# Teachers' Perceptions towards Using Culture-Specific Idioms in Developing EFL Learners' Cultural Awareness

تصورات الاساتذة نحو استخدام مصطلحات ثقافية محددة في تطوير الوعي الثقافي لتعلمي اللغة الأجنبية الانجليزية

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*Abstract:*

The relationship between culture and idiomatic language has always been intrinsically intertwined. The idiomatic language is a subject that deserves further study for several reasons. In addition, the importance of *figurative* language in L2 acquisition stems from its frequent use in both everyday and academic contexts. Providing cultural background knowledge about culture-specific idioms and using appropriate teaching materials and methods are crucial for enhancing the cultural awareness of EFL students. Yet, many students confront several challenges while attempting to comprehend these idioms. The purpose of this study is to discover EFL teachers' perceptions of the role of culturally specific idioms employed in EFL classrooms to help learners develop their cultural awareness, highlight the obstacles faced, and recommend solutions. To achieve these aims, an online questionnaire was developed and distributed to numerous English teachers (30) in Algerian universities to investigate participants' experiences concerning integrating cultural idiomatic expressions into English language teaching. The

findings of the study implied that using culture-specific idioms is an important part of a language learning process in EFL classrooms and would help in developing the cultural awareness of students.

*key words*: Culture-Specific- Idioms, Cultural Awareness, EFL teachers, Perceptions, Challenges

الملخص:

لطالما كانت العلاقة بين الثقافة واللغة الاصطلاحية متشابكة جوهريا. اللغة الاصطلاحية هي موضوع يستحق المزيد من الدراسة لعدة أسباب بالإضافة إلى ذلك، تنبع أهمية اللغة التصويرية في اكتساب اللغة الثانية L2 من استخدامها المتكرر في كل من السياقات اليومية والأكاديمية كما يعد توفر المعرفة الأساسية الثقافية حول التعابير الخاصة بالثقافة واستخدام المواد والأساليب التعليمية المناسبة أمرًا بالغ الأهمية لتعزيز الوعي الثقافي لطلاب اللغة الأجنبية الإنجليزية (EFL). ومع ذلك، يواجه الكثير من الطلاب العديد من التحديات أثناء محاولتهم فهم هذه التعابير. الغرض من هذه الدراسة هو اكتشاف تصورات أساتذة (EFL) لدور المصطلحات الخاصة بالثقافة المستخدمة في تعزيز تعليم اللغة لمساعدة الطلاب EFL على تطوير وعيهم الثقافي، وتسليط الضوء على العقبات التي يواجهون والتوصية بحلول مستقبلية، ولتحقيق هذه الأهداف تم تفعيل استبيان على الإنترنت وتوزيعه على حوالي ثلاثين أستاذ (ة) اللغة الإنجليزية في مختلف الجامعات الجزائرية لتقويم تجارب وخبرات المشاركين فيما يتعلق بدمج التعبيرات الاصطلاحية الثقافية مع تدريس اللغة ، و لقد أشارت نتائج الدراسة إلى أن استخدام المصطلحات الخاصة بالثقافة كطريقة تعليمية مهمة في اقسام اللغة الأجنبية الإنجليزية (EFL) التي من شأنها تساعد في تطوير الوعي الثقافي للطلاب.

الكلمات المفتاحية: تعابير ثقافية محددة، الوعي الثقافي، أساتذة اللغة الأجنبية الإنجليزية EFL، التصورات، التحديات

## Introduction

Language and culture serve as means for social cooperation and collective memory in a society that has been built over time by its members. This inextricable relationship between language and culture and other figurative speech emphasizes many instances of conventionalized language, including idiomatic expressions, as a major and pervasive language use reflecting real-world culture. For this reason, Idioms are a great way for

students to learn about other cultures, which helps them communicate more effectively. However, in a widely held view, idioms are believed to constitute a highly problematic area for second/foreign language (L2) learners (Cooper, 1998; Irujo, 1986a; Lattey, 1986; Moon, 1998; Sparado, 2013) because even knowing the meanings of the individual words within a phrase, its overall meaning is often almost impossible to comprehend unless the idiom has been learned or heard before. Some EFL instructors and teachers realize the need of integrating idioms and other aspects of language learning into the curriculum. Others maintain that idioms are acquired inadvertently as part of the broader process of language and world knowledge development.

The purpose of this study is to address this debate by describing the varied perspectives of EFL teachers and the challenges faced in using contextual culturally specific idioms as a method to promote their students' awareness of other cultures. One of the most perplexing issues is the proper use of an idiom. A further difficulty arises when an idiom is regarded as improper for the context or when a non-native speaker tries to translate an idiom from his native language to English. Also, due to the lack of common ground between both cultures, this creates a great deal of confusion for the listener.

### 1. Research Questions
To investigate the issue, the following research questions are addressed:
1. How do EFL teachers perceive culturally specific idioms' contribution to the development of cultural awareness?
2. How are idioms addressed to 2nd year-students (LMD) in the English department?
3. What are the challenges facing EFL teachers while developing cultural awareness using cultural-specific idioms?

### 2. Literature Review

Idioms, which are among the most difficult aspects of language, need special consideration. If one can successfully converse with them, as native speakers do, we may declare that one's English is fluent. That is, providing learners of English as a foreign language with cultural background knowledge of culture-specific idioms by utilizing both words and visual images might increase their comprehension and understanding of various cultures. This section focuses on the previous studies conducted in the field of culture specific L2 idiom acquisition. It starts with a concise description of an idiom, the significance of idioms for L2 learners, and the rationale for learning and teaching L2 idioms. Next, the idiom acquisition approach is

presented, including a discussion of numerous issues such as metaphorical and cultural awareness. In addition to a concise description of the teaching instruction approaches and the contribution of the present research to the existing body of knowledge.

### a. What is an Idiom?

In linguistics, the word "idiom" has both wide and specific connotations (Moon ,998). In a broad sense, it is an umbrella term for several types of multi-word things depending on local speakers' cultural norms. In its narrowest definition, the phrase refers to a certain kind of unit whose meaning cannot be derived fully from the meanings of its members. So, there is no agreed-upon definition of the idiom. According to Cooper (1998), 'Idioms are a subtype of the larger category of figurative language, which makes idiom definition hard'. Figurative language is often characterized as an abstract language with a non-literal meaning (Findlay, 1998). Metaphorical versus literal language is another linguistic debate. Literal language is "language that cannot be understood metaphorically" (Grant & Bauer, 2004:39). Some linguists believe literal and metaphorical meanings never overlap (E.g., Glucksberg, 1998). While others argue there is no clear border between literal and metaphorical language, and most language falls somewhere in between (E.g., Gibbs, 1994).

### 2.1. Reasons for Learning and Teaching L2 idioms

As previously said, idioms are difficult to understand for non-native speakers. Wray (2000: 463) insists that idioms, along with collocations and sentence frames, are essential to successful language learning; the reasons for this assertion are diverse and include the need to comprehend native speakers' discourse, sound native, and thus demonstrate language mastery, and comprehend the target-language culture and identity of the native population. Understanding the meanings of L2 idioms is likely to help non-natives grasp the oral and written texts produced by native speakers. Idioms are a significant component of both the oral and written discourse of native speakers of a language (Alali& Schmitt, 2012; Conklin& Schmitt, 2008, 2012; Cooper, 1998; Ellis, Simpson-Vlach& Maynard, 2008; Hopkins & Potter, 2001; Martinez & Schmitt, 2012; McDevitt, 1993; Moreno, 2011; Schmitt, 2005; Seidl &McMordie, 1988; Wood, 2009; Wray, 2002; Zarei& Rahimi, 2012; Zyzik, 2009).

Given that English is a very idiomatic language, many linguists and language researchers believe that the ability to comprehend, produce, and choose target language idiomatic phrases appropriate to the context and

message may help L2 learners become more proficient and fluent language users (E.g., Buckingham, 2006; Cooper, 1998; Moreno, 2011; Roberto de Caro, 2009; Saberian &Fotovatnia, 2011; Thiel, 1979; Wood, 2009; Wray, 2000; Zarei & Rahimi, 2012). Idiomatic competence is thought to help non-native language learners achieve communicative competence, the goal of second language acquisition. Native speakers choose idioms like "I'll keep my fingers crossed for you", "I feel butterflies in my stomach", and "It's not my cup of tea" to communicate the same concept.

Besides improving learners' expressive skills, idioms aid the cultural and linguistic development of the target language. Casas and Campoy (1995: 48) suggest that "idioms [based on nature, conventions, religion, and fables] indicate the impact of cultural values on language." Idioms reflect "the way a community thinks and acts" "Reality and experience conceptualization" is also discussed (ibid, 58). Another aspect of an idiom presented which "sport idioms" like "Go to first base" and "keep your eye on the ball" are typical sporting idioms in American English that help L2 students appreciate the American view of life as a competitive sport (Liu, 2008: 152). Thus, we may conclude that idioms are presented in several cultural aspects of an individual life like: "natural idioms, sport idioms, business idioms, emotions and feelings…etc."

## b. Idiom Acquisition

Addressing cultural background information as a method for L2 idiom learning suggests that there are alternatives to rote memorizing. Historically, idiom meanings were arbitrary and taught through rote repetition (Boers et al, 2004a). A recent study shows that idioms are not random, but purposeful (Gibbs, 1994; Lakoff& Johnson, 1980). Motivating methods of cognitive processes may be employed to infer figurative meaning from literal ones (Kovecses &Szabco, 1996). Using metaphors to correlate figurative idioms with literal use is termed etymological elaboration (Boers, Eyckmans, &Stengers, 2007). It demands the learner's active processing of an idiom's meaning (Boers et al., 2004a). Etymological elaboration, a frequent L2 idiom learning approach, is not always useful (Boers, 2001; Boers et al., 2004a). Despite being a frequent L2 idiom learning approach, etymological elaboration is not always useful (Boers, 2001; Boers et al., 2004a). Its efficiency depends on several factors. Several connected aspects must be discussed in depth to comprehend etymological elaboration. Variables include source domains, dual-coding hypothesis, metaphorical awareness, cultural awareness, transparency, and imageability.

*i.*    ***Source Domain:*** the term 'Source domain' refers to an idiom's historical origin (Boers et al., 2007). Certain cultures employ certain source domains more frequently than others (Deignan, 2003). French has three times as many food-related idioms as English. English has several sailing and sports-related idioms (Boers et al., 2004b). Baseball is where the expression pinch-hit originated. Someone pinch-hits for another player. Outside of baseball, it implies replacing someone. Example: "I'm supposed to make a presentation at the staff meeting today, but I'm unwell." Can you substitute at the meeting? Most research on L2 idiom comprehension has used idioms that are from universal, rather than culture-specific, domains (Kovecses & Szabco, 1996).

*ii.*    ***Metaphorical Hypothesis:*** Without metaphorical awareness, dual-coding etymological elaboration cannot link an idiom's source domain to its figurative meaning (Cooper, 1998). Metaphors and idioms are connected. It "connects physical and abstract notions" (Findlay, 1998, p. 123). All cultures use metaphors, so teachers may assume students do too (Lennon, 1998). Non-Native Speakers (NSs) and NNSs do not always identify metaphors in idioms (Cooper, 1998). It may help those who understand idiom metaphors (Boers, 2000a; Boers et al., 2004b; Cieslicka, 2006; Cooper, 1998; Lennon, 1998). NNS idiom understanding increased when given metaphor instead of rote memorization (Adkins, 1968). NNSs who comprehend idioms' metaphorical nature may use literal meaning and imagery to understand and remember (Mantyla, 2004).

*iii.*    ***Cultural Awareness:*** Tomlinson and Masuhara (2004) define cultural awareness as "an inner sense of cultural equality, a better comprehension of your own and other people's cultures, and a positive interest in how cultures relate and vary." Cultural knowledge helps students widen their ideas, and develop tolerance, empathy, and sensitivity. Byram (1997) emphasizes cultural sensitivity. As it is the capacity to reflect on one's own cultural identity while comparing it to other cultures.

  According to the preceding section, a NNS must be metaphorically aware to link the literal and figurative meanings of an idiom. But what if the literal meaning originates from a culture-specific source domain? Definitions of idioms often need cultural awareness, eliminating those without them (Gunderson et al., 1988; Lakoff, 1987; and Lee, 1994). Lack of cultural awareness makes idioms difficult to interpret. 'Whistlin' Dixie', 'Armchair Quarterbacking', and 'Slam-Dunk' are American idioms. NNSs unfamiliar with the Civil War, football, or basketball could fail to grasp these words. Lack of cultural understanding may affect NNS's daily communication and academic contexts. Insufficient cultural awareness is

another element in NNSs' reading difficulty, along with idiom ignorance (Han, 1993). NNSs lack culture-specific information, which makes L2 idiom understanding problematic.

## 2.2. Selecting idioms for instruction and idioms teaching techniques

Idiom selection is vital for teaching and developing L2 topics. Irujo (1986a), Cooper (1998), Liu (2008), and Zyzik (2009) propose the following criteria for selecting idiomatic items for teaching L2 learners: frequency of use, transparency of figurative meanings, simplicity of vocabulary and syntax, similarity to L1 idioms, appropriateness, and students' needs. Transparency of figurative meanings, simplicity of vocabulary and syntax, and resemblance to L1 idioms were detected by three methodologists, but not by Zyzik. Irujo (1986a: 239) and Liu (2008: 108-11) both disagree with teaching vernacular idiomatic terms like do not sweat it and advocate having students generate a list of idioms they hear and desire to learn as the foundation for idiom activities.

Idiom-learning methods are varied. Grouping idioms listed under provided conceptual metaphors and hypothesizing on a metaphor that could underlay a sampling of preselected idioms are suggested exercises for learning idiomatic phrases using metaphors (Boers, 2011: 230). Boers et al (2007: 56) established a series of approaches to teaching idiomatic expressions with etymology: (1) Guessing an idiom's origin, (2) refining or correcting guesses, (3) identifying the figurative meaning of an idiom in context using etymological knowledge, and (4) refining or rectifying interpretations.

Most idioms teaching approaches are similar to research-based methodologies for learning idiomatic phrases. Compiled by Liu (2008: 139-59), the set of strategies revealed in L2 learners comprises: (1) noticing and identifying idioms; (2) understanding idioms and developing interpretation strategies; (3) analyzing idioms for connotation, register, and other in-depth understanding; (4) retrieving \sand using idioms for comprehension; and (5) discovering, generating, and using idioms for production.

Idiom-independent and learner-dependent factors affect L1 and L2 idiom comprehension. The paradigm of dual idiom representation proposes that L2 learners determine idiom meanings based on idiom entries in their lexicons. L2 teachers should teach idiomatic phrases proactively    and    retrospectively,    grouping    comparable    idioms

theoretically, etymologically, thematically, and pragmatically. For choosing idiomatic phrases, consider the frequency, clarity of figurative meanings, simplicity of vocabulary and syntax, and similarity to L1 idioms. Diverse instructional strategies assist L2 learners to identify, comprehend, evaluate, and employing target-language idioms.

## 3.  Research Methodology

Because the purpose of this study is to explain the role of cultural-specific idioms to foster learners' cultural awareness with the use of effective teaching materials. The study employs a descriptive quantitative tool. To collect data, an online questionnaire was created and delivered to many university teachers of English (30 teachers) at various Algerian universities. The online questionnaire *(cf appendix a)* was accessible from August 25th to September 15th, 2022, due to the summer holiday time a week before the piloting process and collected in the week after piloting had been carried out. Following that, data gathering, and analysis were conducted to provide a concise explanation and objective responses to the research questions.

### 3.1. Description of the questionnaire

The purpose of this survey (see appendix a) was to elicit information regarding present and future techniques of teaching idioms for increasing students' cultural awareness in EFL courses. The Google Form questionnaire consisted of both open-end and close-ended questions which are advantageous since it implied that both quantitative and qualitative data could be acquired. It consisted of 15 items that are grouped into two sections.: 10 closed-ended questions (Q: 4-5-6-7-8-9-10-11-12-13-14) and five open-ended questions (Q1-2, Q3-4- and Q5), and sub-question (Q14.1). Questions 1-3 were concerned with the teachers' background information presented in Table1. Related to the evaluation of teaching materials and obstacles faced, questions 4-14 asked the teachers to specify their level of agreement with the statements provided on a five-point Likert scale (1 = Strongly agree, 2 = Agree, 3 = Neither agree nor disagree, 4 = Disagree, 5 = Strongly disagree).

Question 4 allowed for the gathering of feedback about the level-appropriateness of instructional materials and instruction. While the responses to question 11 revealed the overall appropriateness of the learning activities for the teaching and learning of English idiomatic phrases, question 12 aimed to determine the participants' general attitude toward using learning materials of culture-specific idioms to promote cultural

awareness in their English classes. In question 13, teacher-participants were asked to identify either the overall or particular issues of the collection of materials. The sub-question 14.1 urged respondents to recommend improvements to the relied-upon study materials. Question 15 was provided for further remarks.

### 3.2. Statistical analysis

Following the collection of online data, the attitudes of EFL teachers towards using Culture specific-idiomatic expressions to achieve students of English cultural awareness were assessed using statistical software. The collected data from the teachers' survey was analyzed and interpreted by different procedures of data analysis. Descriptive statistics were used such as percentages. A qualitative descriptive assessment in which participants recommended ways to improve the process of teaching culture-specific idioms and cultural awareness in future syllabus programs.

### 4. Results and Discussion

**Table 1.** *Background Information of University Teachers of English*

| Teachers' background information | | | |
|---|---|---|---|
| Teacher | Teaching Experience as an English Teacher (in years) | Higher Education Institution and Qualification | Experience in teaching English Idioms |
| T1 | ≥ 20 | University teacher | 7 years |
| T2 | 3 | University Teacher. Ph.D. Graduate | Seldom |
| T3 | 10 | University Teacher. Ph.D. Degree | Less used in my domain |
| T4 | 9 | University Teacher. Magistère at ENS C | Low |
| T5 | 16 | University Teacher. Doctorate | More than 8 Years |
| T 6 | 8 | University Teacher. Ph.D. Degree | Seldom |
| T7 | ≥ 22 | University Teacher. Doctorate | 5 years |
| T8 | 6 | University Teacher. Magistére. | 3 years |
| Key: T = teacher > = more than | | | |

As demonstrated in Table 1, the participants' responses varied significantly at the level of three questions. These questions saught to determine whether or not there was a correlation between teachers' experience in teaching idiomatic expressions. Thirty teachers have provided their responses from different local Algerian universities (Sétif, Msila, Mostaghane, Khenchela, Chlef, Biskra, Batna).  Their teaching experiences ranged from eight-three-ten-sixteen to twenty years.

Few teachers had experience with teaching culture-specific idioms as it was indicated in the above table. In contrast to Teachers 1,5, and 4, teachers 2, 3, and T6 had never taught English idioms. They explained that their students had always taught Oral Expression modules using other communicative tasks rather than idioms, and others said this kind of teaching is out of their domain as they thought that some of the learners are familiars with target-language idiomatic phrases when they had encountered them in literary texts or heard about them on TV shows. For that reason, these teachers had never provided their students with idiom instruction. Others had experience in teaching Idioms that were indicated in different years' frequencies.

**Table2.** *Teachers' Perceptions of Culture-Specific- Idioms' Teaching Materials*

| Table2. Perceptions of the Learning Materials of Culture Specific-Idioms | | | |
|---|---|---|---|
| **Question/Statement** | **Strongly agree** | **Agree** | **Neither agree nor disagree** |
| **4**. The topics of the idiom lessons should correspond with the student's actual levels | **0,20%** | **0,04%** | **0,06%** |
| **5**. Idioms courses improve conceptual comprehension and activate higher-order cognitive abilities. | **0,16%** | **0,04%** | **0,10%** |
| **6**. Worksheets on culture-specific idioms should have a variety of idiom exercises that cater to verbal-linguistic, logical-mathematical, and interpersonal intelligence. | **0,16%** | **0,12%** | **0,02%** |
| **7**. The instructional resources, including worksheets and handouts, maybe not be useful for teaching idioms without the need for extra components (e.g., dictionaries, reference books). | **0,08%** | **0,14%** | **0,08%** |
| **8**. Students could not use the idioms on their own | **0,18%** | **0,10%** | **0,02%** |

| | | | |
|---|---|---|---|
| without extensive supervision or frequent guidance from their teachers. | | | |
| **9**. The conventional instructions provided by teachers for completing the idiom tasks are straightforward and easily understood by all students. | **0,12%** | **0,06%** | **0,12%** |
| **10**. Students can comprehend, practice, and develop the to-be-learned idioms via the idiom activities that are explicitly constructed. | **0,16%** | **0,12%** | **0%** |
| **11**. The designed idiom activities provide students with a deeper insight into idiom use (i.e., the context of use and register) | **0,22%** | **0,16%** | **0%** |
| **12**. The culture-specific idioms can be used as a supplement to promote students' cultural awareness and enrich their English figurative vocabulary | **0,20%** | **0,08%** | **0,01%** |
| **13**. Most of the difficulties your students usually encounter in understanding English idioms could be attributed to a lack of cultural knowledge | **0,18%** | **0,12%** | **00%** |
| **14**. Algerian students of English would be interested in learning English idioms through the use of authentic teaching materials; Audio-visual worksheets, books, short stories, group discussions, and role-plays aids, developed | **0,16%** | **0,10%** | **0,20%** |

**Open-ended questions:**

**14.1**. If you would make changes in idioms' teaching materials, then what would they be?

**15.** If you had any other comments, please provide them below**……………………………...**

**Table 2** reveals that all teachers agreed that the culture specific-idiom teaching materials could enhance conceptual understanding and engage higher order thinking skills (**Q5-0,04%)),** the activities enable comprehension, practice, and production of idioms (**Q10-0,16%),** and the culture-specific idioms courses could be used as a supplement to promote students' cultural awareness and enrich their English figurative vocabulary **(Q12-0,08%).** This indicated that, in the teacher respondents' opinions, the study materials were consistent with aims established for their learners' cultural awareness and communicative skills development.

Another survey finding demonstrated that some teachers strongly agreed that the instructions for idiom activities were clear and understandable **(Q9-0,12%),** the activities gave insight into the use of

idioms *(Q11-0,22%)*, and regarding the difficulties of idioms, the majority of participants strongly agreed that idiomatic expressions were particularly challenging for EFL learners to translate *(Q13-0,18%).* None of the respondents strongly agreed with the answers to survey questions 4 and 8, as evidenced by the examination of the data acquired from those questions. Specifically, responses fluctuated between "Agree" and "Neither agree nor disapprove" Concerning the statement *(Q4- 0,04% to 0,06%)*, it might be expected that some teachers considered it as neither true nor untrue because of uncertainty on whether or not specific idiom lesson subjects are appropriate for the academic levels of the learners. Regarding statement *(Q 8-0,18%),* the fact that even in highly homogeneous courses, certain students might have varying levels of learning experience of idioms might explain why some participants indicated the need for significant supervision or particular guidance with idiom-related tasks. To aid students in the process of acquiring idiomatic expressions, the aforementioned methods might be necessary.

After the materials evaluation questions, two questionnaire items sought to establish if teachers would deem it necessary to adjust the learning materials *(Sub-question:14.1)* and what kind of changes they would implement (recommendations) *(Q15).* Either because they had not gone into the inner workings of actual materials, or because they consistently employed coursebook exercises. It suggests there was no explicit teaching of culture or idioms, or since the teachers were mostly unsatisfied with the proposed study materials, none of them wanted to make revisions, but some made additions in response to question 14.

In answer to question 15, however, a few teachers indicated that the majority of comprehension tasks required students to translate and compare L2 idioms with their L1 counterparts. In response to question 12, which was to incorporate culture-specific idioms as a supplement to improve students' cultural awareness and extend their English figurative vocabulary, all instructors unanimously cited their capacity to animate the language-learning process. In addition, some individuals favor the organizing of activities designed to stimulate conversation and increase awareness of the real contexts in which idioms occur. Last but not least, some drew attention to the fact that several idiom-related tasks deviated from those typically found in coursebooks.

**Discussion**

According to the results above, there appears to be a generally positive attitude in using culture specific idioms in EFL classrooms. The majority of respondents wanted to integrate idioms in their language study to increase their learners' cultural awareness. This suggests that Algerian EFL teachers were aware of the need of employing idioms in their cultural contexts while teaching English. Culture is also crucial in acquiring idiomatic terms, according to respondents. Specific-culture phrases were vital for teaching EFL learners the English language and are better comprehended via its culture. Knowing the culture of the target language is crucial to understanding it.

Most participants believed that idioms could be a key role in foreign language teaching since they are culturally based. In addition, teachers emphasized the relevance of culture specific-idioms for learning and teaching English. Idioms assist foreign language learners to communicate because they are part of native speech. Also, Idioms indicate cultural traits and country identity. The teachers claimed they used English idioms to increase students' cultural awareness; they relied on idiomatic words to help students build their cultural awareness.

This research focused on four areas identified in earlier studies as needing more further investigation in the future:

- Teachingidioms from culturesspecific source domains rather than universal domains.
- Teaching learners from different cultural and educational backgrounds who live in foreign cultures from which the idioms have not originated (home country).
- Providing more explicit cultural background teaching through given images and written/verbal explanations of the literal origins of idioms.
- Using authentic materials in the classroom is essential for immersing students in real-world situations.

**Conclusion**

The present study explored the attitudes of English language teachers at several Algerian universities regarding the teaching of culture-specific idioms in EFL classes, as well as the obstacles they experienced with its integration. Participants' responses were collected and measured for pertinent analysis. Most university teachers recognize the prevalence of idioms in the English language and the importance of developing effective

techniques for teaching them to non-native English learners. According to the results, not all students lack interest in idioms, and their significance in English learning is emphasized. It has been concluded that idioms could provide great insights into students' understanding of the English culture and hence increase their cultural awareness. However, another issue has been revealed that most of the teachers support employing idioms as teaching material for the English language, but not culture.

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