

Teaching English Collocations through Podcasts: A Comparative Study

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The main objective of the present study was to investigate the effect of using podcasts on collocational knowledge of Iranian who were learning English at intermediate level at Milad Danesh Institute in Rasht. A podcast is a downloadable file by a computer. At first, a collocation test including 66 items was administered to measure the participants' prior knowledge, if any, of L2 collocations. It was a true experimental design in which the students were randomly ed by a digital Randomizer called SuperCool Random Number Generator. The participants of this study were 90 students, who were randomly ed an initial pool of 120 participants and were then randomly assigned to experimental and control groups. A collocation test comprising 52 items, as administered to all the participants as a pretest and posttest. The control group learnt collocation by a teacher-fronted method, while the other one was exposed to some American and British podcasts in which collocations were highlighted and underlined on a PowerPoint file. To compare the differences between the two groups, an independent-samples t-test and a paired-samples t-test were used. The results revealed that there was a significant difference between the two groups. The implication was that podcast, which offers the potential to raise students' motivation and make them involved during the process of learning.

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