Evaluation of Learners Spoken English Fluency:
An Experimental Study

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Abstract

This research reports evaluation of tertiary learners' spoken English fluency. The evaluation was done after explicit teaching of idioms to tertiary learners. The present study was conducted over a period of time and it was consisted of experiment. Ten speakers' speech fluency was evaluated in the present study. The participants of the study were undergraduate students. This study proposed a criterion for the evaluation of spoken English and the same criterion was used for the evaluation of learners' spoken fluency. This paper has explored the correlation between the explicit teaching of idioms and spoken fluency of the learner. The study analysed qualitative and quantitative data. It also discussed and presented the results.

Keywords: Spoken English, spoken fluency, criterion, idioms, figurative language, explicit teaching

Introduction

Second language learners do not seem to possess the basic knowledge of figurative language that indicates language proficiency, fluency and creative language. Generally, ESL teachers and learners neglect figurative language, but they concentrate more on general vocabulary or specific vocabulary. Even the text book writers do not put much effort into figurative language. Idioms and other figurative expressions are a neglected aspect of language teaching and learning. Idioms are an important aspect in figurative language. They are slowly losing importance in colloquial language use. The knowledge of figurative language, particularly idioms, is essential in language which would help learners to enhance their figurative language. ESL learners generally have lack of knowledge of figurative expressions, in particular, the most frequently occurring idioms in the language. Learners' limited knowledge of idioms in English poses some difficulties in English use. In this context, the present study addresses an immediate need to enhance undergraduate second year learners' knowledge of idioms to develop their language proficiency and fluency. The present study aims to evaluate undergraduate second year learners' spoken fluency after explicit teaching of idioms.

The present study claims that it is possible to enhance the vocabulary of the tertiary learners' language fluency by developing their idiom knowledge. It also assumes that the tertiary learners' language fluency can be improved by explicit teaching of English idioms. It is generally thought that tertiary learners are less proficient in figurative language in general and specifically idioms which would help them in L2 fluency. In such a context, the present study attempts to evaluate tertiary learners' spoken fluency after explicit teaching of idioms. In earlier work it has also proved that explicit teaching of idioms has improved learners' idiom knowledge. (Maisa. S, 2017). But, the researcher in this paper has presented the evaluation of spoken fluency after explicit teaching of idioms.

Review
Language Fluency
There are multiple meanings associated with the term L2 'fluency'. Lennon (1990) distinguished between "a broad sense and a narrow sense of fluency." According to the broad sense fluency is a cover term for oral proficiency, representing the highest point on a scale that measures spoken command of a foreign language. The narrow sense, on the other hand, "pertains to one, isolatable component of oral proficiency describing learners who are fluent but grammatically inaccurate or fluent but varied vocabulary" (as cited in Jong de.N& Perfetti.A.C. 2011, p,534).

Kaponess and Riggenbach point out that in any language a conceptual metaphor underlying the meaning of fluency called as "language is motion" (as cited in John de, J & Perfetti , 2011). Crystal (1987) defined fluency as "smooth, rapid, effortless use of language" (p.421) in *Encyclopedia of Language*; it is no different from that found in the C*oncise Oxford Dictionary*. The non-technical use of the word '*fluency'* is often synonymous with overall linguistic proficiency rather than with strictly restricted aspects of delivery in oral production.

According to Brumfit (1984) fluency regarded as "natural language use whether or not it results in native speaker like language comprehension or production" (Brumfit,1984 p.56). This definition is different from the traditional view of fluency as broadly synonymous with language mastery and native like performance.

According to Fillmore (1979) there are four parameters that people may be thinking about when making judgments about fluency. They are: a) The ability to talk at length with minimum pauses; b) The ability to package the message easily into "semantically dense" sentences without recourse to lots of fillers (for example, "you know", "the thing is that", etc.); c) The ability to speak appropriately in different kinds of social contexts and situations, meeting the special communicative demands each may have; d) The ability to use the language creatively and imaginatively by expressing ideas in new ways, to use humour, puns, metaphors, and so on.(Fillmore, 1979 as cited in Brown D.J, 2003)

Oral Fluency
Oral fluency is one of the most salient markers of proficiency in a second language. According to Kormos (2006) there are few measures of oral fluency that have been proposed in the literature. Kormos' list reveals that there are many different ways of conceptualizing what exactly fluency means. Kormos says that fluency is fluidity construct, fluidity it would seem, is itself a multidimensional construct and so pinning down precisely what fluency means is clearly going to be a challenge! In most recent works, speech production is analysed by means of four temporal variables, i.e., speaking rate, phonation/time ratio, articulation rate, and mean length of runs.(Kormos, 2006, p.163, as cited in Segalowitz, 2010).

Testing Oral Fluency
As we have seen, one important aspect of fluency is related to temporal aspects of speech like speaking rate, speech-pause relationships, and frequency of dysfluency markers such as hesitation, repetition and self-corrections. Lennon (1990) and Freed (1995) argued that when speakers become more fluent their speech rate increases and speech flow contains fewer pauses and hesitations (as cited in Luoma, 2004). According to Cucchiarini et al. (2000) the term ''temporal'' does not refer exclusively to timing-related variables such as speaking rate, utterance duration, and pausing, but it also covers hesitation phenomena such as filled pauses, repetitions, and restarts.

There are fluency scales to test the fluency of the learner. One of them is Weir's (1993) The Test of English for Educational Purposes Fluency Scale. It has descriptors in four grids (from low=0 to high=3), the second fluency scale was by Hasselgren (1996) a data-based fluency scale, which has descriptors with five grids (from low=1 to high=5) (as cited in Luoma, 2004, p.87).

On the whole, there are four different approaches to describe the measures of fluency in the investigation of L2 learner's speech. The first trend of research is concerned with the temporal aspects of speech production, the second combines these variables with the investigation of interactive features (e.g. Lennon 1990; Mohle, 1984; Riggenbach, 1991 as cited in Cucchiarini et al., 2000) and the third approach explores the phonological aspects of fluency as well. Finally, recent studies have included the analysis of formulaic speech in studying fluency in second language speech (e.g. Hieke, 1984; Wennerstrom, 2000; Ejzenberg, 2000 as cited in Kormos, &De´nes, 2004;Towell et al., 1996).

Methodology
Aim, Assumptions &Objective of the Study
The aim of the study is to enhance tertiary learners' knowledge of idioms by explicit teaching of idioms and see the improvement in learners' language fluency. Teachers' efforts can help tertiary learners' idiomatic English, which will promote language proficiency and fluency.

The present study is based on the following assumptions:

1) Poor knowledge of idioms at the undergraduate level can lead to lower proficiency and lower fluency in speaking.
2) The explicit teaching of idiomatic English will enhance tertiary learners' knowledge of idioms and promote learners' language fluency.

The objective of the present study is presented below:
 a) To study and find out the relationship between teaching English idioms and language fluency of ESL speakers.

Limitation
In the present paper evaluation of Learners' idiomatic English knowledge not discussed because it was analyzed and discussed in the researchers earlier paper (Maisa.S, 2017). It is important to note that learners' idiomatic English has improved after explicit teaching of idioms. Therefore, in the present study the learners' recorded spoken language has evaluated.

Research Questions and Hypotheses
Research Question

Q: Does explicit teaching of idioms promote language fluency of undergraduate learners?

Hypotheses
1) The ability to learn and use idioms improves learners' language fluency.
2) Teaching idioms will help ESL learners to understand and promote idiomatic knowledge.

Subjects

The subjects of the study were second year undergraduate students, who were studying B.A., B.Com.& B.Sc. courses in colleges affiliated to Osmania University.

Teaching Intervention Study

Teaching intervention consisted of the experiment. The experiment was designed to prove that teaching idioms helps ESL learners to understand and produce idioms. The ability to use idioms will improve the learners' overall language fluency. In teaching intervention, the researcher taught two groups—one experimental and one control. Due to unavailability of time and college restrictions, sixty learners from two colleges participated in the study but for the final analysis ten learners' speech data was considered. The researcher conducted the experiment for each group and researcher prepared pre test and post test question papers for the experiment. The researcher took twenty days to conduct the experiment. The teaching material was developed in order to teach idioms in the course book. Researcher selected frequently used idioms for explicit teaching of idioms.

Experimental Group

The experimental group learners received instruction with more focus on idioms which was absent in the control group. The researcher prepared lesson plans for both the groups but the experimental group lesson plan was more focused on language activities with idioms. Further, the example of sentences with idioms given in the teaching material was prepared with authentic sentences in the text. Certain strategies like noticing idioms, guessing idiom meaning in the context, raising learners' awareness and interest in idiom learning were used in teaching and learning. The experimental group received instruction with primary focus on idioms. The explicit teaching of idioms for the experimental group is the variable in the experiment. The researcher developed teaching materials especially for experimental group learners. The teaching material had a few chapters and in every chapter idioms were incorporated in a suitable context. At the end of each chapter language activities like matching idioms with corresponding meaning, rewriting the idioms (underlined) in a sentence, selecting suitable meaning for the idiom (underlined) and writing the meaning of the idiom (underlined) were given for practice. Learners were given time to practice language activities of each lesson. In language activities, idioms were repeated to promote idiom learning.

Control Group

The control group consisted of sixty learners which is equal in number to the experimental group learners. The control group received the same amount of instruction as experimental group, but the focus of instruction was different. The control group did not receive explicit teaching of idiom instruction; it received the traditional method of instruction with focus on vocabulary, grammar and reading comprehension. The language activities in the control group material were different from experimental group material. There were not many language activities on idioms in control group material. It mainly focused on general vocabulary and reading comprehension. The instruction in the control group was not explicitly on idioms.

Pre-test and Post-test

The pre-test and post-test papers were prepared with similar types of question patterns. The pre-test question paper in the present research work had two sections; section one was to test idiomatic knowledge and section two was to test language fluency of the learners. Pre-test question paper prepared for sixty marks; thirty marks were allotted for testing idioms and rest of the thirty marks were allotted for testing language fluency. For testing idiomatic English there were four types of questions.

In section (a) of the test there were four types of questions. Question 1 was to identify the meaning of the underlined idioms in the given sentences. This was a Multiple Choice Question (MCQ) type question (choose from the options given). The marks allotted to the question 1 were five only. Question 2 was to identify the meaning of the underlined idioms in the passage from the meanings given. The marks allotted for question 2 were five. Question 3 was to choose the appropriate idiom from the list given and fill in the blanks. The marks allotted for question 3 were ten. Question 4 was matching the idioms with their corresponding meanings. The marks allotted for question 4 were ten.

The next section of the test was section (b); it was designed to test learners' speech fluency. Question 1 tested the subjects' speaking ability. The learners had to choose any one of the topics. Learners' had to express their views for five minutes. The researcher used a voice recorder to record the speech data.

Administration of the Test
In the context of research, the major uses of test scores are related to evaluation. The interpretation of test results can assist in our understanding of the nature of language proficiency, and may have implications for language learning and language teaching (Bachman, 1990:54). The pre- and post-tests were administered in three colleges. The time allotted for the test was sixty minutes; it was clearly mentioned on the question paper. The speaking test in the second part took more time. The researcher conducted the speaking test in the language laboratory.

Analysis of Learners Spoken Fluency
This section presents an analysis of learners' spoken data and interpretation of the data. One of the research hypotheses is that, the ability to learn and use idioms improves the learners' spoken fluency. To test the hypothesis learners' language fluency was assessed in the experimental and control group; this is the second part of the test. The spoken data was recorded through pre- and post-tests. First of all, the researcher conducted pre- test and followed by intervention, and finally, the post-test. The recorded spoken data was transcribed by the researcher for the analysis. The researcher developed spoken fluency assessment criteria; which has three grids -- low, mid and high with scores (low=1, mid=2 and high=2).

The spoken fluency criteria have dysfluency markers like number of filled pauses, number of long silent pauses, number of repetitions and restarts, word choice, use of discourse markers and logical connectors. Similar fluency criterion has been used in previous studies but many such fluency studies have used speech rate as a major fluency criteria. The researcher adopted a qualitative and quantitative approach for the data analysis. Only ten subjects' (n= 10) data have been selected for detailed data analysis in each group due to practical considerations. The selected samples were representative samples of the study because they were selected randomly from the total samples. Since it is vertical study, the analysis has to take multiple factors in the students' performance into account. The recorded spoken data of experimental and control group was transcribed by the researcher for the analysis. The analysis was based on the evaluation criteria decided upon. Given below are the criteria for the analysis of spoken fluency.

   i)   Number of filled pauses
   ii)   Number of repetitions and restarts
   iii)   Word choice

iv)   Number of long silent pauses
v)   Use of discourse markers
vi)   Use of logical connectors

The selected criteria were finalized after a thorough review of literature. Kormes& Denes (2004) study on spoken fluency criteria consists of the speech rate, articulation rate, mean length of runs etc,. These criteria were not selected because they have considered only speech rate based criteria and ignored the use of discourse markers and logical connectors which are very much essential for language fluency and accuracy. Freed (1995), Riggenbach (1991) Towell (1987), Towell, Hawkins, &Bazergui (1996) have similarly studied fluency to know judges' perception of fluency (as cited in Wood, 2006). Cucchiarini, Strik, and Boves' (1999) study on quantitative assessment of second language learners' fluency mentioned criteria for spoken fluency which was similar to Kormes & Denes (2004) fluency criteria. The researcher adopted a few fluency criteria like number of filled pauses, number of repetitions and restarts, and long silent pauses which were dysfluencies to quantify fluency. According to Fraser (1999) discourse markers and logical connectors are lexical expressions which are used either in spoken or written discourse. Discourse markers are one set of linguistic items that function in cognitive, expressive, social, and textual domains. Schiffrin argued that "although there were scattered studies of discourse markers in the 1980s, their study since then has abounded in various branches of linguistics and allied fields…" (2001:54). Spoken fluency criteria for the present study enabled the researcher to achieve the aim of the study. Therefore, it was adopted after discussion with other academics.

Description of the Fluency Criteria

The filled pauses are the utterance of certain sounds like *uh, er, mm*, etc. in speech. These utterances have no meaning but the speakers with low fluency use more filled pauses. Hence, more filled pauses in the speech indicate that the fluency of the speaker is less. The repetitions and restarts can be repetition of words and phrases. The repetitions and restarts are indicators of dysfluencies. If the learners have more disfluency markers, it indicates that the fluency of the learner is less. The long silent pause and filled pauses in the learners' speech indicates low fluency.

The word choice of the speaker indicates the variety of words the learner uses in speech. The reason to include the word choice was to know whether the use of words was appropriate to the context or not. The use of idiomatic expression in the context was one of the parameters to identify fluency in the speech sample. Discourse markers are certain words used to begin a discourse, preface a response or a reaction and to serve as fillers. They are expressions like: "you know", "ok", "right", "well", "basically' etc.,. The use of discourse markers in the context indicates the fluency of the speech. Logical connectors are used to join or connect two ideas that have particular relationship in a sentence, for example; "before", "due to", "so", "in order to", "such…that", "as soon as", "in spite of", "however", "moreover", "on the other hand" etc. The frequent use of logical connectors in the context of speech indicates higher fluency in speech. The evaluation grid/scale of learners' fluency in the present study is presented in the section below.

Evaluation of Learner's Spoken fluency (Oral Fluency Scale)

	Low (1)	Mid (2)	High (3)	
Filled pauses	The candidate's speech consists of many filled pauses. Therefore, intended message is not conveyed to the listener	The candidate's speech consists of few filled pauses and the message is conveyed, though not effectively.	The candidate's speech consists of no filled pauses. The message is clearly conveyed and no significant pauses and hesitations during the speech.	
Repetitions and restarts	The candidate's speech consists of many repetitions and restarts. Therefore, the intended message is not conveyed to the listener	The candidate's speech consists of a few repetitions and restarts. However, the message is conveyed, though not effectively.	The candidate's speech consists of no repetitions and restarts. The message is clearly conveyed to the listener. There aren't any significant repetitions and restarts during speech.	
Silent pauses	The candidate's speech consists of many silent pauses. The intended message is not conveyed to the listener.	The candidate's speech consists of a few long silent pauses. The message is conveyed, though not effectively	The candidate's speech consists of no silent pauses. The message is clearly conveyed to the listener without any pauses and hesitations.	
Word choice	The candidate's word choice is very poor; it shows speaker's lack of vocabulary knowledge and use.	The candidate's speech consists of moderate use of words in the speech. The word choice is contextual, though there are some repetitions. No evidence of idiom use in the speech.	The candidate's word choice is wide. The use of idioms and other expressions is noticed.	
Discourse markers	The candidate's speech consists of no discourse markers. It shows speaker's lack of linguistic competence.	The candidate's speech consists of a few discourse markers. However, the speaker conveys the message.	The candidate's speech consists of many discourse markers. It shows speaker's language competence.	

Logical connectors	No logical connectors in the candidate's speech. It shows speaker's lack of linguistic competence.	The candidate's speech consists of a few logical connectors. However, the speaker manages to convey the message.	The candidate's speech consists of frequent use of logical connectors. It shows the speaker's language competence.	

Table 1: Evaluation Scale of Learners' Spoken Fluency

Analysis of Experimental Group's Spoken Fluency

　　　In the table given below, ten subjects (n=10) spoken data is presented in a tabular form. The spoken data of the learners have been evaluated on the basis of criteria developed by the researcher (see table.1). Based on the rubrics the researcher developed oral assessment grids/scale. In the scale, there are three grids to evaluate: low, mid and high. They are represented in scale as 1, 2 and 3 (low=1, mid=2 and High=3). The description of each criterion is presented in the evaluation scale. Each criterion was divided into three sections in the scale. These are first represented as low (1), mid (2) and high (3). By listening to the speech repeatedly evaluator gave points or categorizes the speech according to the mentioned scale. The evaluation of experimental group learners' fluency is presented in the table below.

Table 2: Experimental Group Learners' Fluency Grades

|		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Filled pauses	Pre-test	1	2	1	2	2	2	2	2	1	2
	Post-test	1	3	2	2	1	2	1	2	2	2
Repetitions and restarts	Pre-test	1	1	1	2	2	2	1	2	1	3
	Post-test	2	2	1	1	1	1	2	2	2	1
Silent pauses	Pre-test	3	2	1	2	3	3	3	3	2	2
	Post-test	3	3	1	1	2	3	2	3	2	2
Word choices	Pre-test	2	2	2	1	2	2	2	2	2	2
	Post-test	2	2	2	2	2	2	3	2	2	2
Discourse markers	Pre-test	2	2	2	2	2	3	3	2	3	2
	Post-test	1	2	1	1	2	2	3	2	3	1
Logical connectors	Pre-test	3	2	1	1	3	2	2	2	3	2
	Post-test	2	3	1	1	2	2	2	2	3	1

Sample analysis

　　　From the given data, it was evident that the learner's speech consists of many filled pauses (1=low) in the pre- and post-tests. It was also noticed that there were many repetitions and restarts in the pre-test, but in post-test, there were few repetitions and restarts. The silent pauses were not identified in the spoken data of pre- and post-tests. The word choice was moderate in the speech of pre- and post-tests. The words were used in context, though there were some repetitions. There was no evidence of use of idioms in the speech data. It was noticed that there were a few discourse

markers identified in pre-test but in post-test, discourse markers not noticed. It was also found that there was frequent use of logical connectors in the speech of pre-test whereas in post-test, there were a few discourse markers. Nevertheless, the speaker managed to convey the message.

In the data of subject 1, except one criterion i.e. repetitions and restarts, there was no evidence of improvement of spoken fluency of the learner after explicit teaching. Given below is a chart showing the fluency analysis (pre and post-test) of one subject (sample).
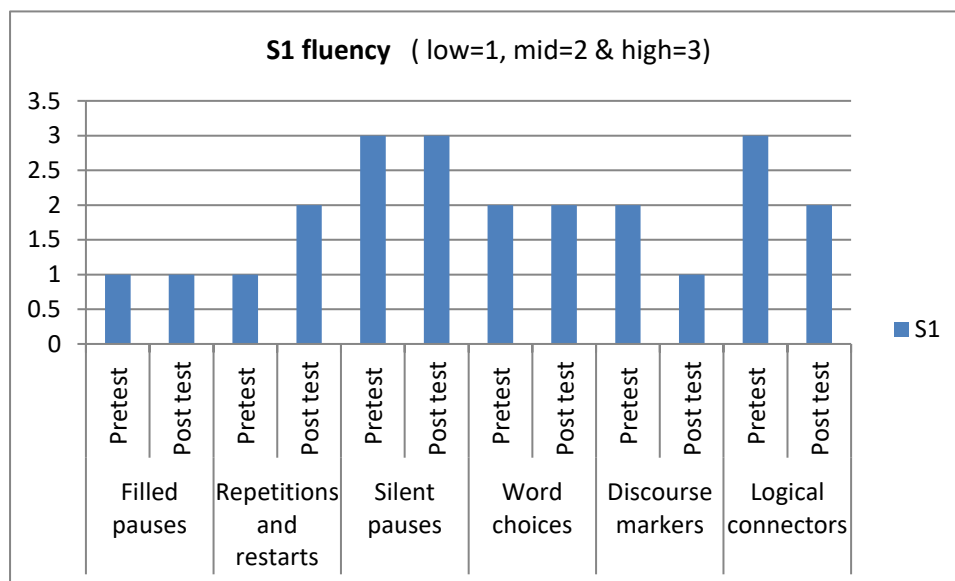
Based on the average calculation of the scores, the average of pre-test score was 2 and post-test score was 1.833. Therefore, it can be concluded that Subject 1 pre-test fluency was more than post-test. The overall fluency of pre-test was more than the post-test. So, there was no improvement in spoken fluency of subject 1 after teaching intervention.

Given below is a post-test sample speech of the learner. There are elements of repetition and filled pauses in the spoken data. The blocked text illustrates repetition of words or phrases and filled pauses. These repetitions indicate low fluency of the learner.

As we know as we know people now a days that people think that women are weak and they can't do anything but according to me women's can do any work men does.
They can do everything possible for them um women's women's now a day's good interest good interest towards the work they show much interest in the work and can they manage in the society even their work even their work.

In the above speech data there are many grammatical mistakes one can indentify. In view of fluency analysis other language analysis aspects were not discussed here.

Results

Experimental Group Fluency Analysis Table

The average fluency of pre-test was 1.979 and the average fluency of post-test was 1.847. These statistics indicate that there was not much difference in values. The p-value (0.479) of experimental group was not significant. Therefore, it can be concluded that there was not much significant development of fluency in the experimental group after teaching intervention.

Table 3: Results of the Experimental Group Fluency

Pre-test	Post-test
Mean= 1.979	Mean= 1.847
Standard Deviation = 0.365	Standard Deviation = 0.447
Higher Score =2.50 ; Lower Score =1.16	Higher Score =2.50 ; Lower Score = 1.33
Median= 2.08	Median= 1.92
P-value	0.479 (ns)

Control Group Fluency Analysis Table
The control group results are presented in the table below.

Table 4: Control Group Fluency Results

Pre-test	Post-test
Mean= 1.58	Mean= 1.71
Standard Deviation = 0.387	Standard Deviation = 0.360
Higher Score =2.16 ; Lower Score =1.16	Higher Score =2.33 ; Lower Score = 1.16
Median= 1.42	Median= 1.75
P-value	0.433 (ns)

The mean scores of the post-test were almost very close to the mean score of the pre-test value. Therefore, there was development in spoken fluency which is not very significant.

Fluency Comparison
The spoken fluency of experimental and control group comparison was done based on the analysis of individual subjects' fluency analysis. The qualitative and quantitative analysis was done based on selected criteria. The mean values of learners' spoken fluency are presented in the table below.

**Mean differences between the pre and post-tests (n=10)**
Table 5: Fluency Comparison Results

Group	Pre-test mean value	Post-test mean value	Paired t-test (Sig.<0.05)
Experimental	1.97	1.84	0.479 (ns)
Control	1.58	1.71	0.433 (ns)

The mean values of pre and post-tests presented in the above table indicate no significant development of fluency in experimental and control group. The mean values of experimental group

pre-test (1.97) and control group pre-test (1.58) indicates that before teaching intervention their values did not have much difference. Normally in experimental study, it is desirable to have the pre-test score of the experimental and control group in the same range. But there was a difference found after dividing the groups, this study has quantified the development from pre-test to post-test. Comparative mean score of experimental and control group are not very much different. After the teaching intervention, the development of fluency is not significant in both experimental and control group. Therefore, test results show that after teaching intervention there wasn't significant improvement in learners' spoken fluency. The comparative scores of pre and post-tests are presented in the bar chart below.

Figure 1: Fluency Scores of Pre and Post in Bar-chart
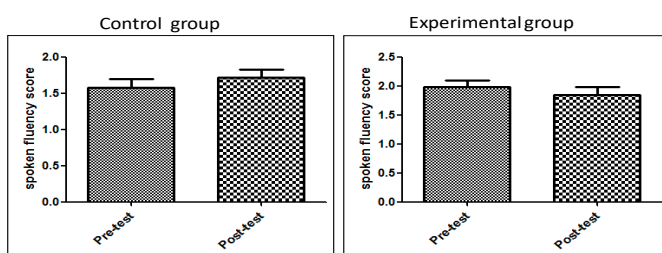
The post-test score comparison of experimental and control groups bar chart is presented below.

Figure: 2 Spoken Fluency Comparison of EG & CG
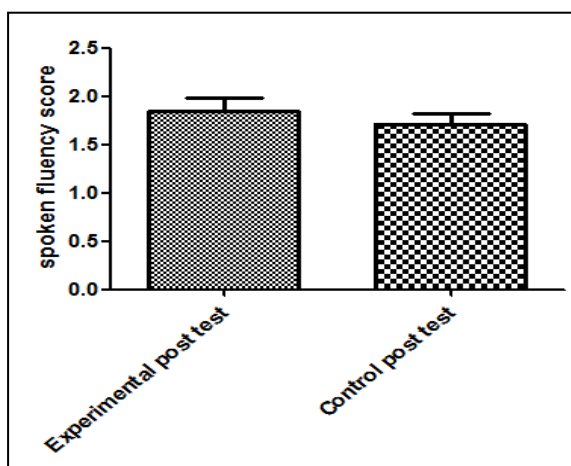
It is clear that the post-test scores of experimental and control group are almost same and there is not much significant difference in the learner's fluency. The *p*-values are not significant. Therefore, in present study there has been no effect of teaching intervention on the development of learners' spoken fluency.

Discussion

Hypothesis 1 is that the ability to learn and use idioms improves the learners' language fluency. The present research shows that there is no significant relation between teaching of idioms and improvement of undergraduate learners' oral fluency in the present experiment. After analyzing the pre and post-test data of experimental and control group, it has been found that there was a significant improvement of idiom knowledge of experimental group learners (Maisa.S, 2017). Whereas, in spoken fluency test, there was no significant improvement of spoken fluency in experimental and control group. Therefore, the explicit teaching of idioms could not help the learner to improve their spoken fluency in the present research work. In certain contexts, the fluency of the learners can increase, such as formal instruction and stay abroad (e.g. Parera. T.M, 2009). Perfetti, D.J (2011) speech repetition tasks improve learners' oral fluency, other fluency studies (e.g. Freed, 1995; Freed, Segalowitz,& Dewey, 2004; Segalowitz& Freed, 2004; Towell, 2002; Towell, Hawkin, &Bazegui, 1996) include study abroad and language instruction in the home country have experimentally improved learners' oral fluency (as cited in Perfetti, D.J, 2011). These studies considered only temporal variables for assessing oral fluency and the aim and process of teaching/learning of the studies are specific to oral fluency. Therefore, the fluency of the speaker can improve in certain teaching environments and can also depend on duration of teaching/learning and practice.

Hypothesis 2 is that teaching idioms will help ESL learners to understand and promote idiomatic knowledge of undergraduate learners. This hypothesis is supported in the present research work. The present research shows that there is a significant relation between teaching of idioms and improvement of undergraduate learners' idiomatic knowledge. These results are discussed in other paper (Maisa, S, 2017). The results of the present experimental study are similar to previous studies such as Eltair, 2003; Liu, 2008; Guduru, 2011; McGuire, 2013; Gass&Selinker, 2008; Liontas, 2002. The finding that the explicit teaching of formulaic sequences using task-based language teaching can develop the knowledge of the formulaic sequences is in line with that of Mc Guire, 2009. Therefore, it provides evidence that the explicit teaching of idioms could promote the knowledge of idioms in the English language. Certain teaching techniques have helped the learner to improve idiomatic English. Such tasks have been used in similar research (Schmidt, 1990), which mentioned 'noticing' target vocabulary which was used as a teaching technique. The present study has been proved that explicit teaching of idioms is one of the best ways of promoting vocabulary.

Findings and conclusion

1) It can be assumed that there was no significant improvement of spoken fluency after explicit teaching of idioms in this limited study. It can also be assumed that the fluency of the speaker would depend on other factors but not just only on learning idioms.
2) Explicit teaching of idioms has an effect on the improvement of the learners' idiomatic knowledge.

The present research has developed criteria to assess spoken fluency, which can be used in further research. Though there were some criteria for assessing fluency in ESL/EFL studies, present criteria certainly helpful for future researchers who would work on spoken fluency assessment. It can be assumed that in various teaching environments and conditions spoken fluency of the learner can be developed.

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Appendix

Transcription of Learners' Spoken Data (subject: S1)

Pre-test data	Post-test data
[I am here to um ur.. share my… views on the topic of the age of information and communication technology. Information and communication technology includes computer, internet and broadcasting technology un broadcasting technologies such as radios and television which don't have much attention in now a days as it arison is going on developing. Information and communication technologies much more useful for the people for no a days due to the use of system computer and the internet always going on developing information communication technology this is very much useful for specially for the students but some may use it in good way; some may use um misuse it especially students instead of um watching movies in system they can get much more information, rather than text books they can get much more information in the system using good sites um instead of that they can use it social networking sites, broadcasting technologies which are not using much now a days instead of that latest technologies used such as lap tops and computes internet is very much useful to it; without technology no work can be done now a days, where ever we go we find computer every school um school banks.. everywhere we find the system without this we can't do anything in this world now because every work is based on communication and technology now especially students um.. we can use the system in good way. For the time pass we use networking sites social networking sites but there is also disadvantage of using communication technology especially students we can get very much information about the studies. They can develop the knowledge using communication technology but no student because of communication technology they can misuse they are diverting their minds from the studies.. they are getting weak and weak in the studies they are concentrating more in the social sites, social sites network instead of their studies. They want to use information and communication technologies they can	Iam hear to share my views about the topic are the women are better managers. According to me womens are ambitious bold colourful and cheerful. They can do anything they want they are more confident than stronger appear. Women are good managers at work place and today generation today generation women play important role. When we talk about the women we remember the pilot Any Therissa. Any therisa is one of the best talent in the world with whom we can't compare single men. No men was as good as the pilot Any therisa, thing is that women are not good at managers womens are not good at the managers but womens are the best and they can do anything and anywhere. As we know as we know people now a days that people think that women are weak and they can't do anything but according to me womens can do any work men does. If women can give chance to do any can have the ability to what they can do. They can do everything possible for them um *womenswomens* now a days good interest good interest towards the work they show much interest in the work and can they manage in the society even their work even their work. If women stark doing work sincerely they can manage anything anywhere um women women no one can give challenge to women. Women can start showing her work sincerely no one can no one can dare their dareness because women cannot even met things not men can do it women women according to

develop the knowledge but no student is interested in such a misusing communication technology in wrong way. I prefer, I advise the students to use information and communication technology especially internet in good way by getting much more information in the subject and the knowledge. thank you.]	me good managers because what men can do without interest but if women do any work with interest they can do better than men. Thank you.

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