Story Readers' Self-Reflection on Their past Study Experiences: In Comparison of the Languages Used in a Self-Regulated Learning -Themed Story

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Abstract : This presentation reports the relationships among EFL(English as a Foreign Language) students' story comprehension in reading a story written in English and Japanese and empathic reactions. The main focus is put on their self-reflection on past study experiences, one of the empathic reactions after reading a story. One hundred fifty-five first-year university students in Japan read three SRL-themed stories written in English (their foreign language) and those written in Japanese (their mother tongue). The levels of the stories are equivalent, at CEFR(Common European Framework of Reference for Languages) B2 level. The result of categorical correlation analysis shows significant moderate correlations among three empathic reactions in a group reading English versions: having similar emotions as a protagonist, reflecting on their past study experiences, and getting lessons from a story. In addition, the result of logistic regression analysis for the data in a group reading English versions shows the chance of getting lessons from a story significantly approximately doubles if participants' scores of a comprehension test increases by one, while it approximately triples if participants' self-reflection occurs. These results do not appear in a group reading Japanese versions. The findings imply that self-reflection may support their comprehension of the English texts and leads to the participants' getting lessons about SRL.

Keywords : comprehension, lesson, self-reflection, SRL
Conference Title : ICFLLA 2021 : International Conference on Foreign Language Learning Ability
Conference Location : Tokyo, Japan
Conference Dates : November 11-12, 2021