

عنوان مقاله:

The Effect of Task Type and Task Orientation on L2 Vocabulary Learning

محل انتشار:

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خلاصه مقاله:

This study was conducted to investigate the effect of meaning-focused versus form-focused input-oriented and output-oriented task-based instruction on elementary level Iranian EFL Learners' vocabulary comprehension and recall. For this purpose, a sample of 120 male students from a private school in Tehran was selected through convenience sampling and based on availability. The participants were divided into four groups, and each group was given a different treatment. The first group was taught through meaning-focused input-oriented vocabulary tasks; the second group was instructed through meaning-focused output-oriented tasks; the third group received form-focused input-oriented vocabulary tasks, and the fourth group received form-focused output-oriented vocabulary instruction. At the end of the treatment, the participants in all the four groups were given a vocabulary comprehension and a vocabulary recall posttest. The results indicated that meaning-focused tasks were more effective than form-focused tasks on both vocabulary comprehension and recall. At the same time, input-oriented tasks turned out to be more effective than output-oriented tasks on only vocabulary comprehension. In vocabulary recall, input-oriented tasks were more effective when they were form-focused, while output-oriented tasks were more effective when they were meaning-focused. The results of this study can have implications for teachers, learners, and curriculum designers.

کلمات کلیدی:

task-based learning, form-focused tasks, meaning-focused tasks, input-oriented tasks, output-oriented tasks, vocabulary learning

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