

Texting and Learning: Integrating Mobile Phones in Learning English Idioms

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Abstract

This study aimed to investigate the effectiveness of SMS on Iranian EFL learners' idiom learning. To this end, 45 advanced EFL learners were given a TOEFL test to examine their language proficiency. Before the instruction, a pretest including 50 multiple-choice questions related to common English idioms and expressions was used to ascertain the participants' knowledge of English idioms. To obtain information about students' perceptions of mobile learning and the application of SMS in teaching and learning English idioms, participants of the SMS-based group were asked to complete a written post-study survey, consisting of 22 questions: 15 items based on the 5-point Likert scales, evaluating mobile phone and its SMS capability, perceived usefulness of SMS for teaching and learning English idioms, students' feedback and their attitudes toward the integration of m-learning approach into the conventional methods of English learning; five in-depth questions dealing with students' preferences for receiving instruction via SMS by choose the answer from the given alternatives and two open-ended questions obtaining any further comments relating to their experience on SMS-based learning. Three groups were assigned for this experiment: the self-study group, SMS-based group and contextual learning group. The SMS-based group received 60 idioms by mobile phone's SMS in a scheduled timetable. In conclusion, as the most user-ready and cost effective function of mobile phones, SMS could be regarded as a practical and convenient medium for teaching and learning English idioms.