

THE EFFECT OF TEXT CHAT ON THE GROWTH OF VOCABULARY AND GRAMMAR FOR STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE

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Abstract

The aim of this study was to examine the use of text chat in measuring its effect on the vocabulary and grammatical growth of EFL learners. The study sample consisted of 50 students from the English Language Department, College of Education, from the academic year 2023/2024. There were two groups, the initial group comprised 25 students, selected as the experimental group, whereas the second group also consisted of 25 students. It was assigned as the control group. The data was gathered within a span of 10 weeks. The pre-test and post-test comprise materials from Oxford University Press. The institution referred to is the University of Cambridge Local Examinations. Syndicate assesses the proficiency of non-native English language learners. In order to assess the impact of utilizing mobile text chat on the accuracy of English as a Foreign Language (EFL) learners, both groups of students took a test at the start of the 2023/2024 academic year to establish their proficiency level before commencing the experiment. After a period of ten weeks, the identical test was given as a posttest. The study findings revealed that the experimental group outperformed the control group in terms of linguistic correctness due to the utilization of the text chat teaching approach. In addition, the results of the study showed that the experimental group students developed their vocabulary and grammar aspects. This may be due to the effect of text chat through which students in the experimental group interact with each other using texts. Accordingly, a set of recommendations were presented for those interested in the field of English as a foreign language.

Keywords: Text Chat, Proficiency, Language vocabulary, Grammar.

Introduction

The incorporation of technology into classroom instruction and learning has been an important concern over the past few decades. Multiple meta-analyses have been carried out to investigate particular methods of instruction or educational strategies that enhance students' learning and teaching using technology. In a study conducted by Lou, Abrami, and d'Apollonia (2001), the researchers investigated the impact of small group training compared to individual instruction using technology. The results indicated that small-group learning yielded more favorable outcomes than solo learning.

Wang, L. (2005 p. 40) stated, "Language serves as a means of communication, and the Internet has effectively eliminated geographical obstacles to communication. Consequently, students have the ability to establish collaborative relationships with fellow learners in their desired languages using the internet. The primary modes of communication on the Internet are e-mail,

instant messaging, chat rooms, and bulletin boards. Yahoo Messenger enables students to engage in instant messaging as well as audio and video conversations, which significantly enhance their speaking and listening skills and serve as a strong source of motivation.

The demand for information access without constraints of time and location has amplified the influence of mobile technology and mobile learning, thus introducing novel approaches to the process of training . (Uysal and Gazieby, 2010).

Mobile-Assisted Language Learning (MALL) refers to the utilization of mobile technologies for the purpose of language acquisition. Unlike traditional classroom learning, Mobile-Assisted Language Learning (MALL) eliminates the requirement for learners to be physically present in a classroom or at a computer in order to access learning materials. Indeed, MALL can be regarded as an optimal remedy for overcoming temporal and spatial constraints in language acquisition (Miangah and Nezarat, 2012).

Text chat as a tool for teaching vocabulary and grammar growth

For numerous years, educators have strived to incorporate technology into education, namely in the realm of teaching the English language. Mobile phone technology was utilized in the context of English as a foreign language (EFL) learning and teaching, CMC, CDs, DVDs, (MALL) oral and text chat, films, data shows, iPods, mobiles, intranet, internet, multimedia, etc. These types of technology can be regarded as effective tools in the educational operation (Bataneh and Al-Abdali, 2014).

Due to advancements in educational technology and communication, the amount of information is increasing at a rapid pace. Previously, books and teachers served as the primary means of obtaining information. However, in the present era, there exists a multitude of resources, such as the Internet, personal computers, and mobile devices, that facilitate access to information. Mobile learning refers to the utilization of mobile devices as intermediaries in the learning and teaching process. Learning from mobile refers to the utilization of mobile devices as a means to provide educational resources (Al Hamdani, 2013).

The chat has led to the emergence of three main trends among researchers and educators (Mahdi, 2014 ,Dansieh, 2011). While certain researchers and educators perceive text messaging as a detrimental outcome of mobile phones due to its potential adverse impact on students' writing abilities, other researchers argue that it actually improves students' written communication skills, making it a beneficial aspect. A third faction thinks that the contention is inconsequential - text messaging has no discernible impact, either positive or negative, on student writing. The first perspective argues that the simplicity of text messaging, as shown by the short message service (SMS), disregards fundamental elements of writing, such as grammar, syntax, punctuation, and capitalization, in order to save time and effort (Geertsema, Hyman and Chantelle van Deventer, 2011).

In addition, Mobile devices play a crucial role in English education, specifically in vocabulary acquisition and oral-aural skills development, for several reasons. This is due to the unique features of mobile usage, including physical attributes (such as size and weight), input capabilities (such as keypad or touchpad), output capabilities (such as screen size and audio

functions), file storage and retrieval, processor speed, and error rates (which refer to malfunctions resulting from flaws in hardware, software, and/or interface design) (Alzu'bi and Sabha, 2013). Moreover, Utilizing mobile phone technology for English language learning enhances prospects for linguistic acquisition by leveraging a tool that students are intimately acquainted with and consistently carry with them. The mobile phone is a self-referential technology and, after only a few hours, teachers can teach hundreds of words and phrases and for improving their ability in English language speaking. By this method, teachers have found it to be a worthwhile investment of their time a welcome addition to their language teaching method (Salamat and Pourgharib, 2013).

The second trend of attitudes, which is represented by the renowned linguist, David Crystal, indicates otherwise: The more students write, the more improvement they achieve in their writing skills. Thus, the impact of using mobile text chat is positive (Crystal, 2008 p.45).

While text chat and voice communication have distinct characteristics, they both provide numerous benefits for enhancing language proficiency. Conversely, Young (2013) highlighted that text chat enhances awareness of grammatical and lexical precision, as well as the capacity to simultaneously develop both formal and communicative abilities in a single task.

MALL Focuses on the utilization of mobile technology for language learning. It is not mandatory for students to learn a second language exclusively in a classroom setting. They can potentially acquire the knowledge using portable devices at their convenience and location. Given that English proficiency is widely recognized as a crucial element for professional success and a marker of education in various societies, it is imperative to create a more accessible learning environment for individuals to acquire English skills. This objective aligns with the strategic educational goals aimed at enhancing students' academic performance and catering to their diverse learning requirements. (Mianga and Nezarat, 2012).

Recent advancements in science and technology have significantly contributed to the emergence of mobile technologies (Fujimoto, 2012). Undoubtedly, mobile technologies, including mobile phones, tablet computers, and other wireless communication devices, have significantly transformed our lifestyle, work patterns, and social interactions. They enable us to effortlessly perform a wide range of everyday activities such as email checking, music listening, gaming, social networking, and more. (Pollara, 2011).

Cavus and Ibrahim (2009) Indicate in their study that mobile phones have offered numerous benefits to the students. Initially, the technology afforded individuals the advantage of adaptability, enabling them to get educational materials at their convenience, regardless of their whereabouts. Furthermore, mobile phones facilitated their acquisition of a greater number of new vocabulary terms. In addition, the study conducted by Wang, Shen, Novak, and Pan (2009) on the utilization of text messages through mobile phones for educational objectives determined that the technology caused a transformation in learners, from “passive learners to active learners.”

The Previous Studies

Studies related to the effect of chat on language learning

Alavinia and Qoitassi (2013) investigated the effect of using MALL (Mobile Assisted Language Learning) The technique employed focused on the process of acquiring language. A total of forty female elementary students enrolled at the Iran Language Institute (Mohabad branch, Iran) were chosen. In order to collect the data, the researchers employed several tools such as questionnaires, interviews, and a vocabulary test consisting of multiple choice questions. The primary method employed for statistical analysis was ANCOVA. The study's findings demonstrated that utilizing mobile assisted vocabulary learning as a treatment had a significant impact on enhancing learners' acquisition of vocabulary. The findings also demonstrated the efficacy of this method in altering the learners' attitudes towards the appropriate utilization of mobile phones for pedagogical objectives.

Dang (2013) explored and Investigated the utilization of mobile devices, such as cellular devices and alternative means of wireless communication, for the purpose of language acquisition. Despite being in its early stages, it has garnered significant interest from researchers and educators due to its potential impact on education as a whole, and specifically in the realm of language learning. This study investigated the previous experience and perspectives of 76 Vietnamese English majors at Hoa Sen University regarding the prospective utilization of mobile phones for English language acquisition. The study's data was collected by a questionnaire survey and entered into SPSS. Afterwards, statistical measures of central tendency and dispersion were calculated. The findings revealed that a substantial majority of students employed their mobile devices for both broad educational objectives and the acquisition of English language skills. In addition, the participants expressed clear and positive opinions regarding the use of mobile phones for future English language learning. Specifically, they expressed a strong desire to enhance their vocabulary, listening, and reading skills through the usage of mobile devices.

Mtega, Bernard, Msungu, and Sanare (2012) conducted a study entitled "Using Mobile Phones for Teaching and Learning Purposes in Higher Learning Institutions". The researchers examined the utilization of mobile phones for language instruction and learning in Tanzanian higher education institutions. The study specifically evaluated the role of mobile phones in enhancing the teaching and learning process. The study revealed the precise mobile phone applications that were used for educational reasons. Moreover, it identified the diverse forms of educational activities that were enabled by the utilization of mobile phones. Finally, the study evaluated the typical constraints of mobile learning at Sokoine University. The study utilized a poll that included both teaching personnel and students from colleges and institutes that offer academic programs. The study included a sample of 30 teaching staff and 40 students, picked at random. Data collection involved the utilization of in-depth interviews, observations, and questionnaires. The study revealed that a significant proportion of the participants utilized their mobile devices for educational purposes. The majority of respondents indicated that they utilized conventional mobile learning applications, such as text messages and phone calls. Only a small percentage of participants possessed smart phones equipped with various m-learning applications, primarily among the teaching professionals. Some individuals utilized their smartphones to generate, transfer, and distribute academic materials, while others opted to save and retain files on their

phones. Furthermore, it was shown that a significant number of teaching staff were unaware of the full potential of their mobile phones, resulting in their underutilization. The expenses related to downloading multimedia content were a limitation for several respondents, particularly students, in utilizing phones for educational reasons.

Chu (2011) Analyzed the usage trends of learners when using vocabulary programs on their smartphones. The study also investigated the impact of vocabulary application features on the satisfaction on of Korean college students with mobile learning (m-learning) and their subsequent use of mobile technology for English studying. The current study aims to examine the utilization of smart phones by Korean learners for educational purposes and identify the specific attributes of educational smart phone applications that influence their happiness and motivation to continue using them for language learning. A total of 32 university students took part in the present investigation. Each participant possessed a smart phone and installed one of two different programs. After a week, the participants were given questionnaires to assess their usage patterns of the applications, their opinions on the hardware and application features, their satisfaction with m-learning using the application, and their willingness to use smartphone applications for future English learning. Regarding the application's characteristics, functionality, convenience of use, and portability were chosen. The primary discoveries of the present investigation are as follows: Initially, the students predominantly employed the application throughout their daily commute, but their usage frequency was not high. Secondly, the functioning of the vocabulary learning application had the most profound impact on the students' pleasure and their ongoing utilization of the program. The desired functions identified through the comprehensive examination of the open-ended questionnaire were the categorization functions for both learned and non-memorized vocabulary, increased exemplification, audio support for pronunciation, and the ability to independently manage vocabulary repetition.

Studies related to the effect of chat as effective too for teaching language skills

Najmi (2015) The proliferation of mobile devices, including smartphones, laptops, PDAs, and tablets, along with their exceptional capabilities, has captured the interest of educational academics who are exploring their potential for integration into teaching and learning environments. The study aimed to explore a novel approach that diverges from previous research on Mobile-Assisted Language Learning (MALL) in the context of the learning process. Specifically, it evaluated the impact of MALL on the guided writing skills of Iranian upper intermediate English as a Foreign Language (EFL) learners. The study included a group of thirty Iranian female EFL learners who were at an upper intermediate level. Both sets of subjects received identical instruction on conditionals and passive voice. The students were required to construct sentences utilizing the grammar that was given during the class. The experimental participants were required to transmit their words to their instructors and peers using text messaging for potential comments. In addition, students were provided with android grammar software, including the Oxford A-Z of grammar and punctuation, to assist them whenever necessary. The technique employed in the control group involved the use of traditional pencil and paper. The findings indicated a discernible disparity in the performance levels between the

experimental and control groups, with the experimental group exhibiting superior outcomes in the posttest.

Hwang, Huang, Shadiey, Yi Wu and Chen (2014) examined the effects of using mobile devices on English listening diversity and speaking for EFL elementary students and the development of a mobile learning system has enhanced the listening and speaking skills of students studying English as a foreign language (EFL). The study investigated the perception of students towards learning activities and a mobile learning system.. The sample of the study consisted of 35 fifth-grade elementary school students (10 or 11 years old). The study revealed that students held favorable perspectives and intents towards learning activities. Consequently, their motivation to engage in English skill practice increased when utilizing a mobile learning system.

Alzu'bi and Sabha (2013) Conducted a study to demonstrate the efficacy of utilizing mobile-based email for English as a foreign language learners. Their study sought to examine the impact of Mobile-based Email on enhancing the academic performance of English students at Ajloun College. It sought to address the following inquiries: What is the prospective influence of utilizing mobile devices for email communication on the advancement of writing abilities? What is the potential influence of utilizing mobile-based email exchanges on the acquisition of vocabulary? To address these inquiries, the researchers carried out a project employing Mobile-based Email for the experimental groups. During the first semester of the academic year 2011, a careful selection process was used to choose a total of thirty students from Al-Balqa Applied University and Jerash University. A survey was used as the research instrument. The findings demonstrated a considerable enhancement in the writing proficiency and lexical repertoire of the pupils in the experimental groups. Based on the findings of the current study, the researchers put up several recommendations and offered proposals for further research.

Methodology

Participants

The study sample consisted of 50 students from the English Language Department/College of Education who were randomly selected during the first semester of the 2023/2024 academic year. The average age of students is 18-20 years. The researcher divided them into two groups: An experimental group consisted of 25 students who used text chat, and a control group consisted of 25 students who did not use social networking methods.

Statement of the problem

Given the spread of the phenomenon of using electronic networks, as it allows linking students and teachers, it helps in getting to know and communicate between students and friends, and can effectively enhance language acquisition and vocabulary development. Therefore, teaching goals cannot be achieved without the help of educational technologies.

The problem of the current study is related to the effect of text chat on students, the growth of vocabulary and grammar in classrooms, where the use of electronic networks and text chat in English as a foreign language classroom is very useful for improving the growth of their vocabulary and language skills. Therefore, this study aims to investigate the effect of text chat

via social media on improving vocabulary growth. And grammar among students of English as a foreign language.

Questions of the study

- 1- Do the average scores of the experimental group that used text chat exhibit statistically significant differences? via social media and the control group that did not use social media.
- 2- Are there statistically significant differences between the average scores of the experimental and control groups in vocabulary and grammar due to the use of means of communication in A. ≥ 0.05 ?

Study hypothesis

In light of the above question, the current study attempts to provide empirical support for the following hypothesis:

HO1. There is no statistically significant disparity in the mean scores between the experimental group that utilizes text chat and the control group that does not utilize text chat.

Purpose of the study

The purpose of this research was to examine the use of text chat in the classroom and determine if social media can positively impact the growth of vocabulary and language skills.

The importance of studying

The importance of the investigation in this study lies in:

- 1-This study may support the process of teaching and learning the English language by shedding more light on the importance of using electronic networks such as text chat in learning the language.
- 2-The current study is important because it provides valuable insight into the use and impact of text chat during communication as a classroom tool

Limitations of the study

- 1-The study was limited to 60 students in the English Language Department/College of Education
- 2-The study is also limited to the use of text chat in developing vocabulary and grammar.

Validity of the test

A team of five doctors and professors who are specialized in TEFL, CALL, linguistics, instructional technologies, and psychology validated the test. They validated the test in terms of scores distribution among questions, period of the test, spelling, and grammar.

Instrument

In order to accomplish the objective of the study by responding the inquiry, the researcher employed the following instruments:

1-Vocabulary growth test: consisting of 50 questions All students' knowledge of grammar and vocabulary prepared by the Oxford press and University of Cambridge was given to the experimental and control groups. This test was used to determine the people's proficiency performance.

2-Interview: In addition to the types of questions mentioned previously, the student interview is a very important measurable test. Interviewers who were native English speakers were the only people who could measure students' fluency and pronunciation more efficiently and scientifically than non-native speakers. Therefore, this test can be considered as a supported test to ensure students' performance in proficiency before starting the experiment. All tests are approved at the beginning and end of the study experience.

For pre and post -tests

The post-tests are administered by the school using a sample provided by the Oxford University Press and the Local Examinations Syndicate at the University of Cambridge on 10/9/2023, and the post-tests were conducted after completing the implementation of the program on 12/25/2023.

Statistical means

1. Arithmetic mean
2. Percentage
3. standard deviation
4. T-correlation for one sample
5. T correlation for two equal samples

Operational Definitions of Terms

- **Text Chat:** Communicate with your friends in good faith face to face with a video call or written text
- **Proficiency:** It refers to learners' writing accuracy and speaking fluency.
- **Language vocabulary** the set of words that an individual have knowledge of in a language, regardless of whether they actively utilize them. The expansion and maturation of vocabulary typically occur as individuals mature, as it serves as the major means of communication and knowledge acquisition.
- **Grammar:** It is a set of structured words and phrases that written systematically. It is the field which studies deals with structures. In ad

Results and Discuss**Table (1) The provided data displays the arithmetic mean, standard deviation, computed T value, and statistical significance for the pre and post-tests of both the experimental and control groups**

Topic	Group	Pre-test		Post-test		T value	Statistical Significance
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation		
crammer	Experimental	28,8	3,65	37,22	3,71	8.01	Moral
	Control	29,2	4,11	32,35	4,45	9,63	Moral

Table (3) clearly shows that the experimental group had an arithmetic mean of (28.8) in the pre-test, with a standard deviation of (3.65). In the post-test, the arithmetic mean increased to (37.22), with a standard deviation of (3.71). The calculated value of (T) was (8.01), which is higher than the tabular value and the significance level of (0.05). In comparison, the control group had an arithmetic mean of (4.11) in the pre-test, with a standard deviation of (29.2). In the post-test, the arithmetic mean increased to (32.35), with a standard deviation of (4.45). The calculated (T) value of 9.63 exceeds the tabular value at a significance level of 0.05. This suggests a notable disparity in reading comprehension scores between the pre and post-tests, with the post-test showing better results. This trend is observed in both the experimental and control groups.

A pre-test was undertaken to determine the disparity in average scores between the experimental and control groups. To know the actual level of vocabulary and grammar growth for each student before starting the experiment. In light of the results showing the students' vocabulary and grammar in both groups, the groups were close. This indicates that the two groups were equal before the experiment began. After comparing it to the post-test, it was found that there was a significant difference in favor of the experimental group.

Table (2) The statistical measures of interest for the post-tests of the control and experimental research groups in reading comprehension include the arithmetic mean, standard deviation, computed and tabular T-value, degree of freedom, and their significance.

Group	Sample	Mean	Standard Deviation	T Calculated	T Tabular	Degrees Freedom	Sig
Experimental	30	37,22	3,71	5,34	2,09	38	function
Control	30	29,2	4,45				

The data shown in Table (2) The arithmetic mean for the experimental group and post-test was (37.22) , with a standard deviation of (3.71) , while for the control group it was (29.2) with a standard deviation of (4.45). The calculated (T) value was (5.34). The calculated value exceeds the critical value (2.09) for a sample size of 18 and a significance level of 0.05. These findings demonstrate notable disparities in reading vocabulary and The post-test results of the experimental and control groups showed a difference in grammatical performance, with the experimental group demonstrating superior performance compared to the control group.

Table 2 displays the level of advancement attained by each group. The experimental group had a mean score rise of 8.42 on the posttest in comparison to their mean scores on the pre-test. In contrast, the control group experienced a mean score rise of 4.15 on the post-test compared to their mean score on the pre-test. Furthermore, the findings demonstrated a significant correlation between the use of mobile text chat and the improvement of learners' vocabulary and grammar. Specifically, the experimental group achieved higher scores compared to the control group.

The researcher attributes the significant difference for the experimental group to the effectiveness of using text chat through electronic platforms (mobile, Viber or skybe or other), which contributes to improving and accelerating the learning process and thus leads to an increase in vocabulary and improvement of grammar.

Technology is a crucial component of the educational realm and, when utilized appropriately, can effectively facilitate successful language acquisition. An essential aspect of achieving proficiency in a language is the ability to accurately articulate words, a job that can prove to be quite arduous for many students. Role-playing is a long-standing strategy employed by teachers to actively involve students in using language. (Utulu, 2012).

Table (3) The table displays the before and post tests as well as the pace of development for both the experimental and control groups

Group	Pre-test	Post-test	Evolution rate
Experimental	28,8	37,22	22,62%
Control	29,2	32,35	9,73%

Table (3) indicates that the experimental group experienced a difference of (8,42) between their pre-test and post-test scores, with a development rate of (22,62%). Additionally, the disparity in scores between the pre-test and post-test for the control group was (3,15)

and the development rate was (9,73%) The reason for this development is due to the students. Table 3 shows the development of the experimental group in learning English using communication tools as educational tools in various fields of education. While it is indeed accurate that some teachers employ "advanced" technology, the bulk of teachers continue to adhere to traditional teaching methods. Nevertheless, there exist numerous prospects for pupils to acquire self-assurance and challenge themselves, particularly for ESL students who are acquiring the language for purposes beyond just enjoyment. To enhance their English language proficiency and bolster their self-assurance, it is imperative for them to immerse themselves in the realm of multimedia technology. Mobile phones (text chat) are good because they perform different functions. It can bring about a major revolution and development in education if it is properly integrated and used in the teaching and learning environment.

Conclusions

- 1-Text chat through social media is able to develop the level of vocabulary and grammar
- 2- Both the experimental and control groups demonstrated significant improvement in vocabulary and grammar development during the post-tests.
- 3- The experimental group had greater performance in the post-tests when compared to the control group.
- 4-The experimental group obtained a development rate of (22.62), while the control group obtained a development rate of (9.13)

Recommendations

- 1- Engaging in text-based communication via social media platforms has a significant influence on enhancing students' proficiency and expediting the development of their vocabulary and grammar skills.
- 2- Performing research on alternative forms of social communication and their correlation with other characteristics
- 3-We recommend adapting mobile text chat to most classroom.
- 4- Curriculum planners should consider the significance of incorporating text chat, captivating textbooks covering many authentic subjects, and issues pertaining to vocabulary and grammar features

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Oxford university press

And

University of Cambridge Local Examinations Syndicate

Name:-----

The level:----- Text type:-----

Quick

Placement

Test

Version 2

Appendix A

REFERENCES

McMillan Placement Test (MPT)

Name :

Age:

Grammar

<p>1. I ----- from France. a) is b) are c) am d) be</p>	<p>2. This is my friend.----- name is Peter. a) Her b) Our c) Yours d) His</p>
<p>3. Mike is ----- a) my sister's friend b) friend my sister c) friend from my sister d) my sister friend's</p>	<p>4. My brother is ----- artist. a) the b) an c) a d) □</p>
<p>5. ----- 20 desks in the classroom. a) This is b) There is c) They are d) There are</p>	<p>6. Paul ----- romantic films. a) likes not b) don't like c) doesn't like d) isn't likes</p>
<p>7. Sorry, I can't talk. I ----- right now. a) driving b) 'm driving c) drives d) drive</p>	<p>8. She -----at school last week. a) didn't be b) weren't c) wasn't d) isn't</p>
<p>9. I ----- the film last night. a) like b) likes c) liking d) liked</p>	<p>10. ----- a piece of cake? No, thank you. a) Do you like b) Would you like c) Want you d) Are you like</p>
<p>11. The living room is ----- than. the bedroom. a) more big b) more bigger c) biggest d) bigger</p>	<p>12. The car is very old. We're going ----- a new car soon. a) to buy b) buying c) to will buy d) buy</p>

<p>13. Jane is a vegetarian. She ----- meat.</p> <p>a) sometimes eats b) never eats c) often eats d) usually eats</p>	<p>14. There aren't ----- buses late in the evening.</p> <p>a) some b) any c) no d) a</p>
<p>15. The car park is ----- to the restaurant.</p> <p>a) next b) opposite c) behind d) in front</p>	<p>16. Sue ----- shopping every day.</p> <p>a) is going b) go c) going d) goes</p>
<p>17. hey ----- in the park when it started to rain heavily.</p> <p>a) walked b) were walking c) were walk d) are walking</p>	<p>18. ----- seen fireworks before?</p> <p>a) Did you ever b) Are you ever c) Have you ever d) Do you ever</p>
<p>19. We've been friends ----- many years.</p> <p>a) since b) from c) during d) for</p>	<p>20. You ----- pay for the tickets. They're free.</p> <p>a) have to b) don't have c) don't need to d) doesn't have to</p>
<p>21. Jeff was ill last week and he ----- go out.</p> <p>a) needn't b) can't c) mustn't d) couldn't</p>	<p>24. He doesn't smoke now, but he ----- a lot when he was young.</p> <p>a) has smoked b) smokes c) used to smoke d) was smoked</p>
<p>23. We'll stay at home if it ----- this afternoon.</p> <p>a) raining b) rains c) will rain d) rain</p>	<p>24. He doesn't smoke now, but he ----- a lot when he was young.</p> <p>a) has smoked b) smokes c) used to smoke d) was smoked</p>
<p>25. Mark plays football ----- anyone else I know.</p> <p>a) more good than b) as better as c) best than d) better than</p>	<p>26. I promise I ----- you as soon as I've finished this cleaning.</p> <p>a) will help b) am helping c) going to help d) have helped</p>

<p>27. This town -----by lots of tourists during the summer.</p> <p>a) visits b) visited c) is visiting d) is visited</p>	<p>28. He said that his friends-----to speak to him after they lost the football match.</p> <p>a) not want b) weren't c) didn't want d) aren't wanting</p>
<p>29. How about ----- to the cinema tonight?</p> <p>a) going b) go c) to go d) for going</p>	<p>30. Excuse me, can you ----- me the way to the station, please?</p> <p>a) give b) take c) tell d) say</p>
<p>31. I wasn't interested in the performance very much. _____.</p> <p>a) I didn't, too. b) Neither was I. c) Nor I did. d) So I wasn't.</p>	<p>32. Take a warm coat, _____ you might get very cold outside.</p> <p>a) otherwise b) in case c) so that d) in order to</p>
<p>33. _____ this great book and I can't wait to see how it ends.</p> <p>a) I don't read b) I've read c) I've been reading d) I read</p>	<p>34. What I like more than anything else _____ at weekends.</p> <p>a) playing golf b) to play golf c) is playing golf d) is play golf</p>
<p>35. She _____ for her cat for two days when she finally found it in the garage.</p> <p>a) looked b) had been looked c) had been looking d) were looking</p>	<p>36. We won't catch the plane _____ we leave home now! Please hurry up!</p> <p>a) if b) providing that c) except d) unless</p>
<p>37. If I hadn't replied to your email, I _____ here with you now.</p> <p>a) can't be b) wouldn't be c) won't be d) haven't been</p>	<p>38. Do you think you _____ with my mobile phone soon? I need to make a call.</p> <p>a) finish b) are finishing c) will have finished d) are finished</p>
<p>39. I don't remember mentioning _____ dinner together tonight.</p>	<p>40. Was it Captain Cook _____ New Zealand?</p>

<p>a) go for b) you going to c) to go for d) going for</p>	<p>a) who discovered b) discovered c) that discover d) who was discovering</p>
Vocabulary	
<p>41. You may not like the cold weather here, but you'll have to _____, I'm afraid. a) tell it off b) sort itself out c) put up with it d) put it off</p>	<p>42. It's cold so you should _____ on a warm jacket. a) put b) wear c) dress d) take</p>
<p>43. Paul will look _____ our dogs while we're on holiday. a) at b) for c) into d) after</p>	<p>44. She _____ a lot of her free time reading. a) does b) spends c) has d) makes</p>
<p>45. Hello, this is Simon. Could I _____ to Jane, please? a) say b) tell c) call d) speak</p>	<p>46. They're coming to our house _____ Saturday. a) in b) at c) on d) with</p>
<p>47. I think it's very easy to _____ debt these days. a) go into b) become c) go down to d) get into</p>	<p>48. Come on! Quick! Let's get _____! a) highlight b) cracking c) massive d) with immediate effect</p>
<p>49. I phoned her _____ I heard the news. a) minute b) during c) by the time d) the moment</p>	<p>50. I feel very _____. I'm going to go to bed! a) nap b) asleep c) sleepy d) sleeper</p>