
On the Effect of a Mobile-Assisted Language Learning (MALL) Application on the Learning of Second Language Idiomatic Expressions by the Iranian Intermediate-Level EFL Learners

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Instructional designers and educators recognize the potential of mobile technologies as a learning tool for students and have incorporated them into the after school learning environment. The objective of this study is to examine the effect of a Mobile-Assisted Language Learning (MALL) application on the learning of second language idiomatic expressions by the Iranian intermediate-level EFL learners. Data for the study were collected from 30 intermediate students who were studying EFL at English learning Institute. Each participant was required to sit for a pretest and after treatment, a post test of 40 questions. During the treatment sessions, the teacher used traditional methods to teach idioms to control group and instructed the learners in the experimental group using the mobile application provided for them. Statistical analyses were conducted on the scores the participants received on their pre- and posttests. Results suggested that the two modalities of instruction had produced differential effects on students' learning. Participants who had received treatment via MALL gained significantly higher scores than those who had received traditional teaching. This finding lends support to the argument discussed as the objective of this research. The implication is that the findings of this research can be used by instructional designers of open and distance learning to help them gain more insights about the concepts of mobile learning and how mobile technologies can be incorporated into their teaching and learning more effectively.

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