عنوان مقاله:

Mediating Role of E-mind Mapping in Adopting a Self-Regulated Language Learning Strategy Among Iranian EFL Learners

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خلاصه مقاله:

One of the affective factors contributing to the EFL learners' learning outcome is their preferred language learning strategy. This study aimed to investigate the possible role of E-mind mapping as a modern node-link teaching technique in adopting a specific self-regulated language learning strategy (SRLLS) among Iranian EFL learners. Based on quasi-experimental research, ۶۴ EFL learners were conveniently selected and randomly divided into two groups, namely, experimental and control groups. The valid and reliable Self-Regulated Foreign Language Learning Strategy Questionnaire was conducted for all of the participants in the pre and post-test but with different item orders. The intervention consisted of ۱۵ sessions each ۹۰ minutes in which E-mind mapping was utilized in the experimental group but conventional teaching was employed in the control group. Descriptive statistics and the t-test was used to analyze the collected data. The results revealed that before conducting the study the most preferred SRLLS among participants were cognitive strategy but after using E-mind mapping techniques, the preferred strategy in the experimental group changed to metacognitive strategy. Also, the Iranian EFL learners' use of meta-effective and meta-sociocultural-interactive strategies, which were previously infrequent, improved. Thus, the results indicated that the E-mind mapping technique was effective in adopting a particular SRLLS among EFL learners. The findings emphasize some successful initiatives to build learners' self-regulated strategies through strategy training incorporated into educational programs and special curriculum designing.

کلمات کلیدی:

EFL learning, E-mind mapping, Language learning strategy, self-regulated learning

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