

عنوان مقاله:

The Impact of Teaching Self-regulation in Reading on EFL Learners' Motivation to Read: Insights from an SRL Model

محل انتشار:

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خلاصه مقاله:

Self-regulation is the ability to regulate one's actions, behaviors and thoughts to achieve goals. In the same line, self-regulated learning (SRL) refers to plans and behaviors to reach one's learning goals. Therefore, this research probed into the effect of training English as a Foreign Language (EFL) learners according to Zimmerman and Moylan's self-regulated learning (SRL) model when directed at reading on their motivation for EFL reading. Moreover, the moderating role of the learners' proficiency level was investigated, as well. Self-regulation strategies which can be used while reading were taught to two experimental groups; they were trained to implement the three phases of Zimmerman and Moylan's cyclic SRL model while trying to make sense of the reading sections of their textbook. Meanwhile, two control groups received the traditional, routine reading instruction. The data of the study were collected through Mori's questionnaire of motivation for EFL reading before and after the treatment. A two-way analysis of covariance showed that self-regulation training, when directed at EFL reading, could significantly enhance the participants' motivation for EFL reading, but their level of proficiency did not have any moderating role in the outcome of self-regulation training. These findings can encourage teachers to train EFL learners in self-regulation strategies with the purpose of improving their motivation for reading.

کلمات کلیدی:

self-regulation, Self-Regulated Learning (SRL), Motivation for EFL reading, language proficiency, Zimmerman and Moylan's SRL model

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