

On the Impact of Individualized Homework on Iranian Intermediate EFL Learners' Motivation

Hamed Abbassi Mojdehi*,

This study was designed to investigate the effectiveness of applying individualized homework assignments on Iranian intermediate level EFL learners' motivation. To achieve this objective, 41 male and 19 female learners in the 16-21 age range who were studying at Soroush and Gap institutes in Rasht were ed 122 participants based on their performance on QPT. The participants were randomly assigned to experimental and control groups. The participants of each group were divided into 3 equal classes. A pretest with the reliability index of .74 was administered. Next, the experimental groups received the treatment for 20 sessions which required the participants to do individualized homework assignments (homework materials designed based on each learner's interests and preferred learning style). Meanwhile, the control group received a 20-session placebo that was the use of exercises in the workbook of the course book American English File 3. A posttest was then administered to both groups. The results of this study revealed that the experimental group that utilized the individualized homework assignments achieved higher scores on motivation test than the control group. Based on the findings of this study, language teachers can utilize homework assignments which are designed according to each learner's interests and preferred learning style to improve their motivation level. The findings showed that the use of individualized homework assignments make them more motivated when doing homework and learning English

Keywords : Individual differences, Individualized homework, Individualized teaching

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