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The Effect of Using Contextual Videos on Students' Understanding of English Idioms

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ABSTRACT

The purpose of this study was to find out the effect of contextual videos toward students' understanding of English idioms at MAN Insan Cendekia Gowa. The research design used was quasi experiment with pre-test/post-test control group design. The sample was 32 eleventh grade students who were taken by cluster random sampling and divided into an experimental group (XI-C, n=16) and a control group (XI-D, n=16). The experimental group was treated by contextual video-based instruction in four meetings and the control group was treated by conventional lecture-based learning. The researchers assessed idiom comprehension using a 30-item multiple-choice test that measured three dimensions of understanding based on Fernando's (1996) model: recognition, contextual interpretation, and usage and appropriateness. This study analysed the data using descriptive statistics, normality test (Shapiro-Wilk), homogeneity test (Levene's Test), Paired Samples T-Test, Independent Samples T-Test, and Normalised Gain (N-Gain) score. The Independent Samples T-Test showed that there was a statistically significant difference between the two groups' post-test scores ($t = 5.358$, $p = .000$, $p < 0.05$). The mean score of post-test in the experimental group was 87.69 and in the control group was 75.13 and the mean N-Gain was 64.92% (medium category) and in the control group was 29.64% (low category). The results show that the use of contextual video-based learning is significantly more effective than traditional lecture-based learning in improving students' understanding of English idioms in EFL classrooms.

Keywords: Contextual Videos; English Idioms; Idiom Understanding

INTRODUCTION

Mastery of English idioms is one of the most stubborn challenges for EFL learners, a challenge that is especially prominent in Indonesian secondary school contexts where English instruction often focuses on grammatical accuracy and literal comprehension rather than the acquisition of figurative and culturally embedded language. Idioms are fixed multiword expressions whose meaning cannot be derived compositionally from the meaning of the constituent words (Fernando,

1996). They are abundant in everyday English communication, in the media, literature and film. Because they are so frequent in actual language use, learners who are not idiomatically competent will have major problems of comprehension and production when they come into contact with natural English discourse beyond the restricted context of the classroom.

The problem of idiom learning for EFL students consists mainly in the non-compositionality of the idiomatic meaning. Idioms are different from regular collocations or transparent phrases in that the learner must abandon literal interpretation strategies and access a conventionalized figurative meaning stored as a single lexical unit. Some of the first systematic documentation of the problems EFL learners encounter when acquiring idiomatic expressions was provided by Irujo (1986), who demonstrated the transfer from the learner's first language as often causing errors in form and meaning. The cognitive load is even higher in the classroom context where idioms are usually presented as single lexical items with their definitions, an approach that provides declarative knowledge about what an item means but does not contribute to the development of contextual knowledge needed to recognise, interpret and use the item appropriately in communication. Cooper (1999) also states that the mastery of idiomatic expressions helps learners to increase their vocabulary and to communicate ideas in a more natural and successful way in both written and spoken forms. Liu (2017) considers idiomatic competence as a major indicator of communicative fluency and cultural literacy and argues that traditional ways of teaching idioms may systematically fail to meet the needs of the learners who are obliged to use English in authentic communicative situations.

As an alternative to these traditional methods, media-based methods of language learning and of idiom instruction in particular have become increasingly popular. Contextual videos are audio-visual materials that situate target language features in authentic or simulated real life situations, thus providing a multimodal learning environment where idioms can be found in the communicative contexts that endow them with meaning. Nation (2001) points out that for successful vocabulary acquisition (including idiomatic vocabulary), learners need to meet target forms many times in different contexts and in meaningful ways. Contextual videos are uniquely placed to deliver this. Hwang and Chen (2020) demonstrate that contextual video-based instruction can promote cognitive engagement with target language forms, through the simultaneous activation of linguistic and situational knowledge. The Cognitive Theory of Multimedia Learning (Mayer, 2009) provides a theoretical rationale for the idea that simultaneous processing of visual, auditory and textual information will lead to better encoding and retention. However, this theoretical promise has been supported by limited empirical evidence, particularly in exploring the effect of contextual videos on the idiom understanding of EFL learners in Indonesian senior high school contexts.

Preliminary observations at MAN Insan Cendekia Gowa revealed that eleventh-grade students encountered difficulties in identifying, interpreting, and using

English idioms in communicative tasks. The previous instructional approaches only used direct explanation and rote memorisation without contextual support. It is also worth noting that MAN Insan Cendekia Gowa is an Islamic boarding senior high school (madrasah) whose students follow a more structured and intensive academic program than students in general public schools. This distinctive institutional context, which has not previously been examined in studies on contextual video-based idiom instruction, adds a novel dimension to the present research and makes its findings particularly relevant for similar Islamic boarding school settings across Indonesia. These observations have led to the main research question of this study: does the use of contextual videos significantly affect students' understanding of English idioms? Therefore, the aim of the present study was to empirically test if contextual video-based instruction results in a statistically significant improvement in students' idiom comprehension compared to traditional lecture-based learning, evaluated across the three dimensions of understanding identified by Fernando (1996), namely, recognition, contextual interpretation and usage and appropriateness.

LITERATURE REVIEW

Contextual Videos in Language Learning

Contextual videos are audio-visual stimuli that provide authentic or naturalistic communicative contexts for target language features, allowing learners to see the language in use rather than in isolation. According to Choi and Johnson (2005), there is a theoretical distinction between contextual and non-contextual instructional media. The contextual materials relate the abstract linguistic content to concrete situational referents, thus enhancing the understanding and transfer. Situational anchoring is essential in the learning of the vocabulary and idioms, because the figurative meaning of idioms is context-dependent, i.e. it is the social situation, the relationships and the emotional register in which the idioms are conventionally used that give them their communicative force. As Schmitt (2000) notes, vocabulary acquisition is not likely to be the result of one encounter with a new form but rather requires varied and multiple exposures in meaningful contexts, a condition that contextual videos are well placed to fulfill, because they can present the same idiomatic expression in a variety of situational contexts. Contextual videos provide learners with access to these dimensions of situation, which written definitions or decontextualized examples cannot.

Furthermore, the pedagogical effectiveness of video-based instruction in EFL contexts is supported by Mayer's (2009) Cognitive Theory of Multimedia Learning, which suggests that the simultaneous presentation of information through verbal and visual channels activates complementary cognitive processes that facilitate the encoding, organization, and integration of new knowledge. This means in the domain of idiom instruction that learners can link the auditory input of an idiomatic expression with the visual representation of the situation in which it is used, and thus build up a memory trace that is richer and more durable than that produced by

single-channel verbal instruction. Similarly, Boers and Lindstromberg (2008) advocate for cognitively oriented approaches to idiom instruction that leverage learners' ability to process figurative meaning through contextualized language exposure, asserting that such approaches lead to deeper and more durable acquisition than rote memorization. Vanderplank (2016) also suggests that captioned audiovisual media in particular helps comprehension and retention by providing learners with textual support to process spoken language at their own pace and to observe its situational context at the same time.

From a broader vocabulary acquisition perspective, Nation (2001) and Schmitt (2000) argue that new lexical items, including idiomatic expressions, are rarely acquired through a single exposure but require sustained, varied, and meaningful encounters with the target form over time, a condition that contextual video-based instruction is particularly well positioned to fulfill. This view is further underpinned by Krashen's (1985) Input Hypothesis, which proposes that language acquisition advances most effectively when learners receive comprehensible input at a level slightly beyond their current competence and embedded in meaningful communicative contexts. Contextual videos are well suited to meeting this condition, as they situate target idiomatic expressions within authentic communicative situations that are accessible to learners while still offering the linguistic challenge necessary to promote acquisition.

English Idioms and Aspects of Idiom Understanding

Idioms represent a major and linguistically complex part of the English lexicon. Fernando (1996) defines idioms as fixed expressions consisting of more than one word whose meaning cannot be derived from the meanings of their individual words. She proposes a threefold classification of idioms based on the degree to which their meanings can be deduced from their constituents. Pure idioms are completely nonliteral expressions, that is, expressions whose meaning cannot be derived from the meaning of their parts, as in the expression to kick the bucket. Semi-idioms have at least one component used literally and one component which has a non-literal meaning. Idioms are called literal idioms when their idiomatic meaning can be to a large degree understood from compositional analysis, but they are idiomatic because of their fixed form and conventional usage. This taxonomy is particularly useful as a pedagogical and assessment framework because it reflects the range of inferential demands that different types of idioms place on learners.

Fernando (1996) further proposes a framework with three dimensions of idiom understanding which reflects the different competencies that are involved in idiomatic knowledge. Recognition is the capacity to identify an expression as idiomatic and to access its conventional meaning. Contextual interpretation is the ability to retrieve the correct meaning of an idiom, given the situational and discoursal context in which it occurs. Usage and appropriateness is the ability to use idiom correctly in a communicatively appropriate context, picking expressions that are suitable for the register, relationship and situational demands of the

discourse. These three dimensions together provide what it means to know an idiom in a communicatively functional sense, and they formed the basis for the assessment instrument used in the present study.

Previous Related Studies

The theoretical and empirical context for present research has been established by a number of studies that have examined the empirical efficacy of media-based idiom instruction. Neissari, Shairi, and Ahangar (2017) showed that explicit teaching of idiomatic expressions had a significant effect on the comprehension of the EFL learners. The learners who were taught in a context-rich manner performed better than those who were taught in a decontextualised definition-based manner. Their results lend support to the theoretical claim that situational embedding is a useful feature of idiom pedagogy. Audio-visual materials featuring authentic communicative situations result in significant improvements in the learners' idiomatic recognition and interpretation, as shown by Ronquillo, Nuñez, and Tolentino (2025). The learners were particularly successful in their ability to infer the meaning of idioms from context. Al-Hamdun and Al-Mozari (2024) discovered that learning idioms through the media of film and music led to significant gains in participants' comprehension and use of idioms, and that 90.4% of the participants expressed increased confidence in using idioms after the intervention.

In the Indonesian EFL context, Seni, Baa, and Korompot (2025) found that the use of clips taken from English television shows was effective in improving the speaking skills of year 11 EFL students. This study provided empirical evidence that authentic English audiovisual media can be useful instructional resources in Indonesian secondary schools. Likewise, Julianti, Sunarti, and Rahmawati (2026) found that learning based on YouTube videos is effective to improve vocabulary development for vocational high school students in Indonesia. This implies that video media provides a more substantial and contextual exposure that enables lexical acquisition in EFL settings. This finding is in line with the current study which emphasizes on contextual videos as a way of cultivating idiomatic vocabulary. The results imply that contextual, multimodal media may be a more effective alternative to traditional idiom instruction, particularly in EFL contexts where learners have limited exposure to authentic language use outside the classroom. This view is further strengthened by Krashen's (1985) Input Hypothesis, which states that language acquisition occurs when learners are exposed to comprehensible input that is slightly above their current level of proficiency, a criterion that contextual videos satisfy well by providing the target idiomatic expressions within meaningful and accessible communicative contexts.

Contextual Videos & English Idioms

Drawing on Mayer's (2009) Cognitive Theory of Multimedia Learning, contextual videos in the present study are operationally defined as audiovisual instructional materials that simultaneously engage the verbal and visual cognitive channels,

embedding target idiomatic expressions within authentic communicative situations so that learners encounter both the form and the contextual meaning of the idioms together. This simultaneous dual-channel engagement is the defining pedagogical feature that distinguishes contextual video-based instruction from conventional single-channel, definition-based teaching. English idioms, which serves as the dependent variable. Following Fernando's (1996) framework, idiom understanding in this study is operationally defined as the ability to comprehend and use idiomatic expressions across three measurable dimensions: recognition, contextual interpretation, and usage and appropriateness. These three dimensions collectively capture what it means to know an idiom in a communicatively functional sense, and they formed the basis for the 30-item multiple-choice assessment instrument used in this study.

METHOD

Design and Samples

The present study was a quasi-experimental research design with a pre-test/post-test control group design to investigate the effect of contextual videos on students' understanding of English idioms. The quasi-experimental design was chosen because the study was conducted on intact classroom groups in naturalistic school conditions, which did not allow the complete randomisation of individual participants. The population was 72 students of eleventh grade from four classes at MAN Insan Cendekia Gowa in the academic year of 2025/2026. The two classes were selected by cluster random sampling from four available eleventh-grade classes. The selection criteria required that the sampled classes had equivalent English lesson schedules, were taught by the same English teacher, and had not previously received any media-based idiom instruction, ensuring baseline comparability between groups. One of the two selected classes was then randomly assigned as the experimental group (XI-C, n = 16) and the other as the control group (XI-D, n = 16). Although the sample size of 16 students per group is modest, it is consistent with the intact classroom structure of the school and is considered adequate for parametric testing given that the normality assumption was satisfied for all datasets, as confirmed by the Shapiro-Wilk test. Field (2013) notes that parametric t-tests are robust when the assumption of normality is met, even with relatively small samples, supporting the appropriateness of the statistical approach adopted in this study. The experimental group was taught by contextual video-based instruction and the control group was taught by conventional lecture-based learning on four meetings.

Instrument and Procedure

The instrument for measuring students' idiom understanding was a 30-item multiple-choice test constructed by the researcher based on Fernando's (1996) framework. Prior to administration, the instrument was subjected to content validity assessment through expert judgment by two English language education lecturers

who evaluated the alignment of each item with Fernando's (1996) three-dimensional framework and the appropriateness of item difficulty and discrimination. Revisions were made based on the reviewers' feedback before the instrument was finalised for use as pre-test and post-test. The test was composed of three parts of ten items each: 1-10 recognition 11-20 contextual interpretation 21-30 usage and appropriateness. Each correct answer scored 1 point, and each incorrect answer scored 0 points, for a maximum raw score of 30. The raw scores were converted to final score by using the formula Score = (total correct answer ÷ 30) x 100 which was adopted from Lisanty (2022). The instrument was administered as a pretest prior to the intervention and as a posttest after the completion of all four treatment meetings. Each session of the experimental group involved watching contextual videos with target idioms in real communicative settings and structured activities of comprehension and application based on students' worksheets. The same idioms were taught to the control group through conventional lecture-based instruction without video support.

Data Analysis

Data were analysed using a sequence of statistical procedures in SPSS. Descriptive statistics were performed to describe the distribution of scores across groups and time points. The normality of score distributions was assessed by the Shapiro–Wilk test, which is appropriate for sample sizes < 30. Homogeneity of variance between groups was tested using Levene's Test for Equality of Variances. Paired Samples T-Tests were carried out to assess the significance of within-group improvements from pre-test to post-test, after confirmation of normality and homogeneity. Then an Independent Samples T-Test was conducted to compare the post-test scores of the experimental and control groups, directly answering the study's research question. Also, the Normalised Gain (N-Gain) score was calculated for each student individually based on the formula N-Gain = (post-test score - pre-test score) ÷ (maximum score - pre-test score). The mean N-Gain of the 16 students in each group was calculated to assess the extent of improvement relative to the available learning potential of each group. Additionally, Cohen's d was calculated as a measure of effect size to supplement the Independent Samples T-Test result and provide a standardised index of the practical significance of the group difference, beyond statistical significance alone

RESULT AND DISCUSSION

The descriptive analysis of pre-test and post-test scores showed a clear difference in magnitude and pattern of improvement between the two groups. The experimental group had a mean score of 67.19 (SD = 10.368) on the pre-test and 87.69 (SD = 6.151) on the post-test, which showed an improvement of 20.50 points. The reduction in standard deviation from pre-test to post-test suggests that the contextual video intervention produced a more consistent set of scores for students, and that the treatment was effective across the initial range of proficiency levels within the group. The control group showed a mean of 64.25 (SD = 9.254) on the

pre-test and a mean of 75.13 (SD = 8.297) on the post-test, indicating an improvement of 10.88 points. Both groups improved, but the gain of the experimental group was about 1.88 times the gain of the control group, preliminary evidence of the differential effectiveness of the two instructional approaches.

Analysis of the score percentage distributions confirmed this pattern. The percentage of students in the Excellent range (81-100) increased from 6% at pre-test to 88% at post-test with the elimination of the Fair range (41-60) in the experimental group. In the control group only 12% of the students were in the Excellent category at post-test and 88% of the students were in the Good category (61–80). These distributional shifts suggest that contextual video-based instruction resulted in a qualitatively different learning outcome, moving the majority of experimental group students into the highest performance category, rather than incrementally moving within existing categories.

Prior to inferential statistical analysis, assumptions of normality and homogeneity were tested. The result of Shapiro-Wilk test showed that all of the four data sets has a significance value above 0.05, namely pre-test experimental (Sig. = .277), post-test experimental (Sig. = .066), pre-test control (Sig. = .098), and post-test control (Sig. = .167). Results confirmed that all datasets were normally distributed and this satisfies the assumption of normality for parametric testing. The Levene's Test for Equality of Variances was not significant ($p = .655$, $p > .05$) indicating that the assumption of homogeneity of variances was met, and the Independent Samples T-Test was interpreted from the Equal Variances Assumed row.

An Independent Samples T-Test was conducted to compare the post-test scores of the experimental and control groups. The result was $t(30) = 5.358$, $p = .000$ (<.05). The mean difference between post-test mean of the experimental group ($M = 87.69$, $SD = 7.94$) and post-test mean of the control group ($M = 75.13$, $SD = 8.42$) was 12.563 (95% CI of the difference = 7.774 to 17.351). These results confirm the statistically significant difference between the two groups in the post-test scores. Therefore, the null hypothesis that contextual videos do not influence students' understanding of English idioms was rejected and the alternative hypothesis that contextual videos influence students' understanding of idioms significantly was accepted. The effect size was calculated using Cohen's d formula, where the pooled standard deviation was derived from the post-test scores of both groups ($SD_1 = 7.94$; $SD_2 = 8.42$). The resulting Cohen's d value was 1.54, which falls within the large effect size range ($d > 0.80$) according to Cohen's (1988) classification. This confirms that the difference between the two groups was not only statistically significant but also practically meaningful.

N-Gain scores were generated for each student and then averaged across each group to determine the extent of improvement relative to each group's available learning potential. The experimental group had the N-Gain score of 64.92% in the Medium category ($0.30 \leq g \leq 0.70$) in Hake's (1999) categorization. The mean N-Gain score of 29.64% for the control group falls into the Low category ($g < 0.30$). The large

difference between N-Gain scores of two groups is another quantitative proof that contextual video-based training had a significantly higher learning gain as compared to students' initial levels of knowledge than conventional instruction. The results of this study give consistent and convergent evidence that contextual videos significantly impact students' knowledge of English idioms with the experimental group outperforming the control group in all measures of analysis. The statistically significant difference in the post-test scores ($t=5.358$, $p=.000$) and the considerable difference in the N-Gain scores (64.92% vs. 29.64%) collectively support the usefulness of contextual video-based instruction as a pedagogical technique for idiom learning in EFL classes.

The effectiveness of the contextual movies in this study can be better understood considering the theoretical models that guided their design. According to Mayer's (2009) Cognitive Theory of Multimedia Learning, learning is best when verbal and visual information are processed simultaneously through complementing cognitive channels. The dual-channel processing enabled students in the experimental group to associate the auditory presentation of idiomatic expressions with the visual representation of the communicative situations in which they are conventionally used, thereby creating richer and more contextualized memory traces than those generated with the definition-based approach adopted with the control group. This is also supported by Krashen's (1985) Input Hypothesis. Contextual videos provided comprehensible input where target idiomatic expressions were embedded in meaningful situational contexts, and therefore students could acquire idiomatic meaning through exposure rather than through deliberate memorization. The decrease in the standard deviation of scores between the pre-test and post-test in the experimental group further implies that this effect of multimodal and contextual information was generalizable across the spectrum of beginning competence levels in the group.

The current results directly confirm Hwang and Chen's (2020) finding that contextual video-based education supports deeper cognitive processing of target language forms. The contextual videos utilized in this study presented target idioms in real communicative contexts, which meant that students had to pay not just to the form and meaning of idiomatic expressions, but also to the situational, relational and register characteristics that define proper use. As Boers and Lindstromberg (2008) note, this kind of engagement with figurative meaning in context is exactly what distinguishes cognitively-oriented idiom instruction from rote learning approaches, and the findings of the present study support its effectiveness in resulting in better learning outcomes.

These results are in agreement with the results of other investigations. Neissari, Shairi, and Ahangar (2017) found that the gains in idiom comprehension from contextually enriched idiom instruction were significantly better than those from decontextualized, definition-based idiom instruction, and this is directly paralleled in the current study's comparison of contextual video instruction with traditional lecture-based learning. Ronquillo, Nuñez and Tolentino (2025) also discovered that

video materials that used idioms in real communication contexts significantly enhanced idiomatic recognition and contextual interpretation. Al-Hamdun and Al-Mozari (2024) demonstrated that the teaching of idioms via media had a significant effect on learners' knowledge of idioms, which implies that the benefits of contextual media also affect the entire communicative competence.

In particular, Seni, Baa and Korompot (2025) in the South Sulawesi EFL setting revealed that the use of clips from English television shows significantly enhanced the speaking skills of year 11 students at SMKN 7 Takalar, South Sulawesi. The study provided direct empirical evidence that authentic English audiovisual media can serve as an effective instructional tool in Indonesian secondary school EFL classrooms in the same regional context as the present study. This finding is very important as it reveals that students in South Sulawesi respond well to the use of audiovisual-based language learning and teaching which means that the contextual video approach used in the present study is contextually appropriate and in line with the wider learning patterns found in the region. The study by Julianti, Sunarti, and Rahmawati (2026) further showed that learning through YouTube videos effectively improved the vocabulary development of vocational high school students in Indonesia, which strengthened the importance of video media in lexical learning, especially idiomatic vocabulary in EFL contexts similar to this research.

The Medium category N-Gain (64.92%) achieved by the experimental group, rather than the High category threshold of $g > 0.70$, warrants further explanation. This outcome reflects two interrelated factors: the inherent complexity of idiomatic knowledge as a linguistic domain, and the practical constraints of the four-meeting treatment duration. Idiom acquisition, unlike the learning of regular vocabulary, requires learners to simultaneously internalize the fixed form, the non-compositional meaning, the contextual conditions of use, and the register and social appropriateness of each expression. This multidimensional cognitive demand cannot be fully resolved within four instructional sessions, however well-designed. Nation (2001) and Schmitt (2000) have established that full lexical mastery requires sustained and varied exposure across multiple encounters over an extended period, and this principle applies with particular force to the acquisition of idiomatic expressions given their complexity. Furthermore, the four-meeting constraint meant that students were exposed to a limited set of idioms, reducing the cumulative and distributed practice that is known to consolidate long-term retention. It is therefore reasonable to conclude that the Medium N-Gain reflects the ceiling effect of a short-term intervention rather than a fundamental limitation of contextual video-based instruction as a pedagogical approach. A longer intervention across a full semester, or one that incorporates recycling activities across multiple sessions, would be expected to yield N-Gain scores approaching or exceeding the High category threshold.

CONCLUSION

This study examined the effect of using contextual videos on students' understanding of English idioms. The study was conducted at the eleventh-grade students of MAN Insan Cendekia Gowa. The research used a quasi-experimental pre-test/post-test control group design that involved 16 students in each group. The experimental group who was taught through contextual video-based instruction in four meetings got a significantly better improvement in the understanding of idioms than the control group who was taught through conventional lecture-based learning. The Independent Samples T-Test revealed a t-value of 5.358 and a significance value of.000 ($p<0.05$) indicating the post-test scores were statistically significantly different with a post-test mean of 87.69 for the experimental group and 75.13 for the control group. The N-Gain analysis revealed that the experimental group had a mean gain of 64.92% (Medium category) compared to the control group which had a gain of 29.64% (Low category), showing that the contextual video-based instruction led to a significantly higher learning gain compared to the initial levels of understanding of the students. These results favour the rejection of the null hypothesis and reveal that contextual videos have a significant impact on the students' learning of English idioms based on the dimensions of recognition, contextual interpretation, usage and appropriateness proposed by Fernando (1996).

The implication for practice is that secondary English teachers should explore contextual videos as an alternative to definition-based teaching in their training of idioms. Video choice should be oriented towards authentic, naturalistic, communicative scenarios that are representative of the register and situational contexts in which target idioms are typically used, and should be supplemented by structured comprehension and application activities that involve all three dimensions of idiom understanding. For EFL curriculum developers specifically, the present findings suggest several practical guidelines for the integration of contextual videos into idiom-focused instructional materials. First, videos should be selected on the basis of authentic and naturalistic dialogue rather than scripted or simplified language, so that idiomatic expressions appear in the communicative contexts in which they are genuinely used by proficient speakers. Second, where possible, videos should be captioned, as Vanderplank (2016) has demonstrated that captioned audiovisual media significantly enhances comprehension and retention by providing simultaneous textual reinforcement of spoken input.

Third, video materials should be sequenced to expose learners to the same target idioms across multiple situational contexts across the course of a unit, rather than presenting each idiom in a single video encounter, in order to satisfy the multiple-exposure requirements identified by Nation (2001) and Schmitt (2000) as essential for durable lexical acquisition. Future research could investigate the long-term retention effects of contextual video-based idiom instruction. The research could be extended to larger and more diverse student populations. Finally, it would be interesting to investigate the differential effect of contextual videos on individual aspects of idiom understanding to identify which dimensions of comprehension

profit the most from audiovisual contextual support. As Nation (2001) and Schmitt (2000) suggest, full mastery of vocabulary requires sustained and varied exposure over time, so future studies should also consider the cumulative effect of long-term contextual video-based programs on idiomatic competence instead of limiting the intervention to a fixed number of sessions.

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