عنوان مقاله:

The Influence of Autonomy on Iranian EFL Learners' Vocabulary Podcasting Tasks, Gain and Retention

نویسندگان:

Atefeh Elekaei - *English Department, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran*

Hossein Heidari Tabrizi - *English Department, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran*

azizeh chalak - *English Department, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran*

خلاصه مقاله:

The use of podcasts in learning has been supported by distance education theories that deal with the role of interaction as well as communication in improving teaching and learning. New technologies such as podcasts can have influential learner support in distance education and address learner cognitive requirements by incorporating communication within study resources. The present study investigated the effects of learners' autonomy on their vocabulary podcasting tasks, gain and retention in an E-learning context. Two separate one-way multivariate analysis of variance (one-way MANOVA) were run in order to answer the questions. The results revealed that autonomy levels significantly affected Iranian EFL learners' vocabulary gain and retention. The participants who had higher autonomy levels had higher levels of vocabulary gain as well as retention applying audio podcasts plus still pictures and audio podcasts plus animated pictures. As the effects of attitude and autonomy on language learning are unquestionable, the present study can help teachers and learners have better considerations of attitude and autonomy in an E-learning context.

کلمات کلیدی:

Autonomy, distance education, vocabulary gain, vocabulary podcasting tasks, Vocabulary Retention

لینک ثابت مقاله در پایگاه سیویلیکا:

https://civilica.com/doc/1261435