

## **İngilizce deyimlerin WhatsApp aracılığıyla öğretimi: Akıllı telefonların sınıf dışı kullanımı**

### **Students learn English idioms through WhatsApp: Extensive use of smartphones**

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#### **Özet**

Bu çalışmada, WhatsApp mobil uygulamasının öğrencilere İngilizce deyimlerin öğretimi üzerindeki etkisini araştırmak hedeflenmiştir. Araştırmanın verisi, orta (B1) düzeyde İngilizce yeterliliğe sahip 33 öğrenciden toplanmıştır. Haftada 3 kez olmak üzere 5 hafta boyunca araştırmacılar, WhatsApp grupları üzerinden öğrencilere İngilizce deyim göndermişlerdir. Öğrenciler, deyimlerle ilgili örnek cümleler bulmuş, buldukları cümleleri WhatsApp gruplarında paylaşmış ve deyimlerin anlamları ve kullanımları ile ilgili İngilizce tartışmalar yürütmüşlerdir. Bu uygulamanın etkinliğini ölçmek adına, öğrencilere başarı testi uygulanmış ve altörneklem öğrencilerle mülakat yapılmıştır. Bu araştırmanın sonuçları, öğrencilerin öğrenme aracı olarak WhatsApp uygulamasından ne ölçüde yararlandıklarını ve sınıf dışında mobil öğrenmeye olan tutumlarını ortaya koymuştur. Araştırmanın bulguları, mobil teknolojinin yabancı dil öğretimindeki yerini ön plana çıkarmaktadır.

**Anahtar Sözcük:** deyimlerin öğretilmesi, mobil öğrenme, WhatsApp, yabancı dil olarak İngilizce öğretimi

#### **Abstract**

This study aims at investigating the effect of WhatsApp on teaching English idioms to EFL students. The data were collected from 33 B1 level students. The researchers provided the students with three idioms per week for five weeks via WhatsApp. The participants found sample sentences, shared them in their WhatsApp groups, and had discussions in English regarding the use and meaning of the idioms. Students were given an achievement test and a sub-sample group of students were

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interviewed to see the effectiveness of this application. The results revealed how students benefited from WhatsApp as a learning tool and their reactions to mobile learning outside the classroom context. The findings highlight the place of mobile learning in foreign language education.

**Keywords:** EFL, mobile learning, teaching idioms, WhatsApp

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### **Introduction**

Internet-connected mobile technologies are increasingly growing, and widespread ownership of mobile phones along with other portable wireless devices has altered the use of technology-supported learning (Kukulska-Hulme, 2009). However, mobile devices should not be considered as replacements for current learning devices, but they function as tools that supplement and extend the learning environment through the implementation of appropriate learning content and activities (Gay, Stefanone, Grace-Martin, & Hembrooke, 2001). On the other hand, the ubiquitous nature of mobile learning provides individuals with a wide range of settings for teaching and learning in formal and informal surroundings (Osborne, 2013; Tai & Ting, 2011), such as when they are on the bus, outside, or at work (Miangah & Nizarat, 2012) in order to make use of their “dead time” (Stockwell, 2010).

There is not a single definition of mobile learning simply because it is not clear whether “mobile” refers to mobile technologies or the notion of learner mobility (Kukulska-Hulme, 2009). Nonetheless, some researchers have focused on the physical characteristics of mobile devices while defining mobile learning (Georgiev, Georgieva, & Smrikarov, 2004; O’Malley et al., 2003). The main tenets of mobile technology can be listed as portability, social interactivity, context sensitivity, connectivity and individuality (Klopfer, Squire, & Jenkins, 2002). With this in mind, mobile learning can be defined as a process that enables learners to learn on the move anytime via mobile devices. From a wider perspective, the effective factors of mobile learning in education are discussed under three main categories: features of the device, such as usability and functional; user’s expectations, including ownership, privacy, self-regulated learning, flexible learning, life-long learning, and fun; and pedagogical advantages, such as collaborative learning, blended

learning, interactive learning, experiential learning and problem-based learning (Bidin & Ziden, 2013).

### ***Smartphone as a Mobile Learning Tool***

Today's generation is labeled as digital "new millenium learners" (Pedrò, 2006), "the net generation" (Tapscott, 1999) or "generation M" (Rideout, Roberts, & Foehr, 2005) referring to their addiction to mobile technologies and devices. Due to the overwhelming use of mobile devices, this generation has become tech-savvy and even has been socializing and sharing through social media and mobile applications. Among all the mobile devices, according to mobile learning projects funded by the European Union since 2001, mobile phones are the most commonly used devices in mobile assisted language learning (MALL) projects (Pęcherzewska & Knot, 2007).

Smartphones, which have largely replaced mobile phones today, are considered to be an effective way to learn the English language (Muhammed, 2014). However, some drawbacks are mentioned in the literature, such as a small screen size, restricted demonstration of graphics (Albers & Kim, 2001), virtual keyboarding, one-finger data entry, limited power, limited nonverbal communication, limited message length, potentially limited social interaction and a lack of cultural context (Chinnery, 2006). However, with reference to the findings of very recent studies (e.g., Başođlu & Akdemir, 2010, Cakir, 2015, Dashti & Aldashti, 2015; Hismanoglu, Ersan, & Colak, 2015; Jantjies & Joy, 2014; García Laborda, Magal-Royo, Litzler, & Giménez López, 2014; Pei-Lin & Chiu-Jung, 2015; Rahimi & Soleymani, 2015), it seems that these challenges disappear with the help of improvements in mobile technology and the spread of internet access. Notwithstanding their disadvantages, mobile devices can indeed be effective tools for delivering the learning content and activities to students (Thornton & Houser, 2005).

### ***WhatsApp as a Language Learning Platform***

WhatsApp Messenger is a cross-platform mobile messaging application which enables exchanging messages without having to pay for SMS ("WhatsApp", 2015). Bere (2012) identifies the features of WhatsApp as multimedia, group chat, unlimited messaging, cross

platform engagements, offline messaging, no charges involved, and pins and user name, which enable users to chat and share information interactively and collaboratively. In this study, the students are expected to learn how to use idioms appropriately within a given setting and topic as well as how to employ the idioms in their relationships with other people, as in accordance with Canale and Swain's (1980) definition of sociolinguistic competence within the communicative competence model. Considering the educational purposes of WhatsApp, it is also crucial to touch upon Oxford's (1990) two strategies of indirect language learning—social and affective. The nature of mobile learning assists students to employ affective strategies to lower their anxiety, increase their motivation, and take their emotional temperature. Mobile learning also allows students to ask questions, cooperate, and empathize with their peers through the use of social strategies. This is regarded to have a revolutionary impact on learning by Hussein and Cronje (2010) since mobile devices enable students to cross the boundaries of their classrooms to maintain their interaction with either their teachers or peers. In this sense, WhatsApp can be understood as serving four main functions for learning and teaching purposes that set the ground for this study: (1) communicating with students, (2) encouraging social interaction, (3) sharing content and activities among students, and (4) providing a learning platform in general (Bouhnik & Deshen, 2014).

#### ***MALL-driven Studies***

In MALL-driven studies, researchers have concentrated on teaching and learning different components of language by dealing with basic language skills in addition to sub-language skills such as *vocabulary* (Andrews, 2003; Chen & Chung, 2008; Levy & Kennedy, 2005; Lu, 2008; Stockwell, 2010; Thornton & Houser, 2005), *reading comprehension* (Chen & Hsu, 2008; Plana, Gimeno & Appel, 2013), *listening skills* (Edirisingha, Rizzi, Nie, & Rothwell, 2007; Huang & Sun, 2010), *pronunciation and speaking performance* (Ducate & Lomicka, 2009; Han & Keskin, 2016; Mahmoud, 2013), *grammatical accuracy* (Baleghizadeh & Oladrostam, 2010) and *writing* (Allagui, 2014; Mahmoud, 2013).

Given that WhatsApp is a relatively new platform as a mobile application, a limited amount of research has been carried out in the literature (Church & de Oliveria, 2013). Although some of the existing literature mentions the adverse impacts of text messaging (e.g., Rankin, 2010 cited in Salem, 2013) and instant messaging (e.g., Yeboah & Ewur, 2014) on the spelling, vocabulary, and grammar of the English language, most studies that investigated the integration and implementation of WhatsApp for educational purposes have found positive results. For example, Aburezeq and Ishtaiwa (2013) investigated the impact of WhatsApp on interaction in an Arabic language teaching course and reported the power of WhatsApp in three types of interaction to enhance learning: student-student interaction (71%), student-content interaction (54%) and student-instructor interaction (42%). However, the results revealed some drawbacks such as the cost of WhatsApp use, additional workload, distraction in learning and lack of students' commitment to participation.

Bere (2013), in his study, found that students' engagement in WhatsApp groups promoted their participation in spontaneous discussions and raised their self-confidence thanks to the availability of anonymous identity in the platform. The results of another study which investigated the use of WhatsApp in an EFL setting underlined an increase in motivation and pleasure among students of reading (Plana et al., 2013). Similarly, Bansal and Joshi (2014) investigated students' perceptions of WhatsApp as a mobile learning tool. Their findings revealed that students' attitudes toward WhatsApp were very positive. Additionally, the results highlighted that the use of WhatsApp for educational purposes was useful by providing students with an experience of collaborative learning and social interactivity. In this way, as Vygotsky's (1978) *Zone of Proximal Development* suggests, the learners can go beyond their capacity with the help of more capable peers and may learn from each other. Vygotsky's social interaction was later taken into consideration by Weissberg (2006) with the new term *scaffolding* which enables developing skills. Thus, it is assumed that learners may receive help not only intensively but also extensively via WhatsApp by interacting with their peers and teachers after school.

According to Amry's (2014) study, the integration of mobile technology and its implementation through WhatsApp helped students create a learning community and in return, students construct knowledge and share it with the other members of the group through instant messaging. The results of the study also revealed the superiority of WhatsApp instant messaging over face-to-face instruction in the classroom. Similar to this, the findings of another study on WhatsApp by Castrillo, Monje-Martin, and Bárcena (2014) proposed that WhatsApp is an effective tool of foreign language learning for several reasons such as improving students in meaning negotiating skills, reducing lexical, morphological and syntactic mistakes, and motivating students toward learning activities.

Despite the criticism against the use of communication technology—especially text messaging and instant messaging—due to the its destructive impact on aspects of language learning such as incorrect spelling and misapplication of grammar rules (Yeboah & Ewur, 2014), it is clear from the previous research that WhatsApp is an effective platform with reference to providing students with a cooperative and collaborative learning environment, and it greatly encourages learners to take an active part in learning activities (Bere, 2013; Castrillo et al., 2014; Rambe & Chipunza , 2013). In this respect, the present study posed the following research questions:

RQ1: To what extent did the comprehensive implementation of WhatsApp help EFL students learn English idioms?

RQ2: What do EFL students think about the use of WhatsApp as an informal learning tool regarding the multiple interactions with their peers, the instructor and the content?

### **Method**

A pre-experimental design was used in the study, given that the research lacked a control group and a pre-test. The data for the study were collected qualitatively and quantitatively. Students were given an achievement test at the end of the study to reveal to what extent they learned the idioms they received in the WhatsApp groups. Additionally, a sub-group of randomly selected students—5 male and 5 female—were interviewed to investigate their opinions and feelings

about the use of WhatsApp as a learning tool outside the school frontiers.

The primary goal of this study was to explore the effect of WhatsApp as a mobile learning tool on extensive learning of English idioms outside of school. Since both SMS (e.g., Alemi, Srab, & Lari, 2012; Alzahrani, 2015; Zhang, Song, & Burston, 2011) and MMS (e.g., Saran & Seferoğlu, 2010) were found to be beneficial in terms of learning a foreign language, WhatsApp was also expected to have positive contributions. Additionally, the study aimed to investigate the impact of interaction types—student-student, student-instructor and student-content—(Moore, 1989) based on sociolinguistic approaches that see socialization as an indispensable part of language learning.

### ***Setting and Participants***

The study was conducted at the English Preparatory Program of a state university in Turkey. A number of 33 B1 level EFL students voluntarily participated in the study. The sample group included 16 female and 17 male students, who ranged in age from 17 to 21.

The educational system of the school consists of 4 quarters based on 4 distinct language levels. Each class in all levels includes at most 14 students and in each level students are educated for 30 hours weekly. At the B1 level, students receive a weekly instruction of 7 hours on reading, 4 hours on writing, 8 hours on grammar, and 11 hours on oral communication (listening and speaking). The curriculum of the school does not offer a class which explicitly teaches English idioms to the students.

### ***Instrument and Data Collection Procedures***

The teacher researchers of this study created WhatsApp chat groups for each class, and students were added to the groups with their consent. The researchers clearly explained the rules of the conversation groups. Students were expected to communicate only in English, share sentences they find online from several sources, and explore the meanings of the idioms by asking questions to their peers and the instructor. In doing so, the groups aimed at creating a collaborative learning environment where students could interact with their friends, the instructor, and the content. Furthermore, this study

was significant since students were responsible for creating the learning content which is identified as an advantage of mobile learning in the literature (Viberg & Grönlund, 2012). The students received three idioms per week for five weeks via WhatsApp (see Appendix). The researchers paid particular attention to the selection of the idioms in terms of cultural similarity to the idioms in the students' L1 culture. Furthermore, the idioms were selected based on their common usage in the target language, which was determined in consultation with a native speaker of English.

The data for this study were collected with two data collection instruments. Firstly, the participating students were assigned an achievement test to see whether the use of WhatsApp for educational purposes helped them learn idioms. Given that there is no best testing technique (Alderson, 2000), the most suitable questions with respect to the aims of the test should be administered to students (Razi, 2005). In this sense, the achievement test included two types of questions, gap-filling questions and dialogue completion, in order to assess whether meaningful learning occurred throughout the process. Secondly, in order to collect the qualitative data, a set of semi-structured interview questions were employed in the study. The interviews were voice-recorded to be transcribed later. The interview questions concentrated on areas such as ubiquitous learning, collaborative learning, social interaction, and learning idioms through WhatsApp. The responses to the questions provided invaluable data to better understand the students' feelings and thoughts about MALL.

### ***Data Analysis***

The quantitative data of the study from the achievement test results were analyzed by using descriptive statistics to understand the educational usefulness of WhatsApp. As for the interviews, thematic content analysis was used to analyze the raw data. The recurring themes were determined and the findings were grouped and interpreted comparatively.



## Results

The analysis of quantitative and qualitative data collected from the participants are presented in this section to answer the research questions.

### *Research Question 1*

To what extent did the comprehensive implementation of WhatsApp help EFL students learn English idioms? The achievement test results were analyzed using descriptive statistics to see whether the participating students learned the idioms that were shared in WhatsApp chat groups. According to Table 1, 15 out of 33 students earned 100 points—the highest score—from the achievement test and the mean value of the test scores is 87.10, indicating that students benefited from WhatsApp in terms of learning English idioms.

**Table 1.** Achievement Test Results

Gender	N	<i>f</i>	Scores
		15	100.0
		2	93.30
		8	86.70
Male	17	1	73.30
		3	66.70
		2	60.00
		1	53.30
Female	16	1	46.70
TOTAL/M	33	33	87.10

### *Research Question 2*

What do EFL students think about the use of WhatsApp as an informal learning tool regarding the multiple interaction with their peers, the instructor and the content?

Semi-structured interviews with a sub-sample group of participants were conducted to find out their implicit feelings and opinions toward the use of WhatsApp groups for learning English

idioms. The interviewed students were anonymized for purposes of confidentiality. The students' responses to the interview questions were investigated under five categories: (1) mobile learning anytime and anywhere, (2) interaction and communication through WhatsApp, (3) smartphones as a learning tool outside the school, (4) benefits of English idioms for the participants, and (5) using WhatsApp groups for different purposes.

### ***Mobile Learning Anytime and Anywhere***

All the students found the utilization of mobile technology useful and beneficial given its ubiquitous nature and the ease of access to information thanks to the availability of internet connection. Additionally, there was a consensus among students with regards to applicable facets of MALL since most people own smartphones. According to the participants, the integration of smartphones in this study increased motivation, contributing to the functionality of the application. Two of the students made the following comments about mobile learning:

“I think mobile learning is a good strategy for language learning. We learned English in the dormitories, cafes, and even on the bus commuting to school.” (Kamil)

“It is very useful. We all have smartphones, and we can meet easily on an online platform to learn together.” (Deniz)

The comments suggested that mobile-learning cannot be marginalized in today's language classrooms. Considering the fact that smartphones are an indispensable element of our lives, these tools should be inserted into education to promote the learning process by exploiting students' free time.

### ***Interaction and Communication through WhatsApp***

The students overwhelmingly reported that WhatsApp groups provided them with a sincere atmosphere to communicate effectively in English outside the school borders. Apart from interacting with their peers and the content, some students mentioned that they felt motivated since they had the opportunity to interact with the instructor outside school. Rukiye and Şeyda made comments as follows:

“WhatsApp groups are important because they are our common platforms. We shared the sample sentences and learned together. Interacting with the instructor on WhatsApp also motivated us to learn English.” (Rukiye)

“There was a sincere communication among peers in the WhatsApp chat group. Our friendship improved through interacting with each other outside the classroom.” (Şeyda)

Students’ responses revealed the importance of interaction in the language learning process. Interacting with peers, the instructor and the content increased motivation and promoted mobile learning.

### ***Smartphones as a Learning Tool outside the School***

All the students stated that they profited from using their smartphones for educational purposes in terms of learning idioms that they could not learn during in-class activities. Given students’ statements that they normally use their smartphones for playing games or socializing online apart from the basic functions of mobile phones such as making calls and text-messaging, they felt happy with their involvement in the WhatsApp groups for learning English idioms. As some of the students reported, the content itself was also intriguing and provided extra motivation. Regarding the use of WhatsApp for learning idioms outside classroom context, two of the students commented as follows:

“We generally use smartphones to play games and go on social media sites like Facebook. For the first time I used my phone to do something beneficial, which was learning English idioms.” (Orhan)

“The use of WhatsApp was very useful. The group members shared different sentences and it reinforced our learning.” (Buket)

The students’ comments suggested that smartphones are commonly used. The WhatsApp groups helped to create interesting content and let the students interact with their peers using their favorite gadget to learn the language in an enjoyable and convenient way.

### ***Benefits of English Idioms for the Participants***

All the students underscored the contribution of English idioms in a variety of ways. Most of the students stated that they used English idioms in writing and communication exams, to which their instructors showed positive reactions. Moreover, some reported that they employed English idioms in their sentences while speaking with their friends during break time or communicating with their native English speaker instructors, and they claimed that using idioms helped them convey the message more effectively. Two of the students made the following comments about using English idioms:

“My aunt knows English well and I practiced the idioms with her while speaking in English. When I heard the idioms in TV series and movies, I easily understood them and got happy. Additionally, I got positive reactions from the instructors whenever I used the idioms.” (Bora)

“I used English idioms in communication classes and got motivated when I saw the smile on my instructor’s face.” (Yakup)

### ***Using WhatsApp Groups for Different Courses and Activities***

Students reported that WhatsApp chat groups may be utilized for a variety of purposes in the English Preparatory Program. Given the applicability and convenience of WhatsApp groups, students stated that they could be used for vocabulary learning, speaking activities—especially pronunciation exercises—writing short paragraphs, and listening activities. Moreover, some students thought that this platform could be an effective way to receive feedback from their instructors and peers. Some students said that regular class time may sometimes be limited to ask questions to the instructor. By using WhatsApp, the instructors can arrange individual and group feedback sessions for the students. Two students commented on implementing WhatsApp for variable purposes as follows:

“We can learn vocabulary in WhatsApp chat groups. The instructor can share the words that we will see in the new unit and we can find their meanings and post our sample sentences.

In this way, we learn vocabulary better by generating our own sentences.” (Alev)

“We can send voice recordings of our ideas about a topic and listen to each other’s recordings to improve speaking and listening skills. Additionally, we can share some videos and write our comments about them like we do in the forums.” (Şeyda)

In essence, the implementation of technology and the internet in English education through the use of smartphones helped students learn English in an enjoyable and flexible way. The achievements test scores showed that use of WhatsApp was an effective tool to teach the idioms to the students ( $M = 87.08$  out of 100). Additionally, students indicated that learning English idioms was motivating and beneficial given that they made use of them in different courses in various ways.

### **Discussion and Conclusions**

The present study primarily investigated the effectiveness of smartphones by using a mobile messaging application—WhatsApp—on learning English. According to the findings obtained from students’ achievement test scores and semi-structured interviews, students profited from the integration of WhatsApp in the language learning process and improved their English language proficiency.

This paper confirms the findings of Bansal and Joshi (2014), Castrillo et al. (2014), and Plana et al. (2013) in terms of students’ positive attitudes toward WhatsApp and the motivational effects for educational purposes within the concepts of collaboration and interaction. Additionally, the findings of this study overlap with the Aburezeq and Ishtaiwa’s (2013) research findings in terms of the power of WhatsApp in student-student, student-teacher, and student-content interactions. Given that smartphones are very popular and important for university students, mobile messaging applications can be utilized as a learning platform. Regarding the fact that today’s generation mostly prefers socializing with their mobile phones, social networking applications can function as flexible contexts for collaborative and interactive learning and assist students to regulate their learning.

### **Implications**

As pedagogical implications, the findings of the study also suggest that WhatsApp can be used for teaching different components of language including vocabulary, pronunciation, writing activities, and listening activities by using different functions of the application. Additionally, by using WhatsApp, instructors can feel comfortable and flexible in terms of arranging feedback sessions for students.

With regards to methodological implications of the present study, further studies should consider inserting different social networking apps into language teaching in order to make language learning a fun activity that utilizes students' free time. Moreover, in order to investigate the long-term retention of the idioms that the students acquired in this study, a delayed post-test can be administered to the participants. Another implication could concern the research methodology employed in further studies, as this study can be replicated to adopt a true experimental design in which the impact of WhatsApp use on learning can be compared with traditional methods of English teaching.

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### **Genişletilmiş Özet**

#### **Giriş**

İnternet destekli mobil teknoloji artarak gelişmekte olup, cep telefonlarının ve diğer kablosuz aygıtların yaygın kullanımı teknoloji destekli öğrenmeyi yeniden tanımlamıştır (Kukulka-Hulme, 2009). Nitekim, mobil aygıtların kullanımı, mevcut eğitim aygıtların yerini almaktan ziyade, mevcut eğitim araç ve gereçlerine ek olarak, uygun ders içeriklerinin sisteme entegre edilmesiyle klasik öğrenme ortamını sınıf dışına taşıyan destekleyici yöntemler olarak değerlendirilmelidir (Gay, Stefanone, Grace-Martin, ve Hembrooke, 2001). Tek bir cümle ile mobil öğrenmeyi tanımlamaktan kaçınan araştırmacılar, mobil öğrenmeyi açıklarken bu öğrenme ortamının karakteristik özelliklerinden faydalanmışlardır (Georgiev, Georgieva, ve Smrikarov, 2004; O'Malley ve diğ., 2003). Mobil teknolojinin temel özellikleri; taşınırılık, sosyal etkileşim, bağlanabilirlik ve ferdiyet olarak sıralanabilir (Klopfer, Squire, ve Jenkins, 2002). Bu bağlamda mobil öğrenme, bireylerin istediği zaman istediği yerde mobil aygıtlarla öğrenme etkinliğinde bulunması olarak tanımlanabilir. Akıllı telefonların cep telefonlarının yerini alması, internetin yaygınlaşması ve sosyal medyanın yeni etkileşim alanlarına dönüşmesiyle birlikte özellikle sosyal medyaya ve mobil cihazlara bağımlı bir nesil ortaya çıkmıştır. Bu gerçeğin farkındalığıyla, dezavantaj olarak yorumlanabilecek teknoloji bağımlılığını eğitim öğretim ortamında avantaja çevirmek mümkündür. Bu bağlamda, mobil aygıtlar, öğrenme içeriklerinin ve etkinliklerinin öğrencilere aktarılmasında önemli bir yöntem olarak değerlendirilmektedir (Thornton ve Houser, 2005). Akıllı telefonlar ise son dönemde, İngilizce öğreniminde kullanılan önemli bir araç haline gelmiştir (Muhammed, 2014). WhatsApp nispeten yeni bir mobil platform olduğundan, bu uygulamanın yabancı dil öğretimindeki etkisini araştıran çalışma sayısı kısıtlıdır. Literatürde yer alan çalışmalar; WhatsApp uygulamasının öğrenciler arası etkileşimi, mobil öğrenmeye karşı motivasyonu ve işbirlikçi öğrenmeyi olumlu yönde etkilediği ortaya konmuştur (Bere, 2013; Castrillo ve diğ., 2014; Rambe ve Chipunza, 2013).

#### **Amaç**

Bu çalışma temel olarak, Türkiye'de bir devlet üniversitesinin İngilizce hazırlık programına kayıtlı ve orta düzeyde İngilizce yeterliliğe sahip öğrencilere, akıllı telefon uygulaması olan WhatsApp'ın İngilizce deyimlerin öğretilmesindeki

etkisini araştırmayı hedeflemektedir. Çalışmada kullanılan araştırma soruları aşağıdaki gibidir:

- 1) WhatsApp'ın yaygın kullanımını öğrencilerin İngilizce deyimleri öğrenmesine ne ölçüde yardımcı olmuştur?
- 2) Öğrenciler; akranları, öğretmenleri ve içerikle olan çoklu etkileşim açısından WhatsApp'ın sıra dışı bir öğrenme aracı olarak kullanılması hakkında ne düşünmektedirler?

#### **Yöntem**

Hem nicel hem de nitel verilerin kullanıldığı çalışmada ön deneysel dizayn araştırma yaklaşımı benimsenmiştir. Çalışmaya katılan öğrencilere, 5 hafta boyunca, haftada 3 kez, toplamda 15 adet İngilizce deyim gönderilmiştir. WhatsApp'ın İngilizce deyimlerin öğrenilmesindeki etkisini araştırmak için çalışmaya katılan toplam 33 öğrenciye süre sonunda başarı testi uygulanmıştır. Anlamli öğrenmenin gerçekleşip gerçekleşmediğini tespit etmek ve şans faktörünü azaltmak için başarı testinde boşluk doldurma ve diyalog tamamlama sorularına yer verilmiştir. Ayrıca, WhatsApp uygulamasının İngilizce öğreniminde kullanılmasıyla ilgili görüşlerini öğrenmek için, 5 erkek ve 5 kız öğrenciden oluşan altörneklem öğrencilerle mülakat yapılmıştır. Çalışmada elde edilen nicel veriler betimsel istatistik yöntemi ile analiz edilmiştir. Altörneklem öğrencilerden yarı yapılandırılmış mülakat soruları ile toplanan nitel veriler ise tematik içerik analizi ile ele alınmıştır. Tekrar eden konular belirlenmiş ve bulgular gruplandırılıp, karşılaştırmalı bir şekilde tartışılmıştır.

#### **Sunuc ve Tartışma**

Çalışmaya katılan 33 öğrenciden 15'i başarı testinden 100 tam puan almıştır. Başarı testinden elde edilen ortalama puan 87.08 olup, genel olarak öğrencilerin WhatsApp uygulaması üzerinden gönderilen İngilizce deyimleri öğrendiği söylenebilir. Altörneklem öğrencilerle yapılan mülakat sonuçları; a) her yerde ve her zaman mobil öğrenme, b) WhatsApp ile etkileşim ve iletişim, c) akıllı telefonların okul dışında öğrenme aracı olarak kullanılması, d) katılımcılar için çalışmada öğrenilen deyimlerin pedagojik faydaları ve e) WhatsApp gruplarının farklı öğrenme etkinlikleri ve amaçları için kullanımı olmak üzere 5 kategori altında incelenmiştir. Akıllı telefonların günlük yaşamın ayrılmaz bir parçası olduğu düşünüldüğünde, mobil aygıtların İngilizce öğretimine entegre edilmesi gerektiği ve kişisel aygıtların kullanımının işbirlikçi öğrenmeye elverişli olmasından ötürü öğrenci motivasyonunu ve tutumunu olumlu yönde etkilediği sonucuna varılmıştır. Bu açıdan çalışmada elde edilen sonuçlar, Bansal ve Joshi (2014), Castrillo ve diğ. (2014) ve Plana ve diğ. (2013) tarafından yapılan araştırmaların sonuçlarıyla örtüşmektedir. Ayrıca, Aburezeq ve Ishtaiwa'nın (2013) bulgularıyla paralel olarak, öğrencilerin; akranları, öğretmenleri ve ders içeriği ile sosyal platformda etkileşime geçmesi ise motivasyonu artıran diğ er bir unsur olarak belirlenmiştir. Öğrenciler, WhatsApp uygulamasının eğitimsel amaçlar için kullanımını faydalı ve eğlenceli olarak değerlendirmiş; bu uygulamanın İngilizce kelime, telaffuz ve yazma etkinliklerinde kullanılabileceğini de vurgulamışlardır.

### **Öneriler**

Pedagojik açıdan, WhatsApp sohbet grupları, mobil uygulamanın diğer özellikleri kullanılarak İngilizce öğretiminde kelime, telaffuz, yazma ve dinleme aktiviteleri gibi farklı öğrenme etkinlikleri için de kullanılabilir. Ayrıca, WhatsApp'ı kullanarak öğretmenler daha esnek zaman dilimlerinde öğrencilerine bireysel ve grup olarak geri bildirim seansları düzenleyebilirler.

Yöntemsel açıdan, öncelikle uygun ders içerikleri ve etkinlikleri ile farklı akıllı telefon uygulamaları İngilizcenin öğretiminde kullanılabilir. Bu sayede yabancı dil öğretimi öğrenciler için eğlenceli ve ilgi çekici hale gelebilir. İkinci olarak, öğrencilerin bu çalışmada öğrendikleri deyimleri uzun vadede hatırlayıp hatırlamadıkları geciktirilmiş son test ile araştırılabilir. Son olarak, klasik öğrenme yöntemleri ile kıyaslayarak WhatsApp uygulamasının yabancı dil öğretimindeki etkisini araştırmak için bu çalışma, tam deneysel bir araştırma yaklaşımı ile yeniden ele alınabilir.

**Appendix. List of idioms**

1. To be on the same page
2. To kick the bucket
3. Better safe than sorry
4. A fish out of water
5. To hit the books
6. To hit the nail on the head
7. To give someone the cold shoulder
8. To beat around the bush
9. To have a big mouth
10. The last straw
11. To kill two birds with one stone
12. To miss the boat
13. A piece of cake
14. To throw someone under the bus
15. To rub salt in the wound