The Effect of Lexical Input via Electronic Dictionary on Eliminating Iranian Intermediate EFL Learners' Verb Collocational Errors

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The present study aimed to investigate the effect of enhancing lexical input via electronic dictionary on eliminating Iranian intermediate EFL Learners' verb collocation errors. This study tried to find out whether using electronic dictionary might enhance knowledge of collocational patterns among Iranian learners of English at intermediate level. To answer this question, 40 students in both genders participated in the experiment of the study. They were randomly ed among a population of students via QPT test score of at least one standard deviation below the mean. They were then divided into two groups of 20 and were randomly assigned to experimental and control groups. A pretest of English verb collocational patterns was administered to both groups, then, they were taught collocational patterns for eight sessions but with different methodologies: the experimental group received a treatment of collocational pattern via electronic dictionary while the control group received no treatment. A posttest of English collocational patterns was then administered to both groups. The data of the study were analyzed using the t-test to indicate the groups mean difference, and the degree of progress the pretest to the posttest of the study in the experimental group was indicated by calculating the paired samples t-test. The results indicated that Iranian EFL learners in the experimental group received higher scores in collocational patterns after being treated with eight sessions of collocational patterns in comparison with the control group.

Keywords : lexical input- electronic dictionary- verb collocation errors- EFL learners