ABSTRACT

Self-regulated strategy development (SRSD) instruction is an educational strategy method to writing, as well as planned to enhance a writer’s cognitive ability, self-regulatory behaviors, and self-efficacy. The primary goals of self-regulated strategy development instruction include assisting learners to be professional in the cognitive and metacognitive processes of writing a text, besides improving independent, reflective and self-regulated use of efficient strategies for writing. The most considerable objective of SRSD is assisting learners to manage their thoughts, manners, and feelings to effectively explore their learning encounters. This procedure happens when a student applies cognitive and meta-cognitive methods in writing academic essays and creates independent self-regulated use of the techniques.

This research was planned to evaluate and explain the effect of self-regulated strategy development instruction (SRSD) on two initial tasks; students’ essay writing and their self-efficacy ability along with the possible relationship (correlation) between ESL students’ self-regulation strategy knowledge, essay writing and their self-efficacy. The researcher selected seventy-six college freshmen female students, at JSS Law College for Women in Mysore, India. In order to homogenizing the students, Nelson English language proficiency test was administered. After proficiency test Sixty-five students (33 experimental & 32 control groups) participated in this study. Pre and post test includes: a) self-regulation strategy knowledge test b) Essay writing c) writing self-efficacy scale. Statistical analysis revealed that experimental group that received self-regulated strategy development instruction out performed significantly better than control group that acquired instruction through traditional techniques. On the basis of research findings, this survey finds that: Firstly, self-regulated strategy development
(SRSD) instruction is an appropriate instruction to improve ESL students essay writing and its’ components like, cohesion and coherence and length of essay, Secondly, self-regulated strategy development instruction (SRSD) is a resource of improving students’ writing self-efficacy and confidence, Thirdly, There is a strong relationship among students’ self- regulation strategy knowledge, essay writing and their self- efficacy. Pedagogical implications for further research are discussed on the basis of the research findings.

**Keywords:** Self-regulated strategy development (SRSD) instruction, ESL students, Essay writing and self-efficacy.