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Teaching Teachers to Teach Learning Strategies, **Anna Uhl Chamot**, George Washington University, USA

Mediated Strategic Language Learning, **Xuesong Andy Gao**, University of Hong Kong, HK

Metacognition and Second Language Listening, **Christine C. M. Goh**, NIE/Nanyang Technological University, SG

More Than Metacognition in Research and Pedagogy, **Martha Nyikos**, Indiana University, USA

News for NNESTs (and Others): Innovative Trends in Learner Strategy Research and Strategy Instruction, **Rebecca L. Oxford**, Air University & University of Maryland, USA

Asian ELLs and the Effects of Self-regulation-oriented Strategy-based Writing Instruction on Their Writing Quality, **Lawrence Jun Zhang**, University of Auckland, NZ

**NNEST IS Academic Session
Excellence in Language
Learner/Learning Strategy
Research and Strategy-
based Instruction**

Invited Speakers

Zhang, Lawrence Jun, PhD
(Chair/organizer)
Chamot, Anna Uhl, PhD
Gao, Xuesong Andy, PhD
Goh, Christine C. M., PhD
Nyikos, Martha, PhD
Oxford, Rebecca L., PhD

TESOL 2012 Convention
March 29, 2012
1:00 – 3:45 PM
Franklin 6 in the Marriott
Philadelphia, PA, USA

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What is Self-Regulation?

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- Self Regulation: the way in which people regulate their own cognitive processes (Puustinen & Pulkkinen, 2001)
- Self-regulated learning (SRL) is an element of social cognitive learning theory that states that learner behaviours and motivations as well as how aspects of the learning environment affect learner achievement (Bandura, 1986).
- *The assumption is that students who display certain **motivations** and use **specific strategies** in their learning will be more successful learners than other students who do not use such strategies.* 4

Asian ELLs and the Effects of Self-regulation-oriented Strategy-based Writing Instruction on Their Writing Quality

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What is Self-Regulation?

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- 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.

5

Self-regulated Bilingual/Biliteracy Research Project


- Defining SRL
- Features of SRL and dialogic approaches
- Research project flow chart
- Findings
- Discussion

3

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- The significance of the interactive relationship between self-regulated or self-directed learning (Ridley et al., 1992; Wenden, 2001; Zimmerman, 2002) and metacognition indicates that learners can draw on their metacognitive knowledge to make decisions for smoother progress towards higher proficiency in the target language (Cotterall & Murray, 2009; Takeuchi, 2007).
- The same is also true for researchers and practitioners who are committed to developing their students into highly competent L2 learners in classrooms and beyond.



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.


7



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).


10



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.


8



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


11



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)

9



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

Phases of SRL	General learning objectives	SRL/ tools
➤ Defining the task	✓ Fostering the growth in metacognition/SRL	❖ SRLRQ ❖ SRLWQ
➤ Setting goals & planning		❖ R-W Experiences ❖ Teacher Interviews
➤ Enacting tactics	✓ Improving reading/writing performance	❖ Learner-Teacher Sharing Sessions
➤ Adapting metacognition/SRL		

12

Research Methodology: Research Design

Structure

Sampling

• 2 schools

• 2 schools

• 2:2

13

Survey Format

No.	Question	1	2	3	4	5
		<i>never or almost never do this</i>	<i>do this occasionally</i>	<i>do this: about 50% of the time</i>	<i>usually do this</i>	<i>always or almost always do this</i>
1	I try to find out how to write good English compositions.	1	2	3	4	5
2	When I plan for my English composition, I think about what ideas to put down.	1	2	3	4	5
3	I look at good English compositions (model compositions) in order to write well.	1	2	3	4	5

16

Research Methodology: Data Collection

Pretest and Posttest measures

14

1. I read good English compositions (model compositions) in order to write well.

1 = Never
2 = Occasionally
3 = Sometimes
4 = Usually
5 = Always

2. Before I write an English composition, I tell myself to enjoy writing.

1 = Never
2 = Occasionally
3 = Sometimes
4 = Usually
5 = Always

17

Surveys: Number of Questions

Instrument	English Writing	Chinese Writing	English Reading	Chinese Reading
1 st Draft	50	N/A	36	N/A
2 nd Draft	37	40	32	N/A
3 rd Draft	36	40	44	42
Pilot version	41	40 (N/A)*	43	42 (N/A)*
Final version	40	40	40	42

15

Answer Sheet

English Writing Survey Answer Sheet

Section 1: About Yourself

1 School Name: _____ Name: _____ Class: _____

2 IC Number:

T									
---	--	--	--	--	--	--	--	--	--

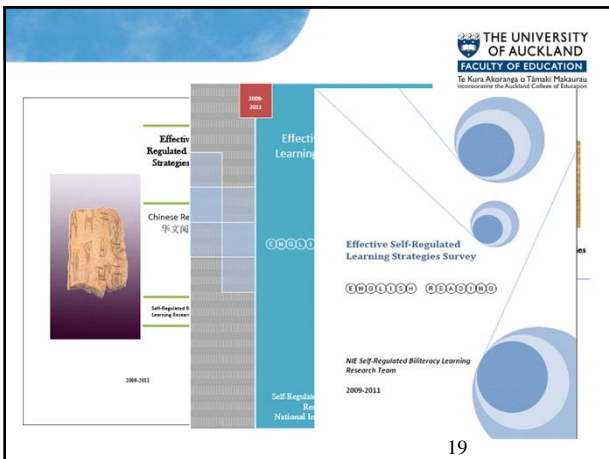
3 Age:

--	--	--	--	--	--	--	--	--	--

4 Gender: Boy Girl

5 Race: Chinese Malay Indian Eurasian Others

18



19

Text type /genre	Main purpose/context	Audience
Narratives	To entertain and please readers/listeners	Anyone who reads or listens to the story
Recounts (Personal and factual/historical)	Personal recounts	Close friends for personal recounts;
	Factual/historical recounts	Any interested reader or listener
Expositions	To persuade or convince people or to argue for or against a point	Voluntary readers or listeners
Explanations	To describe or explain how physical entities or phenomena objectively	People who need this knowledge
Information reports	To document and organize factual information such as news report or an announcement	People who need this information
Procedures	To direct readers or listeners to carry out a procedure correctly	People who need to know how to do something
Conversations and Short functional texts	To interact for socialization or academic discussion or to relay messages for transactional purposes	People interested in joining conversations on particular topics or for obtaining messages

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

20

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).

Research Question

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

21

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

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- 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

Earlier Findings: Novice Writers' English Writing Strategies

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- 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

Focus on Learners' English Writing Strategies: Earlier Findings

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- 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).

Initiatives for Helping Student Writers in the Classroom

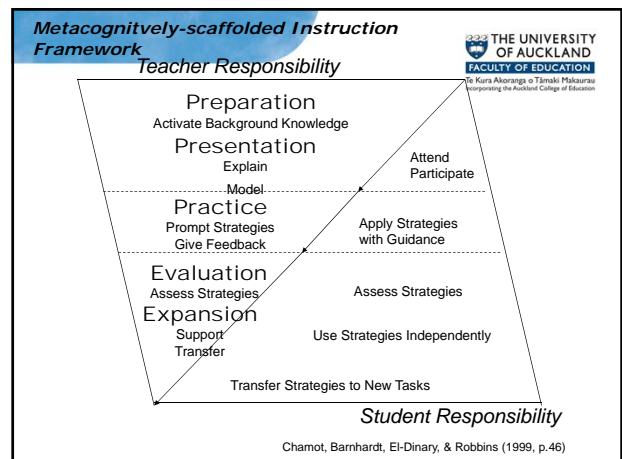
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- Teachers can intervene to help by teaching students (if they have sufficient pedagogical and content knowledge, cf. Limbrick, Buchanan, Goodwin, & Schwarcz, 2010)
 - specific strategies for planning
 - self-regulate writing processes
 - Set goals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


Earlier Findings: Novice Writers' English Writing Strategies

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



Focusing on SRL Writing Strategies




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- **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

31

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



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English Writing				
		N	Mean	STD
Writing Pre-test	Intervention GRP	167	28.4162	5.48592
	Control GRP	133	26.2895	4.47857
	Total	300	27.4733	5.16558
Writing Post-Test	Intervention GRP	158	30.8133	4.34297
	Control GRP	135	28.5741	4.02720
	Total	293	29.7816	4.33981

SAMPLE OF A NARRATIVE

BUMMP IN THE NIGHT
by Murray Lewis

TEXT ORGANISATION


- Orientation (introduction to give background information)
- Complication (problems which starts off a series of complications)
- Start of sequence of events (in which characters react to problems)
- Resolution (in which problems is solved / complication is resolved)
- Tend to story

LANGUAGE FEATURES

- Nouns and noun phrases
- Pronouns
- Specific adjectives
- Verbs - especially participles for past tense
- A variety of verb types - action, relational, perception, etc.
- Case words (e.g. he)
- Adjectives (change to the reader's mind)
- Connectors to do with time and sequence (e.g. and, then, afterwards)
- Dialogue (to express characters' thoughts)

Source: Reader's Digest, April 1996.
Note: The examples given for each of the language features are not exhaustive.

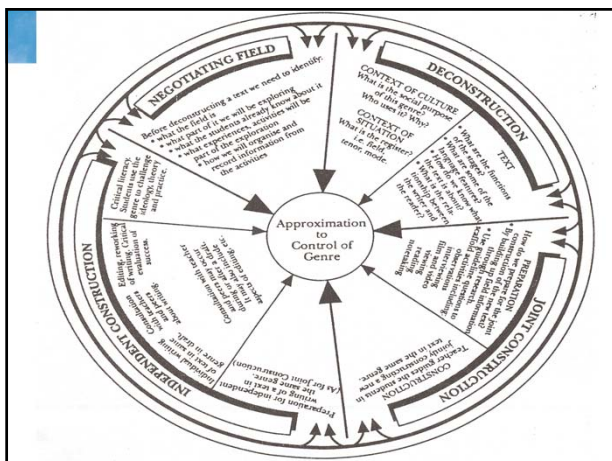
Effects of SRL-oriented Strategies-based Writing Instruction (ANCOVA Results)




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Tests of Between-Subjects Effects						
Source						
	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1901.621 ^a	2	950.810	76.755	.000	.361
Intercept	2556.103	1	2556.103	206.344	.000	.431
Writing Pre-Score	1590.972	1	1590.972	128.433	.000	.321
Intervention/Control GRP	91.841	1	91.841	7.414	.007	.027
Error	3369.428	272	12.388			
Total	250108.250	275				
Corrected Total	5271.049	274				

a. R Squared = .361 (Adjusted R Squared = .356)





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Chinese Writing				
		N	Mean	STD
Writing Pre-test	Intervention GRP	98	23.326	4.327
	Control GRP	101	23.263	4.231
	Total	199	23.295	3.279
Writing Post-Test	Intervention GRP	98	25.862	4.252
	Control GRP	199	23.643	4.124
	Total	199	24.873	4.221

36

Effects of Metacognitively-oriented Writing Instruction (ANCOVA Results)

Tests of Between-Subjects Effects

Dependent Variable: Writing Post-test Score (Chinese)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1301.632 ^a	2	863.721	70.451	.000	.321
Intercept	2326.101	1	2336.201	197.323	.000	.345
Writing Pre-Score	1390.962	1	1279.671	119.421	.000	.311
Intervention/Control GRP	87.732	1	87.732	6.414	.007	.026
Error	3369.428	178	13.367			
Corrected Total	3262.035	192				

a. R Squared = .361 (Adjusted R Squared = .356)

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 & Librick (2010) also highlight the hallmarks of effective teachers of writing.

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.

38

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

Discussion

Individuals Must Display Certain Fundamental Attributes in Order to Be Successful Self-regulators of Their Learning

- Being intrinsically motivated to reach goals
- Expecting that one's efforts to learn will result in positive outcomes
- Being confident in one's ability to perform and complete an academic task
- Monitoring one's progress toward goal completion
- Controlling one's effort and attention
- Managing time and place resources for learning and studying

39

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

Acknowledgements

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 - MOE Singapore/OER-NIE for generous funding of the project (Project no. 25/08/OER/LZ)
 - Two collaborating schools, the participating teachers, and all the students who willingly shared their time with us

46

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.

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.mrbrown.com/blog/2000/09/singlish_poem.html
- <http://www.youtube.com/watch?v=OPsFAhXUSE>
- http://www.youtube.com/watch?v=LyQflqeqn_U