

The Impact of Using Short Films on Learning Idioms in EFL Classes

Saad Aljebreen¹, & Aseel Alzamil¹

¹ Department of English and Translation, Faculty of Arabic Language and Social Studies in Buraidah, Qassim University, Kingdom of Saudi Arabia

Correspondence: Saad Aljebreen, Department of English and Translation, Faculty of Arabic Language and Social Studies in Buraidah, Qassim University, Kingdom of Saudi Arabia.

Received: August 20, 2022

Accepted: November 8, 2022

Online Published: November 23, 2022

doi:10.5430/wjel.v12n7p250

URL: <https://doi.org/10.5430/wjel.v12n7p250>

Abstract

Having a good command of idioms of a foreign language is regarded as an important element in mastering that language. However, due to their opaque nature, extracting idioms' figurative meaning appears to be a challenging endeavor for most foreign language learners. Grounded in the cognitive theory of multimedia learning, this study aimed to investigate the extent to which using short films has an impact on Saudi EFL learners' receptive knowledge of idioms. Data were collected from 84 female undergraduate students at a university in Saudi Arabia using a pre- and post-test, a questionnaire, and a semi-structured interview. The findings revealed that the participants in the short films group significantly outperformed their counterparts in the blogger group. Moreover, the findings also showed that the participants had positive attitudes toward using short films to study idioms. In attempting to tackle the issue of how English idioms can be learned and taught effectively in the language classroom, the research findings provide helpful insights for both EFL teachers, learners, and curriculum designers. It is recommended for English teachers to become more acquainted with and adopt more flexible and engaging pedagogical methods such as short films in teaching idiomatic expressions to their learners. Employing short films as a complementary teaching material can further ease the burden of idiom learning and create a more motivating and engaging learning environment for the learner.

Keywords: short films, idiom learning, EFL learners, English idioms, EFL contexts

1. Introduction

It is argued that every language has phrases or expressions that cannot be attained literally (Liontas, 2006). Although knowing the meaning of all the constituents of a phrase can be achievable, trying to figure out the meanings behind such formulaic expressions might still be confusing and misleading. One of the areas that may lead to confusion is idiom comprehension. In fact, idioms are considered one of the difficult language components for learners to acquire fully. This could be attributed to the tricky nature of idioms that usually puts foreign language learners in hot water trying to extract their meanings both in written and oral contexts. According to Moon (1992), idioms can be characterized as conventionalized stretches of language whose compositional values and their overall pragmatic function are almost mismatched. Associating the notion of idiomaticity with nativity of a given language, Cowie and Mackin (1975, as cited in

Khonbi & Sadeghi, 2017) state that one of the characteristics that defines native proficiency is idiomatic competence. In addition, Gibbs (1980) claims that learners could be better speakers and negotiators as long as they have strong knowledge of idiomatic expressions.

Over the last few years, one of the controversial issues in the field of second/foreign language learning has been the notion of learning idiomatic expressions and the appropriate mode of teaching them (Liontas, 2006). Cooper (1998, p. 259) claims that "[s]ince idiomatic expressions are so frequently encountered in both spoken and written discourse, they require special attention in language programs and should not be relegated to a position of secondary importance in the curriculum". Since idiomatic usage is so pervasive among native speakers (it has been estimated that approximately 7,000 idiomatic expressions are uttered per week; Cooper, 1999), understanding such expressions is essential to achieve successful communication (Cooper, 1999), build fluency (Cain, Towse, & Knight, 2009), and promote intercultural competence. Researchers have been trying out various strategies and techniques of improving how learners of foreign languages should acquire idioms. For instance, research has shown that discussing idioms

and elaborating on their original usage can lead to long-term retention (Guo, 2008). Vasiljevic (2012) has also shown that semantic grouping of idioms helps in their retention.

Despite their essential role in natural discourse (Zarei & Shahidi Pour, 2013), there are claims that teaching and learning idiomatic expressions have appeared to be problematic, especially for foreign language learners (Chen & Lai, 2013, Catia Cucchiari, et al., 2022). This might be attributed to the fact that some EFL teachers take a 'hands-off approach' (Liontas, 2017, p. 6) and avoid using/teaching them in the classroom claiming that such figurative expressions are irrelevant or unnecessary for carrying out educational objectives (Wu, 2008). Therefore, since language learners are often exposed to metaphorically-impoverished input (Vasiljevic, 2015), it means that idiom teaching and learning in the EFL classroom context deserve a reconsideration. Even more significantly, special attention needs to be paid in developing many effective approaches for the formal teaching of different figurative expressions which many English educational programs lack, not to mention our own English educational programs in the Saudi context.

Recently, and as technology has evolved, several language scholars have considered the impact of multimedia resources on L2 teaching, believing that such input might provide language learners with a motivating and engaging environment as opposed to the conventional learning one. For example, digital games seem to enhance learners' acquisition of idioms (Mei Ling & Yunus, 2018). Films and movie clips, for instance, appear to be an open window for learning such formulaic expressions due to their potential in offering authentic spoken language with both linguistic and paralinguistic features (Abel, 2003). Although films could be a promising approach for developing EFL learners' fluency and understanding of idioms, little research has been conducted on exploring the effect of films and movie clips in idiom learning in the EFL classroom in general (e.g., Freyn & Gross, 2017; Khoshniyat & Dowlatabadi, 2014; Neissari, Ashraf, & Ghorbani, 2017; Sanaeifari, 2017), and the Saudi context in particular. Therefore, the present study intends to fill a research gap by investigating the effect of short films on Saudi EFL learners' idiomatic knowledge.

2. Theoretical Framework

The Cognitive Theory of Multimedia Learning (CTML) (Mayer, 2001) posits that meaningful learning can be generated through implementing effective cognitive strategies as opposed to the traditional method of learning through texts. The CTML framework is rooted in three primary cognitive principles of learning: (a) dual-channel processing assumption which posits that the human information/experience is processed through discrete channels for visual/pictorial and auditory/verbal processing; (b) limited-capacity assumption which assumes that each channel can process a limited amount of information/experience; and (c) active processing assumption which entails implementing a coordinated set of cognitive processes for the construction of meaningful learning (Mayer, 2014). Mayer (1997, p. 4) points out that in a multimedia environment, the learner usually engages in three important cognitive processes: (i) selecting verbal information (words) and visual information (images) from the presented material; (ii) organizing words and images into more coherent mental representations; and (iii) integrating the resulting verbal and visual mental representations with one another.

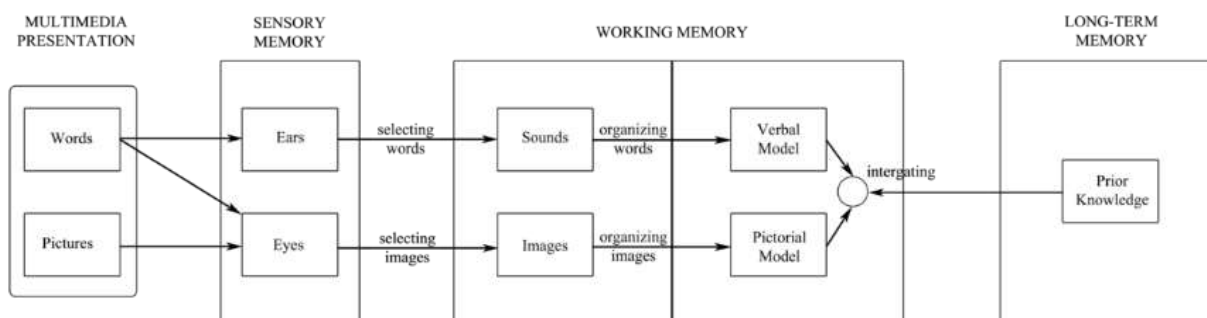


Figure 1. Mayer's (2001, p. 54) Cognitive Theory of Multimedia Learning (CTML)

In light of the above figure, it is assumed that films and movie clips that comprise a double mode of input (i.e., sounds and images) can facilitate a dual representation of the target idioms and reduce the load for a single-mode input. The core principle of the CTML is how multimedia learning works on one hand, and how learners make sense of the instructional material on the other (Sorden, 2012). Through this lens, the present study seeks to examine the potential of this theory by investigating the extent to which using short films has an impact on EFL learners'

receptive knowledge of idioms. Utilizing this theory, designers can develop instructional materials that could indeed enable learners to construct meaningful relations and in turn engage in the learning process deeply and more effectively.

The dilemma of learning English idioms

Since their figurative meanings cannot be attained literally, learning idiomatic expressions has always been considered a tricky challenge for language learners in general, and EFL learners in particular. Unlike other vocabulary, the inherent semantic and syntactic complexity of idiomatic expressions makes it challenging for EFL learners to recognize their components and grasp their implicit meanings (Al-Kadi, 2015; Chen & Lai, 2013). Jahanyard (2015) holds that the majority of EFL learners do not seem highly proficient enough to use idiomatic expressions in their communication. The insufficient coverage of idioms in the language curriculum, according to Noor and Fallatah (2010), appears to be one of the difficulties encountered by EFL learners in learning such expressions. In his interesting explanation of the difficulties involved in learning idioms, Irujo (1986a) outlines four major factors that can make idiom learning even more challenging for language learners:

- **Non-literality:** non-literality and non-compositionality of idioms are inherently tied to one another. According to Irujo (1986a), idioms cannot be interpreted literally as they do not reflect what they say. This means that composing the figurative meaning of an idiom from the sum of its literal constituents is difficult to achieve. In fact, non-literal interpretations of unfamiliar idioms can pose challenges for language learners to comprehend, let alone the semantically opaque ones. Even in the case of transparent idioms, non-literality can cause some difficulties due to the learners' inadequate metaphorical awareness which might hinder figuring out the figurative meanings of those idioms.
- **Exposure to Idioms:** native speakers tend to use excessive literal and modified language when communicating with L2 learners (Irujo, 1986a). Although modified language could be an efficient vehicle of facilitating social interaction and negotiation of meaning, this kind of interaction lacks sufficient metaphorical input. Even though TV shows and movies are common in providing rich metaphorical language (Cooper, 1998; Irujo, 1986a), negotiation of meaning does not occur in those media. Thus, such figurative language would, unfortunately, remain unnoticed.
- **Correct Use:** Another factor pertaining to the challenges of learning idioms lies in the register and situational appropriateness of idioms. Irujo (1986a) attributed this pitfall to the grammatical constraints that are correlated to some idioms which could hinder learners' attempts to produce them. Owing to the fact that idioms vary in formality, Ghaderia and Afshinfar (2014) argued that mere knowledge of the meanings of idioms does not necessarily guarantee their proper use in real-life context. Instructors need to help their students in deciding whether it is appropriate to use a particular idiom in a particular context, depending on its register or genre.
- **Teaching Materials:** textbooks and other pedagogical materials, according to Irujo (1986a), tend to address idioms very superficially or do not address them at all. Moreover, many L2 teaching materials tend to not represent idioms in authentic situations, but in highly contrived ones (Irujo, 1986a). This could be attributed to the fact that material designers might find it challenging to integrate idioms into the language syllabus in a more systematic and pedagogical manner. An alternative explanation for this could be because of the passive or dismissive attitude flowing from the notion that idioms are not considered as an essential language component to be learnt or acquired.

For these reasons, having sufficient knowledge of idiomatic expressions is likely to be a critical issue for many language learners. Therefore, owing to the dilemma of idiom learning and its significant role in understanding the target language speakers' culture (Liontas, 2017), finding more effective ways to enhance the whole learning process is pedagogically of high importance. The following subsections overview research efforts that attempted to tackle this issue.

Idioms and L2 learners

In view of the fact that idiomatic expressions are very contextual in nature, Liontas (2002) holds that many L2 learners are incapable of using idioms adequately or they almost avoid using them entirely in their communication. Given that the implicit meaning of an idiom cannot be attained literally, Guo (2019) points out that it is essential to raise students' awareness toward idioms and their significance in language. Mäntylä (2004), on the other hand, states that there has been an increase in lexicon studies including formulaic language and idioms in the past three decades; however, such studies were mainly focused on native speakers. According to her, there is a long tradition of studying

phraseology and idioms in the Eastern European countries, but little of these studies have been translated into western languages. In the West, the approach to formulaic language in vocabulary studies has changed dramatically over time and different dimensions have been explored (Mäntylä 2004). One of these dimensions demonstrates the fact that the outstanding issue of the acquisition and comprehension of English idioms and L2 learners has failed to receive considerable attention (Mäntylä 2004). Irujo (1986b), Kellerman (1977), and Mäntylä (2004), for instance, investigated the impact of first language transfer in the L2 learners' recognition of idioms. The findings of Irujo and Mäntylä confirmed that L1 knowledge aids L2 learners in the comprehension and production of L2 idioms. Both studies concluded that though second language learners perceived the meanings of idioms as symbolic, they were less likely to transfer the knowledge of their native language. In contrast, Kellerman's results suggested that L2 learners are hesitant to transfer idiomatic expressions that have first language counterparts to the target language. Accordingly, since the role L1 plays in the process of L2 idiom acquisition is uncertain, more practical studies are required to better understand the extent to which L1 has influence on the acquisition of L2 idioms.

Efficacy of films and movie clips in English idiom learning

In reference to the CTML (Mayer, 2001), films and movie clips can offer numerous opportunities for language learners. Namely, films can help language learners in providing additional information, reducing cognitive load, and promoting motivation to idiom learning (Ainsworth, 2008). Mayer (2001) describes movie clips as a kind of multimedia tool that comprises both verbal and non-verbal presentations which display images, narration, and on-screen text simultaneously. With regard to the effect of films and movie clips as a medium of instruction, Secules, Herron, and Tomasello (1992) argue that because of the contextualized presentation of videos, using movie clips can enhance the process of vocabulary learning and idiomatic structures. In a study which set out to determine the effect of humorous videos on idiom comprehension, Neissari et al. (2017) found that taking full advantage of videos in the language classroom can indeed facilitate idiom learning and enhance learners' idiom achievement. In the same vein, Sanaeifari (2017) discovered that the application of animation movies has a significant impact on learning idiomatic expressions compared to learning them via textbooks. From a MALL perspective, Haghighi (2017) explored the effect of Telegram messenger and movie clips on the enhancement of English idiomatic knowledge among 59 Iranian EFL learners. Though the study suffers from the homogeneity of participants, the findings showed that both the Telegram group and movie clips group had excelled better in the posttest compared to the control group, and as a result the participants exhibited their positive attitudes toward the application of the two technological tools in idiom learning. Using captioned videos as a learning tool, Jahanyfard's study (2015) revealed that the students who watched the videos with subtitles got higher scores in the test compared to those who watched the videos without subtitles.

Khoshniyat and Dowlatabadi (2014), on the other hand, attempted to bring the world of imagination and language together by visualizing English idioms manifested in Disney movies to 40 young Iranian EFL learners. Despite its small sample size, the results showed that the application of idiomatic expressions and their visual manifestations in Disney movies proved to be effective. The findings of the survey revealed that the participants in the control group found idiom learning difficult, boring, and confusing. However, the participants in the experimental group found idiom learning easy, enjoyable, and attractive. Other studies (e.g., Freyn & Gross, 2017; Mahmoodi-Shahrehabaki, 2014) revealed that idiom learning can be strengthened when presented via movie clips more than when taught solely by their synonyms and antonyms.

As it is evident from the previous studies and existing literature, there is almost a dearth of empirical studies considering the effect of short films on improving EFL learners' idiom achievement in the context of Saudi Arabia. Therefore, the present study is meant to bridge this gap in the literature. Indeed, conducting such kind of empirical research is of great importance to assist Saudi EFL learners with a useful method that can best improve their knowledge of idioms and therefore promote their communicative competence and cultural awareness. To address this issue, the study aims to address the following research questions.

1. Does the learning of English idioms through short films lead to significant progress in the Saudi EFL learners' receptive knowledge of idioms?
2. What are Saudi EFL learners' attitudes toward short films in idiom learning?
3. How might Saudi EFL learners describe their experience in learning English idioms via short films?

3. Methodology

The present quasi-experimental study employed a mixed methods approach. The research design consists of two phases, a quantitative data collection followed by a qualitative data collection (Creswell & Plano Clark, 2018). A

mixed methods approach has a significant advantage, i.e. combining and capitalizing on the strength of both research methods. This allows the researcher to have better insights and closer analysis of the data. Peterson et al. (2013) show that "...integrating qualitative and quantitative methods and findings into the study design, researchers can gain deeper insight into the participant's point of view, explore complex social phenomena, and effectively tailor intervention approaches" (p. 218).

In order to achieve the aims and objectives of the present study and answer the research questions, a blend of qualitative and quantitative methods has been used to examine the potential of short films in learning such a challenging linguistic configuration – i.e., English idioms. The current quasi-experimental research design comprised three instruments: a pre- and post-test, an attitudinal questionnaire, and semi-structured interviews. Moreover, the design consisted of five virtual learning sessions. The learning sessions were delivered to the students via Blackboard, an online learning tool that was readily accessible by all participants in both groups. Following the posttest submission, the students in the experimental group had completed an attitudinal questionnaire and thereafter were invited to the interviews.

Participants

A total of 84 female second-year undergraduate students, ranging in age from 19-22 ($M= 20.59$, $SD= 1.09$) participated in the study. The participants, who were native speakers of Arabic, were enrolled in an English and Translation bachelor's program in a Saudi University. Language proficiency was measured to homogenize the participants' overall level and competence using the Vocabulary Levels Test (VLT). The test showed that the students were at an intermediate level of language proficiency. For the qualitative part of the study six students agreed to be interviewed.

Subsequently, the researcher divided the participants into two groups. Namely, the control group and the experimental group. The control group (hereafter the blogger group) was taught the target idioms via a non-interactive online text using Blogger.com, whereas the experimental group (hereafter the short films group) received the same idioms via short films. The number of students who took part in the study was kept equal in both groups. Each group of the participants attended a 30-minute class that meets once a week over a period of five weeks. In both groups, each student participated in all experiment phases voluntarily, and six of them were asked to take part in the interview.

Research instruments

The first instrument used in the current study was a self-designed pre- and post-test administered to both research groups using Google Forms platform to screen the participants' overall idiomatic knowledge before and after the treatments. The test comprised three sections. Each section consisted of 10 items in a multiple-choice format. The internal consistency of the test enjoyed an acceptable Cronbach's Alpha reliability index of .725. The validity of the test was expert-validated by four competent and experienced professors. The validators were asked to pass their comments on the content of the test prior to its administration.

Another instrument used for the purpose of the current research was an online-based attitudinal questionnaire, a modified version of Alrajhi's study (2020). This survey was adapted and distributed to the participants in the short films group at the end of the treatment sessions to elicit their attitudes toward idiom learning via short films. Moreover, it consisted of 10 items with responses ranked on a 4-point Likert rating format, coded as (Strongly Disagree = 1), (Disagree = 2), (Agree = 3), and (Strongly Agree = 4). The internal consistency of the questionnaire enjoyed an acceptable Cronbach's Alpha reliability index of .829.

In the qualitative phase of the study, semi-structured virtual interviews were employed to further explore the participants' experiences of idiom learning via short films. The interviews were meant for cross-validation purposes to support the collected data from the attitudinal questionnaire.

4. Data Collection and Analysis

The students who agreed to participate in the study were assigned to two groups. The two research groups were from two different classes at the same level (i.e., third level). Prior to starting the experiment, the homogeneity of the blogger group and the short films group were determined based on their performance in the VLT. Thereafter, each group was given an allotted time of thirty minutes to answer the pretest which was identical to both research groups. Then, each group was given instruction using one of the tools under investigation. The treatment sessions took place at the end of the students' regular classes with the presence of their instructor. In all, 60 target idiomatic expressions were taught in 5 thirty-minute sessions. Following the completion of treatments, the researcher evaluated the extent of the target idioms by administering the post recognition test to the participants to measure their idiomatic

knowledge at this stage and gauge the effectiveness of the short films. Subsequently, the researcher recorded the students' scores in both the pre- and post-test for later analysis. After that, an attitudinal questionnaire was administered to the short films group using an online forms software. The last phase of the study was the evaluation of the two research groups as to their progress in idiom learning. The results have been coded numerically for statistical analysis purposes. Statistical Package for Social Sciences (SPSS) software was used to analyze the pre- and post-test results between the two groups, with the latter being used to identify whether the mean difference between the teaching modes was significant or not. Using the same statistical test, the data obtained from the attitudinal survey were fed into the computer and then analyzed.

As for the semi-structured interviews, each interview was audio-recorded and transcribed for later analysis. Generally, most interviews lasted approximately between fifteen to twenty minutes. The duration of each interview differs from one interviewee to another based on their responses. Before conducting the interviews, it was made clear to the students that their identities would be kept confidential and anonymous and they could withdraw from the interview at any time. Thematic content analysis was used to identify the emerging patterns. The interviewees' responses were categorized and interpreted comparatively. Thematic analysis allows the researcher to investigate systematically qualitative data (Clarke & Braun, 2013).

5. Findings and Discussion

Pre-test and post-test scores of the research groups

A pretest was administered to both research groups at the beginning of the study. The aim of the pretest was to establish the homogeneity of the research groups in terms of their knowledge of idioms and to gauge the effect of the modes of instruction on the learners' progress before and after the treatment. The results of the pre- and post-test were analyzed using descriptive statistics.

Table 1. Descriptive Statistics of Total Scores on the Pre- and Post-Test for Both Research Groups

Groups	N	Pretest		Posttest	
		M	SD	M	SD
Blogger	42	13.00	6.06	16.14	5.18
Short Films	42	13.59	5.63	20.04	5.23

As it is represented in Table 1, there were 84 participants divided equally between the two research groups (n = 42). The descriptive statistics reveal that there was a statistically significant mean difference in the posttest scores between the two research groups, with M = 16.14, SD = 5.18 for the blogger group and M = 20.04, SD = 5.23 for the short films group. Accordingly, the results show that the short films group had outperformed the blogger group, suggesting that the medium of instruction delivered to the former has resulted in a significant progress as to the students' receptive knowledge of idioms. The comparison between the mean scores of the two research groups in the pretest and posttest is represented graphically in the following figure.

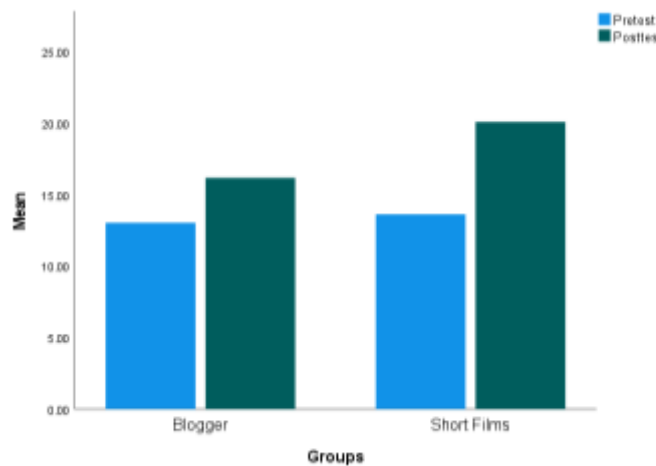


Figure 2. Comparing the Means of the Research Groups in the Pre- and Post-Test

In analyzing the normality of data for idiom recognition tests, a Shapiro-Wilk test was used (Table 2). The scores of the idiom recognition test for both research groups enjoy a normal distribution, with $p = .071$ for the pretest and p

= .066 for the posttest. Since the p-value of the Shapiro-Wilk test is greater than 0.05, it indicates that the hypothesis of normality failed to be rejected. Accordingly, a parametric test procedure was conducted to analyze the data findings.

Table 2. Normality of Scores Distribution of Both Research Groups

	Statistics	Shapiro-Wilk	
		df	Sig.
Pretest	.973	42	.071
Posttest	.972	42	.066

Table 3. Paired-Samples t-Test Between the Pre- and Post-Test of Blogger Group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre- and Post-test	-3.14	6.88	1.06	-5.28	-.99	-2.95	41	.005

Table 4. Paired-Sample t-Test Between the Pre- and Post-Test of Short Films Group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-and Post-test	-6.45	7.59	1.17	-8.81	-4.08	-5.50	41	.000

As shown in Table 4, there is a statistically significant difference between the mean scores of the participants' pre- and post-test in the short films group ($p = .000 < .05$, $t = -5.50$). This indicates that the students who were taught English idioms through short films benefitted from its application in idiom learning.

In a nutshell, based on the aforementioned observations, there is conclusive evidence which proves that there is a noticeable difference between the two instructional modes of delivering idioms in terms of their effects on the EFL learners' idiom achievement. This implies that the mode of instruction does indeed play a significant role in idiom learning. This finding matches those observed by Freyn and Gross (2017), Haghghi (2017), Jahanyfard (2015), and Mahmoodi-Shahrehabaki (2014) who have noted the significance of using films and movie clips in improving EFL learners' idiom learning and comprehension as opposed to other language learning modes of instruction. Moreover, this finding lends support to Secules, Herron, and Tomasello's (1992) observations that videos and movie clips can promote students' learning of vocabulary and idiomatic structures due to their contextualized presentation. Therefore, the effectiveness of employing short films in idiom learning was confirmed.

Participants' attitudes

The study sought to uncover the students' perceptions toward short films in learning English idiomatic expressions. Consequently, right after the treatment, the researcher administered an attitudinal questionnaire to the participants who had experienced idiom learning via short films. Using a four-point Likert scale, the researcher categorized the ten-item questionnaire into three sections, namely: students' learning motivation and desire for short films, content presentation, and usefulness of short films.

Table 5. Students' Learning Motivation and Desire of Using Short Films

<i>Items</i>	<i>SA n (%)</i>	<i>A n (%)</i>	<i>D n (%)</i>	<i>SD n (%)</i>	<i>M</i>	<i>SD</i>
<i>Students' Learning Motivation and Desire of Using Short Films.</i>						
<i>Using short films to learn idioms was interesting and fun.</i>	30(71)	6(14)	3(7)	3(7)	3.50	.917
<i>Learning idioms through short films is more interesting and motivating than traditional learning through texts and dictionaries.</i>	30(71)	8(19)	2(4)	2(4)	3.57	.800
<i>I hope teachers use short films to teach vocabulary, grammar, pronunciation, spelling, and other skills and sub-skills, as films can be valuable language learning tools.</i>	27(64)	12(28)	3(7)	0	3.57	.630
<i>I like to try new tools to learn English such as short films.</i>	31(73)	9(21)	2(4)	0	3.69	.562

As shown in Table 5, Saudi EFL learners have shown a high learning motivation and desire as to idiom learning through short films with an overall mean of 14.33 and standard deviation of 2.909. In fact, the majority of respondents ($n = 30$) strongly agree that short films have increased their motivation, enhanced their learning interest, and brought excitement to idiom learning compared to the traditional learning through texts and dictionaries ($M = 3.57$, $SD = .800$). This tallies with Mahmoodi-Shahrehabaki and Mahmoodi's results (2015) which demonstrated that the relationship between students' high motivation and film-enhanced learning of idioms is significant, that is to say, students feel more motivated when exposed to such kind of learning. By contrast, Caspi, Gorsky, and Privman's view (2005) is incompatible with the findings of the study as they stated that students may feel frustrated when using videos as a learning tool because such tool requires employing the demanding tasks of hearing, watching, and writing. The highest mean score of 3.69 ($SD = .562$) was given to the students' positive perceptions toward integrating more innovative techniques, including short films, into the language curriculum. This is in tune with the findings of Qiang, Hai, and Wolff (2007) who believed that students' exposure to language in films can be effective for promoting their communicative skills. This emphasizes that the implication of new teaching methods in the EFL classroom is needed to enable students to engage in higher-order thinking and therefore promote their autonomous learning.

Table 6. Students' Attitudes Toward Content Presentation

<i>Items</i>	<i>SA n (%)</i>	<i>A n (%)</i>	<i>D n (%)</i>	<i>SD n (%)</i>	<i>M</i>	<i>SD</i>
<i>Content Presentation.</i>						
<i>Content visualization in the short films helped me learn idioms easily and comfortably</i>	17(40)	22(52)	3(7)	0	3.33	.611
<i>I like the simplicity, less text, colors, and cartoons in the short films.</i>	13(30)	23(54)	6(14)	0	3.16	.659

According to Table 6, it is obvious that Saudi EFL learners show positive perceptions toward the content presented in the short films with an overall mean of 6.49. However, it can be observed that "I like the simplicity, less text, colors, and cartoons in the short films" has received the lowest rating in the questionnaire, with a mean value of 3.16 and a standard deviation of .659. This might be attributed to students' preferences for particular modes of content presentation. In other words, some students might not like watching animation-based films perhaps because they cannot take them seriously in learning. This outcome is contrary to that of Khoshniyat and Dowlatabadi (2014) and Sanaeifar (2017) who found that participants showed highly positive attitudes toward animation movies in learning English idiomatic expressions as they found them enjoyable and least demanding. Though Ainsworth (2008) asserts that animations can increase learning motivation, it is noteworthy to mention that both former studies were conducted on young EFL learners, which might explain the item's lowest rating in the questionnaire scored by adult participants in the current study.

Table 7. Students' Attitudes Toward the Usefulness of Short Films

<i>Items</i>	<i>SA n (%)</i>	<i>A n (%)</i>	<i>D n (%)</i>	<i>SD n (%)</i>	<i>M</i>	<i>SD</i>
<i>Usefulness.</i>						
<i>In general, short films helped me learn many idioms successfully.</i>	19(45)	19(45)	3(7)	1(2)	3.33	.721
<i>I can easily remember many idioms by remembering the short films.</i>	28(66)	8(19)	4(9)	2(4)	3.47	.862
<i>I can learn idioms by myself via short films without a teacher.</i>	32(76)	7(16)	3(7)	0	3.69	.604
<i>Short films can help me save time when learning idioms.</i>	14(33)	23(54)	4(9)	1(2)	3.19	.706

In view of the usefulness of short films in idiom learning, Table 7 shows that Saudi EFL learners had overall positive attitudes toward the usefulness of short films in learning English idioms with an overall mean of 13.68. As represented in the table, a mean score of 3.47 ($SD = .862$) was given to the statement "I can easily remember many idioms by remembering the short films", which indeed reflects the effect of context on the language learners' retention of idioms. This broadly supports the work of other studies (e.g., Chun & Plass, 1996; Khonbi & Sadeghi, 2017; Neissari et al., 2017; Rohani, Ketabi, & Tavakoli, 2012; Tabatabaei & Gahroei, 2011; Vasiljevic, 2015) which showed that when idioms presented through films and movie clips, better retention and intake is achievable. Another relatively high mean score ($M = 3.69$, $SD = .604$) was given to the students' positive perceptions toward the usefulness of short films in learning English idioms independently. This is consistent with the observations of Meskill (1996) and Wang (2015) who illustrated the observed advantage of films and video clips in stimulating students' autonomy and proactivity. With regard to the potential of short films as a timesaving tool, 54% of the students ($n = 23$) agree that short films assist them save time when learning English idioms ($M = 3.19$, $SD = .706$). Their attitude is in line with those reported by Shabiralyani, Hasan, Hamad, and Iqbal (2015) that visual aids can save teachers and learners' time when preparing lessons. However, they contradict Wang and Higgins' findings (2006) that it is time-consuming for learners to embrace new technological-based learning methods. The authors argue that such a mode of learning holds some technological, pedagogical, and psychological barriers that restrict using it in language learning.

Interviews

Six semi-structured interviews were carried out. Each interview was done individually, attempting to provide a relaxed environment for the students and reduce the potential stress of interviews. The interviewees' responses to the interview questions were investigated under four categories: (a) integrating idiom learning into the language curriculum, (b) idiom learning through short films, (c) benefits and drawbacks of short films as a language learning tool, and (d) short films as a self-learning tool of idioms. The participants being interviewed were anonymized for confidentiality purposes.

Integrating idiom learning into the language curriculum

All the interviewed students reported that they enjoyed learning English idioms and they recommend integrating them into the language curriculum. Such a positive feeling is in harmony with that of Iranian EFL learners reported by Chalak and Kassaian (2010) who encouraged the inclusion of idioms into language syllabus. Because students usually treat idiomatic expressions literally rather than metaphorically (Sivanova-Chanturia, Conklin, & Schmitt, 2011), Ahmadi, Zarei, and Esfandiari (2020) assert the importance of enhancing language learners' awareness of the figurative nature of idioms and to teach them explicitly in the language classroom. Moreover, there was a consensus among the interviewees regarding the importance of having great knowledge of idioms in order to communicate with native speakers more efficiently and therefore being more acquainted with the target culture. This is in tune with Tabatabaei's view (2012) that using idioms assists students go deeper into the target language by learning more about the culture and tradition of native people. The following statements were made about integrating idiom learning into the language curriculum:

"Though I have some difficulties learning expressions like idioms and proverbs, I have realized their importance once I started noticing them frequently in some TV shows and while reading some novels. I think our teachers need to use such expressions more intensively in the classroom and, most importantly, learn how to teach them in a more attractive way."

“Even though I can understand some common idiomatic expressions easily, using them is a bit difficult and challenging. I believe that learning when to use idioms is no less important than understanding them.”

“To be honest, I had always thought that such expressions are not commonly used among English native speakers since our teachers are barely, if not at all, use them in our classroom. However, I found them interesting and I am willing to learn more because I think that words would sound more expressive and colorful.”

Based on the interviewees’ responses, the inclusion of idiom learning into the language classroom needs to be taken into consideration. In fact, the lack of idiom knowledge might impede students’ communicative competence, a skill needed in mastering the linguistic, cognitive, and sociocultural aspects of a given language (Cakir, 2011).

Idiom learning through short films

The interviewees overwhelmingly reported that they profited from the integration of visual and verbal presentation of idioms delivered through short films as such feature helped them comprehend and recall English idioms easily. This is compatible with Atagul’s observation (2016) that students with different types of intelligence can be reached through films due to their reference to both the visual and auditory senses. Likewise, Boers, Piquer-Piriz, Stengers, and Eyckmans (2009) highlighted the constructive effect of pictorial elucidation on idiom learning and concluded that this technique can facilitate comprehension and remembrance of idioms’ figurative meaning. Given the significance of context, some students stated that short films are not only efficient in inferring idioms’ figurative meanings, but also in producing them in related contexts and correct form. The following comments were made about learning idioms through short films:

“In fact, I used to watch several YouTube videos whenever I face some difficulties learning certain topics. I believe that it is important to use videos and films in our classroom because sticking into textbooks only is no longer effective especially that we live within this massive digital world.”

“There is no doubt that we need to bring more new techniques into our language classroom. Movies, for instance, can be a good tool especially in recalling idioms. I can still remember some of the idiomatic expressions that were shown in the films because they were delivered in a natural language.”

“Although I like using some figurative expressions and sayings in my native language, using them in the target language is so challenging. I really enjoyed watching the short films and I felt motivated to learn more of such lively expressions.”

Based on the above-mentioned comments, it can be concluded that the potential effect of short films cannot be denied. Livening up the classroom using a film-enhanced learning approach can be the key to transform the tedious environment into a joyful one that helps keep learners more engaged in the learning process.

Benefits and drawbacks of short films as a language learning tool

Students stated their opinions on the advantages of short films and pointed out some drawbacks that might turn them into a hardly adapted tool. Most of the students appreciated the inclusion of captions in the selected short films because it helped them understand the idiomatic expressions more easily. Concerning the potential of video captioning in language learning, Hanson (1992) claims that when input is redundant and correlated, the channels complement one another to enhance learning, otherwise interference will occur. In discussing the pedagogical findings of her study, Sydorenko (2010) suggests that videos with well-supported captions could be of great benefit especially for beginners in the target language. Some students, on the other hand, mentioned that the way English idioms delivered through narrating short moral stories provided an interesting and influential learning environment where poor retention can be overcome. Their opinion is compatible with those being interviewed by Hanif and Wiedarti (2021) who appreciated the inclusion of moral values in the short movies and the fact that such technique brought interesting, enjoyment, and motivation in learning. In a similar vein, Fisch, McCann Brown, and Cohen (2001) postulate that an educational film to be comprehended does not depend only on the comprehensibility of the

presented content, but also on the narrative content that embeds some educational messages. Others mentioned that short films as a native-like source are beneficial in developing their oral fluency of idioms more efficiently. In terms of the limitations of short films, a sample of the students' comments is provided:

“Videos in general lack the inclusion of related designed activities that help us check our understanding of a particular lesson. Check-for-understanding activities at the end of each video are needed in order to refresh our prior knowledge and enhance our ability to recall idioms.”

“Personally, I think using films will make teachers over rely on them. Teachers need to understand that using films should come with additional clarifications of the presented content in order to be less confusing.”

“As a language learner with poor listening skills, I have always struggled with watching videos with no captions included. I believe that videos with captions are more helpful in making the content clear and easy to understand.”

Short films as a self-learning tool of English idioms

All the participants underscored the contribution of short films in enhancing self-directed learning of idioms. Having in mind that students normally watch films and movie clips during their spare time, they supported the inclusion of short films in learning English idioms. Most of the students indicated that watching short films outside the classroom limits can create a more comfortable, unstressed learning environment at their own pace. The effectiveness of non-curricular learning experience is supported by a number of studies (e.g., Kobayashi, 2011; Tanaka, 2013) who believed that films are mainly suitable for stimulating students in autonomous settings once the strict pedagogical requirements are vanished. Three students made the following comments regarding the potential of short films in self-directed learning of idioms:

“Since technology has entered our homes, learning idioms at our own convenience using interesting and creative learning materials would definitely enhance our understanding. Having the motivation to learn outside our classrooms is of great importance to ensure the success of learning.”

“I think that the motivational sense that comes with learning through watching films can create an environment fit for self-directed learning of idioms.”

“As a student who has grown up with YouTube, I believe that videos in general and films in particular can be a powerful tool for self-education. I always try to dedicate some time to watch several movies mainly to improve my listening skills.”

Given the above-stated comments, most of the students perceived short films as a linguistically supportive context in promoting idiom autonomous learning. Accordingly, language instructors need to encourage and, at the same time, provide their students with suitable educational videos/films that can help them become better autonomous learners in the future. In addition, blurring the boundaries between formal language classrooms and authentic informal contexts can bridge the metaphorically-impovertised input gap among EFL learners and therefore enhance their overall idiomatic knowledge and comprehension.

6. Conclusion

The main purpose of the current study was not to experimentally dismiss the concept of teacher-based instruction, but to shed more light on whether idiom learning through short films could bear any influence on Saudi EFL learners' receptive knowledge of idioms. Based on the quantitative analysis of the results, it was found that the application of both online texts and short films had a positive effect on the EFL learners' receptive knowledge of idioms. However, the difference between the two research groups was found to be statistically significant as the results obtained from the post tests showed that the short films group significantly outperformed their counterparts in the blogger group. Considering the participants' attitudes toward the tool under investigation, short films appear to increase learners' motivation, interest, and ability to comprehend idiomatic expressions easily. This goes in line with Wu, W. et al. (2021) study which showed the use the affordance of audio-visual mobile applications can improve the learners

motivation to learn idioms. In addition, the participants confirmed the value of short films in teaching other language components, skills, and sub-skills. Having in mind the Saudi EFL learners' attitudes toward the form of the content presented in the short films (i.e., animation-based films), one might conclude that different learners might prefer different forms of presentation with varying degrees, depending on their modality preferences which could affect their understanding of idioms. Furthermore, it is worth noting that using animated films came as a result of taking Saudi cultural and educational values into account. Instructors need to bear in mind their students' cultural references and linguistic background when trying to find suitable educational videos for their subjects (Jahanyfard, 2015). Bearing in mind the findings of the interviews, they confirm those of the attitudinal questionnaire where students expressed their genuine feelings regarding using short films in idiom learning to foster idiom comprehension and retention, provide an interesting and meaningful learning experience, and promote autonomous learning.

Based on the findings of the present study, one can conclude that teaching through short films may result in better idiom learning and comprehension. Through short films, students are often exposed to a wealth of contextualized linguistic, paralinguistic, and authentic information (Stempleski, 2000) that might indeed challenge the traditional method of idiom teaching and learning. Indeed, language instructors ought to bear in mind the question of how figurative language can be learnt and taught meaningfully in the classroom. Moreover, teachers need to find out how to familiarize their students with unconventional approaches that help activate their cognitive processes in order to comprehend and eventually use idioms in different contexts.

7. Implications

In attempting to tackle the issue of how English idioms can be learned and taught efficiently in the language classroom, the research findings can provide helpful insights for both EFL teachers, learners, and curriculum designers. It is highly recommended for English teachers to become more acquainted with and adopt more flexible and engaging pedagogical methods such as short films in teaching idiomatic expressions to their learners. Employing short films as a complementary teaching material can further ease the burden of idiom learning and create a more motivating and engaging learning environment. Using short films can also facilitate learners' comprehension and overcome poor retention. Recent advances in technology can encourage learners to become more self-centered and autonomous in their learning. The findings of the present study can also be helpful for curriculum designers and material developers alike in designing and developing EFL idioms textbooks accompanied with CDs containing educational short films. Indeed, films can further motivate teachers and learners alike to teach/learn English idiomatic expressions and therefore engage with the designed materials both mentally and emotionally.

References

- Abel, B. (2003). English idioms in the first language and second language lexicon: A dual representation approach. *Second Language Research*, 19, 329-358. <https://doi.org/10.1191/0267658303sr226oa>
- Ahmadi, M., Zarei, A., & Esfandiari, R. (2020). Learning L2 idioms through visual mnemonics. *Journal of English language Teaching and Learning*, 12(26), 1-27.
- Ainsworth, S. (2008). How do animations influence learning? In D. Robinson & G. Schraw (Eds.), *Current perspectives on cognition, learning and instruction: Recent innovations in educational technology that facilitate student learning* (pp. 37-67). Charlotte, USA: Information Age Publishing.
- Al-Kadi, A. M. T. (2015). Towards idiomatic competence of Yemeni EFL undergraduates. *Journal of Language Teaching and Research*, 6(3), 513-523. <https://doi.org/10.17507/jltr.0603.06>
- Alrajhi, A. S. (2020). Static infographics effects on the receptive knowledge of idiomatic expressions. *Indonesian Journal of Applied Linguistics*, 10(2), 315-326. <https://doi.org/10.17509/ijal.v10i2.28596>
- Atagul, Y. Y. (2016). Using films to teach proverbs and idioms for lifelong learning. *Anthropologist*, 24(1), 373-379. <https://doi.org/10.1080/09720073.2016.11892027>
- Boers, F., Piquer P r iz, A. M., Stengers, H., & Eyckmans, J. (2009). Does pictorial elucidation foster recollection of idioms? *Language Teaching Research*, 13(4), 367-382. <https://doi.org/10.1177/1362168809341505>
- Cain, K., Towse, A. S., & Knight, R. S. (2009). The development of idiom comprehension: An investigation of semantic and contextual processing skills. *Journal of Experimental Child Psychology*, 102(3), 280-298. <https://doi.org/10.1016/j.jecp.2008.08.001>
- Cakir, I. (2011). How do learners perceive idioms in EFL classes? *Ekev Academic Review*, 15(47), 371-381.
- Caspi, A., Gorsky, P., & Privman, M. (2005). Viewing comprehension: Students' learning preferences and strategies

- when studying from video. *Instructional Science*, 33, 31-47. <https://doi.org/10.1007/s11251-004-2576-x>
- Catia, C., Ferdy, H., & Helmer, S. (2022). Learning L2 idioms in a CALL environment: the role of practice intensity, modality, and idiom properties. *Computer Assisted Language Learning*, 35(4), 863-891. <https://doi.org/10.1080/09588221.2020.1752734>
- Chalak, A., & Kassaian, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *GEMA Online™ Journal of Language Studies*, 10(2), 37-56.
- Chen, Y. C., & Lai, H. L. (2013). Teaching English idioms as metaphors through cognitive-oriented methods: A case in an EFL writing class. *English Language Teaching*, 6(6), 13-20. <https://doi.org/10.5539/elt.v6n6p13>
- Chun, D. M., & Plass, J. L. (1996). Effects of multimedia annotations on vocabulary acquisition. *The Modern Language Journal*, 80(2), 183-198. <https://doi.org/10.1111/j.1540-4781.1996.tb01159.x>
- Clarke, V., & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26(2), 120-123.
- Cooper, T. (1999). Processing of idioms by L2 learners of English. *TESOL Quarterly*, 33, 233-62. <https://doi.org/10.2307/3587719>
- Cooper, T. C. (1998). Teaching idioms. *Foreign Language Annals*, 31(3), 266-335. <https://doi.org/10.1111/j.1944-9720.1998.tb00572.x>
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Sage.
- Fisch, S., McCann Brown, S., & Cohen, D. (2001). Young children's comprehension of educational television: The role of visual information. *Media Psychology*, 3, 365-378. https://doi.org/10.1207/S1532785XMEP0304_04
- Frey, A., & Gross, S. (2017). An empirical study of Ecuadorian University EFL learners' comprehension of English idioms using a multimodal teaching approach. *Theory and Practice in Language Studies*, 7(11), 984-989. <https://doi.org/10.17507/tpls.0711.06>
- Ghaderia, V., & Afshinfar, J. (2014). A comparative study of the effects of animated versus static funny pictures on Iranian undergraduate EFL students' intake and retention of idioms. *Procedia*, 98, 522-531. <https://doi.org/10.1016/j.sbspro.2014.03.448>
- Gibbs, R. W. (1980). Spilling the beans on understanding and memory for idioms in conversation. *Memory and cognition*, 8, 449-456. <https://doi.org/10.3758/BF03213418>
- Guo, Shan-fang. (2008) Differential Effects of Etymological Elaboration and Rote Memorization on Idiom Acquisition in College EFL Learners. *The Asian EFL Journal*, 10(3), 127-145.
- Guo, Y. (2019). Teaching English idioms to Chinese EFL learners: A cognitive linguistic perspective. *English Language Teaching*, 12(5), 145-155. <https://doi.org/10.5539/elt.v12n5p145>
- Haghighi, H. (2017). The effects of two technological tools on idiom learning of Iranian EFL learners: A MALL perspective. *Modern Language Studies Journal*, 4(1), 1-12.
- Hanif, N., & Wiedarti, P. (2021). The use of movies as reading comprehension materials for eighth grade. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 4(4), 178-184. <https://doi.org/10.32996/ijllt.2021.4.4.19>
- Hanson, L. (1992). The concept of redundancy in television learning research: Questions of meaning. *International Journal of Instructional Media*, 19(1), 7-13.
- Irujo, S. (1986a). A piece of cake: Learning and teaching idioms. *ELT Journal*, 40(3), 236-242. <https://doi.org/10.1093/elt/40.3.236>
- Irujo, S. (1986b). Don't put your leg in your mouth: Transfer in the acquisition of idioms in a second language. *TESOL Quarterly*, 20(2), 287-304. <https://doi.org/10.2307/3586545>
- Kellerman, E. (1977). Towards a characterisation of the strategy of transfer in second language learning. *The Interlanguage Studies Bulletin*, 2(1), 58-145.
- Khonbi, Z. A., & Sadeghi, K. (2017). Improving English language learners' idiomatic competence: Does mode of teaching play a role? *Iranian Journal of Language Teaching Research*, 5(3), 61-79.
- Khoshniyat, A., & Dowlatabadi, H. (2014). Using conceptual metaphors manifested in Disney movies to teach English idiomatic expressions to young Iranian EFL learners. *Procedia*, 98, 999-1008.

<https://doi.org/10.1016/j.sbspro.2014.03.510>

- Kobayashi, T. (2011). An attempt to foster autonomous English learning through movies in individual and collective settings. *ATEM Journal*, 16, 105-123.
- Liontas, J. I. (2002). Exploring second language learners' notions of idiomaticity. *System*, 30, 289-313. [https://doi.org/10.1016/S0346-251X\(02\)00016-7](https://doi.org/10.1016/S0346-251X(02)00016-7)
- Liontas, J. I. (2006). Artificial intelligence and idiomaticity. *APAMAIL Journal*, 6(3), 210-247.
- Liontas, J. I. (2017). Why teach idioms? A challenge to the profession. *Iranian Journal of Language Teaching Research*, 5(3), 5-25.
- Mahmoodi-Shahrehabaki, M. (2014). An investigation on the effectiveness of using movie clips in teaching English language idioms. *Enjoy Teaching Journal*, 2(4), 26-35.
- Mahmoodi-Shahrehabaki, M., & Mahmoodi, Z. (2015). Attitude of Iranian EFL learners and teachers towards using movie clips in teaching idioms. *Modern Journal of Language Teaching Methods*, 5(1), 202-210.
- Mäntylä, K. (2004). *Idioms and language users: The effect of characteristics of idioms on their recognition and interpretation by native and non-native speakers of English* (Doctoral dissertation, University of Jyväskylä).
- Mayer, R. E. (1997). Multimedia learning: Are we asking the right questions? *Educational Psychologist*, 32(1), 1-19. https://doi.org/10.1207/s15326985ep3201_1
- Mayer, R. E. (2001). *Multimedia learning*. New York: Cambridge University Press. <https://doi.org/10.1017/CBO9781139164603>
- Mayer, R. E. (2014). Incorporating motivation into multimedia learning. *Learning and Instruction*, 29, 171-173. <https://doi.org/10.1016/j.learninstruc.2013.04.003>
- Mei, L., & Yunus, (2018). Idiom Maniac: A Tool to Foster Idiom Learning among ESL Learners. *The Asian ESP Journal*, 14(5), 6-11.
- Meskill, C. (1996). Listening skill development through multimedia. *Journal of Educational Multimedia and Hypermedia*, 5(2), 179-201.
- Moon, R. (1992). Textual aspects of fixed expressions in learners' dictionaries. In P. Arnaud & H. B. Joint (Eds.), *Vocabulary and applied linguistics* (pp. 13-27). Palgrave Macmillan, London. https://doi.org/10.1007/978-1-349-12396-4_2
- Neissari, M., Ashraf, H., & Ghorbani, M. (2017). Humorous videos and idiom achievement: Some pedagogical considerations for EFL learners. *Iranian Journal of Language Teaching Research*, 5(3), 109-127.
- Noor, H., & Fallatah, M. (2010). An investigation of some difficulties in idioms encountered by Saudi learners of English. *International Journal of Arabic-English Studies*, 11, 147-174.
- Peterson, J. C., Czajkowski, S., Charlson, M. E., Link, A. R., Wells, M. T., Isen, A. M., ... Jobe, J. B. (2013). Translating basic behavioral and social science research to clinical application: The EVOLVE mixed methods approach. *Journal of Consulting and Clinical Psychology*, 81(2), 217-230. <https://doi.org/10.1037/a0029909>
- Qiang, N., Hai, T., & Wolff, M. (2007). China EFL: Teaching with movies. *English Today*, 23(2), 39-46. <https://doi.org/10.1017/S0266078407002076>
- Rohani, G., Ketabi, S., & Tavakoli, M. (2012). The effect of context on the Iranian EFL learners' idiom retention. *International Journal of Linguistics*, 4(4), 52-66. <https://doi.org/10.5296/ijl.v4i4.2228>
- Sanaeifari, S. H. (2017). The effect of watching English language animation movies on learning idioms: A case of Iranian EFL learners. *European Journal of English Language Teaching*, 2(3), 20-38.
- Secules, T., Herron, T., & Tomassello, M. (1992). The effects of video context on foreign language learning. *The Modern Language Journal*, 76(4), 480-490. <https://doi.org/10.1111/j.1540-4781.1992.tb05396.x>
- Shabiralyani, G., Hasan, K., Hamad, N., & Iqbal, N. (2015). Impact of visual aids in enhancing the learning process case research: District Dera Ghazi Khan. *Journal of Education and Practice*, 6(19), 226-233.
- Siyanova-Chanturia, A., Conklin, K., & Schmitt, N. (2011). Adding more fuel to the fire: An eye-tracking study of idiom processing by native and nonnative speakers. *Second Language Research*, 27(2), 251-272. <https://doi.org/10.1177/0267658310382068>

- Sorden, S. (2012). The cognitive theory of multimedia learning. In B. Irby, G. Brown, R. Lara-Alecio & S. Jackson (Eds.), *The Handbook of educational theories* (pp. 155-168). Charlotte, NC: Information Age Publishing.
- Stempleski, S. (2000). Video in the ESL classroom: Making the most of the movies. *ESL Magazine*, 3(2), 10-12.
- Sydorenko, T. (2010). Modality of input and vocabulary acquisition. *Language Learning & Technology*, 14(2), 50-73.
- Tabatabaei, O. (2012). The effect of computer-assisted language learning (CALL) on learning idiomatic expressions: A case of Iranian EFL students. *Journal of Language, Culture, and Translation (LCT)*, 1(1), 119-137.
- Tabatabaei, O., & Gahroei, F. (2011). The contribution of movie clips to idiom learning improvement of Iranian EFL learners. *Theory and Practice in Language Studies*, 1(8), 990-1000. <https://doi.org/10.4304/tpls.1.8.990-1000>
- Tanaka, H. (2013). Remodeling the motivational strategy: Educational intervention to enhance trait motivation. *JACET Journal*, 56, 87-106.
- Vasiljevic, Z. (2012). Conceptual Motivation and the Teaching of Figurative Language. *The Asian EFL Journal*, 64, 4-17.
- Vasiljevic, Z. (2015). Imagery and idiom teaching (Effects of the learner-generated illustrations and etymology). *International Journal of Arts and Science*, 8(1), 25-42.
- Wang, S., & Higgins, M. (2006). Limitations of mobile phone learning. *The JALT CALL Journal*, 2(1), 3-14. <https://doi.org/10.29140/jaltcall.v9n1.146>
- Wang, Z. (2015). An analysis on the use of video materials in college English teaching in China. *International Journal of English Language Teaching*, 2(1), 23-28. <https://doi.org/10.5430/ijelt.v2n1p23>
- Wu, S. (2008). Effective activities for teaching English idioms to EFL learners. *The International TESL Journal*, XIV(3).
- Wu, W. C. V., Lin, I. T. D., Marek, M. W., & Ou Yang, F. C. (2021). Analysis of English Idiomatic Learning Behaviors of an Audio-Visual Mobile Application. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211016899>
- Zarei, A. A., & Shahidi Pour, V. (2013). Language learning strategies as predictors of L2 idioms comprehension. *International Journal of Language Learning and applied Linguistics Word (IJLALW)*, 4(2), 313-330.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).