

عنوان مقاله:

Lexis-Based Instruction and IELTS Candidates' Development of L₂ Speaking Ability: Use of Formulaicity in Monologic Versus Dialogic Task

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خلاصه مقاله:

Although lexis research (e.g., Lewis, ۱۹۹۷; Taguchi, ۲۰۰۸) has already evidenced the possibility of teaching formulaic sequences (FS), further research is still needed to examine the procedures or frameworks through which the approach can be applied and probe the second or foreign language (L₂) areas where it demonstrates more relevance. This pretest-posttest quasi-experimental study aimed, firstly, to compare the effects of intensive and extensive lexis-based L₂ instructions on the development of IELTS candidates' speaking performance and, secondly, to explore whether different types of speaking tasks (i.e., monologic vs. dialogic) have any differential effects on the frequency of using FS by L₂ learners. To this end, three intact classes including ۴۰ L₂ learners preparing themselves for IELTS in a language center in Iran were randomly assigned to one control and two experimental groups. The groups received the same amount of instruction, however differently, two receiving intensive and extensive instructions in FS (or unanalyzed chunks) and the other receiving conventional non-lexis instruction. The results revealed that both lexis groups outperformed the control group pointing to the effectiveness of both intensive and extensive lexis-based instructions to the learners' development of speaking proficiency. Moreover, the results showed no significant difference between the effects of intensive and extensive types of lexis instructions upon IELTS candidates' development of speaking performance. Further, it was revealed that dialogic tasks were more conducive to the FS use than monologic tasks. Finally, the implications for L₂ theory and pedagogy are discussed.

کلمات کلیدی:

formulaic sequences (FS), lexis-based instruction, speaking performance, unanalyzed chunks

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