

عنوان مقاله:

The Effect of Technology-Integrated Multiple Intelligences Instruction on EFL Learners' Burn Out and Vocabulary Learning

محل انتشار:

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خلاصه مقاله:

The purpose of this quasi-experimental study was to investigate the impact of technology-integrated multiple intelligences instruction on vocabulary learning and burnout of English language learners at a private primary school in Kerman. Over ۶ months, two groups of ۳۰ learners (۱۵ students in two intact classrooms) were exposed to two forms of multiple intelligences instruction: the traditional and technology-integrated ones. The instruction was based on designing tasks to activate all intelligences in both groups. In the control group, participants received MI instruction from the teacher using classroom facilities with no use of technology. In the experimental group, participants received MI instruction through computer tools. Both groups received ۲۴-week vocabulary training at a ۳۰-minute interval at the beginning of each conversation class. Pre-tests and post-tests were used to measure learners' improvements in vocabulary development and burnout (Khani et al., ۲۰۱۷). To analyze the data, One-Way ANCOVA was used to answer the research questions. The results revealed that the learners involved in the technology-integrated classroom proved superior compared to the traditional group in their English vocabulary and burnout. The findings suggest that nonhuman mediators (technology) are more effective than humans, possibly due to their enticing features that enhance learners' motivation and interest.

کلمات کلیدی:

burnout, multiple-intelligences instruction, technology-integrated classroom, vocabulary learning

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