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Six Principles of Self-Regulated Learning: Developing Self-Regulated Language Learners

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Six Principles of Self-Regulated Learning: Developing
Self-Regulated Language Learners

Andrea M. Gonzalez

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

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ABSTRACT

Six Principles of Self-Regulated Learning: Developing Self-Regulated Language Learners

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Master of Arts

Self-regulation is an important aspect of learning, and all teachers want to instill this ability in their students. However, students often feel confused or inadequate when it comes to being in charge of their own learning. This is especially true in intensive English programs where students expect the teacher to provide them with the information they need to pass tests and advance to higher levels. While the teacher's role cannot be overlooked, encouraging self-regulated learning is also vital to students' success in learning. The author saw a need for this in the intensive English program where she is teaching. She created a workbook which outlines the six principles of self-regulated learning as presented by Andrade and Evans (2013). During the course of two semesters, she gathered data from teachers and students in classes at the English Language Center (ELC) through surveys and interviews regarding how useful the workbook was in helping students to be more self-regulated in their learning. The feedback indicates that the principles presented in the workbook were useful, and the students felt better equipped to face future learning. Although this was a preliminary study, the feedback collected regarding the workbook indicates that students are more receptive to self-regulated learning if they have the tools to understand how to be self-regulated learners. A second study was conducted by administrators of an intensive English program, and the results demonstrated the workbook was useful for their purposes in many different proficiency levels.

Keywords: self-regulated learning, principles, language-learning plan

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Chapter 1: Introduction

Self-regulation in education refers to the ability students have to monitor their own actions when it comes to the learning process. As Zimmerman (2002) noted, “Self-regulation is important because a major function of education is the development of life-long learning skills” (p. 66). Through this statement, it is clear that self-regulation should have a place in all education, so what exactly does that entail, and how would one go about being a self-regulated learner? Some students, without being taught any methods specifically, can regulate their study habits, use of time, and other aspects that contribute to learning beyond what their teachers provide in class. However, many students struggle with the very thought of being a self-regulated learner. They rely heavily on what the teacher imparts in class lectures and activities and rarely do anything outside of class without specific instruction from the teacher. These students lack the knowledge to take their learning to the next level: self-regulation.

For a variety of reasons, self-regulated learning tends to be intimidating and unclear for teachers and students alike. Students do not see the benefit because they are paying tuition for an experienced teacher to give them all the information they need. Some common thoughts students may have are: “Why should the responsibility for learning be put on the students? Isn’t that why the teachers are getting paid?” In turn, teachers do not fully understand how to instill these important skills into their students’ minds because they do not know what principles it really entails. Self-regulated learning has undergone a great deal of research, but its practice is still limited (Kuo, 2010) with very little literature in second language (L2) contexts (Andrade & Evans, 2013). This provided a crucial point to initiate research and a preliminary study regarding self-regulation in an L2 context. This chapter serves as the introduction to a project, which involved writing a workbook for L2 students regarding self-regulated learning that was

subsequently piloted, and as the rationale behind studying this important issue of self-regulation.

Overview of the Issues

The context of the implementation of this important aspect of learning transpired in an intensive English program at the English Language Center (ELC) at Brigham Young University in Fall 2010. The ELC consists of two programs. The Foundations program equips students with knowledge of basic English language skills whereas the Academic program instructs students regarding academic language skills, such as writing and linguistic accuracy (grammar). When a student has completed or tested out of the Foundations program but still needs to improve proficiency before entering the Academic program, they are placed in an intermediate level known as the General Academic Prep Program (GAP). Students in GAP are thus placed because they have a deficiency in writing, speaking, or both which prevents them from advancing into the Academic program at the ELC. They are placed in this level in order to have time dedicated to improving these deficiencies. During the course of the day, students attend four classes, three of which focus on a specific academic skill (writing, reading, listening/speaking). The fourth class is known as Directed Studies, which was designed to be a class where students worked on individual weaknesses with the assistance of a teacher being available if needed. The students are to work specifically on the area or areas where they need improvement. Since these areas are different for each student, a supervising teacher assists the students in making and completing individual language-learning plans. This process was designed not only to provide students with an opportunity to improve their deficiencies, but it also was meant to teach the students to be self-regulated learners, so they could carry that knowledge with them beyond the classroom and improve their educational experience.

The role of the supervising teacher for the Directed Studies class is a different type of

assignment for teachers, and since it was such a new concept, it became necessary to contact the teacher who had supervised the class the previous semester in order to understand exactly what was expected from the supervising teacher. From his first response, it was clear this class would provide a new challenge for any teacher. He stated that it was a relatively flexible class with no tests, guidelines, or standard materials. The first couple weeks of class consisted of presenting the concept of language-learning plans to the students and demonstrating how to fill out their plan each week. Along with that, it was imperative to discuss goals and how to be as specific as possible with their plans in order to ensure success. Since the students were almost completely responsible for their own learning, it was also necessary to provide them with a few examples of activities that were appropriate to complete for the different deficiencies they may have. There would then be an electronic resource, such as a Google Document, with more examples and ideas that students could reference later. After completing all of the initial presentations regarding the way the class was designed, the supervising teacher's role was to assist the students in filling out their plans and make sure they were on task during the class. Two undergraduate interns were also assigned to work with the class during the semester since it included more than 30 students and students would often need one-on-one assistance.

Personal communication has shown that the prospect of the assignment as the supervising teacher was an interesting one for teachers, for it was very different from all the other classes at the ELC, and it presented a great opportunity to gain a new perspective on learning and the role teachers could play in guiding their students. The confidence teachers felt that students could be adequately assisted and would therefore dive enthusiastically into their wonderfully organized language-learning plans generally dissolved after just the first day of class.

One of the reasons for this demoralization is that most students are not used to being

responsible for their own learning, especially when it comes to learning English as a second or foreign language. They want and expect a teacher to tell them everything they need to know in order to pass their final exams and be successful students. Secondly, the process of describing how to fill out the language-learning plan and how to use class time took much more explanation and demonstration than should be required. Personal communication indicated that the class spent two weeks discussing and reviewing the process, and there was still a great deal of confusion regarding what exactly the students were to do. Also, many students resented the fact that they were not yet in the Academic program and therefore resisted the different nature of the class as well as the level placement in general. Even the author quickly realized that this endless explanation of procedures was not the most effective way to approach class time, but the teacher contacted from the previous semester indicated that this was necessary and to simply proceed with the plan for the semester. With no experience and nowhere else to turn, the supervising teacher had to make the best attempt possible to help the students understand their role and what was expected of them.

Purpose

After observing a semester in the Directed Studies class, the author sought to improve the process both for the students and for the teachers who would be involved in this class during subsequent semesters. The concept of integrating self-regulated learning into the class and preparing the students for future learning was a noble one, but there remained the question of efficiency and clarity. Self-regulated learning provides a framework for the language-learning plans students need to develop during GAP. Through observation it became clear that because self-regulated learning is still a relatively new concept in language classes, it needs to be presented in a simple and understandable manner. Thus, two project questions arose:

1. Would a workbook outlining principles of self-regulated learning be useful for students in conjunction with their language-learning plans and understanding their purpose in the class?
2. Would such a workbook be useful for teachers in reducing class start-up time and assisting in explanation of the class?

The purpose of this project is to answer these questions and to provide a simple workbook of information and activities that outline and illustrate the six principles of self-regulated learning as outlined by Andrade and Evans (2013): motive, method of learning, time factors, physical environment, social environment, and performance. This workbook was created with the intended audience being the Directed Studies class at the ELC but can easily be used in all the levels of any language-teaching institution. Chapter 2 will explore research regarding self-regulated learning and aspects contained therein. Chapter 3 then describes how the workbook was created and the methods used to determine its usefulness. Following that description, Chapter 4 presents the qualitative data gathered during the two pilot tests, and Chapter 5 discusses the implications of these findings and suggestions for further evaluation.

Chapter 2: Review of Literature

This chapter will survey the points of literature relevant to this project. It will begin with a description and explanation of self-regulated learning and how it has developed in education. Thereafter, the six principles of self-regulated learning will be explored and explained. Additional research will be provided concerning motivation as this principle is fundamental to self-regulation and underlies the other five principles.

Self-regulated learning

Self-regulation can be traced back to the social cognitive theory authored by Bandura (1986) which stated that a learner's own actions and choices regarding their learning is central to learning as a whole. Since that idea was introduced, students have been viewed as more active participants in their own learning, being expected to contribute more than simply what a teacher presents to them. As more research was conducted concerning the field of self-regulation, many benefits have been discovered and validated (Andrade & Bunker, 2009; Dembo, Junge, & Lynch, 2006; Paris & Paris, 2001; Pintrich & De Groot, 1990; Schunk & Zimmerman, 1994; Zimmerman, 1990, 1994, 2002).

Zimmerman (2002) defined self-regulation as “the self-directive process by which learners transform their mental abilities into academic skills” (p. 65). The majority of learners already have some idea of how to process information, but the difference between self-regulated learners and those who do not possess such skills is the ability to recognize personal strengths and limitations and then act accordingly (Zimmerman, 2002). He also stated that these learners “approach educational tasks with confidence, diligence, and resourcefulness” (Zimmerman, 1990, p. 4). While it seems from this research that the learner holds all the responsibility, that is not the case. Teachers are still expected to encourage the students in their efforts to become more

self-regulated. Zimmerman, Bonner, and Kovach (1996) presented ideas regarding the importance of the role teachers possess in regards to their students becoming self-regulated learners. They provided recommendations of exercises teachers can use to encourage this behavior, such as homework assignments, goal setting, and strategy implementation. Homework assignments are included in this list of exercises because they are used through all levels of education, and through homework assignments, students must monitor themselves regarding time management, goal setting, strategies used, and resisting distractions (Ramdass & Zimmerman, 2011). When students are taught how to self-monitor, they are “buoyed by small improvements and determined to eliminate unproductive habits” (Zimmerman et al., 1996, p. 22). The role of the teacher is therefore a vital one to foster the awareness of self-regulated practices; however, Zimmerman (2002) implied that few teachers actually provide such opportunities to their students and do not encourage goal setting in the classroom. It is therefore important to recognize that while the shift in thinking has laid the responsibility for learning primarily on the students, teachers must assume the responsibility to teach these principles to ensure student success.

The following sections outline the research behind the six principles of self-regulated learning, which are motive, method of learning, time, social environment, physical environment, and performance. While the research refers to these concepts as dimensions (Dembo, et al., 2006; Zimmerman, 1994), Andrade and Evans (2013) use the term “principles” for ease of understanding. The students using these principles have English as a second language and therefore would be more familiar with the term “principles” instead of “dimensions.” Since the overall purpose of the project is to provide students with a usable guide to self-regulation, it was essential to adopt the term “principles” to provide a more familiar term for students.

Motive. Because a larger discussion of this particular principle will be provided below, this section will serve simply as an introduction to the concept related to self-regulated learning. Motivation is the *why* behind students' decision to learn. Meece (1994) and Magy (2010) related that an important aspect in encouraging and maintaining motivation in learning is by setting goals. Magy (2010) stated "adult learner goal-setting involves students establishing learning goals and staying in school as long as they can to achieve those goals" (p. 1) and that such goals should be set at or near the beginning of the term and reinforced throughout the term. When students have goals, they are more likely to work toward them and see positive results. Students' perception of their success or failure can either motivate or discourage them in the learning process (Andrade & Evans, 2013).

Andrade and Evans (2013) extensively discussed the many tools students and teachers can use to encourage and ensure continued motivation. Some of these include positive self-talk, communicating expectations, creating a positive classroom environment, assessing current motivation levels, and goal setting. This is extremely relevant to the idea of creating language-learning plans because students are left to their own devices concerning how much they learn and improve over the course of a semester.

Method. Methods and strategies refer to *how* students learn. Not all students learn the same way or by using the same strategies, so it becomes essential for students to be aware of what works for them individually in order to be successful self-regulated learners. Methods refer to "tools, techniques, and strategies learners use to acquire knowledge" (Andrade & Evans, 2013, p. 48). Oxford (2008) asserted "L2 learning strategies are the goal-oriented actions or steps that learners take, with some degree of consciousness, to enhance their L2 learning" (p. 41).

Therefore, students have to be aware of learning strategies in order to use them effectively for

their own language-learning plans. Not only should students be aware of existing strategies, they should also recognize which strategies are pertinent to them individually.

Zimmerman (2002) expounded on individual differences being an important aspect of method of learning when he declared that students need to be self-aware “in order to manage their limitations during efforts to learn, such as a dyslexic student’s knowing to use a particular strategy to read” (p. 65). Students may be subconsciously aware of their individual needs, but having a teacher to guide them to that knowledge is invaluable.

Time. This next principle of self-regulated learning has to do with *when* students study and *for how long* (Andrade & Evans, 2013). Time management is usually an abstract or unfamiliar concept, so it is often poorly used unless students are explicitly taught how to manage time. One example of this can be found in a study conducted by Mount and Tirrell (1977) who looked at self-monitoring of study time related to achievement on assessments. They divided students into random groups where they were instructed to record study time using note cards, graphs, or both. Through this study, the researchers found that students performed better when they used both note cards and graphs to record the amount of time they spent studying. This shows that being aware of how long studying is taking place can greatly influence learning success. Zimmerman, Greenberg, and Weinstein (1994) supported this view when stating, “students’ awareness of and strategic efforts to manage their study time does make a difference in their academic achievement” (p. 196).

Ramdass and Zimmerman (2011) discussed how time management is an important principle in the success of learning growth in students. Time spent on tasks helps determine how a student will be able to succeed in their goals. In self-regulated learning, time is a necessary principle. Andrade and Evans (2013) declared, “Learners who demonstrate good time

management skills are aware of deadlines, begin working on assignments early, set priorities, and accurately evaluate both the difficulty of tasks and the amount of time needed to complete them” (p. 14). Along with this idea of being aware of time comes the concept of setting priorities. This is especially important with creating language-learning plans as students will need to set priorities for completing tasks. Covey (1989) presented a time matrix that describes different uses of time and where the majority of time should be spent. He stated that activities listed as important but not urgent are the ones that should receive the most attention. This is because the urgent and important activities are always accomplished, but making time for those other activities promotes a balanced life-style. This time matrix is relevant to self-regulated learning because it helps students see where they are spending their time and what they may need to change in order to use their time more effectively.

Physical environment. This principle of self-regulated learning focuses on *where* learning occurs (Andrade & Evans, 2013). This focuses on external factors that either contribute to or take away from the learning process. Students should be aware of such distractions in order to foster a productive learning environment. Andrade and Evans (2013) provided several examples of distracting external factors, such as:

pictures hanging on the walls, the temperature of the room, the levels and frequency of noise, the type of furniture, the availability of needed materials (pencils, paper, books), the adequacy or lack of lighting, and the cleanliness of the room. (p. 86-87)

They also suggested internal factors, such as emotional state, as contributors to learners’ physical environment. When learners know where they best study considering factors such as these, they are able to create an optimal self-study environment that will keep them motivated and allow them to use time effectively. Self-regulated learners are aware of their environment and adjust it

when necessary (Dembo, et al., 2006).

Social environment. Social environment describes *with whom* learners choose to study, whether they are teachers, tutors, or peers (Andrade & Evans, 2013; Zimmerman, 1998). Social feedback is important in self-regulated learning and the development of language-learning plans because it allows learners to discover new aspects of learning (Zimmerman & Tsikalas, 2005). Seeking assistance can lead others to believe that learners are dependent on more knowledgeable individuals and are unintelligent or immature. However, self-regulated learners who recognize when they need assistance and make the effort to find it are mature and in control of this particular principle (Andrade & Evans, 2013; Newman, 1994). Newman (1994) also added, “the help seeker can act purposefully and instrumentally, not only remedying an immediate problem but ensuring long-term [self-regulation] through mastery of a task” (p. 284, brackets added). This ability to go beyond oneself in the learning process only when necessary is essential to becoming a self-regulated learner.

Performance. The final principle of self-regulation is *what* is being monitored, especially the monitoring of the first five principles. “As learners acquire knowledge or language skill, they observe their actions, reflect on outcomes, evaluate performance, and revise goals” (Andrade & Evans, 2013, p. 15). It is important for students to evaluate their learning because they can then change and improve to reach their learning goals. Zimmerman (2002) stated that this performance could be thought of in terms of self-observation and self-control. Students’ awareness and monitoring of their skills, use of strategies, and goals allows them to be more in control of their language development (Andrade & Evans, 2013). Schmidt (1990) called this noticing or consciousness and claims that “conscious processing is a necessary condition” (p. 131) in the learning process. This noticing leads to understanding which leads students to take

charge of their learning and make the final step toward being truly self-regulated.

The six principles of self-regulated learning serve as a framework for creating language-learning plans. When students are in control and aware of their motive, methods, time, social environment, physical environment, and performance, they can successfully use a language-learning plan and achieve their desired outcome. As mentioned above, the following section provides a more extensive look at motivation, what it is, and how it relates to language learning, self-regulated learning, and creating language-learning plans. Special focus is given to motivation because it underlies the other five principles of self-regulated learning, and successful use of this principle is essential to language-learning plans.

A closer look at motivation

What is motivation? Why is it important to learning and, more specifically, to language learning? How can teachers positively and effectively motivate their students to learn and get the most out of their language-learning experiences? These are just a few of the questions teachers and professionals constantly ask concerning the topic of motivation. The answers to these questions and the aspects and types of motivation follow.

Definition of motivation. When people think of motivation, they may have different ideas of what it means and where it should come from, whether it is vital to level of achievement or just assists the task at hand. Noels, Clement and Pelletier (2001) suggested three main types of motivation: extrinsic, intrinsic and amotivation. Dornyei (1994) defined extrinsic motivation by stating that behaviors based on extrinsic motivation are “ones that the individual performs to receive some extrinsic reward (e.g., good grades) or to avoid punishment” (p. 275). This definition suggests that a person motivated by external forces has to have a fear of punishment or need for rewards in order to have a desire to perform. Further, Deci and Ryan (1987) added

“extrinsic motivation pertains to a wide variety of behaviors where the goals of action extend beyond those inherent in the activity itself” (p. 1035). Their definition could apply to many situations and not just to language learning. However, when thinking in these terms, one may wonder if this is the extent of extrinsic motivation. Are there other factors that contribute to it? Noels et al. (2001) offered further categorization of extrinsic motivation in second language learning with three sub-types: external regulation in which the student learns because of pressure or reward but stops putting in effort when the pressure or reward is no longer present; introjected regulation which suggests learning because of guilt or shame; identified regulation in which the student learns because of a personal goal, but once the goal is no longer important, motivation ceases (p. 425-426). These levels of extrinsic motivation give further insight into what could motivate a student to learn when the motivation is not coming from an internal desire.

In contrast to extrinsic motivation, Noels et al. (2001) stated that learners who are intrinsically motivated possess an inherent pleasure for learning and do so voluntarily, thus suggesting that they will maintain that motivation without the promise of external rewards (p. 426). Intrinsic motivation is often viewed as the most important and most useful type of motivation because it comes straight from the individual. People who are self-determined act freely and undertake challenges because they see the pleasure in accomplishing a goal or overcoming a challenge (Deci & Ryan, 1987). This view relates directly to the self-determination theory which “asserts that humans have an innate need to feel autonomous, competent and a sense of belongingness” (Bonney, Cortina, Smith-Darden, & Fiori, 2007, p. 1). When learners feel all of these qualities, they are being intrinsically motivated, which many professionals believe is the best way to achieve desired outcomes. While it is important to strive for this type of motivation, it is also important to note that extrinsic motivation should not be completely

discarded, for it too can assist learners in accomplishing their goals.

The final type of motivation mentioned by Noels et al. (2001) is amotivation. This seeming lack of motivation

arises when a learner has no goals, either extrinsic or intrinsic, for learning a [subject].

Without a goal of any type, the learner has little reason to engage in [specific] learning and might be expected to quit performing that activity at the earliest convenience. (p.

426)

This lack of motivation is even less desirable than extrinsic motivation and will produce far worse results. We will see further examples of this in connection with demotivators which will be discussed in a following section.

Motivation in language learning. With an understanding of the different types of motivation and how they relate to learning in general, it is vital to now apply those meanings to learning a language in general and becoming a self-regulated learner in particular. Snow (2006) stated “the most important factor in determining whether students succeed in learning English or not is *persistence*” (p. 40, emphasis added). Students have to consistently work with all their effort to successfully acquire language. Margolis and McCabe (2004) agreed that persistence is crucial to success. When students are persistent, they are able to overcome threats to their goals. What helps them in this effort to be persistent in their language-learning goals is motivation. Most learners, in any subject area, are motivated at the onset of learning; they want to achieve their goals and master the skill they are studying. However, even learners with the best intentions waver in their motivation. This is especially seen in language learning because it is often difficult to see immediate progress, but persistence is necessary to be able to achieve the level of desired communicative competence, which often takes years (Snow, 2006). Discouragement often sets

in, especially in adult learners, because language learning often takes longer than expected; they falsely believe that language should come easily. People constantly refer to language as something they picked up while traveling or living in the country where that language is spoken for a short amount of time. The reality is that learning any language takes years before mastery is achieved, a commonly discouraging fact for learners as most desire to improve in the language quickly to reach desired goals. While these goals can vary greatly depending on the learner, it can be postulated that the overall goal of the learner is to be able to communicate regularly with speakers of the target language. With this in mind, we now turn to how intrinsic and extrinsic motivation play a role in the learning of language, more specifically in learning English.

A study conducted by Noels et al. (2001) focusing on French-Canadian learners of English looked at the relationship between motivation and orientation to determine the implications for outcomes in language learning. The participants were students in a French-English bilingual summer immersion program in Canada. The researchers used questionnaires to look at motivation for studying English. They found that “greater [...] intrinsic motivation predicted greater motivational intensity and persistence in English study” (p. 431). This emphasizes the belief that intrinsic motivation is more useful in yielding results with regards to learning English. With this motivation comes the persistence to which Snow (2006) was referring. If learners will focus on their personal desires and allow them to drive their learning, they may be less likely to waver in their determination when faced with challenges and discouragement. Language teachers may be able to assist learners in this effort.

Motivation and goals. In this great debate regarding motivation, there is a need to also address the role of goals and goal setting, which is essential in creating language-learning plans and being a self-regulated learner. When students begin learning a language, it is to fulfill some

purpose. Perhaps they want to get into a prestigious university, receive a promotion at work, or possibly they learn because it is enjoyable, and they want to expand their personal knowledge. Whatever the reason may be, goals play an integral role in ensuring those end results are satisfactorily met.

Doran (1981) is credited with coining the famous acronym for SMART goals. SMART goals are specific, measurable, attainable, realistic, and timely. Learners need to know what this means and how to set such goals, so they can stay on track and achieve their end results. First of all, specific goals are unambiguous and answer questions regarding who, what, when, where and how the goals are to be accomplished. Dornyei (1994) expanded specific goals into course-specific, teacher-specific, and group-specific components. Goals do not always have to be something that an individual does all alone; goals can be supported and enhanced by the context and people that surround the learner. Consequently, language learners should be able to consider their surroundings, which can greatly assist them in achieving their goals.

SMART goals are also measurable, meaning they have to be accompanied by a way of measuring progress. This will tell the learners how they can know their goal is accomplished. When progress is measured, learners witness a change and renew their motivation to keep working despite potential challenges that will inevitably arise. Teachers can help with this aspect by suggesting ways for students to measure the goals themselves or by providing measures throughout the semester.

Goals also need to be attainable and realistic. These two characteristics of goals compliment each other well. Goals that are attainable and realistic cause learners to stretch beyond their perceived capacities but are not so ambitious that they are out of reach. Unrealistic goals cause frustration and will ultimately lead to the learner giving up. Here it is important to

emphasize to students which language-learning goals meet these criteria. As mentioned earlier, learning a language is a long and often difficult process that takes many years of study and persistence. Many learners feel that after just a couple of semesters, they should be at a level sufficient for their ultimate goal, such as admission to a university. By informing students of the realistic nature of their goals, teachers can help students maintain their motivation and eliminate discouragement. These two aspects are probably the most important in the SMART acronym.

Finally, SMART goals are timely. This means the goal should have a deadline or an end point. If students can start with the end in mind, they will be more likely to see the progress they make and stick with their goals through the end. Including milestones along the way will increase this awareness as well as their motivation because the small goals are being met to meet the larger one at the end. Dornyei (1994) summed up how goals affect motivation by commenting that “goals should be specific, hard but achievable, accepted by students and accompanied by feedback about progress” (p. 276). Motivation will follow goals set in this manner.

Motivation and method. Effective use of learning strategies is essential for self-regulated learning, and motivation plays a key role in both encouraging students to use strategies and continuing the motivational cycle. Bonney, et al. (2008) suggested that “motivation and academic performance may be mediated through students’ use of these learning strategies” (p. 3) and that motivation and learning strategies are closely related. These statements indicate that self-regulated learners not only use strategies, but that the use of these strategies motivates them to continue using these methods to further their learning.

Research also indicates that students being able to choose which learning strategies they use is an important aspect of self-regulation (e.g., Garcia & Pintrich, 1994; Zimmerman, 1990;

Zimmerman, 1994). Having the right strategies increases motivation because successfully using strategies builds confidence in the students' own abilities which leads to motivation to continue using them in order to achieve goals. As seen in the previous section, goals and motivation are inseparable, and those goals are achieved by choosing effective methods of study. This further emphasizes the idea that motivation underpins all aspects of self-regulated learning.

Gambrell (2011) also added to the idea of choice and motivation when she responded to questions regarding reading motivation. Her area of expertise is related to first language reading, but the same principles apply to second language reading and other areas within second language acquisition. She provided three methods of effectively motivating learners. Being able to choose what to read, talking about the reading, and engaging in reading activities in the classroom are all motivating factors to encourage even reluctant readers to participate. The same could be said of writing, speaking, and so on. The point to take away from Gambrell's answers is that teachers can provide activities that will engage learners and help them feel in control of their learning.

Motivation and time. The principle of time refers not only to when students should study but also for how long, including how long it may take to complete certain assignments. If time is underestimated, demotivation will occur. However, if time is managed well, motivation is encouraged. Dembo, et al. (2006) supported this thought by stating, "as use of time improves, individuals show increased intrinsic interest and enhanced personal perceptions of satisfaction" (p. 194). Indeed it seems safe to assume that successful time management enhances intrinsic motivation to continue with good time management and thus be able to see satisfactory results.

Zimmerman (1994) declared when students are able to work at their own pace, confidence increases, and when confidence increases, self-control of time is managed and positive motivation will be the result. A major theory of self-regulation that runs through the

principle of time as well as the other principles is that of choice: students must be allowed to choose how to use their time because they will be motivated when they know how to structure the time they have been given (Zimmerman, Greenberg, & Weinstein, 1994). Another common thread demonstrated by the experts is confidence. Confidence builds when time is used well; students know they have the ability to structure their time to accomplish their goals and thus have time for other activities, whether related to study or not. This confidence leads to motivation to continue using time effectively. Such motivation will keep them on track and discourage procrastination.

Motivation and physical environment. Research indicates that self-regulated learners are aware of their environment and are resourceful in adapting or altering it if conditions are not optimal for learning (Andrade & Bunker, 2009; Dembo, et al., 2006; Zimmerman, 1998). Students cannot always control their environment, for example when they are in the classroom, but if they are aware of what type of environment they need in order to be effective in their learning, they can adjust accordingly, such as moving to a quiet part of the building or doing their studying in a library. Dembo, et al. (2006) indicated that having this control over the physical environment leads to better performance and use of time which would then lead to increased motivation. If students can associate positive outcomes with a chosen physical environment, they will be motivated to continue studying in that environment thus increasing motivation to learn and achieve their goals.

Andrade and Evans (2013) also emphasized that physical environment relates not only to aspects such as noise level and lighting, but also includes knowing which resources are available for use, such as books, computers, and tutors. This leads to “focused learning” and “deliberate study” (p. 14). When these two conditions are met, students are motivated to use their learning

strategies and time wisely in order to achieve their goals. Therefore, the cycle of motivation through these principles is perpetuated.

Motivation and social environment. The social environment self-regulated learners choose will affect their motivation. If they know they study best alone but choose to study with a friend, motivation may decrease. However, properly choosing the right social environment will greatly increase motivation in students. Teachers can play an important role here as well. In discussing classroom motivation and how the teacher can enhance the situation, Guilloteau and Dornyei (2008) conducted a study to analyze motivational strategies in the classroom. They observed secondary school classes in South Korea to evaluate the students' motivation based on the teachers' behaviors. They visited 40 classes with a combined total of 1,381 students. Most of the students were in the first two years of junior high school. They used observations, questionnaires, and teacher evaluations. After conducting the study, they determined that motivated students were "alert and, depending on the type of instructional event taking place, appeared to be either on-task or attentive" (p. 68). They based this on the students' responses to the teachers' classroom activities. While this seems like a positive study, there are some aspects of it to consider. This study was performed in an EFL setting and may not be generalizable to all English learning settings. Also, the age of the students may have impacted their results. Nevertheless, it can be stated that by implementing different strategies and techniques, "language teachers can make a real difference in their students' motivational disposition" (Guilloteau & Dornyei, 2008, p. 72). Teachers' attitudes can encourage intrinsic motivation, which is vital to being self-regulated and completing a language learning plan.

There are other factors that assist teachers in the effort to motivate their students. Four motivational factors suggested by Dornyei (1994) for classroom motivation are interest,

relevance, expectancy and satisfaction. First of all, when students are interested in the material being presented, they are more likely to engage in the learning process. Secondly, students need to feel the material is relevant to their learning, their interests, or their goals. If students feel the instruction is relevant to their personal desires, they will be more likely to master the language they are learning. Expectancy and satisfaction are the final factors Dornyei mentioned that assist in motivation. Expectancy “refers to the perceived likelihood of success and is related to the learner’s self-confidence and self-efficacy at a general level” (pp. 277-278). Students will perform better when they know, or at least have an idea about the end result. Satisfaction refers to how the learner will feel after the activity is completed. This can include extrinsic rewards such as a good grade, or intrinsic rewards such as the joy felt at accomplishing what was desired. Each of these factors is important for language-learning plans.

Motivation and performance. The final principle of self-regulated learning is that of measuring performance related to goals that were set before learning took place (McCombs, 1989). While this is the final principle, it does not mean it is the end of the self-regulated learning cycle. On the contrary, it catapults learners back into the cycle of incorporating these principles for other language-learning goals they want to accomplish. This evaluation of performance leads to motivation to either continue with the current course of action or to change what is being done to achieve set goals. Students can reflect on their performance and evaluate or set new goals to enhance performance (Andrade & Bunker, 2009, Dembo, et al., 2006).

The way students perceive their progress is important in encouraging motivation. Schunk (1989) illustrates this idea by stating that students’ perceptions of their own progress “convey to the students that they are capable of performing well” (p. 84). Students who feel they are capable of seeing progress from learning and achieving their goals on their own will feel motivation to

continue using the principles of self-regulated learning. Lapan, Kardash, and Turner (2002) agreed that when students experience this sense of personal satisfaction, they “are more inclined to make adaptive changes to enhance future performance” (p. 260). This is yet another example of intrinsic motivation in self-regulation.

Demotivation and self-regulation. While there are many methods and approaches to encouraging motivation, it is also important to consider factors that may cause a lack in motivation. Sakai and Kikuchi (2008) wanted to determine which factors would affect motivation in students. They identified six factors:

1. Teachers: Teachers’ attitude, teaching competence, language proficiency, personality, and teaching style
2. Characteristics of classes: Course contents and pace, focus on difficult grammar or vocabulary, monotonous and boring lessons, a focus on university entrance exams and the memorization of the language
3. Experiences of failure: Disappointment due to test scores, lack of acceptance by teachers and others, and feeling unable to memorize vocabulary and idioms
4. Class environment: Attitude of classmates, compulsory nature of English study, friends’ attitudes, inactive classes, inappropriate level of the lessons, and inadequate use of school facilities such as not using audio–visual materials
5. Class materials: Not suitable or uninteresting materials (e.g., too many reference books and/or hand- outs)
6. Lack of interest: Sense that English used at schools is not practical and not necessary. Little admiration toward English speaking people. (Sakai & Kikuchi, p. 61)

Sakai and Kikuchi (2008) designed a study to look at these factors and determine which

ones held the most weight. The study was conducted in Japan with senior high school students and included 656 participants from four different high schools. The participants filled out a questionnaire with questions aimed at the aforementioned motivational factors. They found that learning content, materials, and test scores were the factors that caused the most demotivation with the learners. It is important to note this study takes into account many factors but may not represent everything that could cause a lack in motivation. Also, culture and school type may affect the validity of these results as well.

Students should be aware of the factors that cause them to lose motivation, as this can affect their use of time, social resources, and evaluation methods, each of which are important to becoming self-regulated. Therefore, just as motivation and all its factors are vitally important to understand for students' success, factors that would also interfere with motivation cannot be overlooked. As Guilloteau and Dornyei (2008) stated, “without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long-term goals” (p. 56).

Summary

This literature review has provided an essential foundation for the project of creating a self-regulated learning principles workbook to assist students in their individual learning endeavors and creation of language-learning plans. It has defined self-regulated learning and outlined the six principles of self-regulated learning. Finally, further focus was given to the concept of motivation as it is essential in all stages and principles of becoming a self-regulated learner. The following chapter will describe the methodology of the creation of the principles workbook and the pilot studies that followed.

Chapter 3: Methodology

The previous chapter presented research behind the concept of self-regulated learning and its place in language learning. The purpose of this project is to provide students and teachers with a helpful resource related to the six principles of self-regulated learning. In order to accomplish this purpose, a workbook was written which illustrates these six principles and allows the students to practice using them. The workbook was then piloted in the General Academic Prep Program (GAP) Directed Studies class during the Summer 2012 semester and then again in the entire ELC during Winter 2013. Surveys and interviews were used to evaluate its usefulness for both students and teachers. This chapter explains the details of the workbook and how the pilot tests were carried out in order to bring to fruition the research purposes.

The Principles Workbook

The workbook that was created and developed is entitled “Six Principles of Self-Regulated Learning: Developing Self-Regulated Language Learners.” It consists of an introduction, one chapter for each of the principles, and a conclusion. The principles are presented in the order outlined by Andrade and Evans (2013) in their book. To assist the students in their awareness and acceptance of this method of learning, two hypothetical students serve as examples in each chapter as well. Because this workbook was written with the intent of it possibly being used more widely than solely at the ELC, the content does not specifically mention GAP or the ELC. This way it could be easily adapted to any level in any language institution in the future. A full version of the workbook can be found in Appendix F.

Introduction. This section introduces the user to self-regulated learning. It also provides notes to the institution, the teacher, and the student. These notes are intended to serve as a guide in how to approach using this workbook whether it is being used in a classroom or on an

individual basis.

Example Students. Gustavo and Hyejin are the two students that appear in each chapter of the workbook to act as examples of using the principles being presented. It was important to include these two hypothetical students to add authenticity to the workbook. Students respond better when they feel these principles are being used successfully by someone in a similar situation.

Gustavo. The first student is Gustavo. He is currently in his second semester of an ESL program. He has a wife and children to support, so in addition to studying, he also works full-time to support his family. He is taking ESL classes, so he can be considered for a promotion at work. Advanced English skills are required to receive the type of promotion Gustavo hopes to receive. This promotion will mean financial security for him and his family.

Hyejin. The other example student is Hyejin. She is a college student who is taking ESL classes to prepare for her future. These types of classes are required for her major, and she knows that English proficiency will mean better jobs for her in the future. Since she does not know exactly what the future will hold for her, Hyejin wants to be prepared to be eligible for the best job possible after graduation.

Motive. The first chapter in the workbook is on motivation. This is the first principle mentioned because without motivation, the remaining principles would carry little weight. SMART goals, credited to Doran (1981), are introduced in this chapter. Each letter of the acronym is explained, so the students will know what it entails and how to set SMART goals. They are then given an example from the hypothetical students and space to record their own goals. This allows them to be active participants in the information being given. The students are then given space to define the reasons they have for wanting to learn English. Remembering the

real reason is important in maintaining motivation. Finally, the students are introduced to the concept of de-motivators. These are factors that draw students away from their goals. It is important to make them aware of these also, so they know how to combat those times when they temporarily lose sight of their goals. In this section there is also space provided for recording students' de-motivators.

Method of Learning. The second chapter focuses on different strategies students use when learning a new skill. This is especially important because not everyone learns in the same way. As in all the chapters, Gustavo and Hyejin serve as examples for the principle, in this case describing the different strategies they use to be successful learners. The students are then encouraged to identify how they learn best in order to be aware of what they need in terms of learning strategies. The last section in this chapter talks about recognizing patterns in what the teacher is presenting in class and how they learn. While not all activities will be tailored to their individual style, recognizing ones that do will give students something to expand on in their personal study time.

Time. The next chapter is on time. Time management is a skill that seems unambiguous but is not well utilized by all learners. Different situations are presented through the example students (Gustavo and Hyejin) following which the students using the workbook can document when they are most productive in their studying. Setting priorities is then presented to the students. To do this, a chart given by Covey (1989) is provided to illustrate where time should be spent to ensure productivity.

Physical Environment. Fourth in the list of principles is physical environment, which explores optimal physical conditions for effective learning and study. Students should be aware of these optimal conditions especially when they study outside a traditional classroom. They are

presented with the following factors to consider: formal vs. informal setting, noise vs. quiet, temperature, bright vs. dim, movement. Following these factors, space is provided for identifying their personal optimal conditions. Finally, the concept of knowing what resources are available during study time whether it be books, websites, a tutor, or a teacher is presented. Remembering the necessary resources has the potential to affect the outcome of a study session.

Social Environment. The fifth chapter explores social aspects students need to be successful learners. Some students study well with others while some students require solitude. Some want someone to practice with or to run ideas by before committing information to memory. Students must recognize who influences them and if these influences are helping or hindering their progress.

Performance. The final chapter discusses how to identify and measure performance. After all, goals are leading somewhere, so how do the students know they have reached their desired outcome? Students identify what they do in order to see where they started and how far they have come in achieving their goals, which will encourage motivation because they can see their improvement and what still lies ahead. Analyzing that progress is critical for immediate success and success in the future.

Conclusion. Lastly, the conclusion brings the workbook to a close with a follow-up of how Gustavo and Hyejin fared with the application of these six principles. This serves as a final motivator for the students to use the principles in the workbook to their full potential.

Participants

The workbook described above was piloted twice. The first pilot test was conducted during Summer 2012 in the GAP Directed Studies class at the ELC. The second pilot included seven proficiency levels at the ELC. Though there were 32 students enrolled in the Directed

Studies class, only 26 of them remained actively involved in the class through the semester. The first languages of these students were Korean (10), Spanish (9), Chinese (4), Japanese (2), and Portuguese (1). These 26 students responded to two online surveys and two interviews through the course of the semester. The two supervising teachers also provided responses to interview questions regarding the usefulness of the workbook. One of the teachers had been involved with the Directed Studies class for four semesters and the other teacher was in her second semester as a supervising teacher.

The second pilot test was conducted during Winter 2013 through seven of the eight proficiency levels at the ELC. The ELC was given permission to use the Principles workbook for their own purposes. The workbook was used by students in the following levels at the ELC: Foundations A-C, Academic Preparation, and Academic A-C. There were 214 students enrolled during the semester. The Foundations Preparation level was excluded because these students were at a level where basic language survival was more important than self-regulation. There were 32 teachers who participated in this study.

Procedures

To gather feedback from the students concerning the principles workbook in the first pilot study, surveys and interviews were utilized during the semester. The first survey was made available to the students two weeks into the semester. The first interview followed closely. The second survey was given two weeks before the semester ended. The second interview was also conducted during those last two weeks. This allowed face-to-face contact in receiving a portion of the feedback regarding the use of the workbook and its perception by the students over the course of the semester. The questions used in both surveys and interviews can be found in Appendix A and B. Feedback was also requested of the two supervising teachers in the form of

an interview which was given at the end of the semester. These questions can be found in Appendix C.

The workbook was piloted by the two supervising teachers instead of the author to provide an additional perspective on its usefulness and to ensure any teacher could use it successfully in the Directed Studies class in future semesters. The author informed the supervising teachers of the vision for the workbook and how it should fit into the class but then gave the teachers the responsibility of presenting and implementing the workbook. The students were presented with the chapters during the first couple weeks of the semester along with how the principles should be incorporated into their language-learning plans.

The second pilot study consisted of the workbook being turned over to an ELC administrator to use as she saw appropriate. It was conducted on a larger scale than the first pilot study. This pilot was conducted during Winter 2013 and included almost every class at the ELC. The ELC was given permission to use the workbook, and the administrators created eight mini-lessons, complete with lesson plans, for teachers to use throughout the semester to teach and encourage self-regulation. These lessons can be viewed in Appendix E. The lessons were dispersed among the different skill areas in order for the students to feel “the unified effort to learn to become self-regulated” (see Appendix E) and to also reduce the amount of class time each teacher would need to spend on these principles. The lessons were scheduled to be implemented at two-week intervals during the semester. After the teachers presented the lessons to the students, they completed online surveys. The survey questions can be found in Appendix D. The results of these pilots will be presented in the following chapter.

Chapter 4: Evaluation

The purpose of this chapter is to provide a qualitative analysis of students' and teachers' perceptions of the Principles workbook through two pilot tests that were conducted over the course of two semesters at the English Language Center (ELC). This analysis shows how the workbook was perceived by both teachers and students in relation to its usefulness in supporting language-learning plans and encouraging self-regulation.

Project questions

As stated in Chapter 1, the project questions for this study were:

1. Would a workbook outlining principles of self-regulated learning be useful for students in conjunction with their language-learning plans?
2. Would such a workbook be useful for teachers in reducing class start-up time and assisting in explanation of the class?

These questions guided the pilot study that was conducted during the Summer 2012 semester at the ELC. It is important to mention that the main purpose of these questions was to determine the usefulness of the Principles workbook for both teachers and students. It was essential to gather data from both audiences because the workbook could be used by both groups in the future.

Preliminary study: Summer 2012

Teachers' perceptions of the principles workbook. As mentioned in the previous chapter, there were two supervising teachers assigned to the Directed Studies class during the pilot semester, one of whom had taught several times before. The other supervising teacher was in her second semester teaching the Directed Studies class and therefore was not as seasoned as the first teacher.

Both teachers were interviewed once at the end of the semester and answered questions

about whether the Principles workbook assisted in explaining the purpose of the class to students and reducing start-up time at then beginning of the semester. Table 1 shows the questions the teachers were asked as well as positive comments, and Table 2 shows comments that challenged the premise of the workbook. Not all questions are represented in both tables because of the type of response given by the teachers. For example, question one is not represented in Table 2 because the teachers did not provide any challenging comments regarding this question. Overall, the teachers thought the Principles workbook was a welcome addition to the Directed Studies class. The teachers were better able to convey the concept of being a self-regulated learner and what was expected of the students through the use of this workbook.

However, the teachers' comments about the usefulness in reducing the amount of start-up time were contrastive. One teacher thought it was an excellent way to begin the class. She stated

It [Principles workbook] provided a lot of structure for those first few weeks of class.

Directed Studies is so flexible, and it can be difficult to know what to do. I felt the workbook provided a lot of groundwork and introduction to the class, so we weren't just killing time before the students had their language-learning plans ready.

In contrast, although the second teacher thought the workbook was very useful and complemented the GAP curriculum, she perceived it as "too long to get through" and felt the students "were more anxious about their language-learning plans than going through the workbook." This difference of opinion could be related to experience with the class or method used to present the workbook to the students. Because the author was not present in the class, it is difficult to say why the teachers' perceptions of the workbook differ on this point. Clearly more teacher input will be needed to clarify this point.

Table 1

Summary of Positive Interview Responses: Teachers

Questions	Positive responses
1. How easy was it to explain/present the principles workbook to your students? Please give as much detail as possible.	1a. "Easy to present and concepts were clear, which aided in explanation" 1b. "I didn't have to find supplement materials" 1c. "Case studies were helpful [referring to the example students Gustavo and Hyejin]"
2. Did you run into any problems or concerns while presenting the workbook? Please elaborate.	2a. "No major ones; a few things were different than first anticipated, but did not inhibit presentation of the principles"
3. How useful do you think this workbook was for your students this semester? Please explain.	3a. "Very useful; helped them understand their progress was their responsibility" 3b. "Principles helped them see how to be in charge of their own learning" 3c. "Showed tools for progress" 3d. "Helped orient [students] to the purpose of the Directed Studies class"
4. How well does this workbook mesh with the curriculum of the GAP program? Please provide some details to explain this.	4a. "Really well; provided lots of structure while their language-learning plans were being developed" 4b. "Provided structure for both teachers and students"
6. Please provide any other helpful feedback and/or suggestions you have regarding the principles workbook.	6a. "Well-written with good examples"

Table 2

Summary of Challenging Interview Responses: Teachers

Questions	Challenging Responses
2. Did you run into any problems or concerns while presenting the workbook? Please elaborate.	2a. "Students were more anxious to get started on their planning and studying than learning the principles"
4. How well does this workbook mesh with the curriculum of the GAP program? Please provide some details to explain this.	4a. "Meshes well, but too long to get through"
5. How do you think the workbook and/or administration of the workbook could be improved in future semesters? Please explain.	5a. "Self-reflection assignments for students during the semester about the principles" 5b. "Show how it can apply to things outside Directed Studies" 5c. "More ideas for activities"

Students' perceptions of the principles workbook. As mentioned in Chapter 3, the students were given one survey and interview two weeks into the semester and one survey and interview at the end of the semester. The rationale for administering these data collection procedures at two different times during the semester was to determine initial perception after the workbook had been entirely presented to the students and to then observe perception after having used the workbook for the entire semester. The data included in this section relate directly to usefulness and perception, although other questions were also asked of the students.

Table 3 shows results from the online surveys given both at the beginning and end of the semester. It is important to note that for the ending survey, fewer students responded to the online survey than responded to the one at the beginning of the semester. This subject attrition occurred because several students left the ELC before the semester ended and others chose not to

participate in the final survey. There were only 20 students who responded to the final survey as opposed to 26 students who responded to the survey at the beginning of the semester. These data also show that the students thought the workbook was more useful in general after having used the workbook for the entire semester than at the beginning of the semester. However, there were still some students who commented that the workbook was not very useful. A detailed analysis of the negative comments about the workbook showed that the majority of students who felt negatively about the workbook felt that time spent on learning the principles took away from studying for the Test of English as a Foreign Language (TOEFL). The TOEFL is a test of English proficiency that ESL students take before being admitted to an American university. While studying for the TOEFL is a noble goal, it is not the purpose of the ELC or the Directed Studies class. Thus, this may show a mismatch between students' English language goals and ELC goals. However, students who work diligently in their classes and adopt the principles of self-regulation would be sufficiently prepared to be successful on this test.

Table 3

Students' perceptions of the workbook - beginning survey and final survey

Usefulness	Percentage-beginning	Percentage -end
Very useful	5%	5%
Useful	37%	36%
Somewhat useful	32%	38%
Somewhat useless	16%	16%
Useless	5%	0%
Very useless	5%	5%

Because the main purpose of this pilot study was to determine usefulness of the Principles workbook, the students were also asked whether they would use this workbook after the Directed Studies class was over. The results of this question are provided in Table 4. The table also includes a few selected responses from the students to explain their opinions.

Table 4

Responses to the interview question, "Would you use the workbook after this semester?"

Opinion	Percentage – initial interview	Percentage – final interview	Selected Responses from final interview
Yes	37%	73%	<p>“I really like setting goals. It helped me improve things”</p> <p>“I would take it home with me and show people in Mexico – they could use it too”</p> <p>“I will need to study by myself; it will be good to remember”</p> <p>“These points are important, not just for this semester”</p>
No	63%	27%	<p>“I don’t think it can help me after this class”</p> <p>“It’s informative, but I don’t think I need it after this semester”</p> <p>“I can use my own method instead”</p>

These data show that initially the many students did not perceive the workbook as useful beyond the purposes of the Directed Studies class. However, after working on their language-learning plans in conjunction with the Principles workbook for an entire semester, their attitudes toward the workbook changed. The majority of the students (73%) saw that the principles were useful not only for Directed Studies, but also in future studies at a university or in their home countries.

However, it is also important to note that because of wording in the interview question, it is not clear whether the students were referring to the workbook itself or the principles it taught. This will be discussed further in Chapter 5.

ELC study: Winter 2013

This study was conducted by the ELC administrators to determine the usefulness of the Principles workbook regarding their own objectives. The main purpose of the Principles workbook is to provide a guide to self-regulated learning not just for one class in one institution, but also for any class in any language program. The workbook should therefore be an easily adaptable resource to supplement the objectives of an intensive English program. In this study, ELC staff used the workbook as a basis for creating lesson plans that the teachers used to teach their students about self-regulated learning. The workbook then served as a supplementary resource which accompanied the lesson plans. The students were still expected to have a copy of the workbook in order to read the information and complete the activities related to each principle. While the main focus of the ELC's study was to evaluate the lesson plans they created, one of the survey questions asked of teachers is pertinent to demonstrating the usefulness of the workbook. The results that follow indicate that this was a successful application of the Principles workbook.

Results of ELC implementation. The 32 teachers at the ELC who participated in this study were given an online survey (see Appendix D) to complete following the teaching of each of the eight lessons based on the Principles workbook. Respondents answered several questions about the lesson plans, and one of those questions indicates how the students reacted to the principles of self-regulation during the presentation by the teachers. The administrator who was responsible for sending out the surveys did not distribute a survey for lesson six, so it does not

appear in this section.

After examining the teachers' comments from the surveys, one of the questions was important to determining the usefulness of the workbook. Table 5 displays these results including a few selected responses from each survey to provide a sample of how the teachers perceived the students' reception of the principles. These responses were chosen because at least three teachers made similar comments.

Table 5

Teacher survey responses to the question, "What went well when you taught the lesson?"

Lesson	Selected Teacher Responses
Lesson 1: Introduction to self-regulation	<p>1a. "Students understood comparison between self-regulation and excellence"</p> <p>1b. "Shared personal experiences with goal setting"</p> <p>1c. "Grasped concept of setting goals and being responsible for methods and strategies"</p>
Lesson 2: Understanding motives and setting SMART goals	<p>2a. "Students participated well and seemed to understand how important this is"</p> <p>2b. "Students liked talking about why they wanted to learn English"</p> <p>2c. "Came up with good ideas when changing poorly written goals to SMART goals"</p>
Lesson 3: De-motivators and fear	<p>3a. "Most were honest with themselves about what their de-motivators were"</p> <p>3b. "Students were receptive, open and honest; meaningful discussion"</p> <p>3c. "Students understood these concepts and brainstormed good ways to overcome them"</p>
Lesson 4: Methods for learning	<p>4a. "Identified strategies, reflected on goals, thought of activities and how they help with goals"</p> <p>4b. "Appreciated having learning tools at their fingertips –</p>

	discussed strategies and how they can benefit learning”
Lesson 5: Time	5a. “Appreciated the idea of setting priorities” 5b. “Good discussion about time management” 5c. “Students wanted to apply these aspects quickly”
Lesson 7: Social environment	7a. “Good discussion about studying in groups verses studying alone” 7b. “Participated well and thought seriously about their ‘who’” 7c. “Liked reading and discussing the two examples on p.18”
Lesson 8: Performance	8a. “Students shared when measuring goals has worked for them” 8b. “Students agreed with the importance of measuring and reporting – seemed to rekindle their motivation to work on goals” 8c. “Good reflection on how they’ve improved this semester”

These data support the idea that the workbook is both useful and adaptive. Based on these teacher responses, it seems likely that the ELC instructors successfully adapted the Principles workbook to fit their needs, and the teachers indicated through each survey that the students seemed interested in the principles thus making it useful in their classes. These results will be discussed further in the following chapter.

Going beyond the ELC

The results and feedback that were given as outcomes of the GAP pilot study and the ELC pilot study are extremely valuable to the premise of the Principles workbook. In addition to these studies, feedback was also provided when the author presented the workbook at the

Intermountain TESOL (I-TESOL) conference in October 2012. I-TESOL is an affiliate of the TESOL organization and comprises professionals, paraprofessionals, and college students from the intermountain area (Utah, Idaho, Nevada).

Nineteen people from various ESL programs, including the ELC, were in attendance during the presentation. Of those 19, six of them made comments on a post-session survey that was completed by all participants indicating they thought the workbook was useful and would like to use it in their own programs. The most popular comment was, “I am interested in using the presenter’s workbook.” Since the comments were anonymous and provided to the author in written form, it is not possible to know who wished to also use this resource in their respective programs. However, they saw the value of the Principles workbook without being able to read through it themselves. This adds strength to the affirmation that the workbook would be useful for other ESL programs besides the ELC where it was created.

Summary

These results indicate that using the Principles workbook in the Directed Studies class was useful for both teachers and students and aided in understanding the purpose of the class. Most students saw the workbook as useful and mentioned they would use it again even after leaving GAP and the ELC. However, some students whose goals were more focused on passing the TOEFL than on gaining genuine English proficiency did not find the workbook useful. Additional data collected from using the workbook at seven of the eight levels at the ELC also indicated that the workbook has possible positive applications and could be adapted to meet the needs of an institution and not just one class. The teachers indicated that their students believed that the principles of self-regulation were important and relevant. The following chapter will discuss these findings as well as address the limitations of the project while also providing

suggestions for future evaluation.

Chapter 5: Discussion and Conclusion

In the course of this project, surveys and interviews were used to determine the usefulness of a workbook outlining the six principles of self-regulated learning for students and teachers. The purpose of this chapter is to discuss the results of the two pilot studies presented in the previous chapter. Limitations of this project and implications will also be addressed as well as suggestions for future research.

Discussion

The goal of this project was to create a workbook containing the six-principles of self-regulated learning for ESL students studying in an intensive English program. The pilot tests that followed were used to determine the workbook's usefulness for both teachers and students. The workbook consisted of an introduction to self-regulation and one chapter for each of the principles: motive, method of learning, time, social environment, physical environment, performance. Gustavo and Hyejin appear in each chapter as example students who demonstrate how they individually applied each of the principles to achieve a desired outcome. All of the chapters also contain activities for the students using the workbook, so the students can also apply these principles to their study (see Appendix F for a full copy of the workbook). Once the workbook was written, a pilot test was designed and conducted by the author. A second pilot test was conducted by the administrators of the English Language Center (ELC) to study instructors' beliefs about the usefulness of incorporating the workbook into lesson plans on self-regulation.

Discussion of Summer 2012 GAP pilot: Teachers' perceptions. This pilot study was created to answer two project questions regarding usefulness in relation to both teachers' use and students' use. It is important to remember that there were only two teachers that participated in this pilot study. The results presented in the previous chapter showed that overall the two

teachers felt the principles workbook was useful for assisting in explaining the purpose of the class and what was expected of the students. The two teachers repeatedly emphasized that the principles workbook gave structure to the class and assisted them in explanation of the purpose of the class and what was expected of the students. One of the issues with the Directed Studies class that was observed by the author prior to initiating this study was that students did not know what to do or how to start working with their language-learning plans. Through this study, the teachers indicated that the workbook “helped [the students] understand that their progress was their responsibility” and that the workbook assisted in making the purpose of the Directed Studies class clear. The positive comments from the teachers indicated that the workbook was useful in explaining the purpose of the class as indicated in the project question.

However, some comments indicated that the students seemed more anxious to begin their language-learning plans than going through the workbook. It was also mentioned that the workbook “took too long to get through.” These comments were only made by one teacher, so it seems the perception of this aspect was not shared between the two teachers participating in the study. Because the author was not present during the presentation of the workbook, it is difficult to determine why this difference of opinion occurred. It may have been because the teachers did not feel passionately about the principles of self-regulated learning. The students could have received subtle messages from one of the teachers that the workbook was less important than their language-learning plans or was an obstacle to completing those plans. Another reason for the less favorable impression about the workbook could be the lack of training on how to use the workbook. The author indicated to the teachers how the workbook should be used but did not offer any further explanation or support. This important issue will be further discussed in the implications section.

Discussion of Summer 2012 GAP pilot: Students' perceptions. The students in the Directed Studies class participated in two surveys and two interviews during the pilot test to determine usefulness of the principles workbook in working with their language-learning plans and thus improving their English skills. It should be remembered that only 26 students participated in this study, and several dropped out toward the end of the semester or chose not to participate, leaving 20 students who responded to the final survey and interview. Therefore, the data collected at the end of the semester was from a smaller sample size than at the beginning of the semester.

The survey given at the beginning of the semester after the students had worked with the workbook for two weeks indicated that 74% of students found it useful, but there were still many students, 26%, who perceived the workbook as less useful. These opinions did not change much over the course of the semester as the ending survey showed only a 5% increase in students who classified the workbook as useful. This slight increase lead the author to speculate that students did not make the connection between the principles of self-regulated learning and their individual language-learning plans.

The consistency of most students' opinions about the workbook could also be a result of the poorly worded survey questions. For example, students were asked to choose a degree of usefulness from very useful to very useless. Perhaps simply asking students if the workbook was useful or not and then gathering comments on why would have been sufficient because even when students marked on the survey that the workbook was only "somewhat useful," the comments that accompanied the classification were positive. For example, one student commented "the organization was very meaningful because the order was step-by-step, and it was very easy to understand." Therefore, it is possible that this perception of usefulness is

derived from these other factors and not the workbook itself. As there is some degree of uncertainty, this will need further investigation.

Additionally, the students were asked in each interview if they would use the Principles workbook after the semester in GAP. At the beginning of the semester, the majority of the students said they would not use the principles workbook again. They felt they had “already learned it” and that it would not be useful after completing the Directed Studies class. However, when asked the same question in the interview at the end of the semester, the majority of students responded that they would use the workbook again. Many mentioned taking it with them to their home countries and using it in their future studies. One student commented “these points are important, not just for this semester.” It was very encouraging to see that students recognized the long-term benefits of learning how to be self-regulated learners.

Discussion of Winter 2013 pilot. The findings from this pilot study are helpful in understanding the usefulness of the Principles workbook. In this study, the teachers were asked to indicate how they viewed the students’ perceptions about self-regulation through the eight lessons that were presented in each class. The results showed there were many positive reactions on the part of the students related to the principles of self-regulated learning. With each principle that was presented in class, the students seemed engaged and willing to learn and apply these principles. For example, one of the teachers indicated that “students wanted to apply these aspects quickly.” This shows that the presentation of the principles encouraged self-regulation among the students. This could be because teachers had lesson plans to assist them in presenting the principles to their students. Having lesson plans reinforces the comment made above that teacher training and support is important for successful implementation of the workbook.

One of the major premises of the principles workbook is that it would be easily adaptable

to any proficiency level within a language institution. While this conclusion could only be assumed based on the results of the GAP pilot study, the results of the ELC's pilot study confirmed that this workbook could certainly be used outside of the context for which the workbook was initially created. There were 214 students in seven of the levels at the ELC who used this workbook. The lesson plans and the workbook were the same for each teacher and level, so it was the teachers' responsibility to adapt the workbook and the lesson plans to their individual classes. From the surveys, it is clear that this was successfully executed. The results supported the possibility that the Principles workbook could be adapted to various levels in different language institutions.

Limitations

There are several limitations to this project that must be considered. These limitations include the method of gathering data, the number of participants, and the presence of the author in the class during the first pilot study. Limitations regarding participants of the second pilot study will also be discussed.

Limitations of the GAP pilot study. First, the survey and interview questions could have been clearer and more explicit to ensure the students understood what was being measured. Because there was not a significant increase in perceived usefulness of the workbook from the students, the author must question whether students truly understood the survey questions. Also, the interview question regarding future use of the workbook by the students after the semester ended was not clear. Some students commented on the workbook and others commented on the six principles being useful after the semester. Therefore, it is difficult to determine if students were responding about using the workbook itself or the principles taught therein in the future. This question should have been more explicit.

Second, the pilot study only included 26 students and two teachers. The number of participants was low, especially toward the end of the semester because some students left the ELC before the semester ended. This reduced the number of survey and interview responses. More participants in this study would certainly have helped clarify students' perceptions of the workbook.

Finally, the author was not present during the presentation of the principles workbook to the students and therefore had to rely solely on information from only two teachers about how they presented the workbook during class. It was determined at the beginning of the study that the author would not be a teacher in the class so that the usefulness for teachers could be measured. It was important to allow teachers who were not familiar with the workbook to administer it in class. This would allow the author to determine whether the workbook could be successfully used by others. However, it would have been helpful for the author to be an observer in order to know the method of presentation, how it was implemented during the semester, and how much focus was given to the workbook after the initial introduction.

Limitations of the ELC's study. Since the teachers were the only participants surveyed in this study, it was impossible to directly determine the students' opinions of the workbook. Although the focus was on the lesson plans that had been created by the administrators at the ELC, it would have been beneficial to also survey the students regarding the six principles. Because the workbook is being used by both teachers and students, it seems important to gather direct feedback from the students and not just the impressions of the teachers. Student voices need to be included in future studies about the workbook.

Also, the survey did not mention the principles workbook directly but just addressed the lesson plans used to present the principles. It would have been beneficial to learn how the

students used the workbook and how the information contained therein was perceived by the students, especially the activities in each chapter. This could have provided an additional insight into the usefulness of the workbook.

Implications

Despite the limitations mentioned above, these studies showed that the principles of self-regulated learning are important (Andrade & Evans, 2013), and the workbook was perceived as useful by the majority of participants. Both teachers and students possess an important role in self-regulated learning. As Zimmerman (2002) noted, “Although teachers also need to know a student’s strengths and limitations in learning, their goal should be to empower their students to become self-aware” (p. 65). Therefore, it seems logical that drawing student’s attention to these six principles will improve their learning. Therefore, teachers could benefit from being aware of these principles and being encouraged to present them to their students.

The application of the six principles of self-regulated learning should not be limited to one class or one level of a language institution. The results of the two different studies attests to that. Because the majority of the students indicated that the workbook and the principles were useful, it seems that the workbook was viewed positively. Being exposed to these principles would potentially allow students to apply the principles to their study and better prepare them for a university or employment environment where they may likely be expected to complete assignments or projects on their own.

As indicated by both studies, teacher training is an important aspect that should not be overlooked. The GAP pilot study did not overwhelmingly prove the usefulness of the Principles workbook, which could be because of the lack of teacher training regarding the workbook and how to implement it in the class. The ELC pilot study reported a more positive reception of the

workbook, which could have been because the teachers were provided with lesson plans to assist them in teaching the six principles of self-regulation to their students. Therefore, it seems reasonable to conclude that teacher training is essential in teaching and encouraging self-regulation.

Also of great importance is the weight and attention given to these six principles by an institution. While the ELC's pilot study offered more positive results than the GAP pilot study, there were still comments made by teachers that more emphasis of the principles would help ensure students were truly becoming self-regulated learners. In order for this to happen, the principles should be a larger part of the curriculum of an institution instead of mini-lessons that are presented once during a semester and not mentioned again. Students should be consistently reminded of the principles by their teachers, and teachers should have sufficient training to encourage students to diligently apply the principles of self-regulation. This type of implementation has the potential for the greatest success because students would be shown how important it is to become self-regulated.

Suggestions for future evaluation

This project could be the starting point for other projects and research. There are several avenues that remain unexplored and which could be valuable to widely implementing the principles of self-regulated learning in language institutions.

First, it could be beneficial for the teachers to be presented with a suggested timetable for introducing and reinforcing the workbook and the principles during the semester. This would ensure continued exposure and emphasis on the principles so that students could better grasp the importance of developing self-regulated skills and therefore potentially increase the perception of usefulness regarding the workbook and the principles. Students and teachers indicated in both

pilot studies that reminder lessons during the semester would have helped reinforce the principles and encouraged motivation. Therefore, discussing each principle more than once in class would be beneficial.

Also, control and experimental groups could be used in testing the workbook and the principles. It would be interesting to discover if there were differences between the two groups regarding their learning and their confidence to study on their own. Such a study may produce results that could offer beneficial guidance to self-regulation in language learning. A major premise of the workbook is that the principles of self-regulation can help improve the outcome desired by ESL students. If the experimental group used the workbook and saw better results than the control group, it could be concluded that the Principles workbook does accomplish the goal of creating better learners with the six principles of self-regulation.

Conclusion

The author has introduced the six principles of self-regulated learning in a language-learning environment, created a workbook to allow students to acquire these skills, and conducted pilot studies to determine the usefulness of the principles workbook for both teachers and students in an intensive English program. The majority of those that participated indicated that the workbook was useful and that they would use it again even after the semester was finished. The teachers involved in the first pilot agreed that the workbook provided invaluable assistance in the Directed Studies class. The second study also indicated that students understood the principles well and seemed to grasp the importance of becoming self-regulated learners. These six principles of self-regulated learning possess the potential for increasing productivity and language proficiency.

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Appendix A: Principles Workbook Student Survey Questions

Initial Survey:

1. Please enter your student ID number in the box below
2. What is your native language?
3. How long did you study English in your country?
4. How long have you studied at the English Language Center?
5. How many hours a day do you spend using the Principles workbook?
 - a. I don't use the Principles workbook
 - b. 1 hour
 - c. 2-3 hours
 - d. 4-5 hours
6. How useful do you think the Principles workbook is?
 - a. Very useful
 - b. Useful
 - c. Somewhat useful
 - d. Somewhat useless
 - e. Useless
 - f. Very useless
7. Why did you answer the previous question the way you did? Please give at least 2 sentences about your choice.
8. What do you like about the Principles workbook?
9. Please explain why you answered the previous question the way you did.
10. What is your favorite chapter in the Principles workbook?

11. Why is it your favorite chapter?
12. What is your favorite activity in the Principles workbook?
13. Why is it your favorite activity?
14. Do you think you would use the principles from this workbook after this semester?
 - a. Yes
 - b. No
15. Why did you answer the previous question the way you did?
16. What do you wish was different about the Principles workbook?
17. Please explain your answer to the previous question
18. What would make using the Principles workbook easier?
 - a. Clearer activities
 - b. More examples
 - c. Better explanations
 - d. Other
19. Please explain your answer for the previous question.
20. Please provide an other information about the Principles workbook that you think would help improve it for future semesters.

Final Survey:

1. Please enter your student ID number.
2. What is your native language?
3. How long have you studied at the ELC?
4. How many hours a day do you spend using the Principles workbook?
 - a. I don't use the Principles workbook
 - b. 1 hour
 - c. 2-3 hours
 - d. 4-5 hours
5. How useful do you think the Principles workbook is?
 - a. Very useful
 - b. Useful
 - c. Somewhat useful
 - d. Somewhat useless
 - e. Useless
 - f. Very useless
6. Why did you answer the previous question the way you did? Please give at least 2 sentences about your choice.
7. What did you like the most about the Principles workbook?
8. What do you think should be changed about the Principles workbook (examples, activities, how it's presented in class, etc.)?
9. Why did you answer the previous question the way you did?
10. If you could choose to be in a class that uses the workbook and one that does not, which

would you choose?

- a. I would like to use it in class
 - b. I would not want to use it in class
 - c. I do not have an opinion
11. Why did you answer the previous question the way you did?
12. Please provide any other suggestions you have that would improve the usefulness of the Principles workbook.

Appendix B: Student Interview Questions

Initial interview:

1. What are your overall impressions of the workbook?
2. What do you think could be improved? Why?
3. Would you use this workbook after this semester? Why?
4. What other feedback do you have that you think would be helpful?
5. Have you completed the online survey?

Final interview:

1. What was your favorite chapter of the workbook?
2. What did you like most about the workbook overall?
3. What would you change about it?
4. Would you use it after this semester? Why?
5. Do you have any other comments about the workbook?

Appendix C: Teacher Interview Questions

1. How easy was it to explain/present the Principles Workbook to your students? Please give as much detail as possible.
2. Did you run into any problems or concerns while presenting the workbook? Please elaborate.
3. How useful do you think this workbook was for your students this semester? Please explain.
4. How well does this workbook mesh with the curriculum of the GAP program? Please provide some details to explain this.
5. How do you think the workbook and/or the administration of the workbook could be improved in future semesters? Please explain why you think this way.
6. Please provide any other helpful feedback and/or suggestions you have regarding the Principles Workbook.

Appendix D: ELC Pilot Study Survey Questions

Lesson 1:

1. Type your name here
2. How long did it take you to teach this self-regulation lesson?
3. What went well when you taught it?
4. What things would you change if you taught it again?
5. What suggestions would you give us to change the lesson plan?

Lesson 2:

1. Type your name here
2. How long did it take you to teach this self-regulation lesson?
3. What went well when you taught it?
4. What things would you change if you taught it again?
5. What suggestions would you give us to change the lesson plan?

Lesson 3:

1. Type your name here
2. How long did it take you to teach this self-regulation lesson?
3. What went well when you taught it?
4. What things would you change if you taught it again?
5. What suggestions would you give us to change the lesson plan?
6. Do you feel like this lesson will change students' behavior? Why or why not?

Lesson 4:

1. Type your name here
2. How long did it take you to teach this self-regulation lesson?
3. What went well when you taught it?
4. What things would you change if you taught it again?
5. What suggestions would you give us to change the lesson plan?
6. Do you feel like this lesson will change students' behavior? Why or why not?

Lesson 5:

1. Type your name here
2. How long did it take you to teach this self-regulation lesson?
3. What went well when you taught it?
4. What things would you change if you taught it again?
5. What suggestions would you give us to change the lesson plan?
6. What level did you teach this lesson to?

Lesson 6:

1. Type your name here
2. How long did it take you to teach this self-regulation lesson?
3. What went well when you taught it?
4. What things would you change if you taught it again?
5. What suggestions would you give us to change the lesson plan?

6. Do you feel like this lesson will change students' behavior? Why or why not?

Lesson 7:

1. Type your name here
2. How long did it take you to teach this self-regulation lesson?
3. What went well when you taught it?
4. What things would you change if you taught it again?
5. What suggestions would you give us to change the lesson plan?
6. Do you feel like this lesson will change students' behavior? Why or why not?

Lesson 8:

1. Type your name here
2. How long did it take you to teach this self-regulation lesson?
3. What went well when you taught it?
4. What things would you change if you taught it again?
5. What suggestions would you give us to change the lesson plan?
6. Do you feel like this lesson will change students' behavior? Why or why not?

Appendix E: Lesson Plan Outline for Self-Regulation

Dear Teachers,

Below you will find the lesson plans for eight mini-lessons on self-regulation. These lessons are part of our comprehensive process to teach students to “expect excellence.” The lessons are spread out through the skill areas, so that students feel the unified effort to learn to become self-regulated. Also, this should ensure that no teacher feels an undue burden of sacrificed class time. Lesson 1 is more extensive because of its introductory nature and, therefore, will take about 30 minutes of class time the first week of class. Each other lesson should only take 15 minutes. Along with this set of lesson plans, each teacher also needs the “Developing Language Learning Plans Through 6 Principles of Self-Regulated Learning” packet. All ELC students are required to purchase this packet from the front office as part of their required texts for their reading class. Students will use this packet throughout the semester as they learn about and become self-regulated learners. You will find the materials needed for each lesson included in this packet, but you will need to make copies for your class when necessary. The electronic copies of these materials are also available in TeacherXchange in the folder labeled Self-regulation. We are confident that although you will be giving up some teaching time, the change you see in your students through this teaching will be well worth the sacrifice. Thank you,

The Executive Council

Lesson 1 Plan: Introduction to Self-Regulation

Teacher: Grammar;

Materials needed: PowerPoint & projector with Self-Regulation example; hand-outs with comparisons of self-regulated students;

1. Attention activity: running a marathon—Use PowerPoint. Follow script in notes section of PowerPoint.
2. Self-regulation means that we are able to set our own goals to lead us to excellence. It means that learners control the factors that affect their learning and they know how to use strategies to be successful. When students choose to do things that will help them learn, they are happier and more motivated than if they are forced to fit into a structured set of rules. They are also able to continue to set and reach their goals after they leave the ELC. Students who learn to be self-regulated learners have stronger academic performance than those who do not.
3. Teacher: Have students define self-regulation in their own words.
4. Put students in groups. Have students compare situations using self-regulation and not using self-regulation. Which students do you want to be and why? Make a goal now to be a self-regulated student this semester!
5. As we talk about self-regulation this semester, we will learn about 6 key principles that when mastered will make you a self-regulated learner. These principles are: **motive**,

method, time, physical environment, social environment, and performance.

6. Homework—what to leave with: Think of a situation where you were able to choose what road to take. How did it help you? What did you learn? How would it have been different if someone else chose for you? How can this apply to your time at the ELC?

Lesson 2 Plan: Understanding Motives & Setting SMART goals;

Teacher: Writing;

Materials needed: Examples of good and bad goals; *Developing Language Learning Plans* packet;

1. Warm-Up: Have students talk for 1 minute to their partner answering the following questions: 1. *Why are you at the ELC?* 2. *What are your reasons for learning English?*
2. Overview: Today you will learn how to set goals and how to define what motivates you. One way to keep our motivation strong is to set goals.
3. Have students get out their copy of *Developing Language Learning Plans Through 6 Principles of Self-Regulated learning*. (They should have bought this to use in each of their classes).
4. Turn to p. 5 in the workbook. Read together the description of SMART goals. If you have time give the following examples of bad goals. For each goal, explain what needs to be changed to make it a SMART goal.

Goals should be

- Specific
 - Measurable
 - Attainable
 - Realistic
 - Timely
5. Have students use Gustavo's goals (p.6) as examples to write their own goals;
 6. Talk about students' **why**, p. 6. Have them write down the real reasons they want to learn and write them down. Tell students, "Whenever you feel like giving up, remember these reasons!"

Note: De-Motivators will be addressed in the next lesson.

Lesson 3 Plan: De-motivators & Fear

Teacher: Listening/Speaking & Life Sciences;

Materials needed: *Developing Language Learning Plans* packet; chalkboard/whiteboard;

1. Dealing with de-motivators: Use Andrea's packet to explain what de-motivators are and how to overcome them. P. 7
2. Have students write things that demotivate them and write how they overcome the de-motivators.
3. Tell students that they will role-play one of their situations with a partner so that they can practice confronting their de-motivators. Model this for the class: One student will pretend to be your friend who tells you to come to the movies. You tell your friend (the student) that you have a lot of homework. Tell him that when you finish your homework you will call him and see if there is still time to go to a movie.

4. Introduce fear: Ask students: Do you sometimes feel afraid to speak in English? Describe those situations. When do you not feel afraid?
5. We feel afraid to speak a second language because it's difficult and because we might feel "it is a threat to our self-concept. We can't be ourselves when we speak the language"
6. Ask students to list things that will decrease their fear. Have students brainstorm and write on the board.

Add these ideas to their brainstorming (from Brown, *Strategies for Success*):

- Develop overall self-confidence
 - Make a list of your strengths and weaknesses
 - Set goals to overcome your weaknesses
 - Tell yourself that you are smart and can do it
 - Think positively
 - Don't say, "I can't" or "I'll never get it."
 - Don't let others' bad attitudes affect you.
 - Ask for help
 - Practice English as much as possible (this will help you feel more comfortable)
 - Remember a few "butterflies in the stomach" can actually be helpful. A little nervousness tells you that you care about learning and want to do your best.
7. Homework: Challenge students to practice overcoming their de-motivators and their fears this week and tell the class about their experience.

Lesson 4 Plan: Methods for learning.

Teacher: Reading & International Studies;

Materials needed: scissors, stapler, tape dispenser, (wrench, hammer, nails, etc. if available);
Developing Language Learning Plans packet

1. Use example of toolbox; Ask students to do various jobs, but with the wrong tools.
 - a. Can you cut the table in half please (scissors)
 - b. Will you measure the length of the chalkboard for me (stapler)
 - c. I need you to hang this picture on the wall (measuring tape and nail)
 - d. What would happen if we only had one tool? What would happen if we had all the tools but we didn't know how to use them?
 - e. To be a successful carpenter we have to have the tools, but we also have to know how to use them!
 - f. To be a successful learner you need a variety of tools (strategies) and you need to know what tools work the best for you in each situation.
2. Use *Developing Language Learning Plans* packet p. 9 to go over different strategies. Read through as a class.
3. Have students identify their "how"—p.10. Have students write down strategies they already use and strategies they want to try using.
4. Go over recognizing patterns.

Lesson 5 Plan: Time

Teacher: Grammar; Week 8

Materials needed: time management cartoon; *Developing Language Learning Plans* packet;

1. Start with cartoon. Does this feel like you?
2. Use examples of Gustavo & Hyejin (p. 13); have students write their own “when”.
3. Go over priorities.
4. With a partner have students discuss where they think they spend most of their time.

Lesson 6 Plan: Physical Environment

Teacher: Reading & International Studies;

Materials needed: pictures of different places to study; *Developing Language Learning Plans* packet;

1. Begin by showing students pictures of different places to study. In a group, talk about where you like to study and why.
2. Read about Optimal conditions p. 15;
3. Have students complete the “Where” chart.
4. Read about resources and complete the resources chart as a class.

Lesson 7 Plan: Social Environment

Teacher: Listening/Speaking & Life Sciences;

Materials needed: *Developing Language Learning Plans* packet

1. Start with a mini-debate on this topic. Is it better to study alone or in a group?
2. Tell students that there is not one right answer to this question. It depends.
3. If you choose, you can also review Lesson 6: Physical Environment.
4. Go over pp. 18-19 in *Developing Language Learning Plans* packet. Have students write their “who”.
5. **Homework:** Evaluate your “who”. Can you be studying better?

Lesson 8 Plan: Performance

Teacher: Writing;

Materials needed: President Monson quote; *Developing Language Learning Plans* packet

1. Read quote as a class. “When performance is measured, performance improves. When performance is measured and reported, the rate of improvement accelerates.” (Pres. Monson, 2004). What do you think this quote means?
2. Ask students: How do you know if you are improving? How do you know if you are reaching your goals?
3. Use *Developing Language Learning Plans* packet p. 20-21; read the examples from Gustavo & Hyejin; Have students write their thoughts about how to achieve their goals;
4. Have students read Analyze to Improve p. 21 in a group. Have them discuss the questions in the section as a group.
5. **Assignment:** keep a weekly journal to discuss your progress on your goals

Appendix F: Principles Workbook (full text; begins on following page)

Six Principles of Self-Regulated Learning: Developing Self-Regulated Language Learners



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Introduction

Welcome to the wonderful world of self-regulated learning! In the following chapters, you will find tips and ideas to help you be in charge of your own learning. While it may be helpful to have a teacher, tutor or other expert in language learning give some type of feedback on the activities you complete, the success of your learning does not depend on it. So, don't feel discouraged if it's just you...you can do it!

This workbook is intended to assist you in establishing your learning and keeping track of your personal goals while teaching you to be a self-regulated learner.

Note to administration/institution: For your students to be truly successful self-regulated learners, these principles of self-regulation should be integrated into your curriculum. Research has indicated that teacher training and continued exposure to the principles is vital for encouraging self-regulation. There are many ways to do this and the decision is ultimately up to you. See the appendix for ideas regarding implementation.

Note to teacher: If you are using this workbook in your class, be sure that your students are clear on what they need to do. While this is an overall personal journey, the students may seek your approval and feedback to make sure they are on the right track. There is nothing wrong with you giving them a little push in the right direction. Your role in their development at this point is to be their guide. Encourage them to use their time wisely and help them see the value of self-regulated learning.

Note to student: Whether you are using this workbook in a classroom setting or by yourself, you should remember that it is *your* personal learning journey. Decide on the goals you have and focus on the principles presented in the workbook. Remember that you need to set goals first so you have something to work toward. Use every aspect of this workbook.

Chapter 1: Motive

The first principle of self-regulated learning is motive. This principle is “related to the reasons for learning” (Andrade & Evans, 2013, p. 13). Each language student is personally motivated by a desire to be better at something. This desire is what drives the student to achieve a specific goal. This motivation is vitally important to the success of the learner.

In this chapter, you will learn about how to set goals, define what motivates you, and become aware of things that may cause a loss of motivation. These ideas will help you get started on creating your own plan for language learning.

Gustavo and Hyejin

Gustavo and Hyejin will be mentioned in each chapter to guide you through these six principles. They are students just like you who needed to develop self-regulated learning skills. They have different needs and interests, so they take different things out of each principle. As you learn from them, think about how you can use the information given in this workbook to help you.

Gustavo

Gustavo is in his second semester at an ESL program. Gustavo also has to work to support his wife and children. In order for him to stay motivated, Gustavo sets goals for himself and writes down his goals in his study journal. Learning English will help Gustavo get a promotion at work, which means more money for his family. That motivates him a lot! Gustavo also writes down things that might make him lose motivation. He works hard everyday, so sometimes it's hard to want to study. He also loves to watch mystery TV shows, so he has to be careful not to watch TV when he should be studying.

Hyejin

Hyejin is also taking ESL classes. Learning English is required for her degree, so she needs to do well in her classes. Hyejin knows that she is not a very motivated person. However, English is very important for her future jobs, so she really needs to do well in her classes. This is what motivates her. She writes her reason for studying on the mirror in her bathroom, so she looks at it every day. Hyejin is easily distracted from her studying, so she has to be very careful to make sure she does her assignments on time. Hyejin doesn't know how to set good goals, so she asked her teacher for help. She knows this is important for success.

Now that you know a little about Gustavo and Hyejin, let's see how the following aspects of motivation can help them and you.

SMART Goals

Keeping your motivation for learning alive is sometimes a difficult task. One of the ways to stay on track is to set goals. Doran (1981) came up with a goal-setting method that is used widely by many people, SMART goals.

Let's look at the meaning of each letter:

Specific:

A specific goal is clear and has a much better chance of success than a general goal. Here's an example:

General: Lose 10 pounds. *Specific:* Workout 3 days a week for 30 minutes, so I can lose 10 pounds. See the difference? The specific goal is much clearer.



Measurable:

In setting your goals, you need to have some way of measuring your progress. Think about the following questions to help you measure your goals:

How much? How many? How will I know I've accomplished my goal?

Attainable:

Attainable goals should make you stretch, but it should not be unrealistic or impossible to reach. Remember that language learning will take some time; stick with it and work on your goals with determination. Consider this question when setting attainable goals:

How can this goal be accomplished?

Relevant:

To have and maintain motivation, your goals need to be relevant, meaning they need to be important to you, not because someone else said they should be your goals. The most important thing to remember is that your goals must be relevant for *your* purposes.

Timely:

When setting your goals, you should think about the time frame or a deadline for completing them. You need a specific endpoint to know when your goal should be accomplished.

Remember, you will be most successful in your learning if your goals are *specific, measurable, attainable, relevant* and *timely*. Now you try.

Fill in the chart below with your goals. Think about the descriptions above and include each in your goals. Gustavo has provided one of his goals as an example for you.

<i>Gustavo's Goal</i>	Your Goal #1	Your Goal #2
<i>I will read 2 books each month for my reading class. I will know this goal is accomplished when I turn in my book reports. This is a little slower than normal, but I need the extra time to read because I work full time and I want to spend time with my family, too. It is timely because I will be finished before the end of the semester.</i>		

Your “Why”

Everyone has his or her own reasons for wanting to learn. Sometimes, people lose sight of the reason because of other circumstances in life. However, remembering those reasons will keep motivation alive, which will lead to successful learning. So, why are you learning? Take some time to think about the real reasons you want to learn and write them down.

Remember these reasons whenever you feel like giving up. They can be the push you need to keep trying when it seems to hard to keep going.

De-Motivators

We have seen that motivation is an important part of successful learning. However, there are “de-motivators,” or things that can cause you to lose motivation. It is also important to be aware of these de-motivators as well so they do not take over and cause learning to slow down or even stop. Let’s look at an example:

Hyejin becomes unmotivated when her friends invite her to hang out with them. She is very social and enjoys spending time with friends. This is a de-motivator for her. However, because she knows this, Hyejin schedules time to be with her friends *after* she has finished her studies for that day. That way she gets her assignments done and still has time to hang out with friends. Hyejin has learned that it is important to know what might make her lose motivation and she has found a way to overcome it. You will also benefit from identifying what your de-motivators are.

Think about things that cause you to lose motivation. Write them down and then write down ways you can overcome them:

De-Motivators	How to overcome de-motivators
<i>Hyejin's example: friends invite me to hang out</i>	<i>Schedule time to spend with friends and do my homework first, before I go out with them</i>

Being aware of these de-motivators will help you recognize when something is pulling you away from your goals.

Notes

(This page has been provided for you to write anything else regarding your use of the principle discussed in this chapter that would be helpful for you.)

Chapter 2: Method of Learning

The second self-regulated learning principle has to do with the way you learn or the methods you use. Method of learning answers the question “how.” Andrade & Evans (2013) said, “The more strategies learners have, the more successful they can be” (p. 14). Strategies such as taking notes and summarizing are used by students to get the most out of their study.

It is important to be aware of the method that works best for you. In this chapter, you will have an opportunity to identify strategies you use and how you learn best.

Strategies

Everyone learns differently, but in a class of 15-30 students, a teacher cannot focus on all those differences individually. Because of this, students need to be aware of strategies they use in order to learn and apply the content being presented by the teacher. You may already be aware of the strategies you use, but let’s look at some examples.

Some strategies for learning include taking notes, vocabulary note cards, asking questions, drawing pictures to represent class content, summarizing, memorizing, and going to a tutor for extra help. When you use strategies that work for you, learning is put into your hands. This makes the learning process more personal, which can also increase your motivation. It is important to recognize strategies you are already using, and you can always try new ones.

Let’s look at how Gustavo and Hyejin use strategies in their studies:

Gustavo

Gustavo likes to make take notes when he studies because writing things down helps him remember them later. He also asks the teacher a lot of questions because it helps him put the information and his thoughts into words.

Hyejin

Hyejin is a visual learner, so she draws pictures to represent the information she is learning. She also likes to make note cards and spend time memorizing them. These strategies are the best for her.

Gustavo and Hyejin have identified different strategies that work for them. The strategies they use are not the same, but that's okay. They have found what works for them.

Your “How”

As mentioned in the previous section, it is important to use strategies that work for you in addition to what is being taught by a teacher. In order to use strategies, you have to know which ones are most effective for the way you learn. Look back at the examples given in the previous section. Then, take some time to think about things you do when you are learning and studying. Write down strategies you use and strategies you may want to try using.

Now that you have some ideas, try using these strategies in your learning. This will make your study more effective and help you get the most out of your learning.

Recognize Patterns

Along with recognizing strategies you use while learning, it is also important to recognize that activities your teachers use in class are also helping you improve your skills. These activities can also be viewed as strategies to assist your learning. For example, in a writing class, students need to be able to write long essays as well as short responses. Therefore, doing timed writing activities help students practice writing quality responses in a short amount of time. If you find it difficult to write a good answer quickly, doing more timed writing practice would be beneficial to your progress. Keep in mind

that learners often do not want to spend time on activities they feel are difficult for them. However, working on those weaknesses is what makes learners successful.

Think about activities you do in your classes. Which ones are difficult for you to complete? Are they difficult because you need more practice with them? Fill in the chart below and refer to it often.

Activities from Class	Difficult Activities
<i>Example: Recording your voice and then listening for specific pronunciation</i>	<i>Example: Timed reading – this is hard because I don't read fast...I need more practice</i>

Keep these activities in mind when you study on your own. The way you study is up to you, so take advantage of your personal methods.

Notes

(This page has been provided for you to write anything else regarding your use of the principle discussed in this chapter that would be helpful for you.)

Chapter 3: Time

Ramdass and Zimmerman (2011) discuss how time management is an important principle in the success of learning growth in students. Time spent on tasks helps determine how a student will be able to succeed in their goals. In self-regulated learning, time is a necessary principle. Andrade & Evans (2013) said, “Learners who demonstrate good time management skills are aware of deadlines, begin working on assignments early, set priorities, and accurately evaluate both the difficulty of tasks and the amount of time needed to complete them” (p. 14). You will learn some important tips to help you manage your time in this chapter so you can use time to your advantage.

Time Management

Managing your time is an essential part of being a self-regulated learner. Let’s look at how Gustavo and Hyejin deal with their time.

Gustavo

Gustavo wakes up at 4:30 am and goes running. After a 30-minute run, he comes home, showers, and starts working on his assignments for class. Around 7:00 am, he starts making breakfast for his wife and kids. Half an hour later, he eats breakfast with his family, sends his children off to school, and then goes to work. He works a normal day and then goes to class. After class, he has dinner with his family, spends some quality time with them, and goes to bed around 9:30 pm.

Hyejin

Hyejin does not like to wake up early. She is what we call a “night owl” – she likes to stay up late. Usually, Hyejin wakes up around 10:00 am, gets ready for school, and has her first class at 12:00 pm. She does her schoolwork and spends some time with friends. She doesn’t have a super structured day like Gustavo does. She prefers to just let things happen when they happen. However, around 9:00 pm she works on her homework for class, and then she usually goes to bed around 1:30 am.

You may be thinking, “Wow! Gustavo wakes up early! Why doesn’t he just sleep in and do his studying at night?” He gets up early because that is when he gets the most done. Gustavo knows when he is the most productive and plans his schedule so he can study when it’s best for him. He has good time management skills because he completes the most important things first and then fills his time with other activities. Hyejin also knows that she is most productive at night, so that’s why she chooses to do her homework at night.

Your “When”

Now, let’s use Gustavo as an example. He is a morning person, so he knows that he is the most productive when he studies in the mornings. Think about when you feel you get the most done. Is it in the mornings? After lunch? Late at night? Write down your thoughts below:

Remember this when you are planning your study time. If you study at a time that is most productive for you, you will get a lot accomplished and have time for other things as well.

Setting Priorities

Along with knowing the time when you are most productive, you also must know how to set priorities. This means that you put the most important things first and get them done before doing other things that may not be the best use of your time. Think about the following chart presented by Covey (1989) in his book *The 7 Habits of Highly Effective People*:

	Urgent	Not Urgent
Important	Crisis Pressing Problems Projects with a deadline	Exercise Recreational activities Preparation/planning
Not Important	Many popular activities Some phone calls Some meetings	Watching mindless TV shows Junk mail Busywork

Which box do you think describes where you spend most of your time? You want most of your time to be spent doing things that are important; this is where you will be the most productive with your time. Completing the important tasks first will allow you to have time for fun things later, and you will not be stressed about getting things done.

Notes

(This page has been provided for you to write anything else regarding your use of the principle discussed in this chapter that would be helpful for you.)

Chapter 4: Physical Environment

The fourth principle in self-regulated learning has to do with the place in which a student chooses to study. It is important to be aware of your surroundings when studying so that study time can be effective (Andrade & Evans, 2013). Along with making sure the environment is appropriate for learning (i.e. free of distractions), physical environment also refers to “the opportunity to access information related to learning” (Andrade & Evans, 2013, p. 14).

In this chapter, you will determine where you study the best and what the conditions need to be, as well as where you can go to find the information you need to be successful as a learner.

Optimal Conditions

You may be wondering, “What does ‘optimal conditions’ mean?” This is simply referring to the conditions you need to have in order to be the most productive in your learning. Let’s see what Gustavo and Hyejin’s optimal conditions are:

Gustavo

Gustavo likes it to be quiet, so he studies when his family is still asleep. He prefers doing his studying at home because it is an informal environment, and he feels more relaxed there than at a place like the library. He can also control the light and temperature while he is studying because it is his own house.

Hyejin

Hyejin needs noise when she is studying...she either has the TV on or plays music while she does her homework. She likes studying at home because she’s comfortable there. She likes to study on her bed because she feels that studying at a table is too formal and not relaxing. She usually uses a lamp so she has extra light.

These conditions may not be what you like when you study, but maybe they are similar. Wherever you study, make sure it has your optimal conditions.

Your “Where”

Like Gustavo and Hyejin, you also need to find which conditions you need to study effectively. Consider the following factors:

- Formal vs. Informal setting – do you need a desk or the couch? Do you need to be in the library or can you study at home?
- Noise vs. Quiet – can you study with a lot of noise around you (people talking, music, etc.), or do you need complete silence?
- Temperature – can you study when it’s cold, or do you need a warm study area?
- Bright vs. Dim – do you need a lot of light, or does too much light give you a headache?
- Movement – do you need to study in a place where you can walk around, tap your fingers on the table, or chew gum?

Where do you need to study? What factors make you study effectively? Write your personal optimal conditions below:

As with the other principles we have discussed so far, being aware of the conditions you need to study well is important. Try your best to study in these conditions whenever possible.

Resources

While it is important to know where you are going to study, it is also important to know where the resources are that you will need. These resources could include books, CDs, DVDs, websites, tutors, or pens and paper. When thinking about your resources,

remember to include things that may not seem like regular resources, like tutors or the library catalogue. Learning resources are everywhere; you just have to look for them.

Think about the resources you use regularly. Can you access them easily? Are there any availability issues (e.g. Do you have to wait for a tutor to be available)? In the chart below, write down some resources you use and how easily you can find and use them.

Resource	Availability
<i>Example: TOEFL preparation book and CDs with answer key</i>	<i>I can check them out for 2 hours a day every day of the week</i>

This chart can help you realize what resources you are using in your learning and recognize if changes need to be made. Remember to use the resources that are the most useful to you, even if they are not the most popular choice.

Notes

(This page has been provided for you to write anything else regarding your use of the principle discussed in this chapter that would be helpful for you.)

Chapter 5: Social Environment

Social environment involves opportunities for students to interact and practice with others, whether they are teachers, tutors, or peers (Andrade & Evans, 2013). Being able to observe and interact with others can lead to the formation of effective habits when it comes to learning. This social feedback encourages self-regulated learners to continue on their path to knowledge and helps them discover new or different aspects of learning (Zimmerman & Tsikalas, 2005). Therefore, it is important for you to recognize those people who may be able to assist in learning. You will have the opportunity to think about that in this chapter.

Opportunities for Interaction and Practice

Even when you are studying by yourself, it is still important to seek out help from others, so you can practice using the language you are learning. How do Gustavo and Hyejin find opportunities for practice?

Gustavo

Gustavo does most of his studying at home in the mornings; however, he sometimes runs into problems, and he needs some help. Who should he ask? He would not ask his wife or kids because they do not have any experience with his class. When Gustavo needs a little help, he chats with his online tutor. This helps Gustavo because he can interact with someone who is a more experienced, and he learns in the process.

Hyejin

Hyejin has several friends who are also taking the same English classes. She often gets together with them to go over the information. Since she is learning English, she also has a friend who is a native speaker. She tries to interact with that friend as much as possible, so she can learn the concepts well. Whenever her friends can't answer her questions, she saves her questions so she can ask her teacher or a tutor.

Like Gustavo and Hyejin, it is important for you to find people like this to offer help and encouragement. Practice makes perfect!

Your “Who”

It is important for you to know whom you can call, talk to, and practice with during your learning experience. Do you have a tutor? Can you practice with a friend or classmate? Think about the people you can call on when you need help. Write their names on the blanks below:

Remember these people when you need some help. However, you should keep in mind that the people you choose should help you with your learning and not distract you from your tasks. Choose wisely!

Notes

(This page has been provided for you to write anything else regarding your use of the principle discussed in this chapter that would be helpful for you.)

Chapter 6: Performance

The last principle for self-regulated learning is performance, which observes what a student is learning. “As learners acquire knowledge or language skill, they observe their actions, reflect on outcomes, evaluate performance, and revise goals” (Andrade & Evans, 2013, p. 15). It is important for students to think about the things they are doing in their learning because this will help them be aware of what needs to be changed or improved to ensure optimal learning. Zimmerman (2002) states that this performance could be thought of in terms of self-observation and self-control. Students should be conscious of these aspects of performance.

In this chapter, you will be given the opportunity to consider these points and describe how you can use them in your own learning.

One Final Example from Gustavo and Hyejin

Gustavo and Hyejin’s use of the principles of self-regulated learning have helped them know how to take charge of their own learning. Because they are mostly learning on their own, they also needed a way to evaluate their progress. Let’s look at what they do.

Gustavo

After each day, Gustavo writes in his learning journal. He writes about what he did that day, new things he discovered, and how he is achieving his goals. This journal helps him see his progress and identify areas where he needs to improve. Gustavo’s reflections in his journal also provide him with motivation because he can see where he started and the progress he has made. He recognizes that writing this down makes him a good self-regulated learner.

Hyejin

Hyejin has to remind herself often why she is studying and what she hopes to learn in her classes. To help her do this, Hyejin writes on her study blog. She started it at the beginning of the semester because she likes to write about things she is doing. She found that writing about her progress helps her stay on track with her goals. She also likes that people can comment on her blog posts. By writing on her blog, she can evaluate what she is learning.

Your “What”

Throughout your learning experience, you should always be thinking about what you hope to achieve through your learning. What do you want to gain? What are you trying to learn? These questions can help keep you on track to achieve the goals you listed in Chapter 1.

Along with these questions, you should also consider what you could do to make sure you will reach your goals. Do you need to adjust anything in your learning? Are you making the progress you thought you would make? Keeping a journal like Gustavo or a blog like Hyejin are just a couple of ways for you to evaluate your own performance.

Consider these ideas and write your thoughts about what you want to achieve and what you can do to make sure it happens.

Remember that you know your potential and you can achieve your goals. Recognizing your “what” will help you stay on track.

Analyze to Improve

In self-regulated learning, it is important for you to analyze your method and progress periodically throughout the learning process. The things you wrote in the previous section should provide a way for you to analyze your performance. Why is this important? Think about this:

What if Gustavo didn’t keep his learning journal? What if Hyejin didn’t write on her blog? These self-assessment measures keep them aware of the progress they are making. Because Gustavo and Hyejin are able to analyze their own

performance, it gives them the tools to continue to be independent learners even after the course is finished.

It is important to be aware of what you are doing, so you can use it to your advantage in the future.

Notes

(This page has been provided for you to write anything else regarding your use of the principle discussed in this chapter that would be helpful for you.)

Conclusion

In this workbook, you have been presented with the six principles of self-regulated learning. These principles are motive, method of learning, time, social environment, physical environment, and performance. Each of them has a specific meaning and use for helping you become an independent learner. Using these principles will give you the tools to set your own goals and use your strengths to your advantage. Remember the things you have written in this workbook. Refer to them often. They will be great tools for you to use to enhance your learning.

While these principles have been specific to your learning, you can also use these six principles in other aspects of your life, for example, at work. If you use the knowledge you have gained, you will be better prepared to take charge of the many aspects of your life and learning.

Gustavo and Hyejin learned a lot through using these six principles. Let's see the result after their classes:

Gustavo

Gustavo finished his second semester with very good grades. He learned the necessary material and was given the promotion at work. He now has extra benefits because of the knowledge he gained in his class. Now he uses the six principles of self-regulated learning to help other people in the company get promotions. He likes to look at his learning journal sometimes to remember how he progressed through the course.

Hyejin

Hyejin passed her English classes with an A+ and then graduated from college. She now works at a top company in her field, and they hired her because of the knowledge she gained in her English classes. She continues to use the six principles to work on projects in her job. She shares the principles with her coworkers so they can be successful, too. When she has a family, she wants to teach her children to be self-regulated learners.

Gustavo and Hyejin saw success with these six principles, and you can too.

References

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Appendix

The following provides a couple of examples showing how the six principles of self-regulation could be implemented in a language institution. Please note that these are not the only ways to adapt this workbook. Each program has different needs and purposes. Use of this workbook and the six principles should reflect the mission of your own institution. Remember that teacher training is central to success with these principles and any implementation you choose. Be sure to give your teachers the support they need.

Example 1

Use the principles in conjunction with a language-learning plan. An example of what that might look like is given below:

Week: September 17 - 20

Due: September 14 at 12:00 PM

Monday	Tuesday	Wednesday	Thursday
1:30	1:30	1:30	1:30
	Presentations	Presentations	
1:50	1:50	1:50	1:50
2:05	2:05	2:05	2:05
2:20	2:20	2:20	2:20
			Plan for next week

Approved: Y/ N

Completed: ____/10

Example 2:

Create mini-lessons to present in each class at different times throughout the semester or year. Also plan for follow-up lessons or activities to encourage students to continuously use and be accountable for these six principles. A sample lesson plan is provided below:

Lesson Plan: De-motivators & Fear

Teacher: *Listening/Speaking*

Materials needed: *Six Principles* workbook; chalkboard/whiteboard;

8. Dealing with de-motivators: Use workbook to explain what de-motivators are and how to overcome them. P. 7
9. Have students write things that demotivate them and write how they overcome the de-motivators.
10. Tell students that they will role-play one of their situations with a partner so that they can practice confronting their de-motivators. Model this for the class: One student will pretend to be your friend who tells you to come to the movies. You tell your friend (the student) that you have a lot of homework. Tell him that when you finish your homework you will call him and see if there is still time to go to a movie.
11. Introduce fear: Ask students: Do you sometimes feel afraid to speak in English? Describe those situations. When do you not feel afraid?
12. We feel afraid to speak a second language because it's difficult and because we might feel "it is a threat to our self-concept. We can't be ourselves when we speak the language"
13. Ask students to list things that will decrease their fear. Have students brainstorm and write on the board.

Add these ideas to their brainstorming (from Brown, *Strategies for Success*):

- Develop overall self-confidence
 - Make a list of your strengths and weaknesses
 - Set goals to overcome your weaknesses

- Tell yourself that you are smart and can do it
 - Think positively
 - Don't say, "I can't" or "I'll never get it."
 - Don't let others' bad attitudes affect you.
 - Ask for help
 - Practice English as much as possible (this will help you feel more comfortable)
 - Remember a few "butterflies in the stomach" can actually be helpful. A little nervousness tells you that you care about learning and want to do your best.
14. Homework: Challenge students to practice overcoming their de-motivators and their fears this week and tell the class about their experience.

Administrators, please remember that these are only two of many methods you may use to introduce self-regulated learning to your students and teachers. Be creative!