

عنوان مقاله:

Cyclical Self-regulated Learning Strategies and EFL Learners' Accurate Use of Grammatical Structures, and Emotion Regulation

محل انتشار:

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خلاصه مقاله:

Language proficiency seems not to be realized without language learner's engagement in terms of behavioral, emotional, cognitive, and metacognitive dimensions in the learning process. A mixed method was employed in this quasi-experimental study to examine the effectiveness of self-regulated learning (cyclical with and without emotion regulation) in improving EFL learners' accurate use of grammatical structures and to compare it with the form-focused (non-SRL) control group. One hundred twenty-two homogenized lower intermediate EFL College students were randomly distributed to the two experimental groups and the control group. Two writing tests were used as the pre-test and post-test. The data analysis of the ANCOVA showed that self-regulated learning (cyclical and ER) had a significant effect on the students' grammatical accuracy in writing, which was followed by the SRL (cyclical) group. The focus on the form group showed the lowest performance. The Emotion Regulation Questionnaire was administered to students in the pretest and posttest phases. The result of the paired sample t-test on emotion regulation represented a large effect size. The content analysis indicated that most students significantly held positive perceptions of the SRL strategies taught. Thus, the findings of this study have pedagogical implications for F/S teachers, students, and material developers who can design SRL tasks in which language skills are met

کلمات کلیدی:

Emotion regulation strategy, Grammatical structures accuracy, Non-Self-regulated Focus on Form, Self-regulated learning models (cyclical with and without emotion regulation)

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