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

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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.

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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.