

عنوان مقاله:

On Debilitating Approach Towards Learning Anxiety Through Dynamicity in Storch(۲۰۰۲) Interaction Model: Oscillation Signifies

محل انتشار:

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خلاصه مقاله:

This study aimed at investigating the prominence of language learning anxiety as the hindering factor that debilitates learning process and is to be managed successfully through Storch model (۲۰۰۲). The four phases of Storch Model should not be considered fixed and stable; hence, they could be behaved dynamically. The present study conducted in delving into the issue by having randomly assigned two identical groups of ۲۳ intermediate EFL learners at Islamic Azad University as the control group and experimental one. The participants were all majoring at English translation discipline and participated in a conversation course. The study was in pre-test post-test design and learning anxiety questionnaire was administered before and after the treatment. The experimental group received treatment according to the dynamicity stance of Storch's (۲۰۰۲) patterns of interaction coding scheme as: collaborative, expert/novice, dominant/dominant, and dominant/passive. The experimental group outperformed the control group. The findings showed that the application of dynamicity approach towards Storch model would diminish the learning anxiety index to a large extent. The results embracing Vygotsky's Sociocultural Theory along the pedagogical implication would be beneficial for teachers, syllabus designers and materials developers in TEFL field.

کلمات کلیدی:

Dynamicity, language learning anxiety, oscillation, Storch Interaction Model

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