INTRODUCTION

1. Overview and Background

Generally the history of language learning in the twentieth century has been figured out by the “Rise and fall of a variety of language teaching approaches and methods” (Richards & Rodgers, 2001). Those approaches and techniques in language teaching and learning were expanded on the basis of language acquisition theories and surveys. Appropriately, investigation and techniques gathered, all stimulating for the ultimate goal of “…a search for more effective ways of teaching second or foreign languages” (ibid).

Changes in linguistic studies occurred in the late 50s, as linguistic approach of structuralism and stimulus-response psycholinguistics gave place to the new innovation approach of syntactic structure (Chomsky, 1957). This approach perceived enormous attention by presenting the meaning of fundamental competence of language apply and the creativity of language use (Chomsky, 1968). For this reason, this type of view toward language acquiring permitted for the probability of learners making appropriate struggles to manage their own acquiring. Ultimately, “Along with theories of cognitive processes in language learning these views contributed to a research thrust in the mid to late seventies aimed at discovering how learners employ learning strategies to promote the learning of language” (Griffiths, 2004). In reality this convey in the last twenty years concentrated less on instructors and techniques of educating and much more on learners’ styles, necessities and contribution in the learning procedure.

Investigations firmly proposed that influential language learners apply different kinds of strategies to help them in increasing language proficiency. Language learning
strategies refer to a particular kind of manner that elevates performance in both using and acquiring a language (Oxford, 1990). Freeman (1999) declared that acquiring activities “are overt, conscious and intentional, and should be clearly distinguished from the fast mental process which is mentioned in the cognitive literature on learning strategies”. Academic psychologists recognize between cognitive and metacognitive strategies (Victori & Lockhart, 1995). Cognitive strategies permit students to manage various tasks and acquiring positions appropriately and with self-confidence. Metacognitive strategies help students to expand self-regulated learning, in which they acquire to increase how they settle purposes, select matters and resources in associated with aims, and monitor and determine learning advancement over time.

Whereas there are a great number of key theoretical factors suggested for self-regulated learning, which all seem to spread the popular view that say ‘students perceptions of themselves as learners and their use of various processes to regulate their learning are critical factors in analyses of academic achievement’ (Zimmerman, 2001). Zimmerman and Schunk (2001) described self-regulated learning survey as searching to describe how persons apply systematic and regular techniques of acquiring to boost performance, and to describe how learners adjust to conveying concepts. Now a day’s highly importance was given to writing in a different societies and it is considered as the most importance to expand proof-based exercises that enhance students’ writing performance (Graham, Gillespie, & McKeown, 2013). On the basis of multiple sources of information, Graham and Harris (2009) suggested that educating, planning and sentence-integrating strategies are efficient instructional exercises in writing.

Nonetheless, little things are discovered about the particular influences and comparable advantages of planning and sentence-integrating instruction.
Mastery writers are strongly and metacognitively engaged in their writing. Mastery writers commonly involve in three mental exercises: planning, translating, and reviewing. Specifically, they: (a) settle aims and generate cohesive plans; (b) manage their plans to convey more knowledge when writing, whereas weak writers frequently “convey” their knowledge; (c) determine text with regard to writing purposes and change language which they already use. Writers do not certainly go through the partial exercises; rather, mastery writers specified much more time to manage through such processes repeatedly (Glaser & Brunstein, 2007; Harris & Graham, 1992). Hayes and Flower (1986), for example, found out that mastery writers commonly expand a new set of aims or plans to handle the writing procedure. As they write, translating opinions into text perhaps lead them to thinking new ideas and reviewing the draft to reach persistency. Students extend to reach and clarify their plans whereas translating and changing means is require for achieving their aims. Additionally, students’ knowledge of writing strategies perhaps impact on their metacognitive activities like planning a story (Greene & Azevedo, 2007). Mastery writers’ use of strategies is provided by supportive metacognitive knowledge. In spite of this, a noticeable body of proof proposes that progressive writers reveal a few metacognitive activities when writing.

Mastery writers identify writing aims as well as adopt strategies to overwhelmed barriers and reach their purposes, and persistently monitor the results of their attempts in writing; namely, they are self-regulating (Glaser & Brunstein, 2007; Harris et al., 2006). Mastery writers frequently have obvious aims and a sense of direction that combine: planning, monitoring, evaluating, and revising as section of learning routines. However, knowledge of strategies and metacognition is frequently not enough to increase learning attainment; students require being stimulated to utilize
these strategies along with to regulate their cognition and attempt (Pintrich, 2000). Persuasive writers commonly keep assertive self-efficacy outlooks about their ability to support comprehensive text (Bandura, 1997). Several surveys reveal that self-regulation might enhance students’ motivation (Sawyer et al., 1992; Zimmerman & Martinez-Pons, 1990). Review of these surveys brings out that writing is a complicate procedure that depends, in massive part, on conveys that happen in students’ metacognitive knowledge and motivation, both of which may be increased by self-regulation. Definitely, one solution to enhance the acquiring results of progressing writers perhaps is to help them to self-regulate their learning manners. Several scholars have really argued about the use of self-regulatory methods in writing instruction (Graham & Harris, 1994; Zimmerman & Risemberg, 1997).

SRL has integrated as a paramount explainer for independent; educationally appropriate forms of learning that integrate metacognitive, motivational, and strategic elements of learning. It is an intentional, judgmental, adjusting procedure (Winne, 2001). SRL theories try to model and describe how those metacognitive, motivational, and strategic elements could impact the learning procedure (Winne & Hadwin, 1998; 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 applying acquiring tactics and strategies. Pintrich (2000) declared that “learners are assumed to actively construct their own meanings, goals, and strategies...Learners are not just
passive recipients of information...but rather active, constructive meaning makers as they go about learning”. In addition the most models of SRL suggest a general time-ordered chain that students pursue as they perform a task, but there is no a strong 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 ( Butler & Winne, 1995; Greene & Azevedo 2007; Zimmerman & Schunk, 2001).

2. **Significance of the study**

It is hoped that this study will aid in reaching a better understanding of the effect of explicit second language (L2) strategy instruction on language learners as suggested by the hypotheses and researches in the literature.

This study attempts to find out (a) if explicit Self- regulated Strategy Development (SRSD) make the ESL students of this study self- organized and improve their essay writing, and (b) if students’ awareness and strategy use in learning the language will effect on their self-efficacy. The issues listed below are the significant ones for this study. It is hoped that the findings and answers of the research questions cover the blow items:

1. Raise ESL students’ awareness of their learning styles and the strategies they already use and encourage them to add more useful strategies and apply Self-regulated strategy Development in their learning.

2. Raise ESL students’ awareness of the strategies that are already present in their textbooks to allow them to fully utilize them and evaluate the effect of using these strategies on their self- efficacy.
3. Encourage teachers and administrators to incorporate more explicit and direct forms of strategy instruction in the native language of learners into language learning courses.

4. Encourage curriculum and textbook designers along with decision makers to integrate explicit strategy instruction into the syllabus.

5. Contribute to the field of language learning instruction and applied linguistics.

6. Contribute to the field of education in general by highlighting the importance of using metacognitive strategies like Self-regulated strategy development (SRSD) on ESL or EFL students’ task to raise student awareness of the learning process and raising their self-efficacy.

3. Statement of the problem

One of the important goals in writing instructions is to help student writers develop, sharpen and enhance their self-regulatory mechanism in writing and to provide effective strategies for completing writing tasks so that they would be more resourceful, self-reflective and goal-oriented (Graham & Harris, 1997; Scardamalia & Bereiter, 1985). Whether teachers can shape their classroom to promote self-regulated learning among the students and what role motivation plays in initiating and support changes in students’ self-regulated learning have been important questions to be addressed (Zimmerman, 2008). Some of the recommendations for improving writing have included teaching explicit strategies (Graham & Harris, 1997; Zimmerman & Bandura, 1994) and developing students’ motivation to writing (Bruning & Horn, 2000; Zimmerman & Bandura, 1994).

Usually students were required to finish writing tasks after class independently without guidance from teachers or communication with peers. Such practice deprives students of their creativeness, sense of ownership, and enjoyment in writing. In these
cases, majority of the students lacked confidence in their capacity of EFL writing and thought that they did not make much improvement even after taking the writing course.

The findings of the previous studies and arguments about the feasibility of more process-oriented ESL and EFL writing instruction call for more studies that explore the feasibility and effectiveness of more process-oriented on ESL and EFL writing instruction in normal ESL and EFL writing curricula, particularly studies that aim to identify the effective instructional procedures that may promote students’ self-regulation and self-efficacy in ESL and EFL writing.

Non-native language learning challenges students’ motivation in its unique ways. In the process of foreign language learning, it is inevitable for the learners to make mistakes, be criticized by teachers, be laughed at by peers, or even fail in many situations. In this case, learning a foreign language is particularly linked to risk-taking, embarrassment and face-losing (Horwitz, 1990) that more often than not threaten, undermine or even defeat one’s motivation for learning. Learning a foreign language differs learning other subject matters in school in that foreign language learning entails incorporating a new culture that is markedly different from one’s own culture. Experience of cultural shock may impact learners’ judgment of capacity to meet the challenge and learn it. Writing is a particularly challenging and demanding task for student writers because of its complexity and self-regulatory nature of composing (Bereiter & Scadamalia, 1987; Flower & Hayes, 1981; Zimmerman & Risemberg, 1997). Writing is perhaps the language skill that demands the most self-regulation as “writing activities are usually self-planned, self-initiated and self-sustained” (Zimmerman & Risemberg, 1997).
Since it has been proven that autonomous learners are efficient learners, increasing student confidence and providing them with techniques to improve their language learning must be an important goal in teaching. Therefore, it has been argued that explicit strategy instruction will serve the purpose of raising students’ awareness of their learning process, by knowing what helps them, monitoring their performance, and making decisions about how to approach a language task.

This study aims to realize the effect of self-regulatory explicit instruction on ESL students’ writing ability as an important and crucial skill in learning a second language. Moreover, it is very interesting to see whether raising student’s learning awareness by self-regulatory strategy development instruction will also enhance the student’s self-efficacy or not. In this research different aspects of writing like: cohesion and coherence, length of the essay, writing components and writing style will be studied too. Till now so many surveys have been done on the effect of self-regulatory and writing, but the problem is that, still no one has worked exclusively on the relationship between self-regulatory instruction and ESL students’ essay writing, which essay writing is completely different from composition or story writing that has be studied recently. In addition, this study intends to work on another important variable which plays a crucial role in learning a second language, and its self-efficacy. There is a hypothesis in this study that pointed self-regulatory strategies may improve ESL learner’s self-efficacy in their English writing.

4. Purpose of the study

The impact of Self-Regulated Strategy Development (SRSD) with explicit generalization instruction on essay writing of first year college students who struggled with writing were assessed in the current study. This was the first time the effects of SRSD in essay writing and also their self- efficacy and their kind of self- regulation
strategy use was measured and examined together in one research. The current study extended the large body of work conducted by Graham and Harris (2003) using SRSD in writing. In addition to the effect of SRSD instruction on the ESL students’ essay writing and their self-efficacy, this study tried to examine the effects of SRSD instruction on ESL students’ kind of self-regulation strategy use.

Two groups of study were employed in this study which one of them was known as experimental group and another as control group.

Instruction in writing using SRSD followed the six steps outlined in Harris et.al 2008 SRSD instructional model: develop and activate background knowledge, discuss the strategy, model the strategy, memorize the strategy, support the strategy, and independent performance. Self-regulation procedures (self-monitoring, goal setting, self-reinforcement, self-instruction, self-assessment and metacognition) were embedded throughout instruction.

Participants learned how to use the following two strategies to help them compose essays that were longer, contained more essential elements, and were of overall better quality. SRSD instruction in writing continued with participants until criterion was met. Criterion performance was defined as when a participant could independently write a story, with all seven parts, using self-regulation techniques and the PLAN + WRITE mnemonic acronym, as it is clear from the table 1.1 for essay writing.
Table 1. A framework for essay writing genre strategies and its mnemonic charts

<table>
<thead>
<tr>
<th>Essay Writing Plan + Write</th>
<th>P = Pay attention to prompt</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>L = List main ideas to develop your essay</td>
</tr>
<tr>
<td></td>
<td>A = Add supporting ideas</td>
</tr>
<tr>
<td></td>
<td>N = Number major points</td>
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<td></td>
<td>W = Work from plan</td>
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<td></td>
<td>R = Remember your goals</td>
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<tr>
<td></td>
<td>I = Include transition words</td>
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<td></td>
<td>T = Use different kinds of sentences</td>
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<tr>
<td></td>
<td>E = Exciting, Interesting words</td>
</tr>
</tbody>
</table>

5. Research Questions and Null Hypotheses of This Study

The researcher in this study will attempt to examine the effects of SRSD instruction on essay writing and self-efficacy in an ESL context and extent these different instructional techniques in order to the development the students’ use of self-regulated strategy and elevate ability to utilize it in second language. So, the experimental study along with the survey will be an endeavor to answer the following questions in an Indian ESL context:

Research question 1: Does the self-regulated strategy development instruction significantly improve the ESL students’ essay writing ability?

Hypothesis 0 1: Self-regulated strategy development instruction does not significantly improve the ESL students’ essay writing ability.

Research question 2: Does the self-regulated strategy development instruction significantly improve the ESL students’ self-efficacy belief?

Hypothesis 0 2: Self-regulated strategy development instruction does not significantly improve the ESL students’ self-efficacy.
Research question 3: Is there any significant relationship between the improvement of ESL students’ essay writing ability and their self-efficacy under the impact of Self-regulated strategy development instruction?

Hypothesis 0 3: There is not any significant relationship between the improvement of ESL students’ essay writing ability and their self-efficacy under the impact of self-regulated strategy development instruction.

Research question 4: Does self-regulated strategy development instruction significantly improve the length of paragraph in ESL students’ essay writing?

Hypothesis 0 4: Self-regulated strategy development instruction does not significantly improve the length of paragraph in ESL students’ essay writing.

Research question 5: Does the self-regulated strategy development instruction significantly improve the cohesion and coherence of ESL students’ essay writing ability?

Hypothesis 0 5: The self-regulated strategy development instruction does not significantly improve the cohesion and coherence of ESL students’ essay writing ability.

Research question 6: Is there any significant relationship between using the different self-regulatory strategies subscales and ESL students’ essay writing ability?

Hypothesis 0 6: There is not any significant relationship between using the different self-regulatory strategies subscales and ESL students’ essay writing ability.

Research question 7: Is there any significant relationship between using the different self-regulatory strategies subscales and ESL students’ self-efficacy?
Hypothesis 7: There is not any significant relationship between using the different self- regulatory strategies subscales and ESL students’ self- efficacy.

6. Alternative Hypothesizes

Hypothesis 1: Self- regulated strategy development instruction significantly improves the ESL students’ essay writing ability.

Hypothesis 2: Self- regulated strategy development instruction significantly improve the ESL students’ self – efficacy.

Hypothesis 3: There is significant relationship between the improvement of ESL students’ essay writing ability and their self- efficacy under the impact of self- regulated strategy development instruction.

Hypothesis 4: Self- regulated strategy development instruction significantly improves the length of paragraph in ESL students’ essay writing.

Hypothesis 5: The self- regulated strategy development instruction significantly improves the cohesion and coherence of ESL students’ essay writing ability.

Hypothesis 6: There is significant relationship between using the different self- regulatory strategies subscales and ESL students’ essay writing ability.

Hypothesis 7: There is significant relationship between using the different self- regulatory strategies subscales and ESL students’ self- efficacy.

7. Scope and Delimitation of the study

This study is delimited to two intact classes of under graduate 1st year students at JSS College for women in Mysore during three months from 01/06/2014 to 01/09/2014. The classes were chosen randomly by the researcher out of the 8 juniors classes at the
college and no actual randomization of individual participants into different groups was done.

The present quasi experimental study along with the survey focused on investigating the impact of SRSD instruction on ESL students’ essay writing and their self-efficacy.

This quasi experimental study is delimited to examine the SRSD instruction in an ESL context which is considered India and did not cover other skills except essay writing. The researcher limited the quasi-experimental study to essay writing task which play an important role in acquiring English as a second language. Writing task was motivated by the fact that these tasks enabled the researcher to elicit lacks and abilities of students more easily than other communicative tasks.

The study addressed only the immediate effect of Self-regulated strategy development instruction (SRSD) after three months and no delayed effect was examined. Moreover, in this study the researcher is evaluating the impact of mentioned instruction on ESL students’ self-efficacy which is so essential for English learners to have enough courage to learn continuously. Also before and after treatment the students are given a self-regulatory strategy scale to realize whether the instruction had any effect on the experimental group’s use of self-regulatory strategy. The relationship between the use of different self-regulatory strategies and ESL students’ essay writing score and their self-efficacy will be examined in this study too.

As for the survey study, it was limited to just one bachelor college in Mysore city in India. The point which is important to mention is that the survey included only female ESL students. The adapted methodology of the college might have influenced on
teaching style of the instructor in the college and the acquiring style of English language of ESL students. Therefore, the pedagogical and theoretical relevance as well as any kind of generalizations to other contexts, linguistic features, and participants should be done with caution.

8. Summary and Organization of the Thesis

As showed before, there is broad survey on the effectiveness of utilizing the SRSD model to enhance participant’s results, including as a strategy to enhance composing proficiencies for students struggling essays (Rogers & Graham, 2008). This kind of guidelines has brought about various effective outcomes, including improving students’ writing achievement, knowledge of essays, and way to deal with composing (Graham, 2006; Rogers & Graham, 2008).

At the point when utilizing the SRSD way to train writing, there are three principle purposes (see Harris et al., 2003). To start with, learners are expressly taught the procedures required for arranging and drafting, writing, updating, and/or doing amendment on their written work. Second, learners are taught how to control their own particular manner through self-talk (e.g., "This is complicate, yet I know there's a procedure that I can utilize.”) and other self-regulation techniques (objective setting, self-evaluation, self-guideline, and self-reinforcement). At long last, learners are taught how to build their confidence and motivation for finishing an assignment through exercises, for example, acquiring visible evidence of their advancement.

SRSD has various key features. Initially, SRSD is communitarian. The educator and learner set objectives for writing (incorporate each of the seven story parts, make sense) and after that plan and compose together, with learners progressively go through the procedure and teachers giving support as required (Harris et al., 2006).
Guideline requires that educators comprehend the participants’ present way to deal with composing and additionally how the learner self-regulates the writing process. Second, SRSD is individualized.

Instruction is model based with learners getting direction until they find themselves able to show fruitful independent execution. A definitive objective is for learners to consistently use the system when required (Harris et al., 2003). Third, SRSD likewise focuses on efficient teaching. Educators are encouraged to (a) convey the guideline with enthusiasm, (b) be responsive, (c) search out a bolster system to solve the trouble and create suitable changes required for future lessons, and (d) give progressing evaluation.

In first chapter, the researcher introduces an overview of the self-regulated strategy development instruction (SRSD) and purpose of the study. Then researcher states research questions and hypothesizes. In second chapter, the researcher reviews the relevant research on SRSD instruction, notion of collocation, writing and self-efficacy which motivate the current study. In third chapter, reviews the design and methodological procedures which are employed in this research. A detailed description of the participants, methods, treatment materials and measurement instruments is given in this chapter. In forth chapter, the results of the quantitative analyses of the data are presented. In fifth chapter, reviews and discusses the main findings of the study regarding the specific research questions and hypotheses of first Chapter and implications of the findings, delimitations and recommendations for prospective researchers are provided.