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IDIOM-BASED INTERVENTION: IMPROVING THE SKILLS IN IDENTIFYING THE CONNOTATIVE AND DENOTATIVE MEANING AMONG GRADE 10 LEARNERS

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ABSTRACT

The purpose of this descriptive quantitative study was to address the lack of student engagement among high school students. The study involved 30 tenth-grade students from Baltazar Nicor Valenzuela National High School. The pre-test scores had a mean of 11.00 with a standard deviation (SD) of 1.691, indicating the initial level of student learning before the intervention. After implementing the Idiom-Based Intervention, the post-test scores showed a significant increase, with a mean score of 26.0 and an SD of 0.898, reflecting notable improvement in students' language learning. A paired t-test was conducted to compare pre-test and post-test scores. The analysis yielded a significant result indicates that the intervention had a substantial positive effect on students' learning outcomes, confirming the effectiveness of the Idiom-Based Intervention, t(29)=45.1.p<.0001. To gain a comprehensive understanding of the experiences of students and teachers during and after the intervention, interviews were conducted. Four key themes emerged from the responses gathered, four themes emerged regarding the insights can you share to the school administrators, teachers, and stakeholders: enhancing idiomatic expressions to improve students learning; interactive activities and strategies in the intervention program; utilizing various materials in the program; and utilizing diverse interactive activities in the program.

KEYWORDS: *Students' Learning, High School Students, Expressions, Idioms, Quantitative Study.*

INTRODUCTION

The used of idiom-based for secondary learners is essential for enhancing language proficiency and cultural understanding (Spasic et al., 2020). This idiom-based can help learners navigate the complexities of idiomatic expressions, which are often culturally specific and semantically solid. Sadiqzade (2025) state that learners face difficulties due to cultural dependencies and native language interference, which can hinder comprehension. While idioms are vital for effective communication, some educators argue that their complexity may overwhelm learners, potentially leading to misunderstandings. Hence, effective methods such as contextualized learning and visual aids can help learners navigate the complexities of idioms, enhancing their ability to discern both connotative and denotative meanings (Mehdi, 2024).

Globally, the main challenge in interpreting denotative and connotative meanings lies in the complexity of connotation, which often leads to misunderstanding. In Indonesia, learners struggle to grasp English proverbs due to their layered meanings—while the denotative meaning is literal, the connotative layer carries cultural and figurative implications, leading to misinterpretation if only the surface meaning is considered (Matindas et al., 2020). Similarly, in New York, connotative meanings are harder to analyze because they involve emotional, cultural, and social nuances that vary by individual and community, unlike the more stable denotative meanings (Romadhon, et al., 2024). In Saudi Arabia, translating between Arabic and English presents further difficulties—especially in culturally rich texts like the Qur'ān—where literal translation captures denotation but often fails to convey the intended connotation due to a lack of linguistic and cultural competence (Abdelkarim & Alhaj, 2023).

In the Philippines, challenges in interpreting denotative and connotative meanings arise mainly from cultural and linguistic diversity. In Subanen chants, literal (denotative) translations into English often fail to capture the deeper cultural symbolism, emotional resonance, and indigenous knowledge embedded in connotations. Unique terms like dlonli or phatedil lack direct equivalents, risking loss or distortion of meaning (Arnejo & Eslit, 2023). Similarly, in Palawan, the gap between stable denotative meanings and variable, culturally shaped connotations complicates communication and education in a multilingual context (Pertiwi & Anggraini, 2023). In Cebu, where multiple dialects coexist, the same words may carry different connotations based on cultural background and personal experience. This dynamic interplay of language and culture often leads to misinterpretation or insensitivity if not carefully considered (Heckmann, 2023).

At Baltazar Nicor Valenzuela National High School in Davao del Norte, Grade 10 students struggled to distinguish between

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denotative (literal) and connotative (implied) meanings, which affected their reading comprehension and communication. To address this, interactive strategies such as group discussions, vocabulary exercises, and context-based lessons were implemented. This action research aimed to enhance students' understanding of word meanings, improve comprehension, and boost classroom engagement. The study evaluated which teaching methods were most effective in supporting diverse learning needs and strengthening language skills.

This action research aimed to enhance Grade 10 students' skills in identifying denotative and connotative meanings—essential for effective communication, critical thinking, and academic success. Addressing challenges in language comprehension, the study implemented targeted strategies to improve students' interpretation skills and classroom engagement. The findings offer insights into effective teaching approaches for developing this aspect of literacy.

Supporting literature reinforces the study's relevance. Tedeschi et al. (2022) emphasized the importance of figurative meaning through multilingual idiom identification, enhancing natural language understanding and distinguishing between denotation and connotation. Rulik (2020) explored the semantic value of language in poetry, highlighting how meaning is constructed through both literal and emotional layers. Evgeny (2022) introduced denotation graphs to improve comprehension in career-oriented reading, demonstrating how visual tools can aid vocabulary development and understanding across academic and professional contexts.

Research Question

The objective of this study was to determine the effectiveness of the idiom-based interventions in improving the connotative and denotative skills among grade 10 students. Specifically, it sought to answer the following research questions:

1. What is the level of semantic skills among Grade 10 students before the Idiom-Based Intervention?
2. What is the level of semantic skills among Grade 10 students after the Idiom-Based Intervention?
3. What is the significant difference between pre-test and post-test employing idiomatic expression as an intervention?
4. What insights can you share to the school administrators, teachers, and stakeholders with regards to action/intervention taken?

Proposed Innovation, Intervention

The Idiom-Based Intervention (IBI) was developed to improve Grade 10 students' ability to understand and interpret connotative and denotative meanings through the use of idiomatic expressions in Baltazar Nicor Valenzuala National High School. Idioms, which often differ from the literal meaning of their individual words, are key elements of the English language and essential for mastering figurative speech and cultural context. The intervention aimed to strengthen students' fluency and comprehension by helping them grasp the figurative and cultural significance of idioms.

The 3-week intervention was integrated into the students' regular English periods, with additional one-hour sessions every Friday, labeled "Catch-up Friday." It featured interactive, hands-on learning activities rather than relying solely on lectures. These activities were specifically designed to help students identify both literal and implied meanings in idiomatic expressions, promoting deeper engagement and understanding of figurative language.

Before the intervention, approval was obtained from the school principal and department heads. An orientation session was conducted to clarify the study's purpose and procedures to all participating students from Grade 10-Rizal. A total of 30 students took part in the study. A pre-test was administered to assess their initial understanding of connotative and denotative meanings.

Throughout the three-week intervention, students participated in targeted activities that aimed to enhance their interpretive skills. After the intervention, a post-test was given to evaluate progress. A comparative analysis of the pre- and post-test results was conducted to determine the program's effectiveness.

To gather qualitative insights, in-depth interviews were held with ten actively involved participants. These interviews provided feedback on the intervention's impact and offered suggestions for improvement. This process encouraged student voice and ownership, fostering a collaborative learning environment and a sense of shared responsibility among participants.

Categories	Title	Activity Description	Method	Objective	Materials
1	Matching the Idioms	Pair each idiom with its literal (denotative) and figurative (connotative) meanings.	Direct instruction followed by guided matching and class discussion.	To introduce idioms and highlight differences from literal speech	Laptop, matching game software, and PPT
2	Idioms Wheel	The teacher provide a groups spin a wheel of idioms; for each group the idiom that lands, they state both meanings—or	Gamified learning with performance-based reinforcement.	To reinforce students' ability to recall and explain both literal and figurative meanings under time pressure.	Laptop, wheels game software

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		complete a light "dance challenge" if incorrect.			
3	Idioms Maze Chase	Students navigate a computer-based maze, selecting doors marked "literal" or "figurative" to reach the exit while avoiding obstacles.	Game-based learning with active problem-solving.	To develop teamwork and reinforce quick identification of idiomatic meanings through digital interaction.	Laptop, Maze chase game software
4	Guess the Picture	Students examine pictures or comic panels that hint at an idiom; identify the idiom and explain its literal and figurative senses.	Visual thinking and contextual inference.	To help students infer idiomatic expressions using visual clues and relate them to both literal and figurative meanings.	Laptop, Printed images, and PPT
5	Idioms Quizzes	Students complete a 30-item multiple-choice quiz distinguishing literal from figurative meanings.	Assessment-driven learning with independent practice.	To evaluate students' understanding and ability to distinguish between denotative and connotative idiom meanings.	Laptop, answer key, scoring sheet

Before commencing the action research, a thorough orientation was conducted for participants, introducing the intervention along with a detailed explanation of the study's intentions and methodologies. Afterward, participants were informed that their identities would remain anonymous and handled with utmost discretion. Moreover, to safeguard the well-being of participants, the researchers engaged in a comprehensive discussion highlighting the benefits of various reading exercises. This discussion served as a guide, outlining the diverse activities participants undertook during the intervention. The researchers were committed to ensuring that the instruments and strategies employed significantly contributed to the participants' development and enhancement of identifying connotative and denotative meaning in every session conducted.

The primary objective of this study was to cultivate and improve the skills of identifying connotative and denotative meaning of Grade 10 students at Baltazar Nicor Valenzuela National High School. In pursuit of this goal, the researchers adhered to a set of guiding questions to structure and inform the study's direction.

METHODOLOGY

Research Design

This study employed a quantitative pre-experimental one-group pre-test post-test design (Chanu, 2023), where a single group of participants was assessed before and after the intervention. The main objective was to improve students' ability to identify connotative and denotative meanings through interactive idiom-based activities.

To achieve this, the researchers implemented the "Idiom-Based Intervention (IBI)", aiming to enhance students' semantic skills. A pre-test was conducted before the intervention, followed by a post-test afterward to measure changes in performance.

Although the study focused on quantitative data—such as mean scores and performance changes—it also drew from the principles of action research, which emphasizes participatory, reflective cycles (Coghlan, 2020). This approach helped evaluate the intervention's practical effectiveness in a real classroom setting.

While the primary method was quantitative, insights from qualitative action research traditions were acknowledged. These traditions focus on collaborative improvement and reflective practices (Cabaroglu, 2023), supporting the broader goal of educational development through both structured measurement and participatory engagement.

Research Respondents

This study was conducted at Baltazar Nicor Valenzuela National High School, a secondary public school situated in Capungagan, Maniki Davao del Norte. In the selection of the participants, the students of grade 10-Rizal were identified as the participants and qualified for the study. Hennink (2022) advised that a quantitative study to be conducted with heterogeneous group that comprised at least 30 participants. In this study, the researchers would have thirty (30) Grade 10 students, with the help of the adviser of the section, the program head, English teachers, and the teachers inside the school, students would be as respondents in the study.

In determining the number of participants for the qualitative aspect of the study, the researchers followed Creswell's (1998) recommendation that 5 to 25 participants were appropriate for qualitative research involving individuals who have experienced the phenomenon being studied. Therefore, ten (10) students coming from grade 10-Rizal were purposively selected to participate in in-depth interviews in the form of online

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interview. These respondents took part in the implementation of the Idiom-Based intervention aimed at enhancing their skills in identifying connotative and denotative meanings.

Research Instruments

The study adapted the survey questionnaire on improving the skills in identifying the connotative and denotative meaning of a word or phrase. This questionnaire aims to assess the knowledge of the students in identifying the connotative and denotative meaning of a word or phrase using the idiomatic expression, before and after IDI, among Grade 10-Rizal students. Then, research questions are modified to suit for the goals of this study, which undergone validation by the panel of experts before utilization.

Moreover, the researchers provided test-type survey questionnaire to identify the prior knowledge of the participants on connotative and denotative meaning of a word or phrase. The respondents of this study were Grade 10 students participated in the implementation of the idiom-based intervention which ought at improving their connotative and denotative skills. Their performance was measured through pre-tests and post-tests, and their percentage scores were categorized into the following ranges:

Range of Means	Description	Interpretation
94 – 100	Very High	It demonstrates a highly proficient level of identifying connotative and denotative meaning, with strong comprehension and critical thinking.
85 – 93	High	It demonstrates good identification of connotative and denotative meaning with minor areas for improvement.
75 – 84	Average	It demonstrates moderate identification.
60 – 74	Low	It demonstrates basic understanding but struggles with identifying.
0 – 60	Very Low	It requires further support and reinforcement in identifying connotative and denotative meaning.

Data collection was the process of gathering and evaluating information or data from various sources to solve research problems, answer questions, assess outcomes, and forecast trends and probabilities (Jain, 2024). This research utilized a quantitative-descriptive method because the researchers' goal was to assess the prior knowledge of the students in identifying the connotative and denotative meanings of words or phrases using idiomatic expressions before and after the intervention. The study employed a one-group pre-test–post-test design, which explored the students' prior knowledge and examined the effects of the Idiom-Based Intervention (IBI).

To identify participants, the researchers collaborated with the Grade 10 program head and sought permission to select suitable respondents. After identifying the participants, the researchers respectfully asked if they were willing to take part in the study. No form of deception was used, as this was deemed ethically inappropriate. If participants declined, the researchers expressed their gratitude and apologized for the time consumed. To show sincerity, the researchers personally introduced themselves to the respondents before beginning the study.

A pre-test was conducted first. During this stage, assessment sheets were distributed to determine the students' prior knowledge in identifying connotative and denotative meanings within context. The pre-test established a baseline prior to the intervention. The intervention was then implemented over four weeks, with one-hour sessions held from Monday to Friday, totaling 20 hours. After the sessions, a post-test was administered.

Prior to the study, the researchers also coordinated with the school's principal, English teachers, Grade 10 class adviser, and Grade 10 program head at Baltazar Nicor Valenzuela National High School. Permission was secured, and the intervention schedule and duration were shared. The pre-test materials used were adapted and modified, then validated by the Grade 10 Coordinator. During testing, students were placed in a quiet room to ensure minimal distractions.

After the pre-test, the researchers collected and analyzed the responses to compute the mean scores per indicator. The Idiom-Based Intervention was then implemented to develop the students' skills in identifying connotative and denotative meanings using idioms. Following the four-week intervention, a post-test was conducted using a different test set from the pre-test to assess improvement. The entire data collection process aimed to determine whether there was an increase or decrease in the mean scores before and after the intervention.

Data Analysis

The analysis of data is a crucial part of research, as it involves systematic examination and interpretation of collected data to generate meaningful insights and arrive at valid conclusions. This process reveals essential information that contributes to a comprehensive understanding of the research. The data were gathered through the pre-test and post-test administered by the researcher to Grade 10 students of Baltazar Nicor Valenzuela National High School and were thoroughly analyzed.

The method used for data analysis in this study was the paired t-test, which measures the significance of the difference between the means of two groups, emphasizing their differences or distributions. The paired t-test was used to examine the hypothesis and determine whether a process had an effect on the same samples or if the groups differed from each other (Gosset & Silverman, 1908).

The range of percentage mean was also used as a guide and basis for analyzing the data and characteristics under investigation. This allowed the researcher to interpret any information derived from the students' skills in identifying the connotative and denotative meaning assessment. The scores collected were summarized, translated, analyzed, and organized

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using the paired t-test to identify significant differences between the pre-test and post-test mean scores.

Additionally, standard deviation was utilized in this research to determine how far each score deviated from the mean. This helped assess the variability in students' results. Through the analysis of the standard deviation, the effectiveness of the intervention in enhancing students' reading comprehension skills could be evaluated (Juarez, 2019).

The primary step was identifying the unit of analysis using a rubric, with a focus on evaluating students' skills in identifying the connotative and denotative meaning of the idiomatic expression, based on the questionnaire. According to the objective of the study, the researcher aimed to determine the students' level of identifying connotative and denotative before and after the intervention. The interventions served as the foundation for enhancing students' understanding of the idiomatic expressions given.

The questionnaire by Cundangan (2023) and Campos (2021) served as a guide for assessing the students' skills in identifying denotative and connotative meaning. This tool was selected because it aligned with the study's goal of evaluating and improving the skills in identifying denotative and connotative meaning.

Before the intervention, students' skills in identifying the connotative and denotative were assessed using the questionnaire. The second assessment, conducted after the intervention, also used the same rubric to measure the impact of the strategies implemented. This evaluation provided a clear comparison of results before and after the intervention.

Statistical Treatment of Data

The following statistical tools used to analyze the data in this study at 0.05 level of significance.

Mean. This was used to determine the average scores of Grade 10 students in identifying connotative and denotative meaning before and after the idiom-based intervention.

Standard Deviation (SD). This was used to measure the dispersion of Grade 10 students in identifying connotative and denotative meaning, indicating the variability in their performance before and after the intervention.

Paired T-test. This was used to determine whether there will be a significant difference in the scores of the Grade 10 students in identifying connotative and denotative meaning before and after the idiom-based intervention.

Cohen's d. This was used to determine the standardized difference between the means of the pre-test and post-test scores.

RESULTS AND DISCUSSIONS

The results of the study were presented in this chapter along with the discussion of each of the findings. A synthesis based on the indicators through the statistics and themes that emerged throughout the data analysis was also included, along with the researcher's conclusions for the study. The purpose of this research, as it has been clearly stated, was to improve the skills in identifying the connotative and denotative meanings among grade 10 students. The study also aimed to uncover the participants' level of semantic skills before and after the implementation of idiom-based intervention, the significant difference between pre-test and post-test after the intervention and the insights of the participants related to the implementation of idiom-based intervention.

Research Question No.1: What is the Level of Semantic Skills among Grade 10 Students Before the Intervention?

The students' level of semantic skills was first measured through a pre-test to determine the students' prior knowledge of the skills. This method provided the researchers with information on how they could further develop the students' skills. The results of the pre-test were shown in Table 1. Based on the data, it appears that the level of semantic skills among grade 10 students had an overall mean of 36.56% with a standard deviation of SD= 1.691 indicating a very low description.

In addition, the table also showed that the highest score obtained was 14 with a frequency or number of students who obtained it was 1 and a percentage of 3.30%. This means that out of the total population of 30, there was zero (0) who obtained the highest score which means that no one was able to pass the test conducted because the passing score was 23. Meanwhile, the lowest score obtained was 7, with a frequency of 2 and a percentage of 6.70%. This still means that they did not pass the test.

Table 1
Level of Semantic Skills among Grade 10 Students Before the Intervention

Pre-test Scores	Frequency	Percentage
7	2	6.70%
9	4	13.30%
10	3	10.00%
11	9	30.00%
12	7	23.30%
13	4	13.30%
14	1	3.30%
Overall	**30**	**100.00**
Overall *Mean* Description		**36.56 Very Low**
Standard Deviation		**1.691**

On the same hand, the table shows that the most frequently obtained scores by students are 11 with a frequency of 9 and a percentage of 30.80%. The findings indicated that students demonstrated a low level of identifying connotative, denotative meanings, and idiom expressions before the implementation of idiom-based intervention. This finding is consistent with several studies. Bakhriddinova (2024), found that explicit idiom instruction significantly improved idiom retention among teenage EFL learners. Lucy Benjamin et al. (2020), reported that idiom-focused interventions led to notable

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improvements in idiom comprehension and usage in students with language difficulties. Similarly, Antonietti et al. (2022), demonstrated that idioms used as learning organizers boosted student understanding and retention, particularly in content-integrated language settings. These studies support the idea that idiom-based strategies help students properly interpret figurative language and improve their semantic skills while communicating in English and more broadly contribute to overall quality learning.

Research Question No.2: What is the Level of Semantic Skills among Grade 10 Students After the Intervention?

The student's level of semantic skills after the intervention was measured through a post-test to determine the effectiveness of the proposed intervention and if the students' skills in identifying connotative and denotative meanings improve or not. The result of post-test was shown in the table 2. According to the result, it showed a big gap between their performances in pre-test and post-test.

Table 2
Level of Semantic Skills among Grade 10 Students After the Intervention

Post-Test Scores	Frequency	Percentage
25	6	20.00%
26	14	46.70%
27	7	23.30%
28	3	10.00%
Overall	**30**	**100.00%**
Overall *Mean* Description		**87.44 High**
Standard Deviation		**0.898**

On the other hand, the overall mean of the students had in post-test was 87.44% with a standard deviation of SD= 8.898 indicating high description. Also, the highest score obtained in the test was 28 with a frequency or number of students who obtained was 3 with a percentage of 10.00%. This means that there were only three students who obtained the highest score, and this meant a pass. Meanwhile, the lowest score obtained was 25 with a frequency of 6 and a percentage of 20.00%. On the same side, it can be seen that the most common scores obtained by students were 26 with a frequency of 14. This was a pass because the passing score is 23. Out of the total population of 30, meaning they were all passed the post-test.

The findings indicated a notable improvement in students' ability to identify connotative and denotative meanings through the idiom-based intervention. This is consistent with the study of Zeng & Bhat (2021), who introduced a multi-stage neural framework that effectively distinguished figurative from literal meanings using semantic cues. Their research emphasized how learners benefit from recognizing both surface-level and deeper figurative language patterns. Similarly, Yu & Boers (2024) found that students who were taught idioms using both contextual examples and explanations of their literal origins showed significantly better recall and understanding of idiomatic expressions compared to those who received only one type of instruction. This supports the idea that dual-focus strategies enhance semantic skill development. In addition, Ciocan (2025) demonstrated that using interactive strategies such as visualization, repetition, and contextual learning led to improved retention of idioms and deeper comprehension among intermediate English learners. These recent studies affirm the effectiveness of idiom-based interventions in fostering students' ability to grasp complex semantic structures, particularly through engaging, multifaceted teaching methods.

Table 3
Summary on the Level of Semantic Skills among Grade 10 Students Before the Intervention

Based on the data, there were three indicators found in this study such as the connotative, denotative, and idioms. The table below showed that the connotative has an average percentage score of 35.33% which the description was very low. It means that the students have low understanding and prior knowledge about the connotative meanings. Studies by Boers and Webb (2022) and Ly and Tilavova (2023) also support this, indicating that learners often struggle with connotative meanings due to limited exposure and low semantic awareness.

Indicator	Pre-Test	
	Average Percentage Score	Description
Connotative	**35.33%**	**Very Low**
Denotative	**40.67%**	**Very Low**
Idioms	**33.67%**	**Very Low**
Overall Mean	**36.56%**	**Very Low**

However, the denotative has an average percentage score of 40.67%, higher than the connotative, yet the description was still very low. This means that some students had a prior knowledge about denotative but not enough to identify it clearly. Research by Kumajas (2021) and Ananda (2024) similarly found that students often grasp literal or denotative meanings more easily than figurative ones, yet still struggle with accuracy and contextual application. Lastly, it seems like the students really do not have prior knowledge when it comes to idioms because the pre-test result showed the average score of 33.67% that indicated very low description, lower than the two indicators. This finding is echoed by Long et al. (2020) and Qin et al. (2021), whose studies revealed that idiomatic expressions remain among the most difficult semantic features for learners due to their non-literal nature and cultural specificity. The overall mean of the students had in pre-test was 36.56% that indicated a very low description.

Table 4
Summary on the Level of Semantic Skills among Grade 10 Students After the Intervention

Indicator	Post Test	
	Average Percentage Score	Description
Connotative	**86.67%**	**High**
Denotative	**88.00%**	**High**
Idioms	**87.67%**	**High**
Overall Mean	**87.44%**	**High**

The result of the post-test was shown in Table 4. According to the result, it showed a big gap between their performance in pre-test and post-test. The table below indicated that the students' performance in identifying connotative, denotative, and idioms had improved, and the proposed intervention was effective as the average percentage scores in all three indicators

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indicated a high description. The connotative indicator consisted of 86.67 % of average percentage score and had a high description, demonstrating that the students' skills in identifying connotative meaning had improved. This aligns with findings by Boers and Webb (2022), who highlighted how semantic transparency awareness enhances learners' grasp of subtle, non-literal meanings, and by Ly and Tilavova (2023), who emphasized improved comprehension of associative meanings.

Meanwhile, the average percentage score of the denotative indicator was 88.00 %, which was high enough compared to the pre-test, and also had a high description. These results echo work by Kumajas (2021), who underscored the importance of grasping literal meanings in proverbs for accurate comprehension, and Ananda (2024), who reported strong learner gains in recognizing denotative expressions through focused semantic instruction.

Lastly, the idioms indicator scored 87.67 %, also classified as high. This supports interventions like the Synonym Knowledge Enhanced Reader by Long et al. (2020), which improved idiom comprehension via synonym mapping, and the IBERT model by Qin et al. (2021), which demonstrated enhanced ability to fill idiomatic gaps using semantic-contextual attention mechanisms.

Overall, the total average score of post-tests was 87.44 %, showing a high level of performance from the grade 10 students. Through the result, it can be analyzed that the students improved their skills in identifying connotative, denotative meanings, and idiomatic expressions using the proposed and utilized intervention, the Idiom-Based Intervention.

Research Question No.3: What is the Significant Difference Between Pre-test and Post-test After the Idiom-Based Intervention?

Table 5 shows the results of the significant difference between the pre-test and post-test scores, indicating the performance levels of 30 students in the experimental group, $t(29) = 45.1$, $p < .001$. Since the probability value ($p < .001$) is less than the level of significance ($\alpha = 0.05$), the null hypothesis is rejected. This means that there is a significant difference between the pre-test and post-test scores. Additionally, the effect size (Cohen's d) of 8.23 suggests a very large impact of the intervention on student learning. These findings demonstrate that the idiom-based intervention was highly effective in enhancing students' identifying connotative and denotative meaning.

Table 5
Significant Differences between Pre-test and Post-test after the IBI

		statistic	df	p	Mean difference	SE difference		Effect Size
Pre-Test	**Post-Test**	45.1	29.0	<.001	15.3	0.339	Cohen's d	8.23

Decision: Significant

Additionally, the table 6 presents descriptive data showing the impact of the idiom-based intervention on Grade 10 learners' ability to identify connotative and denotative meanings. Pre-test scores had a mean of 11.0 (SD = 1.691; SE = 0.309), indicating low but consistent performance. Post-test scores showed a marked improvement, with the mean rising to 26.2 and a smaller SD of 0.898 and SE of 0.164, reflecting both higher achievement and greater consistency. While no inferential statistics are included, the substantial difference between pre- and post-test results strongly suggests the intervention's effectiveness.

This outcome aligns with recent studies supporting the effectiveness of idiom-based instruction. Bakhriddinova (2024) found that explicit idiom teaching improved retention in EFL learners, while Benjamin et al. (2020) reported gains in idiom comprehension among students with language difficulties. Antonietti et al. (2022) showed that using idioms as learning organizers enhanced understanding and consistency, and Arzani et al. (2020) highlighted the benefits of multimodal idiom instruction for reading comprehension. Together, these findings support the current study's results, confirming that targeted idiom-based strategies can significantly enhance learners' skills in interpreting connotative and denotative meanings.

Table 6
Additional Information
Descriptives

	N	Mean	Median	SD	SE
Pre-Test	**30**	**11.0**	**11.0**	**1.691**	**0.309**
Post-Test	**30**	**26.2**	**26.0**	**0.898**	**0.164**

Research Question No.4: What Insights Can You Share to the School Administrators, Teachers, and Stakeholders with Regards to Action/Intervention Taken?

To address this research question, in-depth interviews were conducted with the participants. Several sub-questions were asked to elicit their insights regarding the IDIOM-BASED intervention. The major themes and sample statements for research question number 4 were presented in Table 6, summarizing the participants' responses to their insights about the intervention. Participants shared their responses regarding their insights about the intervention. From their answers, four major themes emerged: (1) enhancing idiomatic expressions to

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improve students learning; (2) interactive activities and strategies in the intervention program; (3) utilizing various materials in the program; (4) utilizing diverse interactive activities in the program; and (5) improved communication skills in real setting.

Table 6

Essential Themes	Supporting Statements
Enhancing Idiomatic Expressions to Improve Students Learning	✓ "Honestly, it was helpful. Before, I get confused sometimes, especially with idioms. But doing the activities and seeing how they are used in real life made it click." (IDI_01) ✓ "Yeah, I think it has been effective. I can understand what people mean when they use those idioms now." (IDI_02) ✓ "I think it really worked for me. Now, when I am reading or listening to someone, I pay more attention to the little hints in the words. Like, if someone says something has a "dark" past, I know they do not mean it was literally in the dark, but that it has some bad history." (IDI_03) ✓ "Okay, so, I think it is effective because now I can use some of the idioms myself. Like, I used 'break a leg' before a presentation, and people understood what I meant." (IDI_04) ✓ "Yes, the action or intervention was effective because I noticed improvement in my ability to identify connotative and denotative meanings." (IDI_05) ✓ "Yes, I think it was effective. I can tell because I got better at figuring out if a word or phrase had a hidden meaning or just its basic meaning." (IDI_06)
Interactive Activities and Strategies in the Intervention Program	✓ "Those activities we did was cool. Like, I remember we had to match idioms to their meanings, and that was kind of fun." (IDI_02) ✓ "Throughout the activities that the student-teachers applied to our lesson, one of the activities I liked was the spin the wheel. As I remembered, the spin the wheel they used is that where the center of it says 'explain me,' and every time we spin it, we explain the behind meaning of idioms, denotative or connotative, that will stop at the arrow. I can say it is effective because each of us tried it, and we felt nervous as well as we felt enjoyment." (IDI_05) ✓ "I liked that they used different examples, not just boring definitions. One of the activities or games we had that I liked is that we matched the example of connotations to the meaning behind it. As well as the denotation and idioms." (IDI_06) ✓ "The interactive activities were helpful. One of the activities that I could say was fun and we learned easily was the maze chase games. Where the student-teachers utilized technology, where we were run to the correct meaning zone of the connotation, denotation, and idiomatic expression, they will show while avoiding the enemies." (IDI_07) ✓ "I think using visual aids or the television to provide activities about idioms. But generally, the way they explained things step-by-step made it easier to grasp the difference between the two types of meanings." (IDI_08) ✓ "The explanations were clear, and they gave us lots of practice, like matching the idioms, denotative and connotative, spin the wheel, quizzes, etc. And breaking it down into smaller parts and focusing on one type of meaning at a time before putting it together was a good strategy." (IDI_09)
Utilizing Various Materials in the Program	✓ "I think reading different books that contains idioms or deeper meaning is one of the great help to enhance the ability to identify idiomatic expression." (IDI-03) ✓ "I like doing things in a fun way like I prefer to learn in game-based way or activities because I feel like I can remember and retain more the idea if I was having fun at all." (IDI_04) ✓ "I suggest adding more interactive group work or discussions to give students more practice. Using visuals or multimedia could also help different types of learners." (IDI_05) ✓ "Maybe use more examples from popular culture, like TikTok trends or memes, because that's how we see language used a lot. It might make it more relatable." (IDI_06) ✓ "For me, I think I could suggest that they can add more games in role-playing, group discussions, provide Pictionary that connects to idiom expressions, or create songs that have idioms or connotations. I guess that would be fun and interactive." (IDI_07)
Utilizing Diverse Interactive Activities in the Program	✓ "I would suggest creating a short poem in a way that is interactive activity. In that way, we can apply those connotative, idioms, or denotative." (IDI_01) ✓ "My suggestion is maybe is to use interactive activities like matching type where you are going to match the denotative to its connotative meaning or vice versa something like that." (IDI_02) ✓ "It would be nice if they will give more activities related to idiomatic expression so that we can understand more the concept such as match the phrase to its connotative or denotative meaning like that. But, their provided activities was also fun and engaging for us." (IDI_08)

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	✓ "Maybe incorporate some games or competitive activities. It could make practicing identifying meanings more fun and less like just doing exercises." (IDI_09) ✓ "I can suggest story writing, especially since I love writing, and I guess it would be effective in that in writing we can express our feelings in a way and apply connotations and idioms." (IDI_10)
Improved Communication Skills in Real Setting	✓ "I guess I realized that understanding idioms helps you understand people better, too. Like, if someone says they're "feeling blue," they're not actually blue but they are sad. (IDI_04) ✓ "I realized that knowing connotative and denotative meanings helps with clearer communication and better understanding of texts." (IDI_05) ✓ "I realized that language is more complex than I thought. It's not just about knowing what words mean, but also how they are used and what feelings they can carry." (IDI_06) ✓ "I realized that understanding connotative and denotative meaning is not just for school. It helps me understand people better in everyday conversations and when I'm reading online or watching videos." (IDI_08) ✓ "I realized that learning about language and its meaning can be interesting, It Is not just grammar rules it's about how we communicate and express ourselves." (IDI_10)

The integration of IDIOM-based approaches into educational settings has significantly impacted students' motivation, enjoyment, and engagement. This discussion delved into four essential themes supported by various statements from participants. The first theme that emerged under insights was enhancing idiomatic expressions to improve students learning. By introducing idioms in a contextual and meaningful way, students could develop their language skills, understand implied meanings, and enhance their communication abilities. This aligns with the findings which stated different instructional methods, such as videotape presentations followed by extended classroom discussions, and use of idiom-focused apps, have all been found effective (Rittenhouse, 2021). Furthermore (Liontas, 2022) found that idiom comprehension improves substantially when idioms are presented in context rather than isolation. Contextual clues help learners guess meanings more effectively, and strategies like relating idioms to others, translation, and guessing are commonly used by learners to understand idioms better.

Another significant theme is the interactive activities and strategies in the intervention program when learning IDIOM-based approaches are utilized. These statements resonate with the findings of recent study, which emphasized that the use of technology such as live quizzes, interactive response cards, and other digital tools minimized distractions and increased excitement and participation. These tools also provided instant, constructive feedback, which further motivated students and improved engagement (Ullah, 2020). In addition, using interactive activities and strategies in teaching students can help in enhancing the students engagement through the utilization of game-based approach. Utilizing different games in the implementation of the study could help to create an environment where students actively participate in discussions and share ideas, thereby promoting a sense of belonging and engagement in the learning process (Biona et al., 2024).

Moreover, there was a significant theme that the researchers found it is the utilizing various materials in the program, one participant stated, these findings are consistent with research a recent study, which highlighted the supporting materials outlines the types and importance of supporting materials-such as textbooks, workbooks, online resources, models, diagrams, and real-world specimens. The resource stresses the need to align materials with learning objectives, adapt to audience needs, and utilize technology for enhanced engagement and understanding (Dunlosky, 2020). Additionally, the use of digital technologies and assistive tools is recognized for enhancing inclusivity and engagement in learning programs, supporting varied student abilities and learning preferences (Choppin, McDuffie, Drake, & Davis, 2020).

Furthermore, IDIOM-based approaches also have utilizing diverse interactive activities in the program, This aligns with the findings of the study, which stated that interactive activities encourage active participation, improve communication, teamwork, creativity, and memory retention, and suggests various types such as game-based activities, collaborative learning, and creative exercises like mind maps and improvisation (Jobs, 2024). Furthermore, author emphasize that interactive activities, such as purposeful strategic conversations and group discussions, significantly improve students' reading comprehension by promoting active participation and interaction among students and teachers. They advocate for curriculum planners to include such activities in reading programs to enhance learning outcomes (Yusuf, & Tukur, 2024).

Another significant theme is the improved communication skills in real setting. It aligns with the study of Organizational Learning states that focuses on communication skills within organizations, emphasizing the importance of effective dialogue for real-world problem-solving (Wood, 2021). On the other hand, author states that improved communication skills are essential for genuine human connections, highlighting the importance of both verbal and nonverbal communication, self-awareness, and emotional intelligence in understanding social situations effectively, thus enhancing interactions in real settings (Luharia, Kadam, Vyas, & Mishra. 2023).

CONCLUSION

In conclusion, regarding the level of understanding connotative and denotative meanings, as well as idiomatic expressions among Grade 10 students before the implementation of the Idiom-Based Intervention, the study found that most students were at the "Low" level. This indicates that prior to the

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intervention, many learners struggled with interpreting idiomatic phrases, distinguishing literal meanings from figurative ones, and understanding word connotations. The absence of structured instructional strategies contributed to their difficulty in grasping nuanced language, highlighting a need for targeted support.

After the implementation of the Idiom-Based Intervention, there was a clear improvement in students' comprehension of idioms and their ability to interpret both connotative and denotative meanings. The majority of students progressed to the "High" level, as evidenced by their post-test scores. This improvement suggests that the focused use of idiom-focused activities, context analysis, and visual representations effectively supported students in understanding complex language, enhancing both understanding and retention.

A significant difference was observed between the pretest and post-test results, confirming that the Idiom-Based Intervention had a meaningful impact on students' language comprehension skills. Statistical analysis supported the conclusion that the intervention was effective, with students demonstrating a greater ability to analyze, interpret, and engage with texts containing idiomatic and figurative expressions after the structured intervention was introduced.

Students' insights further validated the positive impact of the intervention, as many expressed increased confidence, interest, and focus in language activities. They appreciated how the idiom-based approach helped them simplify, visualized, and contextualized unfamiliar expressions, making complex language more manageable and enjoyable. These reflections underscore the importance of implementing student-centered, targeted interventions to make advanced language learning more accessible and engaging.

RECOMMENDATIONS

Based on the study's findings, English teachers in Grade 10 may find it beneficial to continue utilizing idiom-based interventions as a strategy for enhancing students' understanding of both connotative and denotative meanings. The active engagement observed among learners suggested that incorporating idiomatic expressions into lessons makes abstract concepts more relatable and easier to grasp. By prioritizing contextualized and culturally relevant idioms, teachers could help deepen students' language comprehension and critical thinking. Considering challenges such as varying levels of language exposure, teachers could adopt differentiated instruction methods to ensure that all students could engaged meaningfully with idiom-based activities. Furthermore, for the school administration, the study highlighted the importance of supporting the integration of idiom-focused instruction into the English curriculum. School leaders may consider investing in teacher training programs and instructional resources that emphasize figurative language, particularly idioms. These efforts could create a more enriched language learning environment and promote consistent pedagogical strategies across grade levels.

Additionally, the administration could support the development of school-wide language initiatives, such as idiom-of-the-week programs, to reinforce learning beyond the classroom. In addition, the local education district or DepEd division office may find value in encouraging schools to pilot idiom-based intervention programs as part of broader efforts to improve language proficiency among junior high school students. These interventions can be aligned with existing learning competency standards in the K to 12 curriculum. The education office could also facilitate knowledge-sharing events where schools present best practices, outcomes, and challenges, helping build a collaborative and informed teaching community. Moreover, for future researchers, the study provided a foundation for further inquiry into idiom-based learning strategies. Future studies could investigate the long-term impact of idiom-based instruction on students' reading comprehension, writing skills, or performance in standardized assessments. Researchers might also explore how idiom understanding varies across different regions, dialect groups, or socio-economic backgrounds, offering insight into culturally responsive teaching. Additionally, studies could examine the role of multimedia and digital tools in enhancing idiom instruction, contributing to the innovation of teaching methodologies in language education.

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