عنوان مقاله:

Impact of Using Web-quests on Learning Vocabulary by Iranian Pre-university Students

نویسندگان:

Masoud Asgari - *English Department, Najafabad Branch, Islamic Azad University, Najafabad, Iran*

Hadi Salehi - *English Department, Najafabad Branch, Islamic Azad University, Najafabad, Iran*

خلاصه مقاله:

Web-quests are internet-based technology applications in which groups of students follow a specific set of steps toward the completion of a final project on a specific subject or a multi-disciplinary subject. The present study aimed to investigate the impacts of using web-quests on learning vocabulary by Iranian pre-university students. The sample of the study consisted of ۷۲ students assigned into two groups. One of the groups represented the control group, and included ۲۳ students; the other group represented the experimental group and comprised ۴۹ students. The two groups were chosen from a population of pre-university students in Chadegan, Isfahan, Iran. The web-quest strategy was used in teaching the experimental group, while the traditional method was used with the control group in the second term of the school year ۲۰۱۵-۲۰۱۶. An Oxford Placement Test (OPT), a vocabulary pretest, a vocabulary posttest, and an attitude questionnaire were the data elicitation tools employed in this study. The collected data were analyzed using independent-samples t test, which was used to determine the existence of possible significant differences between the groups both before and after the instruction. The results indicated that there were statistically significant differences between both groups in favor of the experimental group. The conclusion, thus, could be that the students in the experimental group, who used the web-quest resources for learning vocabulary, performed significantly better than the students in the control group, who learnt vocabulary through traditional method of learning vocabulary. Finally, questionnaire data analyzed via one-sample t test indicated that the experimental group learners had a positive attitude towards the treatment they experienced in the experiment.

کلمات کلیدی:

Attitude, Computer-assisted language learning, vocabulary learning, Web-quest

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