

The effect of Reflective Thinking on Iranian EFL Learners' Language Learning Strategy Use, L2 Proficiency, and Beliefs about Second Language Learning and Teaching

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Abstract : The present study aimed at investigating whether reflective thinking differentiates Iranian EFL learners regarding language learning strategy use, beliefs about language learning and teaching, and L2 proficiency. To this end, the researcher adopted a mixed method approach. First, 94 EFL learners were asked to complete Reflective Thinking Questionnaire (Kember et al., 2000), Beliefs about Language Learning and Teaching Inventory (Horwitz, 1985), Strategy Inventory for Language Learning (Oxford, 1990), and Oxford Quick Placement Test. The results of three separate one-way ANOVAs indicated that reflective thinking significantly differentiates Iranian EFL learners concerning: (a) language learning strategy use, (b) beliefs about language learning and teaching, and (c) general language proficiency. Furthermore, to see where the differences lay, three separate post-hoc Tukey tests were run the results of which showed that learners with different levels of reflectivity (high, mid, and low) were significantly different from each other in all three dependent variables. Finally, to increase the validity of the findings thirty of the participants were interviewed and the results were analyzed through template organizing style method (Crabtree & Miller, 1999). The results of the interview analysis supported the results of quantitative data analysis.

Keywords : reflective thinking, language learning strategy use, beliefs toward language learning and teaching

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