International Invention of Scientific Journal
Online ISSN: 2457-0958
Available Online at https://iisj.in **Volume 8, Issue 03 (July-August-September)|2024**|Page: 416-429
Original Research Paper-Language

The Effect of CALL on Self-Regulation of Iranian EFL Learner's Language Achievement

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Article Received: 27-May-2024 Revised: 17-June-2024 Accepted: 07-July-2024

ABSTRACT:
The study investigated the impact of computer-assisted language learning (CALL) on the self-regulation and language achievement of Iranian EFL learners. A sample of 65 Iranian EFL students was randomly divided into an experimental group and a control group. The experimental group received CALL-based instruction, while the control group had traditional classroom instruction without CALL intervention.. The participants' self-regulation skills were assessed using the Self-Regulation Questionnaire (SRQ) before and after the intervention. Their language proficiency was also evaluated through a standardized English test. The results showed that the experimental group demonstrated significantly higher levels of self-regulation and language achievement compared to the control group after the CALL-based instruction. These findings suggest that integrating CALL into language education can positively influence EFL learners' self-regulatory abilities, which in turn enhances their overall language performance. The study highlights the potential benefits of incorporating CALL to foster autonomous and self-directed learning among EFL students. The paper also discusses the implications for language teaching practices and provides recommendations for future research in this area.

Keywords: Self-regulation, Computer-Assisted Language Learning (CALL), SLT: second language teacher, EFL: English as a foreign

INTRODUCTION:

Computer-Assisted Language Learning (CALL) emerged in the 1960s and has evolved alongside changes in teaching methodologies. While research has shown that CALL can positively impact language learning, it still lacks a clear theoretical foundation and well-established methods.

In recent years, the emergence of various information technology tools has led to the suggestion that CALL could be one of the new and effective approaches for supporting second language learners. Identifying and utilizing these new tools in education can be beneficial in enhancing students' self-regulation and language learning outcomes.

Self-regulated learning is a crucial area of research that focuses on how individuals regulate their cognition, motivation, and behavior within educational settings. This framework emphasizes the transition from dependent to autonomous learners. Research in this field has significant implications for creating optimal learning environments and supporting the development of self-regulation strategies, particularly for students with disabilities and other learners. Self-regulation has emerged as a crucial predictor of diverse academic achievement. Researchers from various perspectives have recognized the significance of self-regulation in shaping individual developmental trajectories. Over a decade ago, the importance of understanding self-regulation for advancing developmental research was highlighted.

Computers are merely tools and aids that can amplify and extend our natural abilities and talents. When used properly, they can enable individuals to accomplish tasks that would be inconceivable by other means. It is important to recognize that computers are technologically different from language laboratories, as they primarily involve the written language and are much more versatile. The impact of computers on language teaching and learning is likely to be quite different from the past. Educators are aware of the mistakes made with previous technological innovations, and they understand that computers are not a panacea.

The unique property of computers as educational aids is their interactive capability. Unlike static resources like books and tape recordings, computers can analyze a student's specific mistakes and provide feedback that not only corrects the error but also helps the student understand the underlying principles. This interactive nature sets computers apart from other educational

tools and makes them a valuable asset in the teaching and learning process. As more technical inventions have been incorporated into the classroom over the years, computers represent the next step in enhancing the effectiveness of teaching.

Scholars have long been interested in factors that influence academic achievement, and one such factor is self-regulated learning (SRL). Higher education students who actively engage in SRL are more involved in their learning process, and research on ways to support SRL is abundant. Various interventions aimed at enhancing students' knowledge and engagement in SRL have shown positive results in terms of achievement. Understanding self-regulation is crucial for understanding how learning occurs in the classroom, and studying its dynamics and outcomes can have implications for creating optimal learning environments.

Contemporary self-regulated learning theory emphasizes the transition from dependent learners to autonomous learners. It defines self-regulated learning as an intermediate concept describing how individuals regulate their cognitive processes, motivation, and behavior within an educational setting. Identifying and understanding self-regulatory strategies and methods is important for educators when designing instruction that supports and encourages self-regulation.

Self-regulation encompasses self-discipline and a student's ability to utilize it effectively in the educational process. It involves self-awareness, self-questioning, self-review, and empowering learners through cognitive processes to facilitate their learning. Self-regulated learners engage in metacognitive planning, organization, self-study, self-reflection, and self-assessment throughout their learning journey. They are motivated to view themselves as capable, self-efficacious, and autonomous individuals who actively choose, construct, and create their learning environment. Self-regulated learners approach learning materials with confidence, perseverance, and expertise.

In higher education, students must independently plan, monitor, and execute their learning. Thus, effective self-regulated learning, supported by the use of effective learning strategies, is vital for academic achievement and lifelong learning. However, many students need help to employ optimal learning strategies for long-term retention and often rely on passive strategies like re-reading. Although training programs have been successful in increasing students' knowledge of effective learning strategies, many students need help to change their behavior and apply these strategies sustainably. Exploring this gap will provide insights into the challenges students face when modifying their study behavior and how they can be supported in achieving their goals. A qualitative approach is necessary to delve deeply into students' study habits, as this area of research is currently lacking. This understanding will inform the development of tailored educational strategies and training programs that align better with students' behaviors and needs, ultimately promoting academic success.

Literature Review:

Berger, Kofman, Livneh, and Henik (2007, p.257) highlight that the concept of self-regulation has been defined diversely in the literature, depending on various theoretical perspectives. They argue that a broader definition of self-regulation encompasses the capacity to monitor and adjust one's cognition, emotions, and behavior to achieve personal goals and adapt to the cognitive and social demands of specific situations. This definition emphasizes that self-regulation involves a collection of monitoring mechanisms rather than a single process. It also distinguishes between regulating emotions and cognition, where the latter may or may not include the regulation of observable behavior.

Zimmerman (2002, p.65) presents a different viewpoint on self-regulation, stating that it is not a mental ability or an academic skill but rather a self-directed process through which learners transform their mental abilities into academic skills. In this perspective, learning is seen as an active and proactive endeavor, where students engage in self-generated thoughts, feelings, and behaviors that are focused on achieving their goals.

Wolters, Pintrich, and Karabenick (2003, p.2) define self-regulated learning as an active and constructive process in which learners set goals for their learning and then strive to monitor, regulate, and control their cognition, motivation, and behavior. This process is guided and influenced by their goals and the contextual features of the learning environment.

Similarly, Nückles, Hübner, and Renkl (2009, p.259) assert that self-regulated learning involves the ability to positively control and influence one's learning processes. Learners take personal initiative, employ effective strategies to achieve their individually valued learning goals and monitor their understanding to identify and address any potential comprehension difficulties.

Zimmerman (2002, p.66) emphasized three key characteristics of self-regulated learning:

Firstly, self-regulation of learning goes beyond simply possessing detailed knowledge of a skill. It involves self-awareness, self-motivation, and the ability to implement that knowledge effectively. For instance, experts demonstrate their expertise by applying knowledge appropriately, such as correcting specific deficiencies in technique during learning performances.

Secondly, self-regulation of learning is not a fixed personal trait that individuals either have or lack. It involves the deliberate and adaptive use of specific processes that are tailored to each learning task. These processes include setting specific goals, employing effective strategies, selectively monitoring performance, modifying one's environment to align with goals, managing time efficiently, evaluating one's methods, attributing causation to results, and adjusting

future approaches. The presence or absence of these self-regulatory processes has been found to impact students' level of learning.

Thirdly, the motivation for self-regulated learning is influenced by underlying beliefs such as perceived efficacy and intrinsic interest. These beliefs play a role in sustaining the self-motivated nature of self-regulated learners.

Furthermore, Zimmerman (2002, p.69) states that contrary to common belief, self-regulated learning is not isolated or asocial. Each self-regulatory process or belief, such as goal setting, strategy use, and self-evaluation, can be learned through instruction and modeling provided by parents, teachers, coaches, and peers. Self-regulated students actively seek help from others to enhance their learning. What distinguishes them as "self-regulated" is not their reliance on socially isolated methods, but rather their personal initiative, persistence, and adaptive skills. Self-regulated students focus on how they engage in and sustain specific learning practices within both social and independent contexts.

In contemporary models of teaching and learning, self-regulation holds a prominent position and is a key focus in the new learning environments approach, as highlighted by Harris, Santangelo, and Graham (2008, p.397-398). Self-regulated learners actively take part in their learning process, rather than relying solely on teachers, parents, or external sources for knowledge. These learners are described as proactive individuals who initiate their learning, persist in completing instructional tasks, effectively overcome challenges, and respond appropriately to task performance outcomes. On the other hand, students lacking self-regulation tend to engage in self-handicapping behaviors, have low efficacy for learning, avoid situations that may lead to failure, and may display impulsive behavior. They often seek easier tasks, procrastinate, or altogether avoid work, which can negatively impact their self-esteem. These students are more inclined to set lower academic goals, inaccurately assess their abilities, engage in self-criticism, experience limited academic success, and give up easily. Difficulties with self-regulation can have significant and adverse effects on students' emotional well-being, self-esteem, and motivation. The specific characteristics commonly associated with self-regulated learners are related to their motivational beliefs or attitudes, their use of cognitive strategies, and their metacognitive abilities (Wolters, 2003a, p.189).

Zimmerman (1989, p.329) defines SRL strategies as "actions and processes employed by learners to acquire information or skills, involving agency, purpose, and perceptions of instrumentality." Zimmerman and Martinez-Pons (1986, 1988) developed and validated a structured interview to assess students' utilization of self-regulated learning strategies in real-life settings. Their interviews with high school students provided evidence for 14 types of self-regulated learning strategies. Olaussen and Braten (1999, p. 412) note that although the SRL Interview Schedule was originally designed for high school students, it has also proven effective in assessing college students. Additionally, students' use of these strategies showed significant correlations with their academic achievement and teachers' evaluations of their self-regulation in the classroom.

Zimmerman (1989) categorizes self-regulated learning strategies into three classes that students employ to enhance self-regulation (a) personal functioning, (b) academic behavioral performance, and (c) the learning environment. For example, students use organizing and transforming strategies (e.g., reorganizing instructional materials to improve learning) and goal-setting and planning strategies (e.g., setting educational goals and sub-goals, planning, timing, sequencing, and completing tasks) to optimize personal self-regulation. Furthermore, learners utilize self-evaluating strategies (e.g., assessing the quality and progress of their work) and self-consecrating strategies (e.g., rewarding themselves for good work) to enhance behavioral regulation (Zimmerman, 1989, p.334).

Different SRL models vary in their interpretation of the role of motivation (Panadero, 2017). Some models consider motivation for learning as an integral part of SRL (e.g., Boekaerts, 1992; Zimmerman, 2002, 2008), while others view persistence and the regulation of motivation as components of SRL but regard task motivation as a prerequisite for successful SRL (e.g., Efklides, 2011; Ning & Downing, 2012; Pintrich, 1999, 2000; Schunk, 2005).

The ability of students to self-regulate their learning has a significant impact on their academic achievement. When students engage in self-regulated learning, they can select the most appropriate cognitive strategies (such as rehearsal, elaboration, or note-taking) based on the specific learning task and the broader context (Boekaerts, 1992; Winne & Hadwin, 1998; Zimmerman, 2002). Their self-regulated learning activities influence their cognitive activities, and students who actively self-regulate their learning tend to employ more effective cognitive strategies (Nelson & Narens, 1990). The use of cognitive strategies by students plays a crucial role in their learning progress (Dunlosky et al., 2013).

Learning motivation is a significant factor that strongly influences self-regulation (Ray & Elliott, 2006). Motivation serves as a crucial tool for encouraging students to engage in learning and creating a positive learning environment. It impacts behavior by aligning behavior with goal-oriented motives, and these goals are typically external to individuals. Motivation operates within a three-part causal system, affecting individuals' behaviors (Zare, 2011). Individuals with a high need for personal growth are driven by motives such as hope, pride, and anticipatory happiness, whereas those with lower growth needs tend to respond to avoidance-related emotions like anxiety, defensiveness, and fear of failure (Seyyed Mohammadi, 2013). Cognitive psychologists view humans as active participants rather than passive

learners in the learning process. Learning is seen as a process in which individuals actively engage. Learning strategies are central to cognitive psychology, and the self-discipline theory within this framework aims to enhance and develop learners' academic performance. Educational institutions strive to foster success by promoting effective study habits and establishing a conducive academic environment (Feridooni & Cheraghi, 2014).

In higher education, a significant amount of learning takes place without direct teacher involvement, requiring students to take responsibility for managing their learning (Dresel et al., 2015). However, many students need help with effective self-regulation. They often inaccurately monitor and control their learning, which hurts their academic performance (Hartwig & Dunlosky, 2012). One approach to promoting self-regulated learning is to help students utilize learning strategies that are optimal for long-term retention (e.g., "desirably difficult" strategies, Bjork & Bjork, 2011). These strategies include practice testing, interleaving different types of information, and spacing out study sessions over time (Dunlosky et al., 2013). What these effective strategies have in common is that they involve active learning processes that require repeated retrieval of information from memory (Bjork & Bjork, 2011).

Despite the importance of self-regulated learning, students often avoid or fail to consistently use these desirable difficult strategies, even when they are aware of their benefits (Biwer et al., 2020a, b; Rea et al., 2022). One reason for this is that students often have established habits of using surface-level processing strategies. Instead of employing desirable difficulties, they rely on passive learning methods and cram their study sessions close to exams instead of spacing them out over time (Blasiman et al., 2017; Dembo & Seli, 2004; Foerst et al., 2017). These ineffective strategies are often adopted by students as early as high school (Dirkx et al., 2019).

In addition to struggling with the use of effective learning strategies, students also need help in regulating their resources during self-study. Learners need to employ strategies for managing their effort and motivation to optimize their learning conditions (Dresel et al., 2015). This may involve planning study sessions or seeking help when needed. While resource management strategies have been identified as crucial for academic performance (Grunschel et al., 2016; Waldeyer et al., 2020), many students struggle with time management (Basila, 2014; Thibodeaux et al., 2017) and encounter motivational issues that lead to procrastination.

For an extended period, foreign language educators have utilized computers to offer supplementary exercises to their students. However, with the quick progress of technology, teachers have recognized the importance of integrating computers as a crucial component of daily foreign language learning. The potential of technology to impact foreign language learning has taken considerable attention, particularly in the context of CALL.

There has been a noticeable rise in the number of educators integrating CALL materials into their classes. This growing interest in CALL and educational technology, in general, is evident through the establishment of an increasing number of CALL facilities in universities and schools.

In a study conducted by Bayraktar in 2002, a meta-analysis was carried out to examine the impact of computer-assisted instruction (CAIl) on student achievement compared to traditional construction. The findings indicate that there was a positive effect associated with the use of CAll, particularly when implemented in the form of tutorial modules when engaged with computers individually, and when CAll was used as a supplementary tool alongside traditional instruction.

In most research that has been conducted to explore individuals' attitudes toward CALL favorable attitudes towards it have been observed. For instance, Escalada and Zollman (1997) conducted a study investigating the interactive digital video on student learning and attitudes. Their findings indicated that interactive video materials were suitable for activity-based learning environments.

Klassen and Milton (1999) evaluated the effectiveness of a multimedia-based English language learning program at a university in Hong Kong. The results demonstrated that the use of multimedia-enhanced mode of learning. Similarly, Vrtacnik et al. (2000) reported that when computer-based approaches were introduced in the classroom, there was higher academic achievement and improved attitudes towards science and computers, as observed in various studies.

The benefit of self-regulation on language learning:

According to Harris, Santangelo, and Graham (2008, P.397-398), self-regulation plays a crucial role in modern teaching and learning models. It is the central focus of the new learning environments approach. In this approach, students who possess self-regulation take an active role in their learning rather than relying lonely on teachers, parents, or other external sources for knowledge.

Self-regulated learners are characterized as individuals who initiate their learning, persevere through challenges, and respond appropriately to the outcomes of their task performance. On the other hand, students lacking self-regulation tend to exhibit low confidence intervention models have been developed for understanding the development of self-regulation and strategic performance, drawing upon various theoretical perspectives (Zito, Adkins, Gavins, Harris, & Graham, 2007, p.77). In the past two decades, several models of self-regulated learning have been proposed, including Biggs' Model of Metalearning, Boekaerts' Model of Adaptable Learning, Borkowski's Process-oriented Model of Metacognition, Winne and Hadwin's Four Stage Model of Self-Regulated

Learning, Pintrich's general framework for self-regulated learning, and Zimmerman's social cognitive view of academic self-regulation. Below is a summary of each of these models.

Biggs' Model of Metalearning proposes that effective learning is achieved when students are aware of the demands of a task and exert control over their cognitive resources to meet those demands. The model consists of three stages: presage factors, process factors, and product variables. Presage factors encompass personal and situational aspects such as prior knowledge, teaching methods, task demands, and assessment demands. Process factors include motives and cognitive learning strategies employed by the learner. Product variables in the model refer to outcomes such as exam performance and recall. It is worth noting that contemporary research might classify Biggs' "meta learning" model as a model of self-regulated learning.

Borkowski's Process-oriented Model of Metacognition emphasizes the successful integration of cognitive, motivational, personal, and situational factors in effective information processing. The key element in the model is the selection and use of strategies. Borkowski's model focuses on the links between personal and motivational variables and self-regulation. The model also explores the factors that contribute to successful or unsuccessful strategy generalization. Borkowski argues that self-regulation, or executive functioning, activates the cognitive system and facilitates strategic behavior, while motivational factors and attributions stimulate self-regulation in new and challenging situations. Contextual factors, including parents, teachers, learning environments, and collaboration with peers, are deemed important in fostering flexible and adaptive learning.

Winne and Hadwin's Four-stage Model of Self-regulated Learning defines self-regulated learning as the use of metacognitive strategies to adaptively regulate the use of cognitive tactics and strategies when facing a task. The model consists of four stages: task definition, goal setting and planning, enacting tactics and strategies, and metacognitive adaptation for future studying. Each stage follows the COPES structure, which includes conditions, operations, products, evaluations, and standards. Conditions encompass task and cognitive factors that influence engagement. Operations refer to the cognitive processes, tactics, and strategies employed. Products are the outcomes of operations, which can be internal or external. Evaluations involve feedback on the products, and standards serve as criteria for monitoring. Metacognitive monitoring plays a central role, providing feedback on the discrepancy between products and standards and guiding future actions. The model is recursive, with products from earlier stages updating the conditions for subsequent stages.

Pintrichs' General Framework for SRL Paul Pintrich made a significant contribution to the field of self-regulated learning by developing a conceptual framework. This framework integrates the work of various self-regulation theorists and provides a general structure for understanding self-regulated learning. According to Pintrich's framework, self-regulated learning consists of four phases: forethought, monitoring, control, and reflection. Each phase involves different self-regulatory activities in cognitive, motivational and affective, behavioral, and contextual areas. It is important to note that this framework is presented as a heuristic, meaning that explicit self-regulation may not be necessary for all types of academic learning (Puustinen & Pulkkinen, 2001, p. 274).

Zimmermans' Social Cognitive Model of Self-regulation developed a social cognitive model of self-regulated learning based on Bandura's triadic model. In Zimmerman's model, self-regulation is seen as the interplay between personal, behavioral, and environmental processes. Expanding on this triadic model, Zimmerman proposed that self-regulatory processes occur in three distinct phases: forethought, performance or volitional control, and self-reflection.

Numerous researchers have emphasized the significance of incorporating technology into teacher education (Volk, 2000; Gentile, Lonberger, Parana, & West, 2000; Chester, 2001; Schnackenberg, Luik, Nisan, & Servant, 2001; Berlin & White, 2002). Extensive educational research has been conducted over several decades to explore the effectiveness of technology in learning and teaching. One aspect of this integration involves the use of multimedia. The educational advantages of multimedia have been well-documented (Moore, 2000), and it has been employed in the training of student teachers to enhance their preparation and improve educational quality (Almekhlafi, 2004). However, research on multimedia has yielded inconsistent results. Some studies have demonstrated positive effects (Soboleva & Tronenko, 2002; Moreno, Mayer, Spires, & Lester, 2001; Frear & Hirschbuhl, 1999; Vignola, Kenny, Andrews, & Schilz, 1999; James, 1999; Vrtacnik et al., 2000; Buckley, 2000; Wydra, 2001; Cairncross & Mannion, 2001; Almekhlafi, 2001), while others have not (Smith & Woody, 2000; McKethan, Everhart, & Sanders, 2001; Vichitvejpaisal et al., 2001; Nutta et al., 2002; Hayes, Taub, Robinson III, & Sivo, 2003).

The use of technology in language learning has gained significant attention, with emerging research highlighting the positive effects of CALL on SLA outcomes. Recent studies indicate that CALL offers learners opportunities for independent and personalized learning experiences, fostering learner autonomy and engagement. CALL platforms provide interactive audiovisual materials and digital resources that allow learners to engage with authentic language input, practice language skills, and receive immediate feedback, ultimately enhancing language proficiency.

Recent research explores methods to break unhealthy habits and leverage self-regulation to promote sustainable learning outcomes. By integrating self-regulated learning with other instructional strategies

such as CALL, educators and researchers are encouraged to explore the potential benefits of this approach. The goal is to stimulate a thoughtful consideration of how CALL can be effectively incorporated into self-regulated learning outcomes.

METHOD:

A quasi-experimental pretest-posttest control group design employed to investigate the effect of CALL on the self-regulation of Iranian EFL learners'. This design allowed for the comparison of outcomes between the experimental group, which received instruction with the integration of CALL, and the control group, which received traditional classroom instruction without CALL intervention. The study spaned over a period of 15 sessions among 65 teenage learners.

The design of the study involved two main components: the experimental group and the control group.

- **Experimental Group**:

The experimental group consisted of participants who received language instruction with the integration of CALL. CALL (Computer-Assisted Language Learning) refers to the use of computer technology, software, and digital resources to enhance language learning and instruction. In this study, the CALL materials specifically designed to target different aspects of language learning, providing interactive exercises, multimedia resources, and immediate feedback to enhance learners' engagement and autonomy. The participants in the experimental groupl engaged with these CALL materials as a supplementary tool during their language learning.

- **Control Group**:

The control group, on the other hand, consisted of participants who received traditional classroom instruction in language grammar without the integration of CALL. They followed the standard curriculum and received instruction from language teachers using traditional teaching methods and materials. The purpose of the control group was to establish a baseline against which the experimental group's performance could be compared. By comparing the two groups, the study aimed to isolate the effects of the CALL intervention on self-regulation and language grammar achievement.

- **Quasi-Experimental Design**:

A quasi-experimental design was used in this study because the researchers could not randomly assign participants to the experimental and control groups. Instead, participants were assigned to groups based on their language proficiency level. Random assignment at the individual level was not feasible due to practical constraints, such as the availability of participants and the existing class structures in language institutes. However, efforts were made to ensure that participants with similar language proficiency levels were distributed evenly between the two groups to minimize potential bias.

Pretest-Posttest:

The study involved pretest and posttest assessments for both the experimental and control groups. The pretest was administered to both groups before the intervention begins to establish a baseline measure of participants' language achievement and self-regulatory strategies. The posttest was administered after the 15-session intervention period to measure the participants' language achievement and self-regulation outcomes following the intervention. By comparing the pretest and posttest scores within each group and between the two groups, the study aimed to examine the changes in language grammar achievement and self-regulation associated with the integration of CALL.

Subjects and Setting:

The subjects in this study were Iranian EFL learners who are enrolled in ALBORZ ACADEMY Institute in Tabriz which is also a computer institute. The participants were selected through a purposive sampling method, considering factors such as language proficiency and age to ensure a representative sample. The sample size was determined based on the participant's proficiency level and age. The participants were researched in two groups of thirty people.

Inclusion Criteria:

The following inclusion criteria was used to select participants for this study:

- Iranian nationality
- Enrolled in an English language institute
- Pre-intermediate to Intermediate English language proficiency level
- Willingness to participate in the study and follow the research protocol

The following criteria was used to exclude participants from the study:

Exclusion Criteria:

1. Participants who had used computer-assisted language learning extensively in the past.

Setting:

1. Experimental group:

The study was conducted in a controlled educational setting in a language institute. The participants was equipped with electronic devices such as laptops, tablets, or smart cellphones to facilitate the implementation of the computer-assisted language learning intervention. The setting provided a quiet and suitable environment for participants to engage in language learning activities and complete the required tasks. The content was taught mostly in PDF format.

2. Control Group:

This group was not receive the computer-assisted language learning intervention. They continued with their regular language learning instruction without exposure to the CALL intervention. The content was taught mostly in paper book format.

The participants in the control group had similar characteristics and language proficiency levels as those in the experimental group. The research was done in the same environment.

Variables of the study:

To investigate the effect of Computer-Assisted Language Learning (CALL) on the self-regulation of Iranian EFL learners' language learningt, the following variables can be considered in the methodology section:

- **Independent Variable**:

Computer-Assisted Language Learning (CALL): This variable represents the use of computer technology as a tool for language learning, including grammar instruction and practice.

Computer-Assisted Language Learning (CALL) refers to the use of computer technology and digital resources to support language learning and teaching. It encompasses a wide range of activities and tools that incorporate computer-based technologies into language learning environments.

- **Dependent Variables**:

Language Achievement: This variable refers to the learners' proficiency and performance in learning English as a Foreign Language (EFL) context, which can be measured through assessments, tests, or other relevant means.

Self-Regulation: This variable represents the learners' ability to regulate their own learning processes, including setting goals, monitoring progress, and employing strategies to enhance their language learning. Self-regulation can be measured through self-reported questionnaires.

Self-regulation, as a dependent variable, refers to the learners' ability to dependently control and regulate their cognitive, affective, and behavioral processes during the language learning process. It involves learners setting goals, monitoring their progress, and employing strategies to enhance their own learning.

It is believed to play a role in how the use of CALL influences learners' grammar achievement.

Self-regulation encompasses several key components:

1. Goal Setting: Learners set specific, measurable, and achievable language learning goals, including goals related to grammar proficiency. These goals serve as a guiding force for their learning activities.
2. Planning: Learners develop strategies and create action plans to achieve their goals. They may plan their study sessions, organize their learning materials, and allocate time for grammar practice.
3. Monitoring: Learners continuously assess their progress towards their goals. They evaluate their understanding of grammar concepts, identify areas of weakness, and track their improvement over time.
4. Self-Evaluation: Learners reflect on their own performance and make judgments about their strengths and weaknesses in grammar. They identify areas for improvement and make adjustments to their learning strategies accordingly.
5. Strategy Use: Learners employ various cognitive and metacognitive strategies to enhance their grammar learning. These strategies may include seeking clarification, using mnemonic devices, practicing with authentic materials, or seeking feedback from peers or instructors.

Control Variables:

- Prior Knowledge: The learners' existing knowledge of English grammar before the intervention can be considered as a control variable to ensure that any observed effects are attributable to the CALL intervention rather than the learners' prior knowledge.
- Teaching Methodology: The instructional approach used in the control group, which does not involve CALL, can be considered as a control variable to compare the effects of CALL on self-regulation and grammar achievement.
- Language Proficiency: The learners' overall proficiency in English, apart from grammar, can be controlled to ensure that any observed effects are specific to grammar achievement and not influenced by general language proficiency.
- Motivation: Learners' motivation to learn English can be controlled as it may influence their self-regulation and grammar achievement. It can be assessed through self-report questionnaires or other relevant measures.

These variables will help provide a comprehensive understanding of the relationship between CALL, self-regulation, and grammar achievement in Iranian EFL learners.

Data collection procedures:

The data collection procedures investigate the effect of Computer-Assisted Language Learning (CALL) on the self-regulation of Iranian EFL learners' language achievement can include the following steps:

1. Participant Selection:
   - Identify and recruit a sample of Iranian EFL learners who are studying English as a foreign language.
   - Consider factors such as age, language proficiency level, educational background, and prior exposure to CALL to ensure a diverse and representative sample.
2. Pre-Test Assessment:
   - Administer a pre-test to assess participants' language achievement before the intervention. A test was taken from the participants to determine their level of proficiency based on OPT exams.
3. Intervention Implementation:
   - Introduce the CALL intervention to the participants in the experimental group.
   - Provide access to the CALL resources, software, or applications designed to enhance grammar learning.
   - Determine the duration and frequency of the intervention, ensuring an adequate exposure to the CALL materials.
4. Control Group:
   - Assign a control group that does not receive the CALL intervention.

- The control group can receive alternative instruction or traditional teaching methods for learning.

5. Self-Regulation Measures:

- Administer self-report questionnaires or scales to assess participants' self-regulation skills.
- Use established self-regulation measurement tools such as the Motivated Strategies for Learning Questionnaire (MSLQ) or the Self-Regulated Learning Interview Schedule (SRLIS).
- Collect data on participants' self-regulation abilities, including goal setting, planning, monitoring, and strategy use.

7. Post-Test Assessment:

- Administer a post-test to measure participants' language achievement after the intervention.
- Compare the post-test scores with the pre-test scores to determine the effect of the CALL intervention on language learning.

8. Data Analysis:

- Analyze the relationship between CALL, self-regulation, and grammar achievement using appropriate statistical methods.
- Consider controlling for other variables such as participants' prior knowledge, language proficiency, and motivation.

By following these data collection procedures, researchers can gather the necessary information to investigate the effect of CALL on self-regulation and language grammar achievement among Iranian EFL learners.

Treatments:

Title: The Effect of Computer-Assisted Language Learning (CALL) on the Self-Regulation of Iranian EFL Learners' Language Learning

Treatment:

The treatment in this study involved the implementation of a computer-assisted language learning (CALL) program designed to enhance the self-regulation skills of Iranian EFL learners in relation to language achievement. The treatment was administered to a selected group of participants who will be randomly assigned to either the experimental group or the control group.

Experimental Group:

1. Introduction to CALL Program: Participants in the experimental group received an initial introduction to the CALL program, including its features, functionalities, and specific activities designed to improve language achievment.
2. Goal Setting and Progress Monitoring: The participants were encouraged to set individual learning goals and monitor their progress throughout the treatment period. The CALL program provided tools for tracking progress, such as progress indicators, performance summaries, and self-assessment checklists.
3. Self-Regulation Strategies: The participants were explicitly taught self-regulation strategies, such as goal setting, planning, self-monitoring, and self-reflection. They were encouraged to apply these strategies while engaging with the CALL program and during independent language learning activities. Self-regulation strategy was more based on diary-based.

The control group, on the other hand, followed the regular classroom instruction without the implementation of the CALL program. They will receive instruction on language grammar through the traditional methods, such as textbooks, teacher-led explanations, and in-class exercises.

Both groups underwent pre-tests and post-tests to assess their language achievement. The treatment period spaned a specified duration, during which the experimental group engaged with the CALL program, while the control group continued with regular classroom instruction. The data collected from both groups was analyzed to determine the effect of the CALL program on self-regulation and language achievement.

Furthermore, to ensure the validity and reliability of the study, appropriate research instruments, including pre-tests, post-tests, questionnaires, and observation checklists, will be developed and employed. Ethical considerations will also be taken into account in obtaining informed consent, protecting participant confidentiality, and adhering to research guidelines and protocols.

The present quasi-experimental study was carried out to explore any significant effect of CALL on Iranian pre-intermediate EFL learners' self-regulation and language achievement. This chapter represents the results of the statistical analysis of the data collected through the study including the detailed outcomes of the data analysis for null hypothesis, along with the discussion of the findings of the study based on the research question.

As mentioned in the previous chapter, to ensure the homogeneity of the participants, the (OPT) was administered to 65 Iranian pre-intermediate EFL learners. As it was stated in the previous chapter, the proficiency test included 60 questions, each bearing one point. Table 4.1 shows the descriptive statistics of the participants' placement test scores

Table 4.1.

Descriptive Statistics of the Intermediate Participants' Proficiency Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Scores	65	45	60	52.11	3.37
Valid N (listwise)	65				

According to Table 4.1, the mean and standard deviation of the Iranian participants' proficiency test scores were 52.11 and 3.37(M=52.11, SD=3.37). So, the participants whose scores were one standard deviation above/below the mean were chosen as the

participants of the present study, and the total number of participants eventually decreased to 60.

The first research question concerned the effect of CALL on Iranian pre-intermediate EFL learners' self-regulation.

In the third session of this research, a self-regulation pre-test given to all participants in the control and the experimental group. After administrating the pre-test the researcher used the descriptive statistics. Table 4.2 indicates the results of this test.

Table 4.2
Descriptive Statistics of the Pretest Self-regulation Scores

	Learners	N	Mean	Std. Deviation	Std. Error Mean
Pre Self-regulation	Control	30	68.10	14.030	2.562
	Experimental	30	65.93	14.027	2.561

As is illustrated in Table 4.2, the mean score of the control group pretest score was (M=68.10) with the standard deviation of (SD= 14.03) while the mean score of the experimental group pretest score was (M= 65.93) with the standard deviation of (SD= 14.02), respectively.

Before conducting an independent samples t-test, it was essential to check the normality distribution assumption of the participants' pretest scores in the control and experimental groups. To do so, the researcher computed the One-sample kolmogorov-Smirnov test. Table 4.3 displays the result of this test.

One sample Kolmogorov_Smirnov Test for Iranian Participants' Pretest self_regulation Scores in Control and Experimental Groups

		Control	Experimental
N		30	30
Normal Parameters[c]	Mean	68.10	65.93
	Std. Deviation	14.030	14.027
Most Extreme Differences	Absolute	.119	.182
	Positive	.119	.182
	Negative	-.076	-.101
Test Statistic		.119	.182
Exact Sig. (2-tailed)		.746	.241

With regard to the results represented in Table 4.3, the p-value for the pretest scores in the control group was (p=.746>.05), and those of the participants in experimental group was (p= .241>.05), implying that Iranian participants' pretest scores had a normal distribution. So, the normality assumption was met.

After the normality distribution assumption was met, Independent samples t-test was ran to see whether there was a significant difference between the participants' pretest Self-regulation scores in the control and experimental groups or not. Table 4.4 specifies the results of the Independent samples t-test.

The study aimed to investigate the impact of computer-assisted language learning (CALL) on the self-regulation of Iranian English as a foreign language (EFL) learners. The research compared the effectiveness of two instructional approaches - the experimental group received CALL-integrated instruction, while the control group received traditional classroom instruction without CALL. The researchers addressed the research question "Does CALL have any effect on the self-regulation of Iranian EFL learners?" by analyzing and comparing the mean scores of the two groups presented in the results section.

Referring to Table 1, **the mean and standard deviation of the Iranian participants' proficiency test scores were 52.11 and 3.37(M=52.11, SD=3.37). So, the participants whose scores were one standard deviation above/below the mean were chosen as the participants of the present study, and the total number of participants eventually decreased to 60.**

To elucidate the result, **In the third session of this research, a self-regulation pre-test given to all participants in the control and the experimental group. After administrating the pre-test the researcher used the descriptive statistics.**

it is important to note that **the mean score of the control group pretest score was (M=68.10) with the standard deviation of (SD= 14.03) while the mean score of the experimental group pretest score was (M= 65.93) with the standard deviation of (SD= 14.02), respectively.**

Before conducting an independent samples t-test, it was essential to check the normality distribution assumption of the participants' pretest scores in the control and experimental groups. To do so, the researcher computed the One-sample kolmogorov-Smirnov test

The classroom serves as a forum for knowledge-based discussion. It is where problem-solving, question-and-answer sessions, and exercise-solving occur.

With regard to the results represented in Table 4.3, the p-value for the pretest scores in the control group was (p=.746>.05), and those of the participants in experimental group was (p= .241>.05), implying that Iranian participants' pretest scores had a normal distribution. So, the normality assumption was met.

After the normality distribution assumption was met, Independent samples t-test was ran to see whether there was a significant difference between

the participants' pretest Self-regulation scores in the control and experimental groups or not.

The integration of CALL into self-regulated learning enables students to enhance and expand their ability to study independently, which in turn increases their overall self-regulation skills. Under this CALL-based, self-regulated learning model, the learning process involves the seamless incorporation and implementation of computer-assisted language learning.

Within this framework, students can effectively complete their work by setting learning goals, planning their study, monitoring their progress, and employing appropriate learning strategies. The CALL model establishes an environment that is conducive to student interaction and collaborative learning.

The unique interactive capability of computers sets them apart from static educational resources like books and recordings. Computers can analyze students' specific mistakes and provide targeted feedback that not only corrects the errors, but also helps learners understand the underlying principles. This interactive quality makes computers a valuable asset in the teaching and learning process.

As various technological innovations have been integrated into classrooms over time, computers represent the next advancement in enhancing the effectiveness and innovation of education and instruction.

Applying self-regulation within the CALL learning model enables students to independently plan, monitor, and execute their learning process. Effective self-regulated learning, supported by the use of appropriate learning strategies, is crucial for academic achievement and lifelong learning success.

However, many students struggle to employ optimal learning strategies for long-term retention, often relying on passive approaches like re-reading. While training programs have been successful in increasing students' knowledge of effective strategies, many still have difficulty changing their study behaviors and applying these strategies consistently.

Exploring this gap between knowledge and sustainable application will provide valuable insights into the challenges students face when trying to modify their study habits. A qualitative research approach is necessary to delve deeper into students' actual study behaviors and experiences, as this area currently lacks sufficient understanding.

This enhanced understanding will inform the development of tailored educational strategies and training programs that better align with students' behaviors and needs. Ultimately, this will promote greater academic success by supporting students in adopting and maintaining effective self-regulated learning practices.

DISCUSSION:

The primary purpose of this study was to examine the impact of the CALL (Computer-Assisted Language Learning) model on the self-regulation of teenage students. Additionally, the study aimed to determine if there were notable differences in the effectiveness of the CALL approach in enhancing self-regulation among teenage EFL (English as a Foreign Language) learners in Iran.

The results indicated that students demonstrated better performance on posttests, as well as improved self-regulatory skills and overall language achievement. This CALL-based approach effectively addressed the motivational and self-belief challenges often faced by Iranian EFL learners, highlighting the importance of student involvement for successful learning.

The research suggests that the CALL method significantly improves learning outcomes beyond traditional classroom settings, and increases student interaction through active learning techniques. This approach was particularly effective for EFL learners in Iran, leading to enhanced self-regulation and language achievement.

The CALL-based methodology facilitated language practice, allowing students to progress at their own pace while enabling teachers to interact more and provide personalized support. This approach was well-received by 13-17 year old language learners and demonstrated educational advantages in the context of second language instruction.

The study underscores the importance of incorporating environmental education materials and content that leverage electronic devices, promote collaborative learning activities, and resonate with learners - all aimed at enhancing English language achievement. The research demonstrates that the CALL model is conducive to both individual and collaborative learning, empowering students to work at their own pace and actively engage in improving their self-regulation skills.

The study calls for further long-term comparative investigations between CALL and self-regulation methodologies, highlighting the potential of the CALL-based classroom to enrich educational experiences and guide effective teacher practices.

The findings of this study affirm that the CALL model has a significant positive effect on students' self-regulation and overall learning outcomes. This evidence supports the view that CALL fosters a more constructive and beneficial educational process. Instructors with prior experience and knowledge in implementing the CALL approach are likely to be more proficient and effective in both communication and teaching.

These conclusions hold important implications for various stakeholders in the educational field. Teachers can gain insights into the efficacy of CALL methodologies, encouraging them to adopt such strategies in their pedagogy. Students stand to benefit from an enhanced learning environment that promotes engagement and deeper understanding. Administrators are informed about the value of supporting and integrating CALL models into the educational framework. Lastly, curriculum designers can consider these findings to develop more interactive and

effective learning materials aligned with the CALL classroom approach.

EFL (English as a Foreign Language) learners can enhance the quality of their instruction by incorporating CALL (Computer-Assisted Language Learning) elements into teaching activities. This includes designing activities that leverage suitable digital content, tools, and platforms to bolster learning. Additionally, offering an extensive array of multimedia resources for downloading or streaming, alongside teaching advice, research papers, books, guides, comprehensive teaching packs, and webinars, can significantly contribute to this improvement.

This research highlights a significant potential shift in self-regulation, particularly in the context of Iranian language institutes. The study introduces a novel, creative approach that centers on learner engagement, promoting strategies that allow for greater student participation in both the presentation and practice of materials. A notable outcome was the increased involvement of students in the classroom when employing the CALL methodology, underscoring the effectiveness of this strategy.

These findings carry implications for curriculum development. Curriculum designers are advised to incorporate CALL elements into the syllabus, emphasizing the need for courses that blend traditional learning with modern, technology-driven methods. This approach necessitates encouraging educators to incorporate technological tools into their teaching plans.

Administrative bodies must recognize the critical application of technology in enhancing EFL instruction. This entails not only equipping classrooms with advanced technological resources but also prioritizing teacher training programs that focus on developing educators' digital competencies. Such training is essential for teachers to effectively implement CALL strategies and adapt to the evolving demands of modern education.

Furthermore, this study's findings are particularly relevant for revitalizing the learning experience of students who have previously been subjected to uninspiring English courses. It suggests a transformation of the educational landscape, catering to the needs and interests of 'digital natives' – the new generation of learners. To remain relevant and engaging, textbook authors and compilers should consider creating interactive and technologically integrated content, utilizing applications and other digital tools to enhance the effectiveness and appeal of their educational materials.

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