



THE RELATIONSHIP BETWEEN IRAINIAN EFL LEARNERS' COMPUTER BASED MATERIALS' (CBMs) PREFERENCES IN SELF STUDY CONTEXT AND THEIR SUCCESS

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Abstract

Computer-based learning can be effective in improving language learners' perceptions and autonomous learning and, its impact on pedagogy has almost been felt. Therefore, this study applies questionnaire and four skills tests to investigate EFL students' preferences in using social, cognitive, meta-cognitive strategies while working with computer-based materials (CBMs) in self-study context and the effects of their knowledge of these strategies on their performance.

The results of study reveal that students use more cognitive and less social strategies while working with computer, and there is moderate correlation between cognitive strategies and students' success in test. In other words students who prefer more cognitive strategies were more successful in test. The findings of this research will provide EFL teachers with insightful information on learners' learning needs as an input to syllabus and materials planning, lesson planning and classroom instruction practice. The study demonstrates the importance of a good understanding of learner perceptions in EFL programs at foreign languages schools and institutes' level.

Key Words: Learning strategies, Computer based materials, Autonomous learning, Success.