عنوان مقاله:

The Impacts of Contextualized vs. Associated Teaching of Vocabulary; Learning and Retention

محل انتشار:

کنفرانس بین المللی مدیریت و علوم انسانی (سال: 1394)

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خلاصه مقاله:

The present study strives to investigate two different methods of vocabulary teaching, contextualized vs. associated. In so doing, an experimental study was launched in which two groups of participants, 03 intermediate students at Resa institute in West Azarbijan, Iran who were given a PET test and then homogenized in terms of their language were proficiency, instructed through these two different modes during a 21-week course. After implementing a posttest to measure their learning, a delayed posttest was run to check their retention two weeks afterwards. Significant results were maintained at p.value (3030) indicating that, first, the meaning of new vocabularies should be presented in relation to other words (contextualizing vocabularies), and second, an appropriate opportunity for association should also be provided for students to use their new learned vocabularies for reaching longer retention. The results are of great academic import for universities, language institutes, and students as regards the methods mentioned in this research.

کلمات کلیدی:

لینک ثابت مقاله در پایگاه سیویلیکا:

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