



Undergraduate ESL learners' views on learning idioms: An Exploratory Study

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ABSTRACT

The paper presents learners' views on learning idioms. The data was collected from undergraduate second-year students who were studying at different colleges in Hyderabad. The survey data was collected through the administration of the questionnaire. Students expressed mixed opinions on idioms and learning idioms. The data was analyzed qualitatively, and a few numbers (quantitative), like percentages, were used in the study. The results show that most of the students have positive responses towards learning English idioms.

Keywords: Idioms, learner, views, acquire, learning and students.

1.0 Introduction

Second-language learners do not possess the basic knowledge of figurative language, indicating language proficiency, fluency, and creative language. Generally, ESL teachers and learners neglect figurative language but concentrate more on general or specific vocabulary. Even the textbook writers do not put much effort into figurative language. Idioms and other figurative expressions are neglected in language teaching and learning. Idioms are an essential aspect of figurative language. They are slowly losing importance in the use of colloquial language. The knowledge of figurative language, particularly idioms, is essential in language, and it helps learners enhance their figurative language.

According to Nattinger & De Carrico (1992) and Wray & Perkins's (2000), idioms are the most important subcategory of lexical phenomena of formulaic language. The argument here is that the ability to use formulaic language (including idioms) appropriately is a key to native-like fluency. According to Fernando (1996), "no translator or language teacher can afford to ignore idioms or idiomaticity if a natural use of the target language is an aim" (p.234). Wray supported Fernando's claim, adding that the absence of formulaic sequence in learners' speech results in unidiomatic-sounding speech.

Pawley & Syder (1983) argued that native speakers' fluency not only depends on vocabulary, which is stored as individual words, but also as part of phrases and larger chunks, which can be retrieved from memory as a whole, reducing processing difficulties. On the other hand, ESL learners who only learn individual words will need a lot more time and effort to express themselves. Consequently, making students aware of chunks and their usage in language production is essential.

Second-language learners lack figurative language owing to their lack of knowledge of frequently occurring idioms. They exhibit a poor knowledge of language skills in a second language in terms of their comprehension and production of idioms. The present study aims to understand learners' views or opinions on learning idioms and other vocabulary items.

2.0 Review of Literature

2.1 Idioms

Adkins (1968) and Carter et al. (2001) argued that idioms are useful devices which provide users of language with readymade phrases that communicate a clear and agreed meaning; idioms add color and variety to the language. Since most idioms are structurally and lexically fixed, they function more like words than phrases. In any discussion or analysis of words and meanings, it is helpful to treat idioms as words. Learning idioms enriches learners' spoken or written communication. In the context of second language vocabulary acquisition, like words, idioms can also be acquired. Irujo (1986) considered idioms a subcategory of vocabulary and stated that learning and teaching idioms must be integral to vocabulary learning and teaching.

According to Sinclair (1987), idioms are an essential class of pre-constructed phrases and are ubiquitous in language, and many have a very high-frequency use. Idioms can help speakers convey their messages in ways non-idiom expressions cannot. Idioms may allow L2 speakers to communicate more effectively and assist L2 learning by offering learners language input that can be segmented and analyzed. Many idioms are language and culture-specific. Encouraging students to learn and use such idioms creates more language input and practice opportunities, and an L2 learner's grasp of idioms is a good indicator of his or her language proficiency level. Before someone teaches, one needs to know learners' views or opinions on learning idioms.

Gibbs (1984) pointed out that the theory of mind plays a vital role in language acquisition, especially in the acquisition of the lexicon and in coping with the problem of reference when narrowing down the meaning of a new word. This model (*mentalistic model*) leads to predictions about idiomatic language acquisition and generates new methods and strategies in investigating human language and cognition. According to this study, the meaning of idioms might not be consolidated in the learner's mind even if they have encountered the word and the idioms in a few contexts unless the learner produces them in original sentences. The syntactic, semantic, and grammatical features of words, particularly idioms, are acquired after they have been used in some way.

2.2 Teaching & Learning idioms

Research shows that some idiomatic multi-word units (IMWUs) which have equivalents in the learners' L1 may be easily learned. The same study shows that while learning is helped, acquisition can, in fact, be hindered if an idiomatic MWU is similar in the learners' L1, as it may pass unnoticed (Arnaud & Savingnon, 1997).

Next, second language acquisition (SLA) theory supports the claim that a learner's knowledge can move from explicit (taught) to implicit (known/understood) if the learner has reached the necessary stage of acquisition and is sufficiently motivated (Ellis, 1997). So first, the learner has to be ready, and then perhaps be taught, to 'notice' (Ellis, 1994) the vocabulary items – in this case, the idiomatic MWU.

It is noted that 'noticing' is likely to occur first through reading. It has been shown that learning to read in a second language centrally involves learning words and that extensive reading – including that of authentic materials – contributes to L2 vocabulary acquisition of both adults and children (Coady, 1997). Therefore, reading materials, preferably those containing authentic examples of idiomatic MWU, could be used. It has been argued that vocabulary, including core idioms, should not be taught in a 'lexical set' out of context (Nation, 2000). However, according to McCarthy (1998), while idioms are highly interactive and best studied in context, they tend to be taken out of context and taught separately. Because of the difficulty of constructing the appropriate interactional climate for teaching idioms, McCarthy proposes raising students' awareness of idiom usage as a first step. Simpson and Mendis (2003) stated that students responded positively to an approach to learning idioms that began with consciousness-raising and moved to idioms used in authentic discourse contexts. Maisa's (2017) study experimentally proved that explicit teaching of idioms enhances English idioms. Teachers also emphasized the importance of teaching idioms to ELS students in Indian context (Maisa & Karunakaran, 2013). Students also preferred seeing how idiomatic MWUs were used in corpus examples (*ibid*). Idioms are institutionalised, i.e., specific to culture or language. Knowledge of idioms is considered to be a vital sign of communicative competence and intercultural awareness (Boers, Eyckmans & Demecheleer, 2004; Ellis, 1997).

The difficulty of idioms can stem from the fact that they are deeply rooted in the target language's culture. These cultural-specific expressions require knowledge of the culture of the target language in order to minimize the difficulty of learning them. According to Cooper (1999), idioms are difficult for language learners because the figurative meaning can be unpredictable. Learners are required to go beyond word-by-word interpretation and resort to figurative meaning. Idioms are categorised from transparent to opaque or decomposable to non-decomposable. Transparent/ decomposable idioms are easily comprehended due to the apparent relationship between the individual lexical components and the figurative meaning (Cooper, 1998; Gibbs, 1993).

2.3 Comprehension of Idioms

Some studies investigated comprehension strategies employed by learners to decode idioms (Cooper, 1999). It revealed the effectiveness of relying on contextual clues as a strategy to guess the meaning of idioms (Cooper, 1999). According to Cooper (1999), learners employed eight major comprehension strategies, including referring to L1 to decode idioms. Copper (1999) demonstrated that guessing from context was the most frequently used strategy. Along the same line, Liu (2008) presented the main strategies learners utilize to understand idioms in another language, these strategies include the use of contextual knowledge and the use of L1. Guduru (2012) also presented valuable methods for learning/teaching idioms, including the keyword method. Research on the effect of etymological elaboration on idiom acquisition has shown that it is

a practical mnemonic approach which can aid language learners in retaining target idioms (Boers, Demecheleer, Eyckmans, 2004). This technique can enhance the learner's motivation to learn as it arouses the learner's curiosity. However, not all experimental data indicated a positive effect of etymological information.

3.0 Problem statement

It is a fact that idioms are generally neglected language items in ESL classes. The explicit teaching of idioms is practiced in some universities or colleges. However, in most university or college syllabi, idioms are neglected vocabulary, so there is no explicit instruction for idioms in most college curricula. It is the need of the hour to teach idioms in the context to enhance learners' vocabulary knowledge. Before we teach idioms explicitly, it is essential to understand learners' views on learning idioms and other expressions. Some university syllabi promote idioms through teaching, but it remains a neglected aspect of language learning in some departments. In the context of undergraduate students, this study explores learners' views or opinions on learning idioms in English. Learners' attitudes toward learning idioms were studied in the EFL context.

The study aimed to understand undergraduate students' views or opinions on learning English idioms. This study will significantly contribute to English vocabulary studies and broadly to English language studies.

4.0 Methodology

4.1 Research design and participants

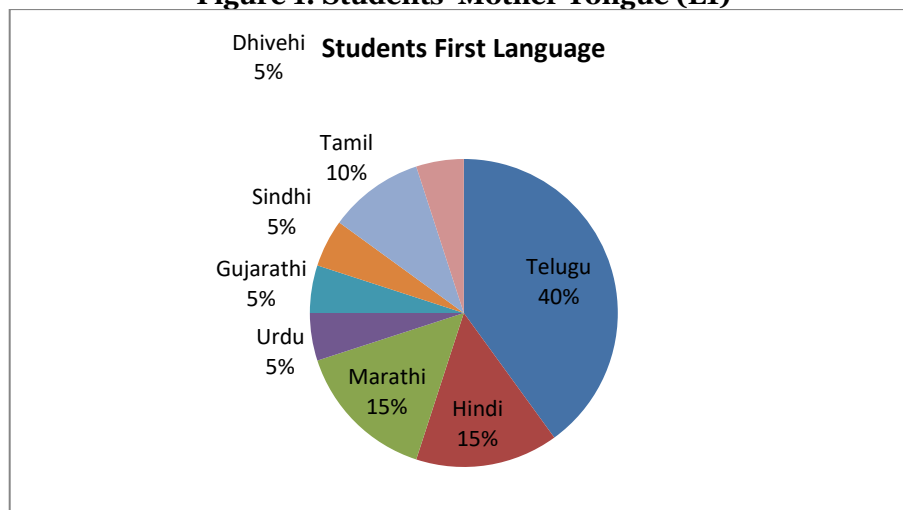
This is an exploratory study to understand learners' views on learning idioms. The research design consists of a survey. The tool used in the present study to collect data was a structured questionnaire. The questionnaire consists of more closed-ended and a few open-ended questions. The data was collected from twenty ($n=20$) undergraduate students studying undergraduate courses in a few colleges in Hyderabad city, Telangana, India. The data was analyzed qualitatively, and percentages and graphs or charts were presented in data analyze.

4.2 Data collection procedure

The questionnaire was administered to undergraduate students to collect data from first-year undergraduate learners. The researcher visited the colleges, met the students, and administered the questionnaire. The questionnaire consisted of twenty-five questions. Questions no. 1 to 5 were specifically to know personal information like age, gender, course name, etc., questions 6 to 9 were to collect data related to language learning aspects and language profile of the learners, and the rest of the questions were to know learners' views on the use of English in different contexts, learners' views or opinions on learning vocabulary, and specifically English idioms, and to know learners' difficulties in vocabulary (idioms) learning. Some open-ended questions were asked, and a Likert scale was used in the questionnaire to know learners' views or opinions on some statements related to idioms and learning idioms. For this paper, the views on learning idioms and a few related questions essential data are analyzed and presented here.

4.3 Data Analysis & Discussion Students' First Language (L1)

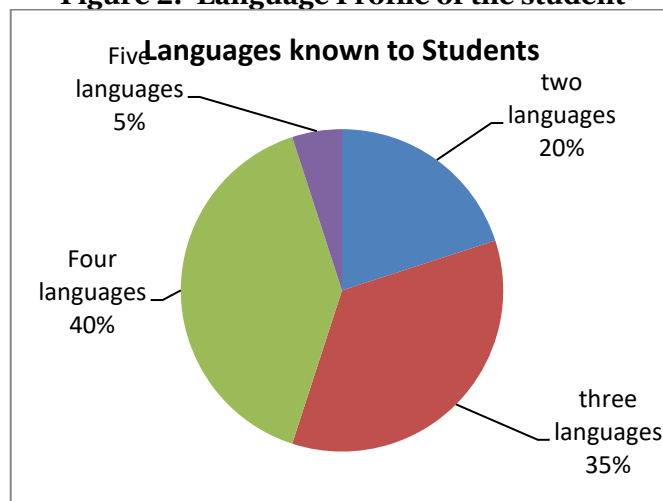
Figure 1: Students' Mother Tongue (L1)



The data shows that the **learners' mother tongues (L1)** were diverse. The researcher collected students' questionnaire data from colleges affiliated with Osmania University, Hyderabad. Most learners (40%) have Telugu as their mother tongue. Fifteen (15%) of students have Marathi as their mother tongue. Fifteen percent (15%) of students have Hindi as their mother tongue. There were Ten percent (10%) of students with Tamil as their mother tongue. There was a lower percentage of Urdu (5%), Sindhi (5%), Dhivehi (5%), and Gujarati (5%) speakers.

The language profile analysis of the questionnaire shows that learners know Hindi, Telugu, English, French, Gujarati, Sindhi, Arabic, Urdu, Dhivehi, Tamil, and Marathi languages. The majority of learners (40%) know four languages.

Figure 2: Language Profile of the student



Thirty-five percent of learners (35%) know three languages, twenty percent (20%) of learners know two languages, and five percent (5%) of learners know five languages. The data shows that only one learner (S11) had studied in English medium schools. One learner (S11) had learned in the Hindi medium.

Majority of the (60%) students (S6, S7, S8, S9, S10, S11, S12, S13, S14, S17, S18 & S20) were from B.Com stream. There were thirty percent (30%) of B.A students (S1, S2, S3, S3, S4, S5, S19) in present study. Only 10% percent of B.Sc students (S15 & S16) were present in the data.

Learners expressed opinions on the **importance of vocabulary in language learning**. This question aimed to understand the reasons for the importance of vocabulary learning. All students (100%) responded that vocabulary is essential in language learning. Each learner had his/her reasons for their response. A summary of the learners' reasons is: a) to communicate effectively, one has to learn or know the essential vocabulary of the language; b) learning vocabulary enhances language; c) proper use of vocabulary makes one an effective communicator; d) vocabulary forms a strong foundation for anyone who wants to improve their skills in a particular language; e) vocabulary is essential for ones' speaking and writing, and, f) vocabulary improves one's verbal skills and develops language skills.

Learners (S1, S2, S3, S6) responded that to communicate effectively, one has to learn or know a common language, and for that, he/she has to know proper vocabulary (words). S4 responded that vocabulary is essential and helps the learner enhance the language. Therefore, by learning more words, learners' language skills will improve. Respondent (S5) states that if someone wants to communicate information, the contextual use of words is essential for the speaker. To make communication effective, people must know what words must be used and when. S7 responded that vocabulary is the basic framework for any language. Learners can become good communicators if they develop vocabulary knowledge. S8 responded that vocabulary forms a strong foundation for anyone who wants to improve their skills in a particular language. S9 responded that if vocabulary was not up to the mark, listeners would face difficulty understanding, and good vocabulary is essential for speaking and writing. A few students (S10, S11, S12, S13, S14, S16) responded that we learn many things while learning vocabulary. A few students (S17, S18, and S19) responded that vocabulary was the foundation of language learning, a means to develop language skills and improve our communication skills.

Learners expressed their opinions on **definitions of idioms**. Learners (S1, S2, S3) defined 'idiom' as a group of words where each word has a different meaning, but when we use them together, it has a peculiar meaning. Some students have defined idioms as 'other multi-word expressions like proverbs, metaphors, and sayings.' Some of the definitions given by the learners are: a) idioms are sentences with connotative or indirect meaning; for example, the pen is mightier than the sword, and *an apple a day keeps the doctor away*; b) idioms are metaphoric sentences with indirect meaning, for example, *blood is thicker than water*; c) idioms are commonly used phrases to describe a situation in a simple line, for example, *born with a silver spoon*, *pulling someone's leg*; d) idioms are phrases used to convey expressions, for example, *hold your horses*; e) idioms are small expressions that convey a message more meaningfully, for example, *not my cup of*

tea, f) idioms are short words to express a message, g) in idioms, words have special meanings, for example, *a piece of cake*, h) Idioms are words with hidden meanings; for example, *kick the bucket*, *it is not my cup of tea*. Learners' **opinions on using idioms in the context of language skills** are presented below. This question aims to know learners' opinions on using idioms and their understanding of idioms in speech, listening, reading, and writing. Most of the students (S1, S2, S3, S7, S10, S11, S12, S13, S14, S15, S17, S19, and S20) responded that when they get an opportunity to talk to English speakers or to listen to them, or read materials or write in English, they use or/and understand the idiomatic expressions to some extent. Thirty percent (30%) of the students (S4, S5, S6, S8, S9, and S18) agreed that generally they do this, but only one student (S16) disagreed.

Learners expressed different views about the **presence of idioms in their English course books**. The data shows that most of the students (75%) (S1, S2, S3, S4, S5, S6, S7, S8, S9, S12, S15, S16, S18, S19 & S20) felt that idioms components were prescribed in the syllabus. However, twenty-five percent (25%) of students (S10, S11, S13, and S14) thought there was no idiom component in the prescribed syllabus.

Learners' knowledge of idiomatic expressions in the mother tongue and the translation of mother tongue idioms into English and vice versa is presented here. Most students (55%) could not translate either mother tongue idioms into English or English idioms into their mother tongue. Thirty-five (35%) percent of students (S1, S2, S3, S4, S5, S6, S9) translated mother tongue idioms to English and English to their mother tongue. Ten percent of students (10%) (S17, S18) translated mother tongue idioms into English but could not translate English idioms into mother tongue idioms. A few idioms and their translations by learners are given below.

Transliteration of mother tongue idioms

English translation

ghar ki murgi dhal bharabhar (Hindi) ---- (house hen is equal to pulses)
inta gelichi racha geluvu (Telugu) ---- (win at home before you try to win outside)
andhani draksha pullani (Telugu) ---- (grapes which cannot be reached are sour)
peddala mata sadhannam muta (Telugu) ---- (elders suggestions are delicious)

Some of the learners could translate English idioms to their mother tongue. Below are a few examples given by the learners.

English idioms

Transliteration of Translation in L1

this is a piece of cake (edi oka cake mukka) ---Telugu (Literal)
it's raining cats and dogs (pillulu kukkalu kurustunnaye) ----- Telugu (literal)
let the cat out of the bag (pillini sanchillonchi bayataku teeye) ---- Telugu (Literal)
you can't judge a book by its cover (pustha kanni dhani attatho judge cheyalevu) --Telugu
don't beat around the bush (faltu baat mat karo) --- Hindi (literal)
out of the blue (achanak se) ----- Hindi (literal)
once in a blue moon (kabhi kabhi nazar aana) ---- Hindi
pulling some one's leg (rarkavat) ---- Hindi
born with silver spoon (Aamir gharann ey ka varies) ----- Hindi

The above translation of idioms from mother tongue to English or English to mother tongue indicates a loss of meaning in translations.

To know how **translation** helps in learning idioms, forty-five (45%) of students (S5, S6, S9, S11, S12, S13, S14, S15, S16, S17, S20) responded that translating English idioms into their mother tongue helps them. However, fifty-five percent (55%) have opted for 'no translation' and expressed that translation does not help them. The following are a few opinions of most of the learners. They are a) translating changes the idiom's meaning altogether, so it does not help the learner to learn better; b) translation confuses the learner and creates an entirely different meaning; sometimes translation does not make sense; c) translation itself is challenging; d) the translation of English idioms into the mother tongue (L1) gives fun. It is one easy way of remembering and learning English idioms.

Learners responded that they had **difficulties while learning idiomatic expressions**. Learners mentioned a few difficulties they face while learning idiomatic expressions. Some of the difficulties the learners face are: a) learners get confused with the meanings of idioms; b) idioms have indirect meanings, so they are challenging to learn; c) the use of idioms in appropriate situations is challenging; d) expressing meaning with idiom is difficult; e) it is difficult to form sentences with idioms.

Learners expressed their views on the impact of the right kind of material and its role in creating **motivation to learn idioms**. Most of the learners (80%) (S4, S5, S6, S7, S8, S9, S10, S11, S12, S14, S15, S16, S17, S18, S19 & S20) responded that the right kind of material/textbook motivates learners to make quick progress. Learners expressed a few suggestions; they are: a) material can help the learner grapple with idiomatic English and make the learner quick progress; b) learning idioms with suitable material will help the learners to improve their language; c) the right kind of material can motivate the learners to develop idiomatic

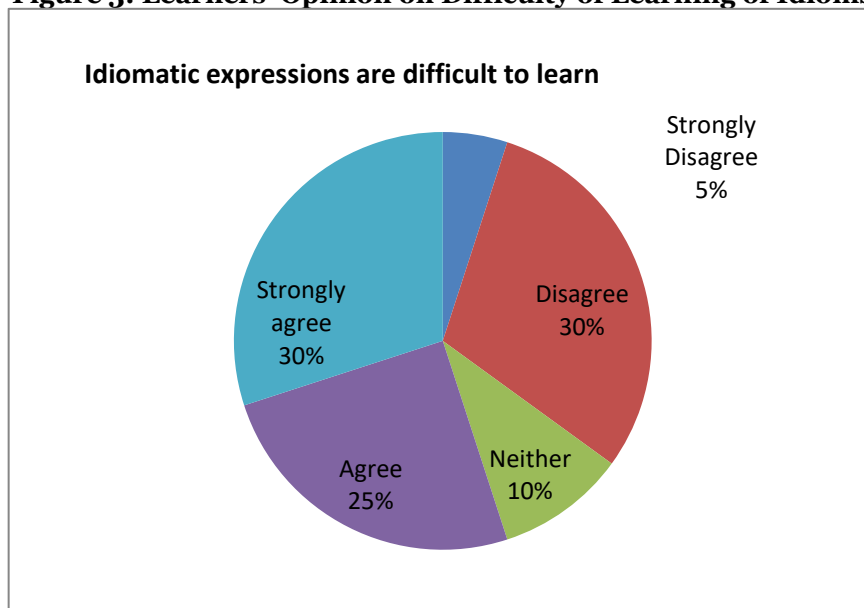
English; d) simple and appropriate material, along with proper teaching, will undoubtedly help the learner to enhance their knowledge of idiomatic English.

Learners were comfortable using **idiomatic expressions in speech or writing**. The data shows that most of the learners (75%) (S2, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17 & S20) responded that they feel comfortable only to some extent when they use idiomatic expressions in speaking and writing. Twenty percent (20%) of students feel uncomfortable, and only five percent do not. Some of the views of the majority of the learners are: a) students feel uncomfortable encountering and using idiomatic expressions in speech and writing because they do not have regular practice and do not use idioms in daily life; b) students have a fear of using idiomatic expressions because they think that they use incorrect idioms; c) it is difficult to use the correct idiom in the right situation; d) it becomes a communication barrier when the listener or receiver is unable to comprehend the idiomatic expression; d) in writing, conveying the message using idioms is difficult.

Learners responded with views on the **importance of idioms in language learning**. The majority of the students (75%) (S1, S2, S4, S6, S7, S8, S9, S13, S14, S15, S16, S17, S18, S19 & S20) responded that idioms were essential in learning a language. The remaining twenty-five percent of the learners reported that idioms were unimportant in language learning. The majority of the learners gave a few suggestions; they are: a) learning idioms is fun, and idioms are essential because the use of idiomatic expressions in speaking can promote fluency; b) sometimes learners may not be able to convey a message through literal expression. However, through idiomatic language, it is easy to convey the message; c) learning idioms can promote verbal communication and language proficiency.

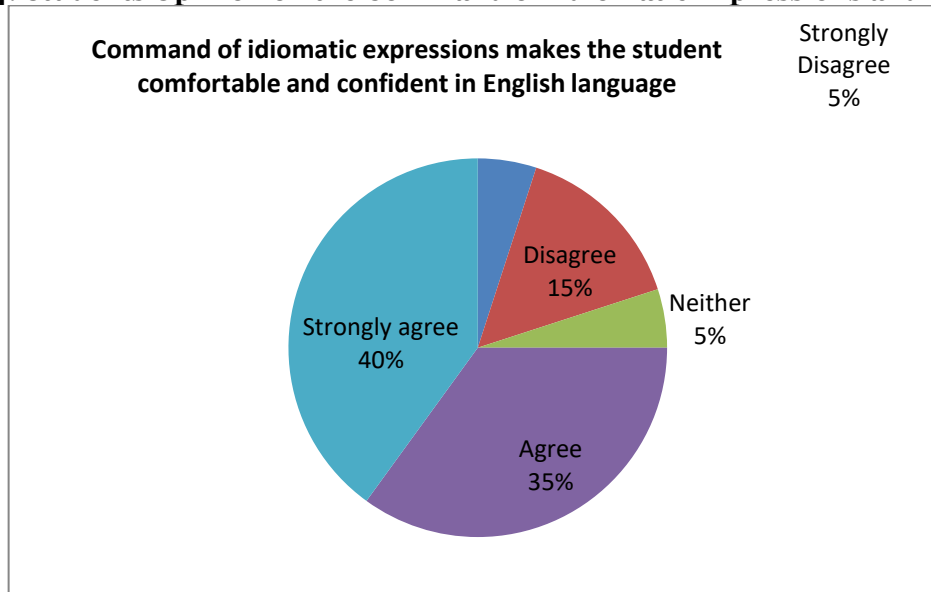
Learners expressed their views on **specific issues related to idioms and learning idioms**. Specific issues include difficulty while learning idioms, the command of idiomatic expressions to make the learners confident, the relation between learning idioms and language proficiency, the relation between teaching material and learning idioms, and methods of learning idioms. The data collected for this question is presented in the figure below.

Figure 3: Learners' Opinion on Difficulty of Learning of Idioms

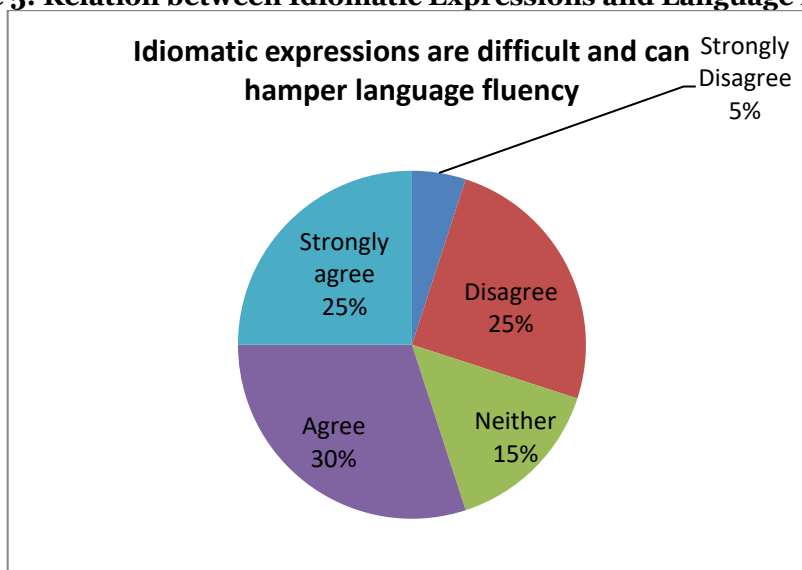
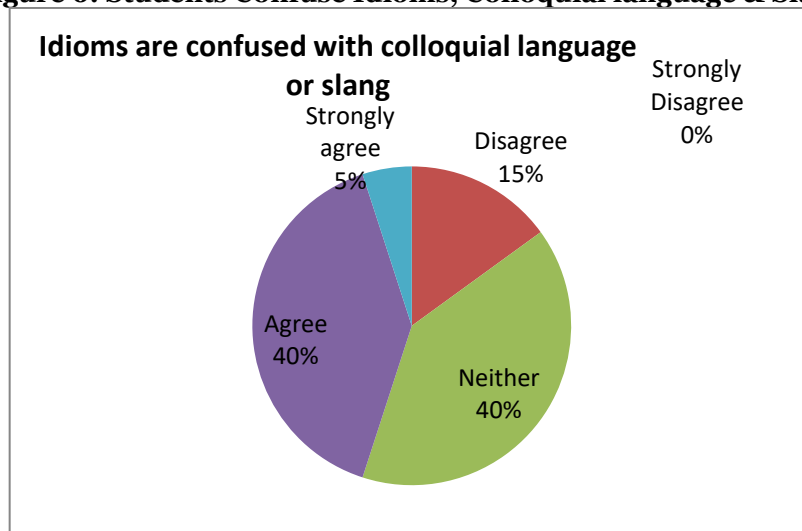


From the above figure, it is noticed that 30% of students agree that idiomatic expressions are difficult to learn. Thirty percent (30%) of students disagree, and five percent (5%) of students strongly disagree with this statement. Only ten percent (10%) of students opted for neither. The majority of learners felt that idiomatic expressions are difficult to learn.

Most learners (75%) strongly agreed that the command of idiomatic expressions makes the student comfortable and confident in English. Fifteen percent of (15%) learners disagree, and five percent of (5%) learners strongly disagree. Only five percent (5%) of teachers have opted for 'neither.' It is implied that idiomatic expressions can make the learner comfortable and confident in English.

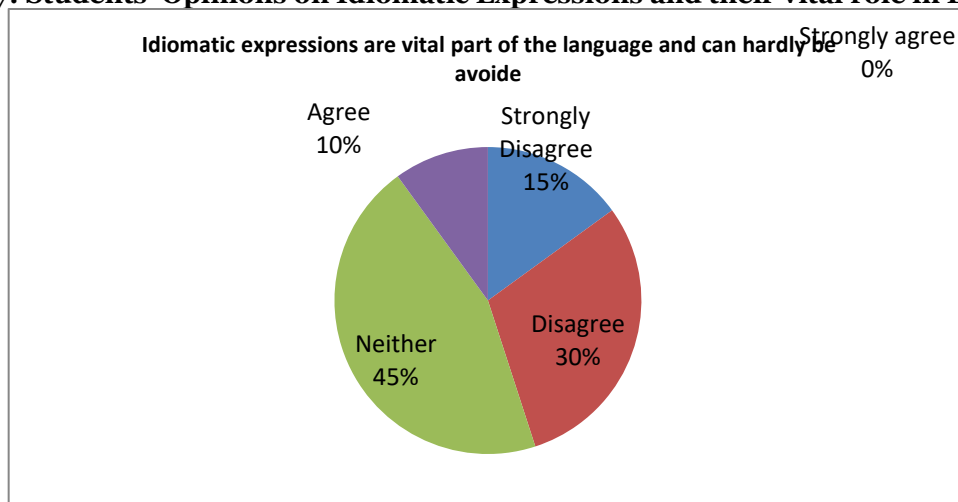
Figure 4: Students Opinion on the Command on Idiomatic Expressions and Language

Most learners (55%) agreed that idiomatic expressions were complex and could hamper language fluency. However, the remaining forty-five percent (45%) of learners did not agree with this statement.

Figure 5: Relation between Idiomatic Expressions and Language Fluency**Figure 6: Students Confuse Idioms, Colloquial language & Slang**

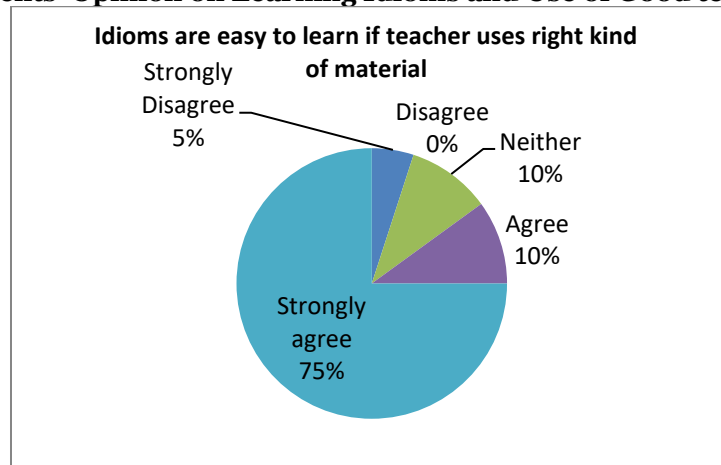
The above figure shows that most of the students (40%) reported that idioms get confused with colloquial language or slang. Fifteen percent (15%) of students opted for 'disagree', and five percent (5%) of learners strongly agreed that idioms get confused with colloquial language or slang. It is implied that most learners confuse idioms with colloquial language or slang.

Figure 7: Students' Opinions on Idiomatic Expressions and their vital role in Language

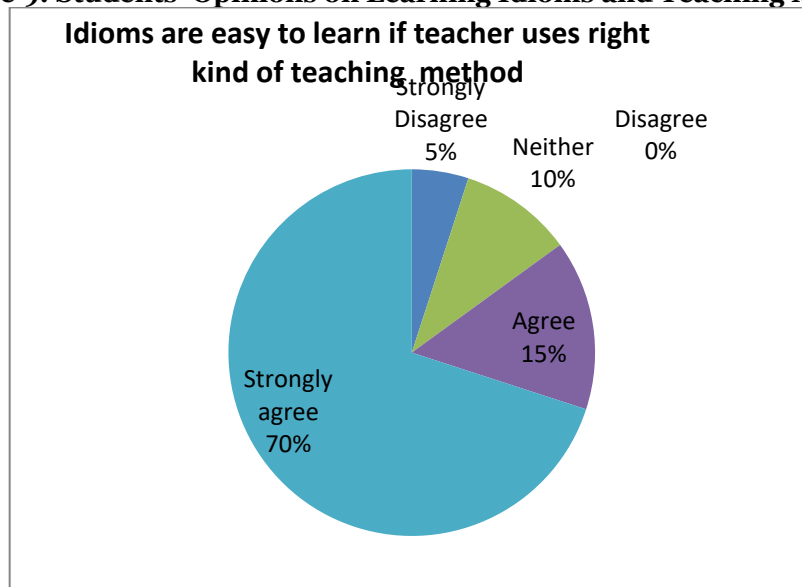


The above figure shows that most of the learners (45%) reported that idiomatic expressions are not a vital part of the language, and thirty percent (30%) reported that idiomatic expressions are a vital part of the language and can hardly be avoided. Thirty percent (30%) of learners reported that idiomatic expressions are not a vital part of the language, and only ten percent (10%) of learners 'agree' with this statement. Fifteen percent (15%) of learners opted for 'strongly disagree.' Therefore, it is implied that the majority of the learners disagree that idiomatic expressions are a vital part of the language and can hardly be avoided.

Figure 8: Students' Opinion on Learning Idiomatic Expressions and Use of Good teaching Material



The above figure shows that most of the learners (85%) strongly agree that idioms are easy to learn if the teachers use good teaching material, but ten percent (10%) said neither agree nor disagree. Five percent (5%) of learners thought there was no positive relationship between using good teaching material and learning idioms. It is implied that most learners believed that using suitable material can promote idiom learning.

Figure 9: Students' Opinions on Learning Idioms and Teaching Method

The above figure shows that most learners (70%) strongly agree and (15%) agree that idioms are easy to learn if teachers use a suitable teaching method. Five percent of (5%) learners opted for “strongly disagree.” It is implied that, according to most learners, a suitable teaching method can help the learner learn idioms. Learners are asked to identify idioms from a list of idioms and sayings. Six idioms and five sayings were listed in the questionnaire to identify idioms. All the students were confused with idioms and sayings. The majority of the students identified idioms as sayings and sayings as idioms.

5.0 Conclusion

The findings of learners' views of learning idioms and other language skills at the undergraduate level can give a clear picture of the importance of teaching idioms at the undergraduate level. It gives insights to the researcher to understand the research problem of the present work.

The above data analysis shows that learners have mixed opinions on learning idioms and idiomatic expressions. The data shows that most learners want to learn idioms in English. This study substantially helps further researchers to teach idioms in English classes, and the application of this study is that learners are positive to learn idioms; therefore, teachers can instruct idioms explicitly in English classes, and course book writers can incorporate idioms in the coursebooks.

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Appendix

Questionnaire for Learners

- 1) Name :
- 2) Age :
- 3) Gender : Male/ Female
- 4) Birth Place:
- 5) a) Fathers' Education _____ b) Fathers' Occupation _____
- c) Mothers' Education _____ d) Mothers' Occupation _____
- 6) Mother Tongue _____
- 7) Languages you know:
- 8) Medium of Instruction (at School):
- 9) Present course name:
- 10) Years of study of English:
- 11) How often do you use English in the following contexts?

Context	Always	Very often	Often	Sometimes	Never
At home					
At college					
Among friends					

- 12) How often do you do the following activities?

	Activities	Always	sometimes	Never
A	Read English newspapers			
B	Listen to English program's on the radio			
C	Watch TV programs in English			
D	Watch English films			
E	Browse internet frequently			
F	Read English novels and storybooks			
G	Participate in debates and group discussions			

- 13) a) Is vocabulary most important part of learning a language? Yes/ No
 b) Could you explain the reasons for your answer?
 14) What are idioms? Can you give one or two examples?
 15) When you have opportunity to talk to the English speakers or to listen to them, or read materials in English or write in English do you use and understand the idioms/idiomatic expressions you come across?
 Yes _____ No _____ To some extent _____
 16) Do you have idioms component in your prescribed text? Yes / No
 17) What are very common idioms/ idiomatic expressions in your mother tongue (L1)? Translate them into English (L2)

a) L1 (Mother Tongue) to English Translation

- 1) a) IEX in your own language :
 b) Translation :
 2) a) IEX in your own language :
 b) Translation :
 3) a) IEX in your own language :
 b) Translation :
 4) a) IEX in your own language :
 b) Translation :

b) English to L1 (Mother Tongue) Translation

- 1) a) English IEX:
 b) L1 Translation :
 2) a) English IEX:
 b) L1 Translation :
 3) a) English IEX:
 b) L1 Translation :
 4) a) English IEX:
 b) L1 Translation :

- 18) a) Can translating English idioms into your mother tongue (L1) help you to learn better? Yes/No
 b) Could you explain the reasons for your answer?
 19) What are the problems and difficulties (areas of errors and mistakes) you most likely face(d) while learning idiomatic expressions.
 a)
 b)
 c)
 d)
 20) a) Do you think that the right kind of material/text to work on idiomatic expressions motivate learners to make quick progress?
 Yes _____ No _____ Not sure _____
 b) Could you explain the reasons for your answer?
 21) a) Do you feel uncomfortable when you encounter and use idiomatic expressions in speech and writing?
 Yes _____ No _____ To some extent _____
 b) Could you explain the reasons for your answer?
 22) a) Are idioms important in learning a language? Yes/ No
 b) Could you explain the reasons for your answer?

23) The following is a list of some statements. Please denote/indicate your opinion by giving a tick mark (✓).

	Statements	Strongly disagree	disagree	Neither	agree	Strongly agree
A	Idiomatic expressions are difficult to learn.					
B	Command on Idiomatic expressions and other vocabulary items make the student to truly feel comfortable and confident in their efforts to master English language.					
C	Idiomatic expressions (IEX) are difficult and can hamper fluency in language.					
D	Idioms are confused with colloquial language or slang.					
E	Idiomatic expressions are not something special or substandard and they are a vital part of the standard language, and as such					

	can hardly be avoided.					
F	Idioms are easy to learn if teacher use right kind of teaching method.					
G	Idioms are easy to learn if teacher use right kind of materials					

24) Which of the following areas of language and literature are you interested in:

- a) Grammar () b) Vocabulary () c) Pronunciation ()
d) Fiction () e) Poetry () f) Drama ()

25. Can you identify the idioms from the following list? (Tick the ✓ mark for the known idioms)

- i. Piece of cake
- ii. The pen is mightier than the sword
- iii. Costs an arm and a leg
- iv. When in Rome, do as the Romans
- v. Let the cat out of the bag
- vi. People who live in glass houses should not throw stones
- vii. Scratch someone's back
- viii. A picture is worth a thousand words
- ix. Hit the nail on the head
- x. Actions speak louder than words
- xi. It's raining cats and dogs

*****Thank You for your cooperation *****