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The Perception of Teachers and Students Towards the Benefits and Challenges of Using Idioms and Expressions in Language Acquisition and Pedagogy

Leila Dobakhti  *

Associate Professor, Multimedia Faculty, Tabriz Islamic Art University, Tabriz, Iran
l.dobakhti@tabriziau.ac.ir

Sajjad Mahdaviand Fard

Texas State University, USA
rtn21@txstate.edu

Abstract

This study highlights the role of idioms and expressions in language acquisition and teaching as essential and basic tools for communicating in any language. Learning idioms, and their complexities and simplicity, creates a significant barrier for language learners because it involves interpretation and comprehension, as there are multi-layered meanings attached to cultural dimensions. This study investigated learners' and teachers' opinions on the importance of idioms and expressions in enhancing their linguistic competence and language skills, as well as the challenges faced in learning and teaching them. A qualitative approach was employed to dig into the participants' experiences. To this end, eight teachers and twenty-seven English language learners from a private language institute were interviewed using semi-structured interviews. It was found that learners realized the importance of idioms in their journey toward fluency in the target language culture, though it was a long journey. This gives particular focus on context-enriched learning, dynamic learning, and exploring cultural studies to boost learners' knowledge and use of idiomatic expressions. It's training meaningful images into a context for which learners construct a linguistic and cultural understanding of how to operate those images across their entire life span. This study suggests that idiomatic language be given due recognition and that processes be developed to adequately render idiomatic language relevant for improved language learning and acquisition.

Keywords: Idioms, Language Acquisition, Pedagogy, Cultural Competence.

Introduction

The study of language and language teaching greatly relies on the context in which idioms and expressions are used since they are the building blocks of communication (Carter, 1998). Language goes beyond a mere collection of vocabulary, rather it is interconnected through meanings and representations of culture within a society. Gibbs (1994) asserts that idiomatic expressions enhance learner engagement and understanding by providing learners with details that enable them to comprehend cultural and conversational contexts more efficiently. Further, the use of idiomatic expressions in the curriculum improves learners' critical thinking and communication skills and helps in the transition between the methods of language teaching and the actual use of language in society (Nadeem & Almowalad, 2022).

Idioms, which are often considered to be a great hurdle for language learners are one of the most difficult aspects of language to master (Dörnyei, 2013). Most idiomatic expressions are difficult to learn because they are determined not so much by grammar, but rather by the underlying culture. They are ephemeral and elusive which makes them an appealing topic for research as well as a difficult issue to overcome when learning a language. Even though they are difficult to grasp, idioms seem to be particularly difficult to learn as a second language. Nippold (2016) claims that it can be mastered with practice. Language as a construct is inherently complex, which is perhaps why humans employ the use of figurative language as a coping mechanism in such dilemmas.

*Corresponding author

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A common example of this is the use of strategies from a mental lexicon. Along with the ability to comprehend custom clichés and their metaphorical nature, this makes the task of learning a new language immensely easier. Although these strategies allow us to perform idioms tasks more easily, Cieśllicka (2015) and Hubers et al. (2020) found that convoluted and unclear context surrounding idioms can sometimes make understanding them a much more complex process due to the context being opaque in nature.

As with fusional words, idioms are difficult to grasp for two reasons – semantic and morphosyntactic opacity. For example, idioms such as “kick the bucket”, offer little room for figurative interpretations or constructions as they are understood literally and therefore escape typical transformations. Additionally, idioms are a statistically opaque term because they don’t carry any weight in everyday language use. The phraseological component is of interest as idioms are difficult to understand or explain when the inclusion or meaning of the words forms a particular phrase as it escapes normal usage and moves into the unknown (Gibbs, 1994).

This is in direct contradiction to existing research on language acquisition, neurolinguistics, and pedagogy which states that even children can effectively master idioms (Dörnyei, 2013). This persistence of language learners makes it evident that proper practice and exposure can help learners understand idiomatic expressions. A developed understanding of the complexity of idioms and expressions would help teachers pave the way for language learning and acquisition that enable and promote cultural competence and advocates that they prove to be useful tools in the context of language acquisition and the learning environment.

Review of the Related Literature

Definition and Importance of Idioms and Expressions in Language

Idioms are expressions whose meanings cannot be worked out from the individual words (Baker, 1992). For example, the idiom “kick the bucket” means to die, showing how idioms convey meanings beyond the literal sense of their individual elements. Expressions constitute a super-category that includes such things as idiomatic phrases, colloquialisms, and proverbs, all of which serve distinct communicative functions.

Idioms and expressions are important aspects of language, which carry cultural nuances and shared experiences, acting as a bridge between literal and metaphorical meanings. These figurative forms often express complex ideas in very few words, facilitating communication and fostering deeper understanding among speakers. For instance, idiomatic phrases like “kick the bucket” or “spill the beans” reflect cultural contexts that can be quite different from one language to another, thus presenting unique challenges in the language learning process. The instructional value of teaching idiomatic expressions is underlined by research studies showing that learners often struggle with the task of translating such expressions because of their ambiguous nature (Alrیشان, 2015). What’s more, as has been evidenced by a study on Chengyu, or four-character Chinese idioms, the culture-specific overtones carried by the idioms affect their comprehension and production by learners of foreign languages (Conti, 2017). The inclusion of idiomatic expressions in language instruction not only helps improve language abilities but also contributes to a better understanding of cultural contexts, hence playing a crucial role in effective language education.

Types of Idioms

One can categorize idioms depending on the structural makeup and flexibility of an idiom (Wood, 2019). These categories help learners understand how idioms operate within a language. The principal six classes are given below.

1. Fixed idioms: expressions that cannot be altered or changed in any manner. Their meanings are fixed and thus learned as wholes (Wood, 2019). Examples may include the “bite the bullet”, meaning to adapt to a painful experience that cannot be avoided, and “break the ice”, which means making a first move in conversation and meeting someone socially for the first time. Fixed idioms tend to have a fixed form that is unalterable without losing their meaning. For example, the transformed phrase “kick the bucket” into “kicking the bucket” changes its usage from an idiom denoting “to die” to a phrase that lacks grammatical correctness.

2. Semi-fixed idioms: these expressions allow limited changes while maintaining their idiomatic meaning. Such idioms may get a slight modification to suit specific contexts. For example, “a piece of cake” can be made into “It’s not a piece of cake” to communicate that something is tough. Similarly, “hit the nail on the head” is considering variations such as “She really hit the nail on the head with her analysis”, without the meaning being changed from the original phrase of being precisely correct. Semi-fixed idioms do not alter the core meaning, as slight changes are introduced in the idiom making it easy for learners of a language to use it in varying contexts.

3. Proverbs are traditional sayings that teach wisdom or universal truths. Many of them represent cultural values and give moral lessons (Norrick, 2005). For example, “a stitch in time saves nine” means that timely action will prevent bigger problems in the long run, while “when in Rome, do as the Romans do” suggests that one should follow the local customs where she/he is visiting. Proverbs tend to have more general applications and are used to give advice, encapsulating cultural wisdom applicable in many different situations.

4. Colloquialisms: Slang or informal language that is unique to a region or people. It usually refers to a common language that differs much from one another according to culture; examples are “gonna” (meaning: “I’m going to the store now”), a colloquial shorthand for “going to”, sometimes used in casual conversation, or “bail” (“I’m going home in a hurry”), meaning to give up (“I had to cancel the meeting”). All the same, colloquial expressions constitute a very important section in informal language, as their interpretation depends a lot on context and so are not generally understood.

5. Similes and metaphors: While not exactly idioms, they serve the same function as idioms: they deliver meanings through the use of figurative language. For instance, a simile comparing bravery to “as brave as a lion” that has the established boldness of a lion is such a figure of comparison in that it equates the boldness of a lion with that of humans. At the same time, time is said to be like a thief or, “time is a thief”, when moments of our lifetime are taken from us without notice. It makes language vivid and meaningful and enhances communication using these two figures or tropes, which are similes and metaphors, as one can interchange such forms with an idiomatic expression.

6. Clichés: phrases in spoken or written compositions that have become too unoriginal and thus valueless, including their meanings.

Representative feelings among quite a number of people or occasions; “as time will tell”, meaning that the answer will come to light at some indeterminate time in the future, or “at the end of the day” meaning that all things can be taken into account at some level. It is very good for expressing clichéd thoughts. Such a phrase will definitely leave one feeling unoriginal and sometimes inane after a while. Care must therefore be taken not to make oneself sound too trite even when using it in such expressions.

This taking up of the comprehension of different types of idioms encourages the learner to take advantage of the peculiarities that a language can have (Schmitt, 2000). Each serves a purpose: enriching communication and providing a glimpse of certain specific cultural facts. Observation and practical application of such idioms may help learners continue perfecting their language skills.

The Role of Idioms in Language Acquisition

Idioms play a significant role in acquiring a language by helping fluency, understanding, and culture. It also lets learners communicate naturally and effectively.

Their attention draws upon a hole into the culture of a language, and then, whatever speaks beyond words and grammar, idioms will take learners through social dimensions of life as they help interpret how to read native speakers' lives more effectively since idioms themselves reflect societal values and experiences shared within them (Thyab, 2016; Zolfaghari, 2010). This cultural competence is vital for attaining proficiency as a native speaker and for engaging in more meaningful conversations.

Second, idioms are greatly important to attain the dimensional perspective of fluency in acquiring other languages. When learners learn idiomatic expressions, these phrases drawn from memory trigger retrieval very fast, resulting in a seamless and confident talk during communication (Boers et al., 2006). Most of such fluency is lost in spoken language where the utterance is mostly punctuated by hesitations. Through such practice, learners will thus be able to enhance their chance to achieve greater communicative performance by sounding more like natives (Liu, 2017).

It has been found that successful teaching strategies for idioms can contribute significantly to language learning. Teachers are encouraged to present idioms in contexts and thematic ways, as such methods can facilitate the learning retention and comprehension of idioms (Boers, 2000; Tran, 2017). By presenting idioms thematically and in appropriate contexts, learners can build up connections useful for memorizing and applying idioms. Learning thus becomes more involving, and at the same time, adequately prepares the learners for their appropriate use of idioms in life situations (Cameron, 1999, 2003).

Enhancing Comprehension and Communication Skills

It is undeniable that mastering idioms is not merely an optional skill but a fundamental requirement for achieving true fluency in any language. Critics may argue that idioms are too culturally specific or unnecessarily complicate learning, yet the evidence proves otherwise. Idioms form the backbone of everyday communication among native speakers, acting as a bridge to deeper understanding and social cohesion. Without them, learners remain trapped in textbook language, unable to grasp the nuances that define authentic interaction. Research by Yunus and Hmaidan (2021) underscores this reality: idiomatic competence directly enhances learners' ability to navigate real-world conversations, decode spoken and written texts, and build meaningful connections. To dismiss idioms is to deny learners the tools they need to thrive in dynamic linguistic environments.

Moreover, idioms are not just linguistic ornaments—they are cultural artifacts. Consider the phrase “the ball is in your court”, which transcends its literal meaning to embody societal values like accountability and agency. Opponents might claim that such expressions are irrelevant to practical communication, but this ignores how idioms encapsulate shared histories and collective experiences. Liontas (2019) emphasizes that idioms act as cultural mirrors, reflecting the attitudes and norms of a language's speakers. For learners, this cultural insight is transformative. It moves language acquisition beyond rote memorization, fostering empathy and a genuine connection to the community they aim to engage with. To strip language courses of idioms is to strip learners of cultural literacy, leaving them linguistically competent but socially adrift.

Idioms are also indispensable for honing listening skills. Detractors might argue that idioms confuse learners, yet the reverse is true: exposure to idiomatic expressions in context—through dialogues, films, or authentic texts—sharpens learners' ability to infer meaning and respond appropriately. Native speakers rarely converse without idioms; thus, familiarity with these phrases is not a luxury but a necessity. Liontas (2019) confirms that learners trained in idiomatic comprehension develop stronger active listening strategies, enabling them to participate fluidly in conversations rather than merely decode words. Without this training, learners face a perpetual lag between textbook drills and the messy reality of spoken language.

The integration of idioms into language curricula is non-negotiable. They are the keys to fluency, cultural competence, and effective communication—not optional flourishes but essential components of linguistic mastery. To sideline idioms is to undermine the very goal of language learning: to equip learners not just with words, but with the ability to think, feel, and connect like native speakers.

It greatly increases capability comprehension and fluency in the language speaking ability. Another way of making the learners sound more attuned and fluent in their speech is through the use of idioms. The expressions allow mostly concise but nevertheless, effective explanations of complex ideas, and a learner can better engage an audience (Khonbi & Sadeghi, 2017). The use of “hit the nail on the head” will make their points sound more emphatic and prove when they are at a higher proficiency level. For the learner, this could give the impression that they are somehow hiding from these idioms and have broken up the pace of speaking. The said idioms can boost their confidence in being able to talk while motivating them into conversations.

Idioms could import critical thinking and creativity with language usage. One other way through which the teacher can get the learners to internalize the understanding of language as a fluid and evolving system would be through searching into the meaning and origin of idioms. Activities that analyze idioms or generate original sentences with idiomatic expressions would compel the learners to think critically about language and its use. Learners thereby develop cognitive flexibility, which later allows them to change their usage according to context and audience (Littlemore & Low, 2006).

The other significant area of making comprehension and communication skills better through idioms is cultural competence. Because to understand idioms at all, learners must relate to the cultural context in which that language is spoken, teachers can include in their instruction the explanation of the cultural significance of idioms for building a link between cultures and language. These learners will also require cultural awareness for effective communication so they can learn to reason within the contexts of social

sensitivity and respect for cultural differences as part of their learning (Nippold & Taylor, 1995).

Speaking the idioms and learning those would make learning more enjoyable in the process. Learning idioms will simply transform fun from boring to a lively attitude. Learners interactively learn idioms. Those games like idiom charades, matching games, or storytelling make the classroom very active and stimulating for participation and practice of the languages. This participation creates a positive attitude towards learning language and encourages learners to take risks in the application of idioms.

Introducing idioms in learning languages can link formal education to real-life communication. Textbooks, as is known, mostly emphasize grammar and vocabulary, while idiomatic expressions put the languages as they are used in real-life situations. By making a place for idioms in their curriculum, the teachers, therefore, equip learners for genuine interaction in all contexts, whether casual talks, professional settings, or cultural exchanges. Such learner preparation becomes very important for those who would like to use the language confidently and with great efficiency in real-life scenarios making communication and comprehension better overall.

Overall, exposure to idioms and expressions enhances the integrated and holistic skills of language teaching and learning. It helps a learner in many ways – scaffolding understanding of the language, listening and speaking skills, critical thinking, cultural competence, and active engagement – all of which can include idiomatic language in classroom teaching. Ultimately, it prepares the learner for effective and true communication using his/her target language. In order to start our journey in the process of learning and teaching idioms and expressions, the following two research questions were proposed:

1) What are the perceptions of teachers and students toward the challenges of using idioms and expressions in language acquisition and pedagogy?

2) What is the perception of teachers and students toward the benefits of using idioms and expressions in language acquisition and pedagogy?

Methods

Being a qualitative study, the data were collected through individual semi-structured interviews with each participant to discover their own perceptions of the benefits and drawbacks of learning and teaching idioms. A list of guiding questions was drawn up prior to conducting the interviews, and these encompassed themes such as understanding of idioms, perceived benefits of learning idioms, challenges encountered in learning and teaching, and strategies employed to overcome challenges. The interviews were conducted in the Farsi language. Each interview lasted approximately 30 to 60 minutes and was conducted in a private room to ensure confidentiality and comfort. Participants were encouraged to provide their views freely, with probe questions being used to follow up on their responses. Interviews were audio-recorded with participants' consent and then transcribed verbatim for analysis. Ethical issues were paramount; permission was requested from all interviewed individuals prior to interviewing them and they were guaranteed confidentiality of their responses.

Participants

This was a study at a private language institute in Tabriz, Iran with 35 participants (8 teachers and 27 students with advanced levels of English). Typically, the participants were chosen via a convenient sampling from their placement test results, who were classified as advanced learners at the institute. All the participants were between 15 and 35 years of age, there were both males and females in our sample. Three of the teachers hold bachelor's degrees and five were master's degree holders with two to ten years of teaching experience. The demographic information of the teachers is presented in Table 1.

Table 1. Demographic Information of the Interviewed Teachers

Teacher	Degree	Years of Experience
No. 1	BA	2
No. 2	BA	4
No. 3	MA	10
No. 4	MA	3
No. 5	MA	9
No. 6	BA	3
No. 7	MA	8
No. 8	MA	5

Data Analysis

Thematic analysis was conducted to search for and explore patterns throughout the data. Therefore, a thematic analysis was conducted to search for and explore patterns throughout the data. This included a stage where transcripts familiarization was conducted, creating first-stage codes from salient statements about the benefits and problems of idiom teaching, organizing codes into summary themes describing participants' opinions, and returning to these themes to see whether they served to represent the data.

Results

Challenges Faced by Learners

The qualitative analysis of interviews with teachers and learners revealed several recurring themes regarding the challenges of learning idioms. These themes were categorized into four primary codes: Literal Interpretation and Cultural Context, Volume and Prioritization of Idioms, Contextual Variability and Ambiguity, and Limited Authentic Practice Opportunities. Each code is discussed below with supporting evidence from participant responses.

Both teachers and learners emphasized the difficulty of understanding the non-literal nature of idioms with their literal meanings.

Learners frequently reported translating idioms word-for-word, leading to confusion and misinterpretation. For instance, student No. 18 noted, “When I first heard ‘break a leg’, I thought it was about actual harm, not wishing luck”. Teachers confirmed this challenge, explaining that idioms are often culturally embedded and require knowledge of historical or social contexts usually unfamiliar to non-native speakers. As teacher No. 7 highlighted, “Idioms like ‘spill the beans’ aren’t just vocabulary—they’re tied to cultural stories learners might not know”. This disconnect underscores the need for explicit cultural instruction alongside linguistic content.

Learners expressed feeling overwhelmed by the number of idioms encountered in texts and conversations, struggling to prioritize which ones to master. One student (No. 26) stated, “There are thousands of idioms—how do I know which are useful?” Teachers acknowledged this issue, admitting that curricula rarely provide clear guidance on selecting high-frequency or contextually relevant idioms. Teacher No. 5 confirmed this issue by saying, “We often default to textbook examples, but these might not align with real-world usage”. This lack of prioritization led to fragmented learning experiences and frustration among learners.

The adaptability of idioms across contexts emerged as an emerging limiting factor. Learners found that idioms could shift meaning depending on tone, setting, or audience, which makes them even more complicated for learners. For example, a student (No. 13) stated “I used ‘kick the bucket’ in a joke, but my friend thought I was being serious”. Teachers echoed this concern, noting that even proficient learners struggle to grasp subtle contextual cues. As teacher No. 2 explained, “Idioms like ‘piece of cake’ seem simple, but their sarcastic or literal use depends entirely on context”. This ambiguity highlighted the limitations of rote memorization and the necessity for immersive, situational learning.

Both groups identified a gap between classroom instruction and real-world application. Learners reported rare opportunities to practice idioms in meaningful conversations, leading to underconfidence. “I memorize them for tests but forget how to use them when speaking” (student No. 6). Teachers attributed this to time constraints and the artificiality of classroom interactions. As teacher No. 3 noted, “Role-plays help, but they can’t replicate the spontaneity of natural dialogue”. This gap underscored the need for authentic, communicative tasks to reinforce idiom retention and usage.

The Benefits of Idioms

The qualitative analysis of interviews with teachers and learners uncovered five central themes regarding the challenges and strategies associated with learning idioms. These themes were organized into the following codes: Transformational Learning Journey, Cultural and Social Significance, Pedagogical Balance and Integration, Interactive and Digital Strategies, and Real-World Application and Lifelong Skills. Each theme is elaborated below with insights from participant responses.

Teachers and learners highlighted a progression from early frustration to final mastery of idioms. As most of the interviewed teachers stated, learners often found idioms illogical at first which caused frustration due to their disconnect from literal meanings. However, persistence led to a sense of accomplishment and heightened confidence. As Teacher 8 noted, mastering idioms transformed learners’ fluency and communicative competence, enabling richer engagement with native speakers and cultures. Learners echoed this, describing idioms as “zestful” (student No. 12) and motivating, sparking curiosity that deepened their connection to the language.

Idioms were always introduced as windows into the culture. Teacher No. 6 likened learning idioms to “peeling an onion”, revealing layers of implicit cultural connotations. As she stated phrases like “the early bird catches the worm” or “burn midnight oil” were seen as reflections of cultural values such as proactivity and diligence. Teachers emphasized that idioms are tools for teaching cultural attitudes and social mores, preparing learners for diverse interactions in a globalized world (Teachers No. 2 and 5).

Teachers also stressed the need to balance idiom instruction with foundational language structures. Teacher No. 3 cautioned against overwhelming learners, suggesting a gradual introduction to avoid confusion. Teacher No. 5 emphasized integrating idioms as essential curricular components, enriching lessons with cultural backgrounds. This approach aligns with learners’ desires for contextualized learning, where idioms are taught alongside their cultural and functional implications rather than in isolation.

Both teachers and students highlighted innovative methods to enhance idiom acquisition. Learners advocated for interactive approaches, such as peer discussions, role-plays (student No. 14), and gamification (student No. 12), which were both fun and contextually related. Technology in the form of videos, podcasts, and computer-mediated interfaces was also valued for offering flexible and authentic exposure (student No. 16). Teachers also mentioned the potential of technology to create collaborative spaces where students could share idioms from their home cultures, making classroom and real-world usage equal.

Mastery of idioms was linked to practical, lifelong benefits. Students recognized that exposure to idioms in media, workplace interactions, and informal settings (student No. 9) prepared them for real-world communication. Teacher No. 5 underscored that idioms enhance critical thinking and cultural competence, equipping learners for intercultural exchanges. This real-world relevance positions idiom proficiency as a skill transcending academic contexts, fostering professional and personal growth.

Discussion

Pedagogical Approaches to Teaching Idioms and Expressions

Teaching idioms and expressions is a very tricky undertaking and requires careful thought into pedagogy since learners face diverse problems for which they need different solutions from one another. There are many ways to avail of pedagogies that teach learners how to understand idiomaticity and allow them to use it confidently in their communication. One such way is learning in context; it is better when idioms are learned in meaningful contexts rather than in isolation (Schmitt, 2000). Contextualizing idiomatic expressions in stories, dialogues, or real-life scenarios helps facilitate learners’ understanding of their meanings and usage. So, a short story with many different idioms will help learners see how they function within the language and give comprehension clues helpful for remembering idioms as they associate them with particular situations (Baker, 1992).

Another interactive activity is making learning idioms effective and fun. Educators may organize games, role-plays, or group discussions that push learners to use phrases actively (Liu, 2017). An example would be a bunch of learners in a class acting out idioms. The learners will internalize the meanings and build relationships, as well as creativity. Further, engaging learners effectively can be achieved through using digital tools such as interactive quizzes or the introduction of an online commune for challenges around idioms (Stanley, 2013).

Pateşan et al. (2018) believe that visual aids and multimedia materials will give birth to the realm of idioms teaching. Visual features

like pictures or even videos or infographics could easily convey the meaning of idiomatic phrases, making it much easier to learn. For example, when a short video shows situations that use certain idioms, it occurs to learners as though they have had a visual context in regard to some scenarios, thereby reinforcing their understanding of them. A similar example would be creating a visual word map that connects idioms to their definitions and synonyms for better retention and recall (Khalili et al., 2021). Using this technique should really be complemented with explicit instruction in understanding. So, teachers might want to dedicate one period of the week to the classroom and teach idioms, their meanings, origin, and usage (Nippold, 2016). Such an attitude will make sure that pupils have the opportunity to ask questions regarding the particular understanding and clear up any misunderstanding, establishing the strong base for all who participate in it. Alternatively, there may be topics in idioms gradually, from the more common to the less common, which helps to build confidence among learners as they work towards the most challenging idioms.

In addition, idioms may be teaching more than idioms. It may be an introduction to how to speak culture. So, cultures might be further integrated by a discussion about the cultural values that go with the idioms – their origin to what learners are taught in conjunction with their culturally accepted practices and values. For instance, discussions on idioms that relate to celebrations or holidays, traditions, and significant events become a rich resource for augmenting what learners learned in terms of language. So cultural enrichment makes understanding better and creates greater respect and appreciation for the diversity in which a language is used (Hajiyeva, 2024).

Johnson et al. (2014) assert that collaborative learning will also enhance the learning of idioms for learners. Discussions among peers can occur while working in groups, such as compiling an idiomatic dictionary or jointly preparing a presentation to explain idiomatic phrases. Such collaborative peer work will see the members of a peer group sharing their opinions, experiences, and anecdotes related to idioms, thus being a medium through which the learning of idioms can deepen. Further, the collaborative efforts may ultimately end up creating a warm classroom atmosphere wherein learners are willing to take risks in trying experiments with the language.

The use of authentic materials such as newspapers, podcasts, and literature would expose learners to idiomatic expressions somehow used in the real-life world's usages. Analyzing some articles or listening to some conversations shows the use of idioms in real life, revealing their relevance. However, the exposure to those materials is aimed at developing the learners' versions of comprehending something beyond this and gearing them towards authentic communication under a wide variety of circumstances. This exploration could also have the teacher's guidance, which will certainly highlight idiomatic usage and implications (Yusupalieva, 2024).

Brookfield (2017) is of the opinion that reflection and feedback provision are essential components of the learning process. Besides these, learners can decide to engage in some reflection about their understanding and use of idioms after investigation. Journals, discussion boards, or individual feedback sessions can be possible ways of doing so. Feedback that guides learners on the use of idioms in speaking and writing is in turn yet another avenue for sharpening their skills while they gain confidence in the use of their language.

Such are important methods of facilitating learners' navigation through the very muddy waters of idiomatic language; a very powerful and effective method of learning idiomaticity is breaking the idiom down into its constituent parts, and linking the different parts with similar expressions and meanings. For example, sports-related idioms can help learners link connections and elicit certain patterns from them. A stepwise formulation of knowledge imparts an aura of simplicity to the entire task for learners (Glucksberg, 2001).

Tracking learners' understanding of the idioms and expressions is essential for their progress. There are various types of assessments, such as quizzes, oral presentations, and creative writing assignments that can be conducted to test the learners' grasp of idiomaticity in language. Furthermore, the formative assessments may continue to tell what areas may be more beneficial for the learners and make the instruction more tailored (Schmitt, 2000).

The teaching approach in pedagogy is again blended with other strategies that incite facilitation, excitement, and cultural awareness in teaching idioms and expressions. There are great possibilities in the contexts of learners, interactivity, visual aids, explicit instruction, and collaborative learning to innovate a learning milieu that confidently engages learners in idiomatic usage to be as proficient as possible. In effect, it adds improvements in language ability and communication skills that will bring success in real-life transactions.

Strategies for Integrating Idioms into Language Curriculum

When woven into language education, idioms go a long way in enhancing or enriching learners' fluency and comprehension. Teachers have fantastic strategies when it comes to integrating idioms into classroom interactions to facilitate this natural process.

One effective way of doing this is by bringing units into themes centering on storytelling topics such as feelings, travel, or food. Within these thematic units, teachers introduce idioms around the topic, so that learners can see how language actually relates to the situations in their lives. For example, one might ask learners to explore idioms like "feeling bad" or "floating on cloud nine" within a unit on emotions. This thematic approach helps learners learn idiomatic phrases in the context around them, which makes them all the more memorable.

Another very feasible idea is to have an "idiom of the week". A designated idiom every week can signal that not all idioms are learned randomly. At the beginning of each week, each teacher will choose one idiom they love, share its meaning, and use it in sentences. Then, all learners will be asked to use that idiom in speaking and writing activities throughout the week. All of this builds, reinforces, and adds to what they've learned while making a store of idioms that will be familiar and confident-sounding to the learners.

It is also possible to engage with other disciplines. This is most likely going to enhance language learning and make it even more interdisciplinary. For example, teachers can engage their counterparts from other disciplines such as history or literature to see which idioms they can hunt in conjunction with it. For instance, within the historical context of the Industrial Revolution, teachers should be able to include idioms with the theme of struggle-resilience. It adds multi-disciplinary dimensions to curriculum time for language teaching and gets along the idioms. Such a curriculum also creates a very holistic learning environment for learners (Zohrabi & Dehghani, 2024).

How to include idioms in any literary text is to show how storytelling can be used to introduce instruction, according to a narrative that would be followed by learners being asked about the figurative meaning of some expressions and their place in the narrative. Teachers can choose an appropriate narrative or poem that contains idioms and get learners to experience the idioms as a part of the narrative. The research findings prove that this use has helped develop the language skills of learners and their passion for literature

while inspiring them to use idioms.

This might include introducing idioms in creative writing assignments (Khalili et al., 2025). Learners could be made to work on a prompt that says, "Incorporate the following idioms in your story". One of the prompts could be, "Write a short story or dialogue containing three idioms". Learners understand and enjoy idiomatic expressions through this creative activity.

Baker (1992) contents that using multimedia-rich visuals becomes part of the learning setting and builds up easy access to meaning for idioms. Such items include infographics showing idiomatic expressions and images or videos demonstrating idiomatic expressions. For example, using a video that visually captures idioms might help learners perceive the meaning through learning entertainment. In addition, posters or flashcards might act as great reference materials for learners while learning and using idioms.

Role-playing and simulations can provide learners with opportunities to practice idioms in real-life situations. For instance, a mock interview, a restaurant setting, or a casual conversation could force learners to use idiomatic expressions appropriately when given such roles. Through such interaction, learners learn and also gain confidence in using idioms in a real-life setting, thereby making the language more meaningful and relevant to life.

Technology can also help in the integration of idioms within the curriculum. Language-teaching apps would also allow online quizzes and other interactive portals that deal with idiomatic expressions (Nippold & Taylor, 1995). For example, learners can post their internet discussions or forums about idioms they come across in their everyday lives and share them as part of a community. Digital flashcards or gamified learning platforms also help to make idiom studies more engaging and interactive, thereby appealing to different learning styles.

Ideally, amongst predictive assessments, idioms can also be used to gauge the learner's extent to which they understand and use this expression. Depending on how educators want to assess that knowledge, quizzes, essays, and oral presentations can be asked to showcase knowledge about idioms. At the same time, teachers can use survey checks, journal writings, and prompts for discussion so that learners can show reflection on their learning of idioms. Reflection will inform subsequent teachings, thus helping identify areas of improvement (Zohrabi & Nasirfam, 2024).

Norrick (2005) believes that discussion of idioms through cultural context could expand the horizons of learners and instill their appreciation for the language. It could lead to tracing back their roots, cultural relevance, the application of idioms, and the values they have in different cultures. It would also foster their understanding of idioms that connect with the significant past event(s) or cultural tradition which would lend even more richness to learners' perceptions regarding idioms. It is thus building a wider frame and horizon for the learners beyond language learning. It promotes learning and respect for other cultural practices and varieties.

Clearly, geographical integration of idioms in language is born in the multiplicity of approaches but it's exciting, understandable, and easily hits the learner's home with application to real language use itself. Some of the appropriate strategies include thematic units, 'Idiom of the Week', cross-curricular ties, storytelling, creative writing, visual resources, role play, technology, assessment, and cultural contextualization among others. With consistent practice of strategies, teachers will create an exciting and rich experiential learning classroom. Such strategies increase significant learner awareness of idiomatic language while preparing them for meaningful real-life communication in both the ordinary and complex dimensions of human interaction (Zohrabi & Khalili, 2024).

Conclusion

The study of idioms and expressions necessarily involves their important role in the language learning and teaching context. These components are also the most crucial part of the pedagogy planning because idioms can be very difficult, particularly those that are obscure or idiosyncratic. Accordingly, it is a very big challenge for learners to translate idioms in their classes. With this considered, however, learners still tend to possess a positive attitude toward idiom learning as they are aware that mastery in idiom comprehension and production is important for fluency and comprehension.

This situation, however, puts a double edge on educators to address the difficulties of teaching idioms while emphasizing their benefits. The education of idioms is probably one of the most beneficial push points where a teacher can propel improved language skills and cultural understanding in the learner. They are just cultural touchstones; they condense big ideas and feelings while they reflect the norms and values of society. When learners become familiarized with idioms, they not only get better at their listening and reading skills, but will have more engagement with native speakers, literature, and media.

Idioms in conversation lend authenticity to interaction and help learners relate to others on a more cultural level to experience more fluency. In fact, words need to be carefully adopted as idioms frequently have contextual meanings, which are then difficult for learners to understand. A completely balanced teaching strategy, which offers contextualization, practice, and direct instruction will help learners really master idioms and their general language skills. In sum, therefore, idiomatic expressions create a world in itself in the learning and teaching process. When educators consider the complexity of idioms, they can provide their learners with the skills they need to communicate meaningfully in a diverse linguistic environment.

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