

عنوان مقاله:

The Role of Situational Interest and Personality Traits in Language Learners' Transformative Engagement in Academic Reading

محل انتشار:

فصلنامه آموزش مهارت‌های زبان، دوره 42، شماره 4 (سال: 1402)

تعداد صفحات اصل مقاله: 16

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خلاصه مقاله:

The current study primarily explored the link between EAP students' L₂ situational interest (SI) and academic reading transformative engagement (TE). Moreover, it explored SI and its subcomponents, triggered SI and maintained SI as predictors of TE. We also sought the role of different disciplines as moderators of the relationship between SI and TE. Finally, we investigated the big five personality traits as predictors of TE. The participants of this study were ۱۶۰ undergraduate EAP students recruited through quota sampling. A quantitative research method with a correlational design was employed to conduct the study. Two questionnaires were adopted to measure academic reading TE and personality traits, and a questionnaire was adapted from math SI to English learning SI to assess the students' L₂ SI. The results revealed a significant and positive relationship between students' L₂ SI and their academic reading TE. SI significantly predicted TE, and between its subcomponents, only maintained SI strongly and significantly predicted TE. Neither the difference between the disciplinary groups in terms of students' TE nor the interaction of the comparative disciplinary groups by SI was significant. The result indicated the agreeableness trait as the sole predictor of TE. Our findings have fruitful pedagogical implications discussed in the conclusion section.

کلمات کلیدی:

Transformative Engagement, Situational Interest, Personality Traits, Disciplines

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