



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
**SCHOOL OF EDUCATION AND LANGUAGES**  
**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“SHORT VIDEOS FROM MOVIES AND TV PROGRAMS WITH  
IDIOMATIC EXPRESSIONS TO TEACH VOCABULARY”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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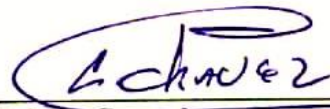
**La Libertad - Ecuador**

**2025**

## ADVISOR'S APROVAL

In my role as Advisor of the research paper entitled **SHORT VIDEOS FROM MOVIES AND TV PROGRAMS WITH IDIOMATIC EXPRESSIONS TO TEACH VOCABULARY** prepared by Malavé Ronquillo Sharid Deyanira and Toala Gonzabay Dayanara Angely, an undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I decide that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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Chávez Gonzabay Leonardo Augusto , MSc.  
ADVISOR

## Statement of Authorship

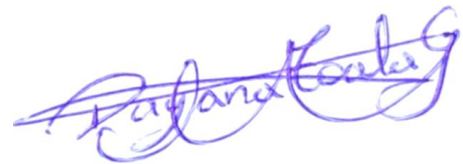
We, Malavé Ronquillo Sharid Deyanira, with ID number 0930173307, Toala Gonzabay Dayanara Angely with ID number 2450023458, undergraduate students from Universidad Estatal Peninsula de Santa Elena, School of Educational Sciences and Languages, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project **“SHORT VIDEOS FROM MOVIES AND TV PROGRAMS WITH IDIOMATIC EXPRESSIONS TO TEACH VOCABULARY,”** certify that this study work is our authorship, except for the quotes, statements, and reflections used in this research paper.



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**Malavé Ronquillo Sharid Deyanira**

**AUTHOR**



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**Toala Gonzabay Dayanara Angely**

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## Declaration

The information and content of this degree and research work are the responsibility, the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.

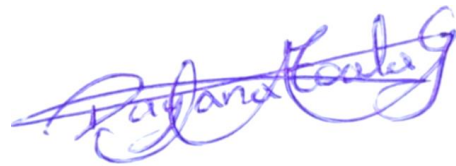


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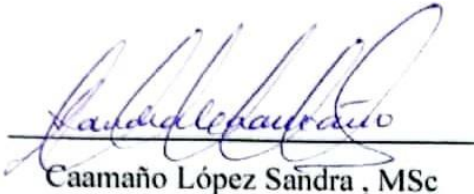
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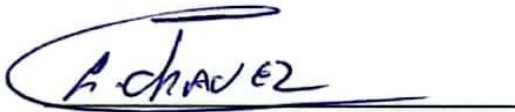
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## **Acknowledge I**

I want to thank my parents, Ramo Toala and Aracelly Gonzabay, for all their support and everyday sacrifice to give me the tools to become the best version of me during this long process. To my three brothers, Sebastian, Julian, and Mauro, who, inspire me to never give up and be a person of their admiration. I am very grateful to my friends, Elizabeth, Antony, Freddy, Franklin, Irving, and Melany, for having taught me a lot of things and giving me special moments that I will never forget. And finally, special thanks to my thesis partner, Sharid, for being an extraordinary person, and it was a pleasure to work with her.

-Toala Gonzabay Dayanara Angely

## **Acknowledge II**

First, I want to thank God for granting me strength, wisdom, and guidance throughout this journey. Without His presence, none of this would have been possible. To my beloved parents, Rosa Ronquillo and Luis Malavé, I am deeply grateful for your unwavering love, sacrifices, and encouragement. You are my greatest inspiration and the reason I strive to give my best. To my siblings, Zuleyca Malavé and Luis Malavé, thank you for your constant support and for bringing joy into my life. To my sister-in-law, Josheline Jordan, I appreciate your support and for being like another sister to me. Your care and kindness during this process have meant the world, and I will always be thankful. Lastly, to my uncle, Pedro Borbor, though not related by blood, you have always treated me as family. Your generosity and support have been a true blessing in my life.

To my thesis partner, Dayanara Toala, I express my sincere appreciation for your hard work, and collaborative spirit throughout this endeavor and for making this experience easier and more meaningful. To my friends Freddy Martinez, Anthony Espinal, Ian Acencio, and Jordy Bernabe, I value your friendship, I appreciate your advice, and emotional support have been invaluable. Thank you for believing in me and helping me succeed.

Finally, I am grateful to everyone who, in big or small ways, has supported me throughout this journey. This work reflects your love and encouragement.

-Malavé Ronquillo Sharid Deyanira

## **Dedication I**

I dedicate this entire project to all the people who always believed in me.

-With love, Toala Gonzabay Dayanara Angely

## **Dedication II**

I dedicate this project to my parents, Rosa Ronquillo and Luis Malavé, and my siblings Zuleyca Malavé and Luis Malavé, who are my greatest inspiration. To my sister-in-law, Josheline Jordan and my uncle, Pedro Boror, for their kindness and unconditional support. Above all, to God, for guiding me every step of the way.

-With love, Malave Ronquillo Sharid Deyanira



## **Abstract**

This research explores the effectiveness of using short videos from movies and TV programs containing idiomatic expressions as a technique to enhance vocabulary acquisition among English language learners at Unidad Educativa Bilingüe Americano. The study identifies the challenges students face in learning vocabulary through traditional methods, which often rely on mechanical memorization without context. It highlights the importance of idiomatic expressions in achieving fluency and comprehension in English, as these expressions are frequently used in everyday communication.

The research employs qualitative methods, including interviews with English teachers and students, to gather insights on the impact of multimedia resources on vocabulary learning. Findings indicate that short videos significantly improve students' engagement, motivation, and retention of new vocabulary by providing contextualized learning experiences. Teachers recognize the value of integrating authentic media content to enhance cultural understanding and facilitate natural language use.

The study concludes that incorporating short videos into English instruction not only aids in vocabulary comprehension but also fosters a more dynamic and interactive learning environment.

**Key words:** Vocabulary Acquisition, Idiomatic Expressions, Short Videos, Movies and TV Programs, Teaching Techniques, English Language Learning.

## Resumen

Esta investigación explora la eficacia del uso de vídeos cortos de películas y programas de televisión que contienen expresiones idiomáticas como técnica para mejorar la adquisición de vocabulario entre los estudiantes de inglés de la Unidad Educativa Bilingüe Americana. El estudio identifica los retos a los que se enfrentan los estudiantes en el aprendizaje de vocabulario a través de métodos tradicionales, que a menudo se basan en la memorización mecánica sin contexto. Destaca la importancia de las expresiones idiomáticas para lograr fluidez y comprensión en inglés, ya que estas expresiones se utilizan con frecuencia en la comunicación cotidiana.

La investigación emplea métodos cualitativos, incluidas entrevistas con profesores y alumnos de inglés, para recabar información sobre el impacto de los recursos multimedia en el aprendizaje de vocabulario. Los resultados indican que los vídeos cortos mejoran significativamente el compromiso, la motivación y la retención de vocabulario nuevo por parte de los estudiantes al proporcionar experiencias de aprendizaje contextualizadas. Los profesores reconocen el valor de integrar contenidos multimedia auténticos para mejorar la comprensión cultural y facilitar el uso natural de la lengua.

El estudio concluye que la incorporación de vídeos cortos a la enseñanza del inglés no sólo ayuda a la comprensión del vocabulario, sino que también fomenta un entorno de aprendizaje más dinámico e interactivo.

**Palabras claves:** Adquisición de vocabulario, expresiones idiomáticas, vídeos cortos, películas y programas de televisión, técnicas de enseñanza, aprendizaje del inglés.

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## Introduction

In the realm of language acquisition, vocabulary serves as a fundamental pillar that underpins effective communication and comprehension. The ability to understand and use a diverse range of words is crucial for English language learners, particularly in a bilingual educational context such as Unidad Educativa Bilingüe Americano. Traditional methods of vocabulary instruction often rely on rote memorization of word lists, which can lead to disengagement and a lack of contextual understanding. This approach fails to equip students with the necessary skills to navigate real-life conversations, particularly when it comes to idiomatic expressions that are prevalent in everyday English.

Idiomatic expressions, which are phrases whose meanings cannot be deduced from the literal definitions of the individual words, pose a significant challenge for learners. These expressions are integral to achieving fluency and cultural competence in English, yet many students struggle to grasp their meanings and appropriate usage. The divide between theoretical knowledge and practical application can hinder learners' ability to communicate effectively in authentic contexts.

To address these challenges, this research proposes the integration of short videos from movies and television programs as a dynamic instructional strategy for teaching vocabulary, particularly idiomatic expressions. By leveraging multimedia resources, educators can create engaging and context-rich learning experiences that resonate with students' interests and everyday lives. This approach not only enhances vocabulary acquisition but also fosters a deeper understanding of cultural nuances and pragmatic language use.

## **Chapter I**

### **The Problem**

#### **Research Topic**

Techniques to Improve Vocabulary

#### **Research Title**

Short videos from Movies and TV Programs with Idiomatic Expressions to teach Vocabulary.

#### **Problem Statement**

Vocabulary is the conjunction of words used in a language. Generally, the knowledge and understanding of those words are acquired thoroughly a variety of contexts such as daily activities in school or home, watching tv or interacting with others. According to IRIS Center (2020) there are two types of vocabulary: In the one hand, oral vocabulary, it refers to recognize listened and talked words. In the other hand, reading vocabulary is associate with reading and writing words.

Vocabulary is essential during the teaching-learning process of English, since without enough vocabulary the comprehension of dialogs or ideas could be difficult to understand. In the same way, students without enough vocabulary present difficulties in expressing their own ideas or thoughts. “During the development process of fluency and expression in English it is important the acquisition of useful vocabulary to improve the communicative skills of students” (Oliva, 2024).



Daily life English vocabulary instructions often rely on students' mechanical memorization of word lists without context. Generally, this method does not satisfy students' necessities in all the important aspects of English acquisition. The student's ability to use words in meaningful, real-life situations is limited by the method. For this, students may not fully understand the distinction, connotation, or correct usage of words.

“English language, in the same way that other languages around the world, has a variety of idiomatic expressions, slang, and phrasal verbs that are important and useful to maintain a conversation or a dialog” (Putra, 2020). However, English learners often struggle with these idiomatic expressions because the traditional method makes students not develop correct fluency and pronunciation and leaves students unprepared for real-world language use.

This situation can result in a space between theoretical knowledge and practical English language use. Additionally, learners may find it challenging to stay engaged with repetitive learning materials. According to Tilmatine, Hubers, and Hintz et al. (2021) contextually detailed, and dynamic resources not only help students to understand but also to apply idiomatic expressions naturally in a conversation.

The scarce English vocabulary used at “Unidad Educativa Bilingüe Americano” led the researchers to dig into another way on how to not just incorporate a technique, but also to motivate English teachers to apply and innovate ways to better prepare their students for the real world.

Nowadays, technology is a useful tool that could be incorporated in different areas. In education, it offers opportunities for interactive and engaging vocabulary learning, but its application could be limited or do not well-applied. Vocabulary is the best learned in context, and visual resources can provide this context by showing how words are used in real-life

situations. According to Hariyono (2020) the absence of visuals clips makes it harder for learners to grasp the meaning and proper use of words.

Therefore, English educators must innovate the teaching-learning process with different types of digital resources such as videos or multimedia that could provide more immersive, culturally relevant, and entertaining to teach vocabulary in English. However, the challenge is in organizing and presenting this technique in a way that ensures students at Unidad Educativa Bilingüe Americano, can comprehend the idiomatic expressions, meaning and effectively integrate them into their language use.

### **General Question**

How do short videos with idiomatic expressions from TV programs and movies can help students in the teaching-learning process of English vocabulary?

### **Specific Questions**

- How does the use of clips with idiomatic expressions from TV programs and movies improve students' learning and retention of new vocabulary?
- What are the advantages of teaching vocabulary through visual media, such as movies and tv programs, compared to traditional-based techniques?
- What criteria should educators use to select appropriate idiomatic expressions and video content from movies and TV programs for different levels of language learners?

## **Objectives**

### **General Objective**

To explore how short videos with idiomatic expressions from movies and TV programs can enhance vocabulary acquisition and comprehension in language learners.

### **Specific Objectives**

- To analyze Idiomatic Expressions in movies and TV programs for vocabulary acquisition.
- To examine learners' perceptions of using short videos as a tool for understanding and using Idiomatic Expressions.
- To identify teaching strategies that effectively incorporate short videos with Idiomatic Expressions into language instruction.

### **Justification**

Vocabulary learning is one of the fundamental pillars for the development of language skills in any language. In the context of English language teaching, mastering vocabulary not only enables students to better comprehend texts but also facilitates oral and written expression. Lack of a large vocabulary can negatively affect students' ability to participate in conversations, comprehend texts, or perform academic tasks. Therefore, it is crucial to find effective and motivating methods to teach English vocabulary, especially in bilingual environments such as the “Unidad Educativa\_Bilingüe Americano”.

The use of short videos taken from television programs and movies, which contain Idiomatic Expressions in natural contexts, is an innovative strategy that responds to this need. According to one study, “videos produced significant effects on learning regarding the three dimensions of

vocabulary knowledge.” (Teng, 2022). Unlike traditional techniques of memorizing lists of words out of context, this approach integrates vocabulary into real situations, which allows students to better internalize the meanings and proper use of words.

In addition, Idiomatic Expressions, and compound verbs are essential components of English language fluency. The inability to manage these elements can severely limit learners' ability to communicate effectively in everyday situations. Putra et al. comment: “English language learners often struggle with idioms because traditional methods do not allow them to develop adequate fluency, leaving them ill-prepared for real-world language use.” (2020, pág. 2). Therefore, integrating these expressions into the teaching process not only improves vocabulary but also promotes a greater cultural and pragmatic understanding of the language.

Another significant advantage of using videos is that they provide a visual context that helps learners associate words and expressions with specific situations, which improves long-term retention. According to recent studies by Tilmatine, Hubers, & Hintz: “contextually detailed visual resources not only help learners to understand, but also to apply idioms naturally in conversation” (2021, pág. 37). This is especially relevant in the teaching of Idiomatic Expressions, as their meaning often cannot be deduced literally and is highly dependent on the context in which they are used.

On the other hand, student motivation plays a crucial role in the success of the learning process. The use of attractive and culturally relevant videos, such as scenes from popular movies and TV shows, can significantly increase students' motivation and engagement. According to Bhusaery, Chaerul, and Kamil, mentions “Students can benefit from watching vocabulary-learning videos on YouTube to increase their vocabulary proficiency” (2024, pág. 15). Incorporating these materials not only makes learning more entertaining but also allows students

to become familiar with English as it is used in real life, which improves their readiness for communication outside the classroom.

In conclusion, the use of Short videos from Movies and TV Programs with Idiomatic Expressions is an effective tool for improving English vocabulary instruction. This methodology not only facilitates comprehension and proper use of words and expressions but also increases students' motivation. Therefore, educators need to consider integrating these types of multimedia resources into their teaching plans to promote more effective and dynamic English language learning.

## **Chapter II**

### **Theoretical Framework**

#### **Background**

In this chapter, it will analyze relevant information within the theoretical framework.

To have a better understanding of the most commonly idiomatic expressions and their impact during the teaching-learning process of English vocabulary. By synthesizing existing literature, this framework aims to explain the key concepts and theoretical perspectives pertinent to idioms and how they benefit students in the acquisition of vocabulary, integrating technological/visual resources. The most relevant international and national studies are shown below.

#### **International Background**

A study indicates that the teaching and learning of vocabulary is essential for better communication; in addition, explains that learning vocabulary requires more than a dictionary but also requires communication and interaction. Elmahdi & Hezam et al. (2020) research shows that vocabulary learning depends to some extent on the number of expressions used in the classroom, which is why students have a certain number of vocabulary words, and they try to learn new words in class.

An article published by Khaydarova & Yokubjon (2023), shows the relevance that idiomatic expressions have in different aspects of the acquisition process. First, the challenges that students face during the learning process of idiomatic expressions and how students struggle to memorize them. Second, this article explores the benefits of visual aids and how they help learners connect information and actions. Also, how incorporating visual aids with vocabulary or

idiomatic expressions in the curriculum can enhance not only students' comprehension and retention, but also students' participation in class and cultural understanding.

Idiomatic expressions, a type of non-literal language, lack logic and therefore need to be attached to a set of words to have meaning to be translated in a literal way. An article by Patmawati & Jayantini et al. (2024) published in "Halliday", states that Idiomatic Expressions in one language probably cannot exist or are not equivalent in any other language. On the other hand, it is also important to recognize that speaking skills in English play a significant role in learning and applying Idiomatic Expressions.

The teaching of a foreign language nowadays is considered accessible, for this, technology has brought significant advances such as free applications, online classes, free information, and more. A survey conducted by Rintaningrum et al. (2023) points out that the objective of the research was to find experiences and benefits of integrating technology in education as the opportunity to practice different skills and encourage independent learning.

Research by Meinawati, Rahmah, Harmoko, & Dewi et al. (2020) shows that using YouTube as a tool for learning in communication helps students to improve their oral expression since it is used as a method to attract the attention of students who are interested in learning since they are learning in a fun way. After using YouTube as a tool to practice, learn to speak, and imitate phrases of native speakers, students have much more confidence to express themselves more fluently, using gestures and expressions to make known what they want to convey. It is also used to teach language expressions and vocabulary while practicing oral skills.

The impact of American Idiomatic Expressions on students' developing communicative skills. The main findings of this study demonstrate how the level of understanding and use of English increase day to day using Idiomatic Expressions on the curriculum. A study conducted

by Fray & McCandless (2020) analyze the capacity of a correct integration of Idiomatic Expressions could have a positive effect during the teaching-learning process and how it achieves students' competence in English.

According to findings published in *My English Pages* (2024) journal, indicates that there are several techniques to apply in teaching Idiomatic Expressions. One of the most relevant for this research is the use of visual aids for idioms explorations. It shows the best way to apply this technique in class as a teacher. The structure consists of introduction, the material to be used, the content, and the practice. This technique emphasizes the importance of choosing the most suitable visual material for learners and pre-viewing preparation before a class to be sure that content and materials are in sync.

The relevance of idioms and Idiomatic Expressions to enhance language fluency and cultural understanding. The information provided by EFL CAFE (2024), shows how applying different strategies such as contextual learning, authentic material, games, and especially visual aids can expose students to idiomatic expressions in natural contexts. In addition, this informational page allows video clips from movies to give the opportunity to students to see and hear how native speakers use these phrases.

An academic journal conducted by Thyab (2016), mentions the necessity of Idiomatic Expressions to English learners and how non-speakers of English must consider idiomatic expressions as an essential part of the English Language competence. Furthermore, this journal introduces a variety of techniques that professors could apply in their classes to effectively incorporate Idiomatic Expression in lessons. One of the recommended techniques to use is multimedia sources, movies, TV programs, or newspapers because it exposes students to Idiomatic Expressions in natural settings.



## **National Background**

A study conducted by Heredia (2022) and made in Ecuador, mentions the relevance of Idiomatic Expressions in the everyday life of native speakers of English and its crucial role during the development process of the communicative abilities of English learners. To help learners in this process, the professors must be actively involved in this process and explore the advantages of using Idiomatic Expressions in class.

A recent investigation by Correa, points out that “the importance of oral expression and the interaction between people can help the learning of new languages such as English, also highlights that activities help to improve this skill” (2020, pág. 8).

## **Pedagogical Basis**

### **Communicative Language Learning Approach**

According to Hinkel (2017) describes teaching Idiomatic Expressions to EFL students is based on communicative language teaching (CLT) principles and the notion of communicative competence. CLT highlights the importance of developing students’ abilities to use the language correctly in many situations, especially in real-life situations, and Idiomatic Expressions are the key to achieve this goal. The incorporation of Idiomatic Expressions in instruction allows educators to enhance students’ linguistic and pragmatic competence, enabling them to communicate naturally and authentically.

## **Theoretical Basis**

One of the theoretical foundations of this study is the constructivism theory, which postulates the role of active engagement in learning. This theory suggests that learners construct their own understanding through experiences and interaction with different factors around them. This type of approach has a different foundation that contrasts with the traditional educational models. Sociocultural theory is also a relevant theory for this study. It highlights the importance of cultural understanding in the learning process of a language.

Cooper (1999) emphasizes that learning becomes active when students can relate new information to their existing knowledge, and this process can be enhanced by incorporating real-life situations. In teaching Idiomatic Expressions, constructivism theory suggests that students can enhance their understanding and use of idioms through meaningful interaction with authentic contexts.

According to sociocultural theory, learners constantly rely on social interaction, repetition of existing vocabulary or mental schemas, assimilation, and accommodation of new information to shape their existing knowledge. Vygotsky, quoted in Deniz et al. (2020) describes that within this interaction students have acquired information or vocabulary from their peers or teachers, and they learn directly from the first experience and the coexistence among them. Therefore, communication and interaction serve as a bridge for the acquisition of vocabulary and Idiomatic Expressions.

Cohen & Waite-Stupiansky et al. (2022) explain the research leads to Piaget's theory of constructivism, which indicates that the teacher is only an aid for students to create their own knowledge, also this one makes an approach of the cognitivist theory, which consists in the development of skills as in this case the speaking skill.

The sociocultural interaction, in this case among their peers and English-speaking teachers improve, and gain confidence and security when communicating or talking to someone (Allman, 2020).

Vygotsky's method of thought and language Vygotsky & Cole et al. (1978) also contribute here, indicating that both concepts are connected and that for Vygotsky, interaction does not occur in isolation, but influences each other throughout life; that is why students can create some story or conversation among them since they have the vocabulary and in this case the Idiomatic Expressions of the videos that have been taught from different platforms such as YouTube.

Students' capacity to acquire information and vocabulary correctly is strongly related to the input received. Krashen (1992) describes the Input hypothesis, that language is primarily acquired through comprehensible input. In the process of adopting a language, learners must receive Input that they can understand to create a natural progression during the language acquisition process.

Craik & Lockhart cited by Tiha (2021) points out that they proposed the "levels of processing" approach in their research on memory. Processing Depth Theory tells us that the retention of information may depend on the way the mind processes information while performing analysis or evaluation. In other words, while analyzing information, the retention of that information can be improved.

The input theory of the importance of motivation and emotional context in language learning, the article by Luo (2024) proposes that students should feel comfortable and comfortable with the class materials so that teaching is effective and can improve the level of language learning, as this has the ability to influence the feelings of students. In addition, this

means that for students to acquire a new language they must receive study materials that are accessible, but also must be challenging so that the student is facilitated to learn, but also have the challenge of wanting to know the content of the materials.

Multimedia learning theories seek to explain how integrating the use of multiple media, such as visual, auditory, and textual, can improve students' learning processes when different forms of teaching are included. These theories consider the work and effort made by the memory to better understand and retain information.

Mayer cited by Çeken & Taşkın (2022) determine that in the theory of cognitive multimedia learning, he mentions the importance of how students analyze the information presented to them through different styles such as text, images, and audio, this is why effective learning occurs when teaching and knowledge based on cognitive science are applied to create, modify, or search for multimedia instructional materials.

Pavio suggests that the Dual-coding Theory is processed and stored in two distinct forms which are verbal and visual (Wooten & Cuevas, 2024). This means that just as images, videos, and words are held in separate forms within memory, it can enhance good learning by allowing students to use the different forms to analyze, receive, hold, and process information.

If we focus on Unidad Educativa\_Bilingüe Americano, teachers use a platform, where through a compilation of videos such as explanations of foreign teachers to students for teaching vocabulary, short interviews, and reports such as National Geographic, among others. This platform helps students to practice pronunciation, to listen and understand what is being talked about, to reason, because this platform has activities such as multiple-choice questions, completion questions, and words or phrases that students must record while repeating them.

## **Legal Basis**

### **Constitución de la República del Ecuador**

Section 5 of the Constitución de la Republica del Ecuador (2008) states that:

(Art. 26) “Education is a fundamental right for people throughout their lives and an unavoidable obligation of the State. It is a priority in public policies and in state investment, guaranteeing equality, and social inclusion and being key to well-being. Individuals, families, and society have the right and the responsibility to be involved in the educational process.”

(Art. 27) “Education will be centered on human beings and promote their integral development, respecting human rights, sustainable environment and democracy. It will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with a focus on quality and warmth. It will promote gender equity, justice, solidarity, and peace, as well as encourage critical thinking, art, physical culture, individual and community initiative, and the development of skills for creation and work. Education is essential for knowledge, the exercise of rights, and the construction of a sovereign country and is a strategic pillar for national development.”

### **Consejo de Educación Superior**

El Consejo de Educación Superior (CES), of the Ecuadorian Constitution, says that:

“The purpose of the higher education system is academic and professional training with a scientific and humanistic vision; scientific and technological research; innovation, promotion, development and dissemination of knowledge and culture; and the construction of solutions to the country's problems, about the objectives of the development regime” (Article 130).

Teaching idiomatic expressions as vocabulary to students is firmly supported by articles in the Constitution of the Republic of Ecuador. These articles highlight education as a primary human right and irrefutable duty of the State, focusing on its importance in creating an inclusive, diverse, and high-quality environment that fosters equality and social inclusion (art. 26). Furthermore, the requirement for education to prioritize the holistic development of individuals highlights the significance of comprehensive communication abilities, including proficiency in English, as a crucial component of a well-rounded education that fosters critical thinking, cultural awareness, and both individual and community skills.

### **Idiomatic Expressions**

Idiomatic Expressions are a form of grammatical construction, expression or phrase, etc., characteristic of a language; and distinctive of phraseology accepted by the usage of language. Frequently, they are culture-specific and require an understanding of the language's usage and context, (McCarthy, Vocabulary, 1990).

### **Vocabulary**

Vocabulary is the most important component in any language because meaningful communication needs words to express a wide range of meanings (Xhaferi, 2009). The acquisition of as many words as possible is essential to develop communicative competence (Morgan & Rinvoluceri, 2004).

## Chapter III

### Methodological Framework

#### Methods

#### Qualitative Methodology

This study focuses on qualitative research that seeks to explore and better understand how teachers at the Unidad Educativa Bilingue Americano carry out the teaching of oral skills.

Qualitative research has been chosen because it allows us to delve deeper into the teaching of oral skills. Qualitative research has several important points to pursue.

First, according to Denzin & Lincon (2020) point out the researcher should collect, analyze, and interpret the data, which leads to detailed information on the topic under investigation. In other words, the performance and perspective of the researcher in the research process are very important.

Second, qualitative research focuses on the theories and hypotheses that are developed from the data collected. Furthermore, this contextual understanding is the bridge to discovering how complex the interaction between the teacher, the students, the environments in which they find themselves, and the challenges they come to face in learning new languages can be (Creswell & Poth, 2018).

In other words, to collect data we will use methods used in qualitative research, such as interviews, observations, and document analysis. This research is carried out by conducting oral interviews with the English teachers of the American Bilingual Educational Unit, to collect detailed information about the teaching of the students' oral skills. Also, it will be taken into

account to record the interview, to guarantee the information, and to achieve exact and precise information.

### **Type of Research**

A Phenomenological study has the objective to understand and explore the individuals' experiences with a specific phenomenon (Munhall & Patricia, 2012). This approach started as a philosophical movement that suggests consciousness and conscious experiences, such as judgments, emotions, and perceptions, as vital elements for phenomenological study. The principal goal of this type of study is to examine the essence of an experience through different types of research techniques such as interviews, observations, or stories to obtain information about the researcher's interests (Connelly, 2010).

In the context of this investigation, this would involve the experiences of language instructors who are engaged in teaching Idiomatic Expressions to understand the phenomenon to be investigated. In qualitative research, individual interviews are standard data collection methods. Generally, the researcher does face-to-face or remote (e.g. zoom meeting or video call) interviews with each participant (Morgan & Harmon, 2001).

### **Table 1**

#### **Data Collection Processing and Resources**

<b>Basic Questions</b>	<b>Explanation</b>
1. What?	To obtain the data
2. Where?	At Unidad Educativa Bilingüe Americano, La Libertad-Santa Elena Province
3. When?	2024- 2025



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4. How?	One-on-one and Group interviews, questionnaire.
5. What for?	Identify learning outcomes and didactic strategies to promote the development of oral skills in the educational area.

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*Note 1.* Details about the technique, place, time, way, and purpose of the data collection.

### **Population and Sample**

A population refers to a group of people of interest in a given study. Because this research project is based on speaking skills, our population will be taken from the Unidad Educativa Bilingue Americano, Santa Elena province.

A sample is part of a group of people that researchers take to obtain information in a representative way. For this research, we took the teachers who teach English classes at the Unidad Educativa Bilingue Americano, Santa Elena province. For this research we used as a sample 5 teachers, 3 males and 2 females; as additional data, we have the experience of 20 students between males and females.

### **Limitation**

The research project had some limitations during the data collection process. The face-to-face interviews took more time because it was not easy to organize the schedules and find the right place for the meetings. Even though all teachers and students completed the questionnaires, some interviews were late. These small problems made the process slower than expected.

Despite this, the researchers worked hard to ensure all data was collected on time. The information collected was useful and helped meet the goals of the study. The next chapter will show the results and give ideas for future research.

## **Chapter IV**

### **Analysis of Findings**

#### **Brief Explanation of Findings**

This chapter includes the interpretation of the data obtained from the interviews realized to students and English professors of “Unidad Educativa\_Bilingüe Americano”. In addition, this chapter discusses the responses obtained and previews the literature review of chapter II, to contrast or compare information.

To compare and contrast information, the tagging technique was used to decide the information that will be analyzed and introduced. The most important findings will be presented in the following section.

#### **Interpretation Data**

##### **Professors’ Responses**

##### **Question 1**

- ❖ **What types of English expressions do you think are the most beneficial for the students to learn through media?**

Professors highlight the importance of knowing different types of Idiomatic Expressions. However, professors concur that the most common Idiomatic Expressions, especially used day by day, are the most beneficial for students during the teaching-learning process for two principal reasons. First, this type of Idiomatic Expression is easy to learn and memorize because they tend to be simple. Second, the most common Idiomatic Expressions are present in many English books used in high school.

According to Elmahdi and Hezam et al. (2020), teaching and learning vocabulary is fundamental for improving communication skills, which aligns with the idea that simple and frequently used Idiomatic Expressions are easier for students to memorize and apply. These expressions not only simplify the learning process but also appear in many English textbooks used in high schools, reinforcing their practical use. By focusing on these common expressions, educators can help students bridge the gap between classroom learning and real-world English usage.

## **Question 2**

**❖ What roles do you think authentic media content plays in a student's motivation to learn vocabulary?**

Media content is used in several areas, including education. Professors emphasize that technology is an important tool for students in their daily lives because many students are digital citizens. For that reason, students tend to be more comfortable and engaged with material that they already know its function. Additionally, the use of authentic media content during the teaching-learning process helps students to understand better the vocabulary, it makes students feel motivated and avoid boredom.

Rintaningrum et al. (2023) states that integrating technology into education provides significant benefits, including skill development and fostering independent learning. This aligns with the idea that authentic media content motivates students and enhances their understanding of vocabulary by making lessons more dynamic and relatable. Additionally, as digital citizens, students feel more comfortable working with technology, which helps maintain their interest and avoids monotony in the teaching-learning process.

### Question 3

- ❖ **How effective do you think short videos with Idiomatic Expressions from movies and TV programs are in teaching vocabulary?**

Short videos from movies and tv programs are a recent resource used in education. All professors interviewed agree that this technique is one of the most effective to teach something, especially vocabulary. This type of technique has several benefits for students. First, it is a fun way to teach Idiomatic Expressions using a digital resource and entertainment. Second, this activity prevents students from getting bored during class. Finally, students tend to learn easily when they can relate the content and the information in the video.

Meinawati, Rahmah, Harmoko, and Dewi et al. (2020) explain that videos help students improve their speaking, keep their attention, and make them more interested in learning. This idea matches what professors say about using videos to make classes more fun and avoid boredom. Also, students can learn better when they see the meaning of Idiomatic Expressions in the context of a video. This makes learning easier and more enjoyable for them.

### Question 4

- ❖ **How can video clips enhance a student's cultural understanding of idiomatic language?**

A specific idiomatic language, in this case English, could introduce to students into the language, how, why and when use the language. According to responders, the use of clips with idiomatic expression is important and necessary because students are not in an English-speaking country. For that reason, students need to be in contact with English content every day to create a constant exposition to them with the language.

Allman (2020) explains that sociocultural understanding helps students feel more confident and secure when communicating. This is similar to the idea that students need to see idiomatic expressions in context, like in video clips, to understand their meaning and use. Since students are not in an English-speaking country, having daily exposure to English through media helps them practice and improve their language skills in a real and natural way.

### **Question 5**

- ❖ **In your experience, how do idiomatic expressions impact a learner's comprehension and use of English?**

Professors agreed that Idiomatic Expressions have a great impact on learners. In the words of professors, the use of idioms gives students another notion about the language. Generally, English speakers use a lot of Idiomatic Expressions, for that, adding idioms during the teaching-learning process enhances students' comprehension and use of the language, making it more natural and native.

Nachtigal, Williamson, and Rummel (2024) explain that students can improve their knowledge of idioms by interacting with real-life media. This is similar to the idea that using idioms in class gives students a better idea of how native speakers communicate. By learning idioms with real examples, students can make their English sound more natural and closer to how native speakers use the language.

### **Question 6**

- ❖ **What challenges might a student face when learning Idiomatic Expressions through media clips?**

Students could face a lot of challenges in the learning process of a foreign language like English. Some professors agree that students often translate information from Spanish to English, and Idiomatic Expressions are not the exception. It is common that some Idiomatic Expressions or phrases could be translated without losing coherence, but not all of them could be. Idiomatic Expressions cannot be translated in a perfect way, most of them lose coherence. The other part of professors highlights the importance of technological devices such as tablets, smartphones or even the access to electricity. However, not all students have access to these resources, that makes the teaching-learning process could be slow or even stopped.

Patmawati and Jayantini et al. (2024) explain that idioms often do not have an exact match in another language, making translation challenging. This connects to the idea that some idioms can keep their meaning when translated, but many lose their sense. Professors also mention that technology is important for learning, but not all students have access to devices like tablets or smartphones. This lack of resources can slow down the process, making it harder for students to understand complex elements like idioms.

### **Question 7**

#### **❖ How do you assess a student's understanding and retention of Idiomatic Expressions learned through videos?**

Professors use different methods to assess the student's knowledge about idiomatic expressions. A standard method uses a test with a variety of questions to be responded to. This type of method helps teachers collect a score that the teacher could analyze to have a general vision of the student's knowledge.

Another method used by the teachers is during the class is a formative assessment, this type of assessment could be done in different ways. For example, it could be integrated into a

game, a role-play, as short questions at the end of the lesson or even during a discussion between the teacher and learners.

Cohen and Waite-Stupiansky et al. (2022) explain in Piaget's Theory of Constructivism that teachers should help students build their own knowledge. This idea is similar to using formative assessments during class, like games, role-plays, or short questions. These activities let students participate actively and think for themselves while learning idiomatic expressions. At the same time, tests with scores give teachers an overview of the students' progress, but the focus stays on helping students learn in a meaningful way.

### **Students' Responses**

The information obtained from students was analyzed in general, which highlights some benefits of using Idiomatic Expressions.

Based on students' responses, learning idiomatic expressions is perceived as beneficial in many aspects, especially for improving English comprehension and communication.

However, students recognize the difficulties they face when learning and using Idiomatic Expressions. Some common difficulties include the meaning, how to use them correctly and remembering the correct expressions. The vast number of idiomatic expressions could generate confusion, and students usually struggle to select the most appropriate expression for a specific situation.

The students' experiences regarding how much short videos with idiomatic expressions help them during the learning process. Some reported a high level of satisfaction with this technique because it helps them a lot. Others, however, are not completely satisfied with this technique because they find it repetitive and unnecessary. The students' responses emphasize the significance of idiomatic expression to increase their vocabulary and English skills. Despite the

difficulties they face, students highlight their interests and be motivated to acquire and use these expressions effectively.

Bellow there are 2 tables of the most relevant findings related to this chapter:

## Report of the Questions

**Table 2**

*Results obtained from "Unidad Educativa Bilingüe Americano" language professors, academic period 2024-2025*

Questions	Answers	Authors
<p><b>1. What types of English expressions do you think are the most beneficial for the students to learn through media?</b></p>	<p>All the professors agreed that the most beneficial English expressions for students are the most commonly used in day-a-day life; because the expressions are easy to use; and benefit to students in their effective communication in English.</p>	<p>Teaching and learning vocabulary are essential for better communication (Elmahdi &amp; Hezam, 2020).</p>



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**2. What roles do you think authentic media content plays in a student's motivation to learn vocabulary?**

Professors agree that technology is a constant tool in students' lives because most of them are digital citizens and they feel comfortable using digital tools.

Integrating technology into the educational process could give to students a lot of benefits, the opportunity to practice different skills and encourage independent learning (Rintaningrum, 2023).

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**3. How effective do you think short videos with Idiomatic Expressions from movies and TV programs are in teaching vocabulary?**

According to many responders, the use of short videos with idiomatic expressions is effective during the teaching process; students do not get bored; it's a fun way to teach vocabulary; it is easy to students learn when they relate the content and the actions in the video.

The use of videos helps students to improve their oral expressions, to attract the attention of students and do students be interest in learning (Meinawati, Rahmah, Harmoko, & Dewi, 2020).

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<b>4. How can video clips enhance a student's cultural understanding of idiomatic language?</b>	Most of the professors agreed that this technique help students in a great way to understand the English language better; we are in a non-English speaking country, for that, watch clips with idiomatic expressions it's useful.	Sociocultural understanding is important to students improve, gain confidence and security when communicating or talking to someone (Allman, 2020).
<b>5. In your experience, how do Idiomatic Expressions impact a learner's comprehension and use of English?</b>	In the words of language professors, idiomatic expressions have a great impact in students' comprehension about English not only to understand the language, but also to use the language to communicate in the best way, be more natural and native.	Constructivism theory suggest that students can enhance their understanding and use of idioms through meaningful interaction with authentic media (Natchtigel, Williamson, & Rummel, 2024).

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<b>6. What challenges might a student face when learning Idiomatic Expression through media clips?</b>	In one hand, some professors said that Idiomatic Expressions tend to be translated by the students; Idiomatic Expressions cannot be translated in a perfect way. In the other hand, some professors agreed that the absence of technological devices and the lack of power are serious problems during the learning process and practice how use Idiomatic Expressions.	Idiomatic Expressions in one language is something that probably cannot exist or is not equivalent in any other language (Patmawati & Jayantini, 2024).
<b>7. How do you assess a student's understanding and retention of Idiomatic Expression learned through videos?</b>	Responders concur that Idiomatic Expressions learned in class must be present in every single class and be analyzed using different assess techniques such lessons, critical thinking and role play.	According to Piaget's Theory of constructivism, teachers are only an aid for students to create their own knowledge (Cohen & Waite-Stupiansky, 2022).

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*Note 2.* This table presents the results from the interviews with the language professors from “Unidad Educativa Bilingüe Americano”, reflecting the data obtained about Idiomatic Expressions, which will allow analyze and have a clear perspective on how much effective is teaching Idiomatic Expressions as vocabulary.

**Table 3.**

*Based on “Unidad Educativa Bilingüe Americano” students’ responses, 9th grade, room “A”*

<b>Questions</b>	<b>Answers</b>	<b>Authors</b>
<b>1. How do you feel about learning vocabulary through idiomatic expressions in movies or tv shows?</b>	Students feel motivated and find it interesting to learn idiomatic expressions from movies and TV shows because they can easily link the action and the meaning.	Attract the attention of students and make students be interested in learning (Meinawati, Rahmah, Harmoko, & Dewi, 2020).
<b>2. What challenges do you experience when trying to understand the English language?</b>	The challenges with the meaning, the use, selecting appropriate expressions, and memorizing them.	Idiomatic expressions in one language are something that probably cannot exist or are not equivalent in any other language (Patmawati & Jayantini, 2024).
<b>3. Can you describe a time when you heard and idiomatic expression in a show or movie but did not understand its meaning?</b>	Students concur that most of the times when they heard an idiomatic expression were while they saw a tv program in English.	Videos have content that students can learn like idiomatic expression that have been taught from different platforms like YouTube (Vygotsky & Michael, 1978).

<p><b>4. Are there specific types of movies or shows you prefer when learning new English expressions? Why?</b></p>	<p>Cartoons are preferred for students. Students highlight their curiosity to watch their favorite program in English and try to understand based on their preview information.</p>	<p>According to Piaget’s Theory of constructivism, teachers are only an aid for students to create their own knowledge (Cohen &amp; Waite-Stupiansky, 2022).</p>
<p><b>5. How does language in videos help you understand English-speaking cultures better?</b></p>	<p>It is considered a didactic form of learning. Students find it more interesting to watch a video with information than to read a book or paragraph.</p>	<p>Sociocultural understanding is important to students improve, and gain confidence and security when communicating or talking to someone (Allman, 2020).</p>
<p><b>6. What strategies do you use to remember idioms you learn from videos?</b></p>	<p>Repetition, translation, and linking information with an image are the most common strategies used by students to memorize and remember idioms.</p>	<p>Idiomatic expressions in one language are something that probably cannot exist or are not equivalent in any other language (Patmawati &amp; Jayantini, 2024).</p>

*Note 3.* This table presents the results from the interviews with the students from “Unidad Educativa Bilingüe Americano”, reflecting the data obtained about Idiomatic Expressions, which will allow analysis and have a clear perspective on how effective teaching Idiomatic Expressions as vocabulary.

## Chapter V

### Conclusions and Recommendations

This chapter will present the conclusions and recommendations of the study; it will summarize in detail the results of the research and offer recommendations based on our analysis.

#### Conclusions

The analysis of idiomatic expressions in movies and television shows that such tools can have the greatest impact on the acquisition of new vocabulary. They can provide learners with a good use for the English language, helping them to understand and remember idiomatic expressions in relation to their daily lives. However, the effectiveness of these videos may depend on the choice of various content that is thoughtful and appropriate to the learning levels of the students. Teachers should consider the cultural and context of each Idiomatic Expression so that they can be useful and understandable in students' lives.

Students find short videos of movies and TV shows to be a good tool for learning Idiomatic Expressions. These videos make the learning process comfortable, engaging, fun and can connect with the dialect that students frequently use. However, some students may have a hard time understanding when listening to fast speech or different accents. In other words, it is important for teachers to provide extra help, such as reinforcement with explanations and examples of how to use Idiomatic Expressions or videos that have subtitles to help students understand and remember by reinforcing the content of the videos.

Incorporating short videos into English language instruction requires strategies to ensure that students effectively understand Idiomatic Expressions. Combining or using a combination of previously taught vocabulary plus adapted activities and active learning approaches can improve

students' ability to use Idiomatic Expressions. In addition, it is important for teachers to create lessons that encourage student interaction with the videos, so that students can understand, practice and retain the Idiomatic Expressions.

### **Recommendations**

It is recommended that to help students build their vocabulary and comprehension through short videos, teachers should combine their teaching methods with content from movies and television where Idiomatic Expressions are relevant. These videos have to be adapted to the cultural background knowledge of the students. In addition, adapting the videos with other materials, such as vocabulary lists that have their meaning, can emphasize students' comprehension. Teachers should also create assignments such as writing assignments or creative projects that will serve as active practice for students to emphasize the use of the Idiomatic Expressions learned.

We recommended that teachers use short videos of movies or TV programs for teaching Idiomatic Expressions to students, this means that teachers have to use different types of strategies for students such as watching videos without pausing it, then going back to the same video but pausing it to comment on the phrases they already know, the use of subtitles is important so they can remember the meaning of the phrase and the realization of previous activities letting students know what they are going to find in the video. Activities such as saying the vocabulary they were able to identify in the video and role-playing based on the videos can reinforce comprehension and encourage students to apply Idiomatic Expressions.

It is recommended that educational institutions provide learning opportunities for teachers where they can learn how to effectively integrate materials such as videos into English language

instruction. Training programs such as workshops, seminars or online courses can expand teachers' knowledge and skills to analyze, use and choose short videos that can be used in the classroom. By integrating these types of workshops for learning this type of tool, teachers can improve teaching strategies, making classes more dynamic and interactive to support students' English language learning needs, especially in the use of idiomatic expressions.



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**Annexes**

**Annex A:** *Certified Anti-plagiarism System.*

La Libertad, November 30, 2024

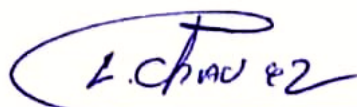
**Certificado Sistema Anti-Plagio**

001-TUTOR LACHG-2024

En calidad de tutor del trabajo de titulación denominado “**SHORT VIDEOS FROM MOVIES AND TV PROGRAMS WITH IDIOMATIC EXPRESSIONS TO TEACH VOCABULARY**”, elaborado por las estudiantes: Malavé Ronquillo Sharid Deyanira y Tóala Gonzabay Dayanara Angely, de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio **COMPILATIO**, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **9%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Particular que comunico para los fines pertinentes.

Atentamente,


A handwritten signature in blue ink, appearing to read "L. Chávez", is written over a horizontal line.

**Chávez Gonzabay Leonardo Augusto, MSc**  
**Tutor de Tesis**


COMPILATIO MAGISTER+  
Ciencias de la Educación e Idiomas


Nov 30 - Full thesis - S and D #072046


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**Annex B: Letter of permission to the Director**

La Libertad, 28 de octubre de 2024

Ingeniero

William Nuñez De la Cruz, MSc.

**RECTOR DE LA UNIDAD EDUCATIVA AMERICANO**

En su despacho. –

De mi consideración. -

Por medio del presente, reciba un cordial saludo, de quienes formamos parte de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para posteriormente exponerle lo siguiente.

Los estudiantes de octavo semestre Dayanara Toala Gonzabay y Sharid Malavé Ronquillo, actualmente se encuentran en desarrollo de su proyecto de tesis denominado “**Short videos from Movies and TV Programs with Idiomatic Expressions to teach Vocabulary.**”, cuyo tema está relacionado a estrategias de enseñanza en Idiomas Inglés; ante lo expuesto, solicito su autorización para que las mencionadas puedan acceder a la recolección de datos cualitativos mediante entrevistas a cinco docentes del área de Inglés y veinte de estudiantes de noveno grado de la Institución bajo su dirección, información que será de utilidad para el desarrollo de su trabajo de investigación, previo a la obtención del título como Licenciadas en Pedagogía del Idioma Inglés.

La fecha tentativa sería para el martes 29 de octubre del presente año, en horario de 10:00am.

En espera de su aceptación a nuestro petitorio quedo de usted muy agradecida.

Atentamente,



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**Ing. León Abad Eliana Geomar, MSc.  
Directora Carrera Pedagogía de los  
Idiomas Nacionales y Extranjeros**

### **Annex C: Professors' Questions and Transcription**

#### **1. What types of English expressions do you think are the most beneficial for the students to learn through media?**

**Kevin Carrera:** Well, talking about learning through media, it should be expressions such as technologically, environmental, business, but business is not exactly necessary. But for beneficial for the students, it should be those three.

**Vicky Silvestre:** The most common expressions are beneficial to students because learning through media, like, for example, a piece of cake. For example, the students, when they are in the class and something is easy, they say, it is a piece of cake. Why? Because it is too easy. And the English expressions like tourism, the most common use of phrases could be about tourism. To lawyers, no. Because the students don't know about the educational phrases. Common phrases. Common phrases. The most common phrases that students can learn from social media, and they can apply in their real life. Yeah.

**Iliana Láinez:** I assess the students, for example, when I project a video. Yes. When I project a video, ending the video when the video has finished. Yes. I asked the students; did you listen to something? Did you listen to that? Or what did you see in the video? And the students are going to tell me what they have seen before. Yeah. That is the way I assess them.

**Tito Tomalá:** The most common phrases or the most common idioms that are going to be beneficial for any student are the most common, the most common place. And like, for example, one interesting is a piece of cake. This is an idiom, and you can apply it to your students. Also, overall, the most beneficial or the most common place are that you listen in the day-to-day life.



**Esteban Arellano:** Ok, in my opinion, I think the most beneficial English expressions for students are the most common expressions used by English speakers.

**2. What roles do you think authentic media content plays in a student's motivation to learn vocabulary?**

**Kevin Carrera:** Well, I think the role is important because nowadays we are facing a lot about technology, media and content, digital content.

**Vicky Silvestre:** The role that plays the authentic media in students is good. It is essential because the students are in a world that nowadays they are using devices, some devices like laptops, mobiles, and they are all the time with the Internet. They can receive the information in different ways. And they can learn not just in the school.

**Iliana Láinez:** Well, as a teacher, I can say that when I demonstrate or when I show video to students, they feel more comfortable with the learning because maybe this is a movie. I am assuming that this is a movie that they already watched, and they feel like they understand what they are saying just because they already watched this video or this movie in Spanish. So, this could be very, maybe the learners could enjoy the learning better.

**Tito Tomalá:** Okay, when you talk about media, this means technology. And there is a wide variety of technology. Well, so you have a plethora of apps that you can use. So, it's going to be a positive thing and everything in life. You're going to see positive and negative.

**Esteban Arellano:** I think the media content is essential for motivating students to learn more vocabulary.

**3. How effective do you think short videos with Idiomatic Expressions from movies and TV programs are in teaching vocabulary?**

**Kevin Carrera:** Well, I think it's effective because short videos, short, the students don't get bored, first. Second, if the video is interactive, students are going to learn a lot.

**Vicky Silvestre:** The short videos are good. For example, TikTok. In TikTok, some people can learn and can understand the contents from that platform. Because the videos are too short, and the people and the students engage in the content, and they want to feel it and they want to learn what is the meaning of those words. And they could apply that in their real life.

**Iliana Láinez:** I think that this is very effective in some ways and maybe it could not be beneficial in some other ways. For example, someday I teach, I taught students idiomatic expressions by video, that was something like a challenge. They need to tell me what the character was saying or what the character means to be. And they feel like they know the answer, but they could not tell the answer in English. So, they were answering me in the correct way, but not in English. So that's maybe the challenge for them.

**Tito Tomalá:** Well, based on my experience, I have a textbook and I work with that textbook and this textbook at the end of the unit show a short video and the students can observe, can identify some intonations and read them. And this is fun because observe what is doing, what is going on. And it is nice.

**Esteban Arellano:** I think Idiomatic expressions are really useful in the teaching-learning process.

#### **4. How can video clips enhance a student's cultural understanding of idiomatic language?**

**Kevin Carrera:** Well, if we talk about video clips, students are involved in different content, in different contexts as well. So, it means they are going to increase the cultural understanding of idiomatic expressions.

**Vicky Silvestre:** According to the cultural understanding of idiomatic language, for example, we know that people travel all the time. And when students watch these video clips, they want to know what the other part of a song is. For example, a city. The parts of the city, what is in the city, how are the people, the customs, the dishes, the food, or something that they want to know. For example, in my case, I like to know about cultures. The cultures about all the world. Most here in America. Because we know that for many years ago, we have been in constant changes. And we want to know what is the start of the point that we are.

**Iliana Láinez:** I think that video clips could help them in learning idiomatic expressions that they could repeat them. Maybe it's not something that they could learn by talking because unfortunately we are not in an English country.

We are not in a country that we talk English. And so, they could learn idiomatic expressions by repeating them, by the method of repetition, because this could help them also with pronunciation and fluency.

**Tito Tomalá:** Well, video clips, well, that terms is kind of new for me because like I said before, I just work with one video in each unit. I don't apply much video clips.

**Esteban Arellano:** I think videoclips help students to learn more about the culture and their understanding about how they can speak with another person, another people.

##### **5. In your experience, how do idiomatic expressions impact a learner's comprehension and use of English?**

**Kevin Carrera:** Well, in my experience, idiomatic expressions used in classes or in real life context, it's important because we know that foreign people use a lot of idiomatic expressions, and I think that it's important.

**Vicky Silvestre:** In my experience, it is a fantastic idea to use these idiomatic videos, idiomatic expressions in the classroom. Because, for example, in my case, I use different videos from the platform, Sensation's platform. In Sensation's platform, this is a platform about news from all over the world. Yeah, and this is real news. Real news. The students, in those videos, catch the most important words. They watch the video, and some people say that word, and they know. That word is like that. Yes, like that. The students learn better with that.

**Iliana Láinez:** Well, when they first knew about idiomatic expressions, they feel very confused because maybe some idiomatic expressions are just, I think, I can remember the ants in your pants. That is one idiomatic expression. And this means that this person is not calm. This person is maybe in a panic moment. So, they could not, I mean, associate what means ants in your pants and what does it has to be with a panicked person. So maybe they feel confused about the words because this is not something like that is regular translations or a regular translation. So, they feel confused in that way.

**Tito Tomalá:** The impact, like you said, is that the speech, the conversation, this skill is going to be more natural, and this conversation is going to be more native because they use common expressions of this.

**Esteban Arellano:** I think the impact of expressions in every student, I think it's a way they can express and use that.

## **6. What challenges might a student face when learning Idiomatic Expressions through media clips?**

**Kevin Carrera:** That could be a common mistake for students because they use Spanish to understand something in English. And we know that idiomatic expressions, sometimes

expressions, it's not the same meaning as a Spanish, and they just try to translate, and that is not good. That could be the highest challenge for the students.

**Vicky Silvestre:** The challenge these days is about the power, the lights, the electricity.

Because some people don't have the time to be at home and deal with that electricity. For example, there is another challenge here about devices. Not all the people, not all the students, have devices. Some people just have at home one device, just for all the family. The parents just have one, and they don't have anything to do something or to practice. It is a real situation here, not just in the public schools. Here in the private school, it's always

**Iliana Láinez:** I think that the students could challenge, could feel fear about making mistakes in some of them, when using idiomatic expressions because, as I said before, this is not something that you can translate in a perfect way. This is something that you need to understand, and you need to get into a better understanding of the language.

**Tito Tomalá:** Maybe if you want to consolidate knowledge and you broadcast information and some students don't have access to internet, it's kind of a disadvantage or a downside that you can find.

**Esteban Arellano:** I think the students won't face too many challenges with media clips because with that material, with the video clips, they can learn in a simple way how to speak and write and communicate in English.

## **7. How do you assess a student's understanding and retention of Idiomatic Expression learned through videos?**

**Kevin Carrera:** Well, every single weekend, I ask students to watch a movie, or to watch something on YouTube or whatever they want, and every single day, from Monday to Friday, I ask students to write on the board a very idiomatic expression they were focused on. And we

just repeat, and we just analyze what it is about. And students must use it because we use...

Well, we apply as teachers, we apply a technique which is lessons. They are like a mini lesson. Every single vocabulary they get, they just use it for a lesson, for dictation or for pronunciation as well.

**Vicky Silvestre:** I assess the students, for example, when I project a video. Yes. When I project a video, ending the video when the video has finished. Yes. I asked the students, “Did you listen about something?” “Did you listen that?” Or “What did you see in the video?” And the students are going to tell me what they have seen before. Yeah. That is the way I assess them.

**Iliana Láinez:** I think that the best way to get students to understand idiomatic expressions maybe it's between or through repetition. Repetition helps a lot then to remember the class or to remember the words that you taught them day by day.

**Tito Tomalá:** This is straightforward. This is because the best thing in which you can consolidate or learn better is role play. So, if you make a role play, you can apply this idiomatic expression and it's in a fun way.

**Esteban Arellano:** I think they need to watch a lot of videos and try to understand what the message of the video is. Or maybe if they are watching a movie or a TV show, they need to understand the context about it.

**Annex D: Students' Questions and transcription****1. How do you feel about learning vocabulary through idiomatic expressions in movies or tv shows?**

**Student 1:** In my opinion, learning vocabulary is important because you know what the other people tries to communicate you something in English. That's feels so well.

**Student 2:** I learn vocabulary through a movie call "Iron man" because it is in English.

**Student 3:** It is interesting to learn new idiomatic expressions because they help me to communicate better.

**Student 4:** It is gratefully to have that type or information as knowledge.

**Student 5:** I felt a little confused because there are phrases or words that I never understood before. Now, thanks to classes, activities and the help by the professor, I understand idiomatic expressions.

**Student 6:** I think it's fun because it makes learning more interesting.

**Student 7:** It helps me understand how people talk in real life.

**Student 8:** Sometimes it's hard, but I like trying to guess the meaning.

**Student 9:** I enjoy it because I can remember expressions better with scenes.

**Student 10:** It's a cool way to learn, but some idioms are confusing.

**Student 11:** I like watching shows and learning at the same time.

**Student 12:** It's exciting because I feel like I'm learning real English.

**Student 13:** Sometimes I don't get the meaning, but it's still fun.

**Student 14:** It's better than just reading a textbook.

**Student 15:** I enjoy it because it makes vocabulary more alive.

**Student 16:** I think it's helpful, especially when they explain the idioms.

**Student 17:** It's a little challenging, but I remember them after watching.

**Student 18:** I like how it helps me understand the culture too.

**Student 19:** It's easier to learn when I see the idioms in action.

**Student 20:** I feel more confident when I hear the idioms again in other shows.

## **2. What challenges do you experience when trying to understand the English language?**

**Student 1:** I consider that it is difficult to me learn the pronunciation of some words in English.

**Student 2:** It feels weird because some of my classmates are talking in English and I do not understand. I feel desperate.

**Student 3:** Learn the grammar rules and the English pronunciation, also how use the words and their meanings.

**Student 4:** Talking fast or when someone is talking fast.

**Student 5:** The challenges that I experience are many. When someone is speaking English, I need to understand first what's the theme of conversation, so you can talk normally with someone. In my case, it is not difficult.

**Student 6:** Sometimes I don't know the meaning of some words.

**Student 7:** The pronunciation is hard for me to get right.

**Student 8:** Native speakers talk too fast, and I can't follow.

**Student 9:** Some accents are difficult to understand.

**Student 10:** I mix up grammar rules when I try to speak.

**Student 11:** Idioms and slang confuse me a lot.

**Student 12:** It's hard to remember so many new words.

**Student 13:** I feel shy when I try to speak in English.



**Student 14:** Spelling is tricky because it's not like it sounds.

**Student 15:** I don't always understand jokes or cultural references.

**Student 16:** Sometimes I translate in my head, and it slows me down.

**Student 17:** I get confused by words that have many meanings.

**Student 18:** Listening to songs or movies without subtitles is difficult.

**Student 19:** Some phrases don't make sense even when I look them up.

**Student 20:** I struggle with forming sentences quickly when I'm nervous.

**3. Can you describe a time when you heard an idiomatic expression in a show or movie but did not understand its meaning?**

**Student 1:** I need to repeat that word, then, I translate that. That's how I know more words in English and its meaning.

**Student 2:** I feel curious about to listen something new that I don't know its meaning.

**Student 3:** It is weird because you don't know the meaning and it's complicated to understand what it is talking about.

**Student 4:** There are times that I am watching a series in English, and I try to understand. I can understand some words but there are times that I do not understand them.

**Student 5:** I feel conflicted with myself because I do not know what it is talking about in the program and can give my opinion.

**Student 6:** In a movie, someone said, 'spill the beans,' and I thought they were talking about food.

**Student 7:** I heard 'break the ice' in a show and didn't know it meant to start a conversation.

**Student 8:** In a cartoon, a character said, 'hit the road,' and I thought they were talking about hitting the street.

**Student 9:** I heard 'under the weather' in a series, and I didn't realize it meant feeling sick.

**Student 10:** Someone said 'piece of cake' in a movie, and I thought they were offering dessert.

**Student 11:** In a show, they said, 'kick the bucket,' and I didn't know it meant to die.

**Student 12:** I heard 'the ball is in your court' and thought they were talking about sports.

**Student 13:** In a drama, someone said, 'cost an arm and a leg,' and I didn't understand it was about something expensive.

**Student 14:** A character said, 'let the cat out of the bag,' and I thought it was about a real cat.

**Student 15:** I heard 'burning the midnight oil' and didn't know it meant working late at night.

**Student 16:** Someone said 'pulling my leg' in a comedy, and I didn't get that it meant joking.

**Student 17:** In a movie, they said, 'on cloud nine,' and I thought it was about flying.

**Student 18:** I heard 'raining cats and dogs' in a show and didn't understand it was about heavy rain.

**Student 19:** A character said, 'hit the nail on the head,' and I thought it was about building something.

**Student 20:** In a series, someone said, 'barking up the wrong tree,' and I didn't realize it meant making a mistake.

#### **4. Are there specific types of movies or shows you prefer when learning new English expressions? Why?**

**Student 1:** I prefer movies because if I don't understand some expressions, I can deduce with the gestures and expressions.

**Student 2:** The last time, I was watching "Formula 1", and I don't know the meaning of a phrase.

**Student 3:** Movies because I already know its meaning in Spanish and I can understand better when I am watching the same movie in English.

**Student 4:** Science-fiction movies and action, because I like to learn.

**Student 5:** I prefer to watch Tv shows like Cartoon Network because when I saw it first in Spanish what it tries to mean in English so, for that reason It's easy to know more expressions in English.

**Student 6:** I like comedies because they use a lot of funny idioms and jokes.

**Student 7:** Action movies are my favorite because the language is simple and exciting.

**Student 8:** I prefer teen dramas because they use expressions I can relate to.

**Student 9:** Animated shows are the best because they are easy to follow.

**Student 10:** I enjoy romantic movies because the conversations feel natural.

**Student 11:** I like crime shows because they use interesting and dramatic phrases.

**Student 12:** Fantasy series are fun because they have creative expressions.

**Student 13:** I prefer sitcoms because they repeat funny idioms, and I can remember them.

**Student 14:** Reality shows are my choice because they show how people really talk.

**Student 15:** I like historical dramas because they have unique old-fashioned expressions.

**Student 16:** Cooking shows are great because I can learn food-related idioms.

**Student 17:** I enjoy superhero movies because the language is simple but cool.

**Student 18:** Travel shows are my favorite because they teach cultural phrases.

**Student 19:** I like family shows because the language is not too difficult.

**Student 20:** Mystery shows are exciting because they use suspenseful expressions.

**5. How does language in videos help you understand English-speaking cultures better?**

**Student 1:** I think videos on YouTube are more understanding because of the images.

**Student 2:** With videos I can understand culture better.

**Student 3:** It helps us to understand the culture and why north Americans use those phrases.

**Student 4:** Active the subtitles in English.

**Student 5:** The musicals because if I like the rhythm of the music, it helps me to memorize the words or phrases.

**Student 6:** It shows how people talk in different situations.

**Student 7:** I learn slang and expressions that are popular in English-speaking countries.

**Student 8:** It helps me understand their jokes and humor.

**Student 9:** I see how people greet and say goodbye in different ways.

**Student 10:** I notice how they use body language while speaking.

**Student 11:** I learn about holidays and traditions through the stories.

**Student 12:** It shows how people express emotions in their culture.

**Student 13:** I see what topics are important or interesting to them.

**Student 14:** I understand how they use polite phrases and manners.

**Student 15:** It shows me how they talk to friends, family, or at work.

**Student 16:** I learn about cultural values, like independence or teamwork.

**Student 17:** It helps me understand references to famous things, like movies or songs.

**Student 18:** I notice differences in formal and informal language.

**Student 19:** I see how people use idioms in real conversations.

**Student 20:** It helps me understand cultural jokes or phrases that don't translate well.

## 6. What strategies do you use to remember idioms you learn from videos?

**Student 1:** My strategy is to repeat many times the video.

**Student 2:** I repeat the section of the music or video to memorize the phrase.

**Student 3:** First, I see the translation in Spanish and then, I memorize the meaning because it is easy to me link the content and the translation to know the meaning.

**Student 4:** Translate and use apps.

**Student 5:** I just watch the actions in the videos, then I know it's meaning, and in my opinion, it is easy to learn.

**Student 6:** I write them down with their meanings and examples.

**Student 7:** I try to use them in sentences when I speak or write.

**Student 8:** I watched the video scene again to remember how it was used.

**Student 9:** I make a list of idioms and review it often.

**Student 10:** I look for other shows or movies where the same idiom is used.

**Student 11:** I draw a picture or imagine something funny to remember the meaning.

**Student 12:** I repeat the idiom out loud a few times to practice.

**Student 13:** I try to explain the idiom to my friends or family.

**Student 14:** I associate the idiom with a specific character or scene.

**Student 15:** I use flashcards with the idiom on one side and the meaning on the other.

**Student 16:** I look for similar idioms in my own language to make connections.

**Student 17:** I made up a short story using the idiom to help me remember.

**Student 18:** I watch videos with subtitles to understand the context better.

**Student 19:** I practice the idioms by writing short dialogues with them.

**Student 20:** I set challenges for myself, like using three idioms in a day.