Chapter-3
Self-Regulated Learning and Practices in Writing
Chapter 3  

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3.1. Introduction

Zimmerman (1999) construes self-regulated learners as individuals who are cognitively, motivationally and behaviourally active participants in their own learning process. During the last few decades, self-regulation of learning has acquired a pivotal role in all areas of learning including sport and academic learning; medical and music fields; and mathematics, sciences and technological disciplines (Acevedo et al. 2007; Bembenutty et al. 2013). There is a global interest in Self-Regulation Theory with the most notable research and interventions in Self-Regulation being conducted in Africa, South and North America, Europe, Australia, and Asian countries (Bembenutty et al. 2013; Vohs and Baumeister 2011).

In learning process, there are various numbers of strategies which are used in order to tackle the learning process. Learning of any skill reading, writing, listening, speaking require certain set of strategies to be learned. Therefore, it becomes very important for learners to incorporate a sense of generating and utilizing learning strategies. Learners as categorised are found to be dissimilar in nature and so is their learning process. Such types of learners are classified as skilled and unskilled learners. The skilled learners are classified to be those who are active users of strategies they are always utilizing learning strategies. Such skilled learners are capable of developing, generating and utilizing various learning strategies and that is the reason why their learning outcomes are noted to be academically good and effective. In comparison to the skilled learners, the unskilled learners are found to be incapable and weak in using the learning strategies and that is the reason why their learning outcomes are not up to the mark and they face many troubles in their learning process. It then becomes the duty of the educator to incorporate learning strategies among their learners, and to make them aware of the use of such learning strategies. A teacher should always do the needs analysis of the learners and to point out their weak areas and the stages where they require improvement and guidance. Both skilled and unskilled learners should be treated differently and cautiously by the teacher, in order to, incorporate a sense of empowerment by improving their learning process. Being able to use a number of strategies is very effective way of improving ones learning process. A teacher, therefore, must familiarize and encourage learners to develop a sense of using strategies and make use of them in their learning process.
If we circle out a particular skill such as writing, then there are a variety of learning strategies and approaches which learners use when they engage in a writing task. There are various writing strategies such as, planning, idea-generation, self-monitoring and reflecting. Out of the writing strategies mentioned, planning, idea generation and self-monitoring are the part of the strategy known as ‘self-regulation’, self-regulation means to be able to self-regulate one’s own learning process and when applied in writing then self-regulating once writing would mean that one is able to monitor, evaluate and keep track of one’s writing.

When a learner is self-regulating his, writing he or she is engaging him selves in various approaches to learning. Writers understand what they are writing about, whether the task is of their interest, seek further information, become motivated about the content, plan and organize their thoughts (Magno. C, 2009, p.1).

This shows that strategies and approaches to learning are simultaneously used while engaging in writing tasks. “All the tasks require different set of strategies, and if the learning task is writing, writers perceive the task requiring organization of thoughts and planning” (Magno. C, 2009, p.1). In the same way, when self-regulation is used in composition writing specific strategies are used in the writing process. As mentioned earlier, the one who self-regulates his writing is able to self-evaluate, self-monitor, self-motivate, self-edit, ones writing/composition process. Self-regulation strategies enable learners to keep a track of their writing. A learner is aware of what he is writing, how he will go about it, what points he will raise and motivates a learner to own his writing. The writer becomes the soul curator. He runs his composition and styles it and arranges it according to his will. Self-regulation motivates a writer to create multiple drafts before finalising his composition. A writer goes on to re-draft his composition for any errors, or any extra points that he would need to include, and look for all possible points and areas which may require editing and re-drafting. He re-drafts his composition to give it a touch of perfectness according to his mindset and evaluation. Self-regulation strategies, hence, incorporate such self-dependency among the learners the learning becomes learner centred and the learners feel motivated and confident towards their writing capability that they can go on solo with their writing.
Composition writing in English is a good context to study the relationship between self-regulation and learning approach because the specific approaches and strategies in learning are made apparent” (Magno. C, 2009, p.2). “Writing in a second language such as English makes the individual exert effort in the use of cognitive strategies such as self-regulation and approaches to learning” (Magno. C, 2009, p.2). The process in composition writing goes along with the self-regulation and approach to learning processes. Writing is the skill where one requires self-regulating. Writing Composition is a good way to check the use of self-regulation strategies among the learners. A learner is bound to inculcate and put to use some self-regulated strategies knowingly and unknowingly. Hence, when they are given a composition task, they are bound to plan out their writing, brainstorm ideas and points, organize their essay generate ideas and edit their drafts. The writers are the owners of their composition and therefore, they self-regulate their writing process.

3.2. Bandura’s Social Cognitive Theory

Bandura (1977c) introduced Social Cognitive Theory as a reaction to previous theories that emphasized that individuals are subjected to environmental influences, which reduces their behaviors to stimulus control through reinforcement and punishment. Bandura (1977c) emphasized that individuals learn within a social context through interactions with their environment and by observational learning. He proposed a triadic approach of reciprocity in which the individuals influence the environment and the environment influences the individuals and the behaviors. In turn, behaviors influence both the individuals and the environments. Triadic reciprocity (see Fig. 3) represents human functioning as involving complex reciprocal interactions under the control of the individual.

Figure 3.
Social Cognitive Theory considers individuals to be agents of change who develop and adapt with the intention of influencing their own functioning and goals while maintaining control over their outcomes and environment. Bandura (1977c) describes individuals as being able to engage in self-organization, proactive learning, self-regulation and self-reflection (Bandura 1977c). Social Cognitive Theory is founded upon four core properties of human agency: Intentionality, Forethought, Self-reactiveness, and Self-reflectiveness (see Table 3). Table 3 is an adaptation of Héfer Bembenutty, Marie C. White, and Miriam R. Vélez’s (2015) table of social cognitive theory’s core properties of human agency.

**Table 3. Social Cognitive Theory’s Core Properties**

<table>
<thead>
<tr>
<th>Core of human agency</th>
<th>Description</th>
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<tbody>
<tr>
<td>Intentionality</td>
<td>Forming intentions that include actions, plans, and strategies for realizing them.</td>
</tr>
<tr>
<td>Forethought</td>
<td>Setting goals and anticipating likely outcomes of prospective actions to guide and motivate efforts.</td>
</tr>
<tr>
<td>Self-reactiveness</td>
<td>Adopting personal standards, monitoring, and regulating actions by self-reactive influence and by doing tasks that result in self-satisfaction and self-worth.</td>
</tr>
<tr>
<td>Self-reflectiveness</td>
<td>Self-reflecting on the level of self-efficacy, thoughts, and actions, and by making adjustments if necessary.</td>
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**3.2.1. Properties of Social Cognitive Theory**

1) Intentionality: the teacher educator’s role is to instruct and model the importance of intending to plan out the outcome of an assignment or a task to the learners. Learners are made familiar with its usefulness (in planning out the strategies and steps in the mind) the learners are encouraged to first intend to plan out the steps to be incorporate in driving out an outcome.

2) Forethought: emphasis is laid on the goal setting for by the teacher educator and plans for a step by step sequence for a completion of task. The learners are
encouraged to include the properties that will sequence the actions and will lead to successful task completion.

3) **Self-Reactivity:** teacher educator provides the learners with the real examples of tasks that have self-administered consequences. Such practices would motivate the learners for setting standards for the nearest sub-goals and monitor them while increasing **Self-Efficacy Beliefs** (Bembemetty, C.White and Velez, 2015).

4) **Self–Reflectiveness:** refers to the degree of self-satisfaction with the completed task by following the incorporated feedback and doing adjustments in the completed task, by bring improvements in the completed task.

### 3.2.2. Bandura’s four core Properties of Skilled learners

Bandura’s four core properties, namely, intentionality, forethought, self-reactivity, and self-reflectiveness defines whether a learner possesses the necessary skills. Along with these four core properties, there are other attributes which further define a skilled learner.

A skilled learner is one who can independently activate cognition, affect behaviour in order to pursue his or her set goals and is to reflect on their learning outcomes (Bembenutty, White and Velez, 2015).

“Skilled learners are the agents of social change who influence their environments rather than become subject to environmental influences, reinforcement and punishment” (Bembenutty, White, Velez, 2015, p.13).

“Skilled learners’ self-beliefs help them in becoming proactive human agents who act intentionally and are academically successful” (Bembenutty, White, and Velez, 2015, p. 13).

Bandura’s (1977) four core properties are designed to influence learners’ increased self-beliefs and self-efficacy in their skills and competencies in order to become skilled enough to accept and complete challenging tasks. A learner’s level of self belief and self-efficacy defines how much of an effective learner he is, and to how much extent he would dedicate himself into a learning task, in order to succeed in generating a positive outcome. The presence of these four core properties in a learner would define the effectiveness of being a skilled learner. “A skilled learner would possess a high level of motivation and self-efficacy, out of the various components of social cognitive theory” (Bembenutty, White, Velez, 2015, p.14; Bandura, 1977). One of Bandura’s greatest contributions was the importance of the self-efficacy beliefs for
academic success which proved to be the keystone of all human agencies (Bembenutty, White, Velez, 2015; Bandura, 1977).

3.3. Classifying the Self-Regulation Processes

“A person who self-regulates is known as an active problem solver and aims to improve his/her performance given their abilities” (Magno. C, 2009, p.3). “Learners who self-regulate are able to achieve their tasks successfully as they make attempts to close the gap between their current status and goals” (Magno. C, 2009, p.3). According to Zimmerman (1986), “self-regulation focuses on how learners personally activate, alter and sustain their learning practices in specific context” (Magno C, 2009, p.3). According to this, it has been assessed that to self-regulate means that one is capable enough to use his/her cognitive functioning, activate it and use it in the direction which is self-guided and is directed towards achieving and fulfilling a desired goal or achieving a desired level of learning and skill. When we talk about writing, then the learners who self-regulate will use the context in which they are asked to perform and they will relate themselves to the context of the ‘topic’ on which they are asked to compose and express their thoughts. A self-regulated writer skilfully relates to the different contexts and adapts them in his writing effectively. Self-regulated writer is an efficient writer. He/She knows how to bridge the gap between his current status and the goals that he is supposed to reach. A self-regulated learner brings out all his best skills and knowledge to reach those goals. In a writing/composition task where the learner is asked to write on the given topic he would at once start to plan out his moves to fulfil the task efficiently. The writers first relate to the topic content they will think about the topic if they can find a suitable context to fit it in and if they are aware of the context to which the topic relates and indicates. Hence, a self-regulated writer would start planning about the way he is going to shape his composition, he would connect the topic statement with the contexts that could elaborate and justify the topic statement. A self-regulated learner would start to form ideas in his mind. His cognitive processing would get activated and he would at once start generating ideas and points which the learner could add in his composition. Zimmerman and Kitsantas (1999) stated, writing competencies are sourced from social aspects such as writers that serve as models, teachers and guidelines in proper writing. This shapes the role of socio-cognitive theory. The
writing competencies are first learned from models and then individuals start to write on their own through observations. Whatever has been observed is emulated by the individual by acquiring and adapting the pattern and style of the model. Zimmerman and Kitsantas (2002) in their study found out that as the writers progress, they develop their own strategies they become more self-dependent more competent and self-regulated they start to develop strategies like self-monitoring and planning their own composition process giving it the shape they think is best and effective in nature, learners at this particular point come to terms with their own self they become more self-reliant they reach the stage of ‘self-control’ where they are guiding their own writing, editing it, correcting it and evaluating it by following the feedback they give themselves. Therefore, it is stated in the study presented by Magno C (2009) that when the learners/writers adopt his/her own strategies according to some requirements such as changing tasks and intrapersonal states, they are said to be self-regulated at this stage. “Each stage in the writing composition stage requires the individual to be motivated in the task and processes as well as specific self-regulation components such as memory strategy, goal setting, self-evaluation, seeking assistance, environmental structuring, responsibility and organising” (Magno. C, 2009, p.4).

The study presented by Zimmerman and Kitsantas (1999) focussed on self-regulated strategies where the learners/writers who shifted from process to outcome goal performed better than the participants who focused on the outcome goals in their writing revision skill, self-reactions, self-efficacy perceptions and intrinsic interests (Magno C, 2009). “Self-regulated strategy of shifting learning processes and strategies to outcomes makes the consequences of learning more positive, and this also indicated that the individual who starts with an effective process is matched with a better outcome” (Magno. C, 2009, p.4).

Lenski (1998) showed that writing involves various steps such as, planning, translating, executing, evaluating and revising.

The steps of planning, translating, and executing reflects approach to learning as, it involves generating ideas, connecting ideas, converting ideas into words and writing the context, and the self-regulation part is shown in the evaluation and revision where the writer judges what he/she thought about and correcting the inadequacy in the work (Magno. C, 2009, p.4).
In order to achieve a higher level of writing performance that is to say a level of writing where one can self-regulate his/her writing, could be achieved through the number of opportunities provided to the learners to write and the effective number of feedbacks given to them on their writing. To be able to write well in a second language requires higher cognitive skills in order to write well. Kellog (2001) in a study explained that it demands a rapid retrieval of domain specific knowledge about the topic from the long term memory and this particular process started from understanding the topic to write about and processing it to be translated in the second language then translating this knowledge to become words.

3.4. The SRSD and other Frameworks of Learning;

3.4.1. Through Self-Regulating oneself:

Since Bandura’s (1977c) introduction of social cognitive theory explaining how learners acquire competencies, skills, dispositions, beliefs, and self-regulation, educators and researchers have increasingly applied his theory to different aspects of learning and development (Bembenutty et al. 2013; Zimmerman and Schunk 2011). “Self-regulation the framework put forward by Kellog (2001) also indicates the same direction of approach to learning to self-regulate” (Magno C, 2009, p.4). This retrieval from the long term memory indicates the capability of the writer to brainstorm ideas and all knowledge that he/she processes about the topic given to him to compose. It is very important that the cognitive functions are active during the writing process and through these cognitive functioning the writer is able to retrieve information out of his long term memory and then transform it into words in the second language. The writer needs to put himself/herself into a set framework where he/she is brainstorming, planning, transforming, translating all the retrieved information to give the shape to his/her composition. This framework does not allow mistreating the information and the use of writing strategies and self-regulation strategies as one develops through his composition.

For skilled writers writing is a flexible goal-directed activity that is scaffold by a rich knowledge of cognitive processes and strategies for planning, text protection and revision. “Skilled writers engage in purposeful and active self-direction of these processes and strategies, the ability to monitor and direct one’s own composition processes are very important to the development of writing ability” (Harris K,
Graham, & Linda, 2003, p.1) writing then becomes an activity which is a cognitive understanding and skills to be developed, in order to, become an efficient writer and be able to achieve his/her writing goals. A certain level of competence is required in order to become an efficient writer, as writing is one of the most critical skills. When we think of teaching how to write to our learners then there are certain important points which should be undertaken so as to teach writing skills effectively. First and foremost is the background of any learner what is his/her L1 and what is his level, as according to his level the training will be imparted and skills would be selected for teaching them to see that the skills and its training is according to their level of need and understanding. The learner must be diagnosed for the problems that he/se face when writing and what type of writing they face difficulty in, for example, as there are many types of writing namely, expository, narrative, descriptive, persuasive writing etc. A teacher and an educator must be aware of such difficulties which their learners face while attempting a writing task. There are other areas in which learners find difficulty in handling Scardamalia and Bereiter (1986) have identified five areas of writing competence that are particularly difficult for the general school population and young learners these are: (a) generating content, (b) creating an organised structure for composition, (c) formulating goals and higher level plans, (d) quickly and efficiently executing the mechanical aspects of writing, and (e) revising text and reformulating goals. All these mentioned points are the most frequently found problems faced by the young learners and it is the case among the adult second language learners enrolled in the higher level of academic courses but are found to be weak and inefficient when it comes to the writing tasks. The need then arises to train them in developing these skills, self-regulated learning allow and strengthens one’s cognition to be able to self-regulate one’s own learning process. It is related to all the higher levels of cognitions and skills be it any LSRW skill or strategies.

A self-regulated writer covers all the five aspects as given by Scardamalia and Bereiter (1986). A self-regulated writer is well trained in generating a good content for one’s composition writing. A self-regulated writer can create an organised structure for composition, can formulate goals and higher level of plans in order to execute his composition process. A self-regulated writer is quick and efficient enough in executing the mechanical aspects of writing, also a self-regulated writer is the one who self-monitors, self-directs, and self-evaluates one’s writing he/she is capable of revising, editing and improvements in his written drafts. Therefore, according to all
these points if we relate all these aspects to that of what Berieter and Scardamalia (1986) has stated, the writing competency and its five aspects and is trained enough to cope with all those difficulty levels faced by other not so efficient and unskilled writers. A self-regulated writer is highly competent and possesses the ability to cope with his problems and difficulties on his own. Hence, it has been emphasised that self-regulatory skills and strategies are the way towards higher level of achievements. It empowers learners to become self-directors of their own actions and learning processes. The question that arises is that how can we impart the knowledge of self-regulation among the learners and also how the numbers of learners become and generate self-regulatory skills and strategies within themselves. These aspects require a detailed analyses and observation of the facts related to the second language writing its teaching and learning.

The most popular SRSD (Self-Regulatory Strategy Developmental) model is the one tool which has been long studied and focused, there have been an endless list of studies that have embarked upon the SRSD model its use and the effects that it has placed on the development of teaching and learning of the self-regulatory skills and strategies among the EFL and ESL learners.

Haris, Graham, and Mason (2003) in their study Self-Regulatory Strategy Development in the classroom has focused on the disabled learners who face troubles in writing and the cure for their disabilities was formed and found in the SRSD model. The study elaborates on the use of SRSD model in the composition classes in order to improve upon and train the disabled young learners to improve their writing composition skills and work on their writing impairments.

3.5. Scope of Self-Regulation and Self-Reflective Learning and its Implications

Self-regulated learning is a topic which has garnered a great deal of interest among academic researchers and practicing educators because it is a worthy objective for students of all ages in all disciplines. Self-regulated learning, hence as the three words imply “emphasis autonomy and control by the individual who monitors, directs, and regulates actions towards goals of information acquisition, expanding expertise, and self-improvement” (Paris & Paris, 2001, 89). Zimmerman (2000a) said that self-regulation, refers to self-generated thoughts, feelings and actions that are planned and
cyclically adapted to the attainment of personal goals. This broad and indefinite scope of SRL appeals to the researchers and educators. They are amazed how children and learners transform themselves and become sole independent learners who are capable enough to guide their own learning process. This is the independent nature of SRL that interests the researchers and educators all over the world working in this area of study, in order to understand how learners become adept and independent in their educational pursuits. Paris and Paris (2001) in their study, stated that learners who are careless in the class daydream and sit quietly without showing any interest and who usually work poorly when it comes to assignments and completing any given task, and even forget to complete their assigned works, are types of learners who display little SRL (Self-regulated learning), in contrast to those type of learners, who are always attentive in the class, actively participate in the classroom tasks, put up questions in the classroom, take notes, allocate their time and resources judiciously are in charge of their own learning, such types of learners are high in self-regulated learning. Therefore, it is also noted that there are various classroom practices which helps in enhancing the self-regulated learning abilities. If the learners and it is on the part of the teacher to advocate such classroom practices in the classroom and introduce the learners and help them to become more independent and self-regulated as they progress through their learning and levels. With their age and level a learner’s self-regulated learning should also be improved, as they go upward in their levels, they must also become more independent and self-regulated in their learning process. The learning and management capability of a learner should always improve with time and levels which they have reached (Paris and Paris, 2001).

3.5.1. The Development of SRL and the Self-Reflective Practices

Approximately a decade full of studies has been produced in the topic and issues dealing with SRL (Self-Regulated Learning). SRL has become an area which has remained under observation and discussion from time to time and presently it has numerously grown and has become wide spread all across the educational psychological studies. All these studies deal with the children and their learning in schools and home.

Various social environments encourage and develop one’s self-regulation learning. It describes, how much young, adult, novice and skilled learners are, how far they are able to self-regulate and what is required of them to become self-regulated.
There are other studies which are based on evaluating the effect of various social, domain knowledge cultural, classroom teaching and practices among learners’ self-regulated learning (SRL) and development. The variety of topics relevant to so many aspects of learning and control, diverse theoretical perspectives have been proposed as useful for examining SRL. “These include theories based on Piaget’s Constructivist Theory, Vygotsky’s Socio Cultural Theory, Social Learning Theories and Information Processing Theories” (Paris and Paris, 2001, p.90).

Self-Regulated Learning is defined “as a process that assist learners in managing their thoughts, behaviours and emotions, in order to, successfully navigate their learning experiences” (Zumbrunn, Tadlock and Roberts, 2011, p. 4). Moreover, the process of Self-Regulated learning enables learners to go about their desired goals and plans. It directs them towards the acquisition of skills. Self-Regulated learning encourages purposeful actions and processes a direction to learning and takes it to the desired goals which learners have planned to achieve.

### 3.5.2. Models of SRL (self-regulated learning)

There is one popular cyclical model produced by Pintrich & De Groot (1990) and Zimmerman (2000a) the model talks about the three stages under the self-regulatory process. The model has divided the attainment of self-regulation through three stages that is to be able to become self-regulated one would cross through these three phases.

The cyclical model, discusses three different phases that are defined as the performance monitoring phase, forethought-planning phase and reflection on performance phase.

During the forethought-planning phase, students analyse the learning task and set specific goals toward completing that task when students learn unfamiliar topics. However, “they may not know the best ways to approach the task or what goals might be most appropriate, but teachers and/or more experienced peers often can instruct students on effective approaches in such areas” (Zumbrunn, Tadlock, and Roberts, 2011, p. 5).

‘Performance Monitoring’ phase “is the phase where learners progress with their learning, but they monitor their learning by deriving certain strategies and monitoring all those strategies as well as their motivation for continuing progress toward the goals of the task” (Zumbrunn, Tadlock, & Roberts, 2011, p. 5).
In the final reflection and performance phase, “learners evaluate their performance in the task with respect to the effectiveness of the strategies they chose” (Zumbrunn, Tadlock, and Roberts, 2011, p. 5). At this stage, learners manage to control their emotions about the outcomes of the learning experience. Self-Reflection helps the learners to plan out their future goals, practices, planning learning and the learning strategies they would use. Finally, this cycle begins again and again by the initiation of self-reflection phase.

A self-regulated learner could go through all these stages as a self-regulated learner possesses the proactive qualities and self-motivating abilities. They are the ones who are highly motivated and they remain active in the classrooms. They are the ones who question the most, make themselves resourceful, always seek for more and more information and are always busy in some type of learning. They also seek for help and assistance when required to clear their doubts and for understanding. Self-regulated learners are the least hesitant. They are always active in their learning process they are indeed very much capable of altering and adjusting their learning environments according to the context of their learning. Moreover, “their learning environments to meet their needs e.g. researches suggest that self-regulated learners are more likely to seek out advice and information and pursue positive learning conditions” (Zumbrunn, Tadlock, and Roberts, 2011, p. 7).

3.5.3. Strategies Involving Self-Regulation
To promote self-regulation in classroom a teacher should introduce her students with the processes that lead into the development of self-regulation practices and learning. A learner must be aware of all such processes that would lead him to be self-regulated learner. These various practices were coined by some renowned scholars of language. These processes would often include: goal setting (Winne & Hadwin, 1998; Wolters, 1998), planning (Zimmerman, 2004; Zimmerman & Risemberg 1997), self-motivation (Corno, 1993; Wolters, 2003; Zimmerman, 2004), attention control (Harnishferger, 1995; Kuhl, 1985; Winne, 1995), flexible use of learning strategies (Van de Brock, Lorch, Linderholm, & Gustafson, 2001; Winne, 1995), self-monitoring (Butler & Winne, 1995), appropriate help seeking (Butler, 1998; Ryan, Pintrich, & Midgley, 2001), and self-evaluation (Schraw & Moshman, 1995).

Beginning from the learning strategy ‘goals’ and using this particular strategy, a learner sets some standards for himself, which he will fulfils according to those
learning standards. The goals that are set guide a learner to work in a flow by following those particular learning standards which he has set for himself. The goals initiate a learner to reach the desired goal by following the set standards. Setting a goal helps a learner to be aware of his tasks and processes. He will be motivated if he knows what actually he is going to achieve without getting hassled and lost between the learning process and the task. Goals are the guiding forces that will guide the learner along the way and would help him fulfil the task successfully. For example in the classroom, goals may be as simple as earning a good grade in an exam the short term attainable goals are often used to reach long-term aspirations. If a student for example “sets a long-term goal to do well in an exam, then he/she may also set attainable goals such as studying for a set amount of time and using the specific study strategies to help ensure success in that exam” (Zumbrunn, Tadlock, & Roberts, 2011, p. 9).

The next on the list is the ‘planning’ strategy. The planning and goal setting strategies are said to be as the complementary processes and they are quite similar to one another. Both planning and goal setting influence each other, as planning can help learners establish well thought out goals and strategies to be successful (Schunk, 2001). Planning occurs in three stages. The first is setting a goal for the learning task, second, establishing strategies for achieving the goals, third, determining how much time and resources will be needed to achieve the goal (Schunk, 2001). Teaching students to approach academic tasks with a plan is a viable method for promoting self-regulation and learning (Pressley & Woloshyn, 1995; Schield, 1993).

Third on the list is the ‘self-motivation’ strategy of learning. Self-motivation is the state of mind where the learner feels determined to fulfil his goals and is able to do the task and activities by actively utilizing the various learning strategies. At times, there is more than one strategy that is implicated. High self-motivation results in generating good learning outcomes. Self-motivation helps keep one on the track while he/she is learning or doing a task/activity. It is very important to process self-regulation because it requires learners to assume control over their learning (Corno, 1993). By establishing one’s own learning and finding motivation through that, motivation comes from within to make progress toward the goals that one has set and planned. Difficult tasks are found to make the learning process more gratifying as the learners persist through them (Wolters, 2003). Another on the list of strategies is ‘attention control strategy’.
Attention control strategy is again a very useful and important strategy which helps in self-regulation as in order to self-regulate, learners have to control their attention (Winne, 1995). Attention control is a cognitive process that requires significant level of self-monitoring (Harnishferger, 1995). To gain attention control, one has to self-monitor himself and also his surroundings as there are chances of bad attention control in crowded, stuffy or noisy environment, therefore, for a better attention control one should find peaceful environment to work, that can be conducive to learning. One should highly self-monitor his/her distracting thoughts and bring their minds to peace and focuses solely on the given task (Winne, 1995).

Research indicates that students’ academic outcomes have increased with focused time spent on task (Kuhl, 1985). Inside the classroom a teacher can work on growing the attention span of her students by involving them to attend various learning tasks.

The next component is the “flexible use of strategies”. A self-regulated learner must be skilled enough to utilize more than one strategies or the various number of strategies while doing their task. The learner must be trained in using a good number of effective learning strategies. Successful learners tend to implement multiple learning strategies across and adjust those strategies as needed to facilitate their progress towards their desired goals (Paris and Paris, 2001).

Although “it is time consuming, as learners cannot become comfortable with different learning strategies, but a teacher could guide her learners by modelling how to use new strategies and providing appropriate amount of scaffolding, as students practice” (Zumbrunn, Tadlock, and Roberts, 2011, p. 11). Teachers can help their students to become independent strategy users.

Another on the list is the very important self-monitoring strategy. The process of self-monitoring encompasses all of the earlier mentioned strategies. In addition, “A strategic learner is one who takes the complete ownership of his learning and achievement outcomes” (Zumbrunn, Tadlock, and Roberts, 2011, p.12). Self-monitoring evolves a learner to become a strategic learner who can take the ownership of his work, learning and achievements.

To self-monitor means to be able to plan out and plan ahead, to set out learning goals, to motivate oneself during the learning process, should be focused, have a high attention span on the task at hand and should be capable enough to utilise the multiple learning strategies (Zimmerman, 2004).
A teacher in a classroom can implement and demonstrate certain activities that will encourage self-monitoring, e.g. by having to keep a record of the number of times they worked on particular learning tasks, the strategies which they have used, and the amount of time they have spent working through such practices a learner can visualize his progress and make changes as needed (Zumbrunn, Tadlock, and Roberts, 2011, p.12).

The next is help seeking strategy. This can also be described as seeking for assistance and proper guidance. A self-regulated learner would know how to skilfully take assistance that he can direct towards his task and bring out a good learning outcome. But, contrary to what is believed and perceived of a self-regulated learner, they are able to carry out every learning task and activity on their own, and do not depend on any one for any kind of help or assistance. They are sole owners of their work and are independent of any kind of dependency. But here, contrary to the defined nature of the self-regulated learner, it is suggested that self-regulated learners do not try to accomplish every task on their own, but they are the ones who very constantly and frequently require assistance and seek for help from others whenever they feel a need and necessity (Butler, 1998). In other words we can say that, what sets apart self-regulated learners from their peers is that these learners not only seek advice from others, but they do so with the goal of making themselves autonomous (Ryan, 2001). Inside the classroom a teacher can also give training in order to encourage help seeking and taking assistance strategy among her learners. A teacher for e.g. “can provide students with an ongoing progress feedback that they can easily understand and then allow students the opportunities to resubmit assignments after they have made the appropriate changes” (Zumbrunn, Tadlock, and Roberts, 2011, p.12).

The last strategy which is on the list is the ‘self-evaluation’ strategy, this particular strategy that comes under the self-regulation strategies is related to another aspect of learning strategies, that is to say the ‘self-reflective’ learning strategy and practice. The self-reflective learning practice is the process where the learner evaluates, comments, and edits his own task again and again for achieving the best
possible outcome of his learning. Self-evaluation means the same when we talk about self-regulating ones learning and learning outcomes, as the learner goes on to set goals, plan ahead, seek assistance, and make the use of strategies after going through all these stages there comes a point where the learner needs to look back to what he has done and achieved until now, to check and go through his achieved task and product, the learner self-evaluates his work relying completely on his cognitive functioning and understanding. The view has been put forward that says, students are more likely to become self-regulated when they are able to evaluate their own learning, independent of teacher-issued summative assessments (Winne and Hadwin, 1998). The learners while evaluating goes through each and every step that they took while doing a task that is to say, the strategies that they have applied, the goals that they set, their end product and makes the required adjustments to all that in order to achieve the best possible results at the end. This practice enables students to evaluate their learning strategies and make adjustments and changes wherever they think is needed and would be important. Inside the classroom a teacher can promote self-evaluation by helping students monitor their learning goals and strategy use, and they make changes to those goals and strategies based upon learning outcomes (Zimmerman, 2004).

In a writing class for example where a student is given a composition to compose, writer would follow all the possible learned strategies and set out the goals through which he can be able to compose the goals through which he can be able to compose a good essay. He would set out the following strategies and goals as per the topic of the essay and the other requirement, he would see for the language which he would use to be effective in nature without any ambiguity, the language of the essay should be so that, it fulfils the purpose of the essay’s topic and complements it directly, the language used, sentence structure, and construction should be effectively managed that delivers the right amount of information about the topic. A learner in order to achieve all these properties and manage all these effectively would require to self-regulate his writing where he is setting goals, planning out, using strategies flexibly, seeking assistance and at the end self-evaluating his product for any further clarification, adjustments and changes. In self-evaluation the writer would see for for the language he has used in writing the essay, all the strategies that he has applied writing the essay and giving it a good and comprehensive shape and quality, that whether or not the strategies used proved to be fruitful and effective in forming a
good essay/composition. The language, the sentences, the vocabulary, the grammar, the coherence in the essay would tell about the quality of the essay and the effectiveness of the strategies implemented in writing the composition down. We could say that,

self-regulated learners are able to set both, short-term and long-term goals for their learning, they plan ahead to accomplish their goals, they self-motivate themselves, and focus their attention on the goals and progress, they are capable of employing multiple learning strategies and adjust those strategies as needed, moreover, self-regulated learners also know how to self-monitor their progress which is based upon the learning outcomes (Zumbrunn, Tadlock, and Roberts, 2011, p.13).

Teachers and educators at every ESL and EFL institute course or classroom can use and implement the aforementioned strategies in order to promote self-regulation skill and practices among their learners. One thing that every teacher and educator realise is that the learning and grasping pace of every learner is different from one another and so therefore, a strategy good and effective and easy to understand for one could be difficult to implement for another. Such differences and individualities exist in every classroom whether ESL and EFL or any other language and learning scenario.

3.6. Self-regulation of Learning

Bandura (1977a) is the proponent of the term self-regulation that stands for self-control over oneself and on one’s situations, environments and contexts. Their self-control does not arise out of any stimulus experience or training, rather they self-control through their behavioural, cognitive and emotional power which they implement on their surroundings. The tendency of a learner to self-regulate would reflect his or her achievement levels in his desired goals. Taking any academic skill in consideration then applying self-regulation in order to self-regulate one’s writing. Writing is a complex task, Flower and Hayes (1980a, 1980b) observed that a great part of skill in writing is the ability to monitor and direct one’s own composition processes. Therefore, self-regulation offer that skill to monitor and direct one’s
learning and it therefore, enhances the skill of writing by making the writer to develop
certain, independent, goal-oriented, fluent writers by getting taught and trained in
using self-regulation strategies focused on writing (Sinclair, 2004a, 2004b). Students
who experience significant difficulties with writing do not possibly know how to self-
regulate their behavior; before, during and after writing (Harris, 2002). Harris and
Graham (1999) stated that the writers those who lack the ability to self-regulate are
the one who generally lack important knowledge of the writing process, and have
trouble in generating ideas and selecting topics. Teaching of self-regulation strategies
can therefore help writers, as learners are taught effective planning, writing, revising,
and editing skills it will enhance their knowledge and understanding of the writing
process. He writers are also trained in, strategies like, how to monitor and assess one’s
writing, how to manage or self-regulate their own writing. Self-regulation in writing
would also instil in learners a positive attitude towards writing by equipping them
with strategies that will support them and would raise their motivation level and self-
beliefs of perceiving themselves as writers (Sinclair, 2004a, 2004b).

“Self-regulated learners engage in actions, thoughts and behaviors in order to
pursue determined tasks, they do so by identifying goals and strategies and by
monitoring and evaluating them” (Bembenutty, Velez, White, 2015, p.16-17).

3.7. Cyclical Phases of Self-regulation

Zimmerman (2007) has defined self-regulation process to be cyclical in nature. The
cyclical nature of self-regulation is so, as all the three stages in that process; the
forethought phase, performance phase and self-reflection phase influence the phase
next to it.

The forethought phase influence the performance phase, the performance phase
influence the self-reflection phase, the self-reflection phase influence the forethought
phase, so and so forth, for e.g. after students have engaged in self-reflection, they
continue the cycle in forethought phase with a new task or a revision of the previous
one (Bembenutty, Velez, White, 2015, p.17).
In all these phases, a learner according to the given level promotes, directs and adjusts his or her thoughts, actions, behaviours, beliefs while engaged in some task. This cycle of self-regulated learning promotes an individual’s learning outcomes by empowering him and reinforcing his beliefs to effectively control the aspects of learning experience towards a desired outcome (Bembenutty, 2015).

Similarly Zimmerman (2000a) has described self-regulated learning process from a social cognitive perspective. According to him self-regulation process of learning involves the cyclical rotation of three phases; the forethought phase, the performance phase/volitional phase and the self-reflection phase. Forethought is referred to the influential processes that produce efforts to act and plan for it. “The performance phase or the volitional phase involves processes that occur during motoric efforts and affect attention and action whereas, self-reflection involves processes that would occur after the performance efforts and influence a person’s response to that experience of how the task was performed, moreover, self-reflection would then influence the forethought phase regarding subsequent motoric efforts which completes a self-regulatory cycle” (Bembenutty, Velez, White, p.17)
3.7.1. Learners’ expected roles in the three phases of self-regulation

In the first phase of self-regulation, that is, the forethought stage, the learners are expected to behave as the proactive agents who could do goal planning and could set short term and long term goals effectively. For fulfilling the set goals the learners then identify strategies and assess their self-efficacy beliefs and intrinsic interest on the given task as well as their goal orientation (Bembenutty, 2015).

In the performance phase the learners would engage themselves in self-monitoring and self-control of those goals, strategies and motivation while seeking help from
knowledgeable individuals and delay gratification when it is necessary for the sake of competition of the set goals (Bembenutty, White, Velez, p.17).

In the reflection phase the learners are required to be engaging themselves into self-evaluation of tasks which they have completed.

Learners examine their performed task to the level where they attain self-satisfaction, by determining whether the completed task needs some repetitions in the form of adjustments, corrections, improvements and also to make sure whether the cycle will move on to a new task if the previous one is considered at the satisfactory level (Bembenutty, White, Velez, p.17). (Refer to figure 3.1).

3.7.2. Role of teacher educator in training learner to implement the 3 cyclical phases
The responsibility of the teacher educators becomes important to demonstrate all the phases and their sub-processes. It is the teacher’s responsibility to introduce all these phases and their sub-processes in classroom settings and make their learners aware of them through practice and adaptation while doing the task. The forethought phase includes six sub-processes that a teacher should introduce to their learners. These sub-processes include: goal setting, strategic planning, self-efficacy, goal orientation, outcome expectancy and intrinsic interest (refer to table 3.1). Out of six sub processes the most highlighted one is the ‘goal setting’. Goal setting is considered to be the critical segment of teaching and learning. This implies, to sets specific high quality proximal goals that are suitable to the task. Goal setting is followed by five for sub-processes, their description is provided in the table 3.1.

The performance phase, consist of 8 sub-processes which are attention focusing, self instruction, self monitoring, delay of gratification, time management, self-consequences, environment control and help seeking, however, out of these 8 sub processes, learners during this sub process is expected to evaluate their self efficacy
by examining their strength and weakness for a specific performance (Bembenutty, Velez, White, 2015, p. 18).

Both teacher educator and the learner, “monitor their self efficacy for doing the tasks by tracing the effectiveness of the chosen strategy, and also pro actively seek for help from appropriate resources” (Bembenutty, Velez, White, 2015, p. 18). During the self reflection phase, there are 5 sub-processes which a learner would have to follow out of these 5 sub-processes, self-evaluation is process in which the teacher provides clear criteria for students to compare their work to the standard by reflecting and evaluating their performances. This phase also require the learners to attain self satisfaction, this is another sub process of self reflection phase. “Self-satisfaction is the process where the learner is provided which a criteria for checking how well they did the task, did their work/ performance met the standard” (Bembenutty, Velez, White, 2015, p. 21)

<table>
<thead>
<tr>
<th>Cyclical phases of self-regulation</th>
<th>Sub processes of self-regulation</th>
<th>Description of the sub processes of self-regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forethought</td>
<td>Goal Setting</td>
<td>Setting specific high quality proximal goals</td>
</tr>
<tr>
<td></td>
<td>Strategic Planning</td>
<td>Choosing a specific strategy to meet the demands of the task</td>
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<tr>
<td></td>
<td>Self-efficacy</td>
<td>Individual beliefs in one’s capability to learn a specific task</td>
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<td></td>
<td>Self-motivation beliefs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goal Orientation</td>
<td>Learning or mastery of goal orientation</td>
</tr>
<tr>
<td></td>
<td>Outcome Expectancy</td>
<td>Anticipated consequences of actions</td>
</tr>
<tr>
<td></td>
<td>Task analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intrinsic Interest/ value</td>
<td>Interest in task generated from self-motivation while working on task</td>
</tr>
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<td>Cyclical phases of self-regulation</td>
<td>Sub processes of self-regulation</td>
<td>Description of the sub processes of self-regulation</td>
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<tr>
<td>Performance</td>
<td>Attention Focusing</td>
<td>Remain focused on performance, not easily distracted</td>
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<td></td>
<td>Self-instruction</td>
<td>Uses imagery and self-verbalizations to control performance</td>
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<tr>
<td></td>
<td>Self-monitoring</td>
<td>Knowing when one is performing well and when one is not</td>
</tr>
<tr>
<td></td>
<td>Self-control</td>
<td>Postponing a pleasurable activity (party) until after homework or studying for a test</td>
</tr>
<tr>
<td></td>
<td>Self-observation</td>
<td>Planning tasks using time frames and by predicting and monitoring time allotment</td>
</tr>
<tr>
<td></td>
<td>Meta-cognitive monitoring</td>
<td>Setting up rewards for completing work on time</td>
</tr>
<tr>
<td>Delay of Gratification</td>
<td>Time Management</td>
<td>Managing distractions by turning off cell phone or computer access</td>
</tr>
<tr>
<td>Help Seeking</td>
<td></td>
<td>Asking for a hint or response from a peer or teacher to move forward with a task</td>
</tr>
</tbody>
</table>
Cyclical phases of self-regulation | Sub processes of self-regulation | Description of the sub processes of self-regulation
---|---|---
Self-reflection | Self-evaluation  Self-judgement | Seek out opportunities to reflect and evaluate performance
Causal attributions | | Find a connection between performance to strategy use rather than low ability
Self-reactions | | Look for the more effective methods of completing the task than those used
Self-satisfaction/ affect | | Evaluate how well the task was completed and if the standard was met
Adaptivity/ adaptive defensive | | Use feedback from the self-reflection phase to strengthen or preserve forethought beliefs

Self-regulation is set to be important for the teacher educators, as Dembo (2001) states, learning to teach is not enough teachers should also be able to self regulate, self assess, self reflect and self direct their learning and teaching. White (2011) distinguishes instrumental help seeking and executive help seeking. Instrumental help seeking is when learners seek help in order to master and learner tasks, where as executive is when learners seek help for someone to the task for them. A study by White (2011) was conducted on teachers to assess their level of help seeking and the type of help seeking they do the most. The study revealed that “training teacher candidate to seek help enhances their uses of help seeking as a self regulatory strategy” (Bembenutty, Velez, White, 2015, p. 23). Similarly, learners’ tendencies for
help seeking will define their self regulatory strategy use. The more learners take instrumental help seeking the more is the level of self-regulatory behaviors. That is, to say the learner are in charge of their own learning in the task as they seek help in order to master and learn tasks, this type is labeled as adaptive help seeking. Whereas, the learner those who are more involved in executive help seeking are the ones who have low motivation about their capabilities to performed a task and who lack on utilizing self regulatory strategy. executive help seeking defines a learner to be passive in performing a task, as the learner here is always on a look out to ask someone to do the task for them such type of help seeking is also labeled as the non adaptive help seeking, as the learners are passive contributors in the task, and due to that they are unable learn anything.

### 3.8. Developmental levels of self regulation

Modeling as emphasized by Bandura (1997), in his works on:

social cognitive theory of learning is the major contributor in making a learner to become a self regulated learner self regulation is a socio enterprise that involves a learner and a knowledgeable individual who can guide the learner through the process of acquiring self regulatory skills (Bembenutty, Velez, White, 2015, p. 23).

Modeling involves four developmental levels or processes: “attention, retention, practice and motivation/reinforcement learner start the self regulatory process observing a skill model which require an active learner who should be sensitive to the social cues” (Bembenutty, Velez,White, 2015, p. 24).

Zimmerman (2007) has stated the importance of learning through modeling. Observation is the method that has the power incorporate the knowledge into the learner’s cognition, therefore making him adapt the cues that are surrounded to him in the form socio environment. Bandura (1997) and Zimmerman (2007) provided views on social cognitive theory of learning and learning through modeling, both the theories emphasize on the social environment for learning.
The more one observes and adapts the more he or she starts to self regulated their learning process. It is also important to note, what type of model learner is observing, furthermore, observation of competent models motivates learner to shift from observing to correspond their actions, and then gradually gain self control until the point of reaching the independent level of self regulation (Bembenutty, Velez, White, 2015, p. 24).

Observation of a model follows four basic processes: “attention, retention, production and motivation” (Bembenutty, Velez, White, 2015, p. 24).

“Attention is important as modeling well not occur unless observers are attentive to relevant environmental cues” (Bembenutty, White, Velez, 2015, p.24). In retention,

“observers use their cognitive skills and resources to process and retain observed patters in their short and long memory” (Bembenutty, White, Velez, 2015, p.24). For production, “observers are required to translate their mental conceptions of modeled events into actual behaviors, such as when they translate their thoughts into written sentences and paragraphs” (Bembenutty, White, Velez, 2015, p.24). In motivation, “observational learning requires certain influences because when students believe that models possess a useful skill they are likely to attend to such models and attempt to retain what they learn” (Bembenutty, White, Velez, 2015, p.24). The four levels of development of self regulation given by Zimmerman (2007) observation, emulations, self control, self regulation. Both teachers and learners have tasks and responsibilities in the developmental levels of self-regulation.

Observations involve the learner’s ability to perceive and retain the patterns of the behavior demonstrated by the teachers, whereas, teachers’ role is to do modeling by thinking aloud, explaining the processes demonstrating and verbalizing concepts and processes, as at this initial level, learners actively attend to the skills, strategies, methods and processes displayed by the teacher (Bembenutty, White, Velez, 2015, p.24).
“The teacher provides super vision and feedback to the learner’s performance, at this level, learners actively engage in imitation and reproduction of the skills, strategies, methods and process display by the teacher” (Bembenutty, White, Velez, 2015, p.24).

Another level is of “self control which involves the learners to produce the observed behavior under minimal guidance from the teacher” (Bembenutty,White,Velez, 2015, p.24). “Teacher only provides supervision and feedback when needed while learners stay busy in actively employing skills with the help of which they could re produce on basis of their own competence and skills” (Bembenutty, White, Velez, 2015, p.24). Lastly, self regulation simulates the observed behavior and learners learn to employ the learning process independently, without any assistance, guidance or supervision of the teacher. Teacher’s assistance is availed at this level, only when, it is absolutely necessary or requested. “The learners learn to apply newly acquired strategy, in addition, the teacher challenges learners to continue adapting and transferring the newly acquired skills in different settings and conditions” (Bembenutty,White,Velez ,2015, p.24). At this particular level, “learners learn to self regulate their behaviors, skills and motivation in order to produce the observed behavior in different conditions and based on their own adaptation and competence” (Bembenutty, White, Velez , 2015, p.25). Therefore, it is important to equip teachers in development of self regulation, so that they can model and assist their learners with vicarious learning experiences. It is also important “to focus on the development of teacher candidates who have come from schools of low socio economic settings, language barriers, personal and family changes to due which they have faced setbacks” (Bembenutty, White, Velez , 2015, p. 25). To model a learning task is a different job, which requires a long term training, experience and exposure on the part the teacher educators. Only if a teacher knows how to demonstrate through good modeling, only then learners will be able to transfer all acquire that knowledge efficiently, and become an efficient user of that knowledge or skill. Zimmerman and Kitsantas (2002) conducted a story on college students. They made the students observed a coping model displaying writing revision skills and engage in emulation, the control group was not showed any model. It was gathered from the study that, “students who observed and emulated coping model obtains higher self regulatory writing skills than control group” (Bembenutty,White,Velez ,2015, p.26).
Conclusion
McCaslin (2001) stated that self regulation is a strategy to words empowering the leaners. Learners face challenging task in their day to day routine, therefore, as students/learner co ordinate in the multiple social worlds they can often be distracted and can experience difficulty to focus on their goals (Bembenutty, White, Velez, 2015), however, SRL helps to tackle all these hurdles through the ability to self guide one’s actions. In addition, “help seeking emphasizes that individuals’ academic achievement can only be accomplished with accessible and available help providers” (Bembenutty,White,Velez, 2015, p.26). Development self regulation is step by step process and a major contribution of teachers in delivering that skill and strategies in to the learners to equip them with self regulation strategy use. Only when the teachers are self regulated learners, only then, they would be able to implement and instill self-regulated learning in their students. Teacher preparation programs should consider integrating accusation of crucial self self-regulatory learning Strategies into their curricula, as it is important to do the consciousness raising of the teacher educator in order to empower the teachers with self regulation strategies, which they could transfer in their students.

A teacher-student relationship is supposed to be interactive, in the sense that the teacher becomes the provider and guide to all the learner needs and help them to develop their own sense of self regulation, where the learners are independent doers and evaluator of their performance and work.