

The Effects of Task-Induced Involvement Load on Iranian EFL University Students' Incidental Learning of Idioms

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Idioms are essentially universal parts of any language revealing language learners' power of expressing their affection, passion, and attitude and are estimated to indicate second language proficiency of learners in their communication. However, there is no doubt that idioms are more difficult to learn and comprehend than usual words of phrases. The present study was an attempt to explore if tasks with higher involvement load would result in better idiom learning. It investigated the possible effects of providing different task types on the Iranian pre-intermediate EFL students' idiom learning. A total number of 60 EFL students were selected based on their performance on a Quick Placement Test. The participants were randomly divided into three groups each containing 20 students-all experimental with no control group assigned. The data gathered through conducting pretest, posttest, and delayed posttest of L2 idioms, and the procedures of descriptive statistics and inferential statistics namely one way ANOVA and paired samples t test were run. The findings revealed that tasks with higher involvement load had led to better performance of students both in initial learning and the retention of idioms resulting in the rejection of both hypotheses. The findings would hopefully encourage teachers and learners to use tasks and with deeper cognitive processing with higher involvement load to have more effective learning of English idioms.

Keywords : Engagement, Accidental learning

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