

عنوان مقاله:

On the Role of Willingness to Communicate and Critical Thinking in Receptive/Productive Lexical Knowledge of Gifted and Non-Gifted EFL Learners

محل انتشار:

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خلاصه مقاله:

This study investigated the receptive and productive vocabulary command of learners based on their willingness to communicate (WTC) and critical thinking skill. The study also aimed to compare gifted and non-gifted learners in terms of the above-mentioned variables. To this end, 112 gifted and non-gifted Iranian EFL learners were picked out and given four instruments (WTC questionnaire, critical thinking skill test, receptive, and productive vocabulary tests). Having analyzed data through two-way ANOVA and independent samples t-tests, the study revealed that, first, no significant difference was found between high and low WTC learners and also high and low critical thinkers in their receptive lexical command; and second, high and low WTC learners, high and low critical thinkers, and also gifted and non-gifted learners showed significant differences in their productive lexical command. Thus, while for receptive vocabulary knowledge, giftedness is a more influential factor than WTC and critical thinking, for productive vocabulary knowledge, WTC, critical thinking, and giftedness are all influential. The pertinent theoretical and practical implications of the study will also be explicated.

کلمات کلیدی:

Receptive/Productive vocabulary, Giftedness, critical thinking, willingness to communicate, EFL Students

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