

## Effect of MALL on the Acquisition of Word Stress Patterns of English by Iranian EFL Learners: The Case of Telegram

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### Abstract

This study investigated the role of Telegram, a mobile messenger app, in mastering word stress patterns of English by Iranian EFL learners. In addition, it was intended to survey EFL learners' attitude about using Telegram to learn word stress patterns. Thus, 60 students were selected from a language institute in Isfahan, Iran. To homogenize the participants, Oxford Quick Placement Test (OQPT) was administered and the participants were divided into two groups accordingly, a Telegram group and a control group. At the beginning of the study, a word stress pattern pre-test was given to the participants. Then, during the study, the experimental group received the treatment (teaching word stress patterns via Telegram). However, the control group received explanation on stress patterns traditionally. After 10 sessions, 20 minutes each, a post-test was administered to the groups. The results of independent samples t-test revealed a statistically significant difference. Moreover, the participants had positive attitude about using Telegram to learn word stress patterns. The findings of this study may inspire teachers to use mobile applications and also course developers to modify and improve not only the curriculum, but also the methodology of teaching pronunciation.

**Keywords:** Mobile application, Telegram, Word stress pattern, Social Networking Sites (SNSs)

### INTRODUCTION

Mobile learning (m-learning) includes the use of any portable learning materials including books, audio-cassette, audio-CDs, and portable radios and DVD players. On the other hand, the use of the modern technologies is usually part of m-learning. According to Trifanova, Knapp, Ronchetti, and Gamper (2004, p. 45) mobile devices is "... any device that is small, autonomous, and unobtrusive enough to accompany in every moment". Based on the idea of anywhere and anytime learning, mobile learning can be defined as "any educational provision where the sole or dominant technologies are handheld or palmtop" (Traxler, 2005, p. 23). Recently, the invention of the third

generation (3G) mobile services has the potential of using extensively and effectively as the learning tool and of considering as the next wave of any learning environment (Hsu, Prager, Gee, & Treece, 2006). The numerous studies conducted on the applications of mobile phones in L2 learning and teaching various contexts of the world represent generally the feeling of enthusiasm for the potential of mobile devices for language learning environment (Stockwell, 2008). So far, the use of mobile technology as an educational tool has not clearly been compared to its non-educational uses. As a learning tool, cell phone can be one of many innovative and exciting ways struggling with learners' needs. M-learning plays an important role justifying learners' needs in learning English, especially during the class times (Sorayyaei Azar & Nasiri, 2014).

In the era of globalization, the changing in teaching-learning process occurs quickly with the help of the modern mobile technologies. The use of mobile technology for designing of new pedagogy is creating more communicative situation in the classroom through an interesting and effective way of teaching (El-Hussein & Cronji, 2010; Sad & Goktas, 2013). Furthermore, mobile devices are developing into important tools for education in general and language learning, in particular. In so doing, all academicians are getting used to this situation to make education as global as possible (Kukulka – Hulme & Shield, 2008; Franklin, 2011). According to Franklin, (2011) the development of social networks technology is one of such advances. In spite of some barriers related to m-learning such as cost, technical consideration, accessibility, attitudinal factors, it is globally on the top (Dudenev & Hockly, 2012; Hockly, 2013). It is important to say that advancing and enhancing the classroom teaching especially developing group teaching to self-learning are the main goal of technology. This kind of learning (i.e. self-learning) encourages students to learn English on their own for their future purposes.

Dane (2014) states that "a huge number of college and university academicians are found to be using social networking sites (SNSs) in their classroom" (p.41). Among the SNSs, What's app messenger, Telegram, Facebook, and Viber have gained more attention (Underwood, 2009). Today, the educational practitioners have an opportunity to communicate freely through several messaging platforms including Telegram sharing their experiences with other users all over the world just by a click of a button (Tawiah, Nondzor, & Alhaji, 2014). Telegram is a cross-platform instant messaging application. It provides users with sending and receiving location information, images, video, audio, and text messages in real-time among individuals and groups of friends. Telegram can be installed on both mobile (Android, IOS, Windows Phone, Ubuntu Touch) and desktop systems (Windows, mac OS, Linux). In February 2016, Telegram stated that it had 100 million monthly active users, sending 15 billion messages per-day (Sorayyaei Azar & Nasiri, 2014). The new technology has facilitated teaching and learning of different language skills and sub-skills. One of these sub skills is pronunciation. Pronunciation is an essential part of second/foreign language learning because it directly influences learners' communicative competence as well as their performance (Heidari-Shahreza & Moinszadeh, 2012). EFL pronunciation has been the center of attention differently in different language teaching methods and syllabuses. For example, in Grammar Translation Method, pronunciation had no room, while it was central in the situational

syllabus and the Audio-Lingual Method in which emphasis was put on the traditional notions of pronunciation, minimal pairs, drills, and mini- conversation.

Learning to pronounce a language is a very complex task. The learning process of pronunciation can be made easy, and interesting, if the task is organized and structured in some way and if the learners are aware of exactly what things are involved. For students it seems very difficult, so it is the teachers' job to organize the learning and teaching process. This means that dividing the task into its components, ordering the components in manageable way and showing the learners why each component must be learnt. English pronunciation has various components such as sounds, stress and variation in pitch. Once learners are aware that English words have a stress pattern, that words can be pronounced in different ways, that the pitch of the voice can be used to convey meaning, then they will know what to pay attention to.

Accordingly, in order to see if there is any significant difference between Iranian EFL learners' knowledge of word stress patterns, when they are taught through traditional approach and via Telegram, this study seeks to prove the (dis)advantage of using the SNSs in teaching and learning English. The researchers seeks to answer the question of whether changing the media of material presentation can lead to better results.

## LITERATURE REVIEW

In a study on the attitudes of EFL learners towards wikis, Chao and Lo (2011) reported on EFL learners' positive opinions about the wiki-based collaborative writing environment. The study carried out by Ducate et al. (2011) also showed that students considered wikis as valid and enjoyable learning tools. YouTube has been integrated into EFL classrooms in a wide range of implementations (Brook, 2011). In a more recent study conducted by Silviyanti (2014), it was suggested that YouTube could be used as materials in listening class because it provided many benefits for students. Kuo (2009) noted that the utilization of YouTube videos offered a real native speaker setting and that YouTube offered opportunities to access audio-visual materials that might enhance EFL learners' listening comprehension skills. Moreover, it was reported that the use of YouTube encouraged student motivation and improved EFL learners' oral and aural skills. Second Life (SL) – an online virtual world that allows its users to interact and communicate with each other through their avatars – has emerged as a language learning environment (Aydin, 2013). Antoniadou (2011) found that prospective teachers had positive attitudes towards the implementation of SL in the classroom. In another study (Wang et al., 2009), it was found that EFL learners perceived SL as a beneficial and unusual language learning setting. The study of Balcikanli (2012) also revealed that EFL students regarded Second Life as an online platform contributing to authentic interaction.

In another similar study, Heidari-Shahreza and Moinzadeh (2012) investigated the effect of musically- simulated patterns on the learning of word stress patterns of English by 30 Iranian EFL elementary learners at a language institute. Four stress patterns of two- and three-syllable English words were taught to the participants. The findings

revealed that listening to musically-simulated patterns had a significant effect on learning stress patterns by Iranian elementary level EFL learners. In addition, two-syllable words were found to be more positively influenced by these musical patterns. Several researchers believe that by mobile phone activities, collaborative speaking and listening skills can be done successfully. Sorayyaei Azar and Nasiri (2014) aimed to check Iranian EFL learners' attitudes toward the effectiveness of Mobile Assisted Language Learning (MALL) on their listening comprehension. The first research question compared the effects of audiobooks on cell phones and traditional CD-ROM/ audio cassettes and the second question concerned Iranian EFL learners' attitudes about technology. The results of this study demonstrated that the control group outperformed the experimental group taking instruction through cellphone audiobooks for their listening comprehension.

In a recent and related study, Basöz (2016) explored pre-service EFL teachers' attitudes towards language learning through social media. Additionally, the study attempted to explore the role of social media in their language learning experiences. The study was conducted with 120 pre-service EFL teachers. The data were gathered through a questionnaire. The findings indicated that pre-service EFL teachers regard social media as a regular component of their foreign language learning experiences. However, the difference between the present study and Basoz's study is that Basoz investigated the role of social media in general, while the present research investigates the role of Telegram. In addition, this study examined the role of teaching stress patterns of English words, while Basoz investigated language learning in whole.

In another recent study in Iranian context, Sadeghi and Mashhadi Heidari (2016) studied the effect of using phonetic websites on Iranian EFL students' pronunciation and knowledge of phonemic symbols. Participants of the study included 30 EFL female pre-intermediate students studying in Kish Language School in Tonekabon. A pretest and posttest of phonemic symbols and pronunciation was given before and after the treatment to both experimental and control groups. The results of statistical analysis revealed that the learners' pronunciation developed better when they took part in web-based training course. On the other hand, the experimental group did not outperform the control group regarding the knowledge of phonemic symbols.

## **METHOD**

In order to fill the existing gap in the literature in Iranian context, the present study sought to answer the following research questions.

1. Does using Telegram as an SNS have any effect on acquisition of English word stress patterns among Iranian EFL learners?
2. What is Iranian intermediate EFL learners' attitude about using Telegram to acquire English word stress patterns?

This study was based on Heidari-Shahreza and Moinzadeh's (2012) study who investigated the effect of musically-simulated patterns on the learning of word stress patterns of English by 30 Iranian EFL elementary learners at a language institute.

## **Participants**

To pile up the required data, a sample of 60 female Iranian EFL learners, aged 20 to 28 were selected. These participants were selected from 80 individuals from Pooyesh language institute, Isfahan, Iran who sat for the Oxford Quick Placement Test (OQPT). 60 learners obtained the required score for the intermediate level in OQPT. Regarding their educational background; the majority of the participants had university degree, B.A. in majors other than English from state or Azad universities all around Iran. All the selected individuals were native speakers of Persian. The participants were divided into two groups: an experimental group and a control group. In addition, 15 learners took part in the pilot-testing of the instruments. They were also native speakers of Persian and their level of English language proficiency was intermediate.

## **Instruments and Materials**

### ***Oxford Quick Placement Test (OQPT)***

For conducting this research, the researcher needed an OQPT which is a standard examination, to determine the level of the students. The OQPT was carried out to participants studying English as a foreign language in a Pooyesh language institute. The rationale behind the application of OQPT was three-fold: OQPT was deemed to be more appropriate than the other available tests for all levels of proficiency. OQPT appeared to serve the purpose of the researcher to include participants with the same level of proficiency in the experiment. The reason for using OQPT was due to the fact that the test is a standard test of proficiency, and its validity and reliability were assumed to be satisfactory.

### ***Target words***

Following Heidari-Shahreza and Moinzadeh's (2012) study, 50 English words, including two-or three-syllable words were selected to be taught to both groups of participants. These words were equally classified into five groups based on where the primary stress fell. Each group of words contained ten words with the intended stress pattern (e.g. two-syllable words with primary stress on the first syllable). In order to choose these words, at first a test consisting of 80 words was run. Through this test, the participants were asked to choose the right stress pattern of the words, then those 50 words to which most of the participants gave wrong answers were chosen to be the target words. This way it was ensured that the stress pattern of target words were unknown to all of the participants before the experiment. Similar to Heidari-Shahreza and Moinzadeh (2012) these words were based on a checklist of 200 words (including the ones in the study) which were previously identified as 'intermediate' by the researchers.

### ***Attitude questionnaire***

In order to survey the participants' attitude toward using Telegram to learn stress pattern of new vocabulary items, an attitude questionnaire developed by Basöz (2016) was administered among the participants in the experimental group. In order to set the validity of the questionnaire, the questionnaire was proofread by three experts in the field. Then, the questionnaire was piloted on 30 EFL learners similar to the main participants. The Cronbach's alpha reliability coefficient of the questionnaire was calculated. The questionnaire contained 22 items in a five-point Likert scale and aimed to measure the participants' attitudes towards language learning through social media (see appendix A).

### ***Pretest and Posttest***

The participants in this study were given two tests. First, a 30-item test was given to the learners before the treatments of the study as pretest. This test was syllabus-based and was used to measure the learners' knowledge of word stress pattern. In order to test the reliability of this test, it was piloted on a similar group (N=15) of EFL learners. Cronbach Alpha was used to estimate the reliability index of the test. The index was calculated to be .84. After the treatment the same test, with a different item arrangement was administered among the participants as post-test.

### **Procedure**

The data collection procedure was carried out at Pooyesh Language Institute, Isfahan, Iran. The first step of this study was the administration of OQPT. The OQPT was administered to a group of learners in order to choose intermediate EFL learners (N=60). As the next step, the participants were divided into two groups, namely, control and experimental groups, 30 each. Then a test of word stress patterns was administered to ensure that the participants were not familiar with the target words. The participants in the experimental group received instruction on stress patterns of the target words via Telegram. The instruction was delivered in the learners' mother tongue and it took 10 sessions, each 20 minutes. During this phase, voice files along with explanations on the stress patterns of each word was sent to the participants. The same explanations were delivered to the participants in the control group; however, the participants were exposed to the explanations while they are in class. After 10 sessions, the post test was run among the participants of the two groups. In order to investigate the participants' attitude toward using Telegram to learn stress pattern of new words, the attitude questionnaire was administered among the participants in the experimental group who were exposed to instruction via Telegram.

## **RESULTS**

### **Effects of Telegram on the acquisition of English word stress patterns**

The scores on the pre-test were first analyzed and tabulated in Table 1. The mean difference of pre-test for the two groups is .14 (the mean for control group being 15.70

and for experimental group 15.56) which is not statistically significant. This could mean that all of the participants' knowledge of word stress patterns at the onset of the study was nearly the same, so any change in their behavior could be attributed to the treatment used in the study.

**Table 1.** Descriptive Statistics (Experimental vs. Control Groups, Pre-test)

	groups	N	Mean	Std. Deviation	Std. Error Mean
Pre-test scores	control group	30	15.7000	3.94925	.72103
	experimental group	30	15.5667	3.02499	.55229

Even though the difference of the two groups seemed not to be significant regarding the descriptive statistics, the item at hand needed more exact clarification. To this end, an independent samples t-test was run between the pre-test scores of the two groups, the results of which are presented in Table 2.

**Table 2.** Independent Samples t-Test (Experimental vs. Control Groups, Pre-test)

		Levene's Test		t-test for Equality of Means						
		F	Sig.	t	df	Sig.	Mean	Std. Error	95% Confidence	
									Lower	Upper
Pre test	Equal	1.935	.170	.14	58	.88	.13	.90	-1.68	1.95
	Not equal			.14	54.31	.88	.13	.90	-1.68	1.95

Based on the results given in Table 2, the level of significance is .884 which is higher than the identified level of significance (.88 > .05). This way it could be concluded that there was no significant difference between the performance of experimental and control groups at the beginning of the study. Accordingly, there was no significant difference between the performance of the participants at the beginning of the study. In order to find out the possible effect of using Telegram on learning word stress pattern among EFL learners, the participants in experimental group were exposed to training on stress patterns of new words via Telegram. After the treatment was conducted, the participants sat for a post-test, then the results were compared. Table 3 shows that the post-test mean score of the participants in control group was 16.50, and that for experimental group was 21.23; therefore, the mean difference of the two groups seemed to be significant.

**Table 3.** Descriptive Statistics (Experimental vs. Control Groups, Post-test)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Post test scores	control group	30	16.5000	3.74856	.68439
	experimental group	30	21.2333	3.95390	.72188

In order to ascertain that the mean difference between the post-tests of experimental and control group was significant or not, an independent sample t-test was run between the post-test scores. Table 4 illustrates the results of this t-test. The significance level in

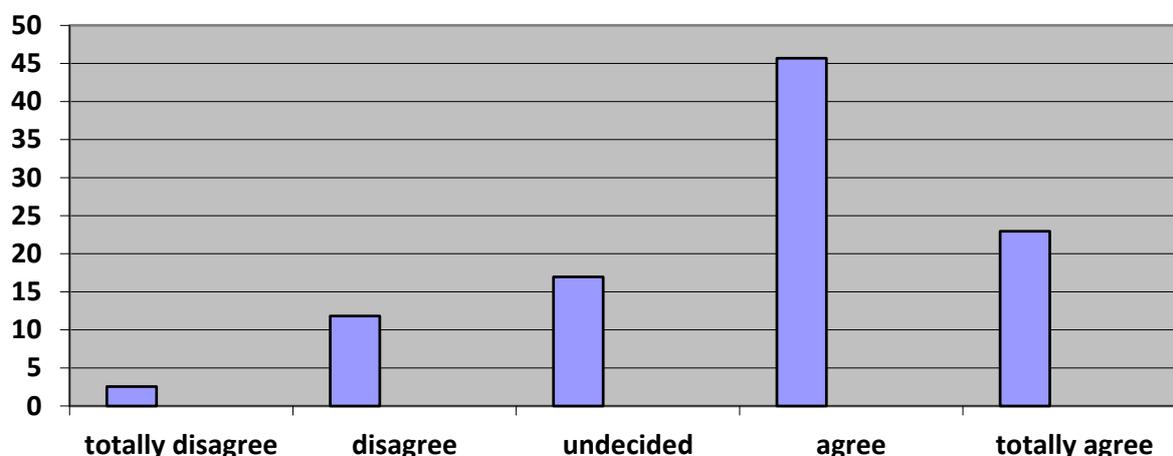
Table 4 is .000 which is smaller than the identified level of significance .05 (.000<.05). This expresses the fact that the difference between the performance of the experimental and control group is statistically significant. This leads to the rejection of the first null hypothesis of the research. Differently stated, using Telegram turned out to be positive in assisting language learners in mastering new English word stress patterns.

**Table 4.** Independent Samples t-Test (Experimental vs. Control Groups, Post-test)

		Levene's Test		t-test for Equality of Means							
		F	Sig.	t	df	Sig.	Mean	Std. Error	95% Confidence		
										Lower	Upper
Post test	Equal	.08	.77	-4.75	58	.00	-4.73	.994	-6.72	-2.74	
	Not Equal			-4.75	57.8	.00	-4.73	.994	-6.72	-2.74	

### The participants' attitude about using Telegram

To answer this question, as it was said, an attitude questionnaire developed by Basöz (2016) was administered among the participants in the experimental group both prior to and after the treatment; of course before this step it was piloted among 20 EFL learners with the same features as the participants and the Cronbach alpha was calculated to be.86. The participants' responses are compared in Table 5 below.



**Figure 1.** The attitudes towards language learning through Telegram

Figure 1 shows the findings on the attitudes of the participants towards language learning word stress patterns through Telegram. For the ease of comprehension the items 'agree' and 'totally agree' were added together. As shown, approximately all of the participants agree that this social media can help them to develop their vocabulary knowledge (93.4%). Most of them believe that Telegram forms a more relaxed and stress-free language learning environment (85.8%). As for language skills, most of the EFL learners agree that Telegram can help them to develop their reading (89.9%), communication (80.8%), listening (83.3%), writing (70%), speaking (66.7%) and pronunciation skills (60.9).

According to them, Telegram gives language learners access to more authentic language use (85%) and helps them to improve their studies (80.8%). 84.1% of the participants believe that social media can make language learning more accessible. Moreover, a great number of the participants think that a language learner is more self-directed and flexible while making use of this social media (84.2%). They also agree that Telegram enables them to become more confident in using language (80%) and that it can motivate them more to learn a language (77.5%). A little more than half of the participants believed that Telegram can help them to learn wherever they wish (52.3%) and learn in ways matching their personalities and needs (50.8%). Additionally, 72.5% of them regard language learning through Telegram as more collaborative than traditional learning and 65.8 % of them think that using Telegram for language learning can assist them to incorporate better into the world they live in. Lastly, 60 % of the participants have no doubts at all about the application of this social media to language learning.

Although the participants generally have positive attitudes towards language learning through Telegram, there are also some statements that they do not agree with. For instance, they disagree that this social media can develop their grammar (50.9%). They also do not believe that Telegram can help them to plan and organize their own studies better (57.5%). More than half of the participants do not agree that Telegram can help them to persist in studying even when they feel like giving up (58.3%).

## **DISCUSSION AND CONCLUSION**

The findings of this study provided some insights into the utilization of Telegram application in learning a second language. Overall, the present study focused on investigating the potential relationship between utilizing a widespread ICT tool such as mobile application, namely, Telegram on Iranian intermediate EFL learners' knowledge of word stress pattern.

The findings seemed to be compatible with the views of researchers who argued for the effectiveness of Electronic Dictionary on English collocation learning of EFL learners and the impact of the mentioned means on collocation learning and retention of Iranian EFL learners (Murnani & Salehi, 2015). Moreover, the findings of this study were in line with those of Yunus, Salehi, and Amini, (2015) who claimed that CALL integration in EFL contexts had intensified remarkably in recent years. More apparently, this study addressed the effect of using CALL on vocabulary acquisition and attempted to explore for efficient methods to integrate CALL in vocabulary acquisition. On the other hand, the results of data analysis supported Salehi and Habibi (2015) who have corroborated the efficiency of EFL learner's attitudes towards using thesaurus part of Microsoft Word in vocabulary acquisition and impact of utility of this software on EFL learner's vocabulary knowledge (Salehi & Habibi, 2015).

In addition, the findings of present study advocated Bouhnik and Deshen (2014) who claimed that Whats App could be viewed as a social network that enabled individuals to access a plenty of information rapidly. In fact, one of the unique applications is the

feature that creates a group to communicate within its boundaries. Technically, the purpose of their study was in accordance with the present study that explored classroom communication between intermediate students. Furthermore, the conclusions of this study support the discoveries of the other researchers who have verified the significance of Internet-based tools for English learning (Alsaleem, 2014; Susilo, 2014). The findings are especially in line with those of Alavinia and Quitassi who supported mobile phone as a learning tool that can be one of the multiple novel and stimulating ways of struggling with learners' needs. To sum up, learners via different applications such as Telegram as an instructional device can share their information, talk over group assignments as well as they evaluate each other's work.

In addition, the findings are in line with the study by Sadeghi and Mashhadi Heidari (2016) who studied the effect of using phonetic websites on Iranian EFL students' pronunciation and knowledge of phonemic symbols. The results of which revealed that the learners' pronunciation developed better when they took part in web-based training course. Similarly the findings support the study by Heidari-Shahreza and Moinzadeh (2012) in which they investigated the effect of musically-simulated patterns, on the learning of word stress patterns of English. The findings revealed that listening to musically-simulated patterns had a significant effect on learning stress pattern by Iranian elementary level EFL learners. In addition, two-syllable words were found to be more positively influenced by these musical patterns.

The second research question of the study investigated Iranian intermediate EFL learners' attitude about using Telegram in the acquisition of English word stress patterns. The results showed that the participants totally agreed that this social media could help them to develop their vocabulary knowledge, forms a more relaxed and stress-free language learning environment. Most of the EFL learners claimed that Telegram could help them to develop their reading, communication, listening, writing, speaking and pronunciation skills. Accessing to more authentic language use and improving EFL learners' studies were found to be two more advantages of Telegram for language learners. Self-direction and flexibility while making use of this social media were reported to be two factors in using Telegram for language learning. In addition, the participants believed that Telegram enabled them to become more confident in using language and that it could motivate them more to learn a language. Some participants believed that Telegram could help them to learn wherever they wished and learn in ways matching their personalities and needs.

Additionally, the participants reported using Telegram to be more collaborative than traditional learning and using Telegram for language learning was found to assist language learners to incorporate better into the world they lived in. On the other hand, the EFL learners disagreed that Telegram could develop their grammar. They also did not believe that Telegram could help them to plan and organize their own studies better. More than half of the participants did not agree that Telegram could help them to persist in studying when they felt like giving up.

As far as the results of the present research are concerned, the results of the present research lend support to the study by Basöz (2016) explored pre-service EFL teachers' attitudes towards language learning through social media which indicated that pre-service EFL teachers regarded social media as a regular component of their foreign language learning experiences. The findings also are compatible with the study by Chao and Lo (2011) on the attitudes of EFL learners towards wikis. Chao and Lo (2011) reported on EFL learners' positive opinions about the wiki-based collaborative writing environment. The study carried out by Ducate et al. (2011) also showed that students considered wikis as valid and enjoyable learning tools. In addition, the findings lend support to the study by Muhammed (2014) who investigated the impact of mobiles on language learning on the part of English foreign language (EFL) university students. The smartphones were considered as an effective mobile resource in the process of English language learning by 99 percent of the participants.

Furthermore, the findings related to the second research question seem to be compatible with the findings of the study by Soleimani, Ismail, and Mustaffa (2014) who administrated a questionnaire on the basis of the Technology Acceptance Model (TAM). The findings revealed a positive response to MALL as a suitable, applied, and easy way of cooperating ESL learners in improving their ESL learning. Finally, the findings support the study by Tawiah, Nondzor, and Alhaji (2014) who asserted that cost efficiency, effective, quick and easier mode of communication, private, and convenient usage were several of the main factors which can lead to using Telegram for mastering word stress patterns.

In fact, in the modern and advanced age, cell phones are influential and substantial means of communication to the most of individuals. More recently, Yueng (2013) declared that social technologies such as Telegram and Viber go around language learning and communication. In particular, Telegram as one of the messaging applications has become popular among learners in various classroom settings that have allowed them to communicate with others in their contact list through text. Such great possibilities of Telegram have turned it into a magic resource for teaching various aspects of lexicons (including word stress pattern) of a second language to L2 learners. Accordingly, this study was an attempt to shed light on whether using Telegram as a mobile application could improve the acquisition of word stress pattern of Iranian EFL learners.

One of the pedagogical conclusions of the study was to raise the view of learners in learning a second language via MALL. Therefore, it is beneficial to all EFL learners to apply their mobile phones technically and perfectly for learning second language. The suitability and speed of utilizing Telegram made better opportunity for students to communicate with their teacher as well as the other peers simply and greater exposure to the word stress pattern among EFL learners. After conducting different analyses, it was made clear that traditional learning and acquisition of word stress pattern through Telegram were not the same in learning since the group that received instruction via Telegram outperformed the other group that received traditional learning.

## LIMITATIONS OF THE STUDY

As with any research plan, the present study met a number of challenges and problems by which impact on the issue of generalizability of the results can be confined. As this study was conducted in one institute, a larger sample of participants could not be involved in the study. Clearly, the generalization of our findings might have some risks. Furthermore, the participants involved in this study were all intermediate EFL learners from a small range of age. Therefore, interpreting the findings from the study should be done by caution.

## SUGGESTIONS FOR FURTHER RESEARCH

First of all, further investigations are needed to explore the significance of mastering word stress pattern of English by Iranian EFL learners. Hence, the practitioners and the teachers should pay double attention to teaching word stress pattern and assist them more efficiently. In addition, future investigations should take into account the effective use of mobile devices on student school work especially outside the classrooms. The current study can serve as a confirmation of the advantages of new chat applications in smart phones as learning tools. Eventually, based on the present study and previous findings in mobile learning, the use of Telegram to improve word stress patterns is recommended. In fact, there are plenty of chat applications in smart phones by which the learners can improve learning a second language. It remains to be investigated in similar studies with other proficiency levels. Another area of enquiries would be to study how L2 teachers and learners regard new technology implementations and utilization in and outside of the language classrooms. It seems necessary to scrutinize various points of view among L2 teachers and learners.

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**Appendix A: Attitude Questionnaire**

<b>Statements</b>	<b>Totally disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Totally agree</b>
1-Social media could help me to develop my vocabulary Knowledge					
2-Social media forms a more relaxed and stress-free language learning environment.					
3-Social media could help me to develop my reading skills.					
4-Social media provides learners with access to more real life language					
5-Learning a language through social media can aid me to improve my studies					
6- Social media could help me to develop my communication skills					
7-Social media could help me to develop my listening skills use.					
8-Social media can make language learning more accessible.					
9-A language learner is more self-directed and flexible while employing social media					
10-Social media can assist me in becoming a more self-confident language user					
11-Using social media can help me to become a more motivated language learner.					

12-Social media can aid me to learn wherever I wish					
13-Social media can aid me to develop my writing skills					
14-Using social media in language learning can assist me to incorporate better into the world I live in					
15-Language learning is more collaborative when using social Media					
16-Social media could help me to develop my speaking skills					
17-Social media could help me to develop my pronunciation					
18-Social media could help me to learn in ways matching my personality and needs					
19-Social media could help me to develop my grammar					
20-Social media can enable me to plan and organize my own studies better					
21-Social media can motivate me to persist in studying, even when I feel like giving up					
22-I am skeptical about the use of social media in language					