

عنوان مقاله:

Models of Dynamic Assessment Affecting the Learning of English Lexical Collocations

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نویسندگان:

عباسعلی زارعی - *Imam Khomeini International University, Qazvin, Iran*

امین خجسته - *MA, Imam Khomeini International University, Qazvin, Iran*

خلاصه مقاله:

Given the importance of collocations, different attempts have been made to facilitate their learning. One such attempt has been the the application of dynamic assessment models. This study compared the effectiveness of three DA models including Budoff's Learning Potential measurement, Group Dynamic Assessment, and Intensive Mediated Learning Experience with conventional instruction on the learning of English lexical collocations. One hundred-twenty male students studying English at Allame Helli 5 High School were selected through convenience sampling. A researcher-made collocation comprehension test, containing 100 items, was used as the pre-test. The students were divided into four intact groups. Each group received a different treatment for 16 sessions. A multiple-choice test and a fill-in-the-blanks test, each consisting of 30 items, were used as the post-tests. Analysis of data using one way ANOVA showed that the Intensive-MLE model was more effective than the other models on both comprehension and production of English lexical collocations. The findings may have useful implications for teachers, students, instructional materials designers, and language assessors

کلمات کلیدی:

Budoff's Learning Potential Measurement, Dynamic Assessment (DA), Group Dynamic Assessment (G-DA), Intensive Mediated Learning Experience (Intensive-MLE), lexical collocations

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