

The Effects of Computer-mediated Communication (CMC) and Learners' Gender on EFL University Students' Idiom Learning

Amir Marzban*

Assistant Professor, English Department, Islamic Azad University, Qaemshahr
Branch,
Qaemshahr, Iran

Mohammad Amin Esmailzadeh Qomi**

MA in TEFL, Allameh Mohaddes Nouri,
Nour, Iran

(Received: 8th October, 2016, Accepted: 6th ,September, Date of publication: October, 2017)

This study focused on learners' idiom learning through Telegram, an online messaging service, and then the differences between the performances of the two genders were compared. To this goal, 90 freshman university students of TEFL were divided into three groups. One group received a list of idioms once a week through Telegram and other group received the idiom list once a week on paper and the last group didn't get any treatment. After the procedure, their pre-test, post-test and delayed post-test results were analyzed. It showed that the Telegram group outperformed both groups in posttest and delayed posttest but there wasn't any significant difference among genders. To study their attitude toward MALL (Mobile-assisted Language Learning), a questionnaire was given to Telegram group which proved that learners are willing to use mobile phones as a means for learning and there was not any difference in their attitude based on their gender.

Key words: Idiom, Computer Assisted Language Learning, Mobile Assisted Language Learning, Telegram, Computer-Mediated Communication.

* E-mail: amir_marzban@yahoo.com

** E-mail: a.esmailzadeh92@gmail.com