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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme: MOVIES AND ENGLISH IDIOMS

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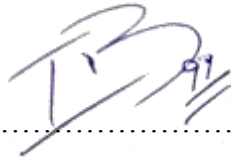
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I declare this undergraduate dissertation entitled “**MOVIES AND ENGLISH IDIOMS**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



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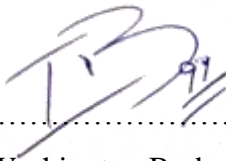
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DEDICATION

TO:

God, who has given me health and has sent me to a good family who has always supported me, and thank God for all the blessings he has sent me and for giving me the wisdom to finish this major.

My parents, Silvia and Alfredo, who always supported me throughout the course of my studies and always encouraged me to move forward to complete this stage of life. Thank you for everything.

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ABSTRACT

This research was carried out with the purpose of studying the relationship between movies and idioms in English. The researcher used a survey as an instrument to investigate the relationship between the dependent and independent variables. In addition, this research is distinguished by being experimental and bibliographic, since it contains statistical data where information was collected to examine the data on movies and idioms in English. This research was carried out at the Technical University of Ambato where the sample population was 151 students of the fourth, fifth, sixth and seventh semester of the Pedagogy of National and Foreign Languages training program which 105 female and 46 male. The characteristics of the films that are taken into account in this investigation were basic, linguistic, socio-cultural and captioned; the idioms were based on different categories which are form, specific topics and keywords, the survey was carried out by the researcher and validated by three teachers from the training program of the Pedagogy of National and Foreign Languages , the survey was validated with Alpha Cronbach with 10% of the population that was 18 students, it has 21 questions according to the theme of movies and idioms in English, then the survey was applied to the entire population in the English program. The result obtained was that all the questions asked in the survey accept the alternative hypothesis, this shown thanks to the chi-square. Finally, it can be said that the movies do have a relationship with the idioms in English.

Keywords: English idioms, movies, basic, linguistic, based on form, based on specific topic

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RESUMEN

Esta investigación se llevó a cabo con el propósito de estudiar la relación que existe entre películas y modismos en inglés. El investigador utilizó como instrumento una encuesta para investigar la relación entre las variables dependientes e independientes. Además, esta investigación se distingue por ser experimental y bibliográfica, ya que contiene datos estadísticos donde se recopiló información para examinar los datos sobre películas y modismos en inglés. Esta investigación se llevó a cabo en la Universidad Técnica de Ambato donde la población muestral fue de 151 estudiantes de cuarto, quinto, sexto y séptimo semestre del programa de formación de Pedagogía de los Idiomas Nacionales y Extranjeros, de los cuales 105 fueron del sexo femenino y 46 del masculino. Las características de las películas que se toman en cuenta en esta investigación fue básicas, lingüísticas, socio culturales y subtítulo; los modismos fueron en base a su forma, en base a títulos específicos y en base a palabras clave que tiene ese modismo, la encuesta fue realizada por el investigador y validada por tres docentes del programa de formación de la Pedagogía de los Idiomas Nacionales y Extranjeros, la encuesta fue validada con Alpha Cronbach con un 10% de la población que fue de 18 estudiantes, tiene 21 preguntas según el tema de películas y modismos en inglés, luego la encuesta estuvo fue aplicada para toda la población en el programa de inglés. El resultado que se obtuvo fue que total las preguntas realizadas en la encuesta aceptan la hipótesis alternativa esto mostrado gracias al chi-cuadrado. Finalmente se puede decir que las películas si tienen una relación con los modismos en inglés.

Palabras clave: Modismos, películas, característica básica, lingüística, en base a la estructura, en base a temas específicos.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

For the development of this research work about movies and English idioms, the information found in thesis, books, journals and academic sites has been vital for this investigation. In addition, with these resources it has been possible to progress with the analysis of the independent variable categories which are language learning, language learning strategies, language resources, movies; and with the dependent variable categories which are sociolinguistics, language and culture, sociolinguistic competence and English idioms. Finally, the following previous investigations have a support for the development of the present work to demonstrate how efficient is the development of the present investigation.

To begin with Hossein (2017), in her study about the effects of watching English language animation movies aims to investigate the effect of watching English language animation movies on learning idioms. This work had an experimental approach. Moreover, the data were collected through two instruments: the pre-test and the post-test, which were both developed by the researcher and the results were compared. Additionally, a total of 40 female learners were randomly divided into an experimental group and a control group. The result of this study showed that the implementation of English language animation movies used in the study had a significant effect on learning idioms. Then, this study had a good impact on learners.

Secondly, a research study carried out by Iranmanesh and Darani (2018) in the study, aims to examine the effect of movies on learning English idiomatic and everyday expressions. This work had an experimental approach. The data were collected through two instruments: the pre-test and the post-test. Then, the participants were 30 male and female students who were chosen based on their scores in a placement test. In addition, the results demonstrated that movies had significant effects on learning English idiomatic and everyday expressions. Finally, English learning was improved, the teacher designed a syllabus which include movies. It represented a good effect on learners' progress.

Freynd and Gross (2017) conducted a research study aims to use a multimodal teaching approach toward teaching English idioms to Ecuadorian EFL students. This work had an experimental approach. The control group learned 20 idioms and the experimental group learned the same amount of idioms but with a multimodal teaching approach. The data were collected through an idiom comprehension quiz to both groups with the experimental group scoring significantly higher than the control group. Moreover, the participants were 81 students from the university. The study provides pedagogical suggestions on using a multimodal approach to teaching English idioms.

Albiladi et al (2018) led research about aims to explored English learners' perceptions regarding the use of movies as English teaching and learning tools. This work had an experimental approach. The primary method of data collection and analysis was interviews through face-to-face and online semi-structured interviews. Then, the participants were 25 adult language learners. The results indicated that language learners believed that movies are authentic sources of language learning and can be used effectively to improve language skills including speaking, listening, reading, vocabulary, and writing. The benefits of use movies to learn English developed students' cultural awareness.

Katamba and Ning (2018) with the study aims to find out the student responses in enhancing new vocabulary through subtitled English Movies. First, this work had a quantitative method, a survey research was administrated to the population, and a standardized test was applied to check learners' English level, after the application of both tests the data were obtained from the questionnaire to analyze the results. Then, the participants were 100 students from the university at Universitas Advent Indonesia. The result of this study indicated that most of the students responded positively through subtitled English movies in enhancing new vocabulary. In addition, the investigation obtained contribute to the learning area.

Pandya (2020) in her study about teaching vocabulary through movies: an experimental. This work had the aim to see how students build their vocabulary effectively when teacher teach vocabulary through movies. This research was experimental because the researcher use to groups control and experimental, the class were divided in two 15 students for one group and 15 for the other group, control group was taught with traditional methods to teach vocabulary. Moreover, the data were collected through two instruments: the pre-test and the post-test, it was made to compare of effective are movies to teach vocabulary. The result of this research showed that the implementation of movies had significant effect on learning vocabulary, it also shows that vocabulary is learned faster when they are taught by movies.

Neissari et al (2017) led research about humorous videos and idiom achievement, it aims to examine the efficacy of humorous idiom video clips on the achievement of Iranian students studying English as a Foreign Language. This work had a quasi-experimental approach. For the experiment researcher use forty video clips from Idiom Series called “The Teacher” from BBC website. The primary method of data collection and analysis was pre-test and post-test, pre-test contain 40-item idioms, it also has a 15-item attitudinal questionnaire to identify the attitudes toward learning English idioms through video clips. The results indicated that language learners achieve idioms in an easy way when they watch humorous video clips and learners exhibit a positive attitude toward their application in the classroom.

Other research study carried out by Wen-Chi (2021) in the study about analysis of English idiomatic learning behaviors of audio-visual mobile application, aims to develop an animation/video-based application, “My English Idiom Learning Assistant” (MEILA), to explore the different idiom learning behaviors. This work had an experimental approach. The data were collected through two instruments: the pre-test and the post-test and the research also used interviews. Then, the participants were 50 freshmen from to English conversation classes in one private university from Taiwan. The results revealed that MEILA significantly enhanced idiomatic learning outcomes.

Theoretical Background

Independent variable theoretical support

Language learning

The area of language learning, it is important to know the meaning of the term. First, language means that the person has the capacity to produce sounds that signify certain meaning and to understand or interpret sounds produced by other (Fromkin et al, 2003). Second, learning is the process of acquiring new knowledge and new responses Woodworth. According to this authors language is useful in life because it helps people to understand what other people are trying to say, the communication in which people transmit their thought to others, then as mention as a second point learning is the way that students acquire new knowledge, vocabulary, and phrases. Finally, both themes are related in education, in this case as language learning.

According to Brooks (1960) language learning is an active process that begins at birth and continues throughout life until people die. It means that the people never stop to learn the language each day people learn something new, always people can learn a new thing from others, but in this case are two types to learn language, one is second language learning it refers to the process of acquiring non-native language that is spoken by the community where the learner is living like student from Ecuador come to United States to continue their classes and their go to the community that speak English it is helpful for students to learn the language it is what the author define what is second language learning.

Foreign language learning it refers something different from second language learning the differences between both of us is that process of acquiring a non-native language is the learner do not have a place in which spoke English surrounding (Fasolf and Connor-Linton, 2013). Author state in the article foreign language is the in which Ecuadorian learn English in their schools or high schools because people do not have a lot people that talk in English surrounding them. Finally, to learn language teacher have different strategies that are applied in the English classes for students learn new things about the language, also learners have to follow a learning process to advance.

Language learning strategies

Language learning strategies are important at the moment to teach English as a foreign language. Selinker (1972) described these strategies as tactics that L2 learners use to make the new, and cognitively demanding, linguistic system easier and simpler. Also, according to Brown, 1978 Human beings are involved with many and different strategies while they are learning a language, some of these strategies are giving the ultimate benefit, yet some others are not effective. As the author mentions the strategies are not good for everyone because each student is different and learns in a different way from other students but teachers have many options of strategies that could help the majority of the students in the English classroom.

According to Rigney (1978), language learning strategies are the often-conscious steps or behaviors used by language learners to enhance acquisition, storage, retention, recall and use of new information. As the author says, learning a second language, in this case the English language, is the way or behavior that students have to improve the way in which they learn new information from the English language, but focused on the fact that they have to retain said information and store it since students must not only keep the information for a short period of time but also remember it permanently, but is not the only author who talks about strategies, other authors think or argue different strategies for language learning.

There are many strategies to teach, but this author divides them into the following by behavior, cognitive theory and affective vision. In which he emphasizes that behavior is based on how students learn and that they regulate the meaning of a second language, then the cognitive theory in which he refers to the fact that learners need strategic knowledge about the English language and finally the affective vision which refers to the motivation that students have and the attitude they show when learning (Wenden, 1987). In addition, learners can be motivated through the use of new resources in the classroom and it also is can be a new strategy to students gain knowledge and the behavior can be regulated through the use of new resources.

Language resources

Language resources are going to change through the years and through the circumstances that education across. Resource-based learning is a view which gives prominence to the role of resources in the teaching and learning process (Krajeso & Ulrike, 2017). It is relevant at the moment to learn new knowledge in English classes the resources help students to retain the knowledge and help in the process to learn new topics every day. In addition, with the aid of technology teachers have more resources or material that they can use to teach in their classes to create didactic classes, for that reason, it is important that teachers use new resources to teach vocabulary or phrases.

Language resources to teach vocabulary are very useful because it has significant effect on writing and communication. In vocabulary students have the opportunity to develop awareness of, engaging in analysis of and using new vocabularies (Krajeso & Ulrike, 2017). As the author mentions students need to make activities that engage them to acquire the new vocabulary, also they need to analyze new and existing vocabulary in a subconscious way and finally students need to use the new vocabulary because students can be capable to use the word or phrase in a sentence or in real conversation. This activity helps in comprehension of vocabulary, it can be done through the use of audio and visual resources.

Audio and visual resources are new in the field of education because it is recently used in these times. Audio-visual resources are non-print instructional materials that command the attention of dual sense organs to promote effectiveness in teaching and learning process. According to Lonergan (1984) the most outstanding feature of using videos is the ability to present communicative situations in a complete way. It is innovative in the field of education because it could be difficult to select a very good audio-visual depending on the need of the students also as the author mentions this material is non-print because it is with audio to help students catch the language and visual it is important for students because they learn when they use this type of vocabulary and in what moment has to do it.

Movies

Movies are part of audio-visual resources, also it is an innovative resource use in different schools. Audio-visual resources have an undeniable effect on the experiences of teenagers that constitute the cognitive domain (Fisch et al, 1997). Movies have a great effect on learners because as the author mention it help with the cognitive domain an it include the knowledge, comprehension and application there are some of the cognitive domain and it help students to retain the information that are leaning for this moment for example a student that learn new language the repeat the word or comprehension the student can be capable to understand the meaning of the vocabulary that are shown in the movie.

According to Khoshniyat and Dowlatabadi (2014) claims that using English movies can empower English language learning with extensive vocabulary lists, syntax, and other language skills that enable them to improve their English proficiency. As the author says, movies can help student to learn a list of vocabulary, it can be words or phrases, then learners can use it in any moment. Also, movies have a good impact in education and it is demonstrated through the studies that are done in which some of the authors use movies to improve other skills through the implementation of media in the language classroom. Finally, the use of movies has different befits for the students in the English classes.

Movies as a resource has an advantage as the same to other resources that are in the field of education. According to Albiladi et al (2018), some of the advantage increasing student's motivation, enhancing students oral and communication skills and developing their cultural awareness by authentic language learning. As the author mention in this article movies are motivating to change the way in which they learn every classes and the use movies help students to motivate to learn something new, also it help students to increase they oral and communication skills because they listen and watch in the movie when, what and where they can use this type of vocabulary, also they are learning the language in an authentic way.

At the moment to choose a movie, it has some characteristics which are basic, linguistic, socio-cultural and captioned. Many professionals in the field addressed the importance of developing appropriateness criteria as guidelines for selecting the most relevant authentic video materials (Kwon, 2014); (King, 2002). To select a correct movie is very important in field of education because it need to have this characteristics that according to students age, to movie characteristics on quality, the vocabulary difficulty, the pronunciation that movie has and the speech pace in that the author speak, culturally correct for the students and that the movie has a positive social message.

Basic characteristic

Basic characteristic includes general guidelines for selecting appropriate movies for language learning, such as age appropriateness and high quality of video and sound (Kucher, 2020). To select the movie, it needs to have an appropriate age for students because it can have some scenes that are not comprehend because for the age or can have words that students do not comprehend, for this reason, it is vital to apply a survey to know learners age, then the materials can be chosen. In addition, the resolution of the movie is another important factor at the moment to choose a movie because movie need to have good qualities so the can watch it with any inconvenient and they pay attention to whole movie. The basic criteria as important like the other ones.

Linguistic characteristic

Linguistic characteristic is other thing relevant at the moment to choose a movie for an English class, it covers language-specific requirements of an effective movie for language teaching (Kucher, 2020). First, it covers the target language of students because the teacher needs to evaluate students critically the vocabulary complexity, pronunciation clarity and speech pace. Second, teacher select a movie in based on the vocabulary level that students have and to select movie the instructor need to shows the different accents or dialects in what students feel more comfortable or teacher can use a variety of dialects to learners have an advantage of that. Finally, the film is choosing according the speech pace that students comprehend or if it is considered proper in the society.

Socio-cultural characteristic

Social-cultural criteria focus on the appropriateness of the content and social representation in the videos or movies (Kucher, 2020). As the author said in the article movies motivate students in the classroom and for that reason is relevant to select one that generate interested for the students. According to it, teacher need to select a movie that present a universal themes that all student can relate to regardless of their cultural background and it is important also that the movie has good positive social message because students can be identify with movie and it can help then to feel more comfortable or with energy to make something different. Finally, the movie needs to be culturally correct for example do not discriminate or stereotyping on the screen of the movie.

Captioned or non-captioned

Another feature which has a good background in the studies are the subtitles or captioned movies. Moreover, most all of studies about subtitles proved that subtitles could improve language learning, vocabulary acquisition, and comprehension (Hayati and Mohmedi, 2011); (Ebrahimi and Bazaaee, 2016). At the moment in that students read subtitles it helps them to have a clear idea in how the word is write because sometimes for students which are learning a second language is very difficult to understand a word when the actor said and in English it is more difficult because sometimes the word does not sound as the same that write an it is helpful for student that can have problems at the moment to listen a word.

On the other hand, all listening involves a bit of intelligent guessing and occasionally dealing with the unforeseen (Ellis, 1994). As the author say, it depends on what teacher want to teach students because if it is an activity that need to have only a listening skills to write or to guess the word, movie cannot have subtitled. Furthermore, for student that are in higher level it is beneficial because they listen the language in a genuine and authentic way and the learners must be able to understand natural English. Finally, movies can be useful to learn how the society and language are join to understand better the phrases that are used for native speakers every day. Then, learners improved their speak level.

Dependent variable theoretical support

Sociolinguistics

A society can be understood as a group of people who are united for a specific purpose or specific purposes, therefore there are also different types of societies which must be taken into account since there are still different discussions of what is defined (Aitchison and Wardaugh, 1987). In addition, it is important first to know what society is in order to better understand what sociolinguistics is and for this also to know what linguistics is, it is the study of language and its structure. Finally, language is what the members of a certain society speak, which is something important to know in order to understand everything that sociolinguistics, people are part of this community where each person develop language skills.

Sociolinguistics is the study of our everyday lives how language works in our casual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language (Wardhaugh and Fuller, 2015). As the author mention every day of our lives are studying by sociolinguistics because it studies everything that people do, be it from the smallest conversation or the longest conversation there can be, this includes the fact that people use both hand, facial gestures and the words that are according to the situation. People communicate their feelings and thoughts words being part of the live. Finally, sociolinguistic studies conversations that may already be formal or informal.

The study that deals with the relationship between language and the context in which it is used. In other words, study the relationship between language and society (Pendidikan Bahasa et al., 2019). Sociolinguistics consists of studying the language of how people speak with others according to the context in which they find themselves, since they use certain words, different tones of voice or even the formality with which they express themselves in different situations in which they see themselves. subjected by society, this is because not all conversations are the same, for example, when people go to a job interview, they do not use the same language that they use when they are at a meeting with friends. Finally, it also depends on the society in that the person are living.

Language and culture

Language and culture some think that perhaps these two words are not related but they are wrong. as he said (Geertz, 1973): “Man is an animal suspended in networks of meaning that he himself has woven. By culture I understand these networks, and their analysis, as before, not an experimental science in search of laws but an interpretive one in search of meaning”. Language and culture come together when people try to understand or create alternative ways of being able to understand, which is why the networks that human beings have woven now seek meaning in everything they do. Finally, now is moment to understand it either culture and language in a different way.

All words have the ‘taste’ of a profession, a genre, a tendency, a party, a particular work, a particular person, a generation, an age group, the day and hour. Each word tastes of the context and contexts in which it has lived its socially charged life (Bakhtin, 1981). What the author means is that each person sees life in a different way and therefore understands things that may mean something else to others, since in different places you have different customs, a different language, a different way of dressing, etc. Basically, culture is regarded as a repertoire of shared beliefs, experiences, practices and values that are used by a group of people in order to understand the world surrounding them. Finally, it helps to understand communication.

In language, the culture of each place where the language is learned or learned is a very important thing, because an example of a cultural aspect in speech is the difference between American native speakers and Thai English learners in giving and responding to a compliment (Cedar, 2006). What the author says is that it depends on where the student is, the way in which a compliment is answered will vary depending on where the person is, because as seen before, different aspects enter into the culture and all of these change depending on the group of people with whom which one is speaking, in the same way that the way of saying things changes when people are in a slightly more formal environment.

Sociolinguistic competence

According to (Mede and Dilikitas, 2015) it is clear that sociolinguistic competence is a multifaceted and multi-layered one that requires knowing how speakers of a language use it to communicate in a way that will not bother one another. As the author says, to speak there are also rules and these are based on the social context in which the person is, and as speakers of a language they try to relate by speaking but trying that what is said does not bother the other person for It is important to know the way in which one should speak so as not to offend others. So, for that reason it is important to at the moment to teach something that can have relation with the other language because a person can use wrong some word or phrase and it can bother the other person.

Sociolinguistics have many concepts and the competence is one of them, it is that the person needs to know the culture of the language they are learning to speak because culture change or culture shock can cause misunderstandings just because of a misused word at the time the communication takes place. between a native speaker of that language and a speaker who is learning that language. Also, according to (Martinez and Vera, 2019) this refers to the mastery of the cultural rules of use and rules of discourse that are at play in different languages. Finally, sociolinguistics competence helps better communication between different languages but it has some challenges.

Sociolinguistic competence has many differences between cultures and much more between countries, so when both achieve a speech act it is the use of speech focused on the intentions of the speaker to affect and provoke an action or effect in the listener (Jannedy et al, 1994). This is referring to the fact that communication is an amazing feat when the speaker manages to pass the message he wanted to say to the listener who understands perfectly what he meant and for this reason the teaching of idioms in the English classroom should be do precisely because of this big problem that you have a wonderful solution called sociolinguistic competence.

English idioms

When people talk about idioms, it is important to comprehend what idioms are, we first have to start where they come from. According to McCarthy and O'Dell (2017), idioms are a type of formulated language. The formula language consists of fixed expressions that are learned and understood as units rather than individual words. What the author wants to say is that the idioms come from the formulated language whose meaning has to be learned because whether it is a small or short phrase, its structure does not change and it is understood as a single word which has a different meaning for example Hi there! Or Happy birthday! Finally, it is helpful to understand what are English idioms to use it.

Idioms are expressions that are used by the natives of the English language which are occupied during each day. idiom is a group of words, never only one word, whose meaning is different from the literal meaning of the sum of the words making it and also from each word taken separately (Iulian, 2018). Like the dictionary said the idioms are words that are join which have a meaning as a whole and for each word. In addition, these expressions can be used for different occasions but what you have to know is when and with whom to use them also it is important that students comprehend the context in which they can use English idioms for communication for that reason is good to present the idioms in situation of a real life.

Idioms are expression that can be teach for different topics according to the topic of class. According to De Caro (2009) it was clear that the use of idioms helped students learn new vocabulary, improve their communicative skill based on the use of idioms in their spoken/written English. According to the author students learn more vocabulary with the help of idioms, it is because the has a range of variety to teach it can have idioms for specific topics for example whether, sports, dates or idioms to talk about health or food, idioms can be classify in many ways and it is helpful at the moment to teach new vocabulary because they learn not only some vocabulary either they learn some phrases that native speakers of the language use every day in their life.

Idioms are expressions which have a meaning that is not obvious from the individual words, so people need to know the context and the meaning to comprehend what we want to say. For example, the idiom drive someone round the bend means make someone angry or frustrated (McCarthy and O'Dell, 2017). As the author mentions idioms are expressions that are difficult to understand word by word because the meaning of this expression is not given word by word because the meaning has to be known as the example that the author mentions. In the part of idioms, it has different types of idioms that can be taught by the teacher and it has a range of variety of topics that the teacher can use for different lessons in the English classroom.

Idioms based on the form

One type of idioms are ones that are learned based on the form and here we have some types that are related to form. One of them is prepositional phrase idioms, a prepositional phrase is a group of words beginning with a preposition and ending with a noun or pronoun (McCarthy and O'Dell, 2017), that is the form in which idioms are classified as prepositional phrase. Another type of idiom that is based on the form is simile idioms which are ones that the form has, first it has an *as* followed by an adjective and then another comparative word which can be *as* or *like* and finally putting a noun, that is the form in which you can distinguish this type of idiom.

Other types that are related to idioms which are based on the form are binomial and trinomial idioms. This type of idioms are very easy to identify. Binomial idioms are those that are identified by having two words and in the middle of both an *and*, these idioms are very easy to identify but, like all of them, it is not always possible to get the meaning just by looking at the phrase. Also, trinomial idioms are those that, as their name says, consist of three words that are interspersed with *and*, this type of idiom is also easy to identify but its meaning, like the other type of idiom, can also vary. Finally, idioms based on the form are not the only ones.

Idioms based on specific topic

Idioms also are classify based on specific topic, it is ones that are use to teach idioms in a classroom of English because with its teacher can adapt their classes. First, idioms describing health are ones that describe how people are for example under the weather it means that the person are not very well or recharge his batteries when the person don something to gain fresh energy and enthusiasm and it is a topic choose think on the typical conversation that people has. Idioms describing knowing and understanding it is choose also think on a conversation or the routines of the people some examples of knowing and understanding are she **knows** the system **inside out**, it means that she knows every detail of it or **rings a bell** it means that someone remember something but not very well (McCarthy and O'Dell, 2017).

Then idioms describing feelings, are the ones that people used to express how they feel, also it is used in an everyday conversations, some examples of them are on the top of the word, it means very happy indeed or cool, calm and collect it means relaxed, prepared, in control and not nervous. Other type is food and it has different type of idioms according but some that are use with specific food are have an egg on your head, it means be left feeling stupid or embarrassed. Finally, idioms that are based on the topic area of nature specifically with the earth, planets or ground for example, someone is **living on another planet** it means that it person have no awareness of the real world or can use **over the moon about something**, it means that person are extremely happy (McCarthy and O'Dell, 2017).

Idioms based on specific keyword

Finally, idioms that are based on specific keyword both ones that are select in this type of idioms, it was think in the conversation that students have on their lives. First, idioms with the specific word head, head idioms are used in a number of idioms that are relate to emotions or staying calm for example, keep your head it means keep calm. Secondly and finally idioms with the keyword better and worse one example of them are **go one better** it means that do more or do something better that it has been done before or **gone from bad to worse** it means that got even worse than it was before (McCarthy and O'Dell, 2017).

1.2 Objectives

General Objective

To determine the relationship between Movies and English idioms in Pedagogy of National and Foreign Language program at Technical University of Ambato.

Specific Objectives

To state the main characteristics of movies that would benefit students in the English class.

To identify the types of English idioms based on form, topics and words.

Description of the fulfillment of objectives

First, the first specific objective was fulfilled through the application of a survey in which the characteristics with which a film should be chosen for a class are discussed, which are basic characteristics, linguistic characteristics, sociocultural characteristics and captioned or non-captioned. subtitled, this survey was conducted through google forms to collect data from students in the English program. According to the answers that were obtained with the survey, it was possible to know which are the characteristics of the films that benefit the students in the English classroom and thus it was known which of them are the most important.

Second, to obtain the second and last specific objective, the researcher analyzed the data obtained in the survey which was through Google forms to find out what types of idioms students use in the English classroom. Among which there are form-based idioms, topic-based idioms, and finally keyword-based idioms. For this, the survey has different examples of the different types of idioms within which there are more categories of idioms that can be used in the classroom by students. Finally, the researcher identified which are the idioms that are most used in the classroom.

CHAPTER II

METHODOLOGY

2.1 Materials

For this research, it is necessary to use human, material and technological resources. Human resources were researcher, 151 students from 4th, 5th, 6th A, 6th B, 7th A and 7th B semesters from Pedagogía de los Idiomas Nacionales y Extranjeros training program at Universidad Técnica de Ambato, researcher's tutor and evaluators. Moreover, technological and material resources were essential to develop the research, in this case the technological tool was google forms, ssps program, excel and word, material resources like survey checklist validated.

Population and sample

To conduct this research the participants were students from Pedagogía de los Idiomas Nacionales y Extranjeros training program at Universidad Técnica de Ambato training program. The participants were 151 students 105 females, and 46 males from 4th, 5th, 6th and 7th of the training program who are part of the academic period October 2022 to March 2023. The research was made by a survey in week. The population was chosen because students that are in higher levels from the training program learn about idioms in some classes.

Instruments

A survey was applied to determine the relationship between Movies and English idioms in Pedagogia de los Idiomas Nacionales y Extranjeros training program at Technical University of Ambato. The instrument was validated by three teachers from the training program and with Cronbach's Alpha validation (Anexo 4). The instrument consists of 21 questions which are divided into two parts. The first 9 questions are based on the characteristics of the films: basic, linguistic, socio-cultural and captioned-non-captioned. The following 11 questions are based on the classification of idioms: based on the form, based on specific topics and based on keywords. The use of technological tools such as google forms, excel, and spss were used for the development of this research process to explain the data collect trough survey.

Data collection procedure

In the data collection, first the survey was validated, which was validated by three professors of Pedagogy of National and Foreign Languages. After the sample was carried out in which 10% of the population was selected, which were 18 students from the different semesters, for this, 3 per course were selected to be the sample. After having carried out the sample with Cronbach's Alpha validation, it was determined that the survey had a reliability of .896 as an average of all the questions in general. At the end, the survey was carried out on the entire population, in this case the 151 students of Pedagogia de los Idiomas Nacionales y Extranjeros. Finally, the data were process in spss and excel to made the graphics and the table.

2.2 Methods

Research approach

The focus of the research work is descriptive and bibliographic research. Descriptive “Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present” and Bibliographic “the information is based on academic papers, books, journals and other scientific knowledge resources to support the information of this project which is important to highlight.”.

Research modality

Field research

The research is considered field research because it includes data collection. In addition, the following research is based on bibliographic data, the information was taken from primary resources such books from recognized authors, and technological resources, for example, the use of article of movies about characteristic like basic characteristic, linguistic, socio-cultural and captioned; also idioms has different types like based on the form, specific topic and keywords. Additionally, the research is supported with information from different authors concepts, theory, and experiments.

Level of type of research

The following research has a descriptive and bibliographic.

Descriptive

Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. Ex post facto studies also include attempts by researchers to discover causes even when they cannot control the variables. The methods of research utilized in descriptive research are survey methods of all kinds, including comparative and correlational methods (Kothari, 1990).

Bibliographic research

The research is documentary because the information is based on academic papers, books, journals and other scientific knowledge resources to support the information of this project which is important to highlight. In addition, the information is fundamental to conduct these two variables reading fluency through extensive reading materials. The use of primary and secondary resources which are related with the topic (McCulloch, 2004).

Hypothesis

Null hypothesis

There is not a close relationship between movies and English idioms.

Alternative hypothesis

There is a close relationship between movies and English idioms.

Variable identification

Movies (Independent variable)

English Idioms (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter refers to the analysis and interpretation of the data that are obtained in the research according to survey that was applied to students from 4th, 5th, 6th and 7th semester students of Pedagogia de los Idiomas Nacionales y Extranjeros training program at Universidad Tecnica de Ambato. The total of students were 151 students, 46 males and 105 females. Moreover, the survey has 21 questions that were developed on a Likert-type scale of 5 measurement points which are always, often, sometimes, rarely and never; with 5 being the highest level which is always and 1 the lowest which is never. It was a descriptive investigation because the data collected was through survey shown.

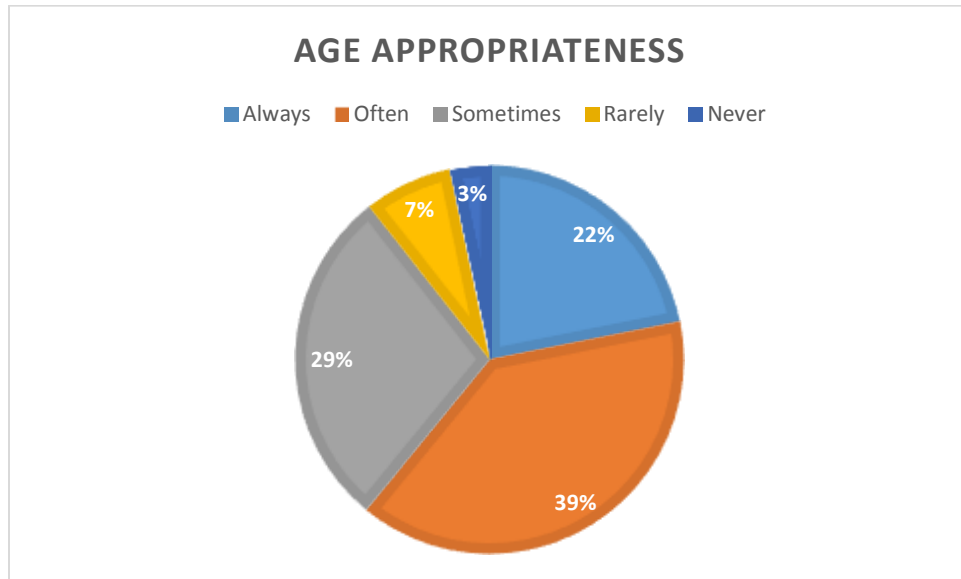
First, the survey with 21 questions was carried out with an operationalization of variables which independent variable has 9 question and dependent with 11 question and the last one were a relation question, it was validated by three professors of the study program, then the survey proceeded to be validated by Cronbach's alpha it was made by spss, for that a small part of the entire population was selected for the sample, the small part was 10%, it was a total of 18 students to whom the survey was applied, 3 students were selected from each semester. Finally, the survey was viable to be applied to the entire population of the training program and it was approved to be carried out.

Finally, this chapter deals with the results of the entire population to which the survey on movies and English idioms was administered the results found in this chapter, there are the graphs of each question of the survey in total 21 graphs with their respective analysis and interpretation and at the end the chi-square validation table, this is done to know if the hypothesis of the investigation is accepted or denied, which came out that the alternative hypothesis is accepted.

Graphics

1. When you watch a movie in your English classes, is it selected according to your age?

Graphic 1 Age appropriateness



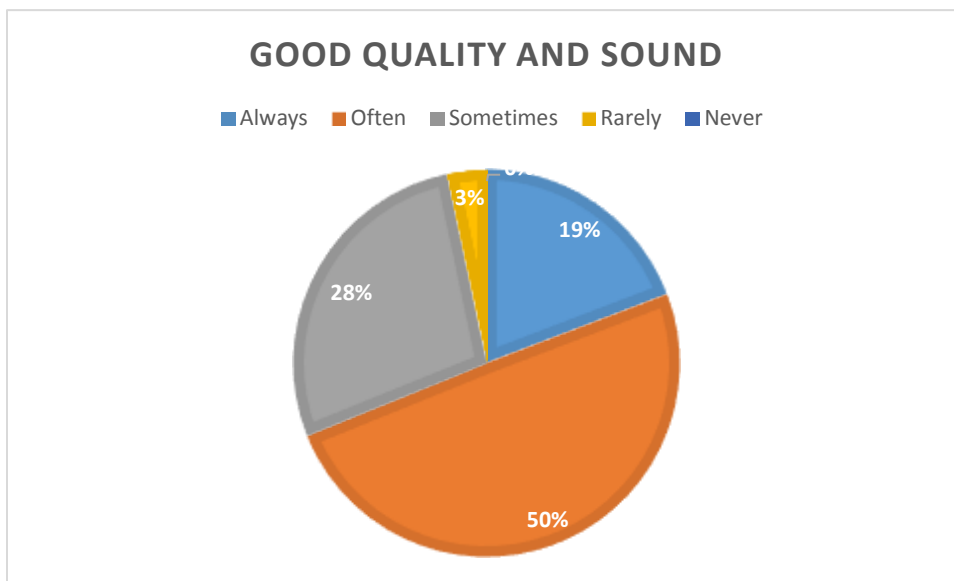
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that watch movies according their age in English classes. Taken from a *validated survey* by I. Barba, 2022.

Graphic 1 shows that 39% of students have often watched movies according to their age, which means the majority of the total population. Then, 29% of the total students have sometimes watched movies according to their age. On the other hand, 22% of students have always watched movies according their age. Finally, 10% of the total population have never or rarely watched movies in their age.

According to the data analyzed, the majority of students have watched movies according to their age; however, other students mentioned that they didn't watch movies according to their age. Finally, it is positive because watching movies according to students' age means better comprehension.

2. When you watch a movie in your classes, the movie has good quality and sound?

Graphic 2 Good quality and sound



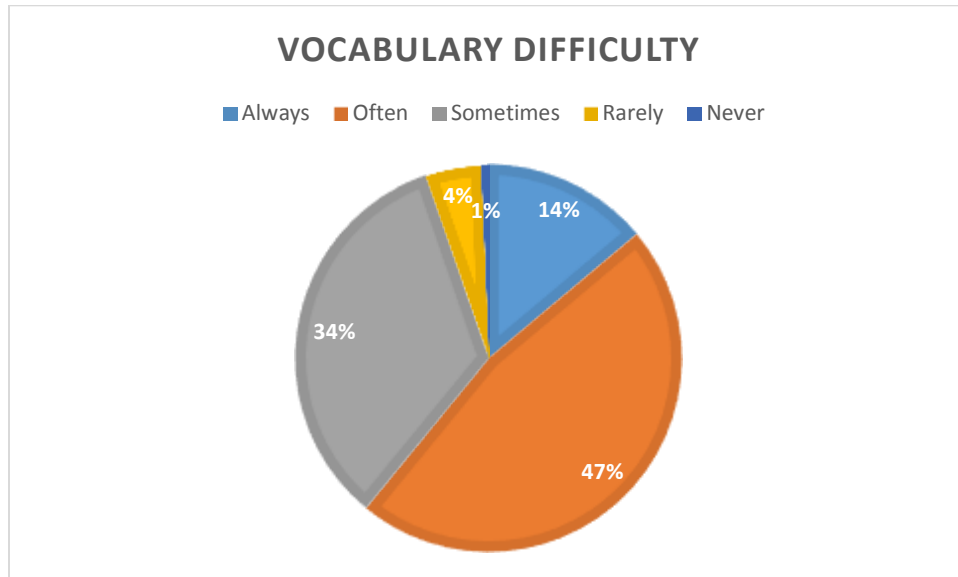
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that watch movies which have good quality and sound in English classes. Taken from a *validated survey* by I. Barba, 2022.

In graphic 2, the majority of the students have often watched movies with good qualities and sound in English classes, which means 50% of the total population, it represents that movies have good qualities and sound when they are watching it in English classes. Rather, the minority of the population that is 3% of the total have rarely watch movies with good qualities and sound.

The figure represents the majority of students who watched movies with good quality and sound. Both characteristics are essentials in English classes where the teacher wants to project movies. Additionally, by watching movies within those features, learners couldn't interpret the information that the teacher wants to transmit.

3. When you watch a movie to learn English, is it selected according to your vocabulary level?

Graphic 3 Vocabulary difficulty



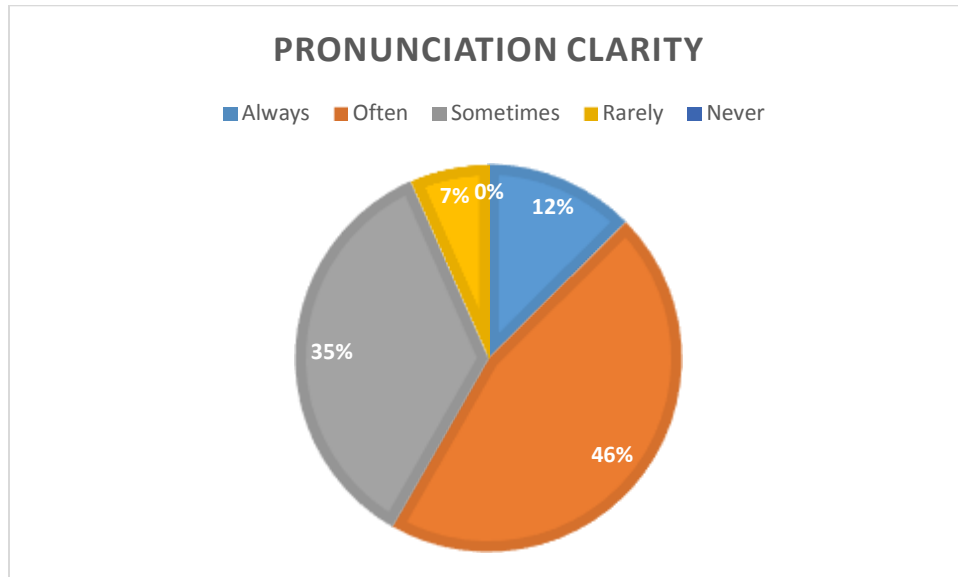
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that watched movies according their vocabulary level. Taken from a *validated survey* by I. Barba, 2022.

As graphic 3 shows, the majority of the students, which means 47% of the total population, have often watched movies that are according to student’s vocabulary level, this could be done to avoid that students do not comprehend the whole movie. Nevertheless, a minority percentage, 1% of the total population, have rarely or never watched movies according to their vocabulary level.

The figure shows that the majority of learners have watched movies according to their vocabulary level, which is positive. Then, to comprehend the information from the movie it is essential to choose movies according to students’ vocabulary level. The teachers need to be selective in order to project a movie depending on students’ vocabulary level to avoid chaos in comprehension.

4. When you watch a movie in your English classes, the movie displays different dialects of English?

Graphic 4 Pronunciation clarity



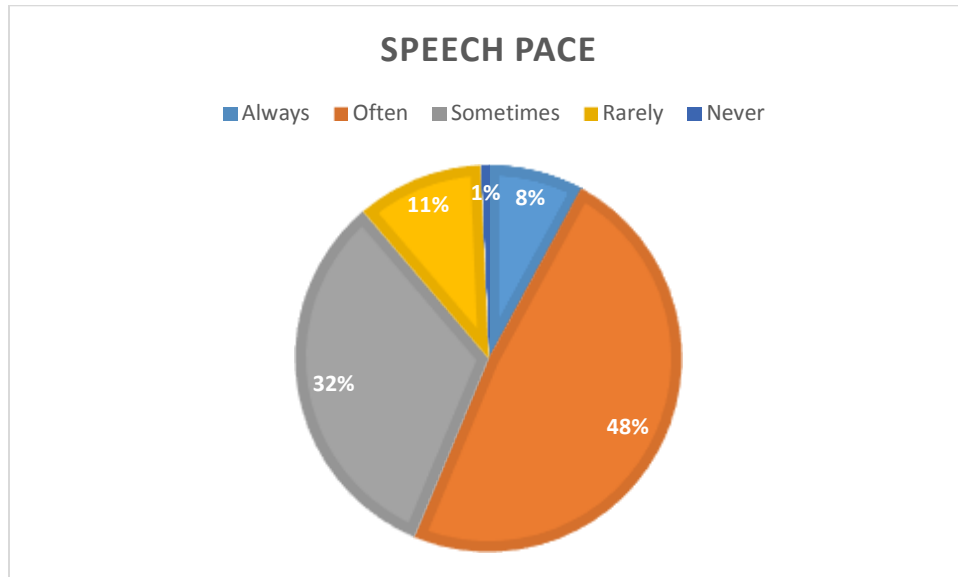
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program who watched movies with a clear pronunciation. Taken from a *validated survey* by I. Barba, 2022.

As is seen in graphic 4, the majority of the students which represent 46% have often watched movies different dialects to have an idea how people speak with different nationalization. Then, 35% of the population have sometimes watched movies which has different dialects and 12% of students always watched movies with this aspect. Besides, the minority that is represented by 7% of the total population have rarely watched movies with different dialects.

In figure 4, the majority of the population have watched movies with different dialects, so it is grateful because learners are able to learn new words using movies. However, it will be necessary to implement more movies where learners can find a lot of dialects to use in English classes.

5. When you watch a movie in your English classes, is it selected according to your speech pace?

Graphic 5 Speech pace



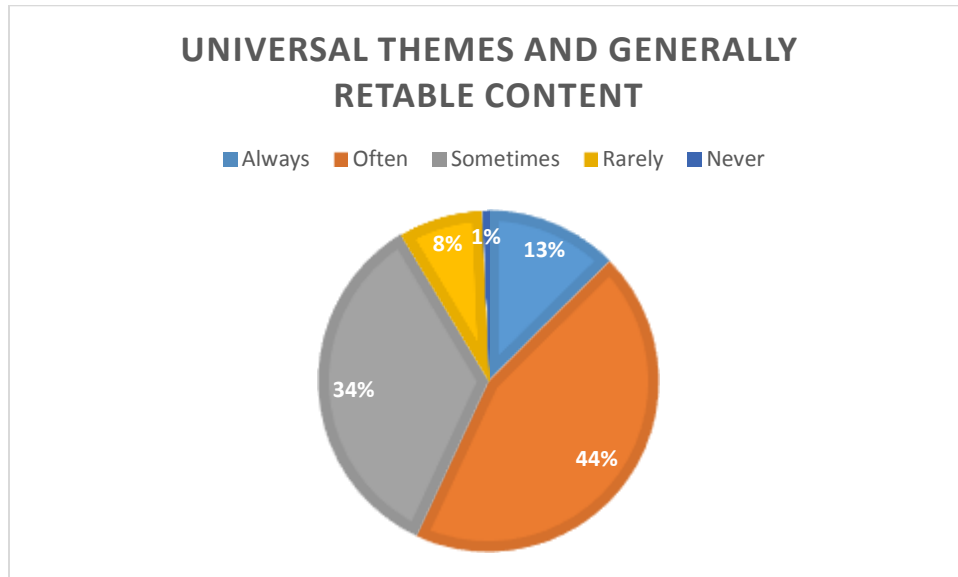
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that watched movies according student's speech level. Taken from a *validated survey* by I. Barba, 2022.

In graphic 5, it shows that 48% of students have often watched movies according to their speech pace level, which means the majority of the total population. Then, 32% of the total students have sometimes watch movies according their speech pace level. On the other hand, 12% of students have rarely or never watched movies according their speech pace level. Finally, 8% of the total population has always watched movies in their speech pace level.

In this figure, learners have watched movies according to their speech pace. When the teacher chooses a movie is important to analyze the speech, in this way, learners will be able to understand the information easily. This feature is relative to students because if there are a movie which is mismatched learners will be frustrated.

6. When you watch a movie in your English classes, is it chosen based on universal themes and generally identifiable content to learn?

Graphic 6 Universal themes and generally ratable content



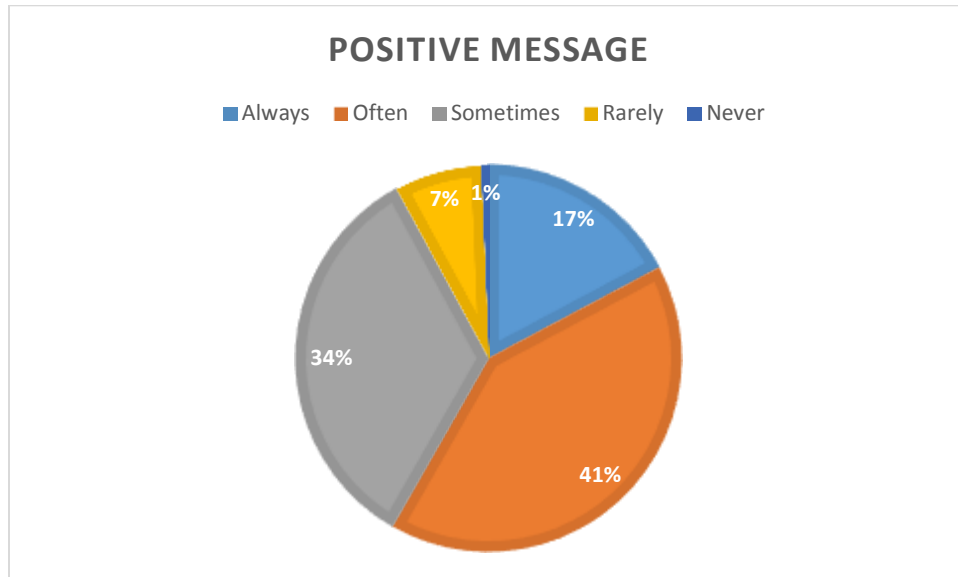
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that watched movies with retable content. Taken from a *validated survey* by I. Barba, 2022.

As graphic 6 shows the majority of students, which represent 44% of the total population, have often watched movies which have a universal theme and generally retable content for their English classes. Rather than 34% of the students that have sometimes watched movies with retable content for English classes. The rest of the students watched always movies with retable content in their classes, which represents 13% of the total od population. Finally, 9% of the total population have never or rarely watched movies with retable content, it represents the minority of the population.

In the following figure, learners mentioned that they have watched movies according to English content. The idea of the use of movies is to show learners content that is related with the subject, so it will be more interesting to catch learners' attention because it becomes useful to use in class.

7. When you watch a movie in your English classes, is it selected based on a positive social message?

Graphic 7 Positive message



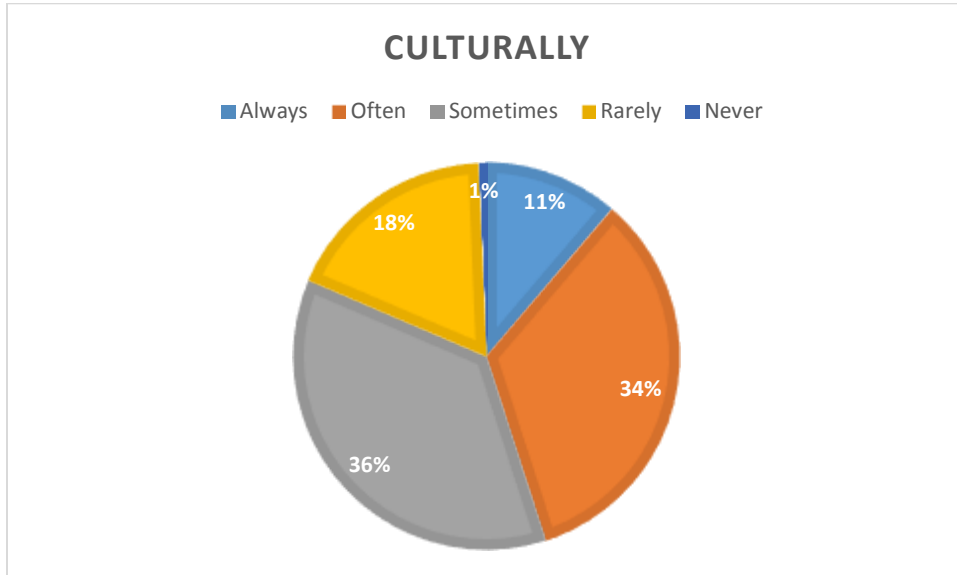
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that watched movies with positive message. Taken from a *validated survey* by I. Barba, 2022.

Graphic 7 shows that students watched movies with a positive social message. 41% of the total students have often watched movies with a positive social message in their English classes. Also, 34% students have sometimes watched movies with a positive message and 17% of students always watched it. Finally, 8% of the total learners rarely or never watched movies that have a positive message for their English classes, it represents the minority of the population.

In the following figure, learners have watched movies which transmit a social message, so it is important because it creates a powerful impact on learners. Additionally, the teachers should implement movies with positive messages in classes to do a variation in the content of the subject.

8. When you watch a movie in your English classes, is it selected on the cultural aspects of the students?

Graphic 8 Culturally



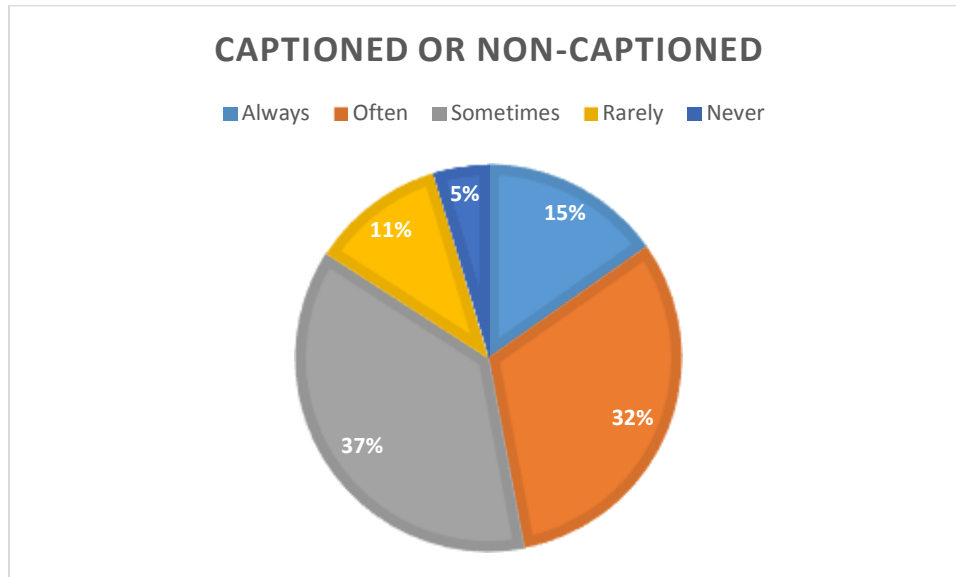
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that watched movies with cultural aspects for students. Taken from a *validated survey* by I. Barba, 2022.

As graphic 8 shows 36% of the total population have sometimes watched movies which are adequate for students un their cultural aspects. Rather than 34% that have often watched movies that have cultural aspects and 18% of students always watched movies that have this aspect. Finally, 12% of the students have rarely and never watched movies with cultural aspects.

Figure 8 indicates that it is necessary to implement more movies with cultural aspects because. According to the data, there is a minimum quantity of students who watch this kind of movies with determined content in classes, so to expand their knowledge is relevant to implement it.

9. When you watch a movie in your English classes, is it selected with captions (subtitles) for better understanding?

Graphic 9 Captioned or non-captioned



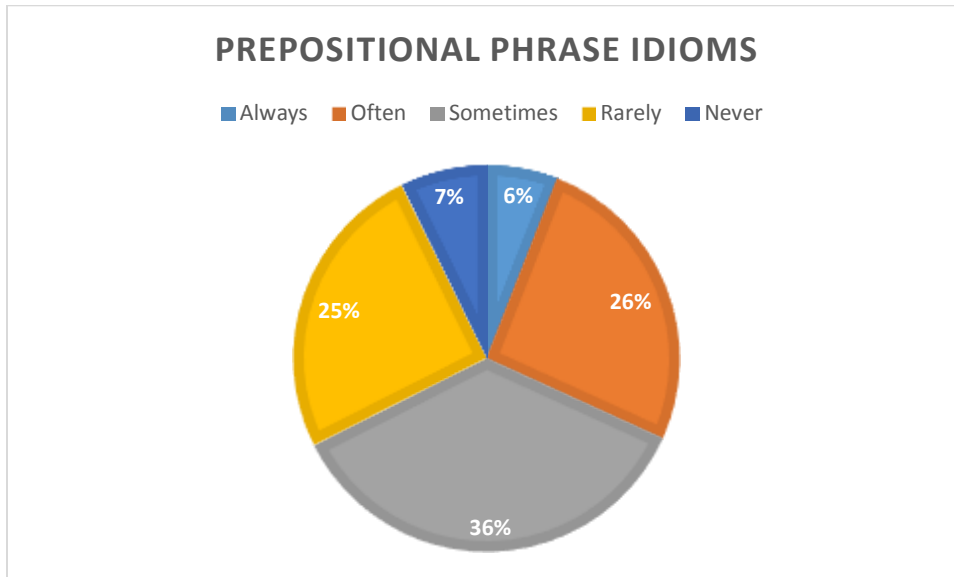
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that watch movies with subtitles. Taken from a *validated survey* by I. Barba, 2022.

Graphic 9 shows that the majority of the population representing 37% of the total population have sometimes watched movies with subtitles, also 32% of the students often watched captioned movies and 15% of students always watched captioned movies. On the other hand, the minority of the population, that is 16% of the total students, have never or rarely watched movies with subtitles.

The following figure shows there are a percentage of learners have watched captioned movies, and there is a minimum of learners that haven't watched captioned movies. Moreover, the majority of students watched movies with subtitles because it helps them to understand different vocabulary.

10. In your English classes, how often do you use prepositional phrase idioms like **in the blink of an eye**?

Graphic 10 **Prepositional phrase idioms**



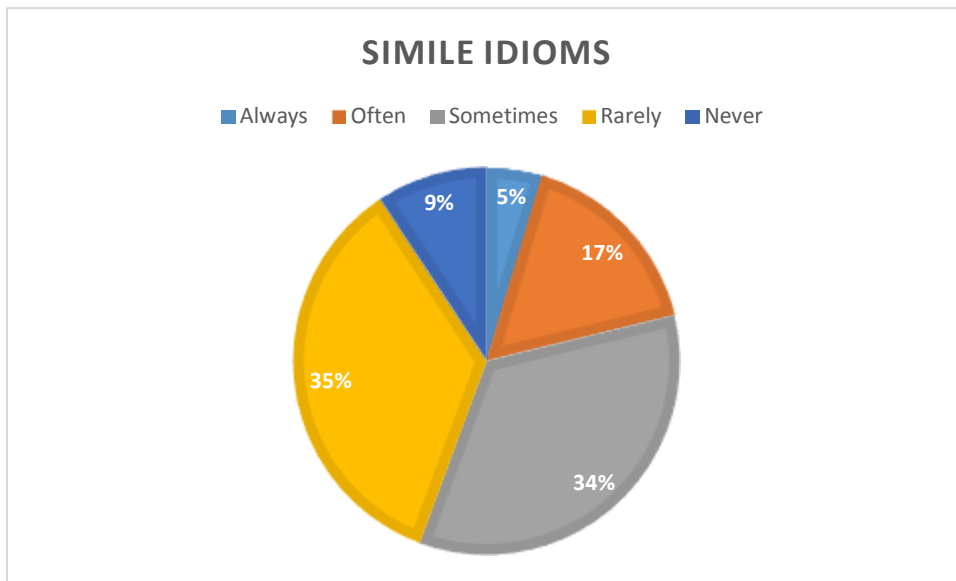
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used prepositional phrase idioms. Taken from a *validated survey* by I. Barba, 2022.

According to graphic 10, 36% of the students in the program have sometimes used prepositional phrase idioms in the English classes which means the majority of the students. Then 26% of the population have often used prepositional phrase idioms means that those students could interpret the meaning of the words from the context. Nevertheless, 25% of the students have rarely used prepositional phrase idioms. Then, 7% of the total students have never used prepositional phrase idioms. Finally, 6% of the total students have always used it.

Figure 10 indicates that students used prepositional phrase idioms in English classes; however, the percentage is minimum. The teachers should implement those prepositional phrases to help students with interaction inside the classroom.

11. In your English classes, how often do you use simile idioms like **as dry as a bone**?

Graphic 11 **Simile idioms**



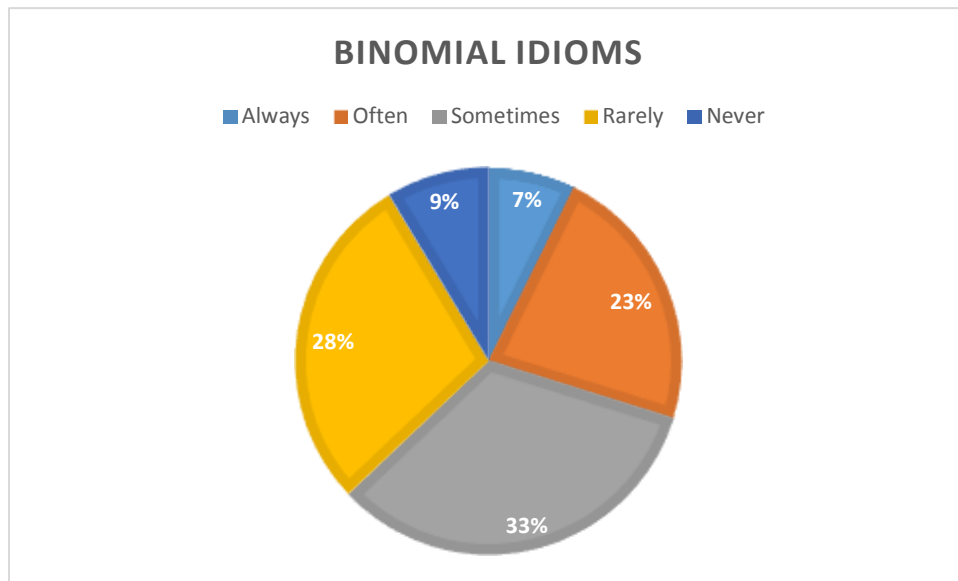
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used simile idioms. Taken from a *validated survey* by I. Barba, 2022.

As graphic 11 shows, 35% of the total students have rarely used simile idioms in their English classes, which represents the majority of the population and 9% of the student never used it. On the contrary, 34% of the students have sometimes used simile idioms. Then, 17% of the students often used simile idioms in their classes. Finally, the minority of students which are 5% of the total have always used it.

According to the data collected, the percentage of students who use this kind of simile idioms inside of the class, represent something positive; however, some people who are the minority always use it.

12. In your English classes, how often do you use binomial idioms like **rough and ready**?

Graphic 12 Binomial idioms



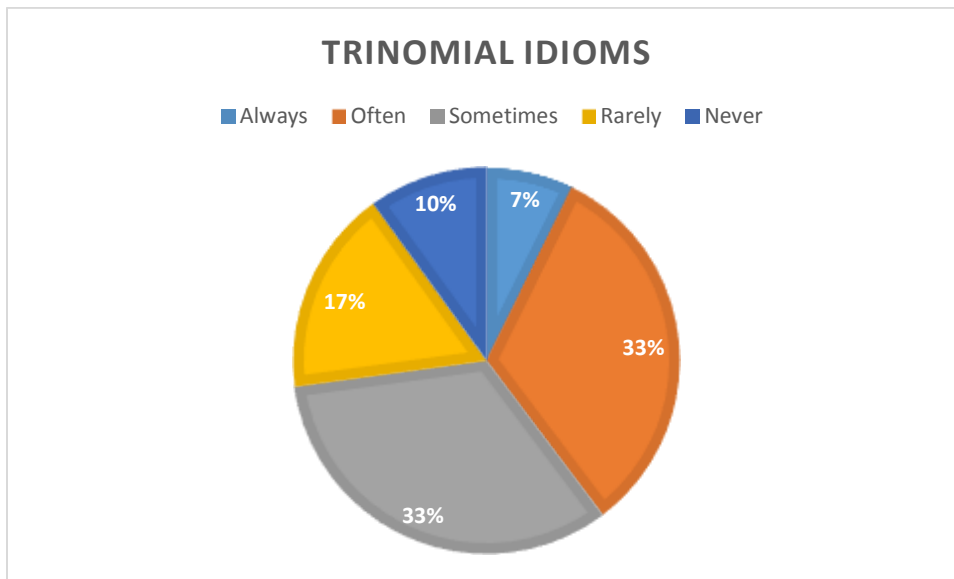
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used binomial idioms. Taken from a *validated survey* by I. Barba, 2022.

According to graphic 12, 33% of the total students have sometimes used binomial idioms, which means that the majority of the population. Rather than the 28% of the learners who have rarely used binomial idioms. Also 9% of the total have never used it. Then, 23% of the total have often used binomial idioms in English classes. Finally, just 7% of the total population have always used it, its percentage represent the minority of the population.

The following figure represent the population who use binomial idioms in their English classes. The majority of students who use it is significant because in this way, learners are able to communicate with this kind of idioms. On the other hand, the percentage should grow.

13. In your English classes, how often do you use trinomial idioms like **cool, calm and collected**?

Graphic 13 Trinomial idioms



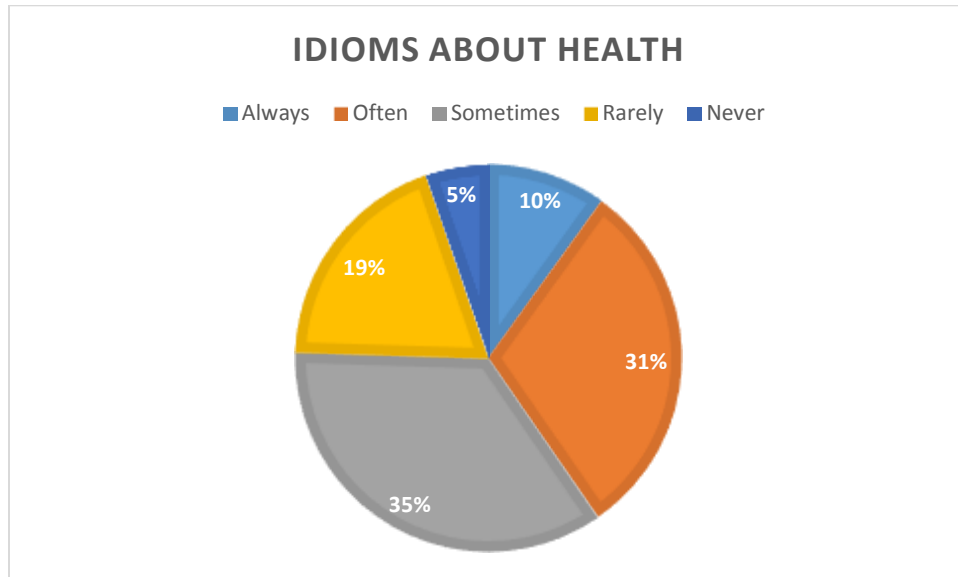
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used trinomial idioms. Taken from a *validated survey* by I. Barba, 2022.

According to graphic 13, it shows that the majority of students have sometimes and often used trinomial idioms, this is represented by 66% the total population. Nevertheless, a minority of the learners have always used trinomial idioms in their English classes. Statistics show that 17% of the students have rarely used trinomial idioms. Finally, 10% of the sample have never used it.

Figure 13 indicates a higher percentage of people that sometimes and often use trinomial idioms, it shows something positive because learners communicate using those kinds of idioms. Otherwise, there are a minority of the population who never use it.

14. In your English classes, how often do you use idioms to describe your health like **recharge your batteries**?

Graphic 14 **Idioms about health**



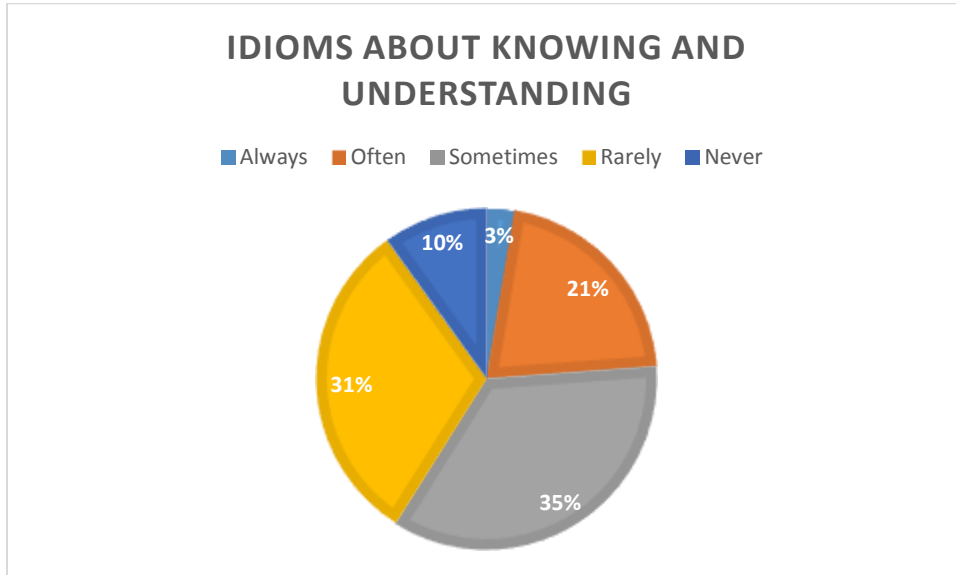
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used idioms about health. Taken from a *validated survey* by I. Barba, 2022.

As graphic 13 shows, students in the program have sometimes used idioms about health, it represents 35% of the total. On the contrary, 5% of the population has never used idioms about health. Additionally, the information presents that 31% of the population have often used idioms about health in their English classes, and 19% have rarely used idioms about health. Finally, 10% of the students always used it.

The analysis demonstrates students who use idioms sometimes to describe health are the higher percentage of the total. Also, the minimum of learners who always used it indicates that they are able to use idioms to express health situations.

15. In your English classes, how often do you use idioms to talk about knowing or understanding like **knows his stuff or has a familiar ring to it**?

Graphic 15 **Idioms about knowing and understanding**



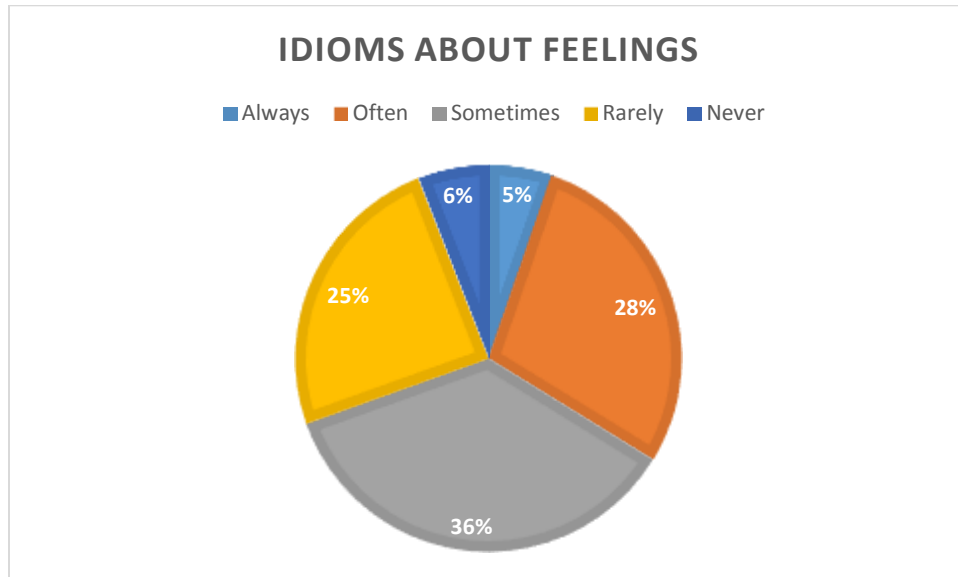
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used idioms about knowing and understanding. Taken from a *validated survey* by I. Barba, 2022.

In graphic 15 details that 35% of the total students have sometimes used idioms about knowing and understanding and 21% of the total of population often used this type of idioms. On the contrary 31% of the students have rarely used it. Then 10% of students from the major never used it. Finally, the minority of students which 3% have always used idioms about knowing and understanding.

The results of this graphic indicate that learners sometimes used idioms related to knowing and understanding. The majority of the population use this kind of idiom, so it shows positive attitudes towards the English language.

16. In your English classes, how often do you use idioms to talk about feelings like **on the top of the word or sick and tired**?

Graphic 16 **Idioms about feelings**



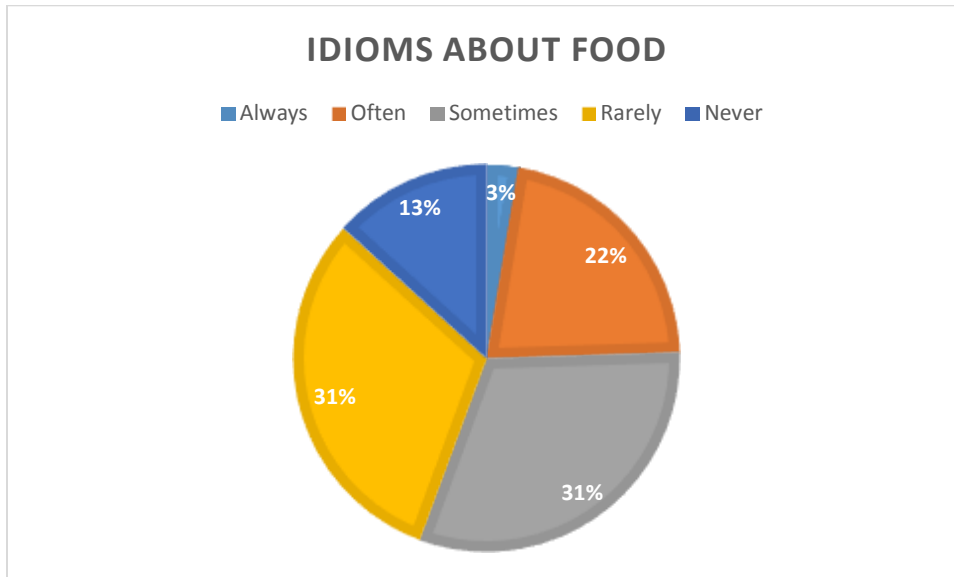
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used idioms about feelings. Taken from a *validated survey* by I. Barba, 2022.

As graphic 16 shows 36% of the total students have sometimes used idioms about feelings, it represents the majority of the population. Then, 28% of the total have often used idioms about feelings, and the minority of students with a 5% of the total have always used it. On the other hand, 25% of the students rarely used this type of idioms. Finally, 6% of the total of population never used it.

Figure 16 represent the students who use idioms sometimes related to feelings. Additionally, people who never use this kind of idiom represent a minimum percentage of the total population.

17. In your English classes, how often do you use specific food idioms like **have egg on your face** or **bear fruit**?

Graphic 17 **Idioms about food**



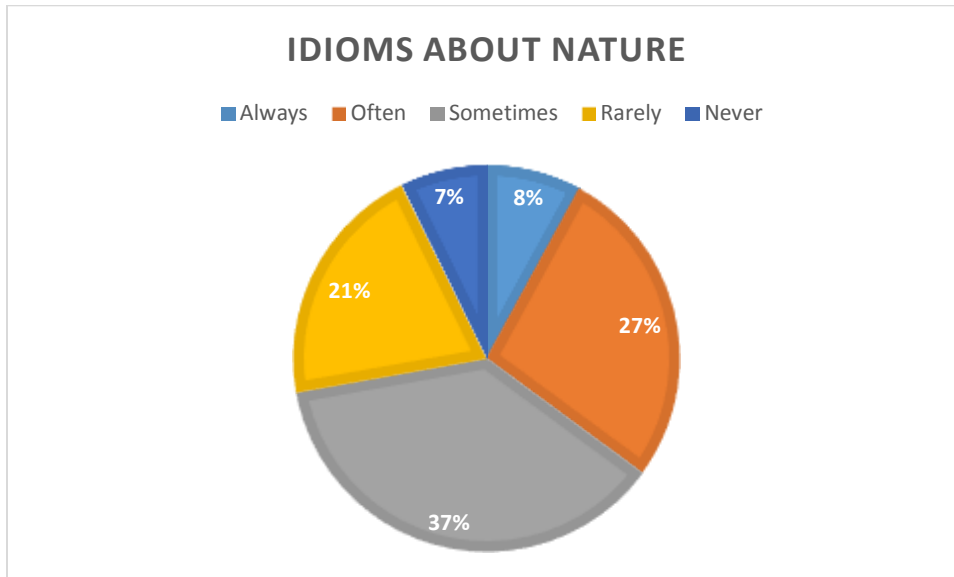
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used idioms about food. Taken from a *validated survey* by I. Barba, 2022.

Graphic 17 shows that 31% of the total students have sometimes used idioms about food, also 31% of the population have rarely used it, both represent the total of population. Then 22% of students used idioms about food in their English classes. Rather, 13% of the learners mention that they never used it. Finally, 3% of the total always used it, which means that the minority of the population do not used idioms about food.

According to the data, students have sometimes used idioms about food represent the higher percentage. Otherwise, learners who do not used idioms about this kind of idioms, their representation is minimum.

18. In your English classes, how often do you use specific animals' idioms to describe people's characters and actions like **a little bird told me** or **have butterflies in stomach**?

Graphic 18 **Idioms about nature**



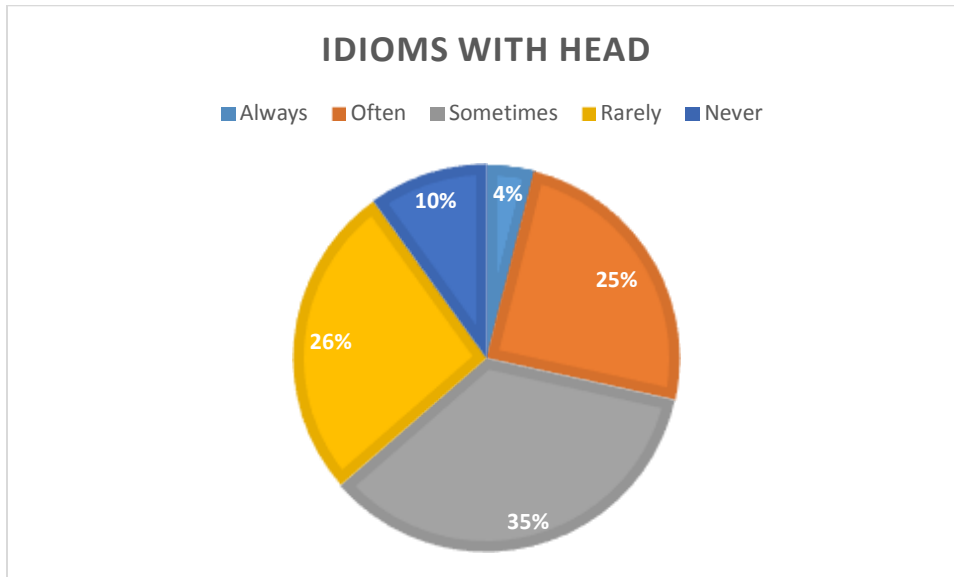
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used idioms about nature. Taken from a *validated survey* by I. Barba, 2022.

As graphic 18 details, 37% of the total students have sometimes used idioms about nature it represents the majority of the students, 27% of the total have often used it and 8% of the population have always used idioms about nature in their English classes. On the other hand, 21% of the students have rarely used idioms about nature. Finally, 7% of the total have never used idioms about nature in their English classes, it represents the minority of the population.

The results obtained show that idioms are sometimes used by learners, they represent the majority of the total population. On the contrary, the minority of students mentions that never use this kind of idiom.

19. In your English classes, how often do you use idioms with the word head like **keep your head** or **laugh your head off**?

Graphic 19 **Idioms with head**



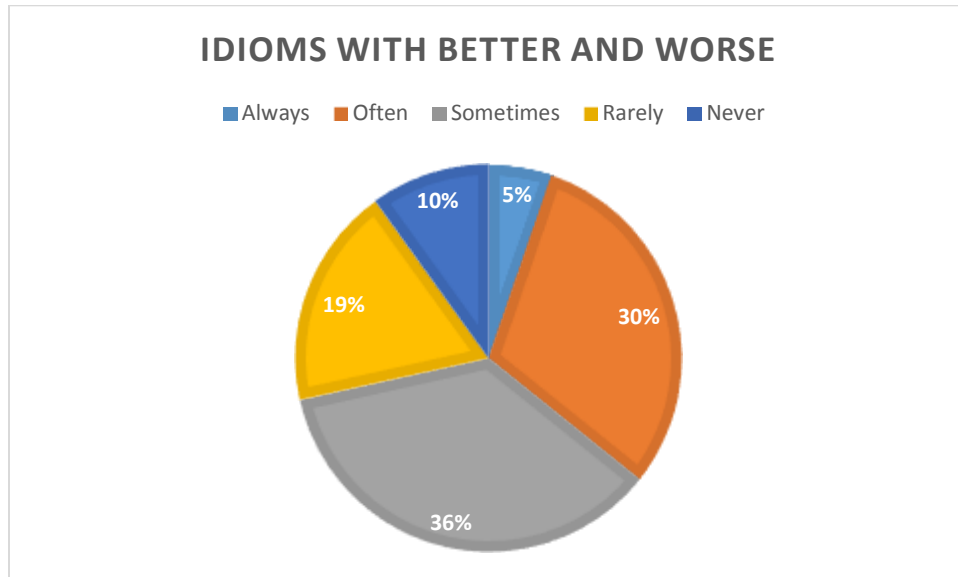
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used idioms with word head. Taken from a *validated survey* by I. Barba, 2022.

Graphic 19 shows that the majority of students which are 35% of the total population have sometimes used idioms with the word head. Also 25% of the total have often used idioms with head. On the contrary, 26% of the population have rarely used it and 10% of the students never used idioms with the word head. Finally, 4% of the population have always used idioms with the specific word head in their English classes, it represents the majority of the students.

The data represent students who sometimes use idioms related to the word head, the quantity is higher than people who use this idiom rarely. The minority of the population always used idioms related to this word.

20. In your English classes, how often do you use idioms with the word better and worse like **go one better** or **gone from bad to worse**?

Graphic 20 **Idioms with better and worse**



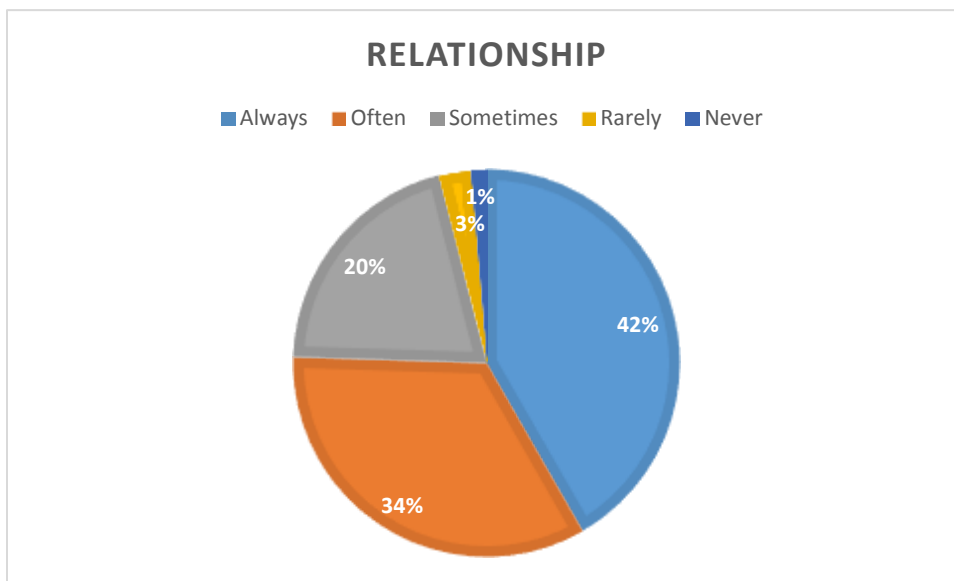
Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that used idioms with word better and worse. Taken from a *validated survey* by I. Barba, 2022.

Graphic 19 shows that the majority of students which are 36% of the total population have sometimes used idioms with the word better and worse. Also 30% of the total have often used idioms with better and worse. On the contrary, 19% of the population have rarely used it and 10% of the students never used idioms with the word better and worse. Finally, 5% of the population have always used idioms with the specific word better and worse in their English classes, it represents the majority of the students.

The analysis of the graphic show that learners sometimes used idioms with the word better and worse. The percentage is higher than people who use this idiom always. However, it represents that students use different kind of idioms using those words being positive to this investigation.

21. Do you believe that movies can improve the use of English idioms?

Graphic 21 Relationship



Note: The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that agrees in that are relationship between movies and idioms. Taken from a *validated survey* by I. Barba, 2022.

As graphic 21 details, the majority of the students, 42% of the total population, agree that there is a relationship between movies and English idioms. Also, 34% of the total are agree and 20% of the students are agree with the relation between movies and English idioms. On the other hand, 4% of the total of students do not agree with relation between movies and English idioms.

Figure 21 demonstrates that the majority of the population mention that they agree about the relationship between English movies and idioms. In addition, the minimum of the percentage mention that they do not agree with the statement about movies and idioms are related.

Table

3.2 Verification of hypotheses

The following table deals with the verification of the hypothesis which was carried out through SPSS in which each question consists of the decision made by the program to accept or reject the null hypothesis.

Table 1 Hypothesis Test Summary

	Null Hypotheses	Test	Sig.	Decision
1	The categories of Age appropriateness occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
2	The categories of Good qualities occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
3	The categories of Vocabulary level occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
4	The categories of Dialects occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
5	The categories of Speech pace occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
6	The categories of Relatable content occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
7	The categories of Positive message occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
8	The categories of Cultural aspects occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis

9	The categories of Subtitle occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
10	The categories of Prepositional phrase idioms occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
11	The categories of Simile idioms occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
12	The categories of Binomial idioms occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
13	The categories of Trinomial idioms occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
14	The categories of Idioms about health occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
15	The categories of Idioms about knowing and understanding occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
16	The categories of Idioms about feelings occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
17	The categories of Idioms about food occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
18	The categories of Idioms about nature occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis

19	The categories of Idioms with head occur with equal probabilities.	One simple chi square test	.000	Retain the null hypothesis
20	The categories of Idioms with better and worse occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
21	The categories of Relationship occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis

Note: This table shows the asymptote significances. The significance level is .05. elaborated by I. Barba, 2022

As shown in Table 1, this is about the significance value which is the P value at which it tells whether the null hypothesis will be accepted or rejected. Table 1 shows that the value of P is equal to 0.000 in all the questions, which means that these questions accept the alternative hypothesis, which is that there is a relationship between movies and English idioms.

According to the table 1, the total of the questions rejects the null hypothesis with same value every question for that reason the alternative hypothesis is accepted according to chi-square test and it shows that movies and English idioms has a relation between to of them.

Discussion

The main objective of the present research investigation is to analyze movies and the relationship with idioms. The study of (Hossein, 2017) in her study shows that the use of animation movies had a significant effect on learning idioms, as the same that as shown in this study about movies and idioms. According to this author the relation that movies and English idioms have are significant and the only difference is that one study was experimental and the other was descriptive because it is made to analyze how effective can be use movies to teach English idioms in the training program in English classes.

According to (Iranmanesh & Darani, 2018) state that English idiomatic expressions had a good effect in the use of movies. Also, the methodology of this study was an experimental research, in this case, the data was collected through the instruments of the pre-test and post-test. To conclude this experiment the population was a total of 30 males and 30 females students who applied a placement test. The results of the tests indicated that movies had a positive impact on learners who learned English idioms expressions. Finally, the similarity of this study is about the same topic; however, the research investigated was descriptive.

(Katemba & Ning, 2018) mentions that students' results were higher about vocabulary learning, through the use of captioned movies it was a positive effect on learners. Additionally, the method of this research was quantitative. The data was collected through questionnaires, the population were from the university. Finally, the results of the survey demonstrated an increased in results. To conclude, the investigation has a relationship with the present study because it represents a change with the use of movies where learners can find different English idiomatic expressions, the study represent that it is helpful in English conversation.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The conclusions presented were obtained through the application of the investigation by the researcher.

- For the investigation, bibliographic information was used to know the main characteristics to choose movies for the English classroom and the types of idioms in English, in the investigation or articles on which the investigation is based, it was found that the movies and idioms have a relationship between the two which helps students to better learn idioms through the use of movies. In addition, thanks to the survey carried out in the national and foreign language pedagogy program, students also agree that movies can help teach idioms in the classroom.
- According to the data obtained through the survey, the characteristics of the films, the students chose the ones that are beneficial for them when watching movies in English in class, because these characteristics are made based on the students so that the learning is good and meaningful. That is why most of the characteristics were accepted by the students but there were a few such as speech pace and culturally which are not very used by teachers when choosing a movie, one whose characteristics which were subtitles had students who have seen with subtitles and others without. Finally, the movies in English if they are chosen based on the characteristics given to benefit the students.
- Thanks to the survey, it was identified that the students do use the idioms found in the survey, which are based on their form, specific topics and keywords, within which there are different subtopics, the students of the semesters to which they were surveyed if they use idioms in the classroom but it was also possible to identify that there are idioms that they use little, which are knowing and understanding, food and head. In addition, it was identified that they use idioms such as on top of the world or recharge your batteries and idioms that are formed based on prepositional phrases. Finally, the students do use idioms in the classroom.

4.2 Recommendations

After the use of the survey applied about idiomatic expressions in movies by the researcher is demonstrated that.

- It is recommended that teachers use movies to teach idioms in the English classroom because the movies are related to the teaching of idioms, also the movies are a very attractive resource for students and this will help them pay attention to the class and learn new phrases within which there are new words and these will make them more interested in learning more things about the English language and will also make students achieve a more natural conversation with the use of idioms in the class or outside the classroom with native speaker to keep a fluent conversation.
- It is suggested that teachers choose movies based on the characteristics, like basic, linguistic, socio-cultural and captioned or non-captioned, given in the research so that students' learning is meaningful. In addition, teachers should put more emphasis on choosing movies which are according to the speech pace of the students so that they can better understand the movie because according to data students rarely watch movies with it characteristic and also the culturally of the students so that the movie does not affect any student while watching. Finally, movies with subtitles can depend on the activity the teacher chooses to do in the classroom.
- It is essential that teachers teach idioms in the classroom so that they help students to have a fluent conversation with people who are native speakers of the English language, in addition, teachers should teach more idiom within the class lessons because these are easy to implement because there are idioms for different types, like based on the form, based on specific topic and based on keywords, which can be introduced to a lesson plan, and they should teach more idioms that are based on knowing and understanding, food and head because these are the ones that students use the least and some of them can be occupied within the English classroom during the lessons.

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Annexes

Annex 1 Approval



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIDAD DE INTEGRACIÓN CURRICULAR
Av. Los Chacabús y Río Guayllabamba (Carpas Huachi) / Teléfono (02) 2 899-261/Castilla 334
Ambato-Ecuador

Ambato 30 de septiembre 2022
FCHE-UIC-774-2022 Acuer.

Doctor Mg.
Victor Hernández Del Salto
PRESIDENTE
CONSEJO DIRECTIVO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

Unidad de Integración Curricular de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros modalidad presencial de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 30 de septiembre, visto oficio sin número de 26 de agosto 2022 suscrito por BARBA PROAÑO ISAAC WASHINGTON estudiante, Acuerda:

SUGERIR A CONSEJO DIRECTIVO

APRUEBE LA MODALIDAD DE TITULACIÓN TRABAJO DE INTEGRACIÓN CURRICULAR (PROYECTO DE INVESTIGACIÓN) EL SEÑOR BARBA PROAÑO ISAAC WASHINGTON, ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON EL TEMA PRELIMINAR "MOVIES AND ENGLISH IDIOMS" Y SE DESIGNE COMO TUTOR SUGERIDO A LA MG. RUTH INFANTE, DEL PERÍODO ACADÉMICO OCTUBRE 2022- MARZO 2023.

Atentamente,



DR. MG. MARCELO NÚÑEZ ESPINOZA
Presidente



Annex 2 Institutional approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO CARTA DE COMPROMISO

Ambato, 4 de octubre de 2022

Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Movies and English idioms" propuesto por el estudiante Isaac Washington Barba Proaño, portador de la Cédula de Ciudadanía 1805485008, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto. Particular que comunico a usted para los fines pertinentes.

Atentamente



firmado digitalmente por:
SARAH
JACQUELINE
IZA PAZMIÑO

Lic. Mg. Sarah Jacqueline Iza Pazmiño
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FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE
INFORMACION



Annex 3 Validated survey

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y
Extranjeros

Objective: To determine the relationship between Movies and English Idioms in Pedagogy of national and foreign language program at Technical University of Ambato.

Instructions: Read determinedly, fill out and choose the best option based on your own experience.

Remember that: the authenticity of the information will allow us to carry out the research word as truthfully as possible.

Questionnaire

1. When you watch a movie in your English classes, is it selected according to your age?
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always
2. When you watch a movie in your classes, the movie has good quality and sound?
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always
3. When you watch a movie to learn English, is it selected according to your vocabulary level?
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always



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4. When you watch a movie in your English classes, the movie displays different dialects of English?
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always
5. When you watch a movie in your English classes, is it selected according to your speech pace?
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always
6. When you watch a movie in your English classes, is it chosen based on universal themes and generally identifiable content to learn?
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always
7. When you watch a movie in your English classes, is it selected based on a positive social message?
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always



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8. When you watch a movie in your English classes, is it selected on the cultural aspects of the students?
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
 -
9. When you watch a movie in your English classes, is it selected with captions (subtitles) for better understanding?
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
10. In your English classes, how often do you use prepositional phrase idioms like **in the blink of an eye**?
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
11. In your English classes, how often do you use simile idioms like **as dry as a bone**?
- Never
 - Rarely
 - Sometimes
 - Often
 - Always



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12. In your English classes, how often do you use binomial idioms like **rough and ready**?

- Never
- Rarely
- Sometimes
- Often
- Always

13. In your English classes, how often do you use trinomial idioms like **cool, calm and collected**?

- Never
- Rarely
- Sometimes
- Often
- Always

14. In your English classes, how often do you use idioms to describe your health like **recharge your batteries**?

- Never
- Rarely
- Sometimes
- Often
- Always

15. In your English classes, how often do you use idioms to talk about knowing or understanding like **knows his stuff or has a familiar ring to it**?

- Never
- Rarely
- Sometimes
- Often
- Always



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16. In your English classes, how often do you use idioms to talk about feelings like **on the top of the word or sick and tired?**

- Never
- Rarely
- Sometimes
- Often
- Always

17. In your English classes, how often do you use specific food idioms like **have egg on your face or bear fruit?**

- Never
- Rarely
- Sometimes
- Often
- Always

18. In your English classes, how often do you use specific animals' idioms to describe people's characters and actions like **a little bird told me or have butterflies in stomach?**

- Never
- Rarely
- Sometimes
- Often
- Always

19. In your English classes, how often do you use idioms with the word head like **keep your head or laugh your head off?**

- Never
- Rarely
- Sometimes
- Often
- Always



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20. In your English classes, how often do you use idioms with the word better and worse like
go one better or gone from bad to worse?

- Never
- Rarely
- Sometimes
- Often
- Always

21. Do you believe that movies can improve the use of English idioms?

- Never
- Rarely
- Sometimes
- Often
- Always

THANKS FOR YOUR COLLABORATION!



Annex 4 Cronbach alpha validation

Scale: all variables

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
68,00	128,588	11,340	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. When you watch a movie in your English classes, is it selected according to your age?	64,50	120,735	,295	,898
2. When you watch a movie in your classes, the movie has good quality and sound?	64,39	119,310	,389	,895
3. When you watch a movie to learn English, is it selected according to your vocabulary level?	64,22	123,124	,424	,894
4. When you watch a movie in your English classes, the movie displays different dialects of English?	64,17	116,853	,593	,890
5. When you watch a movie in your English classes, is it selected according to your speech pace?	64,56	113,438	,677	,887
6. When you watch a movie in your English classes, is it chosen based on universal themes and generally identifiable content to learn?	64,28	116,095	,606	,889
7. When you watch a movie in your English classes, is it selected based on a positive social message?	64,33	115,882	,608	,889
8. When you watch a movie in your English classes, is it selected on the cultural aspects of the students?	64,89	115,752	,621	,889



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Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
9. When you watch a movie in your English classes, is it selected with captions (subtitles) for better understanding?	64,56	119,791	,364	,896
10. In your English classes, how often do you use prepositional phrase idioms like in the blink of an eye?	64,78	113,477	,554	,891
11. In your English classes, how often do you use simile idioms like as dry as a bone?	65,06	110,173	,831	,882
12. In your English classes, how often do you use binomial idioms like rough and ready?	65,22	120,889	,396	,894
13. In your English classes, how often do you use trinomial idioms like cool, calm and collected?	64,83	114,500	,469	,894
14. In your English classes, how often do you use idioms to describe your health like recharge your batteries?	64,56	122,497	,316	,896
15. In your English classes, how often do you use idioms to talk about knowing or understanding like knows his stuff or has a familiar ring to it?	65,61	111,663	,772	,884
16. In your English classes, how often do you use idioms to talk about feelings like on the top of the word or sick and tired?	64,89	118,458	,382	,896



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Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
17. In your English classes, how often do you use specific food idioms like have egg on your face or bear fruit?	65,67	117,647	,514	,892
18. In your English classes, how often do you use specific animals' idioms to describe people's characters and actions like a little bird told me or have butterflies in stomach?	65,11	118,928	,494	,892
19. In your English classes, how often do you use idioms with the word head like keep your head or laugh your head off?	65,44	115,791	,602	,889
20. In your English classes, how often do you use idioms with the word better and worse like go one better or gone from bad to worse?	65,00	112,824	,673	,887
21. Do you believe that movies can improve the use of English idioms?	63,94	124,173	,211	,899



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Annex 5 Checklist validation

	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire												
The items allow to accomplish the objective of the research.												
The items are distributed in a logical and sequential way												
The number of items is enough to collect data. If not, suggest the items to be included.												
APPLICABLE					NOT APPLICABLE							
Validated by:							ID:			Date:		
Signature:							Email:					
Place of work:							Academic degree;					
Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247												



CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (IIta)		Appropriate Language		It measures what it stated in the objectives/research questions			
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO		
1	X		X		X		X		X			
2	X		X		X		X		X			
3	X		X		X		X		X			
4	X		X		X		X		X			
5	X		X		X		X		X			
6	X		X		X		X		X			
7	X		X		X		X		X			
8	X		X		X		X		X			
9	X		X		X		X		X			
10	X		X		X		X		X			
11	X		X		X		X		X			
12	X		X		X		X		X			
13	X		X		X		X		X			
14	X		X		X		X		X			
15	X		X		X		X		X			
16	X		X		X		X		X			
17	X		X		X		X		X			
18	X		X		X		X		X			
19	X		X		X		X		X			
20	X		X		X		X		X			
21	X		X		X		X		X			
General Aspects:										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										X		
The items allow to accomplish the objective of the research.										X		
The items are distributed in a logical and sequential way										X		
The number of items is enough to collect data. If not, suggest the items to be included.										X		
APPLICABLE					X	NOT APPLICABLE						
Validated by: Mg. Dorys Cumbe							ID: 1803694369			Date: 16/11/2022		
Signature: DORYS MARIBEL CUMBE CORAZACA <small>Personal digitalizado por DORIS MARIBEL CUMBE CORAZACA Fecha: 2022-11-16 16:06:07 -0700</small>							Email: dm.cumbe@uta.edu.ec					
Place of work: Universidad Técnica de Ambato							Academic degree: Magister en Ciencias Humanas y de a Educación					
Note. Taken and adapted from Corral, Y. (2009). Validez y Confiablez de los instrumentos de Investigación para la recolección de datos. <i>Revista Científica de la Educación</i> . 19. 228 - 247												



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CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓		✓		✓		✓			
2	✓		✓		✓		✓		✓			
3	✓		✓		✓		✓		✓			
4	✓		✓		✓		✓		✓			
5	✓		✓		✓		✓		✓			
6	✓		✓		✓		✓		✓			
7	✓		✓		✓		✓		✓			
8	✓		✓		✓		✓		✓			
9	✓		✓		✓		✓		✓			
10	✓		✓		✓		✓		✓			
11	✓		✓		✓		✓		✓			
12	✓		✓		✓		✓		✓			
13	✓		✓		✓		✓		✓			
14	✓		✓		✓		✓		✓			
15	✓		✓		✓		✓		✓			
16	✓		✓		✓		✓		✓			
17	✓		✓		✓		✓		✓			
18	✓		✓		✓		✓		✓			
19	✓		✓		✓		✓		✓			
20	✓		✓		✓		✓		✓			
21	✓		✓		✓		✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					NOT APPLICABLE							
Validated by: Mg. Edgar Encalada					ID: OSD/824/17-1			Date: 14/11/2022				
Signature: <i>[Signature]</i>					Email: eencalada@uta.edu.ec							
Place of work: UTA-FCHE					Academic degree: Magister							
Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247												




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CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓		✓		✓		✓			
2	✓		✓		✓		✓		✓			
3	✓		✓		✓		✓		✓			
4	✓		✓		✓		✓		✓			
5	✓		✓		✓		✓		✓			
6	✓		✓		✓		✓		✓			
7	✓		✓		✓		✓		✓			
8	✓		✓		✓		✓		✓			
9	✓		✓		✓		✓		✓			
10	✓		✓		✓		✓		✓			
11	✓		✓		✓		✓		✓			
12	✓		✓		✓		✓		✓			
13	✓		✓		✓		✓		✓			
14	✓		✓		✓		✓		✓			
15	✓		✓		✓		✓		✓			
16	✓		✓		✓		✓		✓			
17	✓		✓		✓		✓		✓			
18	✓		✓		✓		✓		✓			
19	✓		✓		✓		✓		✓			
20	✓		✓		✓		✓		✓			
21	✓		✓		✓		✓		✓			
General Aspects										Yes	No	
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					NOT APPLICABLE							
Validated by: Dra. Elsa Mayorie Chimbo Cáceres					ID: 1802696458			Date: 17-11-2022				
Signature:  ELSA MAYORIE CHIMBO CACERES					Email: elsamchimboc@uta.edu.ec							
Place of work: Universidad Técnica de Ambato					Academic degree: Magister							
Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247												



Annex 7 Urkund report



Document Information

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SA	UNIVERSIDAD TECNICA DE AMBATO / submission.pdf Document submission.pdf (D72214165) Submitted by: jromero3814@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.orkund.com	2

Entire Document

TOPIC: "MOVIES AND ENGLISH IDIOMS" AUTHOR: Isaac Washington Barba Proaño TUTOR: Mg. Ruth Elizabeth Infante Paredes

ABSTRACT This research was carried out with the purpose of studying the relationship between movies and idioms in English. The researcher used a survey as an instrument to investigate the relationship between the dependent and independent variables. In addition, this research is distinguished by being experimental and bibliographic, since it contains statistical data where information was collected to examine the data on movies and idioms in English. This research was carried out at the Technical University of Ambato where the sample population was 151 students of the fourth, fifth, sixth and seventh semester of the Pedagogy of National and Foreign Languages training program, of which 105 were female and 46 of the male. The characteristics of the films that are taken into account in this investigation were basic, linguistic, socio-cultural and captioned; the idioms were based on their form, based on specific topics and based on keywords, the survey was carried out by the researcher and validated by three teachers from the training program of the Pedagogy of National and Foreign Languages, the survey was validated with Alpha Cronbach with 10% of the population that was 18 students, it has 21 questions according to the theme of movies and idioms in English, then the survey was applied to the entire population in the English program. The result obtained was that all the questions asked in the survey accept the alternative hypothesis, this shown thanks to the chi-square. Finally, it can be said that the movies do have a relationship with the idioms in English.

Keywords: English idioms, movies, basic, linguistic, based on form, based on specific topic