

عنوان مقاله:

Multiple Intelligence and EFL Learners' Reading Comprehension

محل انتشار:

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خلاصه مقاله:

The second half of the twentieth century can be called the age of individualization when individual values and differences are recognized and respected. Intelligence is among the various aspects of individual differences which affect education and language learning. As such, the present study aimed at investigating the relationship between Multiple Intelligence and Reading Comprehension Abilities of Iranian EFL learners. For the purpose of study, 117 senior English students were randomly selected. After administering two types of instruments including MIDAS Adults (Shearer, 1996) and Reading Comprehension Section of TOEFL (2005, Longman), the data were collected and analyzed. The results indicated that all types of the learners' MI profile have significant relationship with the reading comprehension scores and the Verbal-Linguistic Intelligence is the most significant predictor of the learners' reading comprehension abilities, while Visual-Spatial and Interpersonal Intelligences are the second and third predictors of the learners' reading comprehension respectively. Furthermore, Intrapersonal and Kinesthetic Intelligences could not predict the reading comprehension of the learners.

کلمات کلیدی:

Multiple Intelligence, Verbal Intelligence, Visual Intelligence, Interpersonal Intelligence, Musical Intelligence, Kinesthetic Intelligence, reading comprehension

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