   | P  | R  | S  | U | V   | X  |
|-----------|-----|-----|----|-----|-----|----|-----|----|----|-----|-----|----|----|-----|----|----|----|---|-----|----|
| <b>1</b>  | 0   | 0   | 0  | 0   | 0   | 0  | 0   | 0  | 0  | 0   | 0   | 0  | 0  | 0   | 0  | 0  | 0  | 0 | 0   | 0  |
| <b>2</b>  | 17  | 3   | 6  | 4   | 6   | 1  | 368 | 4  | 36 | 68  | 148 | 18 | 68 | 78  | 1  | 78 | 6  | 3 | 19  | 0  |
| <b>3</b>  | 167 | 136 | 2  | 26  | 36  | 0  | 0   | 4  | 0  | 8   | 18  | 0  | 68 | 78  | 0  | 0  | 3  | 8 | 0   | 0  |
| <b>4</b>  | 1   | 0   | 0  | 15  | 3   | 0  | 0   | 0  | 3  | 68  | 0   | 0  | 5  | 0   | 0  | 0  | 68 | 7 | 0   | 0  |
| <b>5</b>  | 57  | 46  | 36 | 28  | 67  | 0  | 8   | 5  | 0  | 1   | 5   | 28 | 0  | 0   | 9  | 0  | 23 | 8 | 17  | 0  |
| <b>6</b>  | 67  | 357 | 4  | 47  | 6   | 0  | 0   | 5  | 13 | 8   | 4   | 0  | 0  | 7   | 4  | 18 | 0  | 7 | 18  | 7  |
| <b>7</b>  | 0   | 0   | 0  | 0   | 6   | 0  | 0   | 0  | 0  | 67  | 0   | 8  | 38 | 17  | 0  | 0  | 18 | 7 | 0   | 0  |
| <b>8</b>  | 7   | 0   | 67 | 7   | 0   | 0  | 0   | K  | 0  | K   | K   | 1  | 78 | 0   | 0  | 0  | 78 | 7 | 78  | 0  |
| <b>9</b>  | 0   | 0   | 0  | 679 | 1   | 0  | 78  | 7  | 0  | 0   | 48  | 0  | 3  | 0   | 0  | 0  | 0  | 7 | 0   | 0  |
| <b>10</b> | 0   | 7   | 0  | K   | 67  | 0  | 8   | 18 | 0  | 67  | K   | 0  | 0  | 0   | 0  | 1  | 8  | 7 | 0   | 0  |
| <b>11</b> | 7   | 367 | 6  | 0   | 6   | 0  | 0   | 18 | 8  | 68  | 48  | 0  | 0  | 7   | 0  | 0  | 37 | 7 | 16  | 0  |
| <b>12</b> | 0   | 67  | 0  | 0   | 0   | 0  | 28  | 4  | 0  | 8   | 5   | 0  | 23 | 0   | 0  | 0  | 0  | 0 | 0   | 0  |
| <b>13</b> | 0   | 0   | 0  | 0   | 0   | 0  | 0   | 0  | 0  | 8   | 0   | 0  | 0  | 0   | 0  | 0  | 0  | 7 | 0   | 0  |
| <b>14</b> | 0   | 56  | 0  | 27  | 236 | 0  | 28  | 5  | 1  | 78  | 4   | 0  | 0  | 0   | 78 | 1  | 0  | 8 | 18  | 0  |
| <b>15</b> | 67  | 367 | 0  | 67  | 8   | 67 | 18  | 5  | 1  | 678 | 4   | 0  | 38 | 0   | 0  | 0  | 78 | 8 | 16  | 18 |
| <b>16</b> | 0   | 0   | 0  | 0   | 0   | 7  | 8   | 5  | 0  | 0   | 4   | 48 | 0  | 7   | 78 | 0  | 67 | 0 | 168 | 0  |
| <b>17</b> | 0   | 0   | 0  | 0   | 0   | 0  | 18  | 0  | 0  | 0   | 0   | 18 | 0  | 0   | 0  | 0  | 0  | 0 | 0   | 0  |
| <b>18</b> | 1   | 0   | 7  | 0   | 0   | 0  | 8   | 0  | 0  | 0   | 0   | 0  | 0  | 178 | 0  | 0  | 0  | 0 | 0   | 0  |
| <b>19</b> | 0   | 0   | 0  | 0   | 0   | 0  | 0   | 0  | 3  | 0   | 0   | 19 | 0  | 0   | 0  | 0  | 0  | 8 | 0   | 0  |
| <b>20</b> | 0   | 0   | 0  | 0   | 0   | 0  | 0   | 0  | 0  | 47  | 0   | 0  | 0  | 0   | 0  | 0  | 0  | 0 | 0   | 0  |

Note: The value 0 indicates unidentified idioms and K indicates already known idioms.

Take participant B (Becka) as an example. Becka successfully identified the third idiom, *make a beeline*. As is shown in Table 4.3, she was awarded a score of 136 based on the rubric in Table 4.2. For demonstrative purposes, that excerpt of her transcript is examined in greater detail. The following is taken from Becka's post Task A semi-structured interview transcripts which are available in full in Appendix E. Strategies 1, 3 and 6 are underlined and coded for illustration.

13. P: *Ah made a, a, bee a bee is a is a, a, kind of animal(6) I think yeah, so I think*
14. *usually idioms are used with animals (6).*
15. R: *Sometimes.*
16. P: *Yes ,yes yeah so I and I think it's, it's strange(3) I, I, I can't understand what does*
17. *that mean(1) "made a beeline". So I underline it.*

To further support the rubric in Table 4.2, an excerpt from Nora's Task A transcript data is provided below. As is shown in Table 4.3, Nora received a score of 178 for *kick in*. The following is taken from Nora's post Task A semi-structured interview transcripts which are available in full in Appendix E. Strategies 1, 7 and 8 are underlined and coded for illustration.

38. P: *That was happening had kicked in. Kicked in.*
39. R: *OK. Why did you underline that?*
40. P: *Cause this idiom I think this is idiom(8) cause I'm not really understand what*
41. *this means(1) but the same reason I think it has mean something(7).*

Analysis of this data set indicates that participants relied most heavily on strategy 7 (*I think it means something else*) and strategy 8 (*My intuition tells me it's an idiom*). Both of these strategies were employed over 20% of the time each. Additionally, strategy 1 (*I do not know what this means*) and strategy 6 (*At least one word doesn't fit in the context*) were also used about 14% of the time each. Figure 4.1 shows the strategies used on Task A.

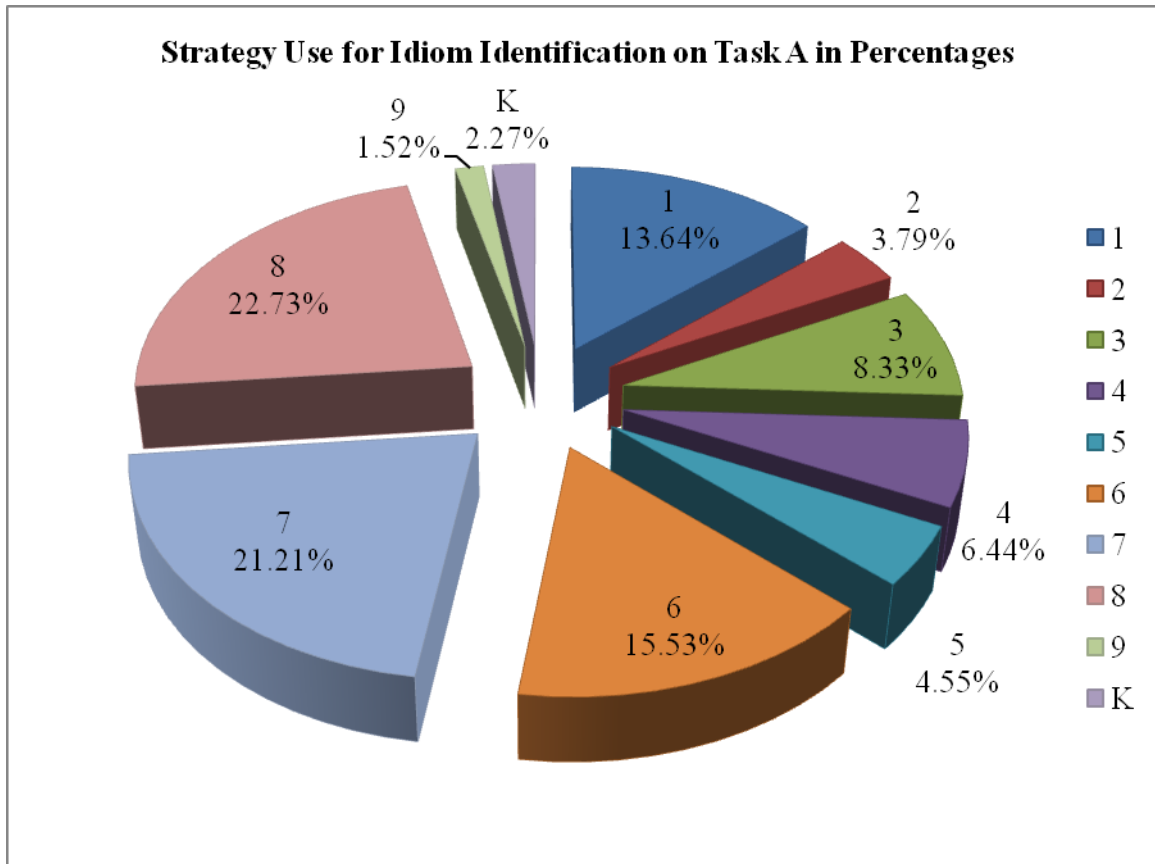


Figure 4.1

An analysis of the data illustrates which of the strategies were more commonly employed. While strategies 2, 3, 4, 5, 9 and 10 occurred less frequently, strategies 1, 6, 7 and 8 were used more than 30 times each.

The answer to RQ1 is understood as follows. The participants used nine different strategies in order to identify the target idioms employed in Task A. Using up to three strategies per idiom in their identification processes demonstrated that they were not limited to using only one strategy at a time.

#### 4.1.1 Task A Discussion

The following is a qualitative description and discussion about the results of Task A. Detailed explanations about the nature of the strategies employed by participants are discussed. Also, the participant specific data trends are acknowledged and explored.

The patterns in the data indicated that the participants exhibited a tendency to rely more heavily on specific strategies which they may have felt more comfortable using. The participant with the pseudonym Umberto for example, employed strategy 7 (*I think it means something else*), 9 out of 14 times while another participant, Violeta employed strategy 1 (*I do not know what this idiom means*) in every successful identification except for one. Evidence from the transcripts indicated that the participants fell into patterns in which they tended to rely on a small number of strategies rather than draw from all of the exhibited strategies with equal frequency.

The participants' reliance on particular strategies may have contributed to the overall low success rate on Task A; this explains why Hypothesis 1 was not supported. Despite the fact that in some cases falling into the pattern of relying on one particular strategy led to positive identifications, in many cases, it may have led to a failure to correctly identify more of the target idioms.

Furthermore, the results of Task-A indicated that the majority of strategies used for idiom identification were of a negative nature. A closer examination of those nine strategies reveals that most strategies include elements of doubt and suspicion rather than confidence and affirmation. This finding may indicate that because of the nature of structurally incongruent type 3 and semantically incongruent type 4 idioms, participants rely more heavily on what they do not know than what they do know. This is in league with the fact that the participants may not have necessarily understood what the idioms meant, but were able to identify that they were, possibly, idioms. Contrary to conventional wisdom, all indications suggest that, in the case of idiom identification, doubt is a useful strategy. Students should therefore be taught to rely on negative suspicions in idiom identification.

Task A provides a never before seen look into the identification strategies used by Taiwanese and other EFL learners with regard to type 3 and type 4 idioms in an article

context. It was found that on average the participants failed to identify more than half of the idioms in Task A. Ellis claimed that “the first process encouraging learning is noticing (identification), that is giving attention to an item. This means that learners need to notice the word, and be aware of it as a useful language item” (Nation, 2007, p. 63; also see Ellis, 1991; McLaughlin, 1990; Schmidt, 1990, for discussions of noticing). Such being the case, the fact that participants were unable to identify even half of the target idioms in a short article should be alarming to L2 educators, especially those who are actively pursuing ways of facilitating vocabulary learning with regards to idioms. If learners are unable to make the first step in comprehension, the opportunity for learning idioms through reading is greatly diminished (Nation, 2007).

#### **4.2 The results of RQ 2: What *strategies* or *clues* do participants use to *understand* semantically incongruent idiomatic language when it is provided in a “What does *this* mean?” context?**

The purpose of Task B was to address RQ 2, which investigated the *strategies* or *clues* that participants used to *understand* semantically incongruent idiomatic language when it was provided in a “What does *this* mean?” context? Before this query could be addressed, the answers provided for Task B were marked for degrees of correctness.

Since the wording provided in definitions of any kind are arbitrary to some extent, the researcher allowed for some variation in what was considered to be a correct definition. Evaluating the responses for this task was less than straight forward because “learners must be given credit for guesses that are not 100% correct but which make a small but positive contribution to knowledge of the meaning of the word” (Nation, 2001, p. 234). Marking criteria employed by Bulut and Celik-Yazici (2004), Cooper (1999), and Irujo (1986) were considered and after consulting with the researcher’s advisor, it was determined that a rubric

should be employed in the marking process.

In some cases a thesaurus was consulted in order to accurately analyze the data. As *right as rain*, for example, is correctly defined as *perfectly well*. However, both *perfectly* and *well* may be substituted by a large number of synonyms. *Perfectly*, for example may be replaced by *absolutely, completely, altogether, entirely* and *quite*. *Well* on the other hand may be substituted by *good, alright, fine and wonderful*. In other words, saying something is *absolutely wonderful* is arguably the same as saying something is *altogether fine*. These considerations were kept in mind throughout the process of analyzing Task B definitions.

The following rubric was created to describe the level of correctness achieved in this definition writing task. Examples provided in the *participant's definition* column are actual answers which were provided by participants in the pilot study. Level of correctness was particularly important in the present study because the second RQ sought out to identify the strategies and clues that participants used to understand the idiomatic language in question. As such, only the transcripts correlating with correct answers (indicated by markers of 4 and 5) were analyzed for strategy and clue implementation. By doing so, the scope of the current research was focused on addressing the second research question.



Table 4.4

*Marking Criteria for Task B*

| <b>Marker</b> | <b>Criteria for Definitions Provided by Participants</b>  | <b>Idiom Example</b>   | <b>Correct Definition</b>   | <b>Participant's Definition</b>              |
|---------------|---|------------------------|---|--|
| <b>5</b>      | Definition included at least one of the key descriptors (or a synonymous descriptor) used by the researcher | In a pickle            | In a mess/in trouble  | In a dilemma                                 |
| <b>4</b>      | Definition closely shared semantic properties of the correct definition                                     | As right as rain       | Perfectly well  | Everything goes right, smoothly              |
| <b>3</b>      | Definition loosely shared semantic properties of the correct definition                                     | Show someone the ropes | Show someone how to do a job or activity                              | Tell SB. what he can do and what he can't do |
| <b>2</b>      | Definition bared no resemblance to the correct definition   | In full swing          | To have been happening for a long time and there is a lot of activity | Doing something with whole attention         |
| <b>1</b>      | Definition was opposite to correct definition   | As right as rain       | Perfectly well  | Things go wrong                              |

Note:

- (1) Markers are given as arbitrary numbers and do not necessarily reflect a continuum of correctness.
- (2) Only definitions which received markers of 4 or 5 were included in the results of this study.

For example, the correct definition for the idiom *right as rain* is *perfectly well*.

However, when one of the participants defined it as “everything goes right, smoothly” the researcher nevertheless marked it 5 and counted it is a correct definition. This is because the participant’s definition included at least one of the key descriptors (or a synonymous descriptors) employed in the researcher’s definition. Definitions of the 20 target idioms in the current study were taken from the book titled, *English Idioms in Use* (McCarthy, O’Dell, 2002) which is based on findings exhibited in the CANCODE Corpus. While the 20 target idioms were employed in a different order in Task A (see Appendix O), in the interest of avoiding a short-term memory effect, the idioms in Tasks B, C and D appeared in an order different from that in Task A. That order is shown in Table 4.5.

Table 4.5

*Task B, C and D Idioms Order*

| <b>Number</b> | <b>Idiom</b>            |
|---------------|-------------------------|
| (1)           | Be as right as rain     |
| (2)           | On the back burner      |
| (3)           | Show S.O. the ropes     |
| (4)           | Fly off the handle      |
| (5)           | Salt of the Earth       |
| (6)           | Bring something home    |
| (7)           | Sign of the times       |
| (8)           | Have a soft spot for    |
| (9)           | Be so lucky             |
| (10)          | To kick in              |
| (11)          | At a considerable price |
| (12)          | In full swing           |
| (13)          | Make a beeline for      |
| (14)          | Go to the dogs          |
| (15)          | Ride on the coattails   |
| (16)          | Bread and butter        |
| (17)          | Be in a pickle          |
| (18)          | In over one's head      |
| (19)          | Pull a fast one         |
| (20)          | With a grain of salt    |

In some cases, a participant used one or more of the same words in the idiom as part of the definition which they provided. *Bring something home with somebody*, for example, was Becca's definition for item number 6, *bring something home*. In this case, the definition actually includes the idiom in its entirety. In cases such as these,  $x$  was included next to the score awarded for each definition. The marker  $x$  indicates an instance of the participant including constituents from the idiom verbatim in the definition. Since *Bring something home with somebody* bears no similarity with the correct definition *make someone understand something unpleasant*, it received the score  $3x$ . See Appendix J for correct definitions.

Table 4.6 shows the preliminary assigned markers for Task B. Markers were based on

the marking criteria for Task B indicated in Table 4.4. Fields which were left blank indicate idioms which were not defined by the corresponding participant; they were left unanswered by the participants. Lastly, the row marked TOT represents the total number of correctly identified target idioms or idioms which received scores of 4 or 5 for each participant.

Table 4.6

*Task B Preliminary Markers*

| Idiom       | A        | B        | C        | D        | E        | F        | G        | H        | I        | J        | K        | L        | M        | N        | P        | R        | S        | U        | V        | X        | ? |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|---|
| 1           | 4x       | 1        | 4        | 3        | 4x       | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2x       | 2x       | 2        | 2        | 2x       | 2        | 0 |
| 2           |          | 2        | 2        | 2        | 2        | 3        |          | 2        | 2        |          | 2        | 2        | 2        |          |          |          | 1        | 2        | 2        |          | 7 |
| 3           | 2x       | 3        | 2x       | 4x       | 2        | 2x       | 2x       | 5x       | 2        | 2        | 5x       | 3        | 2        | 3        | 2        | 2        | 4        | 2x       | 3x       | 5        | 0 |
| 4           | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 5        | 2        | 2        | 3        | 2        | 2x       | 5        | 1 |
| 5           |          | 2        | 2        | 2x       | 2        | 2        | 3x       | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 3        | 2        | 2        |          | 2 |
| 6           | 2x       | 3x       | 2        | 3x       | 2        | 3x       | 2        | 2x       | 2x       | 2        |          | 2        | 2        | 2        | 2        | 2x       | 2        | 2        | 2        | 3        | 1 |
| 7           | 2x       | 2x       | 2        | 3        | 3        | 3        | 5        | 2x       | 2        |          |          | 5        | 2        | 2        | 2x       | 2x       | 2x       | 2        | 2x       |          | 3 |
| 8           |          | 4        | 2        | 2        | 2        | 3        | 2        | 2        | 3        | 2        | 2        | 2        | 2        | 2        | 2        | 3        | 2        | 2        | 2        |          | 3 |
| 9           | 4x       | 1x       | 1x       | 2        | 4        | 2        | 2        | 4        | 2        | 3        | 3        | 1x       | 3        | 4        | 2x       | 1x       | 1x       | 4        | 3        | 1        | 0 |
| 10          | 2        | 2        | 2        | 2        | 2        | 2        |          | 2        | 2        | 2        | 3        | 2        | 2        | 2        | 3        | 2        | 2        | 2        | 2        | 2        | 1 |
| 11          | 2x       | 2x       | 2        | 2        | 3        | 2x       | 2        | 2        | 2        | 2        | 4        | 2        | 2        | 2        | 2x       | 2x       | 2        | 2        | 2        | 2x       | 0 |
| 12          | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        |          |          | 2        | 2        | 2        |          | 3 |
| 13          | 2x       | 2        | 2x       | 2x       | 2x       | 2        |          | 2x       | 2        | 2x       |          | 2        | 2        | 2        | 2        | 2x       | 1x       |          | 2        |          | 5 |
| 14          |          | 2        | 2        | 2        | 2x       | 4        | 2        | 2        | 2        | 3        | 4        | 2        |          | 4        | 2        | 2        | 1x       | 2        | 2        | 2x       | 3 |
| 15          |          | 2        | 3        | 2        | 2        | 2        |          | 3x       | 2        | 2        | 2        | 2x       | 2        | 3x       |          |          | 2x       | 2        | 2        |          | 5 |
| 16          | 2        | 3        | 4        | 4        | 4        | 2        | 4        | 4        | 2        | 4        | 5        | 3        | 4        | 5        | 4        | 4        | 3        | 4        | 4        | 4        | 0 |
| 17          | 5        | 5        | 4        |          | 2        |          | 2        | 5        | 2        | 5        |          | 5        |          |          |          |          | 5        |          | 2        |          | 9 |
| 18          | 2        | 2        | 2        | 2x       | 2        | 2        |          | 2        | 2        |          |          | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 2        | 3 |
| 19          | 2        | 2        | 2x       | 2        | 2        | 2        | 2        | 2        | 2        | 2        |          | 2        | 2        | 2        | 2        | 2        | 2x       | 2        | 2        | 2        | 2 |
| 20          | 2        | 4        | 2        | 2x       | 2        | 1        | 3        | 3        | 2        |          | 2x       | 2        | 2        | 2        |          |          | 3x       |          | 2        |          | 5 |
| <b>X</b>    | <b>7</b> | <b>5</b> | <b>4</b> | <b>6</b> | <b>3</b> | <b>3</b> | <b>2</b> | <b>5</b> | <b>1</b> | <b>1</b> | <b>2</b> | <b>2</b> | <b>0</b> | <b>1</b> | <b>4</b> | <b>6</b> | <b>7</b> | <b>1</b> | <b>4</b> | <b>2</b> |   |
| <b>None</b> | <b>5</b> | <b>0</b> | <b>0</b> | <b>1</b> | <b>0</b> | <b>1</b> | <b>5</b> | <b>0</b> | <b>0</b> | <b>4</b> | <b>6</b> | <b>0</b> | <b>2</b> | <b>3</b> | <b>5</b> | <b>5</b> | <b>0</b> | <b>3</b> | <b>0</b> | <b>9</b> |   |
| <b>TOT</b>  | <b>2</b> | <b>4</b> | <b>2</b> | <b>2</b> | <b>4</b> | <b>1</b> | <b>1</b> | <b>4</b> | <b>0</b> | <b>2</b> | <b>4</b> | <b>2</b> | <b>1</b> | <b>4</b> | <b>1</b> | <b>1</b> | <b>2</b> | <b>2</b> | <b>1</b> | <b>3</b> |   |

Note:

- (1) Markers of 4 or 5 may be considered “correct” or “close enough” for the purposes of this study.
- (2) Markers of 4 and 5 are highlighted in yellow.
- (3) The last column, labeled “?” reflects the number of times a participant wrote “I do not know” or nothing for an idiom.

In brief, the answers for Task B were analyzed for correctness and double checked in cases of uncertainty with the post Task B interview transcripts. By focusing on the answers which achieved markers of 4 or 5, the researcher was able to identify which of the idioms were correctly defined in Task B. Markers on Table 4.6 indicate data for correctly defined idioms. Only a total of 44 out of a possible 400 total definitions (for 20 participants defining the same 20 idioms each) preliminarily received markers of 4 or 5. Those occurrences were under investigation with regard to RQ 2.

Findings indicated that a total of ten idioms were at no point correctly defined by any of the participants in Task B. Those idioms were (2) *on the backburner*, (5) *salt of the earth*, (6) *bring something home*, (10) *kick in*, (11) *at a considerable price*, (12) *in full swing*, (13) *make a beeline*, (15) *ride on someone's coattails*, (18) *in over one's head*, and (19) *pull a fast one*. Four out of the ten idioms were type 3 idioms and those are numbers 6, 11, 12, and 18. The rest were type 4 idioms.

It is important to note that all of the correctly defined idioms in Task B were cross referenced with data from the post Task D interviews to identify those which were declared to be already *known* (K) by participants. Since idioms which were already known by the participants did not necessitate the use of inferential strategy implementation, it was necessary to exclude those idioms which were identified as already known from the results section of the findings for Task B. As a result, those idioms which were correctly defined in Task B but acknowledged in post Task D interviews as already known were excluded from the results. Table 4.7 indicates the adjusted results with the authentic number of correctly defined idioms from Task B. The adjusted table shows that only 29 definitions (7.25%) rather than 44 definitions qualified for further investigation for the purposes of this study because 15 idioms were disqualified from the results on the basis that they were already known (K). Finally, the 29 correct definitions which were provided for 10 idioms were

analyzed qualitatively through an examination of the answers written on Task B and the post Task B semi-structured interview transcripts. The following discussion addresses that analysis.

Table 4.7

*Adjusted Correct Definitions for Task B*

|            | A        | B        | C        | D        | E        | F        | G        | H        | I        | J        | K        | L        | M        | N        | P        | R        | S        | U        | V        | X        | #         | Type |
|------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|------|
| 1          | 4        | 4        |          | 4        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 3         | 3    |
| 3          |          |          |          |          |          |          |          | 5        |          |          |          |          |          |          |          |          | 4        |          |          | 5        | 3         | 4    |
| 4          |          |          |          |          |          |          |          |          |          |          |          |          |          | 5        |          |          |          |          |          |          | 1         | 4    |
| 7          |          |          |          |          |          |          | 5        |          |          |          | 5        |          |          |          |          |          |          |          |          |          | 2         | 4    |
| 8          |          | 4        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 1         | 3    |
| 9          | 4        |          |          |          | 4        |          |          | 4        |          |          |          |          |          | 4        |          |          |          | 4        |          |          | 5         | 4    |
| 14         |          |          |          |          |          | 4        |          |          |          |          | 4        |          |          | 4        |          |          |          |          |          |          | 3         | 3    |
| 16         |          |          | 4        |          |          |          |          |          |          |          |          |          |          |          |          | 4        |          |          | 4        |          | 3         | 3    |
| 17         | 5        | 5        | 4        |          |          |          |          | 5        |          | 5        |          | 5        |          |          |          |          | 5        |          |          |          | 7         | 4    |
| 20         |          | 4        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 1         | 4    |
| <b>TOT</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>0</b> | <b>2</b> | <b>1</b> | <b>1</b> | <b>3</b> | <b>0</b> | <b>1</b> | <b>1</b> | <b>2</b> | <b>0</b> | <b>3</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>1</b> | <b>1</b> | <b>1</b> | <b>29</b> |      |

Note:

- (1) The column titled # indicates the total number of times each idiom was correctly defined.
- (2) The column titled ? indicates the total number of times participants said “I do not know” per idiom.
- (3) The column titled *type* indicates the type of the idiom. Structurally incongruent idioms (type 3) and semantically incongruent idioms (type 4).

#### 4.2.1 Task B Discussion

Hypothesis 2, which stated that *participants cannot provide correct definitions for most of the idioms in Task B* was strongly supported by the findings of Task B; only an average of 1.5 out of 20 idioms was correctly defined by each participant. This result was anticipated largely because the idioms were unknown to the participants, presented context free, and of

varying forms of a semantically incongruent nature.

A trend was discovered in the post Task B semi-structured interview transcripts which indicated that successful participants accessed schemata associated with key words in the idioms. The participants correctly defined 29 idioms. First, they accessed these key words and their related schemata and then cross referenced those schemata with related lexical items. Analysis of the transcripts indicated that successful participants first determined the positive or negative nature of an idiom's constituents and successively extrapolated their definitions.

Interview data indicated that rather than making "wild guesses," successful participants, in a limited number of cases, actually employed a strategy known as *lexical inferencing*.

*Lexical inferencing* is a term used to describe the process of "making informed guesses about word meaning based on available cues, linguistic or nonlinguistic, and various aspects of the learner's knowledge" (Qian, 2005, p. 35). Lexical inferencing is dissimilar from *guessing from context* (GC) because it encompasses the nonlinguistic accessing of schemata in meaning construction (Chern, 1994). In particular, the idioms in Task B were presented in a context free "What does *this* mean?" context which disqualifies the possibility of GC's role here.

The following discussion addresses the correct definitions provided in Task B. Excerpts from the transcripts (see Appendix F) are broken down in order to provide a more comprehensive qualitative description for each of the 10 correctly defined idioms.

(1) as right as rain

Successful participants relied on the constituent *right* for *right as rain*.. As some participants pointed out, since rain has a positive semantic value and "because it rains and the sun will rise" (Cameron), *right as rain* must mean "everything goes right or smoothly" (Anna). This exemplifies lexical inferencing.

(3) show someone the ropes

Some participants indicated that “rope...is like...the guideline” (Hilda) and that “rope maybe give you the help...(to) climb the... mountain” (Xavier) when defining (3) *show someone the ropes*. These instances of lexical inferencing resulted in definitions like “give some directions, help him” (Sergio).

(7) a sign of the times

Other participants indicated that they relied on the word *sign* in understanding and correctly defining (7) *a sign of the times*. “A sign means something...you can see. Before something happens” (Lolita). However, in this case it is unclear exactly how this approach led the participant to provide the definition “a kind of phenomenon which is representative to the times” (Lolita). This case remains somewhat of an enigma at this stage. Any lexical inferencing that took place in Lolita’s case remained non-verbalized. However, Lolita indicated through an excessive pause and a deep sigh that she felt too frustrated to provide further rationale for her definition.

(8) have a soft spot for

Becka was the only participant who successfully defined (8) *have a soft spot for*. She relied on the key word “soft” which was indicated by the fact that she repeated the word *soft* a total of 7 times in the interview. She went on to define this idiom saying “your heart is soft so its feel sympathy for somebody.” While this was not awarded a perfect score of 5, the researcher decided that a mark of 4 was warranted as the correct definition of *feel a lot of affection for someone often without knowing why* was closely shared the semantic properties of the correct definition. This data set provides strong evidence for the case that successful participants employed lexical inferencing based on key words in the idioms.

(9) be so lucky

Some successful participants’ reference to the parameters that define an idiom led them to guess that (9) *be so lucky* must have an “opposite meaning” (Ellen). Successful

participants remembered that idioms are non-literal in nature and often “very ironic” (Umberto). Anna went on to say “I think it is a idiom ...be so lucky ... could not be that really that ... lucky or why would be a idiom? ... So I think that not that lucky.”

(11) at a considerable price

Karina was the only participant who correctly defined (11) *at a considerable price*. However, she did not employ lexical inferencing to the degree that it was employed in other cases. *At a considerable price* is a type 3 structurally incongruent idiom that shares a semantically equivalent translation in Mandarin. Karina cited “a very similar saying in Chinese” that “means something you need to pay, but it’s not with actual money.” This was the only case in Task B in which a participant successfully identified a type 3 idiom or provided a correct definition based on an equivalent Mandarin idiom for a type 3 idiom.

(14) go to the dogs

Successful participants indicated that, with regards to (14) *go to the dogs*, “in English language dog is ... never a good word (because) you use it as a cur(s)ing word” (Karina). This lexical inferencing led the participants to “figure go to the dogs is get into a terrible situation or status” (Karina).

(16) bread and butter

With regards to (16) *bread and butter*, the majority (11 out of 14) correct participants acknowledged that they already knew the idiom prior to the current study. Those (K) correct definitions were omitted from the adjusted results. The remaining three participants relied on lexical inferencing as in “everyone need to make bread and butter can refer to the food that human beings have in the morning” (Rosa).

(17) in a pickle

(17) *In a pickle* yielded the most exciting and conclusive results from Task B. 3 of the 7 participants who correctly defined this idiom also stated that they did not understand the



word pickle, stating something to the effect of “I do not know what is pickle” (Cameron, Doris and Lolita). However, references were made to *pimples* which also carry a negative meaning “I guess pickle may means um, the things on your face ” (Lolita and Mildred) which led to the definition “in a tough situation” (Lolita) as having pimples may prove to be a difficult situation. Additionally, participants who did understand the word pickle pointed out that “A person ...cannot be pickled right” and that if one were in a pickle jar, they “can’t move” or are “stuck” (Cameron and Hilda) which led a participants to correctly define *in a pickle* as “in a dilemma” (Hilda). In this case, lexical inferencing of the word *pickle* and surprisingly *pimple* facilitated comprehension.

(20) take something with a grain of salt

Becka was the only participant who correctly defined (20) *take something with a grain of salt*. She pointed out that since “a grain of salt is small and trivial, something is not important” it must mean “do not take something seriously”.

The above discussion indicates that successful implementation of lexical inferencing was achieved by half of the participants on Task B. RQ 2 sought to find the strategies or clues that participants used. Lexical inferencing with the support of key words was found to be the most successful strategy. The 29 correct definitions were provided by 10 participants. However, when the complete participant population is included, that average dropped to just under 1.5 correct definitions per participant in Task B.

#### **4.3 The results of RQ 3: What *context clues and inferencing strategies* do participants employ when attempting to *understand unknown semantically incongruent idiomatic language presented in a meaningful context*?**

A detailed explanation for the methodology for Task C is provided in section 3.2.4. The purpose of Task C was to examine the context types and strategies that the participants used

in idiom meaning construction. The data from Task C represents the focus of the current study. The following section for Task C is laid out in 4 parts. In the first section, the role of context type with regard to idiom comprehension is presented. Following that, an investigation of strategy use is shown. Next, an examination of how context type and strategy usage related to each other with regard to successful meaning construction is conducted. Lastly, an overview of the findings of Task C and how those findings may be applied to answer the third RQ and third hypothesis is given.

### 4.3.1 Task C Context Types

The idioms in Task C appeared in four carefully crafted context types. Those four context types are initially presented above in Table 3.5. However, due to the pertinence of context type to this portion of the study, that table reappears below to serve as a reminder and for purposes of clarifying forthcoming data analysis.

Table 4.8

#### *The Four Major Context Types*

| <b>Context Type</b>    | <b>Example</b>  |
|------------------------|---|
| Cause-Effect           | Tom was <b>laid off and his girlfriend had left him</b> so he really felt <i>down in the dumps</i>  |
| Contrast Antonym       | <b>Although</b> he said he <b>was going to confront the boss at the meeting</b> about the issue, he <i>chickened out</i> at the last minute.  |
| Explanation Definition | Tom is full of <i>hot air</i> . <b>He likes to think he knows everything and is eager to give unsolicited advice.</b>                         |
| Synonymous Expression  | Like his predecessor, who <b>enjoyed using his power to order people around</b> , this new CEO also likes to <i>throw his weight around</i> . |

Note: Table originally shown as Table 3.5. Adopted from Liu (2008) p. 145.

The research design of Task C was that each idiom was assigned a context type at random and then a context was written following the tenets of that type. For the purposes of equal distribution, it was important that each of the four context types was employed equally (see Table 4.9). As a result, the researcher was careful to use each context type a total of five times in creating the written contexts which appeared on the note cards in Task C (see Appendix C). Two native English speaking inter-raters were consulted to validate and ensure that the contexts in which the idioms appeared adhered to those tenets as set by Liu (2008). Table 4.9 depicts the contexts types in which each idiom was employed and shows idiom type as well.

Table 4.9

*Distribution of Context Types with Idiom Types for Task C*

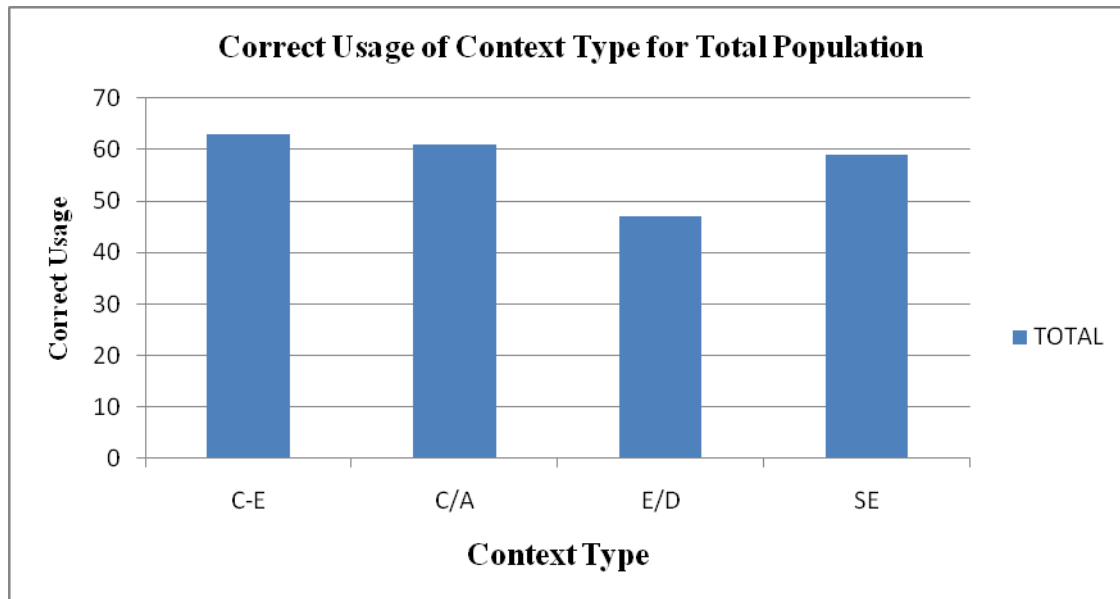
| <b>Idiom</b>   | <b>Type</b> | <b>Cause-<br/>effect</b> | <b>Contrast<br/>Antonym</b> | <b>Explanation<br/>Definition</b> | <b>Synonymous<br/>Expression</b> |
|--|-------------|--------------------------|-----------------------------|-----------------------------------|----------------------------------|
| (1) Be right as rain                                       | 3           | X                        |                             |                                   |                                  |
| (6) Bring something home                                   | 3           |                          |                             | X                                 |                                  |
| (8) Have a soft spot for                                   | 3           |                          | X                           |                                   |                                  |
| (11) Considerable price                                    | 3           | X                        |                             |                                   |                                  |
| (12) Be in full swing                                      | 3           |                          |                             |                                   | X                                |
| (14) Go to the dogs  | 3           |                          |                             | X                                 |                                  |
| (18) In over one's head                                    | 3           | X                        |                             |                                   |                                  |
| (2) On the back burner                                     | 4           |                          |                             |                                   | X                                |
| (3) Show the ropes   | 4           | X                        |                             |                                   |                                  |
| (4) Fly off the handle                                     | 4           |                          | X                           |                                   |                                  |
| (5) Salt of the Earth                                      | 4           |                          |                             | X                                 |                                  |
| (7) Sign of the times                                      | 4           |                          |                             |                                   | X                                |
| (9) Be so lucky  | 4           |                          | X                           |                                   |                                  |
| (10) To kick in  | 4           |                          |                             | X                                 |                                  |
| (13) Make a beeline for                                    | 4           | X                        |                             |                                   |                                  |
| (15) Ride on coattails                                     | 4           |                          |                             |                                   | X                                |
| (16) Bread and Butter                                      | 4           |                          |                             | X                                 |                                  |
| (17) Be in a pickle  | 4           |                          | X                           |                                   |                                  |
| (19) Pull a fast one                                       | 4           |                          | X                           |                                   |                                  |
| (20) With a grain of salt                                  | 4           |                          |                             |                                   | X                                |
| <b># of times each context<br/>type was used in Task C</b> |             | <b>5</b>                 | <b>5</b>                    | <b>5</b>                          | <b>5</b>                         |

Note:

- (1) Table 3.3 provide detailed definitions for idiom types and Table 3.5 shows context types.
- (2) Type 3 and type 4 idioms have been separated in Table 4.9 for illustrative purposes.

Results from Task C indicated that, in correct meaning construction, the participants relied on all four of the context types with nearly the same frequency. Figure 4.2 demonstrates the distribution of successful definitions provided per context clue type and the total number of times that each context type facilitated a correct definition for Task C. Cause-effect (C-E) was the most employed context type totaling at 63 times out of 400 total possible times by participants in Task C (20 participants defining 20 idioms equals 400

possible instances). Contrast Antonym (C/A) was used 61 times and Synonymous expression (SE) trailed closely behind that being used 59 times. It is noteworthy that Explanation/Definition (E/D) was the least employed strategy totaling at 47 times or just over 20% of the time out of 230 total correct definitions. Individual participant totals per context type are available in Appendix O.



Note: C-E is Cause Effect, C/A is Contrast Antonym, E/D is Explanation Definition and SE is Synonymous Expression.

Figure 4.2

In sum, participants who successfully recognized the context clues in Task C were generally able to correctly define the idioms regardless which specific context type the idiom appeared in.

### 4.3.2 Task C Strategy Types

First, the Think-Aloud transcripts for each participant were carefully scrutinized and examined for strategy use, then the strategies were coded and counted. The guidelines set forth by Cooper (1999) were carefully followed with regard to strategy definition to ensure that the results shown here reflect the frequency of those same strategies.

A detailed discussion on the different types of strategies which have been identified in related literature, their definitions, explanations and overall frameworks is presented in Table 2.3 in section 2.2 (page 18). Cooper (1999) outlined eight different strategies which may be employed for L2 idiom comprehension. Those strategies were broken into two stages, the *Preparatory Stage* and the *Guessing Stage*.

Strategies in the Preparatory Stage:

- (1) *repeating or paraphrasing without providing an interpretation (RP)*,
- (2) *discussing and analyzing the idiom or its context without guessing at the meaning (DA)*,
- and
- (3) *requesting information about the idiom or the context (RI)*.

Strategies in the Guessing Stage:

- (1) *guessing the meaning of the idiom from the context (GC)*,
- (2) *using the literal meaning of the idiom as the key to its figurative meaning (LM)*,
- (3) *using background knowledge to figure out the meaning of the idioms (BK)*,
- (4) *referring to an idiom in the L1 to understand the L2 idiom (L1)*, and
- (5) *other strategies (OS)*.

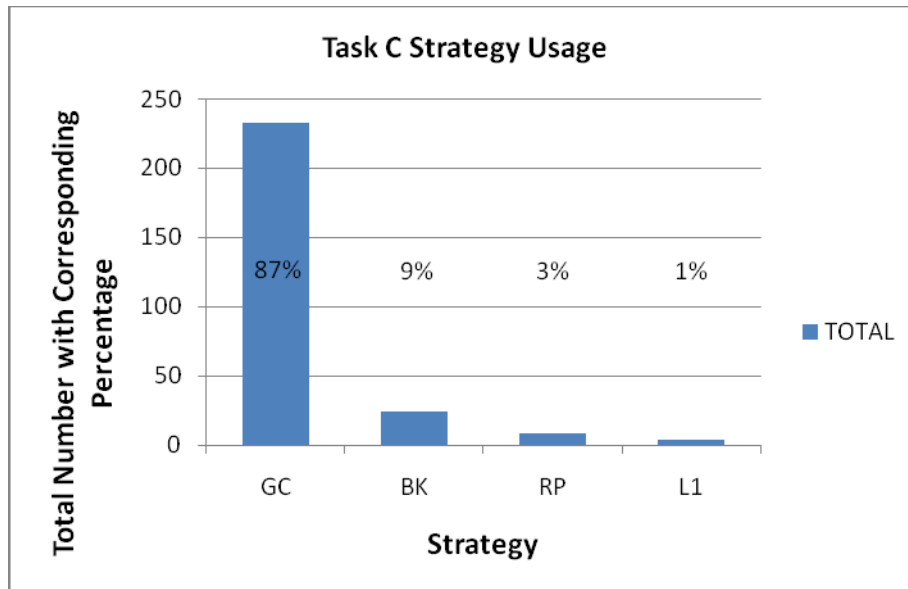
Findings of Task C indicated that not all eight of the strategies found in Cooper's study were employed by the participants of the present study which was expected for various reasons. First, the tenets of DA prescribe that learners who use that strategy may ask questions in order to facilitate meaning comprehension. However, participants in the

present study were not allowed to engage in such requests. RI is by definition, *requesting information* from an outside source though, participants were not permitted to consult outside sources such as dictionaries or through petitioning the interviewer for assistance during the completion of the current study. Like, DA, RI was not an applicable strategy in this study. Second, LM involves relying on the literal meaning of an idiom. However, that strategy is only possible with type 1 and type 2 idioms, neither of which was employed in the present study. Only congruent and semi-congruent idioms bare similarities between L1 and L2 which are strong enough to provide the environment necessary for LM implementation. Third, RP was employed a total of 8 times but only when used in conjunction with GC which ultimately led to a correct definition. Finally, in Cooper's (1999) study, 2% were labeled as *Other Strategies* (OS) while no OS usage was found in the current study. This is because the results of Cooper's study included strategies which failed to lead to accurate construction of meaning. However the present study only identified and counted the strategies that led to successful meaning construction. Accordingly, DA, RI, LM and OS were not found in the results.

Another factor which distinguished the present study from previous studies stems from participant population backgrounds. The participants of Cooper's (1999) study were of dissimilar first language backgrounds and included L1 speakers of Spanish, Portuguese, Japanese, Korean and Russian. It follows that, no contrastive analysis was undertaken showing differences in levels of congruency between participant L1 idioms and target L2 English idioms in that study. Consequently, the target idioms on Cooper's Idiom Recognition Test (IRT) were uncontrolled and of unknown degrees of semantic congruency for each participant's L1.

Guessing from context (GC) proved to be about ten times more popular than all of the other strategies combined. Background knowledge (BK), repeating paraphrasing (RP) and

relying on L1 (L1) were also found. GC was employed a total of 233 times or 87% of the time, BK was used only 9% of the time followed by RP at 3% and L1 at 1%. See figure 4.3.



Note: GC is guessing from context, BK is background knowledge, RP is repeating and paraphrasing and L1 is first language

Figure 4.3

Data from Geoff’s transcripts provide a revealing glimpse at how participants employed GC. Like the other participants, Geoff exhibited an overwhelming reliance on GC. As is the case in all of the transcripts, *R* stands for *Researcher* and *P* stands for *Participant*. It may be noted that Geoff not only indicates which parts of the context facilitated his successful meaning construction, but also, overtly states that the source of his comprehension is due directly to “the clues of the text.” This excerpt is shown here to depict an example of participant reliance on GC. Line numbers are preserved for ease of look up. Transcripts are available in full in Appendix C and a comprehensive list of participant specific strategy usage is available in Appendix I.

1. R: OK. We are starting Task C for Geoff. OK. Here’s number 1. What does as



2. *right as rain mean?*
3. *P: He has been as right as rain. Like when you got promoted to the position*
4. *which you really want and you will be happy and like a delightful. So right here*
5. *right as rain is it could mean happiness like happiness to somebody.*
6. *R: OK. How did you get that meaning?*
7. *P: Cause, according to the sentence like promoted to the position. Gabriel got*
8. *promoted to the position which he had been wanted since he was a kid.*
9. *According to the clues of the text.*

A total of four successful strategies were employed by the participants in Task C. Table 4.14 shows the number of times each strategy was correctly used for each idiom. Guessing from context, background knowledge, repeating of paraphrasing and relying on Mandarin (L1) were the strategies that the participants utilized. For example, in understanding the idiom *as right as rain*, GC was used a total of eight times while BK was used only once.

Some participants identified (11) *at a considerable price*, and (14) *go to the dogs* by relying on L1 because those items were structurally incongruent (type 3) idioms. Moreover, while the idiom (7) *a sign of the times* was of a type 4 nature, Karina was able to successfully liken it to a type 3 idiom and thus employ the strategy of L1. The following excerpt is taken from the Task C – Karina transcript and shows how she was able to achieve this feat.

83. *P: Oh, yeah, I know what you mean. Because literally, a sign should be a sign*
84. *there. Because Chinese has this kind of has very similar meaning.*
85. *R: How do you say it in Chinese?*
86. *P: How do I say in Chinese?*

87. R: *You can say it in Chinese and I can check it out later.*
88. P: *Yeah, I'm think exactly what phrase we use in Chinese. Yi Ge Da Shi Dai De*
89. *(一個大時代的象徵). OK. Xiang Zheng 象徵 in Chinese. The English equivalent should be*
90. *symbol. A symbol of the times. Because a sign and a symbol to me are like*
91. *synonyms. So I think Oh, the meaning of a sign of the times is literally*
92. *delivered like a symbol of the times.*

Karina's transcripts (above) illustrate a case in which L1 should not have led to a correct definition because the idiom was type 4. This case is an anomaly in the data and was not duplicated by any other participants. However, Karina was able to correctly define *a sign of the times* as shown below.

78. P: *A sign of the times. Means this is a people have making this world a very cold*
79. *place not a good place for people to live in which describes how society is*
80. *growing worse.*

Table 4.10 clearly shows that GC was the most successfully used strategy for Task C as it represents 87% of the total strategy usage (233 out of 269). It also displays the total number of times that each strategy led to a correct definition per idiom. Idiom (19) *pull a fast one* was correctly defined 18 times via GC exclusively. The strategy BK was used a total of 24 times (9%); RP, 3% and L1 was used 1% of the times. See Appendix I.

Table 4.10

*Overall Strategy Use for Each Idiom*

| #                        | Idiom                        | GC         | BK        | RP        | L1        |
|--------------------------|------------------------------|------------|-----------|-----------|-----------|
| (1)                      | As right as rain             | 8          | 1         |           |           |
| (2)                      | On the backburner            | 8          |           |           |           |
| (3)                      | Show someone the ropes       | 17         | 1         |           |           |
| (4)                      | Fly off the handle           | 13         | 4         | 1         |           |
| (5)                      | Salt of the earth            | 6          | 1         | 1         |           |
| (6)                      | Bring someone home           | 3          |           | 1         |           |
| (7)                      | Sign of the times            | 9          | 1         | 1         | 1         |
| (8)                      | Have a soft spot for         | 4          | 1         |           |           |
| (9)                      | Be so lucky                  | 12         | 2         | 3         |           |
| (10)                     | Kick in                      | 11         | 1         |           |           |
| (11)                     | At a considerable price      | 13         |           |           | 2         |
| (12)                     | In full swing                | 15         | 4         | 1         |           |
| (13)                     | Make a beeline               | 12         | 1         |           |           |
| (14)                     | Go to the dogs               | 17         | 1         |           | 1         |
| (15)                     | Ride on someone's coattails  | 16         | 2         |           |           |
| (16)                     | Bread and butter             | 10         |           |           |           |
| (17)                     | In a pickle                  | 12         | 1         |           |           |
| (18)                     | In over one's head           | 14         | 1         |           |           |
| (19)                     | Pull a fast one              | 18         |           |           |           |
| (20)                     | Take it with a grain of salt | 15         | 2         |           |           |
| <b>TOTAL (N=269)</b>     |                              | <b>233</b> | <b>24</b> | <b>8</b>  | <b>4</b>  |
| <b>Percentage of All</b> |                              | <b>87%</b> | <b>9%</b> | <b>3%</b> | <b>1%</b> |

Note: GC is guessing from context, BK is background knowledge, RP is repeating and paraphrasing and L1 is first language.

### 4.3.3 Task C - Relationship between Strategy Usage and Context Type

The following section explores how the variables of context type and strategy usage related to each other. One of the major objectives of the present study was to find a correlation, if any existed between strategy use and context type. The findings presented above indicate that rather than a specific correlation between the strategy BK and context type C/A, for example, in context rich environments, all four context types are equally useful

to Taiwanese learners. Furthermore, GC was by far the most frequently employed strategy. The exact correlation between these two variables is provided in Table 4.11. I indicates an overwhelming reliance on the strategy of GC across context type and that lesser used strategies were used with a similar frequency for all context types.

Table 4.11

*Total Number of Times Each Context Type was Successfully Used by Strategy Type*

|              | <b>C-E</b> | <b>SE</b> | <b>C/A</b> | <b>E/D</b> | <b>Total</b> |
|--------------|------------|-----------|------------|------------|--------------|
| <b>GC</b>    | 64         | 63        | 59         | 47         | 233          |
| <b>BK</b>    | 4          | 10        | 8          | 3          | 23           |
| <b>RP</b>    | 0          | 2         | 4          | 2          | 8            |
| <b>L1</b>    | 2          | 1         | 0          | 1          | 4            |
| <b>TOTAL</b> | <b>70</b>  | <b>75</b> | <b>71</b>  | <b>53</b>  | <b>269</b>   |

Note:

- (1) For strategies, GC is guessing from context, BK is background knowledge, RP is repeating and paraphrasing and L1 is first language.
- (2) For context types, C-E is cause effect, C/A is contrast antonym, E/D is explanation definition and SE is synonymous expression.

#### **4.3.4 Task C Discussion**

An exploration of the findings of Task C revealed that all four of the context types were equally useful to participants. Rather than one specific context type being more beneficial than another, it appears that any carefully constructed context type is capable of leading intermediate EFL learners to correct definitions. With regard to strategy preference, guessing from context was twenty times more likely than any of the other strategies to lead to a correct definition. This is logical since a rich context is conducive to fostering this strategy. Furthermore, it supports findings by previous studies.

The third hypothesis posited that participants would not be able to correctly define all of the idioms in Task C. Hypothesis 3 went on to suppose that structurally incongruent non-language specific (type 3) idioms would be easier to define than semantically incongruent (type 4) idioms. The above findings support the first clause of Hypothesis 3. However the comparison of idiom successful definition rates depending on type will be introduced section 4.5 below.

Since the focus of the study was on Type 4 idioms, a greater number of Type 4 idioms was employed in the study. Type 3 idioms were correctly defined 77 times out of 140 (7 idioms X 20 participants = 140) or 55% of the times. Type 4 idioms were correctly defined 192 times (13 X 20 = 260) or 73% of the times. This careful examination of the data yielded surprising preliminary results. Type 4 semantically incongruent idioms seemed to be easier to define than Type 3 incongruent idioms when compared using weighted averages. This result was unexpected and does not support Hypothesis 3. However, this finding is not statistically significant. See section 4.5 for statistical analyses.

The most exciting findings from Task C were that participants successfully used nearly identical distributions of each strategy in all four context types. The implications of this are far reaching. Since 13 of the idioms were Type 4 semantically incongruent idioms, it was expected that participants would not achieve high success rates on Task C. Nation (2001) pointed out that “at the simplest level, the unknown word may represent a familiar concept and so the new label for that familiar concept is being learned” (p. 240). This was true with type 3 idioms, but did not hold with type 4 idioms. “If the concept is an unfamiliar one, then both the concept and the label need to be learned” (Nation, 2001; p. 240). Nevertheless, the results of this study show that participants successfully constructed meaning in more than half of the type 4 idioms they encountered when provided in rich contexts. The participants in the present study demonstrated that when unknown semantically incongruent idioms were

presented in sufficiently rich contexts, they were able to comprehend those idioms autonomously (to a certain extent).

**4.4 The results of RQ 4: What *changes* if any do participants make to their previous *definitions* of idiomatic language when it is presented in a *multiple-choice* context. What factors lead participants to change their definitions?**

The results of Task D indicated a very interesting situation. Every participant was able to show improvement on his or her number of correctly defined idioms on this multiple-choice task. In fact, the overall average of correct responses for Task D showed that, on average, participants correctly selected over 14 correct definitions out of 20 on Task D. This indicates a significant gain from success rates on previous tasks as Task A showed an 8.5 out of 20 average identification rate, while Task B showed an adjusted average of 1.5 out of 20 correctly defined idioms per participant and for Task C, the participants correctly defined an average of 11.5 out of 20 idioms each (Table 4.13).

Table 4.13

*Participant Success Rate per Task*

| <b>Task</b> | <b>Task Type</b> | <b>Average Number Correct</b> |
|-------------|------------------|-------------------------------|
| Task A      | Identification   | 8.5                           |
| Task B      | Definition       | 1.5                           |
| Task C      | Definition       | 11.5                          |
| Task D      | Definition       | 14.5                          |

Note: Values are out of a 20 total possible correct definitions.

This data answers the first part of RQ 4 which questions “what *changes* if any do participants make to their previous *definitions* of idiom”. By comparing the values in Table 4.13 above, it is clear that the changes they made were for the better. That is to say, the

participant definitions dramatically improved through the course of completing the three definition related tasks (B-D). These results strongly support H 4 which posited that “participants can complete Task D with high scores.” Each participant was able to correctly answer between 11 and 19 answers on the multiple-choice task.

Figure 4.4 illustrates the number of idioms that each participant successfully identified in Task A and defined on Tasks B, C and D. While initial achievement on Task A was higher than that on Task B, total correct scores per participant rose in nearly every case through the course of completing the three definition tasks. A pattern was found showing that while Task A achievement was higher than that on Task B, most Task C achievement was higher than Task B and Task D achievement was the highest except in two cases.

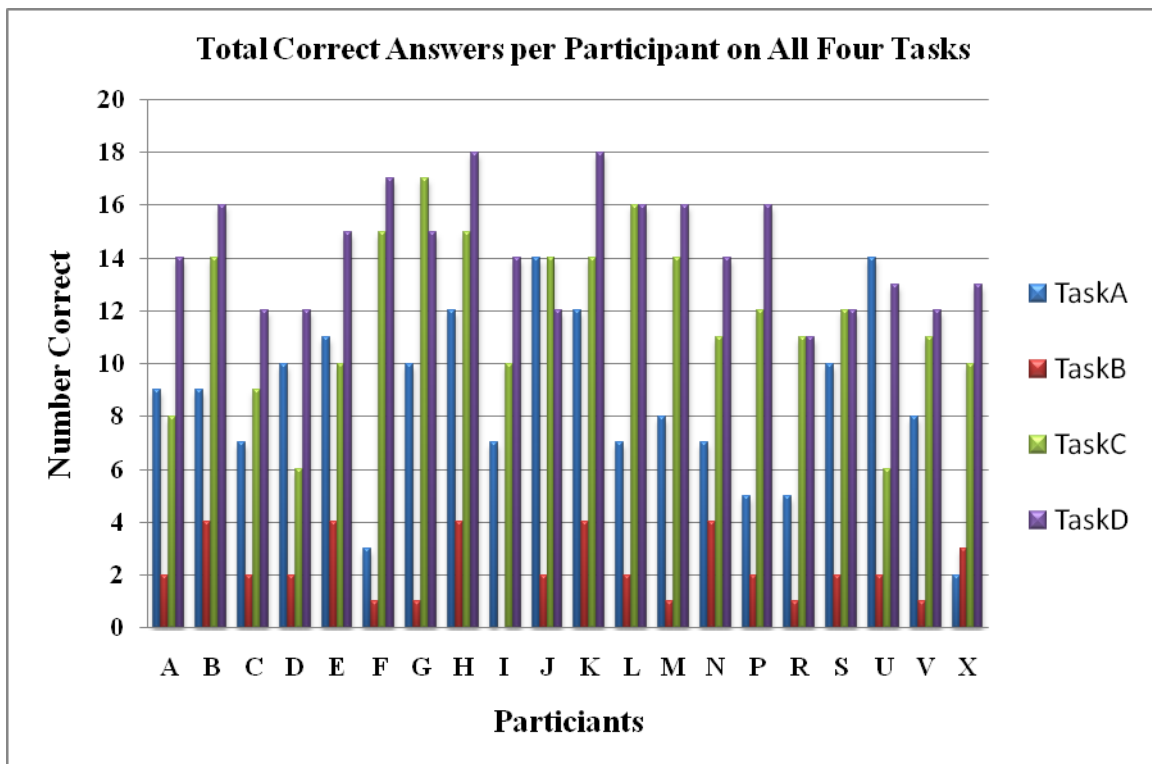


Figure 4.4

Some of the questions on Task D proved to be more challenging on average than others.

As is mentioned above in section 3.2.5, considerable care was taken when crafting the multiple choice answers for Task D. Factors such as grammar, tense, the positive or negative nature of the answers and overall believability were all kept close in mind during this process. Examining question (1) *as right as rain* would illustrate this point.

**(1) As right as rain.**

- a. Surprisingly happy
- b. Surprisingly clean
- c. Perfectly timed
- d. Perfectly well

**4.4.1 Task D Discussion**

Not all 20 idioms were answered with the same accuracy. While the majority (18 out of 20) of the idioms were answered correctly by more than half of the participants, two items, numbers (17) *in a pickle* and (20) *take something with a grain of salt*, were less frequently correctly answered. Both of these idioms are type 4 (semantically incongruent) idioms. However, it is believed, based on the transcript data sets from Tasks B and C that the main reason that both of these stood out as being more difficult was because they contained constituents that the participants misunderstood. A number of participants stated multiple times that they were uncertain about the meaning of the words *pickle* and *grain*. *This was unintended as the researcher attempted to exclusively include idioms which were comprised completely of constituents which the participants knew.* Furthermore, as 11 of the participants falsely believed that option C *to realize that someone has been lying about something on purpose* was the best answer for (20) *take something with a grain of salt* further investigation was warranted.



It is important to note that when participants completed Task D, they did not have access to the context which the idioms occurred in Task C. According to post Task D interview transcripts, participants relied on their memories of the contexts in Task C to answer Task D items. Following is task item 20 for reference.

**(20) Take something with a grain of salt**

- a. To consider the possible consequences of a decision
- b. To view something with skepticism or non-literally
- c. To realize that someone has been lying about something on purpose
- d. To understand why someone has been doing something bad

The following is the actual context in which number 20 was presented in Task C. Most participants reportedly relied on their memories of this context to answer items on Task D.

*(20) “When Marcus said that he had “invented” the piano key necktie I took it with a grain of salt. I knew he didn’t literally mean to say he had “invented” it, because neckties have been around for hundreds of years.”*

Based on the Task C transcripts, the researcher concluded that most of the participants believed that “Marcus” had been lying. This was the key factor in the failure of most of the participants to correctly choose B on this multiple-choice section. Table 4.14 illustrates the total number of times each multiple-choice option was chosen for Task D. The top row shows all twenty idioms, the second row from the top shows the correct answer for each question and the following rows indicate how many participants chose each option for each idiom. The bottom row titled *# correct*, indicates how many participants correctly defined

each individual idiom on Task D.

Table 4.14

*The Total Number of Times Each Multiple-Choice Option was Chosen for Task D*

|                  | 1         | 2         | 3         | 4         | 5         | 6         | 7         | 8         | 9         | 0         | 11        | 12        | 13        | 14        | 15        | 16        | 17       | 18        | 19        | 20       |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|----------|
| <b>ANSKEY</b>    | <b>D</b>  | <b>D</b>  | <b>C</b>  | <b>A</b>  | <b>C</b>  | <b>C</b>  | <b>D</b>  | <b>A</b>  | <b>B</b>  | <b>A</b>  | <b>C</b>  | <b>C</b>  | <b>D</b>  | <b>B</b>  | <b>D</b>  | <b>B</b>  | <b>A</b> | <b>B</b>  | <b>A</b>  | <b>B</b> |
| # for A          | 5         | 1         | 0         | 16        | 7         | 3         | 3         | 17        | 3         | 15        | 3         | 1         | 0         | 2         | 0         | 1         | 8        | 2         | 13        | 4        |
| # for B          | 1         | 4         | 0         | 0         | 1         | 1         | 0         | 1         | 17        | 0         | 1         | 1         | 0         | 17        | 1         | 19        | 4        | 13        | 1         | 4        |
| # for C          | 4         | 1         | 20        | 2         | 12        | 12        | 0         | 0         | 0         | 5         | 13        | 14        | 0         | 1         | 2         | 0         | 2        | 5         | 2         | 11       |
| # for D          | 10        | 14        | 0         | 2         | 0         | 4         | 17        | 2         | 0         | 0         | 3         | 4         | 20        | 0         | 17        | 0         | 6        | 0         | 4         | 1        |
| <b># correct</b> | <b>10</b> | <b>14</b> | <b>20</b> | <b>16</b> | <b>12</b> | <b>12</b> | <b>17</b> | <b>17</b> | <b>17</b> | <b>15</b> | <b>13</b> | <b>14</b> | <b>20</b> | <b>17</b> | <b>17</b> | <b>19</b> | <b>8</b> | <b>13</b> | <b>13</b> | <b>4</b> |

Note:

- (1) Idioms are shown along the top x-axis.
- (2) *ANSKEY* shows the correct answer for each idiom.
- (3) *# for A* shows the total number of times that the participants selected A for any given idiom etc.
- (4) *# correct* shows the total number of times that each answer was correctly responded to.

With regard to the second part of RQ 4, the factor that the participants pointed to when asked why that had changed their answer was clear. They indicated almost unanimously in the post Task D semi-structured summative interviews that the contexts in which the idioms had appeared in Task C were the most potent forces behind their decision to change their definitions. To support this claim, below are some choice excerpts from more vocal participants. The question they are responding to is “Why did you change your answers”.

Table 4.15

*Transcript Data Indicating Rational for Answer Change*

| <b>Participant</b> | <b>Line #</b> | <b>Actual Participant Response Excerpt</b>                           |
|--------------------|---------------|--|
| Ellen              | 10            | Because of the Task with <i>contexts</i> . The note cards helps.     |
| Jasmine            | 11            | From <i>Task C</i> .   |
| Karina             | 11            | Because in <i>Task C</i> , you gave me some sentence.                |
| Paula              | 7             | After I read the contest for the task... <i>Task C</i>               |
| Rosa               | 10            | Because I still remember the sentence that I read in <i>Task C</i> . |

Note:

- (1) Data taken from post Task D transcripts.
- (2) Line numbers preserved for ease of look up.
- (3) See Appendix H for raw data.

#### 4.5 Statistical Analysis of Results

This section describes the quantitative statistical analysis that was conducted in the present study. Three independent two sample t-tests were made to determine whether type 3 structurally incongruent idioms were more frequently correctly defined than type 4 semantically incongruent idioms on Tasks B, C and D. Task A was not included because it was an identification task, not a comprehension task. The total number of correct definitions of idioms for both types was statistically compared on each task.

A statistical hypothesis t-test can be applied to any test statistic which follows a participant's *t* distribution. In this case, the number of correct definitions for all 20 participants was compiled and the total number of correct definitions for seven type 3 idioms and thirteen type 4 idioms for a total of twenty target idioms were independently analyzed and cross referenced. Typically, a paired sample t-test is conducted when sampling twice from the same population. However, since the sample populations for type 3 and type 4 idioms were of unequal sample sizes, and these samples demonstrated unequal levels of variance, as shown below, a Welch's t-test was conducted to accurately estimate the significance in the difference on the sample means. The Welch's t-test is an independent

two sample t-test that takes into account unequal sample sizes and unequal variance.

In order to proceed with such a test, a null hypothesis needs to be formed. In this case, the hypothesis was that type 3 structurally incongruent idioms would be more frequently correctly defined than type 4 semantically incongruent idioms. The testing assumption being that the sample follows a normal distribution and is representative of the whole population.

**Null Hypothesis:** Type 3 idioms are easier to correctly define for Taiwanese EFL learners than type 4 idioms

|                             |                      |    |                      |
|-----------------------------|----------------------|----|----------------------|
| <b>Null Hypothesis</b>      | <b>Mean (type 4)</b> | <  | <b>Mean (type 3)</b> |
| <b>Alternate Hypothesis</b> | <b>Mean (type 4)</b> | >= | <b>Mean (type 3)</b> |

The data for Task B indicates that there was no statistically significant evidence supporting the alternative hypothesis. This was indicated by the fact that the T-Value did not exceed the T-Critical. As a result, the t-test supported the null hypothesis.

Table 4.16

*Task B Analysis*

|                           | <b>Type 3</b>                         | <b>Type 4</b> | <b>Result</b>      |
|---------------------------|---------------------------------------|---------------|--------------------|
| <b>Mean</b>               | 1.428571429                           | 1.461538462   | NA                 |
| <b>Sample Size</b>        | 7                                     | 13            | NA                 |
| <b>Variance</b>           | 2.285714286                           | 5.102564103   | NA                 |
| <b>T-Value</b>            | NA                                    | NA            | <b>0.038878069</b> |
| <b>Degrees of Freedom</b> | NA                                    | NA            | 16.89100902        |
| <b>T-Critical at .05</b>  | NA                                    | NA            | <b>1.74</b>        |
| <b>Conclusion</b>         | <b>Fail to Reject Null Hypothesis</b> |               |                    |

The data for Task C indicated that there was no statistically significant evidence supporting the alternative hypothesis. The T-Value for this data set was found to be less than the T-Critical. As a result, the t-test supported the null hypothesis.

Table 4.17

*Task C Analysis*

|                           | <b>Type 3</b>                         | <b>Type 4</b> | <b>Result</b>    |
|---------------------------|---------------------------------------|---------------|------------------|
| <b>Mean</b>               | 11                                    | 14.76923077   | NA               |
| <b>Sample Size</b>        | 7                                     | 13            | NA               |
| <b>Variance</b>           | 31                                    | 16.02564103   | NA               |
| <b>T-Value</b>            | NA                                    | NA            | <b>1.5841421</b> |
| <b>Degrees of Freedom</b> | NA                                    | NA            | 9.4395309        |
| <b>T-Critical at .05</b>  | NA                                    | NA            | <b>1.82</b>      |
| <b>Conclusion</b>         | <b>Fail to Reject Null Hypothesis</b> |               |                  |

Finally, the data for Task D indicated that there was no statistically significant evidence supporting the alternative hypothesis. Again, the T-Value for this data set was found to be less than the T-Critical. As a result, the t-test supported the null hypothesis.

Table 4.18

*Task D Analysis*

|                           | <b>Type 3</b>                         | <b>Type 4</b> | <b>Result</b>    |
|---------------------------|---------------------------------------|---------------|------------------|
| <b>Mean</b>               | 14.428571                             | 14.38461538   | NA               |
| <b>Sample Size</b>        | 7                                     | 13            | NA               |
| <b>Variance</b>           | 10.619048                             | 20.25641026   | NA               |
| <b>T-Value</b>            | NA                                    | NA            | <b>0.0250659</b> |
| <b>Degrees of Freedom</b> | NA                                    | NA            | 16.141199        |
| <b>T-Critical at .05</b>  | NA                                    | NA            | <b>1.74</b>      |
| <b>Conclusion</b>         | <b>Fail to Reject Null Hypothesis</b> |               |                  |

The results of all three Welch's t-tests failed to reject the null hypothesis for any of these three tests which assessed the results of Tasks B, C and D. Accordingly, insufficient statistically evidence was found to reject the hypothesis which stated that type 3 idioms are easier for the participants to comprehend and define than type 4 idioms. This finding indicates that there is a difference in comprehension rates between the different types of idioms. Since the present study shows that type 3 idioms are easier for learners to understand than type 4 idioms, the questions arises about the same holding true for type 1 and type 2 idioms. In future studies, the range of idioms and sample population of participants could be increased to provide additional statistical confidence.

#### **4.6 Comparing Results with Previous Studies**

Studies by Irujo (1986), Cooper's (1999) study and Bulut and Celik-Yazici's (2004) study heavily influenced the theoretical framework, motivation, methodology and instrument design for the present study. Those researchers are regarded as innovators in the field of L2 idiom comprehension strategy employment research. As a result, their studies, and particularly, the results of their studies were carefully examined. Details such as participant

background, materials they used, their foci as well as tasks and flaws were carefully considered in the development of the current study. A breakdown of those details is presented in Table 4.19.

Table 4.19

*Related Studies on English L2 Idiom Comprehension*

| <b>Study</b>        | <b>Irujo 1986</b>  | <b>Cooper 1999</b>   | <b>Bulut &amp; Celik-Yazici 2004</b>  |
|---------------------|--|--|---|
| <b>Participants</b> | 12 EFL undergraduate students  | 18 adult (age 17-44) ESL learners  | 18 Turkish EFL <i>teachers</i>  |
| <b>L1</b>           | Spanish  | Mixed (International)  | Turkish   |
| <b>Level</b>        | Advanced   | Advanced   | Lower Advanced + Advanced   |
| <b>Location</b>     | USA  | USA  | Turkey  |
| <b>Materials</b>    | Congruent/semi-/non- idioms  | Idiom Recognition Test   | Idiom Recognition Test  |
| <b>Focus</b>        | Comprehension of L2 idioms of different degrees of contrastive analysis.   | L2 idiom comprehension strategies.   | L2 idiom comprehension strategies for formal, conversational and slang idioms.  |
| <b># tested</b>     | 15 of each type = 45 total   | 20   | 20  |
| <b>Findings</b>     | <p><b>A.</b> Type 1 idioms are easiest to comprehend due to positive transfer.</p> <p><b>B.</b> Comprehension of type 2 idioms showed evidence of negative transfer. Comprehension was almost as high for type 1 idioms, production of type 2 idioms reflected L1 interference.</p> <p><b>C.</b> Type 3 idiom comprehension showed no evidence of either positive or negative transfer. Type 3 idioms were the most difficult.</p> | <p><b>A.</b> Learners use a variety of strategies to understand idioms.</p> <p><b>B.</b> Guessing from Context is the most commonly used strategy.</p> <p><b>C.</b> L2 idiom acquisition does not follow L1 models of idiom acquisition.</p> | <p><b>A.</b> Learners use a variety of strategies to understand idioms.</p> <p><b>B.</b> type of idioms does not affect the comprehension of the idioms.</p> <p><b>C.</b> Context clues are facilitative in comprehension processing.</p> |
| <b>Tasks</b>        | <p>A) Discourse completion (recall)</p> <p>B) Definition (comprehension)</p> <p>C) Multiple-choice (Recognition)</p>   | <p>Idioms shown on context cards.</p> <p>Participants provided verbal definitions in individual interviews.</p>  | <p>Idioms shown on context cards.</p> <p>Participants provided verbal definitions in individual interviews.</p>   |
| <b>Procedures</b>   | Written test   | Think-aloud  | Think-aloud   |
| <b>Format</b>       | Individual and small group   | Individual interview   | Individual interview  |
| <b>Some Flaws</b>   | <p><b>A.</b> Contrastive analysis was carried out on a questionnaire with a five point Likert scale.</p> <p><b>B.</b> No interviews were included in the study.</p>  | <p><b>A.</b> Instrument included poorly controlled contexts.</p> <p><b>B.</b> Unsuccessful strategies were also included in findings.</p> <p><b>C.</b> Included low frequency target words that confused participants.</p>                   | <p><b>A.</b> Selection of target idioms was done via “an online search”.</p> <p><b>B.</b> It is unclear how idioms were categorized in this study.</p> <p><b>C.</b> Contrastive analysis was not included in study.</p>                   |



Particularly relevant to this chapter are the conclusions that were reached by these previous researchers. The present study supports the findings of these studies which asserted that L2 learners rely on a variety of strategies for idiom comprehension. While the strategy type and distribution for the present study was found to be slightly different, the rationale for that is clear. Previous studies included Type 1, Type 2 and Type 3 idioms, that is, idioms of varying degrees of contrastive congruency with participant L1. However, since the present study focused exclusively on Type 3 and Type 4 semantically incongruent idioms, the frequency and distribution of strategy usage was expected and found to be dissimilar. This was achieved through a process of contrastive analysis of English and Mandarin idioms.

It is of particular note that the statistical analysis which showed that type 4 idioms were more difficult to comprehend than type 3 idioms parallels with findings by Awwad (1989). Awwad posited that when translating idioms between Arabic and English that the difficulty of translating idioms was predictable based on an idioms degree of congruency. Awwad went on to assert that the most difficult idioms to translate were type 4 semantically incongruent idioms. However, the results of Awwad's (1989) study were based on a theoretical framework and not the results of an empirical study. It is therefore noteworthy that the findings the present study which were based on an empirical framework support those theories with statistical evidence and with Mandarin and English idioms.

The findings of the present study support the findings of previous studies on L2 idiom comprehension strategy use and with regard to the levels of difficulty associated with idioms of varying degrees of semantic congruency. That is, it was ascertained that while learners employ a wide variety of strategies in meaning construction, guessing from context (GC) was the most widely used and successful strategy and type 4 idioms were the most difficult to comprehend.

#### **4.7 Effects of Methodology**

The methodology of the present study was carefully considered with regard to task order, implementation and variables which could or should be controlled for the sakes of validity and equality of the opportunity for success presented to the participants.

It was decided that the task order should be conducted as it is in an effort to control or curb the effects that each task had on the following. When taking Task A, the identification task, participants were not informed about the total number of idioms which were present in the article. This was intentional as it was hoped that their answers would reflect as accurate as possible the number of idioms that they were equipped to identify.

Task B presented all 20 idioms without contexts. It was at the time of completing Task B that the participants first learned that a total number of twenty idioms were included in the study. By presenting the idioms context free, it was hoped that their answers would provide a clear window into their comprehension processes. Unfortunately however, there was some evidence that participants in some cases were able to recall the contexts in which the idioms had appeared in Task A for their answers in Task B. When the researcher identified this situation through the post Task D interviews, adjustments were made in the directions given to future participants. Those later participants, starting with Cameron, were instructed that Task B was not a recall test and that they should not try to recall anything from Task A in their meaning construction processes. However, it is impossible to know if participants truly heeded this direction. The low success rates for Task B indicate that interference from Task A was minimal at best.

The researcher was careful to follow a script for all of the interviews. This was decided after analysis of the pilot study indicated that without a script, the researcher may have unintentionally asked slightly different questions of each participant and on each task, the results of which may have had catastrophic ramifications on the validity, reliability and

ultimately, the results of the study. As a result of this adherence to a script, the researcher generally refrained from asking for further explanation or clarification of participant answers except in cases where the researcher genuinely did not understand the participant response or when abnormal responses such as “This reminds me of an idiom in Chinese” were given. In such cases, the researcher was obliged to investigate further by asking the participants to clarify their answers.

Furthermore, all of the marking, coding and analyzing procedures done for the present study were conducted exclusively by the researcher. This practice may be considered less than optimal and most researchers make efforts to validate their findings through the employment of inter-raters. While all of the instruments of the study were subject to inter-rater checking, the analysis of results were not. Nevertheless, the issue of inter-rater reliability was not ignored.

Brown and Abeywickrama’s (2010) practicality checklist for establishing rater reliability were adhered to carefully. That checklist included six points of consideration which are believed to have addressed this limitation associated with the lack of inter-rater confidence on the findings of the study.

1. Have you establishing consistent criteria for correct responses?
2. Can you give uniform attention to those criteria throughout the evaluation time?
3. Can you guarantee that scoring is based only on the established criteria and not on extraneous or subjective variables?
4. Have you read through tests at least twice to check for consistency?
5. If you have made “midstream” modifications of what you consider a correct response, did you go back and apply the same standards to all?
6. Can you avoid fatigue by reading the tests in several sittings, especially if the time requirement is a matter of several hours?

Note: Checklist taken from Brown & Abeywickrama 2010, p. 42.

#### **4.8 Summary of Discussion**

All of the results and analysis of the findings have been presented and interpreted in this chapter. Discussions have explained and elaborated on those findings for each of the four tasks and corresponding RQs and Hypothesis. The comparison between the findings of previous studies and the present study shows that similar results were achieved with regard to successful strategy usage. New light has been shed on the role of context types with special emphasis on structurally incongruent (type 3) and semantically incongruent (type 4) idioms, something which had previously been unaddressed with Taiwanese learners. Statistical analysis and interpretation of the results have indicated that type 3 idioms are essentially easier to define than type 4 idioms. This concludes chapter four which has methodically addressed all four of the research questions and associated hypothesis.

## CHAPTER FIVE CONCLUSION

Chapter five offers a summary of the major findings of the study in section 5.1, provides pedagogical implications in section 5.2 and acknowledges some limitations associated with the study in section 5.3. Lastly, suggestions for further research are stated.

### 5.1 Summary of Study and Major Findings

The present study investigated the idiom identification and comprehension strategies used by Taiwanese EFL learners. Emphasis was placed on idiom type which is something that has been largely unexplored in this field. Specifically, only strategies and context type associated with comprehension of structurally incongruent (type 3) and semantically incongruent (type 4) idioms were examined. The purpose of the study was to identify and describe the context and strategy types that learners rely on in successful meaning construction for previously unknown idioms in identification and comprehension tasks. Data was collected in written form, semi-structured interviews and with think-aloud protocols.

Summaries of the major findings are as follows:

- 1) Participants relied on nine strategies the foremost of which was relying on their intuitions to identify an average of 43% (8.5 out of 20) of the target idioms each in Task A. (see section 4.4)
- 2) Identification strategies for incongruent idioms were found to be of a negative nature as participants relied more on what they didn't know than what they did know.
- 3) An average of 8% (8.5 out of 20) was correctly defined per participant in Task B.

Successful participants were found to rely on lexical inferencing. (see section 4.2)

- 4) Participants correctly defined an average of 58% (11.5 idioms out of 20) each in Task C

relying mostly on the strategy GC.

- 5) All four context types were employed with similar frequency.
- 6) Participants were most successful on Task D getting an average of 73% (14.5 out of 20) correct answers each.
- 7) It was also found that the most influential factor in participants' final definitions for the idioms was based on the contexts in which they were presented in Task C.
- 8) Finally, structurally incongruent (type 3) idioms were easier to understand than semantically incongruent (type 4) idioms when provided in equally rich contexts.

## **5.2 Pedagogical implications**

These results imply that while it is important for idioms to appear in rich contextual environments for Taiwanese EFL learners to successfully understand them, the specific context type in which the idioms are used may be of less importance. Furthermore, guessing from context appears to be the most successful comprehension strategy that learners use when reading. It is therefore incumbent of teachers to encourage students to develop and utilize that language learning strategy in order to increase language comprehension abilities and ultimately, achieve learner autonomy.

As pointed out by Nation (2001), studies which analyze and classify the context clues that learners successfully employ under specific conditions are especially valuable because the results of those studies may be extended to provide a checklist for teachers to work from so that “they can be systematic and consistent in the way they draw learners’ attention to clues and in training them to recognize and use the clues” (Nation, 2001, p. 242). Just as was argued by Nation, the researcher asserts that the results of the present study may be applied by EFL teachers and learners. Educators should be careful to provide rich contextual environments for new idioms in order to facilitate learner comprehension.

Related literature was searched for identification strategy recommendations, however none were found. The results of the current study suggested that strategies which incorporated elements of suspicion and doubt facilitated identification of unknown idioms. As a result, learners should be taught to trust their (negative) instincts that make them doubtful about new vocabulary in reading. This process may lead to noticing.

Educators should carry out contrastive analysis between target language forms and previously acquired learner languages because the issue of the importance of language transfer in L2 acquisition (Ellis, 2008). When language teaching is approached from this perspective, and explicitly taught, learners are made overtly aware of interlingual similarities and differences which ultimately facilitates acquisition.

Granted the ubiquitous nature of idioms in virtually all forms of language (Brown, 2008, Jobin, 2005) the correlation between idiom comprehension, idiom production ability and overall L2 proficiency (Cooper, 1999) and the difficulty associated with L2 idiom acquisition (Liu, 2008), the implications of the findings of the present study are far reaching. If educators are able to better pinpoint and understand the strategies and context clues that EFL learners rely on, goals met in part by the present study, and incorporate that knowledge into their teaching pedagogy in the form of better informed instruction, it is hoped that the following may be achieved. First, this knowledge should be used to raise student awareness and interest in idioms, teach students how to notice and identify idioms, teach students how to better use context clues, prompt educators to incorporate idioms learning into entire curriculums and ultimately result in idiom training activities that facilitate idiom comprehension strategy development. It is hoped that the implementation of this may result in better learner skills in understanding idioms, more effective strategy usage and ultimately, higher overall L2 competency in English as a Second Language.

### **5.3 Limitations and suggestions for further research**

The present study confirms the findings of previous studies done by Irujo (1986), Cooper (1999) and Bulut and Celik-Yazici (2004) with regard to strategies that L2 English learners use when constructing meaning for English idioms. However, a number of limitations associated with the study persist. First, it was discovered that unintended interference occurred from Task A on Task B. Some participants couldn't avoid recalling the contexts in which the target idioms occurred in Task A while completing Task B. This is more likely to have facilitated than hindered their comprehension processing, however, it did surface as a limitation because one of the goals of Task B was to have participant provide definitions for unknown idioms without the presence of a supporting context. Recalling contextual environments from Task A hindered the attainment of this goal.

In addition, defining the strategies that the participants employed is not without complications as learners often have unique interpretations. The researcher attempted to be as equally weighted as possible in the assignment of scores for correct or incorrect definitions, however, it must be acknowledged that this processes is inherently flawed as it relies on qualitative analysis.

Moreover, it could be debated that the contexts used in Task C may not have been as facilitative as possible or equally facilitative because context construction depends on reader interpretation of that context. While great attention and care was dedicated to the editing and redrafting phases of this long process, it may be noted that the perfection which was so tirelessly sought after may arguably not have been fully attained.

Next, Task C included low frequency words which were intentionally included to serve as distracters. However, this may have unintentionally encumbered successful meaning construction. While distracters have their places in identification tasks, like Task A, future studies of this nature should exclude distracters in comprehension tasks because they may



unnecessarily impede rather than assist in the otherwise natural comprehension process.

Another limitation associated with the study lies in the execution of carrying out contrastive analysis. Ellis (2008) noted that there are a number of problems associated with conducting contrastive analysis because questions remain about “whether it (i)s possible to find a theoretically sound basis for comparing two languages” (p. 402). Discriminating between type 3 and type 4 idioms is a subjective process and is dependent on the executors’ language proficiency. It is therefore prudent to point out that while the researcher is confident in the results of the contrastive analysis conducted for the making of the test instrument for this study, products of such an analysis are always subject to challenge. While it is possible (though unlikely) that some of the type 3 and type 4 idioms in the instrument could have been placed in the opposite categories, the researcher is confident that no type 1 or type 2 idioms were employed in the study.

Perhaps the most exciting prospect for future research arises in response to the findings of Task C which support Hypothesis 3. That finding indicated that type 3 idioms were easier for participants to comprehend than type 4 idioms. Whether or not that truth holds for type 1 and type 2 idioms remains uninvestigated. Future research could investigate successful comprehension rates for all four types of idioms for Taiwanese EFL learners. Furthermore, it is important to carry out similar research with speakers of other L1s to verify if the same holds true with L1 speakers of languages other than Mandarin.

Finally, the findings of future studies would be more generalizable if they included larger populations of both participants and idioms. Within language groups, learners of dissimilar language levels could be included to examine the effect that overall proficiency has on idiom comprehension. However, such a scale was beyond the scope of the present study.

## References

- American Council on the Teaching of Foreign Languages. (2012). ACTFL proficiency guidelines. Alexandria, VA: ACTFL, INC.
- Abdullah, K. & Jackson, H. (1998). Idioms and the language learner: Contrasting English and Syrian Arabic. *Languages in Contrast, 1*, 183-207.
- Alexander, R.J. (1984). Fixed expressions in English: Reference books and the teacher. *ELT Journal 38*(2), 127-134.
- Anderson, R.C., & Pearson, P.D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P.D. Pearson, R. Barr, M.L. Kamil, & P.B. Mosenthal, (Eds.), *Handbook of reading research* (pp. 255-291). White Plains, NY: Longman.
- Angel, R. D. (2008). *Identification, code-breaking and retention of L2 idioms by EFL Mexican university students with more and less strategy training* (Doctoral dissertation). Retrieved from [http://www.essex.ac.uk/linguistics/publications/theses/PDFs/2000-2010/2008/Rosalina\\_Dominguez.pdf](http://www.essex.ac.uk/linguistics/publications/theses/PDFs/2000-2010/2008/Rosalina_Dominguez.pdf)
- Arden-Close, C. (1993). Language problems in science lectures to non-native speakers. *English for Specific Purposes, 12*, 251-261.
- Awwad, M. (1989). Equivalence and translatability of English and Arabic idioms. *Papers and Studies in Contrastive Linguistics (PSCL) 23*(1), 57 – 67.
- Bahns, J. (1993). Lexical collocations: a contrastive view. *ELT Journal 47*(1), 56-63.
- Bensoussan M., & Laufer, B. (1984). Lexical guessing in context in EFL reading comprehension. *Journal of Research in Reading, 7*(1), 15-32.

- Biemans, H. J. A., Deel, O. R., & Simons P. R. (2001). Differences between successful and less successful students while working with the CONTACT-2 strategy. *Learning and Instruction*, 11(4-5), 265-282.
- Bobrow, S. A., & Bell, S. M. (1973). On catching on to idiomatic expressions. *Memory and Cognition* 1, 343-346.
- Bogaards, P. (2001). Lexical unit's and the learning of foreign language vocabulary. *Studies in Second language Acquisition* 23(3), 321-343.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Pearson Education.
- Brown, H.D. & Abeywickrama, P. (2010). *Language assessment principles and classroom practices*. White Plains, NY: Pearson Education.
- Brown, G. & Yule, G. (1983). *Discourse Analysis*. Cambridge University Press.
- Bulut, T. & Celik-Yazici, Y. (2004). Idiom processing in L2: Through rose-colored glasses. *The Reading Matrix*, (4), 105-116. Retrieved from [http://www.readingmatrix.com/articles/bulut\\_yazici/article.pdf](http://www.readingmatrix.com/articles/bulut_yazici/article.pdf)
- Burton, A. & Samuda, V. (1981). Guessing words. *Modern English Teacher* (8), 18-21.
- Busta, J. (2008). Computing idioms frequency in text corpora: Proceedings of recent advances in Slavonic natural language processing, *RASLAN*, 71-74. Masaryk University, Brno. Retrieved from <http://www.fi.muni.cz/usr/sojka/download/raslan2008/12.pdf>
- Cain, K., Oakhill, J., & Lemmon, K. (2004). Individual differences in the inference of word meanings from context: The influence of reading comprehension, vocabulary knowledge, and memory capacity. *Journal of Educational Psychology*, (96), 671-681.
- Cain, K., Towse, A.S., & Knight, R. (2009). The development of idiom comprehension: An investigation of semantic and contextual processing skills. *Journal of Experimental Child Psychology*, (102), 98-108.

- Carrell, P. L. (1983). *Some issues in studying the role of schemata, or background knowledge, in second language comprehension*. Paper presented at 1983 TESOL convention, Toronto, Ontario, Canada March 1983. Retrieved from: <http://nflrc.hawaii.edu/rfl/PastIssues/rfl12carrell.pdf>
- Carroll, D. W. (2008). *Psychology of Language* (p.141-150). Thomas Wadsworth.
- Carton, A. (1971). Inferencing: a process in using and learning language. *The Psychology of Second Language Learning*. Cambridge University Press.
- Casas, R. M., & Hernandez Campoy, J. M. (1995). A sociolinguist approach to the study of idioms: Some anthropolinguistic sketches. *Cuadernos de Filología Inglesia*, 4, 48-49.
- Cedar, P. (2008). Learners' recognition of Thai-English idiom counterparts. *The Linguistics Journal* 3 (2) 145-159.
- Celce-Murcia, M. (Ed.). (1991). *Teaching English as a second or foreign language*. Boston: Heinle & Heinle Publishers.
- Celce-Murcia, M. (2001). Language Teaching Approaches: An Overview, in
- Cern, C.L. (1994). A review of L1 and L2 reading theories. *Tunghai Journal*, 35, 127-147.
- Chandrasegaran, A. (1980). Teaching the context clue approach to meaning. *Guidelines* (3), 61-68.
- Charteris-Black, J. (2002). Second language figurative proficiency: A comparative study of Malay & English. *Applied Linguistics* 23(1), 104-133.
- Chikalanga, I. (1992). A suggested taxonomy of inferences for the reading teachers. *Reading In a foreign language*, 8(2), 1992. 697-709. Retrieved from <http://nflrc.hawaii.edu/rfl/PastIssues/rfl82chikalanga.pdf>

- Choi, F. F. M. (2003). A Study of ESL Student's English Ability on an Institute Entrance Examination. *Proceedings of New Zealand Association for Research in Education (NZARE)*, ISSN: 1176-4902. Retrieved from <http://www.aare.edu.au/03pap/cho03273.pdf>
- Clarke, D. F., & Nation, I. S. P. (1980). Guessing the meanings of words from context: Strategy and techniques. *System* (8), 211-220.
- Collis, H. (1987). *101 American English idioms: Understanding and speaking English like an American*. Chicago, USA: Passport Books.
- Cooper, T. C. (1999). Processing of idioms by L2 learners of English. *TESOL Quarterly*, 33(2), 233-262.
- Cowie, A. P. (1981). The treatment of collocation and idioms in learners' dictionaries. *Applied Linguistics*, 2(3), 223-235.
- Cowie, A. P. (1988). Stable and creative aspects of vocabulary use. In Carter and McCarthy: 126-139.
- Dochy F. J. R. C., & Alexander, P. A. (1995). Mapping prior knowledge: a framework for discussion among researchers. *European Journal of Psychology of Education*, 10, 225-242.
- Ellis, R. (2008). *The study of second language acquisition*. Oxford University Press.
- Faerch, C., Haastrup, K., & Phillipson, R. (1984). *Learner language and language learning*. Clevedon: Multilingual Matters 14.
- Figurative language. (2011). In *Merriam-Webster Online Dictionary*. Retrieved from <http://www.merriam-webster.com/figurativelanguage>
- Fillmore, C. J. (1976). *Frame semantics and the nature of language*. In Annals of the New York Academy of Sciences: Conference on the Origin and Development of Language and Speech, 280, 20-32.

- Gass, S. M., & Selinker, L. (1983). *Language transfer in language learning*. Rowley, Mass.: Newbury House Publishers.
- Halliday, M.A.K. (1985). *Spoken and written language*. Oxford University Press.
- Hirsch, E. D. Jr. (2003). Reading comprehension requires knowledge-of words and the world. *American Educator*. *American Educator*, 27(1) 10-13, 16-22, 28-29, 48. Retrieved from [http://www.aft.org/pdfs/americaneducator/spring2003/AE\\_SPRNG.pdf](http://www.aft.org/pdfs/americaneducator/spring2003/AE_SPRNG.pdf)
- Hsieh, C. Y., & Hsu, C. C. (2009). Idiom comprehension in Mandarin-speaking children. *Journal of Psycholinguistic Research*, doi:10.1007/s10936-009-9145-z. Retrieved from [http://myweb.ncku.edu.tw/~shelley/publication/1.\\_Idiom\\_Comprehension\\_in%20Mandarin-Speaking\\_Children\\_Hsieh\\_Ching\\_yu.pdf](http://myweb.ncku.edu.tw/~shelley/publication/1._Idiom_Comprehension_in%20Mandarin-Speaking_Children_Hsieh_Ching_yu.pdf)
- Hsu, Jeng-yih. (January 15, 2007). Multiword lexical unit's and their relationship to impromptu speech. *The Proceedings of the 5th Hawaii International Conference on Arts and Humanities*, (pp. 2346-2359). Honolulu, Hawaii, USA. (ISSN: 1541-5899) (ERIC Document Reproduction Service No. ED 495 303) Retrieved from <http://www.zanjansadra.com/attaches/13828.pdf>
- Huang, L. S. (2001). Knowledge of English collocations: An analysis of Taiwanese EFL learners. *Texas Papers in Foreign Language Education*, 6(1), 113-132. Retrieved from <http://www.eric.ed.gov/PDFS/ED465288.pdf>
- Irujo, S. (1986). Do not put your leg in your mouth: Transfer in the acquisition of idioms in a second language. *TESOL Quarterly*, 20, 287-304.
- Iza, M., & Ezquerro, J. (2000). Elaborative inferences. *Anales de Psicología*, 16(2), 227-249. Retrieved from [http://www.um.es/analesps/v16/v16\\_2/12-16\\_2.pdf](http://www.um.es/analesps/v16/v16_2/12-16_2.pdf)
- Jobin, A. K. (2005). *Learning by heart: Using an interactive tutorial on idioms to model acquisition strategies and tools* (Master's thesis). Retrieved from <http://jobin.freeshell.org/CV/AJobinThesis.pdf>

- Johnstone, C. J., Bottsford-Miller, N. A., & Thompson, S. J., (2006). *Using the think aloud method (cognitive labs) to evaluate test design for students with disabilities and English language learners*. Technical Report 44. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from <http://www.cehd.umn.edu/NCEO/onlinepubs/Tech44/TechnicalReport44.pdf>
- Kellerman, E., and Sharwood Smith, M. (1986). *Crosslinguistic Influence in Second Language Acquisition*. (eds) New York. Pergamon.
- Kendeou, P., & Broek, P. (2007). The effects of prior knowledge and text structure on comprehension processes during reading of scientific texts. *Memory & Cognition*, 35(7), 1567-1577.
- Kern, R. (1998). Second language reading strategy instruction: It's effects on comprehension and word inference ability. *The Modern Language Journal*, 73(2), 135-149.
- Kong, A. (2006). Connections between L1 and L2 readings: Reading strategies used by four Chinese adult readers. *The Reading Matrix*, 6(2), 19-45. Retrieved from <http://www.readingmatrix.com/articles/kong/article.pdf>
- Kuhn, M. R., & Stahl, S. A. (1998). Teaching children to learn word meanings from context: A synthesis and some questions. *Journal of Literacy Research*, 30, 119-138.
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago.
- Lazar, R.T., Warr-Leeper, G.A., Nicholson, C.B., & Johnson, S. (1989). Elementary school teachers' use of multiple meaning expressions. *Language, Speech, and Hearing Services in School*, 20, 420-430
- Lehr, F., & Osborn, J. (2005). A focus on comprehension. Honolulu: *Pacific resources for education and learning*. Retrieved from <http://www.prel.org/toolkit/pdf/research/Focus%20on%20Comprehension.pdf>
- Lennon. P. (1998). Approaches to the teaching of idiomatic language. *IRAL*, 36(1), 11-30.

- Levorato, M. C., & Cacciari, C. (1989). How children understand idioms in discourse. *Journal of Child Language*, 16(2), 387-405.
- Lin, H. C. (2007). *A case study of seven Taiwanese English as a foreign language freshman non-English majors' perceptions about learning five communication strategies*. Boca Raton, Florida: Dissertation.com.
- Liotonas, J. I. (2002). Context and idiom understanding in second languages. *EUROSLA Yearbook 2*, 155-185.
- Littlemore, J. (2001). Metaphoric competence: a language learning strength of students with a holistic cognitive style. *TESOL Quarterly*, 35(3), 459-491.
- Liu, D. (2008). *Idioms. Description comprehension, acquisition and pedagogy*. New York/London: Routledge.
- Liu, D., & Jiang, P. (2009). Using corpus-based lexicogrammatical approach to grammar instruction in EFL and ESL contexts. *The Modern Language Journal*. 93(9), 61-78.
- Liu, Na & Nation, I.S.P. (1985). Factors affecting guessing vocabulary in context, *RELC Journal*, 16 33-42.
- Mackey, A & Gass, S. (2005). *Second Language Research*. Mahwah, N.J. Lawrence Erlbaum.
- Makkai, A. (1972). *Idiom structure in English*. The Hague/Paris: Mouton.
- Matlock, T. (1998). What is missing in research on idioms? *The American Journal of Psychology*, 11 (4), 4-10
- McCarthy, M. (1998). *Spoken language and applied linguistics*. Cambridge University Press.
- McCarthy, M., & O'Dell, F. (2002). *English idioms in use*. Cambridge University Press.
- McKoon, G., & Ratcliff, R. (1992). Inference during reading. *Psychological Review*, 99, 440-466.
- Mel'cuk, I. (1998). *Collocations and lexical functions*. In A.P. Cowie, (ed.), *Phraseology. Theory, Analysis, and Applications*, Oxford: Clarendon Press, 23-53.



- Moon, R. (1998). *Fixed expressions and idioms in English*. Oxford University Press.
- Mondria, J. (2003). The effects of inferring, verifying, and memorizing on the retention of L2 word meanings: An experimental comparison of the “meaning-inferred method” and the “meaning-given method.” *SSLA*, 25, 473-499. Retrieved from [http://www.rug.nl/staff/j.a.mondria/ssl\\_a\\_2003.pdf](http://www.rug.nl/staff/j.a.mondria/ssl_a_2003.pdf)
- Munby, S. (2004). *Knowsley: A case study of innovation across an LEA (school district)*. Learning to lead change: Building system capacity. Case Studies. Publication produced in partnership with Microsoft’s Partnership in Learning (PiL) Initiative.
- Nation, I.S.P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. Retrieved from <http://www.nichd.nih.gov/publications/nrp/smallbook.htm>
- Nattinger, J., & DeCarrico, J. (1992). *Lexical phrases and language teaching*. Oxford University Press.
- Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*. Cambridge University Press.
- Olson, G.M., Duffy, S.A. & Mack, R.L. (1984). Thinking-out-loud as a method for studying real-time comprehension processes. *New Methods in reading comprehension research*, 253-286. Hillsdale, NJ: Erlbaum.
- Oxford, R. L. (1992). The role of language learner: Research on second language learning strategies. *Annual Review of Applied Linguistics*, 13, 174-187.

- Oxford, R. L., & Ehrman, M.E. (1995). Adults' language learning strategies in an intensive foreign language program in the United States. *System*, (23), 359-386.
- Palmer, B. C., Shackelford, V. S., Miller, S. C., & Leclere, J. T. (2007). Bridging two worlds: Reading comprehension, figurative language instruction, and the English – language learner. *Journal of Adolescent & Adult Literacy*, 50(4), 258-267.
- Postiglione, G. A., & Tan, J. (2007). *Going to school in East Asia*. (pp. 347). London: Greenwood Press.
- Purcell-Gates, V., & Surr, S. (2006). Destination reading for grades 4-8: A white paper. *Destination Success*. Retrieved from <http://downloads.hmlt.hmco.com/EdSchool/LMS4Resources/WhitePaper/DRWhitePaper4-8.pdf>
- Quan, D. D. (2005). Demystifying lexical inferencing: The role of aspects of vocabulary knowledge. *TESL Canada Journal*, 22(2), 35-54.
- Read, J. (2008). *Assessing vocabulary*. Cambridge University Press.
- Recognize. (2008). In Agnes, M., Webster's New World College Dictionary (1197, 4<sup>th</sup> edition). Cleveland, Ohio: Wiley Publishing, Inc.
- Schank, R. C., & Abelson, R. P. (1977). *Scripts, plans, goals and understanding: an inquiry into human knowledge structures*. Hillsdale, NJ: Erlbaum.
- Schmitt, N. & Celce-Murcia, M. (2010). *An overview of applied linguistics*. Oxford University Press.
- Sinclair, J. (1991). *Corpus, concordance, collocation*. Oxford University Press.
- Sporleder, C., Li, L., Gorinski, J., & Koch, X. (2010). Idioms in context: the IDIX corpus. In proceedings: *LREC*, 639-646. Retrieved from: <http://www.coli.uni-saarland.de/~linlin/papers/lrec10.pdf>

- Straessler, J. (1982). *Idioms in English: A pragmatic analysis*. Teubingen: Gunter Narr Verlag.
- Sueilman, M. F., & Moor, R. (1995). Figures of speech, symbolism and the communicative process in the multilingual classrooms. Paper presented at the Annual Meeting of The Speech Communication Association of Puerto Rico (15<sup>th</sup> San Juan, Puerto Rico, December 8-9, 1995).
- Tannen, D. (1978). The effect of expectations on conversation. *Discourse Processes*, 1(2), 203-209.
- Trivedi, H. C. (1978). Culture in language teaching. *English Language Teaching Journal*, 3(2), 92-97.
- Verspoor, M., & Lowie, W. (2003). Making sense of polysemous words. *Language learning*, 53(3), 547-586, Retrieved from <http://www.rug.nl/staff/w.m.lowie/verspoor&lowie2003%20-%20language%20learning.pdf>
- Vicker, B. (2000). Building competency with figurative language one idiom at a time. *The Reporter*, 5(3), 17-21.
- Wade, S. E. (1990). Using think alouds to assess comprehension. *The Reading Teacher*, March, 442-451. Retrieved from <http://www.li.suu.edu/Library/Circulation/Angell/educ6390vaUsingThinkAloudsToAssessComp.pdf>
- Warren, W. H., Nicholas, D. W., & Trabasso, T. (1979). Event chains and inferences in understanding narratives. In R.O. Freedle (Ed.), *New Directions in Discourse Processing*. (2) Norwood, N.J.: Ablex Publication Corporation.
- Williams, J. P. (2005). Instruction in reading comprehension for primary-grade students: A focus on text structure. *The Journal of Special Education*, 39(1), 6-18.

- Yamashita, J., & Jiang, N. (2010). L1 influence on the acquisition of L2 collocations: Japanese ESL users and EFL learners acquiring English collocations. *TESOL Quarterly*, 44(4), 647-668.
- Yorio, C. A. (1980). Conventionalized language forms and the development of communicative competence. *TESOL Quarterly*, 14, 433-442.
- Zughoul, M. R., Abdul-Fattah, H. S. (2003). Collocational strategies of Arab learners of English: A study in lexical semantics. Arab: Jordan. (ERIC Document Reproduction Service No. ED479746) Retrieved from <http://www.eric.ed.gov/PDFS/ED479650.pdf>

## Appendix A

### Instruments (Task A)

#### Task A – Identification Task

**Directions.** Read the following passage slowly without rereading previously read sections.

Identify and underline all of the idioms that you know or you think to be idioms.

**Example:** Michael is a vegetable farmer who works in the fields every day. Michael has a green thumb so everything he has sown in his nursery has proven to develop into a promising seedling.

**Explanation:** *Has a green thumb* is an idiom because people do not literally have green fingers. Here, we can guess that *have a green thumb* actually means that Michael is good at growing things. Therefore, we underlined *has a green thumb* in the passage. \_\_\_\_\_

#### Begin reading now

Rob has been complaining about the downfall of society for years. Ever since the media brought home the horrors of the Vietnam War to Americans, Rob has said that the government has gone to the dogs. Even though most of his former classmates in college made a beeline for the enlistment office, Rob took his time and considered going to war carefully. He was worried that America was in over its head fighting against the Vietcong.

When Rob's draft card came in the mail, he found himself in a pickle. Like a number of young men in the 1960's Rob became a draft dodger. Rather than go to war as his country had ordered him to do, most of the draft dodgers fled north to Canada. They didn't want to go to Vietnam to fight communism.

Draft dodgers often made their families feel ashamed or even fly off the handle. By the late 1960s, the war was in full swing and it was difficult for people to face their neighbors

whose sons had gone to war when their own sons had fled to Canada like cowards.

Life in Canada wasn't very easy. Rob finally found a job as a bar tender and it was the tips that were his bread and butter. He quickly became friends with one of his coworkers, a Canadian named John. John had a soft spot for Rob and decided to show him the ropes. Before he knew it, Rob was able to afford his own apartment in the city, and he even had enough cash left over to watch the occasional movie.

Everything was as right as rain. Even though being a draft dodger was a federal crime in the USA, Rob put his worries about the war on the backburner and took his freedom for granted. He didn't realize that freedom came at a considerable price. He was happy to ride on the coattails of all of his classmates who had been sent off to war; he was living well in Canada! What did he care? It's true that he often heard news reports about draft dodgers getting caught and going to jail, but Rob always took the stories with a grain of salt.

One day, his best friend John, who he thought to be the salt of the Earth, convinced him to head south of the border into New York to go to a Beach Boys concert. Both John and Rob adored the Beach Boys and while Rob was still a little bit worried about getting arrested for being a draft dodger, John had assured him that everything would be alright.

Once they got over the border, John pulled a fast one on Rob and had him arrested. Doing so, John collected the reward money for turning in a draft dodger. By the time everything that was happening had kicked in, it was too late and Rob was in handcuffs. Rob was furious with John, and from that time on, he has always remembered this story and refers to it as a sign of the times.

“When my best friend betrayed me for a mere 100 dollars, I realized that some people only care about money.” Rob says.

Rob got out of jail years ago, but when he was asked what he would do if he faced John again, Rob only replied “I should be so lucky.” with a gleam in his eye.

## Appendix B

### Instruments (Task B)

#### Task B – “What does (*idiom*) mean?”

**Directions:** Provide brief written definitions for each idiom in English or Mandarin. If you can't guess, write “I do not know”. You have 20 minutes to complete this task.

**Example question:** What does *have a green thumb* mean?

**Example correct written answer:** Good at gardening

1. What does *as right as rain* mean?

---

2. What does *be on the back burner* mean?

---

3. What does *show someone the ropes* mean?

---

4. What does *fly off the handle* mean?

---

5. What does *the salt of the earth* mean?

---

6. What does *bring something home* mean?

---

7. What does *a sign of the times* mean?

---

8. What does *have a soft spot for* mean?

---

9. What does *be so lucky* mean?

---

10. What does *kick in* mean?

---

11. What does *at a considerable price* mean?

---

12. What does *in full swing* mean?

---

13. What does *make a beeline for* mean?

---

14. What does *go to the dogs* mean?

---

15. What does *ride on someone's coattails* mean?

---

16. What does *bread and butter* mean?

---

17. What does *in a pickle* mean?

---

18. What does *in over one's head* mean?

---

19. What does *pull a fast one* mean?

---

20. What does *take something with a grain of salt* mean?

---



## Appendix C

### Instruments (Task C)

#### Task C – Idioms in Context

##### DIRECTIONS

**Directions:** Read each note card SILENTLY. Take a moment to organize your thoughts about the meaning of each sentence. The researcher will ask you what you think each idiom means. Try to verbalize your thoughts and say everything you are thinking.

##### Example: (You will read)

“Michael has a green thumb. Everything he has sown in his nursery has proven to develop into a promising seedling.”

**Researcher asks:** What does *have a green thumb* mean?

**Possible response:** I think *has a green thumb* means something like being good at gardening. If everything in Michaels nursery has developed into a promising seedling, he must be good a gardening. So I think it must mean something about that.

**Rationale for Task C:** The researcher wants participants to explain how and why they choose their answers. This is because there is interest in understanding how conclusions are reached. There are no wrong procedures. Just try to verbalize your thoughts.

Thank you!

**1. Ever since Gabriel got promoted to the position which he had been wanting since he was a kid, he has been as right as rain.**

**2. Like a great number of the important yet unforgettable things that I've been too occupied to do recently, I put washing the dog on the back burner.**

**3. Luke is a new apprentice in our print shop. Since Sara has worked here for over a decade, I'm hoping that she can show him the ropes for me.**

**4. Although Matt is usually a mellow guy, he might fly off the handle if he finds out that his daughter's fiancé is in prison.**

**5. Moses is well-known to be the salt of the earth. His notoriety as a sound and honest man is common knowledge in the village.**

**6. The media reports have really brought home the horrors of the tsunami in Japan. Now people all across the globe can really fathom how heinous such acts of nature actually are.**

**7. Society is worse now than ever. The fact that nobody even noticed that he was missing for three whole weeks is a sign of the times.**

**8. Even though it was the first day of junior high school and the teacher, Ms. Howard, didn't know any of the students by name yet, as she took a look at the pupils in the classroom, she couldn't help having a soft spot for Josh, a adolescent boy in the back row.**

**9. (Two people are speaking.)**

**A: I dreamt that Lady Gaga extended me an invitation to one of her get-togethers last night! It was awesome because in the dream, she gave me autographed copies of all of her limited edition albums, posters and I even got to take a picture with her!**

**B: You should be so lucky!**

**10. The sedative that the physician administered kicked in. As it took effect, it made the patient relax and fall asleep.**

**11. Becoming captain of the police force came at a considerable price for Matt. He had to sacrifice a lot and focus exclusively on his unpleasant career in order to achieve his goals.**

**12. The party was in full swing by the time we arrived. It had been going on for a couple of hours by the time we arrived.**

**13. The meeting ran an hour late and everyone was famished, so we all made a beeline for the food court as soon as we were dismissed.**

**14. Ever since I got addicted to online games and stopped paying attention to my school work, my grades have gone to the dogs. Now I am on academic probation.**



**15. Just like his older brother who relied on his father's success to make his fortune, Larry isn't very creative so he rides on his father's coattails.**

**16. John's job at the factory is the family's bread and butter. His job enables him to support his family financially.**

**17. Even though Mark assured his family that he knew exactly what he was doing and that he would be fine while backpacking in Cambodia, he got himself in a pickle in Phnom Penh.**

**18. As Joe heard the tiger cage door lock shut behind him, he realized that he was in over his head this time.**

**19. Despite the fact that the teacher trusts us to always tell her the truth, we pulled a fast one on her when we convinced her that school had been canceled for the following day.**

**20. When Marcus said that he had “invented” the piano key necktie I took it with a grain of salt. I knew he didn’t literally mean to say he had “invented” it, because neckties have been around for hundreds of years.**

## Appendix D

### Instrument (Task D)

#### Task D – Multiple-Choice

**Directions:** Complete the following multiple-choice test by choosing the answer that best describes each of the given idioms. You have 10 minutes to finish.

Example: **Have a green thumb**

- a. scared of plants
- b. likes to eat plants
- c. good at growing plants**
- d. likes to paint pictures of plants

---

#### 1. As right as rain

- a. Surprisingly happy
- b. Surprisingly clean
- c. Perfectly timed
- d. Perfectly well

#### 2. To be on the back burner

- a. Something that is being thrown away because it is useless
- b. Something that is becoming a common part of someone's daily routine
- c. Something that is becoming more and more important to a critical point
- d. Something that is not being dealt with now but has not been totally forgotten

**3. To show someone the ropes**

- a. To give someone a very special surprise
- b. To tie something down so that it can't move
- c. To teach someone how to do a job or activity
- d. To treat someone with less respect than they should get

**4. To fly off the handle**

- a. To react in an angry way
- b. To scream in agonizing pain
- c. To plan quietly how to get revenge
- d. To hide one's anger in a convincing manner

**5. The salt of the earth**

- a. A very polite and educated person
- b. A very strong and daring person
- c. A very good and honest person
- d. A very good looking and rich person

**6. To bring something home**

- a. To force someone to accept their fate
- b. To persuade someone to join a social movement
- c. To make someone understand something unpleasant
- d. To encourage someone to stand up for what they know to be right

**7. A sign of the times**

- a. Something that shows that times are changing quickly
- b. Something that shows how technology can make life easier
- c. Something that shows how cultures are becoming globalized
- d. Something that shows that society now is worse than it was in the past

**8. Have a soft spot for**

- a. To feel a lot of affection for a particular person often without knowing why
- b. To feel a lot of weakness for a particular person due to a long history together
- c. To feel like you have a lot in common with someone due to religion or culture
- d. To feel like you have a lot to share with someone about a particular topic

**9. To be so lucky**

- a. What someone thinks will happen is very possible
- b. What someone wants to happen is unlikely to happen
- c. What someone expects to happen is expected by everyone else
- d. What someone plans to do should happen without any problems

**10. Kick in**

- a. To take effect
- b. To take chances
- c. To take action
- d. To take advantage

**11. At a considerable price**

- a. By sacrificing just enough to get the job done
- b. By sacrificing nothing by taking everything one needs or wants
- c. By sacrificing a lot by doing something unpleasant in order to get something
- d. By sacrificing almost everything one has in order to prove an important point

**12. Be in full swing**

- a. To have live music and alcoholic drinks that make people feel at ease
- b. To have been slowing down to a quiet activity that makes people sleepy
- c. To have been happening for a long time accompanied by a lot of activity
- d. To have a great deal of excitement for a short time accompanied by surprises

**13. Make a beeline for**

- a. Go bravely and quietly to
- b. Go cautiously and slowly to
- c. Go indirectly and viciously to
- d. Go quickly and directly to

**14. Go to the dogs**

- a. Go from a lonely situation to a friendly situation
- b. Go from a good situation to a bad situation
- c. Go from a favorable economic situation to a poor economic situation
- d. Go from a poor economic situation to a favorable economic situation

**15. Ride on someone's coattails**

- a. To make bad fortune or fail based on poor decisions
- b. To become successful in a way that makes people notice you
- c. To become unsuccessful in a way that makes people ignore you
- d. To make good fortune or success based on someone else's strength

**16. Bread and butter**

- a. A source of nutrition
- b. A source of livelihood
- c. A source of harmony
- d. A source of entertainment

**17. In a pickle**

- a. In big trouble
- b. In an unknown location
- c. In bed due to an illness
- d. In an unfavorable position for negotiating purposes

**18. In over one's head**

- a. Deeply involved in serious business
- b. Deeply involved to the point of danger
- c. Deeply involved in something that is confusing
- d. Deeply involved in a romantic relationship



**19. Pull a fast one**

- a. To deceive someone
- b. To act without enough information
- c. To do something without considering the consequences
- d. To do something too quickly without realizing the problems it may cause

**20. Take something with a grain of salt**

- a. To consider the possible consequences of a decision
- b. To view something with skepticism or non-literally
- c. To realize that someone has been lying about something on purpose
- d. To understand why someone has been doing something bad

## Appendix E

### Transcripts for Task A

Note: Transcript data is coded for idiom identification indicated by corresponding numerical values in close parenthesis indicating valid identifications for the 20 idioms as they occurred in Task A. Asterisks indicate invalid identifications of non-idiomatic language. Participant speech was transcribed below verbatim. Each data set begins with the title “Task A” and the participant’s name along with the total time of the interview.

Key: R= Researcher / P= Participant

Task A – Anna

Time: 5:05

1. R: Hi Anna, my question is about Task A. The question is, how did you identify
2. the idioms? What’s the first one that you underlined?
3. P: Has gone to the dogs(2).
4. R: Why do you think that’s an idiom?
5. P: Uh, because government has gone to the dogs it seems like, it must be telling
6. about something or describing about something that happened. I think that’s an
7. idiom. I do not know what that means.
8. R: Absolutely, great. OK. And what’s the next one you underlined?
9. P: Made a beeline(3).
10. R: OK. Why did you underline that? Why do you think it’s an idiom?
11. P: Um. I think it’s the same reason like has gone to the dogs.
12. R: OK.

13. P: Made a beeline? What? Like...bee? What? I do not know. Maybe it's
14. describing that people making a line with a lot of people?
15. R: OK. Great. How about the next one? Which one did you underline?
16. P: Uh over its head(4)?
17. R: OK. Why did you think that's an idiom?
18. P: Um, I think that's a phrase. I was doing this, I got confused with idioms and a
19. phrase
20. R: OK, that's OK, but how about the next one? Which ones next?
21. P: Found himself in a pickle(5).
22. R: OK why did you think that's an idiom?
23. P: Because, pickles like, we eat. Pickle is food
24. R: Right. Right.
25. P: Yeah, so he found himself inside that, he must be inside some kind of situation.
26. Talking about that situation. So that might be idiom.
27. R: OK and which one is next?
28. P: Fly off the handle(6).
29. R: Oh. And how did you identify that one?
30. P: Fly off the handle Uh, because I think that... I do not that that makes sense to
31. with what the sentence was talking about so I think that might also be describing
32. what kind of situation, what kind of, what happened.
33. R: Absolutely and you said it didn't make sense with the sentence. Was there
34. something in the sentence?
35. P: Because they were talking about uh their feeling ashamed. So fly off the
36. handle couldn't feel ashamed or even worse it didn't make sense so I think it
37. might be a idiom so maybe have the same meaning or more above by feeling

38. ashamed.
39. R: OK. And the next one?
40. P: Uh, his bread and butter(8).
41. R: Oh. And how did you identify that one?
42. P: I think this is might be for his uh... say that he find a job, and I think that this is
43. talking that he find a job and could support. The money could support for his
44. mon.. life, uh so that their food. So his bread and butter might be refers to his
45. daily payment or his lunch, dinner food yeah.
46. R: OK, that makes sense. And which was the next one?
47. P: Right as rain(11).
48. R: Good. OK. Right as rain. OK. How did you identify that one?
49. P: Cause, everything was right as rain. Rain! Ha ha. That might mean, uh some
50. right in the everything is fine everything is going smoothly. So, I think this that's
51. might mean... So ,I think that might be idiom
52. R: OK and which one was next?
53. P: Uh, with a grain of salt(15).
54. R: Ah yeah. How did you identify that one?
55. P: Because it was telling about that ... what he had heard and what he was ...
56. yeah what he had heard and he ta. He think that he had been that it doesn't make
57. sense with the previous the saying and I think that it might be another behind the
58. meaning with that phrase uh idiom have a behind meaning.
59. R: OK good, and the next one?
60. P: Um, kick in, had kicked in(18).
61. R: Yeah, how did you identify that one?
62. P: Because I think that ah has had kicked in hasn't kicked in hasn't to kicked in

63. so it might happened ha ha... I think that, maybe it could be a phrase

64. R: OK. Absolutely. And which one was next?

65. P: Uh, no more.

66. R: No more? OK. Excellent. Thank you.

Task A – Becka

Time: 7:09

1. R: Hi Becka. This is for Task A. Um, I want to ask you about the idioms that you

2. identified.

3. P: OK

4. R: How about the first one? Which one is the first one?

5. P: Gone to the dogs(2).

6. R: Why did you underline that?

7. P: The government has gone to the dogs is it, it, is, it's strange I think. Yeah. Yes,

8. so what does I, I, I think what does that mean has gone to the dogs? Because I

9. think ah, it it quite strange.

10. R: OK. Hmm, and which one is the next one?

11. P: And the next one is made a beeline(3).

12. R: And why did you underline that?

13. P: Ah made a, a, bee a bee is a is a, a, kind of animal I think yeah, so I think

14. usually idioms are used with animals.

15. R: Sometimes.

16. P: Yes ,yes yeah so I and I think it's, it's strange I, I, I can't understand what does

17. that mean "made a beeline". So I underline it.
18. R: OK. and which one's next?
19. P: And next one is in a pickle(5).
20. R: And why did you underline that?
21. P: Ah, actually, I I'm I I I do not I do not remember what does the pickle mean.
22. Yeah, I think it's a kind of vegetable to eat so I do not if it's impossible for
23. someone to be in an in a in a vegetable. If people that green, green kind of
24. vegetable right? Can be eaten right? But it's impossible for somebody to be in
25. the in a pickle. So I think it's a idiom.
26. R: OK
27. P: Yeah
28. R: Good, and which one's next?
29. P: And fly, fly off the handle(6).
30. R: And why did you underline that?
31. P: Now I think this one is maybe not a idiom because there's no an it's not a
32. animal ha ha ha. But it, Ah.. families fly off the handle I think it really it's,
33. people can't fly right? Maybe it's kind of implication.
34. R: OK
35. P: Yeah. Fly off the handle? What's handle? handle, handle of a handle of a
36. bicycle handle of I do not know. Handle of a door? So, I think its strange.
37. R: OK. Good. Which one's next?
38. P: The next one is show him the ropes(10).
39. R: Why did you underline that?
40. P: Decide to show him the ropes. So, I, I, think that, ah here John wants to tell
41. Rob what, what, he could do and what he couldn't do. And so be is a idiom to

42. mean a rope, rope, means a line so show him a line the line you can't cross. OK,
43. so I think...but it seems not a idiom right? But I think maybe it's a idiom yeah.
44. R: OK and which one's next?
45. P: As rain(11).
46. R: I'm sorry?
47. P: Here as rain. That means everything was right as rain.
48. R: Yeah. And why did you underline that?
49. P: I can't. Actually, I can't so I underline. I think it's an idiom. But everything
50. was right it should be everything was alright. But "as rain". Rain. Usually rain.
51. People do not like rainy days right? Yeah so I think it's strange. Yeah? So maybe it
52. means something. OK.
53. R: OK. So which one's next?
54. P: Its ah... on the back burner(12).
55. R: And why did you underline that?
56. P: Actually I can't. I just think it's an idiom ah means the it it describes that Rob
57. was ah... was very ah... worried. Yes, and I think back and I I back burner. Ha
58. ha. Yeah? Which means that Rob was very ah... anxious I think. Backburner?
59. Something burned his back. But it's not true. It's not true it's just... yeah... to to
60. to describe his feelings. Yeah. So I think an idiom. Yeah.
61. R: OK
62. P: And next one. Next one is ride on the coattails(14).
63. R: And why did you underline that?
64. P: Actually coat. Ah, it's impossible for ah coattails, coat is ah coat is when you
65. when you feel cold you, you, wear a coat right? So, coattail so it's it doesn't ma
66. make sense to for somebody to ride on the coattails and there is no tail on a the

67. coat tail. Animal can has can has can have tail right? And, coattail. Yeah. I I think
68. it doesn't make sense. So...
69. R: OK. And which one's next?
70. P: Next one is Rob always took the stories with a grain of salt(15).
71. R: And why did you underline that?
72. P: Mm, hm... So he thinks the stories. Ah, I think here the grain of salt ah
73. means nothing right? May, I, ah it's nothing. I think it means that he doesn't care
74. about the stories. Yes. And, and also I think usually. And salt. Grain of salt.
75. (pause) Because I think in idioms they, they, besides using animals or and
76. vegetables. In so, Salt is kind of, I do not know how to say that. Ah, a grain. OK.
77. Anyway, I think it's quite, quite, strange to use took a story with a grain of salt.
78. It's strange to, to, describe. To use it this way.
79. R: OK. OK and which one's next?
80. P: No. A grain of salt is the last one.
81. R: Alright. Thank you.

#### Task A - Cameron

Time: 7:09

1. R: OK. This is for Task A for Cameron. Um, so, let's look at the idioms that you
2. underlined. Which is the first one that you underlined?
3. P: Has gone to the dogs(2).
4. R: And, why did you underline that?
5. P: Because, uh... Because, the government is, is, is established from by people.



6. So, I cannot relate to the dogs. So it might be idiom.
7. R: OK. Ah, what's the next one?
8. P: Made a beeline(3).
9. R: OK. Why did you underline that?
10. P: Because ah. Because I do not know what a beeline is. So, in my opinion.
11. Beeline. I do not know.
12. R: OK. And which one's next?
13. P: He found himself in a pickle(5).
14. R: Why did you underline that?
15. P: Mm, because, because he find himself, for what? So, I do not know the pickle
16. in this have any relate to himself so I feel a little strange.
17. R: OK. Which ones next?
18. P: Rob become a draft dodger(\*)
19. R: Draft dodger?
20. P: Draft dodger.
21. R: OK. Why did you underline that?
22. P: Draft. He cannot hear.
23. R: Deaf.
24. P: Deaf. Ha ha. So, but I think these two words I am not familiar with so it might
25. be idioms.
26. R: OK. And which one's next?
27. P: Fly off the handle(6).
28. R: Why did you underline that?
29. P: Fly is fly. And handle is you can control something so it might be idiom.
30. R: OK. Which one's next?

31. P: Bread and butter(8).
32. R: OK. Why did you underline that?
33. P: Because, in Chinese, bread means money. So it's bread and butter. Doesn't
34. make sense in this paragraph. So I think it's, it's something like money.
35. R: OK. Which one's next?
36. P: Everything was right as rain(11).
37. R: Why did you underline that?
38. P: Because in cannot connect. Because rain every single night. I do not know. So
39. it's an idiom I think.
40. R: OK. Good. Which one's next?
41. P: Everything was happening has kicked in(18).
42. R: OK. Why did you underline that?
43. P: Everything happening and kick in. Kick means, you use your foot. So it might
44. be in a situation. I do not know. So I think this is idiom.
45. R: OK. Which one's next?
46. P: For a lousy 100 bucks(\*).
47. R: Why did you underline that?
48. P: Bucks means a kind of deer. So, 100 bucks but this sentence talk about people.
49. So, I think its idiom.
50. R: And the next one?
51. P: No. That's it.

Task A - Doris

Time: 6:05

1. R: OK. This is Task A for Doris. Let's look at the idioms that you underlined.
2. Which is the first one that you underlined?
3. P: Gone to the dogs(2).
4. R: OK. Why did you underline that?
5. P: Because uh, literally I think it doesn't make sense to me because normally we
6. say gone to some place but dogs is more like animal. So it doesn't make sense to
7. me so I guess it's a idiom.
8. R: OK and which one's next?
9. P: Made a beeline(3).
10. R: Why did you underline that?
11. P: Actually, I do not understand what does beeline means. But maybe it's a animal
12. like bee. In this sentence its talking about office but I do not think, there is no
13. connection between bees and office. So that's why I guess it's a idiom.
14. P: Great. Which one's next?
15. R: Something in over his head(4).
16. P: Why did you underline that?
17. P: I can not understand what the sentence means. But here I think it literally not
18. just over its head because now it's talking about America. And America is not
19. human so there's no head of America. Yeah, so that's my thinking.
20. R: Which one's next?
21. P: In a pickle(5). I do not understand what pickle means but here I guess its
22. idioms because its uh, my instinct and normally I do not heard this phrase so I
23. guess maybe it's a idiom.
24. R: Which one's next?

25. P: Fly off the handle(6).
26. R: Why did you underline that?
27. P: Handle for me is more like the handle to the doors. But now in the previously
28. talking about feel ashamed and I do not think there's no connection between
29. shame and handle so I guess it's more like other implications about this sentence.
30. R: OK
31. P: And the next one is bread and butter(8).
32. R: OK. And why did you underline that?
33. P: I think its talking about the life so just use these two things to describe how to
34. survive in the life how to survive in the society.
35. R: OK.
36. P: And the next one is soft spot(9). I never see this before. So that's why my
37. guess it is a idiom. Because it's talking about it is a bartender and soft spot.
38. Normally I think spot is like the resort or best place or famous place but soft with
39. spot is quite strange for me. So that's why I think it's a idiom.
40. R:OK. And which ones next?
41. P: Another one is show him the rapes ropes(10). Actually, today I just learned a
42. phrase just learned the rope from my English teacher. So that's why I guess
43. maybe this is this means she want to learn the job or she want to learn something
44. from Rob so that's why I guess it's an idiom.
45. R: OK. Good.
46. P: Another one is ride on the coattails(14). I do not know what does what coattails
47. means. But I guess she's just want to describe the meaning of happy. I think its
48. an idiom.
49. R: Good.

50. P: Then another one is to. The last sentence of this paragraph. Took the story  
51. with a grain of salt(15). Because I think story uh, doesn't make sense with any  
52. salt. Salt is more like food. So that's why I guess maybe that's an idioms. It with  
53. more implicit implications.

54. R:OK

55. P: Another one is the last two. Oh, Rob was in handcuffs(\*). Because the  
56. previous phrase is was its too late. So I guess it go with somebody was in  
57. handcuffs. Maybe It's too late to talk about something. SO, I guess it just an  
58. idiom. because I do not know what handcuffs means but maybe go something  
59. with hands. But so that's my guess and another one is long sentence. Like, when  
60. a guy's best friend is willing to turn him in for a lousy one hundred bucks that's  
61. when you know how long, how low people can go. I think it's an idioms because  
62. it's like a for me it's more like when a guy close the door and open a window for  
63. you. That's why I think it's a idioms it has other meanings for us.

64. R: OK. Great. Thank you very much.

65. P: Welcome.

Task A - Ellen

Time: 3:55

1. R: This is Task A for Ellen. Please tell me about the first one that you underlined.
2. P: Has gone to the dogs(2).
3. R: Why did you underline that?
4. P: It doesn't make sense to see the dogs here. It's very different from the
5. common sense. So that's why I underline.

6. R: Next one?
7. P: Made a beeline(3). I do not know, to see the animal insect with a line, I think it
8. should be a deadline. I think it doesn't make sense to me so I underlined beeline.
9. R: OK. Next one?
10. P: Was in over its head(4). I think looks a little bit weird and strange. That's why
11. I underlined it.
12. R: OK. Next one?
13. P: Found himself in a pickle(5). Pickle is one kind of food right? So, I think it
14. got its intended meaning behind its word.
15. R: OK. Next one?
16. P: Fly off the handle(6).
17. R: OK. How did you identify that one?
18. P: Again, I think if it is a phrase we can use fly away but it's with another word
19. like handle so it look more than just a phrase.
20. R: OK. Next one?
21. P: Swing caught my attention. So, I underline all of this idiom was in full
22. swing(7).
23. R: OK
24. P: And, had a soft spot(9). I do not know the meaning. So I underlined it.
25. R: Alright.
26. P: And show him the ropes(10). It's very weird to see ropes here. So I think it's
27. had another meaning.
28. R: OK
29. P: As right as rain(11). Again, I do not know why rain is here.
30. R: OK

31. P: And ride on the coattails(14). I think I do not know the meaning of coattails but
32. I think it's very strange to see tail with a coat for me. I do not know. So underlined
33. it I think for a lot of reason because I do not know why it is here and it look weird.
34. R: OK
35. P: With a grain of salt(15). I think I've saw this phrase before and I guess it has
36. special meaning.
37. R: If you've seen in before, can you tell me what it means?
38. P: Does it mean something lucky?
39. R: Maybe.
40. P: To show luckiness.
41. R: Next one?
42. P: Was in handcuffs(\*). This is an unknown word for me.
43. R: OK. That's it?
44. P: Yeah.
45. R: Thank you very much.

Task A - Fran

Time: 2:00

1. R: OK. This is Task A for Fran. Let's look at the first one. Which is the first one
2. that you underlined?
3. P: The government has gone to the dogs(2).
4. R: Why did you underline that?
5. P: I didn't really understand what that mean.

6. R: How about the next one?
7. P: Next one is Rob always took the stories with a grain of salt(15).
8. R: How did you decide that?
9. P: First, when I read the phrase, I saw a it may contain different meanings. With
10. a grain of salt so maybe salt has different meaning in this sentence. And maybe
11. has something to do with the subject Rob.
12. R: OK. Next one?
13. P: Also relate to salt. Who he thought to be the salt of the earth(16). Maybe I
14. think this phrase is about the people's importance. Maybe the phrase is show that
15. how his friend John is important to him.
16. R: OK. Did you underline any others?
17. P: No.
18. R: OK. Thank you very much.

Task A - Geoff

Time: 4:17

1. R: OK. This is Task A for Geoff. OK. How about the first one. What is the first
2. one you underlined?
3. P: Rob said that the government has gone to the dogs(2). Cause usually
4. government and dogs are not so like, they do not match in literally. And
5. government is with dogs sounds weird so that relates me to idiom.
6. R: OK. And the next one?
7. P: In a pickle(5).



8. R: OK. Why did you underline that?
9. P: Uh, in a pickle ah, cause I know what idioms is in a nutshell and they look so
10. alike so I think its idiom. It's kind of metaphor.
11. R: OK.
12. P: And then draft dodger(\*) is according to my extinct it's a idiom.
13. R: OK
14. P: A soft spot(9).
15. R: OK. How did you decide that?
16. P:As far as I know, the idiom usually you can know the meaning of each word
17. but when they are combined it's not that case. So it could mean another meaning.
18. R: OK
19. P: Decided to show him the ropes(10).
20. R: Why did you underline that?
21. P: Because he quickly became friends with one of his coworkers a Canadian
22. named John. John have soft spot for Rob and decided to show him the ropes.
23. Ropes, right here ropes could be another metaphor.
24. R: OK
25. P: And then, another one is backburner(12). So I do not know the word so I think
26. it's an idiom.
27. R: OK
28. P: And then ride on the coattails(14). Same with the backburner. I haven't read
29. the coattail so far so I think it's an idiom. And but the other one is Rob always
30. took the stories with a grain of salt(15).
31. R: OK.
32. P: It's OK with me to say that they for me they just look like a idioms cause I

33. do not think the its kinda a like it looks like when I read a text I think it's a
34. metaphor cause I cannot really get the true meaning of the phrase of the words so
35. I think it's a idiom. And one day is best friend John who he thought to be the salt
36. of the Earth(16) apparently it must be a idiom.
37. R: OK
38. P: And the next on is John pulled a fast one(17) on Rob. I cannot really
39. understand what does a fast one mean. So I think it is an idiom.
40. R: OK
41. P: The other one, the last one is kick in(18). Yeah. It could be a phrasal verb but I
42. do not really know what the verb means. So think it's a idiom.
43. R: OK. And that's it?
44. P: Yeah.
45. R: OK. Thank you very much.

#### Task A - Hilda

Time: 4:09

1. R: OK. This is Task A for Hilda. So Hilda, which is the first one that you
2. identified?
3. P: The first one I identified on line three has gone to the dogs(2).
4. R: OK. And, why did you identify that one?
5. P: I think why I identify this as an idiom is because its it doesn't show its literal
6. meanings.
7. R: OK. Which one is next?

8. P: Made a beeline(3).
9. R: OK. How did you identify that one?
10. P: I think the same reason. Because the bee beeline yeah. I think it doesn't show
11. it's literal meaning.
12. R: OK. Which one's next?
13. P: Found himself in a pickle(5).
14. R: OK. How did you identify that?
15. P: Because ah, it's impossible for Rob to find himself in a pickle literally.
16. R: OK. And the next one?
17. P: Draft dodger(\*).
18. R: OK. Why did you underline that?
19. P: I under this one because I do not really understand what does dodger mean.
20. And I think it might not show its literally meaning.
21. R: OK. And the next one?
22. P: Fly off the handle(6).
23. R: OK. Why did you underline that?
24. P: I think it's impossible for him to fly off the handle in this case literally.
25. R: OK.
26. P: And next one is bread and butter(8).
27. R: OK.
28. R: I think it learned this before and it's not only bread and butter.
29. R: OK.
30. P: And next one is soft spot(9).
31. R: OK. And why did you underline that one?
32. P: I underlined this one because soft spot is not just soft spot its more than that.

33. I think it means comfortable place.
34. R: OK. And the next one?
35. P: Show him the ropes(8).
36. R: OK. Why did you underline that one?
37. P: Ah, because I do not know what is show him the ropes so I think it might be an
38. idiom.
39. R: And the next one?
40. P: The next on is as right as rain(11).
41. R: Uh-hu?
42. P: And the same reason.
43. R: OK.
44. P: And next one is on the backburner(12).
45. R: OK. Why did you underline that one?
46. P: I underline this one because like ah it doesn't show its literal mean.
47. R: OK
48. P: And ride on the coattails(14).
49. R: OK. Why did you underline that one?
50. P: Because it's impossible to ride on the coattails.
51. R: Hmm. OK.
52. P: And next one is with a grain of salt(15).
53. R: Hm. Why did you underline that one?
54. P: Because it's impossible for him to take the stories with a grain of salt.
55. R: OK. Next one?
56. P: The salt of the earth(16).
57. R: OK.

58. P: Because John is a person it's not the salt of the earth.

59. R: OK.

60. P: Yeah, and that's the last one.

61. R: OK. Thank you very much.

### Task A - Ingrid

Time: 2:52

1. R: OK. This is Task A for Ingrid. What is the first one that you underlined?

2. P: Gone to the dogs(2).

3. R: OK. Why did you underline that?

4. P: Because Rob said that the government has gone to the dogs. I do not know.

5. Dog, dog, mean animal so kind of weird.

6. R: OK. How about the next one?

7. P: In over its hand(head?)(4).

8. R: OK. Why did you underline that one?

9. P: America was in over its head fighting... I guess that means I do not know over

10. its hand over America hand. I underlined it.

11. R: OK. Which one's next?

12. P: Fry(fly?) off err handle(6).

13. R: OK. Why did you underline that?

14. P: Because I do not know the meaning so I underlined this one for same question

15. for same answer, for excuse?

16. R: Reason.

17. P: Reason! Yeah! Same reason!
18. R: Same reason.
19. P: Last one is as right as rain(11).
20. R: OK.
21. P: Everything was right as rain so I think I know what the meaning is but I think
22. it's kind of idiom.
23. R: OK. Which one's next?
24. P: Ride on the coattail(14).
25. R: OK. Why did you underline that one?
26. P: I do not know what it meaning.
27. R: OK.
28. P: And with a grain of her salt(15). Same reason.
29. R: OK.
30. P: A sign of er tie. (times?)(16)
31. R: Why did you underline that one?
32. P: Mm, mm, mm, because I, I, think it's kind of weird. I do not know. I do not know.
33. I just underline it.
34. R: OK. Any others?
35. P: No.
36. R: OK. So basically the reason you underlined the ones that you did was because
37. you didn't know what they mean?
38. P: Yes.
39. R: OK. Can you tell me a little bit about that? In a general statement...
40. P: OK. I underlined these because most of er phrase I guess its phrase or idioms
41. that I do not know what is meaning or what is describe

42. R: OK.
43. P: prescribe, descript, describe, description
44. R: What it is describing.
45. P: Yeah. Describing.
46. R: OK. Cool. Thank you.

#### Task A - Jasmine

Time: 6:57

1. R: OK. This is Task A for Jasmine. So, which is the first one that you underlined?
2. P: Has gone to the dogs(2).
3. R: OK. Why did you underline that one?
4. P: Because, you know, it's just kind of intuition. I think this would be an idiom.
5. Because dogs. We know dogs. Why he put dogs here? I think it might be an
6. idiom.
7. R: OK. Which one is next?
8. P: Made a beeline(3).
9. R: OK. Why did you underline that?
10. P: I think, I just think it might be an idiom.
11. R: For which reason?
12. P: For which reason? Made a beeline? Everybody has their bottom line.
13. R: OK. And the next one?
14. P: Going to war(\*).
15. R: OK. Why did you underline that one?
16. P: I think this article may be related to war and going to war. OK. This might be

17. wrong because going to war is just a phrase so I cross this one.
18. R: OK. That's fine.
19. P: When I re-read it, I do not think it is an idiom.
20. R: No problem.
21. P: OK. So, the third one would be in over his head(4).
22. R: OK. How did you identify that one?
23. P: Because head is a normal word. Why he put it here? I think it might be an
24. idiom to be. And then in a pickle(5).
25. R: OK. Why did you underline that?
26. P: Found himself in a pickle. Maybe in a pickle could be an idiom it implies that
27. in a pickle dilemma. Something.
28. R: OK. Next one?
29. P: Draft dodger(\*). Draft dodger might be an a noun. A noun for some job or
30. something.
31. R: OK.
32. P: Even fly off the handle(6).
33. R: OK. How did you identify that one?
34. P: You know? Just my intuition. I think it might be an idiom.
35. R: OK. Which one's next?
36. P: Was in full swing(7).
37. R: OK. How did you identify that one?
38. P: Swing, swing, is a common thing right?
39. R: Yeah.
40. P: Why did he put it here? It might be an idiom. So maybe there has some other
41. meaning. Um the second line. His bread and butter(8).



42. R: OK. Why did you underline that?
43. P: Bread and butter you know? We eat bread. We eat butter. But it might be an
44. idiom imply make a living or something like that. Yeah.
45. R: OK. Next one?
46. P: To show him the ropes(10).
47. R: OK.
48. P: To show him the ropes. I think it might be an idiom to.
49. R: Why do you think it might be an idiom?
50. P: To show him the ropes to give somebody the hope I think.
51. R: OK. I do not mean the meaning of it, I just mean, why do you think it's an
52. idiom?
53. P: Ropes, rope is just a common thing. And why you put it here?
54. R: OK.
55. P: It maybe has some other meaning.
56. R: OK. That's fine.
57. P: And as right as rain(11).
58. R: Uh-huh?
59. P: Right as rain. So I also think this one is an idiom. Yeah. Rain we see it every
60. day sometimes when the weather changes. So my tuition or intuition.
61. R: Intuition.
62. P: My intuition tell me this might be an idiom.
63. R: OK.
64. P: And put his worries about the war on the backburner(12). I think this might be
65. an idiom.
66. R: How did you identify that?

67. P: Intuition.
68. R: OK. Intuition. Strong intuition. That's good. Which one's next?
69. P: Came at a considerable price(13).
70. R: OK. Why did you underline that?
71. P: Came at a considerable price.
72. R: OK. When you say "intuition" do you mean your guessing?
73. P: Yeah. I guess.
74. R: That's fine. Which one's next?
75. P: Ride on the coattails(14).
76. R: OK. Why did you underline that?
77. P: Because happy to ride on the coattails kind of description so I think it might
78. be an idiom to. And took the stories with a grain of salt(15).
79. R: OK. Why did you underline that?
80. P: Salt. You know, salt is common things in daily life. Why you put it here. It
81. might be other meanings so I think this might be an idiom.
82. R: OK.
83. P: And the last one.
84. R: OK.
85. P: I should be so lucky(20). I think it is kind of ironic, ironic idiom here.
86. R: Why? Why do you think it might be an idiom?
87. P: Because according to this whole article. I think it would be an idiom here.
88. R: OK. It just doesn't fit?
89. P: Doesn't fit. You know? John betrayed Rob right? And why he say lucky here?
90. It should be unlucky.
91. R: Uh-huh?

92. P: He say lucky I should be so lucky.
93. R: So you said it's ironic?
94. P: Ironic. Yeah.
95. R: I see what you mean. Thank you very much.
96. P: Yeah.

Task A - Karina

Time: 5:53

1. R: Here we go. This is Task A for Karina. So, how about the first one? What is
2. the first one that you identified?
3. P: Gone to the dogs(2).
4. R: Why did you underline that?
5. P: Why did I? Because I think it sounds figurative. No government can actually
6. literally um, has gone to the dogs. So it must be something. Also it is something I
7. do not understand. So I figure it must be an idiom.
8. R: OK. Which one is next?
9. P: Uh, made a beeline(3).
10. R: OK. Why did you underline that?
11. P: Uh, first of all, I do not know the meaning of a beeline but from the word bee
12. line I think its figurative because you know bee is bumble bee and line when
13. beeline put together I do not think its delivering a literal meaning. I think it's more
14. figurative.
15. R: OK. Which one's next?

16. P: He found himself in a pickle(5).
17. R: OK.
18. P: Yeah. I think this one is very obvious. You can't find yourself in a pickle. So,
19. it must be figurative.
20. R: Ha ha. Fair enough.
21. P: Ha, the next one is ah, fly off the handle(6).
22. R: OK.
23. P: As far as I know, handles are something you attach to a door. Fly off the
24. handle sounds figurative.
25. R: OK.
26. P: So, the next one I have is his bread and butter(8).
27. R: OK.
28. P: This one, I know its meaning.
29. R: Oh really?
30. P: It's an idiom.
31. R: What does bread and butter mean?
32. P: Ah, something people rely on for a living. And the next one is John has a soft
33. spot(9).
34. R: OK.
35. P: Because had a soft spot I think its figurative.
36. R: OK.
37. P: Yeah, literally a soft spot doesn't mean anything.
38. R: OK.
39. P: Yeah. Next one is show him the ropes(10).
40. R: OK.

41. P: This one I think twice about this one because, I, the ropes I, I, remember there
42. is a definition in the dictionary um you know ah it points out directly about the
43. ropes the meaning of ropes can be the ropes that we use or some tips.
44. R: OK.
45. P: So I was thinking twice about OK so could this be an idiom? Anyway I just
46. underline I, I, decide that it is an idiom anyway.
47. R: OK
48. P: Everything was right as rain(11).
49. R: OK.
50. P: Because what does that mean literally? It must be an idiom. The next on is put
51. his worries about the war on the backburner(12).
52. R: OK.
53. P: Cause, yeah, worry is a very abstract idea and you cannot really put it on the
54. backburner.
55. R: OK.
56. P: Ride on the coattails(14). Yeah. Literally it has no meaning.
57. R: OK. No meaning?
58. P: Literally, it doesn't make sense. It has meaning but it doesn't make sense.
59. R: OK. That's fine.
60. P: Though, I do not know the meaning of coattails. Just guess. The tail of a coat?
61. R: OK.
62. P: Grain of salt(15).
63. R: OK.
64. P: It's defiantly figurative.
65. R: OK.

66. P: To be the salt of the earth. This one follows with a grain of salt.
67. R: OK. Can you tell me about those? Why do those two stand out as being
68. idioms?
69. P: With a grain of salt?
70. R: Yeah.
71. P: Ah, Rob always took the stories with a grain of salt? First of all, literally I
72. do not understand the why Rob took the stories with a grain of salt. You know? A
73. grain of salt when you listen to a story, you take a grain of salt with it? Literally,
74. it doesn't make sense to me so It must be an idiom.
75. R: OK. And the next one?
76. P: Next one is to be the salt of the earth. I identified this one as an idiom because
77. it comes after 'with a grain of salt'.
78. R: OK.
79. P: And so, it you know it, it, has meaning referring to the previous one so I think
80. OK.
81. R: So, since its close to the last one...
82. P: I think the two, how do we say that, inter-refer to each other.
83. R: OK.
84. P: That's the last one.
85. R: Thank you very much.
86. P: You're welcome.

Task A - Lolita

Time: 3:17

1. R: OK. This is Task A for Lolita. How about the first one? What is the first one
2. that you underlined?
3. P: The first one is gone to the dogs(2).
4. R: Why did you underline that?
5. P: Mm, because mm, because I do not real what it means about go to the dogs.
6. And I know every word but when they combine together I do not know what it
7. means so I think it may be an idiom.
8. R: OK. Which ones next?
9. P: In a pickle(5).
10. R: In a pickle. Why did you underline that?
11. P: I do not know what pickle means. But ah, ah, I'm not sure but it may be an
12. idiom.
13. R: OK. You just have a feeling?
14. P: Yeah.
15. R: OK. And which ones next?
16. P: Um, in full swing(7).
17. R: OK. Why did you underline that?
18. P: Um, a swing... Um, I know swing. Uh, eh? Um, it's so difficult to explain.
19. R: That's OK. Just give it a shot. What made you underline that? Why not
20. something else?
21. P: Ah, it just sounds like maybe like and idiom.
22. R: That's fine. That's fine. Which ones next?
23. P: Um, bread and butter(8).
24. R: Why did you underline that?

25. P: The reason is like the first one. Because I know every word but when it
26. combine I do not know what it means.
27. R: OK. Fair enough. How about the next one?
28. P: Ah, the salt of the earth(16).
29. R: OK. Why did you underline that?
30. P: Ah, because I know the meaning of salt but it cannot we would not describe a
31. person use salt to describe a person so I think it may be an idiom.
32. R: OK. And the next one?
33. P: And the next one is pull a fast one(17).
34. R: OK. Why did you underline that?
35. P: Um, it's like the first reason.
36. R: OK. They all go back to that right?
37. P: Um, yeah.
38. R: That's no problem. And...
39. P: And the last one is a sign of the times(19).
40. R: OK. Why did you underline that?
41. P: Um, ... Um. Because I know every word but I didn't see this usage.
42. R: OK. Fair enough. Thank you.

#### Task A - Mildred

Time: 7:17

1. R: OK. This is Task A for Mildred. So, which is the first one that you underlined?
2. P: Ah, the first one I underline is gone to the dogs(2).



3. R: OK. Why did you underline that?
4. P: Ah, because to me, ah, these words seems unreasonable to put together so I
5. think maybe it's an idioms.
6. R: OK.
7. P: Yeah, and the article doesn't mention about the dogs so I think the dogs might
8. not be one character in this section so I think this might be a reason that I
9. underline this because its highly likely to be an idiom.
10. R: OK. How about the next one?
11. P: Next one is made a beeline(3).
12. R: OK. Why did you underline that?
13. P: Because this one remind me of green thumb because bee the bees doesn't um,
14. let me just refresh myself because ah this sentence like use bees to describe
15. people so I think that's mostly the reason that I underlined it because that kind of
16. use bees to describe people. And the next one that I underlined was in over his
17. head(4).
18. R: OK. Why did you underline that?
19. P: Because I think people ah it says that he was worried that America was in over
20. its head but actually America is a country and it's not possible for it to fly yeah
21. on the ground on the sky so I think over his head means kind of like ah ah, over
22. warn to describe the meaning of that so I think over its head is an idioms.
23. R: Oh, I see.
24. P: The next one is draft dodger(\*) became a draft dodger. I underlined this but I
25. kind of ah think that ah I was wrong because later on I keep seeing this word
26. occurring so I do not think it's an idiom.
27. R: OK. No problem.

28. P: And the last one in this page is in full swing(7).
29. R: OK.
30. P: In full swing yeah. Because I understand every word in this line I understand
31. it but when they put together I do not understand it so I think it's an idiom. Ha ha.
32. R: I see what you mean. OK. How about on the next page?
33. P: Um, ah, I underlined his bread and butter(8).
34. R: OK. Why did you underline that?
35. P: Ah. Let me just read this sentence.
36. R: OK.
37. P: (reading to herself) Oh, I think ah um this phrase has to do with Rob's job.
38. And in the previous part he just describe how uh a bar get a job and I think bread
39. and butter have to do with job so I think this might be an idioms so to have some
40. relations with the previous mentioned word.
41. R: OK.
42. P: And the next one is have a soft spot(9).
43. R: OK.
44. P: Actually I think this one is quite literal but I still underline this because I do not
45. quite understand what soft stop mean because spot is a location place and I do not
46. think we should use soft to describe a place and location and these things should
47. be an idiom.
48. R: These words.
49. P: Yeah. These words. And the next one is on the backburner(12).
50. R: OK.
51. P: Uh, I think the reason the reason I underline every words including the words
52. I underlined in the previous part is based on ah if they make sense to me.

53. R: OK.
54. P: Yeah, if they kind of make sense to me might not be an idiom but if it has to
55. do with some previous thing like a job and his bread and butter I think maybe its
56. an idiom and the second reason I underlined this is when they put together they
57. do not make sense to me I think it's very high likely that is an idiom so this word
58. is just like the second reason I provided. On the backburner. I do not understand
59. that. So I think it should be an idiom.
60. R: OK.
61. P: Yeah
62. R: Which one's next?
63. P: Ah, with a grain of salt(15).
64. R: Ah-ha.
65. P: As I said, I know the words but with a grain of salt I just do not quite
66. understand but it seems to me you know idioms are like ah two to four words put
67. together so I think yeah it should be an idiom.
68. R: OK.
69. P: With a grain of salt.
70. R: OK.
71. P: And the next one is in handcuffs(\*).
72. R: OK.
73. P: To me it's a little bit like phrase but as you say earlier that a person isn't even
74. possible to have a green thumb so to me handcuffs it makes it doesn't make
75. sense so I think it should be an idiom rather than a phrase.
76. R: OK.
77. P: And the last one is with a gleam in his eye.

78. R: Really?
79. P: Yeah. Because I think it is impossible for a person to have a fire in his or her
80. eyes.
81. R: Oh yeah.
82. P: So maybe this is an idiom.
83. R: OK. Great. Cool.
84. P: So, finished!
85. R: Thank you very much.

Task A – Nora

Time: 2:54

1. R: This is Task A for Nora. So, how about the first one? Which is the first one
2. that you underlined?
3. P: Gone to the dogs(2).
4. R: OK. And how did you choose that?
5. P: Because I think in think in this sentences Rob has said that the government
6. has gone to the dogs like it's like the situation turning worse and worse.
7. R: OK.
8. P: So, I think gone to the dogs imply the worse situation.
9. R: OK.
10. P: So, I think this is a idiom.
11. R: OK. And which one is next?
12. P: Made a beeline(3).

13. R: OK. Why did you underline that?
14. P: From this sentence I think made beeline means something but I'm not really
15. sure. So, I think made beeline is a idiom.
16. R: OK. How about the next one?
17. P: Fly off the handle(6).
18. R: OK. Why did you underline that?
19. P: Because in this sentence, family, their family feels ashamed or even fly off the
20. handle. I think fly off the handle means that they really do not like the character to
21. do that kind of job so they are out of control. Like, something like crazy.
22. R: OK. Which one's next?
23. P: Full swing(7).
24. R: OK. Why did you underline that?
25. P: The same reason as made a beeline because I'm not really sure what made a
26. beeline means but I think that means something.
27. R: OK. OK. Which one's next?
28. P: As right as rain(11).
29. R: OK. Why did you underline that one?
30. P: Everything was as right as rain I think that's kind of I'm not sure how to say
31. that in English but they try to describe the situation is right.
32. R: OK. OK. Which one is next?
33. P: The salt of the earth(16).
34. R: OK. Why did you underline that?
35. P: Same reason I think that mean something. In this sentence it must means
36. something just use that kind of description to say the meaning in this sentence.
37. R: OK. Which one's next?

38. P: That was happening had kicked in(18). Kicked in.
39. R: OK. Why did you underline that?
40. P: Cause this idiom I think this is idiom cause I'm not really understand what
41. this means but the same reason I think it has mean something.
42. R: OK. OK. And the next one?
43. P: No, this is the last one.
44. R: That's it?
45. P: Uh-huh.
46. R: Alright. Thank you very much.

Paula – Task A

Time: 3:15

1. R: OK. This is Task A for Paula. So, how about the first one? Which is the first
2. one that you underlined?
3. P: Ah, has gone to the dogs(2).
4. R: OK. Why did you underline that one?
5. P: Because, I think it hard from the surface of literature understand what the
6. meaning of this phrase.
7. R: OK. How about the next one?
8. P: Next one? Found himself in a pickle(5). I am doubt about this one cause I can
9. guess from the phrase but I think it's very I never see it before.
10. R: OK.
11. P: Yeah, and draft dodgers(\*) I think is the running away soldier, yeah, but I

12. can't see what the connection between the running away soldier with this one.
13. R: OK.
14. P: So, I think it's a idiom.
15. R: OK.
16. P: Yeah. And next one is fly off the handle (handle)(6).
17. R: OK. Why did you underline that one?
18. P: Cause, fly (fly) off handle (handle) you see from the imaginations and it's hard
19. to connect with ashamed and yeah I think its hard to tell from the litter yeah so I
20. just a little bit guessed.
21. R: OK. Great. Which one is next?
22. P: Next one is ride on the cock (coat) tail(14).
23. R: OK. Why did you underline that?
24. P: Cause, ride on the cock (coat) tail mean, cocktail is one kinds of drink is
25. means drinks yeah but you write on the cock tail seem like it's very happy and,
26. yeah. So, so, I think maybe is a idioms to describe the happy.
27. R: OK.
28. P: Yeah, and the salt of the earth(16). Um, it because it thin from the, the, um,
29. previous lies and blinded data one and it mean the friend John is very important
30. to him and by he say the salt of earth so it just a small part a very tiny for the
31. earth.
32. R: OK.
33. P: Yeah, just one kinds of min yeah materials yeah so I think it's a little not not
34. so um equals with what he mention before
35. R: OK.
36. P: so I think it's one kinds of idioms but I can guess the meaning from the lies

37. R: OK
38. P: is, yeah, but is some kinds against a my ideas
39. R: OK.
40. P: Yeah, that it.
41. R: OK. There's no more right?
42. P: Yeah.
43. R: OK. Thank you.

#### Task A – Rosa

Time: 2:40

Note: On the written Task A, Rosa identified Take something with a grain of salt(15). However, during the follow up interview, she changed her mind and stated that she no longer believed it was an idiom. This is the only case during this study in which a participant initially correctly identified an idiom only to later change their mind about it. As a result, number 15 will not appear in Rosa's data set for Task A.

1. R: OK. This is Task A for Rosa. So, how about the first one? What is the first one
2. that you underlined?
3. P: Ah, the first one is the government has gone to the dogs(2).
4. R: OK. Why did you underline that?
5. P: I think that why the government can like become a dog so I think it were
6. probably it is a idiom.
7. R: OK. Great. Which one is next?
8. P: The next one I underline is even fly off the candle (handle)(6).
9. R: OK. Why did you underline that?



10. P: Ah, the this sentence before it was feel ashamed or even fly off the handle. I
11. can understand the feel ashamed but I do not know why I do not know the meaning
12. about fly off the candle. So, I think it's a idiom.
13. R: OK. Which one's next?
14. P: Ah, show him the ropes(10).
15. R: OK. Why did you underline that one?
16. P: Actually, I do not really understand this sentence. So, ha ha that's why I
17. underline it.
18. R: OK. Which one's next?
19. P: Next one is he was happy to ride on the crocodiles (coattails)(14) of all. Yeah.
20. R: OK. Why did you underline that?
21. P: Yeah. Ha ha ha. ... We it is easy to know that he is happy but I do not know
22. why to ride on the crocodiles.
23. R: OK.
24. P: Yeah.
25. R: OK. Next one?
26. P: Next one? Take the stories with a grain of salt(15)? Ha ha.
27. R: OK. Why did you underline that?
28. P: Now I do not think it's a idiom.
29. R: Really.
30. P: Because I was really thinking about this sentence.
31. R: OK.
32. P: An I do not know why that was called and going to jail and why he want to
33. took the story with a salt.
34. R: OK.

35. P: Yeah.
36. R: OK. And, next one?
37. P: No more.
38. R: No more? OK.
39. P: Yeah.
40. R: Great. Thank you very much.
41. P: OK.

#### Task A – Sergio

Time: 4:11

1. R: OK. This is Task A for Sergio. So, how about the first one? What is the first
2. one that you underlined?
3. P: Mm, line gone to the dogs(2).
4. R: OK. Why did you underline that?
5. P: Um, because the government and since do not have relationship with the dogs.
6. R: Yeah. OK. And how about the next one?
7. P: Is, the make a beeline(3).
8. R: OK. Why did you underline that?
9. P: Uh, I know exactly what is a beeline and my since is strange to see a words
10. like these appear in a passage.
11. R: OK. Which one is next?
12. P: In over his head(4).
13. R: OK. Why did you underline that?

14. P: The government went since I think this metaphor or something because the a  
15. country and fighting is not related with has yes.
16. R: OK. Good. Which one's next?
17. P: Ah, found himself in a pickle(5).
18. R: OK. Why did you underline that?
19. P: Actually I do not exactly know what pickle is and I think is kind of strange and  
20. I underline it.
21. R: OK.
22. P: And, next will be draft dodger(\*).
23. R: OK.
24. P: And same thing, I do not exactly know what is, is, so I may think is an idiom or  
25. something.
26. R: OK. And the next one?
27. P: The war was in full swing(7).
28. R: OK.
29. P: The full swing. Yes. I do not know what that means. So I think it seems like to  
30. be an idiom.
31. R: OK. Next one?
32. P: Bread and butter(8).
33. R: OK.
34. P: I think is the kind of metaphor. Means some necessity in daily lifes. Just my  
35. guess.
36. R: OK.
37. P: Next it will be show him the ropes(10).
38. R: OK.

39. P: The ropes also I think is kind of metaphor.
40. R: OK.
41. P: And, next will be as right as rain(11).
42. R: OK.
43. P: Yeah, I think this is kind of strange also guess is like normal life.
44. R: OK.
45. P: Use rain as metaphor.
46. R: OK.
47. P: Next will be a grain of salt(15).
48. R: OK.
49. P: Yeah, is also kind of metaphor means something's very there is something
50. many things.
51. R: OK.
52. P: Next will also be the salt of the earth(16).
53. R: OK. Why did you underline that one?
54. P: Is kind of similar to former sentence grain of salt.
55. R: OK.
56. P: Also contain salt. And then will be in, in, handcuffs(\*). This is quite similar
57. because I do not know what exactly means.
58. R: OK.
59. P: So, I wrote seen it as a metaphor.
60. R: OK.
61. P: Just this.
62. R: That's it?
63. P: Yes.

64. R: OK. Thank you very much.

#### Task A – Umberto

Time: 8:11

Note: Umberto correctly identified 14 idioms in context which was matched by only one other participant who also identified 14. However, while none of the other participant falsely identified more than 2 non-idioms as idiom, Umberto incorrectly believed that 12 non-idioms were in fact, idioms. Out of all the participants of the study, it seems he alone totally failed to be able to distinguish between the actual idioms in Task A and the distracters in the task.

1. R: OK. This is Task A for Umberto. So, how about the first one? Which is the
2. first one that you underlined?
3. P: Is, gone to the dogs(2).
4. R: Alright. Why did you underline that?
5. P: I do not know because the sign is so strange.
6. R: Uh-huh?
7. P: Yeah, it not that like the formal or usual word that we use in the paragraph.
8. R: Alright. Which one's next?
9. P: Made a beeline(3).
10. R: Beeline.
11. P: Beeline.
12. R: Why did you underline that?
13. P: Mm, because maybe it's a it's a verb but he the author made it as a maybe
14. place or idioms.

15. R: OK. Which one's next?
16. P: I wrote going to war(\*) but I want to delete this.
17. R: That's fine. How about the next one?
18. P: In over its head(4).
19. R: OK. Why did you underline that?
20. P: Maybe is means just go over sea. Yeah, it's here go over sea he make it as the
21. in over its head.
22. R: OK. Which one's next?
23. P: Found himself in a pickle(5).
24. R: OK. Why did you underline that?
25. P: Ha ha.
26. R: Just a guess?
27. P: Yeah.
28. R: That's OK.
29. P: Ha ha.
30. P: Guessing is totally allowed.
31. P: Ha ha.
32. R: OK. Which one's next?
33. P: Made their family's as ashamed(\*).
34. R: OK. Why did you underline that?
35. P: Because if you want to make it more easier you can just shame of your
36. families so you may this sentence be longer so maybe it's a phrase or idioms.
37. R: OK. Which one's next?
38. P: Fly off the handle(6).
39. R: OK. Why did you underline that?

40. P: Because fly off mean go away to handle something.
41. R: OK. Which one's next?
42. P: In full swing(7).
43. R: Why did you underline that one?
44. P: Is it mean happen? I just guess it mean happen here.
45. R: OK. Which one's next?
46. P: Like cowards(\*).
47. R: Why did you underline that?
48. P: Because I've heard it means then you are afraid of something. So, you just
49. mention a vocabulary like cowards or chicken here.
50. R: Mm. OK. Alright. Which one's next?
51. P: His bread and butter(8). Its means the career.
52. R: OK. Why did you underline that?
53. P: Mm, because you can just say the career but he change it into the bread and
54. butter.
55. R: OK. Which one's next.
56. P: Have a soft spot(9).
57. R: OK. Why did you underline that?
58. P: Maybe its means the soft glass at rob here.
59. R: OK. OK. Which one's next?
60. P: Show him the ropes(10).
61. R: Alright. Why did you underline that?
62. P: It means show something to him.
63. R: OK. And the next one?
64. P: Left over(\*).

65. R: OK. Why did you underline that one?
66. P: Because is two verb into maybe the phrase.
67. R: OK. Which one's next?
68. P: Was as right as rain(11).
69. R: OK. Why did you underline that one?
70. P: Because you can say that everything was right but you want to made this
71. sentence be more, more impression impressive. So, you change this sentence into
72. was as right as rain.
73. R: OK. Which one's next?
74. P: Even though(\*).
75. R: OK.
76. P: Because it's a phrase.
77. R: OK. And the next one?
78. P: Took his freedom for granted(\*).
79. R: OK.
80. P: Just, took for granted.
81. R: Uh-huh?
82. P: Just, guarantee. So, I write this.
83. R: OK. Which one's next?
84. P: Came at considerable price(13).
85. R: OK. Why did you underline that one?
86. P: Um, because he mention these sentence because it means important here.
87. R: OK. Which one's next?
88. P: Ride on the coattails of(14).
89. R: OK. Why did you underline that?



90. P: Mm, I just guess.
91. R: OK. Next one?
92. P: Being sent off(\*).
93. R: OK. Why did you underline that one?
94. P: Just like left over to, oh no, one verb and one preposition?
95. R: Yeah, it's a preposition. It's a phrasal verb. Which one's next?
96. P: With a grain of salt(15).
97. R: OK.
98. P: I do not know. I just have heard it before so I guess its idioms.
99. R: OK. You have heard it or you have not heard it?
100. P: I have heard it.
101. R: OK. Which one's next?
102. P: Got over the border(\*).
103. R: OK. Why did you underline that?
104. P: Maybe its means just too much food(?).
105. R: Too much...
106. P: Too go to over do something. So, the author just write it as got over border.
107. R: OK. And the next one?
108. P: Was in handcuffs(\*).
109. R: OK. Why did you underline that?
110. P: I guess be in something may be a idioms.
111. R: Alright. Which one's next?
112. P: Was furious with(\*).
113. R: OK. Why did you underline that one?
114. P: Maybe its means the angry but change to difficult word furious.

115. R: Alright. And, the next one?

116. P: Refers to(\*).

117. R: Alright. Why did you underline that one?

118. P: Because I know this word is at. Is a phrase.

119. R: OK. Next one?

120. P: As a sign of the times(19).

121. R: OK.

122. P: I do not know I just guess.

123. R: Alright.

124. P: Yeah. The last one is with a gleams in his eyes(\*).

125. R: OK. Why did you underline that one?

126. P: Mm, in, in my impression about learn English I just know some phrase or

127. idioms just begin with, with something. Yeah.

128. R: Oh, that's true sometimes. Well, thank you very much. We are finished with

129. this part.

Task A – Violeta

Time: 3:23

1. A: OK. This is Task A for Violeta. So, how about the first one? What is the first

2. one that you underlined?

3. P: Ah, the first paragraph of the gone to the dogs(2).

4. R: OK. Why did you underline that?

5. P: Ah, because I do not know these explanation of the English. And then, I never

6. learned about the go to the dogs.
7. R: OK. Which one is next?
8. P: Ah, the second paragraph, the find in a pickle(5).
9. R: OK. Why did you underline that?
10. P: Because I do not know what the meaning is and I think maybe it has a different
11. meaning.
12. R: OK. Next one?
13. P: Third paragraph. Ah, the first sentence. Fly off the handle(6).
14. R: OK. Why did you underline that one?
15. P: Ah, the same reason, because I do not know what the explanation is. And then,
16. I think it is probably the idiom like the verb and the noun.
17. R: OK. Next one?
18. P: Ah, second sentence, were his bread and butter(8). I just lined his bread and
19. butter.
20. R: OK.
21. P: Because we do not have this kind of thinking about maybe there's a food they,
22. they can he can eat or the make ends of living. I do not know but I think its kind
23. of the idiom.
24. R: OK. How about the next one?
25. P: Ah, next paragraph the first sentence as right as rain(11).
26. R: OK.
27. P: Yeah.
28. R: Why did you underline that?
29. P: Mm, I do not know why rain has the same meaning of the right. And I do not
30. know the right has a different meaning equal to the rain. And then the fourth

31. sentence said the ride on the cocktails(14). First I do not know the cocktails
32. means.
33. I think the ride on is the verb and I think the cocktails is the noun.
34. R: Right.
35. P: I do not know. I think it is maybe the idiom.
36. R: Alright.
37. P: And then the last sentence of this paragraph with a grain of salt(15). Same reason I
38. do not know what it is. I do not know why this character say the salt.
39. R: OK.
40. P: So, maybe it's a idiom.
41. R: Alright.
42. P: And next paragraph the first sentence. The salt of the earth(16). I do not know why
43. the salt of the earth related to the this kind of article. I do not know the meanings
44. and I think this probably the idiom.
45. R: OK.
46. P: That's all I underline.
47. R: OK. Thank you very much.

Task A – Xavier

Time: 1:23

1. R: OK. This is Task A for Xavier. So, which is the first one that you underlined?
2. P: I underline draft dodger(\*).
3. R: OK. Why did you underline that?

4. P: Because I can't really understand what a draft dodger mean. So, I just
5. underline it. And, yeah. That's all.
6. R: OK. And, the next one?
7. P: The next one, fly off the handle(6).
8. R: OK. Why did you underline that?
9. P: I think I have learned this before.
10. R: Oh really!
11. P: Yeah, but I'm not pretty sure. But should be just because feel ashamed and fly
12. off the handle(6). Handle how can he fly, so underline just notice that so I
13. underline it.
14. R: OK. And were there any others?
15. P: The third one is a grain of salt(15).
16. R: OK.
17. P: Ah, grain of salt not pretty sure the meaning of it so I underline it because it
18. might be idioms because I'm not sure the idiom should be go with the very or the
19. usage. I will confuse about the usage and the idioms.
20. R: Right. OK.
21. P: So, I'm not pretty sure both of them so that's why I underline and the other
22. part I do not think there's any special meaning of it so I didn't underline it all.
23. R: OK. So, that's it?
24. P: Yeah. That's it.
25. R: OK. Thank you very much.
26. P: Yeah.

## Appendix F

### Task B Transcripts

Task B - Anna

Time: 7:29

1. R: Hi Anna, so we are looking at Task B. I'm wondering if we can talk about what
2. you wrote. Um, so, looking at number 1.
3. P: Mm-hm?
4. R: My question is how did you decide that, what you wrote?
5. P: Mm... Because... In my opinion, I think rain is really trouble but it's right so if
6. its right it means something is right for someone or its good for someone so I
7. think that's positive way so everything goes right or smoothly.
8. R: OK. Good, good. So, do you have an answer for number 2?
9. P: No
10. R: No, OK and how about number 3? The question is, how did you decide to write
11. that?
12. P: there's a rope I think is will be helping someone that need help we will give
13. them a rope give them a hand, so I think would be help someone
14. R: OK and number 4? How did you decide that?
15. P: we, hand, "fly of off handle" is, handle is that we could control but fly off is
16. that we cannot control then must be go further go beyond the situation
17. R: OK great. Next one?
18. P: blank
19. R: Blank? Ok no problem. How about number 6. How did you decide that?

20. P: Um...bring something home. I think that, bring something to yourself and bring
21. that things might might could be lost to your before but you bring back home
22. means that you bring something that is they take it as self or not in physically but
23. may maybe mentally
24. R: OK. OK and the next one? How did you decide that?
25. P: Uhh... "A sign of the times" because I think in most situations we could see
26. through a person or something by some time and maybe fate so I thinks its that
27. kind of thing that I is in a fate that something is meant to be that or so its time that
28. you could see that can recognize that person or something
29. R: OK great and number 8?
30. P: Blank
31. R: Blank OK and number 9? How did you decide that?
32. P: "Be so lucky" I think it is a idiom that be so lucky might not could not be that
33. really that that lucky or why would be a idiom be a sentence so I think that not
34. that lucky.
35. R: OK
36. P: Be a ironic way (ha ha)
37. R: hmm... OK.
38. P: ha ha ha
39. R: OK next one? number 10? Good, how did you decide that?
40. P: It "kick in" that means something was in or yeah just as soccer you kick it a
41. ball you score so kick in might be bring in a score for your point
42. R: Did you say "Bring? Bring a point"?
43. P: Yeah, bring
44. R: I didn't, I didn't hear you. Is that what you said?

45. P: Hm...

46. R: Yeah? OK. and the next one?

47. P: "At a considerable price"... I think it's that something is considerable to do

48. because a price your thinking about that price is worth it to do... yeah. ha ha

49. R: OK good and number 12

50. P: In ah so, I think it is so you need to take a lot a attention to do it well and you

51. are foc... focused on sowing something that might be thinking something with full

52. attention so you need to be as you need to be as sowing with your full attention to

53. do it well yeah so I think that might be first that might think about doing

54. something you need to have a full attention so use in sow

55. R: OK, good and the next one is number 13. How did you decide that?

56. P: Bee... bee for me when I think about bee is a lot of bee so I think bee is mean

57. that there is a lot a people or because the bee refers to person people would be that

58. a lot of people and bee line is that people making lines or a lot of people crowd in

59. a place or going to somewhere

60. R: OK great. And number 14?

61. P: 14 and 15 blank

62. R: blank. OK. No problem. And 16? How did you decide that?

63. P: "Bread and butter"

64. R: Hm...

65. P: Because "bread and butter" is what we eat so that's might refers to what we eat

66. or days or yeah.

67. R: did you says "Or days"?

68. P: no no for for what we every day what we eat

69. R: I see



70. P: yeah

71. R: OK. good and the next one is 17?

72. P: Uh, I think that's someone in a bad situation because pickle is if a person in a

73. pickle cannot be pickled right? ha ha but if its pickled so that is not really good

74. R: OK great, and number 18?

75. P: "In over one's head." Umm... I was thinking I have I thought uh if I have heard

76. someone using this idiom before and if I had then that is might be someone is

77. thinking something and going in his or her head about no matter good or bad.

78. R: OK and then the last one right? 19 or 20?

79. P: 19.

80. R: 19. Right. How did you decide that?

81. P: I think the fast way is be in front of you so you need to pull that so you could

82. go... go beyond him or her so I think that you are going to try to go beyond him

83. or her but I know if you could use a good or bad way maybe a bad way to try to

84. go beyond your try to set him up. so..yeah... that's what I think.

85. R: OK great.

86. P: ha ha ha

87. R: And the last one is 20.

88. P: I think its regret because um grain of salt I do not know this give me a feeling

89. that might be regret for something because salt... maybe a salt. ha ha ha

90. R: OK thank you very much. I appreciate it.

Task B - Becka

Time: 9:03

1. R: Hello. This is Task B for Becka. OK. And how about for number 1? What did
2. you write?
3. P: I think “everything goes wrong”.
4. R: And how did you decide that?
5. P: Because “as right as, as rain”... it should be “as right as sun”. Ha ha ha. When
6. the sun is outside I think it it really means that everything actually goes wrong.
7. R: OK
8. P: That’s what I think. Yeah.
9. R: OK. And how about number 2? What did you write for that?
10. P: Ah... It means that some, someone feels very anxious. Yes.
11. R: And how did you decide that?
12. P: “On the back burner” because ah... something burned on the back. That’s why
13. I think so somebody feels very anxious. Yes.
14. R: OK. And the next one?
15. P: “Show somebody the ropes”. I think it means that ah, just like a boss... ah, tell
16. a employees what they can do and what they can’t do... to show them the the
17. boundries of things.
18. R: OK
19. P: Show them the rules.
20. R: OK
21. P: And, next one? “Fly. Fly off the handle” means that that ah feel... ah means
22. that feel ah relived.
23. R: And how did you decide that?
24. P: I guess it from the test A.

25. R: OK
26. P: Yeah. It means that “the families fly off the handle” that’s what I remember.
27. So I think maybe the family feel relived because the man ran away. Maybe. OK.
28. R: OK. And the next one?
29. P: Next one is “the salt of the Earth”. I I write down a a trivial things because I
30. think salt is a is small. A grain of the salt is small. Its its so I think it means
31. something which is not important and trivial.
32. R: OK
33. P: And, next one. Ah, bring. Actually, I I do not, I can’t understand so I just write
34. “take something home with somebody” so that’s why I write down. Yeah.
35. Because I can’t understand it. Yeah. I guess that just means just take something
36. home. Yeah. With somebody. MK.
37. R: OK.
38. P: And “a sign of times” I think it means that a big event happened of the time.
39. Just like the 9 1 1. MK. Attack. I think it’s a the sign. It’s a, it’s a, it’s a big
40. accident. Its mean a sign of a time is something important happened for
41. something. Yeah. Just something ah happened. MK.
42. R: OK.
43. P: Yeah. That’s. Yeah...
44. R: OK
45. P: And next one is “have a soft spot for” means that you feel you feel sympathy
46. for somebody.
47. R: How did you decide that?
48. P: Ah, because soft, salt have a so... have a soft heart I think have a soft heart ah
49. means that what you what your stand. And so means that how you feel. You feel,

50. yeah. Have a soft spot means that yeah. Your heart is soft so its feel sympathy for
51. somebody.
52. R: OK.
53. P: And next one “so lucky” I think just means that somebody’s fortunate. Lucky.
54. OK. Lucky. Yeah.
55. R: OK. Good.
56. P: Ah... Kick. Kick in. Kick the kick in means some something. Something
57. happened. Something just happened. MK. So kick it means that kick. Kick a ball
58. in. So something happened. I do not know. Yeah.
59. R: OK
60. P: I just guess it
61. R: That’s OK.
62. P: And next, next one “at a consider price” usually means that somebody learned
63. a lesson from something... Yeah.
64. R: How did you decide that?
65. P: Be beca... consider means ah... “at a considerable price” means that... A, a
66. lot of money. So something. Hmm. Some... So, its ah... It means that somebody
67. ah, did something wrong. And he have to... He have learn a lesson. And, it’s just
68. like when you have to pay a lot of money you feel bad. MK, so that’s an, that’s
69. just an implication. That’s what I think.
70. R: OK
71. P: And “in full swing”. Swing... Swing?... It’s like. It makes me think of the
72. swing in the ba.. in the play playground? Yeah. In full swing. Yeah. ha ha ha.
73. Means try your best. Yeah. That’s what I think. Because you have to swing high
74. and... so you have try your best.

75. R: OK
76. P: K? Make a beeline. Is ah... I think its that, means that... Many people are.
77. Many people waited to be registered. Maybe. Maybe in the army. Yeah. Bee Bee.
78. Usually bee will sometimes bee will gather together when they... have some...
79. When they act. They do actions? Yeah, so I think a beeline means a wait to be
80. registered.
81. R: OK. Wait to be registered?
82. P: Yes. For army or...yeah....
83. R: OK
84. P: Wait in line for to be registered.
85. R: OK.
86. P: Go to the dogs. Actually I, I, I can, I can't understand. So I just have a
87. image of ah... the police with the dogs in a crime scene. To find to find out
88. somebody. OK. So just write down. Ah, people try their best. Police try their
89. best to find out somebody. Maybe dead body.
90. R: OK
91. P: And next one is ride on someone's coat coattail. Hmm. And I think it means
92. that ah.. sacri sacrifice others for for for your own happiness. Yeah.
93. R: Can you say that again?
94. P: ha ha ha. Sacrifi yin-wei you have to sacrifice others and for your own
95. happiness.
96. R: OK. And how did you decide that?
97. P: That's what I, I guess it. I guess it from test A.
98. R: OK. So you still remember Task A huh?
99. P: So, I shouldn't remember it? ha ha ha

100. R: No, that's OK. ha ha ha. Actually, maybe it's wrong. I do not know. Yeah? And  
101. bread and butter means that. Ah bread and butter... I know Americans like to eat  
102. bread and butter for breakfast. A bread, so bread and butter means that the food  
103. what need for living. K. To, to, to survive. So, that's bread a butter. Yeah.  
104. R: OK  
105. P: And next one is in a pickle" Some, someone in the pickle. I think it's  
106. somebody the situation is that someone is in a dilemma and they can't decide  
107. what to do so that's in a pickle.  
108. R: OK. How did you decide that?  
109. P: Pickle. Because that. Pickle. So you can't move. Yeah. So, I think you ha ha  
110. ha  
111. R: You mean because a pickle is small?  
112. P: Yeah. And you are in the pickle and you can't move. That's how I think. ha ha  
113. ha  
114. R: OK  
115. P: Yeah. And in over one's head. Means that something is in. It's strange. In and  
116. over one's head? So it means that you worry about something. And you want.  
117. You want to get rid of it but you can't. That's what I think.  
118. R: OK  
119. P: It's in and over your head all the time. And pull... pull a fast one. I think this  
120. one is really hard. I just guessed that someone wants to finish something in a  
121. hurried way. I a hurry. Fast. Yeah.  
122. R: OK.  
123. P: And the last one is "take something with a grain of salt" means that do not take  
124. something seriously.

125. R: OK

126. P: And the last one is “take something with a grain of salt”. Means that... ah...

127. take. Do not take something seriously.

128. R: OK

129. P: Yeah. Is take something lightly. Yes.

130. R: OK. And how did you think of, how did you decide that?

131. P: Cause I think a, a, a grain of salt is small and trivial. Something is not

132. important. So, you do not take something seriously.

133. R: OK. Thank you very much.

Task B - Cameron

Time: 11:54

1. R: This is Task B for Cameron. Let's look at number 1. What did you write for

2. number 1?

3. P: Right as rain. I think rain means it rains and it's gone. So, my definition in

4. this.

5. I write everything will be fine because it rains and the sun will rise. So, means

6. everything will be fine.

7. R: OK. How about number 2.

8. P: Uh, the definition is, is like something that will disappear.

9. R: How did you decide that?

10. P: Because, the burn, burner, burn means you burn use fire to burn something.

11. Burner is man burn something. I guess. So, on the back of burner. There is

12. something, it will be burn so it like something will disappear.
13. R: How about number 3? What did you write?
14. P: I write show your strength.
15. R: How did you decide that?
16. P: I do not know the ropes means. But, the phrase write show someone something,
17. like this, so maybe show your strength I guess.
18. R: OK. How about number 4?
19. P: Fly off the handle. Fly, fly means fly means like disappear or gone. And the
20. handle you control it. So I write out of control. You cannot control so I write fly
21. off the handle.
22. R: OK. And, how about the next one?
23. P: The salt, salt, salt. The salt of the earth. The salt is like a food. I do not know
24. how to describe. A salt, a salt like you know like a lake in a salt a salt lake. It
25. means you can you can lie on the on the, on the, water but you do not swim. You
26. just lie and can read a news paper. You know?
27. R: OK. I know what you mean. So what did you write?
28. P: So, it's like a place where there is no creature.
29. R: OK. And how about number 6?
30. P: you need, you need, you need it. You need something.
31. R: How did you decide that?
32. R: Because bring something home. Because I want it. I bring it my home because
33. I need it. So I write you need it.
34. R: OK. And how about the next one?
35. P: A sign of the times. I write reminder.
36. R: And how did you decide that?



37. P: The time. The sign means, the sign means it, it can remind you. Because the
38. road sign reminds something. Turn right or stop. Sign of the times means
39. reminder.
40. R: And how about number 8?
41. P: A soft spot. A soft means you relax, you are easy. So I write it might be that
42. you are not afraid of on the spot. On the spot. You know?
43. R: Can you tell me more about your idea?
44. P: On the spot light you do not afraid. Like just stage fright, you do not afraid. So a
45. soft, so, you feel relaxed on the spotlight. I guess.
46. R: That's fine. How about number 9?
47. P: How to solve. I mean how lucky you are. Be so lucky. How lucky you are.
48. R: How did you decide that?
49. P: Just the word lucky, so lucky, yeah you are so lucky! How lucky you are.
50. R: And number 10?
51. P: Kick in. I write enter a situation. Enter a situation. Kick means you or your
52. foot something in a situation. So enter a situation.
53. R: OK and number 11?
54. P: I write its worth to buy.
55. R: How did you decide that?
56. P: Because a considerable, considerable, considerable means it can it can be it
57. doesn't say no. Considerable. You can think of it and you can, you can decide so
58. considerable price. Price means a money. So you can buy, it's worth to buy.
59. Because its considerable.
60. R: OK. And the next one?
61. P: In full swing. Swing, swing, means... swing. Angel? I do not know. Swing or

62. wing? So I guess its like angels on the back something, so it can do everything.
63. R: And number 13?
64. P: Make a beeline. I write you can do as much as possible just like a bee. bee.
65. you know. Bee. So, beeline so I use a word to analyze. Bee like animal. Bee is
66. hard working. You can do as much as possible just like a bee.
67. R: And number 14?
68. P: Go to the dogs. I think it's a negative meaning to scold someone.
69. R: How did you decide that?
70. P: Because in Taiwan we use dogs to describe people, but its negative meaning,
71. so from my culture. But in England it's different.
72. R: Can you tell me about what you say in Taiwan?
73. P: In Taiwan, dogs is not positive meaning. Like you are like a dog means
74. something bad. Like president is dog.
75. R: I know what you mean. Number 15?
76. P: Ride someone's coat coattails. I do not know what is coattails but I analyze this
77. word. Coat means like jacket and tail is like is like coattail so I write someone
78. will help you because you can grab the someone's coat tail and you can do
79. anything. But you can finish something.
80. R: Can or can't?
81. P: You cannot you cannot. You can finish something but you do not work hard
82. because you ride on someone's coattail.
83. R: And number 16?
84. P: It means money. Just like our culture bread means money. Money.
85. R: Number 17?
86. P: In a pickle. I think this is the most difficult. Because in a pickle. Because

87. there is no other information. I do not know what is pickle. I guess it's a situation
88. you do not want.
89. R: And how did you get that meaning?
90. P: Because, in a, like, stuck in something. You stuck in something. So you do not
91. want to in this situation. So like, in something you do not want. I guess.
92. R: And 18?
93. P: In over one's head. Like, you want to defeat someone. Because one head.
94. Because, we like , like, the Bin Laden the American army want to Bin Laden's
95. head. So like, in this phrase, in over one's head mean you want to defeat
96. someone.
97. R: OK. And number 19?
98. P: Pull, pull a fast one. Pull means, so like, I write quick ways to finish
99. something. Pull a fast one, it's like quick ways to finish something.
100. R: OK. And how about number 20?
101. P: Take something with grain... I do not know the grain is like, the grain is like a
102. sad or ... a series like this. So a salt so I write you can do it from someone's help.
103. So you can take something with this so someone will help you.
104. R: OK. Thank you very much.

#### Task B - Doris

Time: 8:29

1. R: This is Task B for Doris. Let's look at what you wrote for the first one. Why
2. did you write that?

3. P: Because, I think because we cannot forecast when it is raining. So I think it is,
4. maybe it means the perfect time and We cannot expect anything happened.
5. R: OK. Good.
6. P: Because I, I, I, when I look at burner I think maybe something someone is very
7. emergen emergency so I guess maybe somebody in the hot seat.
8. R: OK
9. P: Because I just learned a phrase maybe its more like teach somebody.
10. R: OK
11. P: Question 3. I just learned a phrase just means learn the ropes so I guess show
12. somebody the ropes maybe it's more like teach somebody for something.
13. R: OK
14. P: And question 4, fly off the handles I remember from the previous articles.
15. Maybe it in the previous it talking about its too late. I guess this one is similar to
16. that. So that's why I guess maybe this one means too late.
17. R: OK
18. P: And for question 5 the salt of the Earth. I think Because the salt is more than
19. natural resource. So I guess its the last worthy thing on Earth.
20. R: OK
21. P: And question 6. bring something home. For me, maybe, I guess its like Bring
22. for good news to his or her family like gift or something something some good
23. news.
24. R: OK
25. P: Question 7 a sign of the times. Because normally, when we talk about a sign
26. maybe it is like something important for someones life. So, I guess maybe this
27. idiom talking about important moment for someone.

28. R: OK

29. P: Question 8. Have a soft spot. Actually I think soft with spot is quite interesting

30. for me. So, my guess it is talking about a naïve or beginner for somebody who

31. doesn't know something and someone need to learn something so like a beginner

32. R: OK

33. P: Question 9 be so lucky. I guess normally we say I'm lucky. So, here has extra

34. meaning. So my guess is what a surprise for somebody.

35. R: OK

36. P: Question 10 kick in. Kick in, when I see kick in I think about soccer, football

37. maybe he got the point. Maybe he can understand what he is talking about and

38. Question 11 at a considerable price. I think maybe it means reasonable. Maybe.

39. yeah. that's my guess.

40. R: How did you get this meaning?

41. P: Maybe I guess maybe like when we buy something and maybe the price is if

42. someone sell maybe I will think about it because maybe maybe because he is

43. hesitate to do that because of the price but considerable also means good so maybe

44. because the price is good but maybe he is not dying for the product but maybe the

45. price is so good. So, maybe, so maybe for me maybe I can buy it because the price

46. is good. It's reasonable.

47. R: OK, I see.

48. P: Question 12, in full swing. when I see this idioms I think about a bird. So I

49. think if they can if they can have full swing maybe they can fly very high. So, I

50. guess this maybe more like go for it, like go go go!

51. R: I see what you mean.

52. P: Question 13. Make a beeline for something. Because I do not understand

53. beeline.

54. But I, When I saw a line like when I ready to start running there is startline. So I

55. think it's more like could to be ready to do something. For example I am ready to

56. have a test and something.

57. R: OK

58. P: Question 14 go to the dogs. I think maybe the Dogs maybe it mean more like

59. the key point. So that's why I think it means decide to do something. Because

60. maybe he think about several times or Think about or talk to others and finally he

61. make a final decision.

62. R: OK

63. P: Question 15. Fly on somebody's coattails. I remember in the article in the

64. article in

65. R: Task A

66. P: In Task A. And I remember it go, it go with happy to do something. So that's

67. why my guess is it may be happy to do something. That's its meaning.

68. R: OK

69. P: Question 16. Bread and butter. I think its, its more like to make a living. To

70. survive. Because we have to eat and bread and butter means food.

71. R: OK

72. P: Question 17. Oh, actually I do not know what it what is, what this phrase, what

73. this idiom mean because I do not know pickle. So, I do not have any guess.

74. R: No idea.

75. P: No I do not have any idea. And question 18. In over one's head. I think it may be

76. gain over something. In Task A and I think it maybe there is an American will face

77. dangers in the future. So, I think its maybe more like gain over.

78. R: Gain over?

79. P: Gain, gain, over.

80. R: Game over?

81. P: Game over. Sorry. Game over.

82. R: Got it. OK.

83. P: And for 19. Pull a fast one. I guess its hurry up because I saw fast and it pull

84. someone very quickly so maybe it mean come on quickly.

85. R: OK.

86. P: And the last one. Take something with a grain of salt. I guess maybe its talking

87. about the essence of something because ah because oh ah I think more, it's more

88. like a natural things because ah when we talk about sea and sea has some salt but

89. and it's a important thing of the sea so I guess maybe its talking about the essence

90. of something.

91. R: OK. Well thank you very much.

92. P: You're welcome.

Task B - Ellen

Time: 7:07

1. R: This is Task B for Ellen. Let's look at the first one. How did you decide that?
2. P: As right at rain. Think um, I think it means something is just right just like rain.
3. Rain here has a good meaning. To show that its perfect. Something is just perfect
4. for me.
5. R: How about the next one? How did you decide that?

6. P: On the backburner. I see back and to go back again. So, I guess just to rethink
7. or redo something again.
8. R: OK. Next one?
9. P: Show someone the ropes. I do not know. Maybe ropes is to tell someone to face
10. the music to see the truth so to tell him or her the truth.
11. R: Ok. Next one?
12. P: Fly off the handle. Handle is the door handle to control something. Someone fly
13. off it may mean something might be out of control.
14. R: OK
15. P: The salt of the Earth is like is oh OK I do not know. When I see the Earth I think
16. maybe someone's hometown.
17. R: OK
18. P: Bring something home. I guess if I'm home I feel very safe and sound so I
19. guess it had that meaning.
20. R: OK
21. P: A sign of the times. Is it easy to guess. I think like you see the lights or the
22. moment. So I guess it's a significant moment.
23. R: OK
24. P: Have a soft spot. I do not know. I think maybe it's a point that the one can beat
25. someone easily. The point that to be easily kicked off.
26. R: By kicked off you mean beaten?
27. P: Yeah, to be beaten.
28. R: OK
29. P: I think 9 be so lucky. So has the opposite meaning. So sarcasm. So opposite
30. meaning is unlucky.



31. R: OK How about the next one.
32. P: Kicked in mean join or take part in. I think it has meaning together. Kick in to
33. put someone something together.
34. R: OK
35. P: A considerable price. I know price and considerable means huge a big.
36. R: OK
37. P: So you means you pay something costs you a lot pay you a lot to do something.
38. R: OK
39. P: In full swing. On things we play on the playground. When I see the idioms I
40. think of full speed. SO I guess it is in a fast really quick speed we play the swing.
41. R: OK
42. P: Made a beeline. I do not know, I just think of deadline.
43. R: OK
44. P: Go to the dogs. I do not know what dogs means here. I guess dogs has
45. something really bad meaning here so that story also mention about the jails so I
46. think it mean go to the jails.
47. R: OK
48. P: Ride on someone's coattails. Like I get a picture I think it's really dangerous.
49. And to ride it's impossible. If we really want to ride it must be in a rough or
50. dangerous situation
51. R: OK
52. P: Bread and butter. I've sawed it before.
53. R: OK
54. P: I think it means bread is a food butter is a food so it means the living something
55. you rely on you must eat for survive.

56. R: OK

57. P: In a pickle. Pickle is the food. Somebody like it somebody dislike it. And

58. pickle is yucky

59. R: ha ha you think so?

60. P: Ha ha. So, I guess its green and its color is yucky so it's a very embarrassed

61. situatuiou.

62. R: OK

63. P: In over one's head. I think it's close to the rough meaning or something really

64. impossible or challenging to conquer.

65. R: OK

66. P: Pull a fast one. When I really do not know something I think I just pull it and I

67. think it's in a rush hour or something in a rush situation.

68. R: OK

69. P: And the last one. With a grain of what a grain of salt. Yeah it's a sign of the

70. luckiness to take something as a sign of the luckiness.

71. R: OK. How did you get that meaning?

72. P: I got that impression that in western culture they say use salt to scare off the

73. vampire so I guess has those functions.

74. R: Oh, I see what you mean. Thank you very much.

Task B - Fran

Time: 14:05

1. R: This is Task B for Fran. How about the first one? How did you choose your

2. answer?
3. P: I think as right as rain maybe something appears at right time. Because I think
4. rain is some kind important to human beings. Maybe in the past, people look
5. forward to rain at dry season so I think maybe as right as rain means maybe
6. something just happened at an appropriate time.
7. R: Great. Next one?
8. P: I think next one may be another important thing that need to be handled in a
9. hurry.
10. R: OK. How did you choose that?
11. P: Because it say backburner maybe I think is something that uh you will need to
12. do after you finish the thing in front of you and then you need to do the other thing
13. only back. So, I just guess.
14. R: OK. Next one?
15. P: I think its maybe its means try to help someone.
16. R: OK. How did you decide that?
17. P: Because I guess the meaning from the words ropes.
18. R: OK.
19. P: Maybe I think that the ropes means that maybe someone need help. So you
20. provide him or her ropes. Maybe ropes can help them to deal with some
21. difficulties.
22. R: Great. Number 4?
23. P: Fly off the handle. I guess its escape from someone's control.
24. R: OK. How did you decide that?
25. P: I guess from the word handle. Maybe that's someone wants to decide by
26. themselves so she doesn't want lets any other people handle something for him or

27. her.

28. R: OK. Number 5?

29. P: I think it shows the importance of someone. Maybe just like the importance of

30. the salt on Earth so maybe I think that someone is really important.

31. R: OK. And the next one?

32. P: So, I just guess. It means take someone's success or good news home.

33. R: OK.

34. P: So, because, I think, bring something home? I just guess what something it is

35. the idiom.

36. R: Sure. OK. And the next one?

37. P: I think it's a big and important event in a certain period.

38. R: OK.

39. P: Because, it say a sing of the time. Maybe I think maybe in a certain time

40. something happen and that really effect someone life so it's a sign of the times. So

41. I think maybe it's a big event in someone's life.

42. R: OK. How about number 8?

43. P: Um, I guess it's a weakness.

44. R: OK. How did you decide that?

45. P: Uh, Because I saw a soft spot so maybe I think a soft spot may mean one's

46. weakness or yeah.

47. R: What kind of weakness to you mean?

48. P: Um, maybe it's like someone's everyone has some kind of um, gentle and

49. maybe some characteristics that the people seldom show, show, out show in the

50. daily life but I think everyone has this kind of characters. So, I think it has

51. different meaning h except weakness but I didn't know how to explain it.

52. R: That's OK. I think I know what you mean. How about number 9?
53. P: Um, I guess its glad or happy.
54. R: OK. How did you decide that?
55. P: Um, I just guess from the literally meaning. So I maybe think be so lucky
56. means someone is happy about something.
57. R: OK. Good. How about number 9?
58. P: Um, I just write down maybe someone find fight for something.
59. R: OK. How did you decide that?
60. P: Because of the word kick.
61. R: OK
62. P: So, so, um, um, so maybe I think someone need to find for her for find for
63. himself or herself.
64. R: OK.
65. P: Maybe I think maybe we find for something that really effect um work or
66. something important in her life.
67. R: Number 11?
68. P: I think its suitable price for most people.
69. R: OK. And how did you decide that?
70. P: Because considerable so I maybe I think that um, uh, it, uh it concern about
71. most people.
72. R: OK.
73. P: Right? So I think maybe so, it good for most people.
74. R: OK. Number 12?
75. P: I think it's be confident and ready to do something.
76. R: OK. How did you decide that?

77. P: Uh, because the word full so maybe I guess its about someone's confidence um,  
78. so, and, and the person is ready to do something maybe important.  
79. R: OK  
80. P: And something try to do for a long time.  
81. R: OK. And number 13?  
82. P: Oh, I just guess its talk a lot.  
83. R: Talk a lot. OK. How did you decide that?  
84. P: Um, because I don t really understand the word beeline so I just separate the  
85. word so I think so I just guess from the bee it has something that has a sound so I  
86. just guess it means someone who talks a lot.  
87. R: Bees are noisy?  
88. P: Yeah.  
89. R: How about number 14?  
90. P: Um, uh, um, uh, I guess this one from the test.  
91. R: From Task A?  
92. P: Is that OK?  
93. R: That's fine. You do not need to but that's fine.  
94. P: I just say that in the previous interview so I remember the sentence is about  
95. maybe the government has gone to the dogs?  
96. R: Yeah, that's true.  
97. P: So I guess maybe that means something become worse and worse but I do not  
98. really know why dogs appear in this idiom, so I just guess.  
99. R: OK. Good. Number 15?  
100. P: Um, maybe it's um doing other people's job work and replace their jobs.  
101. R: OK. How did you decide that?

102. P: Um, because I think the ride on so, so, so maybe I think maybe they means  
103. someone take privilege of another pee another person.

104. R: OK. Next one? Number 16?

105. P: I think it's things put together.

106. R: OK. How did you decide that?

107. P: Um, because I think bread and butter um are like partners so I think maybe  
108. this means something that need to be put together so and they are important for  
109. each other.

110. R: OK. Great. Number 17?

111. P: This one I really do not know. Because I I cannot really guess from the word  
112. pickle. So I just put I do not know for this one.

113. R: That's fine. OK. No Problem. How about number 18?

114. P: Maybe it means too many things for one to remember.

115. R: OK. How did you decide that?

116. P: Because it's over one's head, so maybe I think it just means that it too many  
117. things for one to um, um, just too many things for one to handle or too many  
118. things for one to absorb.

119. R: OK. Number 19?

120. P: I guess it's choose the best one. So maybe I think its maybe the best one in a  
121. group.

122. R: OK. And number 20?

123. P: Um, I think I guess it's take someone seriously. Just like I think it also  
124. mention salt so maybe I think that may be something important for a person so  
125. maybe the things the something is really important.

126. R: OK. Alright. Thank you very much.

Task B - Geoff

Time: 11:29

1. R: This is Task B for Geoff. Let's look at the first one. What did you write for
2. your answer?
3. P: Something or somebody comes at the right timing.
4. R: OK. How did you get decide that?
5. P: Because it kind of, in Mandarin we have the same metaphor like when like a
6. country having a drought.
7. R: OK.
8. P: And the rain comes at the right time to the farming, to the farmers.
9. R: OK. Great. Next one?
10. P: I do not know.
11. R: Not sure? OK. Number 3?
12. P: I guess, show someone the ropes like a like you provide someone with the
13. urgent help and the right when, when, when he is in need.
14. R: And how did you decide that?
15. P: Because according to my memory of the text like Rob meeting a guy and John
16. showed Rob the ropes.
17. R: You have a good memory.
18. P: Yeah.
19. R: And the next one?
20. P: Fly off the handle. Escaping or getting away from someone's control.



21. R: How did you decide that?
22. P: Cause like fly off too me is like getting away and handle is like control.
23. R: OK. Next one?
24. P: The salt of the earth. Like, to me, its like describe someone he or she is a down
25. to earth person.
26. R: OK. So you used another idiom?
27. P: Yeah. Ha ha ha.
28. R: So how did you decide that?
29. P: Cause, cause as we know salt is like a very fundamental like element of the
30. earth and to me it's like pure and innocent and basic the to to our environment.
31. And I think some people born to be innocent and born to be pure.
32. R: OK. So if you had to use words that weren't not also an idiom to define this
33. idiom,
34. P: Yeah
35. R: Could you tell me what you mean? I know down to earth, but...
36. P: Yeah, yeah, yeah. The guy is so frank.
37. R: OK. OK. And the next one?
38. P: I do not know.
39. R: That's OK. And number 7?
40. P: Cause, this one bring something home like you get like a when I for example
41. when I get home tonight I will bring some drink for my wife. Its kind a like
42. literally it's not a idiom to me so can I change my answer?
43. R: You can change your answer. Sure. Do you have another answer?
44. P: Cause I say I do not know but did
45. R: So you want to use the literally meaning?

46. P: Yeah.
47. R: OK.
48. P: Someone get something
49. R: OK. How about the next one?
50. P: A sign of the times is something representing the era of that time.
51. R: How did you decide that?
52. P: A sign of that time. Its according to my instinct.
53. R: OK. Instinct is good. Next one?
54. P: And have a soft spot for. A place you can rest.
55. R: OK. How did you decide that?
56. P: Ah, same with a, like a, the question 3 like show someone the ropes. cause John
57. have a soft spot for Rob cause when Rob went to Canada he got no place to rest
58. himself so I think it's like that. A soft spot. A place or a nice house for you to rest.
59. R: OK.
60. P: Be so lucky. Having a good fortune.
61. R: OK. And how did you decide that?
62. P: Literally. And kick in.
63. R: What did you think about kick in?
64. P: I have no idea.
65. R: OK.
66. P: And, 11 is a considerable price. To me its means quite expensive.
67. R: You mean... What do you mean?
68. P: Like, cause I cannot remember where I read the phrase the idiom so according
69. to the literal meaning in guess it's quite expensive and 12 is in full swing its not
70. stable the country is in full swing the condition of the government is not stable.

71. R: OK. How did you decide that?

72. P: Ah, according to my memory of the paragraph. cause at that time the US

73. government was having a war against like Vietnam and communism. I know I

74. read about the history of the government the US at that time cause a there was so

75. many like hippies like young men and young women they were so against the war

76. so I think the condition of the government is not stable.

77. R: It seems like you really tried to remember Task A to answer Task B.

78. P: Yeah.

79. R: Is that because they were really new to you?

80. P: They were almost, almost of them are new to me.

81. R: OK. Good. I'm glad.

82. P: Go to dogs. The government go to the dogs. Like someone or somebody can

83. not follow the trends or go with the majority regarding some kind of opinion.

84. R: OK.

85. P: As I said like a I know the US government at that time they decided to join the

86. war to fight with the Vietnam but most of the youth didn't agree with that and they

87. kind of like a took actions to, to, to show their, their opinions. As I said like they

88. dressed they dressed themselves as a hippy and had some kind of concerts.

89. R: OK.

90. P: And, 15 I do not know.

91. R: OK. NO problem.

92. P: Bread and butter is much easy for me. It's what you can feed on such as food.

93. R: OK.

94. P: Bread and butter.

95. R: OK.

96. P: It's the metaphor of ah the money you can spend with to maintain your life.

97. R: OK.

98. P: And then in a pickle. It's getting constrained by something cause like when

99. John got the mail he found himself in a pickle. So, got the mail the government

100. asked him to join the war and he, he was not willing to do that because he could

101. like lose his life in the war so he refused to do that. In other words if he didn't go

102. to the war he didn't accept the order. He violated the law. In that kind of situation

103. he got constrained by the mail. He like met a dilemma.

104. R: OK.

105. P: And then 18, I do not know.

106. P: OK.

107. P: And 19 is put a fast one. I was trying to manifest the manifest the pull a fast

108. one more details cause when they when someone asked Rob to to to to to attend

109. the Beach Boys concert and when they get over the border and John got arrest.

110. Immediately, It's kind of to me like a a the John's friends set him up.

111. R: That's also an idiom right? Set someone up. So...

112. P: Oh?

113. R: Yeah. Set up is like (setting up book)

114. P: Yeah. It's like entrap.

115. R: OK.

116. P: It's like entrap someone.

117. R: OK

118. P: Something with a grain of salt. Not caring about it.

119. R: OK. What do you mean?

120. P: Cause I tried to recall my memory like John ah, took the story with a grain of

121. salt and cause salt, salt is the as I say is fundamental element of the earth in other
122. words it could be like very common and like cheap easy to get so when I take
123. something with a grain of salt it is like I do not think its like precious.
124. R: I see what you mean. OK. Thanks.

#### Task B - Hilda

Time: 10:45

1. R: OK. This is Task B for Hilda. So how about the first one? What did you write
2. for the first one?
3. P: I write come in the right time.
4. R: OK. How did you decide that?
5. P: I imagine as right as rain as now it rains so just something comes.
6. R: OK. So, like the rain.
7. P: Yeah. Like the rain.
8. R: And the next one?
9. P: I wrote be in a bad situation.
10. R: OK. how did you decide that?
11. P: I think because I think back burner, burner is something bad so I think you be
12. on the backburner just you like in the bad situation.
13. R: OK. Good. And the next one?
14. P: Show someone the ropes. I wrote show someone that way to do something.
15. R: OK. How did you decide that?
16. P: Ah, because I think the ropes is something you like the guideline like its guide

17. you to do something the ropes yeah so I think show someone the rope is show
18. someone the way to do something.
19. R: OK. And the next one?
20. P: Fly off the handle I wrote get out of control.
21. R: OK. How did you decide that?
22. P: Because I imagine when I was riding a bicycle like one time I fell off so it's
23. like fly off the handle. So it's like I cannot control the bicycle anymore.
24. R: Hmm, that makes sense.
25. P: Yeah, so I write get out of control. And next one the salt of the earth I wrote a
26. small part of the world.
27. R: OK. How did you decide that?
28. P: I think salt is very, very small like in the whole earth so it's a very small part.
29. R: OK. And the next one?
30. P: Bring someone home. I wrote bring something good home. And its um, I think
31. it's from my wild guess.
32. R: OK. Can you describe your answer a little more. I'm not sure what you mean.
33. Maybe you can give a small example to illustrate.
34. P: Usually when my parents bring something home they bring something good
35. home.
36. R: And the next one?
37. P: A sign of the times. I wrote a bad sign to show something bad might happen.
38. R: OK. And how did you decide that?
39. P: Because I remember in the Task A that I just read, a sign of times used in Task
40. A is like the time Rob was turned in so I think the sign shows something bad will
41. happen.

42. R: OK. And the next one?

43. P: Have a soft spot. And I think this one is have a comfortable place to live in.

44. R: OK.

45. P: And I also think of the article in Task A. I think in that article John was trying

46. to provide him a comfortable place for him to live.

47. R: OK. And the next one?

48. P: Next one is be so lucky and I wrote not lucky because I think in the end of the

49. article he said if he was so lucky to meet him and I do not think he want to meet

50. him so if he was not lucky enough.

51. R: OK. That makes sense. And number 10?

52. P: Number 10. Kick in. And this one I cannot come up with anything but I wrote

53. come at the right time because kick in I think is like when in a soccer game kick in

54. the ball so it's like something right come now.

55. R: So would that be really similar to the right as rain one? because you had a

56. similar answer.

57. P: Yeah. Yeah. I just figure out that. But I do not know. I'm more sure on the right

58. as rain one.

59. R: That's OK. That's totally allowed. How about the next on?

60. P: Next one I wrote at a very expensive cost.

61. R: OK.

62. P: Because considerable is something very big yeah very big so I think this one is

63. like very expensive.

64. R: OK. And the next one?

65. P: In full swing I wrote get full control. Because this one I kind of like have a wild

66. guess I just think swing like you have to like swing like something children play

67. and in full swing you have to control it.

68. R: OK.

69. P: Next one make a beeline for. I wrote make a clear line.

70. R: OK

71. P: Because I think when bees fly together...

72. R: Sure.

73. P: is a very clear line when they fly.

74. R: So when you say make a clear line. Do you mean like, on a piece of paper with

75. a pen?

76. P: Like, clear cut. Yeah. like when you for example in TESOL you have to

77. identify who is high level and low level and like make a clear cut.

78. R: I see what you mean. OK. Got it.

79. P: And next one. Go to the dogs. I wrote to be nice with another group of people

80. you weren't originally in.

81. R: OK. How did you get that?

82. P: Yeah, because I think dogs, like go to the dogs is ah many time I read in the

83. article dogs are refers to something bad or people who do something bad so you

84. have to be nice to him to get what you want.

85. R: OK. And the next one?

86. P: The next one, uh, ride on someone's' coattails. I wrote to take advantage of

87. somebody.

88. R: How did you get that?

89. P: Because I imagine that coattails is like jacket on the back so you can like take

90. advantage of like you do not have to do something but you can take advantage of

91. that people in the back.



92. R: Can you describe that a little bit more? I'm not totally sure what you mean.
93. P: Um, it's like, um, like you can, uh, have something good without effort.
94. R: OK. And the next one?
95. P: Bread and butter. I wrote money for a living.
96. R: OK. How did you decide that?
97. P: Because I think I learned it before in the past.
98. R: OK. Good. And the next one?
99. P: In a pickle. I wrote in a dilemma because ah, pickle, is usually like in
100. hamburgers so you are like stuck in a hamburger.
101. R: So you do not want to be in a hamburger?
102. P: No. Ha ha. So I wrote dilemma.
103. R: OK. And the next one?
104. P: In over one's head. I wrote something people can think about.
105. R: OK.
106. P: Yeah, because its over, its not in their head anymore.
107. R: OK.
108. P: Its beyond over.
109. R: Beyond over?
110. P: Beyond the situation you can think or beyond your intelligence.
111. R: OK. And the next one?
112. P: Pull a fast one I wrote make a quick move.
113. R: OK.
114. P: Yeah. Because the article in Task A and John pull a fast one because its like as
115. soon as he got in the border he called the police so he is like really quick.
116. R: OK. And the last one?

117. P: Last one I wrote take something unimportantly because as I mentioned before  
118. I think this one is related to a salt in the earth. And a salt is a very small part in  
119. the earth so I think take something with a grain of salt is take something  
120. unimportantly because salt is not as important as any other else.  
121. R: OK. Great. Thank you very much.

Task B - Ingrid

Time: 9:59

1. R: OK. This is Task B for Ingrid. So what did you write for right as rain?
2. P: I think the rain is water so maybe its mean clean everything.
3. R: OK. So it's about water?
4. P: Yeah.
5. R: OK. Good. How about the next one?
6. P: Next one is on the backburner. I do not know I mean back mean far away burner
7. so burner burn someone is get burn so maybe I guess it could be far away a
8. problem area.
9. R: OK. How about the next one?
10. P: Someone the ropes rope, rope, rope, rope yeah rope mean I think this one is tell
11. someone how to escape.
12. R: OK. How did you decide that?
13. P: Because a rope can save someone life.
14. R: OK. How about the next one. Number 4.

15. P: Fry off her handle. Fry off I think its kind avoid. So I write down avoid
16. conflict.
17. R: Conflict.
18. P: Conflition means Tsong Tu, Tsong Tu (衝突) yeah
19. R: I'm not sure my Chinese is really bad. How did you get that meaning?
20. P: Handle mean you need to handle something you need to deal with something
21. for your flyer so you avoid this kind of you do not want to handle it.
22. R: OK. And the next one?
23. P: Next one. I think salt of earth is kind of elephant.
24. R: So, what did you write.
25. P: Elephant.
26. R: Element. OK. How did you get that?
27. P: Because the salt was everywhere in the earth.
28. R: True.
29. P: So I think it's kind of element.
30. R: OK. How about the next one?
31. P: Bring something home. I think its bring something back to your house or your
32. place.
33. R: OK. How did you get that meaning?
34. P: Its very clean I mean it's very obvious that you bring something home.
35. R: OK. Alright. How about number 7?
36. P: A sign of the times. I guess it's time can tell you something.
37. R: OK. How did you get that meaning?
38. P: From the world time and then sign.
39. R: OK. How about the next one?

40. P: Have a soft spot for. Soft so I guess its nice. So nice to someone or something.
41. R: OK. How did you get that meaning?
42. P: Spot, spot mean dot.
43. R: That's right.
44. P: So, I just make a guess. I do not know.
45. R: How about number 9?
46. P: Be so lucky. Be very lucky
47. R: OK. Number 10?
48. P: What does teak mean? Teak?
49. R: Kick.
50. P: Keek. Oh yeah. Kick, kick mean you hit something right? So I guess its step
51. into.
52. R: OK. And number 11?
53. P: I guess it's something you need to pay for what you did.
54. R: OK. How did you get that meaning?
55. P: I guess the price is mean you need to pay. And a considerable is mean sink
56. sinking no, no I guess.
57. R: OK. And number 12?
58. P: Full swing. Swing so I guess it's exchange.
59. R: OK. How did you get that meaning?
60. P: Swing mean from A place to B place and back and forth so I guess it exchange.
61. R: OK. How about make a beeline?
62. P: I do not know what the beeline I do not know the meaning of beeline. So I guess
63. it's make something from someone.
64. R: Make someone?

65. P: Make something from someone.
66. R: OK. How did you get that meaning?
67. P: Because make a beelie for so I guess beelie is something.
68. R: OK. Number 14?
69. P: Go to dogs. I remember a D-O-G is kind of place is the war. So I guess its mean
70. someone need to get hide.
71. R: Get in?
72. P: Someone hide.
73. R: Oh. I see. Someone's hiding. How did you get the meaning? Something about
74. the war?
75. P: Yeah.
76. R: OK. Tell me a little about that.
77. P: I remember D-O-G is not a dog a kind of place in the war and they can hide
78. inside and you can I do not know its yeah.
79. R: That's ok. Good. Number 15?
80. P: Ride on someone's coattail. I guess a coattail is one place on a animal so you
81. cannot ride animal's tail so it's impossible.
82. R: OK. So the meaning is...
83. P: It's impossible.
84. R: OK. And number 16?
85. P: Bread and bottom mean rewards.
86. R: OK. How did you get that meaning?
87. P: I guess from because in the war the peoples can not add many kind of a things
88. so if they can get a bread and bottom they will be good enough so I guess if
89. someone get a bread and bottom they will means reward.

90. R: OK. So you're thinking of war again right?
91. P: Yeah.
92. R: What is making you think of war?
93. P: Because I read a text before its regarding a war.
94. R: Oh, Task A. OK. OK. And number 17?
95. P: What does in a pickle. Pickle is a vegetable right? So I guess its someone
96. become a vegetable.
97. R: OK. Can you tell me a little more about that? What do you mean "become a
98. vegetable"?
99. P: IN the pickle. Pickle is something can to eat. I do not know. I read Task A. and
100. it's about the man so its I guess its means in a pickle means someone become a
101. vegetable.
102. R: OK.
103. P: But it's not meaningless right?
104. R: It's not meaningless. That's right.
105. P: Yeah. Yeah.
106. R: OK. Ah... Number 18?
107. P: In over one's hand. Whats a lie.
108. R: Say again.
109. P: Whats the lie.
110. R: OK. How did you get that meaning?
111. P: I mean never is because I ties A the article the reading article say American
112. blablalal in over one's hand so I remember its describe he he escape to from
113. American to Canada so maybe whats a lie.
114. R: OK. And number 19?

115. P: Poor. Make something more quickly.
116. R: OK. How did you get that meaning?
117. P: Fast mean quickly. So, I guess.
118. R: OK. And the last one? Number 20?
119. P: Last one is difficult one so I guess. Take something for grant. I mean everyth
120. Ni Shuo Dan Lang Ju Su Ju Su Wo Jueda Jur Shur Ni Shuo Dan Lang Du Yi Si
121. Ma.
122. R: OK. And how did you get that meaning?
123. P: Ha ha I do not know this I do not know. I just make a guess. I don tknow.
124. R: So it might be the same as a Mandarin idiom?
125. P: I do not know. I do not know.
126. R: OK. No problem. Thank you.

#### Task B - Jasmine

Time: 9:02

**Note: At many times Jasmine’s response to my question of “How did you get that meaning?” would be very curt. She looked at me, laughed a little and just repeated the word as if the word said it all. She acted as if her answers were completely self explanatory and therefore necessitated no explanation. Example:**

102. R: OK. Got it. How about in full swing?
103. P: *Um, in full swing I think it might imply someone have has enough chances to do something.*
104. R: OK. How did you decide that?
105. P: *Full. This word. Full swing. You know full swing? Swing? Swing?*
106. R: Sure. You mean like on a playground?
107. P: *Yeah. On a playground.*

**108. Additionally, based on her answer for number 17, I think she may have been lying at times.**

109. R: OK. 17. In a pickle?

110. P: *In a pickle. It might imply somebody encountered some troubles. In a dilemma.*

111. R: Dilemma?

112. P: *Dilemma. Yeah.*

113. R: OK. How did you decide that?

114. P: *Guess.*

115. R: Just guessing? But, what makes you guess that?

116. P: *In a pickle. Pickle. I do not know. Maybe it's my intuition.*

117. R: Just intuition? OK. No problem.

118. P: *Yeah.*

1. R: This is Task B for Jasmine. Can you tell me about the first one? What did you
2. write for the first one?
3. P: Things come naturally.
4. R: How did you get that answer.
5. P: I just guess because right as rain. Rain you know is natural sign so it could be
6. imply that things come naturally.
7. R: OK. How about the next one?
8. P: My answer is "I do not know."
9. R: No problem. How about number 3.
10. P: Show someone the ropes. I guess it might be support somebody. Someone
11. support.
12. R: Can you give me a little more information about that? What kind of support?
13. P: Like give somebody money or give somebody a job to do something earn



14. money?
15. R: OK. How did you decide that?
16. P: Decide what?
17. R: Your answer.
18. P: Ropes. Because I see ropes. Because when somebody drown you give that
19. person a rope it can save his or her lives so...
20. R: I see what you mean. How about the next one?
21. P: What does "fly off the handle"? I think it might be imply escape doing
22. something.
23. R: OK. How did you...
24. P: fly off.
25. R: OK. OK. And the next one?
26. P: What does the salt of the Earth mean?
27. R: Yeah.
28. P: I think it implies something very important because you know salt salt if we we
29. we eat something without salt then the food will not so tasty so I though salt is not
30. so I how to say that it is a very small thing but it is very important so it implies
31. something very important.
32. R: I see what you mean. Number 6.
33. P: What does bring something home mean? Bring something home I guess it
34. might imply takes advantage of something.
35. R: What do you mean by "take advantage"?
36. P: Take some advantage from something and then you take advantage and then I
37. do not know I just its just my guess.
38. R: That's fine. No problem. I just wondered, do you mean a positive or negative

39. meaning?
40. P: Positive
41. R: OK. I understand. Number 7.
42. P: A sign of the times.
43. R: Yeah.
44. P: I do not know.
45. R: No problem. Number 8.
46. P: What does have a soft spot for? I think it imply a very vague image on
47. something.
48. R: OK. How did you imply that?
49. P: Because soft spot. Why he use soft spot? Why not hard spot? I just guess it kind
50. of, I just think so. That image.
51. R: OK. Number 9? Be so lucky?
52. P: I think it might be an ironic expression about something.
53. R: Can you give me a little more information? OK. It's "ironic". But, what does it
54. mean?
55. P: So lucky. Because he the person is so unlucky he is so unlucky so he just want
56. to say he is lucky. I do not know. Because you are in the bottom of the. You are so
57. unlucky if you are say. If you still say you are so unlucky I think his mood would
58. be so negative and if he use "so lucky" maybe he would become lucky again.
59. R: So, you are thinking back to Task A?
60. P: Yeah.
61. R: OK. How about number 10. Kick in.
62. P: Kick in. I think it might be imply participate in something.
63. R: OK. How did you decide that?

64. P: In. Kick in. Not kick out. Join in. Participate in. Just guess.
65. R: OK. That's fine. Number 11. Considerable price.
66. P: Considerable price means ah I think it means a reasonable budget.
67. R: OK. How did you decide that?
68. P: Considerable is similar to reasonable. Price. Budget.
69. R: OK. Got it. How about in full swing?
70. P: Um, in full swing I think it might imply someone have has enough chances to
71. do something.
72. R: OK. How did you decide that?
73. P: Full. This word. Full swing. You know full swing? Swing? Swing?
74. R: Sure. You mean like on a playground?
75. P: Yeah. On a playground.
76. R: OK. And the next one? Make a beeline?
77. P: I just mention it. it kind of means that someone set a bottom line.
78. R: OK. How did you decide that?
79. P: Ha. Because I see beeline here. Bee. Line. Bottom line.
80. R: OK. That's fine. How about go to the dogs?
81. P: Go to do the dogs, dogs I think it might be imply somebody get into some
82. troubles.
83. R: What do you mean?
84. P: You know dogs? You know, there is an idiom "it rained cats and dogs"?
85. R: Sure.
86. P: Cats and dogs. And here, go to the dogs. I just guess it might be somebody
87. encountered some troubles.
88. R: That's interesting that you're thinking of another idiom to help you figure out

89. this one.

90. P: Yeah.

91. R: That's pretty cool. Alright. How about number 15? Ride on someone's

92. coattails.

93. P: Ride on somebody's coattails? I think it might imply occupied somebody's

94. belongings.

95. R: What do you mean?

96. P: Ride on some. Ride on. You know you ride on?

97. R: Hm.

98. P: It could be occupy.

99. R: OK.

100. P: It's just my guess. So, yeah.

101. R: Good.

102. P: Ride on made me think that maybe someone want to occupy the somebody's

103. future fortunate word somebody's belongings anything yeah.

104. R: OK. Good. And the next one?

105. P: What does bread and butter mean?

106. R: Mm.

107. P: I think it means ah make a living make a living yeah.

108. R: OK. How did you decide that?

109. P: You see you see bread here butter here. We need to eat bread and use butter

110. every day so I think it might imply daily life.

111. R: OK. 17. In a pickle?

112. P: In a pickle. It might imply somebody encountered some troubles. In a

113. dilemma.

114. R: Dilemma?

115. P: Dilemma. Yeah.

116. R: OK. How did you decide that?

117. P: Guess.

118. R: Just guessing? But, what makes you guess that?

119. P: In a pickle. Pickle. I do not know. Maybe its my intuition.

120. R: Just intuition? OK. No problem.

121. P: Yeah.

122. R: How about number 18?

123. P: In over one's head. This one I really do not know.

124. R: That's no problem. 19?

125. P: Pull a fast one? I think it might be implies somebody do something as quick as

126. possible. Very quick.

127. R: OK. How did you decide that?

128. P: I see fact here. Fast.

129. R: OK. And the last one. Number 20?

130. P: Take something with a grain of salt. This one I really do not understand.

131. R: OK. Thank you very much.

132. P: You're welcome.

Task B - Karina

Time: 17:59

1. R: OK. This is Task B for Karina. How about the first one? What did you write for

2. the first one?
3. P: What does as right as rain mean?
4. R: Yeah.
5. P: The first thing that came out of my mind is in Chinese.
6. R: OK.
7. P: Ji Shur Yu. Like the rain you really need. The rain comes at the time you
8. really need it.
9. R: OK.
10. P: In Chinese we say Ji Shur Yu. And English definition that I wrote was help was
11. delivered right at the right timing.
12. R: OK. So the focus is on the timing?
13. P: Yeah. The timing.
14. R: "Help at the perfect timing."
15. P: Yeah. The perfect timing.
16. R: So, you used a Mandarin idiom to get this meaning?
17. P: Mm, no I used the I think about the, the, the article I just read and I try to guess
18. its meaning in context.
19. R: OK. So you're thinking back to Task A?
20. P: Yeah.
21. R: Good memory. How about number 2?
22. P: What does be on the backburner mean? Its because I remember the person was
23. trying to get rid of some thoughts out of his mind so I think he was trying to put
24. some backburner to me sounds like something you can use to burn it is an
25. equipment you can use to burn something. So, I figure it might means to get rid of
26. some thoughts.

27. R: OK. And, show somebody the ropes?

28. P: Oh, I know this idiom. Ah, its ah, its to teach someone the tips.

29. R: OK.

30. P: Of successfully doing something. So what does fly off the handle mean?

31. Because I totally forgot where I saw this idiom. So I cannot think back to get the

32. meaning from the context. So, this one I I'm not sure about the meaning. I cannot

33. guess from the context so I can only guess from the actual words given here.

34. R: Right.

35. P: Fly off the handle. I consider handle is something you can control. So, fly off

36. the handle is something out of control so I said the meaning may be over the top.

37. R: Over the top. OK. Over the top is also an idiom, so do you mean 'over the top'

38. (a)?

39. P: Oh no! Over top means um, something's gone over the top somethings gone out

40. of its limits its become a little bit unbearable a little bit out of its limits.

41. R: OK. Salt of the earth?

42. P: Salt of the earth. Also, I think back to the passage again.

43. R: You're talking about Task A?

44. P: Yeah, it's about the, the man who ran to Canada and he met a friend who can

45. help him. SO, first from the context, I think salt of the earth cannot mean because

46. the man used salt of the earth to describe his friend in Canada so he can't mean

47. anything bad.

48. R: OK.

49. P: First of all, second of all, Salt was considered precious in the old times so I

50. figure the meaning could be someone or something important that should be

51. cherished or feel grateful for.

52. R: OK.

53. P: And the sixth one. What does bring something home mean?

54. R: Yeah.

55. P: I totally forget where I read this.

56. R: That's alright.

57. P: I cannot guess. I say "I do not know."

58. R: OK. No problem.

59. P: And 7, a sign of the times I do not know. Because I can't remember where I read

60. it.

61. R: For this part, I am not trying to test your memory or what you can remember

62. from Task A.

63. P: Oh, so I can just guess from the words I see.

64. R: Actually, yeah, it's better if you do that.

65. P: OK. Can I do it now.

66. R: Sure, it's no problem. If you want to change your answer for 'bring something

67. home' and 'sign of the times' you can. You do not have to, but you can.

68. P: OK. So,

69. R: This is not a recall test or a memory test. I couldn't recall so much from

70. memory myself you know?

71. P: Yeah. No, I cannot figure out what it means just from the words here.

72. R: OK. That's fine.

73. P: Number 8. What does have a soft spot for mean? I think it is a weakness

74. because it is something soft.

75. R: Can you give me a little more detail about that?

76. P: I was thinking if I say "oh, I have a soft spot" I was trying to make a sentence



77. for this. Like, I have a soft spot for something means I could figuratively it could  
78. mean that I could be hurt by that something easily so that thought cannot be  
79. strength it must be metaphor it must be weakness.

80. R: A metaphor, yeah OK. You just made an example but can you fill in that last  
81. gap? Like, "I have a soft spot for..."

82. P: Ah, I have a soft spot for maybe I would think ah, according to my definition if  
83. it's a weakness I would say I have a soft spot for sense of direction but it doesn't  
84. sound right to me. I would if I could use it in a sentence I should say I have a soft  
85. spot for ... my daughter.

86. R: OK. A weakness.

87. P: Yeah, then the definition should be I ah, I think I should its better if I can't find  
88. a English definition for it but Mandarin, yes. A soft spot. Its not a weakness. Its  
89. something soft, something you just, how do you say that in English? Cannot be  
90. weakness. Something soft. Like a weak point you have? No? Mm. Soft spot. I  
91. cannot find a right word for it!

92. R: That's fine. I appreciate your trying anyways. How about the next one?

93. P: Can we come back to it if I think of it?

94. R: Sure that's no problem. If you think of it, if it comes to you later in this task, no  
95. problem.

96. P: OK. What does be so lucky mean? I think it's sarcastic.

97. R: OK.

98. P: I think it's like ah, yeah, I, it's for expressing a desire of wanting to do  
99. something.

100. R: OK.

101. P: I do not know if the definition is exactly expresses what I mean. But if I put it

102. in a sentence you could understand better. For example if you say, “Oh, do you  
103. want to win the lottery?” and I say “Yeah, I should be so lucky.”  
104. R: OK.  
105. P: Yeah, something like that.  
106. R: OK. Number 10. What does kick in mean?  
107. P: I think it means ‘happen’.  
108. R: “happen”  
109. P: Yeah.  
110. R: How did you decide that?  
111. P: Mm. How do I decide that? Kick in. I just try to put it in a sentence. Like  
112. “How do you like it to kick in?” Ha ha.  
113. R: OK.  
114. P: So, I think it maybe mean happen. Because “kick” just kick something in then  
115. something happens.  
116. R: OK. How about at a considerable price.  
117. P: I think it means “cost a lot”. I thin this one is pretty literal.  
118. R: OK.  
119. P: TO me. At a considerable price. Cost a lot does not mean cost a lot of money.  
120. R: Oh?  
121. P: Yeah. Actually, it means cost a lot of effort or you know ah, something it could  
122. mean some psychological pain.  
123. R: Mm-Hm. And how did you decide that?  
124. P: Um, because we have a very similar saying in Chinese.  
125. R: How do you say it in Chinese?  
126. P: Uh, Fu Chu Ji Da Duh Dai Jian

127. R: OK. And it has similar meaning?

128. P: Yeah. In Chinese its Dai Jian means something you need to pay but its not

129. with actual money you have to pay with like some pain or some yeah.

130. R: OK. And be in full swing.

131. P: In full swing. You know to mean swing means from this end to the other end

132. so I figure it means 'totally.

133. R: Totally. How about make a beeline.

134. P: Ha ha. This one I have no idea.

135. R: OK. No guess?

136. P: Yeah, make a beeline. It's like ah, uh, uh, how, um, as a non-native speaker

137. instinct I would say it's make a limitation make a boundary of something.

138. R: OK. What makes you think of that?

139. P: Because a bee is something make a buzz. Make a beeline is like if you reach

140. the boundary the bee would bit you or make some buzzing. The limit is there

141. do not touch that. Ha ha.

142. R: OK. I got it. How about go to the dogs.

143. P: Go to the dogs. Ah, my guessing is get into a terrible situation or status.

144. R: And how did you decide that?

145. P: Because in English language "dog" is not a never a good word. I mean when

146. you use it as a curing word. So I figure go to the dogs is get into terrible

147. situation.

148. R: OK.

149. P: Ride on someone's coattails. I was thinking of um, it's like um, I think it

150. means, um, taking advantages of someone else or you build your own happiness

151. on someone else's pain.

152. R: OK. How did you decide that?

153. P: Because, as a coattail I think it's like a tuxedo and it's got a tail and if you ride

154. on a tuxedo you're going to make the person who is wearing the tuxedo really

155. not convenient so it's not good for that person so if you're riding on that

156. someone's coattails it's like your building your own happiness on someone else's

157. pain.

158. R: OK. I see what you mean. How about bread and butter?

159. P: Oh, this one, I know the meaning. Like the money you bring home.

160. R: OK.

161. P: What does in a pickle? This one, I do not know.

162. R: OK. No guess?

163. P: Because, I cannot guess this one because I do not like pickles.

164. R: Ha ha.

165. P: Ha ha. And to me, from my cultural background I would think someone in a

166. pickle means in a lot of pain.

167. R: OK.

168. P: But...

169. R: Like, physical pain?

170. P: Yeah, to me, pickles are a very terrible kind of food. But I do not think people

171. from the pickle culture think so.

172. R: "The pickle culture"?!

173. P: Ha ha. I mean western culture.

174. R: I'm going to remember that. That's funny.

175. P: You know, people from the western culture they seem to love pickles. So I

176. cannot stand on their shoes to figure out what they actually mean when they

177. stand on a pickle.

178. R: That's find. How about "in over one's head"?

179. P: This one I say "I do not know." I have very poor instinct um about prepositions

180. and this one is in over its all about prepositions. So it's difficult for me to guess.

181. R: So, no guess?

182. P: No.

183. R: That's OK. How about number 19?

184. P: Pull a fast one. Ah, in the paper I wrote I do not know. But actually I think I can

185. guess. Its pull fast one to me means maybe like make a quick decision to get

186. something done.

187. R: OK. How did you decide that?

188. P: Because pull is like pull something out of your mind as fast as you can. You

189. have to make a decision.

190. R: OK. And the last one?

191. P: What does take something with a grain of salt mean? Ah, earlier I said ah, salt

192. as something the salt of the earth should be something we cherish. So take

193. something with a grain of salt I figure it's take something with gratitude.

194. R: OK. Can you tell me again why? Why gratitude.

195. P: Because since salt is very precious and its very precious like it makes our life

196. better it makes our food better so in a figurative sense its somebody or something

197. makes your life better you should have some gratitude for that person so

198. something you should take something with gratitude.

199. R: OK. Thank you very much.

200. P: No problem.

Task B - Lolita

Time: 17:06

1. R: OK. This is Task B for Lolita. So, how about the first one? What did you write
2. for number 1?
3. P: Ah, I write something which is trans or instant to cope with.
4. R: OK. How did you decide that?
5. P: Because the word "right" means correct or maybe something you do. Yeah, you
6. do it at the right time. Yeah, so so, yeah. That's. And I think rain is rain means
7. something good to people.
8. R: OK.
9. P: Yeah. Because it make things to grow.
10. R: That's true. OK. How about number 2?
11. P: I write something which is behind a news or message.
12. R: OK. How did you decide that?
13. P: Yeah. I decide it because the word back.
14. R: OK.
15. P: Yeah. Um. And I'm, not sure what does burner means but I guess it may be a
16. building. Yeah. So, I think the idioms means something that you can see um,
17. behind a something you can see which is under surface meaning.
18. R: OK. Good. How about number 3.
19. P: I write give someone clues.
20. R: OK. How did you decide that?
21. P: Because the word "ropes". Um, show someone the ropes may means show

22. someone the reasons or, yeah, or the clues of something. Because I think ropes
23. have different meanings and the abstract meaning can yeah, can refers to clues.
24. R: OK. How about number 4?
25. P: I write something which is too surprising.
26. R: Alright. How did you decide that?
27. P: Um, because “fly off” and im not sure what handle means. I think it may beum,
28. (gasp) it may be a place where people rest.
29. R: OK.
30. P: So I think maybe it means something which is really unusual or make you
31. surprise so when you hear it you fly, um you quickly leave the place where you
32. sleep well.
33. R: OK. Good. How about number 5?
34. P: Um, I write something or somebody which are beneficial to others.
35. R: OK. How did you decide that?
36. P: Um, um because the salt. Because salt can be to can be used in cooking.
37. R: OK.
38. P: And it make the food to have some taste. Yeah. So, I think salt means
39. something beneficial.
40. R: OK. So it’s like a good taste.
41. P: Yeah.
42. R: OK. And how about number 6?
43. P: I write make somebody feel comfortable. Like he is at home.
44. R: OK. How did you decide that?
45. P: Because of the word “home”. Yeah, so I think bring something home means
46. like treating your guest you made the guest feel really comfortable and at ease.

47. R: OK. OK. How about number 7?
48. P: I write a kind of phenomenon which is representative to the times.
49. R: OK.
50. P: Because of the word sign. Do I still need to explain?
51. R: I hope so. I hope you can tell me why. Because, if you just say “because of
52. sign”, I do not know what you are thinking. I can’t really read your mind. So, the
53. more you say, the better for me.
54. P: A sign means something. Something you can see. Before something happens.
55. Yeah, so...(20 sec. pause) so maybe a thing. (sigh)
56. R: That’s OK. It’s too tricky right?
57. P: Yeah it’s difficult to me.
58. R: That’s OK. How about the next one? Number 8.
59. P: Um, I write have a weakness.
60. R: OK.
61. P: Because soft. Um means, yeah, I think soft can refer to people’s drawback or
62. weakness.
63. R: OK. How about number 9?
64. P: I just write “so fortunate”.
65. R: OK. What made you decide that?
66. P: Um, Because, lucky and fortunate is the synonym.
67. R: OK. That’s true. How about number 10?
68. P: Um, I write “make someone able to achieve something”.
69. R: OK. How did you decide that?
70. P: Because “kick in” ah, in ah, the preposition in, yeah its not out. because usually
71. kick out means you are forced to drop off yeah drop out so I think in means um,



72. you are able to do something. um and and it is you are helped by someone so so,

73. yeah so you can achieve something.

74. R: OK. How about number 11?

75. P: I write "a large amount of money."

76. R: OK. How did you decide that?

77. P: Because considerable means it can refer to a large amount.

78. R: OK.

79. P: Yeah.

80. R: How about number 12?

81. P: I write "varying or unsteady situation".

82. R: Alright. OK.

83. P: Because I think swing is the the thing that we can sit on it. So, full swing may

84. means the swing moves ah back and ward and it cannot just stay in one place.

85. Yeah.

86. R: OK.

87. P: Yeah.

88. R: OK. Good. Ah, number 13?

89. P: I write "be diligent to do something".

90. R: OK. How did you decide that?

91. P: Because, bee is diligent, so, ha ha. So, when a group of bees, they make a line,

92. it may means get ready to um make efforts to do something.

93. R: OK. How about 14?

94. P: I write "make a stand to one side".

95. R: OK.

96. P: Um, because I think the dogs may be a group of people they have a certain

97. stand so go to a group of people may means you decide to originally you do not

98. agree with them but at last you decide to you agree with them and you support

99. with them you choose to go there.

100. R: OK. How about the next one?

101. P: I write make someone angry.

102. R: OK. How did you decide that?

103. P: Because of tails. Um, I do not know what “coat” means but, but usually a tail

104. of a dog, yeah if you, if you step on a dogs tail, it will make it very angry so I

105. think it means, it means I think it means you know someone who someone who

106. care about something but you, you still, um, you still do it and it will make the

107. person angry.

108. R: OK. How about the next one. Bread and butter.

109. P: I do not know what it means but I write “money or things you have” and it’s

110. the opposite of something spiritual.

111. R: OK. What makes you think of that?

112. P: Yeah, because “bread” I think bread can refer to the job you have or your

113. finance situation.

114. R: OK. Number 17.

115. P: I write “in a tough situation.” but I do not know what pickle means.

116. R: OK. How did you decide that?

117. P: I guess pickle may means um, the things on your face.

118. R: OK. OH, right.

119. P: I’m not sure because I do not know the word.

120. R: Sure. OK. Good. How about number 18?

121. P: I write the ideas that someone can think of.

122. R: Uh-huh?

123. P: Um, because over means out of um, um, something which is out of you and

124. you can't reach it.

125. R: OK. And number 19?

126. P: I write "people who perform poorly and they also drag others down."

127. R: How did you decide that?

128. P: Because pull. Um, a fast one may means people who run fast so people who

129. are better and you pull it down means, ha ha, means, um, you make them, um,

130. not perform so well.

131. R: OK. Good. And the last one. Number 20?

132. P: I write "get prepared to face something".

133. R: OK.

134. P: Because a grain of salt. I do not really know what a grain means here but I

135. think it sound like you take off something with salt so maybe you have to get

136. yourself ready to face something.

137. R: OK. OK. Great. Thank you.

Task B - Mildred

Time: 13:57

1. R: This is Task B for Mildred. So how about the first one? What did you write for

2. the first one?

3. P: Ah, the first one is what does as right as rain mean? And I think ah its going to

4. rain it will rain very quickly. Maybe right now we were watching TV and the

5. other person say "Oh, it's about to rain." then it rain with a minute. So I think as
6. right as rain might mean has to do with very quickly.
7. R: OK. Great.
8. P: OK. And the next one?
9. R: Yeah. On the backburner.
10. P: Yeah. On the backburner. This remind me of one thing. Light candle. And right
11. now the, the front one is burning and the back one is still burning so on the two
12. sides.
13. R: Both ends.
14. P: Maybe it's used to describe a person who is exhausted and he cannot take care
15. of everything very well and he or she is facing difficulty and facing no solutions.
16. R: OK. Cool. Good. How about show someone the ropes?
17. P: Show someone the ropes. I think this one remind me of some movie plot like
18. right now I'm facing a problem and suddenly I just see the rope so I can just climb
19. up the rope. Like someone show me some help. So I think show someone the
20. ropes maybe mean provide help. Yeah.
21. R: OK. How about the next one?
22. P: Fly off the handle. Ah, for me ah the handle means I usually use the word
23. handle to describe I want to take care of something like um it's a problem that I
24. need to handle right now and the two words fly off. Fly off is like ah, let me ah,
25. skip out the module that I'm doing things. You know the circle like I'm doing this
26. things always in this kind of module and then I need to skip out of this kind of
27. module and use another ah use another way of doing things.
28. R: OK. So it is a positive or negative meaning?
29. P: Its, I think its neutral.

30. R: OK. Cool. Good.

31. P: So, can you understand me?

32. R: I think so. It's kind of like get out of what I'm doing now?

33. P: Yeah, yeah, yeah. And use another way to kind of do the thing.

34. R: I got it. OK.

35. P: And the next one is the fifth one. The salt of the earth. I think because salt salt

36. is very normal in earth. Salt, we kind of take these things for granted because

37. when we were like ah, sweating, or like going to beach then when we get out from

38. the beach we will have salt on our body so we think that I think that salt is very

39. normal so for me I think this idiom is used to describe ah ah one thing ah very

40. ordinary and nothing very special.

41. R: Mm-hm. And the next one? Bring something home?

42. P: Bring something home is like for me this remind me of making a living. So,

43. bring something home is that oh, you went out home and when you got home you

44. must bring something so, that means you need to bring some money or bring

45. some,

46. like food things, yeah from outside when you get home.

47. R: OK.

48. P: And the next one is a sign of the times.

49. R: OK.

50. P: So, a sign of the times. Times for me is like many many time like frequency.

51. So,

52. I think this idiom might be used to, to, to, show someone that maybe one thing or

53. one situation occurs very frequently. Yeah. A sign of times. Because I usually use

54. the word times for example I have seen this movie for 10 times. Yeah. That means

55. frequency so I kind of ah, guess the idiom from the words that I know because I
56. do not know the things that they put together so, yeah.
57. R: OK. Great.
58. P: And the next one is having a have a soft spot that I just mentioned.
59. R: Yeah.
60. P: Yeah. Soft spot. So, I usually do not think that soft this word can use to be with
61. place or locations but for me maybe because soft is very comfortable or very safe
62. so, maybe this mean have a soft spot mean have a shelter for a someone or maybe
63. have a soft spot can help you escape from danger.
64. R: OK. Great. And, be so lucky?
65. P: Be so lucky. I think this one is being ironic.
66. R: OK.
67. P: Yeah. Like ah “ha ha I’m being so lucky to meet you” something like that.
68. Yeah.
69. R: OK. So, tell me a little bit more.
70. P: So, maybe this one is because I still have a little memory about that article.
71. R: OK.
72. P: So, in that article the friend kind of like being betrayed by the other one so, he
73. say I’m being so lucky to be your friend. Yeah something like that.
74. R: OK. Great. How about number 10? Kick in.
75. P: Kick in. Oh. Kick in. Ah, ah for me kick is like playing a ball or some kind of
76. sport so kick in kick is like the action of kick so maybe its like, get into a position.
77. You’re very desired to get into one position so you use kick in this idiom.
78. R: What kind of position? Like a physical position?
79. P: No, no, no. Like, um, a job position like a thousand want to get in that job so I

80. must kick in myself to that position.
81. R: I got it.
82. P: And next one. At a considerable price. I think this one, this one um, this one
83. just remind me of some Chinese explanation like you do something you must pay
84. something in return like this one is like a little bit negative meaning like for
85. example you broke your cups you must pay something in return. This might bring
86. some bad luck.
87. R: Mm-hm. You said this reminds you of a Chinese saying or idiom or something?
88. P: Ah, no just some situation that happen all the time and the old generation
89. people will say something that “oh you are doing this things you must be careful
90. that something will reach you.”
91. R: Oh, I see. So like, it will come back? Come back to you. I see what you mean.
92. P: Yeah, yeah, yeah. Like, revenge or something.
93. R: Oh, yeah. You have to be careful!
94. P: Yeah. Ha ha ha.
95. R: How about number 12?
96. P: Ah, in full swing. Ah, swing I um, I also uh guess this idiom from the
97. individual word because in full to me is like a lot many and swing is like do some
98. labor job like agriculture job yeah so to me its used to describe ah a person who
99. has a lot of job and a lot of work to do.
100. R: OK. Great. And number 13?
101. P: Make a beeline? And ah, I think because bee when I think of bee there must
102. not be only one bee there must be a lot of bees so maybe this one is used to
103. describe some situations which is very crowded and a lot of people are in there.
104. R: OK. Great.

105. P: Yeah. And the next one is go to the dogs that I write down I do not know.

106. Because. yeah.

107. R: No guess?

108. P: No. I try.

109. R: That's OK. No problem. How about the next one?

110. P: Ride someone's cocktails. (coattails)

111. R: Yeah.

112. P: Um, when I see cocktails (coattails). Does this mean the drink cocktails? I just

113. guess because I first ah though of this word the drink cocktails but later on I just

114. kind of forget about the word cocktails because ah, guess on the other rest words.

115. So, ride on someone's da da da so ride on means you are above one's for

116. example back you ride on something so that means be bullying something

117. because you are riding on the top of him or her. So, I think its not very polite so I

118. think I write down bully someone here because I guess this idiom based on the

119. two word ride on.

120. R: I've got it. OK.

121. P: And the next on is bread and butter.

122. R: Yeah. Right.

123. P: So, to me because we used to read a lot of literature and its all about some

124. domestic matter so I remember that I see this all the time bread and butters and

125. it's about making a living.

126. R: So you've read about that in books?

127. P: Yeah.

128. R: Great.

129. P: And the next one is in a pickle.



130. R: Yeah.

131. P: Yeah. I just asked you and I think because I need to guess the idiom from the

132. individual word and if I get rid of pickle in a that doesn't make sense to me so I

133. write down I do not know here.

134. R: So you're not sure about pickle.

135. P: Yeah.

136. R: OK.

137. P: I do not know the word.

138. R: No problem.

139. P: Pickle. Is that pickle (pointing to a pimple on her face).

140. R: Maybe.

141. P: OK. What does in over one's head mean? Because the other uh the other uh,

142. idiom is like ride on someone's cocktail.

143. R: Right.

144. P: So I write down bully someone in that idiom and to me this one is like even

145. more stronger like about to defeat someone.

146. R: OK.

147. P: Yeah. Because you are like over one's head right. So to the person who is on

148. the ground so maybe he or she will feel very scared because maybe one strange

149. thing is on his head.

150. R: OK.

151. P: Its kind of like movie plot.

152. R: Good. I love movies.

153. P: Yeah. Ha ha.

154. R: It's good to think of things in movies. Ha ha. OK. Pull a fast one.

155. P: Pull a fast one. I write down being jealous here because um maybe this remind  
156. me of two people. Maybe one is running faster that you and he or she is always  
157. in front of you and you are the one who are who left behind. So, maybe you will  
158. wants to pull his or her leg and you will want to be the one who is faster. So,  
159. maybe you will do maybe this idiom might be used to describe some situation  
160. that a person wants to do something to hinder one's career.

161. R: OK. I got it. And the last one. Take something with a grain of salt.

162. P: Take something with a grain of salt. Ah to me, grain of salt is like something  
163. very ordinary so, I think this phrase might be used to tell someone being  
164. practical yeah because to me a grain of salt is alike a very ordinary thing and it  
165. exactly the opposite of gold and silver something like that so I kind of compare  
166. these two things and one is being maybe imaginary and the other one is being  
167. practical.

168. R: Practical.

169. P: Yeah. Practical.

170. R: Alright. Thank you very much.

171. P: Alright.

Task B – Nora

Time 6:30

1. R: This is Task B for Nora. So, how about the first one? What did you put for the
2. first one?
3. P: I think as right as rain is very natural because rain is a natural situation and

4. right as rain is very natural.
5. R: OK. How about number 2?
6. P: Be on the backburner. I do not' know what that mean. And I tried very hard try
7. to guess the meaning but I still cannot get it.
8. R: OK. No problem. How about the next one?
9. P: Show someone the ropes. I think that is give someone the hints to do
10. something.
11. R: OK. How did you decide that?
12. P: Because I think ropes is rope is a hint for me because I think rope is to show
13. people one head of the rope so that people can guess what the thing is.
14. R: OK.
15. P: So I think it's a hint.
16. R: OK. How about the next one?
17. P: Next one is fly off the handle. I think it's getting mad. Because I thought about
18. when I read the article and the idiom appeared in the sentence that their families
19. are very ashamed of the characters job and the last idiom is fly off the handle so I
20. think that's kind of emotion of getting mad.
21. R: OK. How about the next one?
22. P: Next one is salt of the earth. I think it's something harmful.
23. R: OK. How did you decide that?
24. P: Because salt and earth if there's salt in the earth than the earth cannot plant
25. seeds or something so I think that's something harmful.
26. R: OK.
27. P: And, next is bring something home. I think that's to earn money or something
28. like reputation.

29. R: OK. How did you decide that?

30. P: Cause you bring home something is I think the something is to help your family

31. so you bring home cause when you bring home that mustn't be something harmful

32. for your family so I think bring something home is earn money like bring bread

33. home or something like that.

34. R: I see what you mean. OK. Number 7. A sign of the times.

35. P: A sign of the times. I think that's something remarkable. That must be

36. something significant at that period of time so I decided that means something

37. remarkable.

38. R: OK.

39. P: Next have a soft spot for have a soft spot for, I do not know what that meaning

40. is.

41. R: No guess?

42. P: Mm-hm.

43. R: OK. No problem.

44. P: Next one. Be so lucky. I think that's someone in a bad luck.

45. R: OK. How did you decide that?

46. P: In the article that I read, the character said "I should be so lucky." And I should

47. be make me think about something is different or totally opposite so I think that's

48. in a bad luck.

49. R: You really remember Task A huh?

50. P: Yeah.

51. R: That's good. How about number 10?

52. P: Kick in. Get to the point.

53. R: OK. How did you decide that?

54. P: Cause when I see kick in the idiom it make me think of soccer game just kick in  
55. the gate. So, I think that get to the point.  
56. R: OK. You mean get to the point like in a conversation?  
57. P: Yeah.  
58. R: Like, if I'm talking and you do not know my point?  
59. P: Mm-hm.  
60. R: And you'd tell me to kick in?  
61. P: Yeah.  
62. R: OK. Ah, number 11.  
63. P: At a considerable price. I think that means very fair.  
64. R: OK.  
65. P: Because I just read considerable and I think that's OK for everyone.  
66. R: OK.  
67. P: So I think it's very fair. Next one, in full swing.  
68. R: Mm-hm?  
69. P: I think that is almost to the end. Also from Task A because it says the war is in a  
70. full swing.  
71. R: Mm-hm.  
72. P: So I think that maybe the war is approaching to the end so I think that's almost  
73. get to the end.  
74. R: OK.  
75. P: Next, make a beeline. I think that's a way to communicate.  
76. R: OK.  
77. P: Because the way a bee flies is the way they are communicating with each other  
78. so I think that's a way of communication.

79. R: Hmm.

80. P: Next is go to the dogs. As I mention in Task A, I think go to the dogs is a

81. situation that is getting worse and worse.

82. R: OK.

83. P: Because in that sentence say the government is go to the dogs.

84. R: Right. Right.

85. P: Cause in the war so I think it's the situation of getting worse.

86. R: OK.

87. P: Next is ride on someone's coat tails. I think that's take advantage of someone

88. but, I'm not sure. Cause I just guess.

89. R: OK. When you say "take advantage" are you thinking like a positive, neutral or

90. negative meaning?

91. P: Positive.

92. R: OK. Great. Next one?

93. P: Bread and butter. I think that is something for people to make a living. Like job

94. work or something.

95. R: How did you decide that?

96. P: Because I think I have read bread and butter before in a sentence that I gave to

97. students.

98. R: Ah, I see.

99. P: Yeah. And next one is in a pickle. I do not know what that mean.

100. R: OK. No guess?

101. P: Mm-hm.

102. R: OK.

103. P: Next, in over one's head. I think that's to forget. To forget something.

104. R: OK.

105. P: Cause, in over they give me that kind of feeling. In over one's head.

106. R: OK. I got it.

107. P: Next on is pulled a fast one. I think that's to choose the best.

108. R: OK.

109. P: Just from the words. And next, take something with a grain of salt. I think

110. that's be very careful. Cause, when I see this idiom it makes me think of a fairy

111. tail. A donkey take a grain of salt and it just want to cross the river and it should

112. be very careful cause if it fall into the river the salt will be very heavy.

113. R: Oh. I've never heard that story before. Is that a Chinese traditional fairy tale?

114. Or...

115. P: I think that's Aesop.

116. R: Aesop. OK.

117. P: Yeah.

118. R: So, it's a really old fairly tale. I'm not familiar with that. I do not know a lot of

119. the Aesop fairy tales. I'm more familiar with the Grimm Brothers. You know?

120. P: Hmm.

121. R: OK. Thank you very much.

## Paula – Task B

Time: 13:06

Note: Despite having mostly fluid sounding speech, Paula's pronunciation is extremely tasking to understand.

Each utterance needed to be re-listened to multiple times in order to ascertain which word she was saying for the transcription.

1. R: This is Task B for Paula. So, how about the first one? What did you write for
2. the, number 1?
3. P: What does as right as rain mean? I thin as right as rain mean is tell about some
4. truth.
5. R: And, how did you decide that?
6. P: Ah, because from the article I read and the the meaning I guess I think maybe is
7. for yeah dating about a lot of the the thing come out and they thin they he do not
8. want to go to a Vietnams and yeah and so he thin many thin prove that to running
9. away is prove ah will is is better to go to a war.
10. R: OK.
11. P: Yeah, so I thin yeah. So, that's what I see about this idiom.
12. R: OK. Great.
13. P: OK.
14. R: And, number 2? What's your answer for number 2?
15. P: All on the backburner because there burn is this like a sunburns or some kinds
16. of hurt and so it may me meant I write what the answer I write is very hurry or
17. maybe emergencies about life or death because maybe were hurt you so much.
18. And you want yeah.
19. R: OK.
20. P: So,
21. R: OK. And number 3.
22. P: OK. Number 3 is about show someone the rope. Ah from the article it mean his
23. friend John show him a rope may me he giving a way to live on yeah so I thin
24. show someone a lode and is point out a way for someone to keep going.



25. R: OK. Great. Number 4?

26. P: OK. And what does bride (fly) off the handle? Ah, actually, I do not understand

27. what this

28. R: No guess?

29. P: Ha ha. Is hard to guess from there literary liter yeah because fly off the handle

30. handle is mean handle on the door yeah but fry off so very hard for me and I can

31. remember was in articles so,

32. R: Yeah. It's not a memory test. You do not have to remember the article.

33. P: OK.

34. R: OK. No problem. How about number 5?

35. P: So, number 1 number 5 is what does the salt of the earth? Yeah I thing the sal is

36. one kind of materials ah on the earth and so but is very important for the humans

37. so may me is not is very often for us to sing but is very important for us to have it.

38. R: OK. OK. Great. Number 6?

39. P: An a what does bring something home means? Ah, I thing is very it must have

40. some important meanings yeah so I thing bring something home is something

41. maybe very touch or very importance for someone's.

42. R: OK.

43. P: Yeah.

44. R: How did you decide that?

45. P: Because it will bring new home mean this you this thin carry a little weight for

46. you so you want to tag home.

47. R: OK.

48. P: Yeah. Ha ha ha.

49. R: Good.

50. P: Yeah, so I thin is a man I thin bring something home(t) maybe maybe is said

51. maybe is bum must be have some meaning for you yeah.

52. R: OK. Number 7.

53. P: What does a sign of the tie (times)? I remember this happen in the end of the

54. article. And he sing he will recalled about why he be betrayed by his friends and

55. so he will say a sign of the time maybe he when we feel sad or when we will feel

56. not so easy and we will sign(t) so and a sign of a time maybe something you fear

57. regret. All some you want to pretend bat for the beginning you want to change it.

58. R: OK.

59. P: Yeah so.

60. P: OK. How about number 8?

61. P: All, what does have a soft spot for mean(t) mean(t) because I focus on the word

62. so spot so spot for me is mean(t) may me the situation ah the surrounding maybe

63. is not so well but you want to be the good man(t) you want half the spot to half the

64. surrounding be nice so you want to have tree people with a kind heart to make the

65. thin become better.

66. R: OK. And number 9?

67. P: Yeah. Number 9 is what does be so lucky means? I think is it a little bit ironic

68. for the man to think about this worry because he must hell the friend John. So

69. when he said be so lucky maybe he have a chance to have a revenge.

70. R: Yeah. OK. Ha ha.

71. P: Yeah. Ha ha. So and how about the 10. The answer for the 10 for kick in I thin I

72. thin is maybe enten(?) or star von star for a ah, yeah to start yeah is mean kick in.

73. R: And, how did you decide that?

74. P: Because you kick mean kick is a bird for you you'll foot to kick someone

75. something so you kick in may me you step in the yeah step in the things star from

76. the job

77. R: OK.

78. P: Yeah. Ha ha. So I thing just guess.

79. R: OK. And number 11?

80. P: Yeah. At a considerable price an so I know this phrase.

81. R: Oh.

82. P: So, I I know it calls a lot for you doing something and you will calls a lot for

83. you.

84. R: Cost a lot of money?

85. P: Uh, may me not. Just for money may me some pay for your by pay for your life

86. yeah you have to, to, do something for the returns.

87. R: OK.

88. P: Yeah.

89. R: And the next one?

90. P: Oh, what does in full swing mean? In full swing, we know swing is for the

91. children to do the swim and in full swim I thin the article is say the government

92. win in full swim so, I thin maybe is mean you want to do something and you use

93. all of your energy to do it.

94. R: OK.

95. P: Yeah, so, and for the make a bee lie (beeline) for, I actually do not know what is

96. mean but if you want me to guessed.

97. R: Yeah, just guess.

98. P: Ha, I guessed, but if you I guessed from the sentence I thin bee is one kinds

99. animal so bee lie is maybe you have the light if thin crossed the lie will have some

100. bad thin happen will be dangerous.

101. R: OK.

102. P: Yeah so, if guess from the the word I salt maybe is lan meanings actually I

103. do not know.

104. R: OK. That's alright.

105. P: OK. What is the go to the dog? I do not know this one either because the go to

106. the dog, go to the dolls it can be bad all good. Because if the doll is very mean

107. then is for you to send to to death to go to ah have dangerous but if the doll is

108. very cute, ha ha, then may me you have enjoyment.

109. R: Sure, ha ha.

110. P: Yeah, so so, go to the dolls. Yeah, I can tell the right ones which one is and the

111. and the what does ride on somebody's cock coat coattail. Coattail is a dress

112. right? Is very formal(t) dress. So, may me is very important for someone and you

113. will that may me to enjoy your life. To, to, to have a wonderful life.

114. R: Mm-hm. OK.

115. P: Yeah. And, Um, what does the braid (bread) and butter? Bread and butter is

116. for people to eat and un live so maybe is earn for living.

117. R: OK.

118. P: Yeah and what does in the pickles? I do not know this one either. Ha ha.

119. R: OK.

120. P: Yeah.

121. R: No guess?

122. P: In a pickle. I do not know.

123. R: OK.

124. P: Yeah. OK.

125. R: Is it because you are not sure about the word pickle?

126. P: Yeah.

127. R: OK.

128. P: Yeah.

129. R: Number 18?

130. P: Number 18? What does is over one's hate (head)? In over one's head, so you

131. can't see. And so maybe you have some trouble and you do not want to think

132. about it so you just put it behind you.

133. R: OK.

134. P: Yeah. So, we done take it into consideration. All you just want to lie for

135. yourself.

136. R: Lie?

137. P: Yeah. You lie to yourself.

138. R: OK.

139. P: Yeah, just put just in over one's head,

140. R: OK. And number 19?

141. P: Ah, what does pull a fast one? Pull fast one? I'm not sures but if I guess pull a

142. fast one mean just guess is to you want to guess something.

143. R: Get?

144. P: Seize.

145. R: Seize?

146. P: You want to seize something.

147. R: OK.

148. P: Yeah OK.

149. R: And, why did you guess that? I know you're just guessing but...

150. P: Yeah. Because, fast one mean means thin just go away go away yeah and you  
151. want to put it back yeah so I thin maybe you see a lot of thin and at first you have  
152. no ancients about what to do you are not you are not sure(t) what you have to do  
153. you should do. And, so when you have think about that and maybe you want to  
154. hole a fast one maybe a little like you want to when you realize that and then you  
155. want to try to to seize the, the, the thing just go away yeah you want to seize it  
156. bat.

157. R: OK. Like, keep it here.

158. P: Yeah. Keep I here.

159. R: OK.

160. P: Yeah.

161. R: Ah, number 20?

162. P: Number 20? What does take something with a grain a grain of salt a grain of  
163. salt in life is very importance for one self so you take something with a grain of  
164. salt is mean(t) you regards the thin is very important.

165. R: Mm-hm?

166. P: Is a key point for this whole event.

167. R: OK.

168. P: Yeah.

169. R: OK.

170. P: So.

171. R: And as you said, most of these you got because you were trying to remember  
172. how they were used in Task A right?

173. P: Yeah.

174. R: OK.

175. P: Yeah, some of it I know but most of it I just remember from Task A.

176. R: OK. Thank you.

Task B – Rosa

Time: 6:48

1. R: This is Task B for Rosa. So, how about the first one? What is your answer for

2. as right as rain?

3. P: Ah, I think that what you said are all right.

4. R: OK. How did you decide that.

5. P: An, because I think the rain is a lot an if you think I think that if you say

6. someone is as right as rain is that what they say is right an also is a lot.

7. R: OK.

8. P: Like rain so what they say are all right.

9. R: OK. How about number 2?

10. P: I put I do not know.

11. R: No guess.

12. P: I really have no idea about this one.

13. R: OK. No problem. What about number 3?

14. P: Number 3 is ha ha I think is tell other to be careful because of the weapon.

15. R: OK. Tell me more. What do you mean? How did you decide that?

16. P: Ah, because, like, when you show someone a rope it mean that you are going to

17. tie them or to kidnap them. So, ha ha.

18. R: Maybe.

19. P: That what I think.
20. R: OK.
21. P: Yeah.
22. R: OK. How about number 4?
23. P: Ah, fly off the ... oh, its handle. I've...
24. R: Do you want to change your answer?
25. P: Yeah, because I was thinking about fly off the candle. Ha ha ha.
26. R: OK.
27. P: The answer is different.
28. R: You can just tell me. What do you think fly off the handle means?
29. P: Fly off the handle? It mean that everything is out of control.
30. R: OK. How did you decide that?
31. P: Because if you can handle something it meant that you can do everything well
32. but if fly off the handle mean thats everything is out of your control.
33. R: OK. How about number 5. Salt of the earth.
34. P: Salt of the earth, my answer is lots of things.
35. R: Lots of things. OK.
36. P: Because I think the salt in the earth there were lots of sea and ocean so the salt
37. are a lot.
38. R: OK. Good. Number 6.
39. P: Ah, bring something home. I think just like bring something home ha ha. An I
40. do not have any answer an it just exactly bring something home.
41. R: OK. The literal meaning.
42. P: Yeah.
43. R: OK.



44. P: And, a sign of the time. My answer is care about the time.
45. R: OK. How did you decide that?
46. P: Ah, I think ah, the time is ah, everyone were care about the time because we
47. need to decide our schedule so we need to care about our time.
48. R: OK. And, number 8?
49. P: Number 8. A soft spot. Pay attention on something.
50. R: OK. How did you decide that?
51. P: Ah, a spot is that I think it just like a spotlight that you want others to pay
52. attention at you.
53. R: OK.
54. P: Yeah.
55. R: OK. And, number 9?
56. P: Ha ha. So lucky. I, I put really lucky.
57. R: OK. OK. OK. How about the next one. Kick in.
58. P: Ah, kick in, to get into the situation.
59. R: OK. How did you decide that?
60. P: Ah, kick in I think is just like fit in so I think is to let yourself to be in the
61. situation.
62. R: OK.
63. P: Yeah.
64. R: Number 11.
65. P: Ah, at a considerable price. I think is a suitable price.
66. R: OK.
67. P: Yeah.
68. R: How did you get that meaning?

69. P: Mm, Ah, considerable. Mm. Actually I do not know.
70. R: Not sure?
71. P: Yeah. Not sure.
72. R: That's OK. How about number 12.
73. P: Ah, I, ah, I put I do not know.
74. R: Really? No guess?
75. P: Yeah, I have no idea about this one.
76. R: OK.
77. P: Yeah.
78. R: How about number 13?
79. P: 13 is ah, to lie up and have a good order.
80. R: OK.
81. P: Yeah, because I see the bee line I think the bees always have the they have to
82. follow.
83. R: Mm-hm?
84. P: I thing that's line up.
85. R: OK. And number 14?
86. P: Go through the dogs. You present loyalty. And the dogs are really helpful and
87. loyal for their ... A...
88. R: Master?
89. P: Yeah yeah yeah. Yes. Ha ha.
90. R: OK. OK. Next one?
91. P: Next one also put I do not know.
92. R: No guess huh?
93. P: Yeah. I really no ideal about this one.

94. R: OK. Number 16.
95. P: Bread and butter? An put food and money.
96. R: OK. How did you get this meaning?
97. P: Ah, I think everyone need to make bread and butter can refer to the food that
98. human beings have in the morning.
99. R: Mm-hm?
100. P: Yeah, an the first mail mel meal meal.
101. R: Mm-hm?
102. P: An I think it can also refers to the money.
103. R: OK.
104. P: Yeah.
105. R: And how about number 17?
106. P: I put I do not know.
107. R: No guess?
108. P: Yeah. In a pickle. No, I do not know. Ha ha.
109. R: That's OK. Number18?
110. P: Number 18, in over one's head. I think is better than others.
111. R: OK. How did you decide that?
112. P: An because I think about a Chinese idiom sayings that
113. Tai-Dai-Ren-Jia-Tou-San like you are over other's head. Means you are better
114. than others.
115. R: OK.
116. P: Yeah, so that's what I thing.
117. R: OK. Ah, number 19?
118. P: Pull a fast one? I thing is to ask other to slow down.

119. R: OK.
120. P: Because, you'll at the fast one to pull him or her.
121. R: Pull 'em back?
122. P: Yeah, Yeah. Pull 'em back.
123. R: OK.
124. P: So, I thing slow down.
125. R: OK. And the last one?
126. P: The last one? I've no idea.
127. R: Really? No guess?
128. P: No. Ha ha.
129. R: Alright. No problem. Thank you.

#### Task B – Sergio

Time: 7:04

1. R: OK. This is Task B for Sergio. So, how about the first one? What did you
2. write for number one?
3. P: As right as rain. I think because rain is quite normal in our lives so I think it
4. may be some normal thing that in our daily lives.
5. R: OK. How about the next one?
6. P: Be on the black burner.
7. R: Mm-hm.
8. P: I think that is something that will be in a hurry or emergency because on back
9. fire seems quite emergency for us.

10. R: OK. Next one?
11. P: Show someone the ropes. I may things it is give someone some directions.
12. R: Mm-Hm? Why? What made you decide that?
13. P: Cause rope is just like a you help him and give him a rope and which makes I
14. thinks when you give some directions, help him.
15. R: OK. Next one?
16. P: Fly off the handle. I was think is kind of lose control or lose someone's
17. protection because fly off is you lose the control something.
18. R: OK.
19. P: An number 5 is the salt of the earth.
20. R: Mm-hm?
21. P: In I will guess because the salt is the necessity on the earth so will also think is
22. some necessity in daily lives.
23. R: OK.
24. P: Next bring something home. Bring something home I would just uh in words
25. cannot explain just take something obvious to home and do it at home.
26. R: OK.
27. P: Next, sign of the times.
28. R: Mm.
29. P: I was think if some, some phenomena appears as time goes by.
30. R: OK. How did you decide that?
31. P: Because sign, sign is something that is hided you have to find it.
32. R: OK. And the next one?
33. P: Have a soft spot. I will think that it might be something that is easier to do
34. because soft spot make me think about something easier.

35. R: OK.
36. P: Next will be, be so lucky. Just as the words explain just some lucky things.
37. R: OK.
38. P: Next kick in. I would think it might something it would soft jump into one's
39. head.
40. R: OK. How did you decide that?
41. P: Um, I do not know I just a thought come to my just like kick in my head.
42. R: OK.
43. P: Next. At a considerable price. I may thing is something that can be discussed
44. and be changeable.
45. R: OK. How did you decide that?
46. P: A considerate price is something like when we buy things we will bargain.
47. R: Sure.
48. P: It make me thing about this is discussable or changeable.
49. R: OK.
50. P: Next will be in full swing.
51. P: Uh-Huh?
52. P: I was thing is something that get up and down.
53. R: OK.
54. P: Swing go up and down.
55. R: Do you mean like a physical action, like stand up and sit down?
56. P: Things go up and down.
57. R: Can you give me a really basic example? I'm not totally sure what you mean.
58. P: Um, maybe like someone's mood in one day go up and down.
59. R: OK. I got it. Like a mood swing.

60. P: Yeah.
61. R: And the next one?
62. P: Make a beeline. I will think is a one slide as busy as a bee because there is a
63. bee in the word.
64. R: OK.
65. P: And next will be go to the dogs.
66. R: Mm.
67. P: Just like a former one the bees I will think is the one slide is tired as a dog.
68. R: OK.
69. P: Because this something say as tired as a dog.
70. R: Sure. Alright.
71. P: Next will be ride on someone's... Sorry, how to...
72. R: Coattails.
73. P: Coattails.
74. R: Actually I do not exactly know what coattails is. So, I will just make guess to
75. take someone's advantage.
76. R: I'm sorry?
77. P: To take someone's advantage.
78. R: OK.
79. P: Next will be bread and butter.
80. R: Mm-hm?
81. P: Because this is also common in our daily life so I will also think is a necessity
82. for daily lives.
83. R: OK.
84. P: Yes. Next is in a pickle. Ah, at the same I do not exactly know what pickle is. I

85. just guess it might be something is in a dilemma.
86. R: OK. What makes you think that?
87. P: Because pick. Pick is pick something. Yeah just do not know how to pick
88. something so you will in a dilemma.
89. R: OK. Alright.
90. P: Next will be in over one's head. I will make me think about that burn on the
91. back.
92. R: Right. Like, you back is on fire?
93. P: Yes. Something that is emergency need to be handle immediately.
94. R: OK.
95. P: Next will be pull a fast one. Ah, make me think about is pull something out
96. and except another new things quickly.
97. R: OK. How did you decide that?
98. P: Just as the words. It tells pull a fast one.
99. R: OK. And the last one?
100. P: Something with a grain of salt.
101. R: Yeah.
102. P: Yeah, it also makes me think about a salt. Yes something, ah, I will think about
103. here I write to think in a deep way not just see something in a surface we have to
104. think deep.
105. R: OK. Like a deep thought.
106. P: Yeah.
107. R: OK. Thank you very much.



Task B – Umberto

Time: 6:11

1. R: OK. This is Task B for Umberto. So, what did you write for as right as rain?
2. P: I wrote very important.
3. R: How did you decide that?
4. P: Because, just sometimes rain so heavy so you make the heavy or in a heavy
5. right here so you just make is as a very important.
6. R: OK. Number 2? What did you write for that one?
7. P: Emergency.
8. R: OK. How did you decide that?
9. P: Because just like the in cartoons there is a somebody's ass or bottom has a fire
10. so that mean emergency.
11. R: OK. And the next one? Number 3?
12. P: Show someone the ropes. Maybe is show someone's purpose.
13. R: Purpose.
14. P: Hm.
15. R: How did you decide that?
16. P: Mm, maybe is the ropes here just means that you give somebody your
17. suggestion so you just want to maybe just help him or her.
18. R: OK. And, number 4?
19. P: File off the handle. Maybe just out of the control.
20. R: OK. How did you decide that?
21. P: Because handle can mean in the airplane the handle can be the um, what can I
22. say just you control the airplane

23. R: Sure.
24. P: So, it means fly off means out of come and the handle can mean to do
25. something or control something so I guess the fly off the handle can be out of
26. control.
27. R: Good. Number 5.
28. P: The salt of earth maybe is micro things because salt is very micro.
29. R: OK. And the next one?
30. P: Bring something home. Remember.
31. R: OK.
32. P: Because mom always tell us to do not forget to bring something when you go
33. to school and you have to remember to bring something home.
34. R: Alright. Good example. Next one?
35. P: A sign of the time maybe means the clock.
36. R: OK. How did you decide that?
37. P: It's the, maybe just my imagination about the sign of the times.
38. R: OK. Number 8?
39. P: Have a soft spot for. Take a glance or look.
40. R: OK. How did you decide that?
41. P: I do not know I just guess.
42. R: OK. Number 9?
43. P: So lucky. It mean I want to be I guess is very ironic so I guess today is not my
44. day.
45. R:OK.
46. P: Yeah.
47. R: And, the next one?

48. P: Kick in make someone participate in something.
49. R: OK. How did you decide that?
50. P: Or maybe I can it to push someone to participate in something.
51. R: OK. So, either push them or make them participate.
52. P: Yeah.
53. R: How did you decide that?
54. P: Because kick means you kick is not as a good word.
55. R: OK.
56. P: So, maybe it just means you push somebody to participate in something.
57. R: OK. Number 11?
58. P: At the considerable price means spend so much money.
59. R: OK. How did you decide that?
60. P: I just guess on the each word.
61. R: OK. Number 12?
62. P: In full swing, changeable.
63. R: Changeable.
64. P: Yeah.
65. R: How did you decide that?
66. P: Because swing means you, move all the time and full means many so maybe it
67. means changeable.
68. R: OK. And, number 13?
69. P: I do not know.
70. R: No idea?
71. P: No, I do not know.
72. R: That's fine. OK. Next one?

73. P: Go to the dogs maybe means you have to be discipline you have to be good
74. like a pet.
75. R: Alright. Number 15?
76. P: Ride on someone's coattails. I guess it may means the make someone angry.
77. R: OK. How did you decide that?
78. P: It means, I do not know I just guess tell this word and ride on it mean you step
79. on someone's tail so you make someone angry.
80. R: OK. Number 16?
81. P: Bread and butter. Its mean career.
82. R: OK. How did you decide that?
83. P: Maybe I do not remember but I remember that I have learn it before.
84. R: OK. Next one, 17?
85. P: In a pickle. I do not know.
86. R: No guess?
87. P: No.
88. R: That's OK. Number 18.
89. P: In over one's head means go over one's imagination.
90. R: OK. How did you decide that?
91. P: Because I just make the over and have be more these two words be more
92. important.
93. R: Mm-hm?
94. P: So, in over mean go over so head may be, means the bread or imagination.
95. R: OK. And, 19?
96. P: Pull a fast one maybe just push to something.
97. R: OK. How did you decide that?

98. P: I do not know I just guess.
99. R: Is that similar to what you wrote for number 10?
100. P: Yeah. Same mean.
101. R: Similar idea?
102. P: Yeah. Similar idea.
103. R: OK. And, number 20?
104. P: I've learn it before but I do not know now.
105. R: You forgot?
106. P: Yeah. I forgot.
107. R: OK. But, you've at least seen it before.
108. P: Yeah.
109. R: But no guess?
110. P: No.
111. R: OK. OK. Thank you.

#### Task B – Violeta

Time: 8:46

1. R: OK. This is Task B for Violeta. OK. How about as right as rain. How did you
2. choose your answer?
3. P: Ah, can I just read my answer?
4. R: That's fine.
5. P: Oh, I think it's the right of the moment. Maybe some certain times that ah
6. from the word meanings that the as right as rain I think that my picture is that the

7. rain just fall down and then maybe is the maybe someone is the waiting for the
8. right of the time the thing is just start.
9. R: OK. Great. How about number 2?
10. P: Mm, I think it's the unlucky thing for someone.
11. R: OK. How did you decide that?
12. P: Ah, because I think that on the backburner is just like are related to the fire
13. and then maybe back is not a good, good moment so maybe I think it's the
14. unlucky its related to the unlucky one.
15. R: OK. Number 3?
16. P: I think that show somebody the definition or steps about it cause I just do not
17. know I the idiom I just guessed.
18. R: That's fine. How about number 4?
19. P: I think fly off the handle is just the time flies very quickly.
20. R: OK. How did you decide that?
21. P: I just use the get that the fly off is really a quick time and then maybe it's
22. related to the time.
23. R: OK. How about number 5?
24. P: Ah, the salt of the earth I think this is the worst thing somebody has made
25. because maybe the salt is not the good, good one to show something and if you
26. use the earth means it is really horrible thing. I think it's maybe the worst thing
27. or the bad things.
28. R: OK.
29. P: Somebody or something had made.
30. R: Alright. How about the next one? Number 6.
31. P: Ah, bring something home means that I think that mean get back to the

32. original place.
33. R: Mm.
34. P: Cause the home is our original grow up thing grow up place and I think its
35. maybe get back to the grounds or the original.
36. R: OK. Number 7.
37. P: A sign of the time is I think is a great deal of time.
38. R: OK. How did you decide that?
39. P: Ah, cause we just learned a lot of time and then another we do not learn a sign
40. of time I mean its maybe related to maybe the real time.
41. R: OK. Alright. Number 8?
42. P: A soft spot a soft spot I think it's the bleep of time. Just a short time.
43. R: Hm.
44. P: Maybe I think the spot is just a pop and then soft is means not the hard one so
45. I think it's the short time.
46. R: Alright. Number 9?
47. P: Oh, I know this so lucky in the back of the article.
48. R: OK.
49. P: And I think is have a ironic meaning
50. R: OK.
51. P: I learned the character learned to have ugly humanity.
52. R: OK.
53. P: Maybe his friend cheat on him.
54. R: Alright.
55. P: And betrayed.
56. R: Alright and number 10.

57. P: Kick in. I think its use leg to hit someone.
58. R: OK. Ha ha.
59. P: And then to maybe the betrayed meanings.
60. R: OK. How did you decide that?
61. P: Because kick is just a motivation or just move for a just have a violent or
62. something.
63. R: Alright.
64. P: At a consider price. I think it's at a normal and fair price.
65. R: OK. How did you decide that?
66. P: Ah, because considerable is means ah, kind of sweet and kind of not so violent
67. and maybe is more fear.
68. R: OK. Number 12.
69. P: In full swing. Oh, honestly I think the answer is I guess and is have freedom.
70. R: Free time?
71. P: Freedom or free time.
72. R: OK.
73. P: Because I think swing mean just fly, fly to a, to a sky and then. I do not know
74. full swing mean so I think maybe is related to freedom.
75. R: OK.
76. P: And then the 13. Make a beeline. Have, I just know a deadline and I do not
77. know what bee is equal to. Beeline. So, maybe make a result of something.
78. R: OK. How did you decide that?
79. P: Ah, because, first I do not know the total meaning so I use my imagination to
80. make a line not just to see the bee and to make a line schedule and know the
81. result of it.



82. R: Alright.
83. P: And then 14, go to a dogs. Maybe I think is go to hell.
84. R: Go to hell? Ha ha.
85. P: Yeah, because we learn a idiom dog and rat. Dog and cat means a rain raining
86. a lot. I think maybe go to a dogs means go to a hell or go to a bad thing.
87. R: OK. Good.
88. P: Ah, what does ride on someone's cocktails mean? Oh, and then the first record
89. I say I don t know the cocktails mean and then think I the ride on is to let others
90. angry about you or maybe be cheated or be just, just, unfair way unfair way
91. unfair things you encounter or something.
92. R: OK.
93. P: And then 16. Bread and butter. I think is food and living stuff. And to the
94. things that take ends me.
95. P: Take?
96. P: Take ends meet.
97. R: Take, I'm sorry, ends meet?
98. P: Yeah.
99. R: OK.
100. P: I think just a living things to eat or to use.
101. R: OK.
102. P: And then, 17 is the in a pickle. I think is a small part of time or distance
103. R: OK. How did you decide that?
104. P: Ah, because ah, pickle I think because I do not know truly about meanings that
105. and I just think in a pickle means the just a quick time or short time or short
106. distance.

107. R: OK.

108. P: And, in over one's head. And I thing is probably somebody thing twice or

109. think a lot of time to think of something. Over and over in his head.

110. R: Ah, I see.

111. P: Yeah, maybe it is bothering or think or consider it really carefully.

112. R: OK.

113. P: And number 19. Pull a fast one. I just think quickly. I do not know why.

114. R: Quickly.

115. P: I think just fast. Means quickly or just... Hm. And then 20 is take something

116. with a grain of salt.

117. R: Yeah.

118. P: I, think salt is not a good one a phrases or words so I think with a grain

119. because I learn take, take, something for granted and then I thing is just the grain

120. is mean that you, you use something really without concern or to cheat

121. something just to cheat somebody or have a selfish snobbish things thinking.

122. R: Mm-hm?

123. P: And that's all.

124. R: OK. Thank you very much.

Task B – Xavier

Time: 8:56

1. R: This is Task B for Xavier. OK. So, how about the first one? What did you
2. write for as right as rain?

3. P: I write is easy.
4. R: OK. How did you decide that?
5. P: Because of the rain raining is easy I think you say is just as right as rain so
6. maybe you just can see is raining everywhere or something. That's my guess.
7. R: OK. OK. Number 2?
8. P: Number 2 I really can't think of something. The first I I thought maybe
9. someone tell you say you behind someone's back talk something behind
10. someone's back backburner and another thought so no pretty sure but I do not
11. know.
12. R: OK.
13. P: Backburner yeah because it mean burn something burn you.
14. R: Right.
15. P: Or maybe I got another word, back fire.
16. R: Right.
17. P: I'm not quite sure. Backburner.
18. R: You can associate with other words?
19. P: Yeah.
20. R: OK. Number 3.
21. P: Number 3. You show someone's the rope because the rope maybe give you the
22. help climb the rope to the mountain or something I thing tell you how to do it.
23. R: OK.
24. P: Maybe give you some help.
25. R: OK. Number 4?
26. P: Ah, fly off the handle I think that's angry.
27. R: Angry. OK. Why did you think that? How did you decide that?

28. P: Because handle fly and I think a broom or something just throw away and can
29. fly.
30. R: OK.
31. P: And its you're very angry so you throw everything away so use a fly a handle.
32. R: OK. Number 4?
33. P: Ah, this number 4.
34. R: Oh, I'm sorry. Number 5.
35. P: Salt of the earth. Actually I do not I know salt mean but ah, I do not know why
36. this mean salt of earth. Sorry I do not know.
37. R: No guess?
38. P: Mm, guess, earth salt of earth the mother earth. No, have no really idea.
39. R: That's fine. How about number 6?
40. P: Bring something home. Maybe you bring something important home or tell
41. me something very important information so you bring something home. I think
42. that should be the positive meaning.
43. R: OK.
44. P: Or, you want to tell your parents a good news.
45. R: OK.
46. P: Bring something home.
47. R: OK. Good. How did you decide that?
48. P: Ah, you mean number 6?
49. R: Yeah, number 6. What makes you think that may be the correct answer?
50. P: Ah, may be the correct answer. I do not know when I see home I think that's
51. feel comfortable. So that let me decide this be the correct answer.
52. R: OK. And, number 7?

53. P: Ah, number 7. Really no ideas. A sign of the times. I only associate with A
54. Sign of Four but that's a novel Sherlock Holmes.
55. R: Right. A Sign of Four. You've been reading detective fiction.
56. P: Ah, just heard a story audio book.
57. R: OK.
58. P: Not sure a sign of times similar A Sign of Four mean.
59. R: OK.
60. P: Yeah. Do not really know.
61. R: That's fine. Number 8?
62. P: A soft spot. At first I think it describes some of the people have the good
63. temper. But, after that, have a soft spot for. No idea of the soft spot.
64. R: So, the word for makes you doubt your answer?
65. P: Yes. Yes. Because of the for.
66. R: OK. No problem. How about number 9?
67. P: Be so lucky. Have a good fortune.
68. R: OK. How did you decide that?
69. P: Because you lucky I think that's lucky not just a dog's name.
70. R: Right. Ha ha.
71. P: Lucky make me think about the lottery so you need to buy the lottery maybe
72. you lucky. Just a wild guess.
73. R: OK. How about number 10?
74. P: Number 10. Kick in. Maybe got a chance do something some of the
75. opportunities.
76. R: OK. How did you get that meaning?
77. P: Kick in let me think about a soccer kick the soccer into the goal.

78. R: OK.
79. P: So, I think you got a chance kick that soccer into the goal.
80. R: OK.
81. P: Yeah. So, that's what I think kick in.
82. R: Alright. And, how about number 11?
83. P: Oh, considerable price. I think the good price. Not too expensive.
84. R: OK. How did you decide that?
85. P: Because of considerable is let me think about the reasonable.
86. R: OK.
87. P: And you can consider the stuff you want to buy may consider just
88. considerable price.
89. R: OK. Number 12?
90. P: No idea about the full swing. Full swing? No idea.
91. R: OK. 13?
92. P: Beeline. Make a beeline for. Beeline only let me think about the bee this word.
93. But I have another word the baseline. Ah, but now actually I know the meaning.
94. Make a beeline for make a baseline for. Maybe that's do not cross my line or
95. something.
96. R: OK.
97. P: But I do not know so I write I do not know.
98. R: OK. 14?
99. P: 14. Go to the dogs. That's really funny. Go to the dogs maybe you have a you
100. are angry you have nowhere to go so you go to tell your dogs.
101. R: OK. Ha ha.
102. P: And, they feel you are unhappy. That's all.

103. R: OK. Is that you what you do?

104. P: Ha ha. No. Not really.

105. R: OK.

106. P: I do not have any dogs.

107. R: OK. OK. 15?

108. P: 15. Ah, I do not know coattails o I can't guess anything ride on someone's

109. coattails. So, I write I do not know. I do not know the words mean so it makes

110. do not know how no connection.

111. R: No problem 16?

112. P: Bread and butter. I should underline this. When I saw the article I think bread

113. and butter means should be a money or make ends and meet.

114. R: Right.

115. P: Yeah. You should have a bread and butter make me sink about if you want to

116. lust one love someone love choose bread.

117. R: Uh-huh?

118. P: Or you just pretend to love him or her.

119. R: Uh-huh?

120. P: Yeah, so that's bread and butter I think money.

121. R: So, it's related to love?

122. P: Ah... No. Related to money.

123. R: OK. Because, you just said, if you love someone...

124. P: If you have two options you can love someone with no money or love

125. someone with just have a lot of money.

126. R: OK.

127. P: Yeah. So, that's bread and butter.

128. R: OK.

129. P: Mean someone have the bread and butter, you will choose this one.

130. R: OK. I got it.

131. P: Huh.

132. R: And, ah, 17?

133. P: 17. In a pickle. No idea. I only a one word sweet pickle. I do not know

134. anything related. I do not know pickle.

135. R: OK. 18?

136. P: Ah, over someone's head. I think beyond someone's limits.

137. R: OK.

138. P: Over your head. You can control it.

139. R: Mm-hm? How did you get that meaning?

140. P: Ah, because of your head means something you can't get it so I think it

141. beyond your limit. Over your head. Maybe in the sky. You can do anything you

142. want.

143. R: So, when you said "something you can't get"...

144. P: Yes.

145. R: Do you mean physically? You can't reach? Can't touch it?

146. P: Ah, yeah. Physically. Physically, you can't touch.

147. R: OK. Number 19.

148. P: 19. Pull a fast. I think things are easy to be done. So, just pull a fast. Or, pull

149. someone's leg.

150. R: OK. How did you get that meaning?

151. P: Mm, because pull a fast make me think about a pull legs. Yes. But, pull legs is

152. another meaning is my put trap or set someone up. Pull legs. I forgot.



153. R: Mm-hm? You said “pull leg”?

154. P: Yeah. Pull someone’s legs. Yeah, backwards behind something someone’s

155. back.

156. R: OK.

157. P: But, not sure pull fast but I think things are easy so, is easy to be done.

158. R: OK. And, the last one? Number 20?

159. P: Ah, number 20. No idea. Take something with a grain of salt.

160. R: No guess?

161. P: No guess. I forgot about a grain.

162. R: OK. Thank you very much.

## Appendix G

### Task C Transcripts

R: Researcher /P: Participant

Task C - Anna

Time: 27:29

1. R: Hi Anna, let's start task C OK? Here's card number 1. (pause – new card)
2. R: What does “right as rain mean”?
3. P: Right at time.
4. R: And how did you get that meaning?
5. P: (pause) Oh! Ah... ah. Oh! Even though he was not really doing good before
6. but he said that ever since he got a job he has been as right as rain so that means
7. after that everything is good. Everything is right at time, right at time. and yeah,
8. everything is good. But it might be everything goes right.
9. R: Because of another part of the sentence?
10. P: yeah because another part of the sentence telling that before it was not really
11. good.
12. R: OK, OK thank you. Um please read card number 2. (pause – new card)
13. R: So what does on the back burner mean?
14. P: (Pause) Ohh... (pause) have a lot of things to go through have a lot of things
15. to do because it says that he or she this person needs to pay a lot of attention by
16. doing everything in his life so that must have a lot of pressures or a lot of burden
17. on his shoulder so on his back he has a lot of burden.

18. R: OK great. Let's look at number 3. (pause – new card)
19. R: So, what does show him the ropes mean?
20. P: Helping someone.
21. R: And, how did you get that meaning?
22. P: Ah because in the in the first sentence they say he's a new one in the second
23. sentence says Sarah have worked here for over decade so the person was hoping
24. Sarah could help them to help him and teach him so I think that's, yeah showing
25. show him the ropes is telling him how to do and giving him some direction and
26. helping him to get into a situation.
27. R: OK. And here's number 4. (pause – new card)
28. R: What does fly off the handle mean?
29. P: Being very mad or fierce about something or because you cannot control it so
30. you get very worried.
31. R: And how did you get that meaning?
32. P: Ah... because he said that Usually Matt is a mellow guy but when he finds out
33. his father's fiancé is in prison than even a mellow guy, I think that he finds out
34. would be very fierce very angry about that.
35. R: OK. Hmm and here's number 5 (pause – new card)
36. R: So what does salt of the Earth mean?
37. P: m... (pause) knows everything.
38. R: OK and how did you decide that?
39. P: Because in the second sentence have talking about that man has knows
40. ever...knows the common sense in the village and he says well knows he might
41. be that when people have some kind of problem would go to find him and che...
42. ask him some questions or some things that happens in the village or thing

43. happens in their life so that means that person have knows everything knows a
44. lot.
45. R: OK. Great. Here's number 6. (pause – new card)
46. R: What does brought home mean?
47. P: m... (pause) brought. bring it to... to someone or (pause) bring to someone
48. and let everybody knows what happened.
49. R: And, how did you get that meaning?
50. P: In the first sentence that say the media report brought home the um tsunami
51. and then then the second sentence says that so that people can know how the
52. nature ah the acts of nature actually are so that means a media bring those
53. information ev... to the everyone and to let them know what really happens and
54. to see what and to... to delivery what kind of, of uh of specific a information
55. R: OK. Good. And here's number 7. (pause – new card)
56. R: So, what does sign of the times mean?
57. P: (pause) "a sign of a sign" of the times um...(pause) time that he show
58. something is really in bad its really good or bad to could see that uh someone or
59. something is uhh uhhhh... might can tell something or someone... from those
60. actions
61. R: OK good and how are you getting that meaning?
62. P: Um...It first says that society is worse than ever and it keep talking about um
63. nobody notice that he was missing for 3 whole weeks that means that its supports
64. that society is worse than ever because nobody cares about others so that is a
65. sign that that ah... support that society is worse than ever.
66. R: OK. Thank you. And here's number 8. (pause – new card)
67. R: What does "have a soft spot for someone" mean?

68. P: Taking advantage.
69. R: OK. And how did you get this meaning?
70. P: It says that ah.. The teacher didn't know any students name and (pause) so if
71. she/she cannot get everyone's name than maybe he take advantantage of Josh to
72. do something or to help him doing something.
73. R: So it could be take advantage of or it could be to help him?
74. P: M hmm. Yeah.
75. R: OK. thank you. And here's number 9. (pause – new card)
76. P: OK. (pause)
77. R: What does “be so lucky” mean?
78. P: (pause) really lucky. Really lucky that what had happened and real it really
79. happened then its that's really lucky that means that it might it cannot be
80. happened this cannot be happened something cannot be happened so if that
81. something really happened you must be lucky so it means that you know that it
82. definitely cannot be happened but you still talking about that and then when it
83. happened so you ha you wait until it happened that means you are really lucky
84. you could wait until that happened.
85. R: OK. Could you summarise that? What does it mean?
86. P: Something that definitely cannot be happened so if you could wait until that
87. happened then you must be lucky.
88. R: OK. And how did you decide that?
89. P: From person A talking about in a dream and then that's whole things cannot be
90. happened if you are Lady Gaga's friend so yeah so I was guessing from the
91. person A
92. R: OK. Thank you. Alright. And here's number 10 (pause – new card).

93. R: So, what does kick in mean?
94. P: (pause) m... (pause) go in.
95. R: OK and how did you get that meaning?
96. P: It takes a long time to it it was taking way to long so ah they want to speed up
97. the process and they want to get into the... umm...(pause) they want to get
98. into ... umm,,(pause) they want to get in. And then they want to... but has ah it
99. and they it takes a long time it takes a long way and to and they want ahhh ha ha
100. ha. Ah... Ah... Ah... I cant tell but I think its go in.
101. R: OK. That's fine. I understand its tricky. Do not worry. You're doing great. OK?
102. P: ha ha ha
103. R: OK. How about number 11. (pause – new card)
104. R: What does “at a considerable price” mean?
105. P: m... (pause) considering to do something that things considerable. m hm...
106. R: OK. So, how did you get that meaning?
107. P: The first one is was he was ah.. managing to raise to the top of his ah...
108. profess profession and then he say that he had talk with a people close to him and
109. um focus um exclusively on his career so maybe after talking to them he was
110. have something to considering about not just going to raise to the top of his
111. profession. So that mean might be that this thing would be still considering to do
112. he was still considering to do it or not.
113. R: OK. Thank you. And how about number 12? (pause – new card)
114. R: What does “in full swing” mean?
115. P: m... (pause) it was... (pause)
116. R: What are you thinking?
117. P: Ha ha ha. I'm thinking that the party has been going for... a couples of hours

118. and then at that time it would be very noisy very everybody's crowded and  
119. everybody's very happy and everybody's have whole attention at party or  
120. everybody's all have a already have fun and was going to go home I think about  
121. these two situation is that I'm not sure that which situation would be the best to  
122. describe in a full swing mean.

123. R: Alright. That's fine. That's an acceptable answer. OK. Thank you.

124. P: ha ha ha

125. R: And number 13? (pause – new card)

126. R: What does “made a beeline” mean?

127. P: Everybody go to somewhere. Everybody go to a foodcourt. Ev. People rent to  
128. somewhere and a lot of people went so thats must be crowded. So, in short it  
129. would be pe... a lot of people go to a place.

130. R: OK. I think that's a very acceptable answer.

131. P: ha ha ha

132. R: OK and number 14? (pause – new card)

133. R: so what does “gone to the dogs” or “go to the dogs” mean?

134. P: (pause) lost it and every came back.

135. R: OK and how did you get that meaning?

136. P: The person was used to be a straight A student and then when he played online  
137. games it's not that anymore so the grades has fallen and then it cannot be came it  
138. did it didn't came back he say now he is a academic ah pro prop probato

139. R: Probation

140. P: Probation. Yeah probation. So that's gone and never came back.

141. R: OK. And how about number 15? (pause – new card)

142. R: What does “ride on someone's coattails” mean?

143. P: (pause) going...(pause) ah...

144. R: What are you thinking?

145. P: I'm thinking how to describe my think ha ha ha

146. R: OK. That's OK.

147. P: Ah. go what people had gone through because it say that he is not creative and

148. he's go on his father's coattails then he must go and go what his farther had been

149. through and do what his father had done.

150. R: OK. OK. And here's number 16. (pause – new card)

151. R: What does “bread and butter” mean?

152. P: His um... Ah... It means...

153. R: I'm going to close the door. Its noisy.

154. P: Ha ha ha

155. R: Please continue.

156. P: It's means that (pause) it's their whole family incomes and that's the family

157. come ah rely on to pay the payment because it says that in a family that's no

158. steady income so they all relies on John's ah income to support their family.

159. R: OK. Just a couple more. Number 17. (pause – new card)

160. R: What does “in a pickle” mean?

161. P: In some kind not very good situation because that ah it says that he knew

162. exactly what he was doing and ah... he he would be fine but at in the beginning

163. it you the sentence use “even though” so that must be that even though he know

164. he what he was doing and even though he think he would be fine when he was

165. backpacking but its not what is what the things is not happened what what he

166. was thinking so that is mean he has got himself into some kind not very good

167. situations.



168. R: OK. And number 18. (pause – new card)

169. R: What does “in over his head” mean?

170. P: (pause) rely on himself.

171. R: OK. And how did you get this meaning?

172. P: ah... because when he heard that the lock shut behind him so that means he

173. then at that situation is he and a tiger. so he that time he might only have to rely

174. on himself thinking how to protect himself.

175. R: OK. And here’s number 19. (pause – new card)

176. R: What does “pull a fast one” mean?

177. P: (pause) using someone... to get what you want.

178. R: OK. And how did you get this meaning?

179. P: Because that teacher trusted them to tell the truth so they using that point to

180. tell her and convince the teacher that the school has canceled for following day

181. so I think that’s using someone to get what they want. So they... Students want

182. to have more holidays.

183. R: OK. And here is the last one. Number 20. (pause – new card)

184. R: What does “took it with a grain of salt” mean?

185. P: (pause) m... (pause) having doubt about something?

186. R: OK. And how did you get this meaning?

187. P: Because at the se in the second sentence he said that he knew he didn’t

188. liter-tary mean that to say he had invited it because um. So I think that he had

189. doubt that he what he had invited to the um piano key. So I think that might be

190. having doubt with something.

191. R: OK. Thank you very much. We’re finished with this part.

Task C - Becka

Time: 22:08

1. R: Hello Becka, we are starting Task C. OK. Here you go. (pause – new card)
2. R: What does right as rain mean?
3. P: ah... It means that. A. Because ever since he got a job, he has been right as
4. rain. Means that he. Everything goes right. Everything goes well. Yeah.
5. R: And how did you get this meaning?
6. P: Because... because there. Ah... At first he was out of job. But ever since he
7. got a job, it seems that things will get better. So I think it's why as rain means
8. things are getting better.
9. R: OK
10. P: Yeah. That's what I think.
11. R: OK. Thank you. Put that here. (pause – new card)
12. R: What does on the back burner mean?
13. P: I think, ah... It means that other things that may be um... confused or worried
14. the the person. Because when he, when he was when he when ah... Because he
15. has to... actually he has to focus on his writing. But he was ah he was he was
16. distr... distracted to other things. So I think those ah...those things are
17. something that confused him or worried him. Yeah.
18. R: OK. Good. Here's the next one.
19. R: What does show him the ropes mean?
20. P: I think that. It means that ah.. a Sar, a Sara, ah Sara has worked ah for over
21. decade. It means she she has to show Luke the rules of the the shop. The rules

22. and what things... The things he has to do and the thing he can't do ah... when
23. he worked.
24. R: OK. (pause – new card)
25. R: What does fly off the handle mean?
26. P: Um, I think here it means that he will be mad. Would be very angry.
27. R: And how did you get this meaning?
28. P: Because ah, from the first part of sentence we, I know that ah Matt is a Matt is
29. a good tempered person. But if he found out that his daughter's fiancé is in pri in
30. prison, I think that he would be very angry. So fly off the handle means that he
31. can't control himself and he would be very angry.
32. R: OK (pause – new card)
33. R: What does what does "salt of the Earth" mean?
34. P: I think it is it means common and something that everybody knows.
35. R: OK. And how did you get that meaning?
36. P: Because Mos Mosses is well known to the to the villagers that he's a he's the
37. ingenious man. So I think... m... So, and he's and he's well known to be the salt
38. of the... So I think it, the salt of the Earth ah means ah that even the salt of the
39. Earth know that he a he's a he is famous. So salt of the Earth means that
40. something which is known to everyone.
41. R: OK. (pause – new card)
42. R: What does brought home mean? Bring home.
43. P: Bring home means that. Bring. Bring something back to a country? Yeah. To,
44. to a, to another place. Bring. Usually it's news. Bring. Bring news ah... or tell
45. news to people.
46. R: OK. And how did you get that meaning.

47. P: Because here it says here “media reports really brought home the horrors of  
48. the tsunami in Japan”. So here brought home could be brought brought a news  
49. to, to the, to the U.S. Brought, news to, to where somebody lives.
50. R: OK (pause – new card)
51. R: What does a sign of the times mean?
52. P: Ah... it means something serious that everybody should pay attention to.
53. R: And how did you get this meaning?
54. P: Because ah, the fact that here the fact that nobody ever noticed that he was  
55. missing actually, I think it’s very serious. It’s serious so. It should be a sign of  
56. the time. It should be something that ever... that people pay attention to. So a  
57. sign of the time means that it’s a, it’s a warning it’s that it’s a warning and it’s  
58. something seriously. Some something serious and people should pay attention to  
59. it.
60. R: OK (pause – new card)
61. R: What does have a soft spot for mean?
62. P: m... (pause) So, m... I think it means that he, the, the teacher felt, the teacher  
63. felt sympathy for Josh. Yeah.
64. R: And how did you get this meaning?
65. P: Actually, um... I can’t understand gander but I can’t ask questions right? So,  
66. I think she took a gander in the classroom. I can’t understand this, but I think  
67. ah...it’s, it’s her first day. I think she saw something about. Maybe she saw  
68. something, something wrong with Josh or, I do not know. And so she feels  
69. sympathy for him now.
70. R: OK (pause – new card)
71. R: What does be so lucky mean?

72. P: Here means that it, it you should be so lucky. Ah... Its it means that you  
73. are just daydreaming it's impossible to for you to be so lucky. Yeah.
74. R: And how did you get that meaning?
75. P: Because it's impossible for the person to... to... to be invited to Lady Gaga's  
76. party. So I think it means that it's impossible. You just. You just. You are just  
77. daydreaming. Yeah.
78. R: OK (pause – new card)
79. R: What does kick in mean?
80. P: Here. Um... Here kick in mean means that to, to have, have effects or  
81. something really work like medicine. Ah... So kick in means that a some  
82. medicine really works.
83. R: And how did you get this meaning?
84. P: Because the, the physician ah add ah put more dose to, to speed up the  
85. process. So I think kick in means that the, the, the physician to... to... wants the  
86. medicine to really can be can work in, in a, in a shorter time.
87. R: OK. (pause – new card)
88. R: What does at a considerable price mean?
89. P: Means that one has to sacrifice a lot of things.... to... just for, for, for one  
90. thing to, for exam... here for example. He ah... he wants maybe he wants to be  
91. a, a... sheriff in the police. And but he has to sacrifice he, he sacrifice other  
92. things like maybe his marriage or his family.
93. R: OK (pause – new card)
94. R: What does in full swing mean?
95. P: Mm... in full swing means that.... the party was in full swing? (pause)
96. Means something ah... something... ah Just like it means that just like the party

97. has already begun for, for, for sometime. So in full swing mean maybe mean
98. that ah... some something has already happened. And something ha... something
99. ha ah... already happened.
100. R: And how did you get that meaning?
101. P: Because here says the party was in full swing so the party the party began
102. before, before I arrived. Yeah. Before the man arrived.
103. R: OK (pause – new card)
104. R: What does make a beeline for mean?
105. P: Ah made a beeline for means that lots of people wait in line for to get
106. something.
107. R: And how did you get this meaning?
108. P: Because here says that ah the meeting went an hour late so maybe
109. everybody was hungry and they, they, they just waited in line to, to get some
110. food to, to eat. Yeah.
111. R: OK (pause – new card)
112. R: What does gone to the dogs or go to the dogs mean?
113. P: It means that terrible, very terrible. Be, something become terrible like. Yeah.
114. Just like the grades here. Because ah, the student was addicted to online games
115. so his grades is getting worse and worse.
116. R: OK. And how did you get that meaning?
117. P: Just like what I said, because here the student was was addicted to online
118. games so his grades would be worse and worse so it, gone to the dogs just means
119. grades, something gets worse and worse or something terrible.
120. R: OK (pause – new card)
121. R: What does ride on someone's coattails mean?

122. P: Ah... ride on somebody's co coattails mean. Um... Just rely. You have to rely

123. on somebody to be to be... Just like some, some, some like the sun some some

124. people rely on their fathers because their fathers are rich. Means that you, you,

125. you get something because you rely on others. You rely on your parents.

126. R: OK (pause – new card)

127. R: What does bread and butter mean?

128. P: I think that it's mean that... the... the, the food for family or just everything a

129. family need.

130. R: And how did you get that meaning?

131. P: Because here John job. John has to support a family. Yes, so I think bread and

132. butter means that the family's needs. I think it's mainly about the food and the

133. family need.

134. R: OK (pause – new card)

135. R: What does in a pickle mean?

136. P: I think in a pickle means that... in a, in a, in a dangerous situation.

137. R: And how did you get this meaning?

138. P: Because that Mark went backpacking. I think, in Cambodia. Cambodia seems

139. a dangerous place I think maybe he was in danger. Yes. Yeah

140. R: OK (pause – new card)

141. R: What does in over his head mean?

142. P: (pause) Ah... I think it's (pause) The tiger cage door... Does it mean that

143. somebody was in, somebody was in danger? I think it means that.

144. R: And how did you get this meaning?

145. P: Because tiger cage door locked shut behind him. So, John, he was in a John

146. was with tiger. I do not know. Yeah. Maybe he was in a dangerous situation. Yeah.

147. That's what I think. Yeah.

148. R: OK (pause – new card)

149. R: What does pull a fast one on someone mean?

150. P: Ah... means that we like somebody.

151. R: And how did you get this meaning?

152. P: Because here says that in the teacher always trusts the students but I think

153. the students here they cheat the teacher. As they told, they told the teacher that

154. school had been cancelled for following day. But actually the school had not

155. been canceled. I, that's what I think. So, I think it means that they are lie to

156. somebody.

157. R: OK (pause – new card)

158. R: What does took it with a grain of salt mean?

159. P: Ah... took it. ah... (pause) um... means that. um... I took it. Means that I

160. accept something.

161. R: And how did you get this meaning?

162. P: Because ah even though even though. Here the man knows that ah... ah The

163. man knows that ha, his friend used the wrong word invented he still accept

164. what he says So, I think I took it with a grain of salt means that I accept it

165. anyway. Yeah.

166. R: OK. Thank you very much.

167. P: You are welcome.

Task C - Cameron

Time: 31:49



1. R: This is Task C for Cameron. What does right as rain mean?
2. P: Everything will be right.
3. R: How did you get this meaning?
4. P: Because Gabriel without employment. He is no job. So, after receiving I do not
5. know this word from university... So, after receiving this and then he got a job
6. and has been as right as rain.
7. R: OK. Thank you. What does on the backburner mean?
8. P: Means there are a lot of things you should, you should do.
9. R: How did you get this meaning?
10. P: Because since I engaged in writing. And, there's a lot of things you should pay
11. attention to everything in your life, so there a lot of things wait for you. Wait for
12. you to finish.
13. R: What does show him the ropes mean?
14. P: Might be, someone has experience and you want to someone help you.
15. R: How did you get this meaning?
16. P: Because Luke is the new one in this shop. New employer. Like that. Since
17. Sara has experience for over a decade so you want Sara to depending on her
18. experience to help you.
19. R: OK. What does fly off the handle mean?
20. P: His daughter's fiancé in prison in jail. Eh? Hm confuse.
21. R: What are you thinking? Why?
22. P: I do not know what this means but this is a guy who might fly off the handle if
23. he find out that his daughter fiancé in prison. Hmm fly off the handle. He might
24. be crazy.

25. R: And how did you get that meaning?
26. P: Because if he found his daughter fiancé in the jail, it's not the good thing so he
27. might be crazy.
28. R: OK. What does salt of the Earth mean?
29. P: Salt of the Earth. The Moses is a name? The Moses has a sound and ingenious
30. man. Like, Moses is famous in the village. Everyone knows him. Because
31. Moses is well known to be. So he is famous guy. Or, he has good reputation...
32. like this.
33. R: What do you mean?
34. P: I do not know notori...
35. R: Notoriety.
36. P: I do not know this. Depends on the word well known and he is famous in the
37. village.
38. R: OK. What does brought home mean?
39. P: Brought home. (pause)
40. R: What are you thinking?
41. P: There are a lot of word I do not understand.
42. R: Like which ones?
43. P: Like of the in Japan. Of the tuna
44. R: Tsunami?
45. P: Tsunami. I do not make sense. Now people all across the globe... hmm... Can I
46. say I do not know?
47. R: If you have no idea.
48. P: I have no idea.
49. R: No problem. What does a sign of the times mean?

50. P: Like nobody noticed... What does he mean in this?
51. R: He? A man.
52. P: He was missing. Because the first sentence talk about society and the second
53. one about people. Society is worse than ever...(reading)
54. P: I think it's like reminder.
55. R: And how did you get that meaning?
56. P: Because society is worse than ever. So now society is bad. Even though this
57. phenomenon he was missing for 3 whole weeks. So society is bad is a sign of the
58. times.
59. R: OK. What does have a soft spot for mean?
60. P: Like, it can not make someone relax.
61. R: And how did you get this meaning?
62. P: Because, this is talk about in the classroom and the teacher, the teacher she
63. couldn't help having a soft spot for Josh so like the teacher cannot help the
64. teacher feel relax. Reduce Josh anxiety. So, like this. Soft spot. Make someone
65. relax.
66. R: OK. What does be so lucky mean?
67. P: Like how lucky you are. You are so lucky. Because the A, he or she dreamed
68. Lady Gaga with him or she and Lady Gaga gave the albums posters and take
69. pictures and take pictures with her and so B says you should be so lucky. Means
70. you are so lucky. But I do not like Lady Gaga.
71. R: What does kick in mean?
72. P: It was taking way to long. (reading) Like, you are familiar with something.
73. R: How did you get this meaning?
74. P: It was taking way to long for something to kick in. Like it was take too long

75. for graduate for afford... it was taking way too long for, for doing a thesis to kick
76. in. So, means you, kick in. You will in the, in the situation. In a situation like
77. this.
78. Like, today's lesson is talk about teaching but you do not, you are talk about the
79. linguistics so you are not kick in. Like this, you are not in a situation.
80. R: OK. What does at a considerable price mean?
81. P: Like, he want to, he want to be top in the police, police force and but you
82. should think of it because someone will will hinder you will hinder you to be top,
83. so it might be dangerous if you want to be top so you should think of it, you
84. should consider it.
85. R: Can you make it a little shorter? What does it mean?
86. P: Like, you can, If you want to do this, you should think of it for awhile not just
87. do it right now.
88. R: OK. How did you get this meaning?
89. P: He want to be top but someone who will close to him and on his career so it
90. might be, might be, hinder, hinder, hinder, hinder.
91. R: What does in full swing mean?
92. P: The party was, was, like, like, I do not know how to say in English. In Chinese
93. we say Gao Tsao. Like everybody are so high. If we, like we drinks. The music
94. with my friends. So everybody gets so high. We are happy. So it's, this sentence.
95. The party was in full swing by the time we arrived. So the party will be high if
96. my friends arrived with me. Arrive and we can together enjoy this party means
97. will get high. The party will get high.
98. R: OK. What does made a beeline mean?
99. P: Like, hm because the meeting was late. And, they go to eat food. So, like we

100. all made a hurry. We are hurry to eat. Like, quick, quick, hurry or busy. Because
101. something is next so you should do quickly. Like a bee. So you should do
102. quickly.
103. R: OK. What does gone to the dogs mean?
104. P: Will get lower.
105. R: How did you get this meaning?
106. P: Because I used to be means he or she was a good student but when he or she
107. play the online game and my grades will go to the dogs, will get lower. Means
108. get lower, get worse.
109. R: OK. What does ride on his father's coattails mean?
110. P: Like, he (pause) He... like... Just like I say before. He can, he can do
111. anything.
112. R: Can or can't?
113. P: He can, he can do anything he wants without with out work hard. Without
114. effort. So because his like uh because he rely on his father's money so he rides
115. on his father's coattail.
116. R: What does bread and butter mean?
117. P: Oh, means money, the major income.
118. R: How did you get that meaning?
119. P: Because in John's family no one else has a job has income so John's job is the
120. major income, so the major income, so bread and butter means income, money.
121. R: What does in a pickle mean?
122. P: In a pickle. He got himself in a pickle. Means you will be fine.
123. R: How did you get this meaning?
124. P: Because, he Mark knows what he was doing, so he was knowing what he want

125. to do. So he will be fine when he is in Cambodia. So he got himself in a pickle

126. like he will got himself will be fine he will be fine in Cambodia.

127. R: OK. What does took it with a grain of salt mean?

128. P: Like evidence.

129. R: How did you get this meaning?

130. P: Because someone say he invent the piano key. But someone say, he is he is he

131. doesn't know what invent mean so he show the evidence. So he say I took it with

132. a grain of salt to be the evidence to show your wrong.

133. R: To show...

134. P: To show the people say I had invent the piano key but the another person say

135. it is wrong so he take with a grain of salt to be a evidence.

136. R: OK. What does in over his head mean?

137. P: Like, be safe. Will be safe.

138. R: How did you get this meaning?

139. P: Because Joe heard the tiger cage lock so he, he, know the dog will not run will

140. not attack him. So he know he's in a safe situation.

141. R: OK.

142. P: The last one.

143. R: That right. What does pull a fast one mean? (pause) What are you thinking?

144. (pause)

145. P: (reading to himself) Like, when we pulled a fast one. We pulled. We provide a

146. for example.

147. R: OK

148. P: We provide a example to show the teacher. Because the teacher says the

149. student will tell her the truth but, but, even though this the teachers always the

150. teacher doesn't always believe what the students says even though they say the
151. truth so they provide the example. Like the school say one day will be cancel but
152. the teacher does not believe. So like, we provide example.
153. R: OK. Thank you very much.

### Task C - Doris

Time: 24:17

1. R: OK. This is Task C for Doris. Here' number 1. What does right as rain mean?
2. P: Uh, I think maybe it is like a good news because ah in the previous it said
3. this guy Gabriel maybe he met some problems but his situation is similar to his
4. college so maybe this idiom is talking about its just a normal thing that
5. happened.
6. So, it's just my guess.
7. R: OK. Here's number 2. What does on the backburner mean?
8. P: Ah, I guess maybe is talking about take, take care of other things in life.
9. R: OK. How did you get this meaning?
10. P: Because, ah, oh, actually I do not understand, chronicles. But I think maybe he
11. is talking about he is too busy to take care of other things because maybe this
12. chronicle. Although I do not understand it but I think maybe it a big thing in his
13. life so hes too busy to take care of chronicles. So I guess maybe this phrase is
14. maybe talking about another of big things in his life. And so he cannot take care
15. of two of them.
16. R: OK. So, one more time the same question, what does it mean?

17. P: Its important moment in life.
18. R: OK. Good. Thank you. Here's the next one. What does show him the ropes
19. mean?
20. P: Oh, I guess means Sara will teach me something about the job. And uh,
21. actually, yeah, because I know it because I just learn it this phrase from my uh
22. earlier today. Because we talking. Oh, on the class we talking. Oh, in class we
23. talking about my new job and uh the teacher say oh, do not worry. Oh, because
24. she ask me how do I feel about my new job and I think and I say I'm a little bit
25. worried about ah my ability in the job. And, she say oh do not worry they will
26. teach you the ah they will you will learn the ropes and she explain the ropes. And
27. just, Ropes is not literally ropes in this idioms. So that's what I learn from the
28. teacher.
29. R: OK. Good. Here you go. What does fly off the handle mean?
30. P: I guess means he will ah, oh, he will see something very important and he will
31. do actions for it because based on this phrase I think maybe Matt is an easy
32. going man. And maybe he looks like he doesn't care anything in life. But when
33. actually he cares his daughter so when his daughter got some problems he will
34. try to help him her help her. So, here I think, maybe it's, fry off the handle means
35. he will mm when he when he when he know something ah when he got some
36. problems in the life and he will do it right now. He doesn't pretend he do not
37. doesn't care something. Actually, he cares. Yeah, that's my guess.
38. R: Good. OK. Here you go. What does salt of the Earth mean?
39. P: I think it means maybe Matt is talking about Moses is a important people in
40. certain field or certain area. Although I do not understand notoriety and ingenuous
41. mean but based on these two sentences I guess its Moses maybe is an important



42. guy in this field so if some, if this, if we want to know more informations on this
43. field we have to ask Moses.
44. R: OK. So what does it mean?
45. P: Means, very important guy.
46. R: OK. And number 6. What does brought something home mean?
47. P: Means they pass the news for Japan. Based on the first sentence they talking
48. about the tsunami and so I guess that's the media report the news to all of the
49. world to know what happens in Japan. So, I guess its pass the news to others.
50. R: OK. What does a sign of the times mean?
51. P: I think it's an obvious fact.
52. R: How did you get this meaning?
53. P: Because based on my understanding, I guess means this phrase is talking
54. about people are very indifferent. They do not care of their neighbors or friends so
55. if somebody got lost or and their his friends relatives do not know that because
56. they do not care about they guy. So I guess based on my understanding talking
57. about people are very indifferent or unfriendly. Here a sign of the times means
58. this is an obvious things in our life.
59. R: OK. What does have a soft spot mean?
60. P: I think maybe means Josh catch Mrs. Howard eyes. She noticed him maybe
61. because Josh is very uh, is very uh, maybe he his behavior is very noticeable or
62. he did something in class so the teacher noticed him. So it means very
63. outstanding. It can be positive or negative one. Maybe Josh did something good
64. or something bad in class and the teacher noticed his behavior.
65. R: OK. What does be so lucky mean?
66. P: Maybe it here talk about: Oh man you are doing day dream!

67. R: How did you get this meaning?
68. P: Because from speaker A say talk about his dream. And it's a little bit out of
69. real world and it is too much. It a little bit exaggerate. If I were speaker B I think
70. he is making a joke to me. He just to make a story but it not real so I think it like
71. day dreaming.
72. R: OK. Good. What does kick in mean?
73. P: Its more like to take in something because this is more like a medicine field so
74. I guess maybe this patient didn't take in for the first dose so which means the
75. first does doesn't work for his health so I guess kick in means take in.
76. R: Take in.
77. P: Take in
78. R: OK. What does at a considerable price mean?
79. P: I'm still processing.
80. R: OK.
81. P: Oh, I think maybe this means arrogant. Because maybe this guy is very
82. ambitions but he didn't think about the value of collaborations. He didn't think
83. about the connections with others. I guess it means too arrogant to have this
84. thought.
85. R: OK. What does in full swing mean?
86. P: I think that means everybody was very happy in the party. Means the
87. atmosphere is very high flying.
88. R: OK. How did you get this meaning?
89. P: Based on a couple of hours it has been going on for a couple of hours. Maybe
90. when we arrive at 10 and maybe this party is start at 7 and everybody is still very
91. happy. I guess it means flying high for this idiom.

92. R: OK. What does made a beeline mean?
93. P: I guess this is more like plan B. He said the meeting is a little bit late so
94. maybe everyone is very impatient. They need to think about plan B to make
95. those people happy or otherwise they may left the meeting. It's like plan B or
96. backup plan.
97. R: OK. What does gone to the dogs mean?
98. P: Maybe it means going down very much.
99. R: How did you get this meaning?
100. P: It says he used to be a straight A student. This means he is a top student in the
101. class. But now he is crazy about online games and spend too much times on
102. online games and didn't pay attention to his work. So I guess that's why his
103. grades maybe going down a lot. Maybe he has a lot of problems. Maybe he is
104. going to fails some classes.
105. R: OK. What does ride on someone's coattails mean?
106. P: For example maybe Luke's father is a business man. Maybe he open a
107. restaurant. After his father retired Luke took over the restaurant and do the same
108. thing as his father did. Based on the first phrase he say his older brother relied on
109. his father's success. Luke's like his older brother take on his father's business as
110. well.
111. R: So, what does it mean?
112. P: Take over what his father did. It also says Luke is not very creative so that's
113. why I guess its Luke do the same thing as his father do.
114. R: OK. What does bread and butter mean?
115. P: I guess it's like making money for his family.
116. R: How did you get that meaning?

117. P: Because it say no one else in family has steady income. It's like John's other  
118. family members do not get any job or earn any money. So john need to make  
119. money for them and support them.

120. R: So, what does it mean?

121. P: It's like a key feeder. He I like a mother and has to get food for his children.  
122. Although John is maybe not a mother or father but he still got to make money for  
123. his family.

124. R: OK. What does in a pickle mean?

125. P: Maybe he got some problems in this place because for the previous sentence,  
126. it's more like Mark promise his family that he will be fine in Cambodia, but  
127. actually he is not happy over there so I think this means he met some problems.  
128. This idiom means he met some problems.

129. R: OK. What does in over one's head mean?

130. P: This is a little hard because I do not know what does tiger cage door lock shut  
131. mean. I guess maybe it mean someone in dangers.

132. R: How did you get that meaning?

133. P: Maybe because I see tiger cage and tiger is dangerous animal so that's why I  
134. guess maybe that means someone in danger.

135. R: OK. What does pull a fast one mean?

136. P: I guess it's tell a white lie.

137. R: How did you get that meaning?

138. P: Because it say the teacher always trust student to tell her the truth. Means the  
139. teacher trust their students. Because I also see we convince her school is  
140. canceled. It mean the student try to persuade her that fact. But that fact doesn't  
141. exist in reality. So I guess pull a fast one is tell a white lie or tell a lie.

142. R: OK. What does take it with a grain of salt mean?

143. P: I think it means take something for granted. Because I think these two

144. speakers are very best friends. They know each other very well. So when speaker

145. A say he invented a piano key neck tie, actually his friend do not believe it. But he

146. didn't speak it out. He didn't say oh no you are kidding. Like he say yes, yes you

147. are right. So in this sentence I think it mean take something for granted.

### Task C - Ellen

Time: 26:56

1. R: This is Task C for Ellen. Let's start with number 1. Here you go. What does

2. right as rain mean?

3. P: I think he has been as right as rain means he feels right and feel confident and

4. because since it means that Gabriel got a promotion which he has been wanting

5. to so I think that's feelings of Oh this moment and he feel like he realized his

6. dreams so being as right as rain means everything is just fine for him.

7. R: OK. Great. And the next one? What does on the backburner mean?

8. P: Actually, um, think it's got, its gotta something horrible or bad meaning

9. because it seems like if you are occupied by a lot of tons of things then you are

10. forced to do something which means you are not I do not know you are not able to

11. do things like you expected to because you are force to do the other things so I

12. was washing the dog on the backburner means you're occupied you're loaded by

13. a lot of work and you are aren't able to do things well.

14. R: OK. Good. Here's the next one. What does show someone the ropes mean?

15. P: Um, I think ropes here means advantages. Wait. (reading to herself) Mm. Oh,
16. OK. Ropes might mean the, the, because Sara has worked her for over a decade
17. she must know a lot about this print shop. I guess she want Sara to show Luke
18. some, um, some, some advantages or some detailed information. I think it's
19. detailed information for the print shop. Because I do not know this word.
20. R: OK.
21. P: Apprentice.
22. R: OK.
23. P: It's like work details. If it is worker, show him how to work in this print shop.
24. So, ropes hear mean, some important details.
25. R: OK. OK. Number 4.
26. P: (reading to herself)
27. R: So, what does fly off the handle mean?
28. P: Oh, does it mean that um, to be to throw a temper and be out of his own
29. control. Since the sentence means he find out that his daughter's fiancé is in
30. prison. So, something is really, um, really out of control for the man. So maybe
31. throw a tantrum. Feeling really angry or something like that.
32. R: OK. Here's number 5.
33. P: OK. Oh. OK.
34. R: So, what does salt of the earth mean?
35. P: Um, its, the people, the generally all the people of the earth.
36. R: OK.
37. P: Everybody needs everybody.
38. R: OK. How did you get that meaning?
39. P: Mm, cause the following sentence explain that, I do not know the work not

40. noter... notoriety as a sound and honest man is common knowledge. Means it is
41. commonly know in the village. Everyone knows that. So, I guess to be the salt of
42. the earth is he's well known in this area. And for, of course for those people in
43. this area.
44. R: OK. So, one more time. What does salt of the earth mean?
45. P: Well known to be the salt of the earth is, oh, this, so, it's then it will be the
46. core um, right, celebrity, center of that village.
47. R: OK.
48. P: Sorry about that.
49. R: OK.
50. P: Ha ha.
51. R: Number 6. So, what does bring something home mean?
52. P: Mm, mm. Show around. Show people around.
53. R: OK. How did you get that meaning?
54. P: Following sentence said that now people across the globe can really fathom
55. how. And, so, so, I think, um, yeah, think it means that, has detail bringing
56. people around the world the message. Yeah.
57. R: OK.
58. P: Yeah.
59. R: OK. Here we go. What does a sign of the times mean?
60. P: Mm, it's like a little taste to show the, the, that those are in Chinese but I do not
61. know how to explain in English. You see, you see, you get a ice, ice, ice, you see
62. a little part of it and you get a picture of the whole.
63. R: OK. How are you getting that meaning?
64. P: Because you say society is worse now than ever. The fact that nobody even

65. noticed that he was missing for three whole weeks. Then I think it's coherent
66. what he's going what it said society is worse cause nobody notice that. So, from
67. this case we know that society is getting worse and worse.
68. R: OK. One more time. What does the idiom mean?
69. P: To see a part of it and you get a whole picture of the, the, puzzle or the things.
70. R: OK. Alright. Number 8. What does have a soft spot for mean?
71. P: Mm. get attention.
72. R: OK. How did you get that meaning?
73. P: Mm, the first few sentences say that this the whole new day for the teacher he
74. hasn't she didn't know anyone in the classroom. Then, this sentence say that he
75. couldn't help having a soft spot. So, means, the the boy must got her attention
76. whether in a good or bad way just get the teacher attention. Have a soft spot.
77. R: OK. What does be so lucky mean?
78. P: Um, mean, when I see the two people talking I think it means so lucky.
79. R: OK.
80. P: It doesn't have the other meaning.
81. R: OK.
82. P: Or, OK. Saying that something really impossible. Unable to realize.
83. R: How did you get that meaning?
84. P: From the description that someone dreamed the story and since very
85. unrealistic.
86. R: OK.
87. P: Then, so I think you should be so lucky mean, you're dreaming or something.
88. R: OK.
89. P: Ha ha. OK.



90. R: So, what does kick in mean?
91. P: Ah, is that mean the physician, physician, doctor give the shot to the patient.
92. So, to get a injections. So, yeah. So, as he said as it took effect it made the
93. patients relax and fall asleep.
94. R: So, what does it mean?
95. P: To, to, to get a injection, to, to, to, like a nurse giving a shot to a patient.
96. R: OK. What does at a considerable price mean?
97. P: Um, means like you need to pay a lot to get what you want to do. So, you need
98. to sacrifice a lot to get a lot of things to to get something back?
99. R: How did you get that meaning?
100. P: I know the word sacrifice here. So, I know you need to yeah you need to do
101. things you do not want to do and then unpleasant means something really
102. unhappy. So, here it's coherent here. Considerable price to pay for doing
103. something.
104. R: OK. What does in full swing mean?
105. P: I think it's almost at the end.
106. R: OK. How did you get that meaning?
107. P: Cause it said, has been going on for a couple of hours. So, it must be started
108. for a while and place in full swing may highest it won't almost at the end or at
109. lease not at the beginning part. Half of the party.
110. R: So, what does it mean?
111. P: Ha ha. OK. Uh, mm, OK. Mm, almost at the end. Ha ha.
112. R: OK. Here you go.
113. P: K.
114. R: What does make a beeline mean?

115. P: Uh, oh. Like a bee making a line. So, we made a line for the food court. Yeah.

116. R: How did you get that meaning?

117. P: The background of the sentence says that it was almost it was late at it time to

118. eat.

119. R: OK.

120. P: So, they all need to quickly made a line to get a food before the class

121. dismissed the meeting dismissed line like a in a mass way cause bee, bee, is like

122. a group of insects so it was in a mass situation.

123. R: OK. OK. So what does go to the dogs mean?

124. P: Being in a terrible really terrible situation.

125. R: How did you get that meaning?

126. P: Um, says that he got addict you are fascinated by doing this online games

127. though he pay less attention on his grades which made him go really worse on

128. his grades. I think going to the dogs has that meaning. Being really worse in a

129. situation.

130. R: OK.

131. P: Thank you.

132. R: What does ride on someone's coattails mean?

133. P: To, to, borrow someone's idea to follow somebody's directions without his or

134. her own thinking or ideas.

135. R: How did you get that meaning?

136. P: Rely on. Just like his older brother who relied on his father's success so you

137. rely on somebody's to make your own success. So, you, you, get things from

138. others.

139. R: OK. What does bread and butter mean?

140. P: Not only the food but also money or the resources for someone to survive.

141. R: OK. How did you get that meaning?

142. P: Um, cause financially it cost money things with about money. So, John's job

143. enables him to support to help to totally help his family. So, financial and bread

144. and butter has the same meaning. Something about money supporting a family.

145. R: OK. What does in a pickle mean?

146. P: Mm, something unexpected for someone.

147. R: How did you get that meaning?

148. P: Mm, he the Mark, Mark was assume and he himself is convince and then

149. come being able to tell his family that he, he, he is fine to do the backpacking.

150. However, thick though is a transition word meaning something originally is in

151. this case and comes out with another one. So, got himself in a pickle in means

152. something he himself didn't expected happened.

153. R: OK.

154. P: Yeah.

155. R: OK. What does in over one's head mean?

156. P: (reading to herself) Mm. To put something behind you. To get rid of it.

157. R: How did you get that meaning?

158. P: Mm, one zoo manager heard the tiger cage lock shut shut it so tiger mean

159. something really dangerous is means locked totally something was behind him

160. so he can walk directly through the way. So, he doesn't need to worry about it.

161. R: OK. Hm. Number 19.

162. P: Mm, to tell a lie.

163. R: Mm-hm? How did you get that meaning?

164. P: So. Because this one says the teacher trust us but they choose to do something

165. and this is the part they lie to their teacher.

166. R: OK.

167. P: Despite has the meaning of although then the result must be in the opposite

168. way. So, they choose to do something, um, un, something incorrect or something

169. bad.

170. R: OK. Alright. Last one here.

171. R: OK. What does take something with a grain of salt mean?

172. P: Mm, mm, to, to, take it for granted or regard it as uh, an, my English so bad.

173. R: That's not true.

174. P: Ha ha. Something I take it for granted. I regard it as something I really do not

175. need to think of it and I think it is um, common sense.

176. R: How did you get that meaning?

177. P: Ah, cause the other sentence says I knew he didn't literally mean to say he had

178. invented. Ah, because, mm, let me see, (reading to herself) it's like he's saying

179. not joking but trying but he's trying to say things with the opposite meanings. It's

180. impossible for Marcus to have invented it. The truth neckties have been used

181. around for hundreds of years. Obviously, people know that. Everybody knows it

182. so its impossible for him to invented it. So, um, so, I think here means he took it

183. for granted. I do not know why.

184. R: OK. Thank you very much.

185. R: Alright. Ha ha.

Task C - Fran

Time: 33:48

1. R: This is Task C for Fran. Here you go. What does right as rain mean?
2. P: Mm, I think it's from the task it means that uh the people becomes important
3. as the importance of rain for human being.
4. R: OK. How did you get this meaning?
5. P: Because it mention that Gabriel got promoted to the position which she has
6. dreamed since he was a kid so I think maybe a really important job and position
7. for him so maybe she have she have uh, uh, um, she has more control for
8. something and maybe he can influence for many things for this new job.
9. R: OK. Number 2. So what does be on the backburner mean?
10. P: On the backburner. Um, mean I guess it means the scenes I guess it means the
11. scenes not really important.
12. R: OK. How did you get that meaning?
13. P: Because it mention that the person just has been too occupied to do many
14. things recently because of these other important things so he or her he or she put
15. washing the dog on the backburner so maybe I think the person just want to
16. escape from the things he need to do so the she try to do another things. So, put
17. washing the dog on the backburner means that the things the person put in the
18. second place. Maybe she usually will do the most important things at first. This
19. time she try to do other things.
20. R: OK. What does show someone the ropes mean?
21. P: Um, maybe I think the rope means skills.
22. R: OK. How did you decide that?
23. P: Uh, because, uh, Luke is a new apprentice in this shop so maybe she need to
24. learn many things so I guess Sara can teach him many new things so maybe she

25. can also provide him some suggestions, hints or working skills. So I think ropes
26. maybe means help or that other people can provide for a person.
27. R: OK. Number 4. What does fly off the handle mean?
28. P: I think, maybe the people tried to change the things that he usually agree in
29. the past. Maybe this time he try to disagree or do different things.
30. R: OK. How did you get this meaning?
31. P: Because, in the sentence, it mentioned that if Matt finds out that his daughter's
32. fiancé is in prison.
33. R: Yeah?
34. P: so maybe I think when he knows this truth maybe try to do something
35. different from the past.
36. R: OK. What does the salt of the earth mean?
37. P: Uh, uh, ah, uh I think it means that someone is um, important. Maybe also
38. famous for some um, characteristics.
39. R: How did you get that meaning?
40. P: Because this one mentioned that his sound an this person is an honest man and
41. is a common knowledge in the village. This people is famous for a certain
42. characteristics so because of this kind of characteristics this people is important
43. for them.
44. R: OK. Good. What does bring something home mean?
45. P: Mm, um, I think it means that take some bad or serious event for to most
46. people.
47. R: How did you get that meaning?
48. P: Because the horrors of the tsunami in Japan. So maybe ah, um, its meant it
49. means that the media tries to warn or and try to ah uh, let people know the news

50. of an important thing so, so I think it's a kind of deliver some important news.
51. R: OK. Great. What does a sign of the times mean?
52. P: Mm, I think it means ah, um, it means uh important mm, signals, so um...
53. R: How did you get that meaning?
54. P: Because I think in this sentence, um, because uh, he was missing for three
55. whole weeks I think this meant this is a, a, a, this is a, back that everyone should
56. notice but nobody notice that so I that he was missing for three whole weeks is a
57. really important signal that everyone should notice.
58. R: OK. So what does it mean?
59. P: Uh, maybe I think it means an important signal.
60. R: OK. Sorry I got confused. I got it. Great. Next one. What does have a soft spot
61. for mean?
62. P: Um, um, I, I think maybe means the teacher a teacher has a different emotion
63. for, for, this student.
64. R: How did you get this meaning?
65. P: Um, uh because I think from task it shows that the teacher uh, uh she took a
66. look at all the students but just mentioned this students so maybe I think she just
67. have a different kind of emotion from this student. Different from the other
68. students. So, maybe she just think that this student is special and maybe have
69. different kind of uh, something special that will attract the teacher to have
70. different emotions for the student.
71. R: OK. What kind of emotion?
72. P: From this task I think it's something good. So maybe she want to compared to
73. other students maybe the teacher want to take care of the student more so maybe
74. she just saw that this student is really different and special.

75. R: OK. What does be so lucky mean?
76. P: Um, mm, um, maybe, um, I think it means that the people should appreciate
77. um, uh, uh, should appreciate uh, mm, the sings she he or she had faced or
78. experienced.
79. R: OK. How did you get that meaning?
80. P: Because in the conversation person A have a kind of special experience with
81. Lady Gaga and the B just say you should be so lucky so uh, um, I just guess
82. maybe the person B a kind of jealous so um, maybe also show that the person B
83. also look forwards to have the same experience like person A and person B is
84. also happy for person A special experience and maybe sometimes person B is
85. jealous for person A's special experience.
86. R: OK. OK. Number 10? What does kick in mean?
87. P: Um, I think maybe it relate to medicine. So, um, maybe I think kick in may
88. mean something different method just people just try to use a different method to
89. do something. They try to use different way to solve difficulties.
90. R: How did you get that meaning?
91. P: Because in the last sentence, it says as it took effect, so maybe I think it means
92. some new treatment took effect, kick in just means the people use some different
93. and new treatment they never use before.
94. R: OK. What does at a considerable price mean?
95. P: Um, I think that means when people gets a new things she also need to
96. sacrifice something. Maybe it means that Matt becomes the captain of the police
97. at the same time she needs to pay at a considerable price so she got a new job she
98. need to do something else and also sacrifice something for the job.
99. R: OK. What does in full swing mean?



100. P: I think that means that something is really start and begins so...
101. R: How did you get that meaning?
102. P: Because it mention that it had been going on for a couple hours before we
103. arrived. Maybe the party has started for a couple of hours that means something
104. just begins so maybe by the time the people arrive the party is just maybe the
105. highest point. I do not know how to explain it. So maybe when the person arrived
106. they just experienced the most fascinating part of the party.
107. R: OK. What does make a beeline mean?
108. P: Uh, um, I, think that means that people need something in a hurry.
109. R: How did you get that meaning?
110. P: Because the meeting so I think maybe everyone is hungry so they just want to
111. get the food as soon as possible so maybe beeline here is that they just want to
112. eat as soon as possible so they just try to get the food in a hurry.
113. R: So what does it mean?
114. P: Means that um, uh, something people want to get in a hurry.
115. R: OK. Number 14? What does go to the dogs mean?
116. P: I think it means become worse and worse.
117. R: OK. How did you get that meaning?
118. P: Because it mention that the person got addicted to online games so so and she
119. and he started paying attention to school work so at same time means that his or
120. her grade will become worse so I think has gone to dogs means become worse
121. and worse.
122. R: OK. What does ride on someone's coattails mean?
123. P: Um, so, I, so I, guess it means, uh, its, mm, its take privilege of someone.
124. R: OK. How did you get that meaning?

125. P: So, um, because from the texts it means that Larry's father is, is rich then also  
126. it mention that his old brother also relied on his father so and then it mention that  
127. Larry isn't very creative so I think it means that he doesn't do anything different  
128. from his all brothers it also means that he also relies on his father's success so  
129. may I think it means that he take privilege of his father's success.

130. R: OK. What does bread and butter mean?

131. P: Um, I, Uh, I guess it's one, um, its financial support.

132. R: OK. How did you get that meaning?

133. P: Because it say that John's job is important for family also his job enable him  
134. to support his family financially. so bread and butter means financial support for  
135. family so it's really important.

136. R: OK. What does in a pickle mean?

137. P: Mm, um, I think it means that um somebody is in a trouble.

138. R: OK. How did you get that meaning?

139. P: Because at the sentence its mention that Mark assure that he will be fine for  
140. doing everything but he got self in a pickle so I think although the person is  
141. assure that he will be fine however she still face trouble or face some difficulties.

142. R: OK. What does in over one's head mean?

143. P: I think it means that someone really can't solve the problem in front of him or  
144. her.

145. R: OK. How did you get that meaning?

146. P: Because it mention tiger cage door lock shut behind him so, um, so, I guess  
147. maybe it means that, um, so, I guess that someone face a situation that she can't  
148. he or she doesn't really know how to do or how to solve the problem in front of  
149. him or her.

150. R: OK. Just 2 more. What does pull a fast one mean?

151. P: Um, um, uh, I think it's more bigger thing um, or, a thing is, is, too, is, too big

152. to trust.

153. R: OK. How did you get that meaning?

154. P: Because the students try to convince the teacher that the school has been

155. canceled for the following day so, I think that the teacher will not um, trust this

156. kind of things so a fast one means a thing that maybe it I think a student also

157. know a teacher will not trust them so it's kind of joke so they try to choose a um,

158. they try to choose one um, they know teacher will not really trust them.

159. R: OK. Last one. What does take something with a grain of salt mean?

160. P: Um, I think it means that the person really trust it or take a second salt.

161. R: OK. How did you get that meaning?

162. P: Because um in the text uh, the person mention that when Marcos mention that

163. he had invented the piano key necktie then later we can know that she didn't

164. really believe that his friend invented piano key necktie so maybe I guess that

165. took it with a grain of salt maybe when his friend told him the news so he just

166. doubt it but she didn't say it.

167. R: So what does it mean?

168. P: So, maybe I think that it means that the person doubt and do not really believe

169. the things the other people say.

170. R: OK. Thank you very much.

Task C - Geoff

Time: 27:14

10. R: OK. We are starting Task C for Geoff. OK. Here's number 1. What does as
11. right as rain mean?
12. P: He has been as right as rain. Like when you got promoted to the position
13. which you really want and you will be happy and like a delightful. So right here
14. right as rain is it could mean happiness like happiness to somebody.
15. R: OK. How did you get that meaning?
16. P: Cause, according to the sentence like promoted to the position. Gabriel got
17. promoted to the position which he had been wanted since he was a kid.
18. According to the clues of the text.
19. R: OK. Great. Number 2. What does on the backburner mean?
20. P: Ah, like you, like something unimportant.
21. R: OK. How did you decide that?
22. P: Cause, like a great number of the important yet unforgettable things that I
23. have to do... cause I cause I, I, have been to occupied with something else to do
24. the important and unforgettable things. So, I forget washing the dog. So, on the
25. backburner. It's like...
26. R: Think out loud. Think through it.
27. P: Put the dog on the backburner. It's important but I have no time to do it. So I
28. put the, OH. Washing the dog on the waiting list. Something like that. Cause I
29. have so many things to do. Washing the dog is important but not the most
30. important thing to do.
31. R: OK. Number 3. What does show the ropes mean?
32. P: Show the like demonstrate some kind of skills for someone else. Cause Luke
33. is the new apprentice and he's going to take over the print show and Sara is a

34. very experienced worker here. Apparently Luke is new here and doesn't know
35. how to run the print shop maybe photo copy something like that and I hope Sara
36. can teach Luke to do some kind of routine jobs or some kinds of skills.
37. R: OK. Number 4. What does fly off the handle mean?
38. P: Like, ah, getting away from some like getting away from he is used to doing.
39. Like get away from the work position. Get away from where he live and go to
40. another place and do something.
41. R: How did you get this meaning?
42. P: Although Matt is usually a mellow guy, he might fly off the handle. (Reading).
43. Oh, it could mean if he finds that his daughter's fiancé is in prison and he took
44. the instant action to go to his daughter's where his daughter lives and provide the
45. help. Fly off the handle could be do something immediately.
46. R: OK. Number 5. What does salt of the earth mean?
47. P: Salt. Uh, according to the sentence his notoriety as a sound a honest man so
48. the salt can be very honest and very kind or considerate to, to, help others like a
49. very good guy.
50. R: OK. How did you get that meaning?
51. P: Because his notoriety, notorious, notoriety is negative I guess.
52. R: OK. That's fine. What does bring something home mean?
53. P: Deliver some kind of news somewhere.
54. R: OK. How did you get this meaning?
55. P: Because the tsunami in Japan happen in Asian but in other continents we can
56. still learn the news. So it's kind of like media deliver the news to everywhere.
57. R: So what does it mean exactly?
58. P: Kind of like broadcast.

59. R: OK. Number 7. What does sign of the times mean?
60. P: A sign of the times like a sign that society is getting worse and worse.
61. R: How did you get that meaning?
62. P: Nobody noticed that somebody had been missing for 3 whole weeks and
63. nobody care about that and everyone in the society seems to be indifferent with
64. each other.
65. R: OK. Number 8. What does have a soft spot mean?
66. P: Taking care of.
67. R: OK. How did you get that meaning?
68. P: Because Ms. Howard doesn't know anyone of the students but she noticed the
69. adolescent boy in the back and she cannot help having a soft spot for he cannot
70. help looking at Josh because he seems very eye catching so maybe Josh is look
71. very older than anyone else in the class like a pay special attention to Josh.
72. R: OK. OK. Here's number 9. What does be so lucky mean?
73. P: You should be so lucky. You should be so lucky. kind of like you cannot be so
74. lucky and you cannot have that kind of chance to meet Lady Gaga and have
75. accept those autographed copies of all the limited albums.
76. R: How did you get that meaning?
77. P: Because it's a dream.
78. R: OK. Number 10. What does kick in mean?
79. P: Have the expected effect. It works. Something works.
80. R: OK. How did you get that meaning?
81. P: Because the patient relax and fall asleep. Maybe the patient cannot fall asleep
82. and feel painful. Sedative is kind of medicine? Cause I do not know the words and
83. I guess from the I take a guess from the text and I think it's kind of medicine

84. medication and after the patient take the medication he can fall asleep and have
85. a good rest have a good effect and something works.
86. R: OK. OK. Number 11.
87. P: Considerable price is like you have to pay something you have to um, its right
88. here in the sentence I think it's very it reads like the kind of like the metaphor or
89. the idioms in Chinese you have to pay a lot to attain the goal like at the came at a
90. considerable price is like you have to pay a lot including your time you have to
91. spend a lot of your time and to, to complete some kind of mission or some kind
92. of task.
93. R: Can you say that idiom in Chinese?
94. P: (TIME 16:09) Fu Chu Hun Da Duh Dan Jia
95. R: OK. Thank you. Number 12. What does in full swing mean?
96. P: to me it's like the party had been started like a, a, long while before so when
97. we arrived ah, did, it seems like to ah, to about to end.
98. R: OK.
99. P: Or, it could be the people in the party got had a lot of fun and it the party
100. looked like the people at the party had a lot of fun like they got drunk and crazy
101. and it was a pity for us to arrive so late.
102. R: OK. 13. What does make a beeline mean?
103. P: So thirsty or so hungry for something so the meeting ended so late and
104. everyone was so hungry we needed the food so bad.
105. R: OK. So how did you decide that?
106. P: As soon as we were dismissed and we went to the food court so quickly.
107. R: So, one more time. It means....
108. P: Someone needs something so bad.

109. R: OK. Number 14.

110. P: Like gone to dogs. Like getting worse and worse.

111. R: How did you get that meaning?

112. P: I got addicted to online games and I didn't study so my grades was getting

113. worse and worse. It's easy one.

114. R: OK. Good.

115. P: Because the sentence.

116. R: What does ride on someone's coattails mean?

117. P: It's like depending on someone's effort to achieve his own goal. Cause Larry

118. isn't very creative. Kind of like follow someone else's route. And didn't pay a lot

119. to make a fortune or have kind of like ah, inherit.

120. R: OK.

121. P: Family business.

122. R: OK. Number 16.

123. P: The main income.

124. R: OK. How did you get that meaning?

125. P: To support his family financially. So, John could be the man of the family and

126. he has to earn the money to support the family. From the literally meaning you

127. can also guess it's right.

128. R: What do you mean?

129. P: Bread and butter we. In western culture bread and wheat is a staple food. And

130. in the eastern culture like rice.

131. R: OK. Yeah.

132. P: I say Chinese? (TIME 22:00) Mi Gam Mai Yo Mi. Like Mi Gam Yu Go Mi.

133. Mi Gam like rice the



134. R: OK. Is that an idiom that you think is similar?
135. P: It's not idiom but we say Wo Men Do Kua Do Mai Yo Mi Tsu. Like we do not  
136. got money to spend on the food and we we are we are running out of the money  
137. to support the family. Mi Gam the Mi is a metaphor is like money.
138. R: OK. The metaphor you just said is different or the same as this one?
139. P: It is the same. Bread and butter. My Rice.
140. R: OK. Number 17.
141. P: He got himself in a pickle. Got trapped. Got constrained. Cannot move  
142. around. Cannot go anywhere.
143. R: How did you get that meaning?
144. P: Even though Mark assured. Even though means unexpected. Mark assured his  
145. family that he would be fine but he eventually encountered some kind of  
146. difficulties. Like, in a pickle.
147. R: OK. Number 18.
148. P: Oh. Like he was in danger and a huge danger and cannot he cannot deal with  
149. the situation like cause the clues of the sentence he oh, like a Joe was in the tiger  
150. cage and the door locked shut behind him.
151. R: OK. 19.
152. P: Lie to somebody else. Lie. Tell a lie.
153. R: How did you get that meaning?
154. P: Cause ah, like same as the last one. Like despite the fact is also a let me like  
155. kind of its an unexpected result and I cause the teacher always trust what we say  
156. but kind of like we pull a fast one on her when we convinced her the school had  
157. been canceled.
158. R: OK.

159. P: Kind of like we told a lie to her even though she trusts us all the time.

160. R: OK. Number 20. What does take something with a grain of salt mean?

161. P: Like he knew something like topic someone I,I, can tell when someone is

162. talking back in front of me and I will not trust him and I will like ah, take it with

163. a grain of salt.

164. R: You said talking back.

165. P: Big. Like...

166. R: Big. Talking big.

167. P: Big, yeah.

168. R: You used another idiom to describe the idiom.

169. P: Yeah. Ha ha.

170. R: You know a lot of idioms.

171. P: Ha ha. It's like you boast and I do not believe it. I do not buy it. I think it is

172. totally non-sense.

173. R: OK. How did you get the meaning?

174. P: It's when Mark said that he had invented. Especially like invented with

175. quotation marks means emphasis. Emphasis could be like ah, ah, could be,

176. exaggerated something like that. And he didn't literally mean say that because

177. ties had been around hundreds of years.

178. R: OK.

179. P: It's actually a joke.

180. R: OK. Thank you very much.

Task C - Hilda

Time: 25:30

1. R: OK. This is Task C for Hilda. Here's number 1. So, what does right as rain
2. mean?
3. P: I think from this sentence as right as rain means he got everything he want.
4. R: OK
5. P: Yeah, he got promoted to the position which he had been wanting since he was
6. a child. So, like this is, I think this is the wish since he was the child. This must
7. be a very big thing. Maybe all he wanted since he was young. So, I think as right
8. as rain is what he want. Like the thing he got everything he wanted.
9. R: OK. And the next one. Here you go. So, what does on the backburner mean?
10. P: I think on the backburner is you like you put something you think not
11. important and you put something you think is not important and you do not do it
12. right now.
13. R: OK. And how did you get that meaning?
14. P: Because from the first clause it says like a great number of important yet
15. unforgettable things that I have been too occupied to do recently. So things that
16. he or she is occupied with something more important so he put washing the dog
17. on the backburner which means I think that washing the dog is not as important
18. so he put in the back it's not his priority.
19. R: OK. OK. Thank you. Number 3. What does show someone the ropes mean?
20. P: I think show someone the ropes means that show somebody else what to do or
21. how to do it.
22. R: OK. How did you get this meaning?

23. P: Because Luke is a new apprentice so he's new here but Sara has been working  
24. here for a decade so she has been working here for a long time so I think Sara  
25. can show him what to do so show him the ropes for Luke how to do the things in  
26. print shop.

27. R: OK. And, number 4. What does fly off the handle mean?

28. P: Fly off the handle is like get out of control of in this case I think it's about his  
29. temper.

30. R: OK. How did you get that meaning?

31. P: Because Matt is usually a mellow guy which means he is temper is he's a very  
32. nice guy and he seldom loses his temper but if he finds out that his daughter's  
33. fiancé is in prison so I think this is something that unacceptable in normal  
34. situation so he might fly off the handle he might get out of control his temper.

35. R: OK. What does that salt of the earth mean?

36. P: What does notoriety mean something bad?

37. R: I can tell you later.

38. P: OK. Let me read it again.

39. R: That's OK.

40. P: I think the salt of the earth is used to describe someone who is very bad and is  
41. better not exist in this world.

42. R: OK. How did you get this meaning?

43. P: Because it says that his notoriety as a sound an honest man is common  
44. knowledge in the village. I think that the word start with N is something bad and  
45. I think this sentence is ironic. Yeah. So I think it is used to describe someone  
46. who is very bad.

47. R: OK. Number 6. What does bring something home mean?

48. P: I think bring something home is bring something bad home. Like bring bad
49. news to people.
50. R: OK
51. P: Because it says that the reporters report the horrors of tsunami in Japan. And
52. tsunami as we know is something very bad happen and it will cause death of
53. people. So I think it is bring bad news to people.
54. R: OK. What does sign of the times mean?
55. P: I think a sign of the times is a like the signifier to show something like there in
56. this case the society is worse now than ever. So, a sign is to show in this sentence
57. the fact that nobody even noticed that he was missing for three whole weeks. Try
58. to show that the society is worse.
59. R: OK. Number 8. What does have a soft spot for mean?
60. P: Have a soft spot means that somebody notice someone which is different from
61. others.
62. R: OK. How did you get this meaning?
63. P: Because in this sentence. Mrs. Howard noticed an adult boy in the back row.
64. So because uh it is in a junior high school and everybody is supposed to be at the
65. age of junior high school students and Mrs. Howard noticed someone who is
66. different from others.
67. R: Did you say an “adult boy”?
68. P: Oh, Yes, I said it but I just read it again. Can I change my answer?
69. R: OK. No problem.
70. P: I want to change my answer.
71. R: No problem.
72. P: OK. I think have a soft spot is to take a look of someone which is different

73. from others.
74. R: OK. How did you get that meaning?
75. P: Because Mrs. Howard couldn't help having a soft spot for Josh and I think
76. there must be something different in Josh which is distinguish him from others.
77. R: OK. And number 9. What does be so lucky mean?
78. P: Uh, I think be so lucky means you really have to be that lucky and this is
79. something that ah probably impossible to happen in people's lives.
80. R: OK. How did you get that meaning?
81. P: Because speaker A says he gets invitation from Lady Gaga's party and he also
82. got all her limited edition albums and take picture with her and I think it is
83. probably impossible to happen to normal people.
84. R: OK. And, number 10. What does kick in mean?
85. P: I think kick in means it start in this case maybe it's the medicine starts to have
86. the effect.
87. R: OK.
88. P: Yeah it says as it took effect it made the patient relax and fall asleep so I think
89. its like kick in is start to have the effect.
90. R: OK. Number 11. What does a considerable price mean?
91. P: I think a considerable price means a high cost in order to achieve something
92. because in this case Matt in order to become captain of the police office he has to
93. sacrifice a lot of things in order to achieve to become the captain he has to
94. sacrifice everything so the price is expensive and very high.
95. R: What do you mean by price?
96. P: Like, cost. Not about money but about the effort he has to make.
97. R: OK. Number 12. What does in full swing mean?

98. P: Mm, full swing means, uh, in full swing means that, uh, like, the party is, uh,  
99. is like, the party is, uh, at, uh, like, very high. It, it is the time everyone enjoys  
100. the party.

101. R: How did you get that meaning?

102. P: Because it says it had been going on for a couple of hours by the time we  
103. arrived. So, it's not the start. It's not the end. But the time when everyone enjoys  
104. the party.

105. R: OK. 13. What does make a beeline mean?

106. P: I think make a beeline means suddenly everyone goes to the place. Everyone  
107. is there. There's no like line up thing yeah everyone just goes to the place like  
108. here everyone goes to the food court because everyone is hungry.

109. R: You mean they do not stand in line?

110. P: No.

111. R: They just go around?

112. P: Yeah. Like bees.

113. R: OK. Number 14. What does go to the dogs mean?

114. P: I think go to the dogs means like going to something bad or something that ah,  
115. like, he opposite position but in a bad way.

116. R: OK. How did you get that meaning?

117. P: Because here ah, ah, a person got addicted to online games and stop paying  
118. attention to school work so I think his grade is going down.

119. R: OK. Number 15. What does ride on someone's coattails mean?

120. P: I think ah, ride on someone's coattails means ah use someone's rely on  
121. someone to, to, to, do something or to achieve something he wants.

122. R: OK. How did you get that meaning?

123. P: Because Larry uh wants to uh be like his older brother to rely on his father so

124. it's like yeah rely on someone else.

125. R: OK. OK. 16. What does bread and butter mean?

126. P: I think bread and butter is means money for living because ah it says it job

127. enables him to support his family financially so it's about money for the family.

128. R: OK. 17. What does in a pickle mean?

129. P: I think in a pickle means got in a trouble.

130. R: OK. How did you get that meaning?

131. P: Because uh Mark assured his family that he will be fine but I think in the

132. opposite he got in some trouble in the place. Yeah.

133. R: OK. So, number 19. What does pull a fast one mean?

134. P: I think pulled a fast one means that cheated on someone. Because it says here

135. the teacher always trusts us but we didn't like tell her the truth. We cheat on her.

136. R: Cheat on?

137. P: Cheat. Cheat her, not cheat on.

138. R: OK. How did you get that meaning?

139. P: Because we didn't tell the truth.

140. R: OK. Number 18. What does is over one's head mean?

141. P: I think uh, in over his head means that he is in a safe place it means safe

142. somebody is safe.

143. R: How did you get that meaning?

144. P: Because the tiger cage door is shut like shut down it's closed so I think he

145. might be in a safe place.

146. R: OK. And the last one. What does take something with a grain of salt mean?

147. P: I think take something with a grain of salt means take something



148. unimportantly.

149. R: OK.

150. P: Like doesn't take something seriously.

151. R: OK

152. P: Because it says Marcos says he invented the piano key necktie but I knew he

153. didn't literally because necktie has been around for hundreds of years. So, like I

154. didn't take his words seriously.

155. R: OK. Great. Finished with Task C.

### Task C - Ingrid

Time: 32:29

Note: While Ingrid's speech is fluid and keeps tempo with a native speakers pace, her pronunciation is excessively garbled and at times unintelligible which is often denoted as "murmuring" in the transcript.

1. R: This is Task C for Ingrid. What does as right as rain mean?

2. P: Tricky he guess (gets) everything that he want.

3. R: How did you decide that?

4. P: Because I for the previous sentence it said he had been waiting since he was

5. kid so I guess he gets everything that he wants.

6. R: OK. Number 2. What does be on the backburner mean?

7. P: Let me you read ag.

8. R: Think out loud.

9. P: Think aloud.

10. R: Yeah.

11. P: Yeah I reek again the sentence because a too occupy to do recently so it's this  
12. sentence is kind you know Da Suan Gi so I think the meaning previous sentence  
13. meaning that I can guess what the idiom meaning in this so I thinking its  
14. meaning I have been too occupied to do anything ah it mean he forgot something  
15. important so he put wash the dog on the backburner so he put the dog in the  
16. dangerous.

17. R: OK. How did you get that meaning?

18. P: Because I guess he's too busy to do to, to, to, to, to busy so he can remember  
19. what did what he did so may he put so maybe he put washing dog on the  
20. dangerous I guess otherwise he would say that.

21. R: OK. Here is number 3.

22. P: I do not know a pretty is, is I do not know the meaning of a pretty is a new  
23. comer, comer since Sara has work.

24. R: What does show someone the ropes mean?

25. P: Show him the ropes put mean. Hm, help someone to finish to solve the  
26. problem.

27. R: OK. How did you get that meaning?

28. P: because um mean he depend Sara can help the new come help Luke, Luke is  
29. new coming new comer so he hope Sara can help Luke in this in their print shop.

30. R: Sure, so what does show someone the ropes mean?

31. P: Depend on someone to sell his problem.

32. R: OK. Number 4? What does fly off the handle mean?

33. P: Marrow what is marrow mean? Get in trouble.

34. R: OK. How did you get that meaning?

35. P: Because he, he find out that his daughter's fiancé is in a prison yeah so he may

36. get on trouble if he kill no I guess not who over handle.
37. R: You want to change your answer?
38. P: Yeah.
39. R: That's OK. Tell me why. Just keep thinking out loud.
40. P: He my get angry?
41. R: OK. How did you get that meaning?
42. P: He my fly off the handle if he find out so he didn't find out yet so if he find
43. out he will get angry. Yeah.
44. R: OK. Number 5. What does salt of the earth mean? Think out loud.
45. P: Very good at something. He's an honest man. Hm. This one I really do not
46. know because I do not know what is notoriety mean what the meaning of
47. notoriety. So, its music instrument or an honest man. Because, you know and at
48. do you know I mean?
49. R: Sure
50. P: You know? Is a music instrument and this one is talking about and, and use at
51. so its talk about this one.
52. R: Moses.
53. P: Moses. So I guess it's good at something and everyone OK I guess its mean
54. good at something and everyone know he's very knowledgeable in this area.
55. R: OK. Next one. What does bring something home mean?
56. P: Um, bring some home bring something home. Can you say again?
57. R: What does bring something home mean?
58. P: Bring something home. I guess its mean one person marry know about or OK.
59. At play at a area doesn't know anything about the new or something but
60. someone or something bring this news back to a area and make they know what

61. is happen.
62. R: OK. How did you get that meaning?
63. P: From the sentence.
64. R: Which words in the sentence?
65. P: Because people didn't know what the tsunami means but right now since for
66. media reports so people know what the horrors of the tsunami in Japan.
67. R: OK. Number 7. What does a sign of the times mean?
68. P: Society is worse ... ever. (reading) uh, times go quickly.
69. R: OK. How did you get that meaning?
70. P: Because people didn't notice.
71. R: OK. Next one. What does have a soft spot for someone mean?
72. P: Mm. Someone catch his eyes or her eyes.
73. R: OK. How did you get that meaning?
74. P: Because the teacher didn't know anyone but he noticed someone Josh.
75. R: OK. Next one. What does be so lucky mean?
76. P: Mm. Hope someone like he wish.
77. R: OK. What do you mean? Tell me more.
78. P: Because A say he dream Lady Gaga give him some something and B say you
79. should be so lucky so maybe B wish A can get what he wants.
80. R: OK. So it's like saying I hope it happens? Is that what you mean?
81. P: Yeah.
82. R: OK. Number 10. What does kick in mean?
83. P: Gay walk. I mean gay walk (get work?). Affective.
84. R: OK. How did you get that meaning?
85. P: I guess it's kind of medicine and it took effect so, so, I guess kick in is take

86. effect.
87. R: OK. Next one. What does at a considerable price mean?
88. P: Mm. If you someone want to get something than he need to lose something
89. gain and lose.
90. R: OK. How did you get that meaning?
91. P: Because Mark want a place want a position and he think about what he will
92. get and what he would lose.
93. R: OK. And the next one. What does in full swing mean?
94. P: Full swing I guess maybe a lot of people in this place or occupy this place.
95. R: How did you get that meaning?
96. P: Or. I guess its mean have a mm, has start a long time.
97. R: OK. How did you get that meaning?
98. P: Because it said the party full swing by the time we arrive so it's going on a
99. couple hours by the time we arrived so the party start for a couple hours and so
100. maybe very people already in this party so I guess its mean people occupy this
101. party or the party was full of people.
102. R: OK.
103. P: Or means party was the part start awhile.
104. R: A while ago.
105. P: A while ago.
106. R: OK. Number 13. What does make a beeline mean?
107. P: Make a beeline I guess it could be as soon as possible.
108. R: OK. How did you get that meaning?
109. P: Because the it said the meeting is run for a hours late so they must be hungry
110. so when they dismiss they just rush into food court so I guess they will be rush

111. into something.

112. R: OK. And number 14. What does go to the dogs mean?

113. P: (murmuring and reading quietly) It mean he get his grades back to his level.

114. R: OK. Can you say that again?

115. P: Get someone's grades back to someone's level.

116. R: OK. How did you get that meaning?

117. P: Because it say she got addicted on onto online games and when he stopped

118. playing it and to focus on her school work his grades get higher then when,

119. when, then he pray again then the time he play the online game.

120. R: OK. Next one. Number 15. What does ride on someone's coattails mean?

121. P: Mm. Boo Lau Huo Ma. Boo Lau Huo is mean someone want to eat fish but he

122. do not want to buy it and he as someone to buy it for him.

123. R: OK. How did you get that meaning?

124. P: Because it seems Larry do not want to do any wok (work?) any effort but he

125. just want tack (take?) these from his Florida yeah from his Florida (father?)

126. R: OK. Tell me again. What does it mean? I understand what you were saying

127. about the fish and buying the fish but your using another idiom to describe this

128. idiom. Can you try to describe it using normal English?

129. P: OK. Someone do not do anything but depends on others to get what he want.

130. To get suck sex(success).

131. R: Success? I see what you mean. OK. Number 17? What does bread and butter

132. mean?

133. P: Hm. Very. Hm. (murmuring reading) uh-huh so is mean a lot of money and

134. this money can afford you to spend anything on your family.

135. R: OK. How did you get that meaning?

136. P: Because John's job at a factory and these job salary can afford support for both  
137. his family financially.

138. R: OK. So they can buy...

139. P: Buy everything buy the family needs or support the students educational  
140. intuition.

141. R: Tuition.

142. P: Tuition.

143. R: So just to be clear. Are you saying its money to buy anything they want or just  
144. want they need.

145. P: They need.

146. R: OK. Next one. What does in a pickle mean?

147. P: Hm. Is hard to guess.

148. R: That's OK.

149. P: Mark assured (murmuring reading).

150. R: Try to think out loud.

151. P: He do not want. Even though he know his family support him but he still wont  
152. go back. He won't try his best to, to, do to do what he want to do.

153. R: OK. How do you get that meaning?

154. P: Even though his know family know what he doing he was doing but, but, his I  
155. do not know it's hard to gas. I guess its maybe he know his family is support him  
156. and know what it's doing what he doing maybe not support but know what he  
157. doing. Trust. Yeah. Maybe he know his family trust him. But and he will be fine  
158. when he go back to his family but he still do not want to go back and he in  
159. another place so maybe he just want to try his best to get parking lot.

160. R: So, in a pickle means.

161. P: Means someone wants to try his best and do not want to depend on his family.

162. R: So, like being independent?

163. P: Yeah.

164. R: OK. Number 18. What does in over one's head mean?

165. P: Get in trouble.

166. R: OK. How did you get that meaning?

167. P: Because the door lock. So, its mean he can get out.

168. R: OK. Number 19. What does pull a fast one mean?

169. P: Teacher fast student to tell truth but we pull fast one on her. So, (murmuring

170. reading) Kill (tell?) someone a lie?

171. R: OK. How did you get that meaning?

172. P: I do not know. Despite mean is not despite yeah (murmuring) so I guess

173. because this so the meaning will different from the teacher expect. So teacher

174. want student to trust on her but student think still tell a lie.

175. R: OK. Last one. What does take something with a grain of salt mean?

176. P: Mm. Mm. Mm. Mm.

177. R: What are you thinking?

178. P: I thinking when should add to I mean I sing the grandma's rose.

179. R: You're thinking about grammar?

180. P: Yeah grandma's rose (grammar rules?) I need to find a subject and verb first.

181. R: OK.

182. P: So now I find it and I think I need to read the sentence read the sentence

183. between the sentence and find the meaning.

184. R: OK.

185. P: So can you say ask me again?



186. R: Sure no problem. What does take something with a grain of salt mean?
187. P: Um. Think. Um you always you know a truth before someone tell you so
188. when someone tell you, you, know oh yeah she just make joke.
189. R: OK. How did you decide that?
190. P: Because he is plan (explain?) that literally is means to say he invent it but nick
191. (neck) tie has been around for hundred of year so he already know the truth.
192. Know the fact. So, before someone tell you a things you already know.
193. R: OK. Thank you.

#### Task C - Jasmine

Time: 24:00

Note: In many cases, when I asked Jasmine how she got her answer, she simply reread the cue card out loud.

Her responses were, in many cases, not very insightful.

1. R: This is Task D (mistake-it should say C) for Jasmine. So how about the first
2. one? What does as right as rain mean? ... What are you thinking?
3. P: I think as right as rain might imply somebody expect something and his or her
4. expectation has come true later.
5. R: How did you get that meaning?
6. P: Uh, from the sentence.
7. R: Which words in the sentence?
8. P: Um, got promoted to the position and had been wanting since he was a child.
9. It might imply that the person always expect something to happen and then it
10. happened just as he expected just as right as rain. It's my guess.

11. R: OK. Good. Number 2. What does be on the backburner mean? ... What are
12. you thinking?
13. P: OK. I put washing the dog on the backburner. It could mean somebody he is
14. too busy to do something yeah. I from the, the, phrase I've been too occupied to
15. do recently it could mean somebody his very busy and he cannot do he is so
16. busy to do anything at this moment.
17. R: OK. So on the backburner means...
18. P: No time.
19. R: No time. Too busy.
20. P: Too busy. Yeah. Ha ha ha.
21. R: Number 3. What does show someone the ropes mean?
22. P: Show him the ropes for me could be teach somebody the experience.
23. R: How did you decide that?
24. P: Because from the above sentence it ah Sara has worked here for over a decade
25. but Luke is a new comer right? And the person hope the Sara can show him the
26. ropes, can show him the experience teach Luke how to do the job. Experience.
27. R: OK. Next one. Number 4. So, what does fly off the handle mean?
28. P: Cannot control somebody's temper.
29. R: How did you get this meaning?
30. P: Matt is usually a mellow guy he might fly off the handle if he finds out that
31. his daughter's fiancé is in prison. A mellow guy could be somebody do
32. something very routine but fly off the handle maybe do something out of order
33. out of his temper. Yeah. Something like that.
34. R: OK. Number 5. What does the salt of the earth mean?
35. P: The salt of the earth could mean is the thing that everyone knows.

36. R: OK. How did you get that meaning?
37. P: Common knowledge in the village.
38. R: OK. Number 6. What does bring something home mean?
39. P: \*sigh. Brought home. Which one?
40. R: Bring something home.
41. P: OK. Bring something home could mean that the news or the information has
42. already occupied in peoples mind peoples brain everybody knows the situation.
43. R: How did you get that meaning?
44. P: Now people all across the globe can really fathom how heinous acts of nature
45. really are. From this sentence I think bring something home means bring the
46. information the information has already occupied put into somebody's head.
47. Everybody know that.
48. R: Something that people already know, you tell them again?
49. P: At first people do not understand but after a situation at bring the information
50. after heard or see the information everybody knows this kind of phenomenon.
51. Like tsunami.
52. R: OK.
53. P: Everybody know tsunami because yeah.
54. R: OK. Next one. What does a sign of the times mean?
55. P: A sign of the times. A sign of the times. Is a situation that means um, its pickle
56. people they do not care about each other.
57. R: OK.
58. P: It's a very cold society. Nobody cares about anyone.
59. R: OK. How did you get that meaning?
60. P: The fact that nobody even noticed that he was missing for 3 whole weeks.

61. R: OK. So a sign of the times means...
62. P: Means, is an unfriendly society.
63. R: OK. Next one. What does have a soft spot mean?
64. P: Make a notice. Jot down write down some word on the paper to make
65. somebody recognize something.
66. R: OK. How did you get that meaning?
67. P: Because Mrs. Howard didn't know any of the students by name yet as she
68. took a look at the pupils in the classroom, she couldn't help having a soft spot for
69. Josh.
70. R: OK. Next one.
71. P: Very difficult! (yelling)
72. R: Good. So, what does be so lucky mean?
73. P: It means things that is not real because they are dreaming.
74. R: OK. So, how did you decide that?
75. P: Decide what?
76. R: ...Your answer. How did you choose your answer?
77. P: From the sentence. I dreamt.
78. R: OK.
79. P: And, yeah. Because in the dream, from these words in can imply that this is
80. not true. So be so lucky maybe it implies things that is not reality.
81. R: OK
82. P: Yeah. Not true. Ironic. True opposite.
83. R: OK. I know what you mean.
84. P: Ahh! (yell from frustration)
85. R: You're doing really good! Do not worry.

86. P: Ahh! (yell)
87. R: OK. That's number 10. What does kick in mean?
88. P: OK. Kick in kick in maybe it means it something works something works.
89. R: OK. How did you get that meaning?
90. P: You know the physician you know here maybe they make an operation and the
91. operation is successful and it makes the patient feel relax and fall asleep. It could
92. be positive. So kick in maybe means success yeah successful.
93. R: OK
94. P: Ooh! (yell with frustrated laugh) I need to scream! So difficult!
95. R: Do not stress. No stress. ... So what does at a considerable price mean?
96. P: Somebody need to pay for something.
97. R: What do you mean "pay"?
98. P: Pay for something. Anything you want to achieve. You need to work hard
99. otherwise how can you reach your goal? So, considerable price.
100. R: OK. So "pay" is like money?
101. P: No, it could price, If you want to learn a lesson you need to pay some price to
102. get the lesson.
103. R: It makes me think about money when you say "pay a price".
104. P: No, it could be money could be moral lessons could be everything if you learn
105. from that things. You learn from that experience.
106. R: OK. How did you get that meaning?
107. P: He had to sacrifice a lot an focus exclusively on his unpleasant career in
108. order to achieve his goals (reading) from these words.
109. R: OK. I got it.
110. P: Ahh (moan) No no.

111. R: What does in full swing mean?
112. P: The party has has um the party the party it means the party the party is always
113. going on. Yeah. For many hours.
114. R: How did you get this meaning?
115. P: It had been going on for a couple of hours (reading) it means in full swing
116. means the party is always working.
117. R: OK. What does make a beeline mean?
118. P: Hungry.
119. R: How did you get that meaning?
120. P: Hurry Hungry. Because the meeting was delayed for one hour and everyone
121. was so hungry so tired so they made a beeline. They do things very quickly to
122. the food court because they need to eat something.
123. R: OK. So, make a beeline means....
124. P: Quickly.
125. R: OK. Here we go. What does go to the dogs mean?
126. P: Go to the dogs means somebody fell somebody failed something. Yeah.
127. R: How did you decide that?
128. P: Cause this person he got addicted to online games and he stopped paying
129. attention to his work schoolwork. Then his grades have gone to the dogs.
130. Cleaning his grades are not so good maybe he was felled (failed?) by the teacher.
131. R: OK. What does ride on someone's coattails mean?
132. P: Follow the ancestors succeed ancestors fortune.
133. R: OK. How did you get that meaning?
134. P: Ah, because just like his older brother who relied on his father's success to
135. make his fortune so Larry also do the same.

136. R: OK. So what does it mean? Ride on someone's coattails means...
137. P: Get the advantages from his parents his grandparents yeah.
138. R: OK.
139. P: Ha, this is easy.
140. R: OK. What does bread and butter mean?
141. P: Means ah, family's bread and butter means the person in the family's support
142. supporter.
143. R: OK. So bread and butter means....
144. P: Make money.
145. R: Make money?
146. P: Make a living.
147. R: Make a living? OK. How did you get that meaning?
148. P: From the, the sentence. His job enables him to support his family financially
149. Fi-nan-cial-ly! Sup-porta!
150. R: Good.
151. P: Make mon-ey!
152. R: That's right. What does in a pickle mean?
153. P: Encounter some trouble.
154. R: OK. How did you get that meaning?
155. P: Even this person he knew everything but he still have something he doesn't
156. know he didn't understand. So, yeah. Even he is a he prepare everything exactly
157. but there is still something he cannot foresee.
158. R: OK. One more time. What does it mean?
159. P: Encounter a trouble.
160. R: OK.

161. P: Huh! (frustrated groan)

162. R: Next one.

163. P: OK.

164. R: What does in over one's head mean?

165. P: Safe.

166. R: Safe.

167. P: Safe.

168. R: And how did you get this meaning?

169. P: Tiger cage door locked shut behind him. You know, tiger will bite people

170. right?

171. R: Sure.

172. P: And the tiger was locked in the cage. It won't come out to bite anyone.

173. R: OK.

174. P: The person will be safe.

175. R: How about if the person is in the cage?

176. P: This person in the cage.

177. R: If the door locked behind him.

178. P: Oh. Oh! Then he will be in trouble.

179. R: OK. I see what you mean.

180. P: He will be bitten by the tiger.

181. R: Probably. What does pull a fast one mean?

182. P: Tell a lie.

183. R: How did you get this meaning?

184. P: Because the teacher trust them always trust the students will tell them tell her

185. the truth but they still pulled a fast one tell a lie.



186. R: OK. This is the last card.
187. P: Yeah! (sigh of relief)
188. R: What does take something with a grain of salt mean?
189. P: Chur Jur Yi Bi. Chur Jur Yi Bi. Do not believe it.
190. R: OK.
191. P: Somebody do not believe some, some someone say something.
192. R: OK.
193. P: In Chinese it means Chur Jur Yi Bi. Swallow it um do not believe it ignore or
194. just smile very coldly.
195. R: I see what you mean.
196. P: Yeah Chur Jur Yi Bi somebody do not believe somebody say something.
197. R: OK. How did you get this meaning?
198. P: Because neckties have been around for hundreds of years. How can this
199. person say he had invented? Yeah. From this word.
200. R: OK. We are finished with Task C.
201. P: Oh! Yeah! (excited)

#### Task C - Karina

Time: 35:53

1. R: OK. This is Task C for Karina. Here's number 1. So, what does as right as rain
2. mean?
3. P: Hm. (murmuring reading to herself). Wow. According to this sentence, I think
4. as right as rain means very happy.

5. R: OK. How did you get the meaning?
6. P: Because Gabriel got something that he has been wanting for such a long time.
7. Finally, he got it. As right as rain must mean like a dream come true.
8. R: OK
9. P: So, he has never been happier.
10. R: OK. Number 2. What does be on the backburner mean?
11. P: (murmuring reading to herself) Ah, it's like ah, I think it means I totally forget
12. about it. Totally forget to do something.
13. R: OK. How did you get this meaning?
14. P: From the preceding clause before I put washing the dog on the backburner. Is
15. like the first sentence says "like a great number of important yet unforgettable
16. thing that I have been too occupied to do" means he didn't do that person did not
17. do that important thing so that person put washing the dog on the backburner. So,
18. washing the dog um was as important and unforgettable as the things he should
19. have done but failed so, so, washing the dog um, was um, was not done. was
20. like, the other important things.
21. R: OK. So, one more time, what does it mean?
22. P: Ah, totally forget to do something.
23. R: OK. Number 3.
24. P: Oh by the way, I read pretty slow.
25. R: That's fine. Take your time. No rush. What does show someone the ropes
26. mean?
27. P: Ah, teaching somebody something to teaching somebody the tips of doing
28. something.
29. R: OK. How did you decide that?

30. P: Because, Luke is new person in that print shop and Sarah who has been  
31. working there for decades needs to teach him something so it should be some  
32. tips about how to do the job.
33. R: OK. Number 4. What does fly off the handle mean?
34. P: Ah he might go crazy. Yeah, fly out of the handle because you know hm. His  
35. daughter fiancé is in prison and Matt obviously didn't know that so if he knew he  
36. might fly off the handle means he might come out of control. Yeah. How I get  
37. the meaning.
38. R: OK. Number 5.
39. P: OK.
40. R: What does the salt of the earth mean?
41. P: Ah, the salt of the earth ah can I ask a meaning of a word?
42. R: I can tell you later.
43. P: OK. I was pretty sure about this one when I read it in the passage but now I'm  
44. not sure because the word notoriety seems to me like a pretty negative word. So  
45. before I thought the salt of the earth should have very positive meaning but now  
46. because notoriety as a sound and honest man I cannot decide whether this has  
47. a positive or negative meaning so my itnly(?) guess the salt of the earth still  
48. means we should feel grateful for something or somebody we should feel  
49. grateful for.
50. R: OK. How did you decide that?
51. P: Mm. If I overlook the word I do not know which is notoriety then "he as a  
52. sound and honest man in the village" delivers a positive meaning so Moses is  
53. well known to be the salt of the earth means great help you can have in the  
54. world.

55. R: OK. OK. Number 6.
56. P: Um, brought home.
57. R: Yeah, what does bring something home mean?
58. P: Bring something home means um, broadcast the news about something.
59. R: OK. How did you decide that?
60. P: "Brought home the horror of the tsunami in Japan." Because the tsunami is in
61. Japan, it's not somewhere else in Japan, not here, so the media reports they just
62. bring back this piece of news to people outside of Japan.
63. R: So what does it mean?
64. P: Bring something home means send or deliver the news. I'm trying to figure
65. out the meaning by putting brought home by replacing brought home with some
66. other phrases.
67. R: OK
68. P: The media reports have really broadcast the news of the horrors of the tsunami
69. in Japan. That's how I think would be appropriate for replacing brought home.
70. R: OK. OK.
71. P: OK.
72. R: Here's number 7. What does a sign of the times mean?
73. P: Ah, I do not think this one fits in idiom because I think it has its literal meaning
74. just each word. A sign of the times yes the society in this sentence is worse than
75. ever and ah, there is a missing guy which nobody noticed for 3 whole weeks and
76. they say OK. Now people are becoming really distant or not concerning about
77. other people. This kind of this behavior that people have now is a sign of the
78. times. Means this is a people have making this world a very cold place not a
79. good place for people to live in which describes how society is growing worse.

80. So to me a sign of the times is delivered literally through the words. It feels more  
81. like phrase than an idiom to me.

82. R: OK. So like, a sign, like a stop sign on the street? There is a sign?

83. P: Oh, yeah, I know what you mean. Because literally, a sign should be a sign  
84. there. Because Chinese has this kind of has very similar meaning.

85. R: How do you say it in Chinese?

86. P: How do I say in Chinese?

87. R: You can say it in Chinese and I can check it out later.

88. P: Yeah, I'm think exactly what phrase we use in Chinese. Yi Gu Da Ser Dai Du  
89. Shang Tsun. OK. Shang Tsun in Chinese. The English equivalent should be  
90. symbol. A symbol of the times. Because a sign and a symbol to me are like  
91. synonyms. So I think Oh, the meaning of a sign of the times is literally  
92. delivered like a symbol of the times.

93. R: OK. I see what you mean. Here's number 8. What does have a soft spot for  
94. mean?

95. P: Ah, there's a word ride in when I read this one but if flew away a soft spot a  
96. Mrs. Howard having a soft spot it's like she has some feelings for Josh. She has  
97. some soft feelings for Josh like ah it's more like it's like a I'm trying to grab the  
98. English word. Ah, humanity? Something like that. She has feelings something  
99. close to Charity.

100. R: OK so when you say feelings, do you mean negative feelings or positive  
101. feelings?

102. P: Positive. Like a, more like she, she, she, she want to protect that person like he  
103. like Josh is in underprivileged status and she has that feeling to protect him. Yeah  
104. have a soft spot for Josh.

105. R: OK. How did you get the meaning?

106. P: First it's the first day, OK from the context. It's the first day there and Mrs.

107. Howard doesn't know anybody and ah, and right a moment she set her eyes on

108. the boy she has a soft spot for her, for him. And you know from the word soft it

109. means soft spot is something we, we, we want to protect right? And if she feel a

110. soft spot or Josh mean he, he, he like he think that person is her soft spot that she

111. want to protect.

112. R: OK. Number 9.

113. P: OK.

114. R: So, what does be so lucky mean?

115. P: Ha ha. You should be so lucky it mean like it means exactly like you wish.

116. R: You wish.

117. P: Yeah. Its' like that's very unlikely. The things you want are very unlikely to

118. happen.

119. R: How did you get that meaning?

120. P: From the conversation because ah, that a person A dreamed of Lady Gaga and

121. yeah, everything which is very unlikely to happen. So from speaker B you and

122. the reply the answer from Speaker B clearly point that out.

123. R: OK. Number 10.

124. P: OK.

125. R: What does kick in mean?

126. P: Kick in is put in. Ah, OK. Let me think about it. I have to find more

127. appropriate word for it. They way I doing here is I try to find a word or a phrase

128. that can replace kick in and still make the sentence works. So, the right word to

129. replace kick in should be come to work. The sedative that the physician come to

130. work. And as it took effect it made the patient relax and fall asleep. So kick in

131. means come to work.

132. R: OK.

133. P: OK.

134. R: Number 11.

135. P: (murmuring reading aloud) I'm a kind of read aloud person.

136. R: That's fine whatever's comfortable for you.

137. P: This one, as I said before, this one we have a very similar Chinese idiom, so

138. it's kind of easy for me to figure out what it means.

139. R: OK.

140. P: It means ah, at a considerable price definitely means you have to sacrifice a lot

141. for something.

142. R: OK. How did you get the meaning from the sentence.

143. P: He had to sacrifice a lot and focus exclusively on his unpleasant career.

144. R: OK.

145. P: Yeah, ah, directly point out what it means for ah at a considerable price for

146. Matt.

147. R: I can't remember if you said it before, but can you say again the Chinese

148. idiom that's meaning is the same?

149. P: Ah, its Fu Chu Ji Da Du Dai Jian.

150. R: OK. Number 12.

151. P: (murmuring reading to herself) OK. Now I am thinking of a suitable price that

152. could replace in full swing.

153. R: Mm-Hm.

154. P: Because from the second sentence it had been going on for a couple of

155. hours. Definitely means the party in full swing does can, can never mean the  
156. party just started. It had been going on for a couple of hours and when we arrived  
157. it's in full swing it's like the party's been going for a couple of hours and when  
158. we arrived the party is at like at its climax. Something like that.

159. R: OK.

160. P: At the at the like its best you know they arrived when the party is at its best  
161. part. Something like that.

162. R: OK. Number 13.

163. P: (murmuring to herself) Oh, Oh, now it's much clearer what make a beeline  
164. means.

165. R: OK.

166. P: It's like, OK the meeting ran an hour late so people got starve got so hungry so  
167. when the when the meeting finally got dismissed of course everyone rush rushed  
168. for the food court again I am trying to find a word or a phrase that can replace  
169. made a beeline so we all rushed for the food court.

170. R: OK. OK. Number 14.

171. P: (murmuring to herself) OK.

172. R: What does go to the dogs mean?

173. P: I figure this the meaning um, I figure the meaning figure out the meaning  
174. earlier because dogs cannot mean anything good or positive in English so it must  
175. mean something negative or bad. So according to the sentence here, ah, it kind of  
176. ah reinforced my presumption because this person got addicted to online games  
177. and stopped paying attention to his or her school work. So his grades have gone  
178. to the dogs must mean at a dramatical downwards so no that person is having  
179. academic probation. So, gone to the dogs mean, ah, ah, getting to a very bad



180. situation.

181. R: OK. 15.

182. P: OK (murmuring) OH.

183. R: What does ride on someone's coattails mean?

184. P: OK. Ah. Because here, ah, Larry's brother Larry's brother ah relied on his

185. father's success to make his fortune so Larry's, Larry's father ah, Larry's brother

186. relied on his father's success and Larry wasn't very creative himself so means

187. Larry does same things so means Larry also relies on his father's success. So ride

188. on somebody's coattails must mean to rely on someone.

189. R: OK.

190. P: Rely on someone to get something.

191. R: OK.

192. P: OK. (murmuring reading to herself) OK. I think the second sentence his job

193. enables him to support his family financially the second sentence totally explain

194. what John, what the family's bread and butter. It's something you have to support

195. a family financially.

196. R: OK.

197. P: It means money. Salary.

198. R: OK.

199. P: (murmuring reading to herself) OK. This one I need more time. (murmuring)

200. R: What does in a pickle mean?

201. P: OK. Ah, this one I, I have the, I have the least clue I need. I have the least clue

202. I would need to get the meaning. Because first Mark assured his family that he

203. knew what he was doing. That he would be fine while back packing in

204. Cambodia. From this conjunction "even though" it seems like he got himself in

205. a pickle in Phnom Penn.

206. R: Phnom Penn.

207. P: OK. From the conjunction even though it's like the, the, the main though he

208. got himself in a pickle should be something contrast to the previous clause. So,

209. my guessing would be OK sure he got himself in a pickle should mean that ah he

210. then turned out that he wasn't that sure to do that fine. He seems to got himself in

211. a trouble in Phnom Penn.

212. R: Phnom Penn.

213. P: Phnom Penn. Oh, so, silent P-H.

214. R: It's Thai.

215. P: Oh. OK. He got himself some trouble in Phnom Penn because of the

216. conjunction even though. So, he is not fine. He turned out having some trouble

217. that make him not as sure as he was.

218. R: OK.

219. P: Yeah.

220. R: Number 18. So what does in over one's head mean?

221. P: Ha, ha. Joe is locked in a tiger cage with a I do not know if he is with a tiger in

222. it or not. Ah, this one in over his head. This one I can only guess I can't really

223. guess from the context I can only guess from the context I can only grab a blur

224. feeling like this one likes to mean something negative or unpleasant from the

225. context. And, I need to process on the prepositions to know in order to guess its

226. meaning. He was in, in something over his head. Over his head means something

227. out of his mind he was in over his head this time he was realized that in over his

228. head means he in a status where he over his head which he is ah a little bit out of

229. his mind.

230. R: Out of his mind is also an idiom. So...

231. P: I need to explain it. OK. He was is over his head means he got a little bit fuzzy

232. or crazy out of control. So he is out of control. Mentally, out of control.

233. R: OK. Number 19.

234. P: Oh. OK. Now the, the context give a, a, a clear clue. Because the preceding

235. sentence says “the teacher wants us to always tell her the truth” and the

236. conjunction is despites. So, then something contrary to the preceding sentence

237. must have happened to her. So we pulled a fast one on her means we made a

238. quick ah deceitful. How you say that?

239. R: Deceitful.

240. P: Yeah. We made a quick deceitful lie. We lie her. And that lie comes out in a

241. spot. Yeah, we pulled a fast one means we just made a lie on spot for her.

242. R: OK. The last one.

243. P: (murmuring reading to herself) Oh, Hoo.

244. R: So, what does take it with a grain of salt mean?

245. P: Taking it like a joke.

246. R: OK. How did you get this meaning?

247. P: From the context. Because, ah, Marcos said the word invented and since the

248. piano key necktie has been around for hundreds of years he cannot possibly

249. invent it. So when the listener heard this statement from Marcos he can’t take it

250. seriously.

251. R: OK.

252. P: So, he just took it as a joke. So I took it with a grain of salt means take it as a

253. joke.

254. R: OK. Thank you!

255. P: No problem. Ha ha.

### Task C - Lolita

Time: 30:42

Note: On average, Lolita spent a much longer time in providing her answers. For example, answering the first two questions took her over 4 minutes instead of the average 2 minutes.

1. R: OK. This is Task C for Lolita. Here's number 1. So, what does right as rain
2. mean?
3. P: Mm. I think I can't make sure the meaning when I see the sentence.
4. R: OK. Can you guess anything?
5. P: Mm. Ah. Because Gabriel finally get the position that he has been dreamed of
6. so I think it may means um, he becomes really happy and uh, Maybe means um,
7. ah, everything around him becomes so well.
8. R: OK. How did you get that meaning?
9. P: Yeah, because right, right means something means correct and the former
10. sentence say that he finally get the position that he really way. So he must be
11. really happy and proud.
12. R: OK. Good. Number 2. Here you go. What does on the backburner mean?
13. P: Mm. Um. (20 sec. pause)
14. R: What are you thinking?
15. P: Ha. Because I'm not sure about the meaning of washing the dog and also on
16. the backburner. So, I need to rely on the previous sentence. So, I think it may

17. mean because the previous sentence means that uh, I'm, I'm very busy doing a  
18. lot of important things and I can't deal and actually I can't deal with it I can't  
19. deal with these things and it may means ah, It may means, in ah, in ah, in my  
20. brain I keep planning these things.
21. R: OK.
22. P: Yeah. So on the backburner may means, not in a public place. Yeah.
23. R: OK. How about number 3? Here we go. What does show someone the ropes  
24. mean?
25. P: Oh. Um. Because the previous sentence says that Luke is a new worker in the  
26. shop and Sarah has a lot of experience so show him the ropes ah may be show  
27. him the tips to do show him the tips to, to work in the print shop.
28. R: OK. Number 4. Here you go. What does fly off the handle mean?
29. P: Mm. Um. Fly off the handle. Um. The, the first part of the sentence say that  
30. Matt is usually a mellow guy. I'm not sure what mellow means but I think it may  
31. mean he's a person with good temper and if he finds out his daughter's fiancé is  
32. in prison it may means although he has a good temper but he would still because  
33. um, because, um, this situation is pretty amazed so he may still get irritated for it.
34. R: OK. Number 5. So what does salt of the earth mean?
35. P: But I do not know what notoriety means.
36. R: That's OK.
37. P: (murmuring reading to herself) but this sentence I can't figure out what the  
38. sentence means because it seems ungrammatical to me.
39. R: OK.
40. P: Oh. His notoriety as a sound a honest man. Um, the sentence seem to be, I  
41. think notoriety may means, um, ha ha. Eh.

42. R: Mm-hm?
43. P: So, so, that means people in the village all agree he is a sound and honest man
44. so salt of the earth may means he is well known to be a sound and honest man.
45. R: OK. Number 6. What does bring something home mean?
46. P: Um. They are several words I do not know.
47. R: OK.
48. P: People all across the globe can really fathom how heinous... Um. I think the
49. second sentence may means people around the world can imagine how, how
50. terrible tsunami is.
51. R: Mm-hm?
52. P: So, media reports brought home the horrors of tsunami.
53. R: So, bring home means....
54. P: Oh, it may means spread the news all over the world.
55. R: OK. Good. Number 7? What does a sign of the times mean?
56. P: Ha, ha. Um. The sentence, the fact that nobody even noticed that he was
57. missing for three whole weeks. Nobody knows he was missing. Oh. Um, the
58. sentence said that nobody knows that somebody was missing for a longer period
59. of time. And the previous sentence said that society is really worse now so a sign
60. of the times um, so, the second sentence is an example about the bad society
61. now. So, So, so, a sign of the times means an example of the society now.
62. R: OK. Next one. Number 8. What does have a soft spot for mean?
63. P: Uh, I haven't read though.
64. R: OK. Sorry.
65. P: Mm. Um. Ha, ha. I do not know what adolescent means but the sentence the
66. paragraph said that the teacher didn't know any of the students name in the first

67. day of junior high school but when she sees Josh, the adolescent boy, she still  
68. can't help to have a soft spot so have a soft spot may means she is impressive of  
69. the boy.

70. R: OK. Good. Number 9. What does be so lucky mean?

71. P: Mm. Um the previous sentence said that someone dreamed that Lady Gaga  
72. invite him to to to a invite him to go to a place and it was pretty good. Because  
73. Lady Gaga have him limited edition albums and also take a picture with her so it  
74. sounds pretty good. And B said "you should be so lucky" but I do not know what  
75. B used "should" because be so lucky looks like a positive word.

76. R: Uh-huh?

77. P: Mm. Ha ha.

78. R: Any guess?

79. P: Ha ha. Mm. B should say you are so lucky but why B says you should be so  
80. lucky? Because it doesn't come true. It just a dream.

81. R: OK.

82. P: Ha ha, I still think be so lucky should be fortunate.

83. R: OK. Good. Let's go to the next one. There's number 10. What does kick in  
84. mean?

85. P: Mm. Mm. Ah, the second sentence says that maybe it's, maybe, it's the  
86. medicine and the medicine take its effect and the patient fall asleep after he use  
87. the medicine. So, the sedative kick in. Oh, so maybe sedative is medicine and  
88. kick in means the medicine make an effect.

89. R: OK. Number 11. What does at a considerable price mean?

90. P: Ah, at a considerable price means, ah, it cost you a lot you have to sacrifice in  
91. order to do something.

92. R: OK. Number 12? What does in full swing mean?
93. P: Ah, in full swing may means the party, the party is, going pretty well. And
94. people really enjoy the party.
95. R: How did you get that meaning?
96. P: Because the second sentence said that the party had been going on for a
97. couple of hours. Ha, ha.
98. R: OK. Good. Number 13. What does make a beeline mean?
99. P: Uh, make a beeline means uh, we make a line make a pretty long line.
100. R: OK. How did you get that meaning?
101. P: Because the previous sentence said that um, the meeting um, the meeting get
102. dismissed an hour late so maybe it has been lunch time so people have to make
103. so people have to have lunch all at once at, at, that time.
104. R: OK. Good. Number 14? What does go to the dogs mean?
105. P: Um. Go to the dogs may means ah the grades become worse.
106. R: How did you get that meaning?
107. P: Um, because the sentence said that I got addicted to online games and stopped
108. paying attention to my school work and its bad.
109. R: OK.
110. P: Although I do not know probation means but got addicted to online games is
111. not a good thing so it may means his grades got worse and worse.
112. R: OK. Number 15. What does ride on someone's coattails mean?
113. P: Oh. Ah, because the first sentence said that just like Larry's older brother, he
114. relied on his father's success. He didn't rely on himself to make money so Larry
115. is the same. So Larry also so rides on his father's coattails means rely on his
116. father's success.



117. R: OK. Number 16. What does bread and butter mean?

118. P: The family's bread and butter means, means, ah, John is the person who

119. support his family financially yeah because of the second sentence.

120. R: OK.

121. P: His job enables him to support his family financially.

122. R: OK. Number 17.

123. P: I think in a pickle may means get lost.

124. R: OK. How did you get that meaning?

125. P: Because the previous sentence said that Mark is confident that he know what

126. he was doing and he will be fine while he travel in Cambodia but he still got

127. himself in a pickle so yeah so I so I think he may get lost.

128. R: OK. Good. Number 18. What does in over one's head mean?

129. P: In over (reading to herself) ha ha. The sentence said that ah, Joe heard that the

130. tiger cage door lock shut behind him so he is so he is forced to be with a the tiger

131. so ha, ha, so it may means he knows that he, he, he may he may he may he may

132. die this time.

133. R: OK.

134. P: So, it means he doesn't have he doesn't he cannot stop this situation this time.

135. R: OK. Number 19. What does pull a fast one mean?

136. P: Um, because the sentence said that the teacher believes us to tell her the truth

137. but we but we still tell her we still tell her a lie. So, so, pull a fast one may mean

138. we lie on we lie on her.

139. R: OK. And the last one. Number 20. What does take something with a grain of

140. salt mean?

141. P: Um. Um. because the second sentence said that natives have been existed for

142. quite a long time so he didn't trust Marcos said that he had invented it. So, so,
143. um, I took it with a grain of salt means, I do not really take care of what he said.
144. R: OK. Alright good. Thank you very much.

### Task C - Mildred

Time: 28:17

Note: Mildred is definitely the most fluent English speaker out of all of the participants who took part in this study. As a result, the transcripts should reflect a larger word count that is associated with any of the other participants of this study.

1. R: OK. This is Task C for Mildred. And here's number 1.
2. P: Should I read aloud?
3. R: You can read silently.
4. P: OK.
5. R: Whatever's natural for you. So what does right as rain mean?
6. P: Like ah, as right as rain. I kind of attracted by the individual word because
7. when I read the previous part I kind of like I kind of know what the idiom mean
8. but when I see the word as right as rain it this remind me of the other phrase as
9. soon as possible. So to me (reading to herself murmuring) like finally achieve his
10. dream finally got his dream of job like something finally something is finally got
11. or something is finally succeeded.
12. R: OK. And which words help you get your answer?
13. P: Got promoted.
14. R: OK.

15. P: Yeah.
16. P: OK. Here's number 2.
17. P: OK.
18. R: What does on the backburner mean?
19. P: I think on the, on the, on the, on the minor choice on the second consideration
20. like because in this card they mention a lot of thing like be so busy and have so
21. many more important things to do that washing the dog. So on the backburner
22. means he or she will do something more important first and then he or she will
23. just wash the dog after these things are finished so I think on the backburner
24. means second consideration.
25. R: OK. Great. Number 3. What does show someone the ropes mean?
26. P: Like, enlighten someone. Because I also see the word apprentice first. So
27. apprentice must not know many things so he or she must not be very family with
28. everything so he or she will do something wrong so as the boss the boss should
29. show him something but this card mention some one more experienced worker
30. like Sara and the boss has this helper so maybe this helper can do the things that
31. the boss should do like tell the newcomer what to do and show him or her some
32. hints like enlighten him or her what to do.
33. R: Great. Here's number 4. What does fly off the handle mean?
34. P: It's like, ah suddenly being a very capable person.
35. R: OK.
36. P: Because also Matt is usually a mellow guy this is not a very good words like
37. just describe him as a very ordinary guy and nothing very special about him will
38. be seen from the other person. But right now the card mentioned the other very
39. difficult situations. This is kind of like opposite.

40. R: Mm-hm.
41. P: Yeah. If this thing happened the guy will become even more stronger because
42. he need to protect his daughter. So I think fly off the handle means that ah, he
43. will get rid of ah, the situation and force himself to become ah, like ah, a hero
44. because he is the one who needs to control the situations. Yeah.
45. R: OK. Great. What does salt of the earth mean?
46. P: Let's see. (reading to herself) It's like ah, ah, he's well known to be the salt of
47. the earth. Ah, Ah Ah, this idiom is positive right? Its positive but, (reading to
48. herself) like ah landmark or something.
49. R: OK.
50. P: Yeah because this person is very famous in our town because of his famous
51. deed or something.
52. R: So, salt of the earth means....
53. P: Ah, ah, (reading) Moses is well known to be the salt means ... good person.
54. R: OK. What makes you decide that?
55. P: Ah, because the second sentence his notoriety as a sound and honest man is
56. common knowledge in the village so, these two ah ah these two ah words are like
57. the adjectives of the salt of the earth and these two happen to be the positive one
58. so this remind me of the person this person might be very good or very kind in
59. this village so I think the salt of the earth might be yeah a good person.
60. R: OK. Great. Here's the next one.
61. P: OK.
62. R: What does bring something home mean?
63. P: Like ah, the word one word can ah, ah can ah describe this like ah convey.
64. Convey is like ah because media report have really brought home the horrors so

65. obviously something is brought through the media and from somewhere toward
66. so I think brought home is like actually I think just one word bring can describe
67. the idiom brought home it's like bring.
68. R: OK. OK. Great. Next one.
69. P: (reading to herself murmuring)
70. R: What does a sign of the times mean?
71. P: Ah, so it's not about frequency. It's about the world situation of an era yeah I
72. think this is the correct answer and why do I think that because ah the ah first
73. sentence mention something like the society is so bad right now and da-da-da
74. and even one, one person is missing and nobody notice so the era is getting
75. worse and worse. Yeah.
76. R: OK. Great. So, what does have a soft spot for mean?
77. P: Actually my thought is totally away from the individual word on the card my
78. thought is she came ah she came ah take away her looks from this student.
79. R: Can or can't?
80. P: Can't. So that mean she obviously notice the boy even more than the rest of
81. the students.
82. R: OK. What made you decide that?
83. P: Ah, because, ah, the other ah, words ah the previous sentence mention about
84. the teacher didn't even know their names yet but she just ah, ah, ah cannot help
85. having a soft spot for Josh so she must not talk to him right so maybe she just
86. has an eye on him so that makes me think of the definition about can't take away
87. the looks from him.
88. R: OK. Alright. Next one. What does be so lucky mean?
89. P: Ah, ah I think because B is A's friend ah so I think B here is being very sincere

90. so you should be so lucky be so lucky is that means that you worth it.
91. R: OK. How did you get this meaning?
92. P: Ah, because ah I I kind of refer to the A's description like ah no, no, no.
93. R: Do you want to change your answer?
94. P: Yeah.
95. R: That's no problem. You can change.
96. P: Yeah. Because I see the word dreamed.
97. R: OK.
98. P: A second look now. So this is all a dream only a dream so, ah, it's a dream, so
99. this one I so go to I will go back to my previous ah thought. you should be so
100. lucky is still meaning something like ha ha you are so lucky so it not true. so B
101. here is still being ironic.
102. R: OK.
103. P: It's like um Oh it's like um maybe mocking at A like this is just a dream.
104. R: OK.
105. P: You should be so lucky in dream you are so lucky but in reality no way.
106. R: Good.
107. P: Ha ha.
108. R: I like you description.
109. P: OK.
110. R: Here you go. OK. So what does kick in mean?
111. P: Like ah start to ah I do not know the word I know the word in Chinese.
112. R: Whats the...
113. P: Da Zuo
114. R: OK.

115. P: You know that word?

116. R: I'm not sure.

117. P: Like I put in an injection into your body. And um, after a few minutes or a few

118. seconds you start to feel ah oh the medicine start to work.

119. R: OK.

120. P: you feel better so I think kick in is work.

121. R: OK. And what made you decide that?

122. P: Um, the reason I decide this explanation because of second sentence it make

123. the patient relax and fall asleep. Even though I do not know the sedative mean but

124. the physician administer da-da-da kick in so might have something to do with

125. medicine. Yeah. Put in some medicine.

126. R: OK. Next one. What does at a considerable price mean?

127. P: Yeah I think my previous explanation is right. It's like you get something you

128. must pay something in return. Even though captain of the police this job position

129. is very good is like very famous and people will yeah just adore you yeah think

130. you a very high position but actually you need to sacrifice something yeah

131. maybe your time with your family members and you do not even have enough

132. time to sleep something like that all of these things are something you need to

133. pay in return in order to get this highly job position.

134. R: So when you say pay are you talking about money?

135. P: No.

136. R: No?

137. P: I mean some ah, some concrete things like the time of sleeping or the time

138. with family members.

139. R: I got it. OK. OK. So, what does in full swing mean?

140. P: It's like fully developed like its getting hot so because ah, the word party  
141. reminds me of some procedures of the buying of the party going hotter and  
142. hotter like at first the party must be very ah how should I say that not very ah, do  
143. you know the word Nung Ching?  
144. R: Nung makes me think of cool.  
145. P: Yeah, the idea of cool is that people are not dancing very.  
146. R: Right right right.  
147. P: Happily and maybe they are just standing over there and kind of like chatting  
148. with their friends.  
149. R: Kind of like quiet?  
150. P: Yeah but after ah, ah, ah few minutes or an hour they start drinking and after  
151. they drinking so much alcohol and they start to care about nothing and being so  
152. fun. Yeah with each other.  
153. R: OK.  
154. P: Yeah so I think in full swing is the idea of the second part I mention they are  
155. dancing ah they are drinking they are maybe lying on the floor with their body  
156. naked.  
157. R: Ha ha. Sounds like a good party!  
158. P: Ha ha!  
159. R: Alright. So what does make a beeline mean?  
160. P: We made a beeline for food court. Give me some minutes.  
161. R: No problem.  
162. P: (reading to herself) So, to me this seems to these people are waiting to order  
163. their food after so tiring work so made a beeline is like I do not know the word  
164. Pai Due. How do I say that.



165. R: Ah, stand in line.

166. P: Yeah. Stand in line. So I think this word is pretty similar with that phrase.

167. R: OK. What makes you think about that?

168. P: Because, ah, the food court and we so that means more than one person and

169. they are all in front of this food court and made a beeline.

170. R: OK.

171. P: Yeah. This is pretty much how I explain this idiom.

172. R: OK.

173. P: Yeah.

174. R: Great. What does go to the dogs mean?

175. P: So, go to the dogs means getting a very like getting down.

176. R: Uh-huh.

177. P: Like this is like ah like cause and effect because in the first part the these

178. person got addicted to online games so obviously we can think we can imagine

179. that his or her grade will getting worse and worse so go to the dogs I think it

180. might mean something like not very good or getting worse and worse.

181. R: OK. What does ride on someone's coattails mean?

182. P: Rely on someone's help. Yeah.

183. R: OK. How did you get this meaning?

184. P: Um, because uh, in the first sentence, ah the older brother just ah like doing

185. this kind of things. And this card also mention that the other person isn't very

186. creative. So that means he kind of follow the ah yeah older brothers working

187. lives so ah ride on his father's coattails might just exactly the same with the

188. second part of the first sentence. Rely on his father's success to make his fortune.

189. R: OK.

190. P: So, he kind of imitate the same way.
191. R: OK.
192. P: Yeah.
193. R: What does bread and butter mean?
194. P: Living.
195. R: OK. And how did you decide that?
196. P: Um because ah this card mention about John's job and the second sentence
197. also mention about his job enables him to support the word support his family
198. financially so I think bread and butter I the financial support of John's family.
199. R: OK. What does in a pickle mean?
200. P: Like, get into a trouble.
201. R: OK. How did you get this meaning?
202. P: Ah, because I get this meaning based on the previous ah description.
203. R: OK.
204. P: I kind of guess from the context.
205. R: OK.
206. P: Because, ah the person Mark promised that he would be fine.
207. R: Right.
208. P: But, he alone going to the place Cambodia but later on this kind of opposite.
209. The previous part he ah assured ah da-da-da he will be so fine with himself, but
210. later on he got himself in a pickle in Phnom Penn. So, I think the second part
211. maybe not very positive maybe got into some trouble or face some difficulty.
212. R: OK. What does in over one's head mean?
213. P: I think this idiom means he cannot live
214. R: OK.

215. P: Up till this minute. Because the heard the lock shut yeah behind him so  
216. something very dangerous I behind his back and he is he happens to be in front  
217. of his dangerous things this idiom might mean something very how do I say that  
218. ah the situation is very horrifying.

219. R: OK. OK. I got it. Number 19.

220. P: OK.

221. R: OK. What does pull a fast one mean?

222. P: This one is kind of like betray betrayer yeah because still the previous  
223. sentence mention something like the teacher trust them, something like that but  
224. the later part mention something that oh we still do something ah might hurt her  
225. heart so we pull a fast one on her is like I say pull someone's leg in front of you  
226. like broke the trust

227. R: I see.

228. P: Between each other.

229. R: OK. And, the last one. What does take it with a grain of salt mean?

230. P: Ah, not taking it very seriously.

231. R: OK. How did you decide that?

232. P: Because, ah, ah in the first part, this person mention that he had a very great  
233. invention but ah, the second part very the last part the second person say he had  
234. invent it because this thing had been invented for so many years so this one must  
235. be ah ah means something ah just ah oh I know you ah are just ah joking so I will  
236. not take it very seriously.

237. R: OK

238. P: I will just heard and this ear will come out all the word you just say.

239. R: In one ear, out the other.

240. P: Yeah, yeah, yeah!

241. R: OK. I got it. Thank you!

242. P: OK.

Task C – Nora

Time: 17:01

1. R: OK. This is Task C for Nora. Here's number 1. So what does as right as rain
2. mean?
3. P: Very natural and normal. Cause, in this sentences, every since Gabriel got
4. promoted to the position he has been waiting since he was a kid. Cause he waited
5. for a long time, so later on, he got this position. That means very natural.
6. R: OK. Great. Number 2. What does on the backburner mean?
7. P: Very busy.
8. R: OK.
9. P: Because in this sentence it says I've been too occupied to do recently,
10. occupied means very busy and cannot, cannot do something in the spare time
11. because they do not have any spare time or free time to do something. So I think,
12. on the backburner means very busy.
13. R: OK. Next one. What does show someone the ropes mean?
14. P: to tell him what the method of doing something. Cause Luke is a newcomer
15. and Sara has worked there for more than 10 years. So Sara can teach Luke how
16. to do the job in the print shop.
17. R: OK. So, show someone the ropes means...

18. P: Ah, telling someone the method of doing something.
19. R: OK. Here you go. What does fly off the handle mean?
20. P: Getting angry.
21. R: OK. How did you get this meaning?
22. P: Because in this sentence. I'm not sure what a mellow guy means, but I think
23. from this sentence I think that Matt finds out that is finance is in prison, he will
24. be very mad.
25. R: OK. What does salt of the earth mean?
26. P: Bad means bad. Because in the next sentence, his notoriety as a sound and
27. honest man is common knowledge in the village. And, notoriety is a negative
28. words.
29. R: OK.
30. P: So, I think the salt of the earth is something bad.
31. R: OK. What does bring something hom mean?
32. P: To sprit something.
33. R: I'm sorry?
34. P: To spread something.
35. R: Spread. OK. How did you get this meaning?
36. P: Because in the first word of the sentence the media reports and it reports the
37. tsunami in Japan and now all the people around the world know the news of the
38. tsunami in Japan so I think brought something home is to spread something.
39. R: OK. What does a sign of the times mean?
40. P: A sign of the times. In this sentence, I think it means, a representative
41. situation.
42. R: OK. What do you mean by that?

43. P: Because it means that society is worse now than ever. That means the situation  
44. is the worse situation now. And because the situation is worse so the person is  
45. missing that makes no one notice that so I think a sign of the time means that  
46. thing is a representative of that time.

47. R: OK. What does have a soft spot mean?

48. P: An impression on someone.

49. R: OK.

50. P: Because in these sentences, that's the first day of the school and the teacher  
51. cannot know the students' names so she just takes a look at the pupils in the  
52. classroom. And then, she just notices the student Josh. So, I think the teacher has a  
53. deep impression.

54. R: OK.

55. P: About the student. On the student.

56. R: Mm-hm. What does be so lucky mean?

57. P: Not that lucky. Because in this conversation, A says in his dream or in her  
58. dream, Lady Gaga does everything to him or her and B says you should be so lucky.  
59. I think the sentence is kind of sarcastic.

60. R: OK. What does kick in mean?

61. P: To comfort someone or to comfort some situation.

62. R: OK.

63. P: Cause, in the second sentence as it took effect to make the patient relax and  
64. fall asleep, that's to help someone relax and to comfort someone.

65. R: OK. What does at a considerable price mean?

66. P: To work a lot and to sacrifice a lot. From the sentence he had to sacrifice a lot  
67. and focus exclusively on his unpleasant career to achieve his goals. I think that

68. means the job for Matt is not that easy she, he has to work a lot and sacrifice a lot  
69. even his family, his time and to achieve the goal. I think considerable price is to  
70. work harder and sacrifice a lot.

71. R: OK.

72. P: I think in full swing means approaching to the end. Because it says it had been  
73. going on for a couple of hours by the time we arrived. The party has been like  
74. maybe 2 hours or 3 hours and when they arrived that's almost the end.

75. R: OK. Great. How about make a beeline?

76. P: Go to somewhere very fast or rush to some place.

77. R: How did you get that meaning?

78. P: Because the sentence said the meeting ran an hour late and everyone was  
79. famished. Like everyone is feeling uneasy for the long meeting so when they  
80. dismissed they all made a beeline for a food court. They run to the food court  
81. and rush to the food court.

82. R: OK. What does go to the dogs mean?

83. P: Getting worse. Because in the sentence it said that I got addicted to online  
84. games and stopped paying attention on my school work. From the 2 description I  
85. think that will make this person's academic performance getting worse.

86. R: Mm-hm. OK.

87. P: Ride on someone's coattails I think that means follow the way someone does  
88. something. Because it say that Larry isn't very creative so he ride on his father's  
89. cock (coat) tail just to imitate the way that his father makes his fortune.

90. R: OK.

91. P: Bread and butter is something that the something that for people to make a  
92. living because in the sentence John's job at the factory is a family's bread and

93. butter. That means the thing that his family to rely on because his job enables  
94. him to support his family financially.

95. R: OK. How about in a pickle?

96. P: To do something on his own without anyone's support. Because in the  
97. sentence it said that Mark assured his family that he would be fine while  
98. backpacking in Cambodia. That means maybe his family and friends did not  
99. support him to do that so he got himself in a pickle in the place.

100. R: OK.

101. P: In over one's head means in the harsh situation because in the sentence it say  
102. that the tiger cage door lock shut behind him so he just in a dangerous situation  
103. because maybe the tigers in the cage.

104. R: OK. What does pull a fast one mean?

105. P: To telling lies.

106. R: OK. How did you decide that?

107. P: Cause it said that despite a fact that teacher trust us to tell her the truth and  
108. they still tell lies to teacher. Try to convince her that a school had been canceled  
109. for the following days.

110. R: OK. And, the last one.

111. P: A grain of salt means to pretend something is right because Marcos say that he  
112. had invented the piano key necktie. And the person actually did not believe him  
113. totally wholly believe him so, I think a grain of salt is try to pretend that you  
114. agreed it.

115. R: OK. So, only pretending?

116. P: Yeah.

117. R: OK. Great. Thank you very much.



## Task C - Paula

Time: 36:14

Note: In many cases, Paula exhibited word final /t/ epenthesis after words like “mean” and “man”. Rather than transcribe as I think she may have intended to speak, I transcribed literally what she said by following the recording very closely.

1. R: OK. This is Task C for Paula. Here is Number one. You can read it silently.
2. What does right as rain mean?
3. P: So, from the sentence, as right as rains is mean you waiting for ah, the position
4. for a long time you preparing for a long times and now is your turn yeah you is the
5. one who ah, have read to do this job.
6. R: OK.
7. P: Yeah, as right as rain means um, he’s ready and, he can do it well.
8. R: OK.
9. P: Yeah. So, as right as rain it mean just the time for him.
10. R: OK. We will put that right here please. Here is number 2. What does be on the
11. back burner mean? (20 sec. pause) What are you thinking?
12. P: So, you have a lot of thing to do and so you do by the priorities and if the thing
13. is not so important than(t) you just put it behind what to do next then be later on.
14. R: How did you decide that?
15. P: Because, he say that a great number of important unforgettable things I have
16. been to occupied to do recently, so he, he, he is too occupied and he have no time
17. to do it.

18. R: OK.

19. P: Yeah, so later one he say I put washing the doll on the backburner so I think

20. maybe yeah it just, just put something not so important and do it later.

21. R: OK

22. P: OK

23. R: Here's number 3. What does show someone the ropes mean?

24. P: To tell others what to do.

25. R: OK. How did you get this meaning?

26. P: Because he say Sara has work here for over a decade. So, Sara must very

27. experience full if experience so he can show how to do sure the important thing

28. for me or teach others what to do.

29. R: OK.

30. P: OK.

31. R: What does fly off the handle mean?

32. P: Fry of the can-handle maybe he shot the dog he will not let this thing happens.

33. He will not allow his daughter to marry this man(t). So, I thin fry off the handle is

34. mean he would not do something.

35. R: OK. OK. Here we go. What does salt of the earth mean? (13 sec.) What are you

36. thinking?

37. P: So, the soul of the earth may, mean, I mean I found this sentence I thing the sal

38. of the earth may me means since have two ah may me a coin have two size.

39. R: Mm-hm?

40. P: Sometimes is good sometimes is bad.

41. R: OK. How did you get this meaning?

42. P: Because he say his not-notorieties as a sound and honest notorious notoriety is

43. sometimes people do some bad things and everybody knows right? And but he
44. say honest man I'm confuse about this part. His notoriety as a sound and honest
45. man is common knowledge in the village so everyone know his behaviors.
46. R: Mm-hm.
47. P: So maybe the soul of the earth is um the common thing everybody know.
48. R: OK.
49. P: OK. (Reading to herself) The media report.
50. R: What does bring something home mean?
51. P: So, bring something home means spread the news spread the news yeah.
52. R: How did you get this meaning?
53. P: Because the he say the media report have really brought home the horrors of
54. the tsunami in Japan so we all know the disaster happen in Japan through the
55. media reports so media report have really bring homes meaning is tell everyone
56. have show everyone.
57. R: OK.
58. P: OK.
59. R: What does a sign of the times mean?
60. P: (30 sec. pause) So, it mean is the sign of the times is for me it means that ah,
61. telling the another proven.
62. R: I'm sorry? Telling another...
63. P: Is shows that um another factors another manners.
64. R: OK.
65. P: Yeah. It prove this news.
66. R: OK.
67. P: Yeah. Because it said that society is worse now an ever. It mean society is very

68. is bad an he give us an example for one person is missing for three whole weeks

69. an nobody know it an this is the example. So, take an example means a sign of the

70. times.

71. R: Take an example.

72. P: Yeah.

73. R: OK.

74. P: OK.

75. R: What does have a soft spot mean? (20 sec. pause) What are you thinking?

76. P: Because it said in the beginning of theirs semesters and the teacher didn't

77. know everyone but he couldn't hell have a soft spot for Josh. But in the beginning

78. he said, it the first day of the semester. So, that means, the boy is very famous.

79. Good or bad.

80. R: OK.

81. P: And, the teachers have her about him. So, have a sore spot for somebody may

82. me is, um, may me means you, you, her about something and when you saw it you

83. realize that oh this is what the news talking about.

84. R: OK.

85. P: Yeah, may me it just realize the what the news for what the information about.

86. R: OK. What does be so lucky mean?

87. P: Um, fun the contest be so lucky maybe thins maybe someday you will be so

88. lucky mean(t) may me this will happen in the future.

89. R: OK. How did you get this meaning?

90. P: Because on the first one say I dream about Lady Gaga and something in his

91. dream and he sought may me yeah, all the good thing happen in his dream and B

92. say you should be so lucky mean may me this will happen in the future.

93. R: OK.

94. P: Yeah.

95. R: OK. Here you go. What does kick in mean? What are you thinking?

96. P: I do not know the word sedative. Yeah so it hard for me to guess. So, something

97. start to work on kick in mean(t) um, yeah, something star to to put into to put to to

98. start to walk.

99. R: OK. How did you get this meaning?

100. P: Because he say the sedative I'm not sure this word sedative but he say the

101. physician administer mean something hap-put into actions put into practice. And

102. then it say as it took effect, when it really do it and it make a patient relax and

103. really fall asleep.

104. R: OK.

105. P: So, this medicine may me star to work and will benefit the patient.

106. R: OK.

107. P: Yeah, so I think kick in is put something into practice.

108. R: OK. What does at a considerable price mean?

109. P: Um, so come at a considerable ply mean you have to pay a lot. Maybe the

110. spirits maybe your um, may me your careers maybe your life so, so um come at a

111. considerable pry may means you want something and have pay may me more

112. than you can afford or you were supper from it.

113. R: You will...

114. P: Suffer.

115. R: Uh-huh.

116. P: Yeah.

117. R: OK. Great. Here you go.

118. P: So, in full swing mean(t) the thing is going on(t) for maybe is um mean(t) is in  
119. the heat is in yeah maybe so one you say it something is in full swing mean you  
120. use all of your am, am, um, means thin is am happening an um is very ah, how to  
121. describe, ha ha, ah means am for example if say ah, I am in full swing on my  
122. sturdy mean ah I try my best and totally focus on my work.

123. R: How did you get this meaning?

124. P: Am, I thing is very obvious in these two senten is mean the party was in full  
125. swing by the time we arrive mean the party is begin an maybe the party is full of  
126. the people an drinks an cookies an it has been go on for couple hours by the time  
127. around arrive mean(t) everyone have a good time yeah an they there.

128. R: OK.

129. P: OK.

130. R: What does make a beeline mean?

131. P: I thing from these two sentence from these sentence the make a beelie(t) for(t)  
132. is totally different from the beginning I though it.

133. R: That's OK. Why? Why is that?

134. P: Because he say the meeting ran an hour late an everyone was all famished so  
135. we all made a beelie for the food court as soon as we were dismissed. Means  
136. they run to the food court to eat so make a beelie for the food court means, they  
137. rushed to the food court.

138. R: OK.

139. P: Yeah. So I thing make a beelie for(t) mean like a bee fly in the directions  
140. where is the food is. Where is the goal is.

141. R: OK.

142. P: Ha ha so, so that's what I.

143. R: OK.

144. P: OK.

145. R: What does go to the dogs mean?

146. P: So, go to the dog mean is mean(t) ah, everything you have is down to the roll

147. of the bottom.

148. R: OK. How did you get this meaning?

149. P: Because he say in the beginning maybe his grade is OK but after he addict to

150. the online games and he he's grade gone ah to have gone to the doll. So mean out

151. of his grade will maybe it they his grade will fail.

152. R: Mm-hm.

153. P: Yeah. So, gone to the doll mean(t) may me go back to the very bad position.

154. R: OK. OK.

155. P: OH. So, ride on somebody's coat coattail mean(t) you mean(t) you, um, you

156. use other excuse me (phone rings)

157. R: No problem

158. P: So, um, rite ride on someone coattails means you use other people pick up

159. other people's um, friends or um,

160. R: Did you say friends?

161. P: Friends, fen fence, fence, f-a-m-e-s

162. R: Fame?

163. P: Fen fens yeah an to have some benefit fun it.

164. R: OK. How did you get this meaning?

165. P: Ah, because it say his Hebrew he brother rely on his father success to make it

166. his fortune and Larry is do the same thing.

167. R: Mm-hm.

168. P: Yeah, so they all ah rely on his father's success to make fortune yeah so, so  
169. means you maybe your parents is maybe rich enough an or your parents is  
170. famous enough and you just get the benefit from their fence.(fame)  
171. R: OK.  
172. P: So, um blade an bottom (bread and butter) is there um, is the support is the  
173. financial support for a family.  
174. R: And, how did you decide that?  
175. P: Said John's job at the factory is the family's blan-blade an butter so means if  
176. you didn't earn the money didn't do the job at the factory all his family members  
177. may me starboard (starved?) for dock ah lack all food. Yeah. So.  
178. R: OK. What does in a pickle mean? (4 sec. pause) What are you thinking? (14  
179. sec. pause).  
180. P: So, I mean, I think that ah in a pickle mean in a difficult situation he have a  
181. trouble.  
182. R: OK. How did you decide that?  
183. P: Because, he said although Marcos an is family that he knew exact what he was  
184. doing means that am his family may think that he is OK(t) but actually maybe he  
185. is trouble an am, he's family have no idea what happen and couldn't help him.  
186. R: OK.  
187. P: Yeah, so I thin(t) maybe got himself in a pickle means you give people am  
188. send sell idea and then the truth is maybe you can get rid of the situations.  
189. R: OK.  
190. P: Yeah. What does in over one's head mean? (22 sec. pause)  
191. P: Means maybe he am maybe he do the thin to offered and how he have trouble.  
192. R: OK. And how did you get this meaning?



193. P: Yah because he heard the tiger lock shut behind him he say oh oh maybe this  
194. time tiger will come out to eat him salt I think in over his head means um, yeah  
195. so I thin maybe all sometimes it may pray chirred on others but now this tine(t)  
196. this is not so easy.

197. R: OK. So, what does pull a fast one mean?

198. P: All. (12 sec. pause)

199. R: What are you thinking?

200. P: Um, ... means that ... so ... pull a fast one ... I thin maybe you confess that  
201. something you do was wrong.

202. R: How did you get this meaning?

203. P: Because he said he you know that the teacher always believe what they say an  
204. but later on, they said we pulled a fast one on her when we convinced her to let  
205. school has cancelled for a following week. Mean, they have tell a lie they tell a  
206. teacher say the fall am the school have been cancel for a following days. So, they  
207. already tell there are teacher there the lie but then he said we pulled a fast one  
208. means he confessed that maybe they are joking they do not want to made the  
209. teacher embarrassing for next day he teacher show up.

210. R: Yeah. Ha ha.

211. P: Ha ha. Yeah.

212. R: Here's the last one. What does take something with a grain of salt mean?

213. P: Mm... (15 sec. pause)

214. R: What are you thinking?

215. P: Because he said um, I knew he didn't literally mean to say he had invented it.  
216. So, he know(t) his friends Marcos um tell ah lied to he maybe exaggerate there  
217. word.

218. R: Mm.

219. P: Yeah. But, he may now am, he may not, um, means that he just listen to an

220. shoulder all OK yeah maybe but he will not all am all show Marcos that he know

221. he lied.

222. R: OK.

223. P: Yeah. He just um to it maybe he just thing Oh he tell us a thing tell a sentence

224. but he know it is not the truth.

225. R: OK.

226. P: Yeah, and he just listen to it and would not um would tell would not show a

227. the speaker that he know the truth.

228. R: OK. Great. Thank you very much.

#### Task C – Rosa

Time: 23:13

\*SPECIAL NOTE\* A lot of participants refer to “the first sentence” when they are referring to “the first phrase”

or “the first part of the sentence”. Rosa was no exception.

1. R: This is Task C for Rosa. Number 1. What does as right as rain mean?

2. P: Ha ha. Ah...

3. R: What are you thinking?

4. P: Eh... I think its mean that he’s really happy. And he finally got what he wants.

5. R: And, how did you get this meaning?

6. P: Because of the previous sentence shows me that he finally get the position that

7. he want since he was a kid. So, that’s why I think as right as rain is that it was

8. really happy and finally get what he want.
9. R: OK. Here is number 2. What does on the backburner mean?
10. P: Mm...
11. R: What are you thinking?
12. P: I have no idea.
13. R: Really?
14. P: Yeah. Because I do not know what it comes to put washing the dog so I don
15. know what the sentence is about and the whole sentence about.
16. R: The whole...are there words that you do not understand?
17. P: No. But I cannot get the idea. (reading to herself silently) I do not know why put
18. washing the dog on the backburner yeah I do not know.
19. R: Doesn't make sense?
20. P: Yeah. It doesn't make sense.
21. R: OK. ... No problem. Here we go. Number 3. What does show someone the
22. ropes mean?
23. P: I think is show someone the rules.
24. R: And, how did you get this meaning?
25. P: Because, Sara has been work here for over a decade. And, she is really a she
26. spend a lot of time here and she knows everything.
27. R: Mm-hm.
28. P: So she hope she can explain all the rules for the new comer.
29. R: OK. Great. Number 4. What does fly off the handle mean?
30. P: Angry.
31. R: OK. How did you get this meaning?
32. P: Ah, because the last sentence say that if he finds out that his daughter's fiancé

33. is in prison. Like if I am the man I also feel very mad angry if my daughter fiancé

34. in the prison.

35. R: OK. What does salt of the earth mean?

36. P: The model.

37. R: OK. How did you get this meaning?

38. P: Because, he's the the a sound and honest man in the village. So I think the salt

39. of the earth can represent a model.

40. R: Model?

41. P: Yeah.

42. R: Like a handsome guy that's in a magazine? A model?

43. P: No, no, no. Like, like a person that is really perform well and everyone fell that

44. he's the the person that everyone can follow.

45. R: OK. OK. What does bring something home mean?

46. P: Hm...

47. R: What are you thinking?

48. P: Ah, think about how to say it.

49. R: OK.

50. P: Ah really shows tells yeah.

51. R: How did you get that meaning?

52. P: Ah, because, the media has shows the tsunami that happened in Japan. So, I

53. think that brought home can be shows or tell.

54. R: OK. What does a sign of the times mean?

55. P: Mm... is a bad condition a bad situation.

56. R: OK.

57. P: Because he was missing for three whole weeks and nobody noticed that.

58. R: OK.

59. P: So, it was really a bad thing.

60. R: OK. What does have a soft spot for mean?

61. P: Pay attention on a person.

62. R: OK. How did you get this meaning?

63. P: Because the first day the teacher didn't know everyone's name but he only can

64. pay attention on the boy that in the back row.

65. R: Mm-hm?

66. P: So I think a soft spot is to pay attention on the particular things or person.

67. R: OK. What does be so lucky mean?

68. P: Really lucky? Ha ha.

69. R: OK. How did you get this meaning?

70. P: Because. Or maybe envy. You feel jealous about what other people have. Or

71. you were you think that you really lucky to get this chance.

72. R: OK. How did you decide that?

73. P: Ah, because, the first person dreamed about Lady Gaga give her all the albums

74. and take a picture with her.

75. R: Mm-Hm.

76. P: Lady Gaga was the person that everyone wants to be friend with. So maybe the

77. second was so lucky can be I'm so jealous. I'm so envy.

78. R: OK. Alright. Number 10. What does kick in mean?

79. P: Can I ask what sedative.

80. R: I can't tell you yet. I can tell you later, after we finish.

81. P: OK. Ha ha. Ah... Interrupt.

82. R: OK. How did you get this meaning?

83. P: Ah... Hm? I think it cannot be interrupt.
84. R: OK.
85. P: It can be help.
86. R: Help.
87. P: Yeah.
88. R: And how did you decide that?
89. P: I think the patient was painful and maybe get some medicine or the medicine
90. help him relax a fall asleep.
91. R: OK. What does at a considerable price mean?
92. P: Mm...
93. R: What are you thinking?
94. P: I'm thinking about the connection between these two sentence.
95. R: OK.
96. P: Mm...
97. R: Say what you're thinking.
98. P: The police froze (force?) Matt to make the decision. So, he need to sacrifice
99. lots of thing to achieve his goal.
100. R: OK.
101. P: So, I think at a considerable price is to make a decision.
102. R: OK. What does in full swing mean?
103. P: In full swing mean I thing is full of people. Lots of people.
104. R: OK. How did you get this meaning?
105. P: Because the last sentence is that it has been going on for a couple of hours by
106. the time we arrive. And when they arrive the party was fool oh people. So, I
107. think that's lots of people.

108. R: OK. What does make a beeline mean?
109. P: I thing can be rush to some place.
110. R: And how did you get that meaning?
111. P: Because, the meeting was late and everyone can be really hungry. So after the
112. meeting their run so fast to the fast to the food, food count for food.
113. R: OK. What does go to the dogs mean?
114. P: I thing go to the dogs mean ah, fail?
115. R: Fail or fall?
116. P: The grades is, is fall or fail?
117. R: I do not know.
118. P: Ah, in Chinese means like Yi-Luo-Chien-Zhang.
119. R: OK.
120. P: Yes.
121. R: How are you getting this meaning?
122. P: The meaning. Because the boy was addicted to the online game and didn't pay
123. attention to his school work and the grades decline.
124. R: OK.
125. P: Yeah.
126. R: OK. What does ride on someone's coattails mean?
127. P: Follow, the sticks.
128. R: OK. How did you get this meaning?
129. P: Follow the sticks or, or get, get something for free?
130. R: OK.
131. P: Yeah. Because, their father was success and probably had lots of money.
132. R: Mm-hm.

133. P: And the person want do not want to the person just want to stay with his father.
134. And get from his father.
135. R: Get from his father?
136. P: Get money or get everything what he want from his father.
137. R: OK. What does bread and butter mean?
138. P: I thing means the money? Because what, ah what ah, what he earned support
139. his family financially.
140. R: OK. What does in a pickle mean?
141. P: Mm... Get loss?
142. R: OK. How did you get this meaning?
143. P: I thing it promise his family that he would be fine in Cambodia. But he get
144. himself in pen...
145. R: Phnom Penn.
146. P: Phnom Penn. I thing it it get loss. (lost?)
147. R: OK. What does in over one's head mean?
148. P: Mm... Fight? (frightened?)
149. R: OK.
150. P: Nervous. Scared?
151. R: How did you get this meaning?
152. P: Ah because the tiger's cage cause right behind him.
153. R: OK.
154. P: Ha ha.
155. R: What does pull a fast one mean?
156. P: Mm... (Reading to herself silently). Mm... I... Tell a lie?
157. R: How did you get this meaning?



158. P: Am... because teacher truss, truss (trust?) the student an thing the students
159. always tell her the truth so they side to cheat the teacher that school had been
160. canceled for the following tea. (day?)
161. R: OK. What does take something with a grain of salt mean?
162. P: Mm... Do you know that the person is not telling the truth?
163. R: How did you get this meaning?
164. P: Because Marcos say that he had invented the piano key necktie but actually it
165. had been invented for thousands for hundreds of years.
166. R: OK. Great. That's it for this one.
167. P: K.

#### Task C – Sergio

Time: 21:41

1. R: OK. This is Task C for Sergio. Here's number 1. What does as right as rain
2. mean?
3. P: I will think it is take it as granted.
4. R: OK.
5. P: Because since he was a kid he want that position and now he get it so he will
6. think it is granted. Take is granted.
7. R: What do you mean by take is granted? Can you tell me a little more about
8. that?
9. P: He may think this is of course this thing is for me.
10. R: So, you mean he doesn't really value it? He does value it?

11. P: He ah, this thing is born for him so he take it as granted.
12. R: OK. So, he does or he doesn't value it?
13. P: Value it?
14. P: He cares or he doesn't care?
15. P: Mm, he cares.
16. R: OK. So, one more time. I'm sorry. What does right as rain mean?
17. P: A person who care about this things and he thinks the things is take it as
18. granted for him.
19. R: OK. Here's number 2. What does be on the backburner mean?
20. P: Wait for me.
21. R: That's OK.
22. P: The, the in context it says is occupied to him and say make me thing that kind
23. of he doesn't want to memorize too much thing because his head was occupied.
24. R: OK. So, what does it mean?
25. P: Ah, he doesn't want to memorize too much things.
26. R: OK. Alright. Here's number 3. What does show someone the ropes mean?
27. P: Mm. Just like I say. Give him some direction or teaching him to get
28. familiarized with the working environment like compass(?).
29. R: OK. How did you decide that? How did you get that meaning?
30. P: Mm. Mm. Context just like a an verdant(?) to a to a teach a newcomer
31. something to make him get familiar with.
32. R: OK. Here's number 4. What does fly off the handle mean?
33. P: Can I ask some unknown vocabulary?
34. R: I can tell you after we finish.
35. P: OK. Here I just according to the context.

36. R: Yeah. What do you think?
37. P: I may think the because anything(?) the man may want to find his daughter's
38. fiancé so oh in a prison so he might because in prison is hard to know the
39. information about person in prison so he might try everything he could use some
40. ways to know what the exact information is.
41. R: OK. OK. Number 5. What does salt of the earth mean?
42. P: Mm. Mm. I think will be some representatives of something because ah others
43. think honest men is Mo so when the person think about honest and will think oh
44. its Mo is Moses will think is some kind of representatives of something.
45. R: OK. What does he represent?
46. P: Ah, you mean the man?
47. R: Moses. Yeah. In this context.
48. P: Honest.
49. R: OK. Alright. Number 6. What does bring something home mean?
50. P: In here will thought it was the TV news just replaying all day and even houses
51. knows the news. So, I will think is every home had known this kind of
52. information.
53. R: OK. Number 7. What does a sign of the times mean?
54. P: Just as the a sign actually sign of this for the society. Such as a even though he
55. is missing for three whole weeks, no one knows. Each represent that the society
56. getting worse.
57. R: Mm.
58. P: Is a actually sign of represent something.
59. R: OK. So, can you say one more time? It means...
60. P: This kind of phenomena represent something true.

61. R: OK. Number 8. What does have a soft spot for mean?
62. P: I will say in the context is something that is attractive or something is
63. representative even though there are so many students and teacher just focus on
64. one student because he's tall so I think is something can attract attractive and can
65. catch someone's attention.
66. R: OK. Number 9. What does be so lucky mean?
67. P: In the context I will think it a his her friends just laughing at her oh do not be
68. so day dreaming. It can't be possible.
69. R: OK. How did you get this meaning?
70. P: Because person A say is just dreaming about something and his friend B can
71. say is impossible it never happens.
72. R: OK. Next one. What does kick in mean?
73. P: Something not comes come in one's body or something an make make
74. something want to do another things in the context it think something keeps in
75. sowing make me relax and want to fall asleep.
76. R: OK.
77. P: I think something unknown into someone's body or brain.
78. R: OK. Number 11. What does at a considerable price mean?
79. P: Which mean this thing is considerable and this price something to achieve that
80. kind of particular goal.
81. R: OK. How did you get that meaning?
82. P: Because Ah, ah, he in his ah, current, current job he not satisfied with it and he
83. want to think about another maybe group occupation so if you want to become
84. like that you have to sacrifice.
85. R: Alright. Number 12. What does in full swing mean?

86. P: Mm, I will guess ah, is kind of a things that maintain on the same conditions.
87. Such as the party is also full a lot of persons and yeah never changed from the
88. start to the end.
89. R: Like, stable?
90. P: Yeah. The same kind of condition.
91. R: OK. Number 13. What does make a beeline mean?
92. P: As we know, bee is very organized kind of insect so make a beeline just ah
93. make me think that everyone is ah ah for example make a line for the food court
94. everything is organized and tidy.
95. R: OK. How did you get that meaning?
96. P: I read from some book about insect.
97. R: Oh, really?
98. P: Said bee is very organized something about that.
99. R: Cool. Did you study biology?
100. P: No.
101. R: That's cool. Number 14. What does go to the dogs mean?
102. P: Gave up everything and your grade getting worse.
103. R: OK. How did you get that meaning?
104. P: Because it say he was addict the online games and didn't pay attention on the
105. grades so, no know will grades gone to the dogs is like he gave up everything
106. and didn't pay attention.
107. R: OK. Number 15. What does ride on someone's coattails mean?
108. P: Means follow other's steps or depend on someone's fame and you will
109. achieve success.
110. R: OK. How did you decide that?

111. P: Because ride on someone tail I will think you just take other's advantage with

112. his fan or his success or something and you may think you will get the same

113. success as someone.

114. R: OK. Number 16. What does bread and butter mean?

115. P: In here I may think is the salary and everything the family needs for life and

116. the necessity for daily life.

117. R: OK. How did you get that meaning?

118. P: And how did you get that meaning?

119. P: Because in the story say his, his family can't live without his job and salary.

120. R: OK. 17. What does in a pickle mean?

121. P: Mm. He have some obstacles or problem in this particular area. I do not know

122. how to pronounce it.

123. R: Phnom Penn.

124. P: Oh, yeah I may think is although he told his family will be find and you do not

125. need to worry about it but still face some problems in Phnom Penn.

126. R: So, what does it mean?

127. P: Have some problems or obstacles.

128. R: OK. Number 18. What does in over one's head mean?

129. P: Very emergency because you scared something you will start to pay attention

130. what's going on around you.

131. R: OK. How did you get that meaning?

132. P: Because is about the tiger cage door and the person starts gets nervous. See

133. what happen.

134. R: OK. Number 19. What does pull a fast one mean?

135. P: I may think in the story the teacher believes that tomorrow we still have to go

136. to school but student want to cheat on her or have some want to ah, make a
137. kidding. Just kidding her so he make a excuse to cheat the teacher so tomorrow
138. we do not have to go to school.
139. R: OK.
140. P: They quickly come out of some thought and give it to teacher.
141. R: OK.
142. P: Want to cheat her.
143. R: Alright. And, the last one. Number 20. What does take it with a grain of salt
144. mean?
145. P: Think you will maybe impossible for him because necktie is not invented
146. from Marcos it has been exist for long time so I may think it is impossible.
147. R: OK. Thank you very much.

#### Task C – Umberto

Time: 20:09

1. R: OK. This is Task C for Umberto. Here is card number 1. What does as right as
2. rain mean?
3. P: Mm, maybe for this sentence can be to meaning of just, just means Gabriel got
4. what he wants because here he got pro...
5. R: Prompted.
6. R: Promoted position that he want. So, uh, so maybe means that is means that he
7. he treasure it and he love it so much and it can also mean that he take more
8. concentration on his wanting position.

9. R: OK. Here's number 2. What does on the backburner mean? (30 sec pause)
10. What are you thinking?
11. P: Ha ha. Backburner... (30 sec pause) I do not know actually.
12. R: That's OK. What are you thinking?
13. P: My thinking about the thing that the person unforget.
14. R: Forget or unforget?
15. P: Unforget. Is the, maybe just means only thing he unforget.
16. R: OK. Alright. And, the next one. Number 3. What does show someone the
17. ropes mean?
18. P: Maybe means that Sara have to make Luke mm, be more good at this new job.
19. R: OK. How did you get that meaning?
20. P: Because, he mentioned that Luke is a new apprentice and he also mention that
21. Sara is a old coworker so maybe Sara have to help Luke get use to, adapt to this
22. kind of new environment.
23. R: OK. Here's number 4. What does fly off the handle man?
24. P: Maybe for here is mean get mad or out of control.
25. R: How did you get this meaning?
26. P: For in born in the general thinking when a person just find that his daughter's
27. finance in prison so maybe for me I will be mad an an maybe I just shout to
28. them.
29. R: OK. Good. Next one. Number 5. What does salt of the earth mean?
30. P: I guess it means specialist professional.
31. R: OK. How did you get that meaning?
32. P: Because it mention that someone well known for something so I think is mean
33. specialist or professional.



34. R: OK. Number 6. What does bring something home mean?
35. P: For here is means to tell everyone.
36. R: How did you get this meaning?
37. P: Because it mention the media reports for media reports is always go to tell it
38. because media can be everywhere an all over the word. So, I guess brought home
39. is to everyone everywhere.
40. R: OK. Number 7.
41. P: OK.
42. R: What does a sign of the times mean?
43. P: Maybe is means that the, the thing that people have to cherish.
44. R: How did you get this meaning?
45. P: Because I just see the first line society is worse now than ever and there's
46. missing something so I guess a sign of the times can be some treasure that people
47. have to cherish.
48. R: OK. Number 8. What does have a soft spot for mean?
49. P: Maybe mean kind and friendly to others.
50. R: OK. How did you get that meaning?
51. P: Because for the last sentence means for Josh adolescent boy in the back row I
52. guess is means the when I was if I was the teacher when I saw somebody's
53. naughty I guess adolescent boy means naughty boy so I will be very restrictive to
54. him.
55. R: OK. And 9. What does be so lucky mean?
56. P: It mean congratulations but also mean a little bit just laugh at somebody.
57. R: What do you mean?
58. P: Because for this conversation A just say it's a dream so B just answer that

59. congratulations but just laugh at him.
60. R: OK. So is it a serious thing or not a serious thing?
61. P: Not serious.
62. R: OK.
63. P: A little bit ironic.
64. R: OK. Number 10. What does kick in mean?
65. P: Maybe means add something.
66. R: Did you say A-D-D? Add?
67. P: Yeah, add something.
68. R: How did you get this meaning?
69. P: Because I just guess when you put or add something in the medicine so what it
70. say the patient relax and fall asleep.
71. R: OK. Number 11. What does at a considerable price mean?
72. P: It means, mm, somebody have to be more, responsible for something.
73. R: OK. How did you get this meaning?
74. P: Because just guess, when I was the captain of the police force I have to be
75. assess responsibility.
76. R: I'm sorry what did you say?
77. P: Responsible. Ha ha.
78. R: OK. Number 12. What does in full swing mean?
79. P: Time flies.
80. R: OK. How did you get this meaning?
81. P: Because there's a last sentence has stated that it have been going on for a
82. couple of hours so it means time flies so quickly.
83. R: OK. Alright. Number 13. What does make a beeline for mean?

84. P: It means desire for something.
85. R: OK. How did you get this meaning?
86. P: Because the meeting is delay so everyone just hungry. So, they just desire the
87. food here.
88. R: OK. Alright. Number 14. What does go to the dogs mean?
89. P: I guess it means getting worse.
90. R: OK. How did you get this meaning?
91. P: Because in my situation if I addict to some leisure thing too much and forget
92. to prepare my school work I will make my grades getting worse so I guess it
93. mean getting worse.
94. R: OK. Number 15. What does ride on someone's coattails mean?
95. P: Maybe its means it not somebody's expectation.
96. R: OK. How did you get that meaning?
97. P: Because for here Larry not like his older brother to make his father satisfied
98. with his works.
99. R: Can you tell me a little bit more? So, he's different from his brother?
100. P: Yeah, different from his brother.
101. R: OK. Number 16. What does bread and butter mean?
102. P: Maybe is means John, mm, John has the man career in his family.
103. R: Mm-hm? How did you get this meaning?
104. P: Because it mention that he have to support his family financially. Yeah, so he
105. have to take more, he has to be more hard work in his job.
106. R: OK. And, number 17? What does in a pickle mean?
107. P: Mm, maybe just mean he get lost.
108. R: OK. How did you get this meaning?

109. P: Because it mention that he tell his family he would be fine while backpacking  
110. in Cambodia but maybe is not.  
111. R: OK.  
112. P: Is just my guess.  
113. R: Number 18? What does in over one's head mean?  
114. P: It mean that get into trouble.  
115. R: OK. How did you decide that?  
116. P: Because there is a tiger maybe bitten by him.  
117. R: OK.  
118. P: I guess over his head means, what I say? Oh, yeah, get in trouble.  
119. R: OK. Number 19. What does pull a fast one mean?  
120. P: For here is just, mm, try to do one of the things that teacher may trust them.  
121. R: How did you decide that?  
122. P: Depends on the paragraph. Yeah. Yeah.  
123. R: Can you tell me one more time? What does it mean to pull a fast one?  
124. P: To give for her give one of lie, lie for their teacher because their teacher trust  
125. them.  
126. R: OK. Last one. Number 20. What does take something with a grain of salt  
127. mean?  
128. P: Maybe just take a look.  
129. R: OK. How did you get this meaning?  
130. P: Because from the paragraph there is somebody use the incorrect words so  
131. when I see something in reality I found that is wrong for this paragraph.  
132. R: So, what does it mean?  
133. P: Take a look.

134. R: Take a look. OK. Thank you very much.

Task C – Violeta

Time: 25:33

1. R: OK. This is Task C for Violeta. Here's number 1. What does as right as rain
2. mean?
3. P: According to the sentence, yeah, ah, maybe he is really happy about the result
4. of the promoted to the position.
5. R: OK. How did you get that meaning?
6. P: Because ah, I according to the first sentence that Gabriel, the boy, he got
7. promoted. I think everybody who got promoted is really happy. And, and, the
8. sentence means that which had been wanting since he was a kid. So, that's the
9. dream of the kid since he was young. So maybe he's really happy about it and
10. want to cry about it.
11. R: OK. Happy tears?
12. P: Happy tears.
13. R: OK. OK. Number 2. What does on the backburner mean?
14. P: Maybe the sad. Maybe the character or the sentence character sad about the
15. result. Because he say that the sentence means that the great number of the things
16. ah, he have been too occupied it. So, I think is maybe sad and then exhausted
17. about it.
18. R: OK.
19. P: But is the things he forced to do, he was forced to do or he cannot get rid of it.

20. R: OK. OK. Here's number 3. What does show someone the ropes mean?
21. P: Sorry, take time.
22. R: That's OK.
23. P: Maybe the perror(?) experience or some feelings about the character.
24. R: What kind of experience? What did you say?
25. P: Ah, because the first sentence say Luke is the new one and the second
26. sentence say the Sara, maybe the employees work there for a decade means a
27. long time. So, I think the ropes for me means the parro working experience or
28. parro experience for the print shop.
29. R: Can you spell that word? I'm not quite catching that word. "Pirate"?
30. P: Piror P-R-I-O-R.
31. R: Oh, OK.
32. P: Yeah, just that yeah. And then, some experience or feelings about the print
33. shop. I think is the just the experience and think.
34. R: OK. Number 4. Alright, what does fly off the handle mean?
35. P: Very angry.
36. R: OK. How did you get that meaning?
37. P: A h because the whole sentence say that Matt is, Matt is a guy and he might
38. bra-bra-bra if his daughter fiancé is in prison. So, the in prison means a lot of
39. trouble and have a bad position of the society so maybe fly off the handle means
40. very angry about it. Extremely angry.
41. R: OK. Number 5. What does salt of the Earth mean?
42. P: I thing is the maybe in public. Just the public memorization or public sense of
43. it. Because the, the, the sentence say that Moses is the well known to be
44. bra-bra-bra and the second sentence is the ah, sound and honest man in common

45. knowledge. So, I think the in everyone's eyes Moses is a very good person so the
46. salt of the earth is everyone's sense of it an everyone's concrete sense of this guy.
47. R: OK. Would that sense be positive, neutral or negative?
48. P: Positive. Positive.
49. R: OK. Here you go. What does bring something home mean?
50. P: Ah, just, give some knowledge to someone or give a new maybe just a new
51. one unknown one for human beings.
52. R: Unknown one? What do you mean?
53. P: Just a new knowledge an new sense of the maybe the weather like tsunami an
54. then the like a natural disaster like a earthquake just a new unknown knowledge
55. of the human beings.
56. R: OK. How did you get that meaning?
57. P: An, because the sentence talks about the tsunami in Japan an the media reports
58. that the reports bra-bra-bra tsunami in Japan so people knows that the, the, the,
59. the, word have this kind of disaster and got a new knowledge about it.
60. R: OK. Number 7. What does a sign of the times mean?
61. P: Maybe just a quick time or because nobody ever notice that somebody is
62. missing so maybe is everybody think is the quick time but we knows that it is a
63. short it's a little bit long time that maybe somebody is missing so I thing is the
64. sign of the time is just quick time.
65. R: OK.
66. P: But I know the sentence means but I can't tell the where the sentence want me
67. to explain or something.
68. R: That's OK. Number 8. What does have a soft spot mean?
69. P: I think just cannot help to look at someone.

70. R: OK. How did you get that meaning?
71. P: Ah, because the small paragraph say that the teacher Ms. Howard didn't know
72. every students name and just look at the Josh face somebody she cannot help to
73. look at him and maybe some, some, some peoples or something and I think is the
74. meaning that the somebody cannot, cannot, cannot help to look at someone and
75. to notice someone have something.
76. R: OK. What does be so lucky mean?
77. P: I think it is kind of to laugh at someone and to have the ironic meaning.
78. R: OK. How did you get that meaning?
79. P: Because the A say that Lady Gaga just give lots of things to him and then to
80. have the invitation and then B say B I think the B intonation is that you should
81. be sooo lucky. And then so lucky means that just dreaming.
82. R: OK. Here's number 10. What does kick in mean?
83. P: I think is into some place and just lie down here and I guess this idiom just
84. because the sentence description.
85. R: OK. Can you tell me a little more about that?
86. P: OK. Honestly I do not know the first sentence mean.
87. R: OK.
88. P: I just use the second sentence to know the whole meaning.
89. R: OK.
90. P: And the second sentence say that as it took effect means have the works or
91. have a effect and make a patient relax and fall asleep. Just like the Mandarin say
92. Ma-Zue.
93. R: Yeah. OK.
94. P: Ma-Zue and then they just before the operation and the doctor of the Ma-Zue



95. to put a put a shot on the patient and let him fall asleep and do not have any
96. feelings about it so I think that kick in just that the patient or somebody just lie
97. down and relax.
98. R: OK. Number 11. What does at a considerable price mean?
99. P: Ah, I think is means a lot of pay or not just not a salary just a lot of the
100. pleasure and lots of the maybe sacrifice.
101. R: Did you say pleasure?
102. P: No pressure.
103. R: I got it.
104. P: Yeah because I, I just guess the meanings from your sentence and then I think
105. the please, please (police?) become captain of the please force an come at a
106. considerable price is just like I got this job and I feel that I am a honorable man
107. and then but is really pleasure and then unpleasant but I thing I have a the honor
108. to do this because is my responsibility.
109. R: OK.
110. P: Something like that.
111. R: Number 12. What does in full swing mean?
112. P: I thing is undergoing just a is because a first sentence say a party was in full
113. swing by the time we arrived.
114. R: Mm.
115. P: So means the party is go over and maybe is the is not the first part maybe is
116. middle part and nearly to the last part of the party so second mean second
117. sentence tell us tell me that the full swing means. Because they say by the couple
118. of hours we arrived.
119. R: Mm.

120. P: So, I think is a time goes on. Maybe 2 or 3 hours an a kind of a not too not too

121. short a little bit longer time.

122. R: OK. Number 13. What does make a beeline mean?

123. P: Just rash (rush?). Just ah, to, to do something randomly or just because the

124. time limited so maybe we just do something hurry in hurry.

125. R: OK.

126. P: Because the, the, the sentence tell me that the meaning is ran an hour late so it

127. means the they miss a an hour meeting and I do not know famish mean.

128. R: OK.

129. P: An so I use the second sentence to, to guess and then so we all made a beeline

130. for the food court and so maybe he they they eat dinner or lunch in a hurry an

131. just maybe 5 to 10 minutes an then as soon as we were dismissed so they won't

132. they won't be late for an hour or just the maybe a short time that he can go over

133. the meeting.

134. R: OK. 14. What does go to the dogs mean?

135. P: Just fall down and go to hell. Ha ha.

136. R: OK. How did you get that meaning?

137. P: Ah, because the first sentence really easy so I know the meanings of it. But the

138. second sentence I do not know so now I'm on academic probation because I do not

139. know the probation mean so I use the first sentence to think about it and I think

140. this, this character got addicted to online games so, he, he do not he, doesn't pay

141. attention to his school work so maybe the grades he will fall down to the zero or

142. D.

143. R: Yeah.

144. P: And then so, I think the gone to the dogs is means ah really from a heaven to

145. the hell.

146. R: OK. Alright. Number 15. What does ride on someone's coattails mean?

147. P: Just like the heritage and to not, not to create his own carrier (career?) or his

148. own work then to just follow the maybe his parents or some other's experience

149. and just follow it and take money but do not have the brain to think about the new

150. one.

151. R: OK. How did you get that meaning?

152. P: I, your sentence is really clearly the sentence say that the older brother that

153. relied on his brothers success so it means that the older brother ah follow his

154. father's maybe company or just heritage the company to make the fortune so he

155. do not use his brain and then he just get money and then he get money.

156. R: OK.

157. P: So, Larry, just use this kind of the idea to get his money.

158. R: OK. Number 16. What does bread and butter mean?

159. P: I think it is the biggest and major things to, to the maybe someone may

160. because the, the, the sentence first sentence the John John's job and at the factory

161. I the family's bread and butter so the family rely on his job. So it means that fa...

162. the, the, the cost and the cost of the family relies on the job John's job salary so,

163. maybe the bread and butter is the major, major finance and major salary or major

164. usage of the some somebody or some group.

165. R: OK. Number 17. What does in a pickle mean?

166. P: This sen...this idiom I will not be sure about the answer.

167. R: That's OK.

168. P: And then I think I use the sentence meaning to guess he just ah just stick in

169. this kind this area and do not, do not wake up.

170. R: OK. How did you get this meaning?

171. P: Because I the, the, first two words even though so it means that ah Mark

172. assured his family that bra-bra-bra-bra but he cannot do that so maybe the in a

173. pickle just means it just stick into the same, same, position or same thinking that

174. he do not want to wake up.

175. R: OK. 18. What does in over one's head mean?

176. P: In maybe means Mm so scared and Hoo!

177. R: OK. How did you get this meaning?

178. P: Because the first sentence say that Joe heard the tiger cage lock and then he

179. will fell Ah! fell relaxed an then he release his pressure that tiger will rush to bite

180. him or something.

181. R: Sure.

182. P: Yeah, so maybe he will he was in over his head is just to his head is relaxed

183. and then he, he can just, just relax and then do not have pleasure that the maybe

184. someone or something will bit her or do something for him.

185. R: OK. So is it positive, neutral or negative?

186. P: It means the idiom.

187. R: Yeah, is the idiom...?

188. P: Positive to neutral.

189. R: Positive to neutral.

190. P: Yeah.

191. R: OK. Good. And 19. What does pull a fast one mean?

192. P: Maybe just still to tell a lie. Because the first sentence says that despite.

193. Despite means just like ah even that the teacher trust the student to tell the tell

194. the truth but the student pull a fast one on her maybe just still cheat on her or just

195. make a make a excuse and maybe some kind of truly excuse that Mm we
196. convince her that school just we the the student ah persuade the school teacher
197. that maybe the school will take off for some days.
198. R: Mm. OK. Last one. What does take something with a grain of salt mean?
199. P: I thing the this idiom means I cannot agree it.
200. R: OK. How did you decide that?
201. P: Because I, I use first sentence that Marcos say that he had invented the piano
202. key neck tie so, so Marcos say that he invent the this product but the follow I
203. took it with a grain of salt because the I the sentence I didn't agree with it
204. because the second sentence say that I knew he didn't literally mean to say that
205. he had invented it because neck tile have been around for hundreds of years. So,
206. I think the I sentence I say that the means that I do not agree but I do not I know
207. that he mean is ah he didn't carefully to say that words invented.
208. R: OK. Great. That's it. Thank you very much.

#### Task C – Xavier

Time:23:16

1. R: OK. This is Task C for Xavier. Here's number 1. So, what does as right as rain
2. mean? (pause) What are you thinking?
3. P: Ah, I'm thinking about he got promoted to the position and he had been
4. wanting a long time since he was a kid has been as right as rain. He want
5. something and he got it. He has been as right as rain. Because he want. He
6. wanted. Strong desire so he want to get it just like a grant ambitious. I guess he

7. was ambitious.
8. R: OK. So what does it mean?
9. P: As right as rain?
10. R: Yeah.
11. P: Ambitious.
12. R: Ambitious. OK. Thank you.
13. R: What does on the backburner mean?
14. P: Ah, the important thing I have to do first. Because he said like a great number
15. of important yet unforgettable I have been to occupied to do recently means he
16. have a great many of things to do it but forgot to wash dog I should wash dog
17. first.
18. R: OK.
19. P: So, I put washing dog on the backburner. Oh, my backburner? Kind of burner?
20. Hm. No idea. Ha ha.
21. R: OK. Thank you. Here is number 3.
22. P: (quietly reading the card) Oh, show him how to do that.
23. R: OK. How did you decide that?
24. P: Because say Sara has worked her for over a decade means he more
25. experienced and another one is apprentice mean he just new and do not know
26. what to do so I'm hoping that Sara can show him tell him how to do it.
27. R: OK. Number 4.
28. P: (Quietly reads card) Oh, that should be the angry because ah Matt is usually
29. Mello guy but as a father do not want his fiancé is in prison. So might fly off the
30. handle.
31. R: OK. Let me close the door. Here's number 5.

32. P: (Quietly reads card)
33. R: What does salt of the earth mean?
34. P: Everyone knows it. Ah, means he's famous he's well known to be salt of earth.
35. Everyone has a question will go to axe him because easy to get salt from the
36. earth.
37. R: OK.
38. P: Notoriety. I do not understand mean. Notorious. Notorious mean is bad.
39. R: OK. Number 6.
40. P: (Quietly reads card) Oh, just brought the news and tell the important thing.
41. R: OK. How did you get this meaning?
42. P: Because a tsunami in Japan an all the people know what happen now such acts
43. of nature, nature, actually are. Important information that everyone know. The
44. great power of the earth.
45. R: OK. OK. Number 7.
46. P: (Quietly reads card)
47. R: What does a sign of the times mean?
48. P: (Quietly reads card) Nobody even notice. This, this 3 weeks is very important
49. time. No idea. Sign of times. Important time. I do not get it. What's mean?
50. R: No guess?
51. P: Three whole weeks important? Nobody know the fact. No idea. I do not
52. actually can guess.
53. R: OK. No problem.
54. P: Meaning relative to the three weeks. They just forgot the news or didn't know
55. the news for three weeks.
56. R: OK. Number 8.

57. P: (Quietly reading card)
58. R: What does have a soft spot for mean?
59. P: Mm, he couldn't she couldn't just she will keep and eyes on him or noticing
60. him in the back of room because she's really old or because Josh is special so she
61. just have soft spot. Or, that's what I guess. I do not think...
62. R: OK. So, what does it mean?
63. P: You get attention.
64. R: OK. Number 9.
65. P: (Quietly reading card)
66. R: What does be so lucky mean?
67. P: Be lucky, good fortune, have a good chance.
68. R: OK. How did you get this meaning?
69. P: Because say Lady Gaga gave him limited edition albums. Not everyone can
70. get it but he can get it.
71. R: OK. Next one.
72. P: (Quietly reading card)
73. R: What does kick in mean?
74. P: (pause) Oh, start working.
75. R: OK. How did you decide that?
76. P: Ah, it mean physician gave patient sedative and made patient relax and fall
77. asleep. The physician gave it to him and it kick in.
78. R: OK. Next one.
79. P: (Quietly reading card)
80. R: What does at a considerable price mean?
81. P: It means you... pay. It means you work very hard and you sacrifice something



82. to get this position.
83. R: How did you get this meaning?
84. P: Because it say he had to sacrifice a lot and focus exclusively on his unpleasant
85. career. So, it mean career is the captain of the police force mean he doesn't really
86. want it or he want it but he have to sacrifice a lot to get this position. So he have
87. to at a considerable price. Considerable mean a large amount of. So, you pay a
88. lot. Abstract meaning for considerable price.
89. R: When you say pay a lot, what do you mean?
90. P: If you want to buy this watch it maybe just pay you can get it at night market
91. just 10 dollars.
92. R: So, it's about money.
93. P: It's about the money. From word meaning is about money but for another
94. meaning because it sacrifice and that's you pay a considerable price but not just
95. because you really can get the object.
96. R: Mm-hm? OK. Alright. Number 12.
97. P: (Quietly reading card) Full swing already have been started for a long time
98. and everyone in the party.
99. R: OK. How did you get this meaning?
100. P: Because it say have been going on for a couple of hours. A couple of hours
101. should be a lot of people inside. In full swing.
102. R: OK. Number 13.
103. P: (Quietly reading card)
104. R: What does make a beeline mean?
105. P: (Pause) Oh. They just line up.
106. R: OK.

107. P: Just like a bee. Beeline. Because they were very hungry. They want to get the

108. food. So, the just line up for the food.

109. R: OK. Number 14.

110. P: (Quietly reading card) Oh. It means things get worse and worse.

111. R: OK. How did you get this meaning?

112. P: He addicted to online games. It mean he doesn't pay attention on his school

113. work so he got academic probation. So, that's, my grades have gone to the dogs.

114. So because the grades is getting worse. He was on academic probation.

115. R: OK. Number 15.

116. P: (Quietly reading card)

117. R: What does ride on someone's coattails mean?

118. P: Imitate or just if your father's success just copy it do not work hard by yourself.

119. R: OK.

120. P: (Quietly reading card) Money because he have to earn money bread and

121. butter.

122. And here let me decide because he support his family financially. Especially

123. financially.

124. R: OK. Next one.

125. P: (Quietly reading card)

126. R: What does in a pickle mean?

127. P: (Pause) no idea. Pickle.

128. R: NO guess?

129. P: In a dangerous situation. Not sure dangerous or safe.

130. R: So, it could be positive or negative? Do you think it could be both or it should

131. be one of the two.

132. P: Should be both. I'm not sure the proper noun. Phnom...
133. R: Oh, Phnom Penn. It's the capital city of Cambodia.
134. P: Oh, capital city. Both maybe positive maybe negative. No idea.
135. R: OK. Number 18.
136. P: (Quietly reading card)
137. R: What does in over one's head mean?
138. P: He's really over he was really nervous.
139. R: OK. How did you get this meaning?
140. P: Because the tiger cage. Everyone afraid of tiger cage. Tiger was lock in cage
141. so happy. Ha ha.
142. R: OK.
143. P: That's what I guess.
144. R: OK. Number 19.
145. P: (Quietly reading card)
146. R: What does pull a fast one mean?
147. P: Play a tricks on her. Just lie.
148. R: OK. How did you get this meaning?
149. P: The teacher trust us tell her truth. Ah, they do not. Pull a fast one. Just tell her
150. news. Teacher trust us. We will tell her truth. So, teacher trust us. We tell her the
151. news. Tell her the news.
152. R: OK.
153. P: Tell her the news. Just tell her the news.
154. R: OK. Number 20.
155. P: Finally. (Quietly reading card)
156. R: What does take something with a grain of salt mean?

157. P: (pause) I took it with grain of salt. Took it without any thought or took it for

158. granted. Or took it without any special thinking. Just because necktie is on the

159. table just took it.

160. R: OK. So, physically pick it up?

161. P: Yeah. Just pick it up. Took it with a grain of salt. Just easy as getting apple.

162. R: Alright. OK. That's it for this task. Thank you very much.

## Appendix H

### Post Task D Summative Interview Transcripts

Task D – Anna

Time: 2:49

1. R: OK Anna, so we finished with Task D and my question for you is, this is my
2. last question. I, I think you may have changed some of your answers
3. P: Mm-hm.
4. R: From Task B to Task C to Task D
5. P:Mm.
6. R: And I just wondered if you could reflect on that a little. Tell me a little bit
7. about why you may have changed or how you feel about changing some of your
8. answers.
9. P: So, I'm just talk about what kind of answers that change?
10. R: Yeah, just kind of in general. You do not have to talk about every one because
11. it would take a long time, but maybe if some kind of stood out as like "this one I
12. was really confused" or "I changed my answer"...
13. P: Um... "pull a fast one" that's really change
14. R: OK
15. P: and um... because in ah if first thought I thought that it just go beyond
16. someone just pulled a fast one down and then and talking about those and
17. looking at example sentence and think that so that's a behind meaning that is
18. really different from what it seems in the words from the words. And that's really

19. change and I think when the the most important part that changed my thought is
20. from the example sentence
21. R: Mm
22. P: cause in the example sentence could see more from the words
23. R: you mean on the note card?
24. P: yeah, in note card. uh could see more about those relationship, the sentence,
25. the word. So that's kind of better idea what that's really mean.
26. R: hmm. OK. Good. And ahh, are there any others that kind of stand out?
27. P: A, the "have a soft spot for" because at that time I was thinking about "Oh,"
28. from note card I think "Oh, that's taking advantage" but after task B I knew then
29. it's not that but it just teacher focusing on him but that the student did not know
30. why so so it's the different ways about looking through the note cards and then
31. doing task B
32. R: D
33. P: Yeah, D. D.
34. R: So do you think that one of the easier or more difficult that the other ones?
35. P: But, uh, it, for me, Task D is more easier but I think Task D is me easier would
36. be easier because I would have done A,B,C.
37. R: Right. Right. Right.
38. P: Yeah, so I think when we go for a procedure like this then of course this would
39. be easier. But if we go for Task D then this would be the most hardest one.
40. R: If we did it first?
41. P: Mm yeah
42. R: OK. Great. Alright, well thank you so much!

Task D - Becca

Time: 2:31

1. R: OK. This is Task D for Becca. My question for you is... Ah, I'm guessing you
2. may have changed some of your answers from the beginning of Task B through C
3. to D.
4. P: Yes.
5. R: Can you, kind of reflect on that? Or tell me any of your thoughts about ah,
6. changing your answers?
7. P: So, at first, I just, ah guess in Task A. And from Task B, Task B is you, you, you
8. want me to write down.
9. R: Right, Task B you could just guess if you had, you weren't sure
10. P: And from Task C, I saw the context. The idioms in the contexts. So I made infer
11. the meaning from the sentences.
12. R: Sure, OK. And do any of the idioms stand out in your mind as ah, something
13. you really changed your ah idea about the meaning of?
14. P: Yeah, some of them.
15. R: Can you give me one or two examples?
16. P: Ah, like ah, "as right as rain". Actually at first I think it's something. Things go
17. wrong. But here I think after I see the idioms in the context I think it means that
18. something is perfectly well.
19. R: OK. So, the context effected your decision.
20. P: Yeah
21. R: OK. Good, and ah, any others that stand out in your mind?

22. P: I think some, some idioms ah, you can't really guess the meaning. It's really
23. hard to guess the meaning from, yeah, from just, from the word.
24. R: You mean without a context?
25. P: Yeah it's really hard guess.
26. R: For sure. OK. And my last question is which task do you think was easier or
27. more difficult out of the four, A B C or D?
28. P: Ah... the most difficult one?
29. R: Yeah, or the easier one? Which one was easier?
30. P: I think the easier one is the, the Task C
31. R: Task C.
32. P: Task C with the context it will be easier for me to get, it will be easy to guess
33. the meaning of idioms.
34. R: OK
35. P: The most difficult one is the Task B.
36. R: B
37. P: Yes, cause I have to write down the, the meanings of the idioms, the idioms and
38. they are not in the context so it's really hard to guess the meanings of the idioms.
39. R: OK. Alright. Well, thank you very much.
40. P: You are welcome.

Task D - Cameron

Time: 4:51

1. R: Ok this is Task D for Cameron. What I want to ask you is: I guess you might



2. have changed some of your answers. Are there any that stand out in your mind as
3. ones that you changed your answer for?
4. P: (searching ... long pause) Like number 9. To be so lucky. I thought it might be
5. how lucky you are, but the items A to D I do not find my answer so I should change
6. my previous thinking. So I choose B what someone wants to happen is unlikely to
7. happen. So it might be you want to something happen but it is impossible.
8. R: How did you choose that? Is it from Task C?
9. P: Lady Gaga.
10. R: You remember.
11. P: Yes
12. R: And then you thought back and realized...
13. P: Because it is dream. So B say you will be so lucky might be you want to
14. happen but is impossible.
15. R: Which of these Tasks was easier for you?
16. P: B
17. R: Task B was easier? Why do you think so?
18. P: Because it has no context. Just a phrase. I can analyze... this word. For
19. example "Coattail" So I can image for example you can be successful without
20. your effort. I can just I can just see the word an analyze the meaning.
21. R: So using your imagination is easier?
22. P: Using my imagination is interesting.
23. R: You mean funner?
24. P: Be more fun. Because the C I confuse. It has two sentence or contest to guess
25. the meaning but it will be confuse.
26. R: Are there any idioms that we talked about today that you already knew before

27. we got started?

28. P: No. But I think the bread and butter I can sure it is mean money.

29. R: OK. Well, thank you very much.

Task D - Doris

Time: 3:23

1. R: OK. This is task D for Doris. I imagine you may have changed some of your
2. answers from Task A to Task B to Task C now D. Are there any that stand out in
3. your mind?
4. P: Like go to dogs.
5. R: OK
6. P: When I do Task A I think maybe go to some important key point. After I see the
7. cards I do not know which task I saw the example you provide and I can know
8. exactly the mean. It mean the grade go down from a good situation to a bad
9. situation. That's totally different from my original guess.
10. R: So the context on the cards was important in your decision making process.
11. P: Yeah. The example.
12. R: Any others that stand out in your mind?
13. P: Ride on someone's coattails. I do not know why coattails means so its hard to
14. guess what does it mean. But after I see the card I can know maybe someone take
15. over his father business so that make sense to me so I can know what the idiom
16. mean. Because the context on the cards.
17. R: OK. So which task was easier for you?

18. P: I think task C is more easier for me. I can guess the meaning based on the
19. examples. It's hard to choose. Task A and Task B is hard for me. Especially Task B
20. because I have to guess the meaning without the cues or context. I guess Task B
21. was the hardest one.
22. R: OK. Last question. Are there any of these idioms that you already knew before
23. we started today.
24. P: Show the ropes and bread and butter. Just two.
25. R: OK. Thank you so much.
26. P: Oh, you are welcome.

Task D - Ellen

Time: 2:48

1. R: OK. This is Task D for Ellen. Ellen, I wanted to ask you, I'm guessing you may
2. have changed some of your answers from going though Task A, B, C and finally
3. to D. Are some of your answers different now than they were in the beginning?
4. P: I think so.
5. R: Can you give an example of one that kind of sticks out in your mind as being
6. different?
7. P: To show someone the ropes. I thought ropes means the truth of something but it
8. means that how to do the job or negativity. Its more like work oriented.
9. R: How did you change your answer to this?
10. P: Because of the Task with contexts. The note cards helps.
11. R: Which task was easier? A, B, C, or D?

12. P: Comparatively, well, cause, the function is a little bit different and the sequence
13. is a little bit different. I do not think either is more difficult. If you want me to
14. choose one then I will say probably Task A.
15. R: OK. Are there any of these idioms that you already knew before we got started
16. today?
17. P: I think no.
18. R: OK. Thank you.
19. P: Thank you.

Task D - Fran

Time: 3:25

1. R: This is Task D for Fran. I just wanted to ask you a couple of follow up
2. questions. I imagine that over the course of completing the tasks, you may have
3. changed some of your answers. Is there any that kind of stand out in your mind as
4. being one thing but that you changed your mind for?
5. P: Yes. I think it's be in full swing.
6. R: OK. So what did you decide in the end? What does it mean?
7. P: I think it means that something is happen for certain time and maybe its full of
8. the assignment or supplies so I think it's a good things but at first I just guess a
9. different meaning.
10. R: OK. Cool. Which of the tasks do you think was easier?
11. P: You mean the procedure or my feeling?
12. R: Yeah, just your feeling. Which one was easier?

13. P: Um, um for me um, first I think the Task B I think its easy for me to guess but
14. sometimes I maybe cannot really guess from the word but I just guess Task C give
15. more hints from the text.
16. R: Context.
17. P: Yeah but sometimes it hard for me to because maybe I need to read quickly so
18. maybe sometimes I misunderstood the sentence so maybe I was think a second
19. time so, so, so and I may wonder that I just misunderstood the meaning of the
20. idiom.
21. R: Alright. Are there any idioms from today that you think you already knew
22. before we started?
23. P: Not really.
24. R: They are all new for you?
25. P: Just some that I'm pretty sure that it means a certain meaning but I'm also not
26. 100% sure.
27. R: You had a feeling about it.
28. P: yeah but I cannot really make sure that its really the meaning.
29. R: Alright. Thank you!

Task D - Geoff

Time: 3:20

1. R: OK. This is Task D for Geoff. Did you change any of your original answers?
2. P: You mean why I changed my answer?
3. R: Are there any that stick out in your mind?

4. P: For example on the backburner. So, when I first read the idiom in the story, in
5. Task A, I couldn't understand what it meant. But in the Task C, with the example
6. sentence, I can, cause the example sentence, they kind of, provide me a more
7. concrete clue to guess the meaning and in Task D I can compare four choices and
8. according to the Task A and C I can come up with the right meaning.
9. R: OK. Which task do you think was easier to complete for you?
10. P: The most difficult one was Task B without any contexts. And I wouldn't say
11. which one is the easiest without the kind of like as I mentioned when I read Task
12. A I can slightly get the meaning of the idioms. Gradually, go through Tasks B and
13. Task D with the comparison and contrast I can almost got the real meaning of the
14. idiom.
15. R: OK. My last question is, are there any idioms that you already knew?
16. P: Bread and butter.
17. R: Bread and butter. OK. Great. Thanks very much.
18. P: OK.

Task D - Hilda

Time: 2:15

1. R: OK. This is Task D for Hilda. OK. Hilda, my first question is that I imagine
2. you may have changed some of your answers from Task A to B to C to D. Are
3. there any that stick out in your mind as in the beginning you thought it was one
4. thing but then in the end you realized it was totally different from what you
5. originally thought?

6. P: Let me check.
7. R: OK.
8. P: Yeah, the salt of the Earth. I originally thought that it is something that is not
9. important but Task C I wrote I misunderstood the word with an but now I know
10. that it probably means that a very good an honest person.
11. R: OK. Which of the tasks were easier for you? Task A, B, C, or D?
12. P: I think A is the easiest one and C has a context for me to guess.
13. R: OK. SO if you had to choose just one would it be A or C?
14. P: Um, I think A because it takes less effort.
15. R: OK. You mentioned that you already knew bread and butter. Were there any
16. others that you already knew?
17. P: UM, I kind of get at a considerable price.
18. R: You were pretty familiar with that one?
19. P: Yeah.
20. R: Alright. Well, thank you very much.

Task D - Ingrid

Time: 1:06

1. R: This is Task D for Ingrid. OK. I imagine you may have changed some of your
2. answers from Task A to Task D. Are there any that stand out in your mind as being
3. really different now than in Task A?
4. P: I think its really total different from the beginnings all of that.
5. R: All of them.

6. P: Yeah. All of them.
7. R: OK. Which task was easier for you?
8. P: C.
9. R: C. OK. Why?
10. P: Because you provide a context and I can guess a meaning from a sentence.
11. R: And the last question is are there any idioms that you already knew before we
12. started?
13. P: To be honest. Only the example that you provide I know it.
14. R: Have a green thumb.
15. P: The rest of it I didn't know it.
16. R: That's good news for me!
17. P: Yeah.
18. R: OK. Thanks!

#### Task D - Jasmine

Time: 2:37

1. R: This is Task D for Jasmine. So I'm guessing you may have changed some of
2. your answers from Task A, Task B, Task C to Task D. Right?
3. P: Mm-Hm.
4. R: Is there one that really sticks out in your mind as being an answer that you
5. totally changed your idea about the meaning for?
6. P: Yeah. Some.
7. R: Can you give me one example?



8. P: For example. Number 10. Kick in. At first I think kick in may be occupy
9. something but now I think the right answer might be take effect.
10. R: Right. What made you change your mind? Was it Task C?
11. P: Yeah. From Task C. I think kick in may be to take effect. And another one is
12. number 19 pull a fast one. Wow! It's totally different from my previous....
13. R: Guess.
14. P: Yeah. Guessing. Yeah.
15. R: Because of the context?
16. P: Yeah because of the context. I think pull a fast one the right answer might be A
17. to deceive someone.
18. R: Right.
19. P: At first I think a fast one maybe do something quickly.
20. R: Right. Which of the tasks was easier? Task A, Task B, Task C or Task D?
21. P: Easier?
22. R: Easier. Easier to get the correct answer.
23. P: Of course Task C.
24. R: OK.
25. P: If I do not have Task C it is hard for me to do Task D. I think from the four tasks
26. I think Task C is the easiest one to answer because without the context its really
27. hard to choose the right answer.
28. R: You mentioned that you already knew bread and butter. Were there any others
29. that you already knew? Or, just bread and butter? I mean, before our meeting
30. today.
31. P: Only butter and bread. Bread and butter.
32. R: OK.

33. P: The others I just guessed.

34. R: OK. We're all finished.

#### Task D - Karina

Time: 2:10

1. R: OK. This is Task D for Karina. OK. First of all, I imagine you may have

2. changed some of your answer going from Task A to B to C and now to D.

3. P: Yeah.

4. R: Are there any idioms that stick out in your mind as being ones that you totally

5. changed your answer for?

6. P: Ah, it would be, as right as rain.

7. R: OK.

8. P: Because in the beginning I thought it was about timing then it came out its

9. about happiness.

10. R: OK. What led you to that conclusion.

11. P: Because in Task C, you gave me some sentence.

12. R: That's right.

13. P: That I figured out in context.

14. R: OK. Great. My next question is: Which of the tasks was easier?

15. P: Which of the tasks was easier?

16. R: Would you say task A was easier? Task B? Task C? or Task D?

17. P: Ah,

18. R: Easier to get the correct answer.

19. P: I would say Task C.
20. R: Why is that?
21. P: Because you give me sentences that I can find clues from.
22. R: OK. And my last question is, you mentioned that you already knew bread and
23. butter.
24. P: Yes.
25. R: Are there any others that you feel like you already knew?
26. P: Ah, learn show somebody the ropes.
27. R: OK.
28. P: That's the one I knew. And, ah, at a considerable price.
29. R: OK.
30. P: Yeah. Just these two.
31. R: Two or three? Also, bread and butter right?
32. P: Bread and butter, Yes, three.
33. R: Alright. Thank you very much for your participation.
34. P: No problem!

#### Task D - Lolita

Time: 2:31

1. R: OK. This is for Lolita Task D. I imagine that there's probably a few that you
2. changed your answers for right?
3. P: Mm.
4. R: Is there one that sticks out in your mind as being on that you really changed

5. your answer for?
6. P: Changed my answer?
7. R: For example, in Task A you thought it meant “happy” but now you think it
8. means “sad”. Like anything opposite. Anything that you really changed your
9. answer for?
10. P: Mm. Ha. Um. Ha ha. Um. I think one of it is have a soft spot for.
11. R: OK. What made you change your answer?
12. P: I changed the answer because I see the paragraph which describe the idioms.
13. R: So, do you mean Task A, the paragraph or Task C, the context cards? This one?
14. A? B? or C?
15. P: This one. C.
16. R: C. OK. My next question is, in which task was it easier for you to get the
17. meaning, A, B, C or D?
18. P: C.
19. R: C. Why is C easier?
20. P: Because C provide a context.
21. R: My last question is, are there any idioms that you already knew before we got
22. started today?
23. P: No.
24. R: OK. So they were all new?
25. P: Um. Yeah. But I think to be so lucky, um, I’m not sure but I think to be so lucky
26. may be opposite from what I think.
27. R: OK. Good. Thank you very much.

Task D - Mildred –

Time: 2:47

1. R: OK. This is Task D for Mildred. Ah, my first question is I guess you probably
2. changed some of your interpretations or definitions for a lot of them through the
3. course of A, B, C and D. Is there one of them that really sticks out in your mind as
4. being totally different from what you originally thought to what you think now?
5. P: OK. Let me see. Yeah, Ah, number 6.
6. R: OK. Bring something home.
7. P: Yeah. Bring something home. I remember I say that bring something home is
8. pretty much like making a living. So, you went out to work, you must bring
9. something back to home. But, um, after this ah ah series of exercises ah and also,
10. ah the ah explanations all the items.
11. R: Right.
12. P: The C mention to make someone understand something unpleasant. I choose
13. this ah, one ah, because ah, the third part of our interview that says the Japanese
14. tsunami so that kind of bring some information back home kind of like convey so
15. this is totally different from my previous though.
16. R: Right.
17. P: So, the old me just guess from the literal meaning.
18. R: The “old you” and the “new you”?
19. P: Yeah. And right now I just know this means convey.
20. R: OK. My next question is which of the tasks do you think was easier to help you
21. find the answer?
22. P: You mean, on the task

23. R: I mean, from the one's we just did. We had, A, B, C and D.
24. P: I think ah, the one with the word card,
25. R: Task C.
26. P: Yeah, Task C. Because it has all the information and all the rich context. I can
27. really guess from this context. Otherwise, I will not understand exactly maybe
28. what the idiom means from exercise B is only the individual idioms on the paper.
29. R: Yeah. My last question is, are there any idioms that you already knew before
30. we started today?
31. P: Only one. Bread and butter.
32. R: OK.
33. P: Yeah, actually that one is totally exactly what I think.
34. R: Yeah. You were right about that one.
35. P: Before and now.
36. R: OK. Thank you very much.
37. P: OK.

Task D – Nora

Time: 1:23

1. R: This is Task D for Nora. My first question is, I think you may have changed
2. some of your answers from Task A to B to C to D. Is there one that really sticks
3. out in your mind as something that you realized or decided to change your
4. answer?
5. P: Yes.

6. R: Can you give me an example?
7. P: Like, number 3. To show someone the ropes.
8. R: OK.
9. P: Because at the Task A I think that's to give a hint to someone but from the
10. sentences in Task C I think that's to teach someone how to do a job or activity.
11. R: OK. And, my second question is, which of the tasks to you think was easier?
12. P: C.
13. R: Why do you think C was easier?
14. P: Because, I have a context.
15. R: OK.
16. P: I can based on the context to guess the idiom.
17. R: OK. And my last question is, are there any of these idioms that you feel like
18. you really already knew before we started today?
19. P: Bread and butter.
20. R: OK. Great. Thank you very much.

#### Task D – Paula

Time: 2:17

1. R: OK. This is Task D for Paula. My first question is, are there any answers that
2. you changed after doing the different tasks?
3. P: Yeah. Change a lot.
4. R: Can you give me one example?
5. P: Um, for example, um, all ride on someone's cock tail coattails.

6. R: What made you change your answer?
7. P: Yeah. After I read the contest for the task...
8. R: Task C?
9. P: Yeah. Task C. And then the task said two of the brothers all relied on their
10. parent's fence. So, yeah I change my idea. At first it just enjoy the life yeah and
11. then I change the idea.
12. R: OK. Then, looking at Task A, B, C and D, which one was easier?
13. P: Am, easier. It's hard to answer this question because if at first you do not know
14. what the sentence mean what the idioms means, so you just do it all for what you
15. think about.
16. R: Just guess.
17. P: Yeah, just guess. And you can understand the whole article and you think it may
18. be right. But after the next test and use come to doubt about what you think and
19. then next one Oh, you realize that your was wrong.
20. R: OK.
21. P: Yeah, and then after I do the Task D an I have clear idea what the idioms about.
22. R: OK.
23. P: So, I cannot compare.
24. R: ... Which one's easier.
25. P: Yeah.
26. R: OK. And are there any idioms that you already knew before we started today?
27. P: Ah, the butter braid and butter.
28. R: OK. That's it. Thank you so much for your help!
29. P: Oh. Ha ha.



Task D – Rosa

Time: 1:42

1. R: This is Task D for Rosa. So, the first question is, I guess that you probably
2. changed some of your answers right?
3. P: Yeah.
4. R: Can you give me an example of one that you really changed?
5. P: Really changed? You mean from Task A?
6. R: A, B, C. And now you are like “Oh, no. Now it’s totally different than I
7. originally thought.
8. P: Show someone the ropes.
9. R: OK. Why did you change your answer?
10. P: Because I still remember the sentence that I read in Task C.
11. R: OK.
12. P: Is about a newcomer. And, the girl in the shop was has been work for a decade.
13. So, she shows him the ropes so it means to teach someone how to do the job.
14. R: That’s right.
15. P: Yeah. That’s really different from what I guessed.
16. R: Which task was easier?
17. P: Easier, I thing Task C.
18. R: Task C.
19. P: Yeah. Because it give the sentence.
20. R: Context.
21. P: Yeah. Is really easy for me to guess.

22. R: OK. And the last question is, are there any idioms that you already knew before
23. we started today.
24. P: Already knew? No.
25. R: They are all new for you right?
26. P: Yeah. They are all new for me.
27. R: Great. Thank you so much for your help.
28. P: You're welcome.
29. R: Alright.

#### Task D – Sergio

Time: 3:05

1. R: This is Task D for Sergio. Alright. My first question is, I assume you may
2. have changed some of your answers through our tasks today. Is there one that
3. stands out in your mind as being one that really changed?
4. P: You mean one example?
5. R: Yeah. For example, in the beginning you may have thought it had a really
6. positive meaning but then, in the end you changed your mind and thought it had
7. a negative meaning. Is there one that stands out in your mind like that?
8. P: Yes, some of it. Should I say?
9. R: Tell me about one please.
10. P: Um, but not opposite. It's kind of similar. For example for make a beeline. I
11. would think it was organized and tidy but here I choose go directly and quickly.
12. R: OK. So, what made you change your answer?

13. P: Because I didn't find my thoughts in the answer choose the alternative one.
14. R: OK. My second question is, out of the tasks, A, B, C and D, which one did
15. you find easier?
16. P: I would think that one.
17. R: C.
18. P: The one with cards.
19. R: Why.
20. P: It have clue to find and also with context I can also understand the scenario
21. the plot and get answers from it.
22. R: OK. My last question is, before we began today, did you already know any of
23. these idioms?
24. P: Not exactly. Some of it, I forget according to answer I will make a guess.
25. R: OK. So, you recognized some, but didn't really know any of them?
26. P: Yep. But I think for Chinese students maybe they want to make sure if he is
27. really learn or not he will depend on Chinese explanation. So I think maybe I
28. want to check I really understand these idioms I will check Chinese to be sure.
29. R: Right, right. So, you mean you're still not sure about some of these?
30. P: Yes.
31. R: OK. Thank you very much.
32. P: OK.

Task D – Umberto

Time: 2:32

1. R: OK. This is Task D for Umberto. So, my first question is, going through the
2. tasks, I imagine you probably changed some of your answers. Is there one that
3. really stands out in your mind as having a different meaning? Like you used to
4. think it had a positive meaning but now you think it has a negative meaning or
5. something like that?
6. P: I do not think I changed my answer too really much because I just wrote
7. perfectly well is also the important that I mention before.
8. R: OK. Which task was easier for you? Task A, Task B, Task C or Task D?
9. P: Task B.
10. R: B was easier.
11. P: Yeah.
12. R: What made you feel that way?
13. P: Because I can just guess the word for each word each character each
14. vocabulary in the phrase or idioms. That's more interesting for me.
15. R: OK. Are there any idioms that you already knew before we started today?
16. Maybe you already knew one of them?
17. P: Excuse me?
18. P: Before we started today, did you know any of these idioms?
19. P: Yeah, some of them.
20. R: Which ones did you already know?
21. P: Mm, mm, already know or already heard?
22. R: Ah, like, you knew the answer before we started today.
23. P: I knew the answer. Can I take a look?
24. R: Yeah. Please do. Like, maybe, this one, I already knew. I could have told you
25. the definition yesterday.

26. P: Oh, yeah for example the bread and butter.
27. R: OK. Any others?
28. P: Any others? You mean the examples?
29. R: Are there any of these idioms that you already knew before we started today?
30. P: Mm...
31. R: You said bread and butter...
32. P: Some idioms that I have seen before but I forget what its meaning.
33. R: OK. That's fine. So, the only one you really knew was bread and butter?
34. P: Yeah.
35. R: OK. Great. Thank you very much.
36. P: OK. Thank you.

#### Task D – Violeta

Time: 3:24

1. R: This is Task D for Violeta. My first question is, through the process of doing
2. the four tasks, I'm guessing that you probably changed some of your answers. Is
3. there one in particular, that stands out in your mind as one that really changed?
4. P: I think is really changed.
5. R: Which one? Can you give me one example?
6. P: Ah, let me check. For example, have a soft spot for. Cause the first answer I
7. think in Task A and I think is the short time.
8. R: That's right.
9. P: And after that you give me the sentence to explain and I know I use the

10. example to know that well maybe is different answer that you cannot help to
11. look at him or to, to, to, pay attention to a particular person without knowing
12. why.
13. I think it's quite different.
14. R: Yeah. OK. My next question is which task was easier? We had A, B, C and D.
15. P: I think C.
16. R: Why do you think C was easier?
17. P: Because C, you give me the example sentence to try to explain the idiom. And
18. I find Oh Wow that's the definition of the idiom. So, I can explain it and have
19. more ideas about the idiom using this example. But after that I think Task C is
20. the easiest one and Task D will be most difficult.
21. R: Really? Task D was the most difficult?
22. P: Yeah, after I see I saw the example and then something I missed and I forgot
23. and after that I used multiple choice and I think Huh?
24. R: Ha ha. A little tricky.
25. P: Yeah.
26. R: My last question is, are there any of these idioms that you already knew
27. before we got started today?
28. P: No.
29. R: No.
30. P: Yeah. Because our Chinese student just learn a idioms from the text book.
31. R: Yeah.
32. P: And our idiom we learn the idiom from the high school text book and the text
33. book give us few idioms. I just know rain cats and dogs.
34. R: Right.

35. P: Yeah, I do not know lots of the idioms and I Chinese test and English test
36. formal examination of the Ministry Of Education do not give us much knowledge
37. of the testing these kind of idioms. So, we just know the vocabulary and sentence
38. and the how to write articles but just we do not know lots of the idioms.
39. R: Totally.
40. P: So, your idioms I do not know.
41. R: OK. Good.
42. P: I'm glad to know this.
43. R: OK. Great.
44. P: Thank you.
45. R: Thank you!

#### Task D – Xavier

Time: 3:18

1. R: OK. This is Task D for Xavier. So, my first question is about I guess you
2. probably changed some of your answers.
3. P: Yes.
4. R: Does any of these idioms stick out in your mind? Maybe you changed your
5. answer after doing the different tasks?
6. P: Stand out in my mind? It means I change the meaning? As right as rain. I can't
7. find any meaning I think before. So, I just choose one. Surprisingly happy. I not
8. sure is correct. Backburner. Here is what I want to explain. Being dealt with now
9. but hasn't been forgotten. First I think have to do put dog washing first just

10. forgot it with lot of things at the same time. Slightly change but same meaning.
11. R: OK. That's fine. Let me ask you. Which of these tasks was easier for you?
12. P: Task D.
13. R: Task B?
14. P: Task D.
15. R: D is easier. Why did you feel that way.
16. P: Because I went through A, B, C and D. A let me read whole article even
17. though I do not understand all of them. And, B I'm going to think about I'm
18. checking all they all idioms and I really think about and I'm really guessing what
19. they mean. And let me have a lot of thought in mind. Third one help me a lot
20. sentence context to let me think about again thoroughly and is easy for me to
21. finish Task D.
22. R: My last question for you is, are there any idioms from our tasks today that you
23. already knew before we got started?
24. P: Ah, fly off the handle.
25. R: You knew that one?
26. P: Yeah. I knew that one. And, bread and butter I think I know.
27. R: OK. Just these two right?
28. P: Just these two. Bread and butter. Yes. Fly off the handle.
29. R: OK. Thank you very much for your help.



## Appendix I

### Task C Data Analysis Notes

This section provides the breakdown of the transcript data for each participant which illustrates the participant's definition for each idiom, the strategy or strategies that they employed and the context in which each corresponding idiom was employed in Task C. These data sets were necessary to assemble in order to provide detailed answers for RQ3. It is noteworthy that in some cases the sub-tables titled *Strategy Types and Correct Definitions* show that more than one strategy was employed in the definition process for each idiom. Participant sections are separated by a double space.

This section should serve as support for section 4.3.

#### *Strategy and Context Types - Anna in Task C for Correct Answers*

|          | <b>Idiom</b>         | <b>Participant's Definition</b>  | <b>Strategy</b> | <b>Context</b> |
|----------|----------------------|--|-----------------|----------------|
| <b>1</b> | Be right as rain     | <i>Right at time</i>   | X               | C-E            |
| <b>2</b> | On the back burner   | <i>have a lot of things to go through</i>                                  | X               | SE             |
| <b>3</b> | Show the ropes       | <i>telling him how to do and giving him some direction and helping him</i> | GC              | C-E            |
| <b>4</b> | Fly off the handle   | <i>Being very mad or fierce about something</i>                            | GC              | C/A            |
| <b>5</b> | Salt of the Earth    | <i>know everything.</i>  | X               | E/D            |
| <b>6</b> | Bring something home | <i>bring to someone and let everybody knows what happened</i>              | RP /GC          | E/D            |
| <b>7</b> | Sign of the times    | <i>time that show something is really</i>                                  | RP /GC          | SE             |

---

|           |                         |   |         |     |
|-----------|-------------------------|---|---------|-----|
|           |                         | <i>good or bad ... society is worse than<br/>ever</i>   |         |     |
| <b>8</b>  | Have a soft spot<br>for | <i>Taking advantage</i>                                 | X       | C/A |
| <b>9</b>  | Be so lucky             | <i>Something that definitely cannot be<br/>happened</i> | RP / GC | C/A |
| <b>10</b> | To kick in              | <i>go in</i>  | X       | E/D |
| <b>11</b> | Considerable<br>price   | <i>Considering to do something</i>                      | X       | C-E |
| <b>12</b> | Be in full swing        | <i>I'm not sure</i>                                     | X       | SE  |
| <b>13</b> | Make a beeline<br>for   | <i>Everybody go to somewhere.</i>                       | X       | C-E |
| <b>14</b> | Go to the dogs          | <i>Lost it and never came back</i>                      | X       | E/D |
| <b>15</b> | Ride on coattails       | <i>Go what people had gone through</i>                  | X       | SE  |
| <b>16</b> | Bread and Butter        | <i>incomes and that's the family come<br/>rely on</i>   | GC      | E/D |
| <b>17</b> | Be in a pickle          | <i>In some kind not very good situation</i>             | GC      | C/A |
| <b>18</b> | In over one's<br>head   | <i>Rely on himself.</i>                                 | X       | C-E |
| <b>19</b> | Pull a fast one         | <i>Using someone to get what you want.</i>              | X       | C/A |
| <b>20</b> | With a grain of<br>salt | <i>having doubt about something</i>                     | GC      | SE  |

---

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

*Context Types and Number Correct for Anna*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 1                     |
| Contrast /Antonym Context Use        | 3                     |
| Explanation / Definition Context Use | 2                     |
| Synonymous Expression Context Use    | 2                     |
| <b>Total Number Correct</b>          | <b>8</b>              |

*Strategy Types and Correct Definitions for Anna*

| <b>Strategy Type</b>      | <b>Number Correct</b> |
|---------------------------|-----------------------|
| Guessing from Context     | 8                     |
| Background Knowledge      | 0                     |
| Repeating or Paraphrasing | 3                     |
| First Language            | 0                     |

*Strategy and Context Types - Becka in Task C for Correct Answers*

|          | <b>Idiom</b>       | <b>Participant's Definition</b>   | <b>Strategy</b> | <b>Context</b> |
|----------|--------------------|---|-----------------|----------------|
| <b>1</b> | Be right as rain   | <i>Everything goes right.</i>   | GC              | C-E            |
| <b>2</b> | On the back burner | <i>other things that may be um... confused or worried the, the, person.</i> | X               | SE             |
| <b>3</b> | Show the ropes     | <i>to show Luke the rules of the, the, shop</i>                             | GC              | C-E            |
| <b>4</b> | Fly off the handle | <i>he can't control himself and he would be very angry.</i>                 | GC              | C/A            |

---

|    |                      |  |        |     |
|----|----------------------|--|--------|-----|
| 5  | Salt of the Earth    | <i>something which is known to everyone</i>                        | X      | E/D |
| 6  | Bring something home | <i>tell news to people.</i>  | X      | E/D |
| 7  | Sign of the times    | <i>something serious that everybody should pay attention to</i>    | X      | SE  |
| 8  | Have a soft spot for | <i>felt sympathy for</i>   | GC     | C/A |
| 9  | Be so lucky          | <i>just daydreaming it's impossible to for you to be so lucky.</i> | RP /GC | C/A |
| 10 | To kick in           | <i>have effects or something really work like medicine.</i>        | GC     | E/D |
| 11 | Considerable price   | <i>one has to sacrifice a lot of things</i>                        | GC     | C-E |
| 12 | Be in full swing     | <i>something has already happened</i>                              | RP /GC | SE  |
| 13 | Make a beeline for   | <i>lots of people wait in line for to get something.</i>           | X      | C-E |
| 14 | Go to the dogs       | <i>something gets worse and worse or something terrible</i>        | GC     | E/D |
| 15 | Ride on coattails    | <i>you get something because you rely on others</i>                | GC     | SE  |
| 16 | Bread and Butter     | <i>the food for family or just everything a family need.</i>       | GC     | E/D |
| 17 | Be in a pickle       | <i>in a dangerous situation.</i>                                   | BK/GC  | C/A |
| 18 | In over one's head   | <i>somebody was in danger</i>                                      | GC     | C-E |
| 19 | Pull a fast one      | <i>lie to somebody.</i>  | GC     | C/A |

---

---

|           |                      |                          |   |    |
|-----------|----------------------|--------------------------|---|----|
| <b>20</b> | With a grain of salt | <i>accept it anyway.</i> | X | SE |
|-----------|----------------------|--------------------------|---|----|

---

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous.

*Context Types and Correct Definitions for Becka*

---

| <b>Context Type</b>                 | <b>Correct Definitions</b> |
|-------------------------------------|----------------------------|
| Cause-Effect Context Use            | 4                          |
| Contrast /Antonym Context Use       | 5                          |
| Explanation /Definition Context Use | 3                          |
| Synonymous Expression Context Use   | 2                          |
| Total Number Correct                | 14                         |

---

*Strategy Type for Becka*

---

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 14                         |
| Background Knowledge      | 1                          |
| Repeating or Paraphrasing | 2                          |
| First Language            | 0                          |

---

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Cameron in Task C for Correct Answers*

---

| <b>Idiom</b>              | <b>Participant's Definition</b> | <b>Strategy</b> | <b>Context</b> |
|---------------------------|---------------------------------|-----------------|----------------|
| <b>1</b> Be right as rain | <i>Everything will be right</i> | GC              | C-E            |

---

---

|           |                         |  |       |     |
|-----------|-------------------------|--|-------|-----|
| <b>2</b>  | On the back<br>burner   | <i>there are a lot of things you<br/>should do</i>   | X     | SE  |
| <b>3</b>  | Show the ropes          | <i>someone has experience and you<br/>want to someone help you</i>                                 | GC    | C-E |
| <b>4</b>  | Fly off the<br>handle   | <i>be crazy</i>  | GC/BK | C/A |
| <b>5</b>  | Salt of the Earth       | <i>has good reputation</i>   | RP/GC | E/D |
| <b>6</b>  | Bring something<br>home | <i>I have no idea</i>  | X     | E/D |
| <b>7</b>  | Sign of the times       | <i>it's like reminder</i>  | X     | SE  |
| <b>8</b>  | Have a soft spot<br>for | <i>it can not make someone relax</i>   | X     | C/A |
| <b>9</b>  | Be so lucky             | <i>You are so lucky</i>  | X     | C/A |
| <b>10</b> | To kick in              | <i>you are not in a situation</i>  | X     | E/D |
| <b>11</b> | Considerable<br>price   | <i>If you want to do this, you should<br/>think of it for awhile not just<br/>do it right now.</i> | X     | C-E |
| <b>12</b> | Be in full swing        | <i>will get high</i>   | BK/GC | SE  |
| <b>13</b> | Make a beeline<br>for   | <i>quick, hurry or busy</i>  | GC    | C-E |
| <b>14</b> | Go to the dogs          | <i>get lower, get worse</i>  | GC    | E/D |
| <b>15</b> | Ride on coattails       | <i>do anything he wants without<br/>work hard. Without effort.</i>                                 | GC    | SE  |
| <b>16</b> | Bread and Butter        | <i>money, the major income</i>   | GC    | E/D |

---

|           |                      |                                    |   |     |
|-----------|----------------------|------------------------------------|---|-----|
| <b>17</b> | Be in a pickle       | <i>will be fine</i>                | X | C/A |
| <b>18</b> | In over one's head   | <i>Will be safe</i>                | X | C-E |
| <b>19</b> | Pull a fast one      | <i>evidence to show your wrong</i> | X | C/A |
| <b>20</b> | With a grain of salt | <i>provide a example</i>           | X | SE  |

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

#### *Context Types and Number Correct for Cameron*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 3                     |
| Contrast /Antonym Context Use        | 1                     |
| Explanation / Definition Context Use | 3                     |
| Synonymous Expression Context Use    | 2                     |
| <b>Total Number Correct</b>          | <b>9</b>              |

#### *Strategy Type for Cameron*

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 9                          |
| Background Knowledge      | 2                          |
| Repeating or Paraphrasing | 1                          |
| First Language            | 0                          |

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Doris in Task C for Correct Answers*

|           | <b>Idiom</b>         | <b>Participant's Definition</b>                                   | <b>Strategy</b> | <b>Context</b> |
|-----------|----------------------|---|-----------------|----------------|
| <b>1</b>  | Be right as rain     | <i>good news</i>  | X               | C-E            |
| <b>2</b>  | On the back burner   | <i>important moment in life</i>                                   | X               | SE             |
| <b>3</b>  | Show the ropes       | <i>teach me something about the job</i>                           | A/K             | C-E            |
| <b>4</b>  | Fly off the handle   | <i>see something very important and he will do actions for it</i> | X               | C/A            |
| <b>5</b>  | Salt of the Earth    | <i>very important guy</i>   | X               | E/D            |
| <b>6</b>  | Bring something home | <i>pass the news to others</i>                                    | X               | E/D            |
| <b>7</b>  | Sign of the times    | <i>obvious things in our life</i>                                 | X               | SE             |
| <b>8</b>  | Have a soft spot for | <i>very outstanding</i>   | X               | C/A            |
| <b>9</b>  | Be so lucky          | <i>Oh man you are doing day dream!</i>                            | GC              | C/A            |
| <b>10</b> | To kick in           | <i>take in</i>  | X               | E/D            |
| <b>11</b> | Considerable price   | <i>arrogant</i>   | X               | C-E            |
| <b>12</b> | Be in full swing     | <i>the atmosphere is very high flying</i>                         | GC              | SE             |
| <b>13</b> | Make a beeline for   | <i>Plan B or backup plan</i>                                      | X               | C-E            |
| <b>14</b> | Go to the dogs       | <i>going down very much</i>                                       | GC              | E/D            |
| <b>15</b> | Ride on coattails    | <i>Take over what his father did</i>                              | X               | SE             |



|           |                      |                                       |     |     |
|-----------|----------------------|---------------------------------------|-----|-----|
| <b>16</b> | Bread and Butter     | <i>making money for his family</i>    | A/K | E/D |
| <b>17</b> | Be in a pickle       | <i>met some problems</i>              | GC  | C/A |
| <b>18</b> | In over one's head   | <i>someone in dangers</i>             | GC  | C-E |
| <b>19</b> | Pull a fast one      | <i>tell a white lie or tell a lie</i> | GC  | C/A |
| <b>20</b> | With a grain of salt | <i>take something for granted</i>     | X   | SE  |

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

#### *Context Types and Number Correct for Doris*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 1                     |
| Contrast /Antonym Context Use        | 3                     |
| Explanation / Definition Context Use | 1                     |
| Synonymous Expression Context Use    | 1                     |
| <b>Total Number Correct</b>          | <b>6</b>              |

#### *Strategy Type for Doris*

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 5                          |
| Background Knowledge      | 0                          |
| Repeating or Paraphrasing | 0                          |
| First Language            | 0                          |

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Ellen in Task C for Correct Answers*

| <b>Idiom</b>                  | <b>Participant's Definition</b>  | <b>Strategy</b> | <b>Context</b> |
|-------------------------------|--|-----------------|----------------|
| <b>1</b> Be right as rain     | <i>everything is just fine</i>   | GC              | C-E            |
| <b>2</b> On the back burner   | <i>occupied you're loaded by a lot of work and you are aren't able to do things well</i> | GC              | SE             |
| <b>3</b> Show the ropes       | <i>to show ... some advantages or some detailed information</i>                          | GC              | C-E            |
| <b>4</b> Fly off the handle   | <i>throw a tantrum, feeling really angry</i>   | GC              | C/A            |
| <b>5</b> Salt of the Earth    | <i>well known...celebrity</i>  | X               | E/D            |
| <b>6</b> Bring something home | <i>bringing people around the world the message</i>                                      | X               | E/D            |
| <b>7</b> Sign of the times    | <i>see a part of it and you get a whole picture</i>                                      | X               | SE             |
| <b>8</b> Have a soft spot for | <i>get attention</i>   | X               | C/A            |
| <b>9</b> Be so lucky          | <i>you're dreaming</i>   | RP/GC           | C/A            |
| <b>10</b> To kick in          | <i>to get a injection</i>  | X               | E/D            |
| <b>11</b> Considerable price  | <i>to pay for doing something</i>  | GC              | C-E            |
| <b>12</b> Be in full swing    | <i>almost at the end</i>   | X               | SE             |

|           |                         |   |    |     |
|-----------|-------------------------|---|----|-----|
| <b>13</b> | Make a beeline<br>for   | <i>making a line</i>  | X  | C-E |
| <b>14</b> | Go to the dogs          | <i>Being really worse in a situation</i>  | GC | E/D |
| <b>15</b> | Ride on coattails       | <i>borrow someone's idea to follow<br/>somebody's directions without his<br/>or her own thinking or ideas</i> | GC | SE  |
| <b>16</b> | Bread and Butter        | <i>money supporting a family</i>  | GC | E/D |
| <b>17</b> | Be in a pickle          | <i>something unexpected...happened</i>  | X  | C/A |
| <b>18</b> | In over one's<br>head   | <i>put something behind you, to get<br/>rid of it.</i>  | X  | C-E |
| <b>19</b> | Pull a fast one         | <i>to tell a lie</i>  | GC | C/A |
| <b>20</b> | With a grain of<br>salt | <i>I really do not...think it is um,<br/>common sense</i>   | GC | SE  |

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

#### *Context Types and Number Correct for Ellen*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 3                     |
| Contrast /Antonym Context Use        | 3                     |
| Explanation / Definition Context Use | 2                     |
| Synonymous Expression Context Use    | 2                     |
| <b>Total Number Correct</b>          | <b>10</b>             |

#### *Strategy Type for Ellen*

| Strategy Type             | Correct Definitions |
|---------------------------|---------------------|
| Guessing from Context     | 11                  |
| Background Knowledge      | 0                   |
| Repeating or Paraphrasing | 1                   |
| First Language            | 0                   |

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Fran in Task C for Correct Answers*

| Idiom                  | Participant's Definition  | Strategy | Context |
|------------------------|---|----------|---------|
| 1 Be right as rain     | <i>people becomes important as the importance of rain for human being</i> | X        | C-E     |
| 2 On the back burner   | <i>put in the second place</i>  | GC       | SE      |
| 3 Show the ropes       | <i>provide him some suggestions, hints or working skills</i>              | GC       | C-E     |
| 4 Fly off the handle   | <i>try to disagree or do different things</i>                             | X        | C/A     |
| 5 Salt of the Earth    | <i>characteristics ... people is important</i>                            | X        | E/D     |
| 6 Bring something home | <i>take some bad or serious event for to most people</i>                  | GC       | E/D     |
| 7 Sign of the times    | <i>an important signal</i>  | X        | SE      |
| 8 Have a soft spot     | <i>want to take care of ... more .. saw</i>                               | GC       | C/A     |

---

|           |                         |  |    |     |
|-----------|-------------------------|--|----|-----|
|           | for                     | <i>that this student is really different<br/>and special</i>         |    |     |
| <b>9</b>  | Be so lucky             | <i>appreciate ... the sings she ... had<br/>faced or experienced</i> | X  | C/A |
| <b>10</b> | To kick in              | <i>some new treatment took effect</i>                                | GC | E/D |
| <b>11</b> | Considerable<br>price   | <i>sacrifice something for the job</i>                               | GC | C-E |
| <b>12</b> | Be in full swing        | <i>the most fascinating part of the<br/>party</i>                    | GC | SE  |
| <b>13</b> | Make a beeline<br>for   | <i>want to get in a hurry</i>  | GC | C-E |
| <b>14</b> | Go to the dogs          | <i>become worse and worse</i>  | GC | E/D |
| <b>15</b> | Ride on coattails       | <i>take privilege of his father's<br/>success</i>                    | GC | SE  |
| <b>16</b> | Bread and Butter        | <i>financial support for family so it's<br/>really important</i>     | GC | E/D |
| <b>17</b> | Be in a pickle          | <i>face trouble or face some<br/>difficulties</i>                    | GC | C/A |
| <b>18</b> | In over one's<br>head   | <i>can't solve the problem</i>                                       | GC | C-E |
| <b>19</b> | Pull a fast one         | <i>will not trust them so it's kind of<br/>joke</i>                  | GC | C/A |
| <b>20</b> | With a grain of<br>salt | <i>doubt and do not really believe</i>                               | GC | SE  |

---

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym

(C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

*Context Types and Number Correct for Fran*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 3                     |
| Contrast /Antonym Context Use        | 3                     |
| Explanation / Definition Context Use | 4                     |
| Synonymous Expression Context Use    | 4                     |
| <b>Total Number Correct</b>          | <b>15</b>             |

*Strategy Type for Fran*

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 15                         |
| Background Knowledge      | 0                          |
| Repeating or Paraphrasing | 0                          |
| First Language            | 0                          |

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Geoff in Task C for Correct Answers*

|          | <b>Idiom</b>       | <b>Participant's Definition</b>                         | <b>Strategy</b> | <b>Context</b> |
|----------|--------------------|---|-----------------|----------------|
| <b>1</b> | Be right as rain   | <i>happy and ... delightful</i>                         | GC              | C-E            |
| <b>2</b> | On the back burner | <i>important but not the most important thing to do</i> | GC              | SE             |
| <b>3</b> | Show the ropes     | <i>Demonstrate ... teach... to do some</i>              | GC              | C-E            |

---

|           |                      |  |       |     |
|-----------|----------------------|--|-------|-----|
|           |                      | <i>kind of routine jobs or... skills</i>                                 |       |     |
| <b>4</b>  | Fly off the handle   | <i>do something immediately</i>  | X     | C/A |
| <b>5</b>  | Salt of the Earth    | <i>a very good guy</i>   | GC    | E/D |
| <b>6</b>  | Bring something home | <i>Deliver some kind of news</i>   | X     | E/D |
| <b>7</b>  | Sign of the times    | <i>a sign that society is getting worse and worse</i>                    | GC    | SE  |
| <b>8</b>  | Have a soft spot for | <i>Take care of ... pay special attention to</i>                         | GC    | C/A |
| <b>9</b>  | Be so lucky          | <i>you cannot have that kind of chance ... it's a dream</i>              | GC    | C/A |
| <b>10</b> | To kick in           | <i>have a good effect and something works</i>                            | GC    | E/D |
| <b>11</b> | Considerable price   | <i>pay a lot to attain the goal... including your time</i>               | GC/L1 | C-E |
| <b>12</b> | Be in full swing     | <i>the party had a lot of fun like they got drunk and crazy</i>          | GC/BK | SE  |
| <b>13</b> | Make a beeline for   | <i>Someone needs something so bad</i>                                    | GC    | C-E |
| <b>14</b> | Go to the dogs       | <i>getting worse and worse</i>   | GC    | E/D |
| <b>15</b> | Ride on coattails    | <i>depending on someone's effort to achieve his own goal ... inherit</i> | GC    | SE  |
| <b>16</b> | Bread and Butter     | <i>The main income</i>   | A/K   | E/D |

---

|    |                      |   |    |     |
|----|----------------------|---|----|-----|
| 17 | Be in a pickle       | <i>encountered some kind of difficulties.</i>                                 | GC | C/A |
| 18 | In over one's head   | <i>in danger</i>  | GC | C-E |
| 19 | Pull a fast one      | <i>Tell a lie</i>   | GC | C/A |
| 20 | With a grain of salt | <i>I do not believe it. I do not buy it. I think it is totally non-sense.</i> | GC | SE  |

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

#### *Context Types and Number Correct for Geoff*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 5                     |
| Contrast /Antonym Context Use        | 4                     |
| Explanation / Definition Context Use | 3                     |
| Synonymous Expression Context Use    | 5                     |
| <b>Total Number Correct</b>          | <b>17</b>             |

#### *Strategy Type for Geoff*

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 18                         |
| Background Knowledge      | 1                          |
| Repeating or Paraphrasing | 0                          |
| First Language            | 1                          |

Note: On some occasions, more than one strategy was used for each idiom.



*Strategy and Context Types - Hilda in Task C for Correct Answers*

| <b>Idiom</b>                  | <b>Participant's Definition</b>   | <b>Strategy</b> | <b>Context</b> |
|-------------------------------|---|-----------------|----------------|
| <b>1</b> Be right as rain     | <i>he got everything he wanted</i>  | X               | C-E            |
| <b>2</b> On the back burner   | <i>not as important ...not his priority</i>                                   | GC              | SE             |
| <b>3</b> Show the ropes       | <i>show somebody else what to do or how to do it</i>                          | GC              | C-E            |
| <b>4</b> Fly off the handle   | <i>get out of control his temper.</i>   | GC/BK           | C/A            |
| <b>5</b> Salt of the Earth    | <i>describe someone who is very bad and is better not exist in this world</i> | X               | E/D            |
| <b>6</b> Bring something home | <i>bring bad news to people</i>   | GC              | E/D            |
| <b>7</b> Sign of the times    | <i>show that the society is worse</i>   | GC              | SE             |
| <b>8</b> Have a soft spot for | <i>to take a look of someone which is different from others</i>               | X               | C/A            |
| <b>9</b> Be so lucky          | <i>something that ah probably impossible to happen in people's lives</i>      | BK              | C/A            |
| <b>10</b> To kick in          | <i>the medicine starts to have the effect</i>                                 | GC              | E/D            |
| <b>11</b> Considerable price  | <i>high cost(effort) in order to achieve something</i>                        | GC              | C-E            |

|    |                         |  |       |     |
|----|-------------------------|--|-------|-----|
| 12 | Be in full swing        | <i>it's not the start, it's not the end,<br/>but the time when everyone enjoys<br/>the party</i> | GC    | SE  |
| 13 | Make a beeline<br>for   | <i>suddenly everyone goes to the<br/>place</i>   | GC/BK | C-E |
| 14 | Go to the dogs          | <i>going to something bad</i>  | GC    | E/D |
| 15 | Ride on coattails       | <i>use someone's, rely on someone to<br/>do something or to achieve<br/>something he wants</i>   | GC    | SE  |
| 16 | Bread and Butter        | <i>money for the family</i>  | A/K   | E/D |
| 17 | Be in a pickle          | <i>got in a trouble</i>  | GC    | C/A |
| 18 | In over one's<br>head   | <i>in a safe place</i>   | X     | C-E |
| 19 | Pull a fast one         | <i>Cheat...didn't tell the truth</i>   | GC    | C/A |
| 20 | With a grain of<br>salt | <i>didn't take his words seriously</i>   | GC    | SE  |

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

#### *Context Types and Number Correct for Hilda*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 3                     |
| Contrast /Antonym Context Use        | 4                     |
| Explanation / Definition Context Use | 3                     |

|                                   |    |
|-----------------------------------|----|
| Synonymous Expression Context Use | 5  |
| Total Number Correct              | 15 |

*Strategy Type for Hilda*

| Strategy Type             | Correct Definitions |
|---------------------------|---------------------|
| Guessing from Context     | 14                  |
| Background Knowledge      | 3                   |
| Repeating or Paraphrasing | 0                   |
| First Language            | 0                   |

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Ingrid in Task C for Correct Answers*

| Idiom                | Participant's Definition  | Strategy | Context |
|----------------------|---|----------|---------|
| 1 Be right as rain   | <i>gets everything that he wants</i>  | X        | C-E     |
| 2 On the back burner | <i>put the dog in the dangerous</i>   | X        | SE      |
| 3 Show the ropes     | <i>Depend on someone to sell his problem</i>                                    | X        | C-E     |
| 4 Fly off the handle | <i>get angry</i>  | RP/GC    | C/A     |
| 5 Salt of the Earth  | <i>good at something and everyone know he's very knowledgeable in this area</i> | X        | E/D     |
| 6 Bring something    | <i>bring this news back</i>   | X        | E/D     |

---

|           |                         |  |       |     |
|-----------|-------------------------|--|-------|-----|
|           | home                    |  |       |     |
| <b>7</b>  | Sign of the times       | <i>times go quickly</i>  | GC    | SE  |
| <b>8</b>  | Have a soft spot<br>for | <i>someone catch his eyes ... notice</i>   | X     | C/A |
| <b>9</b>  | Be so lucky             | <i>Hope someone like he wish</i>   | X     | C/A |
| <b>10</b> | To kick in              | <i>take effect</i>   | GC    | E/D |
| <b>11</b> | Considerable<br>price   | <i>If you someone want to get<br/>something than he need to lose<br/>something gain and lose</i> | X     | C-E |
| <b>12</b> | Be in full swing        | <i>the party was full of people</i>  | GC    | SE  |
| <b>13</b> | Make a beeline<br>for   | <i>rush into something</i>   | GC    | C-E |
| <b>14</b> | Go to the dogs          | <i>Get someone's grades back to<br/>someone's level</i>  | X     | E/D |
| <b>15</b> | Ride on coattails       | <i>Someone do not do anything but<br/>depends on others to get what he<br/>want</i>              | BK/GC | SE  |
| <b>16</b> | Bread and Butter        | <i>this money can afford you to ...<br/>buy the family needs</i>                                 | GC    | E/D |
| <b>17</b> | Be in a pickle          | <i>someone wants to try his best and<br/>do not want to depend on his<br/>family</i>             | X     | C/A |
| <b>18</b> | In over one's<br>head   | <i>Get in trouble</i>  | GC    | C-E |

---

|           |                      |  |    |     |
|-----------|----------------------|--|----|-----|
| <b>19</b> | Pull a fast one      | <i>tell a lie</i>  | GC | C/A |
| <b>20</b> | With a grain of salt | <i>know a truth before someone tell you so ... you ... know ... she just make joke</i> | GC | SE  |

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

#### *Context Types and Number Correct for Ingrid*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 2                     |
| Contrast /Antonym Context Use        | 2                     |
| Explanation / Definition Context Use | 2                     |
| Synonymous Expression Context Use    | 4                     |
| <b>Total Number Correct</b>          | <b>10</b>             |

#### *Strategy Type for Ingrid*

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 10                         |
| Background Knowledge      | 1                          |
| Repeating or Paraphrasing | 1                          |
| First Language            | 0                          |

Note: On some occasions, more than one strategy was used for each idiom.

#### *Strategy and Context Types - Jasmine in Task C for Correct Answers*

|           | <b>Idiom</b>         | <b>Participant's Definition</b>  | <b>Strategy</b> | <b>Context</b> |
|-----------|----------------------|--|-----------------|----------------|
| <b>1</b>  | Be right as rain     | <i>it happened just as he expected</i>   | X               | C-E            |
| <b>2</b>  | On the back burner   | <i>No time. Too busy.</i>  | GC              | SE             |
| <b>3</b>  | Show the ropes       | <i>teach Luke how to do the job</i>  | GC              | C-E            |
| <b>4</b>  | Fly off the handle   | <i>Cannot control somebody's temper</i>  | GC              | C/A            |
| <b>5</b>  | Salt of the Earth    | <i>the thing that everyone knows</i>   | X               | E/D            |
| <b>6</b>  | Bring something home | <i>At first people do not understand but after a situation at bring the information after heard or see the information everybody knows this kind of phenomenon</i> | X               | E/D            |
| <b>7</b>  | Sign of the times    | <i>an unfriendly society</i>   | GC              | SE             |
| <b>8</b>  | Have a soft spot for | <i>Make a notice. Jot down write down some word on the paper to make somebody recognize something</i>  | X               | C/A            |
| <b>9</b>  | Be so lucky          | <i>not real because they are dreaming...Not true. Ironic.</i>  | GC              | C/A            |
| <b>10</b> | To kick in           | <i>something works</i>   | GC              | E/D            |
| <b>11</b> | Considerable price   | <i>Anything you want to achieve. You need to work hard otherwise how can you reach your goal?</i>  | GC              | C-E            |

|    |                         |   |       |     |
|----|-------------------------|---|-------|-----|
| 12 | Be in full swing        | <i>is always going on</i>   | GC    | SE  |
| 13 | Make a beeline<br>for   | <i>Quickly</i>  | GC    | C-E |
| 14 | Go to the dogs          | <i>somebody failed something</i>                                    | X     | E/D |
| 15 | Ride on coattails       | <i>follow the ancestors succeed</i><br><i>ancestors fortune</i>     | GC    | SE  |
| 16 | Bread and Butter        | <i>Make a living</i>  | A/K   | E/D |
| 17 | Be in a pickle          | <i>Encounter some trouble</i>                                       | GC    | C/A |
| 18 | In over one's<br>head   | <i>be in trouble.</i>   | GC/BK | C-E |
| 19 | Pull a fast one         | <i>Tell a lie</i>   | GC    | C/A |
| 20 | With a grain of<br>salt | <i>do not believe it ignore or just</i><br><i>smile very coldly</i> | BK/GC | SE  |

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

#### *Context Types and Number Correct for Jasmine*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 4                     |
| Contrast /Antonym Context Use        | 4                     |
| Explanation / Definition Context Use | 1                     |
| Synonymous Expression Context Use    | 5                     |
| <b>Total Number Correct</b>          | <b>14</b>             |

#### *Strategy Type for Jasmine*

| Strategy Type             | Correct Definitions |
|---------------------------|---------------------|
| Guessing from Context     | 14                  |
| Background Knowledge      | 2                   |
| Repeating or Paraphrasing | 0                   |
| First Language            | 0                   |

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Karina in Task C for Correct Answers*

| Idiom                  | Participant's Definition                             | Strategy    | Context |
|------------------------|--|-------------|---------|
| 1 Be right as rain     | <i>Very happy...like a dream come true</i>           | GC          | C-E     |
| 2 On the back burner   | <i>totally forget to do something</i>                | X           | SE      |
| 3 Show the ropes       | <i>teaching somebody the tips of doing something</i> | A/K         | C-E     |
| 4 Fly off the handle   | <i>Go crazy ...come out of control</i>               | GC/BK<br>RP | C/A     |
| 5 Salt of the Earth    | <i>great help you can have in the world</i>          | X           | E/D     |
| 6 Bring something home | <i>send or deliver the news</i>                      | X           | E/D     |
| 7 Sign of the times    | <i>society is growing worse</i>                      | BK/L1       | SE      |
| 8 Have a soft spot for | <i>want to protect</i>                               | GC/BK       | C/A     |



|           |                      |   |       |     |
|-----------|----------------------|---|-------|-----|
| <b>9</b>  | Be so lucky          | <i>very unlikely to happen</i>                                      | GC    | C/A |
| <b>10</b> | To kick in           | <i>come to work</i>   | GC    | E/D |
| <b>11</b> | Considerable price   | <i>to sacrifice a lot for something</i>                             | L1/GC | C-E |
| <b>12</b> | Be in full swing     | <i>the party is at like at its climax</i>                           | GC    | SE  |
| <b>13</b> | Make a beeline for   | <i>rushed</i>   | GC    | C-E |
| <b>14</b> | Go to the dogs       | <i>getting to a very bad situation</i>                              | GC/BK | E/D |
| <b>15</b> | Ride on coattails    | <i>Rely on someone to get something</i>                             | GC    | SE  |
| <b>16</b> | Bread and Butter     | <i>something you have to support a family financially ... money</i> | A/K   | E/D |
| <b>17</b> | Be in a pickle       | <i>got himself in a trouble</i>                                     | GC    | C/A |
| <b>18</b> | In over one's head   | <i>Mentally, out of control</i>                                     | X     | C-E |
| <b>19</b> | Pull a fast one      | <i>made a quick deceitful lie</i>                                   | GC    | C/A |
| <b>20</b> | With a grain of salt | <i>can't take it seriously ... a joke</i>                           | GC    | SE  |

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

#### *Context Types and Number Correct for Karina*

| <b>Context Type</b>           | <b>Number Correct</b> |
|-------------------------------|-----------------------|
| Cause-Effect Context Use      | 3                     |
| Contrast /Antonym Context Use | 5                     |

|                                      |    |
|--------------------------------------|----|
| Explanation / Definition Context Use | 2  |
| Synonymous Expression Context Use    | 4  |
| Total Number Correct                 | 14 |

*Strategy Type for Karina*

| Strategy Type             | Correct Definitions |
|---------------------------|---------------------|
| Guessing from Context     | 13                  |
| Background Knowledge      | 4                   |
| Repeating or Paraphrasing | 1                   |
| First Language            | 2                   |

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Lolita in Task C for Correct Answers*

|   | Idiom                | Participant's Definition                       | Strategy | Context |
|---|----------------------|--|----------|---------|
| 1 | Be right as rain     | <i>everything ... becomes so well</i>          | GC/BK    | C-E     |
| 2 | On the back burner   | <i>I can't deal with it</i>                    | X        | SE      |
| 3 | Show the ropes       | <i>show him the tips to do</i>                 | GC       | C-E     |
| 4 | Fly off the handle   | <i>get irritated</i>                           | GC       | C/A     |
| 5 | Salt of the Earth    | <i>well known to be a sound and honest man</i> | GC       | E/D     |
| 6 | Bring something home | <i>spread the news all over the world</i>      | X        | E/D     |

---

|           |                         |   |    |     |
|-----------|-------------------------|---|----|-----|
| <b>7</b>  | Sign of the times       | <i>an example of the society now</i>  | GC | SE  |
| <b>8</b>  | Have a soft spot<br>for | <i>she is impressive of the boy</i>   | X  | C/A |
| <b>9</b>  | Be so lucky             | <i>it doesn't come true. It just a<br/>dream</i>                              | GC | C/A |
| <b>10</b> | To kick in              | <i>make an effect</i>   | GC | E/D |
| <b>11</b> | Considerable<br>price   | <i>cost you a lot you have to sacrifice<br/>in order to do something</i>      | GC | C-E |
| <b>12</b> | Be in full swing        | <i>the party is, going pretty well. And<br/>people really enjoy the party</i> | GC | SE  |
| <b>13</b> | Make a beeline<br>for   | <i>all at once</i>  | GC | C-E |
| <b>14</b> | Go to the dogs          | <i>got worse and worse</i>  | GC | E/D |
| <b>15</b> | Ride on coattails       | <i>rely on his father's success</i>   | GC | SE  |
| <b>16</b> | Bread and Butter        | <i>enables him to support his family<br/>financially</i>                      | GC | E/D |
| <b>17</b> | Be in a pickle          | <i>get lost</i>   | X  | C/A |
| <b>18</b> | In over one's<br>head   | <i>May die ...cannot stop this<br/>situation</i>                              | GC | C-E |
| <b>19</b> | Pull a fast one         | <i>tell her a lie</i>   | GC | C/A |
| <b>20</b> | With a grain of<br>salt | <i>I do not really take care of what<br/>he said</i>                          | GC | SE  |

---

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

*Context Types and Number Correct for Lolita*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 5                     |
| Contrast /Antonym Context Use        | 3                     |
| Explanation / Definition Context Use | 4                     |
| Synonymous Expression Context Use    | 4                     |
| <b>Total Number Correct</b>          | <b>16</b>             |

*Strategy Type for Lolita*

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 16                         |
| Background Knowledge      | 1                          |
| Repeating or Paraphrasing | 0                          |
| First Language            | 0                          |

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Mildred in Task C for Correct Answers*

| <b>Idiom</b>                | <b>Participant's Definition</b>   | <b>Strategy</b> | <b>Context</b> |
|-----------------------------|---|-----------------|----------------|
| <b>1</b> Be right as rain   | <i>finally succeeded</i>  | X               | C-E            |
| <b>2</b> On the back burner | <i>do something more important</i><br><i>first ... second consideration</i> | GC              | SE             |
| <b>3</b> Show the ropes     | <i>show ... some hints like enlighten</i>                                   | GC/BK           | C-E            |
| <b>4</b> Fly off the handle | <i>Become...a hero...to control the situations</i>                          | X               | C/A            |

---

|           |                      |   |       |     |
|-----------|----------------------|---|-------|-----|
| <b>5</b>  | Salt of the Earth    | <i>very good or very kind ... person</i>  | GC/BK | E/D |
| <b>6</b>  | Bring something home | <i>Convey ... bring</i>   | X     | E/D |
| <b>7</b>  | Sign of the times    | <i>the era is getting worse and worse</i>                                       | GC    | SE  |
| <b>8</b>  | Have a soft spot for | <i>can't take away the looks from him</i>                                       | X     | C/A |
| <b>9</b>  | Be so lucky          | <i>only a dream ... ironic</i>  | GC    | C/A |
| <b>10</b> | To kick in           | <i>the medicine start to work</i>   | BK/GC | E/D |
| <b>11</b> | Considerable price   | <i>need to sacrifice something ...<br/>time with ... family ... to get (it)</i> | GC    | C-E |
| <b>12</b> | Be in full swing     | <i>dancing ... drinking ... lying on<br/>the floor ...naked</i>                 | GC/BK | SE  |
| <b>13</b> | Make a beeline for   | <i>Stand in line</i>  | X     | C-E |
| <b>14</b> | Go to the dogs       | <i>getting worse and worse</i>  | GC    | E/D |
| <b>15</b> | Ride on coattails    | <i>Rely on his father's success to<br/>make his fortune.</i>                    | GC    | SE  |
| <b>16</b> | Bread and Butter     | <i>financial support of John's family</i>                                       | A/K   | E/D |
| <b>17</b> | Be in a pickle       | <i>get into a trouble</i>   | GC    | C/A |
| <b>18</b> | In over one's head   | <i>something very dangerous ...<br/>horrifying</i>                              | GC    | C-E |
| <b>19</b> | Pull a fast one      | <i>Betray ... broke the trust</i>   | GC    | C/A |
| <b>20</b> | With a grain of salt | <i>not taking it very seriously</i>   | GC    | SE  |

---

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym

(C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

*Context Types and Number Correct for Mildred*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 3                     |
| Contrast /Antonym Context Use        | 3                     |
| Explanation / Definition Context Use | 3                     |
| Synonymous Expression Context Use    | 5                     |
| <b>Total Number Correct</b>          | <b>14</b>             |

*Strategy Type for Mildred*

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 14                         |
| Background Knowledge      | 4                          |
| Repeating or Paraphrasing | 0                          |
| First Language            | 0                          |

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types – Nora in Task C for Correct Answers*

| <b>Idiom</b>                | <b>Participant's Definition</b>    | <b>Strategy</b> | <b>Context</b> |
|-----------------------------|------------------------------------|-----------------|----------------|
| <b>1</b> Be right as rain   | <i>very natural</i>                | X               | C-E            |
| <b>2</b> On the back burner | <i>very busy</i>                   | X               | SE             |
| <b>3</b> Show the ropes     | <i>Teach...telling someone the</i> | GC              | C-E            |

---

|           |                      |   |     |     |
|-----------|----------------------|---|-----|-----|
|           |                      | <i>method of doing something</i>                                  |     |     |
| <b>4</b>  | Fly off the handle   | <i>Getting angry</i>  | GC  | C/A |
| <b>5</b>  | Salt of the Earth    | <i>something bad</i>  | X   | E/D |
| <b>6</b>  | Bring something home | <i>spread something</i>   | X   | E/D |
| <b>7</b>  | Sign of the times    | <i>the situation is worse ...<br/>representative of that time</i> | GC  | SE  |
| <b>8</b>  | Have a soft spot for | <i>An impression on someone</i>                                   | X   | C/A |
| <b>9</b>  | Be so lucky          | <i>Not that lucky ... sarcastic</i>                               | GC  | C/A |
| <b>10</b> | To kick in           | <i>to comfort someone</i>   | X   | E/D |
| <b>11</b> | Considerable price   | <i>work harder and sacrifice a lot</i>                            | GC  | C-E |
| <b>12</b> | Be in full swing     | <i>approaching to the end</i>                                     | X   | SE  |
| <b>13</b> | Make a beeline for   | <i>Run to ... rush to</i>   | GC  | C-E |
| <b>14</b> | Go to the dogs       | <i>getting worse</i>  | GC  | E/D |
| <b>15</b> | Ride on coattails    | <i>imitate the way that his father<br/>makes his fortune</i>      | GC  | SE  |
| <b>16</b> | Bread and Butter     | <i>Something that people ... rely on...to<br/>make a living</i>   | A/K | E/D |
| <b>17</b> | Be in a pickle       | <i>do something on his own without<br/>anyone's support</i>       | X   | C/A |

---

|           |                      |                                      |    |     |
|-----------|----------------------|--------------------------------------|----|-----|
| <b>18</b> | In over one's head   | <i>in a dangerous situation</i>      | GC | C-E |
| <b>19</b> | Pull a fast one      | <i>tell lies</i>                     | GC | C/A |
| <b>20</b> | With a grain of salt | <i>to pretend something is right</i> | GC | SE  |

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

#### *Context Types and Number Correct for Nora*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 4                     |
| Contrast /Antonym Context Use        | 3                     |
| Explanation / Definition Context Use | 1                     |
| Synonymous Expression Context Use    | 3                     |
| <b>Total Number Correct</b>          | <b>11</b>             |

#### *Strategy Type for Nora*

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 11                         |
| Background Knowledge      | 0                          |
| Repeating or Paraphrasing | 0                          |
| First Language            | 0                          |

Note: On some occasions, more than one strategy was used for each idiom.

#### *Strategy and Context Types - Paula in Task C for Correct Answers*



|           | <b>Idiom</b>         | <b>Participant's Definition</b>   | <b>Strategy</b> | <b>Context</b> |
|-----------|----------------------|---|-----------------|----------------|
| <b>1</b>  | Be right as rain     | <i>he's ready and, he can do it well</i>  | X               | C-E            |
| <b>2</b>  | On the back burner   | <i>put something not so important and do it later</i>                                     | GC              | SE             |
| <b>3</b>  | Show the ropes       | <i>Tell ...teach others what to do</i>  | GC              | C-E            |
| <b>4</b>  | Fly off the handle   | <i>would not do something</i>   | X               | C/A            |
| <b>5</b>  | Salt of the Earth    | <i>the common thing everybody know</i>  | X               | E/D            |
| <b>6</b>  | Bring something home | <i>spread the news spread ... tell everyone</i>   | X               | E/D            |
| <b>7</b>  | Sign of the times    | <i>Take an example</i>  | X               | SE             |
| <b>8</b>  | Have a soft spot for | <i>when you saw it you realize that oh this is what the news talking about</i>            | X               | C/A            |
| <b>9</b>  | Be so lucky          | <i>this will happen in the future</i>   | X               | C/A            |
| <b>10</b> | To kick in           | <i>Star(t) to work and will benefit the patient</i>                                       | GC              | E/D            |
| <b>11</b> | Considerable price   | <i>want something and have pay ...more than you can afford or you were suffer from it</i> | GC              | C-E            |
| <b>12</b> | Be in full swing     | <i>everyone have a good time yeah an they there</i>                                       | GC/BK           | SE             |
| <b>13</b> | Make a beeline for   | <i>Run to ... rush to</i>   | GC              | C-E            |

|    |                         |   |       |     |
|----|-------------------------|---|-------|-----|
| 14 | Go to the dogs          | <i>go back to the very bad position</i>   | GC    | E/D |
| 15 | Ride on coattails       | <i>get the benefit from their<br/>fence.(fame)</i>                                  | GC/BK | SE  |
| 16 | Bread and Butter        | <i>the support is the financial<br/>support</i>                                     | A/K   | E/D |
| 17 | Be in a pickle          | <i>in a difficult situation ... trouble</i>   | GC    | C/A |
| 18 | In over one's<br>head   | <i>have trouble</i>   | GC    | C-E |
| 19 | Pull a fast one         | <i>Confess (to a) lie</i>   | GC    | C/A |
| 20 | With a grain of<br>salt | <i>listen to it and ... not ... tell ...<br/>the speaker that he know the truth</i> | GC/BK | SE  |

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

#### *Context Types and Number Correct for Paula*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 4                     |
| Contrast /Antonym Context Use        | 2                     |
| Explanation / Definition Context Use | 2                     |
| Synonymous Expression Context Use    | 4                     |
| <b>Total Number Correct</b>          | <b>12</b>             |

#### *Strategy Type for Paula*

| <b>Strategy Type</b> | <b>Correct Definitions</b> |
|----------------------|----------------------------|
|----------------------|----------------------------|

---

|                           |    |
|---------------------------|----|
| Guessing from Context     | 12 |
| Background Knowledge      | 3  |
| Repeating or Paraphrasing | 0  |
| First Language            | 0  |

---

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Rosa in Task C for Correct Answers*

---

| <b>Idiom</b>                  | <b>Participant's Definition</b>                                     | <b>Strategy</b> | <b>Context</b> |
|-------------------------------|---|-----------------|----------------|
| <b>1</b> Be right as rain     | <i>really happy and finally get what he want</i>                    | GC              | C-E            |
| <b>2</b> On the back burner   | <i>I have no idea</i>   | X               | SE             |
| <b>3</b> Show the ropes       | <i>explain all the rules for the new comer</i>                      | GC              | C-E            |
| <b>4</b> Fly off the handle   | <i>feel very mad angry</i>  | GC              | C/A            |
| <b>5</b> Salt of the Earth    | <i>a person that is really perform well and everyone can follow</i> | GC              | E/D            |
| <b>6</b> Bring something home | <i>show or tell</i>   | X               | E/D            |
| <b>7</b> Sign of the times    | <i>really a bad thing</i>   | X               | SE             |
| <b>8</b> Have a soft spot for | <i>pay attention on the particular things or person</i>             | X               | C/A            |
| <b>9</b> Be so lucky          | <i>I'm so jealous</i>   | X               | C/A            |

---

|    |                         |   |       |     |
|----|-------------------------|---|-------|-----|
| 10 | To kick in              | <i>It can be help</i>   | X     | E/D |
| 11 | Considerable<br>price   | <i>to make a decision</i>   | X     | C-E |
| 12 | Be in full swing        | <i>lots of people</i>   | GC    | SE  |
| 13 | Make a beeline<br>for   | <i>run so fast</i>  | GC    | C-E |
| 14 | Go to the dogs          | <i>decline</i>  | L1/GC | E/D |
| 15 | Ride on coattails       | <i>Get money or get everything what<br/>he want from his father</i> | GC    | SE  |
| 16 | Bread and Butter        | <i>what he earned support his family<br/>financially</i>            | GC    | E/D |
| 17 | Be in a pickle          | <i>get loss. (lost?)</i>  | X     | C/A |
| 18 | In over one's<br>head   | <i>Nervous. Scared</i>  | X     | C-E |
| 19 | Pull a fast one         | <i>Tell a lie</i>   | GC    | C/A |
| 20 | With a grain of<br>salt | <i>you know that the person is not<br/>telling the truth</i>        | GC    | SE  |

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

**NOTE: See 10 and 11 transcripts to see that participant got partial meaning... but not the full correct meaning.**

*Context Types and Number Correct for Rosa*

| Context Type | Number Correct |
|--------------|----------------|
|--------------|----------------|

|                                      |           |
|--------------------------------------|-----------|
| Cause-Effect Context Use             | 3         |
| Contrast /Antonym Context Use        | 2         |
| Explanation / Definition Context Use | 3         |
| Synonymous Expression Context Use    | 3         |
| <b>Total Number Correct</b>          | <b>11</b> |

*Strategy Type for Rosa*

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 11                         |
| Background Knowledge      | 0                          |
| Repeating or Paraphrasing | 0                          |
| First Language            | 1                          |

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Sergio in Task C for Correct Answers*

| <b>Idiom</b>                | <b>Participant's Definition</b>                                 | <b>Strategy</b> | <b>Context</b> |
|-----------------------------|---|-----------------|----------------|
| <b>1</b> Be right as rain   | <i>take it as granted</i>                                       | X               | C-E            |
| <b>2</b> On the back burner | <i>doesn't want to memorize too much things</i>                 | X               | SE             |
| <b>3</b> Show the ropes     | <i>teach a newcomer something to make him get familiar with</i> | GC              | C-E            |
| <b>4</b> Fly off the handle | <i>Try... to know... the information</i>                        | X               | C/A            |
| <b>5</b> Salt of the Earth  | <i>Honest</i>   | GC              | E/D            |

---

|           |                      |   |    |     |
|-----------|----------------------|---|----|-----|
| <b>6</b>  | Bring something home | <i>every home had known</i>   | X  | E/D |
| <b>7</b>  | Sign of the times    | <i>phenomena represent something true</i>                                 | GC | SE  |
| <b>8</b>  | Have a soft spot for | <i>can catch someone's attention</i>                                      | X  | C/A |
| <b>9</b>  | Be so lucky          | <i>impossible it never happens</i>  | BK | C/A |
| <b>10</b> | To kick in           | <i>something unknown into someone's body</i>                              | X  | E/D |
| <b>11</b> | Considerable price   | <i>if you want to become like that you have to sacrifice</i>              | GC | C-E |
| <b>12</b> | Be in full swing     | <i>The same kind of condition</i>   | X  | SE  |
| <b>13</b> | Make a beeline for   | <i>everything is organized and tidy</i>                                   | X  | C-E |
| <b>14</b> | Go to the dogs       | <i>getting worse</i>  | GC | E/D |
| <b>15</b> | Ride on coattails    | <i>follow other's steps or depend on someone's fame...achieve success</i> | GC | SE  |
| <b>16</b> | Bread and Butter     | <i>salary and everything the family needs for life</i>                    | GC | E/D |
| <b>17</b> | Be in a pickle       | <i>Have some problems or obstacles</i>                                    | GC | C/A |
| <b>18</b> | In over one's head   | <i>Very emergency because you scared something</i>                        | GC | C-E |
| <b>19</b> | Pull a fast one      | <i>to cheat</i>   | GC | C/A |
| <b>20</b> | With a grain of      | <i>it is impossible</i>   | GC | SE  |

---

---

salt

---

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

*Context Types and Number Correct for Sergio*

---

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 3                     |
| Contrast /Antonym Context Use        | 3                     |
| Explanation / Definition Context Use | 3                     |
| Synonymous Expression Context Use    | 3                     |
| Total Number Correct                 | 12                    |

---

*Strategy Type for Sergio*

---

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 11                         |
| Background Knowledge      | 1                          |
| Repeating or Paraphrasing | 0                          |
| First Language            | 0                          |

---

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Umberto in Task C for Correct Answers*

---

| <b>Idiom</b>              | <b>Participant's Definition</b>                          | <b>Strategy</b> | <b>Context</b> |
|---------------------------|--|-----------------|----------------|
| <b>1</b> Be right as rain | <i>Treasure ... love ... take more<br/>concentration</i> | X               | C-E            |

---

---

|           |                         |  |       |     |
|-----------|-------------------------|--|-------|-----|
| <b>2</b>  | On the back<br>burner   | <i>Unforget</i>  | X     | SE  |
| <b>3</b>  | Show the ropes          | <i>To help ... adapt</i>   | GC    | C-E |
| <b>4</b>  | Fly off the<br>handle   | <i>get mad or out of control</i>                                   | GC/BK | C/A |
| <b>5</b>  | Salt of the Earth       | <i>specialist or professional</i>                                  | X     | E/D |
| <b>6</b>  | Bring something<br>home | <i>to everyone everywhere</i>                                      | X     | E/D |
| <b>7</b>  | Sign of the times       | <i>some treasure that people have to<br/>cherish</i>               | X     | SE  |
| <b>8</b>  | Have a soft spot<br>for | <i>kind and friendly</i>   | X     | C/A |
| <b>9</b>  | Be so lucky             | <i>Laugh at ... not serious... ironic</i>                          | GC    | C/A |
| <b>10</b> | To kick in              | <i>add something</i>   | X     | E/D |
| <b>11</b> | Considerable<br>price   | <i>to be more, responsible for<br/>something.</i>                  | X     | C-E |
| <b>12</b> | Be in full swing        | <i>Time flies</i>  | X     | SE  |
| <b>13</b> | Make a beeline<br>for   | <i>desire for something</i>  | X     | C-E |
| <b>14</b> | Go to the dogs          | <i>getting worse</i>   | GC    | E/D |
| <b>15</b> | Ride on coattails       | <i>not somebody's expectation</i>                                  | X     | SE  |
| <b>16</b> | Bread and Butter        | <i>has the man career in his family<br/>he has to be more hard</i> | A/K   | E/D |
| <b>17</b> | Be in a pickle          | <i>get lost</i>  | X     | C/A |

---



|           |                      |                         |    |     |
|-----------|----------------------|-------------------------|----|-----|
| <b>18</b> | In over one's head   | <i>get into trouble</i> | GC | C-E |
| <b>19</b> | Pull a fast one      | <i>lie</i>              | GC | C/A |
| <b>20</b> | With a grain of salt | <i>Take a look.</i>     | X  | SE  |

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

#### *Context Types and Number Correct for Umberto*

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 2                     |
| Contrast /Antonym Context Use        | 3                     |
| Explanation / Definition Context Use | 1                     |
| Synonymous Expression Context Use    | 0                     |
| <b>Total Number Correct</b>          | <b>6</b>              |

#### *Strategy Type for Umberto*

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 6                          |
| Background Knowledge      | 1                          |
| Repeating or Paraphrasing | 0                          |
| First Language            | 0                          |

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Violeta in Task C for Correct Answers*

| <b>Idiom</b>                  | <b>Participant's Definition</b>  | <b>Strategy</b> | <b>Context</b> |
|-------------------------------|--|-----------------|----------------|
| <b>1</b> Be right as rain     | <i>really happy</i>  | GC              | C-E            |
| <b>2</b> On the back burner   | <i>sad and then exhausted</i>  | X               | SE             |
| <b>3</b> Show the ropes       | <i>the experience</i>  | GC              | C-E            |
| <b>4</b> Fly off the handle   | <i>Very angry</i>  | GC              | C/A            |
| <b>5</b> Salt of the Earth    | <i>public sense of it ... positive</i>   | X               | E/D            |
| <b>6</b> Bring something home | <i>Give ... new unknown knowledge</i>  | X               | E/D            |
| <b>7</b> Sign of the times    | <i>quick time</i>  | X               | SE             |
| <b>8</b> Have a soft spot for | <i>cannot help to look at ... notice</i>   | X               | C/A            |
| <b>9</b> Be so lucky          | <i>just dreaming</i>   | GC              | C/A            |
| <b>10</b> To kick in          | <i>lie down and relax</i>  | X               | E/D            |
| <b>11</b> Considerable price  | <i>pleasure and then unpleasant but I thing I have a the honor to do this because is my responsibility</i> | X               | C-E            |
| <b>12</b> Be in full swing    | <i>undergoing</i>  | GC              | SE             |
| <b>13</b> Make a beeline for  | <i>in hurry</i>  | GC              | C-E            |
| <b>14</b> Go to the dogs      | <i>from a heaven to the hell</i>   | GC              | E/D            |
| <b>15</b> Ride on coattails   | <i>do not use his brain and then he</i>  | X               | SE             |

---

|           |                         |   |    |     |
|-----------|-------------------------|---|----|-----|
|           |                         | <i>just get money</i>                                 |    |     |
| <b>16</b> | Bread and Butter        | <i>major finance and major salary</i>                 | GC | E/D |
| <b>17</b> | Be in a pickle          | <i>do not wake up</i>                                 | X  | C/A |
| <b>18</b> | In over one's<br>head   | <i>so scared and Hoo!</i>                             | GC | C-E |
| <b>19</b> | Pull a fast one         | <i>to tell a lie</i>                                  | GC | C/A |
| <b>20</b> | With a grain of<br>salt | <i>I do not agree ... didn't carefully<br/>to say</i> | GC | SE  |

---

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

#### *Context Types and Number Correct for Violeta*

---

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 4                     |
| Contrast /Antonym Context Use        | 3                     |
| Explanation / Definition Context Use | 2                     |
| Synonymous Expression Context Use    | 2                     |
| <b>Total Number Correct</b>          | <b>11</b>             |

---

#### *Strategy Type for Violeta*

---

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 11                         |
| Background Knowledge      | 0                          |
| Repeating or Paraphrasing | 0                          |

---

Note: On some occasions, more than one strategy was used for each idiom.

*Strategy and Context Types - Xavier in Task C for Correct Answers*

| <b>Idiom</b>                  | <b>Participant's Definition</b>  | <b>Strategy</b> | <b>Context</b> |
|-------------------------------|--|-----------------|----------------|
| <b>1</b> Be right as rain     | <i>Ambitious</i>   | X               | C-E            |
| <b>2</b> On the back burner   | <i>the important thing I have to do<br/>first</i>                          | GC              | SE             |
| <b>3</b> Show the ropes       | <i>show him tell him how to do it</i>                                      | GC              | C-E            |
| <b>4</b> Fly off the handle   | <i>be the angry</i>  | A/K             | C/A            |
| <b>5</b> Salt of the Earth    | <i>Everyone has a question will go to<br/>axe him</i>                      | X               | E/D            |
| <b>6</b> Bring something home | <i>Important information that<br/>everyone know</i>                        | X               | E/D            |
| <b>7</b> Sign of the times    | <i>No idea</i>   | X               | SE             |
| <b>8</b> Have a soft spot for | <i>You get attention</i>   | X               | C/A            |
| <b>9</b> Be so lucky          | <i>Be lucky, good fortune, have a<br/>good chance</i>                      | X               | C/A            |
| <b>10</b> To kick in          | <i>start working</i>   | GC              | E/D            |
| <b>11</b> Considerable price  | <i>work very hard and you sacrifice<br/>something to get this position</i> | GC              | C-E            |
| <b>12</b> Be in full swing    | <i>already have been started for a</i>                                     | GC              | SE             |

---

|           |                      |  |     |     |
|-----------|----------------------|--|-----|-----|
|           |                      | <i>long time and everyone in the party</i>                   |     |     |
| <b>13</b> | Make a beeline for   | <i>line up</i>   | X   | C-E |
| <b>14</b> | Go to the dogs       | <i>things get worse and worse</i>                            | GC  | E/D |
| <b>15</b> | Ride on coattails    | <i>Imitate ... your father's success</i>                     | GC  | SE  |
|           |                      | <i>just copy it do not work ... yourself</i>                 |     |     |
| <b>16</b> | Bread and Butter     | <i>to earn money</i>   | A/K | E/D |
| <b>17</b> | Be in a pickle       | <i>In a dangerous situation</i>                              | GC  | C/A |
| <b>18</b> | In over one's head   | <i>really nervous ...because the tiger cage ... was lock</i> | GC  | C-E |
| <b>19</b> | Pull a fast one      | <i>Tricks ... lie</i>  | GC  | C/A |
| <b>20</b> | With a grain of salt | <i>pick it up</i>  | X   | SE  |

---

Note: Context types are presented adhering to the following system: Cause-effect (C-E), Contrast/Antonym (C/A), Explanation/Definition (E/D), and Synonymous expression (SE).

*Context Types and Number Correct for Xavier*

---

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 3                     |
| Contrast /Antonym Context Use        | 2                     |
| Explanation / Definition Context Use | 2                     |
| Synonymous Expression Context Use    | 3                     |

---

---

|                      |    |
|----------------------|----|
| Total Number Correct | 10 |
|----------------------|----|

---

*Strategy Type for Xavier*

---

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 10                         |
| Background Knowledge      | 0                          |
| Repeating or Paraphrasing | 0                          |
| First Language            | 0                          |

---

Note: On some occasions, more than one strategy was used for each idiom.

*Total Task C Context Types and Number Correct*

---

| <b>Context Type</b>                  | <b>Number Correct</b> |
|--------------------------------------|-----------------------|
| Cause-Effect Context Use             | 63                    |
| Contrast /Antonym Context Use        | 61                    |
| Explanation / Definition Context Use | 47                    |
| Synonymous Expression Context Use    | 59                    |
| Total Number Correct                 | 230                   |

---

*Total Task C Strategy Types*

---

| <b>Strategy Type</b>      | <b>Correct Definitions</b> |
|---------------------------|----------------------------|
| Guessing from Context     | 233                        |
| Background Knowledge      | 24                         |
| Repeating or Paraphrasing | 7                          |

---



## Appendix J

### Instrument Item Sheet

**TO BE USED AS AN EXAMPLE ONLY –**

**To have a green thumb** Type 4

(have aptitude with gardening or horticulture)

Explanation/definition example: Michael *has a green thumb*. Everything he has sown in his nursery has proven to develop into a promising seedling.

**1. As right as rain** Type 3

(perfectly well)

**As right as rain**

- a. Surprisingly happy
- b. Surprisingly clean
- c. Perfectly timed
- d. Perfectly well

Cause-effect example: Ever since Gabriel got promoted to the position which he had been wanting since he was a kid, he has been as right as rain.

**2. In over one's head** Type 3

(involved to the point of danger)

**In over one's head**

- a. Deeply involved in serious business
- b. Deeply involved to the point of danger
- c. Deeply involved in something that is confusing



d. Deeply involved in a romantic relationship

Cause-effect example: As Joe heard the tiger cage door lock shut behind him, he realized that he was in over his head this time.

### **3. To bring something home Type 3**

(make someone understand something unpleasant)

#### **To bring something home**

- a. To force someone to accept their fate
- b. To persuade someone to join a social movement
- c. To make someone understand something unpleasant
- d. To encourage someone to stand up for what they know to be right

Explanation/definition example: The media reports have really brought home the horrors of the tsunami in Japan. Now people all across the globe can really fathom how heinous such acts of nature actually are.

### **4. To have a soft spot for Type 3**

(feel a lot of affection for one particular person often without knowing why)

#### **Have a soft spot for**

- a. To feel a lot of affection for a particular person often without knowing why
- b. To feel a lot of weakness for a particular person due to a long history together
- c. To feel like you have a lot in common with someone due to religion or culture
- d. To feel like you have a lot to share with someone about a particular topic

Contrast/antonym example: Even though it was the first day of junior high school and the teacher, Ms. Howard, didn't know any of the students by name yet, as she took a look at the pupils in the classroom, she couldn't help having a soft spot for Josh, an adolescent boy in the

back row.

## **5. Go to the dogs Type 3**

(go from a good situation to a bad one)

### **Go to the dogs**

- a. Go from a lonely situation to a friendly situation
- b. Go from a good situation to a bad situation
- c. Go from a favorable economic situation to a poor economic situation
- d. Go from a poor economic situation to a favorable economic situation

Explanation / definition example: Ever since I got addicted to online games and stopped paying attention to my school work, my grades have gone to the dogs. Now I am on academic probation.

## **6. At a considerable price Type 3**

(by sacrificing a lot or by doing something unpleasant in order to get something)

### **1. At a considerable price**

- a. By sacrificing just enough to get the job done
- b. By sacrificing nothing by taking everything one needs or wants
- c. By sacrificing a lot of by doing something unpleasant in order to get something
- d. By sacrificing almost everything one has in order to prove an important point

Cause-effect example: Becoming captain of the police force came at a considerable price for Matt. He had to sacrifice a lot and focus exclusively on his unpleasant career in order to achieve his goals.

## **7. To be on the back burner Type 4**

(is not being dealt with now but hasn't been totally forgotten)

**To be on the back burner**

- a. Something that is being thrown away because it is useless
- b. Something that is becoming a common part of someone's daily routine
- c. Something that is becoming more and more important to a critical point
- d. Something that is not being dealt with now but has not been totally forgotten

Synonymous expression example: Like a great number of the important yet unforgettable things that I've been too occupied to do recently, I put washing the dog on the back burner.

**8. To show someone the ropes** Type 4

(show someone how to do a job or activity)

**To show someone the ropes**

- a. To give someone a very special surprise
- b. To tie something down so that it can't move
- c. To teach someone how to do a job or activity
- d. To treat someone with less respect than they should get

Cause-effect example: Luke is a new apprentice in our print shop. Since Sara has worked here for over a decade, I'm hoping that she can show him the ropes for me.

**9. To fly off the handle** Type 4

(to react in an angry way)

**To fly off the handle**

- a. To react in an angry way
- b. To scream in agonizing pain
- c. To plan quietly how to get revenge

d. To hide one's anger in a convincing manner

Contrast / Antonym example: Although Matt is usually a mellow guy, he might fly off the handle if he finds out that his daughter's fiancé is in prison.

### **10. The salt of the earth** Type 4

(a very good and honest person)

#### **The salt of the earth**

- a. A very polite and educated person
- b. A very strong and daring person
- c. A very good and honest person
- d. A very good looking and rich person

Explanation/definition example: Moses is well-known to be the salt of the earth. His notoriety as a sound and honest man is common knowledge in the village.

### **11. A sign of the times** Type 4

(something that shows that society now is worse than it was in the past)

#### **A sign of the times**

- a. Something that shows that times are changing quickly
- b. Something that shows how technology can make life easier
- c. Something that shows how cultures are becoming globalized
- d. Something that shows that society now is worse than it was in the past

Synonymous expression example: Society is worse now than ever. The fact that nobody even noticed that he was missing for three whole weeks is a sign of the times.

### **12. To be so lucky!** Type 4

(what someone wants to happen is unlikely to happen)

**To be so lucky**

- a. What someone thinks will happen is very possible
- b. What someone wants to happen is unlikely to happen
- c. What someone expects to happen is expected by everyone else
- d. What someone plans to do should happen without any problems

Contrast/Antonym example:

(Two people are speaking.)

A: I dreamt that Lady Gaga extended me and invitation me to one of her get-togethers last night! It was awesome because in the dream, she gave me autographed copies of all of her limited edition albums, posters and I even got to take a picture with her!

B: You should be so lucky!

**13.Kick in** Type 4

(to take effect)

**Kick in**

- a. To take effect
- b. To take chances
- c. To take action
- d. To take advantage

Explanation/Definition example: The sedative that the physician administered kicked in.

As it took effect, it made the patient relax and fall asleep.

**14.Be in full swing** Type 3

(to have been happening for a long time and there is a lot of activity)

**Be in full swing**

- a. To have live music and alcoholic drinks that make people feel at ease
- b. To have been slowing down to a quiet activity that makes people sleepy
- c. To have been happening for a long time accompanied by a lot of activity
- d. To have a great deal of excitement for a short time accompanied by surprises

Synonymous expressions example: The party was in full swing by the time we arrived. It had been going on for a couple of hours by the time we arrived.

**15. Make a beeline for** Type 4

(go quickly and directly to something)

**Make a beeline for**

- a. Go bravely and quietly to
- b. Go cautiously and slowly to
- c. Go indirectly and viciously to
- d. Go quickly and directly to

Cause-effect example: The meeting ran an hour late and everyone was famished, so we all made a beeline for the food court as soon as we were dismissed.

**16. Ride on someone's coattails** Type 4

(to make good fortune or success based on the strength of someone else's)

**Ride on someone's coattails**

- a. To make bad fortune on failure based on poor decisions
- b. To become successful in a way that makes people notice you
- c. To become unsuccessful in a way that makes people ignore you
- d. To make good fortune or success based on the strength of someone else's

Synonymous expression example: Just like his older brother who relied on his father's success to make his fortune, Larry isn't very creative so he rides on his father's coattails.

### **17. Bread and butter** Type 4

(a source of livelihood)

#### **Bread and butter**

- a. A source of livelihood
- b. A source of nutrition
- c. A source of harmony
- d. A source of entertainment

Explanation / definition example: John's job at the factory is the family's bread and butter. His job enables him to support his family financially.

### **18. In a pickle** Type 4

(in a mess/in trouble)

#### **In a pickle**

- a. In big trouble
- b. In an unknown location
- c. In bed due to an illness
- d. In an unfavorable position for negotiating purposes

Contrast / Antonym example: Even though Mark assured his family that he knew exactly what he was doing and that he would be fine while backpacking in Cambodia, he got himself in a pickle in Phnom Penh.

### **19. Pull a fast one on someone** Type 4

(to deceive someone)

**Pull a fast one**

- a. To deceive someone
- b. To act without enough information
- c. To do something without considering the consequences
- d. To do something too quickly without realizing the problems it may cause

Contrast / Antonym example: Despite the fact that the teacher trusts us to always tell her the truth, we pulled a fast one on her when we convinced her that school had been canceled for the following day.

**20. Take it with a grain of salt Type 4**

(to view something with skepticism or non-literally)

**Take something with a grain of salt**

- a. To consider the possible consequences of a decision
- b. To view something with skepticism or non-literally
- c. To realize that someone has been lying about something on purpose
- d. To understand why someone has been doing something bad

Synonymous expression example: When Marcus said that he had “invented” the piano key necktie I took it with a grain of salt. I knew he didn’t literally mean to say he had “invented” it, because neckties have been around for hundreds of years.



## **Appendix K**

### **Participant Background Sheet**

#### **Gauss Study Participant Information**

Name:

Age:

Total time spent in an English speaking country:

English study time in an English speaking country:

English study time in Taiwan (in years):

Do you use English for work?

Time spent speaking English with a Native speaker each week (in hours):

Time spent reading English materials (any kind) per week:

## Appendix L

### Participant Consent Form

#### Letter of Consent

You are cordially invited to participate in the Gauss Research Project conducted by Valdis Gauss on Taiwanese MA students' idiom identification and comprehension strategies. This topic is under investigation because it is hoped that this study will help educators and researchers gain a better understanding about the strategies that Taiwanese MA students' use when facing unknown idioms in literature.

Your participation is voluntary. Taking part in this project is something you can back out of at any time. If you decide to be a participant of this study, you will receive NT\$250 as the participation fee. Basically, you will be asked to complete a series of four written and speaking tasks which have been prepared by the researcher. The majority of the data will be collected in English, however you have the right to use Mandarin at anytime.

To ensure the confidentiality of your personal information, your name will not be disclosed. A pseudonym will be created for you. The data will also be kept in a secure place and will only be used for this study. The ultimate goal for this research is to publish research results in international and domestic academic journals. Should you have any questions regarding this project, please feel free to contact the researcher at valdis@hush.com

Sincerely,

Valdis Gauss

---

#### Consent Statement(s)

\_\_\_\_\_ agrees to participate in the Gauss Research Project.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix M**

### **Data Collection Steps List**

Each section contains interview order of operations and interview scripts for researcher to follow. The researcher kept and consulted this list for every interview in the study to ensure uniformity of data collection procedures. Interviewer scripts are italicized.

|         |  |
|---------|--|
| Time    | 1. Recruit Participants and set up interview appointment   |
| 3 min.  | 2. At the interview, explain tenets of study and differentiate between a <i>phrase</i> (rain or shine) and an <i>idiom</i> (green thumb). Script: “ <i>I will not agree or disagree with your answers.</i> ”   |
| 15 min. | <b><u>Task –A Idiom Identification</u></b> Underlining Task (Addresses <b>RQ 1</b> )<br>3. Directions and Example<br>4. Begin Identification task<br>5. Interview Script: “ <i>Why did you underline that?</i> ” ( <b>RECORDED INTERVIEW</b> )   |
| 20 min. | <b><u>Task -B “What does (idiom) mean?”</u></b> Written Task (Addresses <b>RQ 2</b> )<br>6. Directions and Example<br>7. Ask “What does (idiom) mean?” “ <i>How did you decide that?</i> ”   |
| 30 min. | <b><u>Task –C Idioms in Context</u></b> THINK ALOUD PROCEDURES (Addresses <b>RQ 3</b> )<br>8. Directions and Example GIVE PARTICIPANT DIRECTIONS SHEET FOR REFERENCE (Encourage them to give more details)<br>9. Begin Idioms in Context task<br>10. Interview script: “ <i>What does (idiom) mean?</i> ” and “ <i>How did you get this meaning?</i> ” |
| 10 min. | <b><u>Multiple-Choice Task –D</u></b> WRITTEN TASK (Addresses <b>RQ 4</b> )<br>11. Directions and Example<br>12. Do Multiple-Choice task   |
| 5 min.  | <b><u>Summative Interview</u></b><br>13. Ask participant following questions. (Addresses RQ 4)   |

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li><i>a. You may have changed some of your answers through the course of completing tasks A through D. Can you give me one example that you changed?</i></li><li><i>b. What made you change your answers?</i></li><li><i>c. Which task was easier for you? Why?</i></li><li><i>d. Are there any idioms that we talked about today that you already knew before you started this study today?</i></li></ul> |
|--|---|

## **Appendix N**

### **Data Collection Allocation of Resources Log**

Note: This log depicts how time and financial resources were allocated to data collection procedures only.

#### **Total time spent on data collection**

**Interviews:** 20 Participants x 1.5hrs = apx. 30 hrs

**Transcription:** 20 data sets x 1.5 hrs = apx. 30+hrs

**Travel time:** 20 interviews x avg 15 min. = apx. 5+hrs.

**Participant compensation fee:** 20 participants x NTD\$250 = NTD\$5000

**Parking fees:** Parking for interviews = apx. NTD\$600

## Appendix O

### Supplemental Tables

(Tables from Ch. 4)

Table O-1 corresponds with Task A.

Table O-1

*Task A Idiom Order*

---

| <b>Order</b> | <b>Idiom</b>            |
|--------------|-------------------------|
| 1            | Bring something home    |
| 2            | Go to the dogs          |
| 3            | Make a beeline for      |
| 4            | In over one's head      |
| 5            | Be in a pickle          |
| 6            | Fly off the handle      |
| 7            | Be in full swing        |
| 8            | Bread and butter        |
| 9            | Have a soft spot for    |
| 10           | Show S.O. the ropes     |
| 11           | Be as right as rain     |
| 12           | On the back burner      |
| 13           | At a considerable price |
| 14           | Ride on the coattails   |
| 15           | With a grain of salt    |
| 16           | Salt of the Earth       |
| 17           | Pull a fast one         |
| 18           | To kick in              |
| 19           | Sign of the times       |
| 20           | Be so lucky             |

---

Table O-2 corresponds with findings for Task C.

Table O-2

*Context Type and Correct Definitions*

|              | <b>C-E</b> | <b>C/A</b> | <b>E/D</b> | <b>SE</b> |
|--------------|------------|------------|------------|-----------|
| Anna         | 1          | 3          | 2          | 2         |
| Becka        | 4          | 5          | 3          | 2         |
| Cameron      | 3          | 1          | 3          | 2         |
| Doris        | 1          | 3          | 1          | 1         |
| Ellen        | 3          | 3          | 2          | 2         |
| Fran         | 3          | 3          | 4          | 4         |
| Geoff        | 5          | 4          | 3          | 3         |
| Hilda        | 3          | 4          | 3          | 3         |
| Ingrid       | 2          | 2          | 2          | 4         |
| Jasmine      | 4          | 4          | 1          | 5         |
| Karina       | 3          | 5          | 2          | 4         |
| Lolita       | 5          | 3          | 4          | 4         |
| Mildred      | 3          | 3          | 3          | 5         |
| Nora         | 4          | 3          | 1          | 3         |
| Paula        | 4          | 2          | 2          | 4         |
| Rosa         | 3          | 2          | 3          | 3         |
| Sergio       | 3          | 3          | 3          | 3         |
| Umberto      | 2          | 3          | 1          | 0         |
| Violeta      | 4          | 3          | 2          | 2         |
| Xavier       | 3          | 2          | 2          | 3         |
| <b>TOTAL</b> | <b>63</b>  | <b>61</b>  | <b>47</b>  | <b>59</b> |

Note: Total indicates the total number of times each context type was successfully employed. C-E is cause effect, C/A is contrast antonym, E/D is explanation definition and SE is synonymous expression.



Table O-3 corresponds with findings for Task C.

Table O-3

*Strategy Use and Correct Definitions per Participant*

| <b>Strategy</b> | <b>GC</b>  | <b>BK</b> | <b>RP</b> | <b>L1</b> |
|-----------------|------------|-----------|-----------|-----------|
| Anna            | 8          | 0         | 3         | 0         |
| Becka           | 14         | 1         | 2         | 0         |
| Cameron         | 9          | 2         | 0         | 0         |
| Doris           | 5          | 0         | 0         | 0         |
| Ellen           | 11         | 0         | 1         | 0         |
| Fran            | 15         | 0         | 0         | 0         |
| Geoff           | 18         | 1         | 0         | 1         |
| Hilda           | 14         | 3         | 0         | 0         |
| Ingrid          | 10         | 1         | 1         | 0         |
| Jasmine         | 14         | 2         | 0         | 0         |
| Karina          | 13         | 4         | 1         | 2         |
| Lolita          | 16         | 1         | 0         | 0         |
| Mildred         | 14         | 4         | 0         | 0         |
| Nora            | 11         | 0         | 0         | 0         |
| Paula           | 12         | 3         | 0         | 0         |
| Rosa            | 11         | 0         | 0         | 1         |
| Sergio          | 11         | 1         | 0         | 0         |
| Umberto         | 6          | 1         | 0         | 0         |
| Violeta         | 11         | 0         | 0         | 0         |
| Xavier          | 10         | 0         | 0         | 0         |
| <b>TOTAL</b>    | <b>233</b> | <b>24</b> | <b>8</b>  | <b>4</b>  |

Note: GC is guessing from context, BK is background knowledge, RP is repeating and paraphrasing and L1 is first language.

Figure O-1 corresponds with findings for Task D

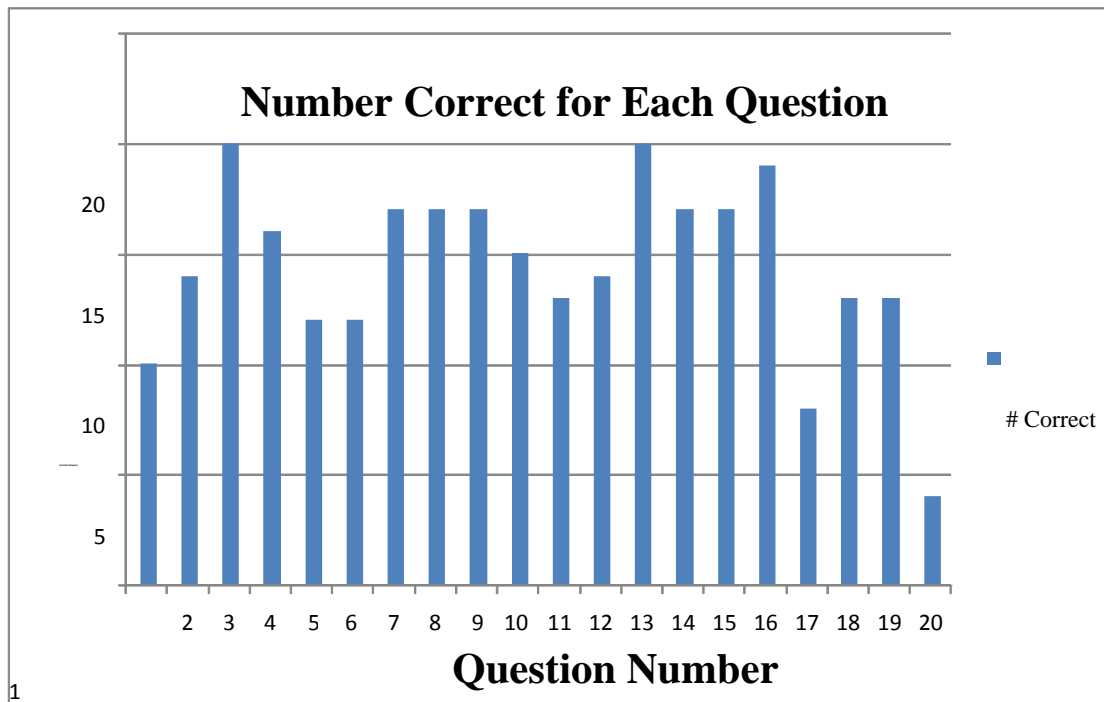


Figure O-1