The thesis, entitled: “Self Regulated Learning and Self Reflective Practices in Writing among ESL and EFL Learners at the Undergraduate and Post Graduate Level”, attempts to develop self regulated learning and self reflective practices in writing of the undergraduate and post graduate learners who are studying ELT, English Literature and communicative English as a main or optional subject along with English as a compulsory subject at Aligarh Muslim University (AMU). It proposes some the effective methodologies to successfully adapt self regulated learning and self reflective practices in a writing classroom. The study construes the impact of SRL and self reflective practices in building writing competency level of ESL and EFL learners, the study discusses throughout the scope and role of SRL and self reflective practices in writing and in encouraging independent learning. Furthermore, the study also studied the relationship of self efficacy and social cognitive theory with SRL and self-reflective practices in writing.

The purpose of this study is to have an insight of the ESL & EFL learners’ writing practices and to view their self regulated learning and self reflective practices in writing. The study focuses on the types of writings learners practice and what all strategies they adopt while writing. The focus is laid on the “self” development as a writer in the act of writing where the learner is the core processor of his/her act. That is, how far writers take the responsibility of their writing and self-evaluate, self motivate, and self-monitor their writing.

This research suggests that self-regulation and self-reflective practices have deep roots in the cognitive and behavioral psychology where the learners and their mind are the sole actors and responsible for the learning process. There is an emphasis on the use of various tools for testing and evaluating self-regulated learning and self-reflective practices in writing.

It has been observed that, when students become engaged in a task, they take greater responsibility for their learning and their academic performance improve. The study also explored the emergence of these two practices by tapping down the resources from the various theories of learning in education, linguistics and psychology based on the Social cognitive theory.

Learning of any skill, in this study, the writing skill is seen as a socially and cognitively situated activity enhanced in a functional and meaningful literary context.
The study placed its emphasis on creating a community of learners who could-

- Make personal choices about what they read and write.
- Take ownership and responsibility for their writing.
- See writing as a process and a first draft as just that.
- Take risks in their reading & writing and collaborate in evaluating their efforts and progress.
- Apply and create strategies of their own those which are self-regulated and self-reflective in nature.

The study is carried out in four phases. Phase one involves identifying the level of SRL and self-reflective practices and self-efficacy in writing of the undergraduate (UG) and post graduate learners at AMU. This was done with the help of students’ questionnaire. Based on the findings in the first phase, the second phase concentrates on the level of difference among the ESL and EFL learners with regard to their performance in their respective writing classes. This was done through a teachers’ questionnaire along with subjective questioning of the English teachers in AMU. Further, the third phase involved personal interviews of the learners by the researcher, in order to, gather detailed information on their writing habits, academic and personal writing, writing strategies, writing skill, SRL in writing, self-reflective practices in writing and level of self-efficacy in writing. Finally the fourth phase involved collection of written drafts from the learners to closely study all the variations and aspects of individuality with regard to SRL and self-reflective practices in their writing.

Research’s main purpose was to statistically and qualitatively analyze the use of self-regulated learning and self-reflective practices among the ESL and EFL learners in writing at the under-graduation and post-graduation level. To analyze the extent to which these learners practice and adapt self-regulation and self-reflection in their writing. Various processes were adapted by the researcher to carry out the study; the questionnaire survey, interview with the learners and through the collection of their written drafts both academic and personal. These all measures and their results were taken together and were compared with the variables which the study has defined. The variables on the basis of which the results were analyzed and compared
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were,

- The target language group of the learners (ESL & EFL).
- Their gender.
- Their proficiency level (under-graduation/post-graduation).
- Their socio-economic background (occupation/qualifications of their parents).

This study provides valuable findings on the level of learners’ writing practices (both academic and personal). It provides quantitative and qualitative explanations to the level of learners’ self-regulated learning and self-reflective practices in writing and the variations among them at the level of their target group, gender, grade and socio-economic background. Moreover, this study included the variables like the target group, gender, grade, and socio-economic background of the learners to analyse the differences among them at all these levels.

The results of this study can be beneficial for the educators and scholars in the field of ESL and EFL. This study offers ample data on the attitudes of the learners towards their writing and their self-regulated learning and self-reflective practices in writing. Self-regulated learning and self-reflective practices are less researched areas, especially with respect to ESL and EFL writing in higher educational setting of under-graduation and post-graduation. This study attempts to study these aspects collectively with respect to ESL and EFL learners’ writing both academic and personal writing which are done in both target language (English) and L1 (native tongue).

The importance of the study is embedded in its findings, which may give insightful remarks into the nature of the ESL and EFL learners’ attitude associated with the use of self-regulated learning and self-reflective practices in writing (both L1 and L2).

The first chapter forms the introduction of the thesis highlighting the aim and scope and also stating the methods adopted in this research. Furthermore it clearly states the objectives, hypotheses and research questions of the research. The chapter concludes with drawing an outline and significance of the present study.
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The second chapter reviews the research carried out so far in the area of teaching and learning. This is done with the purpose of placing the present study in the map of ongoing research in the field of writing pedagogy, the context of Educational Psychology and Language Pedagogy. An attempt is made to draw theoretical support for the study from the available researches. Further, a theoretical framework for the study is designed which consists of the following major aspects – an overview on the concept of self-regulated learning and self-reflective practices. The chapter draws out the framework which supports the idea that Self-regulated learning (SLR) is recognized as an important predictor of student’s academic motivation and achievement and self-reflection is an important evaluation and assessment tool that helps the learners to self-reflect over their learning and performances for any improvements or editing. Further it emphasises the use of various tools for testing and evaluating self-regulated learning and self-reflective practices in writing. Moreover the chapter presents a review of all the studies and researches that have tried to present the relevance of self-regulated learning and self-reflective practices in the classrooms to facilitate the teaching and learning of writing skills, where the learners are taught and encouraged to utilize self-regulation and self-reflection in their learning processes. Zimmerman and Schunk’s (2007) major contributions in this field has made a great deal of research on self-regulated learning and these researches have paved the path for other studies and researchers to keep exploring this area of learning pedagogy.

The third chapter reviews the research carried out to study the effect of self-regulated learning and practices in writing. It tried to support this view with the help of earlier researches and studies done in this area. The chapter discusses the works done in this field and underlines the usefulness of self-regulated learning strategy development in writing classroom to encourage independent and proficient writers. Further it construes self-regulated learners as individuals who are cognitively, motivationally and behaviourally active participants in their own learning process and has discussed the pivotal role which self-regulated learning has acquired in all areas of learning including sport and academic learning; medical and music fields; and mathematics, sciences and technological disciplines and most importantly in building writing skill. Moreover it discusses the various cognitive and psychological frameworks,
methodologies, strategies and models which are developed to enunciate the importance of self-regulated learning.

The fourth chapter elaborates the effect of self-reflective practices and self-efficacy in writing. The chapter supports this view with the help of researches and studies which are developed in this particular area. The study argues that self-reflective practices in writing require learners to be more efficient and competent in self-questioning their ideas, writing strategies, writing skill, task performance etc. Moreover Self-reflection is a continuous process of self-evaluation and self-assessment which requires one to be critical towards his/her writing performance and skill. The research developed that self-reflective practices in writing can be compared to critical practices in writing. The chapter explores the process of self-reflective practices in writing which are implemented by the learners and the effect of their implementation. Further the chapter also gives a detailed account of self-efficacy and its effectiveness in empowering learners and their learning. The chapter illustrates self-efficacy as an aspect that influences various factors related to individual’s psychology and defines the personality, ability, capacity, and tendency to do something or to perform any task in various social settings. The chapter discusses the role of self-efficacy in the light of SRL and self-reflective practices in writing.

The fifth chapter discusses the research design of the study. The relevance of the present study is focussed and the subjects of the study, tools and methodology adopted for data collection are enumerated. The aim of this chapter is to give detailed facts about the data collected through the survey. The obtained data is represented in graphical and tabular mode. The relevance and the outcome of administering the questionnaire have been discussed. It furnishes details of the learners and their socio-economic background.

This chapter includes the measures used for gathering data, the ways population has been defined and sampled, the kinds of data relevant to the study, and the statistical techniques to be used for data analysis. This chapter describes the design and plan of the study and highlights the details about the research procedure followed in conducting the study. It includes information about the population, method of selecting samples, description of research tools, data collection procedure
and statistical techniques used for analysis of data.

The design of the study was set under the following sections:
5.1. Methodology
5.2. Tools
5.3. Group size
5.4. Sampling
5.5. Settings
5.6. Research ethics
5.7. Procedure
5.8. Statistical tests
5.9. Hypothesis testing

The sixth chapter sets out to discuss the analysed data obtained from survey. The obtained data is represented in the tabular mode. It displays the quantitative and qualitative findings of the study and dwells into deep discussion of the analysis.

Analysis of data and the findings emanating from the analysis, both quantitative and qualitative have been presented in this chapter. The purpose of data analysis was to reduce data into intelligible and interpretable form so that the relations of research problems can be studied and conclusions are drawn out of it.

The interpretation and discussion of the analyzed data have been presented to find answers to the study’s objectives, research questions and to check the formulated hypotheses.

The objectives of the study were formulated in the following way:

- To study the scope and importance of self-regulated learning and self-reflective practices in writing.
- To study the differences between ESL and EFL learners’ writing practices and strategy use with analytical observations, interviews, and data collected through a focused questionnaire survey of ESL/EFL learners and their respective teachers.
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- To study the differences between learners’ self-regulated learning and self-reflective practices in writing, at the level of their target group (ESL/EFL), gender, grade (under-graduation/post-graduation), and socio-economic background (occupation/qualification of their parents).
- To study the difference between learners’ self-efficacy in writing at the level of their target group (ESL/EFL), gender, grade (Under-graduation & Post-graduation), and socio-economic background (occupation/qualification of their parents).

The study tries to find answers for the following research questions:

i. How do the writers acquire greater skills from their own writing efforts?
ii. How far self-regulated learning and self-reflective practices are being implemented by ESL & EFL learners in their writing?
iii. Are there any statistically significant differences in learners’ self-regulated learning and self-reflective practices in writing, at the level of their target language (ESL/EFL), Gender, Level (under-graduation/post-graduation), and socio-economic background (occupation/qualification of their parents)?
iv. Are there any observational and analytical differences in learners’ self-regulated learning and self-reflective practices in writing?

The study hypothesizes the following:

**Hypothesis i:** The study assumes that there are no statistically significant differences (1% and 5% Level of Significance) in learners’ self-regulated learning, self-reflective practices, and self-efficacy in writing, at the level of their target language (ESL/EFL).

**Hypothesis ii:** The study assumes that there are no statistically significant differences (1% and 5% LOS) in learners’ self-regulated learning, self-reflective practices, and self-efficacy in writing, at the level of their gender (male/female).

**Hypothesis iii:** The study assumes that there are no statistically significant differences (1% and 5% LOS) in learners’ self-regulated learning, self-reflective practice, and self-efficacy in writing, at the level of their grade (under-graduation/post-graduation).
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Hypothesis iv: The study assumes that there are no statistically significant differences (1% and 5% LOS) in learners’ self-regulated learning, self-reflective practices, and self-efficacy in writing, at the level of their socio-economic background (occupation/qualification of their parents).

In order to study the level of self-regulation, self-reflection and self-efficacy in writing with respect to different demographic factors viz., target group, proficiency group, gender group and the socio-economic group following statistical tests were applied and analyzed and interpreted. The quantitative analysis of the study evaluated all the null hypotheses.

The seventh chapter summarizes the major findings and implications of the study at length. Moreover, it discusses the probable reasons for the results and what explanations and justifications they carry. Finally, it concludes with possible limitations of the study and recommendations for future researchers. The conclusion of the thesis offers certain implications of the findings, suggesting some useful recommendations for teachers, course designers and learners. The limitations of the study have also been stated. The chapter also suggests some possible areas for further research.

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