

## ***Abstracts***

### ***RELATIONSHIP BETWEEN MOTIVATIONAL ORIENTATIONS AND ENGLISH LANGUAGE LEARNING STRATEGIES IN UNIVERSITY STUDENTS\****

***Razieh Shaikholeslami,\*\* M.Sc. & Mohammad Khayyer,\*\*\* Ph.D.***

*The aim of the present research was to study the relationships of a motivation, extrinsic and intrinsic motivations with English language learning strategies. 199 students in General English courses were selected by cluster random sampling. Motivational orientations were measured by the Language Learning Orientations Scale (LLOS) and language learning strategies were measured by the Strategy Inventory for Language Learning (SILL). Multiple regression analysis revealed that a motivation subscale scores have negative relation with the scores of memory, cognitive and metacognitive strategies. The extrinsic motivation scores did not show any significant relation with the use of the language learning strategies. Whereas, the scores of intrinsic motivation showed significant relation with the use of language learning strategies.*

***Keywords:*** *language learning strategies, extrinsic motivation, intrinsic motivation, motivational orientation.*

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**ACTIVITY OF BRAIN/ BEHAVIORAL SYSTEMS AND  
PRONENESS TO SHAME AND GUILT**

**Mahdieh Atrifard,\* M.Sc.; Parviz Azadfallah,\*\* Ph.D.; & Javad Ejei,\*\*\* Ph.D.**

*The aim of this research was to investigate the biological constructs and discrimination between shame and guilt, with a biological approach to personality. This research using ex-post facto design, studies the relationship between brain/ behavioral systems activity and proneness to shame and guilt. 207 male and female MA students of Tarbiat Modarres University were selected by stratified random sampling. In order to measure the brain/ behavioral systems activity and proneness to shame and guilt, subjects completed the Gray-Wilson Personality Questionnaire (GWPQ), the Carver and White's behavioral inhibition/ activation scale and Test of Self-Conscious Affect -3 (TOSCA-3). Data were analyzed using the regression analysis model and results indicated that two components of BIS, the fight component of FFS, active avoidance component of BAS (related to GWPQ) and drive, fun seeking components of behavioral approach system (related to Carver and White's BIS/BAS Scale) significantly predict ( $p < 0.05$ ) proneness to shame. Also BIS (related to Carver and White's BIS/BAS scale) was the only predictor variable for proneness to guilt (important to notice that the explained amount of variance by BIS for proneness to guilt was less than proneness to shame). In addition the analysis indicated that female's proneness to guilt was higher than male's. Findings suggest that biological bases play more important role for explanation of proneness to shame than proneness to guilt.*

**Keywords:** brain / behavioral systems, shame, guilt, personality.

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**THE EFFECTS OF SUCCESS AND FAILURE ON THE CHANGES OF  
PHYSIOLOGICAL INDICES ACCORDING TO THE PERSONALITY COMPONENTS**

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**Ahmad Borjali,\* Ph.D.; Farhad Jomehri,\* Ph.D.**

*The moderating influence of behavioral inhibition system (BIS) and behavioral inhibition system (BAS) sensitivities were investigated in relationship with effects of success and failure situations on the changes of heart rate and skin conductance response. From 211 college students who completed the Gray-Wilson Personality Questionnaire (GWPQ), 60 female subjects were selected on the basis of high scores on the BAS and BIS scales, and were placed in success or failure treatment randomly. Heart rate and skin conductance response were recorded by procomb biograph infintit system before and after the experimental treatment. Results suggest that the variation of heart rate and skin conductance response of the high BIS group were higher than that of the high BAS group in failure treatment. In contrast, the variations of so-called psychological indices of the high BAS group were higher than that of the high BIS group in success treatment.*

**Keywords:** *behavioral inhibition system, behavioral activation system, physiological indices.*

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**THE IMPACT OF STRATEGIC TRAINING ON GENERAL HEALTH  
AND ACADEMIC MOTIVATION AMONG FEMALE STUDENTS**

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*The aim of this study was to investigate the effect of social skills training including Neuro Linguistic Programming (NLP) on the improvement of mental health and academic motivation. 30 students from a female high school in Tehran, participated in this study. General Health Questionnaire (GHQ) (Goldberg, 1972) and Academic Motivation Scale (AMS) (Vallerand, 1989) were used to assess the performance of the subjects in different stages (pre-test, post-test and follow-up). According to the pre-test results the subjects were randomly divided on two equal groups (experimental and control). In the main stage of the study the experimental group were treated for 18 sessions including social skills and NLP models such as dealing with goal setting, time management, assertive skills, representational systems and neurological levels. One week after the treatment, the subjects in both groups were post-tested by the same measures. Results showed a significant difference between the pre-test and post-test scores of mental health for the experimental group. Forty days after intervention, a follow up test was done using the same scales. Results again showed a significant difference between two groups on the mental health and academic motivation scores, which means that the experimental groups obtain higher academic motivation score and mental health improvement.*

**Keywords:** *neuro-linguistic programming (NLP), academic motivation, mental health.*

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**RELATIONSHIP BETWEEN EMOTIONAL EXPRESSION STYLES  
AND GENERAL HEALTH IN COLLEGE STUDENTS\***

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Parviz Azadfallah\*\*\*\* Ph.D.**

*Psychologists have confirmed the role of emotional venting and catharsis as coping strategies to stressful experiences in mental, physical and social health. The present research was designed to investigate the relationship between emotional expressiveness, emotional control and ambivalence over emotional expressiveness as emotional expression styles and general health, and to investigate the differences between men and women in emotional expressiveness. 203 college students were selected randomly from governmental universities in Tehran and assessed by the Emotional Expressiveness Questionnaire, the Ambivalence over Emotional Expressiveness Questionnaire, the Emotional Control Questionnaire, and the General Health Questionnaire. The data analyzed by regression analyze methods and t- test for comparing two independent groups. Results indicate that although the relationship between emotional expressiveness and health is not significant, negative emotional expression is related to general health inversely. The relationship between emotional control and general health is positive and significant, but rumination (component of emotional control) is related with general health inversely. Results also revealed that higher ambivalence over emotional expressiveness is related to lower general health; women are more expressive than the men. In sum, findings support the effective role of emotional expression styles to anticipate health and illness and the existence of general difference role of sexuality in emotional expressiveness.*

**Keywords:** *general health, emotional expressiveness, emotional control, ambivalence over emotional expressiveness.*

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**THE RELATIONSHIP BETWEEN MOTIVATIONAL REGULATION, LEARNING STRATEGIES AND MATHEMATICS ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS\***

**Diba Seif,\*\* ; Morteza Latifian,\*\*\* Ph.D. & Laaya Bashash,\*\*\*\* Ph.D.**

*The purpose of current study was to extend the work of self-regulation by investigating the relationship between high school students, motivational regulation, their use of learning strategies and mathematics achievement. Subjects were 171 first year high school students (69 females and 102 males). Their average age was 14 years and 7 months. They were enrolled in 8 classes of public schools in Shiraz. The motivational Regulation Scale (MRS) and the Mathematics Learning Strategies Scale (MLSS) were used as measurement instruments. Factor analysis showed 5 factors in MRS: Interest enhancement, performance self-talk, mastery self-talk, self-consequating and environmental control. Four factors of MLSS were: executive control strategies, descriptive-organized cognitive strategies, integrative-analytical cognitive strategies and help-seeking. Cronback alpha coefficients for these subscales varied from .58 to .85. Analysis of research data showed positive significant correlations between motivational regulation strategies (except self-consequating) and learning strategies. Multiple regressions showed that learning strategies is positively predicted by the use of interest enhancement, mastery self-talk and environmental control. The relation between performance self-talk and cognitive strategies for learning mathematics was negative. Hierarchical regression analysis revealed that performance self-talk and executive control strategies positively predict mathematics achievement. In general, these findings proposed that Iranian students use motivational and cognitive strategies in order to regulate their learning processes in mathematics. They activate their cognitive regulation mechanisms by the use of motivational regulation strategies. In addition, these evidences suggest that motivational strategies emphasizing learning outcomes, have negative effects on learning strategies, but positive effects on mathematics achievement. These findings were interpreted in the light of self-regulation models. The applications for mathematics education were also discussed.*

**Keywords:** learning strategies, mathematics achievement, motivational regulation.

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**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE,  
ANGER EXPRESSION AND CONTROL IN STUDENTS\***

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*This study was conducted to examine the relationship between emotional intelligence, anger expression and control among students of the Teacher Training University. The research consisted of 100 students selected on a random base. Treatment Meta Mood Scale (TMMS) and State Trait Anger Expression Inventory (STAXI-2) were completed by participants. Data were analyzed using descriptive statistics, Pearson's correlation coefficient and multiple regression methods. Results indicate that, there was a significant negative relationship between emotional intelligence with state-trait anger, internal-external anger expression, and a significant inverse with anger internal-external control. It was also revealed that, attention has a more important role than the other factors, with state anger, verbal-physical anger, and emotional clarity has higher relations with anger internal-external expression and control, and trait anger.*

**Keywords:** *emotional intelligence, state anger, trait anger, anger control, anger expression.*

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