
| RESEARCH ARTICLE

Analyzing Pedagogical Approaches to American Idiom Instruction: A Textbook-Based Study

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| ABSTRACT

The present study takes a close look at how American idioms are taught explicitly to learners of English as a second language. Procedurally, Gaines' Idiomatic American English (1986), Makkai's Handbook of Commonly Used American Idioms (1991), and Spears' NTC's American Idioms Dictionary (2000) sit at the Centre of our analysis. To achieve the objectives of the study, a content-analysis framework was developed in order to guide the reading of each text, sort out the types of idioms covered, the teaching techniques in use, and the learning theories built and put into practice. Each book is then weighed against a rubric that considers clarity, breadth of coverage, how well it draws learners in, and, above all, how practical it proves effective and practical in real classroom use. Key results revealed distinct pedagogical orientations concerning the teaching and learning of idioms. Reportedly, Gaines tends to favour an immersive, communicative workbook design. In contrast, Makkai ventures to prioritise theoretical grounding and awareness of contextual register. In stark contrast, Spears gives much more importance to broad reference functionality and structural transparency. The study proffers evidence-based recommendations for stakeholders to rethink the rate (speed of acquisition) and the route (developmental stages) idioms and redesign the theory and practice of curriculum design, lesson planning, and assessment. These recommendations aim at strengthening idiomatic proficiency among ESL learners in authentic communicative settings.

| KEYWORDS

American idioms, ESL pedagogy, idiom instruction, textbook analysis, communicative competence, idiomatic proficiency, vocabulary acquisition

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1. Introduction

Irrevocably, idiomatic language constitutes a fundamental dimension of communicative competence in English. In line, Makkai (1991) observes a heavy reliance on idiomatic expressions among native speakers of American English in everyday communication. It is claimed that a non-native speaker who grasps the literal meaning of every word in a sentence still fails to comprehend the intended meaning when idioms appear. Nobody can deny the fact that Idioms are opaque. The opacity of idioms, namely the non-compositional relationship between the form of an expression and meaning, makes their acquisition a demanding task for ESL learners. The importance of idioms is widely acknowledged importance of idiomatic proficiency. Notwithstanding, the field of second language acquisition (SLA) has not always granted idiom instruction a prominent place in language pedagogy. Teachers and materials writers have given idioms their due importance. They have treated them as peripheral vocabulary items rather than systematic linguistic phenomena worthy of dedicated instructional attention (De Caro, 2009; Maisa & Karunakaran, 2013; Nunberg et al., 1994). The present study is a modest attempt to challenges such marginalization through a rigorous comparative analysis of three widely used pedagogical resources deployed in in the explicit

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instruction of American idioms, namely: *Barbara K. Gaines' Idiomatic American English: A Step-by-Step Workbook for Learning Everyday American Expressions* (Gaines, 1986), *the Handbook of Commonly Used American Idioms* (Makkai, 1991), and *NTC's American Idioms Dictionary* (Spears, 2000). The three texts represent a cross-section of instructional philosophies, from communicative workbook to theoretical handbook to full-scale dictionary, and their comparison would provide a basis which would help evaluate the state of idiom pedagogy. Notably, the current study rests on the premise that Textbooks are not neutral records of linguistic information; they are indeed ideological and methodological artifacts, and they encode particular assumptions about how learners acquire language and engage with new Linguistic forms. Reading the three resources closely would help recognize the pedagogical assumptions behind idiom instruction in ESL contexts. The analysis also guides the building of a synthesized instructional framework, one that is designed to meet the varied needs and wants of ESL learners.

2. Literature Review

2.1 Theoretical Frameworks for Idiom Acquisition

Everybody loves using idioms in their speech or writing. They possess a unique linguistic and cultural flavour. Researchers in SLA have studied idiomatic language from a range of theoretical positions. In the cognitive-linguistic strand, Lakoff and Johnson (1980) and Gibbs (1994) regard many idioms as systematically motivated by conceptual metaphor and metonymy, not as arbitrary fixed forms. On this account idioms become easier to learn. Expressions like "hitting the nail on the head" or "seeing eye to eye" rest on recognizable conceptual structures that carry meaning even where a word-by-word reading breaks down.

Phraseological approaches, which draw on corpus linguistics and the work of scholars such as Nattinger and DeCarrico (1992) and Wray (2002), adopt a different perspective. They emphasize the formulaic nature of language and tie a large proportion of native-speaker fluency to the storage and retrieval of polymorphic words and units as holistic chunks. When it comes to ESL learners, the acquisition of idiomatic multi-word expressions naturally invokes both semantic decoding and lexical chunking, and more specifically the ability to recognize, store, and reproduce expressions as prefabricated units (Ramisch, 2015; Findlay, 2019); Lichte & Kallmeyer, 2016).

On a different tone, Communicative Language Teaching (CLT) has focused on an entirely different aspect. This school of thought further influenced idiom pedagogy through its emphasis on the functional use of language in authentic communicative contexts over formal rule learning (Senkbeil, 2020); Chen & Lai, 2013). It should be borne in mind that within CLT frameworks, learners tend to acquire idioms best through contextualized exposure and meaningful interaction rather than decontextualized memorization of a set of off lists. Such a perspective carries direct implications for how pedagogical materials present and practice idiomatic expressions.

2.2 Challenges in Idiom Instruction

Undoubtedly, several challenges complicate the pedagogical treatment (instruction) of American idioms (Mekheimer, 2025; Ta'amneh, 2021; Cain & Towse, 2008). It has been reported that the sheer volume of idiomatic expressions in English, estimated in the tens of thousands, poses obvious selection problems for curriculum and syllabus designers. In addition to that, it has been clearly stated that the variability of idioms with regards to their degree of semantic opacity, syntactic flexibility, and register-sensitivity are dire challenges that pedagogical method is poised to adequately address in precise terms. Besides, the cultural embeddedness of many idioms, namely their rootedness in historical, social, and cultural contexts particular to the United States, does create an additional interpretive challenge for ESL learners in diverse linguistic and cultural backgrounds. Another pedagogical challenge raised in the previous studies is the concern over the tension between receptive and productive idiom knowledge. In practice, Learners normally develop an ability to recognize and interpret idiomatic expressions in reading or listening without acquiring a parallel ability to produce them appropriately in speaking or writing. The clash between productive and receptive skills is key issue here. Based on the previous lines of reasoning, Effective idiom instruction is supposed to address both dimensions of idiomatic competence and incorporates comprehension-oriented and production-oriented activities in deliberate instructional sequence.

2.3 The Role of Textbooks in Idiom Pedagogy

It is crystal clear that Textbooks were, are, and probably will be the primary mediating tool between linguistic theory and classroom practice in most ESL contexts worldwide. It has been posited that an implicit theory of language learning takes into account the pedagogical choices embedded in textbook design, the selection and organization of content, the types of activities provided, the metalinguistic explanations offered, and the visual and typographic conventions employed (Liu, 2017). On this basis, a Critical analysis of textbooks is supposed to provide a productive route to understanding the dominant pedagogical paradigms that shape any given instructional domain and inform the development of instructional resources.

3. Methodology

3.1 Research Design

The current study employs a qualitative, textbook-based research design. It combines systematic content analysis with comparative evaluation. It is important to note that the methodology proceeds in two sequential phases: (1) an initial content analysis phase centered on characterizing the pedagogical architecture of each textbook, and (2) a comparative phase employing a multi-criteria evaluation rubric to assess relative strengths and weaknesses across the three included resources. Figure 1 provides a visual summary of the comparative evaluation across six key dimensions; Figure 2 illustrates differences in coverage scope; and Figure 3 presents a synthesis of the instructional framework rooted in the analysis.

3.2 Data Sources

It should be noted that the three textbooks selected for analysis represent different publication contexts, intended audiences, and pedagogical orientations towards the instruction of idioms. Gaines' *Idiomatic American English* (1986, Kodansha International) is aimed at intermediate and advanced ESL learners who want to use idioms actively in conversation, not merely recognize them. Makkai's *Handbook of Commonly Used American Idioms* (1991, Barron's Educational Series) reaches a broader audience, which includes non-native speakers, students, workers, and immigrants looking for a quick reference with a firm theoretical grounding. In turn, Spears' *NTC's American Idioms Dictionary* (3rd ed., 2000, NTC/McGraw-Hill) works as a full-scale reference for both lifelong English speakers and newcomers to the language, with a clear emphasis on transparent structure and practical, everyday usability.

3.3 Analytical Categories and Evaluation Rubric

The content analysis addressed five analytical categories: (a) idiom typology, the taxonomic categories of idioms represented (lexemic, phrasal, proverbial, binomial); (b) pedagogical techniques, including dialogue-based presentation, exercise formats, metalinguistic explanation, and register guidance; (c) theoretical orientation, the implicit or explicit learning theories encoded in each text's design; (d) organizational principles, whether thematic, alphabetical, or taxonomic arrangement; and (e) supplementary tools, including glossaries, indexes, appendices, and usage labels. A rubric of six dimensions then guides the comparative evaluation: Clarity, Thoroughness, Learner Engagement, Practical Applicability, Register Sensitivity, and Coverage Breadth, as Figure 1 displays.

Textbook Analyses

4.1 Idiomatic American English (Gaines, 1986)

4.1.1 Overview and Structure

Barbara K. Gaines' *Idiomatic American English* presents itself immediately as a learner-centered, communicative resource. The book organizes its material into nine thematic units (*Spending and Saving Money; Ambition, Work and Success; When Things Go Wrong; Families, Friends and Lovers; Around the House; Conflicts and Annoyances; Advice, Gossip and Secrets; On the Town; and Coping with Crooks and Cheats*), and maps idiomatic language onto the socially central domains of everyday American life. Such a thematic architecture reflects a view of idioms as culturally embedded expressions inseparable from the communicative contexts of their use. The book features one hundred self-contained lessons, each following a consistent three-part structure: an opening dialogue, a vocabulary section, and two sets of exercises. The dialogues present named American characters engaging in naturalistic conversation, grounding the lesson's idioms in simulated authentic use. Gaines explains in the introduction that learners master idioms best in meaningful verbal contexts since mastery equally requires listening, studying, practice, and usage.

4.1.2 Pedagogical Approach and Learning Theory

Gaines' workbook rests on a firmly communicative philosophy. He believes in leading with and through dialogue. His philosophy enacts the CLT principle that language is best learned through meaningful interaction at the expense of abstract rule study; learners meet idioms in use before any definition arrives, and context guides their first read of the meaning. The vocabulary section then provides concise definitions and organizes idioms by grammatical function: *noun idioms (n.)*, *verb idioms (v.)*, *adjective idioms (adj.)*, and *adverb idioms (adv.)*. The two exercise types of targets are both recognition and production. The first is a controlled fill-in, which asks students to choose an idiom from a list to complete a sentence. The latter reinforces form-meaning mapping. The second exercise asks learners to rewrite italicized phrases as idioms. It draws on paraphrase and productive knowledge. The pairing reflects a clear grasp of the receptive-productive distinction that underpins good vocabulary work. The dialogues keep an informal, colloquial tone, with items like "moola," "boob tube," and "bombed," capturing the

everyday American speech learners actually encounter; combining genuine idioms with related slang broadens the book usefulness for learners whose objective to pursue real fluency.

4.1.3 Supplementary Features and Critical Evaluation

The book closes with a full alphabetical glossary covering all 900 idioms, each one cross-referenced to the lesson where it first appears. This double-access design, thematic units for working through the material and an alphabetical glossary for looking things up, makes the workbook easy to use whether you are studying in sequence or just after a quick answer. On engagement and practical value, it scores well. Even so, the exclusive focus on informal register, the lack of sociolinguistic labels, and the very brief definitions leave it less suited to advanced learners who need to operate in professional or academic settings.

4.2 Handbook of Commonly Used American Idioms (Makkai, ed., 1991)

4.2.1 Overview and Structure

The Handbook of Commonly Used American Idioms, edited by Adam Makkai of the University of Illinois at Chicago, holds an unusual place in idiom pedagogy: it draws on theoretical linguistics while staying firmly grounded in practical use. The book also has a long pedigree. It grew out of the earlier Dictionary of American Idioms (Barron's, 1975), which had itself developed from a Dictionary of Idioms for the Deaf (1969), a lineage that speaks to a longstanding commitment to making idioms accessible for non-native users. The handbook organizes its entries alphabetically and covers a broad range of idiomatic types: lexemic idioms (single words with idiomatic meanings), phraseological idioms (multi-word expressions), and proverbial idioms (established sayings). The introduction provides an unusually rich theoretical treatment of idiom typology. The book proffers linguistically precise definitions and illustrative examples. The latter are reliable metalinguistic resource for educators and advanced learners alike.

4.2.2 Pedagogical Approach and Register Sensitivity

Makkai's introduction opens with a sample passage of highly idiomatic informal American English using expressions such as "cool cat," "blow one's stack," "fly off the handle," and "have got it made," followed by a formal translation into standard English. The contrastive device, at hand, concretely demonstrates why basic dictionary knowledge is insufficient to understanding authentic American speech, and establishes the pedagogical rationale for the handbook. The handbook's most notable pedagogical feature is a system of restrictive usage labels. The book labels explicitly communicate the sociolinguistic appropriateness of each expression in appropriate contexts. Slang, informal, formal, literary, vulgar, and substandard are the main labels. Such labeling distinguishes the handbook from both Gaines' workbook and Spears' dictionary. In addition, the handbook detailed account of idiom typology and syntactic frozenness provides teachers with conceptual tools to account for why certain grammatical operations destroy the idiomatic meaning of a given expression.

4.2.3 Critical Evaluation

The Handbook of Commonly Used American Idioms is an intellectually rich resource, and its theoretical depth makes the handbook particularly helpful for advanced learners and ESL teachers developing metalinguistic competence. Its register labeling system addresses a longstanding pedagogical gap. Yet the absence of interactive exercises means the handbook functions exclusively as a reference and study aid.

4.3 NTC's American Idioms Dictionary (Spears, 2000)

4.3.1 Overview and Structure

Richard A. Spears' NTC's American Idioms Dictionary is the most extensive of the three resources, containing approximately 8,500 idiomatic forms in 7,500 entry blocks and illustrated by approximately 14,000 example sentences, a scale well beyond both Gaines' and Makkai's resources, as Figure 2 illustrates (see Section 5). The third edition added more than one thousand expressions relative to the second edition. The dictionary organizes its entries alphabetically and adds a unique Phrase-Finder Index and an appendix of irreversible binomial and trinomial phrases.

4.3.2 Pedagogical Innovations

The dictionary most distinctive pedagogical feature is the systematic use of grammatical object placeholders, namely someone, something, some amount, and somewhere, in entry heads for phrasal and prepositional verbs. Spears spells out his reasoning clearly: "put someone on hold" is not the same as "put something on hold," and "bail someone out" differs from "bail something out." Those contrasts carry real weight, in meaning and in grammar alike, yet they disappear in entries that list a bare verb with no sense of its object. The Phrase-Finder Index meets this head-on. It lets users locate any idiom from a single

keyword, whether a noun, verb, adjective, or adverb, which tackles the difficulty ESL learners most often face with dictionaries: working out where the idiom actually starts and stops inside a sentence. That one feature turns the dictionary from a passive look-up tool into one that supports active problem-solving. Spears also marks optional elements with parentheses, as in "back down (from someone or something)" or "(every) once in a while," which makes the variation explicit and showing learners how much flexibility an expression allows.

4.3.3 Critical Evaluation

Of the three resources, Spears' dictionary is the strongest on sheer breadth and on how well it is organized. Its Phrase-Finder Index and grammatical placeholder system count as real advances in idiom lexicography, and both carry clear teaching value. The book provides around 14,000 worked examples. It gives learners plenty of context for mapping form onto meaning. That said, the dictionary format comes with trade-offs: it offers no exercises and no explicit register labels, which limits how far it works as a standalone teaching tool for beginners. Its sheer size also overwhelms learners who cannot yet judge which expressions to tackle first.

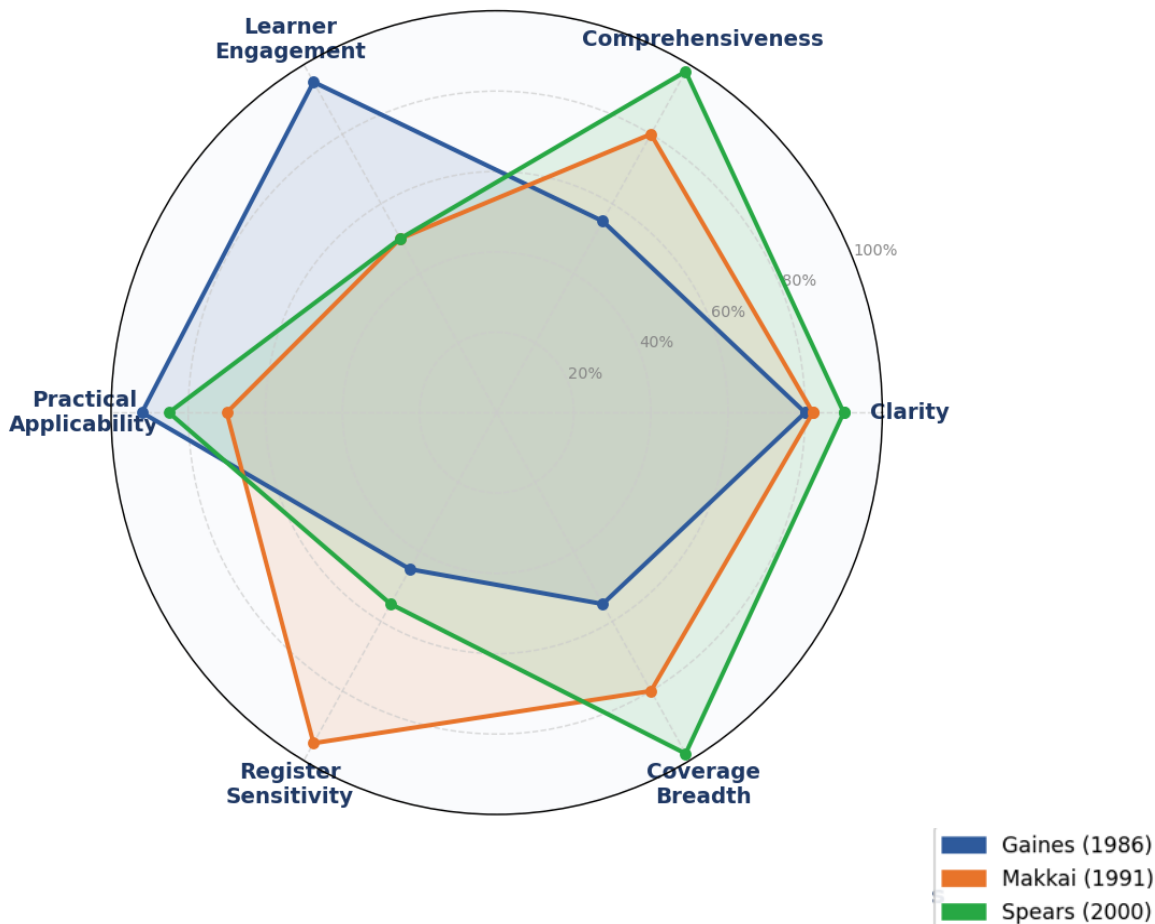
5. Comparative Analysis

5.1 Multi-Criteria Comparison (Figure 1)

The radar chart below plots the rubric results for all three resources across the six dimensions, mapping each book pedagogical profile at a glance. Gaines leads clearly on Learner Engagement and Practical Applicability, Makkai on Register Sensitivity, and Spears on Thoroughness and Coverage Breadth.

Figure 1.

Multi-criteria radar chart comparing Gaines (1986), Makkai (1991), and Spears (2000) across six pedagogical dimensions.

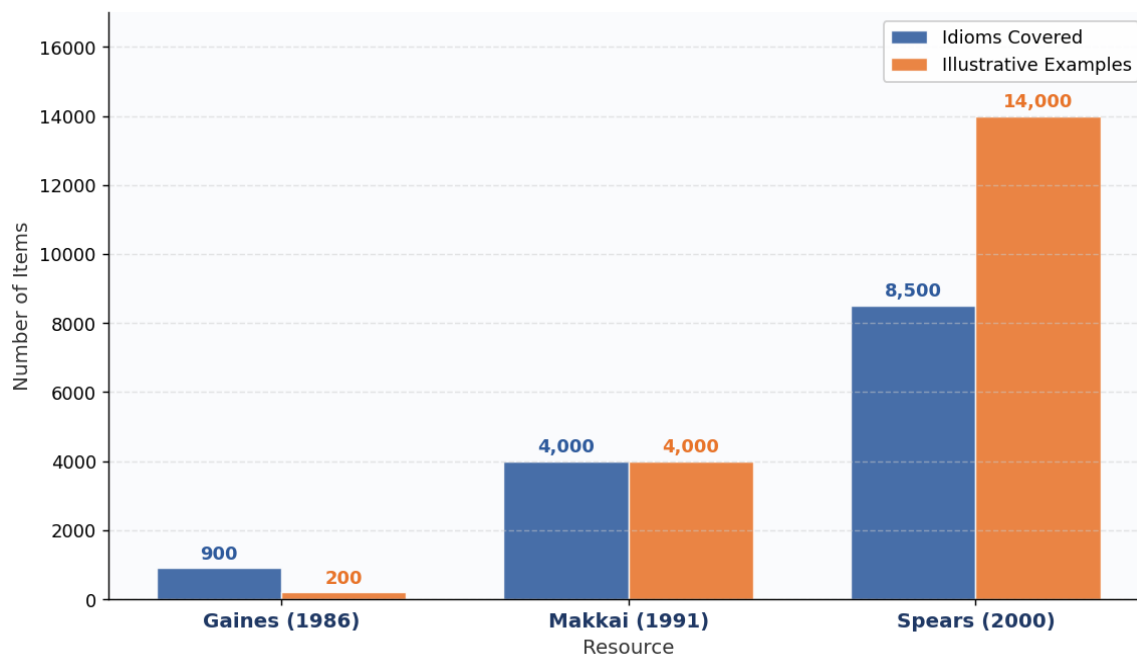


5.2 Scope of Coverage (Figure 2)

Figure 2 illustrates the large differences in idiom coverage and example sentence provision across the three resources and underscores the fundamental trade-off between depth of instructional scaffolding and breadth of linguistic coverage. Spears' dictionary reaches a scale more than nine times the idiom coverage of Gaines' workbook, and seventy times greater in illustrative examples.

Figure 2.

Grouped bar chart illustrating total idiom entries and illustrative example sentences in each resource.



5.3 Comparative Overview

Table 1 provide a systematic side-by-side overview of core analytical dimensions across the three textbooks, and summarizes the content analysis findings:

Table 1

Comparative Overview of Three American Idiom Resources

Criterion	Gaines (1986)	Makkai (1991)	Spears (2000)
Primary purpose	Communicative workbook for active learning	Reference handbook with theoretical depth	Full-scale reference dictionary
Idiom coverage	~900 idioms in 100 thematic lessons	~4,000 entries (lexemic, phrasal, proverbial)	~8,500 idiomatic forms in 7,500 entries
Pedagogical approach	Inductive, dialogue-first, exercise-driven	Deductive, taxonomy-first, register-aware	Structural and functional, example-rich, user-centered
Learning theory	Communicative Language Teaching (CLT)	Cognitive-linguistic and sociolinguistic	Form-meaning mapping; functional grammar
Contextual grounding	Dialogues simulate daily life situations	Sample texts ; usage notes ; register labels	14,000 illustrative example sentences
Exercises and activities	Two exercise types per lesson	None ; reference format	None ; dictionary format
Register guidance	Informal and colloquial focus only	Explicit labels : slang, informal, formal, literary	Implicit through example sentences
Organization	Nine thematic units	Alphabetical with taxonomy discussion	Alphabetical with Phrase-Finder Index
Learner engagement	High ; interactive and communicative	Moderate ; intellectually rich	Moderate ; functional, reference-oriented

Clarity of definitions	Clear, concise, contextual	Clear with sociolinguistic nuance	Clear with grammatical placeholders
Practical applicability	High ; classroom-ready	Moderate; best for advanced learners	High ; indispensable reference tool
Target audience	ESL learners (intermediate and above)	ESL learners, immigrants, workers	All English users; lifelong and new speakers
Supplementary tools	Glossary (~900 alphabetical entries)	Part-of-speech and restrictive usage labels	Phrase-Finder Index ; binomial appendix

Note. The tiled (~) marks approximate counts as reported in each source. CLT = Communicative Language Teaching. Engagement and applicability ratings (high, moderate) derive from the content analysis described in Section 3. ESL = English as a Second Language.

5.4 Idiom Typology and Register Sensitivity

All three resources engage with the core challenge of idiomatic opacity. Still, they differ markedly in taxonomic explicitness. Makkai's handbook is by far the most theoretically explicit since the handbook provides learners with a typological framework, distinguishes lexemic, phraseological, and proverbial idioms, and explains the syntactic properties, specifically frozenness, inflectional flexibility, and passivation constraints, of each type. Such a metalinguistic framework equips advanced learners and teachers with conceptual tools for understanding idioms as a systematic linguistic category.

Register sensitivity, here, emerges as a major differentiating dimension. Makkai's handbook stands out as the most developed. The handbook provides restrictive usage labels, and these labels communicate sociolinguistic appropriateness directly. For an ESL learner, using slang in formal academic writing or literary idioms in casual talk is a pragmatic error as serious as any grammatical one. Gaines concentrate on informal, colloquial register. In sharp contrast, Spears leaves register to contextual inference from examples. Advanced learners can manage with that, but beginners and intermediate learners, who need explicit sociolinguistic guidance, cannot.

5.5 Learner Engagement and Practical Applicability

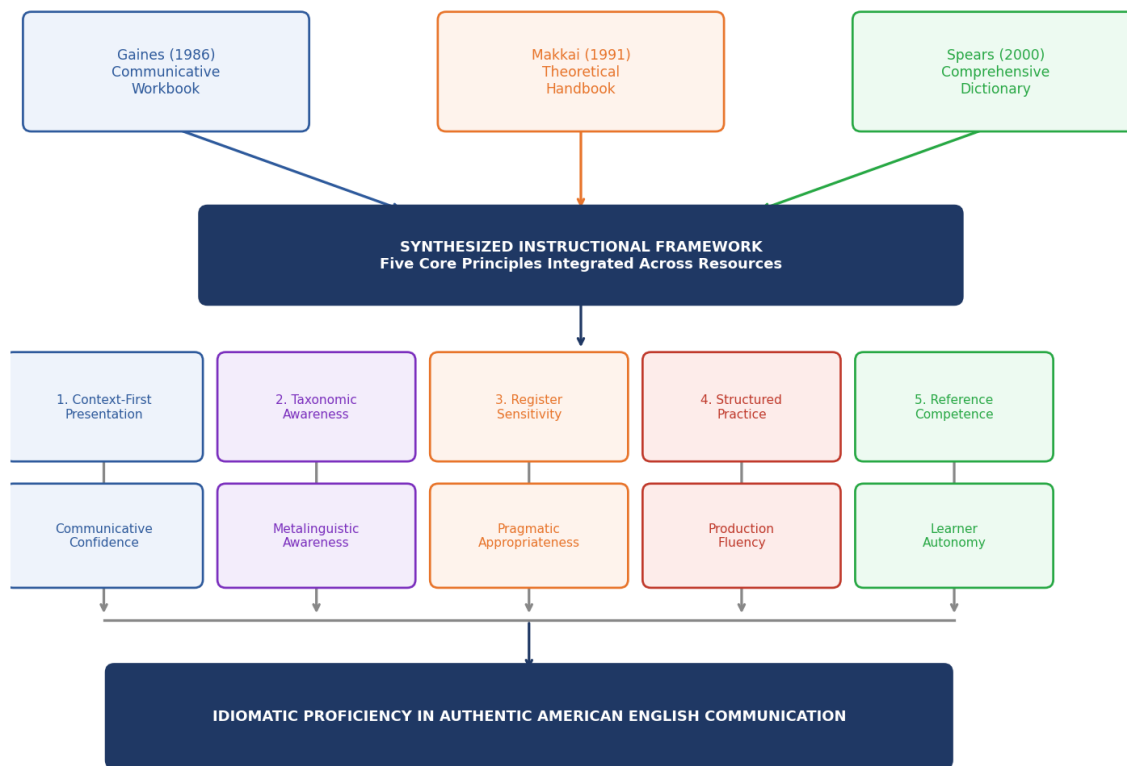
Learner engagement is where the three resources diverge most sharply. Gaines' workbook is the only one to offer structured practice, which makes it the easiest to drop straight into a classroom. Makkai's handbook and Spears' dictionary, by contrast, both assume a learner who comes to them for reference and works largely alone. The same split shows up in practical applicability: Gaines fits classroom teaching at intermediate level most naturally, Makkai earns its keep in teacher preparation and as a reference for advanced learners, and Spears is hard to do without as a full-scale reference for making sense of unfamiliar expressions in real texts.

6.1 Framework Overview (Figure 3)

Figure 3 presents the synthesized framework that emerged from comparative analysis. It maps each resource strongest contributions onto five core pedagogical principles, sets out the learner outcome attached to each, and shows how the principles combine toward one overarching goal, which is idiomatic proficiency in authentic American English communication.

Figure 3.

Flowchart of the synthesized instructional framework, mapping resource contributions through five core principles to learner outcomes and overall idiomatic proficiency.



6.2 Framework Principles

As shown, the synthesized instructional framework rests on five core principles, drawn from the foregoing analysis and from the broader SLA literature on vocabulary and idiomatic language acquisition: *Context-First Presentation*: The first principle follows Gaines' *dialogue-based model*. Teachers are invited to introduce idioms in rich naturalistic communicative contexts before any metalinguistic analysis. This, Learners should be put in linguistic and cultural situations wherein they look at idioms in use within dialogues, texts, or audio materials simulating authentic American communication, and contextual inference scaffolds initial meaning-making and building communicative confidence in the meantime.

6.3 Curriculum Design and Lesson Planning Recommendations

The framework principles above support a thematic organization of idiom instruction. Gaines' nine communicative domains offer a starting point that guides selection and sequencing and align idiom instruction with a communicative syllabus design orientation. Lessons should begin with authentic or simulated dialogues that contain target idioms in use and should be followed by explicit vocabulary instruction with definitions, grammatical category labels, and register labels. Also, practice activities follow a sequence from controlled recognition tasks to communicative production activities, among them role-plays, discussions, and writing tasks, all calling for authentic idiom use. Explicit reference training belongs in the syllabus. The training guides learners to use both Makkai's register labels and Spears' Phrase-Finder Index and deepens their understanding of expressions encountered in authentic input. Assessment instruments evaluate both receptive and productive idiomatic competence through three task types: comprehension tasks (identifying idiom meaning in context); appropriateness judgment tasks (selecting the register-appropriate idiom for a given communicative situation); and production tasks calling for correct idiom use in written or spoken contexts.

6.4. Discussion

The present analysis confirms a central point. the three resources examined represent distinct but complementary pedagogical traditions in American idiom instruction. Gaines' workbook embodies the communicative turn in language teaching and prioritizes meaningful interaction and structured practice. Makkai's handbook embodies the cognitive-linguistic and

sociolinguistic turn and foregrounds the systematic nature of idiomatic language and the sociolinguistic dimensions of appropriate use. Spears' dictionary embodies the lexicographic tradition of full-scale reference, and prioritizes structural transparency, coverage breadth, and user-centered look-up tools. The absence of communicative practice activities in both the handbook and dictionary formats reflects a broader division in idiom pedagogy between reference-oriented and instructional-oriented resources, a division mapping onto the tension in SLA theory between incidental acquisition through exposure and explicit instruction through focused practice. The current consensus in the field supports a combined model. explicit idiom instruction is supposed to raise learner awareness of idiomatic form and meaning. Hence, effective programs are called to embed such instruction in communicative contexts promoting genuine acquisition rather than short-term memorization (Nation, 2001; Laufer & Hulstijn, 2001). In fact, A non-native speaker who grasps the literal meaning of every word in a sentence still fails to comprehend the intended meaning when idioms appear (Cooper, 1999; Irujo, 1986). Learners often activate the literal meanings of idioms even when they are familiar with the figurative usage and the phrase sits in a figurative context (Cieślicka, 2006). Moreover, the opacity of idioms, namely the non-compositional relationship between the form of an expression and its meaning, makes their acquisition a demanding task for ESL learners (Cacciari & Tabossi, 1988; Grant & Bauer, 2004). In this respect, Cooper (1999) used a think-aloud procedure to study how nonnative speakers arrived at the meanings of common idioms presented in written context, which directly evidences the literal-comprehension-yet-figurative-failure point. Irujo (1986) examined transfer in the acquisition of idioms in a second language and is the standard citation for idiom acquisition as a difficulty. Cieślicka (2006) showed the persistence of literal activation in L2 idiom processing. Grant and Bauer (2004) interrogate the criteria for defining idioms and ground the opacity/non-compositionality claim as does the classic processing work of Cacciari and Tabossi (1988).

6.5. Conclusion

The present study tends to contribute to the literature on idiom pedagogy through a rigorous methodological model for textbook-based analysis, which can be applied to other instructional resources and linguistic domains. The study also contributes to the practical literature of ESL curriculum design by offering specific, evidence-based recommendations grounded in the analysis of published pedagogical resources. Since the demand for idiomatic proficiency in English continues to grow across academic, professional, and social contexts, the development of principled, research-informed approaches to idiom instruction becomes ever more vital for ESL educators and curriculum designers worldwide. An obvious next step would be to track how learners actually acquire idioms when they work with these resources, both on their own and in combination, using pre- and post-tests of idiomatic recognition and production to put the framework to an empirical test.

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