

## عنوان مقاله:

Classroom Climate, Academic Self-Concept, Learning Self-regulation, and Academic Identity Status among EFL Students: A Structural Equation Modeling Approach

## محل انتشار:

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## خلاصه مقاله:

Practical improvements in students' overall success can be made if we take into account the contribution of learning environments to learners' various attributes that would greatly affect their academic selves. This study aimed at scrutinizing the possible associations among Iranian EFL students' perceived classroom climate, academic self-concept, learning self-regulation, and academic identity status. 420 university students were asked to fill out College and University Classroom Environment Inventory (CUCEI), Academic Self-Concept (ASC) Scale, Learning Self-Regulation Questionnaire (SRQ-L), and Academic Identity Status (AIS) Questionnaire. Using Structural Equation Modeling (SEM) and based on its several goodness-of-fit criteria, the proposed model of the possible interactions of the main variables was confirmed. Furthermore, classroom climate was correlated positively with subscales of learning self-regulation and academic self-concept and negatively with academic identity status. Besides significant correlations among study variables, the final model also revealed some intra-scales associations. Multiple regression analysis also indicated some significant predictions. The findings could provide classroom instructors and university syllabus designers with implications so that they can plan the EFL environments and class activities taking into consideration students' various academic characteristics. This involves their status of self-concept, identity, and .regulation to help them achieve highly recognized long-term academic objectives

## کلمات کلیدی:

classroom climate, academic self-concept, learning self-regulation, academic identity status, structural equation modeling, classroom climate, academic self-concept, learning self-regulation, academic identity status, structural equation modeling

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