THEORETICAL ANALYSIS OF SELF-REGULATION ON EFL LEARNERS’ MOTIVATION FOR SPEAKING BASED ON TRANSFORMATIVE APPROACH

ANÁLISE TEÓRICA DE AUTO-REGULAÇÃO SOBRE A MOTIVAÇÃO DOS APRENDIZES PARA A FALA DE EFICÁCIA COM BASE NA ABORDAGEM TRANSFORMATIVA

ANÁLISIS TEÓRICO DE LA AUTORREGULACIÓN SOBRE LA MOTIVACIÓN DE LOS ESTUDIANTES DE EFL PARA HABLAR BASADO EN UN ENFOQUE TRANSFORMATIVO

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Davud KUHI³

ABSTRACT: This study investigated the impact of transformative instructional approach in speaking on EFL learners' motivations to speak. To this end, a total of 62 English as a foreign language (EFL) male and female learner in a language institute in Iran participated in the study. The study took over a period of two months in a classroom setting. Participants were exposed to transformative instructional approach and their motivation was investigate following the relevant practices. This study adopted a mixed-methods approach to data collection as well as data analysis which offers a richer and deeper insight into the findings. To measure learners’ speaking development before and after the treatment, the Preliminary English Test was implemented. The findings verified the value of transformative teaching approach in enhancing the speaking skill. Also, the findings of this study suggest that instructional conditions particularly the transformative approach enhance learners’ self-regulated behaviors when learners take on the main responsibility for their learning.

KEYWORDS: self-regulation learning, transformative approach, EFL learners, speaking

RESUMO: Este estudo investigou o impacto da abordagem instrucional transformativa em falar nas motivações de alunos de EFL para falar. Para tanto, participaram do estudo 62 alunos do sexo masculino e feminino de inglês como língua estrangeira (EFL) em um instituto de línguas no Irã. O estudo durou dois meses em sala de aula. Os participantes foram expostos a uma abordagem instrucional transformativa e sua motivação foi investigada seguindo as práticas relevantes. Este estudo adotou uma abordagem de métodos mistos para coleta de dados, bem como análise de dados, que oferece uma visão mais rica e profunda dos resultados. Para medir o desenvolvimento da fala dos alunos antes e depois do tratamento, o Teste Preliminar de Inglês foi implementado. Os resultados verificaram o valor da abordagem de ensino transformativa no aprimoramento da habilidade de fala. Além disso, os resultados deste

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estudo sugerem que as condições de ensino, particularmente a abordagem transformativa, melhoram os comportamentos autorregulados dos alunos quando eles assumem a responsabilidade principal por sua aprendizagem.

PALAVRAS-CHAVE: aprendizagem de autorregulação, abordagem transformativa, alunos de EFL, fala

RESUMEN: Este estudio investigó el impacto del enfoque de instrucción transformador al hablar sobre las motivaciones de los estudiantes de inglés como lengua extranjera para hablar. Con este fin, participaron en el estudio un total de 62 estudiantes de inglés como lengua extranjera (EFL) de un instituto de idiomas en Irán. El estudio tomó un período de dos meses en un salón de clases. Los participantes fueron expuestos a un enfoque de instrucción transformador y se investigó su motivación siguiendo las prácticas relevantes. Este estudio adoptó un enfoque de métodos mixtos para la recopilación de datos, así como el análisis de datos, que ofrece una visión más rica y profunda de los hallazgos. Para medir el desarrollo del habla de los estudiantes antes y después del tratamiento, se implementó la Prueba Preliminar de inglés. Los hallazgos confirmaron el valor del enfoque de enseñanza transformadora para mejorar la habilidad de hablar. Además, los hallazgos de este estudio sugieren que las condiciones de instrucción, en particular el enfoque transformador, mejoran las conductas autorreguladas de los alumnos cuando los alumnos asumen la responsabilidad principal de su aprendizaje.

PALABRAS CLAVE: aprendizaje de autorregulación, enfoque transformador, estudiantes de inglés como lengua extranjera, expresión oral

1. Introduction

Classroom teaching has altered significantly in recent years. Blackboards were substituted by whiteboards and then by PowerPoint presentations; learner notebooks by laptops and most recently by tablet PCs. Approaches to classroom teaching and debates with respect to what teachers need to achieve have also changed, and we currently have numerous well-developed approaches to classroom pedagogy that stress different dimensions of teaching and learning. The main purpose in the present research study was not to reduce the significance or unique role of this approach, but rather to underscore its notable degree of overlap and union, which is clear at both the theoretical and methodological level. Doing so has led to the promotion of an overarching approach to classroom teaching called transformative teaching, which consists of enhancing students’ development of major course concepts (speaking in this case) while cultivating their learning-related attitudes, values, beliefs, and abilities.
Speaking is a mixed skill which consists of performing different activities concurrently (Johnson, 1996). Burns (2012) delineates speaking as a greatly complicated and active skill that encompasses the use of multiple concurrent processes such as cognitive, physical and socio-cultural capabilities and a speaker’s information and abilities have to be activated quickly in real-time. Speaking can be a productive skill which therefore entails reacting to the incoming information without any time drift. The speakers are required to sustain the stream of the speech and should accomplish a degree of fluency and automaticity in both planning and the generation of language (Sydorenko, Smits, Evanini, & Ramanarayanan, 2019; Thornbury, 2006).

The process of learning to speak in a second language includes promoting the capability of employing these elements, empowering the learners to generate unplanned, impulsive, automatic, proper, and correct oral language. Such ability can be fostered only through its use and it also necessitates learners to be conscious of their own language learning processes. Therefore, it is commonly accepted that teachers need to advance learner autonomy which is considered as an essential dimension of EFL/ESL instruction.

An approach which is used in Western EFL/ESL countries in the recent decades is the transformative approach which means teaching to make a difference. In transformative teaching, the teacher tries to grow students’ intentions, creative actions and purposeful engagement in identity formation (Marshall, Sears, Louise, Roberts, & Schubert, 2007). Fisher-Yoshida, Geller, and Schapiro (2009) define transformation as “an outcome refers to a deep and lasting change … a developmental shift or a change in worldview… enabling people to move toward habits of mind and habits of being”. (P. 341)

According to D’Amato and Krasny (2011), transformative learning occurs when a learner has to reinterpret current experiences since previous assumptions are not relevant anymore, and new constructs are needed for the cognitive system in order to make the novel and confusing perceptions intelligible. Therefore, this approach provides the learner with new perspectives and includes “insight into the source, structure, and history of a frame of reference, as well as judging its relevance, appropriateness, and consequences” (Mezirow, 2003, p. 61).

To regulate the learning effectively, it is essential for learners to gain a professional knowledge base, that is, a blend of content, curriculum and pedagogical knowledge which is necessary to learn the target language (Darling-Hammond &
This research study aimed to develop a better understanding of the innovative teaching approach, and to recognize the pivotal role that these instructional approaches play in shaping learners’ speaking progress by enabling them to self-regulated their learning behaviors.

Over the years, the learning and teaching approaches have been changing fast. Mainstream, conventional, or traditional approaches, which substantially focus on the acquisition of knowledge, have been replaced by new and innovative approaches which incorporate principles and values into educational curricula. Therefore, it is not true to expect that the conventional approaches remain intact; however, all members of the learning context should adapt, adjust, and revolutionize their approach to teaching and learning in these new kinds of environments.

In Iranian context, due to the tyranny of the educational system, new approaches are welcomed; and therefore, the output of the learning process is not familiar with the new notions in learning concept. In EFL settings, in particular, the same routine goes on and as a consequence, EFL learners in Iranian context are less attentive and active than the ones in other countries welcoming new methods and approaches. For this reason and in order to encourage and develop the speaking skill, the present study sought to put step in a new paradigm, which is using transformative teaching approach in EFL speaking classes.

2. Literature review

In this study, the researcher mainly focuses on transformative education to figure out how such theory can be helpful in real classroom settings. The transformative theory is related to adult education-based theories which make adult learners to learn meaningfully. The theory is considered as deep learning theory and looks for mechanisms that adult learners use to master the language.

Transformative theory makes some changes in students’ and teachers’ beliefs and it helps teachers and students to develop positive relationship, to solve problems, to learn how to manage one’s ego, to use proper learning plans, to make changes in essential situations, to be responsible for their choices, and finally to create successful outcomes (Nelson & Low, 2011). Accordingly, as human beings, learners need to make their learning meaningful and they should be responsible for their choice to convert traditional styles of learning to new ones. The definition of transformative learning brings about effective changes which adults acquire through learning experiences and to make them meaningful (Mezirow, 1990, 1997; Cranton, 1996). Habits of mind and
viewpoint are two parts of transformative learning (Mezirow, 1997). The definition of Habits of mind can be the abstract ways of thinking by means of which culture, society and psychological codes will affect thinking.

Biggs (1989) has established an interactive systems model of teaching and learning to keep track of how learners’ general perceptions of and approaches to learning interact with specificities in the learning environment to lead to specific learning outcomes. The system includes three elements: presage, process, and product. Presage elements consist not only of the previously mentioned learner characteristics in terms of beliefs about knowledge and perceptions of teaching, but also the learning environment, comprising teacher and school specificities. Process factors consist of learners’ perceptions of a particular learning environment and the specific learning strategies that they accordingly choose for that learning task. The product, or learning outcome, is mostly affected by the strategy selected.

Nitschke and Malvinci (2013) have conducted a research on this topic in Manlia, Philippines which focused on the process of transformative learning. In their study, participants experienced a new type of learning. The researchers concluded that critical thinking is basically built up on the pillars of meaningful learning which by nature arises from transformative theory. According to Mc Casker (2013), transformative learning is expected to lead the students towards reframing their learning and discussing their observations about learning needs to reconstruct the pedagogy of ESL and EFL.

Zimmerman (1990) points out that developmental changes and maturation underlie students’ capacity to self-regulate their learning and found that young children have little knowledge of strategy use and most often relate success to trying hard. He determined that academic self- perceptions become more refined and accurate as students mature however these developmental changes depend on a classroom environment that enables students to build “personal theories of self- competence, academic tasks, cognitive strategies, motivation and social cognition” (p. 13) and therefore student’s capacity to self-regulate can be developed in response to intelligently managed learning programs.

Self-regulation requires that learning goals set are realistic, challenging and attainable, and as learners work on attaining their goals they should observe and monitor their performance and evaluate their own progress (Schunk, 1990; Verstege, Pijeria-Diaz, Noroozi, Biemans & Diederen, 2019).
Self-regulated learning includes several processes and elements. Zimmerman and Moylan (2009) represent self-regulated learning as a three-phase model that consists of forethought, performance control and self-reflection. Forethought includes movement to self-motivate behaviors, activities and techniques towards accomplishing self-developed objectives through the implementation of individual emotions and thinking processes. Forethought is subject to impact by behavioral modifications when self-judgment or performance control is activated including the process of inspecting and evaluating an individual’s accomplishments with respect to his/her objectives. Self-reflection is pertinent to the examination and monitoring of how well the pre-specified purposes have been met and the behavior of gratifying or punishing oneself for attainment or not to meet established purposes (Bandura, 1991; Xiao & Yang, 2019; Zimmerman, 1990).

Dignath, Buettner and Langfeldt (2008) conducted a meta-analysis associated with the improvement of self-regulation in primary school learners and revealed the significance and effectiveness of self-regulated learning programs and that younger school learners could extend the capacity to self-regulate their activities and learning strategies on the condition they are presented with explicit instructional practices. Self-regulated learning takes place within environments that provided the learners with the opportunities to take a proactive role throughout their learning process (Darr, 2005).

Perry et al. (2008) described self-regulated learners as those who “exercise metacognition by analyzing the demands of tasks in relation to their strengths and weaknesses as learners… regulating their behavior in ways that optimize their learning… and are motivated to learn” (p. 97). Further, Perry et al. described students who exhibited self-regulation, as those who believed in the chance to take on challenging tasks in order to extend their learning, and as a consequence developed a deeper understanding of the subject matter they were learning. It could be argued, then, that developing the skills and strategies of self-regulation supported and promoted the students in their goal of becoming flexible and adaptive in their learning progress (Donovan et al., 2008).

Theide et al. (2003) emphasized that more correct monitoring results in better regulation of behavior (i.e., strategy selection). This in turn was accompanied with effective test performance. In fact, Theide et al. (2003) consider their study as lending support to the necessity of enhancing monitoring accuracy “as a means of improving reading comprehension” (p. 71). Although this study looked into a single limited
dimension of reading comprehension in terms of learning a factual text in order to answer test questions, more general implications can be drawn from the findings.

In another study, Timperley (2012) specified five fundamental learning principles that underline the experiences throughout teacher education which are significant for learner teachers in building up their reflexive expertise. The first principle is to foster knowledge of practice by means of actively developing conceptual frameworks; the second principle is to systematically combine formal and daily theories of practice; the third principle is to advance and promote metacognition, co- and self-regulated learning; the fourth is to join thought, feeling and inspiration and the last one is to place learning in carefully developed learning communities (Timperley, 2012).

In another study about transformative learning, Zarbafian (2014) investigated three dimensions of transformative teaching on Iranian EFL learners. She worked on 81 female and male participants in a Language Center. She made an attempt to increase learners, motivation through transformative learning. Zarbafian (2014) concluded that Transformative learning “has significant effect on learners, motivation and speaking ability” 136, 288-292.

There are numerous theories underlying the notion of self-regulation and how it is developed. Winne (1997), for instance, considers self-regulation as a highly meta-cognitive process of controlling techniques and strategies being impacted by variables such as content knowledge, knowledge of strategies and procedures, performance of techniques and strategies, management of tactics and strategies and global outlooks which all have differing influences on the whole performance. Boekaerts’ (1999) model of self-regulation (Figure 1) is grounded within the kinds of objectives that learners aim at achieving and are impacted by the type of context that they reside in.

![Figure 1. Boekaerts’ (1999) model of self-regulation](image)
Zimmerman’s (1989) self-regulation theory (Figure 2) is recommended within the social-cognitive theoretical stance of environment, behavior and person and a multi-level model of self-regulation (Zimmerman, 2000). Nonetheless, there are general presumptions that self-regulation consists of a choice of processes (e.g., goal setting, strategic planning and self-evaluation) and that it takes place within a cycle of obtaining feedback with respect to strategy use that can be drawn on during future demands (Wagener, 2013).

![Zimmerman's Self-Regulation Theory](image)

**Figure 2.** Zimmerman’s (1989) self-regulation theory

### 3. Methodology

The present study has taken measure to practice transformative teaching and learning to help Iranian EFL students to improve their personality and strength of character to attend more actively and dynamically in speaking tasks. Undoubtedly, the core part of this study is built on the assumptions underlying the wholeness theory. In what follows, the researcher developed a description and an explanation of the research study based on the research questions and related hypotheses considered as a tentative solution to the problem in this study. As stated in previous sections, this study was intended to achieve three goals. First, the researcher attempted to create and fabricate a new teaching area for EFL context. Second, the inquirer helps learners to experience a new atmosphere of learning, and finally, she endeavored to help EFL learners develop stronger personality to experience a more challenging speaking environment.

### 3-1. Participants

The population for this study is defined as all intermediate adult learners who study English in a private language school in Boukan, during the sampling time frame. A total of 62 EFL participant were selected out of a language school in Boukan based
on purposeful and convenient sampling techniques because of the availability principle. Participants included both male (N = 27) and female (N = 35) learners.

Participants’ level of proficiency was intermediate based the courses they had passed in the institute and the placement test of the institute. However, in order to ensure the homogeneity of participants, the Preliminary English Test (PET) was administered. Three intact classes were used in this study, with each being assigned to one treatment condition. Class A (N = 21) received transformative learning program. Class B (N = 20) was exposed to transformative teaching and learning, and finally in class C (N = 21), the conventional approach of teaching discussion was practiced. Regarding the age factor, students fell within the age range of 20 - 30. Participants were for the middle-class socioeconomic background. Their first language was Kurdish, yet they were also familiar with Farsi as the official language of Iran. All participants were informed of the purpose of this study through oral consents and agreed to take part in the experiment.

The study primarily started by the choice of the language school and negotiations with the authorities. After coming up with agreement, three intermediate classes (three intact groups) were selected based on convenient and purposeful sampling techniques.

3-2. Instruments

To measure learner’s level of language proficiency, PET test was used based on the context of the study. As the structure of the test displays, PET measures four main language skills, namely – listening, speaking, reading, and writing. PET is a standardized test and consists of parts measuring all the language skills.

Reading and Writing (1 hour and 30 minutes)

In the Reading component learners are required to complete five tasks which demonstrate that they can read and understand a number of texts. They are expected to read texts from signs, journals, newspapers and magazines and understand the main concepts. The Reading component has 35 marks which contribute 25% of the total.

In the Writing section, participants need to complete three tasks: sentence transformations, guided writing and extended writing. They should show that they can use vocabulary and structure by completing tasks such as writing a short message, and a story or letter of around 100 words. They also have to complete an exercise comprising the transformation of the meaning of sentences. The Writing component includes 25 marks and contributes 25% of the total.
After the participants have all completed the PET proficiency test, their responses were entered into the statistical package for the social sciences (SPSS) program version 22. Accordingly, participants who scored one standard deviation above and below the mean were selected as the participants in this study.

**Assessment Scale for the Speaking Part of PET**

The researcher and another trained Iranian EFL teacher independently rated 50% of the speaking data randomly. The percentage agreement turned out to be 94%. All disagreements were then resolved through discussion. The researcher then rated the remaining data. In order to avoid coding towards expectations (Révész, 2012), the second rater was ‘blinded’ about the learners and the purpose of the study. Inter-coder reliability scores were calculated using Cohen’s kappa co-efficient (κ). Overall, the percentage agreement was .96, showing satisfactory reliability.

**3-3. Transformative Questionnaire**

In addition to the interview, a questionnaire was designed based on the Gardner’s attitude motivation test AMTB investigating learners’ attitudes and motivation towards the transformative teaching approach. The questionnaire included 20 5- point Likert-scale items ranging from “Strongly Disagree” to “Strongly Agree” with values 1-5 assigned to each alternative item with the scales ranging from strongly agree to strongly disagree. The reliability of the questionnaire was analyzed through Cronbach’s alpha and its validity through confirmatory factor analysis.

**3-4. Self-regulation Questionnaire**

Learners’ self-regulated behavior was assessed through the Motivated Strategies for Learning Questionnaire—MSLQ questionnaire (Pintrich, Smith, Garcia, & Mckeachie, 1993). The self-regulation section of this questionnaire includes 9 items based on a 7-point Likert scale (1 = not at all true of me to 7 = very true of me).

Data analysis

Initially, tests of normality including Kolmogorov- Simonov plus the related histograms and box plots were carried out to make sure that the data were normally distributed without any outliers. Second, all measurement instruments including PET, the speaking tests taken out of parallel PET tests and the questionnaires were analyzed and interpreted to make sure that they are reliable and valid measures for the constructs in question. The quantitative research questions were analyzed using a number of paired-samples tests and independent samples t-tests. Follow-up interviews were conducted to provide triangulation of data. The extra detail and richness provided by the
A Research on EFL Learners’ Motivation for Speaking Based on Transformative Approach

retrospective data enabled clarification of Attitudes towards the use of different instructional approaches for the purpose of improving speaking skill. For the qualitative questions of the study, participants’ replies were investigated descriptively though interpretive content analysis.

4. Results

The study was conducted in order to find out the effectiveness of transformative teaching approach to the L2 learners’ speaking development. Therefore, in the present study, the following research question was included:

- Does transformative teaching approach have any significant effect on EFL learners’ motivation to speak?

Table 1. One-Sample Kolmogorov-Smirnov Test for Self-Regulation

<table>
<thead>
<tr>
<th>Regulation</th>
<th>N</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Parameters b</td>
<td></td>
<td>Mean</td>
<td>38.2581</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Std. Deviation</td>
<td>12.74972</td>
<td></td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td></td>
<td>Absolute</td>
<td>.086</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Positive</td>
<td>.086</td>
<td></td>
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<td></td>
<td></td>
<td>Negative</td>
<td>-.074</td>
<td></td>
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<td></td>
<td>Kolmogorov-Smirnov Z</td>
<td>.680</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asymp. Sig. (2-tailed)</td>
<td>.743</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.
b. Calculated from data.

Table 2. Reliability Results of Transformative Questionnaire

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.906</td>
<td>.902</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 3. Reliability Results of Regulation Questionnaire

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.877</td>
<td>.874</td>
<td>9</td>
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</table>

Table 4. Descriptive Statistics for Transformative Group

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>2.9000</td>
<td>20</td>
<td>1.25237</td>
<td>.28004</td>
</tr>
<tr>
<td>Posttest</td>
<td>3.7500</td>
<td>20</td>
<td>1.01955</td>
<td>.22798</td>
</tr>
</tbody>
</table>

As Table 4 exhibits, the mean of posttest ($M = 3.75, SD = 1.01$) is higher than that of the pretest ($M = 2.90, SD = 1.25$) considering speaking performance. Below are the results of t-test to achieve more exact findings.
Table 5. T-test Results for Transformative Group

<table>
<thead>
<tr>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval of the Difference</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-.85000</td>
<td>1.42441</td>
<td>.31851</td>
<td>-1.51664</td>
<td>-.18336</td>
<td>-2.669</td>
<td>19</td>
</tr>
</tbody>
</table>

The results of t-test show a statistically significant difference, \( t(19) = -2.66, p = .015, d = .74 \), between the pretest and posttest speaking performance of the transformative group learners.

Table 6. Descriptive Statistics for Groups’ Self-Regulation

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval for Mean</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Lower Bound</td>
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<td>Upper Bound</td>
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<td></td>
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<td>Minimum</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Maximum</td>
</tr>
<tr>
<td>Transformative</td>
<td>20</td>
<td>49.0500</td>
<td>10.25709</td>
<td>2.29356</td>
<td>44.2495</td>
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<td>24.00</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>61.00</td>
</tr>
<tr>
<td>Control</td>
<td>21</td>
<td>30.8571</td>
<td>10.47991</td>
<td>2.28690</td>
<td>26.0867</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<td>35.6275</td>
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<tr>
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<td>19.00</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>59.00</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>38.2581</td>
<td>12.74972</td>
<td>1.61922</td>
<td>35.0202</td>
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<td></td>
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<td>41.4959</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>61.00</td>
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</tbody>
</table>

Results of Table 6 indicate that the mean score of the transformative group is higher \( (M = 49.05, SD = 10.25) \) than that of the control \( (M = 30.85, SD = 10.47) \) group. Results of one-way ANOVA are reported in Table 4.20.

Table 7. ANOVA Results for Groups’ Self-Regulation

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>3653.397</td>
<td>2</td>
<td>1826.699</td>
<td>17.210</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>6262.474</td>
<td>59</td>
<td>106.144</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9915.871</td>
<td>61</td>
<td></td>
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</table>

The results of one-way ANOVA reveal that the groups have significant differences in their self-regulation scores, \( F(2, 61) = 17.21, p = .000 \). In order to find out the exact points of differences, a Tukey post-hoc test was run.

Results of the questionnaire analysis have revealed the participants’ overall positive opinions about transformative teaching.

5. Discussion
The present study was aimed at evaluating the role of transformative approach to teaching speaking in Iran. Results revealed that the transformative approach in enhancing the learners’ speaking skills. Transformative approach acts effectively in enhancing the participants’ speaking performance and was favored by the majority of learners. This finding is supported by previous research (e.g., Noland & Richards 2014; Slavich & Zimbardo 2012) illuminating the effectiveness of transformational teaching. And, the results of interviews confirmed that learners were more eager and motivated to learn with this approach. Importantly, it is argued that teachers in the transformative classroom focus on both the outcomes and also the processes to obtain them. This process establishes a meaningful and positive context in the classroom (Pounder 2003). Motivation effect are the important part of transformational teaching that deals with affective aspects of teaching.

6. Conclusion

The findings of this study verified the value of transformative teaching approach in enhancing the speaking skill. In order to develop teachers as transformational practitioners, one can summarize transformational teaching in an easily comprehensible format such as using handouts or videos that demand minimal time or that can be read or watched in short intervals. These summaries can include the fundamental dimensions of transformational teaching, and can provide answers to the most common questions and issues and avoid anxiety in implementing a new teaching approach. A transformative teaching approach to L2 speaking development can provide the essential means to attain the learning objectives. Transformative teaching continues to develop, particularly with respect to learning in higher educational contexts, and with the information collected in the present study it seems to be an effective and suitable approach for classroom instruction. Results of this study also highlighted the development of self-regulated behaviors in participants who were exposed to the transformative teaching approach. Self-regulating language user monitors and adjusts strategies and behaviors used in relation to goal achievement and judge’s self-performance in relation to speaking goals. To regulate strategies requires the knowledge of the entire range of potential cue sources as strategies and how to use them adaptively in varying combinations when speaking. The findings of this study suggest that instructional conditions particularly the transformative approach enhance learners’ self-regulated behaviors when learners take on the main responsibility for their learning. At the end, it could be mentioned that the transformative teaching would seem to seize the
main similarities that are present across the major recent approaches to learning and classroom teaching. It is therefore suggested that it can be used as an overarching framework for thinking about how to maximize learners’ potential for intellectual and personal development over time.

REFERENCES


