

**Individual Paper Session 10**  
**Motivation/Learner Strategy**  
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**10:45-11:15am**

**The Relationship between Iranian EFL Learners' Goal-oriented and Self-regulated Learning and Their Language Proficiency**

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Language teaching profession is interdisciplinary and has been informed by various disciplines such as linguistics ,psychology ,sociology ,etc. Recently, two major new constructs have emerged in educational psychology ; namely, self-regulated learning and achievement goal orientation.

According to Zimmerman & Schunk (1989) self-regulated learning (SRL) is defined as self-generated thoughts , feelings and actions which are systematically oriented toward the attainment of students' own goals. Also, Murphy & Alexander (2000) viewed achievement goal orientation as a reason or purpose for engaging in some learning – oriented activity. Three different types of achievement goal orientation have been proposed in the literature . The first type is called *Mastery Goal Orientation* which involves a focus on enhancing one's task competence and mastering the material. The second type is *Ability-approach Goal Orientation* which involves a focus on demonstrating one's ability to others. And the third type is *Ability-avoid Goal Orientation* which involves a focus on avoiding demonstrating one's lack of ability to others. This study was an attempt to investigate the relationship between Iranian EFL learners' goal -oriented and self-regulated learning and their language proficiency.

In this study, the Persian versions of "Goal Orientation Scale" developed by Midgley et al (1998) and "Self-regulation Trait Questionnaire" developed by O'Neil and Herl (1998) were piloted on 199 and 189 participants respectively. When the researchers were assured that these two instruments enjoyed satisfactory reliability and construct validity ,the Persian versions of " Goal Orientation Scale" and " Self-regulation Trait Questionnaire" along with a TOEFL test(1995) were administered to 127 Iranian BA English majors .After collecting the data, the researchers used various descriptive and inferential statistics including mean ,variance ,standard deviation ,Pearson correlation and multiple regression to analyze the data. The result of data analysis showed that there was a significant relationship between task goal orientation and language proficiency. However, no significant relationship was found between ability-approach and ability-avoid goal orientation and language proficiency. The result of multiple regression showed that only task goal orientation was a good predictor of language proficiency.

In addition, there was a significant relationship between self-regulated learning and language proficiency. Also, all four subscales of self-regulated learning ( Planning, Self-checking ,Effort ,and Self-efficacy) were positively related to language proficiency. Also multiple regression showed that self-regulated learning was a good predictor of language proficiency.

This study is important for language teachers because it shows that some of the variance in the scores students get in language proficiency tests can be accounted for by the degree to which they engage in self-regulated learning and the particular goal orientation they choose , and

therefore can contribute to a deeper understanding of academic achievement among language learners.

Keywords: Self-regulated Learning , Self-regulation ,Goal-oriented Learning, Achievement Goal Orientation ,Language Proficiency, Teaching English as Foreign Language