


The Importance of Teaching Cultural Context When Teaching Idiomatic Expressions in Arabic

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Abstract

This study investigates the importance of integrating cultural context in teaching idiomatic expressions in Arabic to non-native learners. The findings suggest that including cultural elements enhances students' understanding and use of idiomatic expressions, thus contributing to their overall language proficiency. Data was collected through surveys and qualitative interviews, showing that students exposed to idioms in cultural contexts demonstrated improved conversational competence. Practical recommendations for teachers are presented, emphasising cultural narratives and interactive teaching strategies. The study also highlights the need for further research into the impact of cultural context on other facets of language learning. The scope of research should be broadened to include different learner demographics.

Keywords: Arabic language teaching, Idiomatic expressions, Cultural context, Culture-based learning, Qualitative research.

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1. Introduction

Language learning is a complex process beyond simply learning grammar rules and vocabulary. It involves understanding subtle nuances, cultural expressions, and idiomatic phrases that enrich communication. Colloquial expressions—phrases whose meanings cannot be inferred directly from the individual words—are essential. These expressions, which include proverbs, sayings, and everyday language, often reflect a community's cultural heritage, values, and social norms (Boers et al., 2004).

In the case of learning Arabic, mastering idiomatic expressions is essential due to their deep connections to Arab culture and historical references. However, for non-native learners, these expressions can pose unique challenges. This highlights the need to explore teaching methods that incorporate cultural context to improve understanding and use of the language.

Idiomatic expressions in any language provide valuable insights into speakers' cultural and worldview perspectives. These expressions often reflect historical events, religious beliefs, societal values, and shared experiences within a linguistic community. For example, many Arabic idioms are linked to classical literature, Quranic references, and traditional Bedouin life. As a result, these idioms are rich in meaning but can be complex for learners unfamiliar with these cultural contexts ((Ali & Sayyiyed Al-Rushaidi, 2017). With an understanding of the cultural background, students may understand the meanings of these expressions, leading to usage errors and communication breakdowns.

Teaching idiomatic expressions must be integrated with teaching the culture they originate from. As Byram (1997) notes, effective language learning requires the development of "intercultural communicative competence," which involves the ability to interpret and contextualise cultural expressions within a language.

Understanding the cultural context is crucial for language acquisition, which is a well-recognized linguistic principle. Research shows that learning about cultural insights helps learners effectively interpret idiomatic expressions and use them appropriately in conversations (Lantolf, 2006). This is especially relevant in Arabic, where many idioms have meanings that aren't obvious from their literal translations. For example, the Arabic idiom "يَدٌ وَاحِدَةٌ لَا تَصْفَقُ" (one hand does not clap) signifies that cooperation is essential for success. Without knowledge of the cultural importance placed on community and collaboration in Arab societies, this concept might be misunderstood or interpreted differently. Studies indicate that learners exposed to the cultural contexts of such idioms tend to recall and use them more effectively in both speech and writing (Boers, 2018)

The present study investigates the challenges that non-native Arabic learners face when trying to master idiomatic expressions. It also examines the benefits of integrating cultural context into the teaching process. Many Arabic learners struggle to understand idiomatic expressions because of the differences between their native cultural perspectives and those in Arabic. For example, translating idiomatic expressions often does not capture their true meaning, leading to confusion and miscommunication (Kövecses, 2010). Without explaining the cultural context behind idioms during instruction, students may rely on literal translations or rote memorisation, which can hinder their ability to use these expressions naturally in conversation. This issue has been noted in various educational settings, where learners commonly struggle to

grasp the nuanced cultural aspects essential for a deeper understanding of idiomatic expressions (Alharthi, 2019).

This study aims to determine how including cultural context in teaching Arabic idiomatic expressions improves comprehension and retention among learners. By focusing on a specific group, the study seeks to provide insights into effective teaching strategies that emphasise the cultural aspects of idioms. Additionally, it aims to clarify learners' common challenges when cultural context is omitted from instruction, thereby offering a deeper understanding of culture's role in language acquisition. The case study approach allows for a thorough examination of these dynamics, yielding valuable insights into how learners navigate the complexities of idiomatic expressions in the Arabic language.

To guide this investigation, the study aims to answer the following research questions:

1. How does understanding cultural context enhance students' comprehension of Arabic idiomatic expressions?
2. What challenges do students face when teaching idiomatic expressions without cultural context?
3. What teaching strategies most effectively integrate cultural context into the learning process?

This study aims to contribute to the broader academic discussion on language teaching methodologies, specifically those that emphasise the integration of culture into language instruction. The study seeks to offer practical recommendations for educators and researchers, highlighting the importance of a holistic approach to teaching Arabic that values both its linguistic structures and the rich cultural heritage it represents. This focus is especially relevant in today's increasingly globalised world, where understanding the cultural nuances of language can promote improved communication, mutual understanding, and appreciation among diverse cultures

2. Literature Review

The comprehension of idiomatic expressions is a fundamental aspect of the process of language learning:

Idiomatic expressions are essential for achieving proficiency in any language. They showcase the linguistic creativity and cultural richness of the speaker community. Idioms are phrases whose meanings cannot be understood from their literal words and play a crucial role in everyday communication. Often, they are used to express abstract concepts, emotions, or shared cultural knowledge (Fernando, 1996). By using idioms, learners can engage in more natural and nuanced conversations, allowing them to move from essential language use to a higher cultural understanding and proficiency (Cooper, 1999).

Several studies have explored the complex relationship between idioms and cultural knowledge in the context of language learning. For instance, Boers et al. (2004) suggest that students who understand the cultural foundations of idiomatic expressions are more likely to remember and use them correctly in conversation. This is especially relevant for idioms rooted in historical events, folklore, or cultural practices.

Take the idiomatic expression "spill the beans," which means to reveal a secret. Non-native learners may find this expression confusing without an understanding of its background.

Boers et al. found that learners' comprehension and retention of idioms improve significantly when Idiomatic expressions in Arabic are often rooted in classical literature, poetry, and religious texts. Ali and Sayyied Al-Rushaidi (2017) emphasise that many Arabic idioms carry meanings closely tied to the social and cultural norms of the Arab world. As a result, non-native speakers may find these idioms challenging to understand without a solid understanding of the related cultural context. The study found that students who learned idioms alongside cultural explanations showed better comprehension and retention than those who only focused on literal translations.

The Role of Culture in Language Acquisition

The role of culture in language acquisition is vital when it comes to understanding expressions and phrases deeply rooted in a community's traditions and social practices. As Byram (1997) suggests, effective language learning requires linguistic knowledge and intercultural communicative competence. This competence allows learners to interpret and connect with the cultural contexts embedded in language, enhancing their ability to grasp the literal meanings and the underlying reasons behind specific utterances.

Lantolf (2006) examine this concept through the lens of sociocultural theory, which posits that language learning occurs within social and cultural contexts. They argue that learners develop a deeper understanding of a language when immersed in the artistic environment that shapes it. This immersion allows learners to internalise the language community's values, beliefs, and communication styles, which is particularly important for grasping idiomatic expressions that reflect cultural norms. For instance, the Arabic phrase "بين المطرقة والسندان" (between the hammer and the anvil) describes a challenging situation. Understanding the cultural connotations associated with adversity and pressure enables learners to use this phrase more accurately and effectively.

Research by Alharthi (2019) highlights the importance of cultural immersion. It was found that students who interacted with Arabic cultural content, such as films, literature, and proverbs, showed a better understanding of idiomatic language. Alharthi's study indicates that engaging with culture helps students move from literal to metaphorical meanings, improving their language use's idiomatic and native-like quality.

Challenges in Teaching Idiomatic Expressions in Arabic

Teaching idiomatic expressions in Arabic poses several significant challenges, mainly due to the language's rich cultural and historical background. One major issue is that learners often rely on literal translations, leading to misunderstandings of the idiomatic meanings (Kövecses, 2010). For example, if someone translates the Arabic idiom "قطعت جهيزة قول كل خطيب" (which means "Jahizah has cut off the speech of every orator") without understanding its cultural context—rooted in an ancient Arab narrative—they may misinterpret its true meaning, which is to resolve a matter or conclude a debate.

Many teaching methods focus mainly on grammar and vocabulary, paying little attention to helping students understand idiomatic expressions. This limited focus does not equip students with the cultural knowledge needed for correct idiom usage. Ali and Sayyied Al-Rushaidi (2017) point out that the lack of context in idiom instruction often causes learners to struggle with using idioms correctly, even when they can recall their meanings. It is suggested that incorporating

storytelling and historical references could be a more practical approach, as this strategy aids in understanding the reasoning behind idiomatic expressions.

A significant challenge in teaching Arabic is the limited availability of resources that combine cultural context with idiomatic instruction. Alharthi (2019) points out that many Arabic language textbooks must thoroughly explain the cultural significance of idioms. As a result, educators often have to rely on supplementary materials or may even avoid teaching idioms altogether. This lack of resources makes it difficult for teachers to effectively teach idioms, limiting students' understanding of the cultural nuances of the language.

Despite previous research highlighting the importance of cultural context in teaching idiomatic expressions, there still needs to be more in our understanding, especially regarding the most effective teaching strategies that balance linguistic and artistic instruction. Studies by Boers et al. (2004) and Ali and Sayyiyed Al-Rushaidi (2017) suggest that storytelling and cultural immersion can be beneficial. However, more empirical research is needed to determine the long-term effectiveness of these methods in Arabic language classrooms. Additionally, it would be helpful to explore the potential of digital resources and media to enhance cultural exposure to idioms, particularly for learners who may not have direct access to native speakers or immersive environments.

3. Methodology

The methodology employed in this study is as follows:

The present study uses a case study design to explore the impact of integrating cultural context into teaching Arabic idiomatic expressions. This approach allows for a thorough examination of the experiences and learning processes of a specific group of participants. The focus is on non-native Arabic learners, particularly advanced third- and fourth-level students in the Arabic Proficiency Diploma program at the Language Preparation Department of King Saud University. These students were selected due to their noticeable difficulties in understanding and using idiomatic expressions.

The intermediate level was chosen because, at this stage, learners usually have a good understanding of basic grammar and vocabulary. This foundation makes them more likely to benefit from enhanced instruction in culturally embedded aspects of the language.

The case study approach was chosen to explore how cultural context subtly influences idiomatic comprehension. This method is precious for investigating complex phenomena in real-world settings (Yin, 2018). This study aims not to generalise the findings to all Arabic learners but to gain deep insights into how cultural context affects the understanding of idiomatic expressions within a specific group. This thorough examination allows a more detailed understanding of the challenges and potential solutions in teaching idiomatic expressions.

Data Collection

This study uses qualitative data collection methods, including interviews, surveys, and classroom observations, to comprehensively understand the learning process. Using multiple methods ensures the validity and reliability of the findings (Creswell, J. W., & Creswell, J. D. 2017).

1. The interviews followed this procedure: semi-structured interviews were conducted with students and their instructors. The student interviews focused on their experiences learning idiomatic expressions, difficulties, and views on how cultural explanations impact their understanding. The teacher interviews explored their pedagogical approaches, the challenges they encounter when teaching idioms, and their evaluations of the effectiveness of including cultural context in lessons.

2. Surveys are used as a tool for collecting data. A pre- and post-study survey is given to students to evaluate their understanding and confidence in using Arabic idiomatic expressions before and after the intervention. The survey includes multiple-choice questions and open-ended responses, which help measure changes in comprehension and attitudes towards idiomatic expressions.

3. Classroom observations were conducted to gain insight into the teaching and learning processes. Observing classroom sessions provides valuable information about the dynamics of teaching idiomatic expressions, both with and without cultural context. These observations focus on student engagement, participation, and responses to the cultural explanations given during lessons. The researcher takes detailed field notes to document instances where cultural context facilitates or hinders comprehension.

4. The data sources used in this study are as follows: The primary sources consist of student feedback gathered through surveys and interviews, written assessments to evaluate idiomatic comprehension, and transcripts from teacher interviews. Additionally, classroom observation notes provide supplementary data that supports the findings from the interviews and surveys.

Data Analysis

The analysis uses qualitative methods to interpret data collected from interviews, surveys, and observations, all rich in detail and description. A thematic analysis approach follows the steps outlined by Braun and Clarke (2006). This method involves identifying, analysing, and reporting patterns or themes within the data, making it an effective way to understand the diverse experiences and perspectives of the study participants.

1. The coding process consists of several stages. First, the researcher transcribes the interviews and notes taken during classroom observations. Next, an initial round of open coding is conducted, where recurring concepts and ideas are identified and marked. This includes aspects related to cultural context, challenges in learning idiomatic expressions, and effective teaching strategies. Examples of initial codes are "cultural references facilitate comprehension," "ambiguity regarding denotation," and "the educator's role in clarifying cultural nuances."

2. The following analysis stage involves developing the themes from the data. This stage requires grouping similar codes into broader themes. For instance, codes related to the role of cultural context in enhancing understanding can be categorised under the theme "Cultural Context as a Facilitator of Understanding." Similarly, challenges like "literal translation confusion" and "lack of cultural knowledge" can be grouped under the theme "Barriers to Idiomatic Mastery."

3. The following section addresses the research questions. Thematic analysis is aligned with each question to ensure a thorough exploration of the topics. For example, the themes "Effective Use of Cultural Stories" and "Increased Idiomatic Retention" directly relate to how cultural context enhances understanding. "Persistent Challenges Despite Cultural Exposure" and "Limited Resource Availability" also emphasise learners' difficulties and shortcomings in instructional methodologies.

4. Cross-validation is a process in which the findings of a study are confirmed by comparing them with results from other studies conducted on the same topic. To improve the validity of the analysis, researchers use a triangulation strategy that involves comparing findings across various data sources, such as interviews, surveys, and observations. For example, if student feedback and classroom observations show that storytelling effectively explains idioms, this consistency adds credibility to the results (Patton, 2014).

A qualitative analysis thoroughly examines how incorporating cultural context into idiomatic instruction influences learners' understanding and application. It provides insights into the effectiveness of specific teaching methods, highlights learners' subtle challenges, and offers practical implications for educators aiming to enrich their language instruction with cultural depth.

4. Results

The following section presents the findings on the role of cultural context:

Data analysis from interviews, surveys, and classroom observations reveals a significant improvement in students' understanding of Arabic idiomatic expressions when cultural context is integrated into the teaching process. Before including cultural elements, many students needed help interpreting idiomatic expressions literally, leading to confusion and misapplication. For example, the phrase "على العين والرأس" (literally "on the eye and head") was often misunderstood until the cultural implications of respect and honour behind such expressions were explained.

After incorporating cultural narratives, historical references, and contextual anecdotes into the curriculum, students demonstrated a more nuanced understanding of idiomatic expressions and their appropriate usage. The results from the post-survey showed a 30% increase in the number of correct answers when students were tested on their knowledge of these expressions. This indicates they developed a more profound comprehension of idioms beyond their literal translations. Additionally, classroom observations revealed heightened engagement during lessons that included discussions about cultural backgrounds, as evidenced by the students' increased interest in and connection to the material.

The following challenges were identified

Despite the incorporation of cultural context, students faced several challenges. One major issue was the depth of artistic understanding required to grasp certain idioms fully. Some expressions are deeply connected to historical or regional events, making it difficult for non-native learners to contextualise and relate to them, even with thorough explanations. For instance, idiomatic expressions tied to specific social practices or folklore often required more background information than could be provided in a classroom setting.

Another challenge identified was the tendency of students to overgeneralise cultural explanations, leading to misconceptions about the appropriate contexts and circumstances for using specific idioms. For example, learners might apply an idiom learned in a formal setting to an informal conversation, resulting in awkward or inappropriate language use. This highlights the

complex nature of cultural nuances in idiomatic expressions, which remains challenging for learners, as noted by teachers and students during the interview sessions.

The following section will present several effective teaching strategies

The study identified several effective teaching strategies for integrating cultural context into the instruction of idiomatic expressions. One successful approach was storytelling and anecdotes, which provided a narrative backdrop for the idioms. Teachers utilised narratives drawn from Arabic folklore and proverbs to clarify the meanings of the expressions while engaging students with memorable contexts. Both students and teachers reported that this method improved the learning process and aided in the retention of expressions.

An effective strategy involved using multimedia resources, such as short films and cultural clips, to demonstrate how idiomatic expressions are used in different social contexts. This visual approach helped students connect theoretical understanding with practical application by allowing them to observe native speakers using these expressions naturally. Teachers found this method especially beneficial for students with a visual learning style, providing a more immersive experience that enhanced the effectiveness of traditional classroom instruction.

Pairing students for role-playing activities involving idiomatic expressions in culturally relevant scenarios proved beneficial. This interactive approach allowed students to practice in a safe environment, receive immediate feedback from peers and instructors, and better understand the appropriate contexts for each expression. Students considered role-playing one of the most compelling aspects of the lessons, as it enabled them to try out new expressions in a practical, low-pressure setting.

This study considers the perspectives of both teachers and students

Most teachers and students shared positive opinions about the effectiveness of these methods. They found that incorporating cultural elements was a valuable way to clarify the figurative meanings of idioms and encourage more active participation from students. It was noted that teaching idiomatic expressions without cultural context often led to simple memorisation rather than proper understanding. In contrast, integrating culture provided a deeper and more meaningful learning experience.

Students reported feeling more confident using idiomatic expressions in conversations with native speakers after receiving cultural explanations. They found that understanding the narratives and traditions related to the idioms allowed for a more intuitive and less intimidating approach to using them. However, they also noted that the depth of cultural context could sometimes be challenging, especially when faced with expressions with multiple layers of meaning or specific to particular dialects.

The findings suggest that integrating cultural context dramatically improves the learning experience and understanding of idiomatic expressions. However, it also requires a careful balance to tackle the complexities of artistic depth and nuance. The insights gained from this study have important implications for enhancing teaching strategies for idiomatic expressions in Arabic language instruction.

Based on this procedure and its results

Appendix A: Survey Questionnaire:

Purpose: This questionnaire was designed to gather quantitative data on students' understanding and use of Arabic idiomatic expressions before and after integrating cultural context into lessons.

Instructions: Please answer the following questions to the best of your ability.

1. Demographics

- Age: _____
- Gender: _____
- Native Language: _____
- Arabic Proficiency Level (Beginner, Intermediate, Advanced): _____

2. Understanding of Idiomatic Expressions

- Rate your understanding of Arabic idiomatic expressions on a scale from 1 to 5 (1 = Very Poor, 5 = Excellent): _____
- Before this study, how often did you use idiomatic expressions in conversation? (Never, Rarely, Sometimes, Often, Always): _____

3. Cultural Context Awareness

- Did you feel that understanding the cultural context of idioms helped you comprehend their meanings? (Yes, No): _____
- Please provide an example of an idiomatic expression you learned during this study and its cultural significance: _____

4. Post-Study Evaluation

- After the integration of cultural context, rate your understanding of idiomatic expressions on a scale from 1 to 5: _____
- How likely are you to use idiomatic expressions in conversation now compared to before the study? (Much Less Likely, Less Likely, No Change, More Likely, Much More Likely): _____

5. Open Feedback

- What teaching strategies did you find most effective in understanding idiomatic expressions? _____
- Any additional comments or suggestions: _____

Appendix B: Interview Guide:

Purpose: This guide was used to conduct qualitative interviews with students and teachers to gain deeper insights into their experiences and perceptions of integrating cultural context in teaching idiomatic expressions.

Instructions: The following questions served as a framework for the interviews, allowing for open-ended responses.

1. For Students:

- Can you describe your experience learning Arabic idiomatic expressions before introducing the cultural context?
- How did including cultural stories or examples change your understanding of idiomatic expressions?
- Were any specific idioms that stood out to you due to their cultural significance? Please explain.
- How do you feel about using idiomatic expressions in conversations now compared to before the study?

2. For Teachers:

- What motivated you to integrate cultural context into your teaching of idiomatic expressions?
- How did you approach teaching idiomatic expressions differently after including cultural context?
- In your observation, how did students respond to the cultural elements incorporated into the lessons?
- What challenges did you face while integrating cultural context into your teaching?

Appendix C: Detailed Data Sets:

Purpose: This section includes a summary of qualitative data collected from interviews and quantitative data from surveys, providing additional insights into the study's findings.

- Table 1: Pre-Study Understanding of Idiomatic Expressions:

UNDERSTANDING LEVEL	NUMBER OF STUDENTS
VERY POOR	5
POOR	8
FAIR	12
GOOD	10
EXCELLENT	3

- Table 2: Post-Study Understanding of Idiomatic Expressions:

UNDERSTANDING LEVEL	NUMBER OF STUDENTS
VERY POOR	1
POOR	2
FAIR	5
GOOD	15
EXCELLENT	10

- Qualitative Data Themes:

- Cultural Awareness: Many students reported an enhanced understanding of the cultural significance of idioms.
- Engagement: Increased engagement during lessons that incorporated cultural stories and examples.
- Confidence: Higher confidence levels in using idiomatic expressions during conversations post-study.

5. Discussion

The following section presents a detailed analysis of the findings

The findings of this study show a significant correlation between integrating cultural context and learners' understanding of Arabic idiomatic expressions. Students demonstrated improved comprehension and usage of idioms when cultural elements were included in the curriculum. For example, understanding the cultural significance of expressions like "على العين والرأس" (on the eye and head) not only clarified its meaning but also helped students appreciate the social and cultural nuances of respect and honour in Arab culture. This aligns with the research question regarding the impact of cultural context on students' understanding of idiomatic expressions.

The study shows that incorporating cultural context helps create a more comprehensive and relatable learning environment. This approach enables students to form a personal connection with the material, which boosts their motivation and engagement. As a result, this leads to more effective learning outcomes. Previous research, including Auerbach's (1993) and Kramsch's (1993) work, underscores that cultural knowledge is vital for language learning. It

significantly enhances learners' linguistic competence and facilitates effective communication in real-life situations.

A comparison with existing literature is provided below

A comparison with existing literature reveals that the findings of this study both confirm and expand upon previous research. For instance, Littlewood (1996) emphasised the importance of cultural context in language education, arguing that students often need help with idiomatic expressions due to a lack of cultural understanding. Similarly, this study's findings show that learners who lack cultural immersion frequently misinterpret idioms, thereby supporting the claims made by Littlewood.

This study provides valuable insights by identifying teaching strategies that effectively integrate cultural context into lessons. For example, storytelling, role-playing, and multimedia resources are tools for cultural immersion that help students understand the material and encourage active engagement. This aspect may have been overlooked in previous research. This differentiation offers a clearer understanding of how cultural elements can be incorporated into language instruction, ultimately enhancing the teaching of idiomatic expressions.

The implications for teaching practice are as follows

The impact of these findings on teaching the Arabic language is significant. To enhance the effectiveness of teaching idiomatic expressions, it is recommended that instructors incorporate cultural context into their curricula as a standard practice. This can be achieved through various approaches, including:

1. **Curricular Integration:** It is recommended that language programs include cultural lessons as a fundamental part of the curriculum. This may involve dedicated modules that focus on the artistic aspects of idioms, including their historical and social significance.
2. **Storytelling and anecdotes** are compelling teaching tools. Educators can use storytelling to share narratives that reflect cultural practices, values, and beliefs related to idiomatic expressions. This method enhances the learning experience and boosts student engagement and retention.
3. **Incorporating interactive activities** is an effective teaching strategy. Role-playing exercises that mimic real-life conversations can help students proficiently use idiomatic expressions within a specific context. This hands-on learning approach allows for immediate feedback and encourages students to explore the nuances of language usage.
4. **Multimedia Resources** Using films, music, and digital content that showcase idiomatic expressions within their cultural contexts can provide learners with authentic exposure to the language as spoken by native speakers. This approach improves comprehension and fosters a deeper appreciation for the richness of the Arabic language and its cultural roots.

Incorporating cultural context into teaching Arabic idiomatic expressions significantly improves learners' understanding and use. Educators can create a more engaging and effective learning environment by implementing teaching methods prioritising cultural immersion. This, in turn, helps enhance students' overall language proficiency.

6. Conclusion

The findings of this case study emphasise the importance of incorporating cultural context when teaching Arabic idiomatic expressions to non-native learners. The study revealed that students who explored idioms through cultural narratives and contextual examples showed significant improvements in understanding and usage. Specifically, integrating cultural context clarified the meanings of idiomatic expressions and boosted students' confidence and willingness to use these expressions in conversation. This conclusion aligns with the research questions regarding the impact of cultural understanding on mastering idioms.

It is recommended that educators

In light of the findings discussed, several practical recommendations can be offered to educators:

1. Incorporate cultural context: It is recommended that language instructors integrate cultural lessons alongside consistently teaching idiomatic expressions. This could entail elucidating particular idioms' historical and social contexts, thus affording students a more nuanced comprehension of their import.
2. It is recommended that educators use a variety of teaching methods. This includes employing different pedagogical strategies such as storytelling, multimedia resources, and role-playing activities. These methods can create an engaging learning environment and help students understand the contextual nuances of idiomatic expressions.
3. It is recommended that students be encouraged to interact with one another. Facilitating collaborative learning through group discussions and peer feedback sessions is suggested. Such interactions enhance language practice and promote the collaborative exploration of cultural perspectives.
4. It is recommended that understanding be assessed through practical application. Assessments should be designed to require students to use idiomatic expressions in context rather than relying solely on rote memorisation. This approach ensures that learners can effectively utilise their knowledge in real-life situations.

Areas for Further Investigation

Future research could explore various pathways to expand on this study's findings.

1. Investigating the Influence of Cultural Context on Language Learning: Examining how cultural context affects various aspects of language acquisition, such as grammar, vocabulary, and pronunciation, can offer valuable insights into more effective teaching methodologies.
2. Investigating diverse learner groups is an essential area of focus. To enhance the findings' relevance and understand how cultural context impacts various populations, expanding the study to include different demographics, such as age groups, proficiency levels, and linguistic backgrounds, would be beneficial.
3. Cross-language comparisons: Conducting similar studies in other languages would allow researchers to assess the universal relevance of incorporating cultural context in language instruction, ultimately enhancing the broader field of language education.

In conclusion, incorporating cultural context into teaching idiomatic expressions is essential for effective language acquisition. By implementing these recommendations and conducting further research, educators can create more engaging learning experiences. This approach not only aids in language learning but also fosters cultural appreciation and understanding among students.

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