Caught between policies and practices: Sudanese migrants’ experiences of AMEP in Australia

Anikó Hatoss
pages 193-210

Quality teaching: Classroom pedagogical alignment, and why teachers teach as they do

Ken Edge, Ruth Reynolds, and Mitch O’Toole
pages 211-227

Evaluating the effectiveness of a fraction definition model to promote abilities of pre-service elementary teachers to solve fraction verbal problems

Sandy Alon
pages 229-239

Using videography to promote pedagogical content knowledge in a geography method’s course

Paul Reitano and Wendy Harte
pages 241-252

Transforming pedagogy through philosophical inquiry

Rosie Scholl, Kim Nichols, and Gilbert Burgh
pages 253-272
Disposition or dislocation? Why do foreign and local students’ learning styles differ?

Jinghe Han and James Schurmanns-Stekhoven
pages 285-297

Facilitating international education through overseas study programs: An Australian business school perspective

Jean Pierre Fenech, Sylvana Fenech, and Jacqueline Birt
pages 299-313

On the relationship between self-regulation strategies and mindfulness: A study of Iranian high school EFL students

Mohammad Aliakbari and Marzieh Ghoreyshi
pages 315-326

An overview of project Madagascar’s trilingual education project development: 2005-2014

Andreas Helwig, Masinavolana Lalaina Ravoniharimanana, and Manitra J. B. Andrianosoloniaina
pages 327-338

Journal Issue Review - Alexander Lobok’s probabilistic dialogic pedagogy

Maria Antonietta Impedovo
Pages 339-342

Overcoming the CRISIS – Connecting recovery to learning aspects and self formation

Martha Höfler
pages 343-355
CALL FOR PAPERS
Special Issue 2 to be published July 2016

Current issues on parental involvement in schools: A multicultural perspective

Guest Editor
Kadir Beycioglu, PhD
Dokuz Eylul University
Izmir, TURKEY
Email: beycioglu@gmail.com

The International Journal of Pedagogies and Learning (IJPL) of the International Society for Leadership in Pedagogies and Learning is an international, scholarly, independently and anonymously peer-reviewed, cross disciplinary journal that focuses on issues and trends in pedagogies and learning in local and global contexts.

Editor-in-Chief: Shirley O'Neill
University of Southern Queensland, Australia
Co-Editors
Ibrahima Diallo, University of South Australia
Lindy Abawi, University of Southern Queensland
Janice Jones, University of Southern Queensland

The journal has an international editorial board covering all continents.

This current issue is published by Deep University Press
http://www.deepuniversity.com/universitypress.html
It is an open online issue as the journal transitions from e-contentmanagement 2014 to Taylor & Francis Group 2015.
http://www.tandfonline.com/toc/rjpl20/current#.VQTHcijTUwN

ISSN 2204-0552 (Print from 2015), 1833-4105 (Online)
Current issues on parental involvement in schools: A multicultural perspective

To enquiry about submission of special issue manuscripts contact the guest editor at: <beycioglu@gmail.com>

Timelines:
- February 15, 2015: CFP released
- December 15, 2015: Deadline for submission of papers
- April 15, 2016: Final articles to the guest editor
- May 15, 2016: Final articles to publisher

Research in related literature has yielded the importance of family involvement and working effectively with parents and families in schools. Increased involvement of parents and families often is cited as one of the most important ways to improve student success. The traditional sense of parents’ role in education has been limited with what they do at home and what schools formally tell them to do in regular meetings in schools. With the impact of changes in society, this traditional role of the family has changed over the years. Schools do not consider families as a part of the external community like in the past. On the contrary, they create a collaborative working environment with families.

Research has also revealed the impact of parental involvement in students’ success and effectiveness of schools. As the quality of the relationship between the school and the family improves so does the student achievement and families feel pleased to see that they actually make a contribution to the education of their children. That’s why revealing the many facets of school-family interaction has become a significant issue for educational researchers. This special issue aims to focus on current issues on family involvement in schools, and aims to illuminate studies by educational researchers working in different cultures. The core objective of this issue is to provide the latest research based on first-hand experience, observation and knowledge of scholars and educators in the field in order to form a cross-cultural discussion for all those working with schools and families.

Topics to be discussed in this special issue include (but are not limited to) the following:
- The theoretical and organisational foundations of school family partnerships.
- Leadership/management issues on parental involvement.
- How schools are addressing the issue.
- Knowledge, skills and relationships for school managers to be effective educational leaders in parental/family issues.
- Policy analysis and critical analysis of school-family interactions in the field.
- Concepts and theoretical formulations to understand, analyze, and evaluate parental involvement issues in educational organisations.
- Equipping school leaders with practical and theoretical knowledge of parental involvement that might be used to foster leadership and enhance the issues in schools.
- How to support and advance issues of parental involvement and help create schools ability to respond to families.
- School policies and procedures.
Events to bookmark
Third International Conference for Leadership in Pedagogies and Learning

The power of building personal capacity - reigniting your energy, fire and mojo!

Friday 25 and Saturday 26 September 2015
Stuartholme School
Toowong, Brisbane, Queensland, Australia

Keynote speakers
Brendan Spillane
Christine Edwards-Groves
Lindy Abawi
Francois Victor Tochon
and more . . .

The third International Conference of the International Society for Leadership in Pedagogy and Learning is a collaborative learning community. The expectation is that a group of like-minded people, including all speakers, will meet together and engage in a deep learning process for two days. It is to be an authentic experience. Acknowledging the professionalism of teachers, jargon and approaches that imply that someone needs to tell/show teachers what to do will be avoided. Teachers are experts in their field.

The conference supports the principles of reciprocity, deep learning, and radical transparency. Making meaning, we invite participants to engage in a deep learning experience in an open, honest and authentic way. At this conference, we ask all participants to respectfully contribute to the dialogue, to fearlessly examine and challenge the accepted, to actively listen and explore alternatives in order to illuminate possibilities with all who choose to attend.

Download the proposal at:

Edtech will be a speciality

Visioning the now and illuminating what is ahead . . .
1. Engage, enrich and equip via our smorgasbord of Edtech!
2. Demonstrations and practical examples of new and inspiring tools and strategies.
3. Packages and programs that support, challenge and empower students and teachers generate new deeper, personalised learning.
4. See a myriad of smart Apps and capitalise the CLOUD

There is nothing more powerful than an idea whose time has come . . . (Victor Hugo, 1852)
CALL FOR PAPERS
INTERNATIONAL CONFERENCE ON DEEP EDUCATION
JULY 7-8, 2015
30 MINUTES FROM MADISON, WISCONSIN, U.S.A.

ON THE SOIL OF DEEP UNIVERSITY
The roots of the oak go very deep in the soil. If planted near a house, it will never damage its foundations. It is the best wood for a fireplace. Thus the oak is a symbol of depth, strength, warmth and protection. Create new meanings for deep learning using the OAK acronym: Optimism, Affability and Knowledge suggested by the Eastern Mind would help address the current issues that our humanity faces. The papers will focus on philosophies of education, deep higher education, and a deep approach to world languages and cultures.

Sugarland Barn, 8637 Linley Road, Town of Arena, Wisconsin on Hwy 14, near Mazomanie, Wisconsin

CONFERENCE TOPICS
The Concept of Depth in Educational Philosophy Educational Growth and the Semiotics of the Tree World Languages and Cultures in the Internationalization of the Academia Deep Higher Education

Co-sponsors: Deep University, University of Wisconsin—Madison, KING Lions Club, International Society on Leadership in Pedagogies and Learning, Rocmelia/APAMALL
Information: ftochon@education.wisc.edu

Paper Proposal
Format: Title, Author(s) and institution, 300-word abstract, 100-word biosketch on the author(s), mailing address and email on Word.doc
Deadline for proposal: May 1st, 2015
Deadline for full papers: July 1st, 2015
The 20-page or so papers, double-spaced, will be submitted to a review process and published in a university press book.

CONFERENCE SPONSORS
• Deep University
• University of Wisconsin-Madison
• School of Education of the University of Wisconsin
• International Society on Leadership in Pedagogies and Learning (isIPAL)
• ROCMELIA/APAMALL Asia-Pacific Association of Multimedia Assisted Language Learning
• KING Lions Club and the PIDs' Joint Office in Taiwan of the Lions Clubs International
On the relationship between self-regulation strategies and mindfulness: A study of Iranian high school EFL students

Mohammad Aliakbari\textsuperscript{a} and Marzieh Ghoreyshi\textsuperscript{b}
\textsuperscript{a} Ilam University; \textsuperscript{b} Ilam University

Abstract: Educational scholars have increasingly concentrated on the role of self-regulation strategies on students' academic achievement. Among various individual characteristics influencing students' self-regulation, mindfulness has received notable attention. Accordingly, this study sought to explore whether Iranian EFL students' mindfulness accounts for their self-regulation strategies. Approaching 204 English students, data were collected through "Five Facet Mindfulness" and "Motivated Strategy for Learning Questionnaire". The results confirmed that EFL students' mindfulness was a positive predictor of their self-regulation. It was also concluded that high mindfulness in EFL students could contribute to high self-regulation, which, in turn, affects students' learning and help them achieve their educational purposes. Furthermore, it was found that students' self-regulation and mindfulness strategies were not statistically correlated by their gender differences.

Keywords: mindfulness; self-regulation; academic achievement; learning strategies; awareness

Introduction

As the worldwide demand for learning English as a foreign language has been dramatically increased, the role of language learner as a key element in the learning processes has been progressively heightened. Accordingly, it is right to assert that attempts to facilitate and develop language learning processes will never succeed unless language learners are affectively and cognitively taken into account. It is also assumed that EFL students' performance is affected by their state of mind, thoughts and emotions (Brown, Ryan, & Creswell, 2007; Hillgaar, 2011; Pintrich & DeGroot, 1990; Roesser & Peck, 2009). Among various individual characteristics believed to influence learners' language development, many educational researchers and psychologists thought that, self-regulation and mindfulness strategies play a significant role (Brausch, 2011; Brown & Ryan, 2003; Brown, Ryan, & Creswell, 2007; Hillgaar, 2011; Pintrich & DeGroot, 1990, 2000; Shapiro, Oman, Thoresen, & Plante, 2007; Zimmerman, 2000). Throughout the previous decades, these two concepts have been separately investigated in different domains such as medical education, psychological, physical health, sport and addiction (Kabat-Zinn, 2006; Hillgaar, 2011; Roesser & Peck, 2009; Sandars & Cleary, 2011; Shapiro, Carlson, & Astin, 2006). There is wealth of information regarding the role of self-regulation in students' academic achievement both theoretically and methodologically (Kareshki, 2011; Nami, Enayati & Ashori, 2012; Ozan, Gundogdu, Bay, & Celkan, 2012; Pintrich, & DeGroot 1990, 2000; Zimmerman, 2000). Concerning the role of mindfulness in educational context particularly in English as a Foreign Language, however, there are few, if any, relevant empirical works. Moreover, although there is theoretically sufficient research on the relationship between self-regulation and mindfulness, however, methodologically the link between these two conceptions has been rarely touched on in educational context particularly in EFL setting. Therefore, the current study endeavoured to investigate the association between EFL students' self-regulation and mindfulness in Iranian context.
Theoretical framework

According to Pintrich, & DeGroot (1990) the Motivated Strategy Learning Scale was designed using a social-cognitive theory of motivation and self-regulated learning. As self-regulating is best characterised as being cognitively, meta-cognitively, motivationally and behaviourally active in learning process and accomplishing the target goals (Eccles & Wigfield, 2002; Pintrich, & DeGroot, 1990), motivation is associated directly to the self-regulating. It is conceptualised that these two concepts could not be seen as students’ personality trait, however, motivation is context specific which can alter from course to course and self-regulation can differ in terms of nature of the context and the course. This scale consists of five sub-scales, namely, self-efficacy, intrinsic motivation, test anxiety, cognitive strategy use and meta-cognitive strategy use and management efforts.

To measure EFL students' self-regulation strategies, the current study adopted Pintrich, Smith, Garcia, and McKeachie (1991) perspectives on self-regulation. The authors believed that this theory approaches students both affectively and cognitively in a sense that individuals are considering as a whole person.

Mindfulness emerged from Buddhist spiritual practice and is perceived to alleviate through meditation and nurture (Kabat-Zinn, 1990). It is progressively accomplished and adjusted as a part of different therapeutic treatments from two distinguished treatments, namely, Mindfulness-Based Stress Reduction (MBSR) and Mindfulness Based Cognitive Therapy (MBCT). Mindfulness is defined as being aware of the experiences and observing them while happening without appraising their goodness or badness (Kabat-Zinn, 2006). It means that thoughts and emotions are just viewed as passing mental events, rather than to be involved, scrutinised or reflected over (Kabat-Zinn, 2006). According to Bishop et al. (2004), mindfulness includes two key components: the first mechanism includes self-regulation of attention so as to maintain the immediate experience to augment the recognition of mental events in the present moment and the second mechanism contains implementing a particular direction towards one’s experiences in the present moment which conceptualised by desiring to know, openness, and acquiescence.

Taking all aforementioned discussion about mindfulness, Bear, Smith, Hopkins, Kritemeyer, and Toney (2006) established a mindfulness scale on the basis of these conceptualisations, adding some facets to make it more comprehensive. Observing (noticing the external and internal events), describing (expressing internal experiences, emotions and thoughts), awareness (being conscience towards events), non-judging (non-evaluative attitudes towards experiences) and non-reactivity (permitting thoughts and feelings commute) are components of mindfulness. Congruent to the target objectives of the present research and following the thorough and comprehensive conceptualisations and theories behind mindfulness, the researchers applied this scale in the current study.

Review of literature

Many educational researchers stated that students' performance and achievement is affected by their self-regulation (Bowlin & Bower, 2012; Ching, 2002; Feltman, Robins & Ode 2009; Hillgaard, 2011; Ozan, Gundogdu, Bay, & Celkan, 2012; Pintrich, & DeGroot 1990; Zimmerman, 2000). It is also believed that due to its contribution to the academic achievements, self-regulation of cognition and behavior is one of the most important aspects of students’ learning processes (Ching, 2002; Heikkila, Niemivirta, Nieminen & Lonka, 2011; Kitsantas, Winsler & Huie, 2008; Lemos, 1999; Pintrich 1990; Ozan, Gundogdu, Bay, & Celkan, 2012; Zimmerman, 2000). In this relation, dispositional self-regulation has been characterised as students’ active and effective engagement in their own learning processes.
through establishing, managing, monitoring and adjusting the behavioural and cognitive environmental resources to accomplish the desirable learning and academic objectives (Pintrich, & DeGroot 1990, 2000; Zimmerman, 2000). Students who are high in dispositional self-regulation incline to be more self-disciplined, self-directive, and self-implemented in setting their goals (Pintrich, & DeGroot 1990; Zimmerman, 2000).

Moreover, it is assumed that self-regulation activities can mediate the connections between students and the context, as well as their students’ overall achievement (Zimmerman, 2000). Hrbackova and Hladik (2011) conducted a study to investigate the relationship between college students’ self-regulation and their academic achievement in China. The results revealed that students’ academic achievement was positively correlated with students’ self-efficacy, intrinsic value and cognitive strategy use and negatively correlated with test anxiety. This study shares commonalities with such researchers as Ching, (2002), Pintrich and DeGroot (1990) and Zimmerman, Bonner, and Kovach (2006), in that they found that the subscales of self-regulation support their main scale and that the self-regulation improved students’ academic performance.

In the same vein, Iranian researchers had a good contribution to the related literature (Kareshki, 2011; Nami, Enayati & Ashori, 2012; Samadi & Davaii, 2012; Sedaghat, Abedin, Hejazi & Hassanabadi, 2011). For instance, in a more recent study, Samadi and Davaii (2012) found a significant relationship between female students’ self-regulation and academic achievement in Tehran middle school. This study suggests that applying more cognitive and meta-cognitive strategies and managing the time and energy has extensively significant contribution to more academic performance. Like the former research, this study has heightened the significant role that self-regulation plays in academic performance.

Another factor, which is supposed to influence students' academic achievement is dispositional mindfulness. Mindfulness has been theorised as encouraging the well-being of individuals by cultivating the well-being experiences and also by facilitating self-regulating health behaviour, which contains greater attention to individual needs and values (Brown & Ryan, 2003; Brown, Ryan, & Creswell, 2007). Moreover, it is perceived that mindfulness reduces negative feeling, thought, anxiety and avoidance behaviour (Shapiro, Oman, Thoresen, & Plante, 2007) and simultaneously, promotes health and emotional tolerance for negative emotions and experiences (Baer, 2003; Breslin, Zack, & McMain, 2002; Kabat-Zinn, 2003).

Review of the related literature revealed that mindfulness was investigated from different perspectives. It was first introduced as a therapeutic treatment to reduce the stress and pain and increase individuals' psychological well-being (Kabat-Zinn, 1990, 2006; Hillgar, 2011). Then, it was applied as a useful and practical phenomenon in other domains such as physical health, sport, addiction and educational context (Brown & Ryan, 2003; Brown, Ryan, & Creswell, 2007; Franco, Mañas, Cangas, & Gallego, 2010; Spadaro, 2008). By providing the necessary attention and awareness to the present goals and experiences as well as increasing the psychological well-being of students, mindfulness contributes to effective learning and therefore, attaining the educational objectives (Brausch, 2011; Franco, Mañas, Cangas, & Gallego, 2010; Hillgar, 2011; Napoli, Krech, & Holley, 2005; Roser & Peck, 2009; Saltzman, 2011). In one study, Franco, Mañas, Cangas, and Gallego (2010) attempted to investigate the role of mindfulness on secondary school students' academic performance and anxiety in Spain. They found a significant positive relationship between students' mindfulness and academic success as well as a negative association between mindfulness and anxiety.

Taking the above-mentioned discussion about self-regulation and mindfulness into account, it is obvious that each of these concepts separately plays a vital role in students' academic achievement. Therefore, it seems necessary to address the relationship between
these two properties and explore their probable joint impact on students' educational achievement. In the following paragraphs, the relevant literatures concerning the links between these two scales are reviewed.

Reviewing the previous research revealed that the link between these two concepts was addressed in different domains. Moreover, theoretically, mindfulness and self-regulation strategies are related to each other in a sense that increasing the level of mindfulness can improve individuals' self-regulation strategies (Brausch, 2011; Brown, Ryan, & Creswell, 2007; Masicampo, & Baumeister, 2008; Zimmerman, 2000). In particular, Masicampo and Baumeister (2008) touched on the issue and explained how mindfulness could increase self-regulation in individuals. They proposed that mindfulness increases the attention to the present moment and well-being of mind by inhibiting and eliminating the intrusive thoughts. In other words, upsurge in individuals' attention and well-being as well as a dearth of unwanted thoughts contribute to focusing on goals, which leads to self-regulation skills. According to Bishop et al (2004), mindfulness requires self-regulation and concentrating of attention to the present moment. Likewise, different scholars attempted to approach this issue and use it in different domains methodologically (Brown & Ryan, 2003; Hillgaar, 2011; Kee & Wang, 2008; Spadaro, 2008). In a more recent study, Hillgaar (2011) found a positive relationship between Norwegian students' self-regulation and their mindfulness. The students who were more mindful represented higher self-regulation strategies in their learning processes. Thus, it might show the significant role of mindfulness in educational context as it helps students augment their learning through more attention and awareness to their previous experiences. In Iranian context, Beshart and Parto (2011) investigated the role of self-regulation as a mediator between students' mindfulness and psychological well-being. The results revealed that self-regulation strategies, as a mediator, play a central role between mindfulness and psychological well-being. One conclusion that can be drawn from the research in this realm is that mindfulness improves psychological well-being by encouraging cognitive processes such as attention control to external and internal experiences, decreasing meditation, ameliorating mindful awareness, executive cognition and working memory (Chambers et al., 2008).

Although many scholars contended that EFL students' self-regulation and mindfulness are affected by individual factors such as gender and there is a wealth literature which supports this claim, it is difficult to draw conclusions regarding the link between mindfulness and self-regulation with gender as the research findings have been inconsistent. For example, while some researches have revealed a significant link between gender and these two individual properties (Akgun & Ciarrochi, 2003; Bidjerano, 2005; Kitsantas, Winsler & Huie, 2008; Ozan, Gundogdu, Bay, & Celkan, 2012; Peklaj & Pecjak, 2002) others have found no significant association (Bowlin & Bower, 2012; Fettahlioglou 2011; Pajares & Graham, 1999). To partially recompense for such inconsistency, the current study was carried out to empirically address this issue.
Statement of the problem

Although, self-regulation and mindfulness have been studied separately in different domains such as medical education, psychological well-being and sport, the interaction between these two concepts were rarely tackled in educational context in general and in learning English as a Foreign Language in particular. Regarding the aforementioned discussion about the role of each of these two issues as the utmost elements on EFL students’ performance, studying the link between these learner variables seems sensible. Moreover, although, theoretically the relationship between these two concepts was well defended, methodologically, this issue has rarely been touched on inclusively. Review of the related literature also revealed contradictory findings concerning the relationship between EFL students' self-regulation and mindfulness with regard to gender differences. Furthermore, the researchers could not find any relevant study about EFL in Iranian context. Consequently, to touch this issue in EFL context, the authors attempted to bring the issue under the focus and fill the existing gap by addressing the following research questions:

1. Does mindfulness account for significant variance in English EFL students' self-regulation strategies?
2. Is there a significant relationship between EFL students' self-regulation strategies and mindfulness with reference to gender?

Methodology

Participants

The sample comprised a group of 204 junior and senior high school students in Babolsar and Ilam cities, Iran, of whom 109 (47.7%) were males and 95 (52.4%) were females, whose age range was 17 to 20. As shown in Table 1, of the participants, 82 (40.1%) studied Humanities, 61 (29.9%) Sciences, 40 (19.9%) Mathematic and 21 (10.2%) other fields of studies. It is important to note that participation was completely voluntary and the responses were anonymous.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Categories</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>109</td>
<td>47.6</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>95</td>
<td>52.4</td>
</tr>
<tr>
<td>Field of study</td>
<td>Humanities</td>
<td>82</td>
<td>40.1</td>
</tr>
<tr>
<td></td>
<td>Sciences</td>
<td>61</td>
<td>29.9</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>40</td>
<td>19.6</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>21</td>
<td>10.2</td>
</tr>
</tbody>
</table>
In this study, two scales were applied to collect the data: Motivated Strategy for Learning Scale and Five Facets Mindfulness Scale. These two scales were first translated into Persian and adjusted to our participants' social and cultural situation. Then, they were piloted on 25 volunteers, and accordingly the necessary modifications were made to the unclear items.

**Motivated Strategy for Learning Scale (MSLS)**

Motivated Strategy for Learning Scale developed by Pintrich et al (1991) was employed to assess EFL students' self-regulation. Items of the scale were structured to express five dimensions of self-regulation: Cognitive strategy use, meta-cognitive strategy use and management of efforts, self-efficacy, intrinsic values and test anxiety. The 44 items on the MSLS are scored on a 5-point Likert scale format with labels from 1 (strongly agree) to 5 (strongly disagree). Furthermore, Pintrich et al (1991) reported a reliability of $\alpha=.80$ and a reasonable validity for MSL scales.

**Five Facets Mindfulness Scale (FFMS)**

Five Facet Mindfulness Scale designed by Bear et al. (2006) was applied to measure the extent of Mindfulness in students. Items of the scale were constructed to represent five areas of mindfulness namely: describing, non-judgmental, observing, awareness, and non-reactivity. FFMS consisted of 39 items rated on a 5-point Likert ranging from 1 (strongly agree) to 5 (strongly disagree). The reliability of mindfulness scale was $\alpha=.87$. Moreover, Baer et al. (2008) carried out a study to assess the validity of the five-facet structure. The results of a confirmatory factor analysis indicated that five facets mindfulness fit the data well.

**Procedures and data analysis**

All participants were invited to attend the study in spring, 2013. Accordingly, the scales were administered among them in different high schools in Babolsar and Ilam cities. In general, it took more than one month to collect all the questionnaires. Consequently, to respond the research questions of the study, the collected data were put into the Statistical Software for Social Sciences (SPSS.20). The Spearmen correlation was run to determine the relationship between students’ self-regulation strategies and mindfulness as well as the association between EFL students' self-regulation strategies and mindfulness in terms of their gender differences. Moreover, linear regression was applied to see the extent to which EFL students' mindfulness predicts their self-regulation. In the following section, the findings are illustrated at length.

**Results**

To examine the relationship between the main and sub-scales of the present study, Spearman bivariate correlations were computed, the result of which is presented in Table 2.
Table 2: Correlations between EFL students' self-regulation strategies and mindfulness facets.

<table>
<thead>
<tr>
<th>Students' self-regulation</th>
<th>SR</th>
<th>CSU</th>
<th>MME</th>
<th>SE</th>
<th>IV</th>
<th>IA</th>
<th>M</th>
<th>D</th>
<th>NJ</th>
<th>O</th>
<th>A</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive strategy use</td>
<td>.925**</td>
<td>.175**</td>
<td>.206**</td>
<td>.050</td>
<td>.070</td>
<td>.118</td>
<td>.134</td>
<td>.568**</td>
<td>.146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meta-cognitive and management efforts</td>
<td>.773**</td>
<td>.175**</td>
<td>.206**</td>
<td>.050</td>
<td>.070</td>
<td>.118</td>
<td>.134</td>
<td>.568**</td>
<td>.146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>.468**</td>
<td>.317**</td>
<td>.189**</td>
<td>.196**</td>
<td>.680**</td>
<td>.070</td>
<td>.118</td>
<td>.134</td>
<td>.568**</td>
<td>.146</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrinsic values</td>
<td>.548**</td>
<td>.645**</td>
<td>.196**</td>
<td>.680**</td>
<td>.070</td>
<td>.118</td>
<td>.134</td>
<td>.568**</td>
<td>.146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anxiety</td>
<td>.154</td>
<td>.060</td>
<td>.257**</td>
<td>.116</td>
<td>.066</td>
<td>.070</td>
<td>.118</td>
<td>.134</td>
<td>.568**</td>
<td>.146</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students' Mindfulness</td>
<td>.391**</td>
<td>.314**</td>
<td>.382**</td>
<td>.150**</td>
<td>.187**</td>
<td>.330**</td>
<td>.070</td>
<td>.118</td>
<td>.134</td>
<td>.568**</td>
<td>.146</td>
<td></td>
</tr>
<tr>
<td>Describing</td>
<td>.215**</td>
<td>.176</td>
<td>.205**</td>
<td>.070</td>
<td>.118</td>
<td>.134</td>
<td>.568**</td>
<td>.146</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-judgmental</td>
<td>.309**</td>
<td>.286**</td>
<td>.239**</td>
<td>.154</td>
<td>.223**</td>
<td>.194**</td>
<td>.689**</td>
<td>.215**</td>
<td>.146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing</td>
<td>.405**</td>
<td>.175**</td>
<td>.143**</td>
<td>.431**</td>
<td>.452**</td>
<td>.056</td>
<td>.486**</td>
<td>.189**</td>
<td>.207**</td>
<td>.146</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness</td>
<td>.204**</td>
<td>.132**</td>
<td>.268**</td>
<td>.214**</td>
<td>.234**</td>
<td>.447**</td>
<td>.625**</td>
<td>.289**</td>
<td>.207**</td>
<td>.072</td>
<td>.146</td>
<td></td>
</tr>
<tr>
<td>Non-reactivity</td>
<td>.245**</td>
<td>.195**</td>
<td>.243**</td>
<td>.085</td>
<td>.091</td>
<td>.131</td>
<td>.483**</td>
<td>.070</td>
<td>.110</td>
<td>.269**</td>
<td>.199**</td>
<td>.146</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed).

Note: SR = Self-regulation; CSU = Cognitive strategy use; MME = Meta-cognitive and management efforts; SE = Self-efficacy; IV = Intrinsic values; IA = Anxiety; D = Describing; NJ = Non-judgmental; O = Observing; A = Awareness; NR = Non-reactivity.

As the Table 2 indicates, EFL students' self-regulation strategies are correlated with their mindfulness (r=.391, sig< .01). Among the subscales of mindfulness, the highest significant correlation is associated with observing (r = .405) followed by, non-judgmental (r= .309), non-reactivity (r = .245), describing (r = .215) and awareness (r = .204).

Concerning the links between different sub-scales of self-regulation and mindfulness, the highest correlation is associated with EFL students' meta-cognitive and management efforts (r = .382) followed by cognitive strategy use (r = .314), intrinsic value (r = .184) and self-efficacy (r = .150) and negatively correlated with test anxiety (r = -.330). In order to predict the effect of mindfulness on self-regulation scale, linear regression was run (Table 3).

Table 3: Linear regression analysis for predicting EFL students' self-regulation

<table>
<thead>
<tr>
<th>Self-regulation Strategies</th>
<th>Measures</th>
<th>B</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>11.154</td>
<td>5.068</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Mindfulness</td>
<td>.120</td>
<td>5.722</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

R = .382
F = 32.737
Sig = .000

As it is shown in above table, students' mindfulness accounts for a variation in their self-regulation strategies (B=.120, t= 5.722, Sig=.000). As revealed by their β and t values, mindfulness is a positive predictor of the independent variable.

To investigate the second research question, Spearman correlation was employed. As it is illustrated in Table 4, gender does not influence students' mindfulness and self-regulation (self-regulation: r = -.091, sig = .209; mindfulness: r = .012, sig = .872).
Table 4: Spearman correlation between Students' self-regulation and mindfulness in terms of their gender.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>Spearman's Correlation Coefficient</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-regulation</td>
<td>Gender</td>
<td>-.091</td>
<td>.209</td>
</tr>
<tr>
<td>Mindfulness</td>
<td>Gender</td>
<td>.012</td>
<td>.872</td>
</tr>
</tbody>
</table>

Discussion

The first question of the present study attempted to examine whether or not mindfulness is a predictor of self-regulation strategies. Data presented in Table 3 indicated that small, but statistically significant variation was found for EFL students' self-regulation strategies and mindfulness becomes a consequential predictor and protective factor of self-regulation strategies. One possible explanation could be that mindfulness increases well-being of mind as well as the awareness to the present moment and experiences non-judgmentally. This awareness and non-reaction contribute to transferring more information and experiences to the present moment and increasing ones' self-monitoring and self-observation. According to Zimmerman (2000), transfer of the information and self-observation are of the utmost importance for developing self-regulation strategies. Moreover, it can be inferred from the finding that mindful EFL students may concentrate more on the desired goals and apply more self-regulation strategies to achieve them. This finding shares commonalities with of Hillgar (2011), who found more mindful students were more attentive and aware of their experiences and thought that were conducive to employ more self-regulation strategies. Additionally, it is noteworthy to mention that all facets of dispositional mindfulness were significantly associated with self-regulation. Among these subscales, the highest correlation was associated with awareness. It may suggest that students who want to be more self-regulated have to pay attention to their state of mind more comprehensively. In other words, they have to increase their observing skill to see more experiences in different contexts, ameliorate their attention to all their experiences, feeling, thoughts and behaviours and promote themselves to express their experiences into their own words without any reaction or judgment. All these attempts ultimately help them be self-regulated more and more and attain their academic goals further. Moreover, it is noteworthy to mention that all subscales of EFL students' self-regulation strategies were indeed associated with the dispositional mindfulness.

The second issue addressed in this study was the likely relationship between EFL students' self-regulation and mindfulness with respect to their gender for which no significant correlation was found. This finding contradicts the pervious finding by Ozan, Gundogdu, Bay, and Celkan, (2012) in which they found a statistically significant relationship between gender and students’ self-regulation. One possible explanation for such inconsistent findings would be due to the differences in sample of the study as well as the participants’ cultural and social backgrounds and contexts. Furthermore, the finding revealed that students’ mindfulness was not correlated with their gender, either. This finding provides parallel evidence with the study conducted by Bowlin and Bower (2012) who found out that all correlations remain the same across the genders.
Conclusion

Generally, it can be concluded from the finding of the present study that mindfulness can be considered as a protective factor in establishing, boosting and regulating cognitive and meta-cognitive strategy in the learning processes. Moreover, as mindfulness and self-regulation are correlated, then in order to be mindful it is necessary that, first, students purposefully regulate their skills such as awareness and attention which are conceptualised as the two fundamental facets of mindfulness. Consequently, mindfulness will be obtained and reinforced through management efforts, cognitive and meta-cognitive strategies, self-efficacy and intrinsic values. Regarding the importance of students’ learning processes particularly in EFL contexts, this finding can have some implications for educational practitioners in general and EFL teachers in particular. In order to facilitate the learning processes and improve students’ learning and academic achievements, it is essential to focus on learners’ affective and cognitive states of mind and the characteristics, which will influence them. Moreover, the findings ameliorate the significant role of dispositional mindfulness as one of the protective individual properties and an influential supporter in the emerging, reinforcing and enhancing of other protective elements such as self-regulation and well-being and reducing the negative factors such as stress and anxiety. It has also some implication for student, too. By focusing on their inner mental states and probing into their affective and cognitive organisations, students can bring these two factors into their conscious awareness and help themselves perceive a vast range of environmental data. By applying these data resources, they may help themselves plan, monitor, and evaluate the specific processes to achieve their desired goals. Accordingly, they attempt to use and regulate all the cognitive and meta-cognitive strategies, which will be helpful in obtaining their purposes.

References


Spadaro, K. C. (2008). *Weight loss: exploring self-regulation through mindfulness meditation*. Submitted to the Graduate Faculty of School of Nursing in partial fulfillment of the requirements for the degree of Doctor of Philosophy, University of Pittsburgh, Pittsburgh, United States of America.


