Impact of L2 Film Instruction and English Idiom Etymology on Iranian EFL learners' Idiom Learning

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Abstract

By the emergence of new approaches to teach a second language, finding a good method to teach idioms has been the main concern of some researchers (e.g., Elena & Moreno, 2001; Cook, Fazly, & Stevenson, 2007). To the researcher›s best knowledge; few studies have been conducted to examine the effect of different methods of teaching idioms to EFL learners. As a result, this study was designed to investigate the effect of teaching the etymology of idioms and using movie clips containing idioms, as two methods of teaching, on the quality of L2 learners› idiom learning. Serving this purpose, teaching idioms through their etymologies and movie clips and also learners› attitudes toward s using such methods (through using questionnaires) were taken into consideration. After administering a standard language proficiency test (OPT), 90 intermediate, out of a pile of 154 L2 learners, were selected and assigned to three groups randomly, two experimental (one etymology and one movie clip group) and one control group. All the groups were given two idiom multiple-choice tests, one as the pre-test and the other one as the post-test. In one experimental group (A), idioms were taught together with their etymologies and in the other experimental group (B), the same idioms were taught by displaying movie clips containing the idioms, while the control group (C) followed the traditional class activities using synonyms and antonyms. The results of one-way ANOVA and post hoc tests revealed that the participants in etymology and movie clip groups had better performance in post-test than in pretest. Moreover, the results of Chi-square revealed that, on the whole, L2 learners had positive attitudes towards using etymology and movie clips in idiom learning.
KeyWords: **Etymology, Figurative language, Fixed Expressions, Idiomaticity, Idioms, Movie clips**

1. Introduction

Learning is a cognitive process that involves conscious and active behavior. Students look for similarities and differences between new information and prior knowledge, and in this way are able to effectively assimilate new learning into existing cognitive structures (Piaget, 1980).

Language, according to Hudson (1980), is at the center of human life and the ability

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to learn language is among the greatest mental achievements of mankind. Studies of language in television news programs have found that speakers use one unique metaphor for every 25 words (Grasser, Mio, & Millis, 1989). Linguists and educators in various language-related fields have been able to understand, to some extent, what language is and how it is learned as a second or foreign language and how it can be taught. Language is composed of many different parts each of which is important in learning. Learning and understanding idioms, metaphoric and idiomatic expressions have long played an important role in the English language. In fact, the use of idioms is so widespread that understanding these expressions is essential to successful communication, whether in listening, speaking, reading, or writing.

Gibbs (1992) believes that by developing a clear understanding of figurative language, students can further comprehend texts that contain metaphorical and lexical meanings beyond the basic word level.

Honeck (1997) notes that figurative language is language that means one thing literally but is taken to mean something different and it is a special aspect of language.

Gibbs (1980) holds that a strong knowledge of idioms will help the students to be better speakers and negotiators. They will also be in a better position to use their knowledge in appropriate contexts. So, it would be true if we conclude that the amount of the frequency of idioms is an important aspect of vocabulary acquisition and language teaching (Fernando, 1996). Native speakers of a language use idioms all the time. Idiomatic usage is so common in every language, and of course in English, that it seems very difficult to speak or write without using idioms.

Films are motivating for EFL/ESL teaching because they embody the notion that «a film with a story that wants to be told rather than a lesson that needs to be taught «(Ward & Lepeintre, 1996). Films are such valuable and rich resources for teaching because they present colloquial English in real life contexts rather than artificial situation; an opportunity of being exposed to different native speaker voices, slangs , reduced speeches , stress , accents , and dialects,(Stempleski, 2000).

It is also interesting to know whether being only aware of the literal meaning of the idioms, would enable the students to extend the literal meaning to figurative one. In other words, whether or not the awareness of the idioms› etymology as well as using the movie clips containing the idioms have any effect on the L2 learners› ability to come up with their figurative meanings.

In Iran there are special schools designed merely for brilliant and talented students such as, National Organization for Development of Exceptional Talents (NO-DET). The students enter these schools through entrance exams. Because of the high level of students' intelligence, the level of teaching and the materials taught in these schools are somehow more advanced than ordinary schools. In English classes for example, extra hours are devoted to extracurricular activities. Due to the student's interests and desires, different related activities such as reading different texts, watching films, listening to stories, discussions, giving lectures, hot seat, translating proverbs, idioms, and poems are performed.

The purpose of the present study, which has focused on three ways of teaching idiomatic expressions, namely, etymology, using movie clips, and applying synonyms-antonyms, was to explore whether the knowledge of etymology of idioms or watching movie clips containing idioms can help high school EFL learners learn their figurative meaning more effectively.

2. Review of the Related Literature

In a study Irujo (1986) states that in a second language learning classroom all the learners must be prepared to meet the challenge of idioms occurring frequently in spoken and written English In another study Fine (1988) compared a foreign-language learner with a child L1 learning. The learners had to deal with new vocabulary grammar, pronunciation, etc. One area that caused problem was idioms learning. He taught the idioms accompanied with their stories behind, so the learners got the meaning of idioms in a better way. Cassiari and Glucksberg (1991) conducted a research in terms of etymology use. They believed that by knowing the origins of idioms, students can more easily figure out the metaphorical meanings. They mentioned that the etymology of words and phrases help students understand how language transforms over times and, thereby, enable them to hypothesize in a more meaningful way the meaning of unfamiliar words and phrases.

Boers (1992) in his article, 'Raising metaphoric awareness' states that by developing a clear understanding of figurative language, students can further comprehend texts that contain metaphorical and lexical meanings beyond the basic word level.

According to Cooper (1998) teachers think one of the reasons their students made up dialogues that always seemed so unnatural to them is that the students used the idioms without regarding their pragmatic function in the discourse. Due to Cooper (1999), idiom study presents a special language problem for all language learners because the figurative meaning is unpredictable.

In another study Boers (2001) argued that students have also been shown to be more likely to remember figurative idioms derived from specific source domains when they are associated with the original usage.

Nippold, Maron, & Schwarts (2001) findings show that factors such as culture, context, academic literacy (reading, writing, and language ability) and familiarity influence significantly students' comprehension of idioms. In an investigation In another study Simpson & Mendis (2003) mention that information on the frequency of idioms in academic spoken American English has helped language teachers which idioms might be useful to teach to ESL/EFL students. Sprenger et al. (2006) in their study report the lexical representation of idioms contains information specifying the syntactic properties of these expressions.

Liontas (2001) has done his best to deal with the process of idiom learning by addressing non-linear modules of perception, cognition, and performance believed to be involved in the learning of idioms. So by developing a clear understanding of idioms students can further comprehend texts that contain metaphorical and lexical meanings beyond the basic word level. According to Liontas (1999, 2001, 2006) language learners can use idioms successfully if the idiomatic knowledge is properly taught during language instruction and L2 learners have difficulties making sense of idioms even after they have learned the semantic meaning of the individual words. It is very important to have a plan of instruction that incorporates the various intelligences in order to give a chance to all students to succeed in learning idioms. The students should be aware that some idioms contain meanings beyond their literal meanings, in other words, the students should raise their metaphoric awareness so we the teachers and the instructors should try to make sense of idioms.

Brandi-Muller, (2005) in her study mentioned that retelling activities are good techniques to facilitate students› reading retrieval. First, she introduced the meaning of English idioms to her students, and asked them to recall the context in their own words instead of the English idioms and to rewrite sentences provided in class by using English idioms. Boers, et al, (2007) in their

study stated that associating an idiom with its etymology has been shown to enhance retention. Shang-fang-Gue (2008) studied the differential effects of etymological elaboration and rote memorization on idiom acquisition in EFL learners. In this investigation one group received instruction in the form of etymological familiarity while subjects in the comparison group were asked to memorize idioms on the basis of their given meaning. In this study for the purpose of encouraging long-term retention, elaborating on the original usage of idioms is preferable to asking students to learn idioms by rote.

Liontas (2006) in his study showed that Artifcial Intelligence (AI) technologies used to encourage knowledge of idiomaticity to develop. He also mentioned the development of AI knowledge systems for idiom learning was in relation to critical examination and it led to understanding and using idioms in a well-suited way in contexts as native speakers did. In Artifcial Intelligence knowledge systems for learning the idioms the learners should enjoy some special designs like multimedia programs in their system of education so that they are able to better understand the idioms.

Fazly & Stevenson (2006) in their study investigated the lexical and syntactic fexibility of a class idiomatic expression. They developed measure that draw on such linguistic properties, and demonstrated that these statistical, corpus-based measures, could be successfully used for distinguishing idiomatic combinations from non-idiomatic ones. The researchers carefully examined several linguistic properties of verb + noun idiomatic combinations that distinguish them from literal (compositional) combinations. Moreover, they suggested novel techniques for translating such characteristics into measures that predict the idiomaticity level of verb + noun combinations.

Cook & Fazly & Stevenson (2007) in a study developed techniques for a se- mantic

classification of tokens of potential multiword expressions (MWEs) in context. They focused on a broadly documented class of English MWEs that are formed from the combination of a verb and a noun in its direct object position. They annotated a total of 1180 instances according to whether they are a literal or idiomatic usage, and they found that appropriately 40% of the tokens (instances) were literal usages.

Secules, Herron & Tomasello (1992) explain", viewing the video and movie clips would en hance students' learning of vocabulary and idiomatic structures because of the contextualized presentation of the video", and viewing English Speaking Foreign Films of course gives necessary exposure and experience.

Film communication offers links between classrooms and society. Films can help explore cultural context, maybe integrated easily into the curriculum, are entertaining. And allow fexibility of materials and teaching techniques, (Wood, 1995).

In the Clifford et al.›s (1995) study, children›s knowledge gain about a topic after watching a science film was also examined. The participating primary school and middle school children had different knowledge levels before watching the science program, and both age groups benefited from watching it. This benefit was found in terms of open-ended questions. Interestingly, there were no differences in the amount of knowledge growth between the age groups, indicating that prior knowledge does not determine the amount of learning.

According to Massi & Merrio (1996) good films can serve as valuable pedagogical aids, both for classroom use and self-study .Regarding the power of films as a medium, Massi, & Merrio (1996) believe that it can be exploited in a number of ways. One possible use of films in the language program is to promote new ideas and expand the learner›s horizons. In a content-based syllabus, for instance, a

particular flm can be used to vividly illustrate situations which are unfamiliar or inaccessible and provide the learner with a stimulus which serves as a springboard for further discussion of an issue.

Fisch et al.›s study (Fisch et al., 2001) relies on one of the few theoretical models about learning with educational television (Fisch, 2000), although this model is primarily concerned with comprehension. It is postulated that the comprehension of an educational film depends not only on the comprehensibility of the educational content, but also on the narrative content in which the educational messages are embedded (Fisch et al., 2001).

A study (Beuscher, Robers, & Schnider, 2005) revealed a signifcant increase in specific knowledge as well as strong age effects of test format. Children aged 6, and 10 years were shown a short film about sugar production and 1 week later individually questioned about it using different test formats: free recall, open-ended questions and recognition questions. Expectedly, older children outperformed younger children and open-ended and recognitions yielded more correct information than free recall. Although people are probably aware that popular history films are partially fictionalized, previous research indicates that information from fiction is often integrated with real-world knowledge, which leads to learning and subsequent production of misinformation (Marsh & Fazio, 2006). Quiang, H & Wolff (2007) tried to explain the notion of using films, exposing students to the language has been explored and has been recognized as being more beneficial for students' communicative skills , rather than grammar and such. The entertainment value of a film increase interest in the topic, which can boost people›s motivation to learn (Silvia, 2008).

Fazly & Cook & Stevenson (2009) looked into the usefulness of some of the identified linguistic properties of idioms for their automatic recognition. Specific ally,

they developed statistical measures that each model a specific property of idiomatic expressions by looking at their actual usage patterns in text. The re- searchers used these statistical measures in a type-based classification task where they automatically separate idiomatic expressions (expressions with a possible idiomatic interpretation) from similar-on-the-surface literal phrases (for which no idiomatic interpretation is possible).

Cognitive semantic studies of figurative language (Gibbs, 1994; Kovecses, Lakoff, 1987) have shown that considerable numbers of idioms are not completely arbitrary. Figurative idioms meaning are not fully predictable on the basis of a literal reading. For example, the expression Time fies can be motivated by the conceptual metaphor TIME IS A MOVING OBJECT (also evidenced by statements such as I'm falling behind schedule again, The holidays are approaching and Those days are over).

A class of figurative idioms can be motivated by reference to their literal usage in the original contexts. For example, the idiomatic meaning Be Waiting in the Wings can be motivated with reference to its original, and literal counterpart in the theatre (i.e. actors waiting in the wings of the theatre before making their appearance on the stage). Or A safe pair of hands illustrates the hand-for-the-action metonymy, but adds sporting imagery (at least for those who are aware that this expression is derived from ball games, especially cricket).

In the previous studies few of the researchers paid attention to idiom learning through movie clips and the etymology of idioms. In this study it was attempted to investigate whether knowing the etymology of idioms or showing movie clips had any effects on the acquisition of idioms by EFL learners or not.

3. Statement of The Problem

Teaching and learning English have long been a difficult task for both EFL students and teachers in Iran due to some reasons

such as lack of resources and little contact with the target language (Sadeghi, 2005). Among different components of a language (grammar, vocabulary, phrasal verbs, idioms, expressions…) learning the idioms is probably the most difficult task to be accomplished. In one hand, learning idioms has always been a big problem for students, especially foreign language learners. On the other hand, any foreign language learner knows that idioms are essential and their shortage leads to a feeling of insecurity.

According to Glucksberg (2001) the meaning of the idioms can be guessed from the meaning of one of their subcomponents but usually the meaning is completely different, this is the reason why they are so tricky for students. Boers (1992) stated that it is inevitable for students to face problems dealing with idioms by knowing this fact that their meanings are not clear and are motivated by their original, liter- al usage and the idioms› meanings cannot be attained directly at the first look and the tricky nature of idioms makes students face problems extracting their meanings. Since L2 learners have difficulties in learning and using the phrasal words and idioms, and the traditional methods used by teachers do not make significant changes in L2 learners› idiom learning, new techniques for teaching idioms to L2 learners are required.

Applying idioms› etymologies and using movie clips are two methods that seem to be beneficial and might offer L2 learners opportunities to learn the idioms in better ways. Although their positive effect on L1 students has been proved, few studies have been done to show the effectiveness of using etymology and movie clips on idiom learning processes in Iran. Therefore, an attempt has been made in this study to investigate the effect of these methods on Iranian EFL learners› idiom learning.

4. Research Questions
The present study attempted to investigate appropriate answers to the following questions:

1. Does teaching the etymology of idioms facilitate idiom learning of Iranian high school EFL learners?
2. Does watching movie clips containing the idioms facilitate idiom learning of Iranian high school EFL learners?
3. Which one has a more significant impact on the effectiveness of learning idioms, the etymology of idioms or showing movie clips containing the idioms?
4. Do L2 learners have positive attitude towards the application of etymology in teaching new idioms?
5. Do L2 learners have positive attitude towards the application of movie clips containing the idioms in teaching new idioms?

5. Research Hypothese
The above-mentioned questions have been reformulated in the form of the following hypotheses:
1. Teaching the etymology of idioms does not facilitate idiom learning of Iranian high school EFL learners.
2. Watching movie clips containing the idioms does not facilitate idiom learning of Iranian high school EFL learners.
3. Neither teaching the etymology of idioms nor watching movie clips containing the idioms has any significant impact on idioms learning of EFL high school learners.
4. L2 learners have no positive attitude towards the application of etymology in teaching new idioms.
5. L2 learners have no positive attitude towards the application of movie clips containing the idioms in teaching new idioms.

6. Objectives of The Study
Perhaps a controversial issue in the field of second/foreign language teaching in recent years has been the notion of teaching idioms and how different methods should be treated in second/foreign language classes (Liontas, 2006). Research on teaching language components have mainly

concerned with different approaches and determining the characteristics of each one (e.g., Schleppegrell, 2004; Belcher, 2010). Few research studies have been done on other important aspects such as methods for teaching idioms in L2 classes.

Applying idiom› etymologies and movie clips containing the idioms are two methods that have been proposed to help teachers teach idioms effectively. Thus, it is of crucial value to examine their effects on L2 learners› idiom learning, an issue that, to the researcher›s best knowledge, has not been investigated in an EFL context like Iran. Therefore, the main concern of this study is to investigate the effect of these two methods on idiom learning of Iranian intermediate EFL learners. Serving this purpose, the effect of applying etymology of idioms and movie clips was examined on experimental groups. In this study, also, L2 learners› attitudes toward using these methods in idiom learning were sought through using questionnaires. It is also interesting to know whether being only aware of the literal meaning of the idioms, would enable the students to extend the literal meaning to figurative one.

7. Methodology
A. Participants
An original population pool of 154 high school students in Shahrekord gifted high school participated in this study. An Oxford Placement Test (OPT, Allan, was administered to homogenize the students› proficiency level. At the end, 90 students at intermediate proficiency level using OPT level chart were selected. Following the matched-pair technique and rating scales of OPT chart they were assigned to three groups, 2 experimental groups, one as etymology and the other one as movie clip, and one control group, identical in number. All the participants in the research were high school boys, within the age range of 16 and 18.

B. Instrumentation
To probe the corresponding null hypotheses

and gather data in this study study, three instruments were employed:

First, in order to make sure of the homogeneity of the participants in control and experimental groups and screen the subjects in terms of their English language proficiency, the OPT (OPT, Allan, 2004) was administered. The test booklet consists of 200 items including 100 listening items and 100 grammar items. The participants were asked to take the test in sixty minutes. The listening section lasted for about ten minutes and the Grammar section took a maximum of fifty minutes. Second, a diagnostic achievement test for the initial and final evaluation was constructed by the researchers. It included 20 idiom multiple-choice items. It was designed in advance through a pilot study. Based on the performance of the participants, the characteristics of the individual items were determined and some items were revised. Having done a pilot study in which 20 similar students at the same level in a gifted high school in Shahrekord participated, the researchers, using KR-21 formula, estimated the test reliability which was found to be 0.945. To determine the validity of the test, the researcher asked ten experts and high school teachers to pass their comments on the content of the test; consequently some items were deleted and some were modified based on lexical selection, grammatical points, and appropriateness and inappropriateness of distracters. The test had a total of twenty points, and the time allotted based on the pilot test was determined to be thirty minutes. Eventually, the researchers came up with 20 items, which were used as the pre- and post-tests.

Third, two questionnaires were administered to determine the students› attitudes towards the application of etymology and movie clips for teaching idioms. They were a modified version of a popular questionnaire developed by Gardner (2005), called Attitude / Motivation Test Battery (AMTB), whose

reliability and validity have already been supported (Gardner, 2005; Gardner & Macintyre, 1983). These questionnaires consisted of 15 items with responses ranked on a Likert Scale ranging from 1 (strongly disagree), 2(disagree), 3(neutral), 4(agree), to 5 (strongly agree). The reliability of the questionnaires was determined through an exact pilot study given to 20 similar students and five English teachers similar to samples of the main study in the gifted high school in Shahrekord. The Cronbach Alfa was used to estimate their reliability indexes and they were acceptable (0.9 value for etymology and 0.8 value for movie clip questionnaire). In order to establish the validity of questionnaires, some competent and experienced experts in the field of TEFL, such as my supervisor and advisor, have analyzed the content and found out one to one correspondence between the content and the purpose of the questionnaires. So, their validity was confirmed.

C. Procedures

To accomplish the purpose of the study, the following steps were followed: First, it was a selection of the subjects and administration of the Oxford Placement Test (OPT). Second, an idiom multiple-choice test which was constructed by the researchers was administered. This test was piloted to determine its validity and reliability. After getting the results of the Oxford Placement Test, the homogeneity of subjects was determined. In order to extract the outliners, the researchers included only those subjects whose scores were at intermediate proficiency level and they were assigned on two groups of experimental and control.

Before teaching the new idiom, the previous idioms were reviewed. The whole project of teaching took two and a half months. The students› tasks were to go over the idioms and make themselves ready for the test at the end of the term. In group A the idioms were taught by showing movie clips including the idioms. In group B the same idioms were taught only by teaching synonyms and antonyms of the new words in idioms. To exemplify, an example of two ways of teaching the idiom «between the devil and the dark blue sea» will follow:

Group A: In this group at first the researcher talked about the etymology of the idiom: in the 17th century there was a large wooden plank attached to the side of a boat. Sometimes a sailor would have to go out on it and fix something. The plank was called the ‹ devil ‹. The sailor was in danger of falling off and throwing. Therefore, he was between the devil and the dark blue sea. Nowadays, it means to be in a difficult situation for example: Sandy was between the devil and the dark blue sea last year when she lost her job and had to pay all the debts.

Group B: For this group at first the idioms were taught by using the movie clips. The students were shown a movie clip that contained the idiom ‹ between the devil and the dark blue sea›. The students watched the clip two or three times in a language lab in order to get the meaning. Then, the researcher asked the students to write the text on a piece of paper. At the end, the students were asked some questions about the conversations in the movie clip to know whether the students got the idiom or not.

Group C: In this group the researcher taught only the figurative meaning by providing a synonym for the idiom – to be in a difficult situation and then he wrote an example on the board. e.g.,: David had an important final test last week and his father was terribly sick, in fact he was between the devil and the dark blue sea. The purpose of giving this example was to make students familiar with the way this idiom can be used in different situations.

In most of the American films the actors, actresses, and directors use the idioms in the episodes of the films. The researchers extracted some parts of films and showed them to students. The comprehensibility, culture, appropriateness of content, and the comfort level of students needed to be taken into account in the process of selecting a film.

The idioms were chosen based on students› level of proficiency, culture, religion, interest, motivation, and practical feasibility. The final test that was the post-test of the study included twenty items. For every item there was a situation which could be completed just by one idiom out of the four idioms given in each items. Pre-test was conducted to ensure subjects› idiom knowledge prior to the study, and the post-test used to screen out the effectiveness of idiom teaching on participants› idiom learning. The participants had 20 minutes to answer the items. The time given in this test was based upon the result of the pilot study.

Third, two attitudinal questionnaires were administered. Ninety students completed them in order to reflect their attitudes towards teaching and learning idioms along with their etymologies and movie clips. Each questionnaire consisted of 15 items. The attitude/motivation scale of the original 5-point Likert format of Gardner›s Attitude/Motivation Test Battery (AMTB) Gardner, 1985 & Clement et al.›s (1994) was adapted from ‹ strongly disagree ‹ to ‹ strongly agree ‹. The scales were coded as (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = Strongly Agree= 5). The data from questionnaire was fed into the computer and then analyzed using SPSS. Descriptive statistics (mean, frequency, & standard deviation) were computed for all items involved in the questionnaires of the study. VIII. Results and Discussion Several statistical analyses were concluded to answer the research questions in this study. This study required a comparison of three groups drawn from the population (third grade) senior gifted high school students in Shahrekord.

In this part, the results obtained from the analysis phase are reported. The first part is related to the testing of the research hypotheses which are about the effect of using movie clips and the etymology of idioms on idiom learning of L2 learners. In Table 4.1 the results of One-way ANOVA between the scores of all groups in the OPT test are presented.

As table 1 shows, the p value (i.e., 1.000) is greater than the alpha level (.05), and hence, the difference between groups is not significant, $F(2,87) = .000$, $p = 1.000$. Therefore, it can be concluded that all the groups were at the same level of proficiency.

The first research question aimed to examine the effect of using etymology of idioms on idiom learning of Iranian high school EFL learners. To answer this question, in the first place, the descriptive statistics of the participants› performance on pre-test and post-test were calculated and shown in table 2.

As it is represented in Table 2 there were 90 participants who took the pre-test and post-test. The highest and the lowest scores were 17 and 11 in the pre-test and 19 and 13 in the post- test respectively. This Table also gives us information about each group (number in each group, means, standard deviation, minimum, maximum, etc.). Table 4.2 also shows, the mean score for etymology experimental group in post-test is 16.70, and SD is 13.68. The mean score for control group is 14.17 and SD is 1.783, respectively. Therefore, the descriptive statistics show that etymology experimental group has outperformed the control group.

Table 3 displays the results of paired samples statistics for etymology group in pre-test and post-test.

Table 1. *Results of one-way ANOVAbetween the Scores of all Groups in OPT Test*

	Sun of Squares	DF	Mean Square	F	Sig.
Between Groups	.000	2	.000	.000	1.000
Within Groups	234.500	87	2.695		
Total	234.500	89			

As table 3 shows the mean score of etymology group has been increased from pre-test (14.43) to post-test (16.70). It means there is a significant difference between the two scores, and applying etymology played an important role in learning idioms.

In order to analyze the data collected from the etymology group in pre-test/post-test a paired samples t-test was run.

As table 4 shows, there is a significant difference between participants› performance from pre-test to post-test, t(29) =9.66, p=.000. Therefore, from paired samples statistics, it can be concluded that using etymology has had a positive effect on L2 Iranian learners› idiom learning.

Eventually, in the explanations related to Tables 3. and 4., the first null hypothesis is rejected.

To answer the second question and determine if watching movie clips facilitates idiom learning of Iranian high school EFL learners, a Paired Samples t-test was run. This t-test was between the pre-test and the post-test scores obtained from the movie clip group.

Table 2. *Results of Descriptive Statistics of Total Scores on Pre-test for all Groups*

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimurr	Maximun
						Lower Bound	Upper Bound		
Pretest	etymology	30	14.43	1.612	.294	13.83	15.04	12	17
	control	30	14.17	1.783	.325	13.50	14.83	11	17
	movie clip	30	14.27	1.617	.295	13.66	14.87	11	17
	Total	30	14.29	1.657	.175	13.94	14.64	11	17
Post test	etymology	30	16.70	1.368	.250	16.19	17.21	14	19
	control	30	15.37	1.426	.260	14.83	15.90	13	18
	movie clip	30	16.33	1.184	.216	15.89	16.78	13	19
	Total	30	16.13	1.432	.151	15.83	16.43	13	19

Table 3. *Results of Paired Samples Statistics for Etymology Group in Pre-test and Post-test*

As Shows Mean of		Mean	N	Std Deviation	Std. Error Mean	Table3 The score
	Pair PRETS	14.43	30	1.612	.294	
	1 POSTIEST	16.70	30	1.368	.250	

Table 4. *Results of Paired Samples Tests between Pre-test and Post-test for Etymology Group*

		Paired Differences							Sig (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	PRETEST POSTIEST	-2.27	1.285	.235	-2.75	-1.79	-9.66	29	.000

Table 5. *Results of Paired Samples Statistics for Movie Clip Group In Pre-test and Post-test*

	Mean	N	Std Deviation	Std. Error Mean
Pair PRETS	14.27	30	1.617	.295
1 POSTIEST	16.33	30	1.184	.216

Table 6. *Results of Paired Samples Tests between Pre-test and Post-test for Movie Clip Group*

				Paired Differences				
				95% Confidence Interval of the Difference				Sig (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair PRETEST 1 POSTIEST	-2.07	1.048	.191	-2.46	-1.68	-10.80	29	.000

Table 7. *Results of One-way ANOVA between pre-test and post-test of Groups*

		Sum of Squares	df	Mean Square	F	Sig
Pretest	Between Groups	1.089	2	.544	.195	.824
	Within Groups	243.400	87	2.798		
	Total	244.489	89			
Pretest	Between Groups	28.467	2	14.233	8.044	.001
	Within Groups	153.933	87	1.769		
	Total	182.400	89			

As this table shows the mean score of movie clip group has been increased from pre-test (14.27) to post-test (16.33). It means there is a significant difference between the two scores, and using movie clips containing the idioms also played an important role in learning idioms.

As Table 6 shows, there is significant difference between participants› performance from pre-test to post-test, t(29)=10.80, p =.000. Therefore, from paired samples statistics, it can be concluded that using movie clips has had positive effect on L2 Iranian high school Learners› idiom learning. Consequently, based on tables 5 and 6., the second null hypothesis is rejected. It means watching movie clips facilitate idiom learning of Iranian high school EFL learners.

Table 2 displays the results of descriptive statistics of pre-test and post –test of all groups. It shows the means of the scores in pre-test and post-test and standard deviation of the scores. Ninety students participated in the study.

According to table 4.2 the mean score of the participants in pre-test was 14.29, and the mean score of all the three groups in post-test was 16.13. So, the mean score of the three groups has been increased from pre-test to post-test. It means there is a significant difference between the two scores.

As table 7 shows, the p value for the pre-test (i.e., .824) is greater than the alpha level (.05), and hence the difference between groups is not significant, F (2,87) .195, p= 824. This table shows that the p

value for the post-test (i.e., .001) is smaller than the alpha level (.05), and hence, the difference between groups is significant, F (2, 87) = 8.044, p = .001.

In the last step, all groups have been compared with each other by using a post hoc Scheffie test. Table 4.8 represents the results of this analysis.

Table 8 shows exactly the differences among the etymology, movie, and control groups. The asterisks (*) next to the values in the mean difference column indicates that the two groups being compared were significantly different from one another when the p value is smaller than the alpha value (.05). The results presented in Table 4.8 shows that etymology and control groups in one side and movie clip and control groups in another side are significantly different from one another. That is, the mentioned groups differ significantly in terms of their post- test scores.

Based on Tables 2 and 8 it can be concluded that:

1. Although the mean scores of etymology group was more than the mean score of movie group, the difference is not significant because the p value was 0.568, and it is greater than the alpha value (.05.)

2. Mean score of etymology group was more than that of the control group, and based on statistics the difference was significant (Sig. = .001), therefore, using etymology was better than conventional way to teach idioms.

3. Mean score of the movie clip group was more than that of the control one and due to statistics, the difference was significant (Sig.=.02), so applying movie clips in teaching idioms was also better than the conventional technique.

4. Even though the mean score of the etymology group was better than the movie one, statistically it is not significant, because the p value was 0.568, and it is greater than alpha value (.05).

Based on Tables 7 and 8 the comparisons made between etymology and control groups in one side, and movie clip and control groups on the other side, it is obvious that etymology and movie clips have significant impact on the effectiveness of learning idioms. Thus, the referential statistics also confirmed the descriptive findings mentioned previously, and so the third null hypothesis is rejected.

The comparison between the mean scores of the three groups in pre-test and post-test are also represented graphically in figure 1.
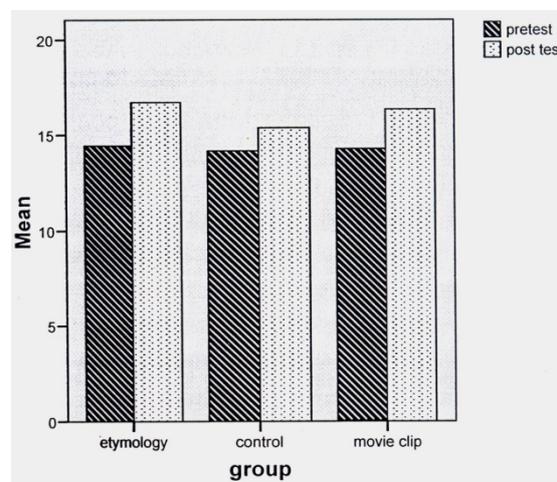

Figure 1. *Graphic Representation of Comparison between the Means of the Three Groups in pre and post test*

Table 8. *Results of Multiple Comparisons between Groups*

(I)group	(J)group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
etymology	control	1.333	.343	.001	-.48	2.19
	movie clip	.367	.343	.568	-.49	1.22
Control	etymology	-1.333	.343	.001	-2.19	-.48
	movie clip	-.967	.343	.023	-1.82	-.11
movie clip	etymology	-.367	.343	.568	-1.22	.49
	control	-.967	.343	.023	-11	1.82

Table 9. *Descriptive Statistics of Students› Attitudes towards Etymology Com- pared with Movie Clips Application*

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
Questionnaire	etymology	30	53.8333	3.04091	.55519
	movie clip	30	55.2000	2.63138	.48042

Table 10. *Results of an Independent Samples t-test of Students› Etymology and Movie Clip Questionnaires*

	Levene's Test to Equality of Varian				t-test for Equality of Means				
Questionnaire Equal variances Assumed Equal variances Not assumed								95% Confidence Interval of the Difference	
	F	Sig	t	dt	Sig. (2-taile)	Mean Difference	Std. Erro Difference	Lower	Upper
	.654	.422	-1.861	58	.068	-1.3666	.73419	-2.8363	.10298
			-1.861	58.827	.068	-1.3666	.73419	-2.8369	.10363

Figure 4.1 demonstrates the mean scores in pre-test and post-test between the etymology, movie clip ,and control groups. It suggests that the scores in the posttest were higher than pretest and this difference is more pronounced among the etymology and movie groups. In control group the difference in pre-test and post-test scores was very small.

To answer the fourth, and the fifth questions, the students› attitudes towards application of etymology and movies were analyzed separately.

To serve this purpose, the researcher administered two similar questionnaires to obtain the students attitudes towards using etymology and movie clips in teaching idioms.

Table 9 displays the mean and Standard deviation for each of the groups. It also shows the numbers of students in each group (N). According to Table 9 the total mean score of the etymology questionnaire

is 53.83, and the total mean score of movie clip questionnaire is 55.20, so for teaching idioms students had better attitudes towards movie clips than etymology. The total mean scores in Table 9 represent that the students had positive attitudes towards the application of etymology and movie clips in teaching new idioms, therefore, it can be concluded that the fourth and the fifth null hypotheses are rejected.

In order to compare the mean scores of etymology and movie clip groups in the questionnaires an Independent-Samples t-test was run.

According to table 10 an independent samples t-test was run to compare mean scores of students› in Etymology and Movie clip questionnaires. The level of significance is ($p = 0.422$) is more than alpha value (.05), therefore, equal variances assumed are accepted. Here in equality of means the attention is paid on the first line. The p value for equality of means is .068,

and it is above .05, so, there is no significant difference between the etymology and movie clip groups. It should be mentioned that the contents of the questionnaires were identical and just their titles (etymology and movie clip) were different.

The comparison between the mean scores of the three groups in pre-test and post- test are also represented graphically in figure 2.
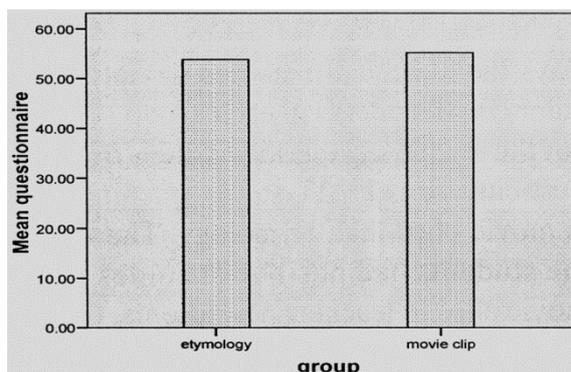

Figure 2. *Graphic Representation Means of Etymology and Movie Clip in Students›*
Questionnaires

Figure 2 shows the mean scores in the students› questionnaires towards using etymology and movie clips in teaching idioms. The students had better attitudes towards using movie clips in the idiom classes.

8. Discussion

Although nowadays most of the teachers try to use new teaching methods in their L2 idiom teaching classrooms, it seems that the implication of such methods has been overlooked in Iran. Therefore, an attempt has been made in this study to investigate the effect of two of such methods (namely, etymology and movie clips) on idiom learning of Iranian EFL learners and each question is discussed in details with regard to the previous similar studies.

The results of data analyses revealed that etymology and movie clips application had a positive effect on L2 students› idiom learning.

The analysis of the questionnaires also revealed that L2 learners have positive attitudes towards using etymology and movies in their L2 idiom teaching classes. This can also be considered as one of the reasons for the positive effects of these methods on Iranian EFL learners› idiom learning.

Regarding the first question, the results of this study are in line with those of Boers, et al., (2007). In their study, which was conducted on English students, they studied the presentation of figurative idioms with a touch of etymology. They concluded that, by using etymology of idioms the participants made progress in their idiom learning and the results of their study showed that knowledge of the origin of idioms can effectively help learners comprehend their figurative meaning.

In the same vein, Shang-fang-Gue (2008), have examined the effects of etymological elaboration and rote memorization on idiom acquisition in China on Chinese EFL learners, like this study he also concluded that elaborating on the usage of idioms can help L2 learners memorize idioms in a better way. The results of this study are also in line with those of other studies. For example, in a study Liontas (2002) significantly affected the comprehension of idioms. In another study Cacciari and Glucksberg (1991) examined the effect of knowing the origins of idioms on learning metaphorical meanings. They also concluded that this method was very helpful in enhancing learners› phrase and idiom learning.

Considering the second and third research questions, there is almost lack of literature to be compared with the present findings. Among very few studies, the results of this study can be compared with those of other studies that have examined the effect of other methods on L2 learners› vocabulary learning. For example, regarding the second research question, the

results of this study are in tune with those of Secules et al., (1992). In their study, which was conducted on L1learners, they used video films and movie clips in order to enhance the learners› vocabulary and idiomatic structures. By analyzing the collected data, they concluded that, by using video films and instructional movie clips, the participants made progress in their vocabulary and idiomatic structures.

Regarding the third research question, the results of this study are in line with those of Minskoff, 1982; Nippold et al,. (2001) and Quells et al., (2003). In those studies, they have examined the effect of reading ability on understanding idioms and other figures of speech. They concluded that good reading ability enhances their ability to comprehend idioms. Also, the results of such studies revealed that students in higher level of proficiency, made progress in reading comprehension and having good reading ability leads to better idiom learning. The results obtained in the third question, are partly in line with those of Boers et al., (2007). In their study they compared the effectiveness of etymological elaboration with mnemonics. They concluded that using etymology can help the learners to learn idioms in comparison with using mere mnemonics. So, the results of their study are in line with the result of the present study.

Considering the fourth, and the fifth research questions, the findings of this study are in line with those of the previous studies (Boers, et al., 2007; Shang- fang Gue, 2008; Brandi-Muller, 2005; Liontas, 2002; Boers, 2001; Cacciari & Glucksberg, 1991) as well. Positive attitudes of L2 learners towards using etymology and movie clips in L2 classes can encourage teachers to use such methods in their classrooms.

9. Conclusions

The first question addressed in this study was to ask whether knowing the etymology of idioms has any effect on the quality of their learning. In other words, do the language learners who learn the story behind the idioms learn them more efficiently in comparison to those who lack this knowledge? The obtained results indicate that the first hypothesis is supported.

The data presented in previous sections shows that the mean score in pre-test was 14.27, and the mean score in the post-test was 16.33. It means there is a significant difference between these two mean scores, and based on Tables 5. and 6. the second null hypothesis is rejected. So, it can be concluded that movie clips facilitates idiom learning of Iranian high school EFL learners.

Based on the comparisons made between etymology and control groups in one side, and movie clip and control groups on the other side, it can be concluded that etymology and movie clips have significant impact on idiom learning, therefore, the third null hypothesis is rejected too.

As it was presented before the total mean score of etymology questionnaire was 53.83, and the total mean score of movie clip questionnaire was 55.20, so students had better attitudes towards movie clips than etymology in teaching idioms. This represents that the students had positive attitudes towards the application of etymology and movie clips in teaching idioms, therefore, the fourth and the fifth null hypotheses are rejected.

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