شروط النشر في مجلة التربية للعلوم الإنسانية

ترحب مجلة (التربية للعلوم الإنسانية) العلمية المحكمة بإسهام الباحثين من العراق وخارجه، فتخطو بهم ومعهم خطوات واثقة نحو مستقبل مشرق، وفيما يأتي بعض ضوابط النشر فيها:

* ❖ تستقبل المجلة البحوث العلمية في مجالات العلوم الانسانية كافة.

* ❖ تقوم هيئة التحرير البحوث علميا مع خبراء مشهود لهم بالكفاية العلمية في اختصاصهم الدقيق. في الجامعات العراقية والعربية.

* ❖ ترفض المجلة نشر البحوث التي لا تطابق منهج البحث العلمي المعروف.

* ❖ يلزم الباحث بالأخذ بما يرد من ملحوظات حول بحثه من خلال ما يحدده الخبراء المقوِّمون.

* ❖ ألا يكون البحث مقدَّمًا إلى مجلة أخرى، ولم ينشر سابقًا، وعلى الباحث أن يتعهد خطيًّا بذلك.

* ❖ يثبت على الصفحة الأولى ما يأتي: عنوان البحث ، واسم الباحث، ولقبه العلمي، ومكان عمله، وبريده الإلكتروني ، ورقم هاتفه ، وكلمات مفتاحية ، جميع هذه البيانات **باللغتين العربية والانكليزية** وفي حالة وجود أكثر من باحث تذكر أسماؤهم وعناوينهم، لتسهيل عملية الاتصال بهم.

* ❖ يطبع الباحث ملخصاً للبحث في صفحة مستقلة، وباللغتين العربية والإنكليزية، على ألا يزيد عن (٢٠٠) كلمة.

* ❖ تعتمد المجلة أسلوب APA للنشر العلمي في التوثيق، ويجب على الباحث اتباع قواعد الاقتباس وتوثيق المصادر وأخلاقيات البحث العلمي وفق هذا النظام.

* ❖ تدون مراجع البحث على صفحة منفصلة أو صفحات مرتبة حسب الأصول المعتمدة بحسب الاتي:

* ❖ كنية المؤلف اسمه. (سنة النشر). عنوان الكتاب. رقم الطبعة (١٣) دار النشر. مكان النشر (المدينة). انظر (موارد وثائق نظام (APA). لمزيد من المعلومات (https://www.apa.org).

* ❖ ترجمة جميع المصادر غير الإنجليزية (بما في ذلك العربية) إلى اللغة الإنجليزية، مع الاحتفاظ بالقائمة مكتوبة بلغة البحث.

* ❖ إذا كانت المصادر العربية لها ترجمة معتمدة من اللغة الإنجليزية، فيجب اعتمادها، أما المصادر التي ليس لديها ترجمة معتمدة للغة الإنجليزية (مثل: لسان العرب، تتم ترجمتها صوتياً، أي أن المصدر مكتوب بحروف إنجليزية (Lisan Alearab).

❖ تطبق المجلة نظام فحص (الاستلال) باستخدام برنامج (Turnitin)، حيث يتم رفض نشر الأبحاث التي تزيد فيها نسبة (الاستلال) عن المعدل المقبول دوليًا.

❖ لا يعد قبول النشر ملزما للمجلة بنشر البحث العلمي ضمن الاعداد إلا ما يليق بسمعتها العلمية.

❖ رسوم البحث للباحثين من داخل العراق (125,000) دينار، على ألا يتجاوز عدد صفحاته (25) صفحة بما فيها البيانات والخرائط، والمصورات، وإذا زاد البحث على ذلك يتحمل الباحث دفع مبلغ (2000) دينار عن كل صفحة إضافية.

❖ يطبع البحث على الآلة الحاسبة، وعلى ورق حجم (A4) وبوجه واحد.

❖ يطبع البحث وبواسطة برنامج (Microsoft Word) بخط (Simplified Arabic)، للبحث المكتوب باللغة العربية وخط (Times New Roman) للبحث المكتوب باللغة الإنجليزية، بحجم (١٤) لمتن البحث، و (١٦) للعناوين الرئيسة والفرعية ، ويكون ادراج الهوامش الكترونيا وليس يدويا .

❖ بعد الأخذ بملحوظات المقوّمين يرفق قرص (CD) مع البحث المصحح.

❖ يقسم البحث على مقدمة وعناوين مناسبة تدل عليه، لتغني عن قائمة المحتويات.

❖ التباعد بين الاسطر (١) سم باللغة العربية و (١.٥) سم باللغة الإنكليزية .

❖ يطبع عنوان البحث بخط غامق وحجم (١٦) بينما المتن يكون بحجم (١٤) والحاشية بخط عادي وحجم (١٢) باللغة العربية والانكليزية

❖ لا تلزم المجلة بإعادة البحث إلى صاحبه إذا اعترض على نشره الخبراء، ويُكتفى بالاعتذار .

❖ منهج البحث العلمي والتوثيق من سمات المجلة المحكمة.

❖ تعنون المراسلات باسم (رئيس التحرير) او مدير التحرير .

❖ إذا كان البحث يحتوي على آيات قرآنية يكون نمط الآيات وفق برنامج مصحف المدينة ولا يتم نشر البحث خلاف ذلك.

❖ تتم المراسلة عبر الوسائل الاتية:

١- البريد الإلكتروني: E-mail: Journal.eh@uomosul.edu.iq

٢- رقم الهاتف: ٠٧٧٤٠٩٠٥٤٥٥   المفتاح الدولي ٠٠٩٦٤

٣- الواتس اب: ٠٧٧٤٠٩٠٥٤٥٥   المفتاح الدولي ٠٠٩٦٤

المحتويـــــات

العوامل المؤثرة في فهم متعلمي اللغة الإنجليزية كلغة أجنبية للتعبيرات الاصطلاحية في رواية سيد الذباب لوليام جولدينج

Factors Influencing EFL Learners' Comprehension of Idiomatic Expressions in William Golding's *Lord of the Flies*

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المستخلص

لطالما ناقش اللغويون فهم التعبيرات الاصطلاحية نظرًا لصعوبتها على المتعلمين الأصليين وغير الأصليين، وخاصة في الخطاب الأدبي. يُعد تعلم التعبيرات الاصطلاحية أمرًا صعبًا على العديد من الطلاب نظرًا لأن معناها غير متوقع، لذا يشعرون أنه من الممل معرفتها. تهدف الدراسة الحالية إلى التحقيق في العوامل التي تؤثر على فهم متعلمي اللغة الإنجليزية كلغة أجنبية في تفسير التعبيرات الاصطلاحية في رواية سيد الذباب لوليام جولدينج استنادًا إلى نظرية الاستعارة المفاهيمية لـ لاكوف وجونسون (١٩٨٠). تم استخراج البيانات من رواية سيد الذباب لوليام جولدينج. كان المشاركون ١٠ طلاب جامعيين عراقيين يدرسون اللغة الإنجليزية كلغة أجنبية ويتخصصون في اللغة الإنجليزية؛ تم اختيارهم من طلاب السنة الرابعة في جامعة الأنبار، كلية التربية للعلوم الإنسانية. طُلب من المشاركين في استبيان تفسير التعبيرات الاصطلاحية في المقتطفات المختارة وشرح كيفية فهمهم للنص المعطى. كشفت النتائج أن متعلمي اللغة الإنجليزية كلغة أجنبية واجهوا صعوبات في فهم التعبيرات الاصطلاحية. تأثرت مهاراتهم في فهم التعبيرات الاصطلاحية في الرواية المختارة بعوامل خارجية وداخلية متعددة.

وخلصت الدراسة إلى أن تفاوت مستويات الفهم بين المشاركين قد يُعزى إلى عوامل قد تؤدي إلى عدم الفهم أو سوء الفهم، ومنها: المعرفة الثقافية، والتواصل اللغوي، وطريقة التدريس، ومعرفة المفردات، والسياق، والموضوع، ومستويات الكفاءة، واللغة المجازية، والمعرفة الأدبية.

Abstract

Linguists have long discussed the comprehension of idioms because it is challenging for both native and non-native learners, particularly in literary discourse. Learning idioms is difficult for many students as their meaning is unpredictable, so they feel it is boring to know them. The current study aims to investigate the factors influencing EFL learners' comprehension in interpreting idiomatic expressions in William Golding's *Lord of the Flies* based on Lakoff and Johnson's (1980) Conceptual Metaphor Theory. The data were extracted from William Golding's novel *Lord of the Flies*. The participants were 10 Iraqi university EFL learners majoring in English; they were selected from fourth-year students at the University of Anbar, the College of Education for Humanities. The participants were asked in a questionnaire to state the difficulties of the idiomatic expressions in the extracts selected and to explain the factors influencing their understanding in the novel. The findings revealed that EFL learners faced difficulties in comprehending idiomatic expressions. They were affected by several external or internal factors in comprehending idiomatic expressions in the selected novel. It is concluded that varying levels of comprehension among the participants might be attributed and affected by some factors that may lead to non-understanding or misunderstanding. Some of these factors were Cultural knowledge, Interlanguage, Method of teaching, Vocabulary knowledge and Proficiency levels, The context, Theme, Figurative language, Literary knowledge.

Introduction

In linguistics, idioms, or idiomatic expressions, are integral to any language. An idiom is a phrase that conveys a meaning that differs from the literal sense of the word forming it (Titone & Connine, 2020a). The use of idioms can serve to either mock or offer advice to individuals. Therefore, idiomatic expressions are found in spoken and written communication (Cooper, 1999).

They enhance the richness and colour of language. However, many students still struggle to comprehend the meanings of idioms. Meryem (2010) noted that students who studied idioms had difficulty identifying the true meaning of idiomatic expressions (Titone & Connine, 2020b). The difficulty would significantly influence their ability to communicate effectively, resulting in misconceptions and limitations in expressing ideas.

Many studies (Saleh 2013; Alhaysony 2017; Orfan 2020; Azeez 2023; and REBAI Meryem 2023) have addressed idioms from various perspectives. Saleh (2013) investigated the difficulties Libyan students face in understanding English idiomatic expressions and explored the strategies they employ to overcome these challenges. It is found that many students struggle with idioms comprehension due to their figurative nature, which makes their meanings unpredictable. Additionally, students employed several strategies, such as contextual guessing and collaborative learning activities, which can enhance their understanding and usage of idioms. The study highlighted the need for improved teaching methods that incorporate idioms into language instruction. Alhaysony (2017) studied the difficulties and strategies the students use in understanding English idioms. The findings showed that students face difficulty understanding idiomatic expressions, adopting strategies such as guessing the meaning of idioms from context, predicting the meaning of idioms, and figuring out an idiom from an equivalent one in their mother language.

In line with Alhaysony (2017), Orfan (2020) investigated the attitude of Afghan undergraduate EFL students towards the importance of learning English idioms, sources of difficulties in learning and understanding them, and strategies used to understand idioms. It also explored the impact of students' gender and first language on their responses. The data were collected from students majoring in English language and literature through a questionnaire. The results revealed that Afghan undergraduate EFL students had a positive attitude towards the importance of learning idioms. The sources of difficulties the students encountered were mainly a lack of cultural knowledge behind idioms, a lack of analogues for English idioms in their first language, and a lack of context.

These difficulties were identified through students' use of numerous strategies to learn and understand idioms. Similarly, REBAI Meryem (2023) investigated students' and teachers' attitudes towards students' ability to comprehend idiomatic expressions through text reading. The results revealed that both participants show a positive attitude and strongly agree on the usefulness of text reading in developing EFL learners' ability to comprehend idiomatic expressions. Based on these findings, it is recommended that teachers actively engage students in idiomatic learning activities designed for Reading Skill Tasks.

In a different context, Azeez (2023) explored the types and sources of difficulties that Kurdish undergraduates encounter in number-related idioms in speaking productions identifying the relationship between gender and the type of difficulties. The results revealed that the participants experienced various difficulty sources in understanding number-related idioms. The participants performed better in understanding number-related idioms in the tests rather than their recognition. It was also concluded that gender has no relation to the types of difficulties.

Though different studies have been conducted on idiom comprehension from various aspects and contexts, the use of idiomatic expressions in the literary text such as the novel, in particular the Iraqi EFL context has not yet been adequately addressed. More research is required to fill in this gag. An idiom was selected as the focus of this study because of its unique nature in English, where its meaning can change with time. An idiom is inherently unique to a language, serving as a distinctive feature that differentiates one language from another. Idiomatic expressions represent a unique aspect of the English language and particular challenges for students whose major is English vocabulary (Langi, 2016; Rabiah, 2018; Lestari, 2019).

One of the challenges that would encounter EFL learners is the use of idiomatic expressions in the literary text; the novel text is no exception. William Golding's novel *Lord of the Flies,* the focus of the current study, is abundant with idiomatic expressions that would make it challenging for EFL learners to comprehend meaning as it is used in its literary context.

Idioms are often used in texts to craft vivid representations of characters, settings, or ideas. Idioms can convey extended meanings and facilitate suitable comparisons between unlike entities. Understanding idioms in literary texts presents a significant challenge for EFL learners, as it requires understanding the figurative language used by novelists. EFL learners may find it challenging to comprehend the meaning of idioms, as it requires interpreting the underlying meaning and symbolism of the comparison (Abdulqahar, 2023). As such, *Lord of the Flies* emphasizes the significance of idiomatic expressions in learning a language as it presents a comprehension challenge for students.

Accordingly, the study aims to answer the following question: What are the most common factors that affect comprehending idiomatic expressions in William Golding's *Lord of the Flies*? By examining these factors, the study would offer insights for educators, and EFL learners to improve and simplify their comprehension of the cognitive processes involved in analyzing complex literary texts.

Methodology

This section deals with the methodology used to analyze the data selected from the novel Lord of the Flies. It includes the research design and data collection, the participants, and the questionnaire.

Research Design and Data Collection:

The main objective of this qualitative study is to find out the difficulties faced by Iraqi university EFL learners in comprehending idioms in William Golding's *Lord of the Flies*. The novel was downloaded from https://t.me/english2023eng. The data were analyzed based on Lakoff and Johnson's (1980) model of Conceptual Metaphor Theory. Ten idioms were selected randomly from William's novel under investigation. These idioms were administered in a questionnaire and distributed to ten participants. The participants were required to respond to two open-ended questions.

Participants:

The participants were 10 Iraqi EFL 4th. year learners, morning studies in the Department of English, College of Education for Humanities, University of Anbar. They were enrolled in the first semester of the academic year 2024/2025. They were asked in a questionnaire to interpret the idiomatic expressions in the data selected and to explain how they understand them. The participants were expected to have acquired adequate knowledge on using idioms in the literary text, namely in William Golding's *Lord of the Flies*, as this novel was planned to be studied in the second semester for the 4th. Year in College of Education for Humanities, University of Anbar in a course entitled.

Questionnaire:

A questionnaire was designed to examine the participants' difficulties in understanding idioms in William Golding's *Lord of the Flies*, based on Conceptual Metaphor Theory. The questionnaire was sent to participants via a Google Form. It contains ten idiomatic expressions. Participants were asked, first, to identify whether the idiom was easy or difficult to understand. Second, to explain the process they follow to understand the idioms, participants need to write down the factors they think influence their understanding of idiomatic expressions. For the reliability of the questionnaire, it has been sent to a specialist in applied linguistics. It has been verified after doing the amendments recommended. The questionnaire included two open-ended questions:

1. Could you tell me if you found each of these idioms difficult to understand or not? If yes, please explain the reasons behind their difficulty.

2. What potential factors do you think influence your understanding of idiomatic expressions in Lord of the Flies?

Analysis and Discussion:

The analysis of the data revealed that comprehending idioms could be influenced by various factors. These factors were: *Cultural knowledge, Interlanguage, Method of teaching,* can be internal, such as *proficiency levels* and *literary knowledge,* or external, such as *Vocabulary knowledge and proficiency level, the context, theme*, *figurative language*, and literary knowledge. The following table illustrates the frequency of occurrence and the percentages of these factors.

Table (4.3) The Conceptual Meaning of the Idiomatic Expression in William's novel: *Lord of the Flies*

No.	Factors	Total of factors	Percentage 100%
1	Cultural knowledge	7	12.72%
2	Interlanguage	3	5.45%
3	Method of teaching	2	3.63%
4	Vocabulary knowledge and proficiency levels	7	12.72%
5	The context	18	32.72%
6	Theme	11	20 %
7	Figurative language	5	9.09%
8	Literary knowledge	2	3.63%
	Total	**55**	**100%**

As shown in the table, *the context* scored the highest frequency, 18, equivalent to 32.72%, followed by *theme*, 11, with 20 %. *Cultural knowledge and Vocabulary knowledge and proficiency levels* occupied the third score, 7, 12.72%. Finally, the low score was occupied by *method of teaching, interlanguage,* and *literary knowledge* respectively.

A. Cultural Knowledge

Idioms are frequently culturally unique, depending on shared knowledge, beliefs, and experiences within a particular language community. EFL learners may lack familiarity with the cultural references and symbolic meanings embedded within idioms, affecting their comprehension of the intended message. Misunderstanding idioms can arise when an individual is unfamiliar with the particular metaphorical language used for a specific context. Idioms depend on common cultural and linguistic understanding; if a person lacks familiarity with the metaphorical application of specific terms, they might interpret them literally rather than understanding their intended figurative meaning.

This is in line with Participant 6 response to the questionnaire that "A key factor is the reader's familiarity with the culture or historical period of the text". The idiomatic expression *Lord of the Flies* is a conceptual metaphor as it is deeply connected to the boys' societal breakdown and basic instincts, which may be difficult for EFL learner to comprehend without an understanding of human nature, tribalism, and social structures. The absence of previous knowledge structure about the culture of the second language would impact EFL learners' comprehension of the idiomatic expressions used in the given text.

B. Interlanguage

The term Interlanguage, is used to describe the changing linguistic system that second language learners develop. It is a crucial element affecting the comprehension of idioms. Interlanguage often involves translating idiomatic expressions from a student's original language into English, which can lead to misunderstandings. If the first language and target one are similar, students will find it easier to understand what idioms mean. The participant 3 responded to the questionnaire that "Sometimes I find a term in Arabic that is similar to a term in English and I am able to memorize and understand it". Since the majority of English words have many meanings, second language learners are known to struggle with vocabulary learning.

According to Carter (1998), among all the meanings that a word can have, the core meaning is typically the most common or basic meaning. For example the conceptual metaphor of "Snake thing" in the novel refers to the fear of the boys of a mysterious creature. It symbolizes the original fear and darkness within humans. Due to the similarity and interference between the two cultures this conceptual metaphor might be easier to EFL learners to comprehend it as *Snake* is a Global metaphor of evil. However, understanding this phrase can be challenging for EFL learner because snake might symbolizes different things, based on the context in used, in Arabic and English culture though it symbolizes savagery and evil in the two cultures.

C. Method of Teaching

Different teaching and learning methods might help or hinder students' ability to correctly understand these idioms. Some have argued that idioms are hard to teach and learn (e.g., Chen & Lai, 2013). Teachers may find it difficult to encourage students to acquire (or use) idioms outside the classroom because the opportunity for such extension may seem remote (Al-Kadi, 2015). One of the hardest parts of learning a foreign language, according to many Vietnamese teachers and students, is picking up idioms. In reality, idioms are "notoriously complex" (Celce-Murcia & Larsen Freeman, 1999, p. 39), as later academics have pointed out (Liu, 2003, Zyzik, 2011).

Teachers of foreign languages used to focus only on writing and grammar. Students did not have the opportunity to communicate or express their thoughts in English since speaking and listening were not given enough attention. For example, Participant 2 explained: "idioms are not particularly taught in our courses (academic courses), so most of the idiomatic expressions are left unexplained because we are not familiar with how to deal with them. This is one of the factors which I encounter where I leave the idiom that I cannot understand without going further to find some explanation for it."

This idea was supported by Participant 6 explaining that: "I think that understanding the idiomatic expressions in Lord of the Flies depends on a full understanding of the text and events, meaning that the novel is read first carefully, then watching its own film, and then trying to link these expressions with the surrounding contexts to understand them. In addition, when we had difficulty in understanding them during the study, we tried to communicate with the professor (In charge of the novel at that time) to clarify them." Based on these answers, methods of teaching language in general and teaching literature, in particular, is a crucial factor in building up a cognitive structure of the EFL learner's cognitive structure which helps in understanding the literary text.

D. Vocabulary Knowledge and Proficiency Levels

Vocabulary is the basic aspect of learning a second language, and the level of success in learning any language is determined by the learner's vocabulary. Language skills (reading, writing, speaking, and listening) are enhanced by vocabulary knowledge (Fadi, 2019). Vocabulary knowledge is crucial to the process of language learning and acquisition and cannot be neglected in studies related to second or foreign languages. English language learners are aware that their limited vocabulary could lead to serious problems in language communication. Language development and comprehension are restricted by this lexical limitation (Nation, 2001). Vocabulary knowledge structure is closely linked to both academic success and proficiency in language (Adamson, 1993; Collier, 1989).

Since lexical knowledge can help foreign language learners understand the meaning of written texts, vocabulary knowledge and reading comprehension are closely related. Furthermore, reading could help in the lexicon development of students (Nation, 2001). For example, participant 7 said: "factor which leads to the difficulty of understanding *Lord of the Flies*, especially with EFL learners is the lack of vocabulary items. Many new vocabulary items, that I don't know, are used. For example the word *beastie* is a new, though normal word to me". *The beastie* is a conceptual metaphor that refers to the imagined creature that the boys fear, symbolizing the primal instinct of savagery within humans. The term is often repeated as it becomes a central theme of fear.

Based on students' responses to the questionnaire, this factor is one of the reasons behind not understanding idiomatic expressions in the novel. Academic vocabulary should be introduced to students by EFL teachers at Iraqi universities to improve their lexical knowledge, and students should be exposed to and practice a variety of vocabulary learning techniques to help them become independent learners. (Fadi, 2019)

E. The Context

To communicate successfully and comprehend the world around us, it is vital to know the meaning of words. However, the words' meaning is not always straightforward and literal. Some words and expressions might have completely different meanings that are only clear when interpreted in their context. In communication, context plays an important role in determining meaning (Johnson, 1974). We typically refer to these context-dependent expressions as *idioms*. Idioms such as *the beast is a part of you* and *we'll hunt it down* have figurative meanings that stem from the novel's narrative arc, which provides situational context through the boys' psychological breakdown and isolation on the island. Learners may take such expressions literally, missing their symbolic critique of human nature, if they do not comprehend the increasing conflict between civilization and savagery.

Meaning and context are interdependent because meaning cannot be conveyed without context and context cannot be established without meaning (Williams, 2004). This idea was supported by Participant 9 that: "the context is main factor to understand the text. If we come to these idioms without context, we will translate them according to literal meaning but since we have context, the meaning is different." In this sense, Participant 8 supported this idea that, for example, the idiom *mask* can carry multiple connotations. In literature, it can symbolize a false Identity, fear, or power. This requires EFL learners to consider the broader context of the text to grasp the author's true intent. The *mask* refers to the face paint the boys use, symbolizing the loss of identity and the freedom to commit acts of savagery. The mask is often discussed as it allows the boys to shed their civilized selves.

F. Theme

EFL learners' understanding of idioms is greatly impacted by the theme of *Lord of the Flies* since the book explores abstract, culturally embedded ideas like the loss of innocence, the breakdown of society, and inherent human violence. Due to idioms' inherent context dependence and nonliteral nature, learners must relate language usage to more general thematic frameworks. Phrases like *the beast* and *kill the pig*, for example, are connected to the novel's criticism of human nature's behaviors. EFL learners may take these idioms literally rather than symbolically, which could result in misunderstandings if they don't conceptualize the main idea of civilization versus savagery.

Thematic awareness, according to research by Boers (2000), helps students decode figurative language by giving them a conceptual scaffold that allows them to deduce meaning from cultural and contextual cues rather than direct translation. For example, participant 5 said: "*Lord of the Flies* is full of idioms and figurative language that align with its deeper themes, such as savagery and loss of innocence. Without any knowledge of these themes, understanding idiomatic expressions becomes more difficult". For example, Participant 1 responded to the meaning of the idiomatic expression **Spill his blood** as follows: At first, it seemed like just a group of boys playing a violent game. However, as I reread it, I realized that the *chant* represents the boys' descent into savagery. They are no longer behaving like civilized humans but are consumed by their primal instincts. Another part that was difficult to understand was the contrast between the dark and violent ritual happening behind the Castle Rock and Ralph's 1 calm perspective as he listens to the sea. It took me some time to see how this contrast emphasizes Ralph's isolation and his struggle to hold on to his humanity while the others are giving in to their animalistic nature'. These details of the theme of the novel represent the cognitive structure of the EFL learners that help them conceptualise all details of the novel.

G. Figurative Language

Figurative language is another factor that affects EFL learners' comprehension. Figurative language includes many types such as metaphors, similes, and idioms, which frequently communicate meanings that are not immediately apparent from the individual words. EFL learners must have an effective knowledge of the English language as well as an awareness of cultural and contextual features to interpret these expressions effectively.

In the context of *Lord of the Flies*, the novel's extensive use of figurative language enhances thematic expression and character development. For EFL learners, this adds further complexity, as comprehending figurative meanings is important for completely understanding the author's aim and details of the story. Therefore, educators must to use teaching methodologies that emphasize the identification and analysis of figurative language, thus providing students with the conceptual skills required to understand and appreciate the literary nuances present in such texts. For example participant 10 said "Some expressions, like **taken short**, are idiomatic and unfamiliar to me because they are older or specific to British English. Without prior knowledge, I might miss their meaning unless I look them up or infer their purpose from the narrative."

H. Literary Knowledge

A crucial element impacting this understanding is the students' literary knowledge, which includes their familiarity with literary devices, themes, and historical contexts. This understanding is the basis for analyzing idioms, which can have deep cultural and literary meanings. For example, Participant 4 said: "literary knowledge: Understanding literary devices and themes helps in deciphering deeper meanings behind the expressions."

EFL learners usually struggle with English idioms because they are unfamiliar with the language and lack of background information. According to Jamshed et al. (2024) Saudi EFL students difficulties of comprehending idioms were caused by a lack of exposure and differences in literal interpretation, which were increased by a lack of classroom instruction on idiomatic usage.

In order to enhance idiomatic comprehension, the study highlights the importance of integrating literary and cultural contexts into language learning.

Recent studies demonstrate that a crucial factor of EFL learners' comprehension of *Lord of the Flies* idioms is literary knowledge. Lack of this foundation could cause students to misunderstand figurative language and missing the deeper thematic layers of the novel. Understanding can be significantly enhanced by integrating literary analysis into language instruction. For example, Participant 6 stated "***lord of the flies*** was difficult to me because I thought that it's the name of someone or he is a person they want to talk about not the head of a pig".

Conclusion

This study investigated the factors that affect EFL learners' understanding of idiomatic expressions in William Golding's *Lord of the Flies*. The results showed that students frequently encounter difficulties with idioms because of various overlapping linguistic, cultural, and educational obstacles. A key aspect is cultural knowledge. Idiomatic expressions are deeply rooted in the source culture, and without a full understanding of English-speaking cultural contexts, learners struggle to comprehend the metaphorical meaning of these expressions. The absence of cultural context frequently results in literal readings, possibly leading to misinterpretation of the intended message.

Another key factor is the concept of Interlanguage, when learners depend on structures and meanings from their native language to comprehend English idioms. This frequently results in confusion or misinterpretation, particularly when idioms lack direct parallels in the learners' native language. The teaching method is very important. Students exposed to idioms via direct instruction, contextualized learning, and literary texts generally achieve better results compared to those who are merely passively exposed to idioms through traditional grammar-based learning.

Vocabulary knowledge and proficiency levels also impact learners' comprehension. Students with a wider vocabulary range and higher proficiency in English are more likely to understand idiomatic meanings through context or comparison. On the other hand, low-proficiency learners often lack the linguistic skills needed to interpret idiomatic expressions. Furthermore, figurative language understanding is a complex skill that requires learners to go beyond literal meanings. Many EFL learners have difficulty in recognizing when a statement is figurative, especially within a rich literary context such as Lord of the Flies.

The context in which idioms emerge is another important factor. Idioms presented in isolation are more difficult to comprehend, but those integrated within a coherent narrative context give learners contextual cues to improve understanding. Finally, literary knowledge enhances the ability to interpret idioms by allowing learners to identify themes, symbolism, and the author's stylistic choices, all of which contribute to a deeper awareness of figurative language.

The study concludes that comprehending idiomatic expressions in literary works such as *Lord of the Flies* requires an understanding of cultural awareness, linguistic proficiency, effective teaching methods, and appreciation of literature. Comprehensive attention to these elements could significantly improve EFL student's cognitive ability to conceptualize idioms and increase their overall literary reading experience.

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