Revisiting Technology in Learning: Self-Control and Self-Regulation in a Blended Course

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An issue of great concern to language acquisition researchers in recent years has been the contribution of self-control and self-regulation in blended learning programs, the marriage between face to face traditional and on-line learning. To this end, this study attempts to evaluate the role of self-control and self-regulation in a blended course with 64 EFL university students in Iran. Self-control as the potentiality of the learners in achieving their goals and self-regulation as their actual practices in achieving it were investigated through Self-control Scale and Motivated Strategies for Learning Questionnaires respectively. The multiple regression analysis unraveled that learning achievement was significantly correlated with self-regulation ($r = .41$) but not self-control. Frequency of the posts and total words used did not behave similarly for self-control and self-regulation. It is implicated that educational parties can resort to some programs to develop the students’ planning, self-monitoring, and reflection which are variables of self-regulation.

**Keywords:** Blended Learning, Self-Control, Self-Regulation, Learning Outcome, Participation.

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