Students' Perception of Using English Movies as Media for Increasing Idiomatic Expressions Acquisition

Damara Dwi Dibyanti,[1] Sri Wahyuni[2]
Corresponding author damarara03@gmail.com
Universitas Negeri Semarang, Indonesia
DOI: 10.35974/acuity.v11i1.4057

Abstract

This study explores how students use idioms acquired from English movies to improve communication skills and how More Knowledgeable Other, henceforth mentioned as MKO, helped students comprehend the idioms. The Optimal Input Hypothesis by Krashen and Mason (2020) and the Sociocultural Theory by Vygotsky (1978) was the theoretical basis for conducting the research. The survey was conducted using an open-ended questionnaire distributed online to UNNES' English Literature and English Education students who enjoy watching English movies and have passed the Idiom-Based Lexical Studies course. The thematic analysis method proposed by Braun and Clarke (2006) was used to analyze the collected data. The result of the study shows that 44 participants agree that English movies help them acquire more idiomatic expressions supported by human and technological scaffolding. Participants also shared that the idiomatic expressions acquired from English movies improve their communication and writing skills. This research reveals that giving more input from English movies encourages students to use idioms in both spoken and written expressions. In addition, MKOs play roles in supporting students' process of understanding idiomatic expressions acquired from English movies, and the more preferred one is technology MKO.

Keywords: *English Movies, Idiom Acquisition, Idiomatic Expression, More Knowledgeable Others, Student Perception*

INTRODUCTION

Twenty-five English Language Education students of Universitas Negeri Semarang (UNNES) in the class of 2021 agreed that they used to experience struggles in understanding the meaning of an idiom that was unfamiliar to them. In fact, idioms are not foreign to native speakers in communication and writing (Bahadirovna, 2023). Zarena (2022) adds that the use of idioms in utterances makes the speaker more fluent because it shows that one has an awareness of cultural significance as well as the context of the idiomatic expressions. Relating to this, Fitriati and Wahyuni (2018) suggest that using a variety of lexical bundles can help learners improve their language skills. Although not all of them have idiomatic meanings, lexical bundles, and idioms are both formulaic expressions that play a role in supporting fluency. Thus, this study referred to the Optimal Input Hypothesis proposed by Krashen and Mason (2020) and the Sociocultural Theory proposed by Vygotsky (1978). This study intends

---

Corresponding Author: Damara Dibyanti, Gedung B3 FBS Universitas Negeri Semarang, Semarang, Indonesia, 50229.
email: damarara03@gmail.com

to find out how students make use of idioms acquired from English movies to improve communication skills and how MKO helps students comprehend the idioms through scaffolding. This research is significant because it explores students' perceptions of the use of English movies specifically to increase idiomatic expression acquisition.

The use of idiomatic expressions is an indicator of one's proficiency level (Wahyuningtyas, 2021). However, its portion in the educational curriculum is relatively small. A number of studies show the challenges in teaching idioms despite the importance of idioms in learning English, some of which are Ta'amneh (2021), Wahyuningtyas (2021), and Mehdi (2024). Teachers need to pay attention to the level of difficulty in providing material about idioms (Wahyuningtyas, 2021). In addition, Ta'amneh (2021) states that figurative language is a challenge for second-language learners. According to Mehdi (2024), this is caused by several things, one of which is their lack of cultural knowledge about something.

In order to overcome these challenges, many approaches have been attempted. Some strategies for teaching and learning idiomatic expressions have been investigated by previous researchers, namely Amos and Abas (2021), Wu et al. (2021), and Sarıoğlu and Altunbaş-Yavuz (2023). The studies showed that the various strategies tried were effective for learning idiomatic expressions. Amos and Abas (2021) used and recommended the use of multimodal as a basis for teaching idioms. Wu et al. (2021) were with Amos and Abas (2021) as they used animation to teach idioms. Sarıoğlu and Altunbaş-Yavuz's (2023) study added that the use of stories was successful in making students understand the material.

From the multimodal keywords and stories mentioned earlier, the media that meets the criteria is movies. This media is already commonly used in education. Sari and Aminatun (2021), Aljebreen and Alzamil (2022), Yeganehpour and Zarfsaz (2022), Juhansar et al. (2024), and Alfaiz et al. (2025) investigated the use of movies in language learning. The results agree that movies are an appropriate choice as a learning medium. Movies can help improve many language skills, including vocabulary acquisition, speaking, and writing (Sari & Aminatun, 2021; Yeganehpour & Zarfsaz, 2022); Juhansar et al., 2024). Aljebreen and Alzamil (2022) added that students' ability to comprehend idioms increased due to the use of movies as learning media. This is because students' learning motivation is high when movies are chosen as learning media (Aljebreen & Alzamil, 2022; Alfaiz et al., 2025). Katemba and Ning (2018) also pointed out that students can unlock new vocabulary or even improve their language skills with the help of subtitled English movies. However, unlike Katemba and Ning (2018), the use of subtitles in watching English movies will not be discussed in this research.

In learning, especially when learning independently, there are likely times when the learners face difficulties in solving a problem. This is the reason scaffolding is necessary. According to Vygotsky (1978), scaffolding involves a number of sources as MKO. Previous studies discussed a number of parties that can be involved as MKO in the student learning process, which are studies by Huang (2024) and Anisa et al. (2023). Humans as MKOs is a very common scaffolding strategy that is believed to boost student learning in the classroom (Anisa et al., 2023). However, there is another scaffolding strategy that also supports learning, namely technological scaffolding. The choice of technology in this study, VR, can help students by considering students' anxiety levels (Huang et al., 2024).

The use of movies as learning media is a very common idea, and it has been explored enough. This strategy could be used to counter the challenges of idiomatic expression acquisition. This study would like to find out how students perceive the strategy. However, the previous studies leave a gap that let this study occur. Many researchers studied using movies as learning media for language learning, especially English language learning, such as the previously mentioned Sari and Aminatun (2021), Juhansar et al. (2024), and Alfaiz et al. (2025). The language skills or parts studied were varied. Even though there has been research discussing idioms in movies, such as the one conducted by Aljebreen and Alzamil (2022), I see that the topic is still not explored enough. Furthermore, Vygotsky proposed a sociocultural theory that includes scaffolding, which applies to language acquisition and learning, and to my knowledge, there are no studies specifically discussing the topic that involves scaffolding in understanding idioms acquired from English movies that they have watched. Regarding the gap based on the reviews of previous studies presented, the research questions were developed as follows.

1. To what extent do the acquired English idiomatic expressions help students' communication skills based on their perception?
2. How do MKOs help students increase their acquisition of English idiomatic expressions with English movies based on their perception?

The study serves theoretical and practical implications. As for the theoretical implications, besides adding references for future research, this study also shows the diversity of students' opinions and experiences regarding the strategy of increasing idiomatic expression acquisition. This statement strengthens the theoretical basis used. Meanwhile, as a practical implication, the results of this study give students insight into the strategies offered. In addition, the strategies offered are also applicable to be applied by lecturers as learning activities in formal classes.

METHODS

Research Design

This study belonged to a qualitative study conducted by describing a survey result because the objective was to explore students' perceptions of idiomatic expressions acquired through English movies. The goal was to get an in-depth understanding based on their experiences. The participants were asked to share their experiences by answering an open-ended questionnaire that allowed them to express their perceptions in their own words. The data collected was then analyzed using the thematic analysis by Braun and Clarke (2006).

Research Participants and Sampling Procedures

The participants of this study were active students of the English Literature and English Language Education study program of UNNES who had already passed the Idiom-Based Lexical Studies course. Besides, the participants were those who enjoyed watching English movies with varied frequencies of watching the English movies. Participants were voluntarily

filling out the survey questionnaire. After the questionnaire was distributed online on social media to around 580 students, 46 responses were obtained. The survey respondents consisted of students from the English Education study program in the fourth, sixth, eighth, and 10th semesters and students from the English Literature study program in the sixth and eighth semesters.

Data Collection

The instrument used in this research is an online questionnaire with open-ended questions divided into two sections. The first section aimed to find out students' perceptions of how far the English idiomatic expressions acquired from English movies help students' communication skills. Some questions were developed independently based on the insight learned in the literature review about the usefulness of movies for acquiring idioms, and adapted some questions from Daneshfard et al. (2021) and Lestari et al. (2023). The second section aimed to investigate students' perception of the involvement and role of other people or sources in acquiring and understanding English idioms obtained from English movies. The questions in the second section were developed based on Cicconi (2013), who stated that teachers, more advanced peers, and technology could be portrayed as MKO.

RESULTS

English Movies Help Students Acquire More Idiomatic Expressions Supported by Human and Technological Scaffolding

The first theme describes findings that highlight the students' perception of the role of English movies in helping students acquire more idiomatic expressions with support from humans and technology as scaffolding tools during the process. The survey showed that 95% of students perceive that English movies helped them acquire idiomatic expressions. According to the participants, the idioms encountered appear in everyday conversations and are supported by situations that they often find in real life. For instance, participant "P16" shared how he acquired idiomatic expressions from English movies, "Yes, as the characters usually use daily conversation that contains idioms. As we watch the movie and pay attention to the conversation, we unconsciously adopt the language including the idioms." (P16. 28/04/2025). With the unfamiliar idioms in the utterances of the characters, they adopted the idioms and tried to understand them.

In understanding the meaning of the idioms acquired, students seek help from more knowledgeable sources. The participants mentioned a number of sources, both human and technological. They mentioned professional teachers, peers, and any other sources. Some students said that they felt helped by the lecturers in the course, just like participant "P25" said, "I have idiom lexical subject in my 4th semester, usually my lecturer give us many english idiom and explain about that." (P25, 29/04/2025). This statement then supported by participant "P43" who claimed that the lecturers' explanations were very clear with the appropriate use of the idioms, "Yes, I find professional teachers' explanations very helpful in understanding English idioms.

They provide examples of idiom usage in real-life contexts, explain the meanings and nuances, and give opportunities to practice using idioms in conversations." (P43, 01/05/2025).

Besides professional teachers, some students are also helped by their peers' explanations. This was because of the way their friends explained the idioms using simple language that made the participants understand them more easily. In fact, the peers also gave examples of the appropriate situations in which to use the idioms in question. Participant "P22" mentioned that his peer gave actual experience of the peer using the idiomatic expression.

> Yes, I find my friends' explanations helpful. They often explain idioms in a way that's easy to understand, and sometimes they share personal experiences or give examples of when they've used the idiom. This makes it easier for me to see how the idiom works in real life. (P22, 29/04/2025)

However, more students unveiled that they preferred several technology platforms to help them understand idioms. Many participants mentioned that they use browsers and Artificial Intelligence (AI). For example, participant "P29" said that both platforms instantly answered her questions, "Yes definitely, ask everything to Google or AI they'll get all of your questions answered." (P29, 29/04/2025). Also, participant "P9" shared that he used an educational application, "I used ELSA SPEAK just recently." (P9, 26/04/2025). Online dictionaries also helped participant "P18" understand English idioms in a simple and clear way with the appropriate context of use, "Yes, I find the applications or books helpful in understanding English idioms. The Cambridge Idioms Dictionary provides clear definitions and context. It explains idioms in simple language, often with examples that show how they are used in everyday situations." (P18, 28/04/2025).

By choosing technological aids in the process of acquiring and understanding idioms from English movies, participants surely had their reasons for making such a choice. As an example, participant "P7" felt that online platforms or applications were easy to access, "Yes, totally! Online platforms or applications are much more helpful (in my opinion) because it is easily accessible in a swipe of a finger. Plus, not only they provided the meaning but also examples on the idiom's use." (P7, 26/04/2025). It shows that even though it's so easy to do, the information is clear enough because there are examples of the use of the idioms. There are also other participants who support technological scaffolding for different reasons. Participant "P9" shared the benefits they got from choosing technological scaffolding. They felt that the ELSA SPEAK application gave them a comfortable experience when using it, "It helps converse with ease and not feeling anxious at all." (P9, 26/04/2025). Both reasons were then reinforced by participant "P22." He admitted that he remembered the meaning and understood the use of idiomatic expressions in real life. Participant "P22" stated that this was due to the multimodal presentation, which consisted of images or short clips.

> Yes, I find those applications and accounts helpful because they explain idioms in simple language and often give examples. Sometimes they also use pictures or short videos, which make it easier to remember and understand how to use the idioms in real situations. (P22, 29/04/2025)

On the other hand, some participants who seek help from technology chose not to seek help from lecturers and peers. In some cases, they did not always feel helped by human scaffolding. One of them was participant "P4" who felt that "in college, the lecturer does not

help me much with it because of their style in teaching. we often study by ourselves" (P4, 26/04/2025). This statement represents some students with similar statements about lecturers as professional teachers' role in their process of acquiring and understanding idiomatic expressions. Furthermore, participant "P27" stated that her peers did not always help her understand because they had the same limitations in knowledge, "Sometimes yes and sometimes no, because my friends are still learning so when I ask them and they don't understand then together we will search for the meaning by Google." (P27, 29/04/2025).

Idiomatic Expressions Acquired from English Movies Help Students Improve Both Spoken and Written Communication Skills

The second theme shows that the idiomatic expressions acquired by watching English movies contributed in improving students' spoken and written communication skills. Many students use idiomatic expressions actively in daily life. In this case, 28 out of 34 participants with higher frequency claimed that they use idioms to communicate in both spoken and written form. There are participants who admitted that they use idioms when speaking to make their utterances more natural. Some participants also use idioms that they get from English movies they watch when interacting with others online on social media just like participant "P9" said, "Whenever I text my cousin, he lives in China as an international student, I do my best to always use English (98% of the time). Even before he study there, we chat, call, and talk in English." (P9, 26/04/2025).

Moreover, according to the participants, using idiomatic expressions in communication aims to make them sound more natural and engaging. Participant "P43" shared, "I use English idioms acquired from movies in my daily spoken communication with friends or colleagues who speak English. I also use them in writing emails or messages to make my language more natural and engaging." (P43, 01/05/2025).

The students with a lower frequency of watching movies also use them in communication, but they stated that they rarely use idioms in communication. There are 6 out of 12 participants who have a low frequency of watching English movies and use idioms from English movies to communicate. For example, participant "P19" who stated that she rarely watches English movies used idiomatic expressions acquired from English movies "For daily conversation" (P19, 29/04/2025).

Idiomatic Expressions Acquired from English Movies Help Students Improve Writing Skills

The third theme focuses on emphasizing how exposure to idiomatic expressions in movies enhances students' written expressions. Among the 34 participants with higher frequency of watching English movies, 10 of them said that they used idioms in their writing Various types of writings came from those with a higher frequency of watching English movies. Some participants employed idiomatic expressions even in simple writing. The simplest writing improved by adding idiomatic expressions for captions. The simplest writing improved by adding idiomatic expression in it is for writing caption. Participant "P33" said that she used the idioms "Mostly in chatting or writing some caption." (P33, 30/04/2025). Next,

participant "P8" used idioms for "Written communication and writing my own journal." (P8, 26/04/2025).

Many other participants also used the acquired idioms to produce different kinds of writings that might be more complex. Participant "P6" used the acquired idioms to practice creative writing because he was not used to using idiomatic expressions in communicating.

> I enjoy using them in creative writing to practice what I've learned. By doing so I must place the idiom in the appropriate context because otherwise it wouldn't make sense, I think that's great practice. I don't use idioms in speech much simply because I fear my interlocuters would struggle understanding me, so I use simplified nomenclature. (P6, 26/04/2025)

"Most of the times, I use it for written communication and fictions. I rarely use it for daily conversation. (I still use it, sometimes, not as frequent as I'd use it in written form)" (P7, 26/04/2025)

However, I found that participants with low frequency also used idiomatic expressions for writing purposes. Out of 12 participants who admitted they rarely watch English movies, only 4 produced writings with idiomatic expressions. The rest either use them for communicating especially the written ones, or do not really use idioms in real life. As an example, participant "P46" mentioned employing idiomatic expressions: "In daily use is rarely, it only use when I do assignment about idioms." (P46, 02/05/2025).

DISCUSSION

This section elaborates the findings in answering the research questions. Thus, it will be organized into two parts, which are the use of idiomatic expressions acquired from English movies based on students' perception and students' experience of scaffolding in understanding idiomatic expressions acquired from the English movies.

The Use of Idiomatic Expressions Acquired from English Movies Based on Students' Perception

The first research question intends to find out how far the acquired English idiomatic expressions help students' communication skills based on their perception. The thematic analysis results in two themes answering the research question. Not only do they understand the meaning of any expressions, based on students' perceptions, they use idiomatic expressions acquired from English movies they watched in communicating and writing. Some of them used idioms in spoken and written communication, some used idioms for writing, and there were students using idioms for both communicating and writing.

Participants with a higher frequency of watching English movies tend to actively use idioms from the movies in both spoken and written communication. Some participants with lower frequency also use idioms from English movies but to a more limited extent. Though not all students actively use idioms, they have tried using them. It shows that watching movies has a positive impact on students' communication skill that can be seen by how they use idiomatic expressions. In fact, they also think that using idioms in their conversations can make them sound more natural. The results of this study are consistent with the Optimal Input Hypothesis (Krashen & Mason, 2020) because greater exposure to idiomatic expressions in movies can increase their output in the use of idioms in communication.

A similar effect was observed in the use of acquired idioms for producing written works. The texts produced by the participants ranged from simple to more complex. Participants who watched English movies more frequently were able to create more variation in their writing by using idiomatic expressions. Meanwhile, among students who rarely watch movies, only a few attempted using idioms in their writings. Also, participants with low frequency had slightly less varied work. The Optimal Input Hypothesis (Krashen & Mason, 2020) is also reflected in this skill.

English movies can serve as advantageous sources that help improve their skills. This is in line with the result of the study by Sari and Aminatun (2021) and Juhansar et al. (2024). Moreover, input from movies facilitates understanding and proper use of idioms because they are contextualized. This means that the use of English movies increases students' ability to comprehend idioms, just as Aljebreen and Alzamil (2022) stated in their study. Besides the Optimal Input Hypothesis (Krashen & Mason, 2020), those statements make the same reason for the small number of participants who did not agree that English movies do not really help the acquisition because they rarely watch English movies.

Therefore, it can be said that English movies help students increase their acquisition of idiomatic expressions so that they can use them in daily life. This is because English movies as a medium can provide optimal input. Considering the results that have been obtained, it is possible to apply English movies as a learning medium in the classroom. This statement is backed up by the research findings of Aljebreen and Alzamil (2022) as well as Alfaiz et al. (2025), which indicate that using movies as learning media shows a high learning motivation for students.

Students' Experiences of Scaffolding in Understanding Idiomatic Expressions Acquired from English Movies

The second research question intends to investigate how MKOs help students increase their English idiomatic expressions acquisition with English movies based on their perception. Contextual input alone is not enough to be the only source for learners to understand the meaning of idiomatic expressions. Therefore, it is necessary for them to seek support from other sources to learn about idioms that block participants' understanding when watching English movies. Scaffolding will serve as a supportive method in this process with the assistance of MKO, as explained by Vygotsky (1978) in his Sociocultural Theory regarding the Zone of Proximal Development (ZPD).

When dealing with difficulties, some students choose to apply human scaffolding by choosing professional teachers and their peers as MKOs. Professional teachers mentioned by the participants include teachers, lecturers, and tutors. According to their perceptions, professional teachers are able to provide explanations about the idiomatic expressions they ask about and provide examples of their use in sentences. Besides that, there are also participants who choose to ask their peers. The explanations provided, according to them, are easy to understand because they use simple and relatable examples based on experiences with situations that allow for the use of certain idiomatic expressions. The experiences shared by these participants support the results of studies by Anisa et al. (2023). In this case, lecturers are

experts that students can trust in formal classes, and peers help them become informal discussion partners.

Nevertheless, there are a number of participants who share perceptions that are in contrast to the previous arguments. As for lecturers as MKO, they feel that their needs are not adequately fulfilled because of the lecturers' teaching style. Then, the experiences that contradict the efficacy of peers as MKO reveal that peers share the same limitations in terms of knowledge.

The other choice is technological scaffolding. The technology used includes search engines or browsers that provide educational websites, AI, online dictionaries, educational applications, and social media platforms. The reasons they prefer technology as MKO are diverse, such as the ease of platform access, easier fulfillment of information needs, comfort in using it when related to anxiety, and the presence of multimodal explanation. Specifically, the experience of student comfort is highlighted by Huang (2024), who emphasizes that the use of technology in scaffolding can reduce the likelihood of students feeling anxious. In addition, the results of Huang's (2024) study indicate that the use of technology as MKO leads to positive outcomes.

Overall, human and technological scaffolding strengthens the argument that scaffolding helps students reach their ZPD, as described in Sociocultural Theory (Vygotsky, 1978). Despite the dominance of those who prefer technological scaffolding, some student still has different perceptions regarding the effectiveness and preferences of MKO in their individual processes. This may suggest that teachers should also consider strategies to integrate human scaffolding and technological scaffolding to achieve a balance between students' theoretical understanding and social interaction. This issue was also discussed in a study by Tayşı et al. (2025) that explored the use of ChatGPT as AI in EFL courses. EFL instructors need to be wise in guiding students in employing AI for learning (Tayşı et al., 2025). This statement supports the idea that teachers could use AI as one of the technological scaffolding tools as long as they monitor its use to ensure that it is used responsibly by the students. In such a way, the balance between human involvement in technology use and vice versa in the scaffolding process could be maintained.

Limitation

This study has several limitations that should be acknowledged. The findings presented in this study are based on a small sample of students, so this study investigated in-depth insights into student perceptions. However, the results may not be representative of all students in different situations. Moreover, the data collected relies on the experiences reported by the students themselves without any objective verification. Due to this reason, it is possible that their answers were influenced by how they remembered their experiences. Therefore, these limitations must be taken into consideration when interpreting the findings.

CONCLUSION

Based on students' perception, English movies are able to improve idiomatic expressions acquisition even to the extent that they are able to use idioms. They use them to

communicate, both orally and in writing, and create various kinds of writing. It is important to keep in mind that scaffolding is needed to support the success of the participants' process in understanding idioms until they are able to use them. MKO provides them with information on the meaning of idioms that they are not familiar with and examples of the proper use of idiomatic expressions in a sentence. Both human scaffolding and technological scaffolding support participants in understanding the idioms acquired from English movies. In this study, 41 participants employed technology as MKO. This is influenced by easy access and a comfortable experience.

For the future studies, it is recommended that experiments be conducted on the use of English movies to acquire idiomatic expressions with objective assessment. Such objective assessment research can provide strong evidence of the impact of the chosen strategy. In addition, research that focuses more on scaffolding in the implementation of the strategy described in this study could also provide ideas for further research. The research could be a comparative study of the effectivity of human scaffolding and technological scaffolding in language acquisition.

REFERENCES

Alfaiz, M. K., Said, I., & Irianti, L. (2025). Exploring how exposure to pop culture English movies enriches vocabulary. *Journal of English Education Program (JEEP)*, *12*(1), 56. https://doi.org/10.25157/(jeep).v12i1.17815

Aljebreen, S., & Alzamil, A. (2022). The impact of using short films on learning idioms in EFL classes. *World Journal of English Language*, 12(7), 250. https://doi.org/10.5430/wjel.v12n7p250

Amos, N. T., & Abas, I. H. (2021). Idiom comprehension using multimodal teaching approach among Zanzibar University students. *Advances in Language and Literary Studies*, *12*(3), 82. https://doi.org/10.7575/aiac.alls.v.12n.3.p.82

Anisa, R., Innayatullah, R. K., Taufiquddin, Muh., & Budairi, A. (2023). Investigating the use of kid movies to scaffold learners' engagement and vocabulary enrichment. *International Undergraduate Conference on English Education*, *2*(1), 76–82. https://doi.org/10.12928/iucee2022.v2i1.13869

Bahadirovna, I. Y. (2023). The importance of idioms in modern English as a part of everyday language. *International Journal of Inclusive and Sustainable Education*, *2*(11), 66–68. https://doi.org/10.51699/ijise.v2i11.2903

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Cicconi, M. (2014). Vygotsky meets technology: A reinvention of collaboration in the early childhood mathematics classroom. *Early Childhood Education Journal*, *42*(1), 57–65. https://doi.org/10.1007/s10643-013-0582-9

Daneshfard, F., Khosravian, E., Alimorad, Z., Honarparvaran, M., & Tabe Bordbar, F. (2021). Watching English movies and proficiency development: Advanced learners' perceptions and strategies. *Global Journal of Foreign Language Teaching*, *11*(2), 109–123. https://doi.org/10.18844/gjflt.v11i2.5660

Fitriati, S. W., & Wahyuni, S. (2018). Lexical Bundles in Whatsapp Conversation between Native and Non-Native Speakers of English. Proceedings of the UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018), 314–320. https://doi.org/10.2991/eltlt-18.2019.61

Huang, H. L. (2024). Exploring the impact of VR scaffolding on EFL teaching and learning: Anxiety reduction, perceptions, and influencing factors. *Multimodal Technologies and Interaction*, *8*(10), 85. https://doi.org/10.3390/mti8100085

Juhansar, J., Budiarti, B., Hashim, S. bin, Reriansyah, & Sihole, I. G. (2024). Cinematic learning-teaching: The role of English movies in vocabulary acquisition for EFL learners. *International Journal of Business, Humanities, Education and Social Sciences (IJBHES)*, *6*(1), 79–87. https://doi.org/https://doi.org/10.46923/ijbhes.v6i1.351

Katemba, C. V., & Ning, W. (2018). Students` responses in enhancing new vocabulary through subtitled English movies. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, *3*(1), 45-75. https://doi.org/10.35974/acuity.v3i1.623

Krashen, S., & Mason, B. (2020, May). Input hypothesis: Not all comprehensible input is of equal value. *CATESOL Newsletter*, 1–2.

Lestari. Anggun, Latifah, N., & Rahman, A. A. M. (2023). The use of YouTobe media in improving students' vocabulary through online learning. *Linguamedia Journal*, *4*(2), 1–11. https://doi.org/https://dx.doi.org/10.56444/lime.v4i02.4000

Mehdi, S. (2024). Techniques used in teaching idioms. *Acta Globalis Humanitatis et Linguarum*, *1*(2), 34–42. https://doi.org/10.69760/aghel.01024063

Sari, S. N., & Aminatun, D. (2021). Students' perception on the use of English movies to improve vocabulary mastery. *Journal of English Language Teaching and Learning*, *2*(1), 16–22. https://doi.org/10.33365/jeltl.v2i1.757

Sarıoğlu, F., & Altunbaş Yavuz, S. (2023). The effect of using digital story in teaching proverbs and idioms to primary school students. *E-Kafkas Eğitim Araştırmaları Dergisi*, *10*(3), 520–531. https://doi.org/10.30900/kafkasegt.1359384

Ta'amneh, M. A. A. A. (2021). Strategies and difficulties of learning English idioms among university students. *Journal of Education and Practice*, *12*(23). https://doi.org/10.7176/JEP/12-23-10

Tayşı, E., Hamamcıoğlu, T., & Gürkaya, Z. (2025). Exploring EFL instructors' awareness and perceptions of using ChatGPT in language education. *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, *10*(2), 165–180. https://doi.org/doi.org/10.35974/acuity.v10i2.3405

Vygotsky, L. S. (1978). *Mind in society: Development of higher psychological processes* (M. Cole, Ed.). Harvard University Press.

Wahyuningtyas, D. (2021). Eliciting idiom retention through alliteration in a classroom activity. *English Learning Innovation*, *2*(2), 43–51. https://doi.org/10.22219/englie.v2i2.17065

Wu, W.-C. V., Lin, I.-T. D., Marek, M. W., & Ou Yang, F.-C. (2021). Analysis of English idiomatic learning behaviors of an audio-visual mobile application. *Sage Open*, *11*(2). https://doi.org/10.1177/21582440211016899

Yeganehpour, P., & Zarfsaz, E. (2022). The Effect of using de-contextualization and semi-contextualization teaching techniques on Turkish EFL learners' vocabulary learning. *Acuity: Journal of English Language Pedagogy, Literature and Culture,* *7*(2), 161–178. https://doi.org/10.35974/acuity.v7i2.2781

Zarena, A. (2022). The role of idioms and phrasal verbs in communicative competence. *Frontline Social Sciences and History Journal*, *02*(12), 69–75. https://doi.org/10.37547/social-fsshj-02-12-08