Suggested Reference


Copyright

Items in ResearchSpace are protected by copyright, with all rights reserved, unless otherwise indicated. Previously published items are made available in accordance with the copyright policy of the publisher.

https://researchspace.auckland.ac.nz/docs/uoa-docs/rights.htm
What is Self-Regulation?

- Self-regulated learning is the self-directive process through which learners transform their mental and physical abilities into task-related skills. This form of learning involves metacognitive, motivational, and behavioral subprocesses that are personally initiated to acquire knowledge and skill, such as goal setting, planning, learning strategies, self-reinforcement, self-recording, and self-instruction.

Self-regulated Bilingual/Biliteracy Research Project

- Defining SRL
- Features of SRL and dialogic approaches
- Research project flow chart
- Findings
- Discussion
What is Self-Regulation?

Students self-regulate their learning not only through covert cognitive means but also through overt behavioral means, such as selecting, modifying, or constructing advantageous personal environments or seeking social support.

What is Self-Regulation?

Self-regulation extends beyond individualized forms of learning to include self-coordinated collective forms of learning in which personal outcomes are achieved through the actions of others.

Self-regulated learning processes are implemented during three cyclical phases. Forethought phase processes anticipate efforts to learn and include self-motivational beliefs as well as task analysis skills, such as goal setting and planning.

Performance phase processes seek to optimize learning efforts and include learning strategies, self-instruction, and self-recording processes.

What is Self-Regulation?

Self-reflection phase processes, such as self-judgment and self-reactions, follow efforts to learn and provide understanding of the personal implication of outcomes. Self-reflection phase processes, in turn, influence forethought regarding further efforts to learn. Through these cyclical phases, students self-regulate their learning metacognitively, motivationally, and behaviorally. (Zimmerman, 2001, p. 138)

SRL Learners Adopt Learning Strategies/Tactics

Learners monitor engagement in relation to goals and identify deviations from paths they planned to follow in striving for goals.

Example:
- After the selection and use of various cognitive strategies for memory, learning, reasoning, problem solving, etc., learners monitor and implement such activities to provide themselves with information about relative discrepancies or success towards goals (SR learners think about dividing time on seeking and retrieving knowledge).

Dialogic Approach to Singaporean Student Writers’ Learning

Teachers can intervene to help by teaching students:
- specific strategies for planning
- self-regulate reading/writing processes
  - Set goals
  - Cope with difficulties
  - Self-evaluate
- Improve their reading/writing
- Talk is essential to the process

Self-regulated Bilingual/Biliteracy Research Project: Research Project Flow

<table>
<thead>
<tr>
<th>Phases of SRL</th>
<th>General learning objectives</th>
<th>SRL/ tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining the task</td>
<td>Fostering the growth in metacognition/SRL</td>
<td>SRLRQ</td>
</tr>
<tr>
<td>Setting goals &amp; planning</td>
<td>Improving reading/writing performance</td>
<td>SRLWQ</td>
</tr>
<tr>
<td>Enacting tactics</td>
<td>R-W Experiences</td>
<td></td>
</tr>
<tr>
<td>Adapting metacognition/SRL</td>
<td>Teacher Interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learner-Teacher Sharing Sessions</td>
<td></td>
</tr>
</tbody>
</table>
Research Methodology: Research Design

Sampling

Survey (R+R)
2 schools

Intervention
2 schools

Contrast groups Vs Experimental groups
2:2

Research Methodology: Data Collection

Pretest and Posttest measures

Surveys, R+W
Teacher Interview
Sharing session
Analysis of self-reports
Findings
Getting ready for intervention

Posttest: Surveys, R+W tests
Intervention package
Ongoing reflection
Analysis of results
Findings + recommendations

Survey Format

No. Question
1 Try to find out how much good English composition
2 What I plan for my English composition I think it is bad because of it
3 How do you think you are able to write well?

Survey: Number of Questions

Instrument English Writing Chinese Writing English Reading Chinese Reading
1st Draft 50 N/A 35 N/A
2nd Draft 37 40 32 N/A
Pilot version 41 -40 (N/A)* 43 42 (N/A)*
Final version 40 40 40 42

Answer Sheet

English Writing Survey Answer Sheet

Section 1: About Yourself

1 School Name: Name: Class:

2 SC Number: Age: Gender:

4 Race:

5 Race:

6 Race:

7 Race:

8 Race:

9 Race:

10 Race:

11 Race:

12 Race:

13 Race:

14 Race:

15 Race:

16 Race:

17 Race:

18 Race:
Writing and Reading Intervention in schools

- 2 Singapore primary schools, P4 pupils
- 80 for the experimental group
- 70 for the control group (because only Chinese students are included)
- 1 semester in During for each skill (Reading & Writing in English and Chinese)
- A curriculum package was developed by the research team

Research Question

1) What changes can an intervention program bring about in the less successful students’ writing in English?

SRL-oriented Scaffolding: Focus on ESL Learners’ Writing Strategies

- Research has confirmed the correlation between language learning achievements and learner strategy use (see Cohen & Macaro, 2007; Harris, 2010).

Focus on Bilingual Learners’ Writing Strategies: Research foundations

- Cognitive models of expert and developing/novice writers (Flower & Hayes, 1980)
- Research on self-regulation, e.g., goal-setting, self-evaluation, self-efficacy (Paris, 2002; Schunk & Zimmerman, 2008; Zimmerman, 2001)
- Research on strategy instruction in general - direct explanation, modeling, guided practice (Chamot, 2004; Cohen & Macaro, 2007; Harris, 2010)
Proficient/Expert vs. Novice Student Writers in the Classroom

- Problem identification and selective attention
- Analysis of task, self, and learning context
- Choice of decisions/planning
- Execution of plan
- Monitoring progress and modifying plan
- Evaluating result

Focus on Learners’ English Writing Strategies: Earlier Findings

- Proficient Writers
  - Planning, generating text, and acting on feedback were significantly correlated with English language results across all six schools involved in the first phase of the study.
  - Monitoring and evaluating were also significantly correlated with English language results in five of the six schools.
  - The higher pupils scored on planning, monitoring and evaluating, acting on feedback, and generating text strategies, the higher marks they would have obtained (Hu, Gu, Zhang, and Bai, 2009; Harris, 2010; see also Myhill, 2009).

Earlier Findings: Novice Writers’ English Writing Strategies

- Minimal revising
  - Poor reading skills
  - Limited knowledge of evaluation
  - Difficulty in fixing problems
  - Focus on mechanics
  - Poor self-regulation - Difficulty in coordinating what they do know

Earlier Findings: Novice Writers’ English Writing Strategies

- Minimal planning
  - Little thought of audience or purpose or goals
  - Difficulty in generating ideas
  - Limited knowledge about organization
- Problems with mechanics & language

Initiatives for Helping Student Writers in the Classroom

- Teachers can intervene to help by teaching students (if they have sufficient pedagogical and content knowledge, cf. Limbrick, Buchanan, Goodwin, & Schwarcz, 2010)
  - specific strategies for planning
  - self-regulate writing processes
  - Set goals
  - Cope with difficulties
  - Self-evaluate
  - Improve their writing

Metacognitively-scaffolded Instruction Framework

Chamot, Barnhardt, El-Dinary, & Robbins (1999, p.46)
Focusing on SRL Writing Strategies

• Planning
  – Global planning
  – Local planning (including language use)
  – Brain-storming in groups
  – Sharing ideas across groups

• Execution
  – Thinking of useful text types
  – Thinking of specific language features
  – Thinking of effective writing/samples

• Monitoring
  – Checking coherence in ideas
  – Checking cohesion in language use (use of connectives, e.g., first, second, lastly, etc.)

• Finalising
  – Checking grammar (self)
  – Seeking comments from peers (on ideas)

• Feeding forward
  – Teacher offering comments
  – Giving opportunities for learners to talk about their writing

Effects of SRL-oriented Strategies-based Instruction: Pre- and Post-Writing Test Scores

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Pre-test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention GRP</td>
<td>157</td>
<td>28.716</td>
<td>4.59362</td>
</tr>
<tr>
<td>Control GRP</td>
<td>133</td>
<td>26.289</td>
<td>4.47567</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>27.473</td>
<td>5.16558</td>
</tr>
<tr>
<td>Writing Post-test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention GRP</td>
<td>158</td>
<td>30.813</td>
<td>4.34297</td>
</tr>
<tr>
<td>Control GRP</td>
<td>135</td>
<td>28.574</td>
<td>4.02720</td>
</tr>
<tr>
<td>Total</td>
<td>293</td>
<td>29.782</td>
<td>4.33981</td>
</tr>
</tbody>
</table>

Effects of SRL-oriented Strategies-based Writing Instruction (ANCOVA Results)

<table>
<thead>
<tr>
<th>Source</th>
<th>Type II Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>1901.621</td>
<td>2</td>
<td>950.810</td>
<td>76.755</td>
<td>.000</td>
<td>.361</td>
</tr>
<tr>
<td>Intercept</td>
<td>2556.103</td>
<td>1</td>
<td>2556.103</td>
<td>206.344</td>
<td>.000</td>
<td>.431</td>
</tr>
<tr>
<td>Writing Pre-Score</td>
<td>1590.972</td>
<td>1</td>
<td>1590.972</td>
<td>128.433</td>
<td>.000</td>
<td>.321</td>
</tr>
<tr>
<td>Intervention/Control GRP</td>
<td>91.841</td>
<td>1</td>
<td>91.841</td>
<td>7.414</td>
<td>.007</td>
<td>.027</td>
</tr>
<tr>
<td>Total</td>
<td>250108.250</td>
<td>272</td>
<td>12.388</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>5271.049</td>
<td>274</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[R^2 = .361 \quad (Adjusted \ R^2 = .356)\]

Chinese Writing

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Pre-test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention GRP</td>
<td>98</td>
<td>23.326</td>
<td>4.327</td>
</tr>
<tr>
<td>Control GRP</td>
<td>101</td>
<td>23.263</td>
<td>4.231</td>
</tr>
<tr>
<td>Total</td>
<td>199</td>
<td>23.295</td>
<td>3.279</td>
</tr>
<tr>
<td>Writing Post-test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention GRP</td>
<td>98</td>
<td>25.862</td>
<td>4.252</td>
</tr>
<tr>
<td>Control GRP</td>
<td>199</td>
<td>23.643</td>
<td>4.124</td>
</tr>
<tr>
<td>Total</td>
<td>199</td>
<td>24.873</td>
<td>4.221</td>
</tr>
</tbody>
</table>
### Effects of Metacognitively-oriented Writing Instruction (ANCOVA Results)

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>1301.632</td>
<td>2</td>
<td>650.816</td>
<td>70.45</td>
<td>.000</td>
<td>.321</td>
</tr>
<tr>
<td>Intercept</td>
<td>2326.101</td>
<td>1</td>
<td>2326.101</td>
<td>197.32</td>
<td>.000</td>
<td>.345</td>
</tr>
<tr>
<td>Writing Pre-Score</td>
<td>1390.962</td>
<td>1</td>
<td>1390.962</td>
<td>119.42</td>
<td>.000</td>
<td>.311</td>
</tr>
<tr>
<td>Intervention/Control GRP</td>
<td>87.732</td>
<td>1</td>
<td>87.732</td>
<td>6.41</td>
<td>.007</td>
<td>.026</td>
</tr>
<tr>
<td>Error</td>
<td>3369.428</td>
<td>178</td>
<td>13.367</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>3262.035</td>
<td>192</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( R^2 = .361 \) (Adjusted \( R^2 \) = .316)

### Discussion

**SRL-oriented Strategies-based instruction might have worked as mediators between personal and contextual characteristics and actual performance**

- It is not just individuals’ cultural, demographic, or personality characteristics that influence achievement and learning directly, nor just the contextual characteristics of the classroom environment that shape achievement, but the individuals’ self-regulation of their cognition, motivation, and behavior that mediate the relations between the person, context, and eventual achievement.

### SRL Writing Instruction: Promises and Challenges

- Based on their review of the literature, Limbrick et al. (2010) maintain that “paucity of teacher knowledge has been implied as a factor in students’ difficulties in writing (Glasswell, Parr, & McNaughton, 2003; Labbo, Hoffman, & Roser, 1995)” (p. 900). Parr & Libbrick (2010) also highlight the hallmarks of effective teachers of writing.

### SRL Writing Instruction: Promises and Challenges

- Teachers’ rigid knowledge about a particular teaching strategy (e.g., genre approach, or text types)
- English teachers loaded with composition quota to be completed within a semester
- Real time constraints
- Students’ lack of motivation
- Linguistic challenges for students/local variety of English (Singlish)
- Mismatches between teaching approaches and modes of assessment
- Utility of multilingual resources completely ignored by English teachers

### Conclusion and Prospect

- MOE of Singapore has been trying hard to provide the necessary support
- The nativised English context (new English context may not be supportive of the formal register of written work because of rampant colloquialism in speech which is naturally transferred to writing (see e.g., Hvitfeldt, 1996)
- Knowledge-telling vs. knowledge transformation in writing (novice vs. proficient writers)
Conclusion and Prospect

- Students’ proficiency in English (and Chinese) can be a barrier to some teachers who have not fully understood the utility of the genre-based syllabus.
- Assessment has not been tied to the way English is taught.
- Smaller class size in the future will be desirable.
- Ample professional development opportunities for teachers should be provided for knowledge enhancement.

Conclusion and Implications

- There is enough evidence that SRL-oriented strategies-based instruction with L2 learners makes a significant difference in learning (Chamot & El-Dinary, 1999; Delclos & Harrington, 1991; Graham, Harris, & Mason, 2005; Harris, 2010; Oxford, 1996), and this suggests that it could be a possible pathway to developing ESL proficiency in terms of enhancing their language learning efficacy and achievements in many Asian contexts.
- However, care has to be taken in looking at the cultural appropriateness when borrowing a particular model for such purposes.

Acknowledgements

- The researchers of the SRL Bilingual/Biliteracy Learning Project would like to record their gratitude to the following:
  - MOE Singapore/OER-NIE for generous funding of the project (Project no. 25/08/OER/L2).
  - Two collaborating schools, the participating teachers, and all the students who willingly shared their time with us.

Singlish Poem

- Wah! I heard we all now got big big debate. They said future of proper English is at stake.
  All because stupid Singlish spoil the market, want to change now donno whether too late.
- Aiyoh! Ang mo hear us talk like that also want to faint. Even our “U” graduates speak like Ah Beng, Ah Seng.
- Singlish is like rojak, everything throw inside anyhow mix. Got Malay, Indian, Chinese and English, can give and take.
- When you donno something is under table or chair, you ask loud loud “Oi! Under where? Under where?”
- When you see somebody behave very bad, you scold him, "aiyah! Why you so like that?"
- When you ended up in a traffic jam, and got stuck, you complain, “today, I sai chia kena very chia lat.”
- When you warn your kids to be careful all the way, you tell them, “careful har, you better don’t play-play!”
- http://www.youtube.com/watch?v=_OPsfAHXU8E
- http://www.youtube.com/watch?v=LyQfIepep_U