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Enhancing Self-Regulation Skills in EFL Pre-Service Teachers through Metacognitive Strategies

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Abstract

This study investigates the effect of metacognitive strategies, such as (Planning, Monitoring, and Evaluating) in enhancing the self-regulation abilities of EFL pre-service teachers at Salahaddin University-Erbil by using a mixed-methods approach. Participants were 40 fourth year students who filled out a questionnaire and four full sessions in two fourth-year classes were observed. The results indicate that planning, monitoring and evaluating strategies are significantly related to the aspects of self-regulation improvement which were accepted by the majority of the respondents. However, assessment and evaluation function were barely found. Gender or age-specific differences are not observed, demonstrating the overall efficacy of the strategies. The results also verify the regular use of metacognitive strategies, namely reflecting and managing time, while goal setting and self-evaluation is underutilized. The study confirms that the incorporation of metacognitive strategy training into teacher education programs can facilitate learners' autonomy and equip pre-service teachers to be reflective practitioners. Additionally, it supports an institutionally systematic instruction to provide the necessary tools for future EFL teachers in order to deal with the dynamic variety of tasks within their profession.

Keywords:

Metacognitive Strategies
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About the Journal

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1. Introduction

Metacognition is a scientific term introduced by American psychologist Flavell in 1976, and then in 1979 he fully articulated the concept of metacognition. Since its inception, it has significantly impacted language learning, particularly in strategy development. Typically viewed as a collection of interconnected phenomena concerning awareness and management of cognitive processes, metacognition is recognized by many scholars as vital to learning, it underpins effective strategy use and embodies intelligent behavior (Zhang & Guo, 2019).

In a rapidly changing global environment, English as a Foreign Language (EFL) education is of crucial importance today; it helps pre-service teachers prepare themselves for academic success and career development in future. As pre-service teachers get ready to move from university to the working world, they need to be not only good at English communication but also able to manage their own learning effectively. In this regard, pre-service teachers face the challenge of not only mastering the language but also developing the pedagogical techniques with which they can promote learning in the future. By observing their application of learning techniques, pre-service teachers can enhance their ability to remain focused on their educational objectives. After selecting and starting to apply particular strategies, it is important for them to periodically reflect on whether they are utilizing those strategies effectively (Anderson, 2002).

With extensive investigation into learning these strategies, considerable attention has been focused on enhancing pre-service teachers' approaches through strategy instruction to foster their success in academics. Several elements influence how effectively teachers acquire another language, with language learning strategies being crucial. When employed thoughtfully, these strategies facilitate an active, deliberate, and self-guided approach to learning. Instructing pre-service teachers on how to learn more efficiently is vital for advancing their academic language acquisition. This fosters self-assessment skills, awareness of effective language learning techniques, and problem-solving capabilities (Rahimi & Katal, 2012).

1.2 An Overview of Metacognitive Strategies

1.2.1 Planning

According to Chamot & O'Malley (1985), planning refers to a method for resolving disputes between various action assertions, which pertains to the if-then statements in a production system. Essentially, "planning" is about guiding how language is received and produced. Imani, et al. (2011) state that planning signifies establishing your objectives and outlining what you need to do in order to achieve certain learning outcomes. It requires structuring your method for handling a task, segmenting the process into bite-sized steps, organizing these actions in a sequence that is most favorable to completing everything and calculating the time and resources needed for executing the action. Additionally, goal setting, which is a component of planning, is the process of establishing clear and usable targets, or objectives, for learning (Moeller et al., 2012). Furthermore, Borich (2017) demonstrates that Planning represents a thoughtful method through which educators decide what and how students will understand, laying the framework for their teaching. Ultimately, the responsibility falls on teachers, who must outline the structure and duration of their lessons. This includes determining how much time to spend on discussion, questioning, and analysis, as well as the depth of exploration possible within the set schedule. A critical component of this process is accurately defining goals and objectives, as these guide both instructional approaches and student learning outcomes.

In brief, planning consists of setting clear learning objectives, choosing effective strategies, segmenting tasks into manageable units, sequencing these units effectively, and allocating essential resources (time, materials, attention) to reach the desired goals.

1.2.2 Monitoring

Monitoring involves addressing uncertainty when interpreting language, where a person makes an educated guess about the message's meaning based on what they understand. This concept can also refer to being conscious of one's actions. A key strategy within this area is self-monitoring,

which entails adjusting one's speech for correctness regarding pronunciation, grammar, vocabulary, or suitability to the context and the individuals present (Chamot & O'Malley, 1985). Moreover, Bandura (1991) points out that individuals struggle to control their motivation and behaviors if they neglect to observe their own performances, the environments in which they take place, and the immediate or distant outcomes they result in. Thus, effective self-regulation is influenced by the accuracy, reliability, and timing of self-assessment. Furthermore, Monitoring is how learners intentionally keep records of their understanding, advancement, and performance on a task. It's about assessing the adequacy of study techniques, identifying problems with understanding, and taking steps to correct them. As a central aspect of metacognition, monitoring fosters learner self-awareness and self-adjustment and is shown to enhance autonomous decision making and academic performance (Vaccaro & Sabella, 2018).

In summary, observation is to observe one's own understanding and behavior, evaluate the trend, identifying and diagnosing the problems and a making necessary adjustment in real time. This activity encourages pre service teacher's self-correction and independent task-solving, so that they grow in competence.

1.2.3 Evaluating

Isidro et al. (2023) point out that evaluating is a metacognitive aspect. This involves assessing the learning techniques previously employed and their outcomes. This process particularly encourages individuals to critically analyze how they approach expanding their knowledge and whether learning objectives have been achieved. Alternatively, it means focusing on identifying problems and explaining why a given phenomenon turns out the way it does, thereby enabling improvement later. The stage of evaluation is essential for metacognitive strategies since without it, self-directed learning would be incomplete. Where evaluation is about judging the results and effectiveness, reflection is a much broader self-examination encompassing an analysis of experiences and thinking. Assessment is judgmental and forward-looking while the reflection is associated with the understanding and learning from obtained experiences. Both are crucial for metacognitive awareness. Moreover, it involves more than the scores; it forces pupils to examine their thinking, habits and ways of studying. Additionally, assessment also helps students to understand their weaknesses and strengths, which additionally increases problem-solving skills in academia as well as real-life decision-making. According to Pawan & Neha (2021), evaluation is significant in education because it fosters the enhancement of the teaching and learning experience, as a means of determining whether or not learning has taken place by learners, measuring the effectiveness of instruction and measuring the outcomes of the curriculum. It assists in identifying learning problems, it guides teaching decisions, and offers feedback to teachers and to learners. Through the systematic collection and examination of information, evaluation serves as a tool to help ensure that educational systems are performing as intended and to adjust when they are not. It also is used to hold teachers, schools and systems to account, to improve the quality of education, and to help children and young people develop personally and academically.

In brief, assessment includes re-examining processes, assessing results, identifying barriers and resources, using feedback for improved teaching and learning, which makes it an integral part of metacognitive development and educational improvement.

1.3 Self-Regulation

Zimmerman (2002) states that self-regulation is not just a mental skill or an indicator of academic achievement; it refers to the willingness with which students convert their cognitive skills into academic capabilities. It conceptualizes learning to be an autonomous act and assumes that when students learn they are also doing other things, such as interaction with content or reflective thinking. Learning means action rather than acting-out (e.g., responding to instruction). Self-regulation involves the type of self-generated thought, emotion and action that is planned or cyclically guided to change behaviors for specific objectives. Furthermore, McCabe, et al. (2004)

defined self-regulation subdimensions as “inhibition of automatic responses, motor control, delay of gratification, and sustained attention

Self-regulation has been conceptualized now as a relation of different microprocesses. Such strategies include goal setting, strategic planning and the use of effective organization, elaboration, and encoding/ storage strategies, as well as the regulation of one's performance and awareness. It also encompasses controlling actions, managing time wisely, nurturing self-motivational beliefs (like self-efficacy, outcome expectations, intrinsic interest, and goal orientation), reflecting on performance, feeling pride in one's achievements, and creating a supportive setting (Weinstein et al., 2000). Moreover, Paris & Paris (2001) state that self-regulation can be taught in three diverse ways as mentioned below:

1. Teaching self-regulation can be achieved through several key methods, such as direct instruction, guided reflection, metacognitive discussions, and hands-on practice with experts.
2. Activities that include thoughtful examination of learning and observing others can indirectly encourage self-management.
3. Assessing, charting, and talking about signs of development can support self-governance.

1.4 Research Questions

The present study attempts to respond to the following questions:

1. What types of metacognitive strategies are used by EFL pre-service teachers to self-regulate their learning?
2. How do EFL pre-service teachers overcome difficulties in applying metacognitive self-regulation strategies?
3. What is the relationship between EFL pre-service teachers' perceptions of using metacognitive strategies and their self-regulation scaffolding?

2. Methodology

2.1 Research Design

The present study employed a mixed-methods approach. Qualitative (class observations) and quantitative (questionnaire) that are appropriate for exploring both perception and behavior of pre-service teachers. These tools are employed to examine the use of metacognitive strategies and their impact on self-regulation skills. The benefit of mixed methods was suggested by McKim (2017), who stated that it provides a more complete understanding of a phenomenon by combining the strengths of both qualitative and quantitative approaches. It offers deeper insights, increases confidence in findings, and enhances rigor and accuracy in research interpretations.

2.2 Participants

Participants refer to the entire group or a set of individuals, objects, or events that share a common characteristic and are the focus of the research study (Ahmad et al., 2023). For the questionnaire, participants were 40 fourth-year students from the English Department at the College of Education, Salahaddin University-Erbil, for the academic year 2024-2025. Concerning the classroom observation checklist, the researcher attended four full lectures of English language lessons of Modern Novel, Semantics, Translation and Discourse Analysis, to observe the strategies during teaching and learning process and also to find out the extent of the students' and instructors' interaction and the activities that develop self-regulation-skills in the class.

2.3 Data Collection

The researcher collected information about the topic systematically, and used a questionnaire by herself for a total of 40 students; the type of the questionnaire that the researcher used in the present study is a restricted or closed-form type which calls for ticking. The students' questionnaire contained 20 items for planning, monitoring and evaluation, with a five-rated scale; strongly agree, agree, neutral, disagree and strongly disagree. The researcher also used the classroom observation checklist to have a clear image of how metacognitive strategies enhance their self-regulation skills. The researcher used classroom observation checklist as a beneficial tool to collect, realistic and reliable data, which contains three dimensions that are planning,

monitoring and evaluating, with a three rated scale; observed, occasionally observed, and not observed.

2.4 Analysis Techniques

Questionnaire and classroom observation data were analyzed systematically. A statistical tool, namely SPSS was used to determine the effectiveness of metacognitive strategies on self-regulation skills. Two types of statistical analysis were used to analyze the questionnaire and classroom observation data in this study. Descriptive statistics, such as numbers, percentages, means and standard deviations, were employed to describe how often metacognitive strategies and self-regulation skills were applied based on participants' responses and classroom behavior. In the questionnaire, a one-sample t-test was performed on the questionnaire data to find out if the mean scores significantly deviated from a neutral one, and hence the perceived effectiveness of metacognitive strategies on EFL pre-service teacher's self-regulation.

2.5 Validity and Reliability

To ensure validity and reliability, the questionnaire and classroom observation checklist were analyzed by jury 3 jury members in the field to determine whether all metacognitive strategies and self-regulation items were been covered. The validity of the content was determined by the correspondence of it with the aims of the study. Pilot and revision of items for clarity and consistency was used to improve reliability. The observation was used over sessions so that interpretation is consistent and results are reliable.

3. Results and Discussion

3.1 Results

To analyze the data, fourth-year students of English department in College of Education at Salahaddin University-Erbil for the academic year 2024-2025 were examined, and their percentages were computed.

Table1: Enhancing Self-Regulation Skills through Metacognitive Strategies

	N	%
Disagree	1	2.5
Neutral	14	35
Agree	21	52.5
Strongly agree	4	10
Total	40	100

Table 1 presents the overall descriptive statistics regarding EFL pre-service teachers' perceptions of using metacognitive strategies to improve their self-regulation skills, which addresses the third research question that demonstrates the relationship between EFL pre-service teachers' perceptions of using metacognitive strategies and their self-regulation scaffolding. The majority of participants (52.5%) agreed that these strategies positively impact their self-regulation, with an additional 10% strongly agreeing. Meanwhile, 35% of respondents expressed a neutral stance, indicating uncertainty or moderate acceptance of the effectiveness of metacognitive strategies. Only a small minority (2.5%) disagreed with the notion that metacognitive strategies enhance their self-regulation skills as shown in figure 3. Overall, these findings indicate that most pre-service teachers acknowledge the beneficial role of metacognitive strategies in fostering their self-regulated learning. To further explore whether demographic factors influenced these perceptions, Table 2 compares the responses based on gender.

Table 2: Comparison of Male and Female Mean Scores on Self-Regulation Enhancement

	N	Mean	Std. Deviation	t	p-value
Male	9	3.572	0.596	0.023	0.982
Female	31	3.576	0.347		

Table 2 shows a comparison of the mean scores between male and female EFL pre-service teachers concerning the use of metacognitive strategies to enhance self-regulation skills. An independent sample t-test was conducted to compare the mean scores. Statistically, no significant difference was found between groups because its p-value (0.982) is greater than the significant level of $\alpha=0.05$. This suggests that both male and female participants perceive the effectiveness of metacognitive strategies for improving self-regulation skills similarly, with gender having no observable impact on their responses. The mean scores for males ($M = 3.572$) and females ($M = 3.576$) are nearly identical. To determine whether age had a similar influence on participants' perceptions, Table 3 presents a comparison of mean scores across different age groups.

Table 3: Comparison of age groups on metacognitive strategy use

	N	Mean	Std. Deviation	F	p-value
Twenty one	14	3.443	0.430	0.912	0.446
Twenty two	18	3.619	0.418		
Twenty three	6	3.667	0.227		
Twenty four	2	3.825	0.601		
Total	40	3.575	0.407		

Table 3 presents a comparison of mean scores across different age groups of EFL pre-service teachers in relation to their use of metacognitive strategies for enhancing self-regulation skills. A one-way ANOVA test was conducted to compare the mean scores across the age groups. There is no statistically significant difference among the age groups because its p-value (0.446) is greater than the significant level of $\alpha=0.05$. These findings suggest that age does not significantly affect the extent to which EFL pre-service teachers apply metacognitive strategies to develop their self-regulation skills. To illustrate how metacognitive strategies were demonstrated in classroom practice, Figure 1 presents the percentage of observed behaviors based on the teacher self-regulation checklist.

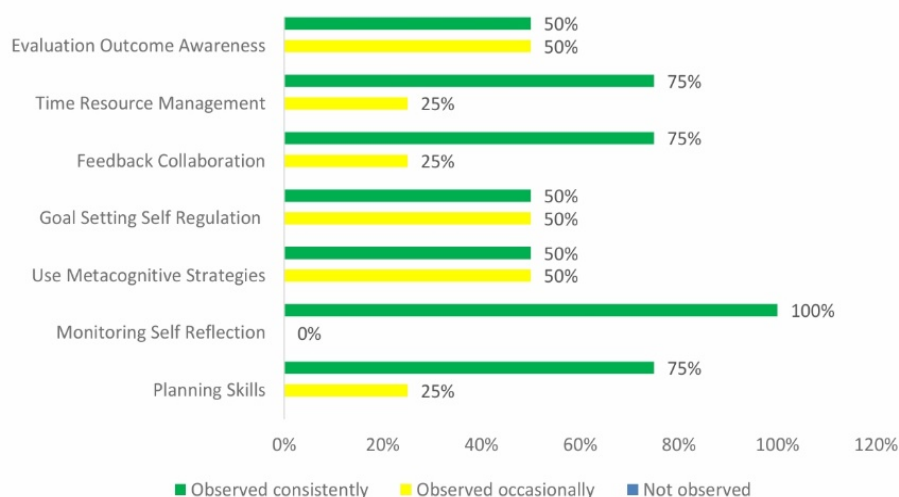


Figure 1: Observed Metacognitive Strategies in EFL Teacher Self-Regulation

Figure 1 shows that EFL teachers demonstrate strong proficiency in several important metacognitive strategies, especially in monitoring self-reflection, which is consistently observed 100% of the time, indicating a well-established habit of assessing their own teaching practices. Planning skills, feedback collaboration, and time/resource management are also frequently observed consistently at 75%, suggesting that teachers are well-prepared, actively seek feedback, and manage their resources efficiently. However, the broader use of metacognitive strategies, goal setting for self-regulation, and evaluation outcome awareness show a more balanced pattern, with half of the observations being consistent and the other half occasional. This indicates that while

these practices are recognized and sometimes applied, they are not yet fully embedded in daily routines, pointing to areas for improvement. Importantly, none of the strategies were ever completely absent, which is positive because it means teachers engage with all aspects of metacognitive self-regulation at least occasionally. Enhancing consistency in goal setting and evaluation awareness could further improve teacher effectiveness and professional development, ultimately benefiting classroom outcomes.

3.2 Discussion

This study aimed at investigating the contribution of metacognitive strategies to facilitating self-regulating ability of EFL pre-service teachers at Salahaddin University-Erbil. To answer the first research question, the findings revealed that the primary metacognitive strategies used by the pre-service teachers were planning, monitoring, and evaluation. Among these, monitoring was the most consistently self-reported and observed strategy, followed by planning, while evaluation and goal setting were the least practiced. Furthermore, no differences were found according to gender or age, which suggests that the use of these strategies is equally applicable among pre-service teachers.

In relation to the second research question, the study found that although pre-service teachers apply planning and monitoring strategies effectively, they face challenges in implementing evaluation strategies consistently. This underuse suggests difficulties in reflective practices and outcome analysis, possibly due to unclear instructions or limited time for reflection.

The results were situated within Zimmerman's (2002) theoretical framework, which describes the self-regulation of learning as involving three consecutive phases: forethought (planning), performance (monitoring), and self-reflection (evaluation). The predominance of planning and monitoring in the data seems to confirm that learners are more and more conscious of how to start and maintain L2 learning tasks. Less common are terms such as evaluation which may lead to a presumption that students find the reflective stage problematic or unimportant - this critical stage of learning is essential in development of long-term learning and reflexive teaching.

Students were organized in the planning dimension; they showed very good understanding of how to prepare the learning process before starting tasks. This aligns with Imani et al. (2011) and Borich (2017), who state that setting goals and preparing the instructional plan are essential tools of instruction for effective teacher performance and learner achievement. This was also supported with the classroom observations that pre-service instructors were actively managing time and resources and were systematically preparing their teaching segments. These results seemed to indicate that the pre-service teachers had internalized planning practices and planning-for-practice types of action as a central element of their professional development as teachers.

Nevertheless, underuse of evaluation practices was a significant gap. Evaluation, as defined by Isidro et al. (2023) and Pawan & Neha (2021) carries great significance in terms of reflective practices of teaching. It allows learners to evaluate the potency of their strategies, make course corrections, and refine their knowledge of content and pedagogy. The inconsistent evaluation behaviors, such as goal review, outcome analysis, and reflection on action may result from unclear instructions or insufficient practice time. This also indicated the necessity of more structured integration of reflective components into teacher programs.

The fact that no differences in the effect of the metacognitive support could be attributed to gender or age suggested that the effect of metacognitive support exceeded demographic factors. This correlates with Rahimi & Katal (2012), who argued that metacognitive awareness is not associated with backgrounds easily, and it is acquired with training. The present findings corroborate the fact that metacognitive strategy instruction can be a universal instructional technique, providing diverse students with the ability to control their learning.

The participants' responses indicated a generally positive perception of the usefulness of metacognitive strategies. Over 60% either agreed or strongly agreed that these strategies improved their self-regulation. This aligns with Anderson (2002) and Zhang & Guo (2019), who state that metacognitive training enhances learners' autonomy and engagement with learning. In the context of EFL teacher education, this is especially important, as self-regulated teachers are

better prepared to model and foster these skills in their future students.

From a pedagogical perspective, these findings have important implications for curriculum design and instructional practice in teacher education programs. While many training programs emphasize lesson planning and classroom management, less attention may be given to helping pre-service teachers reflect on their learning processes or evaluate their instructional impact. The study's results suggest that explicit instruction in evaluation strategies, including guided self-reflection, performance reviews, and peer feedback—should be more deeply embedded in teacher preparation curricula.

The consistent use of monitoring and planning strategies indicated that students benefit from structured scaffolding and modeling of metacognitive behaviors. Instructors can build on this by integrating activities that promote metacognitive dialogue, such as think-aloud protocols, strategy journals, and collaborative planning sessions. These practices can bridge the gap between theory and practice, helping future teachers not only to use strategies themselves but also to incorporate them into their classroom methodologies.

It is also important to note that classroom culture and educational context may influence the extent to which metacognitive strategies are adopted. In many teacher education environments, assessment tends to focus on content mastery and practical teaching tasks, rather than strategic thinking or reflective practice. To shift this dynamic, institutions should prioritize systematic and sustained metacognitive training across courses and teaching experiences. This includes providing ongoing feedback, opportunities for self-assessment, and reflective teaching models that demonstrate the practical value of metacognitive approaches.

4. Conclusion

In conclusion, the study confirms the significant role of metacognitive strategies in shaping EFL pre-service teachers' self-regulation. While monitoring then planning are well integrated into their learning practices, evaluation remains underdeveloped, indicating a clear area for instructional enhancement. By embedding strategy training into teacher education and promoting reflective teaching as a core competency, institutions can prepare future teachers to become not only effective practitioners but also autonomous, strategic learners capable of fostering the same qualities in their students.

The results also imply that the development of metacognitive self-regulation among EFL pre-service teachers could have potential applicability to wider educational contexts, not specifically limited to foreign-language instruction. Developing pre-service teachers' skills contributes not only to greater classroom effectiveness, but also indirectly to readiness to respond effectively to varied educational routines and settings. This suggests a promising role for metacognitive training to enhance teacher resilience, adaptability, and continuing professional development in a life-long professional learning trajectory that can sustain educational practice in a rapidly changing teaching landscape.

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بهيزكردى تواناكاني خورپيخستنى ماموستايانى پيش خزمهتى زمانى ئىنگلىزى وهكو زمانىكى بيانى له ريكاى بهكارهيتانى ستراتيژيه كاني ئاكاى هزرى

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پوخته

ئهم تويزينه وهبه ليكولينه وه له كاريگهري ستراتيجيه كاني ئاكاى هزرى دهكات وهكو (پلاندانان و چاوديريكردن و ههلسهنگاندن) بو باشتركردى تواناكاني خورپيخستنى ماموستايانى پيش خزمهتى زمانى ئىنگلىزى وهكو زمانىكى بيانى له زانكوى سه لاهه ددين-ههولير به بهكارهيتانى ريبازيكي شيواز تيكه لاو. به شداربووان پيكاهايبون له 40 قوتاي قوناغى چواري بهشى ئىنگلىزى كه فورمى راپرسيه كانيان وه لادماوه. ههلسهنگاندنى ناو پول بو چوار وانهى تهواوى ههردوو پولى قوناغى چوارهم ئه نجام درا. ئه نجامه كان ئه وهيان ده رخست كه ستراتيجيه كاني پلاندانان، چاوديريكردن و ههلسهنگاندن په يوه ندييه كى بهرچاويان به لايه نه كاني به هيزكردى تواناي خورپيخستنه وه ههيه. زوربهى وه لادمه ره وه كان سوودى ئهم شيوازان هيان قبول كرد، به لام كردارى ههلسهنگاندن به دهگمهن به ديكر. هيج جياوازيه كى ئه وتو له چوارچيويه رهگهز يان ته مهن بهدى نه كرا له ئه نجامه كاني راپرسى كه ئه مهنش كاريگهري گشتى ستراتيجيه كان نيشان ده دات. ههلسهنگاندنى پوله كان به كارهيتانى به رده وامى ستراتيجيه كاني ئاكاى هزرى پشتراستكرد وه ته وه، وهك رهنگدانه وهى فتربوون و ريخستنى كات، به لام دانانى نامانج و خوهلسهنگاندن كه م به كارهيتاره. تويزينه وه كه جهخت ده كاته وه كه جيگيركردى راهيتانى ستراتيجى ئاكاى هزرى له بهرنامه كاني پهروهردى ماموستاياندا ده توانيت سه ره به خوى قوتايان ئاسان بكات و ماموستايانى پيش خزمهت ناماده بكات بو ئه وهى بينه مه شقه وهرى رهنگد ره وه. پيشنيارى پشتگيريكردن له رينمايه سيستماتيكيه دامه زراوه بيه كان دهكات بو داينكردى نامرازى پيوست بو ماموستايانى داهاتووى زمانى ئىنگلىزى وهك زمانىكى بيانى تا بتوانن مامه له كردن له گه ل جوراوجورى داينمايى ئه ركه كان له ناو پيشه كه ياندا گه شه پيبدن و تواناي خورپيخستنيان به هيز بكن.

وشه سه ره كيه كان: ستراتيجى ئاكاى هزرى، خورپيخستن، زمانى ئىنگلىزى وهك زمانىكى بيانى، ماموستايانى پيش خزمهت، پهروهردى ماموستايان

تعزير التنظيم الذاتى لدى معلمي اللغة الإنجليزية كلفة أجنبية قبل الخدمة من خلال لاستراتيجيات المعرفية

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المخلص

تبحث هذه الدراسة في تأثير الاستراتيجيات المعرفية مثل (التخطيط و المراقبة و التقييم) في تعزيز قدرات التنظيم الذاتى لمعلمي اللغة الانجليزية كلفة أجنبية قبل الخدمة في جامعة صلاح الدين - أربيل باستخدام نهج الاساليب المختلطة. كان المشاركون 40 طالب من قسم اللغة الانجليزية في السنة الرابعة. تشير النتائج الى أن استراتيجيات التخطيط والمراقبة التقييم مرتبطة بشكل كبير بجوانب تحسين التنظيم الذاتى قبلها غالبية المشاركين. ومع ذلك، بالكاد تم العثور على وظيفة التقييم والتقييم. لم يتم ملاحظة الاختلافات بين الجنسين أو العمر، مما يدل على الفعالية العامة للاستراتيجيات. كما تؤكد النتائج أيضا الاستخدام المنتظم الاستراتيجيات المعرفية، وهي التفكير وادارة الوقت، في حين أن تحديد الأهداف و التقييم الذاتى غير مستغلين بشكل كاف. تؤكد الدراسة أن دمج تدريب استراتيجيات التعلم ما وراء المعرفى في برامج اعداد المعلمين يعزز استقلالية المعلمين ويهيئ المعلمين قبل الخدمة ليكونوا ممارسين تأمليين. كما يدعم هذا التدريب المنهجي المؤسسي لتوفير الأدوات اللازمة لمعلمي اللغة الانجليزية كلفة أجنبية المستقبليين للتعامل مع التنوع الديناميكي المهام في. مهنتهم، بما يحسن مهاراتهم في التنظيم الذاتى.

الكلمات المفتاحية: استراتيجيات ما وراء المعرفية، التنظيم الذاتى، اللغة الإنجليزية كلفة أجنبية، معلمو ما قبل الخدمة، تدريب المعلمين