

عنوان مقاله:

Second Language Writing Through Blogs: An Investigation of Learner Autonomy

محل انتشار:

مطالعات زبان کاربردی ایران، دوره 11، شماره 2 (سال: 1398)

تعداد صفحات اصل مقاله: 26

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خلاصه مقاله:

Employing an explanatory sequential design, the present study investigated the effect of English as a Foreign Language (EFL) blog-mediated writing instruction on the students' learner autonomy. A number of ۴۶ learners who were the students of two intact classes were randomly assigned to control and experimental groups. Over a ۱۶-week semester, the control group students ($n=۲۱$) were taught based on regular in-class writing instruction and the students in the experimental group ($n=۲۵$) made use of blogs in addition to the traditional in-class writing instruction. The data were collected through administering a learner autonomy instrument, consisting of metacognitive, cognitive, social, and affective components, and conducting semi-structured interviews. The results of both quantitative and qualitative data revealed that the blog-mediated writing instruction contributed to enhancing learner autonomy of the participants. More specifically, the students who experienced blog-mediated writing activities showed improvement in metacognitive .and cognitive components of learner autonomy. The findings offer significant implications for EFL teachers

کلمات کلیدی:

Learner Autonomy, Blogs, EFL Writing, Metacognitive, cognitive

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