University of Zabol
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Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Teaching
English as a Foreign Language (TEFL)

Subject:

Exploring Iranian English Learners' Engagement in Self-Regulated Learning

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October 2021

Abstract

In student-centered learning environments, the educational importance of engagement for self-regulated learning has been widely recognized in the literature in recent years (e.g. Bandura, 1986, 1997, 1995; Usher & Pajares, 2008; Zimmerman, 1995; Schunk & Zimmerman, 1998). However, a few in-depth studies about the features characterizing learners' engagement, and about teachers' and learners' cognitions on engagement and self-regulated learning have been published. Also, not a single in-depth study on English as a Foreign Language (EFL) has ever been conducted in the EFL context of Iranian high school. Taking this gap as an impetus, the purpose of this qualitative study was to investigate the extent to which Iranian high school EFL learners were engaged in self-regulated learning. The main population of this study consisted of 6 teachers selected through a purposeful method, in Sistan, Iran, and 100 students. To meet this objective, the data was gathered through observation and semi-structured interviews. The findings of this study demonstrated that different factors influence learners' engagement and self-regulated learning. Motivation, role-play activities, a good relationship between teacher and students, and assessment were factors that helped students maintain engagement and improve self-regulated learning. Moreover, the results indicated that teachers and students believed that students need to set goals and monitor their learning process, also students need to be autonomous in their learning, so they could develop faster and better self-regulation in their learning process. Likewise, the results demonstrated that self-regulation could be taught and learned. Therefore, the findings of this study can be suitable for researchers, course writers, teachers, and students to develop a better understanding of students' self-regulation and help learners develop self-regulated skills to take charge of their own learning.

Keywords: Iranian EFL learners, student-centered learning, Student engagement, Self-regulated learning, Teacher's and learner's cognition