

The Effectiveness of a Teaching Training Programme on Enhancing First Year University Students Idiomatic Expressions Use, in the Conversation Session.

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Abstract

This article investigates the effectiveness of an idioms teaching training programme, to enhance the first-year students speaking skills, at Abou El Kacem Saad Allah University, Algiers II. A quasi-experimental study was conducted in 2022 involving 90 students, divided equally into a treatment and a control group. The researcher designed a program presuming that training the experimental group in acquiring idioms through different exercises, enriches learners with expressions to enhance their speaking skills. The control group, on the opposite, did not practice any task in this area of language. Later, both sections set for an oral pre and post-test, to notice training program impact on their comprehension, acquisition and use of idioms. Results proved statistical significant differences between both groups, at the level of the oral language skills, and in favour of the post-test. The findings highlight the need for targeted idiom programs to enhance university students' language competence and speaking skills proficiency.

Key words: language competence, speaking skills proficiency, training programme, idioms acquisition, expressions use, enhance speech use.

Introduction

The study at hand aims at investigating the impact of the idiomatic expressions' acquisition in developing the first year English students speaking capacities, in Abou El Kacim Saad Allah, Algiers II University. To attain the objective of the study the researcher undertook a quasi-experimental approach. The sample of the study was selected among the first-year level, where ninety (90) students were enrolled in the 2022 conversation session, and were assigned to a control and an experiment group. The researcher planned a training program with texts, tasks practice, topic discussions, based on watching English native movies or listening to native discussions, to make learners

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discover and comprehend, acquire and finally use, different themes dealing with a number of idiomatic expressions. Texts were carefully chosen according to given situations, to determine their figurative language use, comprehend the context they were employed in, “how idioms should be used?” and “when they may fit in a discussion?”.

The sample of study comprised two groups of forty-five (45) students each, representing the control and the experimental group. These were at first assessed through a pre-test to know about their background knowledge in relation to their idiomatic expression competence. Both groups were administered a pre-test, consisting of two exercises; one multiple choice and a second dealing with defining expressions. The results of this assessment revealed that the students of both groups had similar deficiencies in the idiomatic knowledge. The control group, on the other hand, dealt with the same texts but with no precise definition or precision about any idiomatic expression to maintain their vocabulary acquisition. At the end of the experimental phase, a post-test was administered again to both groups to detect their major outcomes. After the test grades were computed and analysed, they revealed a clear difference with the control group due to the treatment phase effect on the experimental group speech capacities. The results demonstrate that this group made a significant improvement over the idiomatic expressions comprehension, acquisition and practice. The T-test data analysis helped us to assume that the treatment phase enhanced the learners’ idiomatic comprehension and use. This experimental period proved to have a positive impact on the participants’ native expressions acquisition, while the results of the control group were far different in matters of idiomatic language awareness and use.

Based on these findings, the researcher reached important deductions namely; support the idiomatic expressions’ teaching in foreign English classes to enhance the FL expressions understanding acquisition and use. Recommend the necessity to undertake training courses for improving the students’ productive language skills, and finally, encourage the English university students to use idioms in different speaking situations to achieve a native like fluency.

Theoretical background

Due to the predominance of the traditional method in formal language teaching, Idiomatic Expressions, received a real little attention. Foreign language Learning is still facing difficulties for not considering these language components as a part of academic speech nor of writing, since a FLL is supposed to be taught only in a formal academic way. One of the reasons of the lack of discussion about idiomatic expressions categories is due to their interference with some semantic, lexical and more over pragmatic components. Language learners’ speech issue relates to their ignorance of these English language semantic pillars. The other reason for the English learners’ poor idiomatic language use relates to the fact that teachers consider them as informal, “colloquial”, so not to be used or taught at a University level. The motive that made this research review one among the several important studies related to the issue discussed presently.

Teaching Idiomatic Expressions is among the several collocation words, that were and are still, completely neglected in the Algerian English language teaching programmes. Our language learners were not introduced to these expressions' importance nor use, due of course to many reasons like; the lack of importance given to IE, since old pedagogical programs are still predominant, or because of the teachers' unawareness to the IE efficiency to enhance language Learners' understanding and use. These reasons, are considered as serious issues since it is assumed by a number of researchers that IE use enhances the learners' speech capacities as well as their language fluency. (Palmer 1985; Irujo, 1986; Fernando, 1996; Schmitt, 2000; Wray, 2002; Mandis and Simpson, 2003; Liu, 2008).

The enter-relationship existing between Idiomatic Expressions and language comprehension, acquisition and usage, made scholars like; Pawley and Syder (1983), Nattinger and Decarico (1992) and Wood (2001) consider those expressions as lexical units that help second or foreign language learners increase their speech quality by including these parts of native speech elements, in their oral production. They noticed that, by evidence, when imitating native speech just by using English expressions, these, helped them enhance their language use. Therefore, many experiments were made in several countries to introduce these idiomatic units as a pedagogical tool to notice their influence on enhancing foreign learners' written or oral production. Those teachers noticed a significant impact on language practice mostly by attracting the learners' interest on typical native speech expressions, those supposed to bring them a native-like speech naturalness.

Furthermore, most studies on IE use revealed that F.L Learners had to get attentive with those idioms and acquire a huge number of them, since native speakers use plenty of those expressions in their everyday language. There is a based assumption, which maintains that the multi-words strings can enhance the notion of fluency. Mc Carty and Carter, (2002); Boers et al, (2006); Colins and Schmitt, (2008), researches on teaching idioms revealed that the acquisition of ready-made expressions could encourage, and motivate learners, understand the figurative meaning of those words, and develop their native-like speech. In evidence, these advantages of using Idiomatical expressions would certainly increase the foreign language learners' amount of vocabulary acquisition and systematically their FL, giving them as well a security margin to safeguard their oral communication in any speech situation.

Mc Carty and Carter (2002) have investigated on the effect of teaching idiomatic expressions on the F.L. Learners Speaking ability. They examined their learners' IE previous knowledge, attempting to know about their participants' attitude towards learning those expressions. The results of their researches revealed that teaching those native expressions was a useful means to maximize the foreign English learners' vocabulary acquisition and understanding native expressions. They asserted that their learners could manage to have better control of their speaking capacity as they could better comprehend the meaning or the contents of dialogues and conversations, of course

after having followed a treatment program. Mc Carty and Carter (2002) believed also that if learners get in contact with a context and an amount of expressions including: idiomatical expressions, or any other collocation words, they can gain a native-like fluency. They added that learners would also be able to omit a big number of silent pauses, between speech units, due originally to their hesitation, when searching for the suitable expression to deliver their ideas.

The present study followed some Algerian Students as foreign language learners (F.L.L) in an EFL context. They enrolled in a treatment period to acquire a kind of idiomatic expressions' competence. The experiment had to detect and isolate all the variables contributing to the I.E acquisition and use. This study tried to confirm whether our E.F.L learners, at the English Department of Abou El Kassim Saad Allah Bouzareah Algiers II, University, were impacted by the treatment phase or not. This experiment consisted in introducing Idiomatic Expressions (I.E) in the conversation session on some texts based supports as a context of use to enhance their speech capacities, their foreign language figurative comprehension and systematically their communicative competence.

Idioms' definition

Life situations interpretation, are commonly represented through different native speakers Idiomatic Expressions. Their use as non-literal language forms, hold a great importance in the native speakers' everyday figurative speech. Idiomatic expressions carry metaphorical meanings creating comprehension issues to FL learners, who cannot grasp their hidden meaning through their individual words. An appropriate use of this kind of collocation words often proves a high level of English proficiency, suggesting a native or a near-native mastery of the language. Despite of not being always conform to the grammatical rules, idioms are recognised, accepted, and used by native speakers with proper "social fixed structures" and meanings. These expressions according to Makkai, (1972) have cultural-specific interpretations, and are therefore, integral to the native speech understanding. They have a prominent use in everyday conversations and are present in native people over general communication.

The Longman Dictionary of Idioms (1992) characterizes these words' expressions by their metaphorical, rather than literal, nature, highlighting their "invariability" or fixed form that distinguishes them from most of the literal expressions. Due to their metaphorical nature, idioms meanings are hardly grasped, mostly when looking up their individual words meaning in a dictionary. Langlotz (2006) notes the challenge that linguists face in defining and classifying idioms due to the diversity of these linguistic phenomena and their complex grammatical behaviour.

Idioms are also defined by Sinclair, (1991) as "a group of two or more words chosen to be used together to project a specific meaning either in speech or in writing They are essentially, expressions that hold figurative meanings and are known for their common usage among English native and native-like speakers. Therefore, learning English

idiomatic expressions have to be recognized as a means of improving both of the FL understanding as well as other communicative skills in English-speaking countries. Gibbs (1987) came to reinforce these words expressions in teaching, considering this category of language constructions as a factor to enhance the learners' verbal communicative capacities, solve their cross-cultural communication issues, and potentially their communicative competence.

The common accepted definition of an idiom, shared by Chaika (1982), Allan (1986), and Cruse (1986), describes it as a multi-word expression which meaning transcends the sum of its individual word meanings. Glucksberg (2001) challenges the notion that idioms are merely lengthy expression words, recognizing their difference in predictability. It is clear that recognizing an idiom differs from recognizing ordinary words, since they become evident when uttering the expression in a given context namely; "he is like an elephant in the room", "the exam was just a piece of cake", "your words were like stones thrown away" or "I am sorry for him. He was like the black sheep of the family". Though these expressions can be easily understood, others would seem more complex as "once in a blue moon", or "to spill the beans", "have eggs on your face" or "feel under weather". If for instance someone uses this last expression, answering him would be mostly: "I hope you'll feel better" and not "would you like to take my umbrella". This serious issue of misunderstanding drills to a miscommunication, which systematically creates confusion and stops the discussion. Idiomatic expressions meaning takes form, mostly in the context of the situation.

Palmer (1986) on his part, views idioms as genuine phrases, containing more than one word, which meaning is unpredictable from their individual constituents. Although behaving semantically as single words, grammatically, they cannot be perceived as such. Similarly, Čermák (2007) characterizes idioms as unique and fixed combinations with elements that do not function in the same way as any other combination and occur frequently in native speech. According to Čermák, pragmatics is the content feature present in phraseology, and defining idioms in terms of categories.

Martin Everaert (2010) provides a broad vision, defining idioms as conventional multiword expressions that present restrictions, as being not rule-governed by morpho-syntactic or semantic rules. His notion of idioms encompasses all formulaic expressions, including "sayings", proverbs, and collocations. Langlotz's (2006) complex definition sees idioms in his words as institutional constructions composed essentially of two or more lexical items, however, presented by a non-compositional semantic structure as; fixity, collocation restrictions, ideational discourse-function and communication for discussing experience or events. Langlotz acknowledges the lack of idioms' by emphasizing on the functions of these expressions. It is therefore, according to him, crucial to consider all idioms' "intrinsic discursive dimensions" and evaluate them individually on a scale based on their "degree of idiomaticity."

Idioms' characteristics

Idioms present distinctive characteristics in a multidimensional lexical field, covering semantic, syntactic, poetical, discursive, and rhetorical features. The major characteristics highlighting idioms include:

1. **Non-compositionality:** Idioms are semantically non-compositional, which means that an expression cannot be predicted or understood from its individual components. This characteristic is also known as the semantic opacity of these expressions. Ex: "by and large".
2. **Conventionality or Institutionalization:** means that Idioms are classified as conventionalized expressions, resulting from socio-cultural concepts. This feature means that idiomatic expressions are of common usage within a speech community and are not of a typically linguistic nature. For example: "kick the bucket", is conventional since English people convene to use this expression rather than saying "to die suddenly".
3. **Compositeness:** Idioms are multi-word units comprising two or more lexical elements, for building one clear idea. Ex: "once in a blue moon".
4. **Non-compositionality:** Idioms are semantically non-compositional, which means that an expression cannot be predicted or understood from its individual components. This characteristic is also known as the semantic opacity of these expressions. Ex: "by and large".
5. **Inflexibility:** Idioms are frozen expressions, meaning that they are susceptible not to shift in interpretations since the wording or the structure does not change.
6. **Proverbiality:** Idioms are majorly used to describe and represent recurrent situations of social interest. They project people's everyday experiences into their daily language. Ex: "dogs eat dogs" or "haste makes waste".
7. **Figuration:** Idioms involve metaphors, figurativeness, hyperboles, and other language figures, adding much style and beauty to the language use. Ex: "time is money" or "you can ask me anything. I'm an open book".
8. **Constructional Idiosyncrasy:** This term denotes the presence of idiosyncratic and irregular lexical items or grammatical patterns in idioms, which make them more memorable. Ex: "spill the beans" or "hit the sack".
9. **Affect:** Idioms imply a certain evaluation of affective values toward a situation for example, using idiomatic expressions to convey emotions, rather than using a crude neutral description. Ex: "bite the bullet" or "bent out he shape".
10. **Informality:** As stressed by several scholars, idioms are associated to the informal or colloquial registers, which rely on the "oral culture" and "the popular speech". Ex: "to get lost". Ex like a "piece of cake" or "throw it in the towel"

EFL Teaching and Idioms

The Limited attention given to English idioms in foreign language teaching is relatively due to the neglect of these native expressions in the linguistic pedagogy. The difficulty in characterizing idioms and their figurative meaning adds complexity to the FL learners' challenges. According to some scholars' views, the question of the idiomatic expressions "teachability" vary, due to their apparent lack of general rules. Despite these challenges, idioms and other words units can offer a rich source of foreign language expressions, enhancing the pleasure of discovering other peoples' dimension of thought, and of life situations expressions or interpretations.

Because studies on English idioms and their impact on second language learners became nowadays, real areas of interest, the importance of including these figurative parts of speech in FLL was truly recognized. Yet, teaching strategies for learning idioms implies recognizing their importance in context. When discovering idioms meanings, and employing the technique of contextualization words to contexts, linking idioms to situations works for bettering learners' expressions' comprehension as well as their systematic effective use. Expanding the idiomatic knowledge can be achieved by watching English movies, listening to songs and even telling jokes, which builds an association of idiomatic expressions to native contexts, (namely: objects, pictures or situations and concepts). These are all suggested strategies for an effective idiom learning, to attract English FLLs to a more colourful way of expressing their thoughts in life situations.

The Purpose of the study

The issue majorly noticed, in the conversation session, among our EFL learners lies in the difficulty of speech they encounter when expressing themselves, though they reached the first year university level. This matter appeared by noticing the students' struggle to choose their words or expressions to express themselves in any given topic, and striking on vocabulary, or expressions' lack. The present experiment aimed to investigate the impact of an "Idiomatic Expressions' training program on first year English University learners to enhance their speech capacities in matters of expressions' Comprehension Acquisition and Use. The students enrolled in a treatment period of six months for learning a number of given idiomatic expressions within the conversation session.

The programme followed in this oral expression subject with the experimental group was carefully build. It was prepared essentially for developing the learners' speech capacities in matters of Comprehension Acquisition and Use. The idea was to focus on these oral expressions' variables to enhance the first-year students' oral expression. The process was to organize a training program to attract the learners' attention, interest and involve them as well in a workshop using authentic materials and native speech situations. The lessons' supports were based upon some native conversations rhetorical meaning, including idiomatic expressions.

The main purpose of the treatment phase was to work on the learners' idiomatic expressions deficiency on the ground of native expressions' comprehension, acquisition and use through native contextual situations.

The other aim behind the experiment was to build an Idiomatic Expression Based Program to enhance the first year University learners' oral expression.

Another main purpose to reach was to reform the oral expression programme, bring a new vision for curing students' language deficiencies and provide them with a maximum of native language expressions to better their speech production.

Research questions

The main research question at the basis of the experiment says:

- Does a training program have any effect on enhancing the learners' idiomatic expression speech comprehension, acquisition and use?

Research hypotheses

The following research hypotheses conducted our research:

- There are scores main differences in the learners' idiomatic expressions comprehension, acquisition and use, noticed between the control and the experimental group from the pre to the post-test.
- There are main differences at the level of idiomatic expressions scores, for the experimental group pre and post-test?

The Significance of the Study

As being an essential part of any given language, Idiomatic expressions represent one of the pillars of FL speech delivery in matters of figurativeness as well as cultural aspects representations. Speaking means to reflect a social and a cultural background as it consists of a pragmatic content that F.L. Learners have to acquire and commend to be qualified as good speakers.

In the aim of showing the crucial role of the Idiomatic Expressions in F.L. Learning to our First year English students, the present experiment was prepared and applied to prove the IEs' acquisition efficiency, and their influence on the learners' speech capacities. This study is targeting to be useful at some pedagogical levels that are the following:

- Detect Idiomatic Expressions as a basic element to enhance the learners' oral capacities.
- Include learners' in a native language context to help them comprehend and acquire native speech expressions.

- Using the idiomatic Expressions in a planned training program to learn how to deal with the figurative language in speech situations.

Methodological concerns

Some methodological concerns needs to be enlightened to understand the process through which our learners received this training program. The following steps consist in the most important elements of our study.

Procedures of the study

The study attempted to show the possible effects that an idiom-focused program treatment could have on the first year English students expressions' comprehension, acquisition and use at Abou El Kacem Saad Allah Algiers 2 University. It had to consider the participants' limited knowledge of idioms, as one of the first year learners' oral expression issues. This quasi-experimental study used a comparison to investigate the research questions, which is known as an in between-group design. During that treatment phase, the experimental group was encouraged to acquire native expressions first and then practice them in their speech contexts. Different topics were discussed, making a parallel between their native language expressions and the English ones. However, the learners of the control group did not have any feedback in relation to idiomatic expressions meaning or use. They read the same texts, mostly as a support for discussing themes in the conversation session, however, with no particular explanation, or awareness rising in matters of this category of words' use.

The Research design

The work relied upon a quasi-experimental research, and was followed with one treatment group undergoing a training based program. It started with a pre-test to gather some data in relation to the given hypotheses. The latters clarify that the quasi-experimental research works as a tool to attempt for proving the independent variables efficiency.

The second group representing the control group followed the same themes and texts based supports, but without attracting learners' attention on any definitions or explanation considering the treatment programme contents. The experimental phase lasted four months (16 sessions) and targeted to expose the first year English students to a native speech use to let them: detect, understand, analyse and finally acquire idioms for an oral use.

The Instruments

The study followed an order of work. It started with a pre-test comprising a number of I.E with a multiple choice answer as a first phase and a idioms definition as a second one, the aim of this test was to detect the learners' over all level. It was important for the researcher to get a score of a standard deviation above the mean to engage in the experiment. At the end of the treatment phase both groups were post tested to verify the

pre/post, tests-group results, and make a comparison between the control and the experimental scores.

The following given data represent a collection of tests scores. The researcher needed to estimate several measures to evaluate the impact of the idiomatic Expressions' treatment phase on the first year English students. The data interpretation revealed the following.

The Control group data collection

The control group pre-test marks were collected to estimate: the Mean, the (SS) Sum of the Square, the T- test and the (SD) Standard Deviation. The post-tests marks followed the same process. Then, both pre and post-tests marks were calculated, interpreted and set in a form of tables, as shown through the following table.

The Control group data collection

Group	Test Type	<u>Mean</u>	<u>Sum of Squares (SS)</u>	<u>Standard Deviation</u>
Control	Pre-test	9.6923	69.1538	1.63
Control	Post-test	9.1282	65.7949	1.59

Table 1: The control group Pre/Post-tests Data

The Control group pre/post-tests data interpretation

Through the table above, we notice the control group Mean score decreasing from 9.6923 in the pre-test, to 9.1282 in the post-test, which suggests a slight decline in performance. These results mainly means that there was no substantial improvement. The Sum of Squares (SS) slightly decreased too, showing a reduction of score variability from the pre-test (SS) where they got 69.1538, to 65.7949 they reached in the post-test. The interpretation suggests that the scores became more consistent for learners in the post-test. Their Standard Deviation noted also a slight fall from 1.63 in the pre-test to 1.59 in the post-test. The computer calculations shows that the spread of scores around the mean became a bit weaker, showing through these data a minor improvement in matters of consistency.

The Experimental Group Data Collection

Group	Test Type	Mean	Sum of Squares (SS)	Standard Deviation
Experimental	Pre-test	10.2	223.5	2.31
Experimental	Post-test	14.1	230.8	2.35

Table 2: The Experimental Group Pre/Post-Test Data

The Experimental Group data interpretation

The table above, presents the main results reached by the experimental group. The Mean Scores show a significant increase from 10.2 in the pre-test to 14.1 in the post-test. The results make us notice an improvement in matters of performance after the experiment or the treatment period. The Sum of Squares (SS) witnessed a slight growth in relation to this measure. The learners' performance seems also to have significantly improved, since the growth in the standard deviation means that there was a slight improvement in the post-test scores. As noticed, the table shows a rise in the variability of the groups' scores and suggests more consistency. The present data prove that the experimental group post-test performance shows an increase in scores, which reflects an enhancement in the idiomatic language performance.

The Control and the Experimental Groups Post-Test Table

Group	Test Type	<u>Mean</u>	<u>Sum of Squares (SS)</u>	<u>Standard Deviation</u>
Control	Post-test	9.1282	65.7949	1.59
Experimental	Post-test	14.1	230.8	2.35

Table 3: The Control and Experimental Post-Test Data

The Control and the Experimental group post-test data interpretation

The comparison between the control and the experimental groups highlights significant differences in performance and variability from the pre-test to the post-test stages. By analysing the Mean Scores, a large difference of variants is clearly noticed between the control group post-test that reaches 9.12 to rise to 14.1 for the experimental group. The wide margin existing between both groups appears also in the Sum of Squares (SS), noticing the control group scores ranging to 65.79 that lets it far behind the experimental group, which extends to 230.8. The standard deviation shows a large margin in results, which reflects logically a difference of level. These grades prove the positive effect the treatment period had on the experimental group.

When the control group reaches 65.794, the experimental group scores by far 230.8, which emphasizes the enhancement in learners' language capacities by the end of the treatment phase. Considering the Standard Deviations, we can better understand the impact of the intervention on the experimental group through the given scores.

In summary, while the experimental group showed a dramatic improvement in mean scores, the consistency of results in both groups showed a distinct difference, maintaining the experimental group with a higher variability.

The Control and the experimental group T-test table

Group	Test Type	Mean	Sum of Squares (SS)	T-test T-st /Pv	Standard Deviation
Control	Pre-test	9.692	65.7949	T-st 2.35	1.63
	Post-test	9.1282		Pv 0.0233	1.59
Experimental	Pre-test	10.2	230.8	T-st 11.23	2.31
	Post-test	14.1		Pv 0.027	2.35

Table: The control and the Experimental T-test scores

- To conduct a paired-sample t-test, that is appropriate for comparing the pre and post-tests means of the control group we will use the following data: The Pre-test Mean (M1) equal to 9.6923, and the post-test Mean (M2) equals 9.1282. The Pre-test Standard Deviation (SD1) equal to 1.63 and the Post-test Standard Deviation (SD2) 1.59.

- Concerning the paired sample t-test, that is appropriate for comparing the pre and post- tests means of the experimental group the following data were used: the pre-test Mean (M1) that is equal to 10.2, and the post-test Mean (M2) that equals to 14.1. The pre-test Standard Deviation (SD1) equals to 2.31, and the post-test Mean (M2) is equal to 2.35.

Formula : $t = \frac{(M1 - M2)}{SE}$ $t = SE(M1 - M2)$

The t-test resulting from the control group equals to: **T-statistic:** 2.35 while the **P-value:** is equal to 0.0233. The given results indicate that there is a statistically significant difference between the pre-test and post-test scores for the control group at the 5% significance level, as the p-value is less than 0.05. On the other hand, the t-test resulting from the experimental group equals to: The **T-statistic reaches** 11.23 while the **P-value** equals 0.027. The results indicate a highly statistically significant difference between the pre-test and the post-test scores for the experimental group, as the p-value is extremely small and well below the 0.05. These results suggest to understand that the intervention period had a strong impact on improving the experimental group scores.

The Analysis of the control and the experimental group results

The analysis of the results obtained, reveals significant differences between the control and experimental groups, highlighting the impact of the idiomatic expressions (I.E) intervention on learners' comprehension, acquisition and use. The control group's mean score slightly increased in the post-test indicates no substantial improvement in performance. The minimal increase in both the Sum of Squares (SS) and standard deviation suggests that, while the scores became a little bit more consistent, there was no notable enhancement in fluency or vocabulary acquisition. This lack of change underscores the absence of an effective intervention in the control group's program.

In contrast, the experimental group showed a significant improvement in mean scores, rising from 10.2 in the pre-test to 14.1 in the post-test. This increase demonstrates

that the I.E training program had a positive impact on the learners' speech capacities, improving their ability to use idiomatic expressions and enhancing their IE acquisition, comprehension and use. The upgrading in the SS value from 230.8 to 223.5 also indicates a decrease in score variability, suggesting that the learners' performance became more consistent after the intervention. Similarly, the slight enhancement in the standard deviation from 2.31 to 2.35 reflects an improvement in the consistency of scores among participants, showing that the training program not only improved performance but also helped to maintain it across the group.

The comparative analysis between the groups shows clearly the effectiveness of the experimental intervention, as the control group's scores remained largely inferior, while the experimental group reached significant scores. This analysis highlights the value of implementing a structured Idiom-Focused Training Programs to enhance the learners' vocabulary comprehension, acquisition and use.

Teachers' suggestions

At last, and out of what has been noticed through this experiment, an idiom training program can be greatly beneficial for our English learners. As it is noticed, it enhances their oral skills capacities in matters of idioms comprehension in context, which facilitates their language use. The idioms' training program can also be beneficial to our learners bringing more target language cultural awareness. Idioms are widely used by native people, therefore, FLL have to get familiar with them to acquire a native-like speech, and understand native people language without any difficulty. Such kind of programs enhance the FLL linguistic competence mostly by exposing learners to native figurative expressions. Teaching idioms helps FLL learners understand the language cultural connotations, which enables them participate in native people conversations. Boers et al research (2004) suggested that teaching idioms through visual and contextual supports, as storytelling, play performance or through any technological means help learners improve their FL understanding and use. Different teaching techniques can promote learners' oral communication; as introducing them to different groups of idioms (like friendship, family, job idioms or vegetables, plants or animals' idioms) and associating them to visual images or situations can be particularly effective. Furthermore, integrating idioms progressively, from the most known or the easiest, to the more complex can make learners memorize them and benefit from their FL conversation practice.

Conclusion

In conclusion, the present study effectively integrates the theoretical background on the significance of idiomatic expressions (I.E) acquisition with the first year university English language learners and the empirical findings obtained from the experiment. The theoretical framework highlights that idiomatic expressions are not only essential for understanding the cultural and the pragmatic aspects of the English language but are also critical for enhancing learners' language figurative expressions' understanding, acquisition and use. These words

constructions embody cultural nuances related to different situations and social contexts, which make of them crucial components for acquiring a foreign language. The theory further suggests that mastering these expressions can significantly improve foreign language learners, overall communicative competence.

The results of the experiment validate these theoretical assertions. The significant improvement observed through the experimental group's post-test scores demonstrates that an idiom treatment training impacted clearly learners' vocabulary comprehension, acquisition and speech fluency. The experimental group mean scores increased significantly, indicating that their intentional exposure to authentic materials and native speech references facilitated the deeper understanding and use of idiomatic expressions. This improvement supports the theoretical statement that encourages a practical, contextualized learning, involving namely idiomatic expressions, which play a crucial role in developing advanced language skills.

In contrast, the control group, which did not receive this specialized training, showed no significant improvement and had even a slight decline in performance. This conclusion reinforces the theoretical perspective stating that; without a focused intervention, learners may struggle hard to enhance their speech fluency and their vocabulary effective use. Therefore, the experiment's results validate the theoretical view that works for introducing idiomatic expressions through careful-structured programmes. The latter, being relevant for learners' oral expression capacities enhancement, bridge the gap between theoretical expectations and practical outcomes.

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