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Using Movie-Based Learning Strategy to Develop English Majors' Idiomatic Expression Skills

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Journal of The Faculty of Education- Mansoura University

No. 129 – Jan . 2025

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Abstract

This study investigated the effectiveness of integrating English movies into English as a Foreign Language Teaching (EFLT) to enhance English majors' idiomatic expression skills in spoken language. Using a quasi-experimental pre-post one-group design, the study involved 40 Fourth-year English majors. Participants were exposed to selected English movie clips rich in idiomatic expressions over a set period during the Fall Semester of 2024-2025. To evaluate the impact, a pre-posttest was administered to measure students' ability to identify, infer the meaning behind idiomatic expressions, and use various idioms in conversational contexts. Additionally, performance rubrics were employed to assess their practical application of idiomatic expressions. The results revealed a significant improvement in students' ability to recognize, interpret, and effectively use idiomatic expressions after the intervention. These findings suggest that integrating English movies into EFLT can be an engaging and effective tool for developing students' idiomatic language skills, enhancing their comprehension, inference abilities, and usage in authentic communicative contexts.

Keywords: Movie-based Learning Strategy, Idiomatic expression Skills

مستخلص الدراسة

بحثت هذه الدراسة في فعالية دمج الأفلام الإنجليزية في تدريس اللغة الإنجليزية كلغة أجنبية (EFLT) لتعزيز مهارات التعبير الاصطلاحي في التواصل الشفهي لدى طلاب قسم اللغة الإنجليزية بكلية التربية - جامعة ٦ أكتوبر. اشتملت الدراسة على تصميم شبه تجريبي باستخدام اختبار قبلي وبعدي لنظام المجموعة الواحدة، وشارك فيها ٤٠ طالباً من طلاب الفرقة الرابعة بقسم اللغة الإنجليزية. خضع المشاركون لمشاهدة مقاطع مختارة من أفلام إنجليزية غنية بالتعبير الاصطلاحي خلال فصل الخريف للعام الجامعي ٢٠٢٤-٢٠٢٥. ولتقييم فاعلية البرنامج المقترح، تم إجراء اختبار قبلي وبعدي لقياس قدرة الطلاب على تحديد التعبير الاصطلاحي، واستنتاج معانيها الضمنية، وتوظيفها في سياقات حوارية متنوعة. بالإضافة إلى ذلك، تم استخدام مقاييس أداء لتقييم مدى تطبيقهم العملي لهذه التعبير. أظهرت النتائج تحسناً ملحوظاً في قدرة الطلاب على التعرف على التعبير الاصطلاحي، وتفسيرها، واستخدامها بفاعلية. وتدل هذه النتائج على أن دمج الأفلام الإنجليزية في تدريس اللغة الإنجليزية كلغة أجنبية يمكن أن يكون أداة فعالة وجاذبة لتطوير مهارات الطلاب في استخدام التعبير الاصطلاحي، وتعزيز قدراتهم في الفهم، والاستدلال، والتوظيف في مواقف تواصلية حقيقية.

الكلمات المفتاحية: إستراتيجية التعلم القائم على الأفلام – مهارات التعبير الاصطلاحي

Introduction

Language is at the heart of human interaction. It as a means of communication extends beyond spoken and written words to include non-verbal elements such as gestures, facial expressions, and tone, all of which contribute to the richness and effectiveness of interactions. Language plays an even more important role in multilingual and multicultural environments, serving as a link between various communities and fostering intercultural understanding. Essentially, human interaction focuses on language. In addition to serving as a medium for information exchange, it is a dynamic variable that affects our thoughts, interpersonal relationships, and interactions with around the world. Studying how people and societies interact, cooperate, and survive requires an understanding of language as a communication tool.

Communicative competence is more crucial than ever in today's globalized world because it allows people to interact with people from different cultural backgrounds, connect with them, and use language as a tool for understanding and co-operating. It is essential to successful language acquisition because it enables language learners to leave the classroom and engage in conversations with confidence.

Language use is directed by two complementary principles; the Open Choice Principle and the Idiom Principle, both of which play a crucial role in ensuring successful language production. The open choice principle treats language as a sequence of slots where speakers can freely select words based on grammatical rules, allowing for creativity and flexibility in constructing sentences. For example, in a sentence like "She wrote a letter," each word is chosen independently, following grammatical conventions. In contrast, the idiom principle suggests that language users often rely on pre-constructed, conventional phrases or chunks, such as idioms, collocations, and fixed expressions, which are stored in memory and retrieved as whole units. Expressions like "spill the beans" or "strong coffee" are examples where words are not combined randomly but follow established patterns. These two principles work together to facilitate fluent and natural communication. While the open choice principle allows for grammatical accuracy and creativity, the idiom principle ensures fluency and cultural appropriateness by providing ready-made language patterns. Effective communication relies on balancing these principles constructing new sentences while also using familiar expressions allowing speakers to produce language that is both flexible and idiomatic(Liu,2017).

Idiomatic expressions play an essential role in everyday communication, making it essential for all English language speakers to be familiar with and proficient in their use. These expressions form an important part of a language's vocabulary and are deeply rooted in its history, heritage, and culture. For non-native speakers, mastering idioms enhances fluency and helps them sound more like native speakers. Additionally, acquiring idiomatic knowledge expands a learner's vocabulary and lexicon while also providing deeper insights into the culture and customs associated with the language. Therefore, English language teachers should emphasize the teaching of idiomatic expressions rather than neglecting this important aspect, as understanding, practicing, and frequently using idioms contribute to achieving a more native-like command of the language (Jimenez, 2023).

Movies provide learners with an enjoyable way to acquire knowledge outside the traditional classroom setting. They can serve as an effective teaching tool when used strategically. A well-prepared educator can utilize films to spark discussions, enhance understanding of a specific topic, or reinforce concepts covered in textbooks and classroom lectures. Successfully integrating movies into teaching requires thoughtful planning. Teachers can begin by showing a short clip to capture students' attention, then structure the lesson and discussion around it. For instance, a brief 10-minute part shown in class to highlight the role of recreation led several students to watch the full movie independently. This, in turn, prompted spontaneous email discussions among them, and a campus community even organized a faculty-student panel discussion featuring the film (O'Bannon&Goldenberg, 2008).

Using movies to teach idioms is an engaging and effective approach, as it allows students to see idiomatic expressions used in real-life contexts. Movies give students contextual and visual clues that help them comprehend the emotions, meaning, and usage of idioms. Students are better able to understand the figurative meanings of idioms when they observe characters using them in everyday conversations. In order to encourage students to use idiomatic expressions in their own sentences, teachers can choose movie clips that are full of them and pause to explain their meanings. Idioms are easier to remember and more fun to learn with this approach. To help learners grasp the cultural context of idioms, teachers can use video clips, movies, and visuals that showcase relevant cultural activities. For example, to explain the idiom "hit a home run" (which means to achieve great success), a teacher might show a short clip of a baseball

game where a player successfully hits a home run. Similarly, to illustrate "balance the books" (meaning to ensure financial records are accurate), a brief video demonstrating an accountant reviewing a spreadsheet can provide clarity. These visual aids make idioms more relatable and easier to understand, in addition to presenting actual clips from carefully selected movies that include idiomatic expressions based on specific criteria (Liu, 2014).

Context of the problem

The pilot study conducted to investigate the challenges faced by fourth-year students in the English Language Department at October 6 University revealed several significant issues regarding the use of idiomatic expressions. In addition to meetings with professors and lecturers at the English Department, discussions also addressed the curriculum and the extent to which courses need improvement and development by incorporating intensive topics related to idiomatic expressions to address students' weaknesses in using them across various linguistic contexts. The researcher's expertise in quality assurance and accreditation, particularly concerning course design and student assessment, in addition to his teaching experience in the English Department, teaching curriculum and methodology courses as well as language skills courses, allowed for direct observation of students' needs in developing communication skills and integrating idiomatic expressions as a requirement for linguistic fluency and lexical richness .

Moreover, Interviews with fourth-year students in the English Department revealed that they had not taken a dedicated course focusing on idiomatic expressions. Instead, they encountered them incidentally in some courses, which was insufficient for mastering their meaning and usage. As a result, students face challenges in both comprehension and practical application of idioms in real-life conversations. This highlights the need for effective teaching strategies to enhance students' idiomatic expression skills. Integrating English movies into TEFL could provide an engaging and context-rich approach to help learners acquire idioms naturally and use them confidently.

Research Questions

1. What is the effectiveness of integrating English movies in developing idiomatic expression skills among English Department students?
2. What are the necessary skills for English Department students to employ idiomatic expressions effectively in oral communication?

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3. What are the challenges and difficulties that English Department students face in using idiomatic expressions?
 4. What are the key steps for integrating English movies to enhance students' ability to use idiomatic expressions?
 5. What are the proposed solutions to overcome the challenges and difficulties that English Department students face in using idiomatic expressions?

Research Hypotheses

1. There are statistically significant differences between the mean score of the experimental group on the pre-post-test on the overall idiomatic expression skills in favor of the post-measurement.
2. There are statistically significant differences between the mean score of the experimental group on the pre-post-test on each sub-skill of idiomatic expression skills in favor of the post-measurement.

Research Delimitation

- A. A sample of 40 fourth-year students from the English Department, Faculty of Education, October 6 University, was randomly selected for the study.
- B. Five skills of idiomatic expressions were selected as follows:
 1. Identify idiomatic expressions in conversation.
 2. Determine the source of the idiom and their origins.
 3. Infer the meaning behind the idiom.
 4. Select the appropriate idioms to context.
 5. Use idioms in conversations.
- C. The proposed program, based on integrating selected movies according to specific criteria to develop idiomatic expression skills, was implemented during the Fall semester of the 2024-2025 academic year.

Aim of the research

The research aims at:

1. Measuring the effectiveness of integrating English movies in developing idiomatic expression skills among English Department students and assess their impact on improving idiom usage in communication.
2. Identifying the necessary skills for English Department students to use idiomatic expressions effectively, helping them enhance their understanding and correct usage of idioms.

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3. Analyzing the challenges and difficulties that English Department students face in understanding and using idiomatic expressions, identifying the factors that hinder their learning and comprehension.
 4. Establishing clear and systematic steps for integrating English movies into idiomatic expression instruction, ensuring their use as an effective teaching tool.
 5. Proposing solutions to overcome the challenges and difficulties that English Department students encounter in employing idiomatic expressions, contributing to improved language proficiency.
 6. Enhancing students' cultural understanding through English movies, as films reflect the cultural contexts of idiomatic expressions, leading to more natural usage.
 7. Encouraging students to engage in self-learning of idiomatic expressions through movie-watching and discussions, fostering their linguistic and communicative skills.

The Instruments of the Study

1. **Interview:** it aims to collect qualitative data from students and teachers, focusing on identifying the difficulties and challenges faced by fourth-year English Department students in acquiring and using idiomatic expressions. It also explores their perspectives on the effectiveness of integrating English movies in enhancing their skills, with the goal of analyzing these challenges and proposing possible solutions.
2. **Idiomatic expression Pre-Posttest:** the Idiomatic Expression Pre-Posttest measures students' proficiency in idiomatic expressions before and after the intervention. It assesses their ability to identify idiomatic expressions in conversations and literary texts, determine the source of the idiom, and infer its meaning. Additionally, the test evaluates students' skills in selecting appropriate idioms for different contexts and using them effectively in conversations. This assessment helps determine the impact of integrating English movies on students' ability to use idiomatic expressions in real-life communication.
3. **Rubrics for Assessing Idiomatic Expression Skills in Conversations**
A rubric is a structured assessment tool that provides clear criteria for evaluating students' performance. The Rubric for Assessing Idiomatic Expression Skills in Conversations measures students' ability to select and use idioms effectively.

The procedures of the Study

1. Literature Review:

- Reviewing existing research on the role of audiovisual materials, particularly English movies, in TEFL.
- Examining studies on idiomatic expression acquisition and its challenges for EFL learners.
- Identifying best practices and theoretical frameworks supporting movie-based language learning.

2. Preparation Phase:

- Defining the study objectives and research questions.
- Select appropriate English movies containing rich idiomatic expressions.
- Developing the study instruments, including the interview, pre-posttest, and assessment rubric.
- Conducting interviews to identify students' challenges in learning idiomatic expressions.

3. Pre-Assessment:

- Administering the Idiomatic Expression Pretest to measure students' initial proficiency.

4. Implementation Phase:

- Integrating selected English movies into TEFL lessons.
- Guiding students in recognizing and analyzing idiomatic expressions in movies.
- Engaging students in discussions, role-plays, and contextual exercises to practice idioms.

5. Post-Assessment:

- Administering the Idiomatic Expression Posttest to measure students' improvement.
- Using the rubric to assess students' use of idioms in conversations.

6. Data Analysis and Interpretation:

- Comparing pre- and posttest results to determine the impact of movie integration.
- Analyzing interview responses for insights into students' experiences and challenges.

7. Conclusion and Recommendations:

- Summarizing findings and discuss the effectiveness of the intervention.

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- Providing recommendations for incorporating English movies in TEFL to enhance idiomatic expression skills.

Terms of the Study

- 1. Movie:** The term movie is “a shortened version of moving pictures. It refers to a series of pictures is projected on a screen in quick succession to create the effect of a single image in which the objects move” (Eboch, 2015, p.21).

The operational definition: In the context of this study, movies refer to full-length or short film productions that serve as a linguistic and cultural resource for teaching English as a Foreign Language (EFL). These movies provide authentic conversational contexts, rich visual indicators, and cultural references that aid in the comprehension and application of idiomatic expressions. The selected movies follow specific criteria, including the presence of natural spoken interactions, diverse idiomatic expressions, and clear contextual usage that facilitates language learning.

- 2. Idioms:**

Grant, (2013) states that "idioms are fixed expressions that are metaphorical in nature and widely used in everyday communication" (p. 27).

The operational definition: Idioms are expressions or phrases that have meanings that are not clear from the words alone. Rather, they have widely recognized and understood figurative meanings in a language or culture.

Literature Review

The following section tackles the main variables of the study which are the English movies program represented as an independent variable and enhancing idiomatic expressions skills as a dependent variable. The literature review will be divided into the following sections:

Section one: English Movies Program

- Definition and Benefits of Using English Movies in Language Learning.
- Types of English movies used for language learning.
 - Animated Movies
 - Dramas
 - Comedies
 - Documentaries
 - Action & Adventure Movies
 - Romantic Movies
 - Historical Movies
- Key Points for integrating movies in EFL classes

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- Implementation of the five Cs in Movie-Based classes, Challenges and Limitations
 - Challenges of Integrating Movies in EFL classes and the suggested solutions

Section Two: Idiomatic expression skills

- Concepts and Definitions of Idiomatic Expressions.
- Benefits of Idiomatic Expressions.
- Types and Forms of Idiomatic Expressions.
- Sources and origins of Idiomatic expressions.
- Challenges of Using Idiomatic Expressions & Suggested Solutions

Section one: English Movies Program

Concept and Benefit of Using English Movies in Language Learning

Movie-based learning is an engaging and immersive approach to language acquisition that integrates films into the learning process. By exposing them to real-life conversations, a variety of accents, and subtle cultural differences, this approach enables language learners to experience language in a natural and authentic setting. Movies offer dynamic visual and aural stimuli that improve pronunciation, vocabulary retention, and comprehension, in contrast to traditional textbook learning. Through viewing movies, students can see how language is used in various contexts, which helps them speak and listen more effectively. Movie-based learning also increases motivation and engagement, which makes learning a language fun and successful. It is an innovative teaching tool that helps students gain confidence and fluency in real-world communication. Movies offer numerous benefits across various fields.

O'Bannon and Goldenberg, 2008, highlight that film-based learning is integrated across multiple fields, demonstrating its effectiveness in improving student engagement, fostering critical thinking, and making abstract concepts more tangible. Whether used to introduce new topics, provide historical context, or facilitate discussions on complex issues, films can significantly enrich the educational experience. Movies can serve as powerful teaching tools in various disciplines, including recreation, sports, tourism, and physical education. The use of 77 popular culture and documentary films has been shown to enhance learning experiences in courses related to recreation, leisure, sport management, and physical education. By incorporating films into the curriculum, educators can help students better understand key concepts, retain course material, and engage more deeply with the subject matter. Teaching with movies offers a

comprehensive approach to using films as a means to reinforce, expand, or emphasize classroom learning.

In teaching oral English, educators can utilize movies to create an engaging environment that encourages students to speak the language. The movie-based learning strategy is an effective approach to enhancing students' communication skills in English. Additionally, using films in teaching supports students' speaking abilities through a technique known as shadowing, where they mimic actors' dialogue. By repeating lines from a movie, students can refine their pronunciation and intonation while naturally improving their spoken English. Learning oral English through films also provides the advantage of exposing students to idiomatic expressions and slang. This exposure helps them incorporate these phrases into real-life conversations, making their spoken English more authentic and natural. As a result, practicing English by watching movies enables students to develop speech patterns that closely resemble those of native speakers (Zhan et al, 2023).

Marcus et al. (2010), in his study asserts that films can be an effective motivational tool in history education. They often blend fictional characters and events with real historical figures and occurrences, creating an engaging learning experience. Well-structured film-based instruction helps students comprehend and critically assess a movie's perspective on historical events and its relevance to the present. Additionally, films can foster empathy by allowing students to connect emotionally with historical events and diverse perspectives. They also help develop analytical and interpretive skills as students evaluate cinematic techniques, biases, and historical accuracy. Moreover, films provide a platform for discussing controversial issues, encouraging critical thinking and dialogue on complex topics. Finally, movies offer a narrative-driven visualization of the past, making history more accessible and meaningful by presenting it as a compelling story rather than isolated facts. Effective use of films in teaching history requires educators to guide students in identifying, describing, questioning, and analyzing the interpretative aspects of historical narratives, whether through entire films or selected scenes.

Types of English movies used for language learning.

Movies have long been recognized as an effective tool for language learning, offering an engaging and immersive experience for learners. Movies help students develop their vocabulary, pronunciation, and listening skills by exposing them to real-world language use. Different movie genres have different educational functions, meeting different learning goals and

language proficiency levels. For example, animated films are perfect for beginners because they frequently have simple vocabulary and clear pronunciation. Dramas improve understanding and critical thinking by offering deep emotional depth and rich dialogue. While documentaries expose students to formal language, academic vocabulary, and real-world topics, comedies introduce them to humor, idioms, and cultural references. The following are some common types of movies used for language learning:

1. Animated Movies

Animated movies are films created using animation techniques, where characters and scenes are brought to life through drawings, computer-generated imagery (CGI), stop-motion, or other animation methods. These films, which frequently have imaginative worlds, expressive characters, and captivating storytelling, can be aimed at children, families, or adults. They encompass a variety of genres, such as comedy, drama, fantasy, and adventure. “An animated movie, as opposed to a cartoon, is an animated narrative that includes (or at least aspire to include) all six of Aristotle's elements of drama : a true plot , fully developed characters , a theme or message , language , songs and music , and visual spectacle” (Westfahl, 2012p.24). Because animated films blend fascinating dialogue, visual storytelling, and contextual information that make figurative language easier for students to understand, they can be a useful teaching tool for idioms. Animated films offer memorable and clear images of idioms because they frequently emphasize movements and emotions.

2. Dramas

Dramas are a genre of storytelling, whether in films, television, theater, or literatures, that focus on realistic characters, emotional themes, and compelling conflicts. They frequently explore into deep human experiences like relationships, morality, love, loss, and personal hardships. Through interesting stories and fully realized characters, dramas seek to arouse strong emotions and establish a personal connection with viewers. “Drama can be defined as a story or a narrative performed by actors on a stage, e.g. in a theatre” (Lavric & Pisek, 2024, p.142.). It also can be defined as “a long literary composition in prose or verse. It is developed through dialogues and action to be presented on the stage” (Singh, 2021, p.123). Because they depict realistic dialogue, emotional depth, and realistic social relationships, dramas can be an effective teaching tool for idioms because they help students understand and relate to idiomatic terms. In the TV drama *Friends*, idioms are commonly used in natural conversations. For instance,

in one episode, Joey tells Ross, “Break a leg!” before his big speech. This idiom means “Good luck” and is commonly used in theatrical and performance settings.

3. Comedies

Comedy is a genre of literature, drama, or entertainment that aims to amuse and entertain people, often by using humor, satire, or irony. It usually involves humorous, exaggerated, or ridiculous situations that have a happy or fulfilling ending. Comedy can be found in a variety of media, such as plays, films, television series, stand-up comedy, and literature. It frequently uses wit, wordplay, or physical humor to humorously highlight human flaws, societal issues, or everyday life. “Comedy can be defined as a play of love, romance and marriage, joy and delight, wit and humour besides merry making. It contains light and harmless satire and irony aiming at exposing the follies and foibles of man. It treats with the light and trivial occurrences of life in a ludicrous and comic way” (Singh, 2021, p.123). It is also can be defined as “a set of convention, attitudes, characters- types and pre-existing, plot-structures, which may or may not be funny at a particular time” (Es, 2016, p.104).

Because comedies use amusing dialogue, exaggerated circumstances, and lively language to make learning fun and memorable, they are a great technique for teaching idioms. Idioms frequently arise organically in discourse, enabling students to understand their meanings through context. Comedies help people remember things by making idioms easier to remember and comprehend. Comedies also expose students to different cultures by demonstrating how native speakers employ idioms in casual contexts. Sheldon humorously informs Leonard, "I'm pulling your leg," which translates to "I'm joking," in *The Big Bang Theory*. This funny context helps make the idiom more accessible and easier to understand.

4. Documentaries

Documentaries are non-fiction films or television programs that present factual information about real-life events, people, places, or issues. They are made with the intention of educating, informing, or increasing awareness about a specific topic, frequently with the use of real-life recordings, archival footage, interviews, and narration. History, science, nature, politics, social issues, and biographies are just a few of the many subjects that documentaries can address. Some may incorporate artistic elements or a particular point of view to engage audiences, even though their main goal is to be truthful and informative. Documentary or docuseries

refers to a film or series, respectively that portrays actual events in a non-fictionalized way (Borrie & Jones, p.5).

Since documentaries expose students to idiomatic expressions used in official and informal discussions, they can be helpful in teaching idioms since they offer actual language in educational settings. Through expert interviews, narratives, and real-world situations, they aid students in understanding idioms. For instance, the narrator of a wildlife documentary may use the expression "The lion is the king of the jungle," which refers to a strong or dominant character in a specific setting. Students can learn idioms in context and acquire knowledge about a variety of topics by watching documentaries.

5. Action & Adventure Movies

Action and adventure films are thrilling and fast-paced, featuring heroic journeys, intense challenges, and exhilarating experiences. Action movies focus on high-energy sequences like fights, chases, and daring stunts, while adventure films emphasize exploration, quests, and survival in remote or dangerous settings. Both genres captivate audiences with suspense, excitement, and imaginative storytelling, making them among the most popular forms of entertainment. "The action Film can be defined as a film in which violent set pieces play a significant role in the narrative and meaning of the film, to such an extent that the non-action sequences involve suspenseful build-up toward the action set pieces"(Kendrick,2019,p.190). Because they have rapid conversation, high-stakes scenarios, and dynamic exchanges where idiomatic expressions are frequently utilized, action and adventure films are excellent for teaching idioms. These films make idioms more interesting and memorable by illustrating them in fascinating, real-world situations. A character in an action movie might say, for instance, "We're in the same boat," which translates to "We are confronting the same issue together." Students are better able to recall and apply these terms when they are presented in exciting contexts.

6. Romantic Movies

Romantic films examine the emotional bonds between characters while concentrating on love and relationships. Themes of passion, devotion, and the difficulties of sustaining or locating true love are frequently present in these movies. They might have plots that emphasize sacrifice, emotional ties, and personal development, and they might have elements of comedy, drama, or fantasy. "Romantic movie as one in which the story centers on the romantic relationship between the two eventual lovers but occasionally it opens with the lovers already an established romantic

couple”(Dowd,2021).Heartwarming, dramatic, or bittersweet, romantic films seek to arouse strong emotions and emotionally connect with viewers.

Because they feature natural dialogue, emotional emotions, and relationship dynamics where idioms are commonly employed, romantic films are good for teaching idioms. In relevant circumstances, these movies aid pupils in comprehending expressions relating to love, emotions, and interpersonal relationships. A character in a romantic film would say, for instance, "He swept her off her feet," which translates to "He impressed her enormously." Idioms become more accessible and simpler for students to retain and employ in everyday interactions when they witness them being employed in sincere situations.

7. Historical Movies

Historical films are those that portray historical events, figures, or eras; they are frequently based on actual historical events. They seek to recreate important events, societies, or personalities, occasionally combining dramatic storytelling with factual accuracy. “Historical movies can be defined as novels, films or other accounts that blend accurate historical events and/or context with fanciful or made up characters and / or events” (Russell & Waters, 2017). These movies may focus on social movements, politics, war, or the lives of significant figures, among other topics. Some historical dramas may take artistic license to improve the story, while others aim for authenticity. They offer entertainment, education, and insight into various historical eras and events.

Historical movies can be an effective tool for teaching idioms as they provide rich historical contexts where idiomatic expressions naturally emerge. These movies explain how idioms were used in various eras, which aids students in understanding their meanings and origins. For instance, a character in a historical drama set in the Middle Ages would state, "The king's word is set in stone," implying that the king's choice is final and cannot be changed. Students can better understand idioms and utilize them correctly in conversations if they observe them being used in real-world historical contexts.

Key Points for integrating movies in EFL classes

To achieve the desired teaching outcomes when using movies in instruction, several key aspects must be considered. Zahan et al. (2023), Thaler (2017), and Donghy (2015) emphasize the following points:

- 1. Film Selection:** the chosen films should be positive and appropriate, avoiding any content that promotes violence or negativity. The movie's subject matter should align with the learning objectives.

Students are more likely to stay engaged if the film has an interesting and vivid plot, especially if it aligns with their interests. Additionally, for elementary students, the script should not include overly complex or unfamiliar vocabulary. Cartoons and animated films are particularly suitable for young learners.

2. **Time Management:** given the constraints of class time, teachers should carefully consider the duration of the movie. After watching, it is important to assess students' language articulation and pragmatic skills, making necessary adjustments based on their feedback. Proper scheduling is essential to ensure effective integration of the movie into the lesson.
3. **Pre-Watching Preparation:** providing students with background information and a summary of the movie previously can enhance their comprehension. If the film contains unfamiliar language features such as slang, idioms, or jargon, teachers should explain these in advance to facilitate understanding.
4. **Selection of Movies with Rich Idiomatic Language:** choose films that naturally use a range of idiomatic expressions in authentic settings or real life situations. For teaching idioms, movies with humor, conversational English, or situational dialogue are especially helpful. A lot of common idiomatic language can be found in comedies, drama series, and slice-of-life films.
5. **Cultural Relevance:** select films that represent real language use and cultural figurative language because idioms are strongly rooted in cultural contexts. This will assist students in comprehending idioms' meanings as well as how to use them appropriately in various social contexts.

Teachers can create an engaging and effective learning experience that improves students' comprehension and use of idiomatic expressions in natural communication by carefully choosing movies based on these factors.

Implementation of the five Cs in Movie-Based classes, Challenges and Limitations

Using movies as a tool for teaching or learning a foreign language aligns with the implementation of the five Cs, demonstrating that films and the related activities offer both linguistic and cultural input. According to AboEL Soud , 2024, Sherman, 2023, King, 2002, & Stempleski&Tomalin, 2001, the five Cs, challenges and the suggested solutions are outlined as follows:

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1. **Communication:** this component focuses on what students can accomplish with the language rather than simply what they know about it. By watching movies, students develop the ability to comprehend both general and detailed events, recognize how native speakers communicate both verbally and non-verbally, and grasp the intended message of the scriptwriter.
 2. **Cultures:** a solid understanding of the target language's culture is essential for effective communication. Exposure to different cultures fosters a deeper appreciation of the connections between language and cultural contexts, including the students' own culture. Films serve as a rich cultural resource, showcasing linguistic variations spoken by individuals from diverse social and cultural backgrounds. Additionally, they reflect societal attitudes, beliefs, and values, offering a window into the broader cultural landscape.
 3. **Connections:** students should have opportunities to explore other subject areas and acquire knowledge through the second language and its cultural context. Movies expose students to a diverse range of topics across different time periods, allowing them to gain new insights while engaging with the language.
 4. **Comparisons:** learners should compare their first and second languages, as well as their respective cultures, and reflect on these differences in the target language. Classroom activities after watching a film can include discussions comparing characters, societies, and settings within the movie or across different films in the target language. Students can also draw parallels between the films and their own cultural experiences.
 5. **Communities:** extending learning beyond the language classroom into real-world experiences enhances students' understanding of a multilingual and multicultural global society. Integrating language learning with popular culture, coordinating with other academic subjects, organizing field trips, and inviting guest speakers provide valuable opportunities to connect classroom discussions with Egyptian society.

Challenges of Integrating Movies in EFL classes and the suggested solutions

Incorporating movies into language teaching presents several challenges for educators. However, these challenges can be managed with effective strategies. Some of the key difficulties and their possible solutions include:

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- 1. Teacher's Background Knowledge:** since the primary goal of movie-based language instruction is to enhance students' linguistic and cultural understanding, teachers do not need to be experts in film studies. It is important to distinguish between a language course that utilizes films as a tool and a course specifically focused on film analysis. However, educators may struggle with selecting appropriate films, analyzing cultural nuances, or guiding discussions effectively. To address this, teachers can familiarize themselves with basic film techniques, seek professional development opportunities, or collaborate with colleagues in related disciplines.
 - 2. Difficulty in Comprehending Movies:** the fast-paced speech and natural expressions used by native speakers can make it challenging for learners to fully understand movies. Additionally, the presence of slang, idioms, and various accents further complicates comprehension. To enhance students' understanding, teachers can employ several techniques, such as:
 - Encouraging students to watch movies outside class time for additional exposure.
 - Using subtitles to bridge gaps in understanding before gradually reducing their reliance on them.
 - Training students to recognize three levels of listening comprehension: understanding the general idea, grasping key details, and identifying specific phrases or expressions.
 - Providing pre-watching activities, such as introducing key vocabulary and discussing cultural context, to prepare students for the content.
 - Using post-watching activities, including summarization, discussion, and role-play, to reinforce language skills.
 - 3. Student Engagement and Motivation:** some students may struggle to stay engaged, especially if they find the language difficult or if the movie content does not interest them. To overcome this, teachers can allow students to have a say in film selection, use interactive activities, and relate movie themes to students' real-life experiences.
 - 4. Technical and Logistical Challenges:** issues such as poor audio quality, lack of access to necessary technology, or limited class time can hinder effective movie-based teaching. Teachers can address these problems by ensuring proper classroom equipment, providing alternative access to films, or integrating short clips instead of full-length movies to optimize time.
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Section Two: Idiomatic expression skills

Concepts and Definitions of Idiomatic Expressions

Language is a reflection of culture, history, and human experiences rather than merely a list of words and grammatical rules. Idiomatic expressions, or phrases that have meanings beyond the literal interpretation of their individual words, are among the most fascinating features of any language. Idioms are an essential component of language learning since they are widely used in literature, media, and daily conversations. “Idiom from Latin “Idioma “special property is an expression, word or phrase that has a figurative meaning, this is separate from the literal meaning, or definition of words of which it is made. Word group becomes an idiomatic expression” (O’Brien, 2011). According to Liu, 2017, p.15) “idioms are “multiword expressions that function as single semantic units and often exhibit non-compositional meaning”. Glucksberg, 2011, p.74, illustrate that “idioms are conventional expressions whose meanings cannot always be predicted from the meanings of their individual words”. In a nutshell, “encyclopedic and dictionaries definitions of an idiom treat it as a habitual unit of language, the meaning of which cannot be deduced by summing up the meanings of its individual component. Instead, idioms are fixed phraseological unit by their long usage and have to be learned as a whole” (Dabrowska, 2018).

Benefits of Idiomatic Expression

Any language must have idioms to enhance communication with rich cultural depth and expressiveness. Both native speakers and language learners can benefit from these expressions, which have deeper meanings than their literal interpretation. They improve fluency, which makes dialogues more engaging and organic. Furthermore, idioms enable people to develop a deeper connection with a language by reflecting the history, customs, and values of a culture. Furthermore, by assisting students in better understanding figurative language and contextual meanings, idioms can enhance comprehension abilities. Idiom comprehension and application improve language skills while encouraging expressive creativity, which makes communication more engaging and powerful. Pitzl, 2018, Panou, 2014, Gillett, 2006 & Langlotz, 2006 highlight the following benefits of idioms:

- 1. Enhance Enjoyment in Speaking:** using idioms makes conversations more engaging and enjoyable, adding a playful element to language learning.

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2. **Boost Metaphor Awareness:** idioms help speakers recognize figurative language, enriching their ability to understand and use metaphors effectively.
 3. **Foster Humor and Creativity:** idioms allow for playful, witty, and imaginative expressions, making conversations more lively.
 4. **Aid in Problem-Solving and Decision-Making:** idioms provide structured ways to express solutions, making them valuable in critical thinking and decision-making situations.
 5. **Ease Difficult Conversations:** when addressing sensitive topics such as blame or responsibility, idioms help soften direct speech and facilitate smoother negotiations.
 6. **Summarize and Conclude Conversations:** idioms assist in bringing discussions to a natural and effective close, ensuring clarity in communication.
 7. **Reinforce Conceptual Understanding:** they serve as cognitive shortcuts, conveying pre-established knowledge in a concise and culturally familiar way.
 8. **Enhance Cultural Awareness:** learning idioms deepens understanding of cultural values, traditions, and social norms.
 9. **Improve Listening and Reading Comprehension:** since idioms are frequently used in literature, media, and everyday conversations, mastering them helps learners grasp meaning more effectively.
 10. **Strengthen Social Bonds:** using idioms appropriately fosters a sense of belonging and connection in social and professional settings.
 11. **Develop Expressive Language Skills:** idioms enable speakers to articulate thoughts in a more rich, impactful, and memorable manner.
 12. **Increase Persuasiveness in Communication:** in persuasive speech and writing, idioms add emphasis and linguistic appeal, making arguments more compelling.
 13. **Support Language Fluency:** mastering idioms allows learners to sound more natural and fluent, bringing their language skills closer to native proficiency.
 14. **Enrich Professional and Academic Language:** many idioms are used in business, politics, and academia, making them essential for effective communication in formal settings.
 15. **Facilitate Cross-Cultural Communication:** idioms, when understood and used correctly, bridge cultural gaps and foster mutual understanding among diverse language users.
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Types and Forms of Idiomatic Expressions

Any language must have idiomatic terms because they give communication depth, originality, and cultural importance. These expressions appear in a variety of forms and serve a variety of linguistic purposes, and they frequently have meanings beyond their literal interpretation. Idioms, which range from formal proverbs to ordinary conversational phrases, assist speakers in expressing difficult concepts in a clear and interesting way. Language fluency and comprehension are improved by being aware of the various kinds of idiomatic expressions, including metaphorical idioms, phrasal verbs, binomial expressions, and pure idioms. By identifying these differences, students can enhance their comprehension and application of idioms, resulting in more impactful, expressive, and natural speech and writing. Below are the main types of idiomatic expressions:

1. Pure Idioms:

Pure idioms are more commonly found in written discourse and function as fixed expressions whose meanings cannot be deduced from the literal meanings of their individual words. Rather than being interpreted as a combination of separate elements, pure idioms are understood as single linguistic units with a unique meaning. Their constituents do not have independent relationships within the phrase, making them distinct from other forms of idiomatic expressions (Lui, 2017 & Anastasiou, 2010).

The following are some examples of pure idioms, where the meaning cannot be inferred from the individual words:

- “Kick the bucket”, It means (to die).
- “Spill the beans”, It means (to reveal a secret).
- “Let the cat out of the bag” , It means (to accidentally disclose a hidden fact)
- “Break the ice” , It means (to initiate conversation in a social setting).
- “Bite the bullet” It means (to endure a painful or difficult situation bravely)
- “Hit the sack” ,It means (to go to bed or sleep)
- “Under the weather” ,It means (feeling sick or unwell).
- “Pull someone’s leg” ,It means (to joke or tease someone playfully).
- “Cut to the chase” ,It means (to get to the main point).
- “Burn the midnight oil” ,It means (to work late into the night).

These idioms function as complete linguistic units, where the individual words do not contribute to their overall meaning in a literal sense.

2. Partial Idioms

Partial idioms are expressions where one word retains its usual meaning, while the other has a unique or specialized meaning within the phrase. The degree of idiomaticity can vary, and in some cases, these expressions are primarily based on restricted word combinations (collocations) (Jackson, &Amvela, 2021).

Examples of Partial Idioms:

- Foot the bill – "Foot" usually refers to a body part, but in this idiom, it means to pay.

Example: "The Company will foot the bill for the travel expenses".

- Drop the ball "Drop" retains its usual meaning, but "the ball" metaphorically refers to making a mistake.

Example: "He really dropped the ball by missing the deadline".

- Pass the buck, "Pass" keeps its standard meaning, but "the buck" means responsibility or blame.

Example: "Instead of solving the issue, he just passed the buck to his colleague".

- Break the ice, "Break" has its usual sense, but "the ice" metaphorically means social tension.

Example: "She told a joke to break the ice at the meeting".

Partial idioms differ from full idioms in that they still maintain some literal connection to the words used, though their meanings extend beyond the obvious.

3. Binomial Idioms

Binomial idioms are expressions made up of two words that either complement each other or contrast to create a specific meaning. These pairs are often joined by conjunctions like and or (Farhans &Jinam, 2022). One may classify these partial idioms as idiomatic; however, they do not always function in the same way as fully established idiomatic phrases. Their meaning is often easier to deduce compared to full idioms, but they still require some familiarity to be understood correctly. (Jr, &Colston, 2012)

For example:

- **Black and white:** this phrase means that something is clear-cut, with no ambiguity. For instance, "The rules are black and white—there's no room for misinterpretation".
- **Give and take:** this refers to mutual compromise or cooperation. For example, "A successful relationship requires some give and take".
- **More or less:** this means approximately or almost. For instance, "The project is more or less completed".

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- **Now and then:** this means occasionally or sometimes. For example, "I go jogging now and then, but not regularly".

These idioms are commonly used in daily communication to convey ideas in a concise and expressive way.

3. Trinomial Idioms

Similar to binomial idioms but include three words, often for emphasis. In mathematics, an expression with three terms is called a trinomial (Kumar, 2020).

- E.g., "Cool, calm, and collected" (meaning: composed and self-controlled).

4. Proverbs (Proverbial Idioms)

Proverbs can be defined as "short and pithy sayings, ingeniously embodying an admitted truth or common belief"(Lindberg-Wada, 2006.p.270).Makamoto, 2002, p.24, define "proverbs as concise traditional statement expressing an apparent truth with currency among the folk." Definitions of a proverb generally highlight four key characteristics. First, a proverb is known for its concise, structured, and artistic form, making it easy to remember and repeat. Second, it serves an important role in society by conveying values and reinforcing traditions, often reflecting a conservative perspective. Third, a proverb carries authoritative validity, meaning it is widely accepted as a source of wisdom or guidance. Finally, its origin is typically anonymous, as proverbs are passed down through generations without a known individual creator

The following are some of the most famous proverbs worldwide:

- "Actions speak louder than words." (Meaning: What people do matter more than what they say).
- "A picture is worth a thousand words."(Meaning: Visuals can convey meaning more effectively than words).
- "Honesty is the best policy."(Meaning: Being truthful is always the best approach).
- "The early bird catches the worm."(Meaning: Being proactive leads to success.)
- "Practice makes perfect." (Meaning: Repetition and effort lead to mastery).
- "Where there's a will, there's a way."(Meaning: Determination helps overcome obstacles).
- "Don't judge a book by its cover."(Meaning: Appearances can be misleading).

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- "All that glitters is not gold." (Meaning: Not everything that looks valuable is truly valuable).
 - "If it ain't broke, don't fix it." (Meaning: Don't change something that's already working well).
 - "You reap what you sow." (Meaning: Your actions determine your results).
 - "Better late than never." (Meaning: It's better to do something late than not at all).
 - "Two heads are better than one." (Meaning: Collaboration brings better results).
 - "The grass is always greener on the other side." (Meaning: People often think others have it better).
 - "Look before you leap." (Meaning: Think before making decisions).

5. Phrasal Verbs

Phrasal Verbs are Combinations of verbs with prepositions or adverbs that create unique meanings. "Phrasal verbs can be defined as a subtype of multi-word verbs consisting of the combination of adverb and a post-verbal adverb (or intransitive preposition) which function semantically and syntactically as a single unit, though to varying degrees" (Prado-Alonso, et al, 2009, p.83-84).

1. Get along (with) – to have a good relationship

- She gets along well with her colleagues.

2. Give up – to stop trying or quit

- He gave up smoking last year

6. Clichés

"Clichés are Overused idiomatic expressions that have become predictable. They are overused phrases or expressions that have become less impactful and unique as a result of repeated use. They frequently express universal concepts or feelings in a dependable manner. Clichés can be defined as commonly recognized, socially disseminated conceptualization, in other words, notions that are anchored in culture and familiar in the context of a given society" (Schwarz-Friesel, 2017, p.74). Clichés can be useful for quick communication but may sound unoriginal in writing or speech.

- E.g., "Time flies when you're having fun" (meaning: time passes quickly in enjoyable moments)

7. Slang Idioms

Slang Idioms are Informal expressions used in casual conversations. Slang expressions are similar to idioms, but they tend to be understood by a

more limited group of people. While many idioms are widely recognized by most speakers of American English, the use of slang varies based on factors such as region, age, education level, income, and cultural background. Additionally, slang is informal and generally unsuitable for formal or academic contexts (Grudzina, 2006).

The following are some examples of slang expressions with their meanings and usage:

- Spill the tea – To share gossip
Come on, spill the tea! What happened at the party?
- Hit the sack – To go to bed
I'm exhausted; I'm going to hit the sack.
- Throw shade – To insult or criticize someone subtly
She was totally throwing shade at him during the meeting.
- Ghost someone – To suddenly stop communicating with someone
He ghosted me after our second date.

8. Euphemistic Idioms

Euphemistic Idioms used to soften or indirectly express harsh or sensitive topics. They are expressions used to make a message sound less harsh, blunt, or offensive. They help soften criticism, address sensitive topics, or talk about taboo subjects in a more polite or indirect way. For example, instead of saying someone is overweight; one might say "big-boned (Farhans & Jinam, 2022)". "A euphemism can be defined as a linguistic means which serves to name what is unspeakable or unmentionable by a given community or society" (Walaszewska, 2010, p.62).

The following are some euphemistic idioms used to soften direct or harsh messages:

- Pass away – To die
His grandfather passed away last night.
- Between jobs – Unemployed
He's between jobs right now but actively looking for work.
- Senior citizen – An elderly person
The store offers discounts for senior citizens.
- Economical with the truth – Lying or not being fully honest
He was being economical with the truth about his past.
- Let go – Fired from a job
She was let go due to company downsizing.
- Under the weather – Feeling sick
I'm feeling a bit under the weather today.

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- Correctional facility – Prison
He was sent to a correctional facility for five years.
 - Put to sleep – Euthanize an animal
They had to put their dog to sleep due to illness.
 - Powder your nose – Go to the restroom
Excuse me; I need to powder my nose.

Sources and origins of Idiomatic expressions

Idioms come from various domains of sources, each with unique historical and cultural significance. They have roots in a variety of fields, such as literature, mythology, historical events, professional jargon, and ordinary life experiences. In addition to improving language skills, knowing the origins and development of colloquial idioms broadens one's cultural awareness, Ameer (2024), Hartwell (2023), Engn & Linda (2022), Flavell & Fravell (2005), and Gravois (2002) have examined the origins and meanings of numerous idiomatic expressions as follows:

1. Historical Events & Practices.

These idioms have their roots in actual historical events, military operations, or centuries-old customs. For example,

A. “Katie, bar the door”

- **Meaning:** a warning to prepare for impending trouble and take defensive action.
- **Origin:** the phrase is linked to Catherine Douglass, a lady-in-waiting during the reign of Scottish King James I. In 1397, she tried to protect the king in Perth, Scotland, by physically blocking the door to his chamber when angry subjects attempted to break in. The door's locking bar was missing, possibly removed by James himself.

B. “Bite the bullet”

- **Meaning:** to endure pain or a difficult situation with courage.
- **Origin:** this phrase comes from 19th-century battlefield medicine, where wounded soldiers undergoing surgery without anesthesia would bite a bullet to endure the pain, preventing them from screaming or biting their tongues.

C. “Turn a blind eye”

- **Meaning:** to willfully ignore something.
- **Origin:** the phrase is credited to Admiral Horatio Nelson during the Battle of Copenhagen (1801). Nelson, who was blind in one eye, allegedly lifted his telescope to his blind eye to avoid seeing a signal ordering a retreat, choosing to continue the attack instead.

D. "Burning the midnight oil"

- **Meaning:** working late into the night, especially studying or completing a task.
- **Origin:** dates back to a time before electric lights, when people used oil lamps for illumination. The phrase became popular in the 17th century, with poets like Francis Quarles using it to describe late-night work or study.

2. Literature & Poetry

A. "Wear your heart on your sleeve"

- **Meaning:** to openly express emotions.
- **Origin:** from Shakespeare's Othello, where Iago says, "I will wear my heart upon my sleeve", meaning he will show his feelings openly.

B. "Break the ice"

- **Meaning:** to initiate conversation or ease social tension.
- **Origin:** first used to describe breaking social discomfort, similar to breaking ice to create a passage, in Shakespeare's The Taming of the Shrew.

3. Mythology & Folklore

A. "Achilles' heel"

- **Meaning:** a person's one area of susceptibility or weakness.
- **Origin:** Greek mythology, relating to Achilles, a legendary warrior whose mother rendered him invulnerable by dipping him in the River Styx. But she grabbed him by the heel, which was exposed. Later, an arrow to this vulnerable area killed him.

B. "Pandora's box"

- **Meaning:** a source of unexpected troubles and difficulties.
- **Origin:** from Greek mythology, where Pandora, the first woman, was given a box (or jar) and instructed not to open it. Curiosity got the best of her, and when she opened it, she released all the world's evils, leaving only hope inside.

4. Religion & Biblical References

A. "By the skin of one's teeth"

- **Meaning:** to narrowly escape a difficult situation.
- **Origin:** originates in the Bible's Book of Job (Job 19:20), where Job laments his ordeal and claims to have escaped "by the skin of my teeth," implying he lived just about.

B. "A thorn in the flesh"

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- **Meaning:** a persistent problem or source of constant discomfort.
 - **Origin:** from the Bible's 2 Corinthians 12:7, in which the apostle Paul uses a "thorn in the flesh" as a metaphor for a persistent difficulty or trial he faced.

5 .Sports & Games

A. "The ball is in your court"

- **Meaning:** it's your turn to take action or make a decision.
- **Origin:** originates from tennis, where it is the opponent's duty to react once the ball is hit into their court.

B. "Throw in the towel"

- **Meaning:** to give up or surrender.
- **Origin:** from boxing, where a fighter's trainer would throw a towel into the ring to signal defeat, ending the match.

6. Business & Finance

A. "Balance the books"

- **Meaning:** to ensure financial records are accurate and that income and expenses are properly accounted for.
- **Origin:** comes from accounting, where companies need to make sure that their ledgers, or financial books, are balanced appropriately to show their true financial situation.

B. "Nest egg"

- **Meaning:** a sum of money saved for the future, often for retirement or investment.
- **Origin:** originally used to describe the technique of putting a simulated egg in a nest to entice hens to produce more eggs. It eventually evolved into a metaphor for accumulating savings over time.

7. Farming & Agriculture

A. "Make hay while the sun shines"

- **Meaning:** take advantage of opportunities while conditions are favorable.
- **Origin:** originates from farming, where rain can destroy hay, so it needs to be dried in favorable conditions. When the sun was out, farmers learnt to work effectively.

B. "Don't put all your eggs in one basket"

- **Meaning:** avoid risking everything in a single venture.

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- **Origin:** from egg collection, in which putting every egg in a single basket raises the possibility that everything will be lost if the basket is dropped. It acts as a warning against depending too much on one strategy or investment.

8. Idioms with Food Origins

A. “Piece of cake”

- **Meaning:** Something very easy to do.
- **Origin:** the phrase, which implies that winning (or completing a task) was easy, comes from the tradition of giving out cake as a contest prize.

B. “Cool as a cucumber”

Meaning: to remain calm under pressure.

Origin: cucumbers are a sign of calm because their high water content keeps them cooler than the surrounding air.

C. “In a pickle”

- **Meaning:** to be in a difficult situation.
- **Origin:** originates from Dutch and English cooking customs, where the phrase “in a pickle” meant to be stuck in a sour or spicy combination, similar to vegetables in brine.

9. Idioms with Color Origins

A. “Black sheep”

- **Meaning:** a person who stands out negatively in a group or family.
- **Origin:** black sheep were undesired in sheep farming because their wool was harder to dye and less valued than white wool.

B. “See red”

- **Meaning:** to become very angry.
- **Origin:** despite the fact that bulls are colorblind and are agitated by movement, the red cape is often associated with bullfighting.

Challenges of Using Idiomatic Expressions & Suggested Solutions

Any language must have idiomatic expressions because they enhance communication by providing expressiveness, depth, and cultural context. However, it can be difficult for non-native speakers and language learners to comprehend and appropriately use idioms. Their figurative meanings, cultural specificity, grammatical rigidity, and differing degrees of formality are some of the reasons for the difficulties. Idiom misinterpretation can result in misunderstandings, poor communication, or even unplanned offense. Contextual learning, conversing with native speakers, utilizing idiom dictionaries, and viewing media for real-life usage are some of the techniques proposed to overcome these issues. Confidence

is further increased by structured methods like frequent practice and clear instruction. By putting these techniques into practice, fluency and organic communication are improved. Sadigzade, 2025, Holstein & Miller, 2023 & Glucksberg, 2011, highlight the following challenges of Using Idiomatic Expressions:

- 1. Difficulty in Understanding Meaning Challenge:** idioms frequently have meanings that are incomprehensible when interpreted in isolation. For instance, "kick the bucket" refers to dying rather than actually kicking a bucket.

Solution: using idiom dictionaries, read, and listen to native speakers to learn idioms in context. By giving idioms for everyday talks, watching TV series and movies can also be beneficial.

- 2. Cultural Differences Challenge:** non-native speakers may find it difficult to understand certain idioms because they are culturally specific.

Solution: concentrating on acquiring the target culture's prevalent idioms and, where necessary, seek clarification from local speakers. Students might be exposed to idioms in their natural environment by viewing films from various cultures.

3. Improper Use

Challenge: misunderstandings may result from improper use of idioms in grammar or context.

Solution: practicing employing idioms in authentic conversations by observing how native speakers employ them. TV shows and films can be excellent examples of appropriate idiomatic usage.

4. Formal vs. Informal Settings

Challenge: some idioms are too informal for academic or professional settings.

Solution: selecting which idioms are appropriate for casual vs. formal use and adapt accordingly. Watching different genres of movies (formal speeches vs. casual dialogues) can help distinguish when to use idioms appropriately.

5. Rapid Changes in Language

Challenge: new idioms emerge, and old ones may become outdated, making it hard to keep up.

Solution: staying updated by engaging with native speakers, watching movies, and reading modern content. Movies, especially recent ones, provide exposure to the latest idioms in use.

METHDOLOGY

Research Design

This study employs a quasi-experimental research design, specifically a one-group pretest-posttest design, to examine the impact of integrating English movies into English as a Foreign Language Teaching (EFLT) on English majors' idiomatic expression skills in spoken language. This design enables the assessment of changes in participants' proficiency in using idiomatic expressions by comparing their performance before and after the intervention.

Participants:

The study involved 40 fourth-year English majors enrolled in the Faculty of Education during the Fall Semester of 2024-2025. Participants were selected using a purposive sampling technique to ensure they had similar levels of English proficiency and exposure to idiomatic expressions prior to the study.

Instruments:

1. **Interview:** the interview aims to gather qualitative data from students and teachers to identify the difficulties and challenges faced by fourth-year English department students in acquiring and using idiomatic expressions. Additionally, it explores their perspectives on the effectiveness of integrating English movies in improving their skills. The findings will be analyzed to understand these challenges and propose potential solutions.

Sample Interview Questions:

- What are the main difficulties you face when learning and using idiomatic expressions in spoken English?
- Do you find it challenging to understand the meanings of idiomatic expressions? If so, why?
- How often do you encounter idiomatic expressions in your academic studies or daily interactions?
- What strategies have you used to improve your understanding and usage of idiomatic expressions?
- Have you received any formal instruction on idiomatic expressions? If yes, how effective was it?
- How do you feel about using English movies as a tool to learn idiomatic expressions?
- Have you noticed any improvement in your ability to recognize and use idiomatic expressions after watching English movies? If yes, in what ways?

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- What challenges did you face while learning idioms through English movies?
 - What other methods or resources do you think could help in improving your idiomatic expression skills?
 - What suggestions do you have for making the learning of idiomatic expressions more effective and engaging?

2. Idiomatic expression Pre-posttest:

The Idiomatic Expression test is designed to assess students' proficiency in understanding and using idiomatic expressions in English. It evaluates their ability to identify, interpret, and appropriately apply idioms in different contexts, both in writing and conversation. The test consists of five sections, each focusing on a specific skill related to idiomatic expressions.

Test Structure:

Part 1: Identifying Idiomatic Expressions in Conversations (8 marks).

Students read short dialogues and underline the idiomatic expressions used within the conversations. This section assesses their ability to recognize idioms in spoken interactions.

Part 2: Determining the Source and Origins of Idioms (8 marks).

Students match each idiomatic expression with its historical or cultural origin. This part evaluates their knowledge of how idioms originated and how they have evolved in usage.

Part 3: Inferring the Meaning of Idioms (8 marks).

Students select the best meaning for each idiom presented in a sentence. This section measures their ability to interpret idioms based on context and infer their intended meaning.

Part 4: Selecting the Appropriate Idiom for Context (8 marks).

Students choose the most suitable idiom to complete given sentences. This part assesses their ability to match idioms with appropriate real-life scenarios and contexts.

Part 5: Using Idioms in Conversations (8 marks).

The fifth part of the test is divided into two sections: (A) and (B), with four marks allocated to each section.

Section A (4 marks): Students fill in the blanks in a short dialogue using the correct idiomatic expressions. This section focuses on their ability to apply idioms correctly in structured conversations.

Section B (4 marks): Students engage in a brief conversation with a partner, incorporating four idioms naturally. A rubric is used to evaluate

their fluency, coherence, and accuracy in using idioms in spoken communication.

Purpose of the Test

The test aims to measure students' competence in idiomatic expressions across multiple dimensions: recognition, comprehension, contextual application, and production in both written and spoken forms. By assessing these skills, the test helps determine the effectiveness of integrating movie-based learning in enhancing students' idiomatic proficiency.

3. Rubrics for Using Idiomatic Expressions in Conversation:

The rubrics for assessing the use of idioms in conversations focus on four key dimensions: accuracy of idioms, contextual appropriateness, fluency and coherence, and pronunciation and clarity. Accuracy evaluates whether idioms are used correctly in terms of meaning and structure. Contextual appropriateness assesses how naturally and effectively idioms are integrated into the conversation. Fluency and coherence measure the speaker's ability to maintain a smooth, logical flow of ideas with minimal hesitation. Finally, pronunciation and clarity focus on how well the idioms are articulated, ensuring correct stress and pronunciation for clear communication. These criteria provide a comprehensive evaluation of students' ability to use idiomatic expressions effectively in spoken interactions.

4. The Training Program:

The training program is designed to employ foreign movies to enhance students' ability to use idiomatic expressions in oral communication. This is achieved by carefully selecting movie clips based on specific criteria and aligning them with students' interests. The chosen clips are rich in idiomatic expressions, allowing students to be trained in various skills, including identifying idiomatic expressions in conversations, determining their sources and origins, inferring their meanings, selecting appropriate idioms for different contexts, and effectively using idioms in conversations. The program implemented during the fall semester of the 2024-2025 academic year.

Psychometric Properties of Idiomatic Expressions Skills Test:

The researcher verified the psychometric properties of the idiomatic expression skills test through a pilot study conducted on (40) pre-service student-teachers majoring in English, who were not part of the main study sample. This aimed to:

1. Calculate the internal consistency of the test.

2. Assess the test reliability.
3. Determine the test validity.
4. Compute the item difficulty and ease indices.
5. Calculate the item discrimination indices.

Below are the results obtained from the pilot study of the test:

1 . Calculation of the Test's Internal Consistency:

The internal consistency and coherence of the test were examined by calculating the correlation coefficients between each dimension or skill and the overall test score. The results are presented in Table (1):

Table (1) Correlation Coefficients between Each Dimension and the Total Test Score

No	skills	Correlation	Sig
1	Identify idiomatic expressions in conversation	0.44	0.01
2	Determine the source of the idiom	0.922	0.01
3	Infer the meaning behind the idiom.	0.664	0.01
4	Select the appropriate idioms to context	0.914	0.01
5	Use idioms in conversations	0.965	0.01

It is evident from Table (1) that all correlation coefficients between each dimension (skill) and the total test score are significant at the 0.01 significance level, indicating the internal consistency of the test.

2 . Calculation of Test Reliability:

Test reliability refers to the consistency of the measurement tool in producing the same results if reapplied to the same sample under the same conditions, with a time gap of at least two weeks. The researcher used two methods to ensure the reliability of the test:

A. Using the Spearman-Brown Split-Half Reliability Method:

The researcher calculated the test reliability using the Spearman-Brown and Rulon-Guttman formulas to verify the overall reliability coefficients of the test. The results are presented in Table (2):

Dimension	Split-Half Reliability Coefficient	Spearman-Brown Reliability Coefficient	Rulon-Guttman Reliability Coefficient
Total Score	0.804	0.891	0.874

It is evident from Table (2) that the reliability coefficients obtained using both the Spearman-Brown and Rulon-Guttman methods are

appropriate, indicating a satisfactory level of test reliability. This suggests that the test is sufficiently stable, and the results obtained from applying it to the main study sample can be trusted.

B. Using Cronbach's Alpha Formula:

Test reliability was also calculated using Cronbach's Alpha coefficient, which yielded a value of 0.801. This is considered an acceptable reliability level, confirming that the results obtained when administering the test to the main study sample can be trusted.

Calculation of Test Validity:

The researcher assessed the validity of the test using the following methods:

A. Expert Judgment Validity:

To verify this aspect, the researcher presented the preliminary version of the test to TEFL specialists (Appendix 3) for their feedback on the test items regarding:

1. The relevance of each item to the dimension it belongs to.
2. The appropriateness of the item for the study sample.
3. The accuracy of the linguistic formulation of the test items.
4. Suggestions for adding, deleting, modifying, or rephrasing certain items to better achieve the intended purpose of the test.

The researcher retained all test items, as they received an agreement percentage ranging between 80% and 100%. Additionally, the researcher conducted personal interviews with the experts, discussing the test as a whole and each item individually. Most experts agreed on making some modifications to certain items, which were incorporated into the final version of the test while keeping all items intact.

B. Extreme Groups Method (Discriminant Validity):

The researcher verified the test validity using the extreme groups method (discriminant validity). This was done by ranking the scores of the standardization sample (40 students not included in the main study sample) in descending order. The significance of the differences between the mean ranks of the top 27% and bottom 27% of the sample was then calculated using the Mann-Whitney U test to determine the significance of differences between the mean ranks of small independent groups. The results are presented in Table (3):

Table (3): Differences between the Mean Scores of the Upper and Lower Quartiles on the Idiomatic Expression Skills Test (N=40)

Skills	Upper Quartile (N=11)	Lower Quartile (N=11)	Z	Sig
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks
Identify idiomatic expressions in conversation	14.27	157	8.73	96
Determine the source of the idiom	17	187	6	66
Infer the meaning behind the idiom	17	187	6	66
Select the appropriate idioms to context	17	187	6	66
Use idioms in conversations	17	187	6	66
Total	17	187	6	66

It is evident from Table (3) that there are statistically significant differences at 0.01 between the mean ranks of students with high proficiency and those with low proficiency in the idiomatic expression skills test. This indicates that the test possesses strong discriminant validity.

3 .Calculation of Item Difficulty, Ease, and Discrimination Indices for the Idiomatic Expression Skills Test:

A. Calculation of Ease and Difficulty Indices:

The researcher calculated the ease and difficulty indices for the test items, as shown in the following table:

Table (4): Ease, Difficulty, and Discrimination Indices for the Test Skills (N=40)

Skill No.	Ease Index	Difficulty Index	Discrimination Index
1.	0.51	0.49	0.249
2.	0.67	0.33	0.221
3.	0.31	0.69	0.214
4.	0.35	0.65	0.234
5.	0.46	0.54	0.248

The ease indices of the test items ranged between 0.31 and 0.67, while the difficulty indices ranged between 0.33 and 0.69. Based on these

values, the researcher ranked the skills from easiest to most difficult according to their ease and difficulty indices.

B- Calculation of Item Discrimination Indices:

The discrimination index indicates the ability of each test item to differentiate between high and low performers within the sample. Upon calculating the discrimination values for each item, they were found to range between 0.214 and 0.249. These values are considered acceptable since they all exceed 0.2, which is the threshold below which an item should be removed.

Results and Discussion

This section discusses the results of the analysis of English majors' idiomatic expression skills and evaluates the effectiveness of the proposed Movie-Based Learning (MBL) strategy in enhancing these skills. It also examines whether the hypotheses formulated at the beginning of the study are supported by the data collected. The findings provide insights into the impact of movie-based learning on the development of learners' idiomatic comprehension, contextual usage, retention, and overall fluency in idiomatic expressions, highlighting significant improvements and areas for further development.

Testing the First Hypothesis of the Study

The first hypothesis states that “There are statistically significant differences between the mean score of the experimental group on the pre-post-test on the overall idiomatic expression skills in favor of the post-measurement.” To test this hypothesis, the researcher applied the parametric statistical method using the Paired Samples (T) test to determine the significance of the differences between the mean scores of the pre-test and post-test for the experimental group in the overall idiomatic expression skills test. The results are presented in Table (5):

Table (5): Significance of Differences between the Mean Scores of the Experimental Group in the Pre-Test and Post-Test of Idiomatic Expression Skills (N=40).

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size (η^2)
Total	Pre	8.18	1.64	-73.51	0.01	Post	0.99
	Post	34.95	1.28				

The results in Table (5) indicate that there are statistically significant differences at the 0.01 significance level between the mean scores of the

pre-test and post-test in the overall idiomatic expression skills test for the experimental group, in favor of the post-test. This confirms the validity of the first hypothesis. Additionally, the Effect Size (η^2) of the independent variable on idiomatic expression skills was found to be strong for the overall test score. According to the standard reference table for effect size levels:

- 0 to less than 0.3 indicates a small effect,
- 0.3 to less than 0.5 indicates a moderate effect,
- 0.5 to 1.0 indicates a strong effect

(Ikhlas Abdel Hafiz, Mostafa Bahi, Adel El Nashar, 2004, p. 235).

The following figure illustrates the differences between the mean pre-test and post-test scores in idiomatic expression skills for the experimental group.

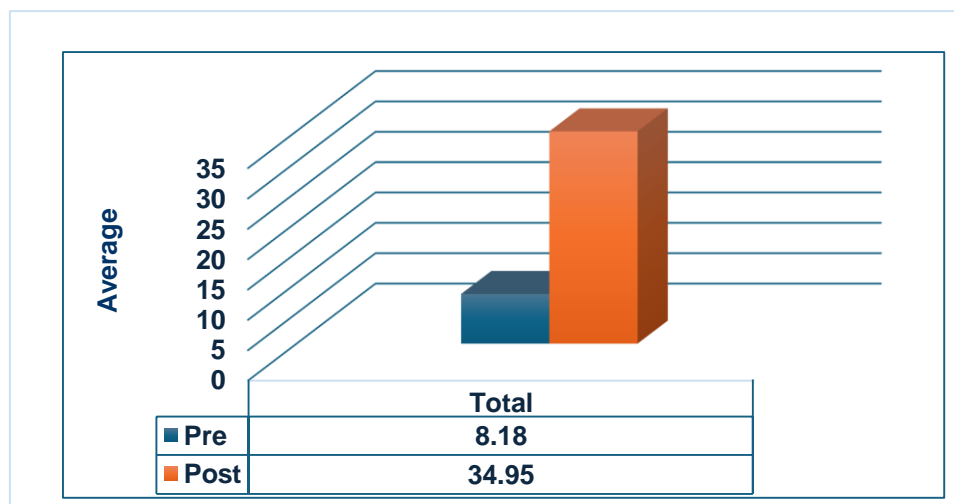


Figure (1): Differences between the Mean Pre-Test and Post-Test Scores in Idiomatic Expression Skills for the Experimental Group.

The results of this hypothesis can be interpreted in light of the significant improvement observed in the post-test scores compared to the pre-test scores, highlighting the effectiveness of the movie-based learning strategy in developing English majors' idiomatic expression skills. Students' learning outcomes were significantly impacted by the technique, as evidenced by the high effect size ($\eta^2 = 0.99$). There are a number of reasons for this improvement. First, students were better able to understand the meaning, usage, and cultural connotations of idiomatic terms thanks to the contextualized learning experiences that movies offered. Additionally, by exposing students to idiomatic language in authentic conversational circumstances, the combination of visual and aural reinforcement improved

comprehension and retention. Furthermore, students' motivation was raised by the captivating quality of movie-based learning, which made the process more participatory and pushed them to actively practice and use idioms in a variety of contexts. Students were able to identify, remember, and employ idiomatic terms with confidence thanks to the strategy's repeated exposure and practice. In addition, because students were able to spontaneously use idioms and emulate the intonation and speech patterns of native speakers, it helped them become more fluent and improve their pronunciation. Overall, the results indicate that the movie-based learning technique was a very successful teaching method that improved students' idiomatic expression skills in a way that was both statistically significant and practically useful.

Testing the Second Hypothesis of the Study

The second hypothesis states that “There are statistically significant differences between the mean score of the experimental group on the pre-post-test on each sub-skill of idiomatic expression skills in favor of the post-measurement.” To verify this hypothesis, the researcher used the parametric statistical method, the Paired Samples (T) test, to examine the significance of the differences between the mean scores of the pre-test and post-test for each sub-skill of idiomatic expression skills among the students in the experimental group. The results are presented in Table (6, 7, 8, 9, and 10):

1. Identifying Idiomatic Expressions in Conversations.

Table (6): Significance of the differences between the mean scores of the experimental group students in the pre-test and post-test for the first skill (N=40).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 1	Pre	1.9	0.37	-62.45	0.01	Post
	Post	6.9	0.3			

The results presented in Table (6) and Figure (2), indicate statistically significant differences at the 0.01 significance level between the mean scores of the pre-test and post-test for the first skill of idiomatic expression among the students in the experimental group, in favor of the post-test. The calculated t-value (-62.45) and the significance level (0.01) confirm that the improvement observed in students' performance after the intervention is not due to chance. Additionally, the mean score increased from 1.9 in the pre-test to 6.9 in the post-test, demonstrating substantial progress in this skill. The standard deviation values (0.37 for the pre-test and 0.3 for the post-test) further support the consistency of the results.

These findings suggest that the applied instructional strategy had a strong positive impact on developing students' ability to use idiomatic expressions effectively.

The movie-based learning strategy contributed to the development of the study sample students' ability to identify idiomatic expressions by providing a natural learning environment rich in real-life contexts. Movies exposed students to idiomatic expressions in authentic situations, enhancing their comprehension of their meanings and various uses. Firstly, repeated exposure to scenes containing idiomatic expressions allowed students to discover and understand these expressions within context rather than memorizing them in isolation. Interactive activities, such as extracting expressions from scenes, reenacting them, and analyzing their meanings, helped strengthen their ability to differentiate between idiomatic and non-idiomatic expressions.

Secondly, through group discussions and practical exercises, such as using idioms in new sentences or conversations, students became more adept at recognizing these expressions in real-life dialogues. Activities linking each idiom to its context further deepened their understanding of its appropriate usage. Finally, interactive movies enhanced students' ability to automatically recognize idiomatic expressions during listening, improving their comprehension of spoken English and increasing their ability to use idioms correctly in their own communication. Thus, the movie-based learning strategy proved effective in developing students' skill in identifying idiomatic expressions in an engaging and realistic manner.

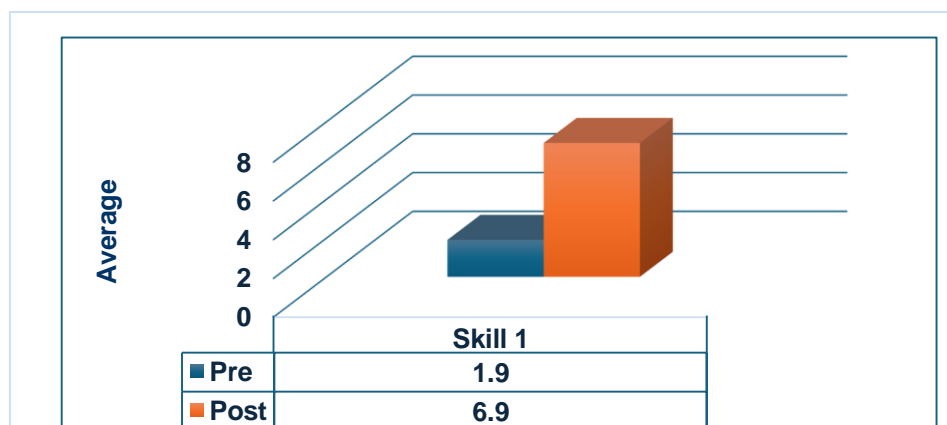


Figure (2): The differences between the mean scores of the pre-test and post-test for the first skill among the experimental group students.

2. Determining the source of the idiom and their origins.

Table (7): The Significance of Differences between the Mean Scores of the Experimental Group Students in the Pre- and Post-Application of the Second Skill (N=40).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 2	Pre	1.45	0.5	-50.84	0.01	Post
	Post	6.85	0.43			

The results presented in Table (7) and figure (3) indicate a significant improvement in students' ability to determine the source and origins of idiomatic expressions after participating in the movie-based learning strategy. The substantial difference between the pre-test and post-test mean scores (1.45 vs. 6.85) and the highly significant t-value (-50.84, $p = 0.01$) suggest that exposure to idiomatic expressions in movie scenes had a considerable impact on learners' comprehension and analytical skills.

According to the findings, using a movie-based learning approach greatly improved students' capacity to identify the idiomatic expressions' sources. The significant increase in post-test scores indicates that learners were exposed to idioms in real-world contexts through the viewing and analysis of movie sequences. This approach gave learners the opportunity to interact with colloquial language in a way that is frequently absent from standard teaching. Students were able to identify the meanings of idioms by observing their usage in conversations and using situational relevance, emotional tone, and contextual indicators. Additionally, movies helped students better understand the origins of idioms by presenting them in a variety of historical, cultural, and metaphorical contexts. Idioms were heavily influenced by historical events, and phrases like "crossing the Rubicon," which alludes to Julius Caesar's pivotal move, and "bite the bullet," which has its roots in battlefield surgery, were frequently used in period dramas or war movies. Similar to how poetry and literature gave rise to several idioms, students were able to identify expressions like "wear one's heart on one's sleeve," which originated in Shakespearean plays, thanks to adaptations of famous works. Folklore and mythology were also important sources; for example, Greek mythological phrases like "Achilles' heel" were reinforced in fantasy movies.

Furthermore, historical and religious movies made the religious roots of idioms clear, as phrases like "by the skin of one's teeth" (from the Book of Job) were organically incorporated into conversation. Another rich source was sports and games; movies with a sports theme would include phrases

like "down to the wire" (from horse racing) or "throw in the towel" (from boxing). Similarly, movies on economics and corporate life helped learners understand phrases like "a safe bet" and "in the red" by reinforcing business and financial idioms. Understanding agricultural and farming idioms like "reap what you sow" and "separate the wheat from the chaff" was also made easier by films that portrayed rural life. The suggested strategy not only improved students' understanding but also strengthened their awareness of the historical and cultural development of language by introducing them to these many sources of idioms through attractive film sequences. This interactive strategy improved students' linguistic competency and analytical abilities by helping them not only learn idioms but also relate them to their real-world contexts.

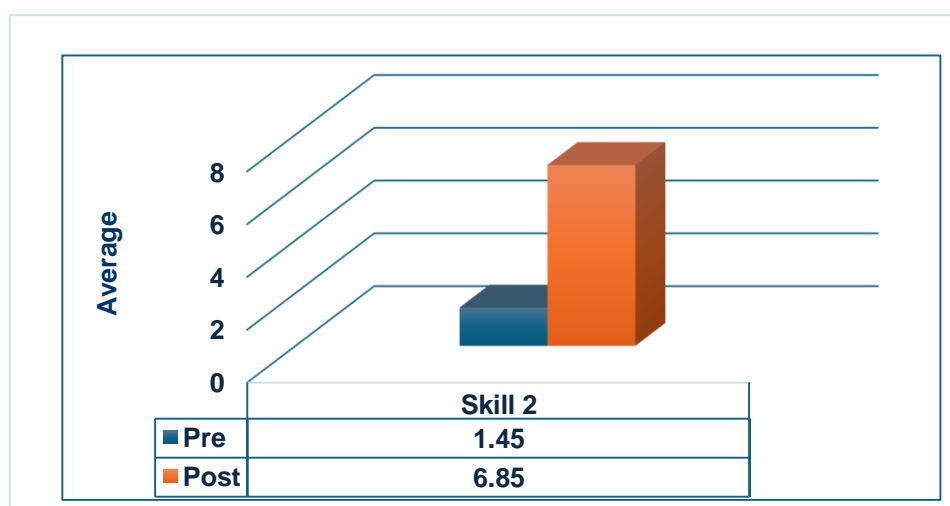


Figure (3): The Differences between the Mean Scores of the Pre- and Post-Application of the Second Skill for the Experimental Group Students.

3. Inferring the meaning behind the idiom.

Table (8): The Significance of the Differences between the Mean Scores of the Experimental Group Students in the Pre-Test and Post-Test for the Third Skill (N=40).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 3	Pre	1.93	0.27	-74..4	0.01	Post
	Post	6.9	0.38			

The results presented in Table (8) and Figure (4) demonstrates the effectiveness of the movie-based learning (MBL) strategy in enhancing learners' ability to infer the meaning behind idiomatic expressions. The significant improvement in post-test scores compared to pre-test scores, along with the highly significant t-value (-74.4, $p = 0.01$), indicates that exposure to idioms in movie scenes greatly enhanced students' inferential skills. This improvement can be attributed to the contextualized nature of movies, where idioms appear naturally within dialogues, actions, and emotional expressions, allowing students to deduce meanings based on situational cues rather than memorization. Furthermore, verbal delivery and the performance component of acting, which serves as a kind of visualization, were essential in reiterating the meaning of colloquial terms. Students found it simpler to understand the intended meaning behind each expression when performers used movements and facial expressions to strengthen, intonate, and complement idioms. For example, seeing a character "spill the beans" in a dramatic way reinforced understanding by expressing the meaning of the term not just via words but also through tone and body language.

Additionally, films expanded students' awareness of patterns in idiomatic language by exposing them to idioms from a variety of areas, including literature, mythology, religion, sports, commerce, and agriculture. By encouraging students to notice, evaluate, and discuss expressions in their context, films that dealt with idioms also promoted active learning and helped them hone their deductive and critical thinking abilities. A deeper and more intuitive comprehension resulted from the multisensory learning experience provided by the mix of verbal and nonverbal communication elements in movie scenarios, where idioms were not only heard but also seen and felt. Overall, the results show that by offering a dynamic and comprehensive learning environment that improved understanding, memory, and practical application of idiomatic expressions, the MBL technique greatly increased students' capacity to infer idiomatic meanings.

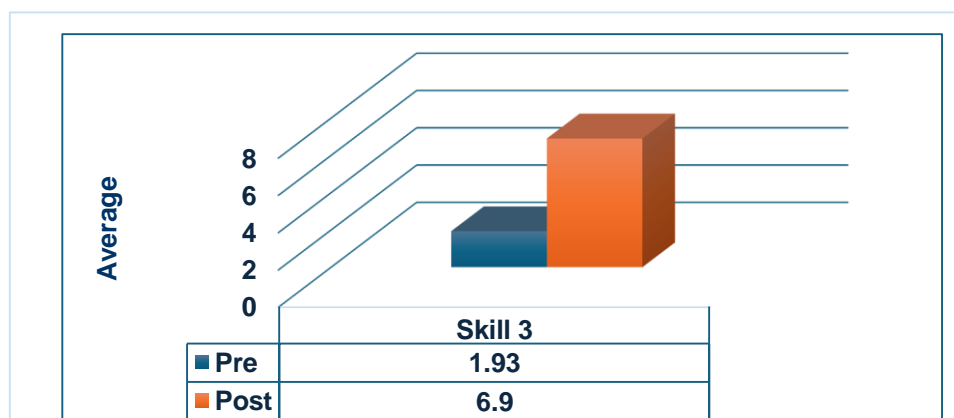


Figure (4): The Differences between the Mean Scores of the Pre- and Post-Application of the Third Skill for the Experimental Group Students.

4. Selecting the appropriate idioms to context.

Table (9): Significance of the Differences between the Mean Scores of the Experimental Group Students in the Pre- and Post-Applications of the Fourth Skill (N=40).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 4	Pre	1.48	0.51	-35.36	0.01	Post
	Post	6.63	0.67			

The results in table (9) and figure (5) indicate a significant improvement in learners' ability to select appropriate idioms in context after implementing the Meaning-Based Learning (MBL) strategy. The pre-test mean score was 1.48, while the post-test mean score increased to 6.63, demonstrating substantial progress. The standard deviation in the post-test (0.67) was slightly higher than in the pre-test (0.51), showing some variability but maintaining consistency in learning outcomes. Additionally, the T-value (-35.36) was statistically significant at $p = 0.01$, confirming that the improvement was not due to chance but rather the effectiveness of the MBL strategy. By emphasizing meaning and memorization, the method assisted learners in comprehending idioms in context, which improved their ability to appreciate their subtleties and employment. Their understanding and practical use of idioms were improved by interacting with them through interactive exercises, contextual learning strategies, and real-world applications. These results imply that idiom acquisition is greatly aided by

meaning-focused training, which makes the MBL technique a useful tool for enhancing students' proficiency with idiomatic expressions.

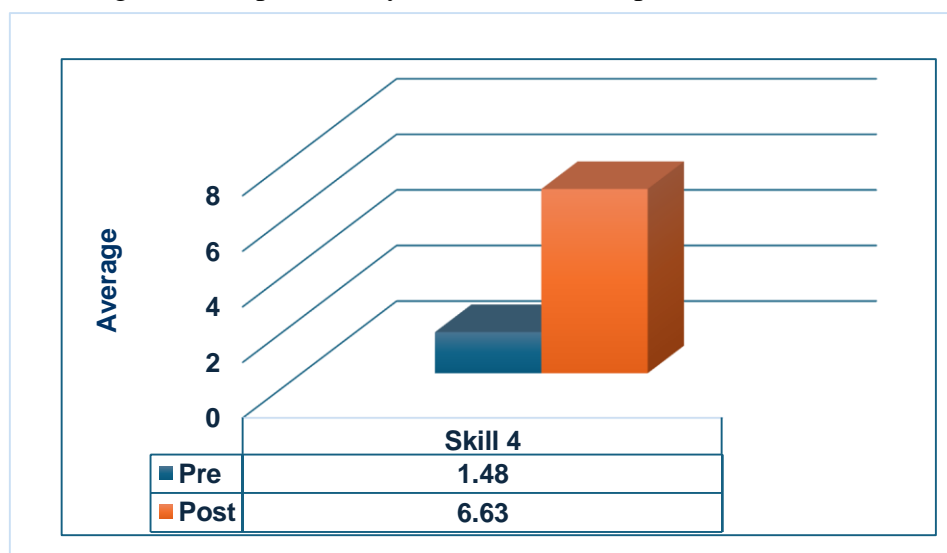


Figure (5): The Differences between the Mean Scores of the Pre- and Post-Applications of the Fourth Skill for the Experimental Group Students.

5. Using idioms in conversations.

Table (10): The Significance of the Differences between the Mean Scores of the Experimental Group Students in the Pre-Test and Post-Test for the Fifth Skill (N=40).

Skills	Measuring	Mean	St. Division	T	Sig	o
Skill 5	Pre	1.42	0.5	-48.43	0.01	Post
	Post	7.73	0.55			

The statistical results in Table (10) and Figure (6) indicate a significant improvement in learners' ability to use idioms in conversations after applying the Meaning-Based Learning (MBL) strategy. The pre-test mean score was 1.42, while the post-test mean score increased to 7.73, demonstrating substantial progress. The standard deviation remained relatively low in both tests (0.5 in the pre-test and 0.55 in the post-test), suggesting consistency in the learners' performance. Additionally, the T-value (-48.43) was highly significant at $p = 0.01$, confirming that the

observed improvement was not due to chance but rather the effectiveness of the MBL strategy. By emphasizing meaning and contextual learning, the strategy allowed students to grasp idiomatic expressions naturally and apply them more effectively in spoken communication. The approach likely incorporated interactive speaking activities, role-playing, and real-life conversational practice, which helped students integrate idioms into their speech fluently. Overall, these findings highlight the effectiveness of the MBL strategy in enhancing learners' ability to use idioms in conversations, emphasizing the importance of a meaning-focused, context-based approach in mastering idiomatic language and improving communicative competence.

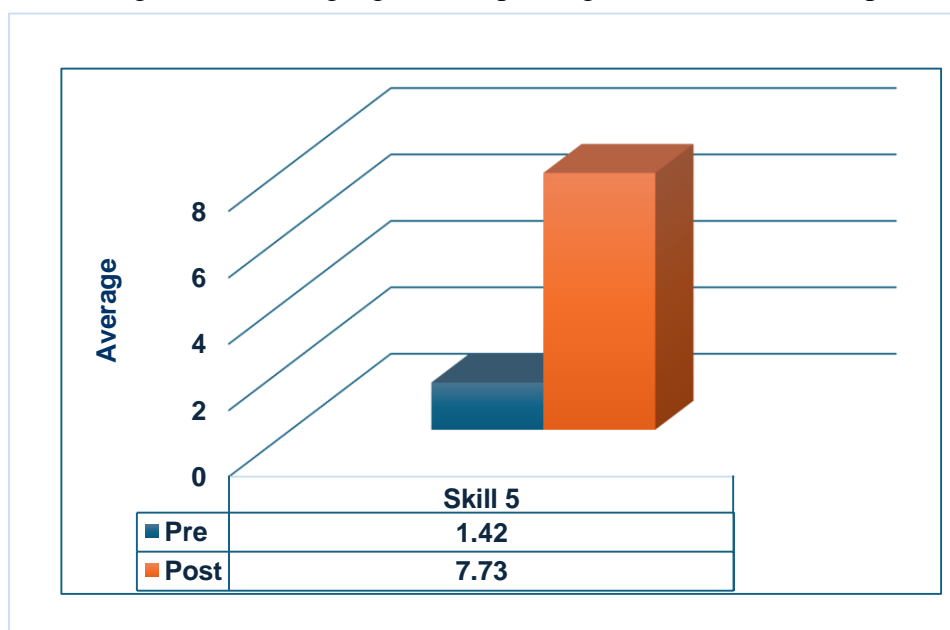


Figure (6): The Differences between the Mean Scores of the Pre-Test and Post-Test for the Fifth Skill among the Experimental Group Students.

The tables (6), (7), (8), (9), and (10) show statistically significant differences at a significance level of (0.01) between the mean scores of the pre-test and post-test for each sub-skill of idiomatic expression among the experimental group students, in favor of the post-test. Thus, the second hypothesis has been confirmed.

Research Findings

The study aimed to assess the effectiveness of the Meaning-Based Learning (MBL) strategy in enhancing students' ability to use idiomatic

expressions accurately and effectively. The statistical analysis yielded the following key findings:

1. Significant Improvement across All Skills:

- The results revealed statistically significant differences between the pre-test and post-test mean scores for all five idiomatic expression skills.
- The post-test mean scores were consistently higher, indicating substantial improvement in students' ability to understand and use idiomatic expressions.

2. Effectiveness of the MBL Strategy:

- The strategy led to a significant enhancement in students' ability to select appropriate idioms based on context and integrate them into conversations.
- The meaning-focused approach helped students develop a deeper understanding of idiomatic expressions, allowing for more natural and accurate usage.

3. Statistical Evidence Supporting Learning Gains:

- The T-values for all five skills were highly significant at $p = 0.01$, confirming that the observed improvements were not due to chance.
- The mean scores in the post-test ranged from 6.63 to 7.73, compared to the pre-test scores of 1.42 to 1.93, demonstrating a substantial increase in performance.
- The standard deviations in the post-test remained relatively low, indicating consistent progress among students.

4. Validation of Research Hypothesis:

- The findings strongly support the hypothesis that the MBL strategy significantly improves students' idiomatic expression skills.
- The structured and contextualized approach of the MBL strategy proved to be an effective instructional method for enhancing idiomatic proficiency.

Conclusion of the study

This study explored the effectiveness of the Movie-Based Learning (MBL) strategy in enhancing English majors' idiomatic expression skills. The findings demonstrated a statistically significant improvement in students' ability to understand, select, and use idiomatic expressions in context. The post-test results showed a substantial increase in mean scores across all assessed skills, confirming that exposure to idioms through authentic movie dialogues played a crucial role in reinforcing learning. The contextual and immersive aspects of the MBL strategy, which enabled

students to witness idioms in authentic communication contexts, are responsible for its effectiveness. Students' knowledge was enhanced and they developed the confidence to use idioms correctly in discussions by interacting with them in visual, aural, and narrative contexts. Idiomatic terms became more memorable and useful in everyday conversation as a result of the incorporation of movies, which offered significant, captivating, and culturally rich learning experiences.

Through the MBL strategy, students demonstrated notable improvement in five key idiomatic expression skills:

1. **Recognizing idiomatic expressions in conversation:** students were able to identify and differentiate idiomatic phrases used by native speakers after being exposed to idioms in real-life movie dialogues.
2. **Determining idioms' origins:** students gained a deeper comprehension of how and why idioms are employed by examining them in the context of their cultures and histories.
3. **Inferring the meaning of idioms:** By observing idioms in context, students were able to infer their meanings from surrounding discourse, tone, and gestures.
4. **Choosing suitable idioms for various situations:** films offered a variety of dialogue situations, which assisted students in learning when and how to employ idioms.
5. **Using idioms in conversations:** because MBL is immersive; students were encouraged to use idioms in their own speech, which increased their confidence and fluency in everyday communication.

Moreover, the study validated the research hypothesis that Movie-Based Learning is an effective approach for developing idiomatic proficiency among English majors. The statistically significant differences in pre-test and post-test scores suggest that using movies in language training improves retention, encourages the use of natural language, and fosters a deeper grasp of idiomatic idioms. The results demonstrate the educational benefits of movie-based learning in enhancing students' idiomatic expression abilities. Because of its success, language teachers are urged to use movies as a teaching tool to establish a dynamic and real-world learning environment. Future studies should examine how MBL affects other facets of language learning, like pragmatics, cultural sensitivity, and fluency development.

Recommendations of the Study

Based on the findings of this study, the following recommendations are proposed to enhance the teaching and learning of idiomatic expressions using the Movie-Based Learning (MBL) strategy:

1. Language educators should incorporate movies as a regular teaching tool to expose students to authentic idiomatic expressions in natural, context-rich settings.
2. Teachers should carefully select films that are culturally and linguistically appropriate, ensuring that idioms appear in diverse conversational contexts.
3. Classroom activities such as role-playing, discussions, and storytelling should be used alongside movies to reinforce students' understanding and usage of idioms.
4. Subtitled movies, interactive transcripts, and AI-powered language learning apps should be integrated into lesson plans to enhance idiom acquisition.
5. Teachers should encourage students to use idioms in daily conversations, presentations, and writing tasks to solidify their learning.
6. Organizing idiomatic expression contests, debates, or drama performances can provide students with engaging ways to practice idioms in an interactive environment.

Suggestions for Further Research

1. Exploring how cultural background influences students' ability to understand and use idiomatic expressions.
2. Investigating how Movie-Based Learning impacts listening comprehension, pronunciation, and pragmatic competence.
3. Studying the effectiveness of AI-based platforms, virtual reality (VR), and interactive language learning apps in enhancing idiomatic expression skills.
4. Designing structured MBL lesson plans and assess their impact on idiomatic proficiency in different learning contexts.

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