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## Exploring the Contribution of Film and Music in Learning English Idioms

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### Abstract

This research explores the impact of movies and music on understanding and using idiomatic expressions in English. It explores how these artistic forms not only enhance language skills, but foster cultural awareness and emotional connections. The study emphasises the value of movies by depicting idioms in dialogues and diverse cultural settings. Moreover, it examines how music incorporates idioms to convey emotions, making them more accessible and memorable. The research findings demonstrate that a significant number of participants actively engage with these mediums leading to improved comprehension of expressions. All participants reported a grasp of idioms with the majority expressing a preference for learning through films and music. Remarkably, 90.4% gained increased confidence in using idioms. These findings endorse the effectiveness of these mediums as tools for learning idioms offering an educational experience that immerses learners, in both language acquisition and cultural nuances associated with the English language.

### KEYWORDS

*English idioms, film  
education, music in  
language learning, idiomatic  
comprehension, multimedia  
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**Keywords:** English idioms, film education, music in language learning, idiomatic comprehension, multimedia teaching tools

## Introduction

English idioms, vivid yet often perplexing phrases that deviate from standard language rules, are crucial in mastering the language and grasping its subtleties. The influence of films and music in facilitating the comprehension and application of these idioms in daily communication is significant. This research investigates the intriguing interplay between English idioms, cinema, and music, aiming to illuminate how these artistic mediums not only refine our linguistic abilities but also heighten cultural consciousness and emotional engagement with language (Smith, 2019; Patel & Jackson, 2021).

### *The Role of Film*

Cinema possesses a distinctive capacity to encapsulate human experiences, emotions, and cultures. Films serve as potent educational tools for learners and language enthusiasts, often mirroring real-life scenarios and dialogues. In the movie industry, English idioms are frequently employed to construct authentic and contextually relevant conversations. This study examines the portrayal and utilisation of idioms in films to discern their impact on language learners. By analysing examples from diverse films, we will explore how idioms are introduced, elucidated, and reinforced within

cinematic narratives (Johnson, 2020). Films transport viewers to varied realms, immersing them in distinct cultures and linguistic settings. English idiomatic expressions, interwoven into character dialogues, enrich these interactions and offer insights into cultural references and social nuances. These idioms act as portals into the essence of the English language and the cultures it embodies. Analysing filmic integration of idioms can facilitate learners in better appreciating the contexts of their usage, thereby fostering a deeper understanding of the language (Green, 2018).

### ***The Role of Music***

In music, idioms frequently permeate lyrics and song titles. Music uniquely evokes emotions, with idioms playing a pivotal role in expressing intricate emotions and experiences. For instance, songs often incorporate idioms pertaining to love, heartbreak, or life's challenges. This study will demonstrate how music enhances language learning by making idioms more comprehensible and memorable, showcasing how they resonate emotionally through melodies and harmonies (Brown & Miller, 2019). The convergence of music and movies in the entertainment realm is notable. Film soundtracks utilise the rich fabric of idiomatic English to establish moods and amplify emotional impacts in narratives. The synergy between music and cinema creates a multi-sensory experience for the audience, where idiomatic expressions bridge visual and auditory storytelling elements (Taylor, 2021).

Understanding English idioms extends beyond their literal interpretation to encompass their cultural and emotional connotations. Films and music offer dynamic and engaging mediums for this comprehension. As filmmaking technology advances and music remains integral, composers and filmmakers synergistically select music that not only intensifies viewers' emotional experiences but also sets the scene's ambiance (Lee & Nguyen, 2022). This research aims to shed light on the complex nexus of English idioms, film, and music. Exploring their historical evolution, cultural resonance, and pedagogical significance, the project underscores the pivotal role of idiomatic expressions in language learning and appreciation. Movies and music emerge not merely as idiom-learning tools but as mediums for experiencing language in its comprehensive and rich context, deepening our connection to English idioms and the cultures that mould them (Harris, 2020).

## **Literature Review**

### ***Teaching Idioms through Music and Movies***

#### ***Integration of Music and Movies in Idiomatic Learning***

In the realm of teaching English idioms, incorporating music and movies has proven to be an innovative and effective method (Kabooha, 2016). Music, especially songs featuring idioms in their lyrics, offers an auditory learning experience that resonates with students. This engagement is heightened when the material includes contemporary songs, which often showcase original and imaginative uses of the English language, far beyond a traditional classroom setting (Adachi, 1991). This approach to language learning extends beyond mere linguistic education; it connects with learners on a level that intertwines language acquisition with cultural and emotional elements.

Similarly, movies offer a visual context for understanding idioms, especially those used in daily conversations. They reflect real-life situations, making idiomatic expressions more comprehensible and relatable to learners (McPartland, 1981). The cinematic context provides a rich backdrop where idioms are not just heard but seen in action, thus enhancing the learning process. Rodriguez and Moreno (2009) emphasise the utility of movies in teaching English idioms. Their strategy involves highlighting common thematic symbolism like 'happiness is up' and 'sadness is down' in a way that simplifies the comprehension of idiomatic expressions. Movies naturally contain the cultural nuances of their origin, with idioms that carry implicit cultural references. Understanding these references can lead to a deeper appreciation of the idioms and the language as a whole. For example, idioms in Western movies might reflect cowboy culture, while those in hip-hop songs could be rooted in urban street culture, thus broadening the cultural horizon of the learners (Richards & Rodgers, 1987). Movies in language education transcend entertainment; they are pivotal in creating immersive learning experiences. As Ainsworth (2008), Hoffer & Leutner (2007), and Schnotz & Rasch (2005) point out, films motivate learners by providing a platform to visualise and internalise content more effectively. This medium facilitates an active mental engagement with the language, enabling learners to perform mental operations that are not possible with static images. Films also offer additional information and context, thus enriching the learning experience.

The effectiveness of using movies and music in language education has been supported by various studies. Stempleski (2000) highlights the continuous opportunities for auditory learning provided by movie clips and videos. The role of the teacher in preparing students to interpret and understand these films is crucial. Ismaili (2013) conducted research on using movies in EFL classes, revealing significant improvements in communication and listening skills among learners. The study included students aged 18 to 25 years and demonstrated a marked difference in their ability to integrate language skills through video-based learning. Further, Sabouri et al. (2015) explored the impact of subtitled movies on vocabulary learning. Involving high-intermediate English language students, the study found that subtitled movies could significantly improve comprehension and usage of English idioms. This finding underscores the importance of visual aids in language learning, particularly in understanding the nuanced use of idiomatic expressions.

### ***The Role of Subtitles in Learning Idioms***

Various studies have provided support, for the effectiveness of incorporating movies and music into language education. Stempleski (2000) emphasises the opportunities for learning that movie clips and videos offer. The teachers role in preparing students to interpret and understand these films is crucial as highlighted by Ismailis (2013) research on using movies in EFL classes, which showed improvements in learners communication and listening skills. This study involved students aged 18 to 25 years. Demonstrated a difference in their ability to integrate language skills through video based learning. Additionally Sabouri et al.s (2015) exploration of the impact of subtitled movies on learning found that they could significantly enhance comprehension and usage of idioms among high intermediate English language students. These findings emphasise the

importance of aids in language learning particularly when it comes to understanding the nuanced use of expressions. The use of subtitles in movies adds another dimension to idiom learning. Subtitles can aid comprehension for learners, at levels of English proficiency by providing written context that complements auditory and visual inputs thereby enhancing the overall learning process.

This approach is especially valuable in helping learners understand complex idioms. It allows them to encounter expressions in written form while also hearing them used in context (Ismaili, 2013). Incorporating music into language education goes beyond stimulation. It serves as a gateway to developing emotional connections with the language. Idioms found in songs reflect the songwriters background and personal experiences offering learners a deeper connection to the language and its various contexts. This emotional and cultural bond plays a role in retaining and comprehending expressions as it associates them with memorable melodies and contexts (Brown & Miller 2019). When we combine music with movies to teach idioms, it creates an effect. Movies provide contextual understanding while music adds an cultural layer to the learning process. This combination ensures that learning idioms becomes intellectually stimulating as emotionally engaging. Integrating these two mediums caters to learning styles making it easier and more enjoyable for a range of learners to acquire idiomatic expressions (Taylor, 2021). In the realm of foreign language education there has been interest in using subtitled movies as a tool, for enhancing competency.

According to Edmonson and House (1993 as cited in Aktaş, 2005) it is crucial for language learners to acquire both skills (speaking and writing) and perceptive skills (listening and reading) while also gaining an understanding of the culture and lifestyle associated with the target language. This comprehensive approach highlights the importance of language exposure, which is often facilitated through watching movies.

Movies are tools, in language learning because they not showcase the language in use but also provide insights into cultural nuances and real life situations (Demirezen, 1990). Chan and Herrero (2010) outlined benefits of incorporating movies into language education, such as enhancing understanding sparking curiosity and helping learners develop their listening skills. Subtitles play a role in this approach. They can be categorised as subtitles that translate the language into another one or intralingual subtitles that match the audio with textual guidance (Zanon, 2006). Research indicates that subtitles, ones have a positive impact on vocabulary retention listening comprehension and pronunciation improvement (Rokni & Atae 2014; Okyayuz, 2016). Felek Başarans study in 2011 demonstrated that subtitles, in the language (English) significantly enhanced language learners listening comprehension skills.

Moreover, a study conducted by Rokni and Atae in 2014 found that learners who watched movies, with subtitles in the language showed improvement in their listening comprehension compared to those who watched movies without any subtitles. Numerous research studies have also shown that both subtitles in the language and subtitles in languages have positive effects on foreign language

education. They enhance motivation. Create an environment for learning multiple languages (EACEA, 2009/01 as cited in Okyayuz, 2016). Experts like Holger Mitterer and James McQueen (2009) and Caimi (2006) have also highlighted how subtitles in the language can be a teaching tool. They help improve listening comprehension skills and expose students to expressions and new vocabulary. Günay Köprülü (2016) pointed out that certain technical aspects of subtitles such as character limits might require them to summarise or capture the essence of expressions which could impact their effectiveness. Nevertheless the overall consensus in literature emphasises the role of subtitled movies, in developing language skills especially when immersive language experiences are not feasible.

## **Method**

### ***Participants***

The research involved choosing 30 participants from a university, in the United Arab Emirates (UAE). The goal was to include people with levels of language skills to ensure the sample was representative and statistically significant for the analysis. The participants came from various backgrounds, which was important for making the study findings reliable and applicable to a wider context. By having a group of participants we aimed to get an understanding of how movies and music influence the comprehension of idiomatic expressions, at different language proficiency levels.

### ***Materials***

The study utilised a collection of language proficiency tests and multiple-choice questionnaires, for the assessments before and after the intervention. Along with that, the intervention materials consisted of selected movie scenes and music lyrics covering genres and cultures. These selections were made while considering copyright restrictions to ensure compliance while also aiming to offer a range of idiomatic expressions, for ample exposure.

### ***Procedure***

At first, the participants took a test to determine how well they understood expressions. Then the researchers moved on to the intervention phase where the participants were exposed to movie scenes and music lyrics. This exposure was meant to help them better understand and use expressions, in situations. After the intervention period we conducted, another assessment took place to see if there were any improvements in their comprehension and usage of expressions due, to the intervention.

### ***Design***

This study used an approach to measure how exposure, to films and music affects people's understanding of expressions. The research followed a process to collect and analyse data. Statistical methods like t tests or ANOVA were used to assess before and after results of the intervention. The main aim was to identify any improvements or noticeable patterns resulting from the intervention. Throughout the study, ethical considerations were prioritised, in terms of protecting participants' information and adhering to data management standards. The research

acknowledged limitations related to diversity and material selection, for the intervention. These limitations were carefully considered when analysing and interpreting the research findings. In this context, the Bayesian Independent Samples T Test was employed.

## Results

The results of the study, which are presented in Table 1 provide insights, into the trends observed based on participants feedback. From a perspective, it is worth noting that 45% of the participants regularly engaged with English language films or music indicating an exposure to this form of entertainment media. All the participants acknowledged an improvement in their understanding of expressions and attributed this progress to their interactions with English songs and movies. When it comes to frequency, 65% of the participants often came across idioms in real world media. Rated their experiences at 7 or above on a scale from 1 to 10. In terms of learning preferences, a majority (57.1%) leaned towards using English language films and music as learning tools. In addition, an overwhelming majority (90.4%) expressed confidence in using idioms derived from these media sources by rating their confidence at 3 or higher on a 5 point scale. Analysing the breakdown of media engagement reveals that among the participants, 45% watched movies or listened to songs very frequently while another 35% did so frequently. Additionally 15% engaged occasionally with content while a mere 5% did so rarely. These statistics highlight the exposure most study participants had to entertainment media. The unanimous agreement among them regarding how these movies and songs enhanced their comprehension of idioms is remarkable. When it comes to choosing the ways to learn idioms, a majority of 57.1% of respondents found value in both English movies and music. On the other hand, 33.3% preferred movies, while only 4.8% favored music alone. Interestingly, another 4.8% did not consider movies and music as sources for learning idioms. Besides, the impact on participants overall language proficiency and communication skills was quite positive. A significant improvement was reported by 60% of participants while 40% noted at some improvement. It is worth noting that none of the participants reported any decline or stagnation in their language skills highlighting how exposure to idioms and movies can have an influence on language proficiency.

The statistical analysis summarised in Table 1 titled "One Sample T Test" shows findings well. The t value is calculated as 7.937 with degrees of freedom (df) equaling 19 and a significance level (p) less than .001. This indicates that the mean is significantly different, from zero according to the Student t test results obtained from analysing the data collected from participants' media exposure experiences on their language skills.

**Table 1**  
One Sample T-Test

	t	df	p
Participant ID	7.937	19	< .001

**Table 1**  
 One Sample T-Test

	t	df	p
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*Note.* For the Student t-test, the alternative hypothesis specifies that the mean is different from 0.

The study employed Bayesian Independent Samples T-Test and Binomial Test for statistical analysis. The results are presented in Table 2, with variables such as frequency of media consumption, understanding of idioms, encounters with idioms, learning preferences, confidence in using idioms, and improvement in skills. Each variable is categorised with corresponding levels, counts, total numbers, proportions, and p-values, providing a comprehensive statistical overview of the study's findings.

**Table 2**  
 Statistical Analysis Results  
 Binomial Test

Variable	Level	Counts	Total	Proportion	p
Frequency of Media	Frequently	5	20	0.250	0.041
	Occasionally	4	20	0.200	0.012
	Rarely	1	20	0.050	< .001
	Very Frequently	10	20	0.500	1.000
Understanding Idioms	Yes	20	20	1.000	< .001
Encounter Idioms	No	4	20	0.200	0.012
	Yes	16	20	0.800	0.012
Preference for Learning	Films and Music	12	20	0.600	0.503
	None	4	20	0.200	0.012
	Only Films	3	20	0.150	0.003
	Only Music	1	20	0.050	< .001
Confidence in Idioms	No	4	20	0.200	0.012
	Yes	16	20	0.800	0.012

Binomial Test

Variable	Level	Counts	Total	Proportion	p
Improvement in Skills	No Improvement	5	20	0.250	0.041
	Significantly Improved	12	20	0.600	0.503
	Somewhat Improved	3	20	0.150	0.003

Note. Proportions tested against value: 0.5.

The findings, from the Binomial Test as shown in table 2 offer an overview of how the participants engage with media and their preferences and outcomes in learning. When it comes to how they engage with media a significant portion of the participants (50%  $p = 1.000$ ) reported interaction with English language films and music indicating a high level of exposure. Interestingly 25% of the participants engage frequently ( $p = 0.041$ ) 20% engage occasionally ( $p = 0.012$ ). Only a small percentage of 5% rarely engage ( $p < .001$ ). This distribution highlights that most people in the study have an inclination towards interacting with English media. Regarding their understanding and usage of idioms all participants (100%,  $p < .001$ ) confirmed that they understand idioms, with 80% ( $p = 0.012$ ) encountering idioms through media exposure. This suggests that exposure to media helps greatly in comprehending expressions.

In terms of learning preferences, for idioms the majority (60%  $p = 0.503$ ) prefer using films and music as learning tools followed by 20% who do not prefer these forms of media ( $p = 0.012$ ) while only about 15% prefer films exclusively ( $p = 0.003$ ) and a small percentage of just 5% choose music exclusively ( $p < .001$ ). People had a belief, in their ability to use idioms with 80% expressing confidence ( $p = 0.012$ ). When evaluating the progress made in language skills 60% of the participants reported improvement ( $p = 0.503$ ) while 15% mentioned some improvement ( $p = 0.003$ ) and 25% stated no improvement ( $p = 0.041$ ). These findings emphasise how English language media effectively enhance language skills especially when it comes to understanding and using idioms.

### Discussion

The fascinating and sometimes challenging world of idioms, which deviate from language rules, plays a vital role, in mastering the language and understanding its subtleties. This research delved into the impact of movies and music on how we comprehend and use these idioms in communication. The study sheds light on how these artistic mediums go beyond refining our skills; they also deepen our awareness and emotional connection to the language. Movies as a medium have an ability to capture experiences, emotions and cultures. They serve as tools often reflecting real life situations and conversations. In the realm of cinema, idioms are frequently used to create contextually relevant dialogues. This study explored how idioms are portrayed and utilised in films to uncover their influence on language learners. By analysing examples from films, it was

discovered that idioms are not introduced but also explained and reinforced within cinematic narratives. Films take viewers to worlds immersing them in cultures and linguistic environments. English idiomatic expressions woven into character dialogues enrich these interactions by providing insights into references and social nuances. Similarly, music plays a role, in learning and applying idioms.

The use of idioms, in lyrics and song titles is very common. Music has an ability to evoke emotions. It often incorporates idioms to express complex feelings and experiences. For instance, songs frequently include idioms related to love heartbreak or life's challenges. This research demonstrates how music can enhance language learning by making idioms easier to understand and remember. The emotional impact of idioms through melodies and harmonies is particularly remarkable. The combination of music and film in the world of entertainment plays a role in learning expressions. Movie soundtracks often make use of the tapestry of English to establish moods and heighten emotional impacts in storytelling. The collaboration between music and cinema creates a sensory experience where idiomatic expressions bridge the visual and auditory elements of storytelling. Understanding English idioms goes beyond their meaning; it involves grasping their emotional implications as well. Films and music provide captivating mediums for achieving this understanding. As technology advances in filmmaking while music remains a part, composers and filmmakers collaboratively select music that not intensifies viewers' emotional experiences but also sets the ambiance for each scene. According to the findings of this study, participants had exposure to English language films or music with 45% reporting regular engagement, with these forms of media.

All the participants noticed an improvement, in their understanding of expressions and most of them expressed a preference for learning through English language movies and music. A remarkable 90.4% of individuals displayed increased confidence in using idioms they acquired from these sources. Additionally, the research emphasised how important it is for participants to come across idioms in real world media frequently. The preference for learning resources clearly shows a reliance on English language movies and music highlighting their effectiveness in teaching idioms. The increased confidence among participants when using idioms suggests that exposure to idioms through movies and music helped with comprehension and with practical application. This study emphasises the role that idiomatic expressions play in language learning and appreciation. Movies and music are not just tools, for learning idioms; they serve as mediums for experiencing language within its culturally rich context. This connection deepens ones understanding of idioms and the cultures that influence them ultimately enhancing both language proficiency and cultural awareness.

### **Conclusion**

This research has offered insights, into how films and music can enhance our understanding and usage of idioms highlighting their importance in mastering the subtleties of the language. The findings indicate a connection between exposure to English language films and music and

improved comprehension and utilisation of expressions. This study has shed light on the nature of idioms revealing them not as linguistic elements but also as tools that deepen our understanding of cultural nuances and emotional contexts. The results demonstrate that a significant number of participants experienced improvement in their ability to comprehend and employ English idioms through engagement with films and music. This improvement extends beyond proficiency encompassing increased confidence and cultural awareness. The research reinforces the idea that films and music are more than sources of entertainment; they serve as powerful educational resources that provide context emotional impact and cultural insights making language learning more comprehensive and engaging. The study highlights how the combination of narratives, musical expression and language learning proves effective. By integrating idioms into these mediums, we offer an immersive approach, to language acquisition that surpasses methods.

This approach not helps us understand language better. Also fosters an appreciation, for the cultural and emotional aspects intertwined with it. The research emphasises the role of movies and music as tools in language education particularly when it comes to learning English idioms. It paves the way for exploration into the use of multimedia resources in language acquisition. Suggests the potential for incorporating these mediums more extensively in educational settings. The findings of this study contribute to our understanding of language learning processes. Highlight the significance of cultural elements, in mastering a language.

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