

The Effect of Self-Regulation Strategy on Iranian Upper-Intermediate EFL Learners' Essay Writing Ability

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Abstract This study was designed to investigate the effectiveness of self-regulation strategy in improving the L2 writing skill of Iranian upper-intermediate EFL learners. To achieve the objective, 60 male EFL undergraduates Iranian in the 21-25 age range, who enrolled in an advanced English writing course at two universities, were ed the 90 participants based on their performance on Oxford Quick Placement Test. The participants at Islamic Azad University, Zanjan Branch constituted the control group and those at Amin Nonprofit University, Tarom Branch constituted the experimental group, each having 30 university participants, who were taught by the same instructor, were at the third year of study at the university. Then, in order to understand the current level of participants in terms of their essay writing, the pretest was administered which was a persuasive essay. After that the instructional phase of the study started. In the control group, a conventional method was used for teaching essay writing to the students. In the experimental group, the participants were taught the knowledge and skills needed to apply Pick my idea, Organize my notes, Write and the genre-specific strategies for persuasive writing. Then a posttest was administered to both groups. The results revealed that the experimental group that received the use of self-regulation strategy performed better than the control group. Based on the findings of this study, language teachers can utilize self-regulation strategy to improve their learners' writing ability. The findings showed that the use of the self-regulation strategy leads to more proficiency in writing.

Keywords : self-regulation

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