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ESL students' writing self-efficacy boosted by integrating different self-regulated strategies: Role of Self-Regulated Strategy Development (SRSD) instruction

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Abstract:
Self-efficacy refers to person's believe of his/her abilities to gain a specific task performance. Students who have low self-efficacy for learning usually prevent taking a task; on the other hand, those who judge themselves confidence are expected to highly take a part. Hence, this survey tried to teach and evaluate the effect of self-regulated strategy development (SRSD) instruction on intermediate ESL students writing self-efficacy. Sixty five ESL students participated in this survey which was divided in two control and experimental groups. The experimental group received SRSD instruction while the control group was taught traditionally. The pre and post-test self-efficacy scale and self-regulatory scale of two groups were submitted to Independent sample t-test. The result revealed that self-regulated strategy development (SRSD) instruction significantly improved the ESL students' writing self-efficacy and there was a significant correlation between the ESL students' writing self-efficacy and their self-regulatory knowledge.

Key words: Writing self-efficacy; self-regulated strategies; self-regulated strategy development (SRSD) instruction

1. Introduction:

SRL has integrated as a paramount explainer for independent; educationally appropriate forms of learning that integrate met cognitive, motivational, and strategic elements of learning (Winne & Perry, 2000). It is an intentional, judgmental, adjusting procedure (Winne, 2001). SRL theories try to model and describe how those met cognitive, motivational, and strategic elements could impact the learning procedure (Greene & Azevedo, 2007; Winne, 2001, Zimmerman, 2000). SRL has been surveyed in traditional classrooms as an approach to comprehending how profitable students adjust their metacognition, motivation, and behavior to increase learning. Varied conceptualizations of academic self-regulation have been expressed, like Winne and Hadwin's (2008) information procedure model and Socio-cognitive model of SRL (Azevedo, 2009). In spite of the diversity in analytical definitions, most models of SRL are figured out by strongly controlling acquiring procedures throughout effectively monitoring and strategically utilizing acquiring tactics and strategies (Butler & Winne, 1995; Paris & Paris, 2001; Pintrich, 2000; Winne, 2001; Winne & Perry, 2000). Pintrich (2000) declared that "learners are assumed to actively construct their own meanings, goals, and strategies...Learners are not just passive recipients of

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information...but rather active, constructive meaning makers as they go about learning". In addition the utmost models of SRL suggest a general time-ordered chain that students pursue as they perform a task, but there is no a firm presumption that these different stages (e.g., planning, monitoring, control) are linearly structured: i.e., prior stages commonly but not necessarily happen before later stages (Azevedo, 2009; Greene & Azevedo 2007; Winne, 2001; Winne & Hadwin, 1998; Zimmerman & Schunk, 2001).

It has been proposed that one of the utmost important human characteristics is the ability to self-regulate (Zimmerman, 2000). Our capability to self-regulate has permitted us to adjust, acquire, and advance in the face of problems and altering situations throughout the human timeline. This capability lies at the core of our sense of self along with it is so much important to comprehend the constituents of self-regulation as well how it expands performances.

Self-regulation refers to the "self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals" (ibid).

Though the precise definition of self-regulation is differ between scholars relying on their theoretical orientations, these essential key features are frequent themes of self-regulation survey. Self-generation is considered as a paramount feature of self-regulated learning. In order to be self-regulated, a person must take duty for their own learning, which combines their developed thoughts, and feelings, as well actions taken through the acquiring procedure.

Scholars theorize that the usage of self-regulatory strategies is related to a writers' self-efficacy in two ways: firstly, when beginner writers acquire to be more self-regulated, their self-efficacy for writing will enhance; secondly, self-efficacy outlooks will be anticipative of self-regulatory strategy utilize and attainment (Zimmerman & Risemberg, 1997). This hypothesis has been supported by survey in self-efficacy and self-regulation. Research has realized that correlations between self-efficacy and self-regulated strategy utilize. Zimmerman & Kitsantas (1999) found out that better levels of writing self-efficacy are definitely correlated with better levels of strategy utilize and contribution to strategies. Schunk (2003) represented how social models, aim settling, and self-evaluation (all related to self-regulation processes) affect self-efficacy. Pintrich and De Groot (1990) found out that universal academic self-efficacy was correlated with cognitive strategy utilize and self-regulation. Additionally, survey has revealed that educating self-regulated strategies increases both writing skills and self-efficacy (Pajares, 2003). Following the previous statements Hamman (2005) declared "it's unsurprising that teaching self-regulation strategies is a recurring theme in research" (Hamman, 2005).

Zumbrunn and Murphy-Yagil (2009) scrutinized the influence of SRSD instruction on elementary students' writing attitudes. Discoveries indicated that categorized strategy instruction predominantly influenced students' attitudes about writing; even though, more surveys are obviously required to evaluate the effect of strategy instruction on students' writing attitudes. This study examined the effects of SRSD instruction on college English second language students' writing attitudes.

Just a few numbers of surveys have probed the effect of SRSD instruction on students' self-efficacy beliefs (Graham, et al., 2005; Page-

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Voth & Graham, 1999) as well the outcomes of these studies are integrated. For example, **Page-Voth and Graham (1999)** examined the influences of SRSD instruction on the writing self-efficacy of seventh and eighth grade students with writing and learning inabilities. Findings represented that students' efficacy outlooks were not affected by instruction. Graham, et al. (2005) reached to the same outcomes with struggling, third grade writers. Other researches indicated despite that, strategy instruction can have assertive influence on students' self-efficacy (Gaskill & Murphy, 2004; Harris, Graham, & Freeman, 1988). This study evaluated the impacts of SRSD instruction on college students writing efficacy outlooks.

2. Purpose of the study:

Self-efficacy is known as a key concept of social cognitive theory, and is associated with self-regulation. Self-efficacy is defined as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986). So, increasing students' judgment about their ability can be a key point in improving their language skill. Hence, this study tried to evaluate whether students' writing self-efficacy may improve by integrating Self-Regulated Strategy Development (SRSD) instruction. Due to the fact that, increasing students' self-efficacy, may improve their other language skills too.

On the other hand, this study attempted to shed the light on the correlation between students' self-regulated strategy knowledge and their self-efficacy.

3. Research questions:

This study attempted to find out the answers of the following questions:

Research question1: Does the self - regulated strategy development instruction significantly improve the ESL students' writing self-efficacy belief?

Research question 2: Is there any significant relationship between using the different self-regulatory strategies subscales and ESL students' writing self- efficacy?

4. Methodology and Techniques Used

4.1. Participants:

The participants in this study were volunteer students who selected from two English classes which contain 76 female students at JSS College for Women in Mysore city, India. This college is affiliated and recognized by the University of Mysore in India.

The ages of students per class ranged from 18 to 21 and the data of 65 students were analyzed. Due to the fact that some of the ESL students of this study were absent from classes on the day of the of the pre-test or post-test or missed the treatment sessions or were excluded from the study based on their extreme scores on the proficiency test Information obtained from a questionnaire revealed that all students are Indians and their native language was Kannada (local language) while English was their second language.

Nelson English Language Test for intermediate learners by Fowler & Coe (1976) was given to the students before starting the instruction to prove that the students in each group were homogenous. The test contains a cloze test and 50 multiple choice questions. The result of Nelson proficiency test indicated that there was not any significant difference between the mean scores of two groups.

4.2. Treatment:

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For the purpose of engaging students in communicative utilization of English language, self-regulated strategy development instruction was used as treatment instruments in this survey. Pioneered by Karen Harris and Steve Graham, SRSD for writing integrates three areas: (a) six stages of explicit writing instruction across a variety of genres; (b) explicit instruction in self-regulation strategies, including goal setting, self-monitoring, and self-instruction; and (c) development of positive student attitudes and self-efficacy about writing (see Harris, Graham, & Mason, 2003; Santangelo, Harris, & Graham, 2007, Harris et.al, 2008). Each strategy includes chart which is a mnemonic acronym for learning the strategy steps. In this study for the persuasive essay writing, "PLAN + WRITE" is used, which stands for **P**ay attention to prompt, **L**ist main ideas, **A**dd supporting ideas, **N**umber major points, **W**ork from plan, **R**emember your goals, **I**nclude transition words, **T**he Use different kinds of sentences, **E**xciting, Interesting words. These strategies were taught to the students four times in a week during three months. The instructor also demanded students to write an essay and speak some minutes about the specific strategy which they used in their essay.

4.3. Measurement Instrument:

Self-regulation integrates learning behaviors or strategies, motivation, and metacognition. In the context of academic writing, it is believed that self-regulation, as manifested through self-reflective and self-evaluative activities, may predict one's writing success. The scale which is used in this study has constructed by Kanlapan & Velasco (2009) which is used of Zimmerman's (2002) characterization of the self-regulation processes namely: (1) setting specific proximal goals for oneself, (2) adopting powerful strategies for attaining the goals, (3) monitoring one's performance selectively for signs of progress, (4) restructuring one's physical and social context to make it compatible with one's goals, (5) managing one's time use efficiently, (6) self-evaluating one's method, and (7) adapting future methods. The test consists of 105 items and participants have to reply them in 60 minutes.

The self-efficacy test was designed by Cerar, Mills and Mastropieri (2011) to measure the students' writing self-efficacy. Participants were administered the self-efficacy scale two times during the study. It was administered during pre-SRSD and post-SRSD. The self-efficacy scale contained 13 questions in which participants were asked to rate their response to the questions on a 5 point Likert scale, with 1 indicating 0% confidence and 5 indicating 100% confidence. Student's responses were summed to obtain a total score for each administration of the measure. The total number of items on the scale were summed and divided by the total number of items (13) to calculate a composite self-efficacy score for each student. Composite self-efficacy scores ranged from 1, indicating the student did not have confidence in his persuasive writing ability, to 5 indicating that the student was 100% confident in his ability to write persuasive essays. All of the self-efficacy measures (total of 18) were scored by the researcher and a second scorer in order to verify the total score in order to ensure 100% agreement.

5. Result and Discussion:

5.1. The effects of self-regulated strategy development (SRSD) instruction on ESL students' writing self-efficacy.

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Self-efficacy is attended as an initial part of a person's self-concept. In the previous studies scholars found that this potential in second language learners can be determinative in writing an effective essay in second language. It helps the students to start writing with high self-confidence and focus on the different essential parts of their essay writing. So in this survey, it is considered that the self-regulated strategy development (SRSD) instruction by teaching them to be self-organized, self-evaluated and self-monitored may improve the ESL students' self-efficacy of this study while they intended to write an essay. So this hypothesis tried to specially find out the impact of this instruction on ESL students' self-efficacy in writing. Independent sample t-test was used in this hypothesis to find whether there is any significant difference between the means scores of the experimental and control groups' self-efficacy as the experimental group was under the treatment. The descriptive analysis shows that the means of two groups in pre-test were almost close to each other as in experimental group *Mean= 2.63* with *SD= 0.69* and in the control group *M= 2.59* with *SD= 0.61*. But by the first glance, it can be realized that there is some difference between the means of two groups in post- test. The mean score of post-test in experimental group is *M= 4.15* with *SD= 0.71* and for the control group *M= 3.00* with *SD=0.50*. As it is clear from the table 5.1 the experimental group recorded good improvement in mean score and standard deviation in the post-test.

Table 5.1.
Descriptive statistics for pre and post-test self-efficacy in two groups

	Groups	N	Mean	Std. Deviation	Std. Error Mean
PreSelfEfficacy	Experimental	33	2.63	0.69	0.12
	Control	32	2.59	0.61	0.10
PostSelfEfficacy	Experimental	33	4.15	0.71	0.12
	Control	32	3.00	0.50	0.08

The independent sample t-test was used to find whether there is any significant difference between the means of two groups in post-test. Table 5.2 shows that the t-value is 7.05 and p= 0.00 which is lower than 0.05 ($p < 0.05$) level of significant with df= 57.76. This result confirmed that the higher mean score of the experimental group is significantly higher than the mean score of control group and this difference aroused by the impact of self-regulated strategy development (SRSD) instruction on the experimental group of ESL students.

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Table 5.2.Independent sample t-test for post-test self-efficacy scores in two groups

	Levene's Test for Equality of Variances		T - test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence	
								Lower	Upper
Equal variances assumed	5.28	0.02	7.48	63	0.00	1.15	0.15	0.84	1.45
Equal variances not assumed			7.52	57.91	0.00	1.15	0.15	0.84	1.45

Figure 5.1 provides a visual representation of ESL students' performance in different groups from pre-test to post-test.

It could be seen in this figure that the experimental group which were under the treatment excelled the control group in the post-test while the means of two groups were almost in a same position in pre-test. So the ESL students of this study in the experimental group acquired better ability in self-efficacy in their essay writing. Hence, the self-regulated strategy development (SRSD) instruction significantly improved the self-efficacy of ESL students' essay writing in the experimental group, and then the answer to the first question of this study is affirmative.

Figure 5.1

Groups' mean scores on ESL students' writing self-efficacy across two testing times.

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5.2. There is significant correlation between the different self-regulatory strategy subscales and ESL students' writing self-efficacy.

As in the second hypothesizes of this study, the impacts of self-regulated strategy instruction on the writing self-efficacy of ESL students was proved separately, so this hypothesis tried to find whether there is any relationship between the self-regulated strategy subscales of ESL students' and their self-efficacy in writing. Table 5.3 shows the post-test's mean scores of experimental group in two self-regulatory knowledge and self-efficacy tasks.

By the first look it can be recognized that the experimental group achieved better mean scores in Goal setting and Time-management strategies, it means that students used these two strategies more than others after going under treatment with SRSD instruction. On the other hand, they used adapting future method strategy at the least. To know whether students' writing self-efficacy had any correlation with their self-regulatory knowledge and its subscales, the result of these tests were submitted to SPPS to find out their correlation through Pearson correlation analysis.

Table 5.3.

Descriptive statistics for correlation among two tasks

	Mean	Std. Deviation	N
Post Goal	4.48	0.56	33
Post Adapt	3.69	0.63	33
Post Monitor	3.66	0.59	33
Post Restructure	3.45	0.50	33
Post Management	4.24	0.61	33
Post Evaluation	4.15	0.71	33
Post Adoption	3.42	0.50	33
Ex Post Self Regulatory	4.18	0.80	33
ExPost SelfEfficacy	4.15	0.71	33

The analysis identified that there is a significant correlation between the ESL students' writing self-efficacy and their self-regulatory knowledge. It reveals that the P- value of students writing self-efficacy and their total self-regulatory knowledge group is $P = 0.01$. Moreover by looking to the table 5.4 it can be realized that, the writing self-efficacy of ESL students in this study, had significant correlation by the self-regulatory subscales as correlation for Goal setting is P= 0.03 and for Adapting powerful strategies P= 0.002 and for Self-Monitoring P= 0.02, for Self-management P= 0.04, for Self-Evaluation P= 0.00 and for Adapting future method P= 0.02. On the other hand, by focusing at the table 5.4, it can be discovered that one of the self-regulatory strategies subscales had not any significant correlation to the students' writing self-efficacy, as Pearson correlation for students' Restructuring context strategy is P= 0.10 which is higher than 0.05 level.

It means that using this strategy did not have any impact on enhancing ESL students writing self-efficacy. Totally, table 5.4 shows that except one item all self-regulatory strategies had significant correlation to ESL students' self- efficacy of this study. Therefore, the null hypothesis stating that there is no significant correlation between ESL students' self-regulatory strategy knowledge and using

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its' different subscales and ESL students' self- efficacy is rejected and alternative hypothesis is accepted.

Table 5.4.

Pearson Correlation between self-regulation knowledge subscales and self-efficacy

		Post Goal	Post Adapt	Post Monitor	Post Restructure	Post Managment	Post Evaluation	Post Adoption	ExPostSelf Regula	PostExSelfEfficacy
PostGoal	Pearson	1	0.16	0.40*	0.07	0.55**	0.51**	0.35*	-0.13	.045*
	Sig. (2-tailed)		0.37	0.02	0.66	0.00	0.00	0.04	0.46	0.03
	N	33	33	33	33	33	33	33	33	33
PostAdapt	Pearson	0.16	1	0.38*	0.44*	0.27	0.10	0.12	0.23	0.51**
	Sig. (2-tailed)	0.37		0.02	0.01	0.12	0.56	0.50	0.19	0.002
	N	33	33	33	33	33	33	33	33	33
PostMonitor	Pearson	0.40*	0.38*	1	0.31	0.39*	0.49**	0.17	-0.13	0.19
	Sig. (2-tailed)	0.02	0.02		0.07	0.02	0.00	0.33	0.47	0.02
	N	33	33	33	33	33	33	33	33	33
PostRestructure	Pearson	0.07	0.44*	0.31	1	0.23	0.23	0.20	0.09	0.41
	Sig. (2-tailed)	0.66	0.01	0.07		0.18	0.18	0.26	0.59	0.10
	N	33	33	33	33	33	33	33	33	33
PostManagment	Pearson	0.55**	0.27	0.39*	0.23	1	0.84**	0.36*	-0.21	0.12*
	Sig. (2-tailed)	0.001	0.12	0.02	0.18		0.00	0.03	0.22	0.04
	N	33	33	33	33	33	33	33	33	33
PostEvaluation	Pearson	0.51**	0.10	0.49**	0.23	0.84**	1	0.16	-0.21	0.01**
	Sig. (2-tailed)	0.00	0.56	0.00	0.18	0.00		0.36	0.23	0.00
	N	33	33	33	33	33	33	33	33	33

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PostAdoption	Pearson	0.35*	0.12	0.17	0.20	0.36*	0.16	1	-0.35*	0.07*
	Sig. (2-tailed)	0.04	0.50	0.33	0.26	0.03	0.36		0.04	0.02
	N	33	33	33	33	33	33	33	33	33
ExPostSelfRegulatory	Pearson	-0.13	0.23	-0.13	0.09	-0.21	-0.21	-0.35*	1	0.22**
	Sig. (2-tailed)	0.46	0.19	0.47	0.59	0.22	0.23	0.04		0.01
	N	33	33	33	33	33	33	33	33	33
PostExSelfEfficacy	Pearson	0.04*	0.51**	0.19*	0.41	0.12*	0.01**	0.07*	0.22**	1
	Sig. (2-tailed)	***0.03***	***0.002***	***0.02***	***0.10***	***0.04***	***0.00***	***0.02***	***0.01***	
	N	33	33	33	33	33	33	33	33	33

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Graph 5.1 shows a very strong and positive correlation between the two variables. The scatter plot suggests that there is a linear absolute relationship between the ESL students' self-regulatory strategy use in writing and their writing self-efficacy which means the larger values of self-regulatory strategy use in writing tending to be associated with the larger values of students' self-efficacy in writing.

Graph 5.1.Correlation between self-regulation knowledge and self-efficacy

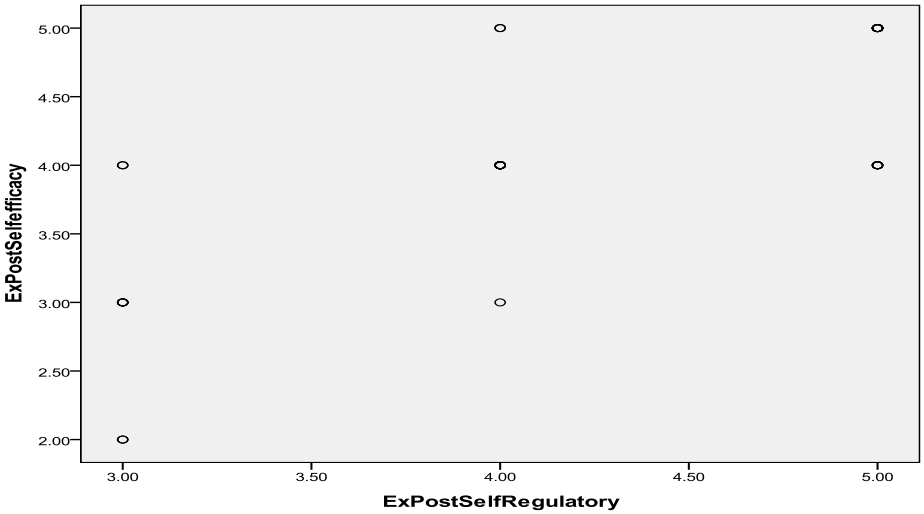

Table 5.5 is the regression table which shows the percentage of prediction which can be considerable for variables. The linear regression analysis of the variables reveals that 54% ability of students' use of self-regulatory knowledge can predict the success in their high self-efficacy in writing.

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Table 5.5.Linear regression for self-regulation knowledge and self-efficacy

Model	R	R Square	Adjusted R Square	Std. Error
Regression	0.73[a]	0.54	0.52	0.58

Table 5.6 is the ANOVA table which analyses the variances of two tasks. The F ratio is the considerable part of this table which illustrates the reasonable degree of prediction of dependent variable. A good model should have large F ratio at least greater than one. In this table the *F* is *36.42* which is significant at $p<0.001$, so totally the regression model considerably predicts the ESL students' speaking ability.

Table 5.6.
ANOVA table and the Analysis of variances

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.40	1	12.40	36.42	0.00[a]
	Residual	10.56	31	0.34		
	Total	22.97	32			

a. Predictors: (Constant), ExPostSelfRegulatory
b. Dependent Variable: ExPostSelfefficacy

Finally the coefficient table 5.7 gives the data about the individual contribution of variables in the model. In this case, simple regression was run and there is just one predictor variable. B value represents the change in dependent variable associated with a unit change in the independent variable. B_0 is related to constant in this case 0.78 means amount of dependent variable without contribution of independent variable is 0.78. B1 value is the slope of the regression line; it represents the change in the dependent variable associated with a unit of change in the independent variable. In this case, it means, if in this study ESL students' knowledge of self-regulation increased by one unit then the model predict that 0.78 unit of increasing in speaking ability.

Table 5.7 Coefficient of variables in contribution in Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.780	0.548		1.423	0.045
	ExPostSelfRegulatory	0.783	0.130	0.735	6.035	0.000

a. Dependent Variable: ExPostSelfefficacy

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Beta value is same as B value with a little difference. Beta value estimates changes in dependent variable in associated with one standard deviation change in independent variable. T-Value tests whether the B- value is different from 0 or not? P- Value less than 0.05 reflects a genuine effect. For this data it is .000 therefore, the Bs are different from 0 and we can conclude that knowledge of self-regulation makes a significant contribution (p=0.000) to predicting speaking ability on it.

6. Conclusions and recommendations:

According to the result of this study the ESL students who participated in experimental group and were under self-regulated strategy development instruction got better writing self-efficacy than control group who were under traditional instruction and there was a significant difference between these two groups in post-test. So, the answer of the second question of this study is affirmative. One of the main reasons of this study was to clarify the effects of SRSD instruction on ESL students' self-efficacy. Due to the fact that the self-regulated strategy development (SRSD) instruction concluded a set of various interrelated activities, so it was a question to know whether using different strategies of SRSD instruction may improve and effect on ESL students' writing self-efficacy. So the second question was planned and the analyzing of data showed a positive effects.

The results of the present study are similar to the outcome from other surveys, which have demonstrated that strategy instruction variously impacts the language learners' writing self-efficacy (Gaskill & Murphy, 2004; Graham et al., 2005; Page-Voth & Graham, 1999). Also, the result of this study showed that there is significant correlation between the students' essay writing performance and self-regulated strategy development instruction (SRSD) subscales in previous hypothesis. It means that whatever the students' self-regulated knowledge and their proficiency in applying the prompts and strategies increased their scores in essay writing raised too. By applying the SRSD instruction, the students can be more confident about their ability to write a good essay, and more positive about the role of effort in writing. More studies are however required to make a definitive judgment on the amount of variation shared between self-regulation and self-efficacy. Additionally, the above findings are consistent with the findings of the other scholars' study who reported that strategy instruction led his L2 participants to feel more confident in generating ideas and organizing information in English witting, and with the findings of Fidalgo et al. (2008), who reported that instruction in strategies for planning and revising writing could improve the self-efficacy of their subjects in expository writing in L1.

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