

Table of Contents

Abstract.....	1
Chapter I : Introduction	
Introduction.....	3
1.1. Background of the Study	3
1.2. Statement of the Problem.....	4
1.3. Objectives of the Study.....	5
1.4. Research Questions.....	5
1.5. Research Hypotheses	5
1.6. Significance of the Study.....	6
1.7. Definition of the Key Terms	6
1.7.1. Gender	6
1.7.2. Idiomatic Expressions	6
1.7.3. EFL Learners.....	6
1.7.4. Movies.....	6
1.8. Outline of the Study.....	7
Chapter Two : Literature Review	
Introduction.....	9
2.1. Theoretical Background.....	9
2.1.1. Idiomatic Expressions	9
2.1.2. Significance of Using Idioms	9
2.1.2. Fixedness of Idioms	10
2.1.3. Teaching Idioms.....	11
2.1.4. Approaches to Teach Formulaic Language.....	11
2.1.5. The Effects of Movies on Learning English	11
2.1.6. The Effects of Gender on Learning English.....	13
2.2. Empirical Background	14
2.2.1. Empirical Evidence on Learning Idioms.....	14
2.2.2. Empirical Studies on the Effects of Movie on Learning English Idiomatic and Everyday Expressions	15
Summary.....	21

Chapter Three : Methodology

Introduction.....	23
3.1. Research Method	23
3.2. Participants.....	23
3.3. Data Collection Instruments	23
3.4. Data Collection Procedure	24
3.5. Data Analysis	25
Summary.....	25

Chapter Four : Results

Introduction.....	27
4.1. Descriptive and Inferential Statistics	27
Summary.....	29

Chapter Five : Discussion and Conclusion

Introduction.....	31
5.1. Summary of the Results.....	31
5.2. Discussion.....	31
5.3. Conclusion	32
5.4. Implications of the Study.....	32
5.5. Limitations of the Study	32
5.6. Suggestions for Further Research.....	33
References.....	34
Appendixes:.....	43

Table of tables

Table 4.1. One-Sample Kolmogorov-Smirnov Test	27
Table 4.2. Group Statistics	27
Table 4.3. Independent Samples Test.....	27
Table 4.4. Paired Samples Statistics.....	28
Table 4.5. Paired Samples Test	28

Table of figures

Figure 4.1. Comparison between pretest and posttest disaggregated by gender29

Abstract

The main aim of this study was to examine effect of gender and movies on learning English idiomatic and everyday expressions among Iranian EFL learners. The sample population of this study was English major students of Islamic Azad University of Isfahan (Khorasgan) whose first language was Persian in the age range of 25 to 50. The sample population was a group of 30 male and female students that were chosen by a placement test to make sure that they were in the same level of English language proficiency. The researcher used mostly quantitative methods for collecting and analyzing data. An experimental design also was used in which pretest-posttest was utilized. The data was computed by SPSS statistical software. Data collection tools were: Movie, previewing activity (the pretest) and post viewing activity (the posttest), questionnaire, and observation and placement test. Results showed that gender has no significant effects on learning English idiomatic and everyday expression among Iranian EFL learners. On the other hand, it was drawn that movies have significant effects on learning English idiomatic and everyday expression among Iranian EFL learners and it increases learning.

Key words:

Everyday expressions, Gender, Idiomatic expressions, Movies

Chapter I

Introduction

Introduction

This chapter consists of seven sections. It first provides background of the study basically concentrating on the importance of learning English idiomatic and everyday expressions. The second section of this chapter explains the statement of the problem and then it talks about the significance of the study. Purpose of the study is explained in 5th section and then research questions and definition of key terms have been determined.

1.1. Background of the Study

Learning is a cognitive process that involves conscious and active behavior. Students look for similarities and differences between new information and prior knowledge, and in this way are able to effectively assimilate new learning into existing cognitive structures (Piaget, 1980). Language, according to Hudson (1980), is at the center of human life and the ability to learn language is among the greatest mental achievements of mankind. Studies of language in television news programs have found that speakers use one unique metaphor for every 25 words (Grasser, Mio, & Millis, 1989). Linguists and educators in various language-related fields have been able to understand, to some extent, what language is and how it is learned as a second or foreign language and how it can be taught. Language is composed of many different parts each of which is important in learning. Learning and understanding idioms, metaphoric and idiomatic expressions have long played an important role in the English language. In fact, the use of idioms is so widespread that understanding these expressions is essential to successful communication, whether in listening, speaking, reading, or writing.

Gibbs (1992) believes that by developing a clear understanding of figurative language, students can further comprehend texts that contain metaphorical and lexical meanings beyond the basic word level. Honeck (1997) notes that figurative language is language that means one thing literally but is taken to mean something different and it is a special aspect of language. Gibbs (1980) holds that a strong knowledge of idioms will help the students to be better speakers and negotiators. They will also be in a better position to use their knowledge in appropriate contexts. So, it would be true if we conclude that the amount of the frequency of idioms is an important aspect of vocabulary acquisition and language teaching (Fernando, 1996). Native speakers of a language use idioms all the time. Idiomatic usage is so common in every language, and of course in English, that it seems very difficult to speak or write without using idioms.

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

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

1.2. Statement of the Problem

Vocabulary is an important element in second language acquisition. By having rich vocabulary, students can improve their listening, speaking, reading and writing abilities; not only in the way they comprehend but also in the way they produce language. Nassaji (2004) found that ESL (English as a Second Language) learners who have wider vocabulary knowledge could make more effective use of certain types of lexical inferencing strategies than their weaker counterparts. August, Carlo, Dressler & Snow(2005) also pointed out that English language learners who experienced slow vocabulary development were less able to comprehend texts at the grade level than their peers were.

With these points mentioned above, it is undeniable that vocabulary plays a very important role in the language acquisition. It requires students to spend much time choosing or searching for the effective techniques of learning. Although most teachers and students acknowledge the importance of vocabulary acquisition, several teachers do not often mention or discuss the importance of vocabulary learning in class. In addition, English language teaching at Iran schools and universities, especially at high schools, favors a teacher-centered and grammar- translation method, which does not motivate students enough to learn it. Moreover, the goal of language teaching is for student's communicative competence, so the quality of teaching and learning vocabulary is far from being satisfied. After learning English for many years, students can only read and understand short and simple texts and they find it difficult and feel unconfident to reproduce their vocabulary to communicate with foreigners.

There are various ways to teach and learn English vocabulary, in which using visual aids, especially movies or videos, is considered one of the most useful and effective way to teach and to learn English vocabulary. Using videos makes students draw attention to the lesson, arouse their interest in it and create the good learning atmosphere during the lesson. Moreover, through movies or videos with sound and picture, learners can enjoy themselves, release stress and have an open mind to learn and perceive words. Besides, learners can benefit a lot from widening communication expressions and phrases. However, several teachers, even the experienced ones, do not take full advantages of them when teaching vocabulary. Some of them often complain that it would take much time to find the relevant movies or videos for the lessons. Besides, in the videos and movies, there may be some redundant new words, so they have to spend much time explaining them.

On the other hand gender is one of the most relevant factors used in SLA research to distinguish among learners. A great number of studies have been devoted to researching gender differences in several areas of second language acquisition such as reading comprehension (Brantmeier, 2003; Young&Oxford, 1997), learning strategies (Jiménez, 2003; Young & Oxford ,1997or error production (Agustín Llach et al., 2006; Jiménez, 1992). The results of these studies indicate contradictory findings, because some highlight the superiority of males over females, others emphasize girls being better language learners than boys and still some others demonstrate that gender is irrelevant in second or foreign language acquisition.

Concerning the field of vocabulary acquisition, the role of gender has also occupied a prominent place. Studies that address gender differences in the several aspects related to lexical acquisition are abundant. Results are inconclusive within this area as well, with variability depending on the aspect examined. A number of studies have examined receptive and productive vocabulary knowledge of learners, and have reached different conclusions so the present study will explore whether gender and movies have any effect on learning English vocabularies among Iranian EFL learners.

1.3. Objectives of the Study

The overall purpose of this study is to explore the effect of movie on learning idiomatic and everyday expression among Iranian EFL learners. Indeed, the current study is an attempt to teach new words which are taken from the movies. Moreover, it tries to probe the effect of gender on learning such expressions through watching movies.

1.4. Research Questions

- 1- Does gender have any significant effects on learning English idiomatic and everyday expressions among Iranian EFL learners?
- 2- Do movies have any significant effects on learning English idiomatic and everyday expressions among Iranian EFL learners?

1.5. Research Hypotheses

Gender has no significant effects on learning English idiomatic and everyday expressions among Iranian EFL learners.

Movies have no significant effects on learning English idiomatic and everyday expressions among Iranian EFL learners.