

عنوان مقاله:

Developing Interactive Tasks in Iranian EFL Students' Self-Monitoring, Self-Regulation, and Willingness to Communicate Using ICT Tools

محل انتشار:

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خلاصه مقاله:

This mixed-methods design study has been conducted to gain insights into the developing interactive tasks in Iranian EFL students in terms of self-monitoring, self-regulation, and willingness to communicate within the educational system. The study collected data using the questionnaires measuring self-monitoring scale (SMS), self-regulated language learning scale (SRLLS), and willingness to communicate (WTC) to compute the differences in interactive scores of ۴۰ students in an experimental group with the interactive scores of ۴۰ students in a control group. The study adopted a qualitative interview-based methodology with EFL learners who took part in the investigation and the extent to which they could achieve and receive the instruction with significant findings. Accordingly, the study as personality assessment developed the semi-structured interviews with ۴۰ students in an experimental group and ۴۰ students in a control group to explore students' motivational beliefs and their attitudes towards interactive tasks influencing their performance in learning and assisting them to communicate successfully. As the results of the study, using the independent sample t-test, the interactive tasks could facilitate suitable training and professional development. The major finding of the study was related to the influence of interactive activities in improving positive attitudes towards interactive tasks and was beneficial to language learning. Based on the attitudinal analysis as the results of this study, using the Transcribed Interview Sample with coding (an extract) clearly identified that students with interactive tasks mainly outperformed those with regular instruction. Furthermore, the findings of the research indicated that students' achievement was improved in terms of their motivation, autonomy, and empowerment as contributed to their learning. However, this study revealed that teachers could increase the academically collaborative talk as well as social-emotional behavior of students in their teaching and learning environments to share feeling safe, taking risks, and enjoy constructive effects.

کلمات کلیدی:

Interactive task, Self-monitoring strategy, Self-regulation strategy, Willingness to communicate strategy

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