

The Effect of Mobile Language Learning on ESP Students' Achievement

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Abstract: This study aims to look at the effect of the WhatsApp method of learning English for Specific Purposes (ESP) students' achievement at the community college of Tabuk in the academic year 2013/2014. The sample of the study consists of 36 students from the Administration Science Department at Tabuk Community College (TCC). In order to guarantee the uniformity of the participants, the students were randomly divided into two groups. The control group was taught by conventional methods, while the test group was taught through the proposed what's App language learning method. The results revealed that the students in the experimental group showed significantly higher progress in ESP posttest terminology. The differences between the mean scores and the standard deviations of the two groups on the posttest were 52.83 for the control group and 67.50 for the experimental group, which mean that the results were statistically significant.

Key words: mobile learning, ESP, ICT, EFL

1. Introduction

The total number of English speakers in the world adds up to around one billion two hundred, while the total number of native English speakers is around three hundred and fifty million. This implies that there are approximately fifty-eight million people, who speak English as an additional language. English has become an ideal language for academic and scientific purposes, and most reference materials are written in English. It is the main language of communication for most technical and computer applications, and it is the first language in many modern and advanced countries such as the United States of America, the United Kingdom, Australia and Canada. English is also the official or the second language in other countries such as India and South Africa, and it is taught as a foreign language in most countries of the world.

In the Kingdom of Saudi Arabia, English is used as the medium of instruction in some schools and colleges such as those of science, engineering, agriculture, medicine and nursing. It is also taught in schools, institutes, community colleges and universities as a compulsory course. The students learn English for seven years and receive 4–6 hours of English instruction a week during the academic year. So it is presumed that students at the secondary schools can communicate in English with native speakers or with their foreign language professors in the universities. The first strategic goal of the University of Tabuk is imparting quality education that is nationally and globally competitive and relevant to the 21st century. It does this through mandating the delivery of the highest quality instruction in English to develop and sustain a globally competitive environment.

Perfect or ideal educational systems are impossible to create. This is because of unavoidable weaknesses that

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may emerge from the fact that educational systems are established to deal with unstable creatures, that is, human beings. So teaching a foreign language may be associated with difficulties and problems. In fact, teaching languages may not be as easy as it seems to be. Strevens (1977) stated that the complex circumstances of showing and learning — with various types of students, educators, points, targets, methodologies, strategies and materials, classroom systems and benchmarks of accomplishment make it immeasurable that any single technique could attain ideal achievement in all circumstance (p. 19).

Some decisions have been taken in this field, but educationalists must participate in solving these problems via the process of developing procedures and methods of teaching English in major sectors, notably in colleges and universities. The last 10 years has witnessed the progress of wireless phone technology, mainly mobile phones, in schooling as the foundation of scientific development in (ICTs) information and communication technologies. It has offered a distinctive prospect to propose education in a different way and to improve students' learning practice in such a manner that expands ahead of the conventional teacher-headed classroom. This, thus, has prompted a fruitful expansion of exploration and request in the mobile teaching and learning (henceforth M-learning) area to comprehend the essentials of the combination of mobile phone advances in the field of instruction, particularly second/distant tutoring and learning.

M-learning (M-learning or mobile learning) uses small mobile devices such as mobile phones, PDAs, tablets, Pocket, iPod and any device that has some form of wireless connectivity. Now they are supports for distance learning, which began in 1873 when Charles Toussaint and Gustav Langenscheidt language taught in Berlin by correspondence. Progressively and intensively, education is incorporating new information and communication technologies to the training process.

The M-learning has many pedagogical, psychological and social benefits. Undergoes rapid change, due to increased smartphone among the world's population (and there Smartphone billion) and combines perfectly with classroom teaching.

According to the researchers' observations at the University of Tabuk, more than 90% of the students own mobile phones. In Saudi society overall, cell phones are more numerous than students. Youthful Saudi individuals have been speedy to embrace a cell phone that gives them a chance to email their companions and access the Web as they travel through their every day plans. In this study, the researchers needed to know to what degree cell phones were consistently utilized for instructing/learning English as an outside language among the Tabuk Community College (TCC) students at the University of Tabuk and if there were any huge contrasts in students' learning of English terms through the Whatsapp system versus the traditional strategy.

2. Literature Review

Acquiring a second language includes the retention and practice of various vocabulary words and linguistic structures. For students of English as a Foreign Language, 500 base words are viewed as insignificant for comprehension a non-concentrated English content (Laufer, 1997). In the process of acquiring a second language, it could make use of ICT to enrich and encourage each of the approaches mentioned, as most students have lived with ICT in a natural way, have grown with them in many areas of daily life and now only have adopted in their educational work, but must adequately integrate their learning processes, if they are to develop skills or communication skills.

One of the integration of ICT in the field of mostly implemented at present education is given in the area of

languages under the name of computer language learning (CALL, for its acronym in English) attended, as a new method which arises from the concern of professors and researchers to integrate the use of ICT in the teaching and learning languages. Another integration of ICT has been carried out by the students, who make use of increasingly sophisticated technological resources, by necessity or fashion, and it is they who "have sought to venture into the application of these tools. Learning English is within the educational curriculum for basic education levels; however, it appears that the effort to incorporate this language from an early stage of the student's education has not been sufficient and learning outcomes have not been desired. This may be due to teaching in which in general are trained and evaluated is passive and assumes that all students have the same learning needs, when actually learn a different rhythm and a single method is not equally appropriate for all or get the same results (Laufer, 1997).

Terms and phrases as exceedingly contextualized expressions are assumed a main part in acquiring a language (Wu, 2008). In any case, authority over the sense of English terms has consistently been a disputable issue among English as Foreign Language (EFL) learners. Getting maxims obliges language learners to go ahead a basic literal understanding procedure to incorporate metaphorical sense into relevant data (Colpo, 1998). By and by, much second language learning may occur in a non-informative, unnatural, teacher-observed connection where language is viewed as the subject and object of study independent of the genuine setting in which it happens.

Some researchers (Sharples, 2000; Mellow, 2005) suggest it is for the most part recognized that gadgets like cell phones, personal digital assistants (PDAs) and Mp3 players have a place with the classification of cell phones.

Trifonova and Ronchetti (2003) characterized cell phones as PDAs and computerized cell phones, however more in general, several tools that are tiny, independent, and self-effacing sufficient to go together with the user every instant (p. 1794).

Appropriately, as a consequence of cell hones' fast expansion and their uncommon usefulness and ubiquity, they are the most generally utilized versatile wireless gadgets as a part of the m-learning practices (Pęcherzewska & Knot, 2007). Stone (2004) and Harley et al. (2007) state that among the distinctive capacities that a cellular phone can bear, the short message service (SMS) is generally used to broadcast and get learning and data content; then again, the fundamental utilization of the application has been for regulatory as opposed to educational intentions. The plausibility of SMS as a tutorial instrument has additionally been acknowledged in the m-learning environment (Goh & Hooper, 2007).

Among the educational appliances, acquiring the language order seems set to profit from these improvements to address learners' instructive necessities. A few scientists in the field of language educating (Levy & Kennedy, 2005; Cavus & Ibrahim, 2009; Li, 2009; Thornton & Houser, 2001) have researched the push element of SMS messaging, in addition to different capacities of cellular phones, for example, mail, voice and mixed media abilities, as instructional stages at the college level. In such studies, SMS has essentially been seen as a medium by which to educate distinctive language parts, for example, vocabulary and linguistic use. It was assumed that expose students to the educational equipment at repeatedly dispersed time interims would encourage the educational procedure (Thornton & Houser, 2001).

Assessment demonstrated that students for the most part appreciated the element of short instant messages on their cell phones, as they allowed general study and helped the students' learning modification. In a comparative manner, the benefit of messaging in expressions learning at the secondary school level was likewise reported. Lu (2008) exploited the promptness of SMS to send English vocabulary lessons on students' cellular phones in a professional secondary school in Taiwan. The results showed that the SMS-based group had "greater vocabulary

gains" in correlation with the paper-based group. Different studies have been directed in the adaptability and presence parts of learning vocabulary through SMS on a huge scale (BBC P.O., 2003).

To give occupied learners a chance to learn genuine spoken English "on the go", the BBC World Service sent to Chinese English learners' cell phones every day instant messages containing English expressions identifying with an assortment of distinctive themes (e.g., game, business and way of life), alongside their Chinese interpretations (BBC P.O., 2003). Comparable SMS-based language learning exercises were likewise embraced by BBC World Service's Learning English segment in relationship with English tutoring radio projects in French-speaking West African nations (Norbrook & Scott, 2003).

Despite the fact that the field of m-learning has been investigated by a few specialists, concerning the differences and multifunctionality of portable mobile phones and devices, research has still left different areas unexplored in the m-learning environment. In a large portion of the m-learning studies, analysts attempted to utilize the latest, high-end hardware and software programming innovations, which regularly obliged substantial endowment from the scientists or members. Some required the advancement of unique SMS application frameworks that requested innovative backing from instructive professionals also. Unlike the prior studies, the present study planned to take a mobile phone, i.e., a cellular phone, which is about dependably nearby in most instructive settings, alongside its most user-friendly utility, to look at the impact of what's App-built language realizing in light of ESP students' accomplishment at the TCC. That is to say, most hardware and foundation details harmed in most related studies, which render them curious, were rejected, and the study was led in an environment that is inbuilt in cell phones.

To be sure, there are numerous commonsense explanations behind not voting for unreasonable and refined m-learning endeavors in expansive scale settings, as the way of the vast majority of these undertakings involves the configuration and even spread of certain mechanical and infrastructural underpinnings that are past the extent of students, instructors and everything except instructive technologists. The what's App framework consequently can in no time be viewed as a commonsense and sensible m-learning innovation for utilization in characteristic settings.

There are just a couple of studies that incorporate the what's App framework for formal language learning. Notwithstanding, these studies likewise have not completely analyzed the effectiveness of all the while teaching diverse segments or subcomponents of language through the WhatsApp framework in examination with different techniques (e.g., relevant learning or study toward oneself methodologies). Moreover, teaching maxims, among the instructing of other language parts, for example, vocabulary and punctuation, has not been given due consideration in mobile-assisted language learning practices. A few researchers (e.g., Kempen & Harbusch, 2002; Kietzman, 2011; Howard, 2012) accept that phrases/maxims oblige unique consideration in language programs, since they are habitually experienced in both spoken and written communication and ought not to be consigned to a position of optional or tertiary vitality in the educational course. Since many teachers and students have access to cell phones, there is an opportunity for the educational system consider how to leverage an infrastructure that is already widespread in many of the communities in which it operates.

Fernando (1996) keeps up that the absolute figure of maxims and their high recurrence in conversation make them an essential part of vocabulary obtaining and language adapting when all is said in done (p. 31). In this way, this study included English phrases, among other language segments, to be taught by means of cellular phones' short instant messages. As a substitute for low-cost computers, cell phones can increase access to the Internet and digital educational content, and because it is portable devices can facilitate learning inside and outside school. The penetration rate in Middle East is very high for traditional cell phones. In 2012, over 80 percent of children 10 to 18 years in region had a cell phone, including adolescents. And, unlike computers, cell phones are affordable for the majority of the population in the region.

3. Research Questions

Derived from the above arguments, the following questions become prominent:

(1) What is the effect of the WhatsApp-based method of teaching English on the students' English achievement at the TCC?

(2) Are there any noteworthy distinctions in students' learning of English terms using the WhatsApp method of language learning versus the conventional method?

4. Methodology & Data

4.1 Participants

The students who come to the first year of college are 19–20 years of age (preparatory and secondary year students). The majority come from Arabic language medium schools. The students have had six to seven years of English in intermediate and secondary grades. In principle, therefore, they enter the first year of college with a weak knowledge of the structure of English, and they are supposed to understand and express themselves in good English. But in reality, that is not the case.

Most students, therefore, when they come to college, suddenly realize that they need English if they wish to study computer or medical records or administrative science, or they need it at least as a class language. They are shocked when they are faced with the lecture method teaching of English in the college classrooms. In short, there is always a big gap in reality between the real level of proficiency of the first-year college students with respect to general English and the take-off point in the teaching of English at the college level; this gap invariably results in a cumulative language deficit.

This study is an immediate response to the urgent need for the use of technology by the students of the TCC at the University of Tabuk, and it is an attempt to bridge the gap between the processes of teaching and learning English and the use of modern technology.

Thirty six Arab Saudi students of English language section, who had been studying general English for seven years in state schools and for one semester in the TCC at the University of Tabuk in 2013/2014, were taken as the population of the study. The age range of the participants was between 18 and 20 years. All the learners had effectively concentrated on English as a mandatory subject in their government funded schools and in TCC. To record for the uniformity of the members, these students were randomly divided into two sections; Group 1 represented the control group, while Group 2 represented the experimental group.

4.2 Treatment

The handling in this study was diverse for each one gathering. For the control assemble, a printed handout containing 50 English terms alongside their English definitions and specimen sentences was viewed as the specific instructing material. The treatment for the second gathering, which got what's App-based material, the instructor sent a text from his phone and went directly to the students' phones. For this group, looked over the same accumulation of terms as in the handout, two terms were sent every day by the educator to the members, and they were required to learn them at timed interims. Sayings (Watson, 1991), in which English expressions were

presented in distinctive short sections, together with diverse activities, was taken as the treatment for the exploratory group, that is, for the second group. For this group, the instructor was viewed as a sorting out and also learning asset in conjunction with other course assets, to be specific, the English reading material (English for Business by Ferrier Mavor, 2003).

The instructor could draw upon the learning encounters of the students and expand their enthusiasm toward language learning practices. The scientists may find that the educator's commitment to the trial group helped the level of teacher-student communication that would excite the class and spur the students to reflect upon the substance of the correspondence and to develop their own substance in English. At last, a pre-test and a post-test for both groups (the gathering utilizing the customary methodology and the WhatsApp-based groups) were utilized as a part of the study, for information accumulation and information investigation.

4.3 Pretesting

Prior to the beginning of the instruction, a pre-test was given that consisted of 25 multiple-choice questions related to English terms used for business and administrative purposes and expressions adapted from the English textbook. The question paper was utilized to discover the members' learning of English maxims. The substance and face legitimacy of the inquiries were researched by three evaluation and estimation specialists in this field and were discovered to be attractive, since the tests were professionally created by a panel of experts in teaching English as foreign language.

Thus, the inquiries had adequate problem ranks and could segregate between learners of distinctive capability levels. The test was comparative for both groups of learners and was directed utilizing paper and pencil. The guidelines for the test were on the first page, and there was 50-moment time point of confinement appointed for culmination of the test. Students were orally guaranteed that the test would not tally towards their class scores, yet would just be utilized to focus their insight into terms keeping in mind the end goal to better get ready for their learning. When the tests were finished and returned, scoring emulated. There was an aggregate score of 100, as four scores were relegated to each one test thing.

There was no negative score appointed for any wrong reply, in place not to debilitate students from utilizing their instinct to answer the inquiries. After the members' tests were scored, they were welcome to get guideline in English terms by two separate techniques: the customary technique and the WhatsApp-based realizing system. That is, each one group got the direction comparing to the system they were allotted to.

Table 1 Group Statistics									
Group	Ν	Mean	Std. Deviation	Std. Error Mean					
Control group	18	34.78	10.893	2.567					
Experimental group	18	36.78	7 448	1 756					

	Table 1 represents	the analysis	of the pretes	t groups.	It contains	sample size	, mean,	standard	deviation,	and
stan	dard error.									

Table 2 shows the homogenous test; the t-test is for the two independent samples (control and experimental). In Table 2, columns 2 and 3 are assigned to perform the homogenous test; since sig. = 0.019 < 0.05, consequently, we accept the alternative hypothesis, which means that the samples are not homogenous. Columns 4, 5 and 6 in the same table are assigned to the t-test; since sig. = 0.525 > 0.05, this means that the null hypothesis is acceptable. It states that the means of both samples are equal, which means that there is no difference in the students' level between both groups, in view of the significance ratio of 5%.

Table 1 Group Statistics

	Levene's Test for	t.	Df.	Sig.	Mean	Std. Error	95% confidence interval of the difference	
	Equality of variances			(2-tailed)	Difference	Difference		
Equal variance assumed	Sig. 0.019	0.643	34	0.525	2.000	3.110	Lower 8.321	Upper 4.321
Equal variance not assumed		0.643	30.045	0.525	2.000	3.110	8.352	4.352

 Table 2
 T-test for Equality of Means

4.4 Identification of Terms

The terms and declarations distinguished to be taught all through the study were chosen (with some minor adjustments keeping in mind the end goal to meet the 50-Latin-character information restriction of the What's App-based learning method) from English for Business (Mavor, 1998), a textbook intended for students of Administration Science at the second level in the second term of 2013/2014, at the TCC. It provides over 400 common terms that are sorted out specifically, with smaller than expected stories and dialogs contextualizing the terms in reasonable and intriguing circumstances. In making this choice, the recurrence and trouble levels of the terms in their characteristic connections were ensured, as most terms happened at any rate twice in any unit of the book, and over 50% of them were polished three times in a mixture of activities.

As indicated by the length of the examination and the constrained scope of terms in the defined time (20 days), 60 terms were chosen for the study on the grounds of such components as their pertinence and suitability for the instructive settings and the showing capacity criteria. Actually, the researchers endeavored to suit those terms that were very had some expertise in English for authoritative purposes, especially in the students' major, furthermore to incorporate terms that managed a specific subject or were in related functional fields.

4.5 Post Testing

A post-test was conducted toward the end of the test to gauge the students' accomplishment furthermore to focus the productivity of every strategy for instructing for the maintenance of terms. The post-test was like the pre-test (a 25-thing various decision test) and was directed toward the end of the study. The implications of the terms utilized as a part of the analysis were asked, and it was normal that after the investigation, students would have taken in the terms and accordingly accomplishes higher imprints contrasted and the pre-test. The states of the two tests (the mode of the assessment, no negative score for any wrong reply, the term of the test and the test setting) were indistinguishable.

Table 3 represents the analysis of the post-test group. It contains the sample size, mean, standard deviation and standard error for the control and the experimental groups. In Table 3, columns 2 and 3 are assigned to the means and the standard deviations of the results from the post-test; the mean of the control group is 52.83, and the mean of the experimental group is 67.50.

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Group	Ν	Mean	Std. Deviation	Std. Error Mean					
Control group	18	52.83	13.206	3.113					
Experimental group	18	67.50	11.759	2.772					

Table 4 represents the homogeneity of the samples and the t-test for the independent samples (control & experimental groups). In this table, columns 4, 5 and 6 are assigned to perform the t-test; since sig. = 0.001 < 0.05, we consequently reject the null hypothesis, which says that there is no difference in means of the control group

and the experimental group (i.e., negation of the null hypothesis), and we accept the alternative hypothesis.

	Levene's Test for Equality of variances	t.	Df.	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% interval difference	confidence of the
Equal variance assumed	Sig. 0.195	3.466	34	0.001	14.444	4.168	Lower 5.974	Upper 22.914
Equal variance not assumed		3.466	33.552	0.001	14.444	4.168	5.970	22.919

Table 4 Independent Samples Test for Equality of Means

5. Discussion

The purpose of this study was to investigate whether or not the what's app-based method of teaching and learning English terms for Administration Science in the TCC would develop students' achievements in English in the second semester, 2013/2014.

Table 5 shows the descriptive statistics for the results of the pretest and the posttest for the conventional method of teaching English terms in the control group and the experimental group.

Ν	R	Min	Max	Mean		S	S^2	Skewers		Kurtosis	
St.	St.	St.	St.	St.	Std. E	St.	St.	St.	Std. E	St.	Std. E
Pret 18	30	25	55	36.78	1.756	7.448	55.477	1.003	.536	1.079	1.038
Postt 18	47	30	77	52.83	3.158	13.400	179.559	.074	.536	1.088	1.038
(Experimental group)											
Pret 18	30	22	52	34.78	2.567	10.893	118.654	.447	.536	1.401	1.038
Postt 18	47	38	85	67.50	2.772	11.759	138.265	1.354	.536	2.181	1.038

 Table 5
 Descriptive Statistics (Control Group)

Where, St. = Static, R = Range, Std. E = Standard Error, S = Standard Deviation, $S^2 = Variance$, Pret = Pretest, Postt = Posttest.

Table 5 shows that the mean score and the standard deviation of the 18 language learners in the control group who took the test are 36.78 and 7.448, respectively. To ensure the equality of the participants, the same pretest was conducted with the learners in the experimental group, and the results of the pretest were computed. The mean score is 34.78, and the standard deviation is 10.893.

In this table, the mean score and standard deviation for the control group of learners in the pre-test and post-test can reveal whether the traditional method of teaching contributed to learning improvement.

To test whether there are any noteworthy contrasts between the scores got from the pre-tests and post-tests in each one gathering of guideline, a t-test was controlled for each one gathering. As indicated by the information in Table 5, factually critical contrasts were found between the mean scores of the members in the two gatherings, between the pre-test and the post-test (36.78 to 52.83 in the control group and 34.78 to 67.50 in the experimental group), which indicates the effectiveness of the two methods of teaching English terms, through participants' mean grade improved from pre-test to post-test.

Notwithstanding the groups' pre-test scores being given or take near to one another, their post-test scores varied fundamentally. Thusly, the degrees of adapting, as an after-effect of taking distinctive sorts of guideline, were diverse in each one gathering. The impact size of the results is additionally joined into Table 5. The mean of

the post-test is 52.83 in the control group, while the mean of the post-test in the experimental group is 67.50; this permits us to judge the extent of the distinctions display between the two gatherings and consequently builds the functional importance of the results.

The researchers reasonably decided that significant differences existed between the two instructional methods in terms of their efficacy for teaching English terms. That is, the WhatsApp-based group platform was more effective than the conventional instruction mode, because the conventional group acquired the lowest degree of significance compared with the experimental group.

6. Conclusion

The what's App realizing system has developed around a few pedagogical ideas: it expands student inspiration through the utilization of commonplace engineering, it pulls in even apathetic learners towards this sort of innovation and it builds students' eagerness to practice the four aptitudes: tuning in, talking, perusing and composing. This apparatus helps students get to be more equipped in English, it advances the utilization of English for imparting truth be told and it helps in evaluating the language expertise of the learners. M-adapting likewise energizes individualization, learning toward oneself, self-governance, and innovation and playing amid available time. Individualization implies that the portable empowers students to work alone at their own particular pace. Through the utilization of the versatile in direction, feeble students can do extra practice outside the classroom, so the instructor does not need to back off whatever remains of the class. The portable additionally permits the instructor to keep up great student enthusiasm by giving students progressed materials.

Generally speaking, the consequences of the study uncovered that the WhatsApp-based realizing system, the most client prepared and savvy capacity of cell telephones, could be viewed as a feasible medium for showing and learning English terms. At the same time educators ought not to overlook the intrinsic practical obligations of mechanical segments alongside the pedagogical contemplations. That is to say, in spite of the numerous profits of cellular phones, at last, a language class should not be totally versatile focused, in light of the fact that this may diminish the part of the educator, who ought to be the genuine supplier of info and persuasion in class.

There are likewise occasions when the topic is better taught through the ordinary showing devices accessible in the quick setting of the classroom. There will dependably be times when a bit of chalk can show improvement over a cellular phone. At different times, a language instructor may find that m-learning gives simply the right sort of student-teacher connection that will animate the class and inspire the students. Along these lines, from one viewpoint, language instructors ought not neglect the genuine estimation of conventional classroom adapting, yet then again, the genuine capability of learning with versatile innovations ought to be generally welcomed (Hayati, 2009).

Teachers likewise must remember that the across the board utilization and acknowledgment of mobile phone advances among learners for learning designs is commonly connected with the student demographics' acknowledgement of those innovations' as learning devices. Stockwell (2008) contends that while actualizing m-learning, it is important to let learners inspect, go for and become acquainted with mobile phone innovations keeping in mind the end goal to see their profits over the long run, regardless of the fact that the students appear apathetic in their first trials.

Subsequently, if the recently coordinated versatile advances in training are gotten well by the learners, it may be sensible to be idealistic about learners' engagement in cell phones learning exercises. As demonstrated by

Hayati (2009), a cell phone based methodology is best viewed as a "student motivating system", whose mission is to sway the students to keep in changeless touch with the language, with the educator and with their kindred students. It can likewise be taken to mean a "self-learning mobile system", suggesting no control from the educator as the coordinator of the class.

Finally, cell phones are social instruments that encourage real and significant correspondence and cooperation among learners. This makes them perfect apparatuses to backing the hypothesis which expresses that learning is more prone to occur when data is relevant and can be put to quick utilization (Lave & Wenger, 1991).

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