

عنوان مقاله:

The primary and secondary effects of data-driven learning on high- and low-intermediate learners' Knowledge of collocations

محل انتشار:

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افسانه سعیداختر - *English Department, Faculty of Humanities, University of Mohaghegh Ardabili, Ardabil, Iran*

خلاصه مقاله:

The present study scrutinized the role of data-driven learning in recognizing and producing collocations by high- and low-intermediate learners of English. Moreover, the influence of secondary effect (or transfer of training) on learning secondary collocations (collocations not provided in concordancing but embedded implicitly in tasks) was examined. The learners' attitudes towards the effect of concordancing on learning collocations and their attitude change over time were also elicited through a questionnaire. A total of ۴۰ Iranian learners were randomly divided into an experimental and a control group. Each group was further subdivided into high- and low-intermediate learners. The experimental group received a ۱۰-session treatment in which they had access to concordancing to perform the paraphrasing tasks. The control group was taught the same collocations in a traditional explicit way. Results revealed that the high-intermediate learners benefitted from concordancing in both primary and secondary learning of collocations more than the low-intermediate learners. Both high- and low-intermediate groups appreciated the positive role of concordancing in learning collocations and stated that their attitudes towards concordancing changed positively over time.

کلمات کلیدی:

Keywords: collocations, concordancing, data-driven learning, level of proficiency, transfer of training

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