

Comparing DDL and Non-DDL for Different Student Learning Styles

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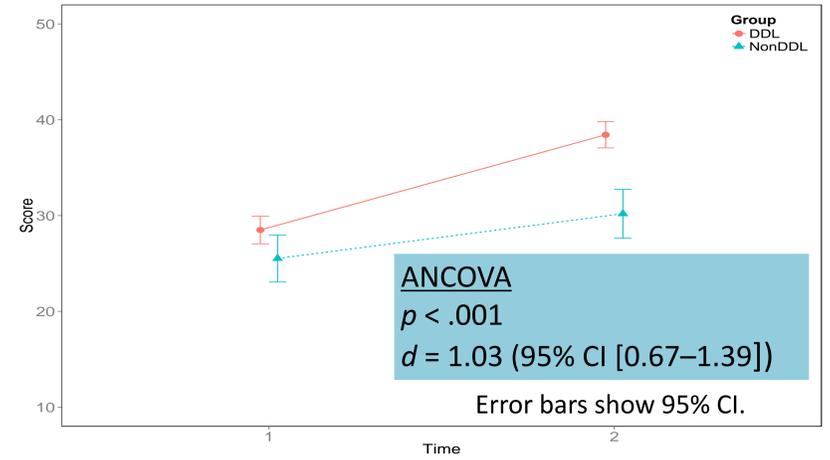
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This paper describes a case study that compared a parallel corpus DDL approach with traditional (textbook and blackboard) classroom instruction. The DDL and Non-DDL classes for lower proficiency level students (\leq TOEIC-IP 300) followed the same syllabus for learning the structures of various noun phrases, and used the same follow-up exercises for one university semester. The effectiveness of the DDL and Non-DDL approaches was investigated. In addition, students' learning preferences and reactions to the approaches were measured through an eighty-five item questionnaire.

Case Study: 2014 spring (10 weeks, 45-min lessons)
Participants: 145 DDL (3 classes) and 42 Non-DDL (1 class; control group) freshmen engineering students
Course Goal: improve understanding of noun phrases
Assessment: pre/post tests + 85-item questionnaire
Teachers: 2 (1 DDL teacher & 1 Non-DDL teacher)
DDL Corpus: bilingual newspaper corpus (NICT)
DDL Tools: WebParaNews, LagoWordProfiler (LWP) for ParaNews
Non-DDL Class Resource: TOEIC Test Training 500

Results: Pre & Post Test

Group	n	Pre test		Post test	
		M (SD)	α	M (SD)	α
DDL	145	28.50 (8.79)	.78	38.43 (8.35)	.80
Non-DDL	42	22.52 (7.88)		30.19 (8.19)	

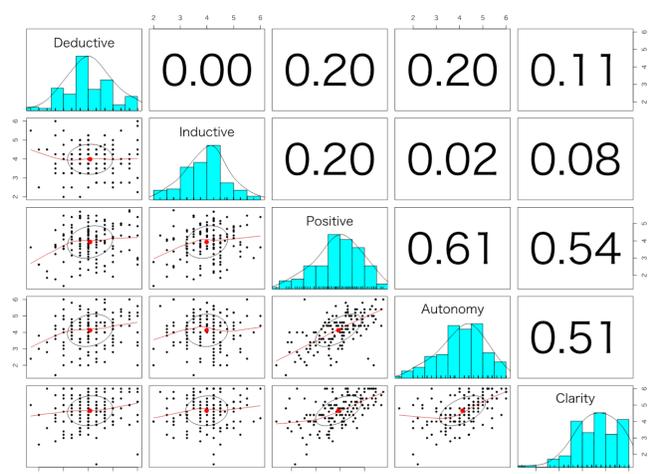


Results: DDL Group Questionnaire (Possible range 1-6)

Measure	No. of Items	α	M	SD
Deductive learning style	3	.70	4.07	0.92
Inductive learning style	4	.69	3.99	0.79
Positive attitude to tasks	13	.94	3.93	0.94
DDL encourages autonomy	5	.79	4.13	0.98
DDL improves clarity of ideas	5	.86	4.66	0.91

KWIC Concordancer WebParaNews showing general patterns of “society”

Lexical Profiling Tool LWP showing a comprehensive analysis of “society”



Summary of Results

- The DDL group showed significantly more gains than the Non-DDL group in the pre & post tests.
- There was only a very weak relationship between learning styles (deductive or inductive) and a positive attitude toward DDL → possibly due to using “a guided inductive approach [and] a combination of an inductive and a deductive approach where the elements of explanation and corpus use are tailored according to the needs of the student” (Johansson, 2009:42).
- The DDL group appreciated the autonomy and clarity (of multiple examples) gained from the DDL approach.

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