

RAISING AWARENESS OF SELF-EFFICACY THROUGH SELF-REGULATED
LEARNING STRATEGIES FOR READING IN A SECONDARY ESL CLASSROOM

By

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CHAPTER ONE: Introduction

As a current English as a Second Language (ESL) and past English as a Foreign Language (EFL) teacher, I have noticed a need for students' belief in their ability to succeed academically, socially, and emotionally. English language learners often face a language barrier that prevents their belief in accomplishing challenging goals and tasks, especially when a higher level of language competency is needed. Students will often complete a task or assignment with no idea as to how well they did. Once they are complemented or used as a positive example, students are in disbelief as to their own abilities. I feel it is not only my job to teach these students how to read, write, speak, and listen in English, but also how to accomplish goals and communicate with confidence, through believing in their abilities. Of course, we cannot tackle every aspect of language learning at once. By focusing on one skill set, strategy, or goal, students may begin to build up their own self-efficacy. As a new teacher in the field of ESL, I am just beginning to investigate and try out the teaching strategies that focus on this promotion of self-efficacy, a belief in one's own ability to accomplish a task or goal.

Currently, I am teaching ESL in a metro area high school. The program is small, and the community is still getting used to its growing immigrant population. Students face many academic, social, and emotional obstacles that native English speakers do not face. Peers are often difficult to find in a middle class, predominantly white high school and ESL students often find a home in the ESL classrooms. I find myself reassuring students almost daily that they can and will succeed in their mainstream classes. Students

also struggle with post-high school goals and whether they will continue their education. My ESL students often lack the organizational skills and motivation to keep up with mainstream assignments. I feel it is necessary to develop their self-efficacy, just as I did with my students several years ago in Bangladesh.

Recognition of Self-Efficacy Needs

When I was a Peace Corps volunteer in Bangladesh, I noticed that students often lacked goals and a belief in their own abilities. I taught students in a technical college who were working on secretarial science, computer, and clothing design skills. I quickly realized through journal writing and class discussion that my students did not believe in their capabilities to accomplish specific tasks or even set goals for the future. In a country like Bangladesh, students were not encouraged to strive for successes that seemed to them to be beyond their reach. Academic and professional encouragement for women was especially unheard of. As a consequence, students' personal motivation to accomplish tasks they had never tried before was extremely low.

Naturally, I wanted to help students believe in their abilities. After looking into self-beliefs, I found that "self-efficacy" was what my students were lacking. Self-efficacy refers to judgments of and beliefs in personal capability, whereas self-esteem or self-concept looks specifically at self-worth (Bandura, 1997). Kasdin defined self-efficacy as "people's belief in their capabilities to perform in ways that give them control over events that affect their lives" and regulate human function through cognitive, motivational, emotional, and choice processes (Kasdin, 212, 2000). As a result of my Bangladeshi students' lack of self-efficacy, I decided to include specific warm-ups, activities, or mini-

lessons in my instruction that I believed would help boost confidence and motivate students to complete tasks. Whether we were focusing on grammar, conversation, or listening, I tried to incorporate strategies that would build self-efficacy. For example, as a warm-up to a lesson on contractions, I borrowed an idea from Canfield and Wells' Book, *100 Ways to Enhance Self-Concept in the Classroom* (1994). Students took a few minutes to write lists of things they could not do. I used the guise that they were practicing contractions, but really I had something else in mind. After a few minutes of students writing item after item of tasks they "can't" do, I asked students to fold the paper in half, in half again, again, and again until it was a small triangle. Then, I passed around the waste paper basket and asked students to throw their paper away. Shocked faces and misunderstanding stared back at me. Why in the world would I want to waste paper and throw out their hard work? This outrageous activity led to a great discussion on what kind of things students had written down, why, and how these things might actually be accomplished in the future.

Another example occurred when we were working on timelines. I wanted to use a real-life example, so I included an example of Abraham Lincoln's life and his hardships. By giving the example of a prominent person who set goals for himself and did not give up, my students seemed more inspired and motivated to try new things. Looking back now, I would have chosen a prominent person of Bangladeshi descent to have more of an impact on the students.

One of the easiest lessons that made the biggest impact on all of my students was the simple practice of walking into a room and shaking hands with me. Because students

were all younger than me, this was culturally appropriate. In Muslim culture, men and women usually do not touch or make eye contact. Although these practices were not widely accepted in day-to-day encounters, they were beginning to be accepted and often expected in cross-cultural or professional meetings. Therefore, professional encounters like interviews with foreign organizations or meetings with prominent businessmen or women in Bangladesh were often awkward. The fact that I was from a country where shaking hands is normal and expected with professional encounters also gave students insight on expectations for professional behavior around the world. The females in my class had a particularly hard time believing in their ability to look strong, confident, and in control. After this quick, straightforward practice, all of my students seemed to have an easier time keeping their head up, making eye contact with me, and even coming up with future career goals.

Throughout my time teaching English in Bangladesh and in U.S. classrooms, I have continued to experiment with daily and weekly tasks and activities that helped promote academic success and goal setting. I have since explored these ideas further and found research that supports the need for self-regulatory strategy instruction (Braten, Samuelstuen, & Stromso, 2004; Pintrich & DeGroot, 1990; Wang, 2007; Zimmerman, Bandura, Martinez-Pons, 1992; Zimmerman & Kisantas, 2005). Self-regulation is the act of practicing thinking patterns and behaviors that are geared toward achieving a goal. (Zimmerman, 1989 as cited in Pintrich & Schunk, 1996). Self-regulatory strategies have been linked to higher self-efficacy in studies in the fields of education and psychology

(Zimmerman, Bonner, & Kovach, 1996; Ching, 2002; Pintrich & DeGroot, 1990; Wang & Pape, 2004).

My study looks specifically at both of these fields: self-efficacy and self-regulation and how they influence each other in an academic environment. Both are complex constructs with a history of change and growth. Bandura (1995) described the four ways efficacy can be developed which I will discuss in the literature review: mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states. I think self-efficacy best describes what I want to promote in my classroom because it not only deals with academic success, but with social, physical, and emotional performance as well. Primarily, research on self-efficacy has been done in the field of educational psychology. Other studies have looked at self-efficacy in both mainstream and ESL classrooms and will be discussed more in the literature review (Rossiter, 2003; Wood & Locke, 1987; Ching, 2002; Pintrich & DeGroot, 1990).

Research Goals

We form habits at early ages, and creating self-belief habits that foster self-efficacy can be encouraged by parents and influential teachers. If self-efficacy is established early on, students will be more likely to persevere in the face of adversity and attempt goals that may otherwise have been pushed aside (Pajares, 2006). I would like to further explore my own practice within the ESL classroom and how I might promote self-efficacy through self-regulated strategy instruction. I will be looking at my own practices within the ESL classroom to better understand how and if students' self-efficacy will be increased because of specific strategies I include in my secondary ESL curriculum. It is

my hope that self-regulatory strategy instruction can promote self-efficacy among my students and academic, social, and emotional tasks and goals will be more attainable. My primary research question is: Does the integration of self-regulated learning strategies instruction for reading in my ESL secondary curriculum raise students' awareness of their self-efficacy? In this exploration, a secondary question is addressed: Which self-regulated learning strategies do students most readily make use of as a result of this instruction? I want to find answers to these questions and give more attention to the needs of ESL/EFL students. I would like to create a purposeful ESL curriculum that addresses students' academic, social, and personal needs.

With more information on how self-efficacy effects performance, I hope to better assist students with accomplishing specific tasks, goal setting, social modeling, and further academic success. My goal is that this study would benefit my own teaching, my students, and hopefully the way my district looks at and designs ESL curriculum. If I find positive examples to support my belief that self-efficacy is important for my students, I plan to share my findings with the school and district. This is a preliminary study that looks at enhancing the standard ESL curriculum with strategies that will promote students' self-efficacy.

In this chapter, I discussed the reasoning behind my self-efficacy research in regards to English language learners. In the literature review, I will further define self-efficacy and discuss previous self-efficacy studies and their influence on education. I will look at self-efficacy's effects on culture and language acquisition as well as relationships between self-efficacy and self-regulated learning strategies. Chapter three will provide an

overview of my classroom-based research methodology, while chapters four and five will analyze my research findings and summarize relationships between the integration of self-regulated learning strategies and self-efficacy.

CHAPTER TWO: Literature Review

In the previous chapter, I discussed my motivation for this study, its importance and how it may benefit ESL students. The purpose of this study is to find out how self-regulatory strategy integration can affect and possibly raise students' self-efficacy. This chapter provides a review of primary research studies done by scholars in the field of self-efficacy and ESL learning strategies. Self-efficacy as a construct will be more clearly defined as well as its relationship to learning, culture, learner motivation, and self-regulation.

In the 1980's, psychologists shifted from an interest in self beliefs, which are inner processes like self esteem, self concept, or self-efficacy, in the previous two decades to an interest in motivation and cognitive processes (Pajares, 2001). Educational practices seem to mirror what is happening in the world of psychology, so when psychologists pulled back from their interest and research in self beliefs, so did educators. During this decade and a half beginning in the early 1980's, students' emotions were not taken in consideration as they had been and changes were being made depending on achievement test results and curricular practices. More recently, self beliefs have come back into the forefront of research and academic motivation (Pajares, 2001). Most commonly researched of the self beliefs have been self-efficacy and self-concept beliefs. Academics continue to debate the role of motivation and self-concept beliefs in the curriculum and classroom.

Self-efficacy

Bandura (1977) was first to present, research, and expand on the construct of self-efficacy. He posits that self-efficacy beliefs impact how people motivate themselves, think, feel, and act (1977). Self-efficacy beliefs lay the groundwork for human motivation, well-being, and personal accomplishment (Pajares, 2002). Self-efficacy is not about learning how to succeed, but rather it is about how to keep trying when one does not succeed (Pajares, 2006).

Belief in one's abilities influences the way people make decisions and control events in their lives (Kasdin, 2000). In addition, behavior is affected because people will be more likely to take part in activities if they believe they can accomplish them, rather than tasks with which they will have a harder time (Pajares, 1996). Failure does not put off those who easily succeed and overcoming failures and struggling for success when it does not come easily actually creates a stronger sense of efficacy (Kasdin, 2000). Put simply by Schunk, 1991, self-efficacy is the backbone of behavioral change.

Efficacy develops through four main channels: mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states (Bandura, 1995). The first channel, mastery experiences, is the most effective at building a strong sense of efficacy because it builds off of successes. Through guided practice, instructors facilitate mastery experiences with educational aids (i.e. thinking maps, graphic organizers), modeling, and instructional feedback on cognitive strategies. Mastery experiences can be guided or self-directed and share the goal of promoting intellectual competency (Zimmerman, 2006). Building a strong sense of efficacy through mastery experiences

means developing the behavioral, cognitive, and self-regulatory tools to help navigate challenging life experiences (Bandura, 1995). Self-directed mastery experiences involve specific activities, incentives, and personal challenges that keep the individual motivated in order to manage educational development. When the result of a student's performance is positive, self-efficacy is positively affected. For example, if a student's performance results in a good grade, positive praise, or recognition, the student's self-efficacy is likely to be affected in an affirmative way. Both guided and self-directed mastery experiences help strengthen and broaden one's sense of self-efficacy (Zimmerman, 2006). Mastery experiences help form self-efficacy perceptions when individuals judge the effects of their actions and their interpretations assist in developing efficacy beliefs (Pajares, 2006). Repeated successes or failures impact self-efficacy. In fact, failures have the biggest impact unless one has already developed a bedrock of success on the same level (Oettingen, 1997).

Using mastery experiences, or performance experiences as Oettingen (1997) refers to them, we can look at their influence on student achievements within educational settings. In order to increase student achievement in schools, steps must be taken to enhance students' idea of self. Pajares (2006) claims that traditional efforts to accomplish these kinds of mastery experiences have been included in programs that focus on praise and self-persuasion methods to build self-esteem. In order to shift the focus from self-enhancement to skill development, self-efficacy theorists suggest using *authentic* mastery experiences (Pajares, 2006). Authentic mastery experiences simply refer to the idea that these experiences should be real and unique, not created and biased. For example, if a

student demonstrates a keen ability to illustrate a story we are reading, I might ask him to illustrate the next story we read as well. This students' new experience will enhance his idea of self, and it came about because of his authentic talent. The experience was not manufactured simply to make the student feel better.

Students focused on mastery experiences will most likely practice more critical thinking and processing strategies as well as be more resourceful. The opposite of mastery-oriented students are students who are ego oriented. Ego oriented students tend to experience greater depression, stress, and anxiety when they encounter failure. They are not focused on improving themselves, but rather showing what they are able to do. Consequently, students who are ego oriented tend not to use metacognitive strategies or seek outside help when trying to obtain a goal (Pajares, 2006).

In many ways, mastery experiences are related to Vygotsky's theory of the Zone of Proximal Development, ZPD. The ZPD refers to the importance of adult or peer influences on a child's learning. These influences are crucial to a child's learning process and development (Vygotsky, 1978, as cited in Bliss, Askew, & Macrae, 1996). Just as mastery experiences rely on someone other than the child to help define authentic experiences, the ZPD recognizes this teacher or peer as an essential part of a child's range of ability and potential development.

The second channel of self-efficacy, vicarious experiences, is the social aspect of building efficacy beliefs. As people see others similar to themselves succeed, they believe that accomplishing similar tasks is possible (Bandura, 1995). Self-efficacy can be inferred simply through observation of a success or failure (Oettingen, 1997). When the

observer and the modeler have many similar qualities, vicarious experiences are especially meaningful. However, observing the successes of a modeler who is quite different greatly diminishes the affects (Pajares, 2002). These vicarious experiences can also be referred to as social modeling (Kasdin, 2000; Pajares, 2002).

The fields of both education and psychology acknowledge that people learn from others' actions and have therefore made this a leading area of research in regards to self-efficacy. In regards to young adults or secondary school students, peer models are especially helpful. When students have little or no experience with assessing their own abilities in a particular area, they can use peer models to make social and academic comparisons. Even students who are already highly motivated and hard-working will raise their self-efficacy when they have models showing them a superior way of doing things (Pajares, 2002).

The third way to develop efficacy is through social persuasion and verbal messages. It is easier to weaken overall self-efficacy beliefs through social influence than it is to inspire them positively (Bandura, 1995). Self-efficacy beliefs are subject to verbal messages, whether intentional or accidental. We have all experienced a spike or drop in our own self-efficacy because of verbal messages from a peer. The effectiveness of verbal persuasion may depend on how comfortable and trusting you are with the communicator (Oettingen, 1997). Positive influences encourage and empower, while negative influences overpower and diminish self-beliefs (Pajares, 2006). Self-efficacy beliefs are actually more affected by negative appraisals than positive responses (Pajares, 2002). As a result, it is important to be careful with how praise is given out. Genuine,

deserved praise shows encouragement and support to students. Undeserved, false, or knee-jerk praise is manipulative and risky. Providing undeserved praise may result in loss of credibility for the teacher or parent (Pajares, 2002; Pajares, 2006).

Finally, self-efficacy beliefs influence both emotional and physical capabilities. Fatigue, stress, anxiety, depression, and other perceived emotional or physical reactions all play a part in how one determines his or her capability and can be regarded as inefficacy (Bandura, 1995; Kasdin, 2000; Oettingen, 1997). Self-doubt can hamper self-perceptions, while positive perceptions come from feeling energized and stimulated (Bandura, 1995; Kasdin, 2000). Even the moods people have affect success levels. When subjects have negative fears or thoughts about their own abilities, additional stress and anxiety can be triggered and efficacy levels may drop (Pajares, 2002). Enhancing self-efficacy emotionally and physically can be done by working to reduce stress and negative emotions. This efficacy source may be the most complex to measure because of the difficulty interpreting emotional states (Oettingen, 1997).

Many studies have not done a good job of distinguishing the difference between self-efficacy and other constructs. Studies may claim to look at self-efficacy, while they are really looking at self-concept or self-esteem. The common strand is that all of these constructs involve beliefs about perceived ability. What sets self-efficacy apart is the idea that it refers to specific types of performance and explicit desired goals or results (Pajares, 1996). Perceived self-efficacy is not a broad, generalized construct like many of the others. Self-efficacy is a result of the confidence people have in their own abilities (Pajares & Schunk, 2001).

Self-concept refers to a more general self-assessment, involving general self-worth and confidence beliefs. It expands on one's own perceived self and its relation to a conclusion of self worth. Self-concept has partial dependence on both cultural and social values. An individual's self-concept involves evaluations of self-worth and will no doubt take into consideration these societal values (Pajares & Schunk, 2001). Self-concept is also more indirect on its influence on performance. Because of the task-specific nature of self-efficacy, performance can be predicted more easily compared to the generalized measures of self-esteem or self-concept. (Zimmerman & Cleary, 2006). Research has shown that self-concept cannot predict math performance to the degree that self-efficacy can. One study compared the predictive and mediational roles of self-efficacy in college level students. The study looked specifically at problem-solving skills in mathematics by using variables of self-efficacy, self-concept, perceived usefulness, previous experience with math, and math problem-solving. Outcomes were that not only was self-efficacy a better predictor of math performance, but it also had an indirect impact on performance through self-concept. The study concluded that self-efficacy positively influences academic performance both directly and indirectly through student's self-concept (Pajares & Miller, 1994 as cited in Zimmerman & Cleary, 2006).

Self-esteem involves self-worth judgments, not cognitive judgments of capability as in self-efficacy. Self-esteem is a more emotional response to self. Self worth may develop because of a person's perception that they possess certain qualities or traits that are valued by society or if they have an overall high self-concept (Zimmerman & Cleary, 2006). One act of failure will most likely not affect one's overall self-esteem. For

example, a person may not be a good swimmer, but this will not affect his self-esteem (Pintrich & Schunk, 1996). According to a study by Mone, Baker, and Jeffries (1995), as cited in Zimmerman & Cleary (2006), self-esteem is not a predictor of academic performance, while self-efficacy is.

As with all self-perception constructs, self-concept, self-esteem, and self-efficacy do incorporate some features that pertain to each other (Zimmerman & Cleary, 2006). These features refer to personal qualities, characteristics, and competencies, all grouped under the umbrella of self-perception constructs. However, each construct is distinct in what it describes (Zimmerman & Cleary, 2006). What can often tie these self-perceptions together, for the right or wrong reasons, is their domain, be it academic, social, or physical (Pintrich & Schunk, 1996, & Bong & Shaalvik, 2003 as cited in Wang & Pape, 2004). Educators must keep in mind that students' motivation can manifest itself in different ways depending on the domain and self-perception terms that are being examined (Pintrich & Schunk, 1996).

Self-efficacy is clearly a self-perception construct that is distinctly different from the overall terms that educators and parents tend to use most: self-esteem, motivated, self-concept. Bandura's social cognitive theory better describes how self-efficacy became an essential element of self-belief and learning theories (1977).

Social Cognitive Theory

The social cognitive theory was first known as the social learning theory and was proposed in 1941 by Miller and Dollard. In 1963, Bandura and Walters attempted to improve upon the theory by adding in principles of observational learning and vicarious reinforcement (Pajares, 2002). Bandura, a psychologist, had become conscious of the fact that the very important element of self-beliefs had been left out of this social learning theory and became the first to discuss self-efficacy in his 1977 book, *Self-efficacy: Toward a unifying theory of behavioral change*. Since then, Bandura and colleagues such as Schunk, Pintrich, Pajares, and Zimmerman have continued self-efficacy research into the field of education. It wasn't until 1986, when Bandura changed the name of the theory to social cognitive theory, and took the responsibility of advancing his views on human functioning and what is truly central to the social cognitive theory (Bandura, 1986). The name change helped distance it from other well-known social learning theories and stressed the vital role of cognition in people's ability to create their own reality, self-regulate, perform behaviors, and understand information (Bandura, 1986 as cited in Pajares, 2002).

Bandura's social cognitive theory offers an approach to child motivation and self-regulatory development that has many sides. The theory explains the role of cognitive, vicarious, self-regulatory, and self-reflective processes in human development and change in conjunction with human functioning (Bandura, 1986). Within the social cognitive theory, research has outlined the prominent role of efficacy beliefs on regulating these processes as well as overall child development (Zimmerman, 2006). Individuals are not simply reactive beings shaped by their environment and inner desires.

Environmental influences, personal factors, and behavior do help shape a person, but this in turn helps inform future actions and goals (Pintrich, 2006). Bandura, 1978, calls this kind of triangulation “reciprocal determinism (Bandura, 1978, p. 346 as cited in Phillips & Orton, 1983, p. 158).” See Figure 2.1. By directing attention at personal, environmental, and behavioral factors individually or together, well-being can be fostered. For example, well-being can be fostered by improving the keystones of young people’s personal factors: emotional, cognitive, or motivational processes. In addition, well-being can also be fostered by advancing a young person’s skills or changing their social living conditions (Pajares, 2006).

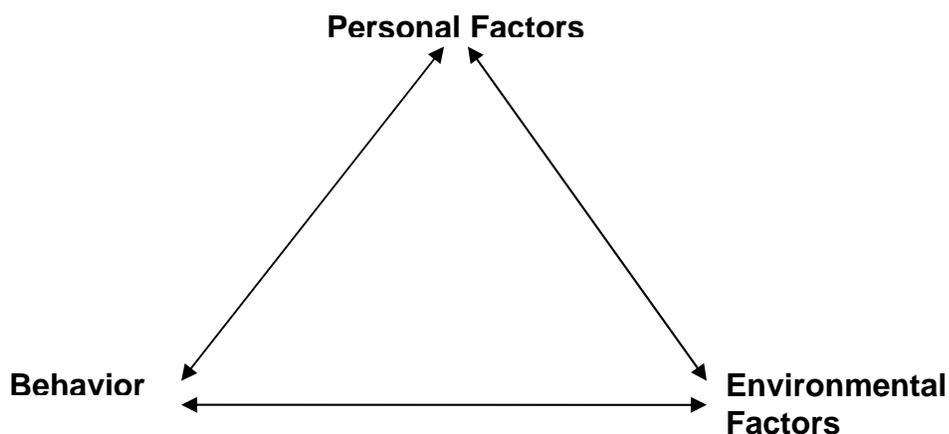


Figure 2.1: Reciprocal Determinism

According to the social cognitive theory, self-efficacy beliefs have an impact on the decisions people make and their course of action thereafter. As expected, the higher the sense of efficacy, the more energy and effort are used to keep trying tasks or

situations that may be more difficult and challenging in nature. The result reiterates what was stated earlier: self-efficacy beliefs have a significant influence on an individual's successes (Pajares & Schunk, 2001). One especially interesting factor that the theory speculates is that economic conditions, socioeconomic status, family life, and educational structures do not directly affect human behavior. Rather, these conditions and structures influence aspirations, self-efficacy beliefs, values, emotions, and other self-regulatory influences (Pajares, 2002). Through self-reflection, people can understand and explore their own experiences and self-beliefs. Self-reflection makes it possible to alter cognition and behavior (Pajares, 2002).

The Relationship between Self-efficacy and Learning

Imagine if efficacy beliefs only reflected what we *actually could do*, rather than what we *believed we could do* (Bandura, 1995). In this case, people might never try tasks or accomplish goals that seem out of their reach. In reality, efficacy beliefs do represent what we believe we can do and consequently the sky is the limit. Self-efficacy develops educational aptitude by involvement in learning activities. Through these activities, achievement levels usually rise and motivation is affected positively (Zimmerman, 1997). Teachers can improve students' competence and confidence by working to improve their students' emotional states and negative self-beliefs, advancing their academic skills and behavior, and altering the environmental factors that may be discouraging student success (Pajares 2002; Pajares, 2006). Encouraging students to be proactive in their own development gives them the positive feeling of control over their thoughts, feelings and actions (Pajares, 2002).

What might self-efficacy look like during the learning process? A student who is self-efficacious takes academic risks, sets goals for him or herself, compares him or herself to peers, maintains routines, and keeps tabs on what works well and what doesn't regarding academic and social progress. This student would not necessarily have the best grades in a class, but this student would readily volunteer to be a part of skits or projects that illustrate a point. A student with high self-efficacy for a specific subject believes in his or her own ability to accomplish tasks, find the right answer, meet goals, and often surpass peers. When students have or maintain self-efficacy in a specific subject or skill, self regulatory practices are created and maintained. When students grasp how and why to use these self-efficacy promoting strategies or practices, both success in school and positive self-beliefs are connected (Pajares & Schunk, 2001).

According to Schunk, 1991, it is important to note how students vary in their capabilities before beginning an activity. Students vary in their perceptions, background knowledge, and skill level. Self-efficacy shows itself in students' attitudes, abilities, and background experience before they begin working as well as during the task. Differences in background experiences and skill levels are especially evident and problematic with English language learners. Through teacher feedback and other classroom or peer cues, students determine how they are doing. If students gather they are doing well, self-efficacy is enhanced. As skills are strengthened, self-efficacy is preserved (Schunk, 1991). Students are more likely to judge their academic progress by their own standards when classroom instruction is specially formulated to each students' capabilities. As a result, teachers need to reduce comparisons between peers and focus on tailoring

instruction to the specific needs of the students (Pajares & Schunk, 2001). In regards to second language learning, teachers need to help students develop a sense of self-efficacy through meaningful and attainable language tasks (Dornyei, 1994).

Efficacy has been shown to predict academic achievement, but not cognitive ability (Wood & Locke, 1987; Pajares, 1996; Huang & Chang, 1996). *Believing* that one can perform a task is often more important than if he or she actually can. Without a medium or high sense of efficacy, academic weaknesses or anxiety rises (Bandura, 1995).

A study done by Wood and Locke (1987) attempted to develop an appropriate measure of self-efficacy for academic performance. The study used one pilot group of 64 undergraduate students in management courses and three additional studies with a much larger pool of subjects. Study two with 194 subjects and study three with 212 took participants for the same management course as the pilot study. However, the fourth group had 111 students in a large undergraduate psychology course. (Wood & Locke, 1987). Seven specific task areas were looked at in relation to self-efficacy and its correlation to student courses and course material: self-efficacy, class concentration, memorization, exam concentration, understanding, explaining concepts, discriminating concepts, and note-taking. Students were asked to identify what they believed to be their ability to accomplish tasks and their confidence levels in doing so. This questionnaire was given after the students had taken their first exam, but before they had received their results.

Because the relationship between self-efficacy measures and performance were quite low, Wood and Locke further refined the measurement for studies 2, 3, and 4.

Correlations were low because self-efficacy levels did not match with exam results and certain items were skewing distribution of numbers and other individual items made a negligible contribution to overall validity. They refined the tool by taking out items that had very low or no significant correlation with performance on this exam or had a negative effect on reliability. In the final three studies, self-efficacy became apparent as both a direct and indirect effect on performance in regards to grade goals. After the scale had been refined, results found a significant link between goals and self-efficacy. Overall, the study showed that self-efficacy does have a major connection to academic performance (Wood & Locke, 1987). This study differs from the one I will be doing because it looked specifically at what students *can* do rather than what they *do* do, as mine will. Wood & Locke, 1987, were some of the first researchers to try to make the connection between self-efficacy and academic performance and their revised and drawn-out study gives light to the fact that this a difficult connection to make because of all the factors involved.

Educational practices in East Asia have documented reasons for high performance. Three main factors affect students' high academic performance: socialization practices that promote a strong bond between parents and children, an emphasis on discipline and self-regulation, and shared values between school and family that promote collective efficacy (Kim & Park, 2006). Collective efficacy of family, school, and social groups, create parallel positive benefits to all. Pajares (2006) also points out that self-efficacy is not only a personal belief, but a collective belief as well. Homes, neighborhoods, communities, classrooms, teachers, and schools create a feeling

of collective efficacy. Pajares defines collective efficacy as “a group’s shared belief in its capability to attain its goals and accomplish desired tasks” (Pajares, 2006, p. 362). Since we do not live in isolation, collective efficacy applies to both collectivist and individualistic societies (Pajares, 2002).

According to a study by Park, et al. (2000), self-efficacy played a direct role on academic achievement in elementary level students when over 3,000 K-12 students completed a measurement that looked at social support, life satisfaction, and self-efficacy. Student support by teachers, friends, and parents had a direct influence on self-efficacy (Park, 2000 as cited in Kim & Park, 2006). The role of family was more dominant than teacher influence for high school students. In this case, self-efficacy directly affected life-satisfaction and in turn, life-satisfaction directly affected academic achievement. A major factor in academic achievement in this study was support from family and friends, and as a result we see the connection between social support and self-efficacy (Park, 2000 as cited in Kim & Park, 2006). Because of this collective efficacy, another obvious connection can be made between the self-efficacy of a teacher and the self-efficacy of his or her students. Depending on the teacher or school’s collective efficacy, it can either challenge or improve students’ own sense of efficacy (Pajares, 2006).

In a separate, longitudinal study, by Park, Kim and Chung (2004), the mediating role of self-efficacy on motivation was examined. The three factors of self-efficacy for regulated learning, study time, and achievement motivation all had a direct effect on academic achievement. In turn, self-efficacy for self-regulated learning directly effected

achievement motivation. As seen in the Park's study (2000), parental support and achievement pressure also had a direct effect on self-efficacy for self-regulated learning. These studies show how important parent-child relationships and social support affect self-efficacy (Kim & Park, 2006).

Students' beliefs about their own ability to succeed are essential to setting and achieving goals. These self-efficacy beliefs are the basis for motivation, well-being, and personal merit in all areas of life. Without self-efficacy beliefs, young people are less likely to persevere in the face of difficulty. Engaging students in tasks and activities in which they feel they can achieve is especially important at the high school and college levels because students have many academic, career, and social choices to make (Pajares, 2006). When the time comes to make a decision on one's future, students will unquestionably select an option, be it trade school, university, volunteering, or a career, that they believe is within their capabilities. (Pajares, 2006).

Scholars have reported that students with high self-efficacy, regardless of previous successes or abilities, persist in the face of adversity. These students also have lower stress levels, achieve more, and are more optimistic (Pajares, 2006). With academic self-efficacy, both cognitive and metacognitive (self-regulated) strategies are influenced. Self-efficacy can then be associated with seatwork, homework, exams, quizzes, essays, and reports (Pajares, 2006). Researchers have compared the predictability of the IQ test and the joint contribution of self-efficacy and intelligence on academic achievement. Results showed that self-efficacy beliefs play a very influential part in predicting

academic achievement. Therefore, it is not only important to be capable, but also to *believe* that you are capable (Pajares, 2006).

Academic self-beliefs can be transformed into self-doubt by using social-comparative school practices such as ability grouping, competitive grading, standardized testing, and academic comparisons to peers (Pajares, 2006). Teachers must be careful when putting students in groups because it is common for one or two students to take leadership roles and others in the group feel academically and/or socially inadequate.

According to Pajares (2006), researchers have recommended paying more attention to young people's self-efficacy beliefs rather than skills because beliefs are better predictors of overall motivation and future academic choices. After all, lack of knowledge cannot be blamed for behavior problems, accomplishments, or dropping out of school. These problems can be attributed to a low self-efficacy. Adults and teachers need to be careful though. If they attempt to be more realistic about a child's capabilities and lower expectations, self-efficacy is lowered simultaneously. Children can and will surprise us with what they are able to accomplish (Pajares, 2006).

Assessing students' self beliefs in school can give tremendous insight to teachers, counselors, and parents about the student's motivation, behavior, and future choices. Identifying low self-efficacy early on can tip off teachers and parents to help students develop a better understanding of their capabilities and likely success in a certain area. (Pajares, 2006). Pajares (2006) claims that identifying, challenging, and changing low-self-efficacy is imperative to academic and social achievements.

Students often feel that setting long-term or distal goals is more stressful than setting short-term or proximal goals. Short-term goals naturally seem easier to manage and attain. When they are accomplished, students feel an immediate sense of success that can carry on to future goals. Therefore, by setting their own proximal goals, students feel that their aspirations are more manageable and self-efficacy will rise. With encouragement from teachers and parents, students' confidence levels and commitment to future goals rise. In addition to encouragement, teachers and parents should give frequent, meaningful feedback. Students then attribute this feedback to their efforts and their motivation is enhanced. (Pajares, 2006).

Effects of Culture

Students are embedded in the institutions of school, family, and community. Culture and self-efficacy both affect these institutions, and therefore, influence each other (Oettingen & Zosuls, 2006). However, self-efficacy is not confined by cultural issues because it is not entirely based on the outside values of self worth as self-concept or self-esteem are (Pajares & Schunk, 2001).

Considering the four ways that self-efficacy can be developed, one may realize that the potential for developing efficacy through vicarious experiences may be limited depending on where and how one lives. Access to education, positive role models, and opportunities are not equally available. In addition, people are naturally selective of their influences and information gathering. Culture undoubtedly affects the kind of information supplied and chosen, as well as how it is incorporated into self-efficacy judgments (Oettingen, 1995).

Hofstede, as cited in Oettingen (1995), identified cultural differences in four ways: individualism/collectivism, power distance, uncertainty avoidance, and masculinity/femininity. In individualist cultures, people look out for themselves and their immediate family's best interests. Individualized goals are valued over group goals. On the other hand, collectivist cultures support the idea that people belong to specific groups which offer protection in return for strong loyalty (Oettingen, 1995). Power distance refers to both cultures that house a great disproportion in power so that people expect inequality, and to cultures that have a much smaller difference in power and expect a more equal distribution of power. The two sides of uncertainty avoidance differ in that one is easily troubled by new and unpredictable situations and uses strict codes of conduct and absolute truths to remain in control, while the weaker uncertainty avoidance cultures are usually more flexible, accepting, and peaceful. The last two cultures that Oettingen, 1995, describes are the masculine versus feminine cultures. Masculine cultures have a clear distinction between men and women. Men are expected to be the bread winners and women are to serve the children and the ill. In feminist cultures, a more egalitarian society maintains that men and women can both hold professional jobs or receive higher education in the same subjects. All of these differences seem to affect the way self-efficacy is developed. We can also say that efficacy sources vary. Sources can influence someone by being prevalent and giving greater exposure to certain things, through different forms of feedback, and by the way they are valued (Oettingen, 1995). We can see these differentials easily in the way a child is schooled.

In my own classroom, I can easily identify students who have been educated in systems full of cultural differences. Students from cultures with an atmosphere of strong uncertainty avoidance embrace predictability and rules. Assignments need to be spelled out in detail and teaching strategies should not deviate from the “norm.” They are used to classes where teachers are very formal and do not facilitate open discussions. On the other hand, I also have students who come from cultures where weak uncertainty is practiced. These students are used to frequent reflections, new challenges, debate, group work, and react positively to a variety of instructional strategies. They embrace new projects and critical thinking activities and enjoy volunteering their thoughts and ideas when asked.

Difference in power distance can also be easy to spot. Students’ whose native culture has a large power disparity are taught not to contradict or criticize teachers. Learning is teacher centered and projects do not allow a creative or inventive element, but are always structured by authorities. Choice has never been an option and is difficult to embrace when it is offered. Self-efficacy is mostly affected by the teachers’ evaluations and feedback. Low power cultures promote a much more open, creative learning experience. Learning is student centered and consequently, students are often offered more opportunities for independent work and leadership roles (Oettingen, 1995).

Oettingen (1995) discusses differences in educational systems in East Berlin, West Berlin, Russia, and Los Angeles. Oettingen, 1995, notes that the East German school system promoted a much stronger large power differential, uncertainty avoidance, and machine-oriented achievement than the West Berlin school system. Therefore, she

predicted that East and West Berlin children would evaluate their efficacy differently. Oettingen, Little, Lindenberger, and Baltes (1994) as cited in Oettingen (1995), assessed efficacy beliefs of 313 East Berlin children, grades 2-6, and 527 West Berlin students of the same age. Efficacy beliefs were assessed through the short form of the CAMI, Control, Agency, and Means-End Interview which assesses 58 items that pertain to causality beliefs, control beliefs, and efficacy beliefs (Oettingen, 1995).

What Oettingen, Little, Lindenberger, and Baltes found is that students from East Berlin had a lower sense of academic efficacy than West Berlin students. East Berlin students believed they were less smart, less lucky, and obtained less help from their teachers. Perhaps the fact that a strong social message was being sent from West Germany that the East was inferior contributed to these beliefs. However, students with high intelligence from both East and West Berlin did not differ in their usually strong level of self efficacy (Oettingen, 1995). Another interesting finding, as reported by Skinner, Wellborn, and Connell (1990) in Oettingen (1995), is that East Berlin students, a culture that typically valued collectivism, large power differential, strong uncertainty avoidance, and masculine oriented achievement, tended to have correspondence between self-efficacy beliefs and course grades. Whereas in America, a country with culture beliefs almost completely opposite of East Berlin, the correlation between self-efficacy beliefs and course grades was only a third of the number in East Berlin. Unfortunately, these findings suggest lower future successes for students in the East Berlin educational system (Oettingen, 1995). Could these findings be different today, just twelve years later?

Because of positive changes and cultural orientation deviations in both the Eastern and Western regions of German, results might look different.

These studies give further evidence to the claim that power differential and uncertainty avoidance are cultural characteristics that impact students' self-efficacy in school settings. Although culture helps determine how information is internalized, the extent to which information or influences are available, formed, and evaluated, there is no doubt that culture does make an impact on ones self-efficacy. Because of the cultural differences, students in East Berlin, West Berlin, Russia, and the United States reported self-efficacy levels that were greatly influenced by their culture and its educational beliefs. Humans across the globe are all affected by their culture and the impact of culture on efficacy beliefs is no different. (Oettinger, 1995).

Self-efficacy and Language Learning

I have broken down and defined the construct of self-efficacy, but I have yet to touch on the underlying construct of motivation that runs though this study. I will also examine language learning strategies and how self-regulatory strategies specifically can monitor and promote self-efficacy in students.

Motivation

Second language learning is related to both language aptitude *and* motivation (Gardner & Lambert, 1959, as cited in Tremblay & Gardner, 1995). As motivation does not have one single theory that defines all of the factors involved in motivational behavior, defining it can be a challenge (Landy & Becker, 1987, as cited in Tremblay & Gardner, 1995). Pintrich & Schunk (1996) simplify motivation as “the process whereby

goal-directed activity is instigated and sustained” (p.4). Motivation to learn a second language can be defined as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner, 1985, p.10 as cited in Tremblay & Gardner, 1995). Effort exerted to achieve a goal, desire to learn the L2, and contentment with the task of learning the L2 are all recognized in Gardner’s definition and considered to play a major part in L2 motivation. It is important to note that progress has been made in noting the encouraging role of self-efficacy beliefs on students’ academic interest, motivation, and cognitive growth (Pajares & Schunk, 2001).

Motivation requires some kind of physical or mental activity like planning, organizing, making decisions, problem solving, effort, persistence, and energy aimed toward goals (Pintrich & Schunk, 2006). We also know there are two kinds of motivation to consider: intrinsic and extrinsic. Intrinsic motivation is when people participate in an activity specifically for the sake of doing it. When one is intrinsically motivated, rewards or external factors do not matter; the task is enjoyable on its own and just participating is reward enough. On the contrary, those who are extrinsically motivated rely on desirable outcomes to reward them. Extrinsic motivation means participating in an activity for the main purpose of getting to the end result, not because the process is pleasant. Depending on the person, a task or activity may elicit intrinsic or extrinsic motivation (Pintrich & Schunk, 2006, Dornyei, 1994)).

Although students learn because of both intrinsic and extrinsic motivation, evidence shows intrinsic motivation assists and complements learning and achievement

(Gottfried, 1985 as cited in Pintrich & Schunk, 2006). In schools where instruction is teacher-centered and the focus is on assessment, extrinsic motivation is essentially cultivated and collaboration and competence are not promoted (Brown, 1990 as cited in Dornyei, 1994). My study will naturally have a focus on intrinsic motivation. However, because most language learning at the secondary level takes place in a classroom, there are certain aspects of L2 motivation that correspond with group goals and commitments: goal-orientation, norm and reward system, group cohesion, and classroom goal structures. In order to address the multifaceted construct of L2 motivation, different levels of motivation must be used (Dornyei, 1994).

Tremblay and Gardner (1995), address associations between Gardner's (1985) Socio-Educational Model and measures of achievement in secondary school French classes in their study. First, they discuss the difference between motivational behavior and motivational antecedents. According to Tremblay and Gardner (1985), motivational behaviors are the "characteristics of an individual that can be perceived by an observer" (p.506). An example of motivational behavior is expressed by someone who is always volunteering to demonstrate something, participate in a project, or challenging him or herself to try something new. Whereas, motivational antecedents are "factors that cannot be readily perceived by an external observer, but still influence motivational behavior through their cognitive or affective influence" (p.507). Since motivational antecedents cannot be seen, outsiders might not be as aware of a person's high level of motivation as they are when witnessing motivational behaviors. An essential part of motivational antecedents are the characteristics of expectancy and self-efficacy. Theories that refer to

expectancy claim that behavior is guided by the natural anticipation of goals (Tremblay & Gardner, 1995). Bandura (1989) as cited in Tremblay & Gardner (1985) recommended that self-efficacy is the most significant expectancy that we learn. Self-confidence is sometimes used as a construct that has many of the same features as expectancy and self-efficacy. Self-confidence is often found in language learning literature, but tends to include anxiety, while self-efficacy does not. Self-confidence is usually measured at the time of testing, while self-efficacy is considered a perceived proficiency and is therefore tested in the future or at the end of a study (Tremblay & Gardner, 1995).

Tremblay and Gardner (1995) studied motivation for language learning at a bilingual French school in Canada. Outside of the school, English was the majority language. Their three measures were dominance of L2 background and experience, course grades, and essay writing. Together, Tremblay and Gardner came up with ten hypotheses, three of which are: self-efficacy will directly influence the level of motivational behavior, language attitudes will influence goal salience, and motivational behavior will have a direct influence on achievement. In this instance, goal salience is the frequency of setting goals or the point at which attitudes directly influence intentions of goals. The overarching hope of the study was that it might shed light on if and how motivation influences language achievement. Seventy-five subjects took part in this complex study. Out of these 75 students, 76% claimed French as their first language and only 24% reported English as their L1. Students completed a questionnaire one month before their course was finished that used a French dominance language scale, an attitude and motivation scale, and a performance expectancy measure. Three weeks later, students

wrote French essays, and final grades were collected upon completion of the course. A 7-point Likert scale was used for the survey and all essays and grades were coded (Tremblay & Gardner, 1995).

Results found that several variables affect the relationship between motivational behavior and language attitudes. Factors were the frequency at which goals were set, desire to accomplish a task, known as valence, and self-efficacy. When frequent references were made to specific goals, motivated behavior increased (Tremblay & Gardner, 1995). Specifically, self-efficacy was influenced by language attitudes which influenced motivational behavior. Previous research on expectancy theory supports these findings and suggests a relationship between high self-efficacy and high motivational levels (Bandura, 1991 & Kirsch, 1986 as cited in Tremblay & Gardner, 1995). Although there were some limitations to the study, like a small sample size, outside factors that may have influenced students, and the idea that the research model cannot truly be confirmed, it still gives evidence of what influences the level of motivational behavior. One can assume a student who behaves in a highly motivated manner, has set goals for himself or herself, has a high level of self-efficacy and values the language course (Tremblay & Gardner, 1995).

Tremblay and Gardner, 1995, suggest further research on motivational behavior and the environmental characteristics that may lead to changes. In fact, they ask a question very similar to my own: "To what extent can one alter goal setting, valence, self-efficacy, causal attributions, language attitudes, and motivational behavior?" (p.516). Their study investigated how language learning is affected by a variety of different

aspects of motivation (Tremblay & Gardner, 1995). Similarly, my study is looking at *how* self-efficacy is affected through specific motivational learning strategies in a L2 learning environment.

Learning strategies

In order to get a better picture at what and how self-regulatory strategies work with language learners, we must first understand what learning strategies are and how they often depend on a variety of learning styles. Oxford (1989) defines language learning strategies as “the often-conscious steps of behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information” (p. 4). Strategies are also long-range, as opposed to learning *tactics* which are short-term use of particular behaviors or devices (Oxford, & Cohen, 1992). Different strategies are directly tied to different learning styles (Oxford & Cohen, 1992). Learning styles are based on aspects of the learner, such as cognitive style, attitude and interest patterns, a tendency to use certain strategies over others, and using situations compatible to one’s own learning style (Oxford, 1989). Schmeck (1988) as cited in Oxford & Cohen, 1992, divides learning styles into three categories: deep, elaborative, and shallow, and stresses the relationship to the learner’s general personality factors.

Oxford (1989) refers to research that claims the most successful learners tend to use strategies according to their needs, goals, task, and stage of learning. In fact, the more strategies a learner uses, the more proficient they will most likely be. Language learners can use metacognitive techniques, affective, social, cognitive, memory, and compensation strategies to organize, evaluate, focus, link information, and overcome

gaps in one's knowledge base (Oxford, 1989; Zimmerman, Bonner, & Kovack, 2006). High achieving students who use self-monitoring purposely observe covert and overt aspects of their performance outcomes related to a specific task (Zimmerman, Bonner, & Kovack, 2006). As a result, these learners feel in control of their learning process and more self-efficacious (Zimmerman, Bonner, & Kovack, 2006). Strategy training, including information concerning strategy value, can improve performance and enhance self-efficacy (Schunk & Rice, 1987, as cited in Bouffard-Bouchard, T., Parent, S., & Larivee, S., 1991).

Dornyei (1994) discussed strategies that motivate learners. The strategies are not the end all be all to language instruction, but are suggestions for creating motivational elements within L2 instruction. Examples of Dornyei's (1994) strategies include:

- **Grow students' self-confidence** through regular praise, positive reinforcement, balancing feelings of frustration, and giving students the opportunities to experience success
- **Encourage students' self-efficacy with regard to attaining goals** by teaching students problem-solving and information processing skills as well as the coming up with realistic expectations, and relating the teacher's experience of L2 difficulty with the students
- **Promote positive self-beliefs of ability in the L2** by emphasizing students' abilities rather than inabilities, making mistakes a normal and expected part of learning, and relating one's faults with those of the students

- **Lessen students' anxiety** through a comfortable, supportive, and safe environment and through anxiety relieving activities and techniques
- **Promote specific proximal goals** for students that get them closer to their main goal
- **Support motivation enhancing attributions** by defining the relationship between effort and outcome and how there are reasons why students failed at a task, other than their cognitive ability.

Dornyei's strategies (1994) may seem obvious to most teachers, but unless a teacher is intentional about implementing these strategies in the L2 classroom, benefits will not be seen in student motivation. Students *can* be taught to use better strategies and thus improve their language learning, but it is up to the teacher and student to determine which strategies should be woven into classroom lessons. After all, strategy training is more effective when instruction happens within a language class rather than as a separated course (Oxford, 1989).

Learning a second language involves more than just mastering new information. It is multifaceted in the way that learners need to consider a new communication coding system, a new essential part of one's identity, and the social aspects of the L2 that are rooted in its cultural community (Dornyei, 1994). We must also look at how strategies can be assessed. Teachers and learners can use diaries, think-alouds, surveys, and observations (Oxford, 1989).

Self-regulatory strategies

Self-regulatory learning strategies are a good match for promoting self-efficacy in the classroom. Zimmerman, Bonner, & Kovach (2006) claim the cycle of self-regulatory learning enhances both students' learning and their perception of self-efficacy. The problem is not the lack of educational models on how to effectively build self-efficacy, but the difficulty in implementing change in the classroom (Comer, 1988; Levin, 1991 as cited in Bandura, 1986). Encouraging an optimistic outlook is connected to academic achievement, learning strategies, and positive goal orientation. Optimism also shares characteristics with self-esteem and self-efficacy and the use of self-regulating strategies (Pajares, 2006).

Specifically, what is self-regulatory instruction? "Self-regulatory models of instruction focus on students' use of specific processes to motivate and guide their learning" (Zimmerman, Bonner, Kovach, 2006, p. 7). In order to be a self-regulated learner, the processes of self-judgement, self-observation, and self-reaction need to be used (Bandura, 1986). Therefore, instruction should include explicit goal-setting, strategy use, self-monitoring, and systematic practice. As my calendar in Appendix A shows, this same variety of instruction will be used in my study. Emphasis should be placed on positive and direct feedback, routines based on goals and self-monitoring, and expert and/or peer modeling. By using self-regulatory practices habitually, students become more aware of their academic progress and experience a higher sense of self-efficacy. Students essentially become just as aware of their learning *outcomes* as they are of the learning *methods* they used (Zimmerman, Bonner, Kovach, 2006).

Self-regulatory practices are primarily developed in home and school. These practices are related to social and academic success and can be applied to a variety of in-home or in-class tasks, activities, and situations. The self-regulatory devices that individuals have naturally and those they develop through home and school provide the possibility to evaluate and change behavior (Pajares, 2002). This natural development can only happen when the family and school are dedicated and share the same purpose (Schunk & Zimmerman, 1996, as cited in Zimmerman, Bonner, & Kovach, 2006). The practices and habits we create at young ages will continue throughout our lives unless effort is put forth to change them. For this reason, self-regulatory behaviors that are practiced while in high school will have a positive impact on future choices and success. (Pajares, 2006).

A study that featured self-regulatory learning strategies as a prominent element was done by Pintrich and De Groot (1990). Their study looked at the correlation between motivation, self-regulated learning, and academic performance in the classroom for 173 seventh graders. Pintrich & DeGroot (1990) defined self-regulated learning as, “students’ metacognitive strategies for planning, monitoring, and modifying their cognition, ...students’ management and control of their effort on classroom academic tasks, ...actual cognitive strategies that students use to learn, remember, and understand the material” (p.33). Simply put, self-regulating strategies are not enough to encourage student success. Students must be motivated to use these strategies and believe in the learning they are doing. Individually, each student brings personal characteristics into the

classroom and learning environment that play a part in motivation and performance (Pintrich & De Groot, 1990).

One of the major focuses of the Pintrich and De Groot study (1990) was the “expectancy component.” The component consists of self-efficacy studies where a students’ belief in their own ability and performance are related to a specific task. The simple question, “Can I do this?” specifically corresponds to this motivational component (Pintrich & DeGroot, 1990; Gardner & Tremblay, 1989).

A combination of information gathering instruments and methods were used in this study. First, students took the MSLQ – the Motivated Strategies for Learning Questionnaire. This questionnaire contained questions about their motivation, cognitive and metacognitive strategy use, and management and asked for responses using a seven point Likert scale. From this questionnaire, three motivational factors stood out: test anxiety, intrinsic value, and self-efficacy. Using results from the MSLQ, Pintrich and DeGroot developed two more scales that asked for students to elaborate on cognitive strategies and self-regulation. Academic performance was also measured through data collection on students’ classroom performance, tasks, and assignments.

Results found that frequent use of cognitive strategies correlated with high levels of self-efficacy. Similarly, high levels of self-efficacy and intrinsic value were associated with high levels of self-regulation (Pintrich and De Groot, 1990). Within the cognitive & self-regulation strategies scales that were developed, correlations were found between the use of cognitive and self-regulatory strategies and self-efficacy. Self-regulation, self-efficacy, and test anxiety stand out as the best predictors of performance. As one might

expect, test anxiety and self-regulation were bigger predictors of exam performance than cognitive strategy use or self-efficacy. The most relevant result is the fact that self-efficacy did not relate significantly to performance on exams, essays, or seatwork, but acted as more of an aid to a students' thought process. Therefore, by improving students' self-efficacy beliefs, they will most likely use more cognitive strategies. Consequently, using more cognitive and self-regulatory strategies will enhance actual performance on academic tasks in the classroom (Pintrich and De Groot, 1990). I think of it like a chain where self-efficacy is the first link. The next would be cognitive processes, and the last would be performance. Pintrich and De Groot (1990), claim that the inclusion of self-regulated and motivational learning strategies is important to classroom academic achievement. Results from this study imply that students need the tools and the motivation to achieve academic success in the classroom.

A qualitative study by Lee Ching (2002) was one of the few found that discusses how self-efficacy might be improved in ESL students' writing. The study takes a closer look at strategy and self-regulation instruction and how it might assist students in essay writing over a 15-week instructional period. In fact, Ching had a similar idea to Pintrich and De Groot (1990) as she postulated that if students are given the right tools, like strategies and self-regulation, self-efficacy, attribution, and self-determination may improve. Zimmerman (1990, 1995) and Wang & Pape (2004) have also traced the relationship with self-regulation instruction and self-efficacy.

The strategy instruction that Ching used to begin developing the writing abilities in her students was based in heuristics. This means that students needed to discuss,

broaden, and relearn their own experiences *before* the writing process even begins. Strategies that focused on pre-writing, essay organization, revisions, and reconstruction were taught through collaboration, discussions, and social interactions. Meanwhile, self-regulation equipped students with the tools to use their own knowledge to make better decisions.

This study was specifically designed to take a closer look at English language learners, 29 students from China, Malaysia, and India, who were beginning their first year of Engineering school at a Malaysian University. Ching wanted to know how this kind of strategy and self-regulation instruction could be especially beneficial to these kinds of learners. Methods such as open-ended questions, pre and post questionnaires, a self-regulation questionnaire, and teacher's observations were used.

In looking specifically at how the study measured self-efficacy levels, we see that five questions were asked about what factors affect self-efficacy. These factors included the students' feelings about writing, persistence in the face of difficulty, writing challenges, and their response to both positive and negative feedback. Results found that after the strategy and self-regulation instruction, 22 out of 29 students would persist even in their writing even when faced with difficulties. Students also had a better response to negative feedback. The study found that the improvement in planning and revising essays was mainly due to the use of self-evaluation, organization, information seeking, and help from peers. These are all self-regulatory variables from the study. Overall, the self-regulatory strategy practice in this study helped to improve students' self-efficacy.

Past studies that examine self-efficacy and self-regulatory strategies in academic settings and their relationship to each other give a detailed picture of the history and future of this research area. However, I noticed an obvious gap in research in regards to ESL classes. Most studies that looked at self-efficacy or self-regulatory strategies did not combine the two in an ESL setting. I believe more studies that look at the need for both self-efficacy awareness and self-regulatory learning strategies within an ESL curriculum is imperative.

In this chapter, I defined, discussed, and expanded on the self-perception construct of self-efficacy. I examined its relationship to learning, culture, motivation, and strategy instruction and further developed the reasoning behind my study of promoting self-efficacy in an ESL classroom through self-regulatory strategy instruction. The following chapter will describe the research methodology for my classroom-based research study. I will outline the methods, participants, and procedures used in the four-week implementation of self-regulatory instruction in my ESL classroom.

CHAPTER THREE: Methodology

In the previous chapter, I described research studies and reviewed the literature in the field of self-efficacy and learning. Specifically, I looked at self-efficacy and how it relates to other self-belief concepts, learning, culture, language, and self-regulatory learning strategies. The research found, as well as lack of research, supports my study to investigate how the implementation of self-regulated reading strategies may raise awareness of these strategies and in turn promote self-efficacy in an ESL classroom. In this chapter, I will describe the research methodology, including the participants, procedures, and reasoning for my study.

Why Classroom-based Research

I have chosen to use qualitative classroom-based research as my method because of the interest I have in improving my own teaching and the self-efficacy of my students. My research is a combination of action and classroom research. I will be conducting the research in my classroom in hopes that my practices in the coming years will be influenced by my results. Usually an action research study involves collaboration with other teachers or researchers, but I will be working on my own (McKay, 2006). However, conducting my research in my own classroom allows me to have multifaceted data with just a small group of students.

My research will be done on a localized level that looks at one specific class in a public high school. Through teacher and student reflections and data, I hope to improve my own practice and perhaps change the way the ESL curriculum in my school is approached. My research will be collaborative during the times when I am seeking advice or evidence from colleagues. Finally, if my practice changes as a result of this study, it will be based on the evaluative and reflective data that I gather.

Researchers see an urgent need for classroom based self-efficacy research. This research should not only be task-based, but conducted through basic academic content as well. With this kind of research, general links may be made between self-efficacy theory and classroom motivation (Schunk, 1991; Dornyei, 1994; Pajares, 1996; Ames, 1992). Self-efficacy research has been a majority of quantitative, short longitudinal studies. Many have looked at strategies and assessments used in a range of classrooms (Schunk, 1991; Ching, 2002; Zimmerman, Bonner, & Kovach, 2006). Because of the short term nature of these quantitative studies, multi-dimensional data usually cannot be gathered. I want to expand on what I see is a common weakness of short-term studies and use multiple means of gathering data through surveys, journals, and observational data.

My study looks specifically at how I can integrate specific self-regulatory reading strategy instruction into my ESL secondary curriculum in order to promote students' self-efficacy. I also hope to gain insights into another question: What strategies appear to be most effective in promoting self-efficacy?

Participants

Students from one class period participated in this study. These students were in the level four/five ESL class and had either been in the country for more than two years, had substantial schooling in their home country, or were visiting through a student exchange program. Level four and five students are at the top of a five level ESL program and can be described of as high intermediate or advanced proficiency level English speakers. Levels are measured by the LAS placement tests as well as oral interviews, writing samples, and previous state test scores. Students were assigned pseudonyms and real names were not used in the research analysis in order to ensure their anonymity to those outside the study.

Table 3.1 Study Participants

Identification	Country of	Native	Time in the USA
Pseudonym	Origin	Language	
Dominique	France	French	9 months
Hans	Germany	German	9 months
Tahlia	Israel	Arabic	9 months
Maria	Mexico	Spanish	3 years
Alejandro	Mexico	Spanish	15 years
Natalia	Russia	Russian	2 1/2 years
Habiba	Somalia	Somali	2 years
Khadra	Somalia	Somali	3 years

Site

This study took place in a metro-area high school in the Midwest. The district is known for its high academic standards and advanced technology. According to the 2005 X Public Schools Yearbook, X Public School students “demonstrate significantly higher academic achievement and stronger cognitive abilities than students in the state and nation (Kocher, 2005, p.5).” The ESL program at this secondary school has been in existence since the 1980’s. However, the population and program design has changed rapidly in the past few years. Initially, the program was meant for foreign exchange students, but now it reflects a broader variety of cultural, linguistic, academic, and racial backgrounds and proficiency levels. The high school program includes grades 10-12 and ages 15 through 21. In fact, the ESL population in X Public Schools has more than doubled over the past ten years (Kocher, 2005).

Procedures

Before the self-regulated strategy instruction began, I administered the MSLQ, Motivated Strategies Learning Questionnaire. This questionnaire was adapted from the Pintrich and DeGroot study, 1989, which examined the motivational beliefs and self-regulated learning strategies of 173 middle school students. I chose to include only the sections of the questionnaire that pertained specifically to my study: Self-efficacy, cognitive strategy use, and self regulation. Sample MSLQ questions from each section are as follows: <Self-efficacy section> “I’m certain I can understand the ideas taught in the upcoming unit.” <Cognitive Strategy Use> “When reading, I try to connect the things I am reading about with what I already know.” <Self-regulation> “When I’m reading, I

stop once in a while to go over what I have read.” Students used a 4-point Likert scale to define each statement. See Appendix B for the adapted MSLQ.

In addition to the MSLQ, students also took the “Questionnaire of English Self-Regulated Learning Strategies” that was developed by Wang, Wang, and Li, 2007. The questionnaire is essential because it looks explicitly at the self-regulated strategies of English language learners. The SLRS used a scale from 0-3 to measure students’ responses to 66 statements. Find the adapted questionnaire in Appendix C.

In order to answer my research question, I integrated specific self-regulatory reading strategies into our reading curriculum on a regular basis. Readings were based on the national non-profit “Teaching Tolerance” curriculum. Weekly topics and an outline of the four week instruction are listed in Appendix A. This curriculum is approved by the district and left up to the discretion of the teachers when and how to incorporate into classroom lessons. I implemented the self-regulated strategies over four weeks at the end of the 2006-2007 school year. The task-based and goal-oriented strategy instruction was incorporated daily and was specifically designed to promote self-efficacy (Zimmerman, Bonner, Kovach, 2006). I modeled the timeline and strategy instruction after recommendations by Zimmerman, Bonner, and Kovach (2006). In their book about differentiating self-regulated learners, they outlined the self-regulated strategies that help develop time planning and management, text comprehension and summarization skills, classroom note-taking skills, test anticipation and preparation skills, and writing skills. For the purpose of this study, I focused on the area I felt my students most needed to develop: Text comprehension and summarizing skills.

The self-regulated strategies were implemented through my ESL curriculum. All texts and content were related to the topics currently being studied. A self-regulatory reading strategy was taught and practiced each week. For example, the first week the class focused on highlighting key words and ideas. The second week we practiced re-reading, and the third week we related the text to students' own experiences and prior knowledge. We continued to use our new strategies during the final week to practice summarizing. See Appendix A for the full four-week strategy implementation calendar. These "educational interventions" were designed with the idea that authentic mastery experiences are best at raising competence and skill development (Pajares, 2006). The work needed to be challenging but not to the extent that it tired rather than energized the students. By evaluating students' pre and post strategy instruction, I was able to see to what extent students' self-efficacy increased as a result of the self-regulatory strategies I taught.

In order to elicit qualitative data from my students, I collected their journals on a weekly basis. Pajares (2006) notes that self-reflection gives us the capacity to improve ourselves, and be purposeful and proactive about how our reflections affect the way we live. As journals were already a part of our routine, asking students to write 2-3 journal reflections a week on the new strategies they were trying was not a task that was out of the ordinary. Journals were collected once a week and I gave feedback as usual. I also used a checklist (see Appendix D) to note whether students were experiencing higher motivation and self-efficacy in regards to the strategies they were trying, as well as other perceptions of the strategies. Specifically, I was looking for students to discuss how

comfortable they were with each strategy, how they might use it in the future (short-term goals), and difficulties they perceived. I also recorded specific comments that pertained to students' self-beliefs and self-efficacy growth. Students were encouraged to write without the anxiety that I would be correcting grammar or sentence structure.

I kept classroom observations and field notes in my own journal in addition to student journals. The question I continually asked myself was, "What changes am I noticing in my classroom?" I paid particular attention to how the new task/activity went and what the student response was. I also noted any changes I noticed in students' self-efficacy in regards to their academic, social, and personal behaviors. This relates to my classroom research because I am not only be able to discuss what survey and journal results explicitly said, but also what class *felt* like and how class lessons were received.

As my goal was to determine how students' self-efficacy levels changed as a result of the self-regulated strategy instruction, the MSLQ and "Questionnaire of English Self-regulated Learning Strategies" was administered to all participants at the end of this study.

Data Analysis

Given that I had several sources of data, analysis will took forms. In order to note any changes from pre to post MSLQ and SRLS surveys, I compared the individual responses for each question. Changes and patterns can easily be seen if students' scores went up, down, or stayed the same from pre to post. I used the checklist (Appendix D) to record patterns, similarities, or major differences between students' journal entries. In my

own personal journal, I discussed the class environment, successes, difficulties, and notable happenings.

In this chapter, I reviewed the details of my classroom-based research study, including details about project participants and procedures. The study examined how and if ESL students' self-efficacy levels were affected by newly introduced self-regulated strategies. Surveys, checklists, and implementation calendars were explained and illustrated. In the next chapter, I will report on my research findings and general understandings of self-efficacy's role in my own classroom.

CHAPTER FOUR: Results

Introduction

My study attempts to answer the following research question: Does the integration of self-regulated learning strategy instruction for reading in my ESL secondary curriculum raise students' awareness of their self-efficacy? In this discovery, the secondary questions addressed were: Which self-regulated learning strategies do students most readily make use of as a result of this instruction? In exploring this question, it was my hope that raised awareness of these strategies would, in turn, improve learners' self-efficacy.

Results

This study yielded both expected and unexpected results. In this section, results from the pre and post surveys will be discussed and compared. Students' journal themes and patterns are described. My own journals will also give insight into how strategies were implemented and what part that may have played in student reaction and understanding. The concepts of self-regulated learning strategies and students' self-efficacy have deeper meaning once the results are shared.

Preparation for Instruction

After administering the pre-surveys, I had a long discussion with students about what the next few weeks would look like. I have found that ESL students often lack consistency and routine in their lives because of frequent moves, time spent in refugee

camps, or cultural uncertainty and I wanted to make sure students felt comfortable with the new material, expectations, and routines. We de-coded and discussed the words “self-efficacy”, “self-regulatory”, “strategy”, and “goals” (short and long term). Several times a week, I wrote in my own journal about highlights or frustrations with the study. I did not realize just how different each week, and each strategy, would be received by students.

Surveys

A number of patterns and themes emerge from the pre and post surveys. Students took an adapted version of “The Statement of Self-Regulated Learning Strategies (SRLS)” (Wang, Wang, & Li, 2007) as well as an adapted “Motivated Strategies for Learning Questionnaire” (Pintrich & DeGroot, 1989). To begin with, I compared pre and post responses for each student. At first, one may not notice the patterns that emerge. However, after close examination, patterns can be found. Note that one student, Aleandro, was out of the classroom for the pre SRLS and was unable to re-take it.

Table 4.1: SRLS Pre and Post Results

1. Keep reading when I encounter difficulties in English reading.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	3	2	0	2	absent	1	1	3
POST	3	2	3	2	2	2	3	3
3. I read an English article several times if I don't understand it the first time.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	1	3	2	2	absent	2	2	3
POST	3	3	0	2	1	1	3	3
7. Summarize the main idea of each paragraph when reading.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	2	1	3	1	absent	3	3	3
POST	1	3	1	1	0	1	3	2
8. Summarize the theme of an English article when I read it.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	0	2	3	0	absent	2	3	3

POST	2	3	1	1	1	1	1	2
11. Read texts I have learned again and again in order to explain them to someone else.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	1	2	1	1	absent	3	0	3
POST	0	2	2	2	2	3	3	3
12. When I come across a new word that is not essential to the overall meaning of the text, I skip it.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	0	1	3	1	absent	0	0	1
POST	1	1	3	1	1	0	0	2
18. Underline key points during my English reading.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	0	1	3	1	absent	3	1	3
POST	1	2	2	2	1	1	3	3
19. Point at what I am reading with figures or pens.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	0	1	0	1	absent	2	3	1
POST	0	2	1	2	1	2	3	1

Results never go in the same direction for each student on each question. With every question, we find students who make positive, negative, or no change in their response. I have chose to include examples of questions with some of the most positive gains that refer specifically to strategies we discussed and or practiced in class. Three out of eight students self-reported that they had made a positive change when they continue to read when they encounter difficulties in English reading (Questions 1), and read texts again and again in order to explain them to someone else (Question 11). The most notable questions revealed the positive responses that referred to the highlighting we practiced from week one. Question 18 had four students with positive changes and Question 19 had three students make positive changes and no moves in a negative direction. These questions correlate directly with the highlighting and re-reading strategies we practiced over the four weeks of specific strategy instruction. The biggest negative changes came

as a surprise. Four students went backwards in their usage of the strategies of summarizing the main idea of each paragraph and summarizing the theme of an article (Questions 7 & 8). What this says to me is that students may be more aware of their ability and likelihood to practice these strategies than when they first took the survey. Perhaps students realized they were not practicing them and therefore noted a change in the negative direction.

Question 3 has an equal number of positive and negative changes and question 12 sees very little change at all with only two students making small changes in a positive direction. I note these because we discussed both of these questions in class and many students could not decide if they liked these strategies and wanted to practice them. The data possibly tells us that students are *still* deciding how and if they plan to use the strategies in the future at the end of this study.

The SLRS only looked at the self-regulated learning strategies that students may have encountered in the past and were about to encounter in my classroom. The pre SLRS got students thinking about what strategies they use when reading before I even introduced it. Looking at the results from the pre and post SLRS survey, I can really only come to the conclusions mentioned above, and not to conclusions about whether or not self-efficacy was raised. For this reason, I used the MSLQ as a pre and post survey measure as well. This survey focused on students' self-efficacy as a motivational belief in regards to my ESL class, and self-efficacy in regards to self-regulatory reading strategies.

Just as the results from the SLRS were not cut and dry, so is the case with the MSLQ. One major difference, however, is that I was able to break the survey down

further into the categories of motivational beliefs and self-regulated learning strategies.

Table 4.2 exhibits the change from students' pre MSLQ and post MSLQ.

Table 4.2: MSLQ Pre and Post Results

<i>Self-efficacy</i>								
2. I'm certain I can understand the ideas taught in the upcoming unit.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	4	2	2	2	3	3	2	4
POST	3	3	4	3	2	3	3	4
4. Compared with others in this class, I think I am a good student.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	3	2	3	2	4	4	4	4
POST	2	1	3	3	3	3	4	4
8. Compared with other students in this class, I think I know a great deal about text comprehension and summarizing.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	3	1	3	1	3	2	1	3
POST	2	1	4	2	2	3	3	3
<i>Cognitive Strategy Use</i>								
13. When studying, I copy my notes over to help me remember material.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	1	4	3	4	3	3	3	3
POST	2	4	2	4	4	4	4	3
14. I use what I have learned from old assignments and the textbook to do new assignments.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	2	2	1	2	2	3	4	2
POST	4	4	2	3	2	3	4	3
15. When I am studying a topic, I try to make everything fit together.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	3	2	3	2	4	3	4	4
POST	2	3	3	3	2	2	3	3
17. I outline the chapters in my books to help me study.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	1	1	3	2	2	3	1	2
POST	2	2	4	3	1	3	2	4
<i>Self-Regulation</i>								
20. When work is hard I either give up or study one of the easy parts.								
	Dom	Hans	Tahlia	Maria	Ale	Natalia	Habiba	Khadra
PRE	1	2	1	3	2	2	4	2
POST	1	2	2	2	4	0	3	3

Regarding the MSLQ responses, I chose to illustrate the questions with the most positive or negative changes. I even found a few examples when certain pre and post scores seemed to cancel the entire question out. For example, in question 3, two students had positive changes and one student had a negative change in regards to students' expectations on how they will do in the class. However, question 6 has a similar statement, "I think I will receive a good grade in this class," but this time three students had negative changes and only one had a positive change. It *can* be noted that each category had more positive student responses than negative, and in some cases 50% or more of students had positive changes from the pre to the post survey. Many motivational beliefs in regards to self-efficacy changed for the better. To be specific, questions 2 and 8 give the impression that students are more comfortable and more confident about the material taught in the class because four out of eight students responded with positive changes. The results lead me to believe that students feel capable and well equipped to handle the class as it continues.

As I stated earlier, I do not believe that a negative change necessarily means that students do not practice these strategies. This may indicate that students' awareness has been raised and their thought process and self-efficacy for the strategies they currently use and should use more is changing. Therefore, in all positive and negative changes, we can see that students' understanding of these strategies has been altered, which is essentially what this study sought to examine. I also find it especially interesting that so many students went down in their perception of their ability to receive a good grade or in their academic comparison to others, as in question 4. Perhaps this is because post

surveys were done on the last day of class for the year, or perhaps it is because rather than gain confidence in their abilities, students believed their reading strategy practices were not up to par or others were more competent. Finally, number 20 gives the illusion that because four students went from higher response numbers to lower response numbers that they give up when work is hard. However, because of the wording of the question, the result is the opposite, that students *do not* give up when work is hard to switch to something easier.

After analyzing surveys as a whole, I looked at individual pre and post surveys. I decided to pay closest attention to the differences that were more than one step, or number, away. I wanted to focus on the most noteworthy changes, and not question whether a change in just one number meant a change in awareness or understanding or not. For example, a student who answers a 3 on the pre and a 4 on the post was not considered a noteworthy change, but a student who answered a 2 on the pre and a 4 on the post was noted because of the two step change. I wanted to make sure students were experiencing a true change in understanding and efficacy or use of self-regulated strategies.

In regards to the SRLS survey, each student had a different pattern. Very few changes of more than one step in a positive direction overlapped by two or more students.

Table 4.3: SRLS Changes in a Positive Direction

Student	Question:
Tahlia & Habiba	#1) Keep reading when I encounter difficulties in English.
Tahlia & Natalia	#7) Summarize the main idea of each paragraph when reading.
Tahlia, Hans, & Habiba	#8) Summarize the theme of an English article when I read it.
Natalia & Habiba	#17) Underline key points during my English reading.

For the MSLQ, only four questions had overlap where more than one student made a change of two or more points in a positive direction.

Table 4.4: MSLQ Changes in a Positive Direction

Student	Question:
Maria, Natalia, & Habiba	#16) When I read material for this class, I say the words over and over to myself to help me remember.
Tahlia & Habiba	#18) When reading, I try to connect the things I am reading about with that I already know.
Tahlia & Habiba	#21) I work on practice exercises and answer end of chapter questions even when I don't have to.
Tahlia & Dominique	#27) I work hard to get a good grade even when I don't like a class.

All of these positive changes of two or more steps were under the self-regulated learning strategies umbrella, and not under the general self-efficacy section. This may mean that these individuals did not have a change or growth in overall self-efficacy as a general motivational belief, but they did show a change in their self-efficacy for self-regulatory strategies. I believe students may have actually become more critical of their ability to find main ideas, comprehend difficult texts, and summarize. For this reason, I want to note the backward or negative changes (two or more steps) that students made in the SLRS and MSLQ.

Table 4.5: SRLS Changes in a Negative Direction

Student	Question:
Khadra	#2) Consult teachers when I encounter difficulties in the process of studying English
Tahlia	#4) Write an outline after reading an English article.
Tahlia	#5) Recite English texts in the process of studying English.
Tahlia & Natalia	#7) Summarize the main idea of each paragraph when reading
Tahlia & Habiba	#8) Summarize the theme of an English article when I read it.
Tahlia	#9) Ask classmates when I have questions about something I read.
Natalia	#10) Pay attention to what certain grammar refer to during reading.
Dominique	#14) Pay attention to the beginning and end of each paragraph in my English reading.

Table 4.6: MSLQ Changes in a Negative Direction

Student	Question:
Hans	#1) Compared with other students in class, I expect to do well.
Habiba	#12) I always try to understand what the teacher is saying even if it doesn't make sense.
Alejandro	#15) When I am studying a topic, I try to make everything fit together.
Habiba	#16) When I read material for this class, I say the words over and over to myself to help me remember.
Habiba	#18) When reading, I try to connect the things I am reading about with what I already know.
Alejandro	#19) I ask myself questions to make sure I know the material I have been studying.
Habiba	#23) Before I begin studying, I think about the things I will need to do to learn.
Hans	#26) When I'm reading, I stop once in a while to go over what I have read.

The wide variety of responses can be attributed to the variety of language levels, personal factors and previous educational influences (Schunk, 1991). As I referred to

reciprocal determinism in chapter two and how personal, environmental, and behavioral factors can affect students' goals and achievements, it can also be applied here. (Bandura, 1978, as cited in Phillips & Orton, 1983). Students may judge themselves based on their peers or previous academic experience. I find it interesting that Tahlia accounts for most of the negative changes in the SRLS, but has none in the MSLQ. Perhaps this is because her overall awareness was raised in such a way that led her to be more critical of her practice. Perhaps she was more realistic about how often and in what way she practiced self-regulatory strategies. She then translated her awareness or more in depth understanding to the MSLQ where her self-efficacy levels rose, meaning that her efficacy for each strategy was raised. I will discuss Tahlia more in depth in the coming pages.

Journals

As journals were already a part of our weekly routine, students were familiar with the format of answering the topic question(s) in about a 10 minute period. Students knew these journals were not graded, but would be read with care. Each week, I wrote a response in each student's journal. I found that as the weeks went on, students grew a bit frustrated with the monotony of these particular journal prompts. They often felt they were answering the same question on a daily or weekly basis and essentially, they were.

Examples of journal prompts:

How did the strategy of highlighting main ideas help you understand the text?

Do you think your understanding of challenging texts or articles would improve if you continue to use the highlighting strategy?

Write a response to the strategies we've tried over the past two weeks (list of strategies would follow).

Unfortunately, the spontaneity and joy of journal writing was lost a bit in the last few weeks because journals were solely based on strategies and class topics. Personal opinions were solicited, but not in the unpredictable, more fun manner they had been previously. Nevertheless, students still answered the questions carefully and completely, which gave me some insight into their feelings about the new strategies. I found many similarities and themes throughout the journals. Because my journal prompts were so pointed, students described what strategies they liked and disliked in great detail, as well as their short-term goals to use certain strategies in the future. Table 4.3 illustrates common themes that were addressed in the journals.

Journal Themes & Patterns	Stu Ale	Stu Tahlia	Stu Khadra	Stu Dom	Stu Hans	Stu Maria	Stu Nat	Stu Hab
Highlighting	X		X	X	X	X	X	X
Compares new strategies to old		X		X	X			
Will use strategies in future	X		X	X	X	X	X	X
Compares text to own life			X		X			X
Negative about theme sentences			X			X		

Compares themselves to others	X				X
Use of strategies in other classes			X		X
Lists short term goals	X		X	X	X
Re-reading	X		X	X	X
Summarizing	X	X	X		

Table 4.5 Journal Themes and Patterns

The majority of students responded positively to the strategy of highlighting text. Before teaching the strategy, I handed each student a yellow highlighter to keep. One might not think that highlighting is a new strategy to high school students, however for English language learners, this strategy seemed to be new and exciting. We first began using highlighters to identify the words that were new or confusing within a text. Once students were used to doing this, we then used the highlighters *after* reading a paragraph to highlight the most important words, phrases, or sentence. We practiced this several times as a class before having students work in pairs or individually. As the study progressed and we continued to add strategies like re-reading, theme sentences, and summaries, students continued to highlight. I gave students the freedom to use the highlighter in the way they felt was most useful, whether it was to identify words, phrases, or entire sections. Every time we added a strategy, we practiced it right alongside the others we'd already learned. Students were perfecting strategies rather than using them for a week and then forgetting them.

Student comments regarding their new strategy of highlighting:

“Strategy of highlighting is really good because it helps to understand more.”

“I will use highlighting next year because it is such an important year.”

“I had to read an article for psych class; I highlighted.”

“Highlighting was the best strategy I think. When you re-read your notes, you can see the main ideas really quickly.”

Because this study took place at the end of the school year, many students wrote about their short-term goal to use these strategies next year:

“I think I might use the highlighting strategy for next year. I might do better in my classes if I use this strategy.”

“I will probably use both of these [strategies] next year. I feel better with how I can understand the articles.”

“I think I am going to need these strategies next year.”

Conclusions about the survey and journal results are not black and white. Results could be interpreted in myriad ways, however because I know my students best, I feel I am able to make certain generalizations about the results. I think the results show that students' awareness of self-regulatory strategies and belief in their own capabilities was raised. I think that most students connected the strategies they were practicing with ways to use them in and outside the class. I think that students were able to examine their own academic practices from a new perspective, and I believe most will use these new perspectives to strengthen and raise their self-efficacy for certain self-regulatory

strategies. Yet, in order to truly understand what kind of measurement of self-efficacy is possible, the self-belief concept needs to be re-examined and re-defined.

Connections to Theories of Self-Efficacy

Self-efficacy refers to specific types of performance of goals (Pajares, 1996). Within my study, the specific performance was on practicing self-regulated reading strategies. Students set their own goals as to how they would use these strategies to read and understand texts with the ESL class they were a part of, as well as classes they will have in the future. This increased use of self-regulatory strategies may then have the desired effect of increasing their self-efficacy from confidence in their own abilities (Pajares & Schunk, 2001). As I discussed in chapter two, self-efficacy develops through four main channels: mastery experiences, vicarious experiences, social or verbal persuasion, and emotional response. It is important that I discuss the results of my study in regards to these channels.

I think it takes longer than a month to truly gain the aspect of self-efficacy that falls under mastery experiences. Although the assignments and discussions we had in class were authentic and pertained greatly to students' lives, the ability to gain a true understanding of mastery experiences comes from repeated successes. Students certainly experienced success and learning in the variety of in-class activities, group work, and quizzes, but they also experienced learning mistakes and misunderstandings. Many students forgot to do their homework during the study and therefore did not have the practice or understanding that other students had. In some cases, this led to confusion on weekly quizzes. To continue on the path to mastery experiences, students need to raise

the number of successes they have as a result of their understanding of new reading strategies. I think we saw the mastery experiences come to light in the number of changes made in the pre and post surveys as well as the positive comments made in regards to self-regulatory use (present and future) in the journals. We especially see successes in the seven out of eight students who wrote positively about highlighting and usage of the new strategies in the future.

Hans is an example of a student who may have just begun his journey of mastery experiences, but has not yet improved his overall self-efficacy for reading. He did not have any notable positive gains from the pre MSLQ and SRLS to the post surveys. He did however have negative changes when comparing himself to others and when pausing while reading to re-examine the text. Despite what might seem like a lack of progress, Hans does use his journal to describe his experiences with the new strategies. On May 23, he wrote “On the first quiz, I did pretty good. I think I could have done a better job because now I read the text more than one time. I think these strategies can really improve my grades, not only in this class.” Through the journals we gain insight into what Hans is thinking and how he is processing what he is learning. Although the surveys may not have captured noticeable changes in one direction, his journal indicates that he is on his way to true mastery experiences, provided he has more success through these reading strategies.

Students may also raise their awareness and level of self-efficacy through vicarious experiences. These vicarious experiences are most meaningful when students have similar qualities or abilities (Bandura, 1995). In this case, all students are English

language learners, but previous academic experience, culture, and family life differ greatly. Both Tahlia and Habiba come from very similar backgrounds. Both are strong, confident young women with very supportive families and strong previous academic experience. These two young women were the only students who remarked on their peers in their journal entries. Because they seemed to have the most comparisons to their peers, I wonder if that had anything to do the fact that both students had a high number of negative changes. Were they being more competitive or comparative than other students because their self-efficacy for this topic may have started at a higher level? If these students continued to work together and learn from each other, might an increase or positive change in both self-efficacy and strategy comprehension and use occur? Tahlia and Habiba are prime examples of how their vicarious experiences; observing, writing about, and participating with peers, may have impacted their self-evaluations of understanding and efficacy in regards to the self-regulatory learning strategies.

The two most difficult aspects to measure from the surveys and journals are the aspects of social persuasion or verbal messages and emotional states. Social persuasion is when students are influenced by their peers or the social structure around them. Students are not learning from others or modeling themselves after those who are performing well, but rather are being influenced by verbal or nonverbal messages. Social persuasion is not captured in the surveys or journals. However, I think that over a longer period of time it could have been more noticeable in student journals and in my own. I believe that students value the feedback they receive from their peers and from me. We have developed a very comfortable and open classroom climate where students can discuss,

debate, challenge each other, and ask questions freely. I always give authentic feedback and phrase it in a positive way and encourage students to do the same. If a student needs to work on something, I complement them on what they did well first and then follow up with what they can work on for next time.

To understand students' emotional states during this study, I can look to my own journal. Because this study took place at the end of the school year, students were definitely under pressure in their other classes. Finals were approaching and large projects were due. On May 29th I wrote, "What a night and day class from Friday. Students were involved, patient, and worked well together. The 3-day weekend made students ready to learn. I really liked seeing students using highlighters and asking questions about words without me telling them to do so! I made sure they knew I was happy about this." Just a few days later, my feelings changed as I wrote a quick entry, "Rough day today. End of the year spawns dueling personalities and stressed out teens. Class got in a heated debate over a student's personal story about racism." As our content topic was injustices throughout the history of the U.S. and tolerance, we often discussed students' own personal stories that related to the ones we were reading. Students felt free to discuss their happiness or disgust with the tolerance or intolerance they felt in their own lives, which may have had an impact on their emotional state in the classroom.

Can any conclusions be drawn from this study? I think there is evidence that changes were made, whether positive or negative, in students' understanding and use of self-regulatory reading strategies as well as their self-efficacy. The positive and negative changes represent a raised awareness for how students are regulating their own learning

through reading. Was self-efficacy for these self-regulatory reading strategies promoted? This can be best measured over a greater length of time. However, if students continue to use the strategies they were taught during this study, resulting in greater comprehension of texts, higher grades, and more positive feedback from teachers and peers, there is a likelihood that self-efficacy for these strategies as well as overall self-efficacy for reading will rise.

What will a more self-efficacious student look like? A student who continues to use the self-regulatory reading strategies they learned in this study, will not be as intimidated by new English texts in the future. The students will have the self-efficacy for reading that provides them with the tools to strategize, read, and debrief. If a student believes that he or she is able to accomplish a task and makes short term goals, he or she is exhibiting behavior of someone with a high self-efficacy for a specific focus (Pajares, 2006). Students practiced setting short-term goals, accomplishing tasks, and demonstrating their abilities throughout this study. Oxford's research (1989) claimed that the more strategies a learner uses, the more proficient he or she is likely to be. Helping language learners to practice strategies that evaluate, focus, and link information together will help them overcome any gaps in knowledge that they have because of a lack in academic experience or formal schooling. Students become better self monitors and their performance for specific tasks improves, all because of a higher self-efficacy (Zimmerman, Bonner, & Kovack, 2006).

In this chapter, results of my study were discussed and linked to previous information regarding the concept of self-efficacy. Overall results showed a raised

awareness of self-regulatory reading strategies, goal-setting, and self-efficacious practices. Surveys and journals did not show only positive change, but negative as well. I believe that regardless of the direction of change, positive or negative, any change meant raised awareness was achieved and self-efficacy was most likely affected in a positive way. The following chapter will provide information about limitations and implications of this study in regards to scholarly research and my findings. I will also make suggestions for future research and discuss how this study will impact my career as a teacher.

CHAPTER FIVE: Conclusion

My study is just a small glimpse into how a teacher can attempt to promote self-efficacy in her students by raising awareness for specific self-regulatory learning strategies for reading. I wanted to find out just how students' self-efficacy would be affected by the practice and challenge of new reading strategies with the hope that a better understanding of reading strategies would lead to higher self-efficacy. Self-efficacy is a self-belief that refers to a very specific goal, skill set, or task. Therefore, I had to measure it in regards to the reading strategies that we practiced. It is entirely possible that self-efficacy for other goals or tasks was affected during this study, but we did not have a way to measure the changes. Now that the study has been completed, I can make connections to the literature of educational scholars in the field of self-efficacy and learning strategies. I can also clearly see the implications and limitations from this study and how it will affect my own professional practice.

Major Findings

The biggest discovery I made from this exploration is simply that specific strategy instruction is a useful tool. Teachers cannot explain strategies once and then expect students to use them from that point forward. Strategies need to be discussed, practiced, and tested. Only through this process can students begin to reassess their abilities and reflect on their own self-efficacy for the strategy. Although my study did not take place over a substantial time period, I could see through journal reflections and pre and post survey changes that students were processing these strategies. I also got a sense from my

classroom observations that the *way* strategies were taught and the content with which they were paired made a noticeable difference in the students' responses and if they would be likely to continue using the strategy. Authentic positive feedback and open class discussion about our goals and expectations were imperative. I think that learning strategies need to be implemented progressively throughout school years so that students continue to use and practice them. Only then will self-efficacy for these strategies, and the academic work they relate to, be enhanced.

Connections to Literature

Bandura and his colleagues were on the right track when they took the construct of self-efficacy into the educational arena. The pre and post surveys show definite changes happened between strategy awareness and self-efficacy over just a short period of time. Throughout my study, I saw a connection between self-efficacy and language learning. It seemed to me that students who had a higher efficacy for a strategy we were practicing were more likely to ask questions, give examples, and share their thoughts with classmates, therefore using more academic language. I recognized that students needed time and attention to practice skills, to be challenged, and in turn experience a higher level of self-efficacy for the task at hand. Students' awareness for learning strategies *was* raised. The Pintrich and De Groot study (1990) came to the conclusion that self-regulated and motivational learning strategies are important to classroom academic achievement. From their study, they maintain that students need these tools and the motivation to achieve academic success in the classroom. I believe my research came to similar conclusions. Although my study did not include as large a student base as Pintrich

and DeGroot, I think that had I continued teaching self-regulatory strategies and upped the challenge level over an extended period of time, students' self-efficacy and in-turn their academic achievement would have gone up.

I based my strategy implementation on the text by Zimmerman, Bonner, and Kovach (2006). The task-based and goal-oriented strategy instruction was incorporated daily and was specifically designed to promote self-efficacy. A self-regulatory reading strategy was taught and practiced each week. At first, I thought that strategy instruction for mainstream and ESL students could not be that different. I quickly found out that strategy implementation for ESL students is a much slower, more delicate process. The background knowledge that is assumed for mainstream students simply cannot be assumed for English language learners. Each strategy needs definitions, connections, and practice that mainstream students may not need. Also, students need to be engaged in learning. Strategies cannot simply be taught and then practiced. The students I taught really needed to work with these strategies in a variety of contexts and then practice them in both written and verbal form. I suspect this is the case for most students, ELL and mainstream. Although the survey responses seemed to be a mixed bag, journals brought the learning to a more personal level. Students compared their own lives to the lives of the people we were reading about as one of the strategies and this really brought everything to life. Re-reading was not such a chore once the student had identified with the individuals about which they were reading. For example, my students identified with the struggles of Chinese immigrants in the early 1900's when they were detained and interrogated in San Francisco. Others were familiar with the feelings of religious

persecution and discrimination like the Mormons experienced in the 1830's. Re-reading helped students make new connections with text each time they read it.

Because of the nature of this study, students were forced to rely on their intrinsic motivation to complete the tasks at hand. I did not give rewards other than positive praise. As previously stated in chapter two, students do learn through both intrinsic and extrinsic motivations, but evidence indicates intrinsic motivation as a true complement to learning and motivation (Gottfried, 1985 as cited in Pintrich & Schunk, 2006). It seems to me that as self-efficacy grows, intrinsic motivation increases. In my opinion, English language learners need this kind of cycle where they are constantly repeating the pattern of learning, practicing, reflecting, and moving forward.

Implications

I think teachers need to consider the different efficacy levels of their students and how the content and methods they are using can affect those levels. Journals had been a common practice in my class prior to this study, but I realize now that I can use them in a different way. Normally students just write about personal connections to the subject area or spend time answering a pointed question related to the topic. Instead, students should spend some reflection time writing about what they feel their ability to accomplish goals related to the topic will be, and the methods they will use to get there. These reflections on self-efficacy would give the teacher insight into each student and how he or she is approaching the new class material. The teacher immediately knows who feels confident and who does not. With this information, teachers could structure class time, authentic praise, or activities differently depending on the efficacy needs of students.

Before students will start to build self-efficacy, they may first become more critical of their own behaviors, habits, performance, and goals. The surveys show how students took a step back from their initial beliefs and responses in order to reevaluate where they stood compared to their peers and compared to the new information they had gained. This data gives me the impression that students go through a process of self-reflection and social comparison before making a firm decision on their skill levels for certain tasks. Therefore, it is possible that I caught students in the midst of this process.

One of the most important findings that I can take away from this study is that raising awareness for specific learning strategies makes a difference in how students perceive and process what they are learning. Even the defining and discussion of self-efficacy was a healthy way to get to students to examine their academic practices a little more closely. Teachers should be open about the amount of time they spend on students' personal beliefs, learning styles, and reflections. Gaining these insights will no doubt influence a better learning environment and lesson plan.

Limitations

As a new teacher as well as new researcher in this field, I realized many limitations of my study throughout its course and in my analysis. I realized that a month at the end of a secondary school year is just not enough time to truly get a good measure of self-efficacy from students. However, I was able to raise students' awareness of self-regulatory strategies and that was the main focus of my question. With a longer period of time, I could have taken a closer look at short-term goals and journal entries, and thus received more information on an extended timeline.

Teaching strategies through content is best practice, however it takes a great amount of time to teach a subject area so that English language learners grasp the background and essential points before moving on to the next topic or text. Zimmerman, Bonner, and Kovach (2006) suggest a timeline that introduces a new self-regulatory strategy each week. I found this timeline is quite advanced and fast for students who are using these strategies while learning about new content. My goal is for students to understand how and when to use each strategy through the new content they are learning. The texts we used to practice our self-regulatory strategies were complex and challenging, as they should be, and often required more than the one week recommended by Zimmerman, Bonner, and Kovach. I found that I had to diverge from my own timeline to best meet the needs of my students. I only went on to a new self-regulatory strategy once the material and subject area we were studying was complete. Sometimes this was five school days and sometimes it was closer to six or seven.

One final limitation is actually more of a positive drawback. Giving positive reinforcement, creating a safe and supportive classroom environment, teaching strategies, and challenging students are all practices that should be happening from day one of a school year. I believe these are all things that I did continuously throughout the year. The difficulty comes when we only begin to measure how these positive teaching traits affect the students during a short period at the *end* of the school year. It is possible that these teaching traits had already played into students' self-efficacy levels. In this case, we might not see self-efficacy levels rise in this month-long study to the extent they would have had we measured levels at the beginning of the school year. I suppose if there is a

good problem to have, this is it. Yet, this is just one more argument to extend this study into a long-term process.

Suggestions for Future Research

In general, we need to see more research with English language learners in U.S. schools. The population of ESL students is growing and the research is not keeping up. I noticed a great gap in the research of self beliefs in connection with this population of students. As English language learners face many academic, social, and emotional obstacles, research that looks into these challenges and how to better serve our students is a great necessity. Research on the self-efficacy needs of ESL learners must be continued, broadened, and deepened because of the lack of studies done so far and the complexity of the issue (Huang & Chang, 1996).

Schunk (1991) emphasizes the urgent need for classroom-based self-efficacy research that recognizes the academic content being taught, rather than simply performing tasks. Schunk believes this kind of research will help generalize the self-efficacy theory as it is applied to classroom motivation. I found this to be true in my study as well. Many studies did not incorporate the idea that students are learning content. The content cannot be taught in one class period or one week; it must be distributed over several weeks or a semester. Taking a look at self-efficacy over a period of time and within a content-based curriculum is essential.

Professional Growth and Practice

Not only have my understandings of educational research grown during my own research, but my practice has been influenced as well. Scholars in the field of educational strategies and self-efficacy have taught me much and my students have taught me as well. This study impacted the way I will structure my ESL curriculum. More specific self-regulatory strategies need to be taught early on in the school year. By implementing more strategies at an earlier time, students will be able to practice and improve these strategies in a variety of subject areas and reflect on their understandings over a longer period of time. Raising awareness of self-regulatory strategies and self beliefs needs to be a continuous practice. The use of challenging and thought-provoking material while raising awareness of these factors is essential.

Although students found it a bit boring, answering the same journal prompt several times over the course of a school year would be very telling. Both the student and the teacher would be able to recognize patterns of growth and understanding. Essentially, academic, social, emotional, and efficacy growth or setbacks could be noted from these journals. I may not be conducting a research study each year, but this is a simple curriculum piece that I can include to better inform my practice and the students' practice.

Overall, I have gained a greater understanding of self-efficacy. I am proud of the fact that so many motivational beliefs in regards to self-efficacy changed for the better. The idea of promoting self-efficacy is one that takes time to develop and cannot simply be implemented in a few weeks time. I do believe that there is a definite need to promote self-efficacy and raise awareness for self within the ESL classroom. As an ESL teacher, it

is my job to apply best practice to my curriculum, and with the knowledge I have gained through my academic and in-class research, I feel better prepared to do this.

APPENDIX A

Four-week Strategy Implementation Calendar

<p>WEEK</p> <p>ONE</p>	<p>Prep Questions:</p> <ul style="list-style-type: none"> -What do students struggle with now in regards to reading? -What can I anticipate? -What will be most helpful? -Why will these strategies be helpful
<p>DAY 1</p>	<p>Teacher explains questionnaires and that student identities will be kept confidential.</p> <p>Students take the MSLQ & English learning strategies questionnaire.</p> <p>Students journal a response to questionnaires.</p> <ul style="list-style-type: none"> -Discuss the importance of research and why/how my students are involved. <p>Discuss and define terms: self-efficacy, strategy, self-regulation, etc.</p>
<p>DAY 2</p>	<p>TOPIC #1: Mormons expelled from Missouri, 1830's</p> <ul style="list-style-type: none"> -Discuss the upcoming unit and how we will be using new guides, strategies, and materials. -Review idea of self-efficacy and new self-regulatory reading strategies. -Students journal about initial idea of self-efficacy.
<p>DAY 3</p>	<ul style="list-style-type: none"> -Review/define text comprehension & summarization techniques. <p><i>Strategy #1: Highlighting</i></p> <ul style="list-style-type: none"> -Students will highlight the main ideas of each paragraph in a text -Discuss -Give Examples -Practice -Assign Homework
<p>DAY 4</p>	<ul style="list-style-type: none"> -Students take out homework -Discuss similarities & differences between students -Discuss accuracy of students' findings -Continue modeling and practicing the same strategy with a new text <ul style="list-style-type: none"> -New Text relates reading about 1830's to today's Presidential Candidate, Mitt Romney -Assign homework. Time for journaling at end of class.
<p>DAY 5</p>	<ul style="list-style-type: none"> -Students predict efficacy for 10-point quiz using new self-regulating strategies (highlighting main ideas). Take Quiz. <p>Preview upcoming week.</p> <ul style="list-style-type: none"> -Review strategies. -No homework! -Teacher uses checklist to read student journals.

<p>WEEK TWO</p>	<p>Prep: <i>-Strategy implementation & monitoring</i> <i>-What needs to be clarified?</i> <i>-Do some students need extra support?</i></p>
<p>DAY 6</p>	<p><i>Strategy #2: Clarifying difficulties by slowing down, re-reading, and defining when necessary</i> <i>-Students will be encouraged to continue use highlighting in this strategy as well.</i> <i>New topic (all related to main theme): Slavery in he mid-1800;s</i> <i>-Define</i> <i>-Discuss</i> <i>-Give Examples</i> <i>-Practice</i> <i>-Assign Homework (Article)</i></p>
<p>DAY 7</p>	<p><i>-Students immediately take out homework</i> <i>-Pair/Share student summaries and questions</i> <i>-Comparisons & Discussion</i></p> <p><i>-Assign reading homework</i> <i>-Students journal</i></p>
<p>DAY 8</p>	<p><i>Relate readings to current news: Slavery in the U.S. today</i> <i>-Small groups...share and compare summaries & charts</i> <i>-Quick class Discussion</i> <i>-No homework</i></p>
<p>DAY 9</p>	<p><i>-In-class summary task/theme sentences. Use chart.</i> <i>-Model, practice, discuss.</i></p> <p><i>-Assign final reading with this strategy practice.</i> <i>Quiz tomorrow!</i> <i>-Students journal</i></p>
<p>DAY 10</p>	<p><i>-Students predict efficacy for 10-point quiz using new self-regulating strategies (re-reading and highlighting main ideas)</i> <i>Preview upcoming week.</i> <i>-Review strategies.</i> <i>-No homework!</i> <i>-Students journal</i> <i>-Teacher uses checklist to read student journals.</i></p>

<p>WEEK THREE</p>	<p>Prep: <i>-Monitor outcomes</i> <i>-Bring level of summaries up.</i> <i>-Introduce new strategies.</i></p>
<p>DAY 11</p>	<p>Introduce Strategy #3: Relate text to prior knowledge & self-questioning Topic #3: Chinese immigrants in late 1800's and Mine disputes -Define strategy -Model & give several examples -Practice as a class -Discuss -Pair practice</p> <p>-Define short-term goals. How do they apply to new strategies? -Students journal about short-term goals for the week. -Assign reading homework</p>
<p>DAY 12</p>	<p>-Pair/Share student feelings about reading and summaries. -Discuss. Did students highlight? Re-read? Identify? How/when/why? Journal about connections to text. -Assign & explain reading homework (continuation)</p>
<p>DAY 13</p>	<p>\-Small groups...share and compare summaries & charts -Students journal -Discuss gains & difficulties. -No homework</p>
<p>DAY 14</p>	<p>-In-class summary task. Use chart. -Give one more example/practice</p> <p>-Assign final reading for the week. Reading on Angel Island. -Remind students of quiz tomorrow.</p>
<p>DAY 15</p>	<p>-Students predict efficacy for 10-point quiz using new self-regulating strategies. Take quiz.</p> <p>-Role play activity w/ anti-immigration laws -Students journal -No homework -Teacher uses checklist to read student journals.</p>

<p>WEEK FOUR</p>	<p>Prep: <i>-Monitor outcomes</i> <i>-Final week to review</i> <i>-Introduce new strategies, discuss.</i></p>
<p>DAY 16</p>	<p>Introduce Strategy #4: Summarization <i>At this point, topics have stretched beyond the 5 days each, and readings continue.</i> -Define strategy -Model & give several examples. Use pink graphic organizer. -Practice as a class -Discuss -Pair practice -Remind students about short-term goals. How do they apply to new strategies? -Students journal about short-term goals for the week. -Assign reading homework -Discuss -Assign reading</p>
<p>DAY 17</p>	<p>-Pair/Share student summaries and charts -Discuss. Highlighting? Re-reading? Connections to reading? -Assign & explain reading homework</p>
<p>DAY 18</p>	<p>-Use different media for summarizing: song. -Small groups...share and compare summaries & charts -Students journal -Discuss gains & difficulties -Assign final reading</p>
<p>DAY 19</p>	<p>Class discussion: Review of topic and implementation of strategies -Students predict efficacy for 10-point quiz using new self-regulating strategies -Students journal -No homework -Teacher uses checklist to read student journals.</p>
<p>DAY 20</p>	<p>-Students will take the Post MSLQ & English learning strategies questionnaire following the completion of self-regulatory reading strategy instruction -Once all materials, surveys, charts, and journals have been collected, class will discuss the past 4-weeks.</p>

APPENDIX B

Adapted MSLQ – Motivated Strategies for Learning Questionnaire

APPENDIX B

MSLQ – Motivated Strategies for Learning Questionnaire
Adapted from Pintrich & De Groot, 1989, by A. Koehler, 2007.

Name _____

Date _____

Choose the number, 1-4, that best fits your response to the statement. Go slow. Be honest. Remember, this is not a test. There are no right or wrong answers. Write the number of your choice on the line before each statement.

1 = never true

2 = sometimes true

3 = often true of me

4 = always true

Motivational Beliefs

A. Self-Efficacy

- _____ 1. Compared with other students in the class, I expect to do well.
- _____ 2. I'm certain I can understand the ideas taught in the upcoming unit.
- _____ 3. I expect to do very well in this class this quarter.
- _____ 4. Compared with others in this class, I think I am a good student.
- _____ 5. I am sure I can do an excellent job on the problems and tasks assigned for this unit.
- _____ 6. I think I will receive a good grade in this class.
- _____ 7. My study skills are excellent compared to others in this class.
- _____ 8. Compared with other students in this class, I think I know a great deal about text comprehension and summarizing.
- _____ 9. I know that I will be able to learn the upcoming material for this class.

Self-regulated Learning Strategies

B. Cognitive Strategy Use

- _____ 10. When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly.
- _____ 11. It is hard for me to decide what the main ideas are in what I read.
- _____ 12. I always try to understand what the teacher is saying even if it doesn't make I sense.
- _____ 13. When studying, I copy my notes over to help me remember material.
- _____ 14. I use what I have learned from old assignments and the textbook to do new assignments.
- _____ 15. When I am studying a topic, I try to make everything fit together.
- _____ 16. When I read material for this class, I say the words over and over to myself to help me remember.
- _____ 17. I outline the chapters in my books to help me study.
- _____ 18. When reading, I try to connect the things I am reading about with what I already know.

C. Self-Regulation

- _____ 19. I ask myself questions to make sure I know the material I have been studying.
- _____ 20. When work is hard I either give up or study one of the easy parts.
- _____ 21. I work on practice exercises and answer end of chapter questions even when I don't have to.
- _____ 22. Even when reading assignments are dull and uninteresting, I keep working until I finish.

- _____23. Before I begin studying, I think about the things I will need to do to learn.
- _____24. I often find that I have been reading for class but don't know what it is all about.
- _____25. I find that when the teacher is talking I think of other things and don't really listen to what is being said.
- _____26. When I'm reading, I stop once in a while and go over what I have read.
- _____27. I work hard to get a good grade even when I don't like a class.

Pintrich, P. & De Groot, E. V. (1990) Motivational and self-regulated learning components of classroom academic performance. Journal of Educational Psychology. [electronic version] 82, pp. 33-40.

APPENDIX C

Adapted Statement of Self-Regulated Learning Strategies (SRLS)

Name _____ Date _____

Please choose answers from the following statements according to your actual situation. Be honest with yourself. This is not a test, so there are no right or wrong answers. Not all the methods listed here are “good” methods, and everyone has his or her own methods. I want to know what methods you actually use and how often you use them. Please answer all the questions and write down your student number.

0	1	2	3
I never use it.	I sometimes use it.	I use it often	I always use it.

The Statement of Self-Regulated Learning Strategies	0	1	2	3
1. Keep reading when I encounter difficulties in English reading.	0	1	2	3
2. Consult teachers when I encounter difficulties in the process of studying English.	0	1	2	3
3. I read an English article several times if I don't understand it the first time.	0	1	2	3
4. Write an outline after reading an English article.	0	1	2	3
5. Recite English texts in the process of studying English.	0	1	2	3
6. Reward myself when I make progress in studying English.	0	1	2	3
7. Summarize the main idea of each paragraph when reading.	0	1	2	3
8. Summarize the theme of an English article when I read it.	0	1	2	3
9. Ask classmates when I have questions about something I read.	0	1	2	3
10. Pay attention to what certain grammar refers to during reading.	0	1	2	3
11. Read texts I have learned again and again in order to explain them to someone else.	0	1	2	3

12. When I come across a new word that is not essential to the overall meaning of the text, I skip it.	0	1	2	3
13. Use the title of an English article to help understand that article.	0	1	2	3
14. When I read an English article, I imagine the scene described in the article in order to better understand what I have read.	0	1	2	3
15. Pay attention to the beginning and end of each paragraph in my English reading.	0	1	2	3
16. Adjust my reading speed according to the difficulty of the article.	0	1	2	3
17. Use my background knowledge to comprehend English articles.	0	1	2	3
18. Underline key points during my English reading.	0	1	2	3
19. Point at what I am reading with figures or pens.	0	1	2	3
20. Read questions before English reading comprehension examinations.	0	1	2	3

Adapted from Wang, C., Wang, L., & Li, Y. (2007).

APPENDIX D

Teacher's Journal Checklist

APPENDIX D: Teacher's Journal Checklist:

This checklist helps identify and measure how often students are reflecting on their own self-efficacy, what strategies are working well, specific short and/or long-term goals.

WEEK ONE:

_____ Student reflects on understanding of readings (according to journal prompt)

_____ Student positively describes the new strategies they are trying.

_____ Student negatively describes the new strategies they are applying.

_____ Student compares new strategies to old strategies.

Specific strategies cited:

WEEK TWO:

_____ Student reflects on understanding of readings (according to journal prompt)

_____ Student positively describes the new strategies they are trying.

_____ Student negatively describes the new strategies they are applying.

_____ Student compares new strategies to old strategies.

Specific strategies cited:

WEEK THREE:

_____ Student writes about short-term goals.

_____ Student reflects on understanding of readings (according to journal prompt)

_____ Student positively describes the new strategies they are trying.

_____ Student negatively describes the new strategies they are applying.

_____ Student compares new strategies to old strategies.

_____ Student compares him/her progress with other students in the class.

Specific strategies cited:

WEEK FOUR:

_____ Student writes about short-term goals.

_____ Student reflects on understanding of readings (according to journal prompt)

_____ Student positively describes the new strategies they are trying.

_____ Student negatively describes the new strategies they are applying.

_____ Student compares new strategies to old strategies.

_____ Student compares him/her progress with other students in the class.

Specific strategies cited:

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