# THE PARADOX OF LEARNING ENGLISH IDIOMS IN NON-NATIVE CONTEXT: CHALLENGES AND IMPLICATIONS

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## ABSTRACT

*Idioms are one of the important aspects to achieve a successful communication but it becomes alarmingly difficult to learn or understand them in non-native context because it is cultural-oriented and need to learn different methods of translation to achieve the native competence. Therefore, the learning of idioms requires due attention and research. This paper intends to make an easy and progressive introduction to the idiomatic forms of English language. The copious examples familiarize the students to commoner constructions and better understanding of learning idioms. The paper will help non-native students in particular whose career plans and success in the chosen domain depends on their command in English. The focus of the paper is on the challenges and the implications to promote study of idioms.*

**Keywords:** Idioms; Non-native; Challenges; Implications

## Introduction

An Idiom is a creative articulation of the dialect. For the most part, the individual implications of its segments are not the same as its exacting importance. By contrast, conventional dialect is genuine or sometimes even scientific. By definition a colloquialism is "an articulation built up in the use of a dialect that is impossible to miss to itself either in syntactic development or in implying that can't be derived overall from the conjoined implications of its components".

Idioms are generally socially bound. These perspectives add to their difficult nature in correspondence and interpretation and also give notable reason to the writer's decision to put forth this discussion in this paper. Actually, idioms may help comprehend the way individuals in different groups think and act. In this manner, we ought to dependably know about the particular idea of the dialect of a given expression while endeavoring to interpret it. Albeit idiomatic articulations are striking, emotional, exuberant, nearer to the way individuals truly feel, and nearer to the neighborhood culture yet they posture issues for second language learner.

## Review of Literature

Most second language learners are supported at schools and, particularly, colleges to make the use of the remote dialect for prolific and powerful correspondence. However, it has been observed that the vast majority of the second language learner fails in accomplishing targeted objective, (McDougald 2009), particularly college level students. Cook contends numerous second language learners accomplish just negligible second language skill despite long encounter and exertion. It has been seen that second language learner infrequently can't convey what needs be in the second dialect viably, maybe, on the grounds that they don't have certain level of commonsense and appropriateness of the objective dialect. This issue, as Tran (2012:76) clarifies, may originate from the absence of colloquial expressions in educating and learning English while informal articulations of extraordinary prominence in English are used. Additionally, Barcroft (2012: 1) includes progressed second language learner likewise experience the ill effects of constrained vocabulary information, for example, with regards to their call for colloquial articulations. Then again, this issue might be because of the way the focus in the learning procedure is on encouraging EFL students with standards, frames, and decontextualized sentences. It is notable that the attention on framework ought to be supplemented by the investigation of capacity in setting to enhance the understudies' vocabulary and progress effective correspondence. Henceforth, it has been contended that educating settled articulations and lexical lumps, for example, colloquialisms to EFL students particularly at the college level may help improve their practical skill (Schmitt, 2004). Such research demonstrates that the capability level of second language learner can be measured through his dominance of sayings and there is a positive connection between's the quantity of figures of speech remembered and the achievement of second language learner in open discussions. In a similar vein, as Lewis (1997:15) calls attention to, ―fluency depends on the securing of an expansive

store of settled and semi-settled pre-assembled things. Such settled articulations can likewise be ―retrieved and handled as entire units, which may not just upgrade the precision and familiarity of the dialect, yet additionally accelerate dialect preparation. (Zhao, 2009). He additionally clarifies that various examinations demonstrate that such settled expressions are useful for second language learner since they increase their knowledge on the grounds that they add to the part of dialect familiarity, exactness, imagination and attachment to a great extent.

Since phrases are allegorical articulations that don't mean what they actually state and since they are so widely used in conversations and composed talk, understanding and delivering them give second language learner an uncommon vocabulary learning issue (Cooper, 1999). Consequently, for a second language learner only a decent charge of language structure and vocabulary isn't sufficient. Idioms and phrases reflect the dialect utilized day to day by the local speakers of the objective dialect. Liontas (2002) contends that Idioms and phrases ought to be acquainted with students at right time as conceivable alongwith different parts of semantics, pragmatics, sociolinguistic, culture and traditions used in daily conversation. He additionally guarantees that phrases ought not to be isolated from different parts of communication in a dialect. In brief, Idioms and phrases ought to be coordinated into the educational programs and University syllabus right from the beginning of introducing second language to the learners.

While teaching figures of speech, Lennon (1998) proposes that since idioms are so semantically unclear, they are appropriate to a critical thinking approach in educating, which can make learners to misuse the " inborn intellectual drive to bode well out of their condition, consequently, activities of a critical thinking nature can help students to find the similitude in informal articulations." Likewise he guarantees that examination with first language ought to be energized so that students can end up noticing contrasts between the similitude in the objective dialect and their local dialect. Actually, a cross-etymological examination of English and first language colloquialisms need to be understood on conceptual basis when educating or learning English expressions. Moreover, according to Yoshikawa's scientific categorization (2008) and Saberian's discoveries (2011), in second language learner guideline, differential consideration ought to be paid to various sorts of phrases, rather than treating all of the idioms and phrases in the same way. Nevertheless, in speaking, misconception can be maintained a strategic distance between speakers however in the event the English instructors need to stay away from interference and postponement in passing on the meaning, instead they should instruct the genuine significance of these sorts of informal articulations as well.

**Foundation of Idioms**

**1)** Every year numerous figures of speech add into the English dialect from the universe of games and diversion, for instance *front runner, drop the ball, the ball is in your court* and so forth.

**2)** Some sayings are shaped from rustic life, transport, for instance, *as gentle as lamb, to sit on the fence, to call spade a spade* and so forth.

**3)** Many figures of speech appeared from science and innovation, for instance, *acid test, hit the panic button, it's not rocket science* and so forth.

**4)** Many figures of speech are shaped from work and innovation, countless originate from a period when significantly more individuals dealt with the land, there are numerous colloquialisms which allude to cultivate creatures, for instance, *to let sleeping dogs lie, to make both ends meet, tit for tat* and so on

**5)** Many maxims have entered English from writing and history, for instance, *raining cats and dogs, turn a blind eye, pot calling the kettle black, larger than life* and so forth.

**6)** Idioms originated from the Bible, Shakespeare's works, for instance, *lie low, night owl, to be or not to be* and so on.

**7)** There are a substantial number of figures of speech in which a piece of the body speaks to specific quality or capacity, for instance, *head over heels, cold feet, lips are sealed* and so forth.

**8)** Many figures of speech originate from sentiments and feelings, for instance, *bare your heart to someone, deep down, fish out of water* and so on.

Several studies reveal that teaching figures of speech with particular methodologies can help the student to comprehend and deliver maxims. The knowledge of idiomatic English can advance fluency. It is considered that the most ideal approach to instruct colloquial articulations is to view them as new things and attempt to urge the students to figure their importance from situation, setting and the context. Also the specific issues and troubles understudies experience while learning colloquial articulations could be jotted and later examined.  By and large all teachers concur that colloquial articulations are essential in daily use despite the fact comprehending idioms is among the most troublesome zones of English for the second language learner. Nowadays, realizing the importance of use of idioms and phrases in spoken English in

everyday life, idioms are taught and included in University curriculum to enhance learning and fluency.

**Some Recommended Activities to Use in Learning Idioms**

Distinctive methodologies could be embraced considering age, foundation, level and needs of the students. The utilization of funny cartoons, animation movies and comics is a good idea to include teaching idioms and phrases. Subsequently, the following recommendations can be of great help for the students:

**1)** Choose Idioms as indicated by understudies' level as per social background, cultural knowledge, need and importance. Funny cartoons as static visual pictures could be utilized at this stage and for such exercises.

**2)** Enhance learning by separating expressions into topical themes as this will make them less demanding to learn. For example, hues, body parts, organic product, creatures and numerous others.

**3)** Involve Students by influencing them to gather maxims, talk about their exacting and non-literal implications, and when conceivable contrast them with their local dialect.

**4)** Assign activities, for example, filling in the spaces of sections from which phrases are excluded, or by finishing the entry with a saying that fits the specific situation.

**5)** Test their insight by influencing them to figure out the usage and meaning, for example, coordinating sayings with funny cartoons and demonstrating the exacting importance and the informal one.

**Conclusion**

Colloquial use of dialect has turned out to be exceptionally regular in English that it can enable the student to talk or compose freely by making use of idioms. In this way, the learning of idioms and phrases can be considered as a basic part of vocabulary learning. Figures of speech can be added to the vocabulary being used by incorporating them in discourse and stories which are made to supplement normal materials (Nation, 2001). The modest number of sayings together with the high recurrence of negative exchange is demonstrative of the issues experienced in learning and using phrases. Notwithstanding the capability level in EFL, the understudies reflect the non-use of figures of speech might be credited to the educators' 'avoidance' of expressions in their endeavor to encourage learning or their non-use by instructors who are not local speakers of

English. The studies show that the use of figures of speech is additionally decreased because of the way the composed scholastic or logical talk is read is normally not colloquial. In this manner, college understudies may experience the EFL maxims just in for general purposes, for example, the first few semesters of their course. As teachers, we must incorporate the study of idioms and phrases and design books, support materials, dictionaries, assignments and activities that include deriving colloquial implications and utilizing these articulations in significant settings.

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