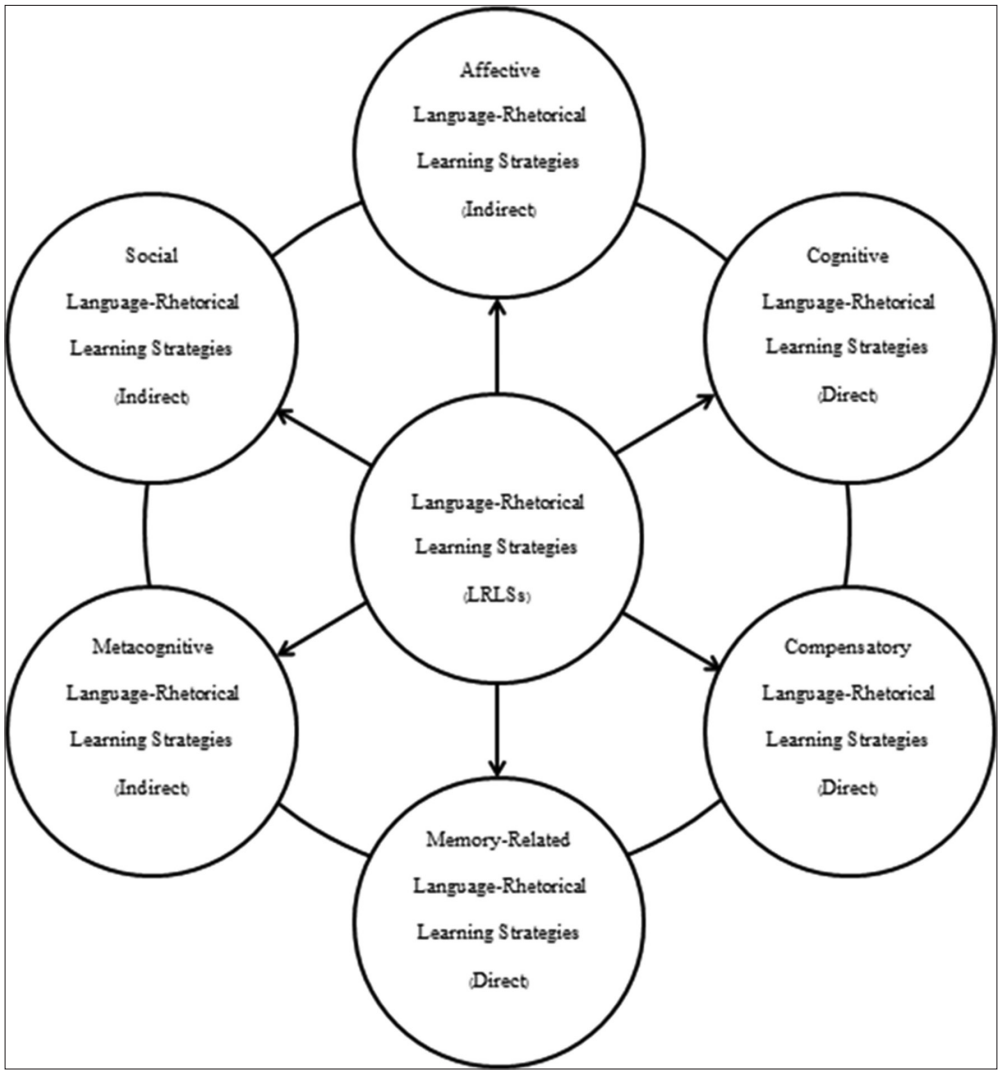

Figure 1. GDSWHGOHDUQLQWUDWHHV6WUDWHJLHV PRGHO2LRUG

Table 1. DQDHOHDUQLQWUDWHHV2HRHLYDQGWKHGDSWHGPRGHO

Language Learning Strategies (Oxford, 1990, 2001)	Rhetorical-Language Learning Strategies (Adapted Model)
Affective strategies to enhance the learners' attitudes, otivation, and e otions in language learning and using.	Affective strategies to support the students y reflecting their attitudes and otivation and y opening their inds to read various styles of texts.
Cognitive strategies to encourage the learners to thin and focus on the language events that they encounter directly.	Cognitive strategies to help the students to recogni e language directly and to analy e rhetorical styles of writing.
Co pensatory strategies to guide the students to co pensate and reach for successful language learning and using.	Co pensatory strategies to help the students to read successfully, together with guessing rhetorical styles.
Me ory strategies to facilitate the students to thin , ind, and recall the selves ite s for language learning and using.	Me ory strategies, such as ind apping, to sti ulate the students to recall the different cultural styles and writing patterns.
Metacognitive strategies to involve learners' in planning, controlling, and anaging the selves to ena le the to succeed in language learning.	Metacognitive strategies to support the students planning, controlling, and anaging the selves in their approach to language and rhetorical styles.
Social strategies to sti ulate learners to interact and participate with others in language learning.	Social strategies to enhance the students to interact, participate with others, and discuss their learning in ter s of English language and rhetorical patterns

3DUWLFLSDWWHUQVWKDWWRRN

Phase 2: Strategies Training

Phase 3: Assessment and Evaluation

Data Collection Procedure

7KH\VWHPDWLFDOHOHPHQWRQWKHHSKDVHVDVIROORZV

Phase 1: Planning

Data Analysis

The data analysis was perfor ed with a statistical ethod in order to co pare the students' self-efficacy eliefs efore and after attending the learning strategies training through their responses given to a set of uestions presented in pre- and post-training uestionnaires. Descriptive analysis was used. Also, the atic analysis (Braun and Clar e, 200) was car ied out for the open-ended responses in the final part of the uestionnaires to clarify the participants' reading self-effic eliefs with the different texts written in the estern and Asian styles.

RESEARCH RESULTS

7KHUHVOWVDUHSUHVHQWHGKHUHLQWKUHHPDLQSDUWVUHODWLQJWR WKHVWUXFWXUHRIWKHTHVWLRQQDLUH HQUROOHGVWXGHQWV GHPRJUDSKLFLQIRUPDWLRQ SDUW WKHGHVFULSWLYH WLVWLFDOLQIRUPDWLRQUHODWHGWRWKHVWGHQWV6LQWH WDOUHDGLQJDQG SDUWGHVWUDQVFULSWLRQVRIWKHRI WKHRSHQHQGHGUHVSRQVHVRIWKHVWGHQWVUHDUGLQJUHDGLQJ WKHLU6RIUHDGLQJWKHGLIIHUHQWWHVWVULWWQOLQWKHLUVWUDWHJLHV DQGVLDQVWOHV7KHUHIRUHWKHIROORLQJILQGLQJVDUH YHDOHG

3DUW VWGHQWV SDUWLFLSDWHGLQWKHFODVVHUH IHPDOHDQGHUHPDOHOODHGEHWHHQDQG HDUVROG7KHFODVVFRPSULVHGVWGHQWVRIHG DELOLWLHVLWKFODVVHGDVKLKDELOLW VWGHQWV PLGDELOLWVWGHQWVDQGORDELOLWVWGHQWVUHVSH WLYHO

3DUW 7DEOHSUHVHQWVWKHGHVFULSWLYHVWDWLVWLFV DQDOLQWKHUHVSRQVHVWRUHVHDUFKTHVWLRQKDW DUH7KDLVWGHQWVEHOLHIVLQWHUPVRIWKHLUVHOIHI FLQWHWDOUHDGLQ7KHPHDQVFRUHVRIWKHLUVNLOOV UHVSRQVHVHUHLQWHUSUHWHGDFFRUGLQWROLNHUW6FDOH LNHUW6FDOH

VWURQJOGLVDUHH GLVDUHH QHWUDO DUHH VWURQJODUHH

7DEOHGLVSODVWKHVWGHQWVVHOIHIILFDFEHOLHIV LQWHWDOUHDGLQSHUIRUPDQFHEHIRUHDQGDIWHUWKH LQWUDLQLQLQHDUQLQVWUDWHLHV7KHGDWDVPP DQGFODULILHGLQWKHUHSRUVGHSHQGLQRQKRPFKW DUHLWKWKHVWDWHPHQW

LVDUHHWRDUHHWKDWFDQDUHDERWDFKLHYLQKLK VFRUHVLQPUHDGLQFRUVHGRQRWKDYHDQSUREOH QHVVWKUHDGLQFRPSUHKHQVLRQKDYHWKHDELOLW WRIRFDOOPFRQFHQWUDWLRQRQUHDGLQQOLVKWH ERWKHVWHUQDQGVLDQVWOHV5HDGLQQOLVKWHV LVQRWVWUHVVIOIRUPH

WDWHWDOUHDGLQ DVEHOLHYHWKDWFDQLPSURYH PHIIHFWLYHOLQ SUDFWLFLQUHDGLQQOLVKWHVW UHDGVESUDFWLFLQ UHDGLQ PUHDGLQFRPSUHKHQVLRQ VNLOOVEHOLHYHWKDWPSURILFLHQFLQUHDGLQ ODLQHQDQFHLPSURYHVHYHUGDFDQUHDGDQG GHUVWDQGWKHQOLVKWHVWLQWKHSULQWHGDQG

Table 2. 6WGHQWVVHOIHIILFDFEHOLHIVLQWHWDOUHDGLQSHUIRUPDQFH

Statement	Pre			Post		
Reading	μ	σ	Level	μ	σ	Level
KDYHWKHDELOLWWRIRFDOOPFRQFHQWUDWLRQRQUHDGLQQOLVKWHVWLQ ERWK:HVWHUQDQGVLDQVWOHV			DUHH			UHH
EHOLHYHWKDWPSURILFLHQFLQUHDGLQQOLVKWHVWGHYHORSVHYHUGD			HWUDO			UHH
FDQLPSURYHPUHDGLQFRPSUHKHQVLRQVNLOOV			1HWUDO			UHH
5HDGLQQOLVKWHVWLVQRWVWUHVVIOIRUPH			LVDUHH			UHH

Table 3. 6WGHQWVVHOIHIILFDFEHOLHIVLQWHWDOUHDGLQSHUIRUPDQFH

Statement	Pre			Post		
Reading	μ	σ	Level	μ	σ	Level
0WHDFKHUEHOLHYHVWKDWDPSURILFLHQWLQUHDGLQ FRPSUHKHQVLRQ			1HWUDO			UHH
HQMRSUDFWLFLQUHDGLQQOLVKWHVWVLWKRWKHUV KRDUHSURILFLHQWDWUHDGLQQOLVK			1HWUDO			UHH
EHOLHYHFDQLPSURYHPFRUVHUHDGHVE SUDFWLFLQUHDGLQQOLVKWHVWVPRUH			1HWUDO			UHH
:KHQWKHWHDFKHUDVNVTHVWLRQVLQPUHDGLQ FODVVDODVVRQWHHUWRDQVHU			LVDUHH			1HWUDO
DPDJRRGVWGHQWLQPQOLVKUHDGLQFODVV			LVDUHH			1HWUDO
GRQRWKDYHDQSUREOHPVLWKUHDGLQ FRPSUHKHQVLRQ			LVDUHH			UHH
FDUHDERWDFKLHYLQKLKVFRUHVLQPUHDGLQ FRUVH			LVDUHH			UHH
FDQILQLVKPQOLVKUHDGLQKRPHRUN LQGHSHQGHQWO			1HWUDO			UHH
FDQUHDGDQGQGHUVWDQGWKHQOLVKWHVWVLQWKH SULQWHGDQGRQOLQHPDWHULDOV			1HWUDO			UHH
7RWDOYHUDH			LVDUHH			UHH

6RUFHGDSWHGIURPKRQVRROLQDQGDOOKL *HWDO*

WULDOVLQRSUDFWLFLQJUDGLQJ(QJOLVKWWVLW
RWKUVKRDUSURILFLQW DWUDGLQJ(QJOLVK
ILQLVK P(QJOLVKUDGLQJKRPRUQGSQGQWO
WDFKUEOLWKDW,DPSURILFLQW LQUDGLQJ
FRPSUKQVLRQ
LVDJUWRQWUDOVFKDV,DPDJRRGWGQWLQP
(QJOLVKUDGLQJEODVKQWKWDFKUDVW
WLRQVLQPUDGLQJEODV,DODVRQWUWRDQ
2UDOOWKWGQWVOEOLVLQWKLU(WWDOUDG
LQJSUIRUPDQFHRUWKUELGWKWUDLQLQJDVOR
WQGLQJWRGLVDJUWKWKWWLRQODUWWDWPQWLWKDQ
DUDJUDQLQJVFRUWKLODWUUELLQJWKWUDLQ
LQJWKDJUGPRUWKWKWDWPQWVVFRULQJRQDUDJ
UDQLQJVFRUWKUIRUWKUOWVEDVGRQWKG
VFULSWLDQDOVLVKRGWKDWWKWWGQWVOLQ(WW
DOUDGLQJSUIRUPDQFDWUUELLQJWUDLQLQJDVLPSU
,QDGGLWLRQWRWKWDWLWLFVGDWDWKWGQ
UVSRQVLQWKQWSDUWUDVVVGWREODULUVDUF
TWLRQRGRUUDGLQJWKGLIUQWWVUWQ
:WUQDQGVLDQWOVDIEWKDLWGQWVOIILFD
EOLVLQWKLU(WWDOUDGLQJ
3DUWUDQVFULELQJWKWGQWVRSQGGUVSRQV
UJDUGLQJWKLU6(EOLVLQUDGLQJGLIUQWWVUWDU
:WUQDQGVLDQWOV
7KWGQWV6(EOLLQWKLUUDGLQJSUIRUPDQFDWU
UELLQJWKODUQLQJWWUDWJLWUDLQLQJDVRQD
KLJKUWKDQEIRUWKUELGWKWUDLQLQJ,QWKEDV
RWKGLIUQFVLQUKWRULFDOWOVEWQWUQDQG
VLDQWWDOOWGQWVGJPQWVRWKLU6(LQWKGL
IUQWWWDVUIOEWG LQWKLUUDGLQJEKDLRUDWWLWG
DQGPRWLDWLRQWKVFKUVSRQVELQJLQDPRQJDO
WKEODVVRWWGQWVWKRVRKLJKPLGDQGORDELO
LWLV

Reading Behavior

Every student reported i proved their SE in reading and understanding oth rhetorical writing styles, na ely esteem deductive and Asian inductive patterns however, given the text differences, all of the too different a ounts of ti to read the different texts, with ost of the feeling a enem fro discussing the text with their friends while reading the Asian texts.

Taking different amounts of time to read and comprehend the different texts

Discussing with their friends while reading the Asian texts

Attitudes

Motivation

Training Approach

Learning Strategies Model and Selection of Reading Materials

DISCUSSION

The Students' Se with a Variety of Rhetorical Styles.

Most students experienced a little anxiety and needed to discuss the text with their friends while reading texts written in the Asian style, while so e students li ed the challenge and li ed to read independently. n such cases, the learning strategies affected the students' SE. At the sa e ti e, this study involved a ixed-a ility class and focused on a variety of texts. These reflected the different attitudes of the students.

n line with second language ac uisition (SLA) theory, individual learners needed different learning approaches and attitudes.

CONCLUSION AND SUGGESTION

7KH SUHVHQW VWXG\ GHYHORSHG D OHDUQLQJ VWUDWHJ\ PRGHO WR SURPRWH VWXGHQWV' VHOI-HIILFDF\ 6EHOLHIV LQ WKH WDVN RI UHDGLQJ 6WXGHQWV ZKR UHFHLYHG WUDLQLQJ LQ UKHWRULFDO DQDO\ DV D OHDUQLQJ VWUDWHJ\ 56V WR DVVLVW UHDGLQJ LQ OHVVRQV UHSRUWHG LPSURYHG 6EHOLHIV LQ WKH WDVN RI UHDGLQJ DOWKRXJK PRVW VWXGHQWV VWLOO GLG QRW KDYH PXFK FRQILGHQFH WR UHDG WKH WH[WV IURP $VLDQ VRXUFHV DOO RI WKHP UHFRJQL]HG WKH LPSRUWDQFH RI DWWHQGLQJ DQG SDUWLFLSDWLQJ LQ WKH OHVVRQV DQG EHLQJ DEOH WR DSSO\ WKH NQRZOHGJH DQG VNLOOV LQ WKH FODVV.

7R FRQWULEXWH WR WKH HIILFDF\ RI OHDUQLQJ DQG WHDFKLQJ LQ WKH WHDFKHUV DUH DEOH WR SURPRWH WKH WHDFKLQJ RI OHDUQLQJ VWUDWHJLHV WR VWXGHQWV WR HQFRXUDJH DQG VXSSRUW WKHP WR UHDG VXFFHVVIXOO\ XQGHUOLQLQJ WKH SDUDGLJP RI 3UHYLRXV OLQJXDO OHDUQLQJ VWUDWHJLHV 2[IRUG KDYHV VXSSRUWHG VWXGHQWV DFKLHYH JRRG SHUIRUPDQFH LQ UHDGLQJ UHFDOO KHUH UKHWRULFDO VWUDWHJLHV DUH VWLOO EHOLHYHG WR KHOS WKH VWXGHQWV FRPSUHKHQG DQG EHFRPH PRUH DZDUH RI GLIIHUHQW FXOWXUHV WKURXJK UHDGLQJ.

ACKNOWLEDGEMENTS

, ZRXOG OLNH WR H[SUHVV P\ VLQFHUH WKDQNV WR ... DPRQJ WKH SULQFLSDO VXSHUYLVRU IRU DGYLVLQJ PH ... FRQGXFW WKLV UHVHDUFK VXFFHVVIXOO\ DQG HQFRXUDJLQJ PH WR EHFRPH D JRRG UHVHDUFKHU WR WDOO.

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(OOLV, 5. DQG 6KLQWDQL, 1. (...). *Exploring Language Pedagogy through Second Language Acquisition Research.* 5RXWOHGJH.

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... DQ HPSLULFDO VWXG\ RI UHDGLQJ VHOI-HIILFDF\ DQG WKH XVH RI UHDGLQJ VWUDWHJLHV LQ WKH ... FRQWH[W. *Asian EFL Journal*, ...

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