

عنوان مقاله:

Technology-Mediated Instruction and the Learners' Vocabulary Development: Power Point Presentation vs. Telegram

محل انتشار:

پنجمین کنفرانس بین المللی پژوهشهای کاربردی در مطالعات زبان (سال: 1396)

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خلاصه مقاله:

The present study was an attempt to investigate the effect of computer-assisted language learning (CALL) as well as mobile-assisted language learning (MALL) on the learners' improvement of L2 vocabulary knowledge. Moreover, the learners' perceptions about vocabulary learning were explored. The participants of the study were of intermediate learners who were divided to two experimental groups, being exposed to CALL (Power Point Presentation) and MALL (i.e. Telegram) vocabulary instruction, respectively, and one control group receiving no technology-mediated instruction. Findings revealed that technology-mediated instruction through CALL and MALL could pave the way for language learners to significantly improve their L2 knowledge of vocabulary. Additionally, MALL instruction was a little more effective than CALL instruction in the learners' vocabulary improvement. The learners' perceptions about vocabulary learning were also subjected to change through exposure to technology instruction since they kept positive attitudes about vocabulary learning in comparison with their almost negative and simplistic perceptions of difficult and monotonous vocabulary learning before technology-mediated instruction. The implication is that, it is strongly recommended that both CALL and MALL devices can be beneficial for teaching and learning language skills and sub-skills in a rather more enjoyable and interactive learning environment.

کلمات کلیدی:

CALL, MALL, technology-mediated instruction, vocabulary learning, learners' perceptions

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