In the Name of Allah

Shahrood University of Technology

Faculty of Humanities

M.A. Thesis in Teaching English as Foreign Language

Enhancing Iranian EFL learners' Figurative Competence Through the Use of Technology

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با نام و یاد خداوند متعال، ارزیابی جلسه دفاع از پایان نامه کارشناسی ارشد خانم زینب قدرتی نیا با شماره دانشجویی۹۳۱۳۴۱۴ رشته زبان انگلیسی گرایش آموزش تحت عنوان تاثیر استفاده از تکنولوژی بر بهبود درک استعاری زبان آموزان ایرانی . که در تاریخ ۱۳۹۶/۱۱/۱۱ با حضور هیأت محترم داوران در دانشگاه صنعتی شاهرود برگزار گردید به شرح ذیل اعلام می گردد:

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تاریخ

امضای دانشجو

مالکیت نتایج و حق نشر

- **کلیه حقوق معنوی این اثر و محصولات آن (مقالات مستخرج، کتاب، برنامه های رایانه ای، نرم افزار ها و تجهیزات ساخته شده است) متعلق به دانشگاه صنعتی شاهرود می باشد. این مطلب باید به نحو مقتضی در تولیدات علمی مربوطه ذکر شود.**
- **استفاده از اطلاعات و نتایج موجود در پایان نامه بدون ذکر مرجع مجاز نمی باشد.**

Abstract

Having studied English for many years, lots of EFL learners may not achieve their favorite achievement. They are unable to get the meaning of the message in many cases such as story reading, watching movies, speaking to native speakers, etc. This study concentrates on teaching figurative language to Iranian EFL learners through the use of technology and aims at studying the effect of inserting technological devices into figurative classes. The figurative language was narrowed down to idioms and metaphors and technological devices included learners' Android phones, a video projector and teacher's laptop computer were other devices included in this study. Among 80 learners of Shahrood University of Technology FLC (Foreign language Community), 50 participants were selected randomly.
Next, through random selection, they were divided into experimental and control group. First a teacher-made figurative language familiarity test was held to choose the content of the class. Afterward, a pretest on figurative language with the reliability of 0.70 was held. The results revealed that inserting technology in figurative classes, positively affects learners' figurative competence.

Keywords: Figurative Competence; Technology; EFL; Figurative languag

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Chapte One:

Introductin

1.1. Overview

As the world's international language is English, besides its internationality for communicating, most of new scientific books and articles are produced in English, so there is no choice for non-native speakers to learn this language as completely and deeply as possible. However one of the vague areas of EL is learning the figurative language. This is mainly because it flouts the routine structures of non-literal and usual conventions of language.

Similarly, technology is integrated to nearly all aspects of human life i.e. we use newly invented technologies to communicate, commute, work, shop, and many other activities, it is akin to our life so that there is no aspect of life independent from technology. Education in general and EFL in particular cannot be far from technology.

To give the eye to this subject in Iranian foreign language context, the present study is subjected to the development of pre-intermediate learners' figurative language through implementing technology in figurative language classes.To answer the above mentioned object, the following research question, presented in 1.3 is set to be answered and consequently, the research hypothesis available in 1.4 is tested.

The present dissertation consists of five chapters. The first chapter (this chapter) is devoted to an introduction of the whole work. Next, through chapter two the related literature review is presented to shed light on theoretical and empirical studies that have considered figuration as well as technology in EFL classes.

Later, chapter three is devoted to research methodology through which the researcher defines the participants, procedure, the strategies of inquiry, data collection procedures, instruments, data analysis and the limitations of the study.

However, in chapter four it is tried to mirror the findings of this study to answer the research question and hypotheses.

Last but not the least chapter is chapter five i.e. the conclusion of the whole study. Through which the solutions as well as researcher suggestions is presented. Finally, the references are presented in APA format.

1.2. Statement of the problem

Foreign language teaching (especially EFL) in Iran is somehow outdated. Nearly all language institutes follow the traditional approaches in teaching, whereas the use of up

to date devices is just limited to some new hardware devices such as smart boards, TVs, video projectors and computers in order to listening to tracks, watching some videos or presenting some pre-planned slides. Even those that claim to use software such as Telegram, Instagram, and other popular software make no use of them except announcements and usually there are no educational aids of the mentioned software. On the other side, through the researcher's observations and experience in foreign language teaching in language institutes for over than 10 years , the absence of covering figurative language is felt i.e. in none of course books taught in language institutes, figurative language is involved, since figurative language is a crucial pole in native speakers' life and also since the final goal of foreign language learners is achieving native like skill in speaking, so the researcher has decided to fill the mentioned gap and make learners familiar with figurative language .Similarly in line with the rapid daily increases in learners' access to mobile phones and internet and also the integration of internet with nearly the whole life aspects, it seems that it is the time for integrating language teaching/ learning with internet and mobile phones.

1.3 .Objectives of the Study

The main focus of the present study is to consider the effectiveness of using mobile phones and telegram software in teaching and learning figurative language especially the idioms and metaphor in EFL classes.

1.4. Research Question

The primary question of the present study is "what is the effect of implementing technology in figurative language classes on Iranian EFL learners' figurative competence?"

1.5. Research Hypothesis

There is a positive relationship between the use of technology and figurative language learning and all learners are satisfied and motivated by involving telegram software and using mobile phones in figurative classes.

1.6. Significance of the Study

The present study contains theoretical and empirical importance which is defined separately in following lines:

1.6.1. The Theoretical Importance

Each study involves some valuable outcomes that are considered as the significance of the study, the present study is significant for five reasons namely, creating an insight into the effect of implementing technology in figurative language classes, enriching the ELT literature, presenting recommendations about improving ELT syllabus in Iran, and providing EFL Iranian teachers with the knowledge of efficacy of integrating figurative language in EF classes.

1.6.2. The Empirical Importance

In addition to afore mentioned importance, the findings of this study is empirically important as well, in the case that it the findings of this study would firstly help Iranian students to achieve their favorite level of fluency in speaking, and overcome the barriers in achieving their goal and secondly, help education authorities to consider the efficacy of implementing technology into language classes in general and figurative language classes in particular.

1.7. Research Variables

This study involves two barriers: (1) an independent variable, which is the implementing technology into classes, (2) a dependent variable which is learners' figurative test scores.

1.8. Definition of Key Terms

Through the dissertation some words have been frequently used, these are listed and explained as follows:

1.8.1. Figurative Language

A side of language knowledge that is different from literal language though not its opposite, is called figurative language. It deviates from those structures that the literal language follows. Particularly it is defined as a total of phrases and expressions that mean independent from their individual parts meanings.

In English, figurative language is consisted of many categories (devices) involving simile, metaphor, personification, Onomatopoeia, Oxymoron, Hyperbole, Allusion,

Idiom, Among all literal devices, this study just takes idioms and metaphors in its considerations.

1.8.2. Figurative Competence

Through the present study, the figurative competence refers to learners' achievement test sores.

1.8.3. EFL

As in nearly all papers in foreign language teaching/ learning, EFL stands for English as Foreign Language.

1.8.4. Technology

For the purpose of this study, technology refers to two categories i.e. hardware devices as well as software programs. These have been chosen based on two factors i.e. popularity and accessibility. The main source for deciding on the popularity and accessibility was Iran National Center of Statistics. Hardware devices in this study involved laptop computer, video projector**,** and Android mobile phones**.** Also some software programs such as telegram and power point slides are used.

1.9. The Limitations and Delimitations of the Study

The researcher acknowledges that this study suffers from some limitations and delimitations. First, this study used a rather small sample for investigation of the research topics but larger samples would be more representative and let the researcher draw more generalizations from the results. There were some difficulties with the researcher of this study in finding enough number of participants being knowledgeable enough to participate in this study. Second, this study was conducted in 12 sessions, about two month, and only thirty minutes was available for the treatment. Longer period of exposure may be required to affect a change in the quality of some students' learning. Also since this study considered Iranian learners, so the results cannot be generalized to learners of the other nationalities.

Similarly, since the participants were from different fields of study, another limitation that the researcher faced with, was planning a suitable time schedule for the classes i.e. setting a time for classes was difficult since participants' free time was different from each other. However the researcher solved this problem through holding classes during the lunchtime.

Chapter Two

Review of the Related Literature

2.1. Overview

Literature in general and figurative language in particular is bound with language, so learning a foreign language while ignoring them is something incomplete. This is the main reason of inserting literal and especially figurative knowledge in EFL classes programs. This chapter discusses the related theories, previous studies and the relevance of the present study. The contents cover, the significance of theoretical and empirical studies done and stated by many scholars related to the current research.

2.2. Theoretical Perspectives

2.2.1. Literal and Figurative Language

Scott(1964) sated that learning English is something more than just familiarizing the forms of it, it involves learning sounds, words and also the permitted composition of words, Scott opines that English idioms are challenging for non-native speakers of English and that learners should pay lots of effort on this aspect of language.

Wu (2008) suggest collaborative learning activities are the most beneficial and practical method of teaching idioms to EFL learners. He suggests the following strategies to help students develop their knowledge of English idioms: introduction of idioms in context and the use of visualization, group talk, theater, retelling, role play, and dialogue writing.

Gibbs (2001) defines literal meaning as the "denoted meaning by individual words" and points out that the whole sentence meaning is comprised of the compositional meaning of these individual words. Similarly, in Tilley's (1999) word, literal language is a simple one that easily says whatever it means. Maybe the closest definition to Tilley's is MacComac (2006) definition through which literal is defined as the use of "*ordinary"* language to talk about *"concrete"* objects and events. Generally, many theorists define literal language as the ordinary, normal, and not twisted from syntactic and semantic language rules (Bouali, 2014).

Not the opposite but the other side of language knowledge in comparison to the literal side is the Figurative language. While literal language follows language rules, the figurative language deviate them. Many scholars have defined figurative language such

as Martinez (2003) who defines it as phrases and expressions in which the meaning is independent from the compositional meaning of the individual words.

It should be mentioned that Figurative language is not a new dimension in language studies, since 1970s, the view toward figurative language (FL) has undergone lots of changes i.e. figurative language is not viewed as a decorative aspect of language rather it is considered as an ordinary aspect of language (Lakoff & Johnson, 1980).

Idiom and metaphor are two important poles of human language. Even, through a glance at the speakers of any language the trace of figurative language is obvious. Similarly, the invention of PC computers, laptops, cellphones, and tablets call for acquiring this type of knowledge as well as the basic knowledge of language i.e. sentence structures. Thus acquiring Figurative language through using technological devices is becoming more pervasive and more functional to achieve foreign language learning goals.

Otorny (1975), defines three features for the functionality of Figurative language: inexpressibility, compactness, and vividness. That is, people will easily be able to utter those difficult or strange utterances through Figurative language; they can also exchange the compact and that rare information in a limited amount of words. Also, Littlemore and Low (2006) found metaphoric competence as an important factor to improve communicative competence. They mention that figurative language is a crucial tool for communication. Thus, figurative language knowledge is required for foreign language learners to achieve their goals of proficiency.

As Dong (2004) mentions that the absence of Figurative knowledge will "keep them (learners) in the dark" and causes some difficulties in full understanding of the foreign language. So, it is needed to include Figurative language in foreign language learning and teaching process. Also, Littlemore (2001), states that to develop *metaphoric competence,* learners need to improve the *awareness of semantic motivation* rather than the rote memorization.

2.2.2. Metaphor

Basically metaphor is based on the comparison. For Aristotel, metaphor is an analogy based implicit comparison. There are three main theories of metaphor i.e. traditional view, comparative view, and interactive view.

As Miller (1993) states , traditional view needs a conceptual basis for comparison, while Black (1962,1963) in declaring the interactive view of metaphor takes metaphor as projecting one subject's related features or implications onto other subject, so that these two subjects get closer to each other not only in their features but also their implications.

The third view toward metaphor is the contemporary theory of metaphor presented by Lakoff and Johnson (1980), based on which, metaphor is not just a linguistic phenomenon as Miller took it or even as a way of thinking about things as Black said; rather they (Lakoff & Johnson, 1980) consider it as "a cross-domain mapping in the conceptual system" (Chen, 2011. p.20) in which each domain has its inside structure or *image schema* (Chen, 2011. p.20). This image schema is related to some knowledge other than the linguistic knowledge i.e. the knowledge of life. Based on Lakoff (1993), invariance principal is important in the relationship between the two subjects.

2.2.3 Language learning theories

2.2.3.1. Input Hypothesis

Krashen believes that acquisition is worthier than learning, he also emphasizes in his input hypothesis (1985) that to occur acquisition, the presented knowledge must be one unit upper than learners' available knowledge. He shows this concept by i+1, and declares that this type of data would be more comprehensible. Wang (2012), believes that multimedia tools are proper tools that can result in comprehension through mixing audio and visual input in second language learning process.

2.2.3.2. Maslow's Hierarchy of Needs

Based on Maslow's hierarchy of needs (1943), which explains the types of needs that motivates (leads) human beings to behave in a particular way, self-actualizations is the highest need level that will be activated if the lower need levels involving physiological, safety, love, and self-esteem be activated. Akin to self-actualization, is the concept of potential and talent. In this regard, Rosenbloom (2012) clarifies the difference between talent and potentials. She states that talent refers to inborn abilities while potential refers to the possibility of future success in doing something needing a special talent, in other words for success, one should first own a talent and then a

potential and that it is not possible to have the potential of doing something without owning the related talent.

Maslow's Hierarchy of needs has got lots of attention in Iran EFL context as well. Among them we can refer to Mehrgan (2012), who considered it as one of the five bases of humanistic education, Seidi, Dastnaee, Abadati, and Dehnavi (2013), that considered it as the heart of "humanistic approach" (p 1).

2.2.3.3 Cooperative (Collaborative) Language Learning

Co-operative learning was first introduced by Johnson and Johnson in 1960s, though there were some scholars who had worked on team works such much earlier, but the cooperative language learning in its present form is the result of Johnson andJohnson 1960.

Cooperative language learning aims at eliminating all negative competitions and also focuses on a stress free, learner-centered and pleasant atmosphere in class.

The main feature of it is to organize the learners in small groups to increase their learning as Johnson andJohnson (2000) state:

cooperative language learning involves the following features:

"a) it is less threatening for many students
b) it increases the amount of student participation in the classroom
c) it reduces the need for competitiveness
and d) it reduces the teachers dominance in the classroom. "

Similarly Johnson and Johnson (2000), define five types of cooperative learning activities involving peer tutoring, jigsaw, cooperative project, cooperative individualization and cooperative interactions.

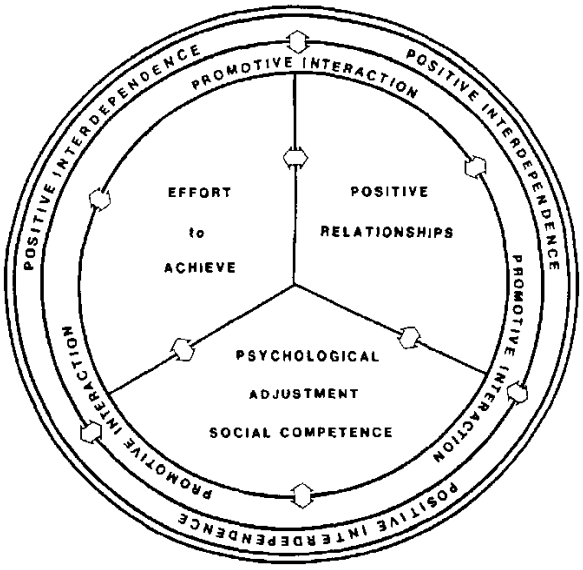

Fig.1. Cooperative learning outcomes, adopted from Johnson and Johnson (1989)

2.2.3.4. Multiple Intelligence

Multiple intelligence first introduced by Gardner (1983), which involved seven subcategories: logical- mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. Later he added one the "naturalistic "category in 1995.

MI has a viable application in classrooms especially in the case of tasks. Many investigators have studied this issue from different sides i.e. Arnold and Foscca (2004), studied the linguistic and musical intelligences in activities such as writing song lyrics. Similarly, they considered the bodily-kinesthetic and interpersonal intelligences for miming the title of a movie. The investigation of Visual-spatial category, trapped Sadoski, Geots, and Avila's interest in 1995 in reading comprehension realm. To them, image elicitation was even prior to context familiarity so that in the former comprehension would be achieved better.

It was also cleared that using visual aids could be a better assistant for retrievals. They also found logical-mathematical intelligence as another useful aid in language classes since it challenges learners think deeply in activities such as solving a problem task e.g. vocabulary or grammar tasks. Additionally, intrapersonal intelligence is applicable in language classes, since it mirrors learners' efforts in getting familiar with his/her area of failure or success.

The final category of Gardner's (1995, 1999) multiple intelligence is the naturalistic and existential intelligences which can be applicable in language classes as well, this was the topic that Derakhshan and Faribi (2015) shed a light on it. They declared these two final categories can help learners develop their reading as well as writing skills in the case that through describing the environment, learners can achieve higher levels of productive skills i.e. speaking and writing. Similarly, existential intelligence; enables students to realize a more complex or advance context resulting in a deeper understanding a text which can be a prerequisite of writing.

2.3. Empirical Perspectives

2.3.1. Technology

Rapid developments in technological devices, affects all aspects of human life, learning as an important issue in our life cannot be unaffected. Using "up to date devices" in language classrooms is mostly ignored except in the case of teachers' use i.e. this is just the teacher who is allowed to use some newly invited devices, and this usage is limited to playing tracks or showing slides, whereas nowadays technology is akin to daily life. As figure 1.1 shows, based on the report of Statistical Center of Iran (2015), 98/7 percent of Iranian families have access to phone (involving mobile phones and regular phones) similarly this report as it is obvious in figure 1.2 shows that 57/4 percent of Iranian families have access to computers, so it really seems a golden time for Iranian educational authorities to let the technology enter the classes.

Implementing the technological devices has been investigated by many investigators such as Hegelheimer and Fisher (2006) who worked on collected samples of students writings and through changing them to online format of grammar source developed *iWERITE* standing for*" Internet Writing Resource for The Innovative Teaching of English",* and explained how the technology is useful in enhancing the interactivity through Web and enhancing learning based on SLA theories. Also, Mazur (1991) claims that using computer technologies is beneficial to previously traditional teaching approaches he states that through using computers there is the opportunity to check students individually consequently, students' needs will be taken into account.

2.3.1.1. Videos

Among the different types of educational technologies, videos are one of the oldest technologies being used in the classrooms, they are divided into two categories: a) third party videos through which students' learning expands (Barron et al., 1998; Herron et al., 2000; Merkt et al., 2011; Rosell-Aguilar, 2013), and b) teacher self-produced videos that aim at getting feedback or assess teaching process (Baecher, Kung, Jewkes, & Rosalia, 2013; Halter & Levin, 2014).

There are also lots of other researchers who have paid attention to the use of video in classroom such as Kamhi-Stein et al. (2002) who studied the use of learners' video production , Levy and Kennedy (2005), who worked on Italian language learners that used videos to reflect their improvements, also based on Baecher et al. (2013), Green, Inan and Maushak (2014) and Halter and Levin (2014), using videos including video production by students, improve students critical and reflective thinking .

Beside all of the afore mentioned advantages studies of using or producing videos, Baepler and Reynolds (2014) , Gromik, (2006) , and Levy and Kennedy (2005), name some disadvantages for videos involving spending lots of time to film, edit and share or upload the videos, with the developments in the technological fields nowadays, smart phones seem a better replacement for the old digital camcorders, they are easy to carry and students can easily use them to connect, to social networks or blogs and share their videos just after recording.

2.3.1.2. Mobile Phones

Accordingly, some others considered inserting smart phones in EFL classes among them are Salamat and Pourgharib (2013) who found mobile assisted classes beneficial to improve speaking skill in comparison to the traditional methods. Similarly, Ghreib (2015) confirmed the efficacy of using mobile phones in improving speaking, listening, vocabulary and reading abilities, but not to the writing. Additionally, Cooney and Keogh (2007), found mobile phones and iPods as effective tools in learning Irish, not only for learners but also from teachers' viewpoint.

Mitchell, Cai, Bryson, McCaffery, and Race (2006) considered the efficacy of using SMS as a connector between the instructors and the learners. Interestingly, they found it really beneficial. Additionally, Stone (2003) defines (SMS) as "scaffolding form of mobile" (p. 1) and states that SMS can play a supportive role. In another study,

Similarly, Divitini et.al (2003) traced learners' interest in using SMS as a source of getting new information. This is similar to what Lehner and Nosekabel (2002), and May (2003) perceived about using SMS in getting notifications and information.

Khodashenas and Amouzegar (2013)studied the relationship between the use of mobile phones in language learning environment and its effect on increasing students' knowledge of vocabulary, interestingly their research proved the direct and positive relationship between students' knowledge of second language vocabulary and the use of mobile phones . Also, Lu (2008) worked on the effect of using mobile phones on vocabulary knowledge, but his focus was on vocabulary retention through using Short Messaging System (SMS), and amazingly found mobile phones as helping tools in this field.

In this regard, Dashtestani (2013) reported that mobile phones are beneficial for many teachers in their classes. Likewise Tai and Ting (2011) reported that Taiwanese teachers perceive m-learning as a beneficial factor in improving the process of (language) teaching. Similarly, Soliman (2014), states that learners' independency increases by using the e-learning.

Equivalently, Sole, Calic, and Neijmann (2010), through two case studies, found Mobile phones as suitable devices for learners to reflect their abilities through different ways and in the case that using mobile phones lets students increase their engagements through learning/ teaching process and also contextual learning is enhanced in addition to involving students' individual needs.

Yet other researchers interested in considering mobile phones usability in educational conditions, Zaki and Yunus (2015), reported a direct and positive relationship between using mobile phones and improving students' writing ability in academic environment. Tyebinik and Puteh (2012) reviewed the use of mobile in teaching /learning process and declared that mobile based teaching/learning cause motivational improvements for pedagogical purposes. Also Ghreib (2015) has shown that mobile assisted learning programs motivates learners to use their mobile phones for the educational goals.

Likewise Mitra and Steffensmeier(2000) through their investigation of the technology use inside the language classrooms showed that students have a positive

viewpoint towards the use of technology and its effect on their communication skills. Similarly, Doolen et.al (2003) traced a positive attitude of students in the case of using PDAs in the classrooms.

2.3.1.3. Computer

Ostovar-Namaghi and Safaee (2017) explored that EFL teachers perceive technological devices involving Word Office, social networks, and online chatting, beneficial in improving learners' writing skill; moreover, they found that word processor is beneficial for spelling in general writing. In the case of teaching language skills, for example reading comprehension, and the suitability of technology, there are some experts (Reinking, 1989; Wilkinson, 1983) who claim that employing technology namely computer technology into the process of reading may result in changes in the theoretical and practical issues in reading skill.

Hayati (2005) states ten benefits of employing computers in language learning including enhancing intonation, grammatical and structural knowledge, increasing students' freedom and confidence, as well as their autonomy examining learners' knowledge, self- assessment, contacting language in various situations, authentic problem solving activities. Tamjid and Moghadam(2012) in their study in the field of the use of technology in language learning process , investigated the consequences of using "Narsis" software (a vocabulary learning software) on Iranian EFL learners' vocabulary learning. They found that "Narsis" positively affects learners' knowledge of vocabulary.

Also Chen, Belkada and Okamoto(2004) verified the learning English for academic goals through a web-based course, they asserted that technological improvements are beneficial to SLA through facilitating learning activities, encouraging automaticity, and being useful for authorities to help learners increase their learning experiences and expand their language acquisition for communicative goals. Dunkel (1990) also states that computer technology is beneficial in the case that it increases learners' "self- esteem", readiness for future job, "language proficiency" and general academic skills. Additionally, Ehsani and Knodt(1998) paid attention to CALL programs such as speech technology and voice-interactive in order to enhance students' oral (speaking) skills.

Dehghani and Jowkar (2013), in their research seek for the relationship between the use of computer assisted reading comprehension text on vocabulary learning and aimed at encouraging students overcome the difficulties in facing a new word , phrase or expression through the use of "word format, Microsoft Word Office, and available Online dictionaries.

Kolich (1991), found that using CALL results in more and deeper understanding of unknown words through learning synonyms and definition.

Iheanacho (1997) through the use of motion videos found that computers can effectively enhance Japanese learners' vocabulary acquisition and retention, and Prichard (2008) found that new technologies such as handheld online or electronic dictionaries, and marginal glosses affect unknown vocabulary learning. Similarly, Baron (2008, 2009) found online and mobile technologies effective tools in improving all four language skills. Ragan, Boyce, Redwine , Savenye, and McMichael(1993) studied the effect of multimedia on vocabulary learning and found that through using multimedia shorter time is needed for learning new words.

Arono (2014) investigated how learners enhance their critical listening through the use of interactive multimedia, it was found that through using interactive multimedia, the creativity, activity and independency of students increased. It also positively improved the critical listening. Arono concludes that this improvement of critical listening through the use of multimedia is because of the nature of listening. He believes that *"listening is not only an aural aspect but also visual aspect integrated with multimedia."*

In another attempt to clarify the effect of using technology in language classes on listening skill, Seifi (2015) explored the effect of using smart board on improving EFL students' listening and also their speaking skills. It was found that using smart boards positively effects students' performance in both skills as well as their autonomy .Moreover, Masoumi (2008), verified the effect of multimedia story telling on children's listening comprehension in EFL context. Findings show that students using multimedia programs outperform in the context of the foreign language learning in comparison to the regular classes through which the multimedia programs are not used.

Similarly, Khoii and Aghabeig (2009), who were interested in this field, studied the effectiveness of using computer software on learners' listening comprehension in EFL classes. It was found that computer software significantly affected learners' listening skill. Also Abdollapour (2014), investigated the effect of schemata and subtitle on listening skill to identify the effect of technology on this skill, it was confirmed that dual subtitling and schema activation positively affects EFL students' listening knowledge.

Under their investigation of the impact of using technology on listening skill, Fatemi, Alishahi, Seifi, and Esmaelzadeh (2015), found that smart boards can effectively increase students' performance and autonomy in academic context, these improvements involve speaking and listening as well as autonomy. Ghalami Nobar and Ahangari (2012), investigated the application of technology in language classes to explore does CALL "Computer Assisted Language Learning" positively influence Iranian EFL learners' task-based listening as a motivating tool to improve their positive attitudes.

Shirinbeik Mohajer and Pourgharib (2014), studied the effect of captioned videos on advanced students' listening skill, and interestingly found that using captioned videos positively affect Iranian EFL students' listening comprehension. Niknejad and Rahbar (2015), explored the relationship between multimedia- based visualization and EFL learners' reading comprehension. They found that unlike static visualization, the dynamic one or the multimedia- based visualization positively influences EFL learners' reading comprehension.

Similarly, to find the relationship between the use of technology and reading comprehension, Khalili and Rezvani (2015), investigated the effect of online short story reading on Iranian EFL students' reading comprehension and found that reading online short stories effectively influences EFL students' reading comprehension.

Sadeghi and Soltanian(2010), investigated the effect of computer-aided procedures on learners' reading skill from motivational and learning aspects. They found computerized reading classes more effective than the regular classes. Hazaea and Alzubi (2016), explored the effectiveness of using mobile learning, specifically WhatsApp, online and offline dictionaries, online resources, mobile phone cameras, and

memos were used to explore the effect of MALL on EFL learners' reading comprehension. The found that the mentioned tools significantly affect and improve learners' "code breaking" and "participation" practices as well as text analyzing.

Salkhord, Gorjian, and Pazhakh (2013), studied the influence of internet-based instructed digital stories on Iranian EFL learners' reading comprehension, they found that through internet-based instructed digital stories, students' reading comprehension significantly improved the also found that "pre" and "post" activities could positively affect students' reading comprehension.

In their study, Kolar et al. (2002) found a positive effect of using technology on students' performance, based the results of this study , those students who used laptops outperformed those without laptops . Likewise, Lowther et al. (2001) in another study found that the achievements of students with laptops were significantly higher than those without laptop.

Also in the case of using PDAs in classrooms and its effect on students' performance, Carlson (2002) found these devices as beneficial tools in increasing students' achievements. Li and Hegelheimer (2013) worked on the effectiveness of m-learning on improving students writings through practicing grammar via mobile devices and through a mixed method study, they found a positive correlation between students' improvements in grammar through the mobile device program named Grammar Clinic and their self-editing in writing.

De la Fuente (2014) in a quasi- experimental research studied the use of smart phones to help students improve their listening ability. Also Stockwell (2010) and Thornton and Houser (2005) have worked on vocabulary knowledge. Gromik (2015) also considered the use of digital video story production in target language and found smart phones as a helpful tool in storytelling as a relevant task in learning process, likewise Uzunboylu, Cavus and Ercag (2009) have studied integrating mobile technologies to develop undergraduates' awareness of environmental issues.

Additionally, Hayati, Jalilifar, and Mashhdi (2013) has also studied the effect of SMS messaging on vocabulary learning and found that using SMS messaging positively affects students learning. Also Banditvilai (2016) through a case study found that online practice positively affects all the four language skills. Similary, Pirasteh and Mirzaeian

(2015) who were interested in the pedagogical use of SMS, investigated the effect of short message service (SMS) on Iranian EFL learners' attitude toward learning English and found that using SMS has a positive effect on learners' attitudes toward learning English. In another study in this area, Motallebzadeh, Beh Afarin, and Daliry Rad (2011), investigated the suitability of SMS in the retention of collocations among Iranian intermediate students, and found it as a helpful way to achieve such a goal.

Dawley (2007) found that e-learning is beneficial through encouraging learners to search information, test it, share it, and finally change it to their own knowledge. Tanveer (2011) similarly found a positive relationship between the integration of e-learning and the improvement of learners' autonomy and self-confidence, which supports Dawley's findings. Chen (2013) studied the way that learners use their tablet computers in order to learn English in out of class (informal) settings to understand how this results in independent learning. He found tablets as useful tools to "create an interactive, collaborative, and ubiquitous learning environment." Another interesting outcome of the study is that students had positives ideas towards the suitability of tablets in learning.

Similarly Banditviali (2016) has proved not only the effectiveness of blended-learning, but also its usefulness in in improving students' autonomy and decentralization of knowledge from the teacher, in another qualitative study, Parson et.al. (2009) showed the efficacy of vodcasting and podcasting for learning. Through a quantitative research on Iranian students' attitudes towards using mobile phones for educational goals, Zamani, Babriand Mosavi (2013) found that regarding some variables such as ease of usage, practicality, and students' attitudes , mobile phone are useful devices.

Similarly, based on Parson, Reddy, Wood and Senior (2009) through a study involving psychology students, it is found that video podcasting was beneficial for their studies. Also Walls et al. (2010) found that students found the supplemental podcasts as a useful tool expand their learning.Also Jabbour (2013) through a quantitative study, has investigated the relationship between using mobile phones and the level of students learning and their interactions with each other as well as with the teacher. Additionally, Thornton and Houser (2005) surveyed the effectiveness of mobile phones on English vocabulary learning among Japanese learners. Other researchers such as Nah, White and Sussex (2008) have found mobile devices as the beneficial tools to provide

comprehensible input for students by some features such as "pre-programmed software, Internet searching, and through dialogue with their teacher or peers."

As another attempt to clarify the usefulness of mobile phones for pedagogical purposes, Furuya, Kimura and Ohta (2004) found that through the use of mobile phones, not only the frequency of studying English among students was increased, but also their language learning went beyond the home and school learning and expanded to outdoor learning. Interestingly, Lin and Mase (2006) chose PDAs to teach Japanese Kanji characters to foreign learners and seek for the effect of using these devices in retention of the Kanji characters, they found PDAs positively effective since they caused easiness in memorizing and retention of Kanji writing.

To find out whether Mobile phones are beneficial in learning grammar or not, a group of researchers involving Ally, Schafer, Cheung, McGreal and Tin (2007) investigated the SMS-based grammar learning program set for the non –English employees results revealed that there was a remarkable improvement in learners' scores and grammar.

Sharifi, Azizifar, Jamalinesari, and Gowhary (2014) investigated the effect of Rosetta Stone Computer Software on the vocabulary learning, they found that this software significantly improves vocabulary learning among the learners. Barth (1990) found that for increasing retention rate, multimedia computer lessons were more effective than lecture and visual aided classes. In their study, Jain and Getis (2003) found computer-aided teaching process noticeably beneficial sine through this type of teaching/learning process the same material(s) could be transferred to the learners in a shorter time.

Ayati and Sarani (2012), investigated the psychological issues i.e. they studied the effect of teaching English language through the use of mobile phone and found it a beneficial tool since it increases learners motivation and their positive attitudes toward learning English. Similarly, Esfandiari and Sokhanvar (2016), studied the attitudes of EFL learners towards using technology in the process of learning/teaching, they found that students were interested in using technology (mobile phone) during the class.

2.3.2. Idioms

Thyaib (2016) opines that involving idiomatic expressions in EFL classes makes learners as close as possible to the English competence that results in a higher English language proficiency, she also states that the lack of teaching idiomatic expressions in language classes results in lots of communicative problems for language learners.

Tran (2012) showed that both university students and teachers believe in the importance of involving idioms and idiomatic expressions teaching in the curriculum as they find this as a factor for increasing students' confidence and also motivating them to participate in idiom learning activities as well as relaxing them. Also students were much more active in comprehending and producing idioms. Tran also opined that idioms will be learned through the context and integrative tasks.

Najarzadegan and Ketabi (2015) in a qualitative study trying to reveal the reasons of learners' difficulties in learning idioms in university level, state that the main problems in this area are the educational system, the methodology of teachers, materials, and students' learning styles in learning idioms.

Gathicia and Njoroge(2016) in searching for the difficulties and strategies of teaching English idioms in an EFL area and opined that etymology is an important factor that can effectively affect the idiom comprehension and production, they divide the idioms into two separate groups i.e. compositional and non-compositional idioms and state that paying attention to this division is worthy since teachers can built their teaching strategies based on the nature of the idioms they also note that students found compositional idioms easier to learn in comparison to the non-compositional ones. They also state that being familiar with the etymology of idioms improves students' retention of idioms in addition to their comprehension and production.

Chen and Lai (2013), used metaphoric mapping to familiarize students with the idioms, through comparing and analyzing students writing papers before and after the instruction, they revealed that there was an increase in the frequency of using idioms in learners essays as well as the cultural factors in learning idioms i.e. those idioms with some similarities in their concepts with those in learners' first language were more frequent.

Teymouri Aleshtar and Dowlatabadi (2014), investigated the relationship between Iranian EFL learners' MC (metaphoric competence) and their general language proficiency, they found a positive correlation between the MC and language proficiency i.e. students with higher language proficiency were also competent metaphorically.

Zarei and Rahimi (2011) found that, the common techniques such as etymology explanation, explicit instruction and contextualization do not aeffect L2 idiom learning, they found etymological data more beneficial than the other techniques to help Iranian learners acquire and produce. Similarly, Tabatabaei and Mirzaei (2014) found "computer gloss" as an effective tool in increasing students L2 comprehension and idiom learning.

Rohani, Ketabi and Tavakoli (2012) compared the effectiveness of technology (involving video graphics) in acquiring L2 idioms and their short-term and long-term retention, they found video-graphic context much more beneficial than the traditional ways not only in the case of learning L2 idioms, but also in the case of the retention of idioms.

Boers, Eyckmans, and Stengers (2007) explored the effectiveness of using etymology in teaching idioms and found that etymology is beneficial i.e. being familiar with the idiom origins leads to a better comprehension of idiomatic meaning, it is also helpful in the case of learning idioms, and finally, Through the knowledge of etymology, recall is easier too. Finally with the help of this knowledge, learners will be able to decide whether the idiom is formal or informal.

Golaghaei and Kakolian (2015), studied the effect of etymology, visual, and visual-etymology treatments on idiom learning, to do so they designed three experimental group and a control group. The first experimental group received the idiomatic context through the visual, the second group through the etymological explanations and origins and the last group through a combination of etymological-imagery instruction, they found that among these, the most effective treatment is the visual-etymological treatments, i.e. students were more successful in the third experimental group in which they received the idioms through visual-etymological treatments, this success involves the learning of idioms, and success in recalling and retention of idioms. Similarly, Bagheri and Fazel (2010) explored the efficacy of

etymological explanations and found that this is a beneficial strategy to teach idioms since students' comprehension and retention of idioms.

Baker (2011), investigated learning idioms through imagery and visual aids. His study involved one experimental and a control group, also his main focus was on the "immediate" and "delayed" idiom recalling. He asked learners to use self-produced imagery or illustrations in line with etymological explanations and that found the all mentioned techniques were beneficial in recalling immediately or with some delay. Similarly, Fotovatnia and Khaki (2012) were interested in this era and studied the effectiveness of pictures in teaching the form and meaning of the decomposable idioms, their techniques involved picture using, first (Persian) language equivalents, and English explanations. They found using the pictures as an effective way to teach the decomposable and non-decomposable idioms.

Also Saffarian, Gorjian, and Bavizadeh (2013) who were interested in the effect of using pictures in teaching/ learning idioms, studied the impact of pictures on students' retention of "idiomatical expressions" and found that using pictures is a beneficial technique in order to help students increase their retention of idiomatic expressions. Vasiljevik (2012), investigated how it is possible to integrate images and verbal explanations to improve the idiomatic comprehension and production, the main focus was on the retention of form and the meaning of idioms through presenting pictures by the teacher or students self- drawings.

In another study, Mohammadi Asl (2013) investigated the effect of context on learning idioms, through a Scrupulously research, (her study involved two experimental groups and a control group) she found that participants in the extended- context group outperformed those in limited-context and decontextualized group not only in immediate but also in delayed posttests, so she found that context positively effects idiom learning.

Zarei and Abbasi (2013), studied the influence of "textual and pictorial glossing" and "hyperlink" on second language idiom learning in distance learning system.

They found that those learners who received hyperlink and glossing in pictorial format, outperformed the group that received them in textual format.

2.3.3 Metaphor

Sacristan (2004) states that metaphors play an important role in developing L2 learners' vocabulary knowledge through increasing learners' attention towards "technical and semi-technical vocabulary" in ESP courses that results in improvement in learners' reading quality and their ability to translate from L2 to L1. Kövecses (2002) states that lots of idiomatic expressions can be traced back to a related metaphor, basically an idiom such as "to burn somebody up" can be traced back to the metaphor that anger is fire/burning. Similarly, Boers (2000) opines that lots of idioms root in a few number of "metaphoric themes".

Also, Azuma (2004), in her study on metaphor in Japanese EFL context, states that visualized expressions through pictures were easier to understand and use, and that metaphorical expressions were difficult to be learnt. Vasiljenic (2011), investigated the influence of CM (conceptual metaphors) on the retention of the form and meaning of idiom. It was found that CMs positively affect the retention of form and meaning. Ghane Shirazi and Talebinezhad (2013), verified the effect of learning metaphorical expressions on Persian EFL learners' success in English communication, they found that learning metaphorical expressions can effectively improve learners' communicational abilities.

Also Low and Littlemore (2006) found the metaphoric competence as a basic factor improving communicative competence in all aspects involving the grammatical, strategic, sociolinguistic, textual, and illocutionary competence. Despite many studies that relate metaphor to poetry and literature, Lakoff and Johnson (1980) through an empirical study found metaphor as an important factor in *"everyday thought"* and a valuable factor in language and also that it is able to organize and functionalize our conceptual system.

Doiz and Elizari (2013), investigated metaphor learning in two different contexts meanwhile. The firs context was an EFL context and the second was a CLIL one (a philosophy class hold through English language). They interestingly found that learning metaphors highly affects learning figurative vocabulary and also understanding the subject matter in CLIL context. Zhao, Yu, and Yung (2014) found a positive

correlation between the level of reading proficiency and metaphoric competence in Chinese EFL learners.

They found that skilled learners in reading proficiency had higher metaphoric proficiency.

Chapter Three

Methodology

3.1. Overview

This study was an attempt to explore the effect of inserting technological devices into figurative classes. In the present chapter, issues such as the participants of the study, research design, sampling process, research instruments, data analysis techniques and procedure of the study are discussed.

3.2. Participants and Sampling

The present study was conducted in Shahrood University of Technology Foregin Languages Community. The participants were 50 Bachelore students from different fields of study, both males and females EFL learners. Participants were all native speakers of Persian aged 18-22. They were randomly selected by the researcher from among 80 EFL learners attending English language classes in Shahrood University of Technology Foregin Languages Community at Intermediate level. The participants were randomly assigned into two groups, 1- A control group (n=25) which followed all the instruction through technological devices, and 2- An experimental group (n=25) which received all the instructions through the usual style of teaching i.e. the use of board and marker.

3.3. Research Design

The design of the study plays a crucial role in doing any study, it is affected by the research hypothesis and can help the researchers follow the research path successfully. The quantitative studies may follow one of the three designs introduced by Ary, Jacobs, Sorensen, and Razavieh (2010) involving, randomized experimental (true experimental), pre-experimental, and quasi experimental**.**

The main feature that they used to classify the design of the study involved the level of control over the variables, consequently the researcher of the present study used the true experimental design; the design that is suitable for educational studies and also is used for considering the Casual relationships between the variables. In this design of study, random assignment of subjects is a key feature. The advantage of this design is that because of the randomization, there is a good control over the factors.

Among the 5 true experimental designs, i.e. randomized subjects, posttest- only control group design, randomized matched subjects, posttest- only control group design, randomized subjects, pretests-posttest control group design, Solomon three group design, and Solomon four group design, based on the goal of the study, the researcher preferred the randomized subjects, pretests-posttest control group design.

As mentioned before, the present study attempted to investigate the effect of inserting technological devices into figurative language class on Iranian EFL Learners' figurative apprehension and ,hence, this study consisted of one independent variable (Technology), and one dependent variable (figurative competence) as well.

In order to carry out this study, a true experimental design was adopted. Moreover, randomization is the preferred method to administer an experimental research study. Thus, the research design selected for the present study was nonrandomized control group pretest-posttest design.

Group	Pretest	Independent Variable	Posttest
E	Y_1	***X***	Y_2
C	Y_1	—	Y_2

Table 3.1 Pretest–Posttest Design

3.4. Research Instruments

In order to accomplish this study, three research instruments, namely an Idiom Familiarity Test, Pretest and Posttest (Idiom and Figurative Competence) were used.

3.4.1. Idiom Familiarity Test

Prior to the starting day of the project, the researcher made a test consisted of 60 tests i.e. 40 most common English idioms and 20 popular metaphors, this Likert style test aimed at checking learners basic knowledge of idioms and metaphors, the results were used to firstly getting basic information about participants' familiarity with figurative language and secondly, choosing the content of the figurative class. In order

to calculate the reliability of the test the inter rater reliability was used, it was equal to .78 that is a good level of acceptance.

In the case of validity, the face validity of the test was proved by a language test designer.

3.4.2 Pretest and Posttest

The pretest/posttest involved a modified test of Chen's figurative competence awareness test. In order to delete the effect of pretest scores on post test scores because of the remembrance of the test items, the content of these two test was similar to each other but not copied. Each test involved 40 items in Likert style. All the scoring process were followed based on the original test. In Chen's study the reliability of the pretest was estimated to 0.791 which confirmed a high level of reliability. In present study, the pretest reliability was estimated 0.711 that is a good level of reliability, also the reliability of the posttest was 0.736 which is again a good level of reliability. The detailed explanations on this issue is presented in chapter four.

3.5. Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS, version 20). For all the analyses, the significance level was set at .05. To perform statistical methods and logical inference about the research hypotheses and calculate the best test statistic, the most important step is to choose a suitable statistical method.

To this end, firstly a pretest was conducted. The previous researcher had piloted the test and reported the reliability of 0.79 also the reliability of the test for present study was calculated through SPSS 20 software and it was equal to 0.82

Furthermore, an independent samples t-test was run to examine if there is any significant difference between the mean scores of the experimental and the control groups on the writing apprehension and writing performance posttests. The paired t-test was also applied to compare the results of the pre- and posttest in the control group and experimental group.

3. 6.Research Procedure

Through a general announcement in Shahroud University of Technology Foreign language Community and choosing the preferred sample and subjects via the above mentioned steps, the project started. Prior to first session of each group's class, a telegram group was created for each of them. This telegram group served the role of a general announcement tool for control group, while for the experimental group it served a different role in addition to the source of the class related news.

Next all students were invited to take the FL familiarity test on the same day. This test, involving 50 most common English idioms as well as 40 metaphorical sentences, aimed at identifying the most unfamiliar idioms and metaphors for learners. As it could be predicted nearly most of the idioms and metaphors were unfamiliar to the learners.

Then, the experimental group was told to take part in classes on even days and the control group on the odd days. On the first even day class i.e. the experimental class, since the whole teaching was based on using technology, the investigator observed checked all students' Android phones to make sure that they are all equipped with this type of device. Also the internet connections were checked to find the probable problems to be fixed, next all the needed devices were set in the specified classroom.

As the students entered the classroom, they were justified about the cooperative and technological nature of the class. All the vague areas were explained and clarified, besides students' questions were patiently answered. Similarly, the ethical issues were presented as well as the class rules. Class time schedule and many other points such as the probable tests, the nature of the class and the research goal were explained as well.

Similarly, in control group i.e. the Odd day class, all above mentioned activities were followed except preparing the technological devices. Here, nothing was needed except the usual educational equipment involving whiteboard, marker and learners' personal stationaries. After preparing the basic elements for the project, the classes were started.

At the first session of both classes, a pretest was held and scored. The data were then analyzed by SPSS20 which will be presented in chapter five. In each session in experimental class, first learners were greeted figuratively aiming at presenting new ways of greeting. Consequently, as the sessions went on, students had to greet the teacher figuratively. The main feature of the experimental group was the use of technological devices involving a hard ware i.e. "the video projector" and two software programs i.e. "power point slides" and "Telegram program". The instructor used the desktop version while all the students used the android version. Since the third session, each learner had to greet the instructor once orally as the whole class greets and once in the instructor's personal chat page.

In the experimental group, the instructor used to greet the class figuratively, then the first slide was presented, which involved an (a) idiom/ metaphor, a related picture, some example sentences, and a light piano track at the background. Each session involves 3 idioms to be covered, so it takes about 7 sessions to cover all the prepared idioms. Additionally, the rest of 5 sessions were allocated to 10 metaphors and the final session was the posttest session.

Once the instructor showed each slide the first component i.e. the idiom/ metaphorical sentence was appeared, through a cooperative activity learners should guess the meaning of it and/or make an example sentence , no dictionary used was allowed this was the instructor's preference to train students independent from using a dictionary. If the students were able to guess its meaning correctly, the next figurative expression would be shown. Otherwise, the allocated picture was presented, similarly if learners were able to guess it correctly, the next expression was presented, if not an example sentence would be shown via the video projector and meanwhile was shared in the telegram group. Also at the end of each week a file containing the figurative expressions being presented during the week was shared in the group, this aimed at helping the absent students and meanwhile as a source of reviewing the class content on weekend, this type of reviewing can result in retention. This circulation repeats every week.

The first session of the new week starts with an oral reviewing of figurative expressions, i.e. students are encouraged to make a figurative text using the checked figurative sentences during the last week. The correct texts are then uploaded in the

telegram group to be discussed and expanded by the whole class. This similar process repeated during the program (12 sessions) and the posttest was held on 13th session.

On the other hand, in control group (odd days class) the whole lesson plan was similar to the experimental lesson plan i.e. learners worked cooperatively, the only difference was the method of presenting the figurative expressions. Here, the main tool was the whiteboard and the markers, and students had to copy the expressions in their notebooks. The whole process of reviewing, practicing, and feedback was as same as the experimental group except that here no technological device was used. The final session was the posttest session, the point is that in order to prevent any probable cheating effect, both classes (experimental and the control group) took the posttest on the same day, again results were analyzed by SPSS20, presented in chapter five.

Chapter Four

Results

4.1 Overview

The main aim of the present study was to explore whether an experimental application of technology in EFL classes in general and figurative classes in particular could positively affect Iranian intermediate EFL learners' figurative competence. This chapter deals with the quantitative data analysis based on examining afore mentioned hypothesis. To analyze the data gathered, in the first step, descriptive statistics was run.

To this end, the mean and standard deviation of scores were calculated using SPSS (Statistical Package for Social Sciences) 20. Minimum, maximum and diagrams have been also used. In the second step, paired t-test and Independent Sample t-test were applied.

4.2 Figurative language and Implementation of Technology

Lack of figurative language teaching is bold in Iranian private sector books, classes and courses, albeit with its importance as an essential part of language ability. None of the learners are equipped with this vital aspect of language. In addition to paying attention to the homogeneity of learners in the case their general English proficiency, the researcher tested learners' figurative competence through a Likert questionnaire with a good reliability of 82.

Technology implementation, in EFL classes, is one of the abandoned concepts as well. Usually, Figurative Language is taught through literal texts and not technological aided teaching methods.

4.3. Test of Normality

To check the normality of data distribution, the Wilk-Saphiro test was employed. It was designed to test of normality for small data-size. This test is more powerful than Lillifors, Kolmogorov-Smirnove, Anderson-Darling and other tests for small data-size. This test is used to check whether the distribution deviates from a comparable normal distribution.

There is a direct relationship between the *p*-value and the normality of a distribution so that if the *p*-value is non-significant ($p>.05$), we can say that the

distribution of a sample is not significantly different from a normal distribution, therefore it is normal. Otherwise, if the *p*-value is significant ($p<.05$) it implies that the distribution is not normal.

Table 4.1 presents the results of the Wilk-Saphiro test of the present study. As it can be seen, the obtained sig value for the variables in pretest and posttest is higher than .05. Therefore, it can safely be concluded that the data is normally distributed across all the variables.

	Statistic	**Df**	**Sig.**
Pretest	.957	50	.070
Posttest	.980	50	.533

Table 4.1. The Results of Wilk-Saphiro Test

4.4. Reliability of the Questionnaire

Table 4.2 summarizes the information obtained from Cronbach alpha analyses. As it can be seen, the utilized questionnaire gained acceptable indexes of Cronbach alpha in pre-test.

Scale	**Number of items**	**Cronbach alpha**
Figurative language Scale	40	.711
	40	.736

Table 4.2 Results of Cronbach Alpha Analyses

4.5. Homogenization

To examine the pre-existing differences between the students' figurative language level in the two groups (control and experimental), an independent sample *t*-test was performed between the mean scores of control and experimental groups in pre-test.

Simply put, the t-test aimed at looking for any significant difference between the two groups in relation to their level of figurative language ability. When the variances

of these scores in both groups, were equal, the amount of *p*-value was higher than 0.05. Table 4.3 shows the descriptive statistics of groups in pre-test.

	Group	N	Mean	Std. Deviation
Pretest	Experimental	25	27.6400	12.67833
	Control	25	28.3600	10.03693

Table 4.3; The Descriptive Statistics of groups in pre-test

As Table 4.3 shows, the mean score of control group in pre-test (28.360), is a little higher than experimental group (27.640). To find that this difference is significant, t-test was run. Results of the independent-samples t-test is presented in Table 4.4.

	***t-test* for Equality of Means**				
	T	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**
Pre-test	.223	48	.825	-.72000	3.23407

Table 4.4 Results of the Independent-Samples T-Test for Pre-Test

Levene's test indicated homogeneity of variance on the pre-test. As indicated in table 4.4, there is not any significant difference between the groups in pre-test (*t*=٢٢٣., *P*=.٨٢٥).

It means: For pre-test ➡ *p*-value = 0.٨٢٥> α = 0.05. It shows that with confidence interval of difference of 95%, there is no significant difference between the mean scores of the control and experimental groups. It means that students of control and experimental groups are homogenous on the part of their figurative language ability.

4.6. Research Questions

Since this study is a mixed one, it aims at finding answers for two research questions, one for quantitative part and the other for the qualitative part of the study. The quantitative phase research question is as following:

Q1: What is the effect of implementing technology in figurative language classes?

To answer the first research question, after the treatment (implementing technology) and at the end of the term, an independent samples *t*-test was performed between the mean scores of the post-tests of the two groups. Table 4.5 shows the descriptive statistics of groups in post-test. Results of the independent-samples t-test is presented in Table 4.6.

	Group	**N**	**Mean**	**Std. Deviation**
Posttest	Experimental	25	62.6800	12.19194
	Control	25	45.9600	14.68128

Table 4.5 The Descriptive Statistics of groups in Post-test

As Table 4.5 shows, the mean score of experimental group in post-test (۶۲/۶۸), is higher than control group (36.12). To find that this difference is significant, t-test was run.

	***t-test* for Equality of Means**				
	T	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**
Post-test	4.381	48	.000	16.72000	3.81672

Table 4.6 Results of The Independent-Samples T-Test for Post-Test.

As indicated in table 4.6, there is a significant difference between the groups in post-test (*t*=- 4.381, *P*=.000).

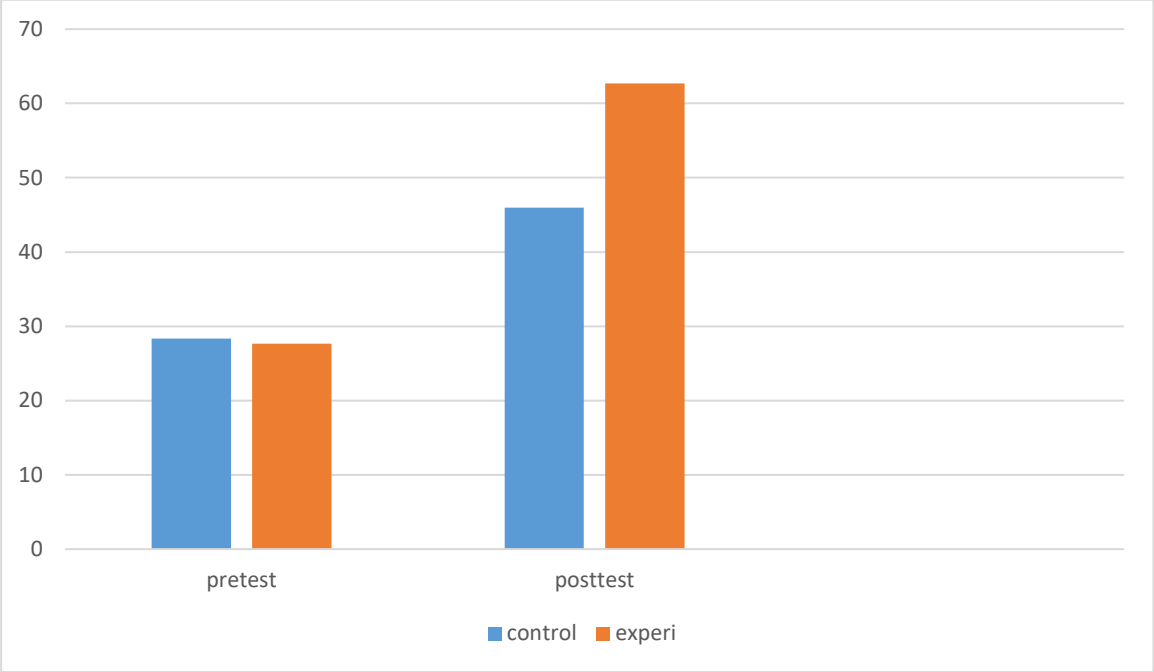

Figure 4.1.

4.7. Summary of the Results

The results of pre-tests for both experimental and control groups did not show any statistically significant difference between the two groups. It means that before using of the treatment they both had almost similar level of writing apprehension and writing performance.

The findings of the present study indicated that the experimental group gained higher scores on the post-test than the control group. Therefore, there was a statistically significant difference between the experimental group and the control group. In line with previously mentioned studies, the present study found technological devices (those used through the study) as a useful technique in teaching figurative language i.e. metaphors and idioms.

Chapter Five

Discussion and conclusion

5.1. Overview

The present chapter is devoted to the conclusion of the study. The chapter begins with an overview of the research project and restatement of the research hypotheses. Then, the conclusion regarding the findings and the significance of the findings is offered. The findings of the current study are discussed in relation to previous studies. The chapter ends with the statement of the implications and applications of the study together with suggestions for further research.

5.2. Discussion

In this chapter, the obtained results will be discussed. This study aimed at investigating the effects of utilizing technology on figurative language competence of EFL Learners. The following research hypothesis was tested in this study:

"There is a positive relationship between the use of technology and figurative language learning and all learners.

The main finding of the analysis indicated a positive answer to the research question. It revealed that using technological devices was beneficial for the experimental group participants.This was verified through the higher mean scores of experimental group in the post-tests. These results are also confirm other research findings relating to the same issues. Hayati (2005) declared ten benefits of employing computers in enhancing intonation, grammatical and structural knowledge, as well as some psychological effects such as students' freedom and confidence, autonomy, examining self- assessment, and authentic problem solving activities. Also some others (Chen, Belkada and Okamoto, 2004; Dunkel, 1990; Tanveer, 2011), studied the role of using computers in enhancing psychological issues.

Research findings relating to the same issues. Hayati (2005) declared ten benefits of employing computers in enhancing intonation, grammatical and structural knowledge, as well as some psychological effects such as students' freedom and confidence, autonomy, examining self- assessment, and authentic problem solving activities. Also some others (Chen, Belkada and Okamoto, 2004; Dunkel, 1990; Tanveer, 2011), studied the role of using computers in enhancing psychological issues.

This finding is also in line with findings of other EFLresearch studies such as Shirinbeik, Mohajer and Pourgharib (2014), investigated the effectiveness of videos on listening skill, Niknejad & Rahbar (2015) considered its effect on reading.. The effectiveness of using videos on students critical and reflective thinking is studied by (Baecher et al. 2013; Green, Inan and Maushak, 2014; Halter and Levin 2014).Levy and Kennedy (2005) considered learners improvements in video based classes.

Additionally, there are many studies, consistant with the present study, focusing on the use of Mobile phones in language classes (Hayati, Jalilifar, and Mashhdi 2013) who considered the efficacy of using Mobile phones in learning vocabulary. While others, (Furuya, Kimura and Ohta 2004; Lin and Mase 2006) considering its effect on language learning in general, Also, (Ally, Schafer, Cheung, McGreal and Tin 2007; Motallebzadeh, Beh Afarin, and Daliry Rad 2011) considered the role of SMSon language learning, whereas, Ayati and Sarani (2012) investigated the psychological issues. Ehsani and Knodt (1998) paid attention to CALL programs involving speech technology and voice-interactive and students' oral speaking skills. Speaking skill was worked by Salamat and Pourgharib (2013) and Ghreib (2015) confirmed the efficacy of using mobile phones in improving speaking, listening, vocabulary and reading abilities.

Also, there are many studies that have the effect of technology on language learning in general. Among them, we can name Ostovar-Namaghi and Safaee (2017), Hegelheimer (2013) explored the efficacy of technological devices, mainly the computers on writing skill. Also, Reinkin (1989) Wilkinson (1983) considered the efficacy of computers on reading skill. Azur (1991) - interested in individual learning-worked on this angle.

Many scholars such as (Dehghani and Jowkar, 2013; Iheanacho, 1997; Kolich, 1991; Prichard, 2008; Ragan, Boyce, Redwine , Savenye, and McMichael, 1993; Stockwell, 2010; Tamjid and Moghadam's, 2012; Thornton and Houser, 2005 considered the role of using computers on vocabulary knowledge which are in line with the current research.

Figurative language was not a forgotten area, many involving (Azuma, 2004; Baker, 2011; Bagheri and Fazel, 2010; Fotovatnia and Khaki, 2012; Gathicia and Njoroge, 2016; Golaghaei and Kakolian, 2015; Mohammadi Asl, 2013; Najarzadegan

and Ketabi, 2015; Tabatabaei and Mirzaei, 2014; Thyaib, 2016; Tran, 2012; Vasiljevik, 2012; Zarei and Abbasi, 2013) have worked on it.

5.3. Pedagogical Implications of the Study

This study has several valuable implications for curriculum designers, and teachers. The results of this study should reassure teachers that technology should integrate into the classroom activities with confidence that this feedback can be effective and can be used by many students. Similarly, forming groups helps teachers adjust students' strengths and weaknesses and take into account sociological aspects as well.

Present study findings are beneficial for learners as well. They (learners) can follow the process of the present study, as the self-study source i.e. they can follow the procedure and the process individually or as a group work through social networks.

5.4. Suggestions for Further Research

In this part, suggestions are made for future researchers who intend to conduct studies on techniques of teaching different phases of language through technology. The prior recommendations for future research are as follow:

1. Considering the efficacy of inserting technological devices on learners' retention of figurative language.
2. Replication of the present study with gender classifications.
3. Replication of the present study with different aspects of language competence.
4. Replication of the present study with a larger sample.

Future research in this field is necessary, because

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Appendices

Appendix 1: familiarity Test

به نام خدا

دانشجویان گرامی لطفا جدول زیر را با توجه به توضیحاتی که در ذیل آمده تکمیل فرمایید.
در ستون سمت چپ یک عبارت استعاری میبینید چنانچه با این بارت آشنایی دارید در ستون وسط علامت تیک زده و سپس در ستون سمت راست یک جمله با ان به انگلیسی بنویسید.
نام و نام خانوادگی: رشته و گرایش تحصیلی: شماره تلگرام:

Miss the boat		
You rock		
Don’t judge a book by its cover		
Freak out		
Be a catch		
Feeling under the weather		
Go down in flames		
Crunch time		
Once in a blue moon		
By the skin of your teeth		
Cut somebody some slack		
Shape up or ship out		
Pull yourself together		
Step up your game		
Get it out of your system		
Pull a rabbit out of a hat		
Leave no stone unturned		
Dig in your heels / stick to your guns		
Pound the pavement:		
Get your head around it:		
Get out of hand		
Let your freak flag fly		
Costs an arm and a leg		
A baker’s dozen		

Comfort food		
Skeleton crew		
Let the chips fall where they may		
No-brainer		
A stone’s throw		
Be tickled pink		
Hear on the grapevine		
Bite off more than you can chew		
Take what someone says with a pinch of salt		
When pigs fly		
Sit on the fence		
Hit the books		
Come out swinging		
Hang in there		
Shoot from the hip		
Go the extra mile		
Wouldn't be caught dead		
Take with a grain of salt		
Taste of your own medicine		
Speak of the devil		
Piece of cake		
Once in a blue moon		
Make a long story short		
a pain (in the neck)		
a chip on your shoulder		
hot under the collar		
do a slow burn		
To blow off steam		
better half		
rug rat		
Legs were wax		

	نام و نام خانوادگی						
		5	4	3	2	1	?
1	People used to tuck ties under the collar when dressing formally.						

Light of my life		

Appendix 2: Pretest

جداول زیر حاو ی ۴۰ جمله هستند که شما بایستی در مدت زمان نهایتا ۵۰ دقیقه به تکمیل آنها بپردازید. جملات موجود در جدولهای ذیل را به دقت مطالعه کرده و سپس طبق دستورالعمل زیر آنها را علامت گذاری کنید. دقت داشته باشید که بایستی با توجه به توضیحات ارائه شده در مبحث متافور در مورد وجود یا عدم وجود متافور در جملات مطروحه در جداول تصمیم گیری نمایید.این آزمون **فاقد نمره ی منفی** است. بنابراین با آسودگی هر چه تمام به پاسخگویی بپردازید،**ضمنا پاسخگویی ب تمام سوالات الزامی است**.

نحوه ی پر کردن جدول ها به قرار زیر است.

در سمت چپ جملات را مشاهده میکنید ود سمت راست باییستی یکی از ۶ خانه را به صورت زیر علامت بزنید.
۵= کاملا مطمئن هستم که این جمله ، حاوی متافور است.
۴= تا حدود زیادی
۳= تقریبا
۲= تا حدود کمی حدس میزنم
۱= به نظرم این جمله به هیچ عنوان متافوریک نیست
۰= اصلا معنی این جمله را به دلیل وجود لغات دشوار متوجه نمیشوم

نام و نام خانوادگی : رشته وگرایش تحصیلی شماره تلگرام:

2	The dog lashed its tongue and craved for water on a hot summer day.						
3	He had a fit of coughing because he got a serious cold.						
4	Listening to that guy playing his drums is a pain in the neck for me.						
5	Her own particular chip on the shoulder was her poor background.						
6	People get hot under the collar when others cut in a line suddenly.						
7	This book contains all the information you are looking for.						
8	As he heard more about their wicked plan, he started doing a slow burn.						
9	When I found out she lied to me, I almost burst a blood vessel.						
10	His harsh criticisms were enough to make anyone see red.						
11	The white explosion of a bomb was followed by a glow of blue smoke.						
12	She clasped her hands until the fingertips turned red.						
13	Several frogs were hopping about on the lawn after a heavy rain.						
14	Your mother would have a fit if she knew that you skipped the class.						
15	He fell down bleeding as a victim to the dagger of the assassin.						
16	You need to calm down. Don‘t let your anger get out of hand.						
17	The baby is too small to digest food like meat.						
18	The patient was foaming at the mouth when being sent to an emergency room.						
19	The statue stands on a huge pillar, *towering* over the city.						
20	The boss flew into a towering rage and fired all the employees offending him						
21	I could barely contain my excitement after reading the teacher‘s comments.						
22	That fat guy went blue in the face while running for the bus.						
23	We need to construct a strong argument in order to win the debate.						
24	The fish slipped out of my hand and jumped back into the lake.						

25	David walked into the room, carrying his suitcases, looking tired.						
26	You can cross a river on a tree-trunk, but not on a chip of wood.						
27	His brother got a neck pain because of bad sitting postures						
28	She was just blowing off steam because she was under great pressure.						
29	The boss is hopping mad about employees‘ repeated lateness.						
30	He died three days ago of the burns he received in the fire.						
31	You‘ll burst a blood vessel if you keep drinking alcohol.						
32	Pictures of war can carry more moral meaning than thousands of words						
33	It took them two years to construct the bridge across the river.						
34	It took me some time to digest what I had heard.						
35	She looked daggers at Tom when he complained of the food she made.						
36	She was blowing off steam for having been treated unfairly for years.						
37	I was attracted to that girl; I could feel the strong electricity between us						
38	When judges threw him out of the game, Billy started foaming at the						
39	Harry's mother gave him a tongue-lashing for telling family secrets.						
40	The electricity went off while I was cooking supper, and the kitchen was Dark.						

Appendix 3: posttest

به نام خدا
دانشجویان گرامی لطفا جدول زیر را با توجه به توضیحاتی که در ذیل آمده تکمیل فرمایید.
ابتدا اصطلاح موجود در سمت چپ جدول را با دقت مطالعه نمایید و سپس یکی از خانه های سمت راست را به صورت زیر کامل کنید .
۵= بارها با این اصطلاح مواجه شده و معنای ان را به طور دقیق میدانم
۴= دفعات زیادی با این اصطلاح مواجه شده و معنای آن را تا حدود زیادی میدانم
۳= تعداد دفعات کمی با این اصطلاح مواجه شده و مفهوم کلی آن را میدانم
۲= به نظرم قبلا با این اصطلاح مواجه شده ام ولی معنای آن را به طور دقیق نمیدانم
۱= تا حدودی می توانم معنای این اصطلاح را حدس بزنم
= تا کنون با این اصطلاح مواجه نشده ام و حتی نمیتوانم معنای آن را حدس بزنم.0

نام و نام خانوادگی:
شماره تماس (تلگرام) :

		5	4	3	2	1	0
1	Miss the boat						
2	You rock						
3	Don’t judge a book by its cover						
4	Freak out						
5	Be a catch						
6	Feeling under the weather						
7	Go down in flames						
8	Crunch time						
9	Once in a blue moon						
10	By the skin of your teeth						
11	Cut somebody some slack						
12	Shape up or ship out						
13	Pull yourself together						
14	Step up your game						
15	Get it out of your system						
16	Pull a rabbit out of a hat						
17	Leave no stone unturned						
18	Dig in your heels / stick to your guns						
19	Pound the pavement:						
20	Get your head around it:						

21	Get out of hand						
22	Let your freak flag fly						
23	Costs an arm and a leg						
24	A baker’s dozen						
25	Comfort food						
26	Skeleton crew						
27	Let the chips fall where they may						
28	No-brainer						
29	A stone’s throw						
30	Be tickled pink						
31	Hear on the grapevine						
32	Bite off more than you can chew						
33	Take what someone says with a pinch of salt						
34	When pigs fly						
35	Sit on the fence						
36	Hit the books						
37	Come out swinging						
38	Hang in there						
39	Shoot from the hip						
40	Go the extra mile						

دانشکده علوم انسانی

پایان‌نامه کارشناسی ارشد آموزش زبان انگلیسی

تاثیر استفاده از تکنولوژی بر درک زبان استعاری دانشجویان

نگارنده:

زینب قدرتی نیا

استاد راهنما:

دکتر فاطمه مظفری

بهمن ۱۳۹۶

چکیده

مطالعه ی پیش رو، با هدف جلب توجه آموزگاران زبان خارجی به ابعاد جدیدی نظیر به کارگیری تکنولوژی در کلاس های یادگیری زبان به طور کلی و در کلاس های زبان استعاری به طور خاص انجام شده است. محقق از میان انواع متفاوت صنایع ادبی ، اصطلاحات و استعاره ها را برای مطالعه ی حاضر برگزیده است . این مطالعه بر برخی نظریه های یادگیری زبان مانند، سلسله مراتب نیازهای ماسلو، یادگیری زبان به صورت گروهی و هوش چندگانه گاردنر نگاهی دارد. تحقیق حاضر بر روی دانشجویان کارشناسی از رشته های مختلف که در کلاس های زبان انگلیسی انجمن علمی زبان انگلیسی دانشگاه شاهرود یا به طور اختصار ی FLC برگزار شده در دانشگاه صنعتی انجام شد. بدین منظور، ۵۰ نفر از میان ۸۰ نفر که سن آنان میان ۱۸ تا ۲۵ سال بود(هم مرد و هم زن) به صورت تصادفی انتخاب شدندو مجددا به صورت تصادفی به دو گروه کنترل و تجربی تقسیم شدند.سپس ۲۰ اصطلاح و ده استعاره انتخاب شده از طریق آزمون آشنایی با اصطلاحات و استعارات انتخاب شدند که درواقع تشکیل دهنده محتوای آموزشی دوره بودند پس از برگزاری پیش آزمون(با روایی معادل)۰,۷۰ ، فرآیند آموزش آغاز شد بدین صورت که، گروه آزمایشی تمام دستورالعمل ها را از طریق دستگاه های تکنولوژیکی انتخابی محقق (بر اساس برخی گزارش های آماری مربوط به قابلیت دسترسی و محبوبیت دستگاه ها)، شامل تلفن همراه، برخی از برنامه های نرم افزاری (تلگرام) و نمایش تصویر سازی ها از طریق اسلایدهادریافت نمود. در حالیکه ،گروه کنترل تمام محتوای آموزشی را طبق روال و استراتژی های آموزشی معمول شامل تدریس بدون استفاده از تکنولوژی دریافت نمود.در نهایت یک پس آزمون برگزاار شد.بررسی مقایسه ای نتایج حاصل از نمرات پیش آزمون و پس آزمون موید اثربخشی استفاده از فناوری به منظور افزایش درک زبان آموزان از زبان استعاری بود.

کلید واژه ها: درک زبان استعاری، تکنولوژی ، EFL ، زبان استعاری