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Tatiana Maslova

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SELF-EFFICACY-BASED INSTRUCTIONAL METHOD
FOR STRATEGIC SELF-REGULATION OF RUSSIAN AT THE NOVICE LEVEL

by

TATIANA MASLOVA

(Under the Direction of

James Badger)

ABSTRACT

The purpose of the present research is to investigate novice students' strategic self-regulated learning of Russian as a foreign language and the role of the proposed self-efficacy-based instructional method in fostering the students' strategic self-regulated language learning. Developing self-regulated skills in foreign language learners is an endeavor that leads to better control over personal goals, goal-achieving strategies, self-reflection, self-efficacy, and eventually performance (Zimmerman, 1990). Acquiring and developing strategies for better self-regulation in the process of a foreign language learning is viewed through the lenses of Oxford's (2011) Strategic Self-Regulation framework (S²R). The framework outlines certain metastrategies that help regulate the cognitive, affective, and sociocultural-interactive dimensions of foreign language learning. In the present study, S²R is used as a conceptual model for analyzing the studying techniques of higher and lower self-regulated students of Russian at the novice level. A learner's sense of self-efficacy plays an important role in the amount of effort the learner puts into studying and regulating the approaches to studying (Bandura, 1997). Thus, the proposed self-efficacy-based instructional method aims to foster the students' planning, goal setting, effort management, monitoring, and self-evaluating throughout the language learning process. The study employs the sequential exploratory mixed-methods design that incorporates a

quantitative phase for identifying higher and lower self-regulated students and a qualitative phase for investigating their approaches to studying Russian at the novice level and their perceptions of the proposed instructional method. The findings demonstrate that the higher self-regulated students rely more on metacognitive strategies whereas the lower self-regulated students mostly employ cognitive strategies; both groups of students expressed positive attitudes toward the proposed instructional method that helped them become more metacognitively aware in the learning process and reduced anxiety as they felt more confident in their content knowledge and language skills.

INDEX WORDS: self-regulated learning (SRL), strategic self-regulation (S²R), self-efficacy, foreign language instruction, foreign language teaching, L2 learning, Russian as a foreign language, can-do statements, language learning strategies, novice learners of Russian

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by

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CHAPTER ONE

INTRODUCTION

Self-regulated learning (SRL) is a product of the recent shift in education that emphasizes the role of learners' differences, sense of responsibility and autonomy in the educational process. As the leading SRL scholars Zimmerman and Paulsen (1995) put it, "A primary goal of education from kindergarten to graduate school is to foster independent, self-motivated, self-regulated thinkers and learners" (p. 13). Learning how to learn is one of the six components of the taxonomy of significant learning promoted for high impact teaching in liberal arts education of the 21st century (Fink, 2013). At the same time, according to the Association of American Colleges and Universities (AAC&U) (2007), learning foreign languages (FL) is an essential component of the liberal education. The Liberal Education and America's Promise (LEAP) project emphasizes the role of FL education in fulfilling the essential learning outcomes: knowledge of human cultures, intellectual and practical skills, personal and social responsibility, and integrative learning (AAC&U, 2007). Implementing the high impact teaching practice of fostering self-directed FL learning serves as an ideological basis for the present research.

The college-level classroom is a highly appropriate learning environment for helping students develop SRL abilities: by increasing their conscious monitoring of the learning process, identifying effective learning strategies, and regulating motivation and affect, students actively engage in identity formation (Bandura, 1986; Boekaerts & Cascallar, 2006; Drucker (1989); Wigfield et al., 1995). Educational psychologists note that traditional college students under the age of 25 learn how to manage, plan, and evaluate the learning process, which contributes to the development of their identities as lifelong learners. Regulation of the learning process happens when the learner operates with good cognitive strategies (the mental skills and techniques that

learners use for processing input), metacognitive strategies (higher-order mental resources that learners employ for managing, planning, organizing, monitoring, and evaluating the process of learning), and motivational orientation (the learner's sense of task value, self-efficacy, control beliefs, or anxiety) (Pintrich & De Groot, 1990; Zimmerman, 1990).

Fostering highly proficient FL speakers is impossible without their personal effort and motivation for language learning. It is their willingness to apply cognitive and metacognitive knowledge to the FL learning process that affects classroom achievement and proficiency level. However, when students find themselves in a traditional classroom environment (oriented to knowledge transmission from a teacher to students and learners' passive role in the learning process) most of the time, they may not know how to behave as self-regulated learners (Ridley et al., 1994). Students often need the instructor's guidance to help them take responsibility for learning and to identify and apply learning strategies that work best for them (Giveh et al., 2018; Pintrich, 1989). It is therefore important for language instructors to provide the scaffolding learning environment that would first demonstrate and then encourage students to use various strategies to regulate the learning process and, hopefully, to enhance learning outcomes (Giveh et al., 2018; Lindner et al., 1996; Zimmerman, 1990). The present study proposes an instructional method that aims to draw students' attention to their own self-efficacy and ability to regulate the language learning process.

The proposed self-efficacy-based instructional method combines the premises of social cognitive theory (Bandura, 1997), SRL (P. Pintrich, 2004), and S²R (Oxford, 2017) to investigate SRL of college level learners of Russian as a foreign language. Self-efficacy, as a motivational construct, reflects learners' beliefs in their abilities and capacities to complete a learning task, which affects student engagement in regulating the learning process (Bandura, 1997). Therefore,

I decided to engage my first semester students of Russian in a weekly self-efficacy exercise that involved completing course-based “can-do” surveys and brief in-class discussions of the strategies that help them learn better. My hope was that the students would gradually become more conscious users of self-regulatory strategies, thereby better controlling the learning process and maximizing the outcomes of learning, i.e., become more self-regulated language learners.

Students who come to a FL classroom are all different in terms of their ability to regulate language learning. Research demonstrates that strategically self-regulated learners are active participants in their own learning (Griffiths, 2008); it is easier for them to achieve their learning goals (Oxford, 2017) and to regulate their cognitive and affective states, behavior, and environmental conditions (Zimmerman, 2000); they are aware of their learning beliefs and can use strategies to change them (Schunk & Ertmer, 1999); and in general are more conscious about using strategies to regulate all aspects of language learning (Ehrman et al., 2003). However, lower self-regulated learners may not be that well equipped with knowledge and strategies and need the instructor’s help in acquiring them for better learning. Thus, higher and lower self-regulated (SR) students of Russian and their approaches for learning the language at the novice level are the focus of the present study.

Finally, a foreign language that is the object of the present investigation is Russian. In the U.S., Russian is considered a less commonly taught language (LCTL), with the enrollment numbers considerably lower than for most European languages (Modern Language Association, 2018). Moreover, the U.S. Department of State (n.d.) identifies Russian as a Category III language that requires approximately 1100 hours of classroom instruction for students whose native language is English to reach “Professional Working Proficiency” in the target language. This number of hours is almost two times higher than that required for achieving the same level

of proficiency when learning commonly taught languages like Spanish or French (U.S. Department of State, n.d.). On the other hand, multiple U.S. federal agencies consider Russian as a language of strategic importance for national security and international business relations with Russia and other Russian speaking countries, i.e., the former Soviet republics (U.S. Department of State, n.d.). The governmental support of the Russian Flagship language program demonstrates the need for highly proficient speakers of Russian (The Language Flagship, 2019). Considering the insufficient amount of classroom instruction in a typical non-intensive college Russian program, the only other way to ensure students' interest and considerably higher effort in language learning is by providing an efficient curriculum and employing high impact instruction that would stimulate the students' SRL outside the classroom.

Statement of the Problem

The problem addressed in the present study is the insufficient attention to instructional practices that foster students' self-regulation in learning foreign languages, and especially in learning a less commonly taught language as Russian. To the best of my knowledge, there have been no studies that would look into SRL of Russian at the novice level.

When reviewing the literature on exploring SRL in second language acquisition (SLA), there are multiple studies that looked into the relationships among the constructs comprising SRL (cognitive, metacognitive, environmental, and motivational) in various FL learning contexts (Banisaeid & Huang, 2015; Fukuda, 2017; Karlen, 2016; Martirosian & Hartoonian, 2015) and correlations between the factors affecting SRL and FL learners' achievements (Hsieh, 2008; Karlen, 2016; Moeller et al., 2012; Ziegler, 2014). Fewer studies have applied Oxford's relatively new S²R paradigm to exploring the effects of SRL (Habok & Magyar, 2018; Koksai & Dundar, 2017; Seker, 2016a). Even less research has employed qualitative inquiry designs that

“can richly depict individuals and groups in authentic environments” (Oxford, 2011, p. 218). Levine (2008) studied the phenomenology of the student participants’ strategy use during a study abroad program in Germany. L2 learning crises and the affective factors, including learning strategies, were investigated in multiple case studies by Oxford et al. (2007), and Koksal and Dundar (2017) employed a mixed-methods sequential explanatory design to examine the relationships between L2 learners’ self-regulatory strategies and their personality traits, identity beliefs about L2 learning, and proficiency. The present study seeks to address the gaps and utilize the S²R model for investigating regulatory strategies of novice level Russian learners employing the mixed-methods sequential explanatory research design.

Investigating academic performance and achievement among highly and poorly self-regulated learners has also been investigated before: researchers have found that the former can notice the gaps in their knowledge, exhibit higher levels of personal reflection as part of their metacognitive processing, and are in better control of their learning progress (Giveh et al., 2018; Heo, 1999; Karlen, 2016; Nakata 2010). However, a qualitative inquiry into exactly how such students approach language learning at the novice level and what areas of learning (cognitive, affective, or sociocultural-interactive) are better controlled could provide a much deeper insight into self-regulation of language learning. This is one of the goals of the present study.

Finally, self-efficacy, as the central component of the self-regulated learner’s belief system, mediating academic performance cognitively, motivationally, and affectively, has been demonstrated to play an important role in self-regulation (Bandura, 1997; Bernacki et al., 2015; Bouffard-Bouchard, 1990; Pajares, 2008; Schunk, 1985). However, multiple studies have observed self-efficacy as an independent variable in various academic settings (Bandura 2012; Bernacki et al., 2015; Gahungu, 2009; McCombs, 2001; Raoofi et al., 2012) and have rarely

employed it as a means of raising students' awareness of their capacities to perform specific language tasks and mediate various learning strategies for SRL. The role of an instructional method that promotes the regular exercise of self-efficacy in students is examined in terms of its helpfulness for developing better self-regulation in language learning.

Theoretical and Conceptual Frameworks

The theoretical framework draws on Zimmerman's (2000) model of SRL and Bandura's (1986) social cognitive theory. Humans' ability to self-regulate is a core quality that lets us have a certain control over our personality, behavior, and environment. Understanding how this capability develops is the focus of social cognitive theory and research (Bandura, 1986). One of the major premises of the theory is that "our regulatory skills or lack thereof is the source of our perception of personal agency that lies at the core of our sense of self" (Zimmerman, 2000, p. 13). Thus, the concept of self-efficacy is viewed as a key variable affecting self-regulated learning and, as a result, learning outcomes. In the present study self-efficacy is operationalized through a regular exercise event aimed to foster better self-regulated behaviors in students.

When applied to various academic settings, SRL (Zimmerman, 1989, 2000) theory outlines learners' setting goals, selecting appropriate learning strategies, maintaining motivation, and monitoring and evaluating academic progress (Zimmerman, 2000). In order to improve their academic achievement, learners should use the following self-regulated strategies: self-evaluating, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequating (punishments and rewards), rehearsing and memorizing, seeking social assistance, and reviewing records (Zimmerman & Martinez-Pons, 1986). Oxford (2011) applied the general SRL theory to the field of learning and teaching FLs and introduced her Strategic Self-Regulation (S²R) Model in which

learners actively and constructively use strategies to manage their own language learning process. S²R uses the terms *metaknowledge* and *metastrategies* when it comes to regulating each dimension of the language learning process: cognitive, affective, and sociocultural-interactive. This model is used as the conceptual framework for data collection and analysis in terms of students' self-regulation of learning Russian as a FL at the novice level.

The self-efficacy-based instructional method used in the present study and its role in developing students' strategic self-regulated learning behaviors reflects a sociocultural or constructivist worldview. Rooted in Vygotsky's Sociocultural Theory (1978) and his concept of the Zone of Proximal Development, constructivism in learning rests on the premise that learners must be assisted by a teacher in acquiring certain skills. As a teacher, I must facilitate a positive learning environment and develop carefully structured activities that would involve my students in active learning. However, individuals' knowledge is constructed by their personal experiences through setting goals, monitoring the learning process, and reflecting on and evaluating the outcomes. At the same time, they must identify and apply strategies that work best for their individual learning styles at various stages of task completion. Thus, the proposed weekly course-based "can-do" surveys and the scaffolded in-class strategy discussions aim at developing those skills.

Statement of the Purpose

The overall purpose of the study is to investigate how college-level novice Russian learners strategically approach the language learning process and how promoting self-efficacy impacts their SRL. Developing self-regulated learners implies helping them set clear goals, manage the process of achieving them, maintain motivation, and carefully evaluate their progress. Students' sense of self-efficacy has been found to be closely connected with their

ability to self-regulate, which in turn positively affects academic achievement (Pajares, 2008; Schunk & Ertmer, 1999; Winne & Perry, 2000). Second Language learning (L2) research has demonstrated similar results (Tseng et al., 2006). However, finding ways to help students become more self-regulated learners is still an uninvestigated area of instructional research. Just a few researchers take an active stance in developing and implementing effective teaching methods for fostering SRL skills in SLA. There is an agreement though that the teacher is responsible to scaffold the learner's interlanguage knowledge through constant feedback and carefully developed instructional materials so the learner gradually learns how to assimilate and accommodate them into his interlanguage system (Giveh et al., 2018).

The purpose of the self-efficacy-based instructional method is to introduce the novice students of Russian to the principles of self-regulated learning and to promote strategies and behaviors that can potentially make them more self-regulated learners. The method consists of weekly "can-do" surveys developed based on the course content and open in-class discussions following the task-phase model (Oxford, 2011). The idea of incorporating the weekly "can-do" surveys was inspired by the widely known proficiency-based Can-Do Statements developed by one of the leading organizations in FL education - the American Council on the Teaching of Foreign Languages (ACTFL) in collaboration with the National Council of State Supervisors for Languages (NCSSFL). Their "can-do" checklists for learners of FLs on what they can do with a foreign language at a certain level of proficiency aim to let learners monitor their language learning process and adjust their learning strategies, if necessary (ACTFL, 2017a). NCSSFL-ACTFL's Can-Do Statements also serve as a framework for FL educators to guide the learning process and to develop proficiency-based curricula and assessment. In other words, ACTFL employs the concept of self-efficacy to promote learners' more active engagement in the self-

evaluative processes to track whether their knowledge is sufficient, and if not, to be more mindful of how they can fill in the gaps in the knowledge (Moeller, 2018). The Can-Do Statements are criterion-referenced descriptors of the language skills a learner is expected to demonstrate when achieving each of the proficiency levels: Novice, Intermediate, Advanced, and Superior, as defined by the ACTFL Proficiency Guidelines (ACTFL, 2012). Thus, they can be used as a reference only when a learner achieves a certain proficiency level. The present study proposes creating more detailed weekly “can-do” descriptors that are based on the course content within the proficiency-based curriculum.

A weekly online “can-do” survey is followed by an open class discussion of the self-regulatory strategies the students employ at each of the three phases of the self-regulatory process (Oxford, 2011). Oxford’s task-phase model is based on Zimmerman’s model of self-regulation (Zimmerman, 2000). According to both, a learner needs to efficiently go through (1) a strategic forethought phase of setting a goal, activating existing knowledge, and planning how to achieve it; (2) a phase of strategic performance (volitional or performance control) of implementing the plan, monitoring the progress, and deciding whether to continue with the task or quit it; and (3) a strategic reflection and evaluation phase as the learner makes judgements about the outcomes (evaluates their self-efficacy). The implementation of each stage is described in the Methodology chapter of the present dissertation. The overall goal, however, is to scaffold an efficient way of working with the “can-do” surveys with the hope to raise students’ awareness of what works for them and what does not and how to better regulate their learning.

Research Questions

The research questions guiding this study are:

- 1) How do lower and higher self-regulated students of Russian regulate their language learning at the novice level?
- 2) What are lower and higher strategy users' perceptions of the proposed self-efficacy-based instructional method for learning Russian at the novice level?

Nature of the Study

To answer the research questions, I employed the explanatory sequential mixed-methods design, the primary intent of which is “to use a qualitative strand to explain initial quantitative results” (Creswell & Plano Clark, 2018, p. 77) . The choice of the method is supported by the need to qualitatively describe and compare different types of cases, i.e., lower and higher self-regulated (SR) students, based on the quantitative measurement of their ability to self-regulate. In this study, I form groups based on quantitative results and follow up with the groups through subsequent qualitative research. In the first phase I obtained quantitative data from the anonymous online questionnaire adopted and adapted from Habok and Magyar (2018) who applied the Strategic Self-Regulation Model (S²R) (Oxford, 2011) to the English as a Foreign Language (EFL) context. Based on the self-reported use of strategies for regulating the students' language learning process, there were formed two groups: higher and lower SR learners. In the second phase, I conducted semi-structured interviews to provide a richer context of the strategic self-regulation practices among the Russian learners. In addition, I explored the students' perceptions of the self-efficacy-based instructional method for their self-regulated learning of Russian through collecting qualitative data from the open-ended questions in the online

questionnaire and the semi-structured interviews. The conceptual framework of the S²R Model (Oxford, 2011) served as a point of reference for the data analysis and interpretation.

Significance of the Study

Promoting awareness of how various dimensions of language learning works (metaknowledge) and what strategies students can apply to enhance their language learning contributes to the overall intellectual and psychological development of language learners and provides them with essential skills for independent, self-directed learning throughout life (Wigfield et al., 1995). Promoting SRL intends to motivate students to learn beyond the material taught in the classroom and to seek opportunities for independent language study. Just like any other discipline, FL learning and teaching can tremendously benefit from the application of the SRL principles.

In practice, the use of the self-efficacy-based instructional method in teaching novice level learners of Russian could result in enhancing the students' SRL skills and strategies. Even though the present study does not intend to demonstrate any significant differences in language learning outcomes from developing SRL in novice-level learners, the proposed instructional method can potentially positively affect students' motivation and persistence in language study.

The significance of the study is, therefore, in addressing the need for making the language learners more self-efficacious and self-regulated from the early stage of language learning. Even though there is quite extensive research done in the fields of self-efficacy and self-regulation in FL teaching and learning, there are a very limited number of studies that would offer specific ways of enhancing students' self-regulation abilities. Moreover, none of the studies looked into self-regulation and self-efficacy in learning Russian as a foreign language. The

present study seeks to not only investigate the strategic behaviors of the novice Russian learners but also proposes an instructional method aimed at fostering better self-regulated skills.

Definition of Terms

The following are definitions of terms used throughout the study:

Language Learning Strategies (LLS) – complex, dynamic, purposeful, conscious, mental actions or processes that self-regulated learners use to plan, conduct, and evaluate their task performance and enhance L2 proficiency (Oxford, 2017).

Second Language (L2) vs. Foreign Language (FL) learning – in the field of language acquisition, it is common to differentiate the contexts of learning a foreign language in the target language environment (L2) (e.g., Spanish-speaking learners of English in the U.S.) and in the native language environment (FL) (e.g., Spanish-speaking learners of English in Spain). In the present dissertation, the contexts are used in the ways they are presented in the sources and sometimes referred to as L2 learning. The current case of learning Russian is examined in the FL context, i.e., Russian is studied as a foreign language in the American college setting.

Self-Efficacy (SE) – beliefs that one has the ability to bring about a certain outcome through controlled actions, i.e., judgments of personal capability (Bandura, 1997).

Self-Regulated Learning (SRL) - an interaction of personal, behavioral and environmental processes that affects learner effort and performance (Bandura, 1986). Pintrich (2000) defines SRL as “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment” (p. 453).

Strategic Self-Regulation (S²R) – a set of language learning strategies and metastrategies that students use for regulating cognition, affect, and sociocultural-interactive areas of language learning (Oxford, 2011).

CHAPTER TWO

LITERATURE REVIEW

The purpose of the present mixed-methods study is two-fold: the first goal is to identify the groups of lower and higher self-regulated (SR) students and explore their strategies for regulating the Russian language learning process; the second goal is to investigate the role that the self-efficacy-based instructional method plays in the lower and higher SR students' learning of the language. The research questions guiding this study are:

- 1) How do lower and higher self-regulated students of Russian regulate their language learning at the novice level?
- 2) What are lower and higher strategy users' perceptions of the proposed self-efficacy-based instructional method for learning Russian at the novice level?

This chapter presents a review of the literature pertaining to self-efficacy (SE), self-regulated learning (SRL), and strategic self-regulation (S²R). First, the theoretical framework of social cognitive theory (Bandura, 1986) both in general education settings and in the context of second language acquisition is presented. Self-efficacy, the central construct of the social cognitive theory, is presented as an important factor for better self-regulated learning in general, and in foreign language learning in particular. Self-efficacy is also reviewed as an assessment tool in language learners' proficiency attainment utilized in the NCSSFL-ACTFL's Can-Do Statements and as an exercise of control over the learning process. Second, the self-regulated learning framework and its main constructs are defined, as well as the strategic self-regulation (S²R) model within the SRL framework and its application in FL teaching and learning. Finally, current self-efficacy and self-regulated learning research with the direct application to learning Russian as a foreign language will be reviewed.

Search Methods

A search for literature was conducted on SRL of Russian as a foreign language through enhancing self-efficacy using the following keywords: self-efficacy, self-regulated learning, strategic self-regulation, language learning strategies, and Russian as a foreign language. The literature search sought to examine material from the past 30 years. Literature that is older than 20 years was included if it was a landmark study or if it presented a historical understanding of a specific topic.

Social Cognitive Theory

Social cognitive theory by Bandura (1986) serves as the basis for the current research investigation. The theory provides a unified framework for analyzing the psychological processes that govern human behavior. Its goal is to explain how behavior develops, how it is maintained, and through what processes it can be modified (Wulfert, 2018). According to the founder of the theory, Bandura (1986), human behavior is affected by external determinants (rewards and punishments) and internal determinants (thoughts, expectations, motivation, and beliefs). Behavior, cognition, and environment are all interconnected and interdependent and constitute the “triadic reciprocal causation” or the interplay among personal, behavioral, and environmental influences (Bandura, 1997). Human behavior is based on experience that forms expectations of future behavior: people control their actions and are capable of both evaluating the adequacy of their behavior and interpreting the outcomes of cognition, thus creating a mental guide for future behavior. Bandura (1997) emphasized self-reflection as the most influential aspect of human agency since its consistent practice leads to a more adequate analysis of thoughts and actions and to adjusting behavior accordingly. Such regulatory processes of cognition, behavior, and environmental influences demonstrate human self-regulation through

setting goals, employing strategies to achieve the goals, and evaluating the outcomes. Thus, the theory expands the conception of self-regulation by incorporating an extended set of self-regulatory mechanisms of cognition and by encompassing social and motivational skills (Bandura, 1997).

Self-Efficacy

Central in Bandura's social cognitive theory is the concept of self-efficacy – a major mechanism of self-regulation reflected in the belief that one has the ability to bring about a certain outcome through controlled actions. Students can obtain information about their self-efficacy through their performance, psychological reactions, previous successes and failures, and comparison of their performances with those of others (Schunk & Ertmer, 1999). In his seminal book *Self-Efficacy: The Exercise of Control*, Bandura (1997) describes high and low self-efficacious students in terms of their approach to learning. Students with high levels of perceived self-efficacy are easy to identify by their willingness to complete challenging tasks, putting more effort and time to studying, demonstrating persistence, flexible use of various learning strategies, lower anxiety, greater interest in the subject matter, and thus their performing as efficient self-regulated learners. Not surprisingly, such students demonstrate higher intellectual achievements in general. On the contrary, low self-efficacious students tend to avoid being challenged, demonstrate greater anxiety or little interest in the subject matter, and have difficulty in identifying and employing learning strategies. Thus, self-efficacy has been observed as a powerful predictor of academic achievement in various ways.

Bandura (1997) summarized years of research with learners of various ages and studying various subjects. One of his major observations is that even though self-efficacy is based on the previously acquired cognitive skills, it is not a mere reflection of them. An experimental study by

Bouffard-Bouchard (1990) demonstrated that students of equal cognitive abilities but possessing higher self-efficacy beliefs showed greater strategic flexibility, performed better intellectually, and evaluated their performances more accurately than the students with lower self-efficacy beliefs. The close interconnectedness of self-efficacy with the other constructs of the social cognitive theory such as cognitive and metacognitive strategies, motivational orientation, and social interactions builds the foundation for investigating how manipulating one of the components affects the whole system of self-regulated learning (SRL).

The first aspect of the social cognitive theory that can and needs to be regulated for successful academic performance is cognitive skills (Bandura, 1997). To control the process of learning, one needs to possess information-processing skills (building meaning from perceived information), cognitive operational skills (setting goals and selecting appropriate means of achieving them), and metacognitive skills (general knowledge about cognitive processes and their conscious control). Task-related metacognitive strategies training has been demonstrated to significantly enhance academic learning (Brown, 1987; Paris & Winograd, 1990). However, just having the appropriate level of cognition and metacognition development is not enough for active learning. Self-directed learning requires motivation that pushes a learner for activation of cognitive and metacognitive skills. Next, human knowledge and cognitive competencies do not develop in isolation from social interactions; self-directed learners seek academic assistance and peer communication for the sake of self-development rather than for mere assignment completion. Finally, all these aspects of self-regulation can exist passively in a learner unless the necessary effort is made to fulfill the demands of a difficult task (Bandura, 1997). That effort is derived from one's belief in one's own capacity to fulfill a task (i.e., self-efficacy) and serves as a trigger for active implementation of the self-regulatory skills.

Following the perspective of the social cognitive theory in the field of SLA, and mainly in the EFL context, scholars have found that self-efficacy has predictive abilities related to student academic achievement in EFL (Wang et al., 2013; Templin, 1999; Pajares, 2008); self-efficacy positively correlates with motivation (Dornyei & Skehan, 2003; Hsieh, 2008) and with strategy use (Gahungu, 2009; Khajavi & Ketabi, 2012; Su & Duo, 2012; Wang & Li, 2010; Yilmaz, 2010); self-efficacy relates to metacognition (Graham, 2006) and correlates with language learning anxiety (Mills et al., 2006). An extensive meta-analysis of 32 articles from 2003-2012 devoted to studying self-efficacy in FL learning by Raoofi et al. (2012) found self-efficacy as a strong predictor of performance in different language skills and pointed out that class interactions and teacher efficacy could be also considered as the factors affecting students' self-efficacy.

The social cognitive theory integrates the cognitive, metacognitive, and motivational aspects of self-regulation (Bandura, 1997). Self-regulation is viewed as a regulatory mechanism governing cognition, as well as a set of cognitive, social, and motivational skills that can be learned for better control of one's academic performance. Bandura (1997) notes that "in academic learning, this process involves comparing what one knows against the level of understanding one seeks and then acquiring the requisite knowledge" (p. 228). Self-efficacy reflects learner confidence in their abilities to activate self-regulated learning, that is, to plan, monitor, and complete a task. Zimmerman et al. (1992) define self-efficacy for self-regulation as "the degree that individuals are metacognitively, motivationally, and behaviorally are active participants in their own learning process" (p. 664). Research demonstrates that self-efficacious learners can better monitor and evaluate their behavior and apply learning strategies more

effectively, thus exhibiting higher self-regulatory behavior, and as a result, achieve better academic results (Zimmerman & Bandura, 1994). The studies that revealed a strong relationship between self-efficacy and self-regulation can be found in both social cognitive psychology (Pintrich & De Groot, 1990; Zimmerman & Martinez-Pons, 1990; Zimmerman & Bandura, 1994) and in FL education (Busse, 2013; Gahungu, 2009; Raoofi et al., 2012). However, self-efficacy has been studied either as a predicting factor of performance and achievement or as a factor working in correlation with other variables in the process of language learning. The literature review has revealed just a few studies that used self-efficacy for developing instructional methods targeting not only language learners' achievement but also developing SRL skills in FL learners (Collet & Sullivan, 2010; O'Dwyer & Runnels, 2014). Thus, the instructional method proposed for the present study emphasizes the importance of enhancing students' self-efficacy beliefs at the early stage of FL learning that can potentially foster students' SRL (Moeller & Yu, 2015).

The studies mentioned above also demonstrate some limitations of the empirical research on self-efficacy. The first limitation is the use of surveys and self-reported data whose validity relies on the learners' honest responses and the necessity of more qualitative studies that would provide deeper insights into learners' beliefs. Next, small sample sizes are insufficient for truly statistically significant results, and the use of correlational methods provide limited reliability. Finally, short-term studies have not observed changes in self-efficacy perceptions and beliefs in students.

Self-Efficacy and NCSSFL-ACTFL's Can-Do Statements

In the area of SLA, the importance of exercising self-efficacy in language learning is promoted by ACTFL. ACTFL's widely known and commonly used comprehensive framework

of L2 proficiency guidelines (ACTFL, 2012) is currently accompanied by the Can-Do Statements at each level of proficiency for learners to monitor their progress in language learning (ACTFL, 2017a). Based on the “can-do” descriptors implemented in the European Language Portfolio (ELP) by the Common European Framework of Reference (CEFR), the American version of the NCSSFL-ACTFL Can-Do statements provides a detailed breakdown of the performance and proficiency descriptors at all major levels (Novice, Intermediate, Advanced, Superior, and Distinguished), as well as their sublevels (Low, Mid, and High), in each mode of communication (Presentational, Interpersonal, and Interpretive) for any FL. For instance, Table 1 presents the NCSSFL-ACTFL Can-Do Statements for the Novice High level of proficiency, which is the target level of the first semester of Russian in the present study.

Table 1

NCSSFL-ACTFL Can-Do Statements for Communication at Novice High Level of Proficiency (ACTFL, 2017)

Mode of communication	Proficiency Benchmark	Performance Indicators
Interpretive	I can identify the general topic and some basic information in both familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences.	<ul style="list-style-type: none"> - I can identify the topic and some isolated facts from simple sentences in informational texts. - I can identify the topic and some isolated elements from simple sentences in short fictional texts. - I can understand familiar questions and statements from simple sentences in conversations.
Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	<ul style="list-style-type: none"> - I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. - I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. - I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on the topic.
Presentational	I can present information on both very familiar and everyday topics using a variety of practical or memorized words, phrases, and simple sentences through spoken, written, or signed language.	<ul style="list-style-type: none"> - I can present personal information about my life and activities, using simple sentences most of the time. - I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. - I can present on familiar and everyday topics, using simple sentences most of the time.

The validity of the NCSSFL-ACTFL Can-Do Statements has been checked by Tigchelaar et al., (2017). Moeller and Yu (2015) and Moeller (2018) outline the advantages of using them as a means of self-assessment and goal-setting criteria. The guidelines are meant to serve as a checklist of what learners can do with language, to guide the learning process, as well as a checklist for educators for developing proficiency-based curriculum and assessment. The

ACTFL proficiency guidelines and the NCSSFL-ACTFL Can-Do Statements are currently widely implemented in both secondary and post-secondary curricula (Moeller & Yu, 2015).

It should be noted that NCSSFL-ACTFL's Can-Do Statements are not meant to be used as an assessment tool of a language learner's proficiency level since they were "constructed according to the shared experiences and beliefs of language teachers and experts. However, they are not claimed to be based on a particular linguistic theory or specific pedagogical approach, or students' actual performances" (Shin, 2013, p. 2). Research has been done to provide evidence of concurrent validity of the Can-Do Statements as criterion-referenced self-assessments, i.e., measurements of what learners can do at given levels as described by certain criteria (Brown et al., 2014; Malabonga et al., 2005; Trofimovich et al., 2014). Even though there were some inconsistencies in the findings, all the researchers found that the use of the Can-Do Statements as a criterion-referenced instrument may facilitate better self-assessment skills. Thus, the major premise of the Can-Do Statements application is to foster students' awareness of their level of language proficiency. If students have a chance to regularly self-assess how well they can perform specific communicative tasks corresponding to a certain proficiency level, they can realize what vocabulary or grammar structures they lack, thus noticing what they need to learn and ideally getting the motivation to fill the knowledge gap (Moeller & Yu, 2015). Considering a connection between the goal setting character of the Can-Do Statements, students' metacognitive awareness of how those goals can be achieved, and students' motivation to do so, it could be beneficial for language instructors to observe how the incorporation of the course-based "can-do" statements at an early stage of the language teaching can affect students' learning process.

“Can-Do” Statements in Everyday Foreign Language Curriculum

A pedagogical approach to teaching English as a foreign language has been implemented at a university in Japan where they used the Common European Framework of Reference for Languages (CEFR)'s European Language Portfolio (ELP) to enhance students' SRL. The CEFR self-assessment grid uses *I can* descriptors of six levels of language proficiency that are tracked via the ELP aimed to help language learners to record their language learning achievements and experiences. In particular, Collet and Sullivan (2010) developed a Study Progress Sheet that contains weekly *I can* statements based on the learning units. In addition, the students are asked to set their own learning goals for the semester and to monitor and evaluate their learning through the “can-do” statements. Thus, Collet and Sullivan's (2010) “can-do” statements follow the principles of goal-setting theory and SRL that aim “to explicate expected outcomes of learning, and provide the guidance students need to formulate learning goals along with a clear framework through which they can assess the outcomes of their goal-directed efforts” (as cited in O'Dwyer et al., 2011, p. 273). In both their quantitative and qualitative studies on the effects of the ELP and the implementation of “can-do” statements, Collet and Sullivan (2010) found that students become more aware of their strengths and weaknesses and of what they need to do to be successful in their studies. However, a lot of students in Collet and Sullivan's (2010) study expressed concern that they lacked knowledge of strategies for more efficient learning, which calls for providing support in identifying appropriate learning activities and facilitating peer-to-peer learning, as well as teacher feedback and in-class discussions of the most effective learning strategies for regulating language learning.

The overview of the social cognitive theory that directs the development of self-regulatory skills calls for a more detailed presentation of the SRL framework in general, as well as the S²R model as applied to regulating language learning in particular.

Self-Regulated Learning

Research on SRL emerged in the 1970s within the field of adult education studies. In his observations of adult learners Knowles (1975) noticed that adults increase self-direction in learning as they mature through diagnosing their learning needs, establishing goals, finding resources, choosing relevant learning strategies, and evaluating outcomes. The acquired skills to control motivational, affective, and social aspects of learning, as well as cognitive abilities, constitute one's self-regulation (Zimmerman, 1989, 1990). Zimmerman's conceptual framework of self-regulation operationalizes Bandura's (1986) social cognitive theory that defines self-regulation as an interaction of personal, behavioral and environmental processes. Since these processes constantly change in the course of learning, they inevitably affect learner effort and performance.

As a leading exponent of the academic SRL, Zimmerman (1989, 1990) states that students who approach the learning process diligently and are capable of monitoring which learning strategies work for them best and which do not, including what factors affect their learning positively or negatively, perceive learning as a controllable process and take more responsibility in achieving their objectives. Thus, helping students develop skills to regulate the motivational, affective, and social factors, as well as their cognitive abilities, must be at the core of the educational process. Zimmerman (2001) continues that highly self-regulated learners exhibit such skills as planning, setting learning goals, self-monitoring, self-evaluating, and creating their own learning environment to maximize learning outcomes. Development and

application of these skills go through the cyclical self-regulatory phases of forethought, performance/volition control, and self-reflection that Zimmerman summarized in the way presented in Table 2. Even though Zimmerman places self-efficacy only at the initial stage of the self-regulatory cycle, Schunk and Ertmer (1999) emphasize that self-efficacy is present at all phases of self-regulation since students can evaluate how self-efficacious they are before, during, and after completing a task.

Table 2

Phase Structure and Subprocesses of Self-Regulation (Zimmerman, 2001)

Cyclical self-regulatory phases		
Forethought	Performance/volitional control	Self-reflection
Task analysis	Self-control	Self-judgement
1. Goal setting	7. Self-instruction	13. Self-evaluation
2. Strategic planning	8. Imagery	14. Causal attribution
	9. Attention focusing	
	10. Task strategies	
Self-motivation beliefs	Self-observation	Self-reaction
3. Self-efficacy	11. Self-recording	15. Self-satisfaction/affect
4. Outcome expectations	12. Self-experimentation	16. Adaptive-defensive
5. Intrinsic interest/value		
6. Goal orientation		

Zimmerman made an important contribution to the SRL research and expressed the need to identify those self-regulated skills, or strategies, that trigger changes in the personal, behavioral, and environmental processes, and thus to help students become better self-regulated learners (Zimmerman, 1989, 1990, 2001).

Pintrich and his colleagues (Pintrich, 1988, 1989; Pintrich & De Groot, 1990) explored SRL and emphasized an important role of learner motivation in regulating learning behavior. Pintrich (2000) defines SRL as “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment”

(p. 453). SRL is operationalized through three main components: students' metacognitive strategies for planning, monitoring, and modifying their cognition; students' management and control of their effort in performing tasks; and the cognitive strategies that students use to understand, process, and remember the classroom material (Pintrich & De Groot, 1990). Moreover, based on previous research, Pintrich (1989) emphasized an important role of students' individual differences and their motivation for regulating their cognition and effort and suggested including some motivational components to their model of SRL. In their attempt to study the interrelationships between students' performance and the motivational self-regulated components, Pintrich and De Groot (1990) utilized the general expectancy-value model of motivation (Eccles, 1983) and developed the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991) that has been widely used ever since in educational research. After the introduction of the MSLQ in 1991, Pintrich's (2004) further work in the field of SRL has led to a more comprehensive and detailed breakdown of the SRL model. Just like Zimmerman (2000), he defined four stages of regulation an individual engages in while performing a task, i.e., planning, monitoring, control, and reflection; however, they break down four areas of the learning process that the learner can monitor and regulate (i.e., cognition, motivation/affect, behavior, and context). Table 3 was adopted from Pintrich (2004) and demonstrates the conceptual framework of his SRL model, as well as lists the scales from the MSLQ that assess different aspects of the model.

Table 3*Phases and Areas for Self-Regulated Learning (Pintrich, 2004)*

Phases and relevant scales	Areas for Regulation			
	Cognition	Motivation/Affect	Behavior	Context
<i>Phase 1</i> Forethought, planning, and activation	Target goal setting Prior content knowledge activation Metacognitive knowledge activation	Goal orientation adoption Efficacy judgments Perceptions of task difficulty Task value activation Interest activation	Time and effort planning Planning for self-observations of behavior	Perceptions of task Perceptions of context
<i>Phase 2</i> Monitoring	Metacognitive awareness and monitoring of cognition	Awareness and monitoring of motivation and affect	Awareness and monitoring of effort, time use, need for help Self-observation of behavior	Monitoring changing task and context conditions
<i>Phase 3</i> Control	Selection and adaptation of cognitive strategies for learning, thinking	Selection and adaptation of strategies for managing motivation and affect	Increase/decrease effort	Change or renegotiate task
<i>Phase 4</i> Reaction and reflection	Cognitive judgments Attributions	Affective reactions Attributions	Choice behavior	Evaluation of task Evaluation of context
Relevant MSLQ scales	Rehearsal Elaboration Organization Critical Thinking Metacognition	Intrinsic Goals Extrinsic Goals Task value Control Beliefs Self-Efficacy Test Anxiety	Effort Regulation Help-seeking Time/Study environment	Peer Learning Time/Study environment

According to Pintrich (2004), four areas of learning can be monitored and regulated in four phases of a learning task completion: cognition, motivation/affect, behavior, and context. Regulation of each area normally goes through the phases of forethought, monitoring, control, and reflection (Table 3). However, there might be no strong hierarchy or linear structure between the phases, and some phases can occur simultaneously.

Regulation of cognition at the consecutive phases includes setting specific learning goals, activating prior cognitive and metacognitive knowledge about the type of a task they engage in,

changing and adapting cognitive and metacognitive activities based on the task processing. This area of SRL combines cognitive and metacognitive strategies, according to Pintrich (2004). Cognitive strategies involve various rehearsal, elaboration, and organizational strategies that help learners process and retain information. Their MSLQ includes the corresponding scales to measure how learners approach the processing of course material, although the scales do not differentiate between the strategies employed at the specific phases of task completion. The metacognitive strategies scale measures students' awareness, knowledge, and control of cognition and elicits strategies for planning (goal setting and task analysis), monitoring (maintaining attention and self-testing), and regulating students' learning (fine-tuning and adjustment of cognitive activities).

Just like learners can regulate their cognition, they can also have control over their motivation and affect, which is context specific (Cleary & Zimmerman, 2004). As such, learners can regulate goal orientation, self-efficacy, perceptions of task difficulty, task value, and personal interest in the task (Pintrich, 2004). Moreover, they can employ various coping strategies if faced with such affect reactions as fear or anxiety (Boekaerts & Niemivirta, 2000). Self-motivation can be performed through positive self-talk or evoking some extrinsic goals such as getting good grades. The current version of the MSLQ measures students' motivational beliefs, but not any self-regulatory strategies students might employ to control their motivation and affect. Similarly, regulation of behavior can be achieved through time planning and effort management, as well as help-seeking. For the academic contexts when students have more control over the task structure (in group projects, for example), Pintrich (2004) suggests there might be more chances for the regulation of context, such as taking care of the study environment, monitoring for distractions, or organizing space for studying.

Since the original version of the MSLQ was developed twenty years ago, the more recent development and additions to Pintrich's SRL model are not included for measurement or require a more detailed analysis of learner strategies within each domain of the model at each phase of task completion (Table 3). Pintrich (2004) also admits some methodological challenges connected with the application of the self-reported questionnaire like its inability to grasp the complexity of the dynamic processes of self-regulation. On the other hand, Pintrich et al. (1991) and Pintrich (2000, 2004) propose a solid theoretically and empirically supported framework that can be used for developing similar instruments to measure self-regulation.

In sum, although there exist several models and approaches to studying SRL in various disciplines, there are several assumptions that are common for all of them. Pintrich (2004) summarizes them in the following way:

- learners are active participants of the learning process (as opposed to passive recipients of knowledge from teachers or peers) who are capable of constructing their own meanings, goals, and strategies from the information around and within their minds;
- learners are capable to control and monitor their cognition, motivation, and behavior even though the degree of control can vary depending on learners' individual physiological and psychological differences;
- learners evaluate and set specific goals and navigate their learning process to achieve those goals;
- learners' ability to regulate their cognition, motivation, and behavior impacts the relations between the learner, context, and achievement.

Thus, SRL is a complex system of cognitive, metacognitive, and motivational processes that students utilize when engaged in completing learning tasks. Moreover, learners' willingness

to actively participate in the learning process is dictated by their realization of self-efficacy (Bandura, 1997). The ability to control cognition, motivation, and resources through various strategies (e.g. rehearsal, elaboration, organization, effort regulation, peer learning, help-seeking) tells about a learner's level of self-regulation and can be manipulated in order to enhance learning outcomes (Pintrich & De Groot, 1990; Zimmerman & Pons, 1986).

SRL in L2 Learning

A search for empirical studies done with the FL students in college settings revealed that the majority of studies looked into SRL in learning English as a foreign language (EFL) (Banisaeid & Huang, 2015; Fukuda, 2017; Hawkins, 2018; Kim et al., 2015) and primarily explored the interrelationship between SRL and proficiency (Fukuda, 2018; McCombs, 2001; Murray, 2010). Rivers (2001) summarizes that the implementation of self-regulated learning into the FL curriculum has also revealed increased L2 learning productivity, higher motivation, less frustration, and higher retention rates. The goal of the present section is to investigate how SRL has been studied in the area of L2 learning.

The MSLQ instrument (Pintrich et al., 1991) has been frequently adopted in the SLA studies to analyze various relations between the SRL components and the FL learning process and outcomes. For instance, in the EFL context, Fukuda (2018) examined the relationship between SRL and proficiency in the low- and high- achieving Japanese learners of English. They adapted the MSLQ by Pintrich et al. (1991) to the EFL context and revealed that even though the motivational factors were considerably higher in high-achieving students, the factors of self-efficacy, intrinsic goal orientation, and test anxiety did not significantly affect the learners' proficiency overall. On the other hand, the learner metacognitive strategies, effort regulation, and coping strategies were found to be significantly influential on learner proficiency.

Some researchers chose to use only parts of the MSLQ for investigating how certain components of SRL correlate with their FL learning process. Martirosian and Hartoonian (2015) used only the self-regulated strategies scales of the MSLQ in their study of a relationship between FL classroom anxiety and self-regulated learning strategies among 100 Iranian B.A. students majoring in Teaching English as a Foreign Language (TEFL). Their findings revealed a negative relationship between communication apprehension, test anxiety, and fear of negative evaluation and the students' cognitive strategy use and self-regulation. The same part of the MSLQ was used by Banisaeid and Huang (2015) in their study of the university level Chinese EFL learners that revealed a significant relationship between motivation, self-regulation, and language learning strategy use.

The SRL researchers that dealt with promoting the development of the SRL skills in learners outline several stages of the development process (McCombs, 2001; Nakata, 2010; Seker, 2016a). For instance, McCombs (2001) summarizes the previous SRL research and states that "self-regulation develops naturally with the development of self-concepts and self-processes such as self-awareness, self-monitoring, and self-evaluation" (p. 108). At the first stage of self-awareness students must identify their goals, and, in cases of beginning language learning, clearly understand why they want to study the language and what it takes to achieve their goals. At the next stage of self-monitoring, students plan and select strategies relevant for mastery of the language skills. At this stage, students also must acquire a specific metacognitive knowledge for effective planning and strategy selection. Finally, "to put the self in action, students need to direct and maintain their attention appropriately, evaluate their progress relative to desired goals, regulate and control their affect, and execute the actions necessary for reducing the performance discrepancies between actual and desired goals" (McCombs, 2001, p. 109).

The studies demonstrate that the research on SRL in both FL and other contexts reveals a positive correlation and interconnectedness between all the self-regulatory skills. The following sections outline the role of metacognition and motivation in SRL and present a system of measuring SRL skills through utilizing various cognitive and metacognitive learning strategies.

Metacognition

Metacognition is a multidimensional phenomenon that refers to the ability to reflect upon, understand, and control one's learning (Schraw & Dennison, 1994). The main functional distinction of metacognition from cognition is that the latter is necessary to perform a task, whereas the former reflects one's understanding of the ways the task was performed (Schraw, 2001). In other words, metacognition helps learners identify and apply effective learning strategies, while cognition represents learners' mental processes that allow them to process and remember information (Bursali & Oz, 2018). Summarizing the previous research, Schraw (2001) points out the distinction between two components of metacognition: knowledge of cognition and regulation of cognition. Knowledge of cognition includes declarative, procedural and conditional knowledge. Declarative knowledge is knowledge about oneself as a learner and what works better for them in the process of learning (for instance, a student's understanding that if they rehearse a piece of text multiple times, they will remember it better than if they rehearse it only once). Procedural knowledge is knowing how exactly to perform a certain strategy (a student must know what rehearsal is). Finally, conditional knowledge includes knowing when and why to use declarative and procedural knowledge. Regulation of cognition involves employing activities that help students control their learning, such as planning, monitoring, and evaluation. Regulation of cognition is often referred to as metacognitive strategies (Brown, 1987; Flavell, 1987).

Schraw's (2001) conceptualization places SRL within the domain of metacognition since metacognition is viewed as a more comprehensible construct than self-regulated learning. This approach suggests that it is a learner's metacognitive awareness that allows them to evaluate their level of knowledge (self-assessment), to notice the gaps in the knowledge (self-monitoring), and to utilize certain behaviors in order to address the gaps (learning strategies and goal-setting) (Flavell, 1979; Schmitt & Newby, 1986). However, based on the assumption that "individuals can be taught to regulate their behaviors, and these regulatory activities enable self-monitoring and executive control of one's performance" (Bransford et al., 1999, p. 3), Pintrich (2000) views metacognition as a subset component of SRL. The most commonly used instrument to measure the levels of adolescents' and adults' knowledge about cognition (metacognitive knowledge) and regulation of cognition (metacognitive strategies) was developed by Schaw and Dennison (1994). Even though they employed slightly different terms, their conceptual model was based on a 52-item inventory to measure adults' metacognitive awareness (MAI) that has been widely used in educational research.

Metacognition in L2 Learning

Just like in general education research on metacognition, L2 learning researchers admit that language learners need to exhibit awareness of the learning process and to make informed decisions about effective approaches to learning (Wang et al., 2009). When applied to the L2 learning context, it is also relevant to distinguish between metacognitive knowledge (MK) and metacognitive strategies (MS): MK is formed through information learners acquire about their learning, while MS are learners' abilities or skills that they master and employ in order to manage, direct, regulate, and guide their learning. Wenden (1986) uses the term "metacognitive beliefs" when referring to language learners' knowledge about how to learn a foreign language,

which includes knowledge of one's cognitive abilities (person knowledge), of the task nature and the processing it demands (task knowledge), and of when and what cognitive and metacognitive strategies to use (strategy knowledge). Later on, Wenden (1999) also talks about a unique nature of a FL learner's metacognitive knowledge that reflects the beliefs the learner forms in relation to the target language and culture. Thus, students have certain preconceptions about the difficulty level of the FL they are going to study, about their cognitive abilities and personal characteristics that affect their learning styles and habits that can affect their language learning. Eliciting students' metacognitive knowledge and helping students develop certain metacognitive strategies can bring them to a new level of self-regulation and self-directed learning, a skill that goes beyond FL learning.

Rivers (2001) notes that acquiring metacognitive knowledge and strategies builds on experience and is determined by one's internal motivation. His retrospective qualitative study of self-directed language learning behaviors of adult third-language learners found that all learners were able to effectively use certain self-assessment techniques, thus demonstrating abilities to target specific learning tasks and strategies. As expert language learners with some prior language learning experience, Rivers's participants, therefore, tended to employ more cognitive and metacognitive strategies, demonstrating the point that early exposure of students to explicit metacognitive skills training can considerably improve their learning experience and outcomes.

Motivation

Following Bandura's (1986) and Zimmerman's (1989) steps, many researchers emphasized that cognitive and metacognitive strategies alone do not provide a full profile of a self-directed learner, and that motivational factors must be taken into consideration when researching SRL (Boekaerts, 1996; McCombs, 2001; Pintrich & De Groot, 1990). Summarizing

various constructs encompassed in motivation, Bandura (1997) outlines a variety of interlinked self-referent processes: self-monitoring, self-efficacy appraisal, personal goal setting, outcome expectations, and affective self-reactions.

When developing their model of SRL and the MSLQ inventory, Pintrich and De Groot (1990) utilized the Expectancy-Value Model of Motivation (Eccles, 1983) that includes motivation as part of students' self-regulated learning process. They proposed three motivational components of SRL: (1) an expectancy component; (2) a value component; and (3) an affective component (Eccles, 1983; Pintrich, 1988, 1989). The expectancy component includes students' beliefs about their ability to perform a task and responsibility for their performance. In this sense, expectancy is closely connected to the concept of self-efficacy, i.e., when a student evaluates whether they can do the task and applies metacognition and effort management. As a result, higher levels of self-efficacy beliefs lead to students' more efficient application of their cognitive strategies to persist at the task (Schunk, 1985). The value component reflects student interest and importance of the task performed or students' reasons for doing the task. Again, stronger interest and involvement in completing the task leads to higher metacognitive activity (Ames & Archer, 1988; Nolen, 1988). Finally, the affective component is an emotional reaction to the task and often involves such a common affective component as test anxiety. Studies demonstrate that test anxiety negatively affects student performance, as well as the use of appropriate cognitive strategies for achievement (Martirosian & Hartoonian, 2015).

Motivation in L2 Learning

Learners' motivation for language learning has been of great interest among SLA researchers (Dörnyei et al., 2006; Gardner, 2010; Lightbown & Spada, 2006). Research on motivation in language learning "places focus on how the individual's conscious attitudes,

thoughts, beliefs, and interpretation of events influence their behavior: that is, how mental processes are transformed into action" (Dornyei, 2001, p. 7) and therefore views motivation as an important factor in the language learning process. Dornyei's research findings demonstrate that the majority of highly motivated students achieved great results in mastering a foreign language, regardless of their language aptitude (cognitive abilities). Gardner (1985a) also agrees that motivation is tightly connected with learners' positive attitudes toward learning a language, which transforms into a greater effort into doing so. His Socio-Educational Model (Gardner, 1985b), however, emphasizes individuals' attitudes toward the people and culture of the target language and toward the learning situation they are placed into (affective factors) in addition to learners' individual differences, such as language aptitude (cognitive factor). Such social and general personal reasons for learning a language constitute a unique component of *integrativeness*, according to Gardner. Studying the affective variables proves that the dynamic process of language learning can both affect and be affected by integrativeness, attitudes toward the learning situation, motivation, language anxiety, and instrumental orientation (Gardner, 1985b, 2004, 2010). Considering integrativeness in the analysis of SRL of FL learners can enrich understanding of learners' motives for the higher or lower levels of self-regulation.

Motivation in SLA gets special attention due to the multiple levels it can affect the language learning process. For instance, Dornyei's (1994) motivational framework includes three motivational levels:

- The Language Level (integrative and instrumental orientation);
- The Learner Level (individual's motives for achievement);
- The Learning Situation Level (course, teacher, group characteristics).

The SRL model views motivation as an integral part of self-regulation since the latter is “an intrinsically motivating activity in itself and is required for successful engagement in a large number of activities” (Bronson, 2000, p. 35). Moreover, if self-regulation comprises both cognitive and affective factors, then motivation also subsumes aspects of both affect (i.e., emotion and desire) and cognition (i.e., goal-setting, goal-directed reflection, and metacognition) (Nakata, 2010). Nakata continues that truly self-regulated learners have a very strong sense of “the core level of intrinsic motivation ... as part of their lifelong language-learning, irrespective of teacher, teaching approach, or text material” (p. 4). In contrast, language learners can exhibit only the “surface level of intrinsic motivation” through their enjoyment of the learning process or of the teaching methods. That can still lead to good grades or high language proficiency, but not necessarily mean a learner’s deep intrinsic value in learning a foreign language. Moreover, the affective nature of the surface motivation can either enhance the cognitively self-regulated core motivation or reduce its level due to some external factors like low grades, poor teaching, or even a large classroom size. This is especially true in the contexts where taking a FL course is a requirement (which is very often the case with EFL). Nakata’s major point is that language instructors should help learners move from the surface level to the core level of intrinsic motivation and thereby help them become more self-regulated language learners. Ushioda (2003) agrees and adds that language educators should also utilize interpersonal support and stimulation to help learners motivate themselves.

Learning Strategies

The cognitive, metacognitive, and motivational components of SRL described above are realized through certain strategies that operationalize and measure the learner’s mastery of self-regulatory skills. Winne and Perry (2000) state that learning strategies “describe the way in

which these [self-regulated] learners approach challenging tasks and problems” (p. 553). Strategies have been used as a means of measuring learner cognition, metacognition, motivation, control of effort, and other areas of the learning process. To analyze how learners approach and regulate learning, researchers have employed various instruments for eliciting some concrete learner strategies. For instance, the aforementioned Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991) consists of the scales for measuring motivational orientations and self-regulated strategies (Table 4). Zimmerman and Martinez-Pons (1986) employed a structured interview for assessing students’ use of self-regulated learning strategies, “actions directed at acquiring information or skill that involve agency, purpose (goals), and instrumentality self-perceptions by a learner” (p. 615). Their study involved 80 10th-grade students of high and low achievement rates. The findings demonstrated that the high achieving students more actively employed 14 categories of SRL strategies in both classroom and non-classroom contexts: self-evaluation, organization, transforming, goal setting, planning, seeking information, keeping records and monitoring, environmental structuring, self-consequences, rehearsing and memorizing, seeking help from peers, seeking help from teachers, and reviewing tests, notes, or textbooks.

The analysis and assessment of how students use various types of strategies are the ways of measuring SRL. When it comes to measuring self-regulated learning skills, researchers tend to use self-reported questionnaires, structured interviews, and teacher judgment when measuring SRL as an aptitude and Think Aloud Measurement, Error Detection Task, and Trace Method when measuring SRL as an event (Winne & Perry, 2000). A brief description and a list of studies that employed the scales are provided in Table 4 below. As can be seen in the table, the early studies on SRL were conducted with slightly different emphases and employed various methods

of data collection. One general observation concerning all the early studies is that they included only a limited range of populations, mostly secondary school students.

Table 4

Measuring SRL

Measuring SRL as an Aptitude	
Measurement	Constructs Measured
Self-Reported Questionnaires	
Learning and Strategies Study Inventory (LASSI) (Weinstein et al., 1987)	77 items, 10 nonoverlapping subscales: (1) attitude and interest, (2) motivation, diligence, and self-discipline, (3) time management, (4) performance anxiety (5) concentration and attention to academic tasks, (6) information processing, acquiring knowledge, and reasoning, (7) selecting main ideas and recognizing important information, (8) use of support techniques and materials, (9) self-testing, reviewing, and preparing for classes, (10) test strategies and preparing for tests.
Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991)	81 items, hierarchical design: I. Motivation: (1) Value: intrinsic goal orientation; extrinsic goal orientation; task value (2) Expectancy section: control of learning beliefs; self-efficacy; test anxiety. II. Learning strategies: (1) Cognitive and metacognitive strategies: rehearsal, elaboration, organization, critical thinking, and metacognitive self-regulation. (2) A resource management strategies section: time and study environment, effort regulation, peer learning, and help-seeking.
Structured Interviews	
Self-Regulated Learning Interview Schedule (SRLIS) (Zimmerman & Martinez-Pons, 1986)	Through the theory-guided structured interview, the authors elicited 14 classes of SRL: 1) Self-evaluation 2) Organization 3) Transforming 4) Goal setting 5) Planning 6) Seeking information 8) Keeping records and monitoring 9) Environmental structuring 10) Self-consequences 11) Rehearsing and memorizing 12) Seeking help from peers 13) Seeking help from teachers 14) Reviewing tests, notes, textbooks
Teacher Judgment	

Rating Student Self-Regulated Learning Outcomes: A Teacher Scale (Zimmerman & Martinez-Pons, 1988)	Compared students' reported use of SRL strategies, teachers' observations of students' SRL in classroom activities, and students' performance on a standardized achievement test. The teachers completed a 12-item survey based on the same 14 categories in the SRLIS.
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Measuring SRL as an Event

Measurement	Constructs Measured
Think Aloud Measurement (Pressley & Afflerbach, 1995)	A student reports about thoughts and cognitive processes while performing a task. Can follow a structured or unstructured protocol.
Error Detection Task (Baker, 1979)	Introducing errors into materials that the students study and observing whether the students can detect them.
Trace Method (Howard-Rose & Winne, 1993)	Tracing students' monitoring and cognitive processes by observing how they highlight or mark the studied material.

L2 Learning Strategies

The SLA field often employs the general cognitive psychology principles in terms of SRL and measures regulation of the language learning process through learners' use of various strategies for developing such language skills as listening comprehension (O'Malley & Chamot, 1989), vocabulary acquisition (Banisaeid, 2013; Tseng et al., 2006), reading (Khajavi & Ketabi, 2012; Wang & Li, 2010), and speaking (Nisbet et al., 2005). The definitions of language learning strategies (LLS) vary slightly but the common idea is that "any technique, approach, thought or behavior which can be conscious or unconscious that leads to learning is defined as a strategy" (Banisaeid & Huang, 2015, p. 39). Teaching LLS has been promoted by scholars suggesting a positive effect on language learning achievement (Chamot, 2004; Cohen, 2014; Plonsky, 2011; Seker, 2016a; Zimmerman & Schunk, 2011). In the studies that did not involve any explicit strategy teaching, the results of the use of strategies vary. For instance, Murray (2010) explored the LLS used by college-level English speaking learners of Korean and found a low positive correlation between the strategy use and language achievement. Murray's findings suggest that

even though students do frequently use certain learning strategies, it does not necessarily mean successful learning. In a different study, Bonyadi, Nikou, and Shahbaz (2012) found that even though the participating first-year EFL students tend to rely a lot on metacognitive strategies, there was no significant correlation between their overall language learning strategy use and self-efficacy for learning English. Their findings could be explained by the novice level of the English learners and their lack of explicit knowledge and practice in applying the language learning strategies, or perhaps the students' low level of motivation for learning the language.

Several LLS inventories have been developed to measure learners' involvement in the language learning process and, as a result, their success in mastering the language. The most commonly used classification of the LLS was proposed by Oxford in her seminal work *Language Learning Strategies: What Every Teacher Should Know* (1990) that sought to provide a comprehensive view of various strategies that language learners can identify and effectively use and that teachers should teach at all levels of second or foreign language learning. In her Strategy Inventory for Language Learning (SILL), she comprises six groups of language learning strategies outlined in Table 5.

Table 5*Language Learning Strategies Classification by Oxford (1990)*

Direct Strategies	
Memory strategies	Creating mental linkages Applying images and sounds Reviewing well Employing action
Cognitive strategies	Practicing Receiving and sending messages Analyzing and reasoning Creating structure for input and output
Compensation strategies	Guessing intelligently Overcoming limitations in speaking and writing
Indirect Strategies	
Metacognitive strategies	Centering learning Arranging and planning of learning Evaluating learning
Affective strategies	Lowering anxiety Encouraging yourself Taking emotional temperature
Social strategies	Asking questions Cooperating with others Empathizing with others

The inventory has been used for measuring the use of the ‘direct’ and ‘indirect’ strategies, and the effects of teaching LLS have been the focus of multiple second language (L2) studies (Hawkins, 2018; Khajavi & Ketabi, 2012; Seker, 2016a; Yang & Wang, 2015). The SILL has been demonstrated to be a valid instrument for investigating learners’ use of various strategies and become “without doubt the most widely used instrument in language learner strategy research” (White et al., 2007, p. 99). There are two versions of the SILL: a 50-item self-reported survey for learners of English as a FL, and an 80-item survey for native English speakers learning a FL. The items in both surveys are rated on the five-point Likert scale ranging from “Never or almost never true of me” to “Always or almost always true of me” (Oxford,

1990). The responses are interpreted by calculating the means within each scale and analyzed in terms of the high (3.5 to 5), medium (1.5 to 3.4) and low (1.0 to 1.4) frequency of use.

However, the SILL has also received some criticism. Amerstorfer (2018) summarizes the critical reviews of the SILL by various scholars in terms of its design and the use of Likert scales for measuring frequency of strategy use in combination with items defining learner behaviors; its inapplicability across different sociocultural environments; the outdated content of some items that do not reflect the effects of the modern technological advances on FL learners' strategy use. Moreover, White, Schramm, and Chamont (2007) also outline a possible lack of learner awareness of the strategies they use that they are asked to report on. The internal mental processes that learners may not pay attention to might skew the responses on the instrument. However, as Oxford (2011) states, intentional learner strategies should not be confused with non-strategic learner actions, that is, a language learner's skills. LLS are "teachable actions that the learners choose from among alternatives and employ for L2 purposes (e.g., constructing, internalizing, storing, retrieving, and using information; completing short-term tasks; and/or developing L2 proficiency and self-efficacy in the long term" (Oxford, 2011, p. 12). The possible lack of learners' awareness of their LLS, however, does not mean that the instrument is flawed; it simply emphasizes the importance of raising learners' consciousness in terms of how they approach language learning.

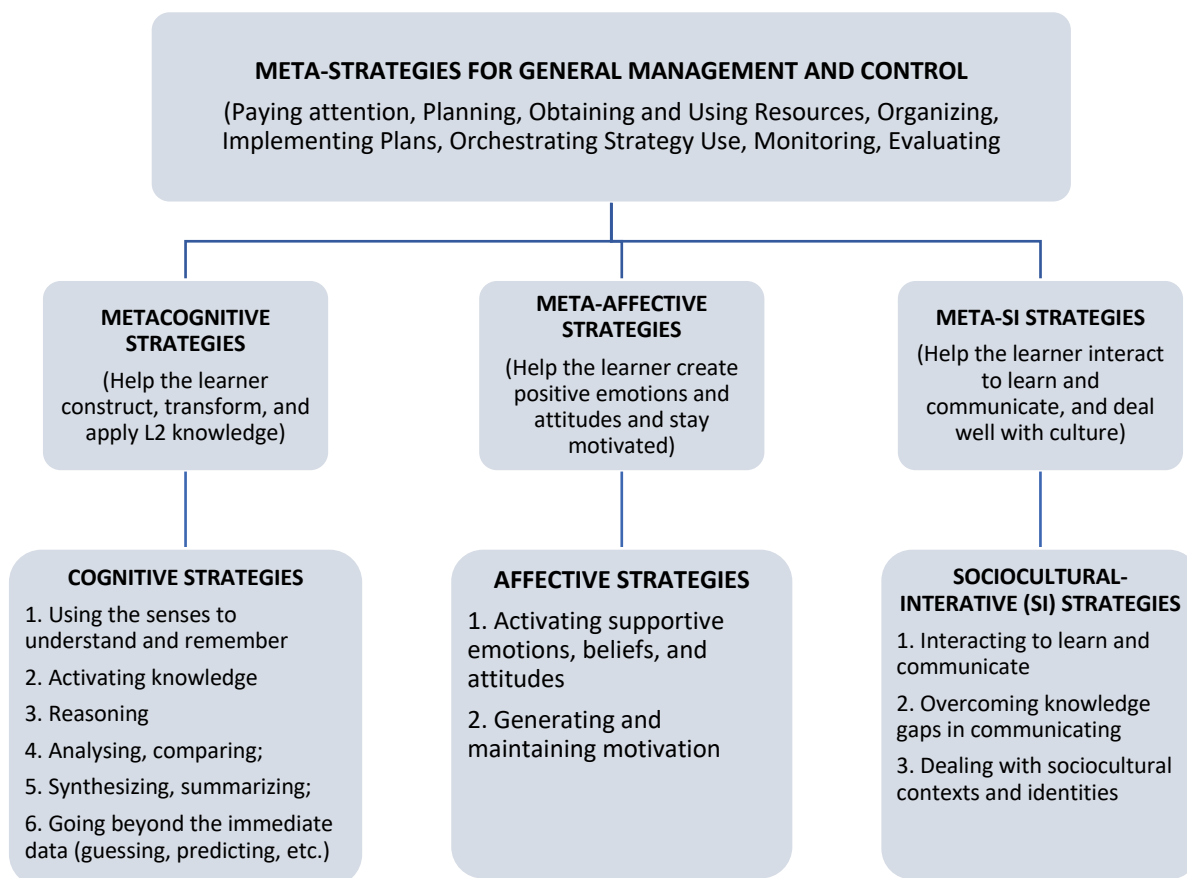
Strategic Self-Regulation (S²R) Model (Oxford, 2011)

Some criticism of the psychometrical properties of the SILL and the increasing attention to SRL in FL teaching and learning made Oxford (2011) expand her taxonomy of LLS and incorporate self-regulation theory into her model, which contributed to a better conceptualization

of Flavell's (1979) cognitive monitoring model and of the social cognitive theory by Bandura (1997) in the field of FL acquisition.

She proposed the Strategic Self-Regulation Model (S²R) that encompasses deliberate, goal-oriented attempts to control the cognitive, affective, and sociocultural-interactive areas of language learning (Oxford, 2011). The major difference from the ground laying SRL theory is Oxford's introduction of metastrategies regulating the three dimensions as opposed to only metacognitive strategies outlined in Zimmerman's (2000) and Pintrich and De Groot's (1990) SRL taxonomies. According to Oxford, the term "metacognitive strategies" was often mistakenly applied to describe control of two other key dimensions of L2 learning: the affective and social dimensions. Instead, there are certain metastrategies that can help regulate the affective and social dimensions as well, which is reflected in the S²R Model through meta-affective and meta-sociocultural-interactive strategies respectively.

In the S²R Model, the orchestration of the cognitive, affective, and sociocultural-interactive domains of the learning process is maintained by eight metastrategies: paying attention, planning, obtaining and using resources, organizing, implementing plans, orchestrating strategy use, monitoring, and evaluating. Figure 1 illustrates the Strategic Self-Regulation (S²R) Model proposed by Oxford (2011).

Figure 1*S²R Model by Oxford (2011)*

Note. The model illustrates the control of the cognitive, affective, and sociocultural dimensions by the respective metastrategies.

S²R Task-Phases for the Self-Efficacy-Based Instructional Method

When applied to specific L2 teaching contexts, Oxford (2011) suggests that in order for students to develop SRL skills, they should follow three phases for task completion: strategic forethought, strategic performance (implementation, monitoring, and control), and strategic reflection and evaluation. This approach is rooted in Zimmerman's (2000) and Pintrich's (2004) model for self-regulatory process and in Oxford's framework it is applied to L2 learning. Table 3 gives a detailed outline of the phases for self-regulated learning described by Pintrich (2004), but

Oxford (2011) reconsidered them for the L2 learning process and emphasized three main stages for doing a language task or solving a problem:

- 1) At the *strategic forethought phase* the learner pays attention to the demands of the task, sets goals, plans how to achieve them, and activates existing knowledge;
- 2) At the *strategic performance phase* (that combines Pintrich's stages of monitoring and control) the learner implements the plan, monitors how well the plan is working, and decides whether to continue with the task or stop entirely;
- 3) Finally, at the *strategic reflection and evaluation phase* the learner makes judgements about outcomes, effectiveness of strategies, and their own self-efficacy.

The concept of a three-phase cycle for developing self-regulation lies at the core of the proposed self-efficacy-based instructional method. A detailed description of its development and implementation is provided in the respective section of Chapter 3. The literature review demonstrated that a number of researchers and teaching practitioners have tried to incorporate the task-phase model in their educational process with a similar goal of fostering more self-regulatory behaviors in learners. For instance, Seker (2016b) based her intervention on Oxford's (2011) S²R and the task-phase model which consisted of a series of scenarios with the imaginary characters experiencing typical FL learning difficulties and involved the students into the discussions of the LLS that they would consider as helpful or unhelpful in each particular scenario. Seker's (2016b) semester-long scenario-based instruction demonstrated increased awareness and higher reported use of the LLS by the experimental group.

Other researchers emphasized the importance of teacher awareness and incorporating SRL training in their teaching practices. Nakata (2010) states that SRL skills develop only with the help of an expert teacher who models all three stages of the task completion and then

gradually transfers the control to the students, that is, applies the scaffolding technique for SRL. At the preparation stage, teachers are encouraged to investigate their learners' needs, individual peculiarities, and levels of preparedness for SRL and to adapt their teaching approaches accordingly. The key goal at this stage is to intrinsically motivate the students focusing on improving their language proficiency. Next, the development stage is marked by the shift from how to motivate the students to how to help them motivate themselves (Ushioda, 2003). At this stage, students should be encouraged to set their own language learning goals and to learn to monitor and self-evaluate their progress. Collaborative learning could be a good example of a highly motivational practice that leads to better SRL (Dornyei & Ushioda, 2003; Nakata, 2006). Finally, following the principle of scaffolding, teachers need to maintain learners' ability to take control of their learning by providing less support and more opportunities for SRL, which takes place at the self-regulated stage.

As of now, the S²R framework does not offer an updated strategy inventory, and a number of researchers have tried to create and validate their own surveys to reflect the S²R Model (Habok & Magyar, 2018; Koksal & Dundar, 2017; Salehi & Jafari, 2015; Seker, 2016b; Wang et al., 2012). For the first quantitative phase of the present study, I chose the questionnaire developed and validated by Habok and Magyar (2018). A detailed outline and rationale for using the questionnaire for identifying lower and higher SR students for the study is presented in Chapter 3.

Self-Regulated Learning of Russian as a Foreign Language

The last section of the literature review is devoted to the specific context of the SRL application defined for the present study - Russian as a foreign language taught to American college level students. The number of empirical studies of any aspect of learning or teaching

Russian at American colleges is extremely scarce, and they mainly concern student motivation and attitudes towards learning Russian. To the best of my knowledge, there are no studies that look into SRL of Russian. Meanwhile, due to the complexity of the category III language (U.S. Department of State, n.d.) and limited number of contact hours in a regular university setting (Rifkin, 2000), it is natural to suggest that learning Russian requires extra effort not only in but also out of the classroom, which creates a unique research environment worth exploring in terms of students' self-regulated approaches to learning the language.

Russian is considered one of the less commonly taught languages (LCTL) in the US, that is, those languages that attract only a few to a few thousand learners (Brecht & Walton, 2000; Modern Language Association, 2018). The complexity of the Russian language is one of the major reasons why it is extremely difficult for students to reach a functional proficiency based on the classroom experience only (Brecht & Walton, 1994). To construct language programs in which students are propelled to high levels of proficiency, it is important to implement instructional models that would foster students' interest in language learning, motivate to continue their language studies within the curricular sequences we offer in our institutions and beyond them, as well as facilitate self-regulated approaches to learning, which is in line with the recent trends in teaching foreign languages (Moeller, 2018).

As mentioned above, only a few scholars researched learning and teaching Russian from the standpoint of self-regulatory processes. Motivation, as one of the factors affecting FL learning, has been a major focus of studies on Russian as a FL. A 1990 survey of beginning students of Russian by Brecht, Caemmever, and Walton (1995) revealed that general curiosity for Russian and studying FLs in general, as well as the USSR's importance in the world at that time (i.e., integrative motivation), were the main motivating factors for Russian learners.

However, they also found out that the orientation shifted for the continuing learners of Russian whose career aspirations (i.e., instrumental orientation) became a priority. Six years later, after the collapse of the USSR, Romanov (2000) surveyed the students of Russian at the University of Colorado to expand on Gardner's Model (1985). His findings revealed that American students of Russian expressed such additional reasons for taking the language as travel, a desire to learn more about Russia, a wish to understand Russian culture better, and a general desire to master a foreign language. Romanov (2000) argued that the considerable differences in findings with those of Brecht, Caemmever, and Walton (1995) could be explained by the more travel opportunities to Russia after the Soviet Union collapsed and by Russia's loss of its superpower status since 1991. More recent studies have looked at changes in motivation for learning Russian and cultural perceptions over time (Hosseini & Talebi, 2015) and at differences in motivation levels and learning outcomes of heritage versus non-heritage Russian learners (Davidson & Lekic, 2012; Geisherik, 2004). There are no studies that investigate the role of motivation in the process of SRL of Russian as a FL.

The aforementioned studies did not look into motivation as an object of conscious regulation with the help of certain strategies, which is the focus of the present study. Bown (2006) explored the context of self-instructed learning of Russian and the role of learner beliefs and affect in language learning. She conducted a qualitative study on students' perception of locus of learning (i.e., "a confluence of beliefs about the nature of learning and the roles and responsibilities of instructors and students in the learning process," p. 647) and their ability to manage emotions, attitude and motivation for learning (affective strategies). The students with an internal locus of learning were found to enjoy the self-instructed mode of learning much more than the students with an external locus of learning. She also found that even though both

students with an internal locus of learning and an external locus of learning experienced some negative emotions as a result of isolation from in-person group instruction, the successful learners demonstrated a greater use of self-encouragement and self-motivation to help them cope with negative emotions.

Conclusion

The present literature review sought to provide a comprehensive review of the theoretical and conceptual frameworks of the present study. Social cognitive theory (Bandura, 1997) and self-efficacy as its major construct form the basis for the proposed self-efficacy-based instructional method. SRL (Pintrich, 2004; Zimmerman, 2000) was reviewed as a framework that reflects learners' tendency for self-awareness, self-monitoring, and self-evaluation, the qualities that I hope to foster in the novice level students of Russian through the proposed instructional method. Oxford's (2011) S²R model serves as a conceptual framework for analyzing the strategic self-regulatory behaviors of the students. The literature review also presented how SRL has been applied to the field of teaching Russian as a foreign language. In SLA, SRL behaviors demonstrated by the students in various learning contexts positively affected achievement in FL learning (Banisaeid & Huang, 2014; Banisaeid & Huang, 2015; Fukuda, 2017; Oxford, 2017; Ziegler, 2014); most of these sources included observations of an array of cognitive, affective, and sociocultural strategies and only a few presented interventions for enhancing the strategy use and SRL skills (Hawkins, 2018; Seker, 2016b; Yang & Wang, 2015). The literature review has helped to identify some gaps in the existing research that the present study seeks to address. In particular, even though the interest in the field of SRL and its application to SLA is growing, the research on the methods of enhancing students' SRL skills is extremely scarce. Moreover, no studies have explored strategic SRL in learning Russian as a FL

in the college setting. Thus, the rationale for introducing an instructional method that aims to foster Russian learners' SRL has been justified.

CHAPTER THREE

METHOD

Overview

The overall goals of the study are to understand how and to what extent the novice learners of Russian regulate their learning of the language and the role of the proposed self-efficacy-based instructional method in the students' perceptions of their self-regulated learning of Russian. The researcher is particularly interested in how lower and higher self-regulated students perceive the proposed instructional method. Students' perceptions are analyzed as pertained to the S²R (Oxford, 2011) that outlines certain LLS used by students to regulate cognition, affect and motivation, and sociocultural interaction.

The study aspires to fill the gaps in the existing research on SRL, because as far as the researcher is aware, no previous studies have explored the phenomenon of strategic self-regulation at the early stage of learning Russian as a foreign language. Moreover, exploring the role of the proposed self-efficacy-based instructional method in the development of self-regulation in novice language learners can potentially provide some useful teaching implications for more effective teaching not only of Russian but other foreign languages as well.

Chapter 3 reviews the purpose statement and research questions of the study followed by the detailed descriptions of the research design, the essence of the proposed self-efficacy-based instructional method, the sample of participants, measures used in the study, procedures for data collection and analysis, and lastly, the limitations of the study.

Purpose Statement

The purpose of this study is to explore how novice level students of Russian regulate their language learning and to examine the role of the proposed instructional method on the students' strategic self-regulation in learning Russian. An explanatory sequential mixed methods design is used that involves collecting quantitative data first and then expanding the quantitative results with in-depth qualitative data. In the first, quantitative phase of the study, a closed-ended online questionnaire was administered to measure the levels of students' strategic self-regulation and to identify the groups of low, medium, and high strategy users. In addition, the researcher incorporated several open-ended questions to collect preliminary qualitative data on the students' perceptions of the proposed self-efficacy-based instructional method. The second, qualitative phase is conducted through semi-structured interviews to explore in more depth how the lower and higher strategy users regulate their Russian language learning and their perceptions of the proposed instructional method.

Research Questions

The study is designed to answer the following research questions:

- 1) How do lower and higher self-regulated students of Russian regulate their language learning at the novice level?
- 2) What are lower and higher strategy users' perceptions of the proposed self-efficacy-based instructional method for learning Russian at the novice level?

Research Design

The study follows the explanatory sequential mixed methods design "in which the researcher begins by conducting a quantitative phase and follows up on specific results with a subsequent qualitative phase to help explain the quantitative results" (Creswell & Plano Clark,

2018, p. 77). The rationale for mixing both types of data collection is that neither of the individual methods is sufficient for exploring such a complex issue as student self-regulation in language learning and their perceptions of a certain instructional method. When used in combination, these methods can help explain the research problem and better answer the research questions. Thus, the study is conducted at two consecutive stages that help connect data.

At the first phase, an online anonymous closed-ended Self-Regulated Russian Language Learning Strategy Questionnaire (SRLLSQ) was administered to collect the following data: (a) demographic information of the sample; (b) frequency of use and variety of self-regulation strategies; and (c) consent to participate in the semi-structured interviews at the second phase of the study (to provide a purposeful sample for the qualitative data collection). Concurrently, the researcher incorporated several open-ended questions in order to inquire about the students' perceptions of the self-efficacy instructional method that they had been exposed to during the semester. As a result, the quantitative data helped identify the groups of students of low, medium, and high levels of self-regulation in learning Russian at the beginner level and find volunteers for the semi-structured interviews conducted in the second phase of the study.

Integrating quantitative and qualitative data helped elucidate the ways the first-semester students of different levels of self-regulation approach learning Russian and the role of the proposed instructional method in the development of their self-regulation. Table 6 provides a visual representation of the explanatory sequential mixed-methods design used in the study.

Table 6*Explanatory Sequential Mixed-Methods Design*

Phase	Procedures	Product
Phase 1		
Quantitative Data Collection	Anonymous online closed-ended SRRLSQ (N = 33)	Numeric data Sample of volunteers for Phase 2
Qualitative Data Collection	Open-ended questions on students' perceptions of the instructional method	Text data: students' responses verbatim
Quantitative Data Analysis	<ul style="list-style-type: none"> • Descriptive statistics • Descriptive analysis of the low, medium, and high self-regulated students 	Groups of low, medium, high self-regulated students
Interview Protocol Development	Scheduling interviews with the volunteers	<ul style="list-style-type: none"> • Interview protocol • Interviews (N = 11)
Phase 2		
Qualitative Data Collection	Individual in-depth semi-structured interviews with the volunteers	Text data: Interview transcripts
Qualitative Data Analysis	<ul style="list-style-type: none"> • Coding and thematic analysis of the open-ended responses and interviews • Within-group and across-group theme development 	<ul style="list-style-type: none"> • Codes and themes • Similar and different themes and categories
Integration of the Quantitative and Qualitative Results	Interpretation and explanation of the quantitative and qualitative results	<ul style="list-style-type: none"> • Discussion • Implications • Future research

Mixed Methods Validity

When employing a mixed-methods research design, Creswell and Plano Clark (2018) outline certain validity threats that must be addressed by the researcher. In particular, in the explanatory sequential design, the threats are (1) failing to identify important quantitative results to explain; (2) not explaining surprising or contradictory quantitative results with qualitative data; and (3) not connecting the initial quantitative results with the qualitative follow-up. In the present study, the quantitative results were used as a means to identify lower and higher self-

regulated learners of Russian based on the self-reported mean scores on the online SRRLLSQ. Since the descriptive statistical analysis of the sample's scores is quite straightforward, there is little room for the first threat. Consequently, the qualitative data collection questions were designed with no risk to disregard any extreme or contradictory cases. The third validity threat presents the biggest concern since I had to opt for a self-selected sample for the qualitative data collection instead of a purposefully selected one due to the limited number of the study participants and the obligation to conduct the interviews only with the volunteers. As a result, no consent for the interviews was obtained from three students who formed a group of low self-regulated learners as measured by the SRRLLSQ. Thus, the qualitative data was collected only from the volunteers who reported high and medium range of strategic self-regulation and who were referred to as higher and lower self-regulated learners respectively. However, the third threat is addressed as a limitation of the present study, rather than a failure to ensure the validity of the mixed-methods design.

Setting

The present study was conducted among the novice level students of Russian at a public university located in the southeast of the U.S. that posits itself as a senior military college. The total number of the students attending the public university is just under 20,000, and the Corps of Cadets on campus consists of about 800 cadets. The Russian language classes attract a lot of cadets due to the strategic status of the language and the average ratio of the cadet and civilian students in the beginning levels of Russian is 50%/50%. An approximate retention rate of the students who continue to study Russian after their first semester is 70%, which demonstrates quite a consistent interest in the language.

The eight-credit-hour Elementary Russian course offers six hours of classroom instruction and two hours of lab per week (15 weeks per semester). The sequence of the Russian language courses and the corresponding target proficiency level as defined by the ACTFL (ACTFL, 2012) run as follows:

- First semester: RUSS 1001/1002: 8 credit hours (6 contact hours/week plus two hours of the lab); targeted proficiency level – Novice High (NH);
- Second semester: RUSS 2001/2002: 6 credit hours (6 contact hours/week); targeted proficiency level – Intermediate Low (IL);
- Third semester: RUSS 2003/2004: 6 credit hours (6 contact hours/week); targeted proficiency level – Intermediate Low/Mid (IL/IM);
- Fourth semester: RUSS 3001/3002: 6 credit hours (6 contact hours/week); targeted proficiency level – Intermediate Mid/High (IM/IH);
- Fifth semester: RUSS 3003/3004: 6 credit hours (6 contact hours/week); targeted proficiency level – Intermediate High/Advanced Low (IH/AL).

The first five semesters of the language courses provide 450 hours of classroom instruction. The total number of the contact hours taught during the four years for the Russian major is 720. The amount of the classroom instruction is somewhat higher than offered by the typical undergraduate Russian programs at American universities. This enhancement provides better chances of breaking through the “ceiling” of the intermediate level proficiency generally attained by the students studying Russian in a non-immersion format (Rifkin, 2005). However, the number of hours offered by the program is still considerably below the estimate of 1100 hours of classroom instruction necessary for learners of average language aptitude to attain advanced-high oral proficiency necessary for successful communication in any professional

setting (U.S. Department of State, n.d.). It is therefore vital that students regulate their language learning experience more efficiently and effectively, if they want to achieve the targeted proficiency. The self-efficacy-based instructional method intends to enhance students' awareness of how language learning works and what strategies they can apply to monitor, regulate, and enhance their language learning process and to potentially motivate students for more efficient and goal-oriented studying.

Ethical Considerations

The ethical considerations that must be addressed while conducting research with human subjects include the power imbalance and the rights of the vulnerable population of students discussed above, as well as the researcher's background and potential subjectivities when analyzing and interpreting data. Peshkin (1988) observed that researchers should "systematically seek out their subjectivity ... while their research is actively in progress. The purpose of doing so is to enable researchers to be aware of how their subjectivity may be shaping their inquiry and its outcomes" (p. 17). Demarrais (2004) stated that a researcher's "theoretical and disciplinary perspectives, life experiences, cultural backgrounds, genders, ages ... and other characteristics" (p. 55) could affect the way that the researcher conducts and interprets the data from the interviews. Even though according to Bhattacharya (2017) researcher's subjectivities do not necessarily impose negative influences on data, an "open discussion and interrogation of the researcher's values, assumptions, and beliefs and how they inform the study" (p. 23) is necessary. Denzin and Lincoln (2003) suggest considering oneself a human instrument mediating the data, and therefore being able to consider the personal, cultural, and professional position in relation to subjects. Any possible bias and assumptions, expectations, and previous experiences could be in the way of performing valid research.

The risk of the power imbalance between the researcher and the subjects outlined in the qualitative research literature can be mitigated by the explicit outlining of the rights presented in the consent form (Creswell, 2007; Denzin & Lincoln, 2003; Merriam & Tisdell, 2016). The participants were informed that even though I performed the roles of the researcher and instructor of record, their responses would not affect their grades or standing in class in any way.

My Russian background and almost ten years of experience of teaching Russian at one private liberal arts college and two public universities in the Southeast of the U.S. support my interest in the reasons why American students choose to study Russian, their approaches to learning, and my role and ability to foster more active and self-regulated language learning. As a passionate foreign language teacher, I must be careful when analyzing the data in case some findings are not very pleasing or if they go against my intuitive longing for certain outcomes (i.e., to avoid confirmation bias). I am also aware of the possible power imbalance between myself and my students who are also my research subjects. In order to mitigate the contamination of the results, an independent proctor was involved during the administration of the online SRRLSQ. My primary goal is to produce a high-quality piece of research, and I intend to follow research ethics and to represent the findings in a transparent and honest way.

Self-Efficacy-Based Instructional Method Used in the Study

Rationale

Social cognitive theory (SCT) (Bandura, 1986) provides the theoretical background for developing the self-efficacy-based instructional method that would help students regularly exercise self-efficacious behaviors and promote active monitoring of learning. SCT emphasizes the leading role of learners' perception of self-efficacy (i.e., learners' beliefs in their capability to perform a task) in the learning process. Multiple studies originated in cognitive psychology and

applied to the field of FL education have demonstrated that self-efficacy plays an important role in academic performance (Bandura, 1997; Dornyei & Skehan, 2003; Hsieh, 2008; Gahungu, 2009; Graham, 2006; Khajavi & Ketabi, 2012; Su & Duo, 2012; Wang & Li, 2010; Wang et al., 2013; Yılmaz, 2010). Learners' active involvement in the process of studying and the mastery of experiences "build intrinsic interest and a sense of cognitive efficacy" (Bandura, 1991, p. 217). It is therefore vital to provide students with clear proximal goals that would serve as a vehicle for attaining the mastering of experiences and thus developing a sense of personal efficacy.

Conceptually, I used the S²R Model by Oxford (2011) in order to explore whether the regular exposure to the proposed self-efficacy-based instructional method can potentially help students become more efficient and self-regulated learners. Since S²R encompasses various strategies for regulating cognition, affect, and sociocultural interaction, I intended to analyze which dimensions are activated most when the students are exposed to the method. It was not an intent of the present study to provide any explicit strategy instruction as had been done before by some SRL researchers (Weinstein et al., 2011). Rather, by exposing the students to the regular weekly "can-do" surveys and the scaffolding method for in-class discussions (Zimmerman, 2000; Oxford, 2011), my goal was to help the students identify and develop strategies that would work best for each individual student, to bring their attention to what they are supposed to know, and to how best achieve that.

Development of the Method

The idea of enhancing students' awareness of their self-efficacy was inspired by the widely known and used comprehensive framework of L2 proficiency guidelines and Can-Do Statements for monitoring the language learning progress developed in a joint effort of the leading organizations in FL education – the National Council of State Supervisors for Foreign

Languages (NCSSFL) and the American Council for Teaching Foreign Languages (ACTFL) (ACTFL, 2012, 2017a). The theoretical background and practical application of the NCSSFL-ACTFL Can-Do Statements in FL curricula were introduced in the Literature Review section of the paper.

The self-efficacy-based instructional method is based on the development and incorporation of the course-based “can-do” statements into the curriculum adopted for teaching Russian as a foreign language at the university of interest. Unlike the criterion-referenced oral proficiency Can-Do Statements proposed by NCSSFL-ACTFL, the weekly “can-do” surveys employed in the first-semester Russian class are based on the instructional material taught following the proficiency-based curriculum. Ross (1998) suggests that self-assessment items reflecting instruction correlate more strongly with the outside measures. According to Moeller and Yu (2015), if students have a chance to regularly self-assess the performance on specific language tasks, they can realize what vocabulary or grammar structures are lacking, what they need to learn, and ideally get motivated to fill the knowledge gap. Butler and Lee (2006) note that engaging learners in regular self-assessment practices at the early stages of language learning makes them more accurate evaluators of their learning progress.

Creating weekly “can-do” surveys based on the material covered in class on a weekly basis is an approach supported by the research on quality instruments with valid criterion items. For instance, Haladyna et al. (2002) recommend that “every item should reflect specific content and a single specific mental behavior” (p. 312). Jones (2002) suggests using positively worded statements asking to assess what learners can do instead of cannot. Finally, researchers tend to agree that the more self-efficacy items match instructional content, the more they correlate with outside measures, which also suggests introducing self-efficacy tasks in the classroom as early as

possible (Butler & Lee, 2006; Ross, 1998). Thus, a list of positively worded “can-do” statements (“I can...”) was created every week reflecting the main language tasks the students were expected to be able to perform based on the material covered in class. Students were to rate each statement using a four-point scale: (4) I can easily do it, (3) I can do it with some difficulty, (2) I can do it with great difficulty (with my notes open), (1) I don’t think I can do it. The “can-do” statements were formulated for students to reflect on their productive skills (speaking and writing) as being able to produce an utterance either orally or in writing demonstrates students’ self-efficacy. For each statement in a “can-do” survey, the students were reminded to evaluate whether they can speak or write the task or formulate a question about it. For instance, the “can-do” survey for Week 1 included a statement “I can say my name in Russian,” so when evaluating the statement, the students were asked to say it out loud, to write it down, and to formulate a question to ask for somebody’s name. Moreover, the instructor reminded the students to consciously track what vocabulary and what grammar structures they would need for each statement (cognitive dimension); where to find resources in case they were not sure how to perform a task (metacognitive dimension); to seek guidance from peers, tutor, or the instructor (sociocultural-interactive dimension); and to reflect on any anxiety or emotional discomfort the exercise could cause and to monitor their best ways to cope with it (affective dimension). Thus, the goals of each week’s survey were to focus students’ attention on the main learning objectives, to foster awareness of their mastery level of each task, and to facilitate conscious regulation of the cognitive, sociocultural-interactive, and affective dimensions in their language learning. A list of the “can-do” statements for Week 4 (used as the first pre-test review statements) is presented in Appendix A as an example.

Implementation of the Method

The proposed self-efficacy-based instructional method was introduced in two sections of first-semester Russian in the fall of 2019, with a total number of 33 students. I introduced the weekly “can-do” surveys and the guidelines of how to approach them to the students in the second week of the semester (after the Drop-Add period is over the final class list is set). I explained that the purpose of the surveys was to increase the students’ awareness of how well they can do certain language tasks, and to plan, monitor, and evaluate their language learning accordingly, that is to demonstrate effective SRL behaviors in their language learning. In accordance with the task-phase approach for SRL (Oxford, 2011; Zimmerman, 2000), the following instructions were given to the students for working with the “can-do” surveys (the names of the phases were not announced to the students):

- (1) Strategic forethought phase (planning): think of what lexical items and grammatical structures you need for performing the task outlined in each “can-do” statement. Make sure you know where to find that information in case you need a review.
- (2) Strategic performance phase (control and monitoring): say all the statements out loud and for each statement pose a question you would ask somebody else for the information you need. Note some techniques that help you best for mastering the task. Note what exactly creates any difficulty for you.
- (3) Strategic reflection phase (evaluation): after you have practiced the statements and reviewed the material necessary for the tasks, rate the statements according to your confidence in how well you can perform each task.

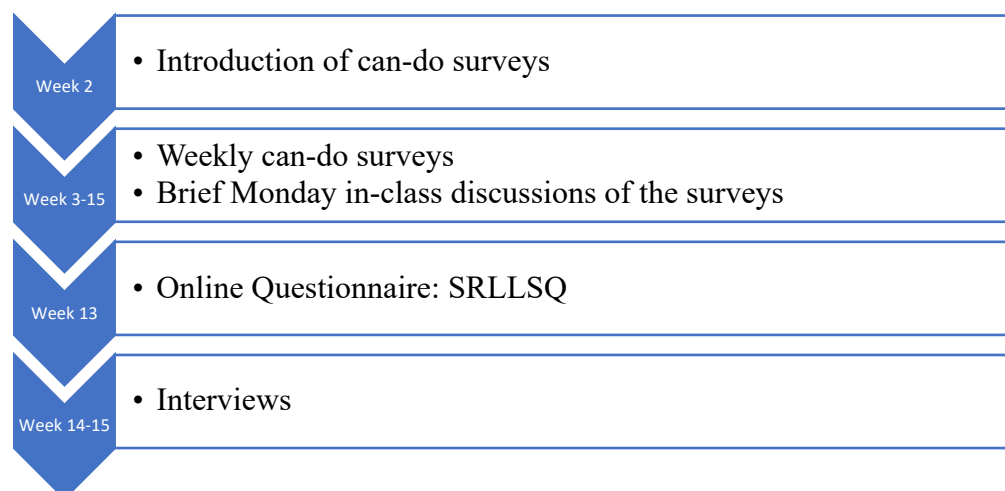
The “can-do” surveys were distributed online starting Week 2 and were due by the end of each week. Each Monday starting Week 3, I organized 15-minute in-class discussions. First, I

asked the students to perform the tasks from the online surveys in Russian in small groups. Then, as a whole class, we discussed and shared how the students studied the material covered in the survey, what techniques worked best for various kinds of tasks (cognitive dimension), how they felt about their ratings and what their coping strategies were for any level of anxiety (affective dimension), and whether they sought any help or practiced the statements with peers or tutors (sociocultural-interactive). It should be noted that using English (the students' first language) was necessary during the in-class discussions of the language learning strategies (LLS) since the students' target language abilities were extremely limited to talk about the learning process in L2. However, that did not affect the end of the course learning outcome (achieving the Novice High level of proficiency) based on the results of the final examinations and mock oral proficiency interviews held by the OPI trained instructor.

Figure 2 represents the timeline of the method implementation and the follow-up data collection and analysis.

Figure 2

Self-Efficacy-Based Instructional Method



Note. Time outline of the Self-Efficacy-Based Instructional Method

Explanatory Sequential Mixed-Methods Study

Phase 1: Quantitative and Qualitative Study

To answer the research questions, the researcher first had to collect quantitative data on the students' levels of strategic self-regulation through a closed-ended online questionnaire. At the same time, the online questionnaire contained several open-ended questions on the students' overall perceptions of the self-efficacy-based instructional method providing the first set of qualitative data.

Sample Used in Phase 1

The study involved 33 participants. All of them were enrolled in RUSS 1001/1002 8-credit hour course in the Fall 2019 semester when the research was conducted. There were 18 male and 15 female students. The majority of the students were non-cadets ($N = 27$) and most of them had studied a foreign language before ($N = 30$), predominantly Spanish. A few students had taken French, German, Latin, Japanese, or Chinese. Two students had previous exposure to Russian either in high school or at home. More than a half of the participants considered getting a Minor in Russian ($N = 19$) and 11 answered "Yes" or "Maybe" about majoring in Russian.

Instrument Used in Phase 1

Self-Regulated *Russian* Language Learning Strategy Questionnaire (SRLLSQ) used in the present study was adopted and adapted from the Self-Regulated *Foreign* Language Learning Strategy Questionnaire (SRFLLSQ) developed by Habok and Magyar (2018). The SRFLLSQ was developed using the S²R by Oxford (2011, 2017) and administered to ESL students in the Hungarian context. The rationale for adapting the SRFLLSQ for the present study is that even though there have been other attempts to create and validate-instruments that would reflect the S²R (Koksal & Dundar, 2017; Salehi & Jafari, 2015; Wang et al., 2013), their identified scales

mostly considered the strategies employed by the students of intermediate and higher proficiency levels that are often very different from those used by the elementary level language learners. The SRFLLSQ addresses the limitation and contains items that are more relevant to the lower level students.

Self-Regulated Foreign Language Learning Strategy Questionnaire (SRFLLSQ) by Habok and Magyar (2018). Habok and Magyar (2018) developed their questionnaire, the SRFLLSQ, and empirically validated it among 2223 lower secondary English as a foreign language (EFL) students through multidimensional modeling. The SRFLLSQ consists of 34 items that correspond to the strategy fields from the S²R: metacognitive (8 items), cognitive (6 items), meta-affective (7 items), affective (2 items), meta-sociocultural-interactive (8 items) and sociocultural-interactive (3 items). The researchers used a five-point Likert scale ranging from 1 (“Never or almost never true of me”) to 5 (“Always or almost always true of me”). During the process of validation, Habok and Magyar (2018) found that the affective factors did not show acceptable fit indices and therefore were integrated into the meta-affective and sociocultural-interactive fields. In accordance with Oxford’s (2011) definitions of the strategy types, the researchers included the cognitive strategies that enable learners to “construct, transform, and apply L2 knowledge” (Habok & Magyar, 2018, p. 14); sociocultural-interactive strategies that are used for “communication, sociocultural contexts, and identity” (p. 14); affective strategies that help to handle emotions, beliefs, attitudes, and motivation in L2 learning; and metastrategies that enable learners to “control and manage the use of strategies in the three other dimensions: cognitive, affective, and sociocultural-interactive” (p. 15).

Internal consistency reliabilities computed by the researchers for each of the fields are presented in Table 7. Internal consistency reliability (Crba; Cronbach’s alpha) demonstrates how

well a survey measures what we want it to measure, and since it may over- or underestimate scale reliability, composite reliability is sometimes calculated to lead to higher estimates of true reliability. Since both types present almost equal values, the overall reliability of the instrument was confirmed.

Table 7

Internal Consistency Reliability (CRB) and Composite Reliability (CR)

Strategy	CRB	CR
Metacognitive (MC)	0.84	0.84
Cognitive (C)	0.75	0.76
Meta-affective (MA)	0.77	0.79
Meta-sociocultural-interactive (MSCI)	0.88	0.88
Sociocultural-interactive (SCI)	0.74	0.74

The developers of the SRFLLSQ also evaluated convergent and discriminant validity of their instrument. Convergent validity is a type of criterion validity that refers to the extent to which the scores on a measure are correlated with other measures of the same construct (Chiang et al., 2015). The authors calculated the average variance extracted values and confirmed convergent validity. Discriminant validity is the extent to which scores on a measure are not correlated with measures of variables that are conceptually distinct (Chiang et al., 2015). The authors assessed and confirmed discriminant validity using the HTMT ratio.

Self-Regulated Russian Language Learning Strategy Questionnaire (SRRLLSQ).

For the purpose of the present study, the word “Foreign” was changed to “Russian” in the title of the original questionnaire, and the word “English” was substituted with “Russian” throughout the questionnaire. Next, two independent experts in Russian pedagogy were asked to evaluate the contents of the SRRLLSQ (content validity). The experts are two prominent scholars in the field of teaching Russian at the college level in the U.S. and are well familiar with the concept of self-regulation in language learning. Their suggestions were to slightly change the wording of some

statements that had been formulated for the secondary school students and of those statements that were appropriate in the EFL context but not as much in the context of learning Russian at the novice level. Upon the reviewers' suggestions, the following items were substituted with the similar items from the SILL (Oxford, 1990):

- Metacognitive dimension:

Item 1. 'I write notes, messages, letters, or reports in Russian' -> I organize my language notebook to record important language information.

Item 15. 'I first skim a Russian passage, then go back and read carefully' -> I learn from my mistakes in using Russian.

- Meta-affective dimension:

Item 8. 'I encourage myself as I learn Russian so that I can learn what I would like' -> I actively encourage myself to take wise risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes.

- Meta-Sociocultural Interactive dimension:

Item 34. 'Getting to know Russian-language cultures helps me to learn the language' -> I try to learn about the culture of the places where Russian is spoken.

- Sociocultural-Interactive dimension: three SILL items were added to the scale to expand on the 'Interacting to learn and communicate' and 'Overcoming knowledge gaps in communicating':

Item 24. If I do not understand, I ask the speaker to slow down, repeat, or clarify what was said.

Item 29. I ask other people to verify that I have understood or said something correctly.

Item 32. I ask other people to correct my mistakes in speech.

Contents of the SRLLSQ. The full version of the SRLLSQ can be found in Appendix B. This instrument has three parts: questions about demographics and motivation, close-ended strategy questions, and open-ended questions regarding the students' perceptions of the self-efficacy-based instructional method.

The demographic questions concerned the participants' gender, year of study, previously studied foreign languages, cadet/civilian affiliation, and intent to major, double major, or minor in Russian. In addition to the demographic questions, this part includes one open-ended question on motivation for studying Russian.

The closed-ended Likert-scale items were compiled in random order and can be tracked as follows: metacognitive strategies (1, 6, 15, 20, 25, 33, 35, 36); cognitive strategies (2, 7, 11, 16, 21, 26); meta-affective strategies (3, 8, 12, 17, 22, 27, 30); meta-sociocultural-interactive strategies (4, 9, 13, 18, 23, 28, 31, 34); and sociocultural-interactive strategies (5, 10, 14, 19, 24, 29, 32). The total number of the closed-ended items is 36.

Several open-ended questions were added to the SRLLSQ to elicit the students' perceptions of the proposed instructional method. I expected that not all the students who would complete the online Questionnaire would consent to participate in the interviews, but it was crucial to inquire about their insights. The open-ended questions aimed to elicit the students' approaches to studying Russian after the completion of a "can-do" survey; their affective reactions and copying strategies; and their overall perceptions of the proposed self-efficacy-based instructional method.

Those questions were:

- 1) Could you provide some examples of how you study after/while completing a “can-do” survey?
- 2) How do you feel about your reactions to your answers on the “can-do” survey? If you feel anxious, how do you cope with it?
- 3) In what ways do you find the “can-do” surveys helpful or not helpful? Why?

Psychometric Qualities of the SRLLSQ. Internal consistency reliability (Cronbach’s alpha) was computed for the whole instrument, as well as for each subscale (Table 8). Cronbach’s alpha for all the items of the SRLLSQ was 0.93, which demonstrates high consistency of the students’ responses across the items and reflects well the underlying concept of strategic self-regulation. When calculated for each subscale, coefficients were acceptable for all five factors: their values ranged between 0.72 and 0.83 suggesting satisfactory reliabilities. The metacognitive strategy field indicated the highest reliability (Crba = 0.84), while meta-affective and sociocultural-interactive fields were equally the lowest (Crba = 0.73).

Table 8

Internal Consistency Reliability of the SRLLSQ

Strategy	Cronbach’s Alpha
Metacognitive (MC)	0.84
Cognitive (C)	0.78
Meta-affective (MA)	0.74
Meta sociocultural-interactive (MSCI)	0.80
Sociocultural-interactive (SCI)	0.73
Total	0.93

Data Collection Procedures Used in Phase 1

Prior to the collection of data for this study, I pursued approval from the Institution Review Board (IRB) that was granted around the middle of the fall 2019 semester, and I was able to begin the first phase of the explanatory sequential study. The quantitative data were

collected from the online SRRLLSQ during Week 13 of the semester. An independent proctor administered the online questionnaire to mitigate any potential power imbalance caused by my double role as a researcher and the instructor of Russian. The independent proctor was also an instructor of a foreign language at the university of interest who had previously obtained the Collaborative Institutional Training Initiative (CITI) training necessary for conducting research with human subjects.

The Questionnaire was delivered via the university's approved survey research platform Qualtrics, which guaranteed the anonymity of the participants. By the time of the administration of the Questionnaire, the students had completed at least ten weekly "can-do" surveys and in-class discussion sessions as part of the self-efficacy-based instructional method. The online questionnaire was proctored in the Language Lab facility during class time and took about 20 minutes on average. After completing the survey, the students returned to class.

The first page of the online questionnaire included the IRB approved consent form allowing the students to opt out from the participation without revealing their identities to the researcher. The students who consented to participate first completed the demographics sheet and then proceeded to the SRRLLSQ. The final page of the online questionnaire asked for volunteers to participate in the semi-structured interviews that would be conducted throughout Weeks 14-15 of the semester. The volunteers were asked to provide their names with the assurance that their previous responses to the questionnaire would stay anonymous and that their contact information would be available to the researcher only.

Data Analysis Procedures Used in Phase 1

The quantitative data from the self-reported items of the SRRLLSQ was collected to identify the groups of low-, medium-, and high self-regulated (SR) learners of Russian at the

novice level. The responses generated from the five-point Likert scale were analyzed descriptively: means, medians, and standard deviations were calculated for each subscale generating the overall strategy use as pertained to Oxford's (2011) S²R framework, as well as for each of the identified groups of SR learners. Cronbach's alpha for the questionnaire as a whole, as well as internal consistency values for each subscale of the SRLLSQ were calculated to measure reliability of the instrument.

The qualitative data obtained from the open-ended questions regarding the students' perceptions of the proposed instructional method were categorized according to the identified levels of the students' strategic self-regulation. The responses to the first question on the students' approaches to studying Russian after completing the weekly "can-do" surveys were color coded to identify various types of the cognitive, affective, and sociocultural-interactive strategies as pertained to the S²R Model. The responses to the question on the students' affective reactions and copying strategies and their overall perceptions of the proposed instructional method were coded and emerging themes were identified.

Phase 2: Qualitative Study

After collecting and analyzing the quantitative data in Phase 1, I was able to proceed to the qualitative data collection and analysis in Phase 2. In Phase 1, I collected the contact information of the students who consented to participate in the semi-structured interviews and identified their levels of self-regulation based on the self-reported strategy use measured by the SRLLSQ. The purpose of the interviews was to obtain deeper and richer context of the students' strategic self-regulation in learning Russian and to analyze the perceptions of the proposed instructional method by lower and higher self-regulated learners.

Sample Used in Phase 2

The sample used in Phase 2 is self-selected volunteers who consented to participate in the follow-up semi-structured interviews after they completed the online SRRLLSQ. Thus, out of 33 students who took the online SRRLLSQ, 10 agreed to schedule interviews. Even though the number is not too high, Brinkmann (2013) recommends quality over quantity and states that the number should make a practical handling of the data possible. The total number of the study's participants was 33 students, so 10 interview volunteers constituted 30% of the sample, which is appropriate for the purposes of the study.

The sample consisted of six female and four male interview participants. In the demographics sheet, almost all of them noted previous foreign language learning experience. One student who left the field blank later during the interview mentioned that she also had taken Spanish in high school. Thus, the majority of the interviewees had previously studied Spanish; two students studied several FLs, and two had taken Russian before college. The sample's motivation for learning Russian included intrinsic (i.e., for one's admiration and interest in the language and culture) or extrinsic factors (i.e., for better prospects in future careers).

The mean scores on SRRLLSQ let the researcher categorize the interviewees into the groups of higher and lower strategy users. According to Oxford's (1990) recommendation for the mean score interpretation, scores of 3.5 – 5 denote high strategy user, 2.5 – 3.4 – medium strategy users, and below 2.5 – low strategy users. Since there were no scores below 2.5, the interviewees formed two groups: eight higher self-regulated learners (S1 - S8) and three lower self-regulated students (S9 – S11) in Table 9.

Table 9*Demographics of the Interview Participants*

Name	Mean score on SRRLSQ	Gender	Previous FL learning experience	Intent to Minor in Russian	Intent to Major in Russian	Motivation to study Russian
S1	4.63	M	Spanish, 5 years	No	Yes	“I love languages and especially difficult yet pretty ones such as Russian”
S2	4.44	F	Spanish, 1 year	Yes	No	“I like learning languages, and I want to pursue international affairs with a European concentration”
S3	3.88	F	Latin, 5 years; Japanese, 1.5 years	No	Yes	“Because I am fascinated by the art and culture, and because I am interested in how the language is structured compared to English and other languages”
S4	3.84	M	Spanish, 2 years	Yes	No	“I’ve had a mild interest in the culture and was required to take a foreign language here. I’ve fallen in love with the language and culture”
S5	3.78	F	Russian, 3 years; German, 3 years; Latin, 2 years	Yes	Maybe	“I’m planning on joining the FBI with a concentration on Russia because of the tensions between the US and Russia”
S6	3.60	F	Spanish, 3 years	Maybe	No	My major is Cyber Security, and it pairs very well with it.
S7	3.60	M	Spanish, 3 years	Yes	No	“Cool language, good to have for government employment”
S8	3.37	F		Maybe	No	Language versatility in my home, for my children
S9	3.28	M	Spanish, 1 year	Maybe	No	Interest in Russian history. Language requirement. Not wanting to take Spanish again. Not wanting to take Korean or Japanese.
S10	2.72	F	Russian, 3 semesters	No	No	I took Russian in high school and I love the Russian culture.

Instrument Used in Phase 2

Following the explanatory sequential design in a mixed-method study, the primary intent of including semi-structured interviews was to follow up with the formed groups of higher and lower self-regulated novice learners of Russian. The development of the interview questions

followed the inductive approach in qualitative inquiry which is “the process of recording a number of individual instances (e.g., stories about what it means to learn something new) in order to say something general about the given class of instances (e.g., learning)” (Brinkmann, 2013, p. 53).

The interview questions were formulated to elicit the students’ approaches to studying Russian as pertained to the S²R Model and their perceptions of the self-efficacy-based instructional method for self-regulated learning of Russian. The first part of the interview contained the questions developed based on the S²R Model (Oxford, 2011) that aimed to elicit the students’ strategies to manage the cognitive, affective, and sociocultural-interactive dimensions of language learning. The second part sought the students’ perceptions of the proposed instructional method in relation to regulating the aforementioned dimensions of the learning process.

I asked the advising professor and the committee members to review the interview protocol and to make sure the questions are credible, understandable, and appropriate for the study. A pilot interview was conducted with a student of Russian in the early fall semester who had been previously exposed to the instruction. Based on the results of the pilot interview, the researcher edited the questions that were confusing, identified the questions that yielded useless data, and added the questions that generated additional pertinent data. The protocol is presented in Appendix C.

Data Collection Procedures Used in Phase 2

I emailed the students who volunteered to be interviewed to schedule meeting times. A neutral location on campus was chosen based on space availability to allow the participant to feel less intimidated and more at ease during the interview. Before the interview, the IRB approved

informed consent form was presented to each interviewee. The purpose of the informed consent form is to address the primary concern of conducting research with human subjects – ensuring the rights of the vulnerable population of students (Creswell, 2007; Denzin & Lincoln, 2003; Merriam & Tisdell, 2016). It informs the subjects of their rights in the study, such as the right to withdraw from the study at any time without penalty. It also provides information about the purpose of the study, the maximum length of the interview (30 minutes), the absence of extrinsic benefits or monetary compensation, no intentional risks or discomfort involved, and non-disclosure of the interviewee's identity. The informed consent form did not include any language that implied that the participants would need to waive their legal rights.

I reviewed the consent form with each participant to make sure the contents were well understood, and there were no objections. Each participant was asked to sign a hard copy of the informed consent form during the face-to-face interviews. The researcher maintained an electronic scan of each form that was encrypted and saved on a Cloud server protected by a password; the hard copies were destroyed to minimize the risk of breaching confidentiality.

The participants were also reminded that the interviews would be recorded, and all information would be kept confidential. I assured each participant that all files would be securely stored in a password-protected folder on one of the virtual clouds. If the participants had no questions, I asked for their consent to start the recording and proceed to the interview.

Data Analysis Procedures Used in Phase 2

Phase 2 data analysis included the analysis of the responses of the whole sample (33 students) to the open-ended questions incorporated in the SRLLSQ and of the data obtained from the semi-structured interviews with the self-selected sample (10 volunteers). The open-

ended responses were transferred from the Qualtrics and the interviews were transcribed verbatim using the application Otter.

The interview data was coded and analyzed employing open and axial coding to identify recurring patterns (Creswell, 2015) pertaining to the S²R framework (Oxford, 2011). The analysis included preliminary exploration by reading through the transcripts and coding the data by segmenting and labeling the text (open coding); and organizing the codes into emerging themes (axial coding). The analysis continued until the data was exhaustive and mutually exclusive, so it was unable to be further sub-categorized, i.e. the point of saturation was achieved (Merriam & Tisdell, 2016).

Summary

The present chapter has outlined the purpose, research questions and design, and the essence of the proposed instructional method that aims to investigate strategic self-regulated learning (S²R) of Russian as a foreign language among the beginner level students at the university of interest. S²R is operationalized through language learners' effective use of metastrategies to regulate their cognitive, affective, and sociocultural-interactive dimensions of learning. In addition, I was interested in the role of the self-efficacy-based instructional method in fostering S²R of Russian. An explanatory sequential mixed-methods design was employed to determine lower and higher self-regulated learners of Russian at the novice level and to analyze their perceptions of the proposed instructional method.

In the first phase, thirty-three students of elementary Russian, who constituted a convenience sample, took part in an online questionnaire comprised of the close- and open-ended questions. Eleven students volunteered to participate in the semi-structured interviews in the second phase of the study. Data analysis included the samples description, descriptive statistics

of the most frequently used strategies for self-regulated learning of Russian, and a thematic analysis of the qualitative data obtained on the lower and higher self-regulated students' perceptions of the self-efficacy-based instructional method in their language learning. The validity of data is achieved by triangulation of sources. Mitigating the researcher's and the interviewees' subjectivities increased the reliability of data. Finally, there were some limitations of the study which present opportunities for future research.

CHAPTER FOUR

RESULTS

The goals of the present explanatory sequential mixed-methods study are to explore the levels of strategic self-regulation of the first-semester students of Russian and the role of the proposed self-efficacy-based instructional method in the strategic regulation of their language learning. The research design suggests collecting quantitative data during the first phase of research followed by the collection of qualitative data in the second phase. Such an approach to data collection and analysis offers broader perspectives as a result of using the different methods as opposed to using the predominant method alone (Creswell & Plano Clark, 2018). Chapter 4 outlines the process of analyzing the quantitative and qualitative data and presents the results as pertained to the following research questions:

- 1) How do lower and higher self-regulated students of Russian regulate their language learning at the novice level?
- 2) What are lower and higher strategy users' perceptions of the proposed self-efficacy-based instructional method for learning Russian at the novice level?

Data Analysis: Quantitative Data

Results from the SRLLSQ

In the first phase of the study, quantitative data were collected from the online SRLLSQ conducted with 33 learners of Russian enrolled in their first semester. The questionnaire was administered to determine the purposeful sample for the consecutive qualitative phase of the study and to provide a general understanding of how the lower and higher self-regulated (SR) learners approach learning Russian at the novice level.

The instrument used in the first phase contained five subscales attributing to the metacognitive, cognitive, meta-affective, meta sociocultural-interactive, and sociocultural-interactive strategies for regulating language learning. Descriptive statistics (means (M), medians (Md), and standard deviations (SD)) were calculated for each subscale to identify which strategies prevail among the students enrolled in the first-semester Russian class (see Table 10).

Table 10

Descriptive Statistics of the SRLLSQ Results

Strategy	Cronbach's Alpha	M	Md	SD
Metacognitive (MC)	0.84	3.67	4	1.14
Cognitive (C)	0.78	3.62	4	1.13
Meta-affective (MA)	0.74	3.34	4	1.24
Meta sociocultural-interactive (MSCI)	0.80	3.44	4	1.26
Sociocultural-interactive (SCI)	0.73	3.52	4	1.24

Descriptive statistical analysis indicated that the mean scores for five types of strategies ranged from 3.34 for 3.67. Oxford (1990) suggested that the SILL strategy use scores should be interpreted as follows: high strategy use (3.5 – 5), medium strategy use (2.5 – 3.4), and low strategy use (1-2.4). Since both SRFLLSQ (the original instrument by Habok and Magyar (2018)) and SRLLSQ originated mostly in the SILL and followed the same principle of the items' organization and rating, it is safe to interpret the data from the SRLLSQ in the same manner: the first-semester students of Russian demonstrated high use of the metacognitive, cognitive, and sociocultural-interactive strategies, whereas meta-affective and meta sociocultural-interactive strategies fall under the medium range of use.

In order to determine the groups of lower and higher self-regulated students, means, medians, and SD were calculated for each respondent to the SRLLSQ. The data revealed a group of 17 (51%) students demonstrating the high level of strategic self-regulation (M = 3.96; Md = 4; SD = 1.06); a group of 12 (36%) students of the medium level (M = 3.09; Md = 3; SD =

1); and only four students (13%) demonstrated the low level of strategic self-regulation ($M = 2.27$; $Md = 2$; $SD = 1.07$).

Since none of the four students who self-reported the lowest level of self-regulation consented to participate in the interviews, the groups of the medium and low SR students were combined to form just one group of lower SR students in addition to the higher SR students. The means, medians, and standard deviations were recalculated for these two groups and the descriptive statistics are summarized in Table 11.

Table 11

Descriptive Statistics of the Higher and Lower SR Students Groups

Scales	Higher SR Group (N=17)			Lower SR Group (N=16)		
	M	Md	SD	M	Md	SD
MC	4.15	4	0.93	3.08	3	1.10
C	4.02	4	1.00	3.12	3	1.08
MA	3.74	4	1.18	2.86	3	1.17
MSCI	3.85	4	1.05	2.70	2	1.17
SCI	4.04	4	1.07	2.91	3	1.15
TOTAL	3.96	4	1.06	2.93	3	1.14

The descriptive statistics demonstrate that the higher SR learners of Russian used the metacognitive strategies more frequently than any other type of strategies, whereas the lower SR students focused on using the cognitive strategies. The least used are the meta-affective and meta-sociocultural-interactive strategies respectively. The median values for both groups show a significant difference between the two groups.

Data Analysis: Qualitative Data

The qualitative data were collected from a number of open-ended questions included in the online SRRLLSQ in the first phase of the study and from the semi-structured interviews conducted in the second phase. The analysis was conducted as it pertained to the lower and higher SR learners of Russian at the novice level.

Results from the Open-Ended Questions

The online questionnaire contained several open-ended questions about the students' perceptions of the proposed self-efficacy-based instructional method. The questions aimed to elicit the students' approaches to studying Russian after the completion of a "can-do" survey, as well as the students' affective reactions when it comes to self-evaluation of their achievements and their ways of coping with anxiety and maintaining motivation for studying Russian. The students were also asked to comment on the overall perception of the method as being helpful or not, which will contribute to evaluating the benefits and pedagogical implications of using the weekly "can-do" surveys and in-class strategy discussions.

The responses of 33 participants were analyzed through coding each mentioned strategy in accordance with the S²R framework. Following Oxford's S²R model (2011), I identified and classified the strategies into cognitive (C) and metacognitive (MC), affective (A) and meta-affective (MA), and sociocultural-interactive (SCI) and meta-sociocultural-interactive (MSCI). I calculated the number of uses of each strategy type for the lower and higher SR learners and analyzed which dimension of the S²R model (cognitive, affective, or sociocultural-interactive) is regulated most when exposed to the proposed instructional method. An example of the analysis could be observed in the following student's response: "I go back through my notes and try to formulate sentences and narratives based off of the "can-do" survey questions." The following regulatory strategies were identified:

- metacognitive strategy of 'obtaining and using resources for cognition': "I go back through my notes..."
- cognitive strategy of 'activating knowledge': "...try to formulate sentences and narratives based off the "can-do" survey questions".

Survey Question 1. Could you provide some examples of how you study after completing a “can-do” survey?

The first open-ended question aimed to elicit students’ general approaches to studying when engaged in completing the weekly “can-do” surveys. The number of counts of each strategy type is put in the parentheses in Table 12.

Table 12

Strategy Use in the “Can-Do” Surveys

Metastrategies and Strategies	Higher SR Learners (N=17) (Examples)	Lower SR Learners (N=16) (Examples)
Metacognitive Strategies (MC)		
Planning for Cognition		“I make a list of checkpoints I need to meet” (1)
Organizing for Cognition	“I copy all of the questions provided onto a word document, then I print it off and use that during my studies” (3)	
Obtaining and Using Resources for Cognition	“I go over my notes, watch helpful YouTube videos on the topic...” (6)	“I usually look up a few critical words that I do not know or remember” (2)
Monitoring Cognition	“I also make note of the items in which I score the lowest so that I know what needs the most work.” (3)	“I think of the words I would need to know to complete the actions.” (2)
Paying Attention to Cognition		“Focus on weak vocabulary and grammar” (1)
Evaluating Cognition	“I review what I feel is my greatest struggles, at the same time I feel that the other areas improve along with that focus studying.” (2)	“I usually use can do survey to make a checklist of things I should review because I can’t do them well enough yet.” (3)
Total	14	9
Cognitive Strategies (C)		
Using the Senses to Understand and Remember	“I rewrite things” “Making a chart in which it is color coordinated...” (2)	“Repetition primarily, writing and rewriting grammar and vocab.” (3)

Metastrategies and Strategies	Higher SR Learners (N=17) (Examples)	Lower SR Learners (N=16) (Examples)
Activating Knowledge	“I try responding to the question or asking the questions out loud without my notes...” (5)	(4)
Total	7	7
Meta-Affective Strategies (MA)		
Organizing for affect	“I began taking a few breaks during my studying period so I can give my brain a rest.”	
Total	1	0
Sociocultural-Interactive Strategies (SCI)		
Interacting to learn and communicate	“...ask peers to practice” (3)	
Total	3	0

The analysis revealed that when working with the “can-do” surveys, both lower and higher self-regulated students utilized mostly cognitive and metacognitive strategies, which is consistent with the findings from the SRLLSQ. At the cognitive level, working with the “can-do” surveys helped the students activate existing knowledge and promoted using senses to understand and remember the material. However, engagement with the “can-do” surveys seems to activate more varied metacognitive strategies such as organizing for cognition, obtaining and using resources for cognition, monitoring cognition, paying attention to cognition, and evaluating cognition. Expanding the array of metacognitive techniques that involve closer monitoring and evaluating of the students’ knowledge is an important factor that favors students’ regular exposure to such a self-efficacy exercise as “can-do” surveys.

The open-ended question on the students’ learning techniques while working with the “can-do” surveys did not reveal much interpersonal communication. Such learning behavior may

be explained by the nature of the task, as the “can-do” surveys ask to evaluate one’s own abilities in performing certain language tasks, which most students prefer to do on their own. When working with the “can-do” surveys, the students did not mention many regulatory strategies in the affective domain. One student mentioned taking “a few breaks during my studying period so I can give my brain a rest” that signals of a deliberate attempt to organize for affect, but the “studying period” most likely refers to studying in general rather than specifically to working with the “can-do” surveys.

Survey Question 2. How do you feel about your ratings on the “can-do” surveys? If you ever feel anxious, how do you cope with it?

The affective dimension operationalized in the SRRLLSQ presented the biggest challenge in terms of analysis of the students’ self-regulation in learning Russian. First of all, since the SRRLLSQ was adapted from the SRFLLSQ, it used only the meta-affective scale suggested by the authors. Habok and Magyar (2018) integrated the affective factors into the meta-affective subscales as the former did not show acceptable fit indices, probably due to the sample of students they worked with. As a result, the meta-affective subscale on the SRRLLSQ demonstrated the lowest indices ($M=3.34$, $SD=1.24$, $Md=4$), which made the researcher include an open-ended question of the students’ regulation of affect while working with the “can-do” surveys.

Thirty-one participants provided responses to this question that were grouped as belonging to the lower or higher self-regulated learners as measured by the SRRLLSQ. 17 higher SR and 14 lower SR students’ responses were coded to identify whether working with the “can-do” surveys caused any anxiety and how the students coped with it.

A prevailing majority of the higher SR students (15 out of 17) stated that the “can-do” surveys do not make them anxious and that they usually feel quite confident about their knowledge on the “can-do” surveys’ content. Rating some “can-do” statements low encouraged them to study more, review their notes better, and refer to their peers and tutors for help, if necessary. Six students mentioned some affective strategies for activating supportive emotions, beliefs, and attitudes (Oxford, 2011): “I just like to remind myself that I shouldn’t be anxious.” Only two higher SR students mentioned that they often feel anxious based on their performance on the “can-do” surveys. That anxiety was caused mainly by the lack of confidence in their cognitive capabilities, i.e., a worry that they will forget a lot even though they’ve practiced the statements for a long time. These students’ coping mechanisms are “by reminding myself that I spend long amounts of time learning the language, and if I know it, it’ll stay overnight,” or by trying to “get help from friends and the textbook.”

In the group of the lower SR students, the majority felt less confident than the higher SR students, but still capable of coping with any anxiety caused by working with the “can-do” surveys. The students mentioned “to allocate more time and schedule tutoring” (*organizing for cognition*) and “willing to practice the things I’m not familiar with” (*generating and maintaining motivation*). Only four students of 14 lower SR students admitted a high level of anxiety based on their ratings of the “can-do” statements. These students typically feel overwhelmed by the volume of information they are expected to know: “I’m usually disheartened since I can only perform the tasks for ½ of the survey”; or they are just struggling with the class in general. However, only one stated, “I don’t cope with it, it shuts me down.”

Survey Question 3. In what ways do you find the weekly “can-do” surveys helpful or not helpful? Why?

The third open-ended question asked the students to comment on their general perception of the “can-do” surveys and their role in their studying Russian. 17 higher SR students and 15 lower SR students provided responses to this question. Among the higher SR learners, all except one student found the “can-do” surveys extremely helpful. The coded strategies that were identified in the students’ responses mainly belonged to the metacognitive strategies within the S²R framework. In particular, the students stated that the surveys predominantly helped to monitor and evaluate their cognition: “It lets me re-evaluate my understanding on what I know and how well I know it, so pretty helpful”; “They are extremely helpful! It helps guide us to what we should be proficient in and it also gets us to ask ourselves if we truly know how to answer the questions. The ‘can-do’ surveys are a key study point for me.”

Only one student commented that “they are somewhat helpful because it helps to understand where you are at in the class, but if I didn’t have them, I’d still do fine in the class.” Obviously, the level of the student’s self-regulation is high enough to organize their learning in an independent way, even though they found the surveys helpful in evaluating their state of knowledge throughout the semester.

Out of 15 respondents in the lower SR group, two people felt neutral about the “can-do” surveys, and three did not consider them helpful as they either caused a lot of anxiety or gave only a “general idea of how you do.” The rest still found them helpful for the same reasons as the respondents of the higher SR group: the surveys helped them identify their gaps in the knowledge, evaluate their current state of knowledge, and also let them compare their performance with the rest of the class.

Results from the Interviews

To get a deeper insight into strategic self-regulation of learning Russian among the beginner level students, the responses of seven higher and three lower SR students as measured by the SRRLLSQ were analyzed. All interviews were conducted in person, at quiet locations on campus. Each interview lasted 30-40 minutes and approximately five hours of semi-structured interviews were transcribed.

The method of data analysis was inductive as I was trying to elicit the students' tactics of regulation as they pertained to the S²R model, that is, how the students regulate the cognitive, affective, and sociocultural-interactive dimensions in the process of language learning. I also asked several questions to inquire about the students' perceptions of the proposed instructional method and its role in their language learning at the novice level.

The qualitative data analysis is organized around the two groups of students. Since there were only ten participants, I compiled the general characteristics of each in terms of their use of the regulatory strategies in the cognitive, affective, and sociocultural-interactive dimensions as they pertained to the S²R model (Oxford, 2011).

Higher SR Students

S1 (M = 4.63). A male student who scored the highest on the SRRLLSQ among all the higher SR students (M = 4.63). He stated that his major motivation for studying Russian is his overall love for foreign languages, "especially difficult yet pretty ones such as Russian." He is extremely interested in the culture and believes that "once you learn about the culture of another country, it makes the language a lot easier to learn." He intends to major in Russian and views himself as a good language learner with five years of prior learning of Spanish.

At the cognitive level, S1 finds it easy to process and internalize lexical and grammatical material thanks to his great memory skills. His major strategies in this domain are *using senses to understand and remember (C)*, and *conceptualize broadly and in detail (C)*, as he likes to break down and analyze all new language pieces, and just seeing and hearing words are usually enough to memorize them. S1 also exhibited the widest range of MC strategies: he pays close attention in class, so he does not have to spend much time on understanding the concepts at home: “I didn't really study for those [grammar and vocabulary]. It was just... I paid attention in class”; monitors his cognition: “I study until I realize that I know the material well enough to do well on the test”; obtains various resources for cognition (mainly online); sets goals for future: “I want to be more fluid... less hesitation and more confidence in what I'm saying is what I want to get out of next year”; evaluates his progress from time to time: “I could definitely tell I'm better at Russian than I was at the end of the first semester.”

At the affective level, S1 admits his high interest and motivation for learning, and therefore never feels anxious in connection with the language learning and always readily learns from his mistakes, which makes him feel better.

At the sociocultural-interactive level, S1 does not interact much with the others to learn and communicate (SCI). However, he certainly demonstrates the MSCCI strategies of *obtaining resources for cognition* and *paying attention to sociocultural contexts and identities* as he says he listens to a lot of music and watches a lot of Russian shows and YouTube videos to notice and learn the particular ways of how Russians interact as “it just gives you a deeper insight to their culture.”

As for S1's perceptions of the proposed instructional method, the student always used the weekly “can-do” surveys as helpful study guides mostly for *evaluating cognition (MC)*: “It's a

good thing just realizing that you've learned everything and you know it well for that amount of time." In-class discussions provided extra practice and an opportunity to evaluate how he was doing compared to the classmates. If any difficulties were encountered, S1 sought help from some heritage Russian speaking friends, which stands for applying the strategy of *obtaining resources for cognition* (MC).

S2 (M=4.44). S2 is a female student is pursuing a major in International Affairs and would like to combine it with the Russian language minor.

S2's main C strategies are *using senses to understand and remember* and *conceptualizing with detail*. She is a careful note-taker as she is "someone who prefers to learn and study language through writing mostly and learning with reading comprehension." S2 tries to make distinctions or compare and contrast between Russian and Spanish, which she had taken before: she finds similarities with Spanish when learning the basic go-verbs in Russian and differences in translating sentences with the present-tense verb *be* that is used in English and Spanish, but is not used in Russian. She organizes all her notes depending of the level of mastery of the material by "either making those concepts bigger and more colorful or giving them their own pages that are more in depth entirely." This is where her MC strategy for *organizing content for cognition* overlaps with her most preferable memorization strategy.

At the sociocultural-interactive level, S2 uses a SCI strategy of *interacting to learn and communicate* with her peers and tutors, as well as a MSCCI strategy of *obtaining and using resources for contexts, communication, and culture* (mainly online). She claims to be a big fan of online blogs and social networks where she interacts with a post and uses Russian as she puts her "own comments or captions whenever I share it, kind of something else in Russian that corresponds with the post."

This student admitted some social anxiety that prevents her from interpersonal communication; however, she acknowledges the importance of it in learning a language, so she deliberately encourages herself to talk more to the peers she is in good relationship with (SCI). When stressed or unhappy about her performance in class, she does a lot of affirmation: “Kind of reminding myself that there is always room for improvement, there’s no way not to improve when you are learning a language,” as well as picking a distraction that “has a physical outlet at the same time. I’m not just sitting there watching TV, I’m putting my energy into an action.” This sort of actions demonstrates her ability to consciously *activate supportive emotions, beliefs, and attitudes* (A). She also *organizes for affect* (MA) as she finds a place with people around who are “on their own tasks so that I feel more motivated to do my own.”

S2 perceived the proposed instructional method helpful for “self-regulation or checking on yourself. Especially with the rating system, because it’s not just, you know, can I say this thing? It’s also that you have to consider at what quality I can say this.” This statement outlines the student’s use of the weekly “can-do” surveys as a means to evaluate not only her overall progress, but also a degree of confidence in performing certain language tasks (MC). Moreover, S2 finds the classroom discussions helpful for “motivation and communication” (A). Being able to produce a comprehensible line in Russian just by looking at the English prompt and not consulting her notes unless she really had to made her feel extremely encouraged and motivated. Practicing the statements in the form of a mini question-response exchange with her classmates also helped her overcome shyness (SCI).

S3 (M=3.88). A female student, an experienced foreign language learner who had studied Latin for five years in secondary school and Japanese for a year and a half during her first years in college. She intends to major in Russian “because I am fascinated by the art and culture, and

because I am interested in how the language is structured compared to English and other languages.” Her motivation for learning Russian is purely intrinsic as her ultimate goal is to be fluent in Russian, and she hopes to connect her future career with teaching languages.

S3 grasps the structure of a language pretty fast and easily. Her tendency to *conceptualize in detail and broadly* (C) seems to be her major cognitive advantage that makes learning foreign languages interesting and easy for her. Being quite musical, S3 likes to create rhythmic patterns when working with the conjugation paradigms and to listen for certain things, which she specifically developed in the Russian classes. “Cursive writing in Russian has made me I think more of a fluent thinker. It absolutely solidifies the spelling ... because having it in my muscle memory makes a huge difference in being able to actually remember it when it comes to quizzes and stuff.” For S3 it is also very important to work with the physical textbook and notes: “I really like physical studying. If I can't like touch it, and interact with it, then it's not real,” that is, she uses the tactile sense to understand and remember. Thus, S3 has a broad range of strategies of *using the senses to understand and remember* (C) that she is successfully applying for learning the new language.

Metacognitively, S3 *organizes for cognition* and *obtains resources for cognition* in a similar manner as the previously described students: she has a system for organizing her notes and looks for additional online resources for grammar explanations. Grammar structures are her major focus, “the rest is just memorization and repetition.”

At the sociocultural-interactive level, S3 has not had a lot of experience outside of class with native speakers aside from the language lab sessions, but she enjoys finding various online resources for learning about Russian culture. For instance, on Instagram, besides various study accounts, she follows a lot of Russian artists for their art and in order to see how much she can

understand from their text posts—a MSCI strategy of *obtaining resources to deal with cultural identities*.

At the affective level, whenever she feels down or unhappy about her performance in Russian, she just reviews the material until she feels better about it, “which involves going to the textbook and rereading whatever the relevant pages were annotating the grammar again and rewriting it and the vocab.” She adds, however, that an important factor for her in keeping pushing herself forward, even if she does not feel like that, is her “not wanting to let anyone down and also just thinking about where it’s going to take me in the future.” She really hates to disappoint her professors and worries about what others will think about her, and this psychological factor becomes her major affective strategy of *generating and maintaining motivation* for learning.

The weekly “can-do” surveys and in-class discussions, according to S3, were mostly helpful at the cognitive level as she “mostly used them for like ‘Can I produce a sentence in Russian that fits this prompt?’” In the S²R model, that would reflect a C strategy of *activating knowledge* and a MC strategy of *monitoring cognition*. In addition, S3 would normally work with the surveys on her own, but she always enjoyed the in-class discussions as she had a chance to see how she is doing in comparison with others and pick up some ideas about how and where to learn about things: “I remember A. mentioned this cool website that talked about schools in Russia, so I knew I would definitely check it out, and I did!”

S4 (M=3.84). A male student with two years of prior learning of Spanish in high school. He comments on his choice of Russian as follows: “I had a mild interest in the culture and was required to take a foreign language here. I’ve fallen in love with the language and culture.”

At the cognitive level, S4 relies mostly on writing down and hearing words, which corresponds to *using the senses to understand and remember* (C). He also creates associations by finding similar sounding English words to the Russian ones he is learning. Another helpful cognitive strategy for the student is *conceptualizing in detail and broadly* (C) as he likes to analyze the structure of the language in detail: “I like to sort of disassemble it, take apart, see how it works, how it relates to other parts.” S4 claims that he always starts his studying with *evaluating cognition* (MC): “Usually I look back to the material we had covered in the previous class, take a look, and like all right, what do I know? What do I not know?” and proceeds to mainly memorization of vocabulary. S4 mentioned *obtaining resources for cognition* at the metacognitive level as he likes to listen to Russian music, trying to pick up on what he hears and playing some video games that he would switch to the Russian language.

S4 has learned to manage his affect as he realized it was better for him to take time to process what he can than to rush to do everything that is assigned. That reduced his anxiety and helped *activate supportive emotions, beliefs, and attitudes* (A).

S4 did not mention much on regulating sociocultural interaction except for occasionally meeting with the tutor to seek some grammar explanations (*interacting to learn and communicate* (SCI)) and accepting the fact that if he is not confident in his knowledge, he would try to “get as close as possible” and focus on what he knows (*overcoming knowledge gaps in communicating* (SCI)).

S4 perceives the proposed instructional method as very helpful: “The weekly ‘can-do’ surveys definitely give me an idea on what I need to focus more on (*monitoring cognition* (MC)) and the practice sessions in class make me say things that the prompts ask several times and see how others do the same” (*activating knowledge* (C) and *paying attention to cognition* (MC)).

S5 (M = 3.78). A female student with an extensive experience of prior foreign language learning. Besides having a formal training in Russian, German, and Latin for more than two years in secondary school, she had been exposed to multiple other foreign languages in her childhood as her parents moved countries multiple times and she was able to pick up a lot of the local language from just hearing and “unconsciously learning” them. She explains her major belief about language learning: “Language is what I’m best at, and in comparison to others, I don’t struggle with languages as much. I don’t need to study as much ... because I understand them better.” When she started college, she decided to do a double major in International Affairs and Russian with a goal to join the FBI with a concentration on Russia because of the tensions between the US and Russia.

At the cognitive level, organizing grammar and vocabulary into colorful charts is the basic technique S5 usually uses: “For me, it’s mainly memorization ... because for me, I see languages in color, especially with gender. I always associate the feminine gender with red, masculine with blue, and neuter with green. So, if I ever need to learn genders, I always write the words in that color.” *Using the senses to understand and remember (C)* is S5’s major starting strategy for learning a new language, as she also needs to write things out a lot to remember them better. Metacognitively, just like the previous students, S5 *obtains resources for cognition (MC)*: “If I’m having trouble with a certain thing, I will look it up online, just to see if there’s anything more online that can help me learn it.” Since she has a system for memorizing lexical and grammatical items, she mostly pays attention to the concepts in general: “It’s figuring out when you use it [a grammar concept], why, and what you use it with.” Finally, even though she does not do it regularly, she can tell by looking back that her language knowledge has

significantly improved, specifically in the area of accuracy, that is, she can evaluate her progress over time (MC).

At the sociocultural-interactive level, S5 has a small circle of Russian speaking friends who she talks to occasionally to be able to use what she learns and to pick up more colloquial Russian. “Once you start having friends in that language, and you start talking to them regularly, I definitely think that helps you understand Russian better and also helps you learn Russian outside of textbook”—*interacting to learn and communicate* (SCI). Besides just interacting, S5 exhibits the strategy of *dealing with sociocultural contexts and identities* (SCI) as she learns a lot about the culture from her conversations with the Russian friends, Russian social media, and from watching Russian movies: “I like learning everything about the culture, whether it be food, the architecture, clothing or general, everyday habits.”

At the affective level, S5’s major strategy is *generating and maintaining motivation* (A) to keep learning a language, as she is often concerned whether she will “stop being able to understand it or stop having an interest in it.” She finds it important to be able to choose a FL on her own as opposed to being forced on her (the example was having to learn Spanish in secondary school). Meta-affectively, S6 finds comprehending grammar particularly overwhelming and she *organizes for affect* (MA) by taking breaks in studying and *monitors affect* (MA) by focusing on the positive sides of the language learning: “If you focus on the negative, it’s just a bad mindset because you won’t really focus on the positives.”

S5’s perception of the proposed instructional method is also very positive, as it “makes me aware of my understanding of the language.” The weekly “can-do” surveys help her *monitor cognition* (MC) as she has “to say that you specifically understand whatever the survey is about” and not just “have vague ideas in your head that you can do that.” She would try to say all the

statements out loud both at home and during the in-class practice. Thus, S5 considers the “can-do” surveys mostly helpful as they make her *activate knowledge* (C), *monitor cognition* (MC) and *evaluate cognition* (MC). During the in-class discussions, she has a chance to make sure she is saying everything right in the presence of the instructor, asks questions to clarify things, and mostly shares her techniques with the others than picks up new ones.

S6 (M = 3.60). S6 is a female student with three years’ experience of learning Spanish in secondary school. Her major is Cyber Security, and she is interested in the Russian language as she believes “it pairs very well with it.” Thus, she has no intention to major in Russian, and in fact, at the time this dissertation was drafted, S6 had taken two consecutive semesters of Russian but decided to stop learning Russian. However, her mean score on the SRRLSQ and the interview data revealed a relatively high level of SR during her first semester of learning Russian.

At the cognitive level, when S6 just started learning Russian, it was essential for her to practice a lot of handwriting and to memorize vocabulary by “physically typing and writing down the individual words.” It was also important to constantly hear the new words, and that is why she mostly used online flashcards (*using the senses to understand and remember* (C)). She would use the same method while taking multiple notes both in class and at home.

Metacognitively, she *obtains resources for cognition* (MC) by looking for various YouTube videos explaining grammar and *organizes for cognition* (MC) by completing her studying right after class and reviewing everything before next class. She also makes sure not only that all her notes are in order but also the working place is clean and well-organized as “clutter is very distracting, and I feel more stressed about it [homework].” The latter also demonstrates that she organizes not only for cognition, but also for affect (MA). Just like the previous students, S6

prefers to work on her own and only occasionally meets with a couple of classmates or the tutor, which stands for *interacting to learn and communicate* (SCI). However, this student uses a MSCI strategy of *obtaining and using resources for context, communication, and culture* as she likes to use various interactive apps and programs to explore the culture: “I thought that was cool to just be able to view things as if you were standing there ... I like to compare a lot of the Russian culture things to things we have in America ... there’s something we have in common, but it’s so different.”

At the affective level, S6 admits that she often feels overwhelmed with the amount of material to be processed and is frustrated with her not understanding some things no matter how much time and effort she puts into studying. Her best copying strategies are *obtaining and using resources for affect* (MA), *activating supportive beliefs, emotions, and attitudes* (A), and *paying attention to cognition* (MC) as she seeks to talk to some of her classmates “who’s more on my level” about the problems she encounters, encourages herself to continue learning going over the material and additional resources, and tries “to figure out what I did wrong.”

S6’s major perception of the weekly “can-do” surveys is in her statement:

I think it really showed me things that I needed to practice more of ... The things I was able to understand, but you can always look at them and practice more. But it really showed me the things that I really needed to look at and things that I needed to strengthen myself in to succeed in the class.

The statement implies that the surveys would make her *evaluate cognition* (MC) and *obtain and use resources for cognition* (MC) as she would refer to all her notes and online resources to fill in the gaps in her knowledge on the specific language tasks. Occasionally, S6 would also get really frustrated if she felt she absolutely could not do something listed in a “can-do” survey:

Yes. I felt like I really lacked the motivation when I was coming across something I wasn't really understanding, because then I started to question you know, like, why am I still doing this? Why am I not understanding? Is it just me not understanding? It was a bunch of 'why' and 'what if' questions that I gave myself. But in the long run, I did all the worksheets, I did the homework and I just wanted to improve myself because I feel like once I understood it, or like pushed myself to understand it, it would just be a weight taken off the shoulders.

The fact that she tried to understand why she could not master something that was easy for the others and that she was willing to work more and find more resources for learning demonstrates a high level of control over her own emotions and cognitive capabilities, which is typical of highly self-regulated students (Bown, 2006).

S7 (M=3.60). A male student with a similar background to the previous student's with regard to Spanish learning for about three years in secondary school and with his interest in Russian due to its relevance for government employment.

S7 mentioned *using the senses to understand and remember* as his major C strategy at the novice level of learning Russian, which includes various techniques for memorizing vocabulary and grammatical endings (writing out the words by memory and then checking with the textbook; learning new words before going to sleep; quizzing himself in the morning). He is also very meticulous at organizing his study time, so there is always a strict schedule of what needs to be done throughout the day – *planning for cognition* (MC).

At the sociocultural-interactive level, S7 also occasionally interacts with the classmates to learn and communicate (SCI), although a more preferable way for them to do that is via chats and online means of communication where they “can critique each other when we mess up on

how to say things. Because you can't do that on your own, you really can't." He claims he plays video games with Russians and feels good about himself when he can understand what they are saying or typing in the chat. This involvement in virtual interaction with native speakers helps S7 *generate and maintain motivation (A)*.

When S7 works with the weekly "can-do" surveys, he goes over the statements several times, first to evaluate what he can do and how well without preparation, and the second time after he does a necessary review of the weak points (*obtaining resources for cognition (MC)*). "I don't get frustrated or anxious that I don't actually know something; I'm just like alright, that's just an area of study to focus down on more ... when I feel comfortable with it, then alright, I'm good, I don't need to stress over it." Thus, S7 has a good control over *activating supportive emotions, beliefs and attitudes (A)* at the affective level. S7 also mentioned that during the in-class discussions, he picked up a few techniques shared by other classmates for better memorization of vocabulary (through color-coding of the grammatical forms).

Lower SR Students

The three students who self-reported the medium range of strategic self-regulation as measured by the online SRLLSQ and who volunteered to participate in the interviews had comparatively very little to say about their approaches to studying Russian in their first semester. Therefore, the responses of all three students have been summarized.

All three students, by the time this dissertation was being written, had already stopped taking Russian, although they were initially as highly motivated as the higher SR students. For instance, S8 (M=3.37) started learning Russian so that her one-year old baby could hear another foreign language around the house besides her native English and Spanish. S9 (M=3.28) was interested in Russian history, but mainly needed to fulfill the language requirement and did not

want to take Spanish “again,” nor did he want to take Korean or Japanese. S10, even though self-reporting the lowest in terms of strategic self-regulation ($M=2.72$) among all the interviewees, had previously taken Russian in high school and stated that she “loves Russian language and culture.”

At the cognitive level, all three students *use the senses to understand and remember* (C) as they all mentioned taking a lot of notes, writing things down, and creating flashcards for new vocabulary and grammar concepts (case endings and forms). S8 also likes to make up songs for her baby using the new words in Russian or conjugation forms and memorize them while singing (C). S9 likes to organize his notes in a special way: “I have my class notebook where I just jot down my notes quickly and then I have my notebook for all my important stuff where I transfer everything that I know is going to be useful later”—*organizing for cognition* (MC). S10 tries to complete all her homework assignments without looking into the textbook first: “I just try to do it with what I already have in my head. And if I can’t, then I’ll get out my textbook”—*activating knowledge* (C).

At the affective level, *generating and maintaining motivation* (A) is the only strategy that the lower SR students mentioned. S9 likes “to get in the mood” by reading some old Russian history in English but admits that “I probably should see more Russian media and movies ... But I guess I just never get around to it.” S8 and S10 mostly motivate themselves by the fact that the assignments need to be done and submitted on time. They do not apply any techniques for *activating supportive emotions* (A) as they do not feel too anxious about their performance.

Finally, at the sociocultural-interactive level, the students mentioned going to the mandatory sessions with the tutor, but other than that, they did not look to have any extra practice or seek any help or assistance from their peers or tutors to learn and communicate (SCI).

This lack of desire and effort to obtain resources at both C and SCI levels is a noticeable difference with the approaches exhibited by the higher SR students: S8 mentioned she does not have time for anything extra and S10 intentionally limits her studying time for each subject to 30 minutes.

Table 13 summarizes the types of self-regulated strategies that the interviewees mentioned during their study time.

Table 13

Self-Regulated Strategies Reported by the Interviewees.

S²R Dimension	Strategy Type	Mentioned by Higher SR Students (N=7) (times)	Mentioned by Lower SR Students (N=3) (times)
C	Using senses to understand and remember	7	3
	Conceptualizing broadly and in detail	4	
	Activating knowledge		1
MC	Paying attention to cognition	3	
	Monitoring cognition	1	
	Obtaining resources for cognition	4	
	Setting goals for future	1	
	Evaluating cognition	3	
	Organizing for cognition	3	1
	Planning for cognition	1	
A	Activating supportive emotions, beliefs, and attitudes	3	
	Generate and maintain motivation	2	1
MA	Organizing for affect	3	
	Monitors affect	1	
	Obtaining and using resources for affect	1	
SCI	Interacting to learn and communicate	5	3
MSCI	Obtaining resources for contexts, communication, and culture	3	
	Dealing with sociocultural contexts and identities	1	
	paying attention to sociocultural contexts and identities	1	

All three students expressed a positive perception of the weekly “can-do” surveys and in-class discussions. Similar to the higher SR group, these students use them as helpful checkpoints

and study guides to help them pay more attention to their weakest points. S9: “those [“can-do” surveys] actually help you out a lot in seeing what you need to pay attention to.” S8 makes a list of what she cannot do and goes back to her notes to study more—*organizing for cognition* (MC), and S10 just goes over them: “I actually say it without looking at anything ... I try to read them out loud to myself, I guess. But I don't write it down or anything like that. Maybe I should, but I don't.” She *activates knowledge* (C) when performing the tasks of the “can-do” statements, but not necessarily puts much effort to learn the material better. Thus, working with the “can-do” surveys mostly reinforces the lower SR students’ C strategy of *activating knowledge* and MC strategies of *paying attention to cognition* and *organizing for cognition*.

Research Question 1: How Do Lower and Higher Self-Regulated Students of Russian Regulate Their Language Learning at the Novice Level?

I used the quantitative data from the online SRLLSQ and the qualitative data from the semi-structured interviews to answer the first research question. The results obtained from the questionnaire were analyzed descriptively and demonstrated that the higher SR learners of Russian used the metacognitive strategies more frequently than any other type of strategies, whereas the lower SR learners mostly employed the cognitive strategies. Even though the higher SR students self-reported a high level of use of all types of self-regulatory strategies (with the mean scores above 3.5), the least used type was the meta-affective strategies. The lower SR students reported the meta-sociocultural-interactive strategies as the least employed, however, the usage was still in the medium range.

The qualitative data collected from the semi-structured interviews with seven higher SR students and three lower SR students somewhat confirmed the quantitative results. The summary Table 13 demonstrates that the widest array of strategies used by the students while learning

Russian at the novice level belongs to the metacognitive dimension. Almost all the metacognitive strategies outlined by Oxford (2011) in her S²R model were mentioned by the higher SR students. The second most commonly used strategy type belongs to the cognitive dimension as all the students mentioned, including, first of all, *using their senses to understand and remember* the material, as well as *conceptualizing broadly and in detail* while studying grammatical concepts. According to the quantitative data, sociocultural-interactive strategies are slightly lower in use than cognitive strategies, and the qualitative data indicates that the former are quite important for the higher SR students as they interact with either their peers or the Russian tutors to learn and communicate. Both the affective and socio-cultural dimensions received the least attention in general, which matches up with the quantitative results.

The qualitative data for the lower SR students were not as extensive as the data for the higher SR group because, first of all, only three students were interviewed and second, none of the three greatly elaborated on their approaches to language learning. The data that I was able to analyze demonstrated that the most regulated area of language learning is the cognitive dimension, which for the lower SR students implies relying on and employing their senses to understand and remember. As they mentioned, that included writing and rewriting words and sentences multiple times, color-coding, or even creating songs and rhymes for better memorization. Metacognitive strategies were rated second in the quantitative results, however, only a few of them were mentioned during the interviews, which might be the result of the convenience sample drawback as only three out of 16 lower SR students were interviewed. The students mentioned mainly a MC strategy of *organizing for cognition* that implies organizing their notes in a certain way as well as organizing their studying space for better concentration. Neither of the interviewees mentioned any MA or MSCI strategies, and that echoes the

quantitative results in the sense that those types received the lowest ratings as well. SCI strategies involved interacting with peers and tutors to learn and communicate, which also is consistent with the quantitative results demonstrating the medium range of the strategy use.

Research Question 2: What Are The Lower and Higher SR Students' Perceptions of the Proposed Self-Efficacy-Based Instructional Method for Learning Russian?

The second research question is answered based on the open-ended responses to the questions included to the online Questionnaire and from the semi-structured interviews. The open-ended questions asked about the students' studying approaches when completing the weekly "can-do" surveys, their coping strategies if feeling anxious, and their overall perception of helpfulness of the proposed instructional method. Similar questions were asked during the interviews to elicit deeper insights into studying approaches and perceptions of the proposed instructional method (Appendix C).

At the level of cognition, both higher and lower SR students reported utilizing some cognitive and a variety of metacognitive strategies when working with the "can-do" surveys, which confirmed the data from the online Questionnaire. The cognitive strategies mostly included *activating knowledge* and *using the senses to understand and remember*. Working with the weekly "can-do" surveys seemed to activate more metacognitive strategies, such as *organizing for cognition, obtaining and using resources for cognition, monitoring cognition, paying attention to cognition, and evaluating cognition*.

The number of strategies at the sociocultural-interactive and affective levels was considerably low. Only three higher ST students *interact to learn and communicate* (SCI) through occasional study sessions with their peers and the Russian tutors. Only one higher SR student mentioned *organizing for affect* (MA) as they plan to take some breaks after certain

study time which makes them feel less anxious. However, the affective domain was explored in more detail as a specific open-ended question was asked about how the students felt if they had to rate some statements low. The majority of all students responded that they did not feel anxious and that some gaps in knowledge that they noticed while completing the surveys only encouraged them to study more, that is, to review their notes or find extra resources for understanding the material better. Six higher SR students mentioned some A strategies for *activating supportive emotions, beliefs, and attitudes*.

Among the lower SR students, the majority felt less confident than the higher SR students, but still tried to cope with any anxiety by *obtaining resources for cognition* and *generating and maintaining motivation*. Only four students out of 14 lower SR students admitted a high level of anxiety based on their ratings of the “can-do” statements and only one stated that he often felt absolutely lost and frustrated and did not attempt to cope with the stress in any other way than just quitting the task.

CHAPTER FIVE

CONCLUSIONS

The present chapter summarizes the major findings of the study, discusses the results and pedagogical implications, and outlines the limitations and directions for future research.

Summary

I started this dissertation project with a major goal of exploring the levels of self-regulation among the first semester students of Russian at an American public university, the strategies that lower and higher self-regulated students use for studying the language, and their perceptions of an instructional method that I developed and incorporated in my novice level Russian courses. The self-efficacy-based instructional method consisted of weekly online “can-do” surveys developed based on the course content and in-class group discussions aimed at enhancing students’ self-regulated strategies for studying.

I employed an explanatory sequential mixed-methods design first to determine the lower and higher SR students groups and then to follow up with semi-structured interviews to get a deeper insight into their strategic self-regulation and perceptions of the proposed instructional method. I used Oxford’s (2011) S²R Model as a conceptual framework for analyzing and interpreting the results. The findings of both quantitative and qualitative data analysis can be summarized as follows:

1) The higher SR students self-reported a high level of use of all types of self-regulated strategies, most frequently using the MC, C, and SCI strategies. The lower SR students mostly employed C strategies, followed by MC and SCI strategies, but their overall strategy use was at the medium level. MA and MSCI strategies were the least used by the higher SR and lower SR students respectively. I can conclude that apart from the higher and lower frequency of use, the

two groups of students demonstrated a difference in utilizing MC and C strategies, with the higher SR students better operating the former and the lower SR students the latter.

2) Both higher and lower SR students found the self-efficacy-based instructional method very helpful in a number of ways. First of all, the majority of all students considered the weekly “can-do” surveys an important guideline for them to feel that they are on track, which also helped to reduce anxiety. The students found them extremely helpful for *organizing for cognition, obtaining and using resources for cognition, monitoring cognition, paying attention to cognition, and evaluating cognition*, which demonstrates an activation of various metacognitive strategies in the language learning process. The in-class discussions that incorporated speaking practice of the “can-do” statements in small-groups seemed to work well for enhancing students’ attention to their own speaking production and production of the peers. Going over the three-phase task completion routine helped them structure their studying better and be more mindful of what works for them and others. Only one higher SR learner and two lower SR learners felt neutral about the method. Three lower SR students did not consider the “can-do” surveys helpful as they either caused a lot of anxiety or gave them only a general idea of how they performed.

Discussion

In this section, I would like to make connections between the major findings of the study and the prior research on SRL and strategic regulation of the cognitive, affective, and sociocultural aspects of language learning. In particular, I will discuss how my findings on higher and lower SR learners align with the previous research and continue to the pedagogical implications of using the self-efficacy-based instructional method for developing SRL in both types of students.

Strategic Self-Regulation in Learning Russian

According to Oxford's (2011) S²R Model, students employ strategies and metastrategies to regulate their cognitive, affective, and sociocultural-interactive dimensions of language learning. The metastrategies of paying attention, planning, obtaining and using resources, organizing, implementing plans, orchestrating strategy use, monitoring, and evaluating are responsible for effective regulation of their cognition, motivation and affect, and sociocultural interaction in language learning. In the present study, the conclusions of the strategy use by the higher and lower SR students were made based on the self-reported strategy use in the online questionnaire and the interview data.

A major difference between the higher SR and lower SR students in the present study lies within the cognitive dimension: the higher SR students tend to use more metacognitive strategies, while the lower SR student rely mostly on cognitive strategies at the early stage of learning Russian. The fact that both groups of students employ mostly the strategies in the cognitive dimension is supported by the previous SLA research. For instance, cognitive information-processing theory (O'Malley & Chamont, 1990) posits that declarative knowledge (conscious and effortful) gradually transforms into procedural knowledge (unconscious and effortless) through the associative stage (practice of the new information). Thus, when learning a new language, it is natural for a student to focus mostly on processing the new information and apply an array of tactics to move it from short-term memory to long-term memory. The same declarative-to-procedural process occurs when a student learns a new learning strategy or tactic (Oxford, 2011).

Defining the factors that would explain the prevailing use of the MC strategies among the higher SR students over the C strategies among the lower SR students goes beyond the scope of the present study. However, the research on metacognition in L2 learning states that among the factors that affect the level of metacognitive awareness are metacognitive beliefs, that is, beliefs about one's cognitive abilities, task knowledge, attitude toward the target culture, preconceptions about the L2 difficulty level (Wenden, 1986, 1999), as well as learners' internal motivation and prior experience in FL learning (Rivers, 2001).

At the sociocultural level, both quantitative and qualitative data demonstrated that the higher SR students are better at dealing with issues of contexts, communication, and culture in Russian learning than the lower SR students. Both groups of students used SCI strategies more frequently than MSCI ones. The SCI strategy of *interacting to learn and communicate* and the MSCI strategy of *obtaining resources for contexts, communication, and culture* were the most commonly used ones in both groups. This finding is not surprising as the Russian curriculum and organization of the studying process require students to regularly meet with the native Russian speaking teaching assistant for speaking practice, as well as to frequently engage in group projects. These activities create an atmosphere of peer learning and cultural discussions with the native speakers. However, the students did not report much additional interaction besides the class activities; most interviewees reported that they felt much more focused when they study on their own and did not want any more personal interaction with other students than was required of them. The major speculation about the students' use of the MSCI strategy of *obtaining resources* is that they mostly rely on technology rather than in-person communication. Social media is definitely becoming a prevailing space for applying FL skills through online interaction and exploring foreign cultures. Students play video games with players of the target culture and

language, visit websites that provide instant answers to their culture-related questions, and use multiple language learning apps and programs in case they need help with understanding the material. In addition, students try to understand content and infer cultural references that are different from their own culture, that is, they have a chance to compare and contrast products, practices, and perspectives, which is an important goal in developing intercultural competence (ACTFL, 2017b). On the other hand, the value of interpersonal communication diminishes as students demonstrate a lack of desire and effort to interact in person. As Oxford (2017) noted, the challenge to FL teachers is to find ways and opportunities “to enable learners use appropriate MSCI and SCI strategies to enhance their learning” (p. 99).

Finally, both higher and lower SR students gave considerably less attention to the affective dimension of self-regulation. According to the quantitative data obtained from the online questionnaire, the higher SR students’ self-reported MA strategies fell within the high range of use, although they were still in last place among all the strategy types ($M = 3.74$; $Md = 4$). The lower SR students’ MA strategies fell within the medium range of use ($M = 2.86$; $Md = 3$), and the respective median values of 4 and 3 demonstrate a significant difference between the two groups. However, the interview data revealed very scarce information on the students’ use of both MA and A strategies. A possible reason is that there was no specific question on how the students regulate motivation and affect in their Russian learning. The interviewees were asked about their general approaches to studying, which elicited mostly specific techniques for processing and acquiring new information and not as much for managing emotions and motivation for learning. However, just because they did not mention any MA or A strategies in learning Russian, that does not mean that they did not use them. For instance, Bown (2006) noted that affective strategies present an extra challenge for researchers because it is not typical

of learners to think about their own feeling as part of the language learning process. However, she continues that A strategies are significant predictors of successful learning and must receive greater attention in L2 strategy research.

Self-Efficacy-Based Instructional Method

Data from the open-ended semi-structured interview questions revealed a generally positive attitude of all the students toward the proposed self-efficacy-based instructional method. Assigning the weekly “can-do” surveys demonstrated an increase in use of metacognitive strategies (cognitive level). The students did not mention any in-person peer work on the “can-do” surveys outside the classroom, which says little about the method’s effectiveness in developing better regulation of the sociocultural interactive dimension. At the affective level, working with the “can-do” surveys frequently caused some anxiety in almost half of the students. However, when asked how they coped with the negative emotions or anxiety, almost all of them stated that after noticing the gaps in their knowledge they just focused on the weak areas (enhanced metacognition). Most students’ comments revealed their willingness to find and use more resources for cognition, which suggests that the students were able to motivate themselves for more active and purposeful learning. Only four lower SR students expressed reluctance to continue to work with the surveys after they felt significant anxiety caused by them.

The in-class discussions that combined the practice of the language tasks outlined in the “can-do” surveys and sharing the strategies that the students used for learning seemed to be mostly effective for practicing the language tasks outlined in the surveys and contributed to the exchange of some cognitive strategies among the students. In their interviews, the participants rarely mentioned any strategies that they particularly learned and applied for regulation of affect and sociocultural interaction based on their shared experiences with the peers. These findings

suggest that a more effective strategy assistance might be necessary. Oxford (2017) devoted a chapter of her book to the issue of explicit and implicit strategy instruction in FL education. Both are directed at successful L2 acquisition and introduce a series of techniques for developing reading, listening, speaking and other skills. Self-regulated strategy instruction is different in the respect that the ultimate goal of strategy teaching is to help students become better language learners, i.e., develop their SRL. Such strategy assistance can take any form: direct classroom teaching of strategies, course materials and textbooks with incorporated strategy instruction, general guidebooks on how to become a better learner, and even separate *learning-to-learn* courses devoted entirely to strategies for L2 acquisition and SRL. Some suggestions on how strategy assistance can be enhanced for the proposed instructional method are presented in the next section on pedagogical implications.

The overall positive perception of the self-efficacy-based instructional method and its effect primarily on enhancing the students' use of MC strategies go along with the previous research on effects of instructional interventions aimed at fostering students' self-regulation in language learning. Engaging students in activities that help them develop SR behaviors enhances their metacognitive awareness of how they learn and what helps them learn better. Such SR behaviors suggest that students can set their learning goals, plan and monitor the process of learning, and evaluate and reflect on the outcomes. A number of researchers and teaching practitioners have utilized the European Language Portfolio (ELP) and its *I can* descriptors to foster students' SRL in the context of ESL in Japan (Collet & Sullivan, 2010; O'Dwyer et al., 2011). They found that the implementation of "can-do" checklists contributes to enhancing students' metacognitive awareness, although not necessarily improves their strategy use for

language learning. They also suggested that more explicit strategy instruction could impact students' SRL better.

Pedagogical Implications

The analysis of the present study's results suggests some pedagogical implications regarding the benefits of implementing instructional methods for developing strategic self-regulation in students. Among the possible practical pedagogical applications are: (1) development of the course-based "can-do" checklists and their active use throughout the first year of a FL rather than just the first semester; (2) more explicit strategy instruction for SRL either in-class or through online discussions; (3) expanding the enhanced strategy instruction for at least two or three semesters; and (4) a screening process for determining the levels of SRL of students at the beginning and end of the semester.

The first pedagogical implication deriving from this study is a benefit of implementing teaching methods that would foster students' SRL in the language classroom. Providing students with a list of course-based "can-do" statements and applying a scaffolding method of working with them can help students become more aware of the goals and techniques for monitoring and evaluating their learning. The method I developed and introduced in my class of Elementary Russian has demonstrated overall positive results and can be used as an example of a carefully structured pathway for the novice language learners to become more metacognitively aware of their learning and to enrich their arsenal of strategies for better SRL.

Any textbook or course syllabus has a list of goals and learning outcomes that both instructors and students can use for managing the learning progress. However, as instructors, we often deviate from the textbook when we use our own materials, changing the pace of instruction and content of the course depending on each individual student group's needs and characteristics.

After taking all these factors into consideration, it is only natural that everyday instruction varies, but students still need to have a clear sense of direction and teacher's expectations, which can be achieved through the "can-do" surveys model. When an instructor creates a list of "can-do" statements that reflect the material that has been covered over a week and demonstrates how students should work with it, it provides them with a tool for more focused and conscious learning, a tool that can help them become more SR learners.

Second, the weekly course-based "can-do" statements have demonstrated that they play an important role in developing students' metacognition during the language learning process. However, neither the "can-do" surveys nor the in-class discussions led to a significant gain in the students' use of strategies for better SRL. Such a finding suggests developing and implementing some elements of strategy assistance rather than just asking students to think of and share what strategies help them learn better. Oxford (2012) refers to previous research that indicates an overall advantage of the explicit strategy instruction over implicit. However, considering time constraints of a class session, it is understandable that very few instructors are ready to spend any of a 50-minute class on teaching SR strategies. An alternative to the in-class strategy discussion could be a series of online discussions outside the classroom time. Thus, the speaking practice in the target language based on the "can-do" statements can still take place in class, whereas the discussions of the SRL strategies can be delivered online, for instance, in a form of scenario-based SRL strategy instruction (Seker, 2016b) or through providing a detailed, step-by-step plan for completing the L2 tasks outlined in the "can-do" surveys, so called 'strategy metascripts' (Lavine & Cabal Krastel, 1994).

Following the S²R Model (Oxford, 2012), it is possible to raise students' awareness of some strategies that can help them regulate their cognition, affect, and sociocultural interaction.

The present study's results have demonstrated that the novice learners of Russian employed mostly the strategies for regulating cognition in the first place, followed by the sociocultural-interactive and affective strategies. Based on this finding, I can suggest that mastery of those types of strategies might develop in that order: students first focus on regulating their cognition as they start processing great amounts of L2 information; as they achieve the lower levels of proficiency, they become less anxious to use the L2 and more comfortable to regulate the sociocultural-interactive level of L2 learning; finally, as they continue to become more proficient speakers and more efficient L2 learners, they have more awareness of how they can regulate affect (motivation and emotions), as well. However, instead of waiting for students to become more SR on their own, we can help them develop SRL faster by teaching them about the concept and some sample techniques that can be applied for better regulation of each dimension of the language learning process. One possible way to incorporate the techniques in a FL course is to introduce each dimension's strategies, for instance on a weekly basis, and ask students to try to apply them in their language learning process during that week. The instructor and students can track the use of the strategies in a journal or via online discussion threads.

The aforementioned findings have also demonstrated that there was a slight increase in use of the MC strategies by both higher and lower SR students. However, I saw a very limited use and variety of strategies in the A and SCI dimensions that should be paid more attention to. By nature, SR skills develop gradually, and ideally, we would need at least two to three semesters to notice a greater shift in students' overall SRL, and not only in the cognitive dimension. My suggestion is to develop a year-long strategy-enhanced curriculum for the beginner's level of Russian and track the development of students' SRL throughout the consecutive years. Therefore, if an instructor is willing to incorporate SR strategy instruction into

a FL course, it can be beneficial to screen the students' SRL levels both at the beginning and end of the course. A survey based on the S²R Model (Oxford, 2012) administered at the beginning of a course can help the instructor identify the strongest and weakest areas of students' self-regulation and focus on teaching the strategies for better regulation of the weaker dimensions, thereby enhancing students' SRL. For instance, the present study has demonstrated that students were good at regulating the cognitive dimension as pertained to the S²R model; however, they could have benefitted more from a form of SR strategy instruction for regulating their affect and sociocultural interaction. Thus, an effective SR strategy instruction model can be based on a pre-test of students' SRL levels, raising the students' awareness of the strategies that can help them better regulate their cognition, affect, and sociocultural interaction throughout the semester, and a post-test of the students' SRL levels.

Limitations and Future Research Directions

As any other educational research, the present dissertation project has some limitations. These limitations relate to the possibility that the study may not have enough power, considering the small number of participants and the use of the data collection instrument that comes from the research done in the field of teaching English as a foreign language.

The limited number of the participants that constitute a convenience sample is the main rationale for focusing on the qualitative results obtained from the mixed-methods study. Those results can provide a more precise description of the phenomenon but do not allow for generalizable findings. I also acknowledge that my lower SR students group consisted of not truly low SR students as there were only four of them according to the quantitative data and none of them agreed to participate in the interviews. Thus, the groups were labeled higher and lower, although those 29 participants in fact self-reported high and medium range of the strategy use.

Interviewing more low SR learners could help identify more weaker areas of regulation for such students and be more precise in the conclusions and recommendations.

The second major limitation of the present study is the contents of the instrument for measuring the levels of strategic self-regulation of the students. The conceptual framework of S²R (Oxford, 2011) that I used for the data analysis does not offer a validated instrument. Therefore, I had to choose an instrument that had been previously developed and validated by other researchers in the field that would fit my sample of students and purpose of the study. I eventually adopted the SRFLLSQ by Habok and Magyar (2018) because (1) it was the only instrument purely based on Oxford's S²R model and (2) it was developed for novice level L2 learners. However, since it was validated among the secondary school EFL students, I noticed that the wording and descriptions of certain strategies could have been different for a sample of college students. Moreover, the SRFLLSQ (Habok & Magyar, 2018) contained only the scale for MA strategies, but not for A strategies. The researchers did not find acceptable fit indices for the A strategy scale and, therefore, it was integrated into the MA and SCI fields. I can see the elimination of the A scale as a major drawback for interpretation of the data obtained from the sample of the novice college level students of Russian, as the age and maturity factors could bring the use of A strategies to a different level than by secondary students. Thus, developing an instrument for measuring strategic self-regulation of college level L2 learners based on the S²R Model by Oxford (2011) should be considered for further research and is, in fact, my next research project. Validating it among not only Russian, but other FLs learners will allow to produce a quality S²R instrument that can be used at all levels of L2 learning and track the development of L2 learners' strategic self-regulation.

Finally, the instructional method that was used in the study has an experimental character and had not been empirically investigated before. It is my hope that other Russian and other FL programs will trial the proposed self-efficacy-based instructional method after all necessary adjustments are made based on the present study's results. This can provide more quantitative and qualitative data on its effectiveness and expose more students to a practice aimed at enhancing their SRL.

I am finishing this dissertation project in the unprecedented times of the COVID-19 pandemic that has significantly affected the whole system of education throughout the world, and in the USA in particular. The entire field of FL teaching has shifted to mostly online instruction, which is requiring a total reconfiguration of content delivery and tracking of students' progress. The concept of SRL is currently more essential than ever before as students have found themselves in a learning environment requiring a considerably stronger sense of responsibility for their own learning. Freshmen students who happen to be starting their college education in such extreme conditions need extra guidance in not only *what* to study, but especially *how* to study in order to be successful learners. Within my proposed instructional method, the "what" part is emphasized through the weekly course-based "can-do" surveys and the "how" part can be introduced through the enhanced SR strategy instruction model proposed above, and both fit perfectly in the current mostly online mode of teaching. I believe FL instructors should be open and willing to develop their own or implement the existing teaching methods that integrate content and strategies for better learning outcomes.

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Appendix A

Sample Can-Do Survey (Week 4)

I can say where I and my family members live

I can say where I and my family work

I can say where I study

I can say what languages I speak and how well

I can describe my university with at least 5 adjectives

I can say what my major is

I can say what subjects I'm studying this semester

I can understand when asked about the stated above topics

I can ask simple questions about the stated above topics

I can conjugate E-type verbs (First conjugation)

I can conjugate II-type verbs (Second conjugation)

I can pluralize nouns and adjectives

I can write at least 10 sentences about myself

Appendix B

Self-Regulated Russian Language Learning Strategies Questionnaire (SRLLSQ)

Introduction

You are kindly asked to participate in a study carried out by Tatiana Maslova, a Russian instructor at UNG. Tatiana is currently enrolled in the Doctoral program at UNG and her research interests are in the area of effective teaching practices. She would like to know how you approach studying Russian, i.e., what language learning strategies you use for learning the language. Tatiana would also like to hear about your perceptions of the self-efficacy-based instructional method (the weekly can-do surveys and the in-class discussions about the language learning strategies).

The online questionnaire consists of three parts: the demographic information, a series of the closed-ended self-reported questions, and six open-ended questions. There are no right or wrong answers, or desirable or undesirable answers. Your participation in the online questionnaire is completely voluntary and you may withdraw from it at any point, with no penalty. Your participation in the study or refusal thereof is anonymous and will not affect your grades or standing in the current Russian class in any way.

If you consent to participate in the study, please click “I agree to participate” and proceed to the survey.

If you refuse to participate in the study, please click “I refuse to participate”. In this case, you are asked to stay in the lab facility for at least 15 minutes to eliminate the possibility for the researcher to reveal your identity.

PART I

Demographic Information

Instructions to the students:

Please provide some general information about yourself. The information will be used for the description of the participants in the study and will not reveal your identity in any way.

1. Gender _____ Fem _____ Male
2. Class level _____ Freshman _____ Sophomore _____ Junior _____ Senior
3. Are you a cadet? _____ Yes _____ No
4. What's your major?
 - History
 - International Affairs

- Criminal Justice
- Economics
- Business
- Strategic Studies
- Cyber security
- Computer science
- Biology
- Nursing
- Foreign language (Please, specify) _____
- Other: _____

5. Have you studied a foreign language before? _____ Yes _____ No
If yes, what language and for how long? _____

6. Are you planning to get a Minor in Russian? _____ Yes _____ Maybe _____ No

7. Are you planning to get a Major/Double Major in Russian?
_____ Yes _____ Maybe _____ No

8. What are your reasons for taking Russian?

9. On average, how many hours a week do you study for this class?

- 1-3
- 3-6
- 6-9
- More than 9

10. What is your current GPA? _____

PART II

Instructions to the students:

The following survey is designed to gather information about how you, as a student of Russian, go about learning the language. You will find the statements related to using various strategies for the language learning. Please read each statement and click on the response (1, 2, 3, 4, or 5) that tells how true the statement is in terms of what you actually do when you are learning Russian.

- (1) Never or almost never true of me
- (2) Generally not true of me

- (3) Somewhat true of me
- (4) Generally true of me
- (5) Always or almost always true of me

When I learn Russian, ...

1. I organize my language notebook to record important language information
2. I try to connect the sound of a new Russian word and an image or picture of the word to help me remember the word.
3. I notice if I am tense or nervous when I am studying or using Russian.
4. I try to learn about Russian-language cultures and/or other cultures through Russian.
5. I start conversations in Russian.
6. I think of the relationships between what I already know and new things I learn in Russian.
7. I consciously use the Russian words I know in different ways.
8. I actively encourage myself to take wise risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes.
9. I look for people I can talk to in Russian.
10. I make up new words in Russian if I do not know the right ones.
11. I try to find the meaning of a Russian word by dividing it into parts that I understand.
12. I organize my Russian language learning so that I always enjoy doing it.
13. I watch Russian-language TV shows and movies using English-language subtitles if I need them or browse Russian websites to get to know various Russian-speaking cultures.
14. When I speak with highly proficient speakers of Russian, I think it is important to get acquainted with their culture.
15. I learn from my mistakes in using Russian.
16. I use new Russian words in a sentence so I can remember them.
17. I plan my Russian language learning so that I can perform better.
18. I choose leisure activities where I encounter Russian-language cultures and/or other cultures through Russian as well.
19. I encourage myself to speak Russian even when I feel afraid of making a mistake.
20. I look for opportunities to read as much as possible in Russian.
21. I try to find patterns (grammar) in Russian.
22. I have more success learning Russian when I feel like doing it.
23. I plan what I want to find out about the cultures of Russian speakers and/or other cultures through Russian.
24. If I do not understand, I ask the speaker to slow down, repeat, or clarify what was said.
25. I plan my schedule so I will have enough time to study Russian.
26. I try not to translate word for word.
27. I give myself a reward or treat when I do well in Russian.
28. I practice Russian with my peers.
29. I ask other people to verify that I have understood or said something correctly.
30. I try to relax whenever I feel afraid of using Russian.
31. I look for similarities and differences between my own culture and the cultures of Russian native speakers and/or other cultures through Russian.

32. I ask other people to correct my mistakes in speech.
33. I pay attention when someone is speaking Russian.
34. I try to learn about the culture of the places where Russian is spoken.
35. I make summaries of information that I hear or read about Russian.
36. I try to find out how to be a better learner of Russian.

PART III

Perceptions of the Self-Efficacy-Based Instruction

Instructions to the students:

The following open-ended questions ask about the effects of the “can-do” surveys and the in-class language learning strategy use that you have been doing in your Russian classes. Remember, your responses are anonymous, and you can answer in as much detail as you want. Your honest opinion is very important for the purposes of the present study.

- 1) What is your motivation for studying Russian?
- 2) What strategies/methods do you usually use for learning Russian?
- 3) Could you provide some examples of how you study after/while completing a “can-do” survey?
- 4) How do you feel about your reactions to your answers on the “can-do” survey? If you feel anxious, how do you cope with it?
- 5) Who do you turn to for help in the study of Russian? Do you practice with anyone? How frequently and what do you do in these practice sessions?
- 6) In what ways do you find the “can-do” surveys helpful or not helpful? Why?

Seeking Interview Volunteers

The researcher is seeking volunteers for individual interviews to investigate the role of the self-efficacy-based instructional method (the weekly “can-do” surveys and the in-class discussions about the language learning strategies) in your Russian studies. The interviews will be held during Weeks 14-15 of the semester and will be administered face-to-face or virtually, if necessary. The interview will take no longer than 30 minutes. Your consent to participation in the interview will not reveal your identity in responding to the previous sections’ questions of the present survey. However, if you agree to be interviewed, you will need to provide your name in the box below. The researcher will contact you, if your name is randomly chosen among the other volunteers.

If you would like to be contacted regarding the interview, please click “Yes, I would like to be contacted” and provide your name and contact information (email) in the box below. If you would not like to be interviewed, please click “No, I would not like to be contacted”.

Thank you!

Appendix C

Interview Guide

The role of the self-efficacy-based instructional method in students' self-regulated learning of Russian as a foreign language.

Introduction:

Hello, _____. Thank you for taking time to talk with me today. As you already know, I am currently enrolled in the Doctoral program at UNG and my research interests are in the area of effective teaching practices and their impact on the development of students' self-regulation in learning Russian. Self-regulation is various strategies and techniques that students use to regulate their learning process; it is students' awareness of how they learn a foreign language, what works for them and what doesn't work, and some conscious learning steps students take in order to improve the learning process.

The purpose of this interview is for me to learn about the role that the weekly "can-do" surveys play in your studying Russian. There are no right or wrong answers, or desirable or undesirable answers. I would like you to feel comfortable saying what you really think and how you feel. If it's okay with you, I will be recording our conversation so I can use it for analyzing the data later. Everything you say will remain confidential, and your identity will never be revealed to third parties. This interview will not affect your grades in any way. Before we proceed to the interview, I need you to review and sign this Informed Consent Form that outlines the purpose of the interview that I have just outlined. I may take as long as you need to study the form.

If you have no questions at this point, let's proceed to the interview. Do I have your permission to record this interview for the purposes stated above?

Intro questions:

- Why did you decide to study Russian?
- What motivates you to study for your Russian classes?
- How do you study Russian? What strategies/techniques do you usually use for learning Russian? Why?

1) Could you walk me through the process of completing a "can-do" survey?

- Where do you usually complete the surveys?
- How long does it usually take you?
- How exactly did you process and rate each statement?

2) Could you recall any examples of how you planned to study after completing a "can-do" survey? Did you actually study in the ways you planned to?

3) How did you feel if you had to rate some "can-do" statements low? If you felt anxious, how did you cope with it?

4) When completing a “can-do” survey, did you think of getting help, assistance, or just practice with anybody? How often did you practice with others?

5) Since the first “can-do” survey, has anything changed in the ways you approach them?

To sum up,

6) In what ways did you find the surveys helpful?

7) In what ways did you find the surveys not helpful?

Do you have any additional comments about your experiences or questions about the purpose or nature of this research study at this time?

That was the last question of the interview. Thank you so much for taking time to participate. May I contact you if I have any additional follow-up questions?