The Effect of Multimedia on L2 Idiom Learning: Using Instructional Humorous Videos with Saudi Female EFL Undergraduate Learners

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Abstract:
Learning formulaic language, such as idioms, is considered one of the greatest difficulties encountered by EFL learners. The aim of the present study is twofold: first, to examine the effect of using humorous videos on learners’ ability to understand and remember English idioms; second, to investigate students’ attitudes towards learning idioms through humorous videos as a multimedia instructional method. The sample of this study consisted of 50 Saudi female EFL undergraduate learners in the English department at Imam Mohammad Ibn Saud Islamic University, Saudi Arabia. The participants were divided into two groups of 25 students; an experimental group and a control group. The data of the study was collected via three research instruments: pre-test, immediate and delayed post-tests, and an attitudinal questionnaire. A pre-test was given to both groups at the beginning of the study to ensure that they were equivalent. Proceeding this, the experimental group was instructed using humorous videos, while the control group was instructed in the traditional method. Finally, both groups underwent post-tests to measure the performance effects on two levels of idiomatic knowledge: recall and transfer. Results showed that there was a statistically significant difference between the performance of the experimental group and the control group; indicating a positive effect on the experimental group’s recall and transfer. Thus, the study concludes that the use of humorous videos appears to improve learners’ ability to understand and remember English idioms, in addition to indicating that learners hold a positive attitude towards learning idioms through humorous videos as a multimedia instructional method.

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HUMOROUS VIDEOS IN ENGLISH IDIOM LEARNING

Kingdom of Saudi Arabia
Ministry of Education
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College of Languages and Translation
Department of English Language and Literature

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Abstract

Learning formulaic language, such as idioms, is considered one of the greatest difficulties encountered by EFL learners. The aim of the present study is twofold: first, to examine the effect of using humorous videos on learners’ ability to understand and remember English idioms; second, to investigate students’ attitudes towards learning idioms through humorous videos as a multimedia instructional method. The sample of this study consisted of 50 Saudi female EFL undergraduate learners in the English department at Imam Mohammad Ibn Saud Islamic University, Saudi Arabia. The participants were divided into two groups of 25 students; an experimental group and a control group. The data of the study was collected via three research instruments: pre-test, immediate and delayed post-tests, and an attitudinal questionnaire. A pre-test was given to both groups at the beginning of the study to ensure that they were equivalent. Proceeding this, the experimental group was instructed using humorous videos, while the control group was instructed in the traditional method. Finally, both groups underwent post-tests to measure the performance effects on two levels of idiomatic knowledge: recall and transfer. Results showed that there was a statistically significant difference between the performance of the experimental group and the control group; indicating a positive effect on the experimental group’s recall and transfer. Thus, the study concludes that the use of humorous videos appears to improve learners’ ability to understand and remember English idioms, in addition to indicating that learners hold a positive attitude towards learning idioms through humorous videos as a multimedia instructional method.

Key words: humorous, video, remembering, understanding, idioms, meaningful learning, experimental, control, questionnaire
ملخص الدراسة

يعتبر تعلم اللغة المجازية مثل التعابير الاصطلاحية إحدى الصعوبات التي تواجه متعلمي اللغة الإنجليزية كلغة أجنبية. تهدف هذه الدراسة إلى التعرف على فعالية استخدام مقاطع الفيديو التعليمية ذات الطابع الفكاهي على فهم وذكر التعابير الاصطلاحية الإنجليزية بالإضافة إلى التعرف على اتجاهات الطالبات حول تعلم التعابير الاصطلاحية من خلال مقاطع الفيديو التعليمية الفكاهية.

عينة الدراسة تتضمن 50 طالبة جامعية سعودية في تخصص اللغة الإنجليزية كلغة أجنبية في جامعة الإمام محمد بن سعود الإسلامية بالمملكة العربية السعودية. وقد تم تقسيمهم لمجموعتين من 25 طالبة: المجموعة التجريبية والمجموعة الضابطة.

لتجميع بيانات الدراسة صممت الباحثة ثلاث أدوات بحثية تشتمل الاختبار القبلي والبعدي (المباشر والمؤجل) والاستبانة. خضعت المجموعتان التجريبية والضابطة إلى اختبار قبلي في بداية التجربة للتأكد من كونهما متساويتين. وبعد الانتهاء من الاختبار القبلي، تم تدريس المجموعة التجريبية باستخدام مقاطع الفيديو الفكاهية بينما تم تدريس المجموعة الضابطة باستخدام الطريقة التقليدية. في نهاية التجربة، خضعت المجموعتان إلى اختبارات بعدية لقياس مدى قدرتهما على تذكر وفهم التعابير الاصطلاحية. أظهرت النتائج وجود فروق ذات دلالة إحصائية بين متوسطي المجموعتين التجريبية والضابطة في أداءهما في الاختبارات البعيدة وتشير إلى التأثير الإيجابي لاستخدام مقاطع الفيديو الفكاهية على فهم التعابير الاصطلاحية الإنجليزية.

وتذكرها. كما أشارت نتائج هذه الدراسة إلى أن المتعلمين اتخذوا موقفًا إيجابيًا تجاه استخدام مقاطع الفيديو الفكاهية في تعلم التعابير الاصطلاحية الإنجليزية.
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List of Abbreviations

EFL: English as a Foreign Language
ESL: English as a Second Language
ELT: English Language Teaching
SLA: Second Language Acquisition
CTML: Cognitive Theory of Multimedia Learning
SPSS: Statistical Package for Social Science
TL: Target Language
L2: Second Language
et al.: and others
Chapter One

Introduction

Chapter one introduces this study by clarifying and detailing; the background of the research, the statement of the problem, the purposes, questions and significance of the study, the definition of terms, and finally the organisation of the study.

1.1 Background of the Study

Formulaic language is one of the most important issues within foreign language learning and teaching (Wray, 2000). It is considered as ubiquitous in language use (Carter, 2015; Martinez & Schmitt, 2012) and comprises a significant part of any language (Erman & Warren, 2000). The term formulaic language has been used to refer to a variety of linguistic aspects; idioms, collocations, proverbs and fixed phrases. The focus of the present research is on idioms due to the importance they play in language learning. Cieślicka (2015) expresses his belief in the importance of idioms stating that “it is one of the most frequent figurative language tropes; hence, their mastery constitutes an essential component of L2 learner’s figurative competence” (p. 209).

Generally, the importance of idioms pertains to the fact that English is an idiomatic language. According to Zyzik (2011), English contains a large number of idioms that are used frequently by native speakers. It is estimated that there are over 10,000 idioms in the English language and that approximately 50% of the language can be delivered through the use of idioms alone (Brenner, 2011; Erman & Warren, 2000). Similarly, Pollio, Barlow and Harold (1977) revealed in an earlier study that each minute almost four idioms are used within a conversation. Consequently, ”they are the basis for understanding the language, since they constitute a large part of it” (Adkins, 1968, p.149).

Most researchers agree on the positive correlation between the level of idiomatic knowledge and communicative competence (De Caro, 2009; Liu, 2008; Wray, 2000). Communicative competence could be defined as “the mastery of the linguistic, cognitive, effective, and sociocultural aspects of the related language, and it is also the capacity to use the language with maximum attention
to communication and minimum attention to form” (Cakir, 2011). Accordingly, a lack of idiomatic competence might lead to difficulties when communicating in the target language, which follows Hebsur’s (1990) claims that there is “no discourse in modern English which does not contain idiomatic expressions” (p.1). Therefore, they are crucial for all forms of communication, whether formal or informal, or written or spoken (Alali & Schmitt, 2012; Bortfeld, 2003; Cooper, 1998; Erman & Warren, 2000; Thyab, 2016).

The ability to use a wide range of idiomatic expressions by EFL/ESL learners is a good indicator of the level of fluency in the target language (TL). Most researchers in the field have emphasised that success, in terms of achieving native-like fluency, can be gained through using idiomatic language appropriately (Cowie, Mackin, & McCaig, 1983; De Caro, 2009; Liu, 2008; Maisa & Karunakaran, 2013; Yorio, 1989). Likewise, Kecskés and Papp (2000) claim that failure to attain native-like fluency may be attributable to a lack of idiomatic knowledge. Therefore, in order to improve one’s grasp of a TL and sound more native, it is essential to develop strong idiomatic knowledge (Watson, 1998).

There is also a distinct correlation between idiom learning and vocabulary development, as it is considered an essential part of the English language vocabulary (Hebsur, 1990; Thyab, 2016). This view is further supported by Vasiljevic (2011), who states that “the sheer number of idioms, their frequency in the English language and the extended difficulties that learners experience with this type of language are compelling arguments for making idiom learning an integral part of vocabulary learning” (p.137). Consequently, English idioms represent a rich source of expression that can increase a student’s vocabulary knowledge (Fernando, 1996; Irujo, 1986). This importance is further supported by Fingon and Jimenez (2017), who recommend EFL teachers use idioms “to heighten student’s vocabulary and communication skills for application in the real world” (p. 28).

The use of idiomatic expressions can enable non-native speakers to express themselves in a more vivid, meaningful and eloquent manner. According to McPherron and Randolph (2014) “idiomatic language is some of the most interesting and creative vocabulary terms to learn in any
language” (p.1), whilst Bromley (1984) further supports the significance of idiom use to make language more vibrant, asserting that “idioms add humor, imagery, and spice to language” (p. 274). Following this logic, Rodriguez and Winnberg (2013) advocate that idioms therefore can be used to effectively decorate the speaker's language.

Despite the aforementioned importance of using idioms, this is considered a somewhat neglected area in language learning and teaching. Interestingly, this is not just due to the difficulties faced in learning them, but also the lack of convenient and effective methods and materials available for teaching them (Alali & Schmitt, 2012; Maisa & Karunakaran, 2013; Vasiljevic, 2015). Traditionally, the teaching of idiomatic expressions has fallen into rote learning and memorisation, commonly taught by presenting them in isolation using synonyms, antonyms and translations (Rodríguez & Moreno, 2009). Studies have shown that these methods result in learners acquiring idioms without association between form and meaning (Chen & Lai, 2013). Asri and Rochmawati (2017) criticise such teaching methods, stating that “memorization of figurative expressions which at first sight present a clear mismatch between form and meaning creates a heavy learning burden on the student, which usually leads to a lack of motivation and failure in comprehension, retention, and production of idioms.” (p. 50). In this regard, there is a clear necessity to use modern and effective teaching methods for idiomatic language learning in educational contexts.

In the field of second language acquisition (SLA), the most recent efforts to enhance the process of language learning have involved multimedia technology. With the rapidly increasing popularity of multimedia sources, many innovative teaching methods and technologies can be employed in educational contexts to promote and encourage meaningful learning. Videos represent one such valuable resource for teaching English idioms, and embody the theory that “people learn better from words and pictures than from words alone” (Mayer, 2009, p.1). According to this theory, the most significant advantage of using videos is that they can create a realistic and meaningful learning environment, which may help to achieve the main goals of learning (remembering and understanding).
Few research studies (Asschier, 2014; Behtash, Saed, & Dehghan, 2018; Neissari, Ashraf, & Ghorbani, 2017) have provided evidence for the relative effectiveness of multimedia instruction on English idiom learning. Across each one of these studies, video-based technology has proven to be a more effective teaching method than traditional one. Their results support the application of multimedia learning in a foreign language learning environment, and the framework of Mayer’s (2009) cognitive theory of multimedia learning. However, it should be noted that one important outcome of multimedia learning, namely ‘meaningful learning’, has not been examined in the available literature. Instead, the focus of the previous studies was on rote learning, based on retention performance, while transfer performance (the ability to transfer the presented material in new situations) was seemingly neglected.

Given the lack of research on this specific language learning goal, and the difficulty of EFL idiom learning, the purpose of the present quasi-experimental study is to examine the effect of using videos that include humour on idiom learning in the Saudi educational context. Thus, fifty female undergraduate students from the English language department at the College of Language and Translation at Imam Mohammad Ibn Saud Islamic University, Riyadh, Saudi Arabia, will be tested on two levels of idiomatic knowledge: recall and transfer. In addition to its theoretical significance, in that the study contributes to the growing body of multimedia EFL idiom studies, the investigation also has important pedagogical implications related to the significant value of creating multimedia learning environments for teaching English idioms.

1.2 Statement of the Problem

In educational contexts, EFL learners encounter difficulties in both remembering and understanding English idioms. This problem may be attributable to the ineffectiveness of traditional methods and teaching materials used in such context (Alhaysony, 2017; Asri & Rochmawati, 2017; Irujo, 1986; Noor & Fallatah, 2010; Saleh & Zakaria, 2013). Thus, innovative methods and materials should be developed and implemented in order to enhance EFL learners’ educational outcomes.
Studies focusing on Saudi learners also demonstrate that they are among the EFL learners who face the same problem (Alhaysony, 2017; Noor & Fallatah, 2010). However, this issue has not been researched in literature in the Saudi educational context. Specifically, no research study has been conducted to investigate the effectiveness of teaching methods using multimedia technology. Therefore, to the best of the researcher’s knowledge, this study would be considered among the first to propose using humorous videos as an effective method of teaching English idioms in the Saudi educational context.

1.3 Purposes of the Study

Motivated by the lack of previous studies on multimedia learning, in particular the use of video in EFL idiom learning, and considering the existing gap in literature in the Saudi educational context, the purposes of the present study are as follows:

1. To examine the effect of using humorous videos on learners’ ability to understand English idioms in the Saudi undergraduate EFL context.

2. To examine the effect of using humorous videos on learners’ ability to remember English idioms in the Saudi undergraduate EFL context.

3. To investigate the attitudes of the Saudi female EFL study participants towards learning idioms through humorous videos as a multimedia instructional method.

1.4 Research Questions

The specific research questions of this thesis are as follows:

1. To what extent do humorous videos affect learners’ ability to understand English idioms among Saudi female EFL undergraduate learners?

2. To what extent do humorous videos affect learner’s ability to remember English idioms among Saudi female EFL undergraduate learners?
3. What are the Saudi female EFL undergraduate learners’ attitudes towards learning idioms through the use of humorous videos?

1.5 Significance of the Study

Considering the limited number of studies in the field of English idioms, the present study will add valuable contributions, both in general, and particularly in the context of Saudi Arabia. This study has been conducted for both theoretical and pedagogical reasons. At the theoretical level, the study aims to contribute to the growing body of multimedia EFL idiom studies. First, it provides insights into the effectiveness of integrating multimedia on EFL idiom learning, specifically regarding the use of humorous videos. Second, it contributes to the extension of the cognitive theory of multimedia learning in the field of EFL/ESL learning.

Furthermore, this study provides pedagogical implications for EFL/ESL vocabulary instructors and curriculum designers. Its results can be utilised in the designing of multimedia learning environments, in which both verbal and pictorial presentation can be implemented to enhance language learning and create a more motivational and enjoyable learning environment. In doing so, it may be possible to move away from the less effective traditional methods such as rote memorisation, routine activities and uninspiring textbooks. Moreover, this study may raise EFL/ESL learners’ awareness of the role of using humorous video in learning complex idiomatic expressions.

1.6 Definition of Terms

The following key terms are used throughout this study:

- **Learning**: “a change in the learner’s knowledge attributable to experience in a learning environment” (Mayer, 2009, p.59).

- **Multimedia**: “the presentation of material using two or more presentation modes, such as through the use of words or pictures” (Mayer, 2009, p.8).

- **Multimedia learning**: “learning from words and pictures” (Mayer, 2009, p. 3).
● Multimedia instruction: “the presentation of material using both words and pictures, with the intention of promoting learning” (Mayer, 2009, p. 3).

● Instructional method: “a way of presenting a lesson, such as using spoken versus printed text along with an animation” (Mayer, 2009, p. 51).

● Retention: “being able to remember what was presented” (Mayer, 2009, p. 35).

● Humor: "anything that the teacher and/ or his students find funny or amusing” (Wanzer, Frymier, Wojtaszczyk, & Smith, 2006).

1.7 Organization of the Study

The present study is organised in five chapters. Chapter one outlines the background, aims, research questions and significance of the present research study. Chapter two reviews the theoretical framework and the literature related to the current study. The third chapter discusses all aspects of methodological design, including; participants, materials, instrument design, procedures of data collection and data analysis. Following this, chapter four presents the results of data analysis from the various instruments. Finally, the fifth chapter provides a discussion of the findings in relation to the research questions, before closing the thesis with a presentation of the pedagogical implications, limitations of the study and suggestions for future research.
Chapter Two

Literature Review

This chapter reviews the theoretical framework and literature related to the current study. First, the theoretical framework; Mayer's (2009) cognitive theory of multimedia learning, is presented. This is then followed by a definition and explanation of the nature of idioms. The third section covers a discussion on using video in second language learning. Fourth; a consideration and discussion of the use of humour in audio-visual materials. Thereafter, previous research in the field is evaluated. And finally, research gaps in the existing literature are identified.

2.1 Theoretical Framework

2.1.1 Cognitive Theory of Multimedia Learning

In recent years, the rapid development and application of new technologies to almost every industry has produced pressure on the educational sector to create a meaningful learning environment. Integrating multimedia in learning environments has been widely accepted as a useful and effective method in the field of SLA. Consequently, the current research study has drawn on the work of Mayer’s (2009) cognitive theory of multimedia learning, to present the argument that multimedia helps in achieving deeper meaningful learning, as opposed to rote learning. Based on this approach, the integration of videos in EFL classes may enhance the language learning experience and positively affect students’ ability to remember and understand English idioms.

According to this theory, people learn more deeply from words and pictures, than from just words alone. Words may be spoken or written, while pictures could be static such as a photo, map or graph, or dynamic such as an animation or video. Mayer’s framework suggests that meaningful learning may be achieved through integrating multimedia that involves two or more presentation modes, such as pictorial and verbal. However, it is suggested that multimedia should be integrated in relation to the cognitive activity of the learner, rather than to the behavioural activity, to attain meaningful learning.
Presenting multimedia in accordance with how the human mind works is central to CTML. This theory is based on three assumptions constructed around the cognitive activity of the human mind: dual channels, limited capacity, and active processing. The first assumption is that “humans possess separate channels for processing visual and auditory information” (p.63). Therefore, humans see and hear information differently (Baddeley, 1999). In this respect, when learners are exposed to video, including motion pictures and spoken words, the visual input is processed in the visual channel, while the audio input is processed in the auditory channel. By taking advantage of simultaneously manipulating both channels of working memory, the theory suggests that multimedia content may be integrated in the long-term memory for storage and later retrieval.

The second assumption suggests that “humans are limited in the amount of information that can be processed in each channel at one time” (Mayer, 2009, p.66). Therefore, according to this limited capacity of working memory, when learners are exposed to an instructional presentation, they can only hold a few images and sounds in each channel at one time. Whilst a lot of effort has been applied to determine the exact audio and visual working memory capacity, the research continues to demonstrate that human processing capacity is limited. Consequently, learners are unable to process large amounts of information presented across multiple channels at one time, asserting that multimedia instructional presentation should be designed and managed carefully.

Finally, the third assumption proposes that “humans actively engage in cognitive processing in order to construct a coherent mental representation of their experience” (Mayer, 2009, p.67). The implication is that at first, audio incoming information is selected to generate an auditory image of words, and visual incoming information is used to generate a visual image of pictures in the working memory. Then, an auditory image is organised in a separate channel to create a verbal model, and the visual image is arranged in the other channel to create a pictorial model in the working memory. The last cognitive process involves integrating incoming information with prior knowledge, leading to the activation of prior knowledge (i.e. schemata) in the long-term memory, to create a pictorial-verbal based model.
Accordingly, the CTML presents the human mind as a dual-channel receptor with a limited-capacity and an active-processing system, with which it achieves the ability to foster the main goals of meaningful learning; remembering and understanding. The ability to remember can be assessed using retention tests (recall or recognition) that provide quantitative measures of the learners’ ability to reproduce or recognise presented material. Additionally, the ability to understand can be assessed with a transfer test that provides qualitative measures of the learners’ ability to apply what they have learned in a new situation. Therefore, if the theory holds true, a well-designed multimedia instructional presentation can play an effective role on these learning outcomes.

In his theorem, Mayer (2009) also suggests how to better facilitate the potential obstacles faced by learners’ when attempting to understand difficult concepts, given that “multimedia learning offers a potentially powerful way for people to understand things that would be very difficult to grasp from words alone” (p.280). Mayer therefore provides guidance with an instructional transformation, in which language instructors are encouraged to design multimedia learning environments in which both verbal and pictorial presentations are used. He asserts that this would be more effective than the use of just rote memorization, teacher-delivered lectures, routine writing assignments or uninspiring textbooks.
To sum up, Mayer’s emphasis on effective learning methods involving the use of both words and pictures is especially applicable to this research study. The CTML allows the researcher to evaluate the difficulties faced by EFL learners when attempting to remember and understand English idioms, and assess how this may be attributable to traditional methods of teaching. Furthermore, it enables the researcher to offer a more effective method for teaching English idioms through the use of multimedia.

2.2 Defining and Understanding the Nature of Idioms

Defining idioms has been a controversial issue among both theoretical and applied linguists (Zyzik, 2011). Further, defining what constitutes an idiom is a complex task (Fernando, 1996; Grant & Bauer, 2004; Liu, 2008; Moon, 1998; Wood, 1986). Likewise, literature on understanding the nature of idioms demonstrates that there are different definitions, which serve to emphasise that there is, as yet, no consensus among scholars.

One scholar, Hockett (1958), offers the broadest definition; any linguistic unit, whether large or small, whose meaning cannot be interpreted from its constituent parts, is an idiom. Precisely, every morpheme, free or bound, is considered an idiom except “when it is occurring as a constituent of a large idiom since a morpheme has no structure from which its meaning could be deduced” (p.172). According to Hockett, ‘new’ is considered an idiom in the following sentence “she wants a new hat” but not in “I’m going to New York”, because here it is a part of the larger idiom ‘New York’ (p.172). A limitation of this definition is that it is clearly “too broad to be of much practical value in idiom research, learning, and teaching” (p. 172).

Narrower definitions consider idioms as individual words composed of poly-morphemes. Among the scholars with this approach, Makkai (1972) defines idioms as individual words (including poly-morphemes) that have at least two free morphemes, such as ‘blackmail’. From Makkai’s perspective, idioms are divided into two categories: phraseological idioms and semantic idioms. The former refers to fixed expressions peculiar to a particular language whilst the latter refers to an idiom
whose meaning cannot be interpreted literally. This definition is much narrower than that given by Hockett (1958).

Wood (1986) offers a slightly narrower definition and considers idioms as a “complex expression which is wholly non-compositional in meaning and wholly non-productive in form” (p.95). For instance, a non-idiomatic expression like ‘catch a bus’ can be changed to ‘catch a train’ where the meaning is still the same, except for the kind of transportation, whereas ‘kick the bucket’ does not allow for such a change, as any change in its constituents will modify the idiomatic meaning. Further, Wood classifies idioms into three categories; “semantically: pure (non-literal), semi-literal, and literal idioms, and they are divided structurally into two types: invariant idioms and idioms of restricted variance.” (p. 32). For example, semantically, both ‘smell a rat’ and ‘get cold feet’ are pure idioms, because of their ambiguous figurative meaning. Structurally, ‘smell a rat’ is an invariant idiom, as its components cannot be changed, whereas ‘get cold feet’ is an idiom of restricted variance, in which the verb ‘get’ can be substituted by ‘have’.

Similarly, Steinel, Hulstijn, and Steinel (2007) provide a common view on classifying idioms, suggesting that “depending on the degree of semantic overlap or similarity between its literal and its figurative meaning, an idiom could be classified as transparent, opaque, or situated somewhere in between” (p. 457). Following their views; a transparent idiom is where the constituent parts contribute to the interpretation of the idiomatic meaning. A semi-transparent idiom provides no clear overlap between the literal and figurative meaning, whereas opaque idioms’ component parts do not contribute to the interpretation of figurative or idiomatic meaning at all.

Finally, O'Dell and McCarthy’s (2010) definition and classification of idioms appears to be relatively simple and clear, yet sufficient, in contrast to the aforementioned. According to their perspective, “idioms are fixed combinations of words whose meaning is often difficult to guess from the meaning of each individual word.” (p.6). This approach may simplify the process of understanding this concept for those who are interested in learning and teaching idioms. Furthermore, it may limit many language elements, that will be classified as idioms (see Table 2.1).
Table 2.1

Classification of Idioms (O’Dell and McCarthy, 2010, p. 6)

<table>
<thead>
<tr>
<th>Types of idiom</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb+ object</td>
<td>have second thoughts</td>
</tr>
<tr>
<td>Prepositional phrases (prep. + noun phrase)</td>
<td>out of the blue</td>
</tr>
<tr>
<td>Binomial (word + word)</td>
<td>high and mighty</td>
</tr>
<tr>
<td>Simile (as + adjective + as + noun)</td>
<td>as blind as a bat</td>
</tr>
<tr>
<td>Conversational phrases</td>
<td>long-time no see</td>
</tr>
<tr>
<td>Proverbs/sayings/ maxims</td>
<td>don’t count your chickens before they are hatched</td>
</tr>
<tr>
<td>compound</td>
<td>a stumbling block</td>
</tr>
</tbody>
</table>

The aforementioned definitions can be summarised according to the most general agreements, namely, that (1) an idiom is a multiword expression whose idiomatic/figurative meaning cannot be deduced from the individual elements alone (literal meaning) and (2) normally, an idiom’s components are fixed, however, they may be changed according to the context.

For the purpose of this study, the above definition and the classification of idioms provided by O’Dell & McCarthy (2010) will be adopted.

2.3 Using Video in Second Language Learning

The presentation of instructional messages in an appropriate format is among the most important issues in the field of second language learning. In the digital age, the use of multimedia in general, and video in particular, have had a positive impact on the educational environment. Using videos in educational classes is nothing new, as its earliest use is noted during the Second World War (Mohamed, Yousef, Chatti, & Schroeder, 2014). However, it has recently gained more attention and
interest among those who are focussed on the development of second language learning (Hayet, 2016; Ljubojevic et al., 2014).

In the following three subsections, the effects of using video in second language learning, the use of humour in audio-visual materials, and research on using multimedia for teaching English idioms, will be reviewed. Based on this review, the research gap will be identified in the last section.

2.3.1 The Effects of Using Video in Second Language Learning

According to Cruse (2006), although there is a pervasive belief that watching video may be a negative process as learners appear to sit passively throughout, recent studies (including Mayer’s (2009) cognitive theory of multimedia learning) has proved the opposite, providing evidence that viewing is in fact an active process. These studies demonstrate that although learners seem behaviourally inactive within a multimedia environment, they are indeed cognitively active, which can lead to achieving meaningful learning. This evidence provides a clear indication of the crucial transformation needed in the classroom, where teachers should be encouraged to create a multimedia learning environment, in which both verbal and pictorial presentation are used in preference of more traditional methods that lead to rote learning.

One of the main advantages of using video in second language classrooms is its ability to foster the goals of meaningful learning; remembering and understanding. Regarding vocabulary learning, most researchers in the field of EFL/ESL vocabulary learning agree on the positive and influential role of using video in the classroom, in particular, in enhancing learning of the target vocabulary (Al-Seghayer, 2001; Bal-Gezegin, 2014; Chen, 2006; Kabooha & Elyas, 2018; Lin & Tseng, 2012; Washang, 2014). A growing body of vocabulary research has also appeared in line with Paivio’s (1990) dual coding theory, agreeing that visual and verbal information are processed separately in the dual channels within the human mind, and that this can lead to the achievement of the main goals of meaningful learning.

Video has gained popularity in the language classroom because of its powerful ability to engage learners and fulfil their different needs. According to Gardner’s (2011) multiple intelligences theory,
human intelligence exists in terms of different ‘modalities’, including; musical-rhythmic, visual-spatial, verbal-linguistic, interpersonal and intrapersonal. In support of Gardner’s theory, Richards and Rodgers (2001) suggest that human intelligence has “multiple dimensions that must be acknowledged and developed in education” (p.115). This view represents the departure from the traditional view of intelligence, which emphasises only verbal intelligence (Brualdi, 1996). Consequently, the visual and auditory nature of videos could satisfy different types of intelligence found in the classroom, thereby, increasing learners’ curiosity and desire to learn.

In addition, video can play a significant role in increasing motivation. Video materials are far more diverse and engaging in contrast to traditional teaching methods, which may lead to higher motivation in students and a more creative learning environment (Alqahtani, 2014; Wang, 2015). A number of researchers have emphasised the link between motivation and learning outcomes, as it is regarded as the key to students’ involvement and engagement in the classroom (Abdullah, Fook, & Lan, 2010; Berk, 2009; Bravo, Amante, Simo, Enache, & Fernandez, 2011; Denning, 1992). Hence, audio-visual teaching materials may be more effective in having a motivational influence on learners, thereby yielding better learning outcomes.

Furthermore, the value of video may be related to its authenticity, since it can provide authentic situations that make language learning and teaching more life-like. This is especially relevant in EFL environments, where learners lack opportunities to be exposed to the target language beyond the classroom (Arramany, 2017). According to Wang (2015), “authentic video materials can create a more realistic language learning environment and stimulate EFL learners’ interest in English learning and enhance their comprehensive linguistic competence” (p. 25). However, there is also the view that authentic video material could be considered as difficult to understand, given its cultural bias (Martinez, 2002). Despite this, many researchers believe that integrating authentic video materials can be perceived as a helpful source to understand difficult concepts effectively, through the contextualised presentation of the video (Denning, 1992; White, Easton, & Anderson, 2000).
With a range of valuable factors, videos are believed to have the potential to produce a significant impact on students’ learning. This leads to the importance of selecting appropriate video material through which meaningful learning can be achieved, which will be discussed in the next section.

2.3.2 The Use of Humour in Audio-Visual Materials

As suggested in the aforementioned section, videos serve as an effective instructional method within the educational context. However, not all videos are appropriately designed for use in learning classrooms. Consequently, selecting appropriate types of video is essential in any multimedia learning environment to ensure its effectiveness and suitability. It is suggested that the incorporation of humour may be one appropriate form of instructional video material.

Jonas & Bradley (2013) state that “research indicates that using humour connected to the material not only enhances the learning environment but also increases the effectiveness of what is being learned” (p.139). Furthermore, Jonas (2012) in his article on ‘Successfully teaching with humorous videos: Videagogy’, draws attention to a new teaching technique in which technology is used in the form of short humorous videos in the classroom. According to Jonas, humorous videos can “break-up longer lectures, stimulate the brain, and increase learning because students can now connect the new material with the funny video, thereby storing the information in long-term memory” (p.10). However, studies stipulate that there are important criteria to be considered when using video in relation to timing and content; in order to enhance learning the video should be short and funny, and connected to the target material. In support of the positive impact of using this technique, a research survey of over 1,000 participants in United States by Bonk (2011), found that “short videos of 1-4 minutes are ideal” and further, that “humorous, informative, current, interesting, and engaging [videos] are preferred by learners” (p.15).

There is a paucity of literature on integrating humorous audio-visual materials in EFL learning classrooms, both generally, and in relation to vocabulary. This may be attributed to the common belief among instructors that “if they use humour in the classroom, they are not taking education seriously”
(Jonas & Bradley, 2013, P.139). Only one recent study, Mahdiloo and Izadpanah (2017) examined the effects of humorous audio-visual material, through movie clips, on improving the learning of English vocabulary with 60 Iranian intermediate EFL learners. For this purpose, the data was collected through pre-post-tests as well as a questionnaire. Their results showed that humorous audio-visual material was unambiguously helpful and led to better vocabulary learning. Furthermore, learners showed clear preference for learning vocabulary with such material, instead of learning in an isolated manner, reportedly considering its use interesting and motivating.

Based on the previous discussion, it may be inferred that integrating humorous audio-visual material into the classroom can be applied effectively to the teaching of idioms. In the next section, studies on teaching English idioms through the use of videos will be reviewed. Then, the research gap will be identified.

2.3.3 Studies Using Video for Teaching English Idioms

Very few studies in the literature discuss the utilisation of video in the domain of teaching English idioms in the EFL context. This section reviews related studies conducted on the use of video as an instructional method for idiom teaching.

Two studies were focused on conducting a comparative investigation into the impact of using audio-visual material, versus written material, in the teaching of English idioms. In the first study, Asschier (2014) employed a quasi-experimental design to measure the comprehension of English idioms of 47 EFL learners, whose L1 is Swedish, dividing participants into experimental and control groups. The proposed video material comprised 9 idioms, collated from different television shows, categorised according to the following criteria: transparent, semi-transparent and opaque. The data was collected through a pre-test and immediate post-test. Similarly, Behtash et al. (2018) conducted a study on 60 Iranian intermediate EFL learners, whose L1 is Farsi. The effects of multimedia instruction on their ability to learn idioms was measured over time through a delayed post-test, which is considered the main difference from Asschier’s (2014) research. Further, the idioms were selected randomly, without specific criteria, which may be considered a limitation of the study. Results
showed that audio-visual material was more effective than written material on the learners’ ability to learn idioms, which may suggest the useful role of integrating multimedia in the teaching of English idioms.

Alongside the valuable role of audio-visual material, integrating humour within video is believed to be highly effective in the teaching process. Neissari et al. (2017) employed a quasi-experimental design to measure the effect of humorous videos, including idioms, on improving the results of 61 Iranian undergraduate EFL learners, whose L1 is Farsi. Participants were divided into two groups; the experimental group was taught English idioms through a collection of humorous videos from the English idiom series called ‘The Teacher’, while the control group was taught through the traditional instructional method (synonyms, antonyms and explanations). In this study, there were no criteria used to select the idioms, however, they were divided under different themes (e.g. body, transport, animals), which has been considered an effective strategy employed in the teaching of English idioms (Cooper, 1998; O’Dell & McCarthy, 2010). The data was gathered using a pre-test and delayed post-test, as well as an attitudinal questionnaire administered to the experimental group, to capture their attitudes towards learning idioms through humorous videos. Results revealed that the multimedia instructional method facilitated the interpretation of the figurative meaning, encouraged learners to learn more English idioms, and improved their ability to remember them better and longer. In addition, the post-questionnaire demonstrated that they expressed positive attitudes towards learning idioms through humorous videos, stating that it was enjoyable, useful and motivating.

2.4 The Present Study

The present research study aims to examine the effect of using humorous videos in idiom learning. The study explores learners’ abilities to understand and remember English idioms in a Saudi educational context. Unlike previous research which focuses on measuring learning only through retention tests (which are limited in measuring the ability to recall or recognise the presented material, since it leads to rote learning), the present research will measure learning through a recall test as well
as transfer test. The former measures the ability to recall the presented material, whilst the latter measures the ability to use the presented material in new situations. Both idiom tests will be used in measuring the effects of immediate and delayed performance on two levels of idiomatic knowledge; recall and transfer, in order to answer the two main research questions:

1. To what extent do humorous videos affect learners’ ability to understand English idioms among Saudi female EFL undergraduate learners?

2. To what extent do humorous videos affect learner’s ability to remember English idioms among Saudi female EFL undergraduate learners?

The third, auxiliary, research question investigates students’ attitudes towards learning English idioms through humorous videos via an attitudinal questionnaire:

3. What are the Saudi female EFL undergraduate learners’ attitudes towards learning idioms through the use of humorous videos?

2.5 Summary

This chapter has presented the framework of Mayer’s (2009) cognitive theory of multimedia learning, through which this study will be performed. Following this, a comprehensive discussion on using video in second language learning was presented. Finally, a review of research on using video in teaching English idioms, which led to the identification of the research gaps and the formation of the research questions. Chapter three will outline all methodological aspects and procedures employed in meeting the objectives of this study, and propose how it intends to bridge the research gap.
Chapter Three

Methodology

The primary goal of this study is to answer the research questions that relate to the use of humorous videos in understanding and remembering English idioms, as stated in Chapter 1. Separate instruments to measure these variables were applied to this end. This chapter is organised into seven sections: design of the study, participants, materials, variables, instruments, experimental procedures, and scoring and data analysis.

3.1 Research Design

The design of this study is a quasi-experimental in nature. It is one of the design frameworks that “seeks to find out whether, or to what extent, one thing causes another to happen” (Thomas, 2017, p.169). Following this design, the experimental phase of this study was based on experimental and control groups, using pre-post-tests. The experimental group was taught using humorous videos, while the control group was taught using a traditional instructional method. Given the nature of experimental design, quantitative instruments were employed to collect the data.

3.2 Participants of the Study

The participants of this study comprised 50 Saudi female students in the fourth year, in the English department at the College of Language and Translation, Imam Mohammad Ibn Saud Islamic University. Their ages ranged from 20 to 34. In their fourth year, students are expected to have an intermediate to advanced understanding of the English language, since they have studied English for at least 10 years. They all share the same L1 (Arabic). Participants were assigned into two groups of 25: the experimental group and the control group. The sampling procedure was non-probability sampling, convenience sampling, as participants “meet certain practical criteria, such as geographical proximity, availability at a certain time and easy accessibility” (Dornyei, 2007, p. 61). As far as the assignment of participants into each group is concerned, it should be noted that they were not assigned randomly, due to ethical and practical considerations. According to Dorney (2007), in a quasi-
experimental design, the random assignment of participants is rare in educational contexts because of the difficulty of random implementation, as was experienced here.

3.3 Material Selection

Following Neissari et al. (2017), the material was a collection of short humorous videos from the English idiom series called “The Teacher”, adopted from the BBC website. This collection of 9 videos is divided under different themes (e.g. body, transport, animals) which has been considered an effective strategy employed in the teaching of English idioms (Cooper, 1998; O'Dell & McCarthy, 2010). In each episode the native speaker “Pete Staves” introduces three idioms from the total of 28. However, these were carefully chosen according to recommended criteria in teaching idioms, in order to enhance the understanding and the production of idioms for English language learners. Following a number of researchers, Irujo (1986) and Steinel et al. (2007), they were chosen according to the simple grammatical pattern, as well as the high frequency of the component words (i.e. simplicity of form and vocabulary). Consequently, some idioms were excluded, thus, the final cohort of items included 20 idioms (see Appendix A). Cobb's website (The Compleat Lexical Tutor), which provides word- frequency information, was used to select the 1000-2000 frequently used words in English since “high-frequency words are more likely to be familiar to students than low-frequency ones” (Steinel et al., 2007, p.460).

3.4 Variables of the Study

1. The independent variables in this study were the teaching methods:
   - Humorous videos as a multimedia instructional method.
   - The traditional teaching method.

2. The dependent variable was:
   - Learning English idioms by the EFL students.
3.5 Instruments Design

After selecting the videos and target idioms, the instruments were compiled. Since the main aim was to examine the effect of using humorous videos on learners’ ability to understand and remember English idioms, a transfer test and a retention test (recall) were used. The former to measure understanding level, while the latter tested the retention level of the participants. Furthermore, an attitudinal questionnaire was compiled to investigate the students’ attitudes towards learning English idioms through humorous videos. These three instruments and how they were piloted are described in the following subsections.

3.5.1 Transfer Test

The transfer test was used as a measure of how well students had understood the English idioms that they had been taught, that is, how well the learners could apply what they have learned in new situations. Participants were given a test containing twenty situations that were completely different from what had been presented in either the videos or via the traditional teaching method. They were asked to transfer their knowledge in specific, meaningful contexts which were compiled based on the students’ daily life (see Appendix B).

3.5.2 Retention Test (Recall)

This test involved the completion format (fill-in-the-blanks) to determine how well the students could recall the English idioms they had been taught, that is, to measure how much the learners remembered after exposure to the target idioms. Participants were given a test containing twenty situations identical to what had been presented in either the videos or via the traditional teaching method. They were asked to complete each situation using the most appropriate idiom based on what they had learned (see Appendix C).

3.5.3 Questionnaire

To investigate students’ attitudes towards learning English idioms through the use of humorous videos, an attitudinal questionnaire was compiled (see Appendix D). It consists of 16 items
measured by a five-point Likert scale (Strongly agree - Agree - Neutral - Disagree - Strongly disagree) examining four variables (4 sentences each):

- Motivation: measuring the students’ motivation to learn idioms via humorous videos.
- Remembering: measuring the students’ attitudes towards using humorous video as an instructional method for remembering idioms.
- Understanding: measuring the students’ attitudes towards using humorous video as an instructional method for understanding idioms.
- Contextual support: measuring the students’ attitudes towards using videos including humour for learning idioms.

Appendix (E) specifies items in these four variables. In addition, the attitudinal questionnaire incorporated a language background questionnaire, to provide key demographic information on participants. This was placed at the end of the questionnaire as recommended by Dörnyei (2007).

3.5.4 Piloting the Instruments

Since the instruments were researcher-compiled, they were subject to a series of pilot studies to check their validity. First, they were given to four non-native-English speakers (assistant professors) to ensure that the items were not too easy or too difficult, to adjust any ambiguous items, and to improve the clarity of the wording and instructions. Next, they were provided to two native English speakers to ensure that each statement in both tests could elicit only one correct response (see Appendix F). Their views and comments were taken into consideration and the appropriate changes were made.

A final pilot study was carried out with a sample of 14 participants who were deemed similar to the target group. They were exposed to the target idioms through the chosen humorous videos. In this pilot study, the students scored well, which supported the validity of the tests, and showed that the instruments were suitable for capturing the learning of the target idioms. However, it was noted that their scores in the transfer test were higher than the recall test, which was determined as
attributable to the provision of helpful hints provided on the transfer test. Consequently, to achieve the purpose of the test, which is to examine the learners’ ability to transfer the form and meaning of the idioms into new situations, it was decided that the hints should be removed and that students should answer without external assistance (see Appendix B for the final version).

To measure the reliability of tests, they were first scored by two raters. Then, Pearson’s correlation coefficient was used to find out interrater reliability. Results showed that the degree of agreement among raters was highly significant in both tests (recall: 0.936 and transfer: 0.985), and according to Gravetter and Wallnau (2013), if the value of correlation is between 0.80 - 01.0, it is considered very strong. Therefore, both tests used in this study were reliable and acceptable.

With regards to the questionnaire’s reliability, the internal consistency of scales was checked through Cronbach’s alpha coefficient (see Table 3.1).

**Table 3.1**

*Cronbach Alpha Coefficients of the Four Scales*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number of items</th>
<th>Cronbach's alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>4</td>
<td>0.744</td>
</tr>
<tr>
<td>Remembering</td>
<td>4</td>
<td>0.832</td>
</tr>
<tr>
<td>Understanding</td>
<td>4</td>
<td>0.775</td>
</tr>
<tr>
<td>Contextual support</td>
<td>4</td>
<td>0.843</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>0.882</strong></td>
</tr>
</tbody>
</table>

As can be seen in Table 3.1, Cronbach’s alpha reliability demonstrated high scores, denoting that a strong relationship exists between the targeted variables. According to Tavakol and Dennick (2011), if the value for alpha is between 0.80 - 0.90, it is considered a good value. Therefore, the questionnaire used in this study was reliable and acceptable.
Finally, the instruments’ completion time was measured; students took 15 minutes for each test, and five minutes for the attitudinal questionnaire.

The next section explains the data collection procedures, followed by the conducting of the present study.

3.6 Data Collection Procedures

First and foremost, the researcher obtained the necessary permission from Imam Muhammad Ibn Saud Islamic University in Riyadh to conduct this study (see Appendix G). Before starting the experiment, the students were informed about the aim of the study and were told that they would be part of an academic study. Furthermore, their data will remain confidential, destroyed at the end of the study, and that they could have a copy of the study findings once complete. Additionally, a short introduction about the meaning of idioms was provided at the beginning for both treatments (proposed and normal), to ensure that all students were familiar with this concept. In order to avoid any confusion on the part of the learners, some instructions were given in their mother tongue (Arabic). The present study was conducted over a period of 3 weeks, across several stages: pre-test, treatment, post-test and questionnaire. These stages are described in detail in the following subsections.

3.6.1 Pre-Test

At the beginning of the experiment, one week before the teaching session, two types of tests (recall and transfer) were administered to the experimental and control groups to ensure the homogeneity and equality of both groups.

3.6.2 Treatment

As previously mentioned, participants were assigned into two groups. The experimental group was taught idioms using humorous videos as a multimedia instructional method, while the control group was taught idioms through the traditional method of using a verbal mode of presentation in isolation, using synonyms, antonyms and translation. Participants in the experimental group viewed 9 humorous videos, including 20 idioms, that were precisely 1 minute for each idiom. The videos were shown twice in order to ensure that they were sufficiently exposed to the target idioms.
Therefore, the time allocated for the treatment was 40 minutes. They were also given the opportunity to request additional reruns of the videos, in order to help them learn the idioms successfully.

3.6.3 Post-Tests

Immediately after the treatment, the two post-tests were administered in order to assess the level of recall, and the level of understanding, of the target idioms for both groups. First, the recall test was administered, and instructions were read out to the students. It was stressed that participants should be as careful as possible regarding certain criteria, as an idiom is considered a fixed expression (e.g. article, preposition, and plural versus singular forms of a noun). After 15 minutes, papers were collected, then students were given 15 minutes to complete the transfer test. One week later, the same two tests were administered in the same order, with the same time allocation, in order to assess the level of recall and understanding of the target idioms over time. It should be noted that the time allocated for the tests was specified based on feedback from the pilot administration.

After finishing the delayed post-tests, the experimental group was given a questionnaire comprising both the attitudinal and demographic parts. Participants were asked to read each statement carefully and to answer sincerely.

3.7 Scoring and Data Analysis

Once all data was collated, the tests were scored and results were analysed. This section outlines the procedures followed in scoring and analysing the results from all instruments used in this study.

3.7.1 Scoring Procedures

Adopting the process of a number of researchers; Steinel, Hulstijn, and Steinel (2007) and Zyzik (2011), the recall and transfer tests were scored using a 0 to 5 point scale. This scale takes into consideration a range of responses, ranging from no response, or an incorrect response (0 points) to the correct form of the target idiom (5 points). The total possible score was 100 points (5 points x 20 idioms). According to this scale, spelling and verb morphology errors (e.g. incorrect use of tense) were ignored. One point was subtracted for each of the following errors; missing/incorrect content words, missing/incorrect function words, and incorrect number of nouns.
After scoring the two tests, the data was analysed using statistical procedures to arrive at answers in response to the research questions.

3.7.2 Statistical Analysis

In order to analyse the data, the following statistical procedures using SPSS programme (version: 22) were implemented. First, to analyse the data of the pilot study, Pearson’s correlation coefficient was employed to find out the interrater reliability of the tests. Further, Cronbach’s alpha coefficient was used to check the internal consistency of the questionnaire. Second, an independent sample t-test was used to compare the different results of the experimental group and the control group, as well as to determine the level of statistical significance between them. Third, a paired sample t-test was used to compare the experimental group’s performance on the immediate and delayed post-tests. Finally, frequencies, percentages, means, and standard deviations were utilised in order to analyse the results of the questionnaire.

3.8 Summary

This chapter has detailed all aspects of methodological design, including participants, materials, instrument design, procedures of data collection and data analysis of this study. The results of data analysis will be presented in the next chapter in an attempt to provide answers to the three research questions.
Chapter Four

Data Analysis and Results

This chapter presents the results of the data analysis using SPSS programme to answer the following research questions:

1. To what extent do humorous videos affect learners’ ability to understand English idioms among Saudi female EFL undergraduate learners?

2. To what extent do humorous videos affect learner’s ability to remember English idioms among Saudi female EFL undergraduate learners?

3. What are the Saudi female EFL undergraduate learners’ attitudes towards learning idioms through the use of humorous videos?

4.1 Results of the Study

4.1.1 Equivalence of the Participants in the Pre-Test

At the beginning of the experiment, the two pre-tests (recall and transfer) were administered to both groups to ensure the homogeneity and equality between the experimental and control groups. The results were computed via SPSS programme, utilising a t-test to compare the means of the two groups. Following Dörnyei (2007), the independent sample t-test was used “to compare the results of groups that are independent of each other” (p. 215). The following table displays the results of the comparison on the pre-tests:

Table 4.1

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Experimental Group</th>
<th>T-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>1.20</td>
<td>1.40</td>
<td>0.266</td>
<td>0.792</td>
</tr>
<tr>
<td>SD</td>
<td>2.614</td>
<td>2.708</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>0.72</td>
<td>0.76</td>
<td>0.084</td>
<td>0.933</td>
</tr>
<tr>
<td>SD</td>
<td>1.720</td>
<td>1.640</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Regarding the recall test, the results in Table 4.1 show that the value of the independent sample t-test was (0.266) which is considered statistically insignificant, since the p-value was higher than (0.05). Furthermore, the two groups’ performance in the transfer test was equivalent and equal, as the value of the independent sample t-test was (0.084), which is considered statistically insignificant since the p-value was again higher than (0.05). In short, prior to the teaching session, both groups were equivalent in terms of their knowledge of the target idioms.

4.1.2 Results Related to Research Questions 1 and 2

4.1.2.1 Results of the Immediate Post-Tests

Immediately after the teaching sessions, the two post-tests (recall and transfer) were administered to both groups. The t-test, independent sample t-test, was used to find out any statistically significant differences between the performance of the experimental group and the control group. The results of the analysis of the immediate post-tests scores are shown in Table 4.2.

Table 4.2

<table>
<thead>
<tr>
<th>Means Comparison of the Immediate Post-Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Recall</td>
</tr>
<tr>
<td>Transfer</td>
</tr>
</tbody>
</table>

Regarding the recall test, in Table 4.2 we can see that the t-value of the independent sample t-test was (2.046), which is considered statistically significant since the p-value was less than (0.05). This indicates that the mean performance of the experimental group in the immediate recall test was notably higher than the control group. In addition, the experimental group’s mean performance in the immediate transfer test was also meaningfully higher than the control group, as the value of the independent sample t-test was (4.645) which is again considered statistically significant, since the p-
value was (0.001). Consequently, it can be concluded that there is an immediate positive effect of using humorous videos on learner’s ability to understand idioms and retain idiom knowledge.

4.1.2.2 Results of the Delayed Post-Tests

One week later, the delayed post-tests (recall and transfer) were administered to both groups. The independent sample t-test was again used to determine if there were any statistically significant differences between the performance of the two groups. The results and analysis are shown in the following table:

Table 4.3

Means Comparison of the Delayed Post-Tests

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Experimental Group</th>
<th>T-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>SD</td>
<td>N</td>
</tr>
<tr>
<td>Recall</td>
<td>25</td>
<td>28.00</td>
<td>23.117</td>
<td>25</td>
</tr>
<tr>
<td>Transfer</td>
<td>25</td>
<td>15.28</td>
<td>17.845</td>
<td>25</td>
</tr>
</tbody>
</table>

It is clear from the results shown in Table 4.3 that the value of the independent sample t-test was (3.695), which is considered statistically significant since the p-value was less than (0.05). Therefore, we can see that the experimental group’s mean performance in the delayed recall test is again considerably higher than the control group. Furthermore, the mean performance of the experimental group in the delayed transfer test was markedly higher than that of the control group, with the value of independent sample t-test at (4.184), which was again statistically significant with a p-value of (0.001). As a result, it can be concluded that there is also a delayed positive effect of using humorous videos on participants’ ability to understand and retain idioms over time.

A different type of t-test was conducted to compare the experimental group’s performance in the immediate and delayed post-tests, to ensure the effectiveness of the multimedia instructional method used. Following Dörnyei’s (2007) recommendation, a paired sample t-test was used “to
compare test scores when the participants are measured more than once” (p. 215). The results of this comparison are shown in Table 4.4.

**Table 4.4**

*Comparison of Experimental Group's Performance in the Immediate and Delayed Post-Tests*

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group Immediate post-test</th>
<th>Experimental Group Delayed post-test</th>
<th>T-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>SD</td>
<td>N</td>
</tr>
<tr>
<td>Recall</td>
<td>25</td>
<td>73.28</td>
<td>31.344</td>
<td>25</td>
</tr>
<tr>
<td>Transfer</td>
<td>25</td>
<td>59.44</td>
<td>34.862</td>
<td>25</td>
</tr>
</tbody>
</table>

Table 4.4 shows observed differences in the students’ mean scores in the immediate and delayed post-tests (both recall and transfer) for the experimental group, indicating that the participants seem to have performed better in the immediate post-test. However, based on a paired sample t-test, the t-value of the recall test was (1.566), and the transfer test was (1.400), both of which were considered statistically insignificant, since the p-values were greater than (0.05); (0.130) and (0.174) respectively. Therefore, this indicates no statistically significant difference between the students' scores in the immediate and delayed post-tests.

Consequently, it can be concluded that the students were able to retain the learned idiomatic knowledge, even after a one-week lapse of time. It is possible that this may be attributable to the effect of the instructional method used in this study, improving their ability to understand and retain English idioms over time compared to the control group using the traditional method of teaching.

**4.1.3 Results Related to Research Question 3**

In order to answer the third question of the study, ‘What are the Saudi female EFL undergraduate learners’ attitudes towards learning idioms through the use of humorous videos?, an attitudinal questionnaire was carried out. The SPSS programme was again used to calculate the mean score and standard deviation for each statement, as well as the mean results for each scale in the
questionnaire. The analysis is presented in the following tables, considering the responses of (4) as agree and (5) as strongly agree:

**Table 4.5**

*Mean and Standard Deviation of the First Scale (Motivation)*

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I feel motivated to learn more idioms via humorous videos.</td>
<td>4.55</td>
<td>0.810</td>
</tr>
<tr>
<td>2 I really enjoy learning English idioms through watching humorous videos more than through reading textbooks.</td>
<td>4.57</td>
<td>0.774</td>
</tr>
<tr>
<td>3 I feel more interest when the teacher integrates humorous videos including idioms in the classroom.</td>
<td>4.55</td>
<td>0.624</td>
</tr>
<tr>
<td>4 Integrating humorous videos including idioms in the classroom increases my attention span.</td>
<td>4.19</td>
<td>0.946</td>
</tr>
<tr>
<td>Total</td>
<td>4.46</td>
<td>0.615</td>
</tr>
</tbody>
</table>

As seen in Table 4.5, students preferred this multimedia instructional method over the traditional teaching method. It appears that they felt motivated to learn more idioms, since the use of humorous videos appears to create a more enjoyable learning environment and increase their attention span. It is evident from the mean scores of the first scale (4.46) that students strongly agreed with integrating humorous videos as an effective teaching method, as it motivated them to learn more idioms.

**Table 4.6**

*Mean and Standard Deviation of the Second Scale (Remembering)*

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Being exposed to idioms in humorous videos can help me remember/recall idioms after long periods of time.</td>
<td>4.52</td>
<td>0.626</td>
</tr>
<tr>
<td>6 I can write a list of some idioms after watching them in some humorous videos.</td>
<td>4.30</td>
<td>0.837</td>
</tr>
</tbody>
</table>
Being exposed to idioms in humorous videos can help me more easily recognize the correct meaning of a particular idiom in a given context. 4.55 0.624

Being exposed to idioms in humorous videos can help me better judge whether a given meaning of a particular idiom is correct or not. 4.13 0.885

Total 4.38 0.570

Table 4.6 above shows another significant result, in that students consider that being exposed to humorous videos, as a multimedia instructional method, as helpful for recall and recognition of learned idioms after a period of time. The overall mean score of the second scale (4.38) indicates strong positive attitudes towards the application of humorous videos as a helpful teaching method for remembering English idioms.

Table 4.7

Mean and Standard Deviation of the Third Scale (Understanding)

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Being exposed to idioms in humorous videos can help me understand English texts and books.</td>
<td>4.42</td>
<td>0.886</td>
</tr>
<tr>
<td>10 Being exposed to idioms in humorous videos can help me understand native speakers more effectively and correctly.</td>
<td>4.48</td>
<td>0.769</td>
</tr>
<tr>
<td>11 Being exposed to idioms in humorous videos can help me better understand English films.</td>
<td>4.45</td>
<td>0.810</td>
</tr>
<tr>
<td>12 Being exposed to idioms in humorous videos can help me later use them more accurately in a new situation.</td>
<td>4.19</td>
<td>0.703</td>
</tr>
<tr>
<td>Total</td>
<td>4.39</td>
<td>0.598</td>
</tr>
</tbody>
</table>

It is evident from the results shown in Table 4.7 that students strongly agree with being exposed to idioms via the use of humorous videos, and consider them as an effective method in helping them understand idioms in new situations. Furthermore, they believe it increases their ability to use them more accurately in new situations. The overall mean score of the third scale (4.39) again indicates
strong positive attitudes towards exposure to idioms through humorous videos, to aid understanding and later use.

*Table 4.8*

*Mean and Standard Deviation of the Fourth Scale (Contextual Support)*

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Humorous audio-visual context can help me learn idioms more easily.</td>
<td>4.68</td>
<td>0.599</td>
</tr>
<tr>
<td>14 I prefer learning English idioms via a humorous audio-visual context rather than in isolation.</td>
<td>4.23</td>
<td>0.717</td>
</tr>
<tr>
<td>15 I like learning English idioms more when I watch and listen to them in a humorous context.</td>
<td>4.26</td>
<td>0.855</td>
</tr>
<tr>
<td>16 I comprehend idioms better when they are integrated in humorous audio-visual context.</td>
<td>4.16</td>
<td>0.820</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4.33</strong></td>
<td><strong>0.596</strong></td>
</tr>
<tr>
<td><strong>Overall total</strong></td>
<td><strong>4.39</strong></td>
<td><strong>0.508</strong></td>
</tr>
</tbody>
</table>

Table 4.8 demonstrates that students preferred the use of humorous videos as a multimedia instructional method, more than the traditional teaching method, as it provides contextual support that facilitates the learning of English idioms. Therefore, from the mean score of the fourth scale (4.33), the students strongly agreed with the use of a humorous audio-visual context as a means of facilitating the learning of idioms.

To conclude, according to the observed overall mean score of the questionnaire (4.39), as well as the mean score of each item in the questionnaire, it can be inferred that, on the whole, participants have strong positive attitudes towards using humorous videos to learn English idioms. The students agreed that the use of humorous videos could help create a motivating and enjoyable learning environment, leading to increased engagement in the classroom. Furthermore, the results, combined with their feedback, suggest that humorous videos can help with understanding idioms, thereby, enhancing the learners’ ability to use them later in new situations. Moreover, it can be a helpful source
for remembering idioms after a period of time, and they believed that a humorous audio-visual context can facilitate the learning of idioms, through the assistance of pictures and words including humour. Finally, it is worth noting that no participant disagreed with implementing such an instructional method, thereby, this result could reinforce the positive effect of integrating humorous videos in English idiom learning environments.

4.2 Summary

The results of the analysed data revealed that there were statistically significant differences between the performance of the experimental group and the control group. The experimental group demonstrated markedly better performances in both the immediate and delayed post-tests, which may indicate the effectiveness of integrating humorous videos on learners’ ability to understand and remember English idioms. Furthermore, the results of the attitudinal questionnaire showed that students held positive attitudes towards learning English idioms through humorous videos. To conclude this thesis, chapter five will offer a discussion of the results, and a conclusion of the study.
Chapter Five

Discussion and Conclusion

This chapter concludes this thesis by discussing the study’s findings in more detail and reviews them in relation to the literature examined in Chapter 2. The pedagogical implications as a result of these findings will then be presented, to enrich the EFL/ESL vocabulary teaching process in general, and for idiom teaching in particular. The fourth section considers the limitations of the present study, leading to the final section which presents suggestions for future research.

5.1 Discussion of the Study Findings

This study aimed to examine the effect of using humorous videos on idiom learning in the Saudi educational context, in addition to investigating students’ attitudes towards learning English idioms through the use of humorous videos. The researcher employed multiple quantitative instruments to gather the data. The research questions were as follows:

1. To what extent do humorous videos affect learners’ ability to understand English idioms among Saudi female EFL undergraduate learners?

2. To what extent do humorous videos affect learner’s ability to remember English idioms among Saudi female EFL undergraduate learners?

3. What are the Saudi female EFL undergraduate learners’ attitudes towards learning idioms through the use of humorous videos?

The first two questions will be discussed in unison, as they examine the effects of the use of humorous videos on the main goals of learning; understanding and remembering. The findings showed a statistically significant difference between the performance of the experimental group and the control group, in favour of the experimental group, in both the immediate and delayed post-tests. This may indicate the positive effect of using humorous videos on learners’ ability to understand and remember English idioms.
These results can be interpreted in light of two previously presented theories. The first, Mayer’s (2009) cognitive theory of multimedia learning, which was the main theory dealt with in this study, asserts that people learn more effectively using words and pictures, than words alone. Therefore, integrating multimedia involving two or more presentation modes, such as pictorial and verbal (as applied in this study), may help learners engage in the cognitive processes that lead to the creation of deeper meaningful learning. Thus, being exposed to idioms in videos may help learners better understand and better retain them, in contrast to the traditional method of teaching, which leads to rote learning and memorisation. Further, this theory emphasises that multimedia methods can facilitate learning difficult concepts that might be challenging to understand through words alone. Mayer’s claim is further supported by Denning (1992) and White et al. (2000), who suggest that learning difficult concepts could be facilitated through the contextualised presentation of videos. It therefore follows that the findings of the present study further support Mayer’s theory, having shown that learning idioms could be facilitated through exposure to a combination of audio-visual inputs. Consequently, the current findings are in contrast with Martinez (2002), who claimed that whilst video provides authentic material, it contains cultural bias that might obstruct the learning of difficult concepts, which was seemingly not encountered here.

The second is Paivio’s (1990) dual coding theory, which proposes presenting material involving verbal information alongside associated images. The theory states that the inputs are processed separately in dual channels within the human mind, and thus can increase the retention of presented material. It is therefore reasonable to infer that being exposed to idioms in videos may help to integrate them more effectively within human memory, for storage and later retrieval.

In summary, the findings of the present study support both Mayer’s and Paivio’s claims. The results demonstrated that the learners taught with video performed better on both tests, immediate-delayed recall and transfer, compared to their counterparts, who were taught idioms through a traditional method.
The findings also revealed that the multimedia instructional method was not just more effective, but also that the participants considered it more motivating, interesting and valuable than traditional teaching methods. Since the learning of idioms is considered as a barrier for EFL learners, due to its difficulty, these results indicate that there could be significant positive effects of integrating multimedia into the learning environment. These findings are also in accordance with a number of studies reviewed in Chapter 2 that support the pronounced effect of video-based instruction. Like these studies, the findings confirm the beneficial role that multimedia instructional methods can play in teaching English idioms, over the traditional instructional methods that present material through only printed or verbal modes (Asschier, 2014; Behtash et al., 2018; Neissari et al., 2017).

As noted, there is only a paucity of literature available, although much aligns with the present findings. However, in addition to these few available studies, the results of the present research can also be supported by a body of vocabulary research. Since idioms are considered an integral part of vocabulary, there are far more studies in this domain which have examined the effect of videos on L2 vocabulary learning (Al-Seghayer, 2001; Bal-Gezegin, 2014; Z. Chen, 2006; Kabooha & Elyas, 2018; Lin & Tseng, 2012; Washang, 2014). These studies agree on the positive and influential role of using video in the classroom, in particular, in enhancing the learning of target vocabulary, thus supporting the findings of the present study.

One further possible advocacy of the results lies within the selection of video containing humorous context related to the target material. This explanation is compatible with Jonas (2012), who indicated that humorous videos could be used to create a motivating environment that may lead to the stimulation of mental activity that helps to process information, thereby, making the learning process more effective and enjoyable. Furthermore, the results of this study are in line with those of Jonas and Bradley (2013), who demonstrated that integrating humour connected to the target material may boost the efficiency of what is being learned. The findings are further supported by those of Mahdiloo and Izadpanah (2017), who conducted a study on Iranian EFL learners, and concluded that humorous audio-visual material had positively affected vocabulary learning. Therefore, while further
research is required to validate this, it may be assumed that instructional material containing humour
could help students enhance their idiomatic knowledge.

Concerning the third research question of the study, the findings indicated that students had
positive attitudes towards using humorous videos as an instructional method for learning English
idioms. The students of the experimental group believed humorous video could help create a
motivating and enjoyable learning environment, leading to increased engagement in the classroom.
Furthermore, participants asserted that it helped in their understanding of the idioms presented,
thereby, improving their ability to use them later in new situations. It may therefore be inferred that
the use of humour within videos could act as a helpful source to remember idioms after a period of
time. Finally, they believed that a humorous audio-visual context facilitated the learning of idioms,
through the amalgamation of pictures and words. These results are in line with the findings of Neissari
et al. (2017), who revealed that Iranian EFL learners expressed positive attitudes towards the use of
humorous videos in idiom instruction. In a different context in the United States, the findings
correlate with Bonk's (2011) study, which clarified that learners preferred short, humorous,
interesting, and engaging videos. Therefore, it may be conjectured that the integration of humorous
videos in the classroom is not just effective, but also positively accepted as a preferable instructional
method, over the more traditional approach.

In response to the third research question of the study, the students of the experimental group
showed positive attitudes towards learning English idioms through humorous video as an
instructional method. This supports and strengthens the findings of the first and second research
questions, thus, increasing the validity and utility of the study’s findings. This provides clear evidence
of the positive effect of using humorous video for teaching English idioms to EFL learners.

5.2 Conclusion

The aim of this study was to examine the effect of using humorous videos on learners’ ability to
understand and remember English idioms. It also sought to investigate students’ attitudes towards
learning English idioms through the use of humorous videos as a multimedia instructional method.
Based on the findings of the study, regarding learners' ability to understand and remember English idioms, it can be concluded that the use of humorous video as a multimedia instructional method is more effective than the traditional instructional method. Furthermore, the findings revealed that humorous videos can positively impact students’ motivation, engagement and interest in learning English idioms.

5.3 Pedagogical Implications

Results of the present study may have a number of pedagogical implications for EFL/ESL vocabulary instruction in general, and for idioms in particular. Based on the findings, it is therefore recommended that EFL/ESL vocabulary instructors and curriculum designers should:

1. Consider the positive effect of designing multimedia learning environments for teaching idioms, and consider moving away from rote memorisation, routine activities and textbooks.
2. Revise the methods of teaching idioms according to Mayer’s (2009) cognitive theory of multimedia learning.
3. Seek to enhance students’ motivation towards learning English idioms through using technology in an appropriate way.
4. Attempt to creatively support vocabulary textbooks with humorous videos, in order to facilitate the learning of English idioms.
5. Endeavour to be creative in the selection of appropriate videos that will interest students and achieve fruitful learning outcomes.
6. Consider the necessity of measuring both the transfer and retention performance of students to achieve meaningful learning.

And as a final recommendation, EFL/ESL learners should pay attention to humorous videos used as multimedia instructional method, since they provide a helpful source in understanding and remembering complex expressions.
5.4 Limitations of the Study

The present study was limited in a number of ways, and the generalisability was restricted by multiple factors. First, the sampling of participants was small and restricted to just 50 female university students enrolled in College of Languages and Translation in the fourth year at Imam Mohammad Ibn Saud Islamic University. Second, this study was restricted to a short time frame in the first semester of the academic year 1441 _ 2019. Third, the assessment of learning outcomes was limited to the production tests in written format. Fourth, the current study was restricted to investigating only EFL learners’ attitudes towards the use of humorous video as a multimedia instructional method for teaching a limited set of English idioms. Fifth, the criteria used in the selection of idioms was limited to a simple grammatical pattern, as well as the high frequency of the component words. And finally, the current study employed only quantitative instruments to gather the data.

5.5 Suggestions for Future Research

On the basis of the aforementioned findings and limitations, certain areas might be suggested for future research:

1. Conduct further similar research examining the effects of using humorous video on a larger number of both female and male participants, to enhance the generalisability of the results.
2. Replicate this study in another university outside Riyadh in order to compare and contrast results.
3. Examine the effects of using humorous videos on long-term memory, hence requiring longer ranging studies.
4. Conduct further research examining the teachers’ attitudes toward integrating humorous video in the classrooms.
5. Conduct further research examining the effect of humorous videos that include transcripts of the idioms in the target language, or as separate audio, or a translation of the audio into the native language of the learners.
6. Replicate the same study with two different levels of students, such as intermediate and advanced.

7. Measure the learning outcomes using alternative assessment instruments that focus on various aspects of idiomatic knowledge, such as oral assessment.

8. Classify the idioms according to high frequency and low frequency words, in order to make a comparison between the results of an investigation.

9. Classify the idioms according to the similarity to the learners’ native language idioms, in order to assess the influence of the mother tongue on learner’s ability to understand and remember target language idioms.
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Appendices

Appendix A

The Target English Idioms

1. In series 1 the teacher introduces idioms related to food.

<table>
<thead>
<tr>
<th>First and second episodes</th>
<th>Idioms</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher introduces you to three idioms connected with egg.</td>
<td>1. He's a bad egg.</td>
</tr>
<tr>
<td></td>
<td>2. Don't put all of your eggs in one basket.</td>
</tr>
<tr>
<td></td>
<td>3. He's got egg on his face.</td>
</tr>
<tr>
<td>The teacher introduces you to three idioms connected with tea.</td>
<td>4. It's not my cup of tea.</td>
</tr>
<tr>
<td></td>
<td>5. I wouldn't do it for all the tea in China.</td>
</tr>
<tr>
<td></td>
<td>6. It's as good as a chocolate teapot.</td>
</tr>
</tbody>
</table>

2. In series 2 the teacher introduces idioms related to body.

<table>
<thead>
<tr>
<th>Third and fourth episodes</th>
<th>Idioms</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher introduces you to tow idioms connected with hair.</td>
<td>1. I let my hair down</td>
</tr>
<tr>
<td></td>
<td>2. Keep your hair on</td>
</tr>
<tr>
<td>The teacher introduces you to three idioms connected with eyes</td>
<td>3. To keep an eye on something</td>
</tr>
<tr>
<td></td>
<td>4. To have eyes in the back of your head</td>
</tr>
<tr>
<td></td>
<td>5. His eyes are bigger than his stomach</td>
</tr>
</tbody>
</table>
3. In series 4 the teacher introduces idioms related to animal.

<table>
<thead>
<tr>
<th>Fifth and sixth episodes</th>
<th>Idioms</th>
</tr>
</thead>
</table>
| The teacher introduces you to two idioms connected with horse. | 1. To eat like a horse  
2. Straight from the horse's mouth |
| The teacher introduces you to one idiom connected with bee. | 3. Busy as a bee |

4. In series 4 the teacher introduces idioms related to transport.

<table>
<thead>
<tr>
<th>Seventh and eighth episodes</th>
<th>Idioms</th>
</tr>
</thead>
</table>
| The teacher introduces you to two idioms connected with driving. | 1. In the driver's seat  
2. A backseat drive |
| The teacher introduces you to one idiom connected with boat. | 3. I missed the boat |

5. In series 5 the teacher introduces idioms related to colour.

<table>
<thead>
<tr>
<th>Ninth episode</th>
<th>Idioms</th>
</tr>
</thead>
</table>
| The teacher introduces you to three idioms connected with gold. | 1. As good as gold  
2. A heart of gold  
3. Worth its weight in gold |
Appendix B

Transfer Test

Write down the most appropriate idioms for the following scenarios.

1. **Scenario**: My friend decided to invest her savings in building a mall. I suggested that she not take the risk of relying on only one investment because she might lose all her money.
   - **Question**: What advice might you give her?
   - **Idiom you might use:**

2. **Scenario**: I prefer eating Italian food; therefore, my order is always pasta and pizza.
   - **Question**: What would you say to express a favourite/preferred choice?
   - **Idiom you might use:**

3. **Scenario**: I never drive fast because it is very dangerous, and it may have terrible consequences.
   - **Question**: What would you say to express your rejection to fast driving?
   - **Idiom you might use:**

4. **Scenario**: I told my friend the details of my invention before registering it. I did not think that one day she might abuse my trust and steal my invention.
   - **Question**: What would you say to describe the type of friend she is?
   - **Idiom you might use:**

5. **Scenario**: My teacher does not use effective methods of teaching English language. So, her lessons are neither helpful nor insightful.
   - **Question**: What would you say to describe your teacher’s lessons?
   - **Idiom you might use:**
6. **Scenario:** When I talked with my friends about how bad my teacher was, I didn’t know that my teacher was walking right behind me.
   
   o **Question:** What would you say to your friends about how you felt?
   
   o **Idiom** you might use:

7. **Scenario:** My teacher was angry at me because I misbehaved by dancing in the class.

   o **Question:** What would you say to your colleague about your behaviour?

   o **Idiom** you might use:

8. **Scenario:** I was angry at my little sister because she tore my dress. However, I tried to calm down and avoid disciplining her.

   o **Question:** What would you say to describe your trying to feel sympathetic towards your sister?

   o **Idiom** you might use:

9. **Scenario:** My boss knows everything that has happened in the company, even though he wasn’t personally involved.

   o **Question:** What might you say to describe your boss?

   o **Idiom** you might use:

10. **Scenario:** When I left class, asked my colleagues to look after my bag.

   o **Question:** What might you say to your colleagues as a request?

   o **Idiom** you might use:
11. **Scenario:** My younger brother suffers from obesity. He always takes too much food on his plate and then can't eat it all.
   - Question: What might you say to describe your brother?
   - Idiom you might use:

12. **Scenario:** My sister’s dog is very well mannered. It does not annoy me at all.
   - Question: What would you say to describe the dog’s polite behaviour?
   - Idiom you might use:

13. **Scenario:** My father’s supervisor had not been interested in his creative ideas to improve the company. Then, my father got a promotion. So, now he has the power to apply his ideas since he has control.
   - Question: What might you say to describe your father’s control of the company?
   - Idiom you might use:

14. **Scenario:** In our class assignment group, Katherine always provides unwanted advice trying to take control of the group.
   - Question: What might you say to describe Katherine’s undesirable attempts to take control?
   - Idiom you might use:

15. **Scenario:** My younger sister is obese because she always eats too much food.
   - Question: What might you say to describe your sister?
   - Idiom you might use:

16. **Scenario:** The phonology teacher told me that she is going to examine all her classes tomorrow.
o Question: What might you say to prove the truth of what you said to your colleagues?
  o Idiom you might use:

17. **Scenario:** I was invited to go swimming this coming Friday, but I politely declined the offer because I need to complete a lot of assignments that day.
  o Question: What might you say to describe your situation this coming Friday?
  o Idiom you might use:

18. **Scenario:** Effective managers always offer useful, helpful and valuable suggestions to develop the organization.
  o Question: What might you say to describe such managers?
  o Idiom you might use:

19. **Scenario:** I lost a job opportunity in a well-known company because I did not apply for the job on time.
  o Question: What might you say to describe your lost opportunity?
  o Idiom you might use:

20. **Scenario:** My neighbours are kind and helpful. They always support me a lot during times of hardship as well as during happy moments.
  o Question: What would you say to describe your neighbours?
  o Idiom you might use:
Appendix C
Recall Test (Completion Test)

Complete the following sentences using the appropriate idiomatic expressions.

1. In English, instead of saying that someone is bad or dishonest, it can be said that
........................................................................

2. In English, instead of saying that someone should never rely on only one plan, it can be said that
........................................................................

3. In English, instead of saying that someone makes a mistake which makes him/her look stupid, it can
be said that ......................................................

4. In English, instead of saying that someone does not like something very much for example a sport, it
can be said that ......................................................

5. In English, instead of saying that someone would never do something because nothing could persuade
him/her, it can be said that ......................................................

6. In English, instead of saying that something is completely useless, it can be said that
........................................................................

7. In English, instead of saying that someone behaves in a less serious way than usual and enjoy
himself/herself a little, it can be said that ......................................................

8. In English, instead of saying calm down to someone who’s angry, it can be said that
........................................................................

9. In English, instead of saying that someone knows everything that’s happening around him/her, even
though he/she can’t see it, it can be said that ......................................................

10. In English, instead of saying that someone should look after something or watch it closely, it can be
said that ......................................................

11. In English, instead of saying that someone takes too much food on his plate and then can't eat it all,
it can be said that ......................................................
12. In English, instead of saying that someone has got some information directly from the person responsible for it, it can be said that ..............................................................

13. In English, instead of saying that someone eats a lot, it can be said that ..............................................................

14. In English, instead of saying that someone has a lot to do, it can be said that ..............................................................

15. In English, instead of saying that someone is in control of a situation or in charge of something, it can be said that ..............................................................

16. In English, instead of saying that someone is very well-behaved, it can be said that ..............................................................

17. In English, instead of saying that someone is very kind and helpful, it can be said that ..............................................................

18. In English, instead of saying that someone tries to take control of a situation that he/she is not responsible for, it can be said that ..............................................................

19. In English, instead of saying that something is extremely useful, it can be said that ..............................................................

20. In English, instead of saying that someone missed an opportunity to get involved in something, it can be said that ..............................................................
Appendix D

Attitudinal Questionnaire

English Learner Questionnaire

My name is Manal and I am an MA student in Imam Mohammad Ibn Saud Islamic University. I am conducting a research study to find out the attitudes of EFL learners toward integrating humorous videos including idioms in the classroom. I would like to invite you to be part of this research by completing the following survey. It has 2 sections and would take you 5 minutes to complete. All of the data collected will be used only for research purposes, and your honest answers/responses will allow me to have valid data. Thank you very much for your help!

Part I

Respond to the following items by indicating how strongly you agree or strongly disagree with them:

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel motivated to learn more idioms via humorous videos.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2</td>
<td>Being exposed to idioms in humorous videos can help me remember/recall idioms after long periods of time.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>3</td>
<td>Being exposed to idioms in humorous videos can help me understand English texts and books.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>4</td>
<td>Humorous audio-visual context can help me learn idioms more easily.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>5</td>
<td>I really enjoy learning English idioms through watching humorous videos more than through reading textbooks.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>I can write a list of some idioms after watching them in some humorous videos.</td>
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</tr>
<tr>
<td>7</td>
<td>Being exposed to idioms in humorous videos can help me understand native speakers more effectively and correctly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I prefer learning English idioms via a humorous audio-visual context rather than in isolation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I feel more interest when the teacher integrates humorous videos including idioms in the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Being exposed to idioms in humorous videos can help me more easily recognize the correct meaning of a particular idiom in a given context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Being exposed to idioms in humorous videos can help me better understand English films.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>I like learning English idioms more when I watch and listen to them in a humorous context.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>Integrating humorous videos including idioms in the classroom increases my attention span.</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>Being exposed to idioms in humorous videos can help me better judge whether a given meaning of a particular idiom is correct or not.</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Being exposed to idioms in humorous videos can help me later use them more accurately in a new situation.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<td>--------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>15</td>
<td>I comprehend idioms better when they are integrated in humorous audio-visual context.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
### Part II

#### Questionnaire for Learners of English

*Please provide the following information by ticking the box or writing your response in the space provided.*

- **Age**:
  - 20-24
  - 25-29
  - 30-34
  - 34- above

- **Number of years as an English language learner**:  
  - 0-3
  - 4-6
  - 7-9
  - 10- above

- **How do you rate your overall proficiency in English?**
  - Beginner
  - Low level
  - Intermediate
  - Advanced

- **Have you ever lived in an English-speaking country? If yes, please specify for how many years?**
  - No
  - Yes ____________

- **How many hours per week do you spend on:**
  - **Reading in English (books or on social media)** (0-2 hours, 3-5 hours, 6-9 hours, 10- above)
  - **Watching videos in English (TV, YouTube, Netflix, etc…)** (0-2 hours, 3-5 hours, 6-9 hours, 10- above)
  - **Listening to audios in English (music, radio or FM, etc…)** (0-2 hours, 3-5 hours, 6-9 hours, 10- above)
  - **Socialising in English** (0-2 hours, 3-5 hours, 6-9 hours, 10- above)

*Thank you very much for your cooperation!*
Appendix E

Items in the Four Scales

- **First Scale: Motivation** (it measures the students’ motivation to learn idioms via humorous videos.

1. I feel motivated to learn more idioms via humorous videos.
2. I really enjoy learning English idioms through watching humorous videos more than through reading textbooks.
3. I feel more interest when the teacher integrates humorous videos including idioms in the classroom.
4. Integrating humorous videos including idioms in the classroom increases my attention span.

- **Second Scale: Remembering** (it measures the students’ attitudes toward using humorous video as an instructional method in remembering idioms.

5. Being exposed to idioms in humorous videos can help me remember/recall idioms after long periods of time.
6. I can write a list of some idioms after watching them in some humorous videos.
7. Being exposed to idioms in humorous videos can help me more easily recognize the correct meaning of a particular idiom in a given context.
8. Being exposed to idioms in humorous videos can help me better judge whether a given meaning of a particular idiom is correct or not.

- **Third Scale: Understanding** (it measures the students’ attitudes toward using humorous video as an instructional method in understanding idioms.

9. Being exposed to idioms in humorous videos can help me understand English texts and books.
10. Being exposed to idioms in humorous videos can help me understand native speakers more effectively and correctly.
11. Being exposed to idioms in humorous videos can help me better understand English films.
12. Being exposed to idioms in humorous videos can help me later use them more accurately in a new situation.

- **Fourth Scale: Context** (it measures the students’ attitudes toward using videos including humorous context on idiom learning.

13. Humorous audio-visual context can help me learn idioms more easily.


15. I like learning English idioms more when I watch and listen to them in a humorous context.

16. I comprehend idioms better when they are integrated in humorous audio-visual context.
Appendix F

Validation Committee

Non-native English speakers:

- Dr. Khalid Alghamdi
- Dr. Abdullah Alazmi
- Dr. Suhad Sonbul
- Dr. Omar Naeem
- Dr. Awad Alshehri (only questionnaire)
- Dr. Fayrouz Albahti (only questionnaire)

Native English speakers:

- John Slattery
- Elizabeth Ann Davidson
Appendix G

Formal Letter

The Vice-Rector for Higher Studies and Scientific Research Letter with the Student’s Affiliation and Purpose of the Study