

Title :

Relationship between Self-regulated Learning and Self-disclosures in EFL Classes: Speaking Competence in Focus

Abstract :

Self-regulation is a kind of learning that is guided by metacognition, strategic action, and motivation to learn. Self-disclosure is a process of communication by which one person reveals information about himself or herself to another. The present study aimed at investigating the relationship between self-regulated learning and self-disclosures in EFL speaking classes. To this end, 30 male and female Iranian EFL learners whose level of proficiency was intermediate participated in the study. Oxford Quick Placement Test (OQPT) was used for evaluating the participants' general English knowledge, and their self-regulations were assessed by Metacognitive Awareness Inventory (MAI). A pretest was also administered to evaluate how much the students were good at self-disclosure. The self-regulation strategies were then taught directly to the participants in 10 sessions. After completing the treatment, the posttest was done to assess the participants' improvement and to understand the relationship between self-regulation and self-disclosure. To measure the relationship between self-regulation and self-disclosure, Pearson Correlation was run. The results of the study revealed that there was a strong positive correlation between self-regulation and self-disclosure. In other words, self-regulation learning affected participants' self-disclosure positively. The findings of this study may offer implications for English teaching in general and teaching oral skill in specific.

Keywords :

Competence, Oral Proficiency, Self-Regulation, Self-Disclosure