

JOURNAL CONTENT

Search

Search Scope

Search

Browse

- [By Issue](#)
- [By Author](#)
- [By Title](#)

USER

Username

Password

Remember me

Login

FONT SIZE

[HOME](#) [ABOUT](#) [LOGIN](#) [SEARCH](#) [CURRENT](#) [ARCHIVES](#)

Home > Vol 1, No 2 (2008) > **Zahedi**

Metacognitive Learning Strategies and Academic Success of TEFL M.A. Students in Distance Education

Keivan Zahedi

Abstract

Appropriate use of metacognitive learning strategies (MLS) can contribute to the development of autonomy in distance learners, which is of paramount importance to their educational success. This paper reports on the frequency of MLS used by M.A. distance students of TEFL and it is intended to find out whether this particular set of strategies has any effect on these learners' academic success. The academic success rate of the subjects is determined based on their university average scores. The subjects consisted of 36 M.A. TEFL distance learners who were asked to fill out Oxford's Strategy Inventory for Language Learning (SILL) questionnaires. For the purpose of analysis, the students were classified as high and low achievers based on their average scores. The results indicate that with α set at 0.05, there is no statistically significant correlation between the use of MLS and academic success of the participants.

Full Text:

[PDF](#)

International Journal of Criminology and Sociological Theory | ISSN : 1916-2782

Distance learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Distance learning traditionally has focused on nontraditional. Distance learning traditionally has focused on nontraditional students, such as full-time workers, military personnel, and nonresidents or individuals in remote regions who are unable to attend classroom lectures. However, distance learning has become an established part of the educational world, with trends pointing to ongoing growth. Which metacognitive learning strategies are most commonly employed in actual learning situations and most effective with respect to academic performance? Concerning the moderating effect of academic environments on self-regulated learning, it is assumed that certain academic settings afford more limited

opportunities for engaging in self-regulation than do others [26]. For example, whereas higher education affords various opportunities to choose subject domains, modify or supplement learning tasks, and pursue independent study, fewer options for self-regulated learning are available to secondary school students.