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Self-Regulated Learning in Second Language Classrooms

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Master of Arts in Education

Emphasis: TESOL

by

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Under the Direction of

Dr. Rima Bahous

Lebanese American University

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LEBANESE AMERICAN UNIVERSITY

We hereby approve the project of

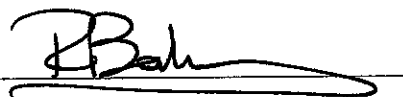
Salwa Daouk

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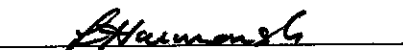
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Running Head: SELF-REGULATED LEARNING

Self-Regulated Learning
In Second Language Classrooms
Salwa Daouk
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Dedications

I dedicate this work

To everyone who has a passion for learning

To my beloved family, who forever made my life meaningful

To my sister, who has always been my advisor

To struggling readers and writers to develop self-regulating strategies

Acknowledgements

I would like to express my greatest gratitude to all those who have been behind this achievement. I would like to thank the entire Department of Education at the Lebanese American University, especially Dr. Bahous who without her continuous inspiration and guidance would not make this dream come true.

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Abstract:

Various studies have documented a relationship between college students' self-regulatory capabilities and achievement; however, many indicate that not all college students can actively guide and manage their learning. From this perspective, Self-Regulated Learning (SRL) complements the notion of the No Child Left Behind Act to stop the great risk of college students from dropping out. SRL researchers have paid little attention in creating high-SRL environments to foster SRL skills in the second language classrooms. This study sheds lights on how modeling is an effective way of building self-regulatory academic skills. Moreover, reading and writing research is discussed in which modeling was employed to enhance students' achievement, skills, self-efficacy, and self-regulation across multiple phases of Zimmerman's model and SRSD model according to social cognitive theory and research findings. Interviews and observations of language arts lessons were analyzed to determine the extent to which teachers' tasks and practices created opportunities to engage in self-regulated reading and writing. These findings are addressed to ESL teachers to encourage them to use modeling as a method of instruction, to promote SRL environment, and to enhance students' achievement.

Chapter One

Introduction

A great number of students entering universities today are not academically prepared to cope with the demands of college-level work. Almost half the accepted students have to take basic language skills or remedial courses in reading and writing to improve their academic achievement. Many language learners spend their time studying English as a foreign language in universities without being able to communicate successfully in the target language.

Therefore to overcome these challenges many faculty members choose to help their students by developing Self-Regulated Learners (SRL). However, most instructors need support to develop SRL. The latter is done by modeling instructions where self-regulatory skills can be taught (Schunk & Zimmerman, 1997; Zimmerman, 2000) according to their development model. Previous research see for instance (Lewis & Mitchell, 1996; Neuman & Roskos, 1997; Perry, 1998; and Turner, 1995) indicates that students develop academically effective forms of SRL in classrooms where they are involved in complex tasks, have control over their learning, and are engaged in evaluating their work. Also, students develop SRL when they receive instrumental support from peers and teachers, which often takes the form of modeling and scaffolding attitudes and actions associated with SRL. On the other hand, without considering modeling of meta-cognitive skills as an essential part of instruction in reading and writing, students would not emerge as self-regulated learners.

Purpose of the Study

The aim of this project is to shed light on the perceived benefits of modeling of instructions, as an effective method, that should help students who have trouble in reading and writing in the second language classrooms, and whether this method of instruction promotes self regulated learning environment and enhances students' achievement. The key questions that led to this study were the following:

- (1) How can teachers create self-regulated learning environments?
- (2) Which SRL method of instruction should teachers start with to improve students' achievement in reading and writing?
- (3) How should tasks and instructions be formed to foster SRL?

Rationale

The rationale for choosing this topic is to help undergraduate university students who have problems in reading and writing improve their skills when teachers connect self-regulatory strategies with explicit instruction and opportunities to practice these skills. Despite the great importance of this topic, few teachers are aware of this model and of its implementation in second (or foreign) language classrooms. My concern in this project is to draw teachers' awareness regarding SRL and conduct a study that may provide teachers with methods, tools and practices that match students' learning needs to improve their academic achievement (see Randi & Corno, 2000).

Significance of the Study

This study among universities in Lebanon will open doors to initiate constructive and educational collaboration to improve the basic skills among college under-achievers.

Moreover, the implementation of models such as Zimmerman's model of self-regulation and the Self-Regulated Strategy Development Model (SRSD) in the second language classroom would reveal a rigorous structure that is consistent through time. The students have to be trained in order to master every step of self-regulation and to become autonomous readers and writers.

Conclusion

My concern in this project is to explore the underlying hypothesis about how modeling of teaching practices can promote SRL environments in the ESL classroom and how this educational method can improve students' learning positively. Moreover, Perry, Phillips, & Hutchinson (2006) offered evidence indicating that when teachers design tasks and activities that we characterize as complex, opportunities for students to engage in SRL are increased. I hope that with the literature review, teachers' comments, classroom observations and interviews would help teachers take actions to design tasks and practices that would change some of their instructional methods.

In this first section, I introduced the topic I intend to investigate, i.e. SRL in the university second/ foreign language classroom. I also pointed out the rationale, significance of the study and the research questions pertaining to this project. The next section will review the extensive literature related to SRL.

Chapter Two

*Literature Review**Introduction*

In this chapter, the researcher examines how Schunk and Zimmerman's (1994) social cognitive theory based model and how Self-Regulated Strategy Development (SRSD) model are both used in the classroom to develop powerful interventions for students who face academic challenges (Graham & Harris, 2005).

Current literacies emphasize the notion of educational inclusion for exceptional students as well as for the disabled and low-achieving students. From this perspective, Self-Regulated Learning (SRL) has emerged as an important issue in this educational setting (Zimmerman & Schunk, 2001). Most educators today agree that the major role of education is to develop self-regulated and long-life learners, who are metacognitive, motivated, and strategic (Zimmerman, 2001). Much research has shown the link between self-regulated practices and academic achievement, including delineating differences between high and low self-regulating students (Zimmerman & Bandura, 1994; Zimmerman, Bandura, & Martinez-Pons, 1992). These self-regulating learners are strategic in the ways they approach tasks and activities. They set realistic goals, select effective strategies, monitor their understanding, and evaluate progress toward their goals (Pressley & Afflerbach, 1995; Zimmerman, 1989; Zimmerman, Bonner & Kovach, 1996). Unfortunately, not all learners are effectively self-regulated. They have difficulty activating and regulating strategic behavior and may use ineffective or inefficient strategies, and can develop defensive or self-handicapping behaviors, including giving up easily or dropping out (Covington, 1992; Paris & Newman, 1990; Prinrich & Schunk, 2002). Although research has shown the

importance of developing self-regulated readers and writers, few researchers have investigated classroom practices that facilitate and guide this growth (Perry & Vandekamp, 2000; Perry, Walton, & Calder, 1999). From this perspective, modeling of instructions is considered a promising method that promotes self-regulating learning environment and enhances students' achievement in reading and writing in the second language classrooms.

Self-Regulated Learning

Recent years have witnessed an increased emphasis on the development of students' literacy skills especially reading and writing. According to Bandura's (1986) social cognitive theory, and according to Zimmerman (2000) model, self efficacy and self regulation are key processes that affect students' learning achievement. *Self-efficacy* refers to learners' perceived capabilities for learning or performing actions at designated levels (Bandura, 1997), while *self-regulation or self-regulated learning* refers to self-generated thoughts, feelings and actions that are systematically designed to affect one's learning of knowledge and skills (Zimmerman, 2000, 2001). *Modeling* – an important variable in Zimmerman and Bandura's (1994) social cognitive theory- is a means for promoting students' self-regulation.

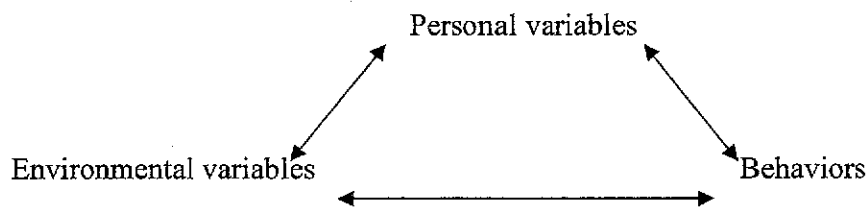
Self-efficacy

The conceptual framework is based on Bandura's (2001), Zimmerman's (2000) social cognitive theory, in addition to Graham & Harris (2005) model. These models interpret human functioning as a series of reciprocal interactions between personal influences, environmental features, and behaviors. For example, one's personal self-efficacy beliefs about writing an essay can influence one's writing behaviors, such as choice of literacy

topics, effort, and persistence. Self-efficacy beliefs can affect a person's environment; for example, efficacious students who are trying to write in a noisy social or physical environment may redouble their concentration to avoid distractions.

Conversely, one's social environment can affect personal variables and behaviors. Students who receive encouraging feedback from teachers may feel more efficacious and work harder to succeed. Teachers can inspire students to write by creating a favorable classroom environment, such as by giving students enough time to write.

According to Bandura (1986, 2001) and Printich & Schunk (2002) human functioning involves reciprocal interactions between personal influences (e.g. thoughts, beliefs), environmental features, and behaviors (Fig.1) (Zimmerman & Schunk, 2001).



(Bandura's model of reciprocal interactions)

(Adapted from Barry Zimmerman, 2001).

One's personal self-efficacy beliefs influence students' behaviors, choice of task, persistence, effort, and achievement. Self-efficacy beliefs also can affect a person's environment. Conversely, one's social environment can affect personal variables and behaviors. Students who receive encouraging feedback from teachers may feel efficacious and work harder to succeed. The influence of behavior on personal variables is revealed in the student who succeeds in reading a moderately difficult book and then experience higher

self-efficacy and motivation to try reading another book of comparable difficulty (Zimmerman & Schunk, 2007). They noted that people seek to exert control over important aspects of their lives. The notion of reciprocal interactions shows how people can affect their behaviors and environments with their thoughts and beliefs. This reciprocity is exemplified with an important construct in Zimmerman's theory: perceived self-efficacy or beliefs about one's capabilities to learn or perform behaviors at a designated level. Research shows that students' self-efficacy beliefs influence such actions as choice of goals, tasks, persistence, effort and achievement (Schunk, 2001). In turn, students' behaviors modify their efficacy beliefs. For example, as students work on tasks, they note their progress toward their learning goals (e.g. completing sections of a term paper). Progress indicators convey to students that they are capable of performing well, which enhances their motivation. Moreover, a teacher's feedback can affect self-efficacy. Persuasive statements such as "I know that you can do this" can raise students' self-efficacy (Zimmerman & Schunk, 2001).

From a social cognitive perspective, self-regulated learners direct their learning process and attainment by setting challenging goals for themselves, by applying appropriate strategies to achieve their goals, and by enlisting self-regulative influences that motivate and guide their efforts. Self-regulated learners exhibit a high sense of efficacy in their capabilities, which influences the knowledge and skill goals they set for themselves and their commitment to fulfill these challenges (Zimmerman, 2001). From this aspect, experimental studies have shown that teaching low-achieving students to set proximal goals for themselves enhance their sense of efficacy and their academic achievement, and their intrinsic motivation in the subject matter (Kaplan, Middleton, Urdan & Midgley, 2002).

From this result, I can infer that self-regulation of motivation depends on self-efficacy beliefs as well as on personal goals. Teachers should take advantage from these findings by setting proximal goals to their students to reach the optimal goals for each student. In addition, students' self efficacy would be enhanced according to the causal attributions of the students' goals and outcomes. These attribution judgments would play a pivotal role in self-reflection. Students would attribute their error to controllable sources such as learning strategies to sustain motivation during periods of deficient performance (Zimmerman, 2001). In short, self-regulated learners are able to put into play a series of volitional strategies to control external and internal distractions to maintain their concentration, effort, and motivation while performing academic tasks.

Modeling

Modeling refers to cognitive, affective, and behavioral changes that derive from observing models. Models provide information about learners' self-efficacy. Modeling refers to the process in which observers pattern their thoughts, beliefs, and behaviors, after those displayed by one or more models (Schunk, 1987).

Observational learning through modeling occurs when observers display new behaviors that they could not perform prior to being exposed to the models. Observational learning through modeling is comprised of four processes: Attention retention, production, and motivation (Bandura, 1986). Observer *attention* to environmental events is necessary for them to be perceived. *Retention* includes coding and transforming modeled information for storage in memory, such as through rehearsal and linking new information to knowledge already in memory. *Production* involves translating

their mental conceptions of modeled events into actual behaviors, such as when they translate their thoughts into written sentences and paragraphs. Motivation influences observational learning because when students believe that models possess a useful skill they are likely to attend to such models and attempt to retain what they learn. Moreover, research conducted by Schunk and Zimmerman (1994) has shown that students' academic achievement and self-efficacy can be improved by observational learning through modeling. Modeling is critical in Schunk and Zimmerman's model of the development of self-regulation. It serves three main functions: inhibition/ disinheriting, observational learning, and response facilitation (Zimmerman & Schunk, 1997). Observational learning through modeling is important for the development of self-regulatory skills. Modeling is a critical component of SRSD. Teachers model self-regulated use of the academic strategies being learned. During SRSD, it is imperative for students to observe and imitate the behaviors, strategies, and thoughts of the teacher or other effective writers. Further, SRSD uses coping models. A coping model demonstrates the typical problems and concerns of the observers but steadily improves performance and gains of self-confidence during modeling. Schunk, Hanson, and Cox (1987) demonstrated that observing coping models improves students' self-efficacy and skill performance. *Motivation* is necessary for observers to display actions learned observationally. Observers may be motivated because they see models rewarded; they believe that the learning is important, and so forth.

The functional value of behavior, or whether it results in success or failure or reward or punishment, affects observer modeling. Modeled actions are more likely to be performed if they previously led to rewarding outcomes than if they resulted in punishment, regardless of whether people experienced the consequences themselves or whether they observed

modeled consequences. By watching models, observers form outcome expectations about the expected consequences of actions, Zimmerman and Schunk (2007) hypothesized that when objective standards of behavior were unclear or unavailable, observers evaluated themselves through comparisons with others. The most accurate self-evaluations derived from comparisons with those similar in the ability or characteristic being evaluated. The more alike observers are to models, the greater is the probability that similar actions by observers are socially appropriate and will produce comparable results. The motivational effects of vicarious consequences depend partly on self-efficacy. Similarity of models constitutes a source of vicarious information for evaluating one's efficacy. Observing others succeed can raise observers' self-efficacy and motivate them to try the task; they are apt to believe that if others can do well, they can, too (Graham & Perin, 2007a). Model attributes are often predictive of capabilities. Similarity is most influential when individuals are unfamiliar with the task or have previously experienced difficulties and hold low self-efficacy.

Self-regulated strategies in reading and writing

Self-regulation helps promote reading and writing achievement, and models can teach students self-regulation skills (Zimmerman & Schunk, 1997). Later, referring to Bandura's model, Zimmerman and Schunk (Schunk, 1987; Zimmerman & Schunk, 1997, Zimmerman, 2000) formulated a social cognitive model of the development of self-regulation (figure 2). This model postulates four levels of development: Observational, emulative, self-controlled, and self-regulated that begin with social sources and shift to self-sources in a series of levels.

Phases of Self-Regulatory Development

Phase	Major features
Observation	Cognitive acquisition of skill from modeled and verbal instruction.
Emulation	Demonstration of skill with social guidance and feedback
Self-controlled	Internalization of skill and its independent demonstration
Self-regulated	Adaptation of skill to changes in personal and contextual conditions.

Figure 2: Social cognitive model of the development of self-regulation

(Adapted from Zimmerman & Schunk, 2007).

The first two levels (observational, emulative) rely primary on social factors, where as in the second two levels (self-controlled, self- regulated), the source of influence shifted to the learner (Zimmerman & Schunk, 2007).

In this model, novice learners acquire skills and strategies from social modeling, teaching, task structuring and encouragement. At the observation level, students learn the major features of strategies but require practice with feedback to begin to develop the skills.

An emulative level is attained when the learner's performance approximates the general form of the model. The learner emulates the models' general pattern or style.

The third, self-controlled level represents the capability of the learners to use the skill or strategy independently when performing related tasks. The skill or strategy becomes internalized although the learner's mental representation is still affected by the model.

During the final self-regulated level, students have full control over the self-regulated strategy and can adapt it intentionally to enhance their performance in a variety of situations, i.e. to fit their strategy to fit their own purpose.

In this model of development of self-regulation, Zimmerman and Schunk (2007) highlight that self-regulation is domain-specific; therefore, one's competence in different areas will vary; for example, a student might be in the self-regulation phase in reading fiction books, self-control phase while reading informational books, and in the observation phase when writing (Schunk & Zimmerman, 2007).

The methodological concerns that tie all the research articles are the use of Zimmerman and Schunk's model of the development of self-regulation (Zimmerman & Schunk, 2001). The researchers used qualitative, quantitative, and mixed methods to prove their theory. Using the four phase model, they elaborate that modeling of instructional strategies enhances students' self-efficacy, skills, and self-regulation. Moreover, Schunk and Zimmerman (2007) discussed how their four-phase self-regulation model of self-regulatory competence can be used by teachers to strengthen reading and writing instruction.

Zimmerman (2001) conceptualized that self-regulation consists of three phases: Forethought, performance control, and self-reflection.

Forethought Phase

The forethought phase precedes actual performance and refers to processes that set the stage for action, such as goal setting and modeling.

Goal Setting and Modeling

Goal setting is an integral aspect of the forethought phase of self-regulation. Allowing students to set learning goals can enhance their commitment to attaining them, which is necessary for goals to affect performance (Locke & Latham, 1990). Schunk (1987) found that self-set goals promoted self-efficacy. Children with learning disabilities in mathematics received subtraction instruction and practice over sessions. Some set performance goals for each session; others had comparable goals assigned; those in a third condition did not set or receive goals. Self-set goals led to the highest self-efficacy and achievement. Children in the two goal conditions demonstrated greater motivation during self-regulated practice than did no-goal students. Moreover, proximal goals enhance achievement outcomes better than distant goals. Bandura and Schunk (1981) provided children with subtraction instruction and self-regulated problem solving over sessions. Some pursued a proximal goal of completing one set of materials each session; a second group was given a distant goal of completing all sets of materials by the end of the last session; a third group was advised to work productively (general goal). Proximal goals led to the most productive self-regulated practice and to the highest subtraction self-efficacy and achievement.

Schunk (2001) found benefits of modeling on children's mathematical skill learning. Children received either adult modeling or written instruction on long division, followed by guided and self-directed practice, over sessions. The adult model verbalized division solution steps while applying them to problems. Both treatments enhanced self-efficacy, persistence, and achievement, but modeling led to higher achievement and more accurate correspondence between self-efficacy and actual performance. Results of a meta-analysis

showed that modeling enhanced self-efficacy and achievement, self-efficacy directly affected persistence and achievement, and persistence had a direct effect on achievement (Graham & Harris, 2003). Harris, Graham, Mason, and Saddler (2002) investigated the role of perceived similarity in competence by comparing mastery with coping models. They illustrate how effort and positive thoughts can overcome difficulties. In addition to the modeled skills and strategies, observers learn and internalize these motivational beliefs and self-regulatory actions. Coping models contrast with mastery models, who demonstrate competent performance throughout the modeled sequence. In the early stages of learning, many students may perceive themselves more similar in competence to coping models. Schunk, Hanson and Cox (1987) had children observe models solving subtraction problems. Peer mastery models solved subtraction problems correctly and verbalized statements reflecting high efficacy and ability, low task difficulty, and positive attitudes. The lack of differences between the peer coping and mastery model conditions may have arisen because children previously had experienced success with subtraction. Any type of peer model might have raised efficacy, and children may not have internalized coping strategies and progress beliefs. Boekaerts, Printrich, and Zeidner (2000) further explored mastery—coping differences and found that observing peer coping models enhanced children's self-efficacy and achievement more than observing peer mastery models. Thus, at the beginning, students observe what their teacher is modeling, but when students participate in collaborative modeling they would achieve better results (Pressley & Harris, 2006).

The Performance Phase

The performance control phase involves processes that occur during learning and affect learning and action, such as social comparisons, feedback, and use of learning strategies. During the self-reflection phase, learners respond to their efforts by evaluating their goal progress and adjusting strategies as needed. Moreover, research indicates that students develop academically effective forms of self-regulation in classrooms where they are involved in complex meaningful tasks (Perry, Philips, & Dowler, 2004). Also, students develop SRL environment when they receive instrumental support from peers and teachers, which often takes the form of modeling and scaffolding attitudes and actions associated with SRL. Turner (1995) examined how reading tasks influenced students' engagement in learning. She observed a grade 12 class as students engaged in literacy activities she characterized as open and closed. Open tasks and activities offered students opportunities to choose what to read, as well as where and when to read. These open activities included reading and writing tasks such as writing party invitations and making birthday cards after reading a story about someone's birthday. Teachers can promote comprehension strategies in reading through modeling the process and fostering positive interaction with the text (Grabe, 2004).

Learners' self-verbalizations of self-regulatory strategies

Self-constructed verbalizations yielded the highest motivation during self-directed practice. Students who verbalized explicit strategies and self-constructions demonstrated the highest self-efficacy. Schunk, Hanson, and Cox (1986) examined the role of verbalization during learning of subtraction problem solution strategies among students. While solving problems, continuous-verbalization students verbalized aloud their problem-

solving operations; discontinued-verbalization children verbalized aloud during the first half of the instructional program but were asked not to verbalize aloud during the second half, and no-verbalization children did not verbalize aloud. Continuous use of overt volitional¹ verbalization of the strategies such as “If I follow this concept map, I can write a good persuasive essay” led to the highest self-efficacy and achievement (Lee & Young, 2001). When instructed to discontinue verbalizing aloud, these students may have not continued to use the verbal mediators to regulate their academic performances. For verbal mediators to become internalized or covert, students may need to be taught to fade overt verbalizations to a covert level (Horner & O’Connor, 2007).

Self-Reflection Phase

The process of comparing performances with goals in determining progress is affected by developmental factors. Some students may solve problems accurately but not feel efficacious because they are uncertain whether their answers are correct. They are unable to keep goals in mind and self-evaluate progress. It helps to make goals explicit and provide students with opportunities for self-evaluation of progress and capabilities.

¹ In recent years, we find a movement to recover within Psychology volition as an explanation for moving from intention to action, and this is how it is incorporated in studies in self-regulated learning. This current awakening of interest can be attributed to Corno (2001), who are studying dynamic factors and forces relating to volition, which appear to be necessary to move individuals toward the goals that they set for themselves (Gonzalez Torres, 2003).

Progress Feedback and Self Evaluation

As learners set goals, it is necessary that they believe they are making progress toward goal attainment. Learners can self-evaluate progress on tasks having clear criteria; however, on many tasks it is difficult to determine goal progress, especially when standards are not clear or progress is slow. Feedback indicating progress can generate self-efficacy and motivation. Later, as learners become more skillful, they become better at self-evaluating progress. Studies by Schunk and Swartz (1993a, & 1993b) investigated how goals and self-evaluation affect achievement outcomes and self-directed practice over sessions. An adult modeled a writing strategy, after which students practiced applying it to compose paragraphs. Process-goal students were told to learn to use the strategy; product-goal students were advised to write paragraphs; general-goal students were told to do their best. Half of the process-goal students periodically received progress feedback that linked strategy use with improved performance (e.g., "You're doing well because you applied the steps of the strategy in order). The process goal plus feedback condition was the most effective. Process goal and feedback students outperformed product and general goal students on self-efficacy, writing achievement, self-evaluated learning progress, and self-regulated strategy use. Moreover, Schunk (2001) conducted two studies investigating how goals and self-evaluation affect SRL and achievement outcomes. In both studies, children received instruction and self-directed practice on fractions over sessions. Students worked under conditions involving either a goal of learning how to solve problems or a goal of merely solving them. In Study 1, half of the students in each goal condition evaluated their problem solving capabilities after each session. The learning goal with or without self-evaluation and the performance goal with self-evaluation led to higher self-efficacy, skill

and motivation, than did the performance goal without self-evaluation. In Study 2, all students in each goal condition evaluated once their progress in skill acquisition. The learning goal led to higher motivation and achievement outcomes than did the performance goal.

These results show differential effects of self-evaluation as a function of its frequency. Frequent opportunities for self-evaluation of capabilities or progress raised achievement outcomes regardless of whether students received learning or performance goals. Under these conditions, self-evaluation may complement process goals better than product goals. Graham and Harris (1999) replicated these results with college students during instruction on computer skills. When opportunities for self-evaluation were minimal, the process goal led to higher self-efficacy, self-evaluated learning progress, and self-regulatory competence and strategy use; self-evaluation promoted self-efficacy. Conversely, frequent self-evaluation produced comparable outcomes when coupled with process or product goals. What differentiates social cognitive theory from earlier reinforcement theories is not that people learn by doing but rather its explanation. Zimmerman and Schunk (2001) postulated that skillful performances are gradually acquired through reinforcement of successive approximations to the target behavior, a process known as shaping. Cognitions may accompany behavioral change, but they do not influence it. Conversely, social cognitive theory contends that behavioral consequences serve as source of information and motivation rather than as response strengtheners (Bandura, 1986). The many theoretical perspectives such as the operant theory, phenomenological, and Vygotskian (Zimmerman & Schunk, 2001) can contribute to effective teaching practices and the development of self-regulation, but the social cognitive theory was the most prolific.

Self-Regulated Strategy Development Model

Graham & Harris (2003) developed the Self-Regulated Strategy Development (SRSD) model of strategies of instruction in reading and writing based on the social cognitive theory using Zimmerman's model to enhance students' achievement using explicit instruction. SRSD model has evolved as a research proven instructional approach to developing academic and self-regulation strategies among students with significant learning difficulties in reading, writing, and mathematics (Manson, Snyder, Jones, & Kedem, 2006). A current study based on SRSD model (Graham & Harris, 2003) focused on high school students with learning disabilities in writing. Moreover, Graham and Perin (2007b) present the results of their inquiry in Writing Next that the most effective approach and strategy instruction is the SRSD intervention because it involves explicit instruction in writing strategies and self-regulation methods. This model uses specific stages of instruction to teach students to write effectively. It helps students to rethink and develop metacognitive skills and abilities by using various mnemonics. However, revisiting stages can be combined or reordered by the teacher according to her needs and situation. This SRSD Strategy model consists of six steps as outlined below.

Step 1: Develop background knowledge

The first stage focuses on generating and defining the components of an essay. A mnemonic device (DARE) chart was provided for the basic framework for an essay. The mnemonic device stands for: a) develop topic sentence, b) add supporting detail, c) reject arguments from the other side, and d) end with a conclusion.

Step 2: Initial conference: strategy goals and significance

Students review the current level of performance to set goals to improve the quality of their writing according to an agreed criterion. Students would use a self-regulated model by using a visual prompt that listed the three-step writing strategy: (a) Think, who will read this and why am I writing it. b) Plan what to say using DARE mnemonic device, and (c) Write and say more.

Step 3: Modeling of the strategy

The teacher models the strategy using a think a loud technique. When the essay is completed the purpose of self-instruction is introduced which were problem definition, planning, self-evaluation and self-reinforcement.

Step 4: Memorization of the strategy

This step involves the student memorizing the strategy and then practicing it in a collaborative manner.

Step 5: Collaborative practice

The students and the teacher together write an essay using the overhead projector. Self-instruction procedures are used. During this step the student and the teacher meet individually to establish a criterion of what should be included in their essay and how to collect data.

Step 6: Independent practice

The final stage of the SRSD model in independent practice is mastery. Students work independently and can monitor their own performance by checking to see if their essays meet the criterion that they have set individually with the teacher.

This SRSD model would enhance good quality of writing for both students with learning disabilities and for lower achievers in high school. In reality, this study empowers teachers to benefit from a new approach to writing that would help them develop strategies for brainstorming, semantic webbing, setting goals, and revising. Moreover, this model facilitates meaningful assessment. The interactive, collaborative nature of the process allows teachers to easily assess changes in student's cognition and achievement (Lienemanne & Reid, 2006). Consequently, students are encouraged to become partners in the strategy evaluation process according to the criterion they set together individually with their teachers to enhance their writing. In addition, students can chart their progress by using their portfolio. For example, collecting samples of writing can improve students' motivation and demonstrate the merits of using SRSD model in writing. During the writing period the researcher used the mnemonic device "The Tower of Writing" to use when writing a cover letter for an advert. The students use the letter T for thinking and to make a list of important information. The letter O stands for Organize where students order the information in a logical way. The letter W stands for write a first draft, the letter E stands for editing by checking the grammar, spelling, and punctuation, and finally, the letter R stands for rewriting a clean copy of their work (Phillips, 2007). In another context, following SRSD instruction for TWA: think before reading, think while reading, think after reading and PLANS: Pick goals, List ways to meet goals, And make Notes and Sequence notes improved the students performance in oral and written retell expository passages (for more details see Appendix D).

These explicit instructions, in teaching low-achieving students **when** and **how** to use reading and writing strategies, indicated positive results. I think teachers should assign

more written response to their students in reflection to the students' textbook materials to enhance their writing performance.

The combined TWA+PLANS approach teaches students to formulate and extend their thinking about what has been read through writing outlines for reading comprehension in combination with developing planning and writing goals for an essay. The instructors' lessons included direct instruction in self-regulated learning through self-instruction, goal setting, self-monitoring, and self-reinforcement. Moreover, the instructor followed procedures fundamental to the SRSD approach. Lessons were focused, explicit, and individualized to address the students. Six strategy acquisition stages fostered the student's attainment of strategy usage: develop preskills, discuss the strategy, model the strategy, and memorize the strategy, guided practice, and independent practice. Selected SRSD lesson plans are offered on the Center for Accelerating Student Learning (CASL) website, under outreach, at www.vanderbilt.edu/CASL (Zito, Adkins, Marva, Harris, & Graham, 2007). By using these strategies students' achievement improved in reading comprehension and later on was documented in writing (Graham & Harris, 2003). In this aspect, the researcher thinks that students have gains in organizing texts orally as well as written. However, one pitfall could address the affective behaviors of students who are having difficulty in maintaining the motivation for completing the task. The researcher thinks this drawback was revealed because students' success was not attributed to their evaluations in using the SRSD strategy instructions. These unmotivated students may require more explicit help in seeing the power of strategies in performance (Graham & Perin, 2007).

In a similar intervention, Schunk & Swartz (1993a, 1993b) used goal setting, progress feedback, and self-evaluation of progress while modeling the writing strategy. The first 10 minutes were devoted to modeled demonstration in which the teacher (a member of the research team) modeled the writing strategy by verbalizing the strategy's steps and applying them to sample topics and paragraphs. Students then received guided practice (15 minutes), during which time they applied the steps under the guidance of the teacher. The final 20 minutes of each session were for self-regulated practice; students worked alone while the teacher monitored their work. The five-step writing strategy, which was displayed on a board in front of the room during the session, was as follows:

First, students should ask themselves what should they do? Which topic would they choose to write about? Second, students should write down their ideas about the topic. Third, they should pick the main ideas. Fourth, they should plan the paragraph. Last, students should write down the main idea and the other sentences.

Four different types of paragraphs are usually covered during the instructional program; five sessions are in general devoted to each paragraph type. The four types of paragraphs are the following: descriptive, it discusses objects, events, persons, or places (e.g., describe a bird); informative, it conveys information effectively and correctly (e.g., write about something you like to do after school); narrative, it contains events sequenced from beginning to end (e.g., tell a story about visiting a friend or relative); and narrative descriptive, it sequences steps in the correct order to perform a task. The daily content coverage is the same for each of the four types of paragraphs: session 1—strategy steps 1, 2, and 3; session 2—strategy step 4; session 3—strategy step 5; session 4—review of entire strategy; session 5—review of entire strategy without the modeled

demonstration. Teachers deliver feedback to each child privately during self-regulated practice with such statements as, "You're learning to use the steps," and, "You're doing well because you followed the steps in order." To ensure that feedback is credible, teachers provide feedback contingent on the child using the strategy properly. This goal- progress feedback is different from performance feedback, which all children receive (e.g., "That's a good idea to include in your paragraph," "You need to write it---)." An important aim of these projects is to determine whether students would maintain their use of the strategy over time and apply it to types of paragraphs not covered during instruction. Maintenance and generalization are facilitated in several ways. The progress feedback is designed to convey to students that the strategy was useful for writing paragraphs and would help promote their writing achievement. By teaching the same strategy with four types of paragraphs, teachers show how it is useful on different writing tasks (Zimmerman, 2000). Finally, the periods of self-regulated practice provide independent practice using the strategy and built self-efficacy. Succeeding on one's own leads to attributions of successes to ability and effort and strengthens self-efficacy. These results show that modelling, practice, and feedback, combined with learning goals and evaluations of strategy effectiveness, move students to a self- controlled level, and give them the chance to self-evaluate their learning. The level of goal achievement should be stressed, whether knowledge of the subject was improved and the effectiveness of strategies being used (Horner & O'Connor, 2007).

Modeling of Instructional Strategies

In summary, modeling is one the most recommended procedures for teaching self-regulation (Graham, Harris, & Troia, 1998). Steps taken in planning controlling execution,

distributing cognitive resources and reflecting on what has been done can be assimilated by students as they observe the teacher or other peer models perform them (Zimmerman, 2003). The use of Schunk and Zimmerman's model offers a comprehensive framework that enables students to do something to change or modify their context (Zimmerman & Schunk, 2001).

Designing Self-Regulated Learning Tasks

Perry, Hutchinson, and Thauberger (2007) discuss how teachers can be mentored to design tasks and develop practices that foster self-regulated learning in reading and writing. They analyzed language arts lessons to determine the extent to which student teachers' tasks and practices created opportunities for students to engage in self-regulated reading and writing. The authors analyzed the observations of these language arts lessons and their results showed evidence that mentoring of student teachers results in the teachers' performing practices that supported engagement of self-regulated reading and writing. In a qualitative, multiple case studies, Hilden and Pressley (2007) describe the challenges and successes of teachers who participated in a year-long professional development program to improve teachers' practices in comprehension instruction. Moreover, a mixed-method study attempts to provide insights into inter- and intra individual patterns of academic self-regulatory use. A meta-analysis of 18 studies examining SRSD model in the area of writing from 1985-2002, illustrates the empirical support for using SRSD with students who struggle in writing (Graham & Harris, 2003). Results of Graham and Harris' (2003) meta-analysis indicated that SRSD effects are maintained after intervention and that students' achievement improved.

Schunk and Rice (1993) examined how explicit feedback with process goal orientation benefited remedial readers who had low comprehension skills. In this study, modeling was used to teach the strategy in combination with the verbal feedback that linked the students' improved performance to the strategy used to pick the main idea from the passage. In this study, the learners' self-efficacy and skills showed improvements from the combined conditions. The combination led the learners to believe that they could improve their reading comprehension. Modeling was used to teach the strategy and students were able to develop self-regulatory competence in strategy application at the self-controlled level. Further information that poor readers benefit from strategy usefulness was obtained in a study by Shunk and Rice (1993). They found that reading comprehension benefits from procedures that combine modeling with information about strategy usefulness and efforts to internalize the strategy. Students who received overt instructions in locating main ideas, where the teacher modeled verbalizing the strategy's steps as the learners performed them showed progress. On the other hand, another group of students were asked to fade their overt verbalizations to covert speech. This shift helped students to internalize the benefits of the use of this strategy and enhanced the students' achievement dramatically (Zimmerman & Schunk, 2007). Research shows that many teachers need support to develop self-regulated readers. One of the most important aspects of self-regulated reading is using and monitoring appropriate strategies (Eilers & Rogers, 2006). Without considering metacognitive skills as an essential part of instruction in reading, students would not emerge as self-regulated learners. These strategies were introduced gradually. The students were first introduced to the use of prior knowledge to make text-to-self-text-to-text, and text-to-world connection. The next strategies introduced were predicting and

using prior knowledge. Finally, students were taught to use sequencing important details of the text. Moreover, these explicit instructions of the strategies followed a pattern: Introduction of a strategy and modeling of the strategy by the researchers in the whole group settings while the small groups monitor the guided practice of these strategies. These findings convened on the improvement of reading comprehension (Zimmerman & Schunk, 2007).

According to Clay (1991), a reading strategy is something that cannot be seen. It is some activity in the head. The term strategy is used to signify a mental process and strategic activity to denote behaviors that are observable representations of these mental strategies. Since one can not see strategies, teachers face difficulties in teaching the strategic activities and behaviors. Clay (1991) views literacy from a developmental perspective, in that learners are changing overtime within their context. They become self-regulated and developed -what Clay calls a self-extending system. Most students progress on this journey of learning from the unknown to the known with proper instruction and guidance from teachers and parents. Unfortunately, many students struggle on this journey, fall behind their classmates, and are in danger of dropping out (Horner & O'Connor, 2007).

Conclusion

Theory and research summarized in this chapter suggest that to build students' self-efficacy teachers should ensure that students should expose students to expert and peer models and should provide progress feedback to insure that they are performing their task independently. The objective of guided and autonomous practice is that the responsibility

or control, of initiating, applying and evaluating the strategies be transferred from the teacher to the student (Schunk, 2001).

The methodology used and discussed in chapter three would provide evidence for the validity of transferring the theoretical construct of self-regulation from educational psychology to the area of second language acquisition (Tesng, Dornyei, & Schmitt, 2006).

Chapter Three

*Methodology**Introduction*

Implementing Self-Regulated Learning (SRL) practices in the Second Language classrooms is somehow a vague concept to many ESL teachers. Previous research (Printich, 2000; Reynolds & Miller, 2003) paid little attention to questions concerning the knowledge needed to create high-SRL environments, and how instructions need to be to influence students' SRL positively.

Achievement of significant, self-regulated learning requires both will and skill (Blumenfeld & Marx, 1997; McCombs & Marzano, 1990). For this reason, education should help students to be aware of their own thinking, to be strategic and to direct their motivation toward valuable goals. The goal is for students to learn how to reflect and evaluate their learning (Zimmerman & Schunk, 2001).

Most of the research (Corno, 2001; Zimmerman, 1998, 2001, 2002) agrees that the hypothesized theoretical model had a good fit with the data. In this current investigation, the researcher believes that there are challenges that ESL teachers will face to achieve self-regulation. This process demands time and energy to improve the students' active participation in learning from the metacognitive, motivational, and behavioral point of view (Zimmerman, 2001). Moreover, to have this paradigm shift, teachers need strong leadership support, and various professional development programs prepared under the umbrella of educational reform from administration and schools. The application of self-regulation is apparently limited in ESL classrooms and has to be replaced by a new paradigm.

To achieve this goal, the researcher conducted a thorough search in this domain. Interviews and observations of language arts lessons were analyzed in this study to determine the extent to which teachers' tasks and practices created opportunities that supported development of and engagement of self-regulated learning environments in reading and writing language art classrooms.

Research Design

The research design used in this study is both descriptive and analytical. It is based upon Zimmerman's and Self-regulated Strategy Development (SRSD) models (Graham, 2006). Detailed narrative descriptions of observations and interviews done in the ESL language art lessons were analyzed to determine the degree to which teachers' tasks and practices created opportunities for college students to engage in self-regulated reading and writing. Moreover, recent reviews devote relatively little attention to recent qualitative work (Coker & Lewis, 2008).

Sample

The sample of the study is intensive English college teachers in Beirut teaching at three universities. The sample is homogeneous to some degree because all teachers are college instructors teaching in ESL Recovery Programs. The names of the teachers participating in the study and the name of the universities are not revealed: only pseudonyms are used. Bell (2005) stated that confidentiality and anonymity are integral part of ethical considerations in any research.

Instruments

The two instruments used to collect data are classroom observations and individual interviews of the same participants. These qualitative instruments helped the researcher obtain data about various practices that are associated with high SRL environments in the ESL classrooms. Besides, the collected data enabled the researcher to look for evidence that modeling of instruction is a teaching method that would enhance SRL in reading and writing.

Characteristics of the Used Instruments

For this project the researcher used open-ended interviews and classroom observation of ten L2 college teachers who have been teaching English for many years in different universities.

Classroom- Observation

Using the protocol Perry (1998) developed, the researcher observed three classrooms for nine times in different intensive classes as a non-participant observer (Fraenkel & Wallen, 2006). During these visits, the researcher took extensive field notes to keep anecdotal record of "what is going on" in the classrooms (see appendix C) for samples of teachers and students speech on particular facets of instruction and task completion. Finally, this protocol calls for listing conceptual categories that are associated with high verses low SRL environments. Later, the researcher uses these categories as coding schemes to have evidence from each observation.

The researcher's observations were limited in number and may be limited to the extent to which they reflect what occurred in these language art lessons. The researcher did not expect students to be engaged in SRL tasks all the time. Therefore, it is possible that the