

عنوان مقاله:

The Study of Relationship between Learning Autonomy, Language Anxiety, and Thinking Style: The Case of Iranian University Students

محل انتشار:

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خلاصه مقاله:

One of the important abilities of learners is to monitor their own learning process and take charge of their development. To this end and based on the correlational nature of the study design, total of 125 students (for the Winter semester of 2017) educating at Zanjan Universities (89 B.A. students of Islamic Azad University and 60 B.A. students of Payam-e-Noor University) were chosen as the statistical population. Using Cochran formula and stratified random sampling method (each university was considered as one separate strata), the sample size was determined as 108 (65 students educating at Islamic Azad University and 43 students educating at Payam-e-Noor University). To gather the information, Horwitz, Horwitz and Cope's, Foreign Language Classroom Anxiety Scale, Sternberg's Thinking Styles Inventory, and Learner Autonomy Questionnaire (LAQ) developed by Zhang and Li were used. The results of K-S test showed that non-parametric test was liable to be used in order to study the research hypotheses. Using Spearman correlation coefficient, a relationship was found between autonomy and language anxiety among Iranian university students. The other research question was an attempt to determine if there was a relationship between learner autonomy and thinking style which was confirmed through the use of Spearman correlation coefficient. Ultimately, the association between language anxiety and thinking style was addressed through the use of Spearman test which confirmed this relationship. Findings of the current study suggest pedagogical implications for second or foreign language teaching and learning as well as textbook writers and curriculum designers.

کلمات کلیدی:

language anxiety, learning autonomy, thinking style, language anxiety, learning autonomy, thinking style

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