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Teaching Self-Regulated Learning Strategies to EFL Students In MOOCS: A Case Study in Vietnam

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Self-regulated learning (SRL) strategies have been well documented in the literature in the field of psychology, and their roles have been evolving in education, especially in online learning. Yet there is a dearth of research on the effects of an SRL training intervention on students'learning outcomes. The study aims at investigating this issue in MOOCs. The study employed a randomized experimental design with a control and an experimental group. Pre- and post-training survey questionnaires were used to examine students'perceived effects of SRL strategies on their speaking performance while reflective journals were collected to explore their employment of the taught SRL strategies in their learning in a MOOC-based learning environment. SPSS 25 was performed for quantitative data from the surveys and thematic analysis was deployed for qualitative data. The results indicated a positively significant relationship between the EFL students'SRL strategies and their speaking final-course grades, whereas reflective journals highlighted the dynamic nature of SRL, underlining how students actively engage with, adapt, and refine strategies to optimize their learning in MOOCs. This study adds a theoretical contribution to the need of training SRL skills to students regardless of learning platforms, and provides a practical guideline to the implementation of teaching SRL strategies to students'learning in MOOCs.

Online Profile

Biography

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