

عنوان مقاله:

Metacognitive Awareness Instruction: A Mixed Method Study on High School EFL Learners' Writing Development and Intrinsic Motivation

محل انتشار:

هفتمین کنگره ملی پژوهش های کاربردی در مطالعات زبان (سال: 1398)

تعداد صفحات اصل مقاله: 13

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خلاصه مقاله:

The goal of this study was to investigate the impact of using metacognitive awareness instruction (MAI) on EFL learners' writing skill and their intrinsic motivation. To follow this goal, three research questions were designed and proposed. The questions sought to explore the impact of using metacognitive awareness instruction on the writing performance of the learners and also to know if any meaningful relationship could be observed between the learners' writing development and their intrinsic motivation. To these goals, two groups of high school EFL learners established the participants of the study. To collect the data of the study, three instruments were used: a test of homogenization, pre and post writing tests and finally intrinsic motivation questionnaire developed and examined by Renee Payne (2007). The achievements of the study indicated the positive impact of using MAI on the writing improvement of the learners. Moreover, the writing motivation of the learners significantly increased. Finally, meaningful relationship could be observed between the writing levels and the motivation orientation of the learners.

کلمات کلیدی:

metacognitive awareness, writing, intrinsic motivation. EFL

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