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# Facilitating EFL learners' self-regulation in reading : implementing a metacognitive approach in an Indonesian higher education context

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**Facilitating EFL Learners' Self-Regulation in Reading:  
Implementing a Metacognitive Approach in an  
Indonesian Higher Education Context**

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I certify that the work presented in this thesis is, to the best of my knowledge and belief, original, except as acknowledged in the text, and that the material has not been submitted, either in whole or in part, for a degree at this or any other university.

I acknowledge that I have read and understood the University's rules, requirements, procedures and policy relating to my higher degree research award and to my thesis. I certify that I have complied with the rules, requirements, procedures and policy of the University (as they may be from time to time).

A handwritten signature in black ink, appearing to read 'Concilianus' followed by a stylized surname.

Signature

Concilianus Laos Mbato

Date: December 18, 2013

## Abstract

This research investigated whether teaching English as a foreign language (EFL), particularly reading, utilising a metacognitive approach could support EFL learners' development of self-regulation. It considered two questions: (1) What does it entail to teach EFL in an Indonesian teacher-education context, utilising a metacognitive approach? and (2) To what degree can a metacognitive approach support students to become self-regulated EFL learners, particularly in relation to reading? Participants were five English teachers and their students in the Primary School Teacher Education Study Program of Sanata Dharma University, Yogyakarta, Indonesia in the first semester of the academic year of 2010-11.

Participatory action research was employed to plan, implement, evaluate and refine the metacognitive approach to teaching over a one-semester (six month) period, and a mixed method approach was used to collect both qualitative and quantitative data. Thematic analyses were conducted on student and teacher reflections. Data from pre- and post-semester surveys were analysed using SPSS, including descriptive statistics and Wilcoxon signed-rank tests.

The research indicated that teaching EFL using a metacognitive approach requires regular meetings with colleagues; the utilisation of multiple methods to engage learners with the approach; a flexible approach to the teaching syllabus; providing regular feedback; and an appropriate and consistent assessment approach. It also emphasises the need for university support for innovation; group implementation; the centrality and importance of affective states and strategies; a shift from a teacher-centred approach to a learner-centred approach; staff being learners themselves; and students being exposed to the richness of metacognitive theory.

The teachers' increased capacity to implement the approach enabled students to grow in their capability to regulate both affective states (i.e., feelings, attitudes, support, motivation, volition, attribution and self-efficacy) and strategies to meet the English language learning demands. Students demonstrated increased frequency and duration of English language learning and use independent of formal classes. In addition, students became more empowered to experiment with EFL learning and demonstrated attributes likely to support their life-long learning. For this to happen, teachers need to recognise that self-regulated learning develops at different rates for students and in a culture of collaboration rather than competition. With the teachers' support, the metacognitive approach undertaken in this study has demonstrated its potential to support EFL learners' self-regulated learning growth.

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## Abbreviations

EESP	English Education Study Program
EFL	English as a foreign language
ESL	English as a second language
IFL	Indonesian as a foreign language
L1	First language
L2	Second language
PSTESP	Primary School Teacher Education Study Program
SAC	Self-access centre
SR	Self-regulation
SRL	Self-regulated learning



# Chapter 1. Introduction

This chapter discusses the background to the research and the context in which the research took place. It explains why a metacognitive approach became the focus on the research, overviews the key influences on the approach, and provides justification for undertaking the action research approach. The aim is articulated, followed by a discussion of the significance of the research.

## 1.1 Background

The English language is so widely used in the world today that it is considered to be a 'global language' (Crystal, 2003). Whilst vying with Mandarin, Hindi and Spanish for the largest number of speakers, English is considered to be the most prestigious international language. Its widespread use in education, mass media, government, and business means that English has become associated with economic opportunity and career success.

The ubiquitous nature of English encourages the governments and official organisations of many non-English speaking countries to institutionalise the learning of English as a foreign language in order for their citizens to take an active role in the global community. This is certainly so in Indonesia, as described by Lamb and Coleman (2008, p. 189):

Propagated by government, demanded by employers, broadcast by the media, imposed by schools and encouraged by parents, the language not surprisingly occupies an important space in the developing mindset of many young Indonesians, going far beyond its actual practical value in daily life.

An ambition on the part of non-English speaking countries for their citizens to learn the English language, however, does not necessarily lead to learning success. For many people, students included, learning English as a foreign language (EFL) is a complex and difficult undertaking.

My observations and experience as an EFL teacher in Indonesia suggest a number of reasons why learning English in a foreign language setting is particularly difficult for many students. First, such learning mostly takes place in classroom contexts. Students have limited exposure to English in natural communicative contexts and their main

source of learning is the teacher and the learning materials provided in class. Although English language resources are readily accessible on the internet, students do not always have the initiative or selection skills in order to make use of these. If they do use these resources, they tend to do so in an instrumental way, merely to accomplish classroom assignments. Furthermore, accessing the internet may be prohibitively expensive for some students.

Second, many students learn English merely because it is compulsory; it is part of the school curriculum. While they may not be intrinsically motivated they may, however, recognise that having a good record of English grades will help them gain access to further education and good career opportunities. Many are thus, primarily, extrinsically motivated, which adversely influences long term retention of learning (Brown, 2007, p. 173).

Some students, however, claim to find English easy to learn and find it to be a rewarding enterprise, providing a satisfying level of success. Rubin (1987, p. 15) notes the seeming anomaly that:

Some language learners are indeed more successful than others. Some students approach the language-learning task in more successful ways than others. That is, all other things being equal, some students will be more successful than others in learning a second or foreign language.

Through my many years of working with students, numerous reasons might be suggested for the difference in the learning outcome of these two groups of students. One explanation for the difference is that successful students appear to know what they have to do in order for them to be successful in learning a language. They are strategic in their learning; they have the capacity to employ appropriate strategies and are able to regulate those strategies to maximise learning outcomes. In addition, they seem to understand their strengths and weaknesses, and can regulate these capacities to achieve a desirable learning outcome. These observations are consistent with the findings of Naiman, Frohlich, Stern, and Todesco (1996) study of 'good' language learners:

Good language learners take advantage of potentially useful learning situations, and if necessary create them. They develop learning techniques and strategies appropriate to their individual needs. They demonstrate that, contrary to popular belief, language success is not

so much attributable to an 'innate gift', as to a conscious effort and constant involvement (p. 59).

Since learning a foreign language constitutes a complex undertaking, posing different challenges for different students, teachers need to develop their understanding of why some students are more successful than others. Knowledge about what helps someone become a 'good' language learner "will lessen the difference between the good learner and the poorer one" (Rubin, 1975, p. 50).

Griffith and Ruan (2005) stress the importance of teachers finding ways to support students in developing self-regulatory mechanisms in order to promote learning success. Zimmerman (1986) identifies self-regulation as the degree to which individuals are metacognitively, motivationally and behaviourally active in their own learning. 'Good' language learners, then, are more likely to display self-regulation in learning.

The intent of this research was to develop, trial and refine an approach to assist Indonesian students becoming self-regulated learners of English.

### **1.1.1 English language teaching in Indonesia**

In most areas of Indonesia, English is not commonly used outside of the classroom context for communication purposes, except in areas with an emphasis on tourism and in multinational companies. Despite this, perceptions of the importance of English have led it to become a compulsory subject in the school curriculum from junior high schools onwards (as will be further discussed in section 2.5).

The teaching of English in Indonesia tends to be highly teacher-centred and teacher-directed, with a heavy emphasis on adherence to curriculum and testing. Students learn through predesigned activities and are reliant on teachers' instructions to carry out activities. There is a perception that they are there to acquire a 'product' (English) and that it is, indeed, possible to 'master' the language through such programs of study.

These local educational practices contrast with Western approaches which emphasise that learning should be student-centred, contextual, life-long and promote self-regulation. In a study comparing how learners from Australia and Indonesia learn a

foreign language, Lengkanawati (2004) found that Indonesian students use more memory strategies and less cognitive strategies than their Australian counterparts, which she attributes to the comparative dominance in Indonesian culture of parents and teachers. Indonesian children and students typically sit and listen to instructions and memorise what is taught, perhaps as a demonstration of their obedience. Lengkanawati also found that English language classrooms in Indonesia are not as active and stimulating as Indonesian as a Foreign Language (IFL) classes in Australia. One of the reasons for this, she argues, is that within families and schools in Australia, students are encouraged to be involved in intellectual exchanges, while this is not the case in Indonesian families and classrooms. However Lengkanawati acknowledges that parents and teachers' dominance is beginning to change, especially as a result of the reform movement after the end of Soeharto's era.

The following section will provide some contextual information in relation to the context for this research—Sanata Dharma University. In particular it will explore the university's vision and mission, and its use of Ignatian Pedagogy.

### **1.1.2 Sanata Dharma University, Yogyakarta, Indonesia**

Sanata Dharma University was first established in 1955 by Jesuit Catholic priests and lay intellectuals in Central Java, Indonesia. It originally took the form of a teacher training institution with four departments: Education; English; History; and Exact Sciences and became Sanata Dharma Institute of Teachers Training and Education in 1975.

With growing community need and the rapid advance of science and technology, Sanata Dharma Institute of Teachers Training and Education became a university on April 20, 1993. Currently Sanata Dharma runs seven faculties with twenty three undergraduate study programs, three postgraduate programs, two professional education programs, and a number of language courses.

Sanata Dharma University embraces Ignatian pedagogy, focusing on the attainment of academic excellence and humanistic values (matters related to Ignatian pedagogy will be taken up in section 2.5.3). Ignatian Pedagogy had a considerable influence on the theoretical and methodological direction of this research because it emphasises the development of each student as a whole person. This influenced my interest in

metacognitive theory and its capacity to foster students' self-regulation, i.e. the capacity to regulate strategies and affective states in relation to learning tasks. The cyclical processes of Ignatian Pedagogy were consistent with those of action research, which reinforced the relevance of this methodological approach to the research (see section 1.3).

### **1.1.3 Primary school teacher education at Sanata Dharma University**

As of July 2010, the Primary School Teacher Education Study Program at Sanata Dharma University offered a four-semester English subject to its students, which was double that offered in many of the other prestigious study programs at the University. This in part reflected the increasing demand for English language learning in Indonesian primary schools. Although the government has recently excluded the compulsory teaching of English in the 2013 primary school curriculum, schools are allowed to teach it as an extracurricular activity or a local content subject. The abolition of English from the core primary school curriculum has more to do with the government's effort to reduce the number of subjects taught in primary schools rather than an indication of any decreasing value of English for young learners. In the new curriculum, seven subjects are compulsorily taught compared to eleven subjects in the previous curriculum (Suara, 2013). Still, English can be learned by young people in other ways such as through English courses or private lessons.

Most of the students in the teacher education program are Javanese, and thus the teaching and learning dynamic is strongly influenced by Javanese culture. Here we might understand culture as what people know and believe, what people do, and what people make and use (Peregoy, Boyle, & Cadiero-Kaplan, 2008, p. 8). Dominant values in Javanese culture include *gotong royong* (meaning cooperation), and *mangan ora mangan asal ngumpul* (meaning we have to "stick together", perhaps regardless of the unfavourable conditions). In Javanese culture, as well as Indonesian culture more generally, group achievement and cooperation are valued more highly than individual performance. Displaying one's ability in public without gaining group support is discouraged.

While these cultural values, on the surface, imply that teachers might successfully encourage learners to work collaboratively in groups, in fact students tend to be



heavily dependent on teachers for their success. This results in a lack of self-regulation in learning. In fact, learners who try to stand out academically, for example, by using English in public, may be disliked by their fellow students. This is in line with U.S. scholars (Peregoy et al., 2008, p. 11) who advise that students from some cultural backgrounds “consider enthusiastic display of knowledge in the classroom impolite because it may make their friends appear ignorant.” In working with students, teachers need to be very aware of these cultural subtleties.

#### **1.1.4 My journey as an English learner and teacher**

In this section I provide some background regarding two important phases of my own life journey—as an English learner and as an English teacher. I explain how these experiences motivated me to undertake an action research project focusing on supporting EFL learners to become more self-regulated.

##### **My school-based experiences**

In primary school I had no access to English books, yet it was during my childhood that I developed a deep understanding of the value of learning in life. Although my father had only two years of formal schooling and my mother six years, they displayed the qualities of self-regulation. They were driven by goals and were persistent in achieving these despite living in a remote village far away from the influence of modern ideas. Their lives were well-organised from morning until evening. I presume their close connection with European Catholic priests and nuns while they were young, and the values of self-regulation they promoted, remained an influential factor in their life.

My first exposure to English was at Junior high school, where English was a compulsory subject. While there was a shortage of English textbooks and learning resources, the teacher made a great effort to teach the language. This teacher’s persistence aroused my interest in this foreign tongue.

After finishing Junior High School, I continued my education at two Catholic senior high schools, a preparatory seminary school for boys in Mataloko, and Syuradhikara Catholic senior high school in Ende, both in Flores, East Nusa Tenggara Province. Coming from a disadvantaged background, the opportunities afforded by attendance at these schools were very clear. I was exposed to a wider world of people and ideas. I

was determined to try hard to learn all the subjects, yet it was English, German, Latin and Indonesian languages which became my favourites. While still mostly learned directly from our English teachers, we were now supported by a few textbooks. Despite many pressures and difficulties, with hard work and the right attitude, I was able to achieve a high level of performance.

Having the opportunity to study in these two schools laid a strong foundation for me to become a self-regulated learner, although I was not aware of the term at the time. I learned how to be disciplined, and how to organise time to study and play. I also learned to set learning goals, developed the volition to achieve those goals and consciously reflected on those goals. In these schools we were taught to learn for life, and not just to pass exams and I took responsibility for learning into my own hands.

My capacity for self-regulation, built from these school experiences, proved to be a major asset when I left Flores to undertake an English Education Study Program at Institute of Teachers Training and Education (Makassar, South Sulawesi).

### **Studying English at the university and beyond**

Studying at the University posed a different challenge for me. I was far away from the people and the culture I was familiar with. My lack of exposure to English in previous schooling meant that I faced difficulties when it came to listening and speaking skills. Lack of financial support meant that I could not afford access to English learning resources, except through the university's laboratory.

My motivation to learn English was, however, high. Despite the unfavourable conditions I remained focused on my goals, which were stuck on the walls of my room. I developed clear learning plans and maintained a supportive group of people around me. I was determined to gain good academic results, believing that this might open doors for better opportunities in later years.

At this time I lived in a house with friends from similar economic backgrounds and we shared the goal to stand out among others in terms of our English ability. While we had very few resources, and little exposure to English via television or radio we had a strong group cohesion and commitment to being successful. We practised English

whenever and wherever possible, earning respect from those around us and a sense of personal pride.

My academic achievements allowed me to apply for a scholarship to undertake a Master's degree in Applied Linguistics at Griffith University, Australia, in 1997. This provided close contact with an English-speaking community, something that I had never dreamt of before.

Looking back, the following qualities seem to have contributed the most in my journey as an English language learner. On a personal level, I had a strong desire to change my life conditions and destiny, resulting in a strong motivation to be successful in learning. This was translated into clear learning goals and my persistence in working towards those goals, believing that with self-confidence, self-management and effective strategies I could achieve. As a group, we were ambitious to perform. Only much later did I realise that my approach toward learning, personally and with friends, reflected aspects of being a self-regulated learner.

### **My experiences as an English teacher prior to Sanata Dharma University**

In 1989 I started teaching English at a Junior High School, and also at two English Language Centres, as a means of supporting myself while completing my undergraduate studies.

In 1992 I became an English teacher at one of the prestigious Catholic high schools in Makassar, South Sulawesi. In my four years there I contemplated anew the issues students faced and the ways in which I could help them to like and understand English. While the majority of students at this school realised how important English was, for most of them learning English was not easy. They were struggling with basic grammatical structures, vocabulary, pronunciation, and the four language skills. A small number had good English competence and tended to dominate the teaching/learning process, but became visibly bored and disinterested if the learning activities were less challenging. Many less able students would appear to feel ignored if their needs for "easily" understood learning materials were not met. As a teacher, I tried to think of ways to cater for the needs of all students. This was a lonely task because, in the early 1990s, there was no literature at the school to support the teaching-learning process, nor was there a strong community of English teachers.

One of my first actions was to institute group work. The weaker students would form small groups, and were tutored by one of their more 'advanced' peers. I took care to emphasise that students needed to be committed to mutually supporting each other and striving for the achievement of all students in the group. As the students learnt to work in this new way they embraced these values of working together. This approach engaged almost all students, challenging the more advanced students and providing role models and additional peer support for weaker students. As a teacher, my task was largely to ensure that the processes ran as planned. This group work resulted in a collegial environment where learning became the students' responsibility and students worked cooperatively.

Another initiative was to conduct mini-English competitions among classes. Debates, speeches, and quizzes aimed to promote language use as well as to increase students' effort and motivation to learn. While such activities are now commonplace in Indonesia, they were rare in this city at that time. The activities required the cooperation of other English teachers and the Headmistress. With prizes for the winners, the students' responses were positive and one could sense their enjoyment.

I also tried to encourage other non-English teachers to speak in English to each other during breaks and informal school gatherings. Students and teachers alike responded positively to this simple initiative. Such practice reminded me of my earlier house-sharing friends, where informal English usage and the sense of collegiality and shared commitment fostered our English capability.

These early experiences as an English learner and English teacher led me to hold strong beliefs that, in order for self-regulation of learning to take place, there should be a community of learners, where teachers and students work cooperatively to create a positive and productive environment for learning. Such a community seemed to enable learning to take place at both the individual and the institutional level.

### **Teaching English at Sanata Dharma University**

After the completion of my Master's degree (Griffith University, 1996-1997), I started teaching English at Sanata Dharma University, Yogyakarta. This university offers one of the leading English Education Study Programs in Indonesia and has comparatively higher admission test scores than other study programs. However, even here it was

clear that many students tended to be passive recipients of knowledge. They did not seem motivated to learn English to their potential, nor to display active independence and autonomy in learning. They seldom showed the initiative to use English with their peers outside of the classroom. Even in the classroom, teachers frequently had to remind the students to use English, and even when it was a speaking class. Most of the time students used Javanese (the language of the majority of Indonesians) in addition to Indonesian language. Lecturers often commented that the quality of the students was not up to the program's reputation. Furthermore, reports from our alumni from the 1970s and 1980s who had employed our more recent graduates indicated a perception that standards had fallen, with students lacking in fluency, pronunciation and self-confidence, and reluctant to make decisions on their own.

I tried to identify ways in which I could support my students, reflecting on my previous teaching experiences and my own learning from earlier years in schools. Through exposure to English teaching literature in the late 1990s (Chamot, Barnhardt, El-Dinary, & Robbins, 1999; Ellis, 1994; Wenden, 1991) I came across the term 'metacognition'. Struck by the similarities between metacognitive learning strategies and my previous experiences as a student and teacher, in 2001 I conducted a small scale research project entitled "Promoting learners' metacognitive learning strategies through the use of a diary: A case study in interpreting class" (Mbato, 2001). This research aimed to investigate whether metacognitive learning strategies could be promoted through the use of a diary and whether or not students found it helpful.

In this earlier research, four metacognitive learning strategies were of focus: planning, monitoring, evaluation, and re-planning. Learners were encouraged to reflect on the skills necessary in order for them to become a good interpreter and to make daily plans based on their understanding of their own strengths and weaknesses with respect to interpreting skills. They then acted upon what they had planned both during the class session and independently outside class. While practising the skills, they monitored their performance to see how successfully they were performing. After executing their plans, they spent some time evaluating their learning. The focus was on how well they had performed and how they could do better next time, improving their interpreting skills.

As their lecturer, I would read their diaries in each lesson, providing necessary feedback and encouraging words. Most, if not all, students responded positively and seemed to benefit from this learning mode. Despite the fact that interpreting was a difficult skill, students showed interest and participation in the learning processes. They would also perform interpreting activities outside class, on their own or with their friends.

The research lasted for one semester, and most students found diary-assisted metacognitive learning strategies to be helpful in terms of learning autonomy, monitoring and success. As a lecturer I found this mode of teaching to be rewarding, because it encouraged learners' participation, commitment and responsibility.

After conducting this project I continued to foster students' intrinsic motivation. We would begin the semester with reflective questions which would prompt students to think about their strengths and weaknesses in various English skills. I would form students into small groups to discuss what qualities they needed to be a successful learner, and the skills with which they were strongest and weakest. I would ask them to set personal goals and keep a learning journal to plan, monitor and evaluate their progress. We would spend a few minutes reflecting on the learning experience at the beginning and end of every lesson. It became evident that students became more confident and responsible for their learning and, in end-of-semester informal evaluations, many students reported the learning processes as helpful—both academically and personally.

In 2009, I was asked to coordinate and redesign English subjects in the Primary School Teacher Education Study Program. With four colleagues I led the redesign of the English syllabuses and learning materials for four subjects: Intensive Reading I; Intensive Reading II; Extensive Reading; and English for Young Learners. I also established a Self-access Centre (SAC) to provide students with the opportunity to learn English independently outside of the classroom. Initially it contained short stories and dictionaries. Students were tasked to select a story from SAC, to read, summarise and report on it to the class in either English, Indonesian or both. These changes to the program were intended to help students take responsibility for their learning and, although no formal research was conducted regarding the students' interest and

motivation in this class following these changes, informal conversations with students revealed that one of the factors for their motivation and interest in learning English was the teacher. Still largely informed by my own experience of learning English, I aimed to motivate them to try their best, to show them that they would be successful in learning English if they were persistent and that English was important for their future career.

In our classes, the emphasis of English learning was on reading. This focus was influenced by the Head of the Program who believed that being able to *read* in English would help learners acquire information from English sources, and lead them to teach content subjects using English, at least in part, once in primary schools. Initially students' reading ability was fairly basic and they struggled to understand simple texts. Their vocabulary was limited, and their knowledge of English grammar was rudimentary. Most did not seem aware of the strategies which might be appropriate, and most of the time students were narrowly focused on understanding every individual word in the passage.

Our approaches to teaching reading placed a heavy emphasis on the acquisition of cognitive strategies and did not have any emphasis on metacognitive strategies. The teaching/learning processes had been largely teacher-centred and materials-oriented. Teachers tended to assume that once a reading skill was taught, it was therefore learned. Students had little say regarding the learning materials, which were not regularly evaluated regarding their suitability in meeting learners' needs.

In 2009, these experiences prompted me to conduct further research regarding the development of students' self-regulation in EFL learning, thus leading to my enrolment in a doctorate at Southern Cross University.

## **1.2 Why a metacognitive approach?**

Observation and reflection on my teaching and learning experiences emphasised that the students' capacity to regulate affects and strategies played a pivotal role in language learning, and was an attribute demonstrated by my most successful students. This capacity grew in a learning environment where students were scaffolded to understand and regulate their thinking processes by being metacognitive.

Metacognition is defined as thinking about thinking (Anderson, 2002, p. 1). It consists of *knowledge* of cognition and *regulation* of cognition. Knowledge of cognition comprises declarative (knowing what), procedural (knowing how) and conditional knowledge (knowing when and why), while regulation of cognition constitutes one's ability to plan, monitor and evaluate learning (Brown, 1987).

In addition to possessing self-awareness and regulation of the learning activity, a metacognitive approach requires learners to have appropriate strategies at their disposal. They need to possess specific strategy knowledge, which will help them in accomplishing a certain learning task, as different tasks may demand a different repertoire of strategies (Borkowski, Carr, & Rellinger, 1994, p. 53).

A metacognitive approach was instigated through this research to support students to become more self-regulated in their learning. As such, the study addresses the call for more research into how metacognition, self-regulation and self-regulated learning interact as suggested by Lajoie (2008, p. 472):

The interaction between how the environment can stimulate individual awareness and how the mind serves as an initiator for judgments and evaluations need further explorations. The results of such research can serve to illuminate the mechanism of metacognition, SR, and SRL that can lead to appropriate instructional interventions to promote thinking and learning.

In the teacher education program at Sanata Dharma University, students are taught cognitive strategies, and to a limited extent socio-affective strategies, but rarely metacognitive strategies. Teachers tend to believe that learners will learn once they are taught cognitive strategies. This is especially evident in syllabuses related to reading, whereby learners are expected to learn all the reading skills once taught, undermining the thinking processes taking place while learners were engaged in reading. However, Pressley (2005, p. 397), a prominent reading researcher, emphasises that active comprehension does not develop in days or weeks but over months and years. He claims that many teachers expect quick results and are ready to move on when they do not get these results.

A metacognitive teacher should promote students' active engagement in reading by engaging students in planning, monitoring and evaluating their understanding. These metacognitive processes may be impeded when teachers focus heavily on getting quick results rather than on the process of learning to read.



Employing a metacognitive approach means that teachers develop awareness of their own capacity to influence students' thinking processes. It places the emphasis on learning process rather than language learning as a product. As such, the approach was expected to assist students to become more self-regulated learners, since, as Pintrich and De Groot (cited in Zimmerman, 1994, p. 11) argue, skills in self-regulation can be a better predictor of academic performance than cognitive strategies. Pressley (2005, pp. 396-397) suggests that effective instruction encourages students to use strategies autonomously, and that the goal of instruction should be the fluent, self-regulated use of reading comprehension strategies.

As self-regulation was not a goal in the English language learning programs at Sanata Dharma University, it was timely to trial a metacognitive approach to promote it.

This study was influenced by Phelps' (2002) action research, on developing students' capability (and by association, self-regulation) in computer learning. While not related to English language learning, her emphasis on a holistic view of the role of metacognition in learning was relevant to this study. The researcher's previous small scale research on promoting metacognitive learning strategies through diary use (see section 1.1.4 above) thus led to the general focus of the study, while Phelps' inclusion of motivation, affects and strategies influenced the theoretical direction of this thesis.

Phelps (2002) presents her metacognitive model as consisting of three major elements—affects, motivation, and strategies—with reflection lying at the centre of metacognitive learning. The reflection on these three key elements relates to the learners' past experiences, current learning contexts, and preferred future.

Initially, the current researcher aspired to focus on metacognitive strategies alone, without integrating the affective aspects of metacognition, but reading Phelps' work, influenced the decision to integrate all aspects of metacognition in order to facilitate the self-regulation of EFL learning.

### **1.3 Why action research?**

Action research was suitable for this study since it represents a collective and collaborative research process, usually conducted in collaboration with those involved in, and affected by, the practices in question (Kemmis & McTaggart, 1988, p. 25).

Action research views participants as active, self-reflective collaborators who play a critical role in the research; it is future-directed and places emphasis on specific situations or contexts (Small, 1995, p. 949).

Collaboration and participation enable action researchers to see learners as active participants of research, who play a pivotal role in the process and outcome of the research (matters regarding action research will be further discussed in chapter 3).

The emphasis of action research on learners as the main agents of change and having the potential to determine the nature and process of the research (Mills, 2000, pp. 6-7) aligns with the metacognitive approach, which aimed to assist learners to become the agents of their own learning outcomes, and thus more self-regulated learners. The researcher's role in this approach was to support learners to become more aware of themselves as learners, and their own strategies.

Action research is becoming increasingly important in Indonesian educational contexts, where teachers and lecturers are encouraged to conduct action research in order to make teaching learning processes more effective. However, although lecturers are encouraged by the university and also the Indonesian Higher Education Directorate to conduct action research in our classrooms and in collaboration with English teachers, their implementation of the methodology is rare. Action research, with collaboration, participation, and reflection as its core elements, is consistent with Sanata Dharma University's Ignatian pedagogy described above. Again, however, the focused and rigorous implementation of action research at Sanata Dharma University has not yet been widespread.

#### **1.4 The research aim**

This research aimed to investigate whether a metacognitive approach to teaching reading in an EFL context could facilitate the self-regulation of learners. The research was informed by two key research questions:

1. What does it entail to teach EFL reading in an Indonesian teacher education context utilising a metacognitive approach?

2. To what degree can a metacognitive approach facilitate students to become self-regulated EFL readers?

This research limited its focus to a group of learners studying English in the Primary School Teacher Education Study Program, Sanata Dharma University, Yogyakarta, Indonesia. It does not, therefore, intend to generalise its findings to other contexts of English language learning, since each classroom setting, and also each university, has its own learning culture which makes it a unique place for its learners.

### **1.5 Significance of the research**

This research is significant in that it will contribute to a better understanding of both metacognition and second language learning. The research will go some way to addressing Griffith and Ruan's (2005, pp. 15-16) call for research that investigates the extent to which metacognitive instruction should be promoted within literacy curriculum. These writers point specifically to the dearth of research examining the effect of literacy teaching focusing on strategies versus traditional literacy instruction focusing on skills and knowledge.

This research also goes some way to address Rubin's (2008, pp. 12-13) call for further research on the development of self-regulated language learners:

We need to know more about how to develop teachers' abilities to promote learner self-management. Many teachers genuinely want to help their students to learn to regulate their own learning, but they simply do not know how to go about doing this. In the face of contradictory messages from the literature, possible opposition from their educational establishments, and, perhaps, reluctance from the very students they are trying to help, busy teachers are likely to simply give up and follow the traditional teacher-centred line of least resistance. They need training and support if they are to be willing and able to effectively develop their students' abilities to manage their own learning. How can this goal be achieved?

This research is expected to bear four benefits. First, it will contribute to English teachers' understanding of how to promote learners' self-regulation. Second, it will provide a better understanding of how a metacognitive approach works in a different culture. Third, it will provide insights as to how action research can be implemented in learning English as foreign language programs in the university's environment. Fourth, it may lead to a renewed reading/English learning syllabus which integrates all aspects of the metacognitive approach.

## **Chapter 2. Literature Review**

This chapter explores the literature related to self-regulation and metacognition spanning from the 1970s, particularly as it relates to English language learning. The chapter begins by defining self-regulation and exploring its attributes. An argument is presented for the importance of self-regulation in learning, and in English language learning contexts in particular. The literature related to self-regulation amongst teacher education students, as adult language learners, is then presented. Attention is then turned to metacognition. Definitions are presented and the importance of metacognition in English language learning is discussed. The connections between metacognition and self-regulation are explored, followed by a focus on the elements of metacognition and self-regulation in English language learning. The role of the teacher in promoting self-regulation will be discussed, followed by a review of the context of EFL teaching and learning in Indonesia. The chapter concludes with a summary of key points, identifying a gap in the existing literature which this study seeks to address.

### **2.1 Self-regulation**

This section draws on literature beyond the EFL context to define self-regulation and explore how theorists have elaborated on, and explained, the components and attributes of self-regulation. The importance of self-regulation is discussed and the small body of literature discussing self-regulation in English language learning and teacher education contexts is identified.

#### **2.1.1 Defining self-regulation**

Writers in the area of self-regulation provide different explanations of this construct and acknowledge that there is no simple and straightforward definition (Boekaerts & Corno, 2005). Furthermore, the two terms 'self-regulated learning' and 'self-directed learning' are often used interchangeably in the literature. In their review of the term self-directed learning and self-regulated learning, Loyens, Magda and Rikers (2008, p. 417) found similarities between the two terms in that they both involve active engagement and goal-oriented behaviour as well as the activation of metacognitive skills and awareness.

In their edited handbook on self-regulation, Boekaerts, Pintrich and Zeidner (2000b, p. 4) note that:

...self-regulation is a very difficult construct to define theoretically as well as to operationalise empirically. Nevertheless... self-regulation is an important topic that is highly relevant to the science of the mind and human behaviour.

Zimmerman (1986) provides one of the earliest definitions of self-regulation, explaining it as the degree to which individuals are metacognitively, motivationally and behaviorally active in their own learning. Metacognitively, self-regulated learners display the capacity to plan, monitor, and self-evaluate their learning processes. Motivationally, self-regulated learners see themselves as having the competence, self-efficacy and the autonomy to learn. Behaviourally, self-regulated learners display an ability to create learning environments that promote learning (Zimmerman, 1986). In a later publication, Zimmerman (2000, p. 14) defines self-regulation as referring to self-generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals.

Zimmerman's emphasis on planning and evaluation in self-regulation concurs with the definition of Bruning, et al. (2004, p. 117) who view self-regulated learning as the ability to control all aspects of one's learning, from planning ahead to evaluating performance afterwards. Common in these definitions is that self-regulation involves conscious thinking, affective elements, and concrete actions. These are continually planned and evaluated in relation to goal attainment.

Zimmerman's later work (2000, pp. 14-16) describes three types of self-regulation—behavioural, environmental and covert:

Behavioral self-regulation involves self-observing and strategically adjusting performance processes, such as one's methods of learning whereas environmental self-regulation refers to observing and adjusting environmental conditions or outcomes. Covert self-regulation involves monitoring and adjusting cognitive and affective states, such as imagery for remembering or relaxing.

In elaboration, Zimmerman discusses self-regulation as a cyclical process consisting of forethought, performance or volitional control, and self-reflection. Forethought precedes efforts to act, while volitional control involves processes during efforts that affect attention and action. Self-reflection involves processes after the performance, which influences one's response to the experience.

More recently, Boekaerts and Corno (2005, pp. 204-205) classified self-regulation rather differently; that is, bottom-up and top down. Bottom-up self-regulation is triggered by cues from the environment and acts to prepare students for learning. In this type self-regulation students are searching for well-being and are more concerned with maintaining or restoring positive feelings than with the pursuit of goals. Top down self-regulation is not related to well-being but to the adoption of learning goals which steer the process. It is therefore a mastery/growth process since, in this type of self-regulation, the students pursue their own learning goals in order to improve academic achievements.

While the definitions and descriptions of self-regulation are diverse, they overlap in a number of ways. All involve four essential aspects; planning, monitoring, and evaluation. Understandings of self-regulation are clarified by identifying what the literature describes as the characteristics of self-regulated learners.

### **2.1.2 Characteristics of self-regulated learners**

A number of theorists have attempted to identify the characteristics of self-regulated learners. For example, Zimmerman (1994, p. 5) describes self-regulated students as: (a) self-starters, who display extraordinary persistence on learning tasks; (b) confident, strategic, and resourceful in overcoming problems; and (c) usually active in completing tasks.

At the same time, Borkowski and Muthukrishna (1992, cited in Borkowski & Thorpe, 1994, pp. 49-50) explain the characteristics of self-regulated learners as those who:

- know a large number of learning strategies;
- know when, where and why to these strategies are important;
- select and monitor strategies wisely;
- adhere to an incremental view regarding the growth of mind;
- believe in effort;
- are intrinsically motivated and task-oriented;
- do not fear failure;
- have concrete, multiple images of themselves;
- know a lot about many topics;

- have a history of being supported by parents, schools and society.

Similarly, Boekaerts (1997, p. 162) identified characteristics of self-regulated learners as: being able to rely on internal sources to govern their own learning process; beginning their learning by setting goals; aware of the domain of study including appropriate learning strategies; and having the capacity and motivation to invest the necessary resources to attain their learning goals. Descriptions of self-regulated learners are well summarised by Boekaerts, and Corno (2005, p. 201):

All theorists assume that students who self-regulate their learning are engaged actively and constructively in a process of meaning generation and that they adapt their thoughts, feelings, and actions as needed to affect their learning and motivation.

In sum, self-regulated learners are active in planning, adapting and evaluating their thoughts, feelings and actions which are oriented toward the attainment of learning goals, and they do so in a cyclical way which builds upon their success and failure experiences.

### **2.1.3 The importance of self-regulation in learning**

All authors on self-regulation agree on its importance in learning. It has been argued that “the capacity to self-regulate is central to our assumptions about learning, decision making, problem solving, and resource management in education” (Boekaerts & Corno, 2005, p. 200).

In research concerning academic performance, Zimmerman (1994) found that the inability of students to effectively self-control was a major cause of underachievement. He recommended that, in order for students to develop self-regulation, they need to be provided with choice and control and be able to perform a strategy in whatever way they preferred.

Discussing self-regulation of strategies, Weinstein, Husman, and Dierking (2000) stress the need for students to possess three kinds of strategy knowledge: declarative, procedural and conditional. Declarative knowledge means that students know a repertoire of strategies. Procedural knowledge refers to how students use these strategies, while conditional knowledge refers to students’ ability to know when or when not to apply particular strategies.

The importance of strategies in self-regulation was also demonstrated by Zimmerman and Martinez-Pons (cited in Zimmerman, 1994, p. 11) who found that advanced track students in a high school demonstrated self-regulation strategies such as goal-setting, planning, organising and transforming, rehearsing and memorising, record keeping, self-monitoring, and giving self-consequences. Pintrich and De Groot (cited in Zimmerman, 1994, p. 11) found that self-regulatory strategies predicted students' academic performance better than cognitive strategies.

Self-regulation can take time for learners to develop and Zimmerman (1994) emphasises the importance of task conditions which should not externally compel students to participate, as this will prevent them from self-regulating their motivation. Students must be given choice of their preferred learning methods, such as having the opportunity to work at their own pace. They must also be given choice over their performance outcomes in terms of monitoring and self-evaluating of their outcomes. In addition, they must be given opportunity to choose or control their physical and social environment in order to self-regulate their academic functioning. It can be argued that this is particularly important in EFL learning contexts.

#### **2.1.4 Self-regulation in English language learning**

In recent years, there has been an increase in research on self-regulation and second language learning. Much of this literature has been associated with, and limited to, a discussion of language learning strategies rather than broader aspects of self-regulation (McDonough, 2001, p. 1).

The emphasis on strategy use has perhaps been most influenced by Chamot, a prominent author in English language learning. Chamot and her colleagues (1999, p. 160) argue that self-regulated learners have the ability to coordinate the use of several cognitive strategies such as predicting, visualising, and summarising (for example), especially in reading. These authors also claim that self-regulated learners have an understanding of when and where to use their strategies, as well as how to adapt them to new situations, using processes such as planning, monitoring and evaluation to guide their learning (see section 2.3.2 below).

An study conducted in 2009 with 294 college EFL students in the Philippines (Magno, 2009) found that self-regulatory behaviours (memory strategies, goal-setting, self-



evaluation, taking responsibility and being organising) correlated significantly with a “deep approach” to learning (where students actively and mentally engage with learning materials). Similarly, a study of Saudi EFL students’ writing competence (Alsamadani, 2010) found a relationship between students’ writing competence in English and their self-regulation abilities; the higher their self-regulatory capabilities the higher their scores on a writing test.

Thus, while there has been a strong emphasis on strategy use in EFL, Dornyei (2005, p. 169) argues that strategies are only one of the many interrelated components of self-regulation. Similarly, Tseng, et al. (2006, p. 95) claim that:

The essential aspect of empowering learners is to set into motion the self-regulatory process rather than to offer the instruction of a set of strategies. The latter is undoubtedly a necessary element of the ‘learning to learn’ process but it will be effective if it is supported by an adequate foundation of self-regulatory capacity in the learners.

As EFL learners in teacher education contexts are adults, an understanding of theories of adult learning is imperative to best understand their learning needs and how they can be best supported to become self-regulated language learners.

### **2.1.5 Teacher education students as adult self-regulated language learners**

Adult learning theory has been a focus of educational research and writing since the 1920s yet, as one of the contemporary leaders in the field (Merriam, 2001a, p. 3) states:

...we have no single answer, no one theory or model of adult learning that explains all that we know about adult learners, the various contexts where learning takes place, and the process of learning itself.

While acknowledging this evolving nature of the field, Merriam (2001b, p. 96) outlines a number of key contributions of the existing literature to our understanding of adult learning. Firstly, adult learners are perceived holistically as having a mind, memories, conscious and subconscious worlds, emotions, imaginations, and a physical body which interact with their learning. Secondly, the learning process is conceived as involving more than the systematic acquisition and storage of information, being rather a process of sense-making of our lives which transform both what we learn and the way we learn. In addition, learning involves informal interaction with others. Thirdly, adult learning theory claims that the context where learning takes place is

important. Recently, Merriam (2008, p. 93) highlighted the key role played by educators working with adult learners:

The one thing that all of us educators of adults have in common, regardless of our work setting or learner population, is that facilitating learning is at the heart of our practice... the more we know about how adults learn the better we are able to structure learning activities that resonate with those adult learners with whom we work.

Having a good understanding of the complexities of adult learners is essential for teachers in second language learning contexts since learning a second language can present significant difficulty for many adults. As Horwitz and Cope (1986, p. 128) explain:

Authentic communication... becomes problematic in the second language because of the immature command of the second language relative to the first. Thus, adult language learners' self-perceptions of genuineness in presenting themselves to others may be threatened by the limited range of meaning and affect that can be deliberately communicated. In sum, the language learners' self-esteem is vulnerable to the awareness that the "true" self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with math or science. Probably no other field of study implicates self-concept and self-expression to the degree that language study does.

In supporting adults to learn a second language, teachers need to recognise that adult learners carry with them their own dispositions, self-concepts, beliefs, expectations, and prior experiences about language learning. Knowles, Holton and Swanson (2005), highlight some of the issues in supporting adult learners to become self-regulated learners (they use the term "self-directed"):

Adults have a self-concept of being responsible for their own decisions, for their lives. Once they arrived at that self-concept, they develop a deep psychological need to be seen by others and treated by others as being capable of self-direction. They resent and resist situations in which they feel others are imposing their wills on them. This presents a serious problem in adult education: The minute adults walk into an activity labelled "education," "training," or anything synonymous, they hark back to their conditioning in their previous school experience, put their dunce hats of dependency, fold their arms, sit back, and say "teach me" (Knowles et al., 2005, p. 65).

Garrison (1997, p. 2) states that self-directed learning should integrate external management, internal monitoring and motivational issues, and be understood as:

...an approach where learners are motivated to assume personal responsibility and collaborative control of the cognitive (self-monitoring) and contextual (self-management) processes in constructing and confirming meaningful and worthwhile learning outcomes.

The adult educator will thus be most effective if they recognise the need to help learners reach their short and long term learning goals.

A number of quite recent studies have focused specifically on the development of self-regulation in adult language learning. For instance, a study on EFL writing competence of adult Saudi students (Alsamadani, 2010, p. 60) found that teachers play a key role in developing learners' self-regulation by being self-regulated themselves. Alsamadani (2010, p. 60) claims that:

...self-regulation is important for EFL writing teachers. EFL teachers continually need to reflect upon their teaching strategies and activities. Therefore they must monitor and evaluate their own teaching and ensure that their objectives and expectations are met.

The important role of the teacher in facilitating self-regulation is further emphasised by Ferreira and Simao (2012, p. 2):

...the role of the teacher is crucial when promoting SLR (self-regulated learning) strategies in students because there is a need for systematic and contingent interaction between students and a skillful model, such as their teacher.

Ferreira and Simao's study suggests that developing self-regulated learning strategies in students from early on in the classroom is possible while accomplishing mandatory tasks from the curriculum. Self-regulation is thus important for teacher education students, particularly in the context of second language learning.

The following section considers the literature concerning metacognition including its relationship to self-regulation.

## **2.2 Metacognition**

The previous discussion of self-regulation has already established a close connection between the development of self-regulatory skills, English language learning and adult learners. This section will set out to establish the connection between metacognition and self-regulation as some writers use these two terms loosely and interchangeably and do not distinguish between the two (as claimed by Boekaerts, Pintrich, & Zeidner, 2000a, p. 752).

### 2.2.1 Defining metacognition

There has been no single accepted definition of metacognition. Since its earliest mentions in the literature in the 1970s, writers in the area of metacognition have provided different explanations. Flavell (1976, p. 232), for example, defines metacognition as:

One's knowledge concerning one's own cognitive processes or products or anything related to them... it refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective.

Three years later, Flavell (1979) further defined metacognition as knowledge and cognition about cognitive phenomena, through which cognitive monitoring is accomplished. Much later, Brown (1987, p. 65) defined metacognition as knowledge and control of one's own cognitive system (p. 66). Bruning (2004) further described metacognition as knowledge one has about his or her thought processes and Anderson (2002, p. 1) defined it simply as thinking about thinking. Anderson's work discusses metacognition as combining various thinking and reflective processes, and consisting of five primary components: 1) preparing and planning for learning; 2) selecting and using strategies; 3) monitoring strategy use and learning; 4) orchestrating various strategies; and 5) evaluating strategy use and learning.

What can be usefully extracted from these definitions is that, in order for learners to be successful in learning, they have to have the knowledge about themselves as learners and about their cognitive processes. Having this knowledge, however, is not sufficient to be successful. They also need to learn to regulate their thinking processes, motivation and behaviour to achieve a desirable learning outcome. Both knowledge and regulation are required.

### 2.2.2 Typology of metacognition

Having explored various definitions of metacognition, it is relevant to now outline a number of typologies used to discuss aspects of metacognition.

According to Flavell (1979, p. 906), cognitive phenomena consists of four elements: metacognitive knowledge; metacognitive experiences; goals (or tasks); and actions (or strategies). *Metacognitive knowledge* refers to "that segment of your (a child's, an

adult's) stored world knowledge that has to do with people as cognitive creatures and with their diverse cognitive tasks, goals, actions, and experiences” (p. 906). It is knowledge or beliefs about factors that influence the outcome of cognitive activity and consists of three kinds of knowledge relating to person, task and strategy (p. 907). *Metacognitive experiences* refer to “any conscious cognitive or affective experiences that accompany and pertain to any intellectual enterprise” (p. 906). *Goals* are related to the objectives of a cognitive enterprise, while *strategies* (cognitive and metacognitive) refer to cognitions or behaviours to achieve objectives; they are activated by metacognitive experiences in order to attain those objectives (pp. 906-907). Cognitive strategies are used to produce cognitive progress, while metacognitive strategies are used to monitor it (p. 908).

A number of authors have expanded on Flavell’s concept of metacognition. Wenden (1987, p. 576) added the affective “attributes and states” to Flavell’s dimensions of person knowledge, all of which are cognitive in nature. Wenden’s work emphasises how these affective attributes and states facilitate or inhibit learning.

Brown’s (1987, pp. 67-68) framework for understanding metacognition classified it into *knowledge* of cognition and *regulation* of cognition. Knowledge of cognition consists of three components; that is, declarative knowledge (knowledge about ourselves as learners and what influences our performance), procedural knowledge (knowledge about cognitive strategies), and conditional knowledge (knowing when or why to use a strategy). Regulation of cognition refers to how learners regulate learning. The processes include planning activities, monitoring activities during learning and checking outcomes (evaluating). These two forms of metacognition are closely related, each building on the other recursively.

In her research on the complexity of computer learning, Phelps (2002) presents her metacognitive model as consisting of three major elements—affects, motivation, and strategies with reflection lying at the centre of metacognitive learning. Reflection on these three key elements relates to the learners’ past experiences, current learning contexts, and preferred future.

Efklides (2008) builds on Flavell’s (1979) early framework, explaining the importance of understanding three facets of metacognition: metacognitive knowledge,

metacognitive experiences and metacognitive skills. *Metacognitive knowledge* is declarative knowledge consisting of: 1) metacognitive task knowledge involving task categories and their features, the relationship between tasks, as well as the way tasks are processed; 2) metacognitive strategy knowledge involving knowledge of multiple strategies as well as the conditions for their use; and 3) metacognitive goal knowledge referring to knowledge of goals people pursue in relation to specific tasks or situations (p. 278). *Metacognitive experiences* refer to the person's awareness and feelings when coming across a task and processing the information related to it; they are the person's understanding of task features, the fluency of and the efforts exerted on cognitive processing toward the set goal (p. 279). *Metacognitive skills* refer to procedural knowledge, which is the conscious use of strategies in order to control cognition (p. 280).

Metacognitive skills should be differentiated from cognitive skills. Cognitive skills assist an individual in performing a task while metacognitive skills function to facilitate understanding and the regulation of performance. Schreiber (2005, p. 219) states that accomplished learners exhibit the capacity to use a variety of metacognitive skills in both the construction of new knowledge and in the process of improving their ability to learn.

In order for learners to grow cognitively, they need to develop self-awareness and self-regulation by learning to be self-directed, strategic and self-reflective. Cognitive psychology and instruction experts such as Bruning, et al. (2004, p. 7) reiterate this idea when they state that development of self-awareness and self-regulation is critical to cognitive growth. They argue that cognitive psychology has consistently promoted the idea of a self-directed, strategic, reflective learner and this idea has been supported by a large body of research in metacognition, which generally refers to two dimensions of thinking: (1) the knowledge students have about their own thinking and (2) the ability to use this awareness to regulate their own cognitive processes.

The concept of metacognition has been applied to the specific context of English language learning, as discussed below.

### 2.2.3 The importance of metacognition in English language learning

It has been argued in the previous sections that possessing metacognitive knowledge and being able to self-regulate or monitor cognitive processes are key to successful learning. This is particularly so in relation to foreign language learning where, in order for students to develop into effective language learners, they need to regulate their affective states and strategies.

Devine (1993) reviewed the literature related to the role of metacognition in second language reading and writing over two decades and offered thoughts about the ways this research could enhance our understanding of reading-to-write in a second language. Devine's (1993, p. 109) review emphasises that possessing a strong metacognitive knowledge base is critical to successful learning and, in metacognitive terms, a good learner is one who has ample metacognitive knowledge about the self as learner, about the nature of the cognitive task at hand and about appropriate strategies for achieving cognitive goals. This statement suggests that what differentiates a good learner from a weaker learner is the possession of metacognitive knowledge, which consists of their knowledge about themselves as learners, their understanding about what the learning tasks demand of them and how they go about doing the tasks, which require the accessibility and employability of learning strategies. Drawing on a typology of metacognition as consisting of knowledge, experiences, cognitive monitoring, and strategy use, Devine (1995) recommended further research that:

attempts to clarify the interaction among metacognitive knowledge (*person knowledge, task knowledge, and strategy knowledge*) and performance (or use of strategies) and success in reading, among instruction and metacognitive awareness and strategy use, among language proficiency and metacognitive knowledge and metacognitive strategies, and between metacognitive knowledge and strategy use in the L1 and L2 (p. 114).

Most of the work which has related metacognition to English language learning has focused on literacy, particularly reading. For example, Schreiber (2005, p. 219) asserts that metacognition, as a multilevel construct, is strongly associated with successful reading development and the emergence of literacy, emphasising that metacognition is teachable. Similarly, Griffith and Ruan (2005, p. 16) argue that metacognition is a key to successful literacy learning. Learners with high levels of metacognitive ability are able to monitor and regulate their language learning processes to accomplish the

learning goals they set. More importantly, supporting language learners in developing self-regulation mechanisms should be an important aspect of literacy instruction.

The role of the teacher in supporting learners' development of self-regulation in reading is crucial. Pressley (2005, p. 397), a prominent reading researcher, reminds teachers (as well as students) that the development of reading skills and associated metacognition takes a long time. This is especially true for EFL readers, as they learn to comprehend the numerous codes in a text written in a foreign language. In order for them to improve their comprehension of a text, they need to develop monitoring strategies, among others. Monitoring is essential to produce metacognitive understandings that permit intelligent choices about how to proceed with tasks. Pressley claims that students' reading capacity will never reach its full potential until we figure out how to best teach students to monitor their thinking and learning well (p. 399).

Metacognition in reading has been associated with reflection and awareness. Ruddle and Unrau (2004, p. 106) state that metacognitive thoughts arise from reflections on our internal representations of reality or on cognitive processes related to constructing knowledge or solving problems, including processes like reading. Learners' reflections on their thinking processes while reading will help them regulate their reading experiences. This point is emphasised by Samuels, Ediger, Willcutt and Palumbo (2005, p. 48) who state that once readers' metacognition alerts them to an inconsistency in the text (through reflections), they must then be motivated to take appropriate action to self-regulate their learning. If readers believe in their ability to deeply process texts they may be more likely to employ metacognition and implement corrective strategies as difficulties in comprehension arise, in order to enhance their reading experience.

Griffith and Ruan (2005, p. 4) relate metacognition to awareness and judgment in reading and discuss how, as we read, we momentarily stop our reading in order to gain more information from, for example, letter combinations, syntax and etymology. Such awareness is important in enhancing the reader's regulation of the processes that lead to comprehension.

Metacognitive readers have the ability to mentally step outside of themselves and view themselves as learners faced with particular learning tasks (Graves, Juel, &



Graves, 2001, p. 18). By doing so they can generate thoughts, feelings, strategies and behaviours that help them attain their learning goals (Schunk & Zimmerman, cited in Graves et al., 2001, p. 18). In other words, they become more self-regulated learners.

Metacognition has also been identified as related to the development of critical thinking in reading. Griffith and Ruan (2005, p. 10) stress the importance of readers developing critical literacy skills in order for them to develop text understanding. The goal of metacognitive literacy instruction, they claim, is for students to develop metacognitive awareness and self-regulatory mechanism to support problem-solving when they are engaged in literacy related activities (p. 12). This metacognitive instruction aims at supporting students to form a learning system that aligns assessment of one's cognitive resources with the execution of the task specific strategies in different learning situations (p. 12).

Referring to earlier works — Anderson and Rubano (1991), Clay (1991) and Vacca and Vacca (1996) — Underwood (1997, p. 2) states that the ability to "think about thinking" during reading is critically important for beginning *and* accomplished readers. He applies Flavell's typology (as discussed earlier) to the area of reading, discussing two processes involved in reading: metacognitive knowledge and regulation.

A number of researchers have documented the effect of metacognition on reading. A second language author from South Africa, Maqsdud, (1997, p. 2) claims that school children who apply metacognitive strategies more often and more effectively tend to be better readers than those who are not in the habit of using metacognitive strategies. Self-regulated readers have metacognitive knowledge about themselves, the reading tasks they face, and the strategies they can employ in completing the tasks (Graves et al., 2001, p. 18). Graves et al., suggest that readers can employ metacognitive knowledge before reading, during reading and after reading (Graves et al., 2001, p. 18). They further state that to become an effective reader, a learner must demonstrate active awareness of his/her comprehension while reading and the ability to use fix-up strategies when comprehension breaks down. Lack of such metacognitive skills is debilitating, as shown by poor readers (Graves et al., 2001, p. 19). In addition, the goal of reading instruction is to assist as many students as possible to make the effort to be as metacognitive as possible. They note that virtually all reading

authorities agree that being metacognitive is essential to become a proficient reader (p. 20).

To conclude, Graves et al. (2001, p. 317) assert that good readers are metacognitive; that is, they monitor their comprehension. In monitoring comprehension, readers focus on what they want to gain from a text and their understanding—or lack of understanding—of the text as they are reading. This ability leads to their use of whatever strategies they need to maintain or improve comprehension.

How strategies are manifested in learning English in general and reading in particular is explained by Duzer (1999, p. 2) when he describes fluent readers as possessing the following characteristics. First, they read with a purpose and understand the purpose of different texts. Second, they read quickly, automatically recognising letters and words, maintaining a flow that allows them to make connections and inferences that make the text understandable. Third, they use a variety of strategies, depending on the text, to read efficiently. Fourth, they interact with the text, making use of background knowledge as well as information on the printed page. Fifth, they evaluate the text critically. Sixth, they expect to understand the text and get meaning from it, and seven, they usually read silently.

Learners thus need to learn to be strategic readers. In order to become strategic readers, learners employ certain strategies. “Strategic reading means not only knowing what strategies to use, but knowing how to use and integrate a range of strategies” (Anderson, 2003, p. 76). This implies that learners first of all need to be aware of the strategies they want to use and then learn how to use those strategies in reading. “Strategic reading is the ability of the readers to use a wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties (Anderson, 2003, p. 68). He further argues that “the text, the reader, fluency and strategies combine together define the act of reading (p. 68).”

In the case that students do not yet possess sufficient strategies, they need to learn to regulate those strategies in reading in order to be strategic readers. Being a strategic reader refers to an ability of the reader to use a variety of strategies to accomplish a purpose, as good readers know what to do when they encounter difficulties (Anderson, 2003, p. 68). The importance of acquiring and using strategies in reading is

also emphasised by Pressley, one of the leading researchers in reading, when he states that students need to use strategies more, and with fluency, and that self-regulated, fluent use of the reading comprehension strategies used by the best readers should be the goal of instruction (Pressley, 2005, p. 397). Similarly, O'Malley and Chamot (cited in Anderson, 2003, p. 76) stress the importance of students' use of a wide range of reading strategies that match their purpose for reading and that teaching them how to do this should be a prime consideration in the reading classroom.

Reading, however, is not just a cognitive activity but also an affective endeavour. It requires a high level of interest as Samuels et al. (2005, pp. 48-50) express:

A high level of interest in the reading material must be maintained or else readers' attention will stray, comprehension becomes unimportant and metacognition will become disengaged. Readers also need to know where they are directing their attention, i.e. to a high order thinking skills (metacognition). In addition, they need to recognize distractions and direct their attention to immediate reading goals. Once they have insights of something they did not know before, metacognition become fully automatic.

In other words, thinking about the reading material helps one to think beyond the text.

In summary, an established body of literature identifies the importance of metacognition in English language learning, particularly with regard reading, and documents the potential of metacognitive learning strategies in building effective EFL learners.

#### **2.2.4 Linking metacognition and self-regulation**

Metacognition and self-regulation have been connected, as concepts, by a number of writers in the field. While Zimmerman and Bandura (1994) state that self-regulation integrates learning behaviours, motivation and metacognition (i.e. that metacognition is a component of self-regulation), Boekaerts, Pintrich and Zeidner (2000a, p. 752) argue that the distinction between the two is more ambiguous and that definitions overlap. They elaborate as follows:

Metacognition is commonly construed as the awareness individuals have of their personal resources in relation to the demands of particular tasks, along with the knowledge they possess of how to regulate their engagement in tasks to optimize goal-related processes and outcomes... self-regulation may be viewed as the more comprehensive terms, embracing both metacognitive knowledge and skills, as well as motivational, emotional and behavioural monitoring and control processes. However, there is little consensus on the nature of the relationship among these terms.

While Boekaerts, Pintrich and Zeidner acknowledge an absence of consensus regarding the nature of the relationship between metacognition and self-regulation, other authors discuss commonalities between these fields and suggest more research about the mechanisms which build and connect metacognition and self-regulation.

Dismore, et al. (2008, p. 404) discuss the commonalities between metacognition, self-regulation and self-regulated learning, stating that there is:

an undeniable conceptual core binding the three constructs, namely that individuals make efforts to monitor their thoughts, actions and acts accordingly to gain some control over them. It is, in effect, a marriage between self-awareness and intention that aligns these bodies of work.

These authors trace the historical usage of the terms, and are worth quoting at some length in this regard:

As the prominence of metacognitive strategies grew and the relation between self-awareness and cognitive response took hold, metacognition began to venture into the realm of behavior more associated with self-regulation. Moreover when self-regulation began the cognitive realm rather than the psychological or behavioural domains, its correspondence with metacognition became increasingly pronounced. What remains to us as a distinction, however, are the differential emphases on the role of the environment. For many self-regulation researchers, it is the environment that stimulates individuals' awareness and their self-regulatory responses. In contrast, those researching metacognition, look to the mind of the individual as the initiator or trigger for subsequent judgements or evaluations. (p. 405).

In a similar vein, Fox and Riconscente (2008, p. 386), in their historical review of the work of James, Piaget and Vygotsky, state:

Metacognition and self-regulation are parallel and intertwining constructs that are clearly distinct yet mutually entailed both developmentally and in their functions in human thought and behavior. Neither subsumes nor subordinates the other.

Another attempt to clarify the relationship between metacognition, self-regulation and self-regulated learning is made by Kaplan (2008, p. 479):

The three concepts do not capture unique, mutually exclusive theoretical meanings, but rather that they are subtypes of the same general phenomenon of self-regulated action.

Rather than dwelling on the theoretical debates about the relationship between metacognition and self-regulation, Lajoie (2008, p. 472) stresses the need to do more research into how metacognition, self-regulation and self-regulated learning interact:

The interaction between how the environment can stimulate individual awareness and how the mind serves as an initiator for judgments and evaluations need further explorations. The

results of such research can serve to illuminate the mechanism of metacognition, SR, and SRL that can lead to appropriate instructional interventions to promote thinking and learning.

Griffith and Ruan (2005) also call for more research to illuminate the mechanism of metacognition, self-regulation and self-regulated learning particularly in English language learning and literacy. They argue that metacognition is a key to successful learning and that learners with high levels of metacognitive ability are able to monitor and regulate their learning processes to accomplish the learning goals they set. They further assert that supporting learners in developing self-regulation mechanisms should be an important aspect of literacy instruction.

In summary, metacognition and self-regulation are understood as related concepts, with metacognition beginning in the mind and self-regulation beginning in the environment (see for example, Dinsmore, et al., 2008 above). There is the potential for metacognition and self-regulation to be reconciled, since the two constructs use overlapping concepts. One way to facilitate our understanding of the two constructs is by doing more research in the learning context, as suggested by Griffith and Ruan (2005) above.

The following section discusses elements of metacognition and self-regulation in English language learning.

## **2.3 Elements of metacognition and self-regulation**

As established in the previous sections, authors in the fields of metacognition and self-regulation discuss various elements contributing toward metacognition and self-regulation. This section reviews the literature related to these elements, and is structured through a three-part framework, namely: knowledge and regulation of affects; knowledge and regulation of strategies; and knowledge and regulation of learning task demands.

### **2.3.1 Knowledge and regulation of affects**

Flavell's work makes reference to "person knowledge", which refers to learners' knowledge about themselves as learners—their self-awareness (Flavell, 1979). Wenden (1987, p. 576) added affective attributes to Flavell's dimensions of person knowledge. Other writers, however (for example Phelps, 2002) use the term "affects"

or “knowledge and regulation of affects” to refer to these elements. In this thesis, the term “affects” has been used in preference to “person knowledge” and constitutes motivation, attitudes, volition, feelings, attribution, learned helplessness, and self-efficacy (based on Phelps, 2002).

Despite the importance of affects for formal learning, little research has been conducted into how students regulate these affective factors. Pintrich (2000, p. 461) laments the lack of research in this area when he says:

In the same manner that learners can regulate their cognition, they can regulate their motivation and affect. However, there is not much research on how students can regulate their motivation and affect as there has been on regulation of cognition, given all the research in metacognition and academic learning by cognitive and educational psychologists.

In the following, discussion regarding affective states in language learning will be structured in six sections, namely: motivation and attitude, volition, feelings, attribution, learned helplessness, and self-efficacy.

### **Motivation and attitude**

Motivation and attitudes have traditionally been discussed as related concepts (Gardner & Lambert, 1972). The study of motivation in second language acquisition often refers to the distinction between integrative and instrumental orientations of the learners (see Gardner and Lambert, 1972), although integrative motivation loses its explanatory power in many EFL contexts and is almost indistinguishable from instrumental orientations due to a globalizing world (Lamb, 2004a, p. 3). In the current world, “individuals may aspire towards a ‘bicultural’ identity which incorporates an English-speaking globally-involved version of themselves in addition to their local L1-speaking self” (Lamb, 2004a, p. 3). Motivation is also typically examined in terms of intrinsic and extrinsic motives of learners. The ability to combine intrinsic and extrinsic motivation can enhance learning. Regarding the distinction between intrinsic and extrinsic motivation, Dornyei (1994, p. 276) states:

Recent research on intrinsic/extrinsic motivation has shown that under certain circumstances—if they are sufficiently *self-determined* and *internalized*—extrinsic rewards can be combined with intrinsic motivation.

In the long run, however, intrinsic motivation has more power to trigger learners to continue learning a foreign language than extrinsic motivation, particularly when

learners are given choice to acquire new information in the foreign language (Chamot, 2009b).

A prominent author in second language learning, Brown (2007, p. 170) alerts teachers, researchers and students about the complexity of motivation in language learning. He believes that motivation is something that can be global, situational or task-oriented and that learning a foreign language requires some elements of all three levels of motivation. For example, a learner may possess high “global” motivation but “low” task motivation to perform well on the spoken mode of language.

Teachers’ and researchers’ understanding of the role of motivation and attitudes in language learning can be enhanced through an understanding of motivation and attitudes from the perspective of metacognition theory. Borkowski et al. (1994) assert that metacognitive theory is particularly suited for understanding the interfaces of motivation, attitudes and cognition. Such a perspective emphasises the need to promote strategy-based actions, and that these directly influence self-concept, attitudes about learning and attributional beliefs about personal control. These, in turn, determine the course of new strategy acquisition, the likelihood of strategy transfer and the quality of self-understanding about the nature and function of mental processes (p. 54).

Strategy-based actions rely upon the connections between metacognitive knowledge and motivational-attitudinal factors (Borkowski et al., 1994, p. 55). Borkowski et al. remind us, however, of the difficulty of understanding motivational states in that they are not always easy to identify, even though they often direct and energise human behaviour. They also play more subtle roles in determining the actual strength, shape or functioning of cognitive processes (Borkowski et al., 1994, p. 301).

The importance of motivation in language learning in general, and reading in particular, should not be understated. Readers’ metacognition can alert them to an inconsistency in the text. However this awareness also should be followed by the motivation or determination to take an appropriate action to self-regulate their learning (Samuels et al., 2005, p. 48). These authors also argue that readers’ belief in their ability to deeply process texts may urge them to employ metacognition and implement corrective strategies in order to deal with problems in comprehending texts

(p. 48). In short, motivation and attitudes are important for language learning success. Their role in language learning can be enhanced from the perspective of metacognition theory, where learners will be alerted to problems arising in reading and motivated to implement strategies to correct these problems.

### **Volition**

The importance and relevance of volition in developing self-regulation was proposed by Zimmerman (1994, p. 8), when he argued that merely wanting to self-regulate learning is not enough. Students, he asserts, must exert effort to self-regulate their academic performance outcomes and must also possess the ability to protect their intentions from distracting or competing intentions. Zimmerman claims are based on Corno's (1989, cited in Zimmerman, 1994) work on the importance of volition and Flavell's (1979, cited in Zimmerman, 1994, p. 8) discussion of personal control of performance through monitoring cognitive processes.

Volition is similar to self-determination, which might be understood as a sense of control individuals have over experience (Borkowski et al., 1994). These authors further argue that persistent, incremental learners demonstrate the capacity to search out tasks that allow for learning opportunities to occur and understand that their success is due, in part, to the acquisition of appropriate cognitive knowledge. In contrast to learners who possess self-determination, helpless learners do not believe in effort when facing difficulties and tend to relate failure to luck or ability (Borkowski et al., 1994, pp. 61-62).

The importance of volition in developing self-regulation in learning is emphasised by Corno, a well-known theorist and researcher of homework, self-regulation and volition, and Bokaerts, a Dutch psychologist who studies well-being (Boekaerts & Corno, 2005). These writers state:

Volitional strategies such as time and resource management, prioritising goals and marking completed tasks are important in school as well as in life beyond. Conditions of difficulty that trigger the need for volitional control may include felt friction due to unrealistic assessments of task conditions, task overload, and inability to mesh academic and non-academic goals (p. 205).

They go further to suggest that:



Better evidence is needed of how volitional strategies influence students' abilities to manage their work along the mastery or growth track, and help them orbit back to productive mastery goals once they have become overly concerned about well-being. When students have *access* to well-refined volitional strategies manifested as good work habits, they are more likely to (1) stay on the growth track (i.e. volition strategy use supports top-down SR) and (2) get off the well-being track when a stressor blocks learning (i.e. volition strategy use helps students recover from maladaptive forms of bottom-up SR and supports the environmental cues that lead to adaptive forms of bottom-up SR). Accessible volition strategies function something like the switching track of a railway system; by turning all other lights to red they can keep students on the mastery track *or* re-route them toward goals for productive mastery in the face of detracting environmental cues (p. 206).

In light of this, volition can be differentiated from motivation. While motivation denotes commitment (goal setting), volition denotes follow-through (protecting goals). Therefore, an explication of goal pursuits in education requires accounting for both motivation and volition (Corno, cited in Bembenuddy, 2009, p. 7).

### **Feelings**

In addition to motivation, attitudes and volition, feelings play an important role in developing learners' self-regulation.

Hutchinson and Walter (1987) note that learners are not only thinking beings but also emotional beings who will not use their cognitive ability unless their emotional needs have been met. Despite its importance, the emotional aspect of learning English as a foreign language has mostly been overlooked:

...while research attempted to explain differential success in language learning in terms of cognitive abilities, it overlooked an essential aspect of language learning: the feelings of the learner toward language learning and the particular foreign language to be learned. To discuss foreign language learning without considering the emotional reactions of the learner to language learning, was and remains a serious oversight (Horwitz, 1995, p. 574).

Horwitz goes on to explain how emotionally demanding the experience of learning a foreign language is:

Foreign language learning demands a level of personal engagement unlike that of any other subject-matter studied in academic settings. Foreign language educators have long recognized that learning a second language is not an abstract exercise of memorizing vocabulary words and applying grammatical rules... the language learner must also deal with the stress and ambiguities of communicating within the parameters of unfamiliar culture. Many foreign language learners thus find the basic requirements of foreign language learning inherently stressful (p. 575).

Learners need to develop positive affective responses to task demands and task outcomes and modify their affective states, such as pride, sadness or joy in order to strengthen the development of the self and metacognitive systems (Borkowski et al., 1994). Achievement distress — such as self-blame, humiliation and self-derogation — may occur when learners believe that they are unable to manage events that others seem able to control (Covington, 1987, cited in Borkowski, et al., 1994, p. 63) and this condition may result in failure. Covington and Omelich (1979, cited in Borkowski, et al., 1994, p. 63) suggest that failure may lead to decreasing expectations, which in turn may hinder learners' affective and metacognitive development. While emotional responses to success and failure may foster metacognitive development (Borkowski, et al., 1994, p. 64), these writers argue that the failure to develop such responses, and metacognitive skills and knowledge, may lead to poor performance and the reinforcement of negative perceptions and beliefs (p. 65).

### **Attribution**

Attribution is concerned with people's explanation for the cause of an event, which in turn influences subsequent behaviour (Martinko, 1995, p. 8). Referring to Weiner et al., Martinko (1995, p. 9) mentions two dimensions of attribution, that is, locus of causality and stability. Locus of causality refers to whether the individual believes the cause for success or failure is internal or external, while stability refers to the degree a cause is anticipated to change or be stable over time. Writers in the area of attribution (Abramson, Seligman, and Teasdale, cited in Campbell & Martinko, 1998, pp. 176-177) identify four dimensions of attribution: locus of causality, stability, globality, and controllability. Locus of causality refers to the location of the cause of an event, which is either internal or external to the self. Stability refers to the degree a cause is anticipated to change or be stable over time. Globality refers to the how pervasive the cause is in other situations in the person's life. Controllability refers to whether an actor believes they can control the cause of an event or not.

The seminal work of psychologist Bernard Weiner (cited in Brown, 2007, p. 157) concerning attribution theory focuses on how people explain the cause of their success or failures. Weiner, and others, describes attribution theory in terms of four explanations for success and/or failures in achieving a personal objective: ability, effort, perceived difficulty of a task and luck (cited in Brown, 2007, p. 156). According

to Weiner (cited in Brown, 2007), learners tend to explain, that is, attribute, their success on a task according to these four dimensions.

In his research on attributions and perceptions of self-efficacy during self-regulated learning by remedial readers, Schunk (1989, p. 18), found that attributional feedback and strategy instruction have important effects on achievement outcomes. In his research on attribution and foreign language learning, Peacock (2010, p. 1) found that attribution affects proficiency, effort and persistence in EFL learning. Thang et al. (2011, p. 459) found that, in the Malaysian context, external factors play a vital role in moulding attributions due to communal characteristics such as high respect for teachers and self-critical tendency.

### **Learned helplessness**

A widely cited outcome of poorly functioning metacognition in average learners is learned helplessness (Dweck, 1987, cited in Borkowski, et al., 1994, p. 68). Learned helplessness is viewed as:

a debilitating cognitive state in which individuals often possess the requisite skills and abilities to perform their jobs, but exhibit suboptimal performance because they attribute prior failures to causes which they cannot change, even though success is possible in the current environment (Martinko & Gardner, cited in Campbell & Martinko, 1998, p. 173).

In their article entitled “Learned helplessness: An alternative explanation for performance deficits”, Martinko and Gardner recommend attribution training to minimise learned helplessness. They suggest that students:

... be taught to attribute inappropriate failure to specific, external, and unstable dimensions while inappropriate success be attributed to general, and stable dimensions (1982, p. 202).

Learned helplessness occurs when learners, children and adults alike, believe that ability rather than effort is the cause of success. This belief results in learners’ failure to apply effort because they perceive it to be useless (Borkowski et al., 1994, p. 68).

Learned helplessness might be contrasted with empowerment; a cognitive state that results in increased intrinsic task motivation (Thomas & Velthouse, cited in Campbell & Martinko, 1998, p. 173). Empowerment and learned helplessness might be considered two ends of the same continuum and reciprocal rather than as separate constructs (Campbell & Martinko, 1998, p. 199).

## Self-efficacy

Closely related to attribution and learned helplessness is self-efficacy. "Self-efficacy is the belief we have in our capability to succeed at any chosen endeavour" (Bandura, Brim, Dustman, & Safford, 1995, p. 66). It concerns beliefs about one's capabilities to organise and implement actions necessary to attain designated performance of skill for specific tasks (Zimmerman, 2000, p. 14).

Bandura was the first social psychologist to describe the importance of self-efficacy beliefs for success in learning and life. In his seminal work, Bandura (1977, p. 93) differentiates outcome expectancy from efficacy expectation as follows:

An outcome expectancy is defined as a person's estimate that a given behaviour will lead to certain outcomes. An efficacy expectation is the conviction that one can successfully execute the behaviour required to produce the outcomes. Outcome and efficacy expectations are differentiated, because individuals can believe that a particular course of action will produce certain outcomes, but if they entertain serious doubts about whether they can perform the necessary activities such information does not influence their behaviour.

In a later article, Bandura, et al. (1996, p. 1206) asserts that:

Efficacy beliefs influence aspirations and strengths, level of motivation and perseverance in the face of difficulties and setbacks, resilience to adversity, quality of analytic thinking, causal attributions for success of failures, and vulnerability to stress and depression.

Gundlach et al. (2003) describe the relationship between emotional intelligence, attribution and self-efficacy, suggesting that:

...leaders and managers, *but also teachers*, develop interventions that enhance objective causal reasoning by stimulating emotional intelligence capacities in order to help employees (students, added emphasis) with low self-efficacy (p. 243).

Borkowski et al. (1994, p. 64) argue that learners who feel good about themselves and their ability, that is, those who are intrinsically motivated to learn and demonstrate effort-related attributions, are more likely to believe in strategy-related behaviour and to develop complex, mature strategy knowledge, and these self-perceptions and beliefs may differentiate the development of metacognitive capacity among successful and less successful learners (Heckhausen, in Borkowski, et al., 1994, p. 65) as well as their self-esteem (Carr & Borkowski, cited in Borkowski, et al., 1994, pp. 65-66). Underlying the issues and questions about the role of self-esteem in language learning are these foundational concepts of attribution and self-efficacy (Brown, 2007, p. 156).

When a learner possesses a high sense of self-efficacy, that is, they feel capable of carrying out a given task, they may devote an appropriate degree of effort to achieving success. A learner with low self-efficacy may quite easily attribute failure to external factors; a relatively unhealthy psychological attitude to bring to any task (Brown, 2007, p. 156). Attributional beliefs are of particular importance for metacognitive development because children and adults alike must first believe in the importance of their strategy-related effort (Clifford, cited in Borkowski, et al., 1994, p. 64).

The discussion in this section indicates the importance of affects in supporting learning success. In order for learners to enhance their success, they need to develop the knowledge and capacity to regulate affects, particularly those that might debilitate learning.

### **2.3.2 Knowledge and regulation of strategies**

The importance of strategies in learning is clear from the literature. Bruning, et al., (2004, p. 7) reminds teachers and students alike that possessing knowledge and skills is insufficient unless students are equipped with learning strategies and the ability to reflect on what they have learned. In other words, developing strategy knowledge is an important component for building a strong metacognitive knowledge (Flavell, 1979; Borkowski, 1994; Chamot, et al., 1999).

Before exploring strategy knowledge further, it is important that teachers and researchers be familiar with definitions of strategy, particularly in English language learning. Foreign or second language (L2) learning strategies are specific actions, behaviours, steps, or techniques students use, often consciously, to improve their progress in comprehending, internalising and using the L2 (Oxford, 1994, p. 1). O'Malley and Chamot (1990) define strategies as the necessary tools for active, self-directed involvement for developing L2 communicative ability. In later development (2004, p. 14) Chamot revised her definition of learning strategies as the thoughts and actions that individuals use to accomplish a learning goal. In his review of the literature on learning strategies over 30 years, Griffiths (2008, p. 87) defines strategies as "activities consciously chosen by learners for the purpose of regulating their own language learning".

It should not be surprising that strategies have been classified in different ways by different authors. Borkowski et al. (1994, pp. 53-58) explain three types of strategy knowledge in relation to metacognition. The first is *specific strategy* knowledge which enables the learner to understand which particular strategies to use among a set of strategies at his or her disposal, and when and how to use them efficiently with the least possible effort in dealing with the learning task demands. The second strategy knowledge is *metamemory acquisition procedures*, i.e. strategies that operate on other strategies. These strategies enable the regulation and monitoring of strategies through which the learner maintains effective and efficient strategies and discard those found to be ineffective and inefficient. Self-experimentation and deliberate reflection about strategies are required to employ metamemory acquisition procedures. The third strategy knowledge is *general strategy knowledge and attributional beliefs*, enabling the learner to understand importance of effort in applying strategies in order to improve performance.

Graves, Juel and Graves (2001, p. 318) describe reading strategies as consisting of: establishing a purpose for reading; using prior knowledge; asking and answering questions; making inferences; determining what is important; summarising; dealing with graphic information and creating graphic representations; and monitoring comprehension. In a similar way, Pearson, Roehler, Dole and Duffy (cited in Schreiber, 2005, p. 220) suggested several characteristics of effective readers, as found in the metacognitive literature, namely: a) prior knowledge; b) making predictions; c) identifying main ideas and summarisation; d) questioning; and e) visualisation.

As there are such different ways of grouping strategies in the literature, a clear classification is needed in order to gain a good understanding of strategy knowledge in relation to English language learning before it can be applied in an explicit and systematic manner. In general, there are three main categories of strategies: metacognitive; cognitive; and social-affective.

### **Metacognitive strategies**

An early definition of metacognitive strategies was put forward by O'Malley and Chamot (1990, p. 8), who argue that these involve thinking about the learning process as it is taking place, planning for learning, monitoring of one's production or

comprehension while it is taking place, and self-evaluation after the completion of a learning activity. In a later development, Chamot and O'Malley (1994, p. 60) simplified their definition of metacognitive strategies as referring to planning for learning, monitoring one's own comprehension and production, and evaluating how well one has achieved a learning objective. Similarly, Ellis (1994, p. 538) defines metacognitive strategies as the ability "to make use of knowledge about cognitive processes and constitutes an attempt to regulate language learning by means of planning, monitoring, and evaluating." Thus, metacognitive strategies help learners to plan, monitor and evaluate their learning, which may lead to their becoming more autonomous and responsible learners—to take control of their own learning.

The value of metacognitive strategies in facilitating learners' thinking and performance is argued by Anderson (2002, p. 1):

The use of metacognitive strategies ignites one's thinking and can lead to more profound learning and improved performance, especially among learners who are struggling. Understanding and controlling cognitive processes may be one of the most essential skills that classroom teachers can help second language learners develop. It is important that they teach their students metacognitive skills in addition to cognitive skills.

He goes on to argue that there are five primary metacognitive components, which teachers need to model in order for learners to develop metacognition in language learning: 1) Preparing and planning for learning, where students think about what they need to know in order to accomplish a learning task; 2) Selecting and using learning strategies, whereby learners think and make conscious decisions about the learning process; 3) Monitoring strategy use, whereby students ask themselves periodically whether they are still using the intended strategies to meet their learning goals; 4) Orchestrating various strategies, whereby learners coordinate and organise strategies to meet the language learning demands; and 5) Evaluating strategy use and learning, where learners actively evaluate the effectiveness of what they are doing (p. 1).

O'Malley and Chamot (1990, p. 119) have attempted to present an exhaustive classification of metacognitive strategies in reading (together with other areas of language learning). This framework consists of three sub-strategies, namely: planning; monitoring; and self-evaluation. Planning consists of advance organisers, directed attention, selective attention, functional planning, and self-management. Monitoring constitutes self-monitoring, while evaluation comprises self-evaluation.

In later writing, Chamot, et al. (1999, pp. 14-29) have included setting goals, activating background knowledge, predicting, and organisational planning in the planning stage. They have also shifted 'selectively attend' from the planning stage to the monitoring stage. In addition, monitoring also includes cognitive strategies such as contextualise, ask if it makes sense, deduction/induction, take notes, use imagery, manipulate, self-talk and cooperate (two strategies from the socio-affective stage). In addition, these authors have added a fourth metacognitive strategy, that is, problem-solving strategies, which consists of inference, substitute and using resources (which are cognitive strategies). Problem solving consists of: ask to clarify, which is in itself a socio-affective strategy.

The last metacognitive strategy relates to evaluation strategies, which includes verify predictions and guesses, summarise, check goals, evaluate yourself and evaluate your strategies.

It is clear from this classification that metacognitive strategies seem to encompass the other two strategies, i.e. cognitive and socio-affective strategies. For the sake of clarity, these strategies will be discussed separately in the following sections.

### **Cognitive strategies**

Chamot and O'Malley (1994, p. 61) define cognitive strategies as manipulating the material to be learnt mentally (such as in making images or elaborating) or physically (such as grouping items to be learnt or taking notes). Brown (2007, p. 124), however, defines cognitive strategies as limited to more specific learning tasks and involving more direct manipulation of the learning material itself. Rubin (1987, cited in Ellis, 1994, p. 536) defines cognitive strategies as the steps or operations used in problem-solving that require direct analysis, transformation or synthesis of learning materials.

O'Malley and Chamot (1990, pp. 119-120) also list fourteen cognitive strategies in reading. They are: resourcing; repetition; grouping; note-taking; summarising; deduction; imagery; auditory representation; key word method; elaboration; transfer and inferencing; recombination; and translation. These strategies are directly used when learners are engaged in reading.



## **Affective strategies**

Brown (2007, p. 134) defines socio-affective strategies as having to do with social mediating activity and interaction with others. Similarly, Ellis (1994, p. 538) defines socio-affective strategies as the ways in which learners elect to interact with other non-native and native speakers. Chamot and O'Malley (1994, p. 61) define socio-affective strategies as either interacting with another person in order to assist learning (as in cooperative learning and asking questions for clarifications), or using affective control to assist learning tasks. In a separate reference, O'Malley and Chamot (1990, p. 120) mention three kinds of socio-affective strategies, namely questioning for clarification, cooperation and self-talk.

To facilitate implementation in English language instruction, Chamot, et al. (1999, pp. 11-13) provide a metacognitive model of strategic learning which consists of four metacognitive processes: planning; monitoring; problem solving and evaluating. These four processes interact in a cyclical way. It is clear from this model that, in order for learners to become self-regulated in learning, they need to be able to plan their learning, monitor how it goes, solve the problem as it emerges, and evaluate how they go about learning or reading. Metacognitive, cognitive and affective strategies described in O'Malley and Chamot (1990) above fall under these four metacognitive processes (Chamot et al., 1999, pp. 15-17).

Strategies are not limited to metacognitive, cognitive and affective strategies described above but also include any strategies or actions learners undertake to improve their English language learning. In her Language Learning Strategy Inventory (ELLSI), Griffiths (2008) listed 32 strategies ranging from doing homework, reading newspapers in English and consciously learning vocabulary to improve English. In a study on language learning strategies (Griffiths, 2008) it was found that learners of different language levels used these "general" strategies to varying degrees, with higher level learners frequently using a large number of language learning strategies or activities consciously chosen for the purpose of regulating their own language learning (p. 92). Faced with the many kinds of learning strategies (as above), teachers need to heed Chamot's advice (2008, p. 266) that a "simple count of strategies can be misleading—it is how learning strategies are used that determine how useful they are." She (2009a, p. v) stresses that "although learning strategy instruction is the area

that many teachers find difficult, those who do incorporate learning strategies into their teaching report increased achievement and motivation in their students.”

In sum, the importance of strategies in learning in general, and English language learning in particular, has drawn various authors to define and classify such strategies using a range of frameworks. Although agreement has not yet been reached on the classification of such strategies as pointed out by Griffiths (2013), all authors seem to categorise them as metacognitive, cognitive or social-affective, with metacognitive strategies taking a superior role in supporting learners to be strategic in learning. The promotion of specific L2 learning strategies, such as those described above, should not prevent learners’ use of other more general learning strategies which can assist in regulating English language learning. Regardless of the strategies learners use, promoting metacognitive strategies while using cognitive and social-affective strategies and other more “general” strategies is likely to lead to learners’ becoming more self-regulated.

### **2.3.3 Knowledge and regulation of learning task demands: A focus on reading**

This section discusses the third of our elements of metacognition, namely knowledge and regulation of learning task demands. A focus is placed specifically on task demands related to reading. After providing some essential definitions of reading, the section then addresses text types, and schemata theory in reading.

#### **Defining reading**

Experts admit that defining reading is as difficult as understanding the reading process itself and that reading comprehension is a complex process to teach and assess (Randi, Grigorenko, & Sternberg, 2005, p. 21). These authors note a lack of research on how strategies work together to contribute to comprehension, and which skills are necessary for comprehension to occur. Similarly, Duzer (1999, p. 2) defined reading as an active, complex process of comprehending written language, encompassing many different skills. In a same way, Anderson (2003, p. 68) defines reading as a fluent process of readers combining information from a text and their background knowledge to build meaning. Hudelson (cited in Ediger, 2001, p. 154) notes that:

In reading, an individual constructs meaning through an interaction with written text that has been created by symbols that represents language. The interaction involves the reader acting

on or interpreting the text. The interaction is influenced by the reader's past experiences, language background and culture framework, as well as the reader's purpose for reading.

It is therefore clear that reading involves a complex interaction between what a learner already knows and what is stated in a reading text.

Baker (cited in Randi, 2005, p. 22), however, explicitly highlights the importance of metacognition in reading when he says that reading comprehension is a cognitive process and that metacognition, or thinking about the cognitive processes involved in reading, has been a primary focus of reading comprehension research. Bruning, et al. (2004), for example, alert readers they must learn to direct their attention to the relevant elements of the text in an organised, systematic way. Attention is needed to control eye-movements and focus on specific words. Readers must move successfully from word to word and be directed to important ideas in the text. They must shift appropriately between text and illustrations. This description emphasises that reading is a complex undertaking that involves more than understanding single words in a text. One way of facilitating reading is through understanding text types.

### **Understanding text types**

Text types are genres by which a reader can approach a new text with some familiarity. They contain different text structures, which aid this process. Peregoy, et al. (2008) note two kinds of text types, that is, expository and narrative. Expository text structures consist of enumerative, compare and contrast, problem and solution, and cause and effect. Narrative text structure consists of the setting, characters, conflict and resolution. Understanding text structure is important because research indicates that readers use their knowledge of text structure to store, retrieve, and summarise information they retrieve (Meyer, et. al., cited in Peregoy, et al., 2008, p. 339). Understanding text structure, then, is facilitated by cohesive ties or signal words (Peregoy, et al., 2008). Knowledge of different text types can assist learners' understanding of task demands, and hence their understanding of which reading-related strategies might be relevant.

Another powerful means to facilitate learners' understanding in reading is to activate their schemata, as explained in the next section.

## **Schemata theory in reading**

When engaged in reading, an individual has to link new information to old information. This process is explained by schemata theory, which holds that meaning is constructed by readers on the basis of the information they encounter, what they already know, and the way they interact with new information (Bruning, et al., 2004, p. 274).

Schemata are important since comprehension depends heavily on learner inferences. The schemata which readers activate, and how elaborate they are, guide which inferences they will make. This makes it possible for readers to summarise context and guide how content is constructed (Bruning et al., 2004, p. 275).

Bruning et al. identify two ways of linking new information to old. The first is advance organisers. This method was developed by Ausubel (cited in Bruning et al., 2004, p. 276) and refers to “appropriately relevant and inclusive introductory materials... introduced in advance of learning... and presented at a higher level of abstraction, generality and inclusiveness” than subsequently learned materials. Advanced organisers are designed to provide “ideational scaffolding that assist in relation to the more detailed material that follows. They provide the framework for materials to be learned” (p. 276). Advocates of organisers suggest that they provide readers with an analogy for upcoming content. Concrete organisers and examples are more beneficial than abstract ones (Corkill; Corkill, Glover & Bruning; Dinnel & Glover, cited in Bruning, et al., 2004, p. 276).

Bruning et al.’s second means of linking new information to old is schema activation, which refers to a set of activities designed to activate relevant knowledge in memory prior to encountering new to-be-learned information (Derry; Schallert, cited in Bruning, et al., 2004, p. 277). Schemata activation is perhaps more popularly known as activating background knowledge, a metacognitive strategy that is used prior to reading.

To help learners deploy learning strategies when reading, they should be presented with a learning task which is set at an appropriate level of understanding. Baker and Brown (cited in Griffith & Ruan, 2005, p. 13) state that active control of one’ cognitive resources (self-regulatory mechanism) occur when the learner encounters the task of

intermediate difficulty. It is therefore important that learners work on reading tasks which increment in terms of their difficulty.

When supporting students in their development of metacognitive knowledge and control, carefully selected reading materials should be considered (Griffith & Ruan, 2005, p. 13). In teaching reading and helping learners to cope with a reading task, teachers need to scaffold instructions by analysing the task to be carried out by the students. They also need to determine what part of the task might present difficulty for the students and provide practice with strategies that enable the students to complete the task successfully (Griffith & Ruan, 2005, p. 15).

Three elements of metacognition need to be promoted in order to facilitate learners' self-regulation in learning. Those are: knowledge and regulation of affective factors; strategies; and task demands. Affective factors constitute motivation and attitude, volition, feeling, attribution, learned-helplessness, and self-efficacy. Three core elements of metacognitive strategies (i.e. planning, monitoring and evaluation) should gain prime importance. These strategies will facilitate the performance of cognitive and social-affective strategies in understanding task demands.

## **2.4 Promoting self-regulation in reading through metacognition**

This section focuses on the role of the teacher in promoting self-regulation in reading and how reading strategies might be taught in order to assist learners in becoming more self-regulated.

### **2.4.1 The role of the teacher in promoting self-regulation**

Teachers hold a pivotal role in assisting learners to develop metacognitive knowledge and processes in reading. This is especially true in foreign or second language learning. Pressley (2005, p. 397), a well-known reading researcher in this field, urges that the teacher's task is to explain and to model strategy use for students. Students should then be given plenty of prompting and support while they try these strategies. Pressley further reminds teachers that teaching even a small number of strategies may take a school year, and that active comprehension does not develop in days or weeks, but months and years. He criticises many teachers who expect quick results and move on

with reading instruction when they do not get the expected results, an act that may be detrimental to students' development of metacognition (Pressley, 2005, p. 401).

The teacher needs to know much about the minds of their students, and also individual differences in thinking skills that characterise their students (Pressley, 2005, p. 406). Pressley continues that engaging, effective teachers think a lot about their students and they use their metacognitive understandings of their students and the curricular options every minute of every instructional day to make instructional decisions (p. 407). He also emphasises the need for more studies of metacognition, particularly how it develops, and how teachers can become committed to teaching in ways that best serve their students (p. 407).

Anderson (2002, p. 1) reminds teachers about the role metacognitive strategies play in igniting learners' thinking and in leading to more profound learning and improved performance, especially among struggling learners. Understanding and controlling cognitive processes may be one of the most essential skills that classroom teachers can help second language learners develop. One way this is achieved is by teaching students metacognitive skills in addition to cognitive skills.

Second language teachers can use valuable instructional time to teach metacognitive skills. These skills, when reflected upon by students, help prepare them to make conscious decisions about what they can do to improve their learning. Possessing strong metacognitive skills will empower second language learners (Anderson, 2002, p. 3).

In research on self-regulation and EFL writing competence of Saudi students, Alsamadani (2010, p. 60) asserts that:

Self-regulation is important for EFL writing teachers. EFL teachers continually need to reflect upon their teaching strategies and activities. Therefore they must monitor and evaluate their own teaching and ensure that their objectives and expectations are met.

Ferreira and Simao (2012, p. 7) suggest four teacher roles: a catalyst (to provide meaningful learning); a guide (to guide SRL strategy use); a model (to use pedagogical instruments to facilitate and improve learning); and a provider (to monitor learning processes and strategy use). Ferreira and Simao suggested similar research be conducted in other education contexts, particularly with teachers and students from

other ethnic backgrounds, by guiding teachers in helping their students learn to learn (p. 13). The question then is how to teach these strategies.

#### **2.4.2 Teaching reading while fostering self-regulation**

This section explores what various authors have said regarding how reading can be taught while fostering metacognition and self-regulation.

Instruction plays a vital role in helping learners to become familiar with task demands. Bruning et al. (2004, p. 245) state that the problem of focusing attention becomes even more complex for learners during formal instructional periods as they must allocate attention, in turn, to the text, to classmates' responses, and to the teacher's directions and feedback. Therefore, acquiring metacognitive strategies for guiding these and related processes is vital to reading comprehension.

As regards the teaching of reading for comprehension, Randi et al. (2005) point to the lack of actual classroom teaching when they state that, despite the availability of theories of reading comprehension, in practice there appears to be little teaching of reading comprehension. An indication of such lack is the teacher's tendency to assess comprehension by asking "comprehension questions" without realising that assessment cannot substitute for instruction (Randi et al., 2005, p. 20).

In his argument about the role of metacognition in reading, Donndelinger (2005, p. 241) states that the basis for using metacognition as the foundation for research-based instruction is that it counters the view that students passively absorb what they hear, see and read. Donndelinger criticises mainstream comprehension instruction which assumes learning is a collection of basic skills — cause-effect, main idea-details, sequence, inference, compare-contrast, fact-opinion — that which leads us to successful reading. He suggests a system that allows students to develop comfort, ownership, and autonomy in the reading process. This system should assist students to read and discuss literature without feeling restricted by artificial, separate comprehension skills. Donndelinger created the acronym PROMISE (Prior Knowledge, Reflection, Organisational Overview, Monitoring, Sensitivity and Evaluation) as a synthesis of the relevant research in metacognitive processes. He notes that PROMISE should not be taught in discrete, sequential steps but must be seen as a technique to help learners remember the metacognitive thought processes.

Schreiber (2005, p. 220) reminds teachers to be aware of two things when it comes to reading instruction; the “what” should be taught and the “how” to teach it. However, Griffith and Ruan (2005, p. 13) advise teachers to prioritise teaching strategies over teaching isolated skills and bits and pieces of knowledge. Teaching students to use strategies for problem-solving during reading implies developing students’ metacognitive awareness. This awareness allows students to understand the task nature, demands, steps to take to complete the task, and under what conditions or contexts (Griffith & Ruan, 2005, p. 13). The teacher’s task in effective reading instruction is helping learners to become metacognitive about the use of strategies in their current repertoire, rather than asking them to learn to use different and new strategies (Dole, et al., cited in Griffith & Ruan, 2005, p. 13).

In research with senior high school pupils in the Northwest Province of South Africa, Maqsd (1997, p. 1) found that both metacognitive ability and nonverbal reasoning ability have significant positive association with mathematics and English achievement. He argues that some intervention programs designed to teach metacognitive strategies to students who lack such skills, may improve students’ academic performance. Chamot, et al. (1999, p. 46) outline succinctly teachers’ and learners’ joint responsibility for successful strategy instruction and claim that teachers may benefit from learning procedures for strategy instruction such as those outlined below:

1. Teacher responsibility

- a. Preparation (activating background knowledge)
- b. Presentation (explain and model)
- c. Practice (prompt strategies and give feedback)
- d. Evaluation (assess strategies)
- e. Expansion (support and transfer)

2. Student responsibility

- a. Attend and participate
- b. Apply strategies with guidance
- c. Assess strategies
- d. Use strategies independently
- e. Transfer strategies to new tasks

Scaffolding is a particularly useful technique when teaching learners to acquire strategies since it can bring learners’ focus to the strategies related to a certain task. Teachers scaffold instructions by analysing the task to be carried out by the students, determining what part of the task might be difficult for the students, and providing



practice with strategies that enable the students to successfully complete the task (Griffith & Ruan, 2005, p. 15).

'Think-aloud' is another technique a teacher can use when teaching strategies. Think-aloud is a verbal report technique in which the teacher asks the learner to think-aloud while he is performing a given learning task, aiming especially to gain access to the thought processes (Wallace, 1998, p. 82). Chamot, et al. (1999, p. 68) note its value:

Because a think-aloud is in real time, students are not likely to forget their thoughts to make up false ones; thus the technique has a high degree of validity in connection with the data.

Israel and Massey (2005, pp. 183-197) assert that think-alouds are excellent tools to assess students' reading comprehension as they can be used before, during and after reading, and can also be transcribed onto a portfolio for assessment. This technique enables teachers to focus on both assessing student comprehension after reading and making interventions from the student thought processes before and during reading.

There are two kinds of think-alouds: teacher initiated think-alouds and group interviews (Chamot, et al., 1999, pp. 37 & 67). In teacher-initiated think-alouds, the teacher will ask students to tell about their thought processes while engaged in a reading activity. Questions to elicit information about students' thought processes through think-aloud prompts are asked in relation to a reading activity.

In group interviews, one student will be assigned as a coordinator/interviewer and this student will ask the question on the interview guide. A second student will be assigned as a recorder and will write down the strategies discussed during the interview. Both the coordinator and recorder will also answer the questions. The teacher will give students a text. They must read it, answer written questions and be prepared to retell the story. At the end of the group interview and reading activity, learners will record their experiences in their learning journals.

Working with peers has additional benefits. As stated by Chamot et al. (1999, p. 67):

Students are more likely to talk about their strategies when working with their classmates than working with their teachers. Working with classmates presents two advantages, that is, teachers can gain a better understanding about student strategies (and) it encourages collaborative activity.

Other techniques teachers can use are cooperative learning, reciprocal teaching, role-playing activities, problem-solving activities, learning stations, and reader response groups and writers' workshops (Chamot, et al., 1999, pp. 106-110). They also suggest some ways by which learning strategies can be evaluated. Among others these include class discussions, learning strategy checklists, charts and graphic organisers, learning logs, journals and diaries, questionnaires, interviews, portfolio assessments and teacher self-evaluations (pp. 116-136). These learning procedures are expected to develop learners' metacognitive processes in relation to language learning, including reading. A teacher can integrate these learning procedures into their classroom activities in order to promote student learning.

The role of the teacher should also encompass recognition of the affective factors impacting on the students. This is not a process without challenges, as Horwitz (1995, pp. 576-577) stresses:

The fact that successful language learning depends on the emotional responses of the learners as well as their cognitive abilities (in addition to other factors such as the quality of instruction, social support for second language learning, etc.) has profound implications for foreign language teaching. Language learning seems to be more intrinsically ego-involving activity than most other kinds of school learning. This reality results in a particularly intense personal bond between the teacher and student, whether the teacher realizes it or not. The most important ramification... is for the teacher to be acutely aware that language learning depends as much on the emotional readiness of learners as on their cognitive abilities. All instructional decisions should be made within this overriding context.

As a response, Horwitz (1995, p. 577) suggests that the teacher accept responsibility to foster the emotional readiness of the students by providing learners with greater involvement in their learning. To achieve this, students should be given more control over learning experiences, be helped to set learning goals and have the freedom to pursue these goals and to conduct ongoing discussions of goals, progress and emotional reactions. To increase motivation and decrease anxiety, small-group and cooperative conversational activities could be promoted.

The importance of the role of the teachers in promoting positive affective responses from the learner, in addition to their intellectual development, is summarised by Horwitz (1995, p. 577) when she states:

Emotional responses are too important to be left to chance, and the teacher should have explicit instructional strategies for developing motivation for language learning, decreasing anxiety, and confronting erroneous beliefs about language learning.

In sum, various authors urge teachers to raise their awareness of the importance of developing learners' metacognition and self-regulation in reading. They also provide suggested techniques through which metacognition can be taught. In teaching, teachers should be aware that learners are not only cognitive beings but also emotional beings. With this understanding, let us now turn our attention to EFL teaching and learning in Indonesia.

## **2.5 EFL teaching and learning in Indonesia**

This section will explore the context of teaching of English as a foreign language in Indonesia. Consideration will be given to how English language teaching in Indonesia has evolved over the years and current educational policy related to EFL teaching. Ignatian pedagogy will be described, together with an explanation of its relevance in this research. The review will then present what has been written thus far concerning how English language teaching has been implemented at Sanata Dharma University. Finally, the review will consider how the roles of the teacher in Indonesian culture are related to the ideas inherent in metacognitive teaching approaches.

### **2.5.1 Issues surrounding EFL learning in Indonesia**

This section presents research concerning metacognition, self-regulation and English language learning in Indonesia. While some of these studies are not associated with reading instruction, they do shed light on how English language teaching and learning takes place in Indonesia.

A comparative survey by Lengkanawati (2004) into how Indonesians and Australians learn English and Indonesian respectively (i.e. L2 for both groups) demonstrated significant differences in the use of memory, affective, cognitive, social and compensation strategies between these two groups, with Indonesians using more of the first two strategies than the latter three. There was no significant difference in terms of the use of metacognitive strategies.

A recent study on English language teaching in five senior high schools in Indonesia, involving 258 students (Marcellino, 2008), reveals three factors inhibiting the

implementation of teaching approaches that emphasise flexible, self-directed and independent learning, and teachers being a facilitator rather than an authoritative agent. These three factors are cultural, professional and practical. Marcellino describes Indonesian students' cultural values as inhibiting learning in the following ways:

Total obedience, unquestioning mind, and the belief that the old know all as well as that the teacher can do no wrong normally portray the learning atmosphere in many classes under study. Accordingly, the class hardly raised any question to the teacher, scarcely responded critically to the teachers' debatable and unsound statement or argument; instead they respectfully and compliantly did the teacher's instructions and believed that what was said was entirely correct (Marcellino, 2008, p. 58).

Lack of teacher professionalism in teaching, and practical issues such as the number of students in class, time allotment and learning resources make the implementation of the approach difficult.

Contrasting with the finding of Marcellino's study (above) is research by Lamb on learning autonomy of Indonesian students (Lamb, 2004b, p. 229). Lamb found that even young Indonesian learners already demonstrated an ability to learn independent of teachers' prescriptions, both inside and outside the classroom context. Ironically, Lamb argues that the students' openness to the increasing learning opportunities in the local environment is often not recognised in local curricula due to its focus on a rigid diet of language items transmitted by teachers and their textbooks and assessed in national exams. To overcome this, Lamb suggests the promotion of appropriate forms of learner autonomy in order to avoid the students' frustration in their struggle to learn English.

In his study on young adolescents' motivation to study English in rural and urban settings of Indonesia, Lamb (2012) found that the students in two urban settings showed similarity in strength and character in their motivation to learn English, compared to their peers in the rural settings. These findings point to the fact that fewer opportunities to learn English outside school for rural learners may contribute to their L2 motivation.

Another study by Lamb (2013) focuses on the element of learner agency (motivation) in a small group of young adolescent learners in rural Indonesia. Through interviews with students and parents, Lamb found that the learners do develop ideal L2 selves

and that they do exert effort to learn English, although the effort is not systematic and parents are aware of the limited support they can offer their children. In order to facilitate learners' learning of English in rural Indonesia, Lamb argues that distribution of mobile technologies offers hope for improved outcomes in the future (p. 14).

With the exception of the study by Lengkanawati (2004), these Indonesian research initiatives do not explicitly relate self-regulation and metacognition. However, they do suggest elements of self-regulation and metacognition such as motivation, attitudes, independent learning and autonomy. As such, they can be regarded as early attempts to understand Indonesian learners' self-regulation and metacognitive processes while learning English as a foreign language. More research is needed to gain a better understanding of how metacognition and self-regulation impact on Indonesian students' learning of English as a foreign language, particularly reading, and how they regulate affects and strategies.

### **2.5.2 Indonesian education policy regarding EFL teaching and learning**

Education policies in Indonesia have experienced significant changes over recent years. Changes also have occurred to the teaching of English as a foreign language.

Before the 1990s, English language teaching was only allowed to commence from junior high school and there was 'resistance' to the idea of teaching English in primary schools. One of the concerns was that students might lose their national identity and pride — at the very time the school system was trying to develop this.

This attitude has changed dramatically in the last few years with the issue of the National Law, Number 20, 2003 concerning the National Education System. In Article 33, verse 3, it is stated that a foreign language can be used as a medium of instruction at a certain education setting in order to support the learners' mastery of the language. Following this Bill an additional government decree, Number 19, 2005 regarding the National Education Standard stated (Article 7) that a school can offer a local content subject in accordance with their condition and needs.

One of the effects of these stipulations was that there have been a growing number of primary schools that offer English language learning to their students. English is even taught in some kindergartens, and this is the case especially in cities. In addition to

being taught and tested at schools and universities, English lessons are also offered at language centres in many places across Indonesia. Run by private bodies, these centres have become a significant industry, taking advantage of increasing interest in learning the language.

Speaking of the evolving role of English in Indonesia, Lamb and Coleman (2008, p. 189) state:

The fall of Soeharto in 1998 and the subsequent devolution of power to the regions might have been expected to lead to a resurgence in use of local languages but instead it appears to be English which is filling the ecological spaces. Propagated by government, demanded by employers, broadcast by the media, imposed by schools and encouraged by parents, the language not surprisingly occupies an important space in the developing mindset of many young Indonesians, going far beyond its actual practical value in daily life.

English is, therefore, seen as a valuable asset for many Indonesians, providing three key advantages: access to additional learning resources and information; enhanced employment prospects; and opportunities to study abroad. These instrumental orientations become the driving force for many people to attempt to learn the language and for private sectors to run English courses.

### **2.5.3 Ignatian pedagogy**

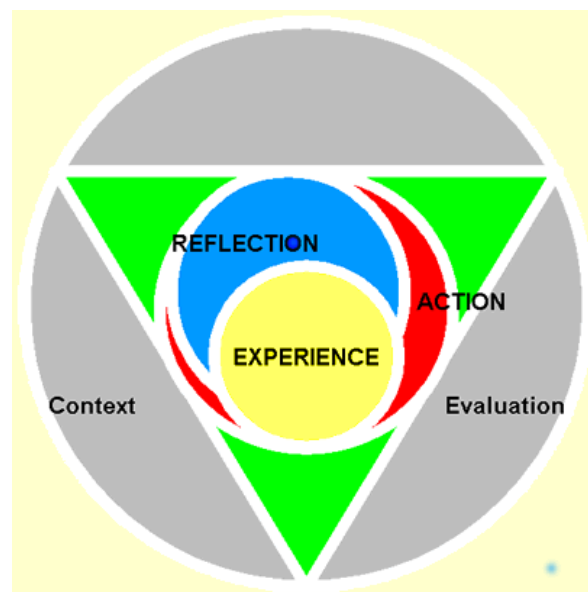
Ignatian Pedagogy underpins Sanata Dharma University's teaching and learning practices, including its vision and mission.

Ignatian pedagogy is a method of teaching grounded in the Jesuit commitment to education, based on the vision of St. Ignatius of Loyola, sixteenth-century founder of the Society of Jesus (Jesuits) (Chubbuck, 2007, p. 242). The aim of Jesuit education is to prepare leaders who will exercise responsible citizenship in a global society (Kolvenbach, 1989, cited in Chubbuck, 2007, p. 242) and calls for a transformative learning experience — at spiritual, intellectual, affective, and behavioural levels — that results in “full growth of the person which leads to action” (The International Commission of the Apostolate of the Jesuit Education, cited in Chubbuck, 2007, p. 242).

As stated in section 1.1.2 Sanata Dharma University was initially founded in 1955 by Jesuit Catholic priests and lay intellectuals in Central Java, Indonesia, as a teacher training institute. The name Sanata Dharma means “the true dedication” or “the real service”. The vision and mission of Sanata Dharma University are to participate in the

education of young people in the attempt to protect and develop human dignity by integrating academic excellence and humanistic values. This is to be achieved through the search for objective and academic truth and the development of youth based on national values (as stated in Pancasila, the five principles of Indonesia), humanity and Ignatian Pedagogy.

Ignatian pedagogy contains five principal values—*human for and with others*, *“cura personalis” (personal care and service)*, *striving for excellence*, and *dialogue*. Sanata Dharma upholds academic freedom and the development of intellectual, moral, emotional and spiritual aspects of the students. In addition, it strives to educate young people to become whole human persons, who are critical, professional, mature and have social sensitivity (Humas, 2012). The educational philosophy of Ignatian Pedagogy is depicted in Figure 1 (drawn from Cheney, c.2003).



**Figure 1:** Ignatian Pedagogy

This pedagogy emphasises the importance of cyclically experiencing, reflecting on the experiences, taking actions based on the reflections, and evaluating the actions. All of these processes have to take into account the context where the experiences occur, thus ensuring that learning is contextual.

When discussing Ignatian Pedagogy, Cheney argues that:

This mode of proceeding can thus become an effective ongoing pattern for learning as well as a stimulus to remain open to growth throughout a lifetime. A repetition of the Ignatian paradigm can help the growth of a student, who will gradually learn to discriminate and be

selective in choosing experiences; who is able to draw fullness and richness from the reflection on those experiences; and who becomes self-motivated by his own integrity and humanity to make conscious, responsible choices (Cheney, c.2003).

This distinctive pedagogy is expected to be applied as part of classroom teaching in all study programs at Sanata Dharma University, including teacher education.

#### **2.5.4 English language learning at Sanata Dharma University**

Sanata Dharma University offers two English majors, namely, the English Education Study Program, and the English Letters. Students who do not major in these two study programs also learn English for at least two semesters. In addition to studying contents such as English literature, linguistics and English teaching subjects, the students also learn the four language skills: listening, speaking, reading and writing.

Reading instruction at Sanata Dharma University is provided in two forms, intensive and extensive reading. Nuttall (1996) argues that intensive and extensive reading are both necessary and complement each other. Intensive reading refers to the teaching of reading skills under the guidance of an English teacher, whereby students practise certain skills through reading short texts, usually in the classroom context. Extensive reading, on the other hand, involves students' reading of a longer text, sometimes a book, in order to gain pleasure from the reading. The selection of reading material should be based on students' interest. It is expected that students will develop their language competence through reading widely. This activity usually happens outside the classroom.

Little research has been conducted at Sanata Dharma University with regard the EFL programs being implemented. Three studies are, however, relevant to cite.

The first study (Mbato, 2001) focused on promoting metacognitive learning strategies using a diary in an interpreting class. Although this study was not conducted in a reading class, it was relevant to discuss here since it provides an indication of how students responded to the teaching of metacognitive learning strategies. In this study, the writer found that students thought diary writing was helpful in improving their metacognitive learning strategies, which in turn assisted them to be more in charge of their learning.



The second study (Mbato, 2005) took the form of a survey, and focused on strategies used by a group of students studying reading at Sanata Dharma University. The writer found that a majority of the students were not familiar with reading strategies. Here 'reading strategies' refer to cognitive strategies outlined in the previous section, such as finding a main idea and dealing with unfamiliar words. However, this survey did not investigate the students' use of metacognitive strategies and socio-affective strategies.

The third study was conducted by Anggriani (2009). This was a qualitative study involving 11 participants from the Extensive Reading II class at Sanata Dharma University, using five weekly structured reflection sheets and an interview session. Anggriani found that students employed metacognitive learning strategies in accomplishing weekly report assignments in Extensive Reading II class by planning, monitoring and evaluating and that mind-mapping techniques helped students to develop their metacognitive learning strategies by brainstorming, summarising, organising ideas, presenting data and checking understanding. Anggriani recommended further research into the use of metacognitive learning strategies. The introduction of any teaching strategies such as metacognitive learning strategies cannot be separated from the teacher's role. In the following section, the teacher's role will be discussed within the Indonesian cultural context.

### **2.5.5 The role of the teacher in Indonesian culture**

The role of the teacher in Indonesia cannot be understood outside of an understanding of Indonesian culture. According to Ki Hadjar Dewantara (cited in Wardani, 2010), the teacher plays three important roles: being in front to set examples; being in the middle to build up spirit; and being at the back to support and supervise. These three roles are related to Ki Hadjar Dewantara's view of education, that is, as a means to develop character, minds and the physical body of students so that they gain the capability to understand, to feel and to act. These three aspects of human being (knowing, feeling and acting) are intertwined. Neither is sufficient without the others. Students need to develop all three characteristics in order to be a whole human being (Wardani, 2010).

In order for the students to develop the capability to know, to feel and to act out what they know and feel, they need to be supported by the pillars of education, namely, the family, the teacher and the community (Ki Hajar Dewantara, cited in Wardani, 2010).

In his or her position as a formal educator, the teacher needs to develop the capacity to decide when to take a role as an example (in front), when to build the students' spirit (in the middle), and when to be at the back supporting and supervising.

The roles of the teacher (above) can also be explained in metacognitive terms, specifically, being able to reflect continuously in order to take an appropriate action in relation to learners, teaching and learning.

How these roles can be manifested in the metacognitive approach will be explored in the data analysis and discussion chapters of this thesis.

## **2.6 Summary**

This chapter has explored various metacognitive and self-regulated learning theories, and has identified that little work has been done to apply these ideas in the Indonesian English language learning context.

This research adopts the Flavell's framework, namely that there are three types of knowledge: person knowledge, task knowledge, and strategy knowledge (Flavell, 1979). Flavell (1979) defines person knowledge broadly as learners' knowledge about themselves as learners. However, in this research, Phelps' (2002) association of person knowledge with affective states is embraced. While Phelps separates affects from motivation, this study includes motivation as one aspect of the affective domain.

Knowledge of cognition is not sufficient without regulation of cognition. While Brown (1986) defines regulation of cognition as how learners regulate learning (which consists of planning activities, monitoring activities during learning and checking/evaluating outcomes), this research defines regulation as how learners regulate their affects (affective states), and strategies to meet the language learning demands (task demands). The process of self-regulation thus consists of planning, monitoring, and evaluation.

In order to grow in self-regulation, learners need to reflect on these three key elements (affects, strategies, tasks) and how they relate to learners' past experiences, current learning contexts, and preferred future (after Phelps, 2002 and Ignatian

pedagogy, drawn from Cheney, c.2003). In doing so, they need assistance from their English teacher.

In sum, the review has established that there are two broad aspects of metacognition which are influential in facilitating students' self-regulation, namely:

1. *Knowledge of cognition*, consisting of the person knowledge (affective states), strategy knowledge, and task knowledge (modified from Flavell, 1979 and Brown, 1986); and
2. *Regulation of cognition* focusing on how learners regulate affective states, i.e. feelings, attitudes, motivation, volition, attribution, and self-efficacy, and strategies to meet the language learning demands with metacognitive strategies gaining primary focus (modified from Brown, 1986 and Phelps, 2002).

To date, there has been no explanation of how these ideas might apply to EFL learning in Indonesia. To address the gap, this research aimed to investigate whether a metacognitive approach to teaching reading in an EFL context could facilitate the self-regulation of learners. The research was informed by two key research questions:

1. What does it entail to teach EFL reading in an Indonesian teacher education context utilising a metacognitive approach?
2. To what degree can a metacognitive approach facilitate students to become self-regulated EFL readers?

## **Chapter 3. Methodology**

This chapter discusses the methodology undertaken in this research. It consists of nine major sections. Section 3.1 presents the writer's ontological and epistemological positions as they informed this research. Section 3.2 describes action research as a meta-methodology for the study. This is followed by a discussion of the mixed methods approach (section 3.3), research participants (section 3.4), research procedure (section 3.5), research ethics (section 3.6), data collection methods (section 3.7), methods of analysis (section 3.8) and, finally, issues concerning validity (section 3.9).

### **3.1 Ontological and epistemological considerations**

The ontological position underpinning this research reflects a constructivist paradigm. Constructivism acknowledges multiple, contradictory, but equally valid accounts of the same phenomenon, thus representing multiple realities (Onwuegbuzie, Johnson, & Collins, 2009, p. 122). It conceives reality as constructed and arising out of social interactions, where there is not a single reality but many realities—including the reality of the researcher, the realities of the research participants and the realities of the readers of the research.

These ontological beliefs directly inform the epistemological underpinnings of the research: that knowledge and meaning are constructed socially in interaction with all research participants. Onwuegbuzie, Johnson and Collins (2009, p. 122) argue that knowledge is subjective and co-created, and that there is no separation between the knower and the known. Knowledge is seen as something the researcher creates in collaboration with other research participants, who are also creating their own knowledge. Whitehead and McNiff (2006, p. 23) note that "a researcher may believe that he is creating his own knowledge in company with other people who are also creating their own knowledge". They further explain that an 'insider approach' sees the researcher as part of the research endeavour and assumes a participative approach. The researcher and the researched thus develop a mutual and complementary relationship.

In this study the researcher and those who participated in the research sought to build an empathetic understanding of the research processes and they assumed an equal position in the creation of knowledge. The research thus sought to employ research methods and processes which were democratic, participatory, empowering and life-enhancing, both for the researcher and the researched.

As explored in the following sections, these ontological and epistemological perspectives influenced the methodological approach adopted in this research.

## **3.2 Action research**

### **3.2.1 Defining action research**

As mentioned in chapter 1, the study represented an action research undertaking. Action research is defined as:

A participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview which we believe is emerging at this historical moment. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities (Reason & Bradbury, 2001, p. 1).

Speaking specifically in relation to education contexts, Mills (2000, p. 5) defines action research as a systematic inquiry conducted by teacher researchers to gather information about how schools operate or how students learn. Such insights, together with the development of reflective practice, can effect positive changes in the educational environment, enhancing student learning outcomes. In considering the application of action research in the field of language learning, Wallace (1998, p. 15) describes action research as research which is focused on a problem and which is very practical in its expected outcomes.

Action research has long been characterised as a collective and collaborative research process since it is usually conducted in collaboration with those involved in, and affected by, the practices in question (Kemmis & McTaggart, 1988, p. 25). Mutual benefit is thus a key characteristic of action research, as Small (1995, p. 950) describes:

While traditional researchers are concerned with the idea that subjects of research are not harmed, action researchers also believe that that they should not be exploited that they have as much right as the researcher to benefit from the research.

Action research is thus participatory, meaning that action researchers are not simply doing research about other people but are themselves also participants and the focus of research (Kemmis & McTaggart, 1988, p. 22).

In order to achieve this, action research aims to enhance researchers' understanding about their own practices:

In action research, the focus swings away from the spectator researcher and onto the practitioner researcher. Practitioners investigate their own practice, observe, describe and explain what they are doing in company with another, and produce their own explanations for what they are doing and why they are doing it. They generate their own theories and constantly test their theories against the critical responses of other to see if the theories can withstand criticism, in other words, have validity (Whitehead & McNiff, 2006, p. 13).

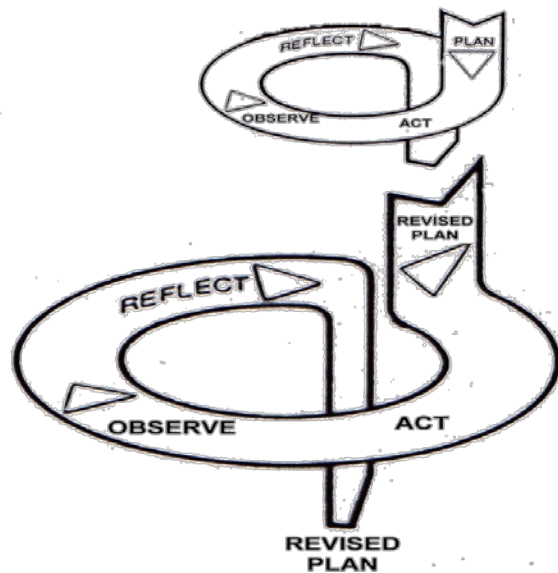
Action research "seeks to make sense of processes, problems, issues and constraints made manifest in strategic action" (Kemmis & McTaggart, 1988 p. 13) and this is in part achieved through processes of critical reflection. Action researchers thus often keep a personal learning journal, which involves reflecting on both the practices they are studying and the process of studying them (Kemmis & McTaggart, 1988, p. 24).

Since action researchers conduct research about their own practice, this approach is particularly relevant for teachers as it satisfies their desire to have increased understanding of what is happening in their classrooms and of how an intervention impacts on student learning outcomes. When teachers undertake their own research, they are more likely to recognise its complexities, as well as its power and potential to bring about change in their practices than when they are simply informed about another's research results (Mills, 2000, pp. 11-13).

The participatory, collaborative and reflective nature of action research thus made it an ideal meta-methodology for addressing this project's research questions (see section 3.2.3).

### **3.2.2 The action research process and cycle**

There are four important phases in an action research cycle: planning, action, observation and reflection. Each completed cycle is then the basis for the subsequent cycle, as indicated in Figure 2 (Kemmis & McTaggart, 1988, p. 11).



**Figure 2:** The action research spiral

Action research is thus generally conducted through self-reflective spirals consisting of planning, acting, observing and reflecting (see Burns, 2010). Plans are constructed and tied to subsequent action and involve an element of unpredictability (Kemmis & McTaggart, 1988). Such unpredictability should prompt action researchers to be creative and spontaneous, and the process should be adaptable to teachers' personal ideas and theories about what is happening in the classroom (McNiff, 1988).

The action phase involves putting ideas into action however, rather than practice alone, this step must be critically informed. It looks back to the ideas in the plan for its rationale, and then the effects of critically informed actions are documented through observation. Observation itself is used as the basis of reflections. Reflections, which are evaluative in nature, aim to make sense of the processes and problems emerging in the action phase (Kemmis & McTaggart, 1988, pp. 11-13).

The four phases of action research described above are, however, often more fluid and integrated than is implied in Kemmis and McTaggart's diagram (1998). In reality, the phases can be 'messy', as acknowledged by Burns (2010) when discussing her experience working with language teachers in multiple locations. Burns argues that there are more interwoven processes involved in action research, including: exploring, identifying, planning, collecting information, analysing and reflecting, hypothesising and speculating, intervening, observing, reporting, writing and presenting (Burns,

1999, cited in 2010, p. 8). The subjectivity of each step, combined with potential overlap, means that the process is complicated — something which does not detract from its importance. At times, action research can involve cycles within cycles, as smaller initiatives are planned, implemented and evaluated as part of larger cycles of change in teaching practice.

As will be discussed in section 3.4 below, this action research adopted the stance suggested by McNiff (1988) and Burns (1999, cited in Burns, 2010, p.8) above, as it encouraged the use of creativity and an adaptability of the teaching approaches as part of the research and teaching process.

Burns (2010, p. 145) suggests that action research is ‘never ending’, however, every action researcher’s plan needs prior consideration of when to ‘stop’. Given constraints of travel, finance and scholarship, the time allowed for conducting this research was limited to July-December 2010. This period involved five macro-cycles of planning, acting, observing and reflecting with teaching colleagues and students (see section 3.4).

### **3.2.3 Action research as meta-methodology and justification for a mixed method approach**

Action research does not include or preclude any specific methodology and can be considered as a philosophical, ethical and practical approach to the implementation of a range of research methodologies and methods, rather than a preference for any single approach. Approach is the theory, philosophy and principles underlying a particular set of practices (Richards & Schmidt, 2002, p. 29). Methodology is defined as a theory of how we do things, is influenced by the researcher’s ontological and epistemological assumptions and approaches, and influences the methods used. Methods refer to the techniques used to find information about something (Whitehead & McNiff, 2006, p. 23). Action research is therefore considered a ‘meta-methodology’, which is described by Haynes (2010, p. 37) as:

...a sensibility that derives richness from the cumulative consideration of a wide variety of methodological approaches. Metamethodology is similar in intention to metatheory. Both activities are aimed at finding commonality, building bridges, identifying overarching concepts, and utilizing any synergies that result.



As a meta-methodology, action research enables the adoption of multiple methodologies, be it quantitative, qualitative, or some combination of both methods and therefore enhances the opportunities to use a mixed methods approach. As Neuman (2006, p. 151) describes:

Qualitative and quantitative research differs in many ways, but they complement each other, as well. People who judge qualitative research by standards of quantitative research are often disappointed, and vice versa. It is best to appreciate the strengths each style offers on its own terms... It takes time and effort to understand both styles and to see how they can be complementary.

This resonates with Onwuegbuzie, Johnson and Collins' (2009, p. 131) comments that quantitative and qualitative methods can be reconciled at the level of data analysis:

An even more compelling explanation for our assertion—that the ontological, epistemological and methodological assumptions and stances representing (different) paradigms allow both quantitative and qualitative analyses to be undertaken—stems from the nature of qualitative and quantitative analyses themselves. Many of the core analytical techniques that are associated with both qualitative and quantitative paradigms are not as *pure* as is contended by proponents of monomethod research.

Although the distinction between the two paradigms may be very clear at the philosophical level, when it comes to the application of quantitative or qualitative methods and to the issues of research design, they are not irreconcilable (Bulmer, 1988; Punch, 1986, cited in Easterby, Thorpe, & Lowe, 1991, p. 31). This was demonstrated by Phelps (2002) when she adopted a mixed method approach in her action research which developed a metacognitive approach to computer learning. Here Phelps engaged the participants in completing a predominantly quantitative survey at the beginning and end of the research, with students revisiting their responses to the survey within the research cycles as they reflected on what influenced their learning capability and recorded these reflections in their journals. The quantitative data, which was gained through the survey, was thus used as the basis for the students' engagement in the metacognitive approach. The students' reflections on the survey thus enhanced their understanding of the metacognitive concepts introduced through study materials and tutorials. Both surveys and reflective journals provided data to inform the overall action research process. A similar approach was adopted in this research (see section 3.4).

Mixed method approaches to research provide enhanced opportunities for triangulation, ensuring the study's findings are not simply an artefact of a single method, single source, or single researcher's bias (Patton, 1990). Matters of triangulation and validity are considered in section 3.8.

### **3.3 Research participants**

As “foreshadowed” in section 1.1.2, this research was carried out in the Primary School Teacher Education Program at Sanata Dharma University, Yogyakarta, Indonesia. It involved teachers and students enrolled in the subject Intensive Reading 1 in the first semester of the academic year 2010-2011 and lasted for one semester (i.e. July - December 2010). The research thus used convenience sampling, as the participants were identified as those teaching in, or enrolled in, this subject at this time. These participants fell into two groups, namely the teachers (including the researcher and his four teaching colleagues) and the students.

#### **3.3.1 Teacher participants**

The writer (as EdD candidate) was the principal researcher and key teacher participant. However, consistent with the foundations of action research (see section 3.2 above), and in order to bring about change and improvement to the study program in general, the researcher sought to collaborate closely with colleagues who were teaching English at the same university.

Initially, eight English teaching staff from the English Education Study Program (EESP) and four from the Primary Teacher Education Study Program (PTESP) participated in an initial half-day information workshop (described in section 4.1.1). This workshop (appendix 9) explained the nature of the project and invited their involvement as part of a team. While encouraging them to participate it was important that they remained unpressured and that the choice to continue in participating in the study was voluntary. When the research was undertaken, the principal researcher was not holding any supervisory position that might influence his relationship with his colleagues. Although previously he worked with the four lecturers at the PSTESP as coordinator of the English subject, he had relinquished this position once he embarked on his doctoral studies. In addition, as explained in section 1.1.2 and 2.5.3, the culture of dialogue that underpins Ignatian pedagogy at Sanata Dharma university suggests the importance of serving others including when one is entrusted with a certain position at the university rather than implying power over others.

From this workshop, all the four lecturers from the PSTESP agreed to participate (these four lecturers were the only English lecturers teaching at the PSTESP, which is located

in different campus; all of them taught in the first semester as well). Two additional staff from the EESP, despite their enthusiasm about the metacognitive ideas, were unable to make a commitment to become involved in the research. Subsequently, these two staff decided not to participate. Heavy workloads were identified by another eight staff as limiting their capacity to participate, although they indicated that they felt the approach would benefit them and their students (as further discussed in section 4.1).

### **3.3.2 Student participants**

Student participants were drawn from the seven English language classes taught by the teacher participants. These students were all training to be primary school teachers. Their ages ranged between 18-21 years. All the students had learned English for at least six years prior to their enrolment at PSTESP.

Of these students, the 24 who were involved in the principal researcher's class became most directly involved, and student data in this research was drawn from this group. The remaining students (120 of them) in classes taught by the collaborating teachers were considered indirect student participants since the principal researcher did not have direct access to these students' reflections but gained data indirectly through sharing observations and reflections with the four participating teachers.

## **3.4 Overview of research procedures**

This research began with a series of discussions with the Head of the PSTESP (in 2009), leading to the provision of consent for the research to be conducted.

A half-day workshop with colleagues was conducted to discuss their participation and to introduce the metacognitive approach (see section 3.3.1). A series of pre-semester meetings were then conducted with the four participating colleagues, with only the first of these meetings involving the two staff from EESP. These pre-semester meetings focused on formulating a teaching plan for the semester. The resultant plan is provided in appendix 3. Specifically, the objectives of our meetings were to develop and refine everyone's understanding of the metacognitive approach and the procedures of conducting the research, to have good preparation for teaching using the approach, and to increase collegiality amongst our group.

Week 1 of the semester was devoted to explaining the purpose of the research to students and seeking their informed consent to participate. The pre-semester survey was completed by students across Weeks 1 and 2. Since many of the ideas in the survey were new to the students, and the survey was intended as a point of reflection and discussion, this extended timeframe ensured that students had a better understanding of the metacognitive ideas, and that they were able to respond in a considered and informed way.

A booklet explaining aspects of metacognition was developed by the researcher and distributed to the students early in the second week of the semester. This booklet contained broad ideas about metacognition—particularly those that guided students to develop into self-regulated learners. The booklet was written in Indonesian.

Students were invited to keep a reflective learning journal throughout the semester. These journals served to both support students to plan, monitor and evaluate their learning and to provide qualitative data on student self-regulation in learning English as they engaged with the metacognitive approach.

Across the thirteen weeks of the semester, various components of metacognition, including affective aspects and strategies, were discussed with the students, who were then challenged to reflect on how these metacognitive considerations influenced their daily learning (for an outline of the sequence of these topic discussions, see the lesson plan, appendix 3). The teaching process emphasised the need for students to engage in cyclical refinement of their learning approach, planning new strategies, implementing them and observing and reflecting on the impact of these approaches in terms of their capacity for self-regulation in their English language learning.

The action research then involved five macro cycles, which accorded with the five submissions of students' reflective journals (see table 1 below). Within these five cycles, individual staff and students were engaged in their own micro processes of planning, acting, observing and reflecting as they trialled and regulated strategies and affective states to improve their English language learning in their day-to-day life. In undertaking this process, the students also made use of the feedback provided by teachers.

Teachers were also encouraged to keep journals and, through a series of fortnightly meetings, were invited to discuss their observations of students' learning and their reflections on their own teaching strategies. The principal researcher kept a journal, but did not have direct access to the other teachers' journals, except on occasions where colleagues offered to share extracts.

Discussions at the fortnightly staff meetings were also informed by data from students' reflective journals. These meetings provided an opportunity for teacher participants to debrief about the implementation of the approach, to discuss students' responses and learning outcomes, and to critique and refine what they were doing in order to enhance students' development of self-regulation in learning. Teacher reflections, and the subsequent suggestions for improvement in learning processes, were fed back to the students both verbally through class meetings and in written form via their reflective journals.

In Week 14, summative discussions were held with students regarding their learning experiences and how they had developed in terms of their self-regulation in learning English. Students completed the post-semester survey at this time.

A culminating half-day teacher workshop was held in Week 15 where teachers reflected on and shared their experiences teaching English using the metacognitive approach. They also described their observations of how students had been developing in terms of their self-regulation.

The research procedure, as described in this section, is summarised in Table 1.

**Table 1:** Summary of the action research procedure

Cycle	Tutorial Week	Tutorial Focus	Student Activities	Teacher Activities
Pre-semester planning				<ul style="list-style-type: none"> <li>Initial half-day workshop</li> <li>Recruiting participating teachers</li> <li>Pre-semester planning meetings</li> </ul>
Cycle 1	Week 1 & 2	Explaining research and gaining student consent Administer pre-semester survey Discussion focused on: <ul style="list-style-type: none"> <li>Attitudes and motivation</li> <li>New strategies—Goal Setting, Directed Attention, Activating Background Knowledge, Predicting</li> </ul>	Submit Reflective Journal 1	<ul style="list-style-type: none"> <li>Feedback to students on journal</li> <li>Teacher meeting 1</li> </ul>
Cycle 2	Week 3 & 4	Discussion focused on: <ul style="list-style-type: none"> <li>Volition and self-efficacy</li> <li>Reviewing previous strategies</li> <li>New strategies: Ask If It makes Sense, Selectively Attend, Self-Talk, Take Notes</li> </ul>	Submit Reflective Journal 2	<ul style="list-style-type: none"> <li>Feedback to students on journal</li> <li>Teacher meeting 2</li> </ul>
Cycle 3	Week 5, 6 & 7	Discussion focused on: <ul style="list-style-type: none"> <li>Attribution, feelings and support</li> <li>Reviewing previous strategies</li> <li>New strategies: Contextualise, Cooperate (peer coaching), Asking Questions to clarify, Making Inferences</li> </ul>	Student submit Reflective Journal 3	<ul style="list-style-type: none"> <li>Feedback to students on journal</li> <li>Teacher meeting 3</li> </ul>
Cycle 4	Week 8, 9 & 10	Discussion focused on: <ul style="list-style-type: none"> <li>Reviewing affective elements and strategies</li> <li>New strategies: Verify Predictions, Summarising, Checking Goals, Evaluate Self</li> </ul>	Submit Reflective Journal 4	<ul style="list-style-type: none"> <li>Feedback to students on journal</li> <li>Teacher meeting 4</li> </ul>
Cycle 5	Week 11, 12 & 13	Discussion focused on: <ul style="list-style-type: none"> <li>Reviewing affective elements</li> <li>Reviewing all strategies</li> </ul>	Submit Reflective Journal 5	<ul style="list-style-type: none"> <li>Feedback to students on journal</li> <li>Teacher meeting 5 and 6</li> </ul>
	Week 14	Administer post-semester survey Culminating discussions with students	Submit all Reflective Journals (1-5)	
Post-semester reflection				<ul style="list-style-type: none"> <li>Culminating half-day Teacher to reflect on what has been learnt</li> </ul>

### **3.5 Ethical Issues**

Central to the design, conduct and reporting of this research were ethical considerations such as voluntary participation, confidentiality and anonymity. Approval to conduct the research was obtained from the Southern Cross University Ethics Committee (approval number ECN-10-110).

Prior to them agreeing to participate, students were informed about the purpose of the research and they were assured of anonymity and confidentiality. Participants were also informed that they could withdraw from participation in the research at any time during the study session, and in doing so they would not be disadvantaged. This assurance was provided both verbally and in writing via the informed consent letter. Both teachers and students were asked to sign the informed consent form (see appendix 1a for informed consent letter and form for teaching colleagues, and appendix 1b for informed consent letter and form for students).

As agreed before the research commenced, pseudonyms were used so that participants could not be identified during data analysis and in the data presentation. The raw data, including teacher and student reflections and pre- and post-semester surveys were kept securely and will be destroyed after the required period of time has lapsed (currently 7 years).

### **3.6 Data collection methods**

As indicated in section 3.2.3 the study utilised a mixed-method approach. Section 3.4 foreshadowed the use of reflective journals, reflective teacher discussions, and pre- and post-semester surveys to collect data in order to answer the two research questions. This section will provide further detail regarding these research methods.

#### **3.6.1 Reflective journals and discussions**

The reflective journals of students and collaborating teachers served both as a stimulus and support for learning and reflection, as well as a source of data for the study.

While on occasion the teaching colleagues did choose to share extracts from their journals directly, these were primarily used as the basis for verbal reflections and rich



discussions conducted during fortnightly meetings. The principal researcher took written notes during these meetings, thus capturing teachers' reflections as they choose to share them.

Reflective data from teachers might be considered as drawn from one of three stages of the research: Before the semester started, during the teaching learning period and after the semester ended.

Before the semester started, teachers reflected on their understanding of metacognition in relation to English language teaching and learning and these reflections were recorded during the initial half-day workshop and in the pre-semester meetings.

The initial pre-semester workshop with the twelve teaching staff from the EESP and the PSTESP aimed to: explain the research project to the potential teacher collaborators; introduce the potential collaborators to the ideas of metacognition; discuss metacognitive ideas as revealed in the students' self-assessment survey, particularly how these ideas might relate to their past teaching experiences; build collegiality; and invite their involvement in the action research. Those who were interested in participating in the research were then invited to stay on longer to begin making plans for the semester.

This initial workshop involved three key activities:

- Individual teacher reflection and small group discussions prompted teachers to reflect on reading instruction in their class and on their knowledge about metacognition and whether metacognition was part of their past and current teaching (see prompt questions in appendices 2a and 2b).
- A presentation on the potential of a metacognitive approach to be explored through action research. The metacognitive concepts were explained in simple language, building on teachers' initial reflections and discussion to deepen understanding of the concepts.
- Written reflections by the teaching staff and myself upon the workshop, providing evaluative feedback on the process and whether and how it could have been strengthened.

Subsequently, during the teaching and learning period, teachers' reflections on the teaching learning process were shared in the teacher fortnightly meetings. Here, discussions generally related to the metacognitive themes and strategies that had been the focus of classroom learning during the preceding weeks and there was opportunity to debrief on issues raised by students both during class time and as reflected in the students' journals.

After the semester ended, a half-day workshop was held, in which teachers reflected on their teaching and learning experiences, and again this data was gathered by the principal researcher by taking written notes. Teacher reflective data was thus particularly important in addressing the first research question, namely 'what does it entail to teach EFL reading in an Indonesian teacher education context utilising a metacognitive approach?'

Student reflective journals, which were collected five times throughout the semester, provided an opportunity for learners to plan, monitor and evaluate their progress in learning English, independent of the teachers' close supervision. These reflections provided valuable data focused on addressing the second research question, namely 'to what degree a metacognitive approach can facilitate students to become self-regulated ESL readers'.

Students were asked to make five submissions of their reflective journals, with each submission encompassing reflections on a two-week period. Each submission was to represent a process of planning, acting, observing and reflecting on learning, informed by aspects of metacognition discussed during tutorials. Students gained both written and oral feedback on these learning journals. Each of the five student journal submissions thus broadly constituted an action research cycle (see table 1 above).

To facilitate teacher and student reflections, a series of written scaffolds were produced as follows:

- Written scaffold one (see appendix 2a) aimed to assist teachers in reflecting on and sharing with their colleagues about reading strategy instruction in their class, and was given to the teachers in the half-day workshop.

- Written scaffold two (see appendix 2b) aimed to facilitate teacher discussions and sharing on the metacognitive knowledge and processes, and was given to the teachers at the half-day workshop.
- Written scaffold three (see appendix 5) aimed to assist students in planning, monitoring and evaluating their reading progress in this class throughout the semester, and was given to the students in the second week of the semester.
- Written scaffold four (see appendix 6) aimed to facilitate teachers in giving feedback on a student *portfolio* in relation to the particular ‘strategy use’ which became the focus of the weekly tutorial.

These scaffolds were not intended for collecting data nor were they used by the principal researcher in the data analysis. They aimed to stimulate reflections which were integrated in the reflective journals and teacher discussions. All scaffolds, with the exception of that in appendix 2b, were based on Chamot, et al.’s (1999) work. Scaffold two was created by the principal researcher.

### **3.6.2 Pre- and post-semester student survey**

All questions in this survey, except those on volition, self-efficacy, and strategies, were modelled after, and adapted from, Phelps’ (2002) research on teaching for computer capability. The questions on strategy knowledge in language learning were based on Chamot, et al. (1999) and those on self-efficacy were adapted from Phelps (2002) and Chamot, et al. (1999). Since Phelps’ (2002) survey did not contain questions on volition, and being aware of a lack of available questionnaires on volition (see Dewitte, 1999), the researcher constructed these questions. The survey, which was completed by students at both the beginning and end of the semester, is provided in appendix 4.

Questions were focused on two aspects of metacognition in English language learning; affective knowledge and strategy knowledge. The survey was administered at the beginning and at the end of the semester and aimed to see if students’ self-regulation had changed, thus functioning as a “pre-test and post-test”.

Because the survey was intended not only to collect data, but also to engage students in reflecting on aspects of metacognition in relation to their own learning, questions were explicitly structured into twelve subsections, each highlighting different components of the metacognitive approach (as outlined below). With the exception of

questions related to the first two subcategories, all other questions used a seven-point Likert scale of measurement.

**1) Demographic information** considered three areas: students' age, gender and cultural background.

**2) Frequency and duration of English language learning outside formal classes** were measured by two items asking learners how frequently they were engaged in learning English independent of class activities-

**3) Encouragement by others** was measured using four statements seeking to understand whether students had been encouraged by people closest to them, such as parents, to learn English.

**4) Frequency of use by others** was measured by six statements asking students whether significant other people around them such as parents use and/or learn English. Since English was only used to a limited extent outside of the classroom context in Indonesia, witnessing other people using English might impact on students' own English learning.

**5) Support** was measured by six statements aiming at raising students' awareness of the importance of support and help-seeking behaviour in learning English. Through the statements, students reflected on whether significant people around them such as their teachers, parents, and friends were the source of support and whether they could easily find support when they needed it.

**6) Attitudes** were explored through eight statements focusing on the extent to which students were engaging in a range of English activities such as listening, speaking, reading and writing, and whether they liked these activities.

**7) Perceived usefulness** included ten statements focusing on whether the students perceived English to be important for them and whether they were motivated by the benefits of learning English, such as for their teaching career and to enhance their standing among their friends.

**8) Self-Efficacy** was measured through ten statements, which asked students about their confidence to perform various tasks. Seven of these statements focused on reading and the rest on speaking English and learning the language in general.

**9) Attribution** was surveyed through six questions which sought students' beliefs about their success or failure in the context of six hypothetical English language learning scenarios. The questions prompted students to reflect on whether they tended toward internal or external attribution for learning successes and difficulties.

**10) Feelings** toward English language learning were measured using ten statements. These focused on whether the students felt confident regarding their ability to learn English in general, and in relation to the four English language skills in particular.

**11) Volition** was surveyed through eight statements which aimed to see if the students were persistent in achieving set goals despite negative pressures such as from their peers or surroundings.

**12) Strategy knowledge** was ascertained through eighteen statements which asked students about reading strategies, in the context of planning, monitoring, problem-solving and evaluation.

### **3.7 Methods of analysis**

As mentioned in section 3.2.3, both qualitative and quantitative data informed the research. Consistent with constructivist research, and the advice of Onwuegbuzie, Johnson, and Collins (2009, p. 123), the researcher employed qualitative analysis, descriptive statistics, and some inferential statistics that led to internal generalisation but not to external (statistical) generalisation. This section details the methods employed in the analysis of data.

#### **3.7.1 Analysis of qualitative data**

This research employed thematic analysis with the qualitative data, aiming to examine commonalities, differences and relationships in the data (see Gibson & Brown, 2009, pp. 128-129). Themes were of two types: "apriori codes, which are defined prior to the examination of data, and empirical codes, which are generated through the examination of the data itself" (see Gibson and Brown's, 2009, p. 131).

Data were analysed both iteratively (during the research) and after the research was completed, in order to answer the two research questions, since “qualitative analysis is essentially an iterative process, involving repeated returns to earlier phases of the analysis as evidence becomes more organized and ideas are clarified” (Dey, 1993, p. 239).

The analyses focused on identifying both recursive and emergent themes and issues in relation to a priori and empirical categories. Strategies and affective aspects that were the focus of weekly teaching and students’ reflections (see lesson plan, appendix 3) became the main a priori categories. In addition, the analysis also identified recursive and emergent themes, so as to avoid forcing data into the preconceived categories.

As student journals were read by teaching staff during the semester, the themes and issues found in the journals, together with teacher fortnightly discussions, were used to inform subsequent actions, and to enrich and refine the subsequent learning cycle in order to better foster student self-regulation.

After the research was completed, further analyses of the qualitative data were conducted by the principal researcher. NVivo was used to manage and categorise data enabling the themes to be compared and contrasted in order to increase the validity of the findings. The analysis of data after the research thus enriched the findings which had emerged during the action research cycles. A specific focus in the post-semester analysis was on examining evidence of students’ development (or otherwise) of self-regulation in language learning.

A key part of data analysis was the search for contradictory evidence. As such, the researcher was aware of Dey’s (1993) argument that by “focusing on exceptions, extremes, or negative examples, we can counter the inclination to look only for evidence that confirms our views” (p. 235), and that “we can minimize the risk of error and misinterpretation of the evidence by entertaining rival interpretations of the data” (p. 237). Evidence that indicated a lack of development toward self-regulation was compared and contrasted with the evidence that indicated development of self-regulation. In this way the negative evidence enriched the researcher’s understanding of the complexity inherent in the task of developing students’ self-regulation.

Overall, the analysis focused on finding, in the data, the evidence and conflicting evidence of what it entailed to teach EFL reading using the metacognitive approach and whether or not the students could be assisted to become self-regulated, as indicated by the development of positive affective factors, strategies and behaviours in learning English from their first to their fifth reflections.

### **3.7.2 Analysis of quantitative survey data**

This research employed SPSS16 to conduct both descriptive and inferential statistical analysis of quantitative data. As discussed in section 3.6.2, the questions on the survey utilised a 7-point Likert scale. For the purpose of analysis, responses 'strongly disagree' to 'disagree' (1-3 on the scale) were collapsed, as were 'agree' to 'strongly agree' (5-7).

Descriptive statistics enabled the principal researcher to summarise students' demographic data such as age, gender and cultural background. As nominal data this analysis focused on the percentage of males and females in class and a breakdown of their cultural backgrounds.

Inferential statistics were used to compare the students' survey responses prior to, and after, participating in this research, specifically on questions regarding frequency and duration of learning English, encouragement by others, frequency of use of others, support, perceived usefulness, attribution, affects, volition, and strategy knowledge. For this ordinal data, the researcher employed non-parametric tests, namely the Wilcoxon signed-rank test (see Argyris & Schon, 1996; Manning & Munro, 2007), to compare median responses on the pre- and post-surveys.

## **3.8 Triangulation and validity**

### **3.8.1 Triangulation**

This research undertook three kinds of triangulation, that is, triangulation of investigators, data sources, and methods, in order to guard against the accusation that a study's findings were simply an artefact of a single method, single source, or single researcher's bias (see Patton, 1990).

Triangulation of investigators (researchers) was achieved through the involvement of colleagues as co-researchers. These teacher participants conducted their own action research cycles, as they implemented a metacognitive approach with their own

classes. They shared their strategies and observations with the principal researcher and fellow teaching colleagues through fortnightly meetings (see section 3.4). In this way, this research minimised a single researcher's bias (see Patton, 1990).

Triangulation of data sources was undertaken by both students and the researcher through the use of five student reflective journals which provided multiple iterations of data on students' development in terms of metacognition and self-regulation— together with the survey. By regularly reflecting, documenting and reading their reflections on aspects of metacognition and self-regulation (such as feelings, self-efficacy and strategies) over a period of six months, students provided multiple iterations of data from reflective journal one to reflective journal five. These iterative reflections also helped *them* to refine their understanding of metacognition and self-regulation. By doing this, students also triangulated their responses on the survey. These multiple data sources were also triangulated by the researcher in the data analysis where he compared and contrasted data on metacognition and self-regulation across five reflective journals, together with data from students' pre-and post-semester assessment survey. Therefore the data used in this research did not derive from a single source (see Patton, 1990).

Triangulation of method was achieved through the use of two methods of data collection i.e. the students' reflective journals (qualitative method) and the assessment survey (quantitative). The students used the survey responses as a starting point for their reflections on each weekly metacognitive focus. Then, they documented their reflections on various metacognitive elements. The two methods provided rich data on the same metacognitive elements. In the data analysis stage, the researcher analysed elements of metacognition and self-regulation using data from the survey and students' reflective journals. In this way, the researcher ensured that the findings of the research originated from more than one method (see Patton, 1990) since both surveys and reflective journals provided data to inform the overall action research process.



### 3.8.2 Validity

Although some action researchers such as Gilfillan (2002) apply notions of trustworthiness to discuss issues of validity in qualitative research, Herr & Anderson (2005) argued that action research needs to employ its own criteria to address issues of validity due to its action-oriented outcomes and purpose, which goes beyond knowledge generation. Herr & Anderson (2005, pp. 55-57) put forward five criteria of validity in action research: democratic validity; outcome validity; process validity; catalytic validity; and dialogic validity.

Democratic validity refers to the extent to which research is done in collaboration with all parties who have a stake in the problem under investigation (p. 56). In this research, such validity was safeguarded by working collaboratively with both the teacher collaborators and student participants who had a stake both in the problem under investigation and in the processes being trialled.

Outcome validity requires that the action which emerges from a particular study leads to the successful resolution of the problem being studied (p. 55). In this research, such validity was maintained when the researcher collaborated with the participants to refine the necessary actions and adaptations in order for the implementation of the metacognitive approach to result in the students becoming more self-regulated.

Process validity refers to the extent to which the problems are framed and solved in a manner that permits ongoing learning of the individual or system (p. 55). The metacognitive approach undertaken in this research emphasised ongoing learning of the participants as they became more self-regulated. The teacher researchers were involved before, during and after the completion of the research, such as through the half-day workshops, the pre-semester meetings and fortnightly meetings. The students were involved in planning and reflecting on their own learning progress in five separate learning reflections. These journals reflected the learning process in each of five cycles.

Catalytic validity required the research participants to re-orient and deepen their understanding of their social reality and to move to the action to change their view (p. 56). This research upheld this since all participants, including the researchers, were encouraged to challenge our existing views about EFL learning that might impede the

implementation of the metacognitive approach and move to the action, when required, in order for self-regulated learning to occur.

Dialogic validity was enabled when the researcher worked with colleagues through fortnightly meetings, enabling critical and reflective dialogue to occur between participants who were familiar with the research setting. Further, through reading the students' reflections, where they planned their learning and reflected on the learning experiences and expectations, and through giving feedback on these learning journals, the teachers were involved in a critical dialogue with the students. This culture ensured that the research process met dialogic validity criterion in its attempt to facilitate students becoming self-regulated learners of English.

To increase the meaningfulness of this research to all the participants and to increase its rigour, this research observed researcher effects, that is, the researcher-participants' relationship that might confound the natural characteristics of the setting. Miles and Huberman (1994, pp. 266-267) discuss at least five ways to avoid biases stemming from researcher effects: 1) staying as long as possible at the research site taking a lower profile; 2) using unobtrusive measures; 3) making the researcher's intentions unequivocal for the participants; 4) using triangulation; and 5) not showing off how much a researcher can do. How researcher effects were handled in this research will be taken up again in section 7.2.

To sum up, the strength of action research is that it takes a democratic, empowering and humanising approach in helping research participants solve their problems (Guba, 1996, p. xi), and the real issue for action research is less "getting it right" than "making it meaningful" (Green, 1992, cited in Herr and Anderson, 2005, p. 59). Ultimately, that was the aim of this methodology.

## **Chapter 4. Analysis of teacher data**

This chapter focuses on the analysis of teacher data which gives a basis for discussions for the first research question — what does it entail to teach reading in an Indonesian teacher education context utilising a metacognitive approach? The data will be presented through five themes: regular meetings with colleagues; a flexible approach to the syllabus; using multiple methods to facilitate learners' understanding of the approach; giving regular feedback; and appropriate and consistent assessment approaches.

In discussing each of these themes reference will be made to examples from: my own activities, reflections and observations as a teacher; the reflections and observations of my teacher colleagues; and the reflections upon my interactions with students participating in my class.

The analysis of student data will be the focus of Chapter 5.

### **4.1 Benefits of regular meetings with colleagues**

Three forms of collaboration with other English lecturers were incorporated into the action research process: the initial half-day workshop; subsequent pre-semester meetings; and the fortnightly meetings during the study session. As will be discussed in this section, these activities made key contributions to the success of the metacognitive approach.

#### **4.1.1 The initial half-day workshop**

All the twelve staff who participated in the workshop acknowledged the benefits of this initial workshop (see section 3.4) and were able to identify the relevance of the metacognitive approach to their teaching (it has been discussed in section 3.3.1 that the principal researcher was not holding any supervisory position that might influence the outcome of the research). The workshop proved to be a critical element in engaging staff in reflecting on a metacognitive approach in their teaching, thus providing data to inform the first research question. All the activities in the workshop were based on the provided agenda (appendix 9).

Providing an early opportunity for teachers to reflect on metacognition, and discuss it with their colleagues, the workshop served to acknowledge the importance of the lecturer's previous teaching experience as well as their current knowledge and skills. Staff were asked to link existing understandings and concepts of metacognition to their past and present teaching and learning experiences. The workshop also helped to establish a group dynamic of collegiality, and recognition of the value of their shared contribution to the research.

As indicated in the staff's comments, the workshop benefited teachers in two ways: it helped raise their awareness of students' self-regulation behaviour; and it enabled them to identify the relevance of the metacognitive approach to their teaching.

Several comments from staff indicated that metacognition had not, to date, been an explicit and planned part of teaching activities and therefore it was not well understood. Some staff commented that more planning on the part of teachers was needed to support students to engage in metacognition as a matter of habit. One staff member commented on the possibility that some students might already have their own 'models' of self-regulation but these models were not yet stable; they had not become skills; they were not yet automatic. The teachers thus readily identified the potential benefits of focusing on enhancing students' self-regulation, and the early workshop process assisted them to take ownership and involvement in the aim of the research project.

Staff commented that the workshop provided them with a much deeper understanding of the various elements of metacognition. Although most of them had heard about metacognition previously, their understanding was superficial. The staff gained a similar understanding of the metacognitive approach through their engagement with metacognitive elements, as reflected in the workshop prompts (appendix 2a and 2b) and the student pre-and post-semester survey (appendix 4), the principal researcher's presentation and subsequent discussions. As one lecturer explained "All this time, I only knew what metacognition is and have not got a comprehensive understanding of its elements" (Mr. Dion) (as explained in section 3.5, all the names used are pseudonyms). The workshop also provided insights as to the potential of metacognition as a more explicit part of the teaching processes:

...it encourages me to teach/work more effectively as I (can) use appropriate strategies and help students to learn more effectively and efficiently because they know the goals, conditions, and efforts they put into learning, and their success or lack of success (Ms Monica).

The workshop was also seen as a stimulus to motivate staff to want to learn more about the approach:

It's the first time I know what metacognitive approach is. I feel when I have to teach my students using this metacognitive approach it means I really must study hard to understand it first... I'm not from the education department, so this approach is strange for me (Ms. Andrea).

Some staff also commented on how the workshop had provided them with a better understanding of action research.

However, time was a significant constraint on the workshop and participants indicated that they could have discussed the ideas in greater depth given more time. In particular, more time would have allowed reflection on concrete examples of past classroom experiences, and the identification of opportunities where metacognitive ideas could have been promoted. This could have made the theoretical ideas more practical. Ideally, this introductory process would have been undertaken over a two-day period rather than the allocated half-day. In addition, the use of more concrete examples would have made the metacognitive ideas more relevant to the teachers' past and present teaching experiences.

#### **4.1.2 Pre-semester meetings**

The pre-semester meetings were important in providing staff who felt they might be interested in participating with the opportunity to deepen their understanding of metacognition and what it would mean to be involved in the action research. These meetings also provided an opportunity to collaborate in the preparation for teaching, and to increase a sense of teamwork.

In working with the staff during the pre-semester meetings, there was a clear need to nurture the teaching staff's confidence in their capability to implement a metacognitive approach. When we were preparing our syllabus in the first meeting, most were doubtful that they could teach reading in this way because many of the ideas were new to them, and they had no experience in conducting action research.

The group was encouraged to view the metacognitive approach as a learning process and that, rather than a fixed approach, we would continue to reflect on and revise our teaching plans and processes. Emphasising the value of working together as a team gave the staff a sense of security that they were not walking alone. Encouraging them to contribute by thinking of ideas and resources before each meeting nurtured their confidence and emphasised that they had something valuable to contribute and that I was there to learn together with them (my reflection/Week 1) (Journal writing was based on my own reflections (see appendix 11) on the metacognitive themes that became the focus of the weekly class meetings (see lesson plan, appendix 3). Having a specific focus for each session helped the teachers to make their reflection as objective as possible. Brock, Yu and Wong (cited in Wallace, 1998, p. 64) suggest researchers should narrow their journal keeping to a few salient teaching issues during their investigation. In addition, to increase the likelihood that the journal writing was accurate, the reflections were made right after the class meeting and revisited at the end of the day. Furthermore, objectivity of data collected through journal writing was increased through the training that was undergone through teacher fortnightly meetings. In these meetings, the teachers shared what they had written in their private reflections, and that way learned from each other how to engage in more critical reflection).

Collaboration did not come easily. While some teachers were willing to prepare and bring along ideas to the planning sessions, others were not. It emerged that there were some tensions and lack of openness between the participants, specifically between those staff from the EESP program and those from the PSTESP program. In Meeting 2 it became evident that two groups were not comfortable or willing to sit together or work with each other. Despite attempts to reiterate the importance of collaboration and collegiality, these tensions were difficult to understand or resolve. While not explicitly discussed with participants, it is likely that matters of culture, status, prestige and pride between the two programs, and perhaps prior histories of some of these individuals working together, may have coloured the group dynamic. The heavy workloads of those staff in the EESP program limited their capacity to participate. Although they indicated that the approach would benefit them and their students, they also identified difficulties in implementation. The two participants from

the EESP had not yet committed to join the research and this contributed to their lack of engagement in the pre-semester process. By Meeting 3 they had withdrawn from the project. These issues are taken up again in Chapter 6.

Following their withdrawal, the smaller group seemed much more enthusiastic, cooperative and collegial. Their positive response was evident through their deeper level of engagement in discussions and also through their preparation of materials for the semester.

Reflecting on these early pre-semester meetings, it was clear that teaching staff needed regular support and encouragement to be ready to learn from each other and from our own mistakes. The role of a principal researcher as motivator was very important in this regard.

#### **4.1.3 Fortnightly meetings**

In the Indonesian educational context, with its emphasis on syllabus and content, developing and sustaining a deep and self-critical level of reflection, even amongst teaching staff, proved new and challenging. Although the host university, with its Ignatian Pedagogy (see section 1.1.2), encouraged reflection as part of teaching, most lecturers admitted that they did not engage in reflection as an integral part of teaching. Establishing habits of reflection assisted us in addressing problems and concerns facing teachers and students, be it during the classroom sessions or outside, as the learners conducted independent learning. When teachers become more aware of the metacognitive processes, this appeared to support them to reflect in a deeper way about a range of issues, not only about their students' learning but also about their own teaching.

Teacher fortnightly meetings proved vital in supporting this change. The meetings were based on the lesson plan (included in appendix 3), teachers' reflections on teaching activities during each tutorial week and the meeting agenda (provided in appendix 10). Through continual discussion of the elements of the metacognitive approach, and informed by issues encountered by the students, staff developed a deeper understanding of metacognition and the ways that they might implement it. The four participants recognised that this was enabling them to be more accomplished teachers, and a number of key benefits of these meetings can be identified.

Being actively involved in planning, trialling, monitoring and evaluating new strategies (i.e. not just blindly following the syllabus but taking more initiative with preparing) was the key recursive theme throughout the series of meetings. As early as Meeting 1, Ms. Wati acknowledged:

I am metacognitively more organised in teaching from planning, monitoring to evaluation; I know what to do; I used to just follow the module. Now I know the reasons for what I am doing.

This acknowledgement is indicative of the general move away from the traditional focus on the prescribed syllabus and materials, with little room for teachers' autonomy and freedom, towards more self-control of teaching—in better preparation for teaching, and a greater awareness of what to teach and how to teach it.

Furthermore, the new approach helped in anticipating the learning problems that might occur in the classroom, and resulted in better decision-making processes. The teachers felt that being more conscious of, and getting in the habit of, deep thinking about teaching and our students empowered us to become more effective teachers.

The importance of collegiality was explicitly recognised by participants. For example, Ms. Meta (Meeting 1) acknowledged: 'There is collegiality; it is positive since we learn together; the burden is reduced'. Note that 'burden' here likely translates from an Indonesian word *Beban* whose equivalent in English would be 'teaching load', suggesting that when we worked together our tasks in teaching became lighter.

Although there was a clear sense of collegiality in group meetings, it was realised that this needed to be continually nurtured and enhanced throughout the semester. Regular discussion of strategies and issues during fortnightly meetings increased the trust among the teaching staff. For example, in reflecting on how to deal with the tension between a focus on content versus process, the group context provided an opportunity for Ms. Wati to see how others were achieving this:

It turned out that seeing others' work was really helpful. At least I know what the materials should convey to the students. We are teaching them metacognitive strategies not just how to comprehend the passages (Ms. Meta/Meeting 2).

Mr. Yudi's comments (Meeting 4) focused more on the support, knowledge and reassuringly gained from having a knowledgeable facilitator or mentor:



At first, PGSD's (PSTESP) lecturers were invited to help the researcher in his research. The study attempted to apply metacognitive approach in English class. I feel hesitant when asked to help him because I really do not understand about the metacognitive approach. His support made me a little confident to perform this approach in the class.

There was awareness amongst the teachers that change took time and, despite the difficulty, the prospect of future success made the journey worth undertaking. Ms. Wati (Meeting 3) said:

We are more organised and systematic although at first it was stressful; it was like a lot of work. But this (approach) made it easy to monitor ourselves and the students. Unlike traditional teaching methods, this approach encourages the teachers to rethink, redefine and revisit their teaching practices through sustainable planning, monitoring, and evaluation. This process enabled the teachers to monitor the students' learning development.

Another theme to emerge was how thinking more deeply about the students and what influenced their learning could change previously held assumptions about students' capacities and deeply engrained pedagogical practices. Ms. Meta, for example, believed that the students' habits of not carrying out tasks unless directed by a teacher were reflective of the Indonesian/institutional culture. She was concerned that students did not take independent learning tasks seriously and did not complete them unless directly instructed to do so. However, she was willing to acknowledge that students' capacity and willingness to manage themselves might take time to develop, noting that it is "hard to change bad habits." After several class meetings and gaining feedback (both written and oral) Ms. Meta felt that students were becoming more self-regulated and were planning and carrying out learning activities and reflecting upon them without the teachers' supervision (Fortnightly meeting 4). She was thus prompted to recognise that what she believed to be deeply engrained cultural practices might be able to be changed.

A deeper understanding of the metacognitive approach resulted in a willingness on the part of teachers to reflect in more depth on their own need to change in order to respond positively to the students' learning difficulties and to adjust their teaching accordingly. Ms. Wati (Meeting 1), for example, said:

Affectively I can better adjust to the students and can improve our attitudes to students.

This represented a significant change for this teacher since she had previously spoken quite negatively about her students. Through learning more about a metacognitive

approach, Ms. Wati shifted her attention from the materials to the learners, as evident in her reflection shared in Meeting 6:

...it makes me aware of what truly happens in the learners during the teaching and learning process; it helps to understand and appreciate my students better; it colours and expands my experience and knowledge in teaching reading (Ms. Wati, Meeting 6).

A similar change from being rather negative about students was also experienced by Ms. Meta:

The emphasis now is on the students not on the materials. The approach now is student-centred; it used to be materials-oriented. There is more room for explorations. It is more human. We know the students individually. There is a sense of success for both the students and the teachers (Meeting 1).

A further example of the benefits of teaching staff reflectively challenging their beliefs and practices came in response to the observation (by Meeting 2) that many students were not writing their reflections in English or were using both English and Indonesian. Some staff expressed concern that there were a lot of grammatical errors in their English reflections. However, we agreed that it was important to encourage students to keep trying to write in English regardless of the mistakes, recognising that the *process* of learning was more important than presenting a polished product. We discussed the need to focus on students' metacognitive growth and on fostering self-efficacy and volition.

Through the group reflection process, participating teachers developed an enhanced awareness of the need to build a good rapport with students. In my own journaling in the first week of semester, I reflected on the importance of not rushing into content delivery but taking the time to get to understand my students—recognising that they might arrive in the learning context with nervousness and tension and carry a history of past experiences, some of which might be negative.

In all six meetings, discussions of the need to move the focus from content to the affective domain of learning (affective aspects have been discussed in section 2.3.1 and further discussed in section 5.1 consisting of support, attitudes, feelings, motivation, volition, self-efficacy and attribution) resulted in teachers looking to create a positive and healthy learning environment, to build trust between students and

lecturers and establish support for students' academic *and* emotional selves. This was then seen to facilitate learning throughout the semester.

That teachers' attitudes towards the students were in the process of changing—from being rather negative to becoming more positive—was evident in the variety of approaches revealed in Ms. Wati's last reflection (shared in Meeting 6):

I myself tried to show them positive attitude, like giving them movies when they felt that the class started to be boring. I praised their work, though their work did not satisfy me.

I tried to provide a positive learning environment to the students, such as: making the class fun, praising the students, encouraging them, understanding them, negotiating with them, compromising with them, as long as it was for the self-development of the students. Hopefully, by doing those, the students improved positive feeling towards reading and towards themselves.

This teacher came to an awareness of the importance of focusing more on her role in facilitating students' learning, and on helping students develop their affects, than on the product of students' work.

The need was felt to recognise students' inexperience in self-regulation and thus to support and scaffold it. One way to do this was to keep encouraging the students to focus on the affective aspects of metacognition rather than solely on their learning materials. We also encouraged students to be more structured when making their learning plans and to include clear and specific learning goals and activities to progress towards their goals. However, writing such goals and reflecting deeply on them proved challenging since this was not something students were experienced with as part of our culture. After reading the students' first and second reflections and discussing these in subsequent meetings, we agreed that providing some examples would be helpful. In my own class, I provided a simple template prompting them to record the date, learning goals, activities and reflections. With constant feedback and facilitation, the students' learning plans showed better organisation in subsequent reflections.

A continuing need was for the teachers to keep focusing on the *process* of learning rather than merely on the materials, an issue which was revisited in each of our meetings. For instance, one colleague (Mr. Yudi/Meeting 2) was still worried about not being able to finish the materials he planned to teach, rather than on whether the students were learning to become more strategic and self-regulated when he said:

“We were one meeting behind the schedule in terms of the teaching material. The students were rather slow in understanding the reading material.” After sharing such thoughts in Meeting 2 onwards, we progressively became more aware of the importance of encouraging the students to become strategic. By Meeting 6 Mr. Yudi acknowledged that he had covered all the strategies while reassuringly reminding his students not to be overwhelmed by a focus on content only. Further, Ms. Andrea (Meeting 5) said that she was proud of the students’ progress (in terms of self-regulation).

In short, regularly sharing reflections on issues students were facing benefited us as teachers. It created a learning community, as acknowledged by Ms. Wati in her final reflection (Meeting 6):

Working with colleagues was fun because they cheered me up when I was down. They were helpful and cooperative because we could share our experience in different classes. We exchanged materials and techniques.

Openness and trust are evident in these words. Looking back, I realised how individual reflections had been enriched through regular meetings. These meetings had assisted me, as the principal researcher, in sharing my knowledge of metacognition with my colleagues. They also enabled me to learn from my colleagues about how metacognitive ideas could be applied in various classroom learning contexts. Close collaboration was made possible by increased collegiality amongst the teachers where everyone felt secure to share their reflections *on* teaching, *in* teaching and *for* teaching. I also noticed that my colleagues had grown, not just intellectually in terms of their approach to teaching English, but also in their attitudes towards learning and the students. These changed attitudes and practices were expected to benefit student learning. Changes such as this would have been slow or even unnoticeable if individual reflections had not been shared in regular meetings.

In hindsight, we could have invited a small group of volunteer students to come to some meetings to share with us their experiences and opinions. This would have provided further opportunity to acknowledge and document students’ views and voice and would have gone some way to compensate for the time constraints which were present in the tutorial context. Although the students were always given an opportunity to write down their reflections about class activities at the end of every

tutorial, they might not have the courage to share what they were thinking due to the power imbalance with the teachers. Regular face-to-face dialogue may have enabled more equitable and confident participation by the students, which in turn would have enriched the teachers' understanding of the issues students faced, and how this understanding would benefit both the teachers and the students. If this were too challenging, then at least a final summative session could have been added.

## **4.2 Using multiple methods to engage learners with the metacognitive approach**

Through initial engagement with my colleagues before the semester started, we identified a need to use multiple methods to help develop students' understandings of the approach and then to reinforce and support them to apply it in their ongoing learning. The four key methods were: students' reflections on the pre-semester assessment survey; enriching student understanding through a metacognitive booklet; nurturing student independent learning through weekly learning plans and reflections; and creating a collaborative English language learning environment through a 'wall magazine'.

### **4.2.1 Reflecting on the pre-semester survey**

The pre-semester survey served as more than just a set of questions to assess the students' knowledge and prior use of metacognition in their reading of English. It also helped the students to reflect on the elements of the metacognitive approach in relation to all aspects of language learning.

In this, it proved important that the survey had been translated into Indonesian and that the language was carefully chosen to support the students' initially varied understanding of the concepts of metacognition. Students retained a copy of the survey for their own reference, and could refer to it when they made their weekly learning plans and reflections. In part this supported them in monitoring their own development and in discussing their progress with their peers.

Formally, the survey was only discussed in class in Weeks 1 and 14, when they were asked to complete it. However, in retrospect, in each weekly tutorial it would have been useful to prompt students to refer to their earlier responses and to reflect upon

and/or discuss their responses related to each week's focus theme. For example, in Week 4 when we discussed self-efficacy, a more explicit link to the questions may have helped students develop a deeper understanding of the concept, particularly in being able to explain in which "areas" of English their confidence had increased and in which areas they needed further confidence.

While students were not explicitly asked to indicate how beneficial they found the survey to be in supporting their learning, there were indications of its usefulness. Observations, overheard discussions and written reflections suggested that a majority of students used the initial survey as a quick reference to remind themselves of key metacognitive elements and that this proved beneficial in focusing their reflections.

#### **4.2.2 The metacognitive booklet**

The metacognitive booklet (appendix 13) was essential in providing a deeper understanding of the metacognitive approach, not only for the students but also for the teachers. It was useful that this information was written in Indonesian, using accessible and precise language which assisted the students' to understand and implement the concepts to support their learning.

In hindsight, while the booklet conveyed theoretical information, it lacked concrete examples. It is likely that the use of authentic and practical examples could have increased the booklet's relevance and applicability to the students' situations, and assisted them to understand the value of the concepts in their day-to-day learning. For example, the concept of attribution was perhaps least well understood by the students. The booklet might have provided an example (for instance) of two students who were experiencing difficulties learning English one of whom attributed their difficulties to their English teacher and the other to their effort and strategies. Such a story might have emphasised the value of internal attribution and a focus on what students can actively do to improve their own learning context.

#### **4.2.3 Weekly learning plans and reflections**

As teachers we realised that, in order for the students to grow metacognitively and develop into self-regulated learners, they needed to become willing and committed to taking the responsibility for learning into their own hands. Clearly this would not take

place by just coming to class and listening to the teachers. The students needed to spend more time learning English outside of class and beyond the teachers' supervision. Our central task was, therefore, to encourage the students to spend more time learning English on their own. This did not come easy for many students, since outside the classroom there were few familiar contexts for them which required or demanded the use of English. Furthermore, few students had experience in making learning plans and reflecting upon them. All this required regular guidance from the teachers on the importance of planning and reflection.

Reading the students' first and second learning plans and reflections, we teachers came to realise that many students lacked focus and direction, and discussions in class revealed that many students had never played an active role in planning or reflecting on their learning prior to joining our class. The teachers agreed that, in order for the reflective journals to work for the students, they needed to be more structured in their detail. This would assist the learners to focus in-depth on the metacognitive themes and the elements of language learning. From our initially very open and unstructured suggestion to students to use their journal to set goals and reflect on how these were achieved, by Meeting 4 we recognised the need to provide students with more scaffolding. In the teachers' meeting (Meeting 4), we agreed that students needed to be assisted in making learning goals that were specific and reachable. We decided to spend some time in Week 7 discussing the issue with the students in our respective class.

In Week 7, I spent an hour of class time working with my own group of the students to discuss and provide examples of how they might structure their weekly learning plan. We discussed the need for dates, specific learning goals, activities, and reflections on the goals and activities (my reflection/Week 7). From Week 7, the students' learning plans were more structured. As will be further discussed (section 5.1.3) many students became more self-motivated from the process of setting independent learning goals. Student S02 (Refl.4) shows this link:

I think use day planning is very effective. When we have planning in our minds but we are not try to write it, it's can't be success and always fail because the planning in our mind can disturb with other thing. So, if we write our planning we can be more focus. I believe if I use this planning strategy every day, I can study English more easy than before. I can know what

must I do today. although my daily planning is not perfect, but I believe someday I can write it more good, and my English also.

When I left class I came across four colleagues and we had a conversation about what we did in our respective classes. We noted that we were wanting to be process oriented, rather than materials oriented, and that our task was building students' character (attitudes etc.). We were aiming at student empowerment, which was not properly addressed before. I could see that there was a positive tone in the teachers' words, and was happy that we, as teachers, did more than just teaching the materials we had prepared; we facilitated students to be autonomous/independent/self-regulated (My reflection/Week 7).

What we teachers learned from nurturing student independent learning was that the students needed scaffolding in order to make realistic goals and to reflect appropriately upon them. Once they had gained the experience and confidence which comes from focus and direction, they were able to set realistic learning goals and reflect upon them independently, which in turn assisted them to become more self-regulated in learning.

#### **4.2.4 The 'wall magazine'**

One of the challenges facing the students learning English in a foreign language context was lack of relevance of English outside of the classroom context. Since English was only learnt in class, and not used in daily communication, we identified the need to create an environment on campus where students could practise and reinforce what they were learning with their peers. While we could have worked ourselves to create such an environment *for* the students, consistent with our goals for students to become more self-regulated, we recognised the benefit of involving them directly in this activity.

In the meetings with my colleagues before the semester started, I raised the idea of establishing a 'wall magazine' on campus. This was conceptualised as a display, created by the students, on decorated boards around the campus, but outside the classrooms. The displays consisted of a collection of articles and comments made by the students on themes which they selected themselves in conjunction with the weekly themes and readings used in the classroom. The students were encouraged to create such displays



(appendix 12) in groups, to read and give comments on each other's work, either on the board or in their written reflections.

All semester one students, who were taught by the four colleagues and myself, responded to the wall magazine idea enthusiastically (section 3.3.2 gives information about the total number of semester one students). They formed into groups of 4 to 6 and chose a chairperson, secretary and treasurer. They met outside class time, without teacher supervision, to decide on a theme to convey via the magazine. Every week each group took turns displaying their work on the board. Displays such as these were seen as highly innovative and had not been a feature of the campus before. Since there were six English classes and each class had about 4-6 groups, the displays considerably enlivened the campus environment.

In our interactions with students we identified that the wall magazine provided a number of benefits for students. For example, they contributed to a positive and motivational learning environment. As one student described, they "widened our horizon, and made us creative. Campus atmosphere became more lively" (S01). The practice enhanced cooperation amongst the students, as they read each other's work, providing added incentive to engage in more diverse English language experiences than the ones prescribed in class: "I can get a lot of information from the wall magazines, a lot of which I may never have encountered/known before" (S04). The approach also helped develop the students' self-regulation in learning English as they took more self-responsibility for identifying their own and each others' errors in expression: "I can gain various information and can learn tenses, grammar, and find new vocabulary from other learning materials" (S09). Another student stated that "The wall magazines created the English atmosphere which in turn makes me used to the English language" (S02).

These responses had their counterpart in the teachers' comments (Meeting 4):

We are happy (proud) about their effort, such as making weekly wall magazines. Although we did not remind them of this, they do it themselves: an indication of being more autonomous; but we need to encourage other students to read the publications (Ms. Wati).

I could see the changes happening to all semester one students. They were enthusiastic about the wall magazines. These magazines create an English atmosphere on Campus. At the end of the day, learning should be fun, and the wall magazines help make English learning a fun experience (Mr. Yudi).

The students' positive responses (as reflected in Meeting 4) reinforced the teachers' belief in the benefits of the wall magazine as means to promote self-regulated learning in the campus environment. Having an environment conducive to English on campus supported student learning, not only in class but also outside class. This worked as a stimulus for students, since the use of English outside formal learning settings is otherwise limited (There is certainly English use outside Sanata Dharma university, but it is not employed in daily communication; it is limited to certain venues such as English seminars, in hotels or some tourist spots serving foreign customers).

Looking back, by debriefing students on the strategies they were using, we could have created closer connections between in-class and out-of-class activities in order to provide greater encouragement and reinforcement regarding their capacity to learn independently. This would also have invited questions from peers, and so initiate authentic language use. In addition, there would have been a transfer of effective learning strategies among students. In this way, the classroom learning would have been more engaging and enriching as only part of a larger whole-learning experience.

### **4.3 A flexible approach to the teaching syllabus**

As my colleagues and I met throughout the study period and reflected on the learning process and our interactions with students, we came to recognise how essential it was to be flexible with our syllabus in order to address learners' needs, expectations and beliefs. From the first two weeks of lectures, and the students' first reflections, we realised that, while the initial focus of the course was on *reading* in English, most of our students' goals were related to being able to *speak* in English and that speaking was how they measured their success and achievement in learning English. This was understandable since, having learnt English for at least six years previously, they wanted to be able to bring their prior learning and experiences together to achieve practical and functional communication capacity. In addition, they also perceived the need to develop other skills and elements of English in order to contribute to proficiency in spoken English.

This discrepancy between teachers' and students' expectations and beliefs about language learning presented a unique challenge and tension for us as teachers and action researchers. On the one hand we were required by the Study Program to focus

on reading, and my own research had been shaped by this limitation. On the other hand, the students wanted to develop their ability to speak in English, as well as other skills and elements of English. Realising that the metacognitive approach was about recognising and fostering students' own goal setting and self-regulation, some degree of negotiation with students regarding what, how, why and when their learning would take place needed to be made. These decisions were important, since unresolved differences between teachers' and students' expectations could impact negatively on students' learning. We realised that we had to be responsive to the actual goals and interests of the students while at the same time emphasising the value of the current syllabus, and that our syllabus had to be flexible and open to change to cater for the differing needs of the learners. This is reflected in Ms. Andrea's comments: "Not only reading but also other skills; students will feel bored; but this is also because English curriculum focuses on reading; we can however make variations." (Meeting 1).

With this in mind we decided to conduct a discussion with students to emphasise the importance and relevance of reading ability in terms of exposure to English and access to information. We did this to increase the motivation of the students and their perceptions of the usefulness of reading. This approach impacted positively on the students' motivation and interest in learning reading strategies, for (generally) they increased their understanding of its importance for their future career as primary school teachers. We also taught other skills and elements of English such as grammar in our English lessons and used more varied media to teach English in class.

The students were encouraged to base their independent student learning plans and reflections on an understanding of their personal strengths and weaknesses in language learning, rather than focusing solely on reading, as we initially planned. As is apparent in their reflective journals (see section 6.2.1), this freedom raised the students' awareness of the importance of metacognition and its relevance for developing their varied language learning needs.

From these experiences throughout the course, we teachers learned that being a metacognitive teacher required us to negotiate the differences in expectations and beliefs about what we teach and how and what students learn in the English class—and to do so even if they contradict with our syllabus, the institution and research

demands. Acknowledging dissonance between teacher and student expectations and beliefs is critical if students are to take more control over their own learning. Teachers need to create a safe learning atmosphere where students feel they can pursue learning that is meaningful for them, while still ensuring they meet intended learning outcomes. For students to take more control over 'what' they learn, they also need to have a deep understanding of the 'how' i.e. a good understanding of metacognitive processes themselves. To help them achieve this, multiple teaching methods can be beneficial.

While a syllabus was a required and necessary component of all courses at our institution, we needed to consider what role and format the syllabus might take in the light of the metacognitive approach. Through the research we came to recognise two important elements to be considered in developing syllabi when adopting a metacognitive approach: (a) our syllabus should include weekly development and reflection on both person knowledge and English language learning strategies; and (b) the syllabus should be flexible.

#### **4.4 Providing regular feedback**

Students' written reflections via their journals served three purposes. First, they assisted the students in planning, monitoring and evaluating their progress in language learning. Second, they informed teachers of the students' learning experiences and progress. Third, they provided invaluable opportunities for the teaching staff (including myself) to learn more about the issues that students encountered, what influenced their learning, and the affective dimensions of learning. In other words, the students' written reflections were not just viewed as "assessment" but as an integral part of the learning process for both the students *and* the teaching staff.

Since reflections were of such importance to both students and teachers (all 120 students and five teachers, including the principal researcher, made reflections although the principal researcher had direct access to his students only; section 3.3) providing both written and verbal feedback to the students was essential. Recognising this, we read the students' reflections and wrote feedback in reflective journals at five points throughout the study session. We also provided verbal feedback to the whole group in class soon after the students read their individual written feedback.

In our feedback, we needed to show support to the students. Realising that many had rather unpleasant prior learning experiences, and were afraid of English (see section 5.1.1), we showed our support to them by providing positive and motivating feedback and comments which encouraged them to keep trying when they faced challenges, and to reflect more deeply on what was influencing their learning. In providing feedback, we focused on students' development of self-regulation in language learning, constituting both the affective domains of metacognition, and strategies in learning English. Reading the students' first reflection, my colleagues and I realised that reflections on affective aspects of their learning were generally missing from the students' reflections. In the written feedback and the verbal feedback in class, we encouraged the students to focus and reflect on these aspects. Feedback such as this was done constantly throughout the semester. In the subsequent reflections, it was apparent that the students were growing in their metacognitive capacity.

Students were also encouraged to focus and reflect on strategies for reading in particular, and language learning in general, resulting from an understanding of their strengths and weaknesses in these areas. Our focus on strategies gradually encouraged students to take control of their language learning progress, rather than being discouraged by the difficulties they were facing. They were also able to see learning as a lifelong process, rather than a short-term endeavour.

In hindsight it would have been beneficial to include an additional feedback loop where we asked students whether and how this feedback was beneficial, in order that we could better refine our strategies for encouraging the students through their reflective journals. We could have asked the students to write their reflections on the benefits of feedback in their reflective journals. This would have enriched teachers' understandings regarding the benefits of feedback for the students' metacognitive growth and self-regulation.

#### **4.5 Appropriate and consistent assessment approaches**

Administering tests was a regular academic practice at our university. All teachers were required to conduct at least two tests; a mid-term test and a final test. One of the challenges facing the teachers was how we could construct an assessment which would be consistent with our goal of fostering self-regulation.

The traditional approach to end-of-course examination was to set a reading exam involving comprehension and multiple choice questions. For a number of reasons, however, this was not considered consistent with the metacognitive approach. First, while such an approach enabled teachers to quickly measure the learners' understanding of a set text, such tests did little to provide an understanding of the strategies and processes that the student employed while engaging with the reading. These tests still treated learners as passive players in reading. Their role was just responding to the questions asked and they could often respond with correct answers without fully understanding the text. Second, this type of test did not mirror the actual strategies which the learners use in reading everyday texts. Rather than encouraging learners to explore the text using various strategies, as they would do in their day-to-day reading, this approach to comprehension reduced the authenticity of the engagement process. Third, the task reduced the learners' capacity to apply self-regulation in reading, including implementing strategies of planning, monitoring and evaluating the text being read. As Pressley (2005) has emphasised, comprehension questions do not measure all that the learners need to know about the text.

While we were fully aware of the need to have an assessment which was consistent with the metacognitive approach, we realised that we had no experiences in designing such a task. This issue was discussed in the second fortnightly meeting. We agreed that the assessment should aim to help students to become self-regulated. While recognising that assessments could not measure all aspects of learning we did realise they were important in motivating students to study hard. Having agreed on our goals for the assessment, we then allowed some time for each individual teacher to brainstorm and devise an assessment draft which they felt was appropriate for their class, such that we could compare various approaches. We then met to compare our ideas.

Having considered the kinds of assessment which would more consistently foster and assess self-regulation, we devised a task that emulated what the students had been learning and practising both in class and outside of class. This open-book test allowed students to use available learning resources such as dictionaries, metacognitive strategy notes and their reflections, however they could only work individually, leaving out cooperative learning strategies.

This assessment task, which were undertaken by all semester one students (120) taught by the four colleagues and myself, consisted of three parts: Part A assessed the learners' understanding of planning strategies, prior to them reading the actual text; Part B invited learners to use a list of monitoring and problem solving strategies as needed while reading the text; and Part C asked learners to evaluate both the strategies they used in reading and how they performed in reading. One important characteristic of this assessment was that the learners had to generate their own questions about the text, and write their answers to those questions. This was expected to develop their self-regulation in reading.

In the teachers' conversation after the assessment was conducted, we agreed that this assessment was successful in that it prompted learners to engage with the text and explore it as they would do in their day-to-day reading. It revealed how much the learners had developed their self-regulation in reading, since they could use a wide range of resources available to them and demonstrate the learning strategies which they had been developing and practising throughout the course

Final grades for the students (refer to all semester one students of PSESP who were taught by the four remaining teachers teaching English at this study program and the principal researcher. The teachers who dropped out from the research taught in a different study program (EESP) which is located in a different campus; section 3.3.1) were not based solely on the formal exam as would be traditionally the case. We also incorporated their weekly independent learning efforts and reflections, wall magazines, and class attendance. Regular class attendance comprised 10% of their result, exams comprised 40%, wall magazines 10%, and independent reflections 40%. The students overall performance would thus reflect the breadth of their effort in the unit, and their engagement in the learning process—not solely their resultant English performance. Devising an assessment approach which was consistent with the metacognitive approach was an important step in ensuring that the teaching and learning process promoted effort and learning process, and thus self-regulation. The approach also demonstrated our commitment to valuing learners' overall efforts and progress from week to week. In the light of learning strategy acquisition, our approach to the test was consistent with Chamot (2009a, p. 106) who argues that alternative assessment is more appropriate than standardised tests.

This chapter has presented data which addresses the first research question. From the analysis it was revealed that teaching EFL reading using the metacognitive approach entailed regular meetings with colleagues, using multiple methods to engage learners with the approach, a flexible approach to the teaching syllabus, providing feedback and appropriate and consistent assessment approaches.



## **Chapter 5. Analysis of student data**

This chapter reports results from the qualitative analysis of the student reflective journals and the quantitative analysis of the pre-and post-semester survey of the twenty four students whose journals were directly accessed by the principal researcher (see section 3.3.2). This empirical evidence forms the basis of discussion of the second research question — To what degree can a metacognitive approach facilitate students to become self-regulated EFL readers?

Qualitative data includes students' reflections on both classroom-based activities and independent learning activities outside the class. Quantitative data were drawn from the survey, as completed by students before and after the study session. The analysis explored whether students were becoming more self-regulated EFL readers and learners as a result of their engagement in the metacognitive approach.

The analysis begins by exploring the students' regulation of each affective state — that is: feelings and attitudes; support; motivation; volition; attribution; self-efficacy; and their regulation of strategies. As will become evident, the students' regulation of affective elements also involved the deployment of certain strategies, implying interconnectedness between regulation of affects and that of strategies. For this reason, discussion of data related to strategies employed in regulating affects will be included in those respective sections.

### **5.1 Students' regulation of affects**

This section presents data from students' five reflective journals, and their pre-and post-semester survey as it relates to the various affective elements: feelings and attitudes, support, motivation, volition, attribution, and self-efficacy. The data in this section is only drawn from my own class since I did not have direct access to data from students in my colleagues' classes (see section 3.3.2).

#### **5.1.1 Regulation of feelings and attitudes**

Attitudes were discussed specifically in Meeting 1, and feelings were later a focus in Meeting 6. In analysing the data from students' reflective journals, feelings and attitudes were considered closely related to, and affected by, each other and are thus both discussed here together.

In my interactions with students, I found that students held a range of positive and negative feelings and attitudes toward English as surfaced in their reflections below, which impacted on their past and current learning. In the light of the metacognitive approach, I prompted them to reflect upon, and deal with negative feelings and attitudes, and develop positive feelings and attitudes towards English and people who might have an impact on their English language learning, such as English teachers, friends, or the wider community. “When people are prompted to think about their values, beliefs and their past experiences they will often start to recognise factors that impact on their learning and this recognition can bring key insights into how they can help themselves to change (Phelps, Graham, Brennan, & Carrigan, 2006, p. 1).”

In engaging with students’ reflections via their journals, a range of themes emerged across the student group. Broadly these related to issues arising from past English teachers, issues of motivation, issues of self-efficacy and realistic perceptions of their own English language capacity, and matters related to modifying negative feelings to nurture success. In presenting the data it might be noted that students often used the word “lazy”, a literal translation from an Indonesian expression *malas ah* (uninterested, rather than indolent). The term thus has a slightly different meaning in context to common English usage.

Some students reflected that their past teachers had not been inspirational, which had a negative impact on their feelings and attitudes to English learning. Student 09 and S22 (Refl.1), for example, reflected that their past teachers had made them bored. S09 explained that she liked English when she was in primary school but then became so “lazy” and did not like it in high school due to the boring teacher. A similar statement about the negative influence of past teachers was made by Student 03 who mentioned her former teachers as the cause of her disliking of English, particularly in the way they explained the lesson:

Dari dulu saya kurang merasa suka dengan bahasa Inggris karena saya merasa sulit sekali untuk memahami bahasa Inggris. Karena dulu guru SMP maupun SMA saya tidak begitu jelas menjelaskannya. Sehingga saya menjadi malas untuk belajar bahasa Inggris. *(Since the first time I learned English I don't like English as I find it difficult to understand it. This is because my former English teachers, be it at Junior or Senior High school, did not explain it very well. This made me lazy (unmotivated) to study English).*

Once exposed to the metacognitive approach, Student 03 realised that she needed to regulate her feelings and attitude and that she could draw on her current teacher as a role model. Her learning goal became to speak English like the current teacher and to know more vocabulary (Refl.1).

Feeling “lazy” was commonly expressed in other students’ reflections as well. For example, Student 02 (Refl.2) realised how important it was to be diligent and maintain motivation, even during the holiday. She just wanted to relax, but reflected that “my laziness was detrimental to my education”. Her reflections indicated her capacity to evaluate her feelings in relation to her learning, and work toward becoming more self-regulated.

Teachers also had the capacity to diminish students’ negative feelings and attitudes towards English language learning by being supportive and by discussing useful strategies. This was recognised by a number of students, reflecting on their current learning experience:

What I felt during the last (*previous*) learning English language, at first I was scared because of my ability in the English language is very week (*weak*). But with the fun teacher who ultimately supported fear gradually disappeared and I became eager to learn English (S13/Refl.1).

before I study English I feel afraid because I do not like English. I think English is difficult and I can’t speak English well. After I met with my lecturer, I don’t feel afraid again. I think he has a new strategy and good teach English. Start now, I will study English diligent because I know English is important and I want to speak English well (S16/Refl.1).

Another cause of students’ negative feelings and dislike of English was perceived task difficulty. Student 07 (Refl.1), for example, wrote:

Since the first time I began to study it at school, I don’t really like English. Actually initially I kind of liked it, but as it became harder and harder, I then didn’t like it. I actually tried but there was not any progress.

As was evident in the majority of the students’ subsequent reflections, an enhanced awareness of the impact of their negative attitudes towards English motivated them to change these attitudes, which greatly benefited their learning.

Some students identified that they had negative feelings and attitudes towards English but were not able or willing to explicitly identify a cause or causes for these feelings.

Student 08 (Refl.1), for example, began her reflections with strong statements about her negative feeling and attitude:

dari dulu saya tidak menyukai pelajaran bahasa Inggris. Belajar bahasa Inggris sangat membosankan, menyebalkan, mendebarakan. Pokoknya belajar bahasa Inggris hal yang paling tidak aku suka. Hampir tidak ada waktu untuk belajar bahasa Inggris di luar jam sekolah, karena sudah tidak suka dulu dengan pelajarannya. *(Since studying it for the first time, I disliked English. It was really boring, irritating, made me nervous. The bottom line is that learning English is something I dislike so much. I did not have time to study English outside school hours because I already disliked it).*

Although this student did not explicitly write about the influences on her feelings, her motivation did increase, and by Meeting 2 she was writing about her desire to learn English to enhance her teaching career and she stated her learning goals as follows:

7an: belajar dengan baik agar dapat nilai2 yg baik. Menjadi guru yang baik. At the end of the semester I want to be able to: saya ingin dapat berbicara dalam bahasa Inggris dengan baik dan benar." *(My goals: Learn well so that I can get good grades. Being a good teacher. At the end of the semester I want to be able to speak English correctly and appropriately).*

This student demonstrated that even extreme negative feelings and attitudes towards English could be diminished by an awareness of the importance of English for their future career. This in turn motivated students to set learning goals, a point further discussed in section 5.1.3.

Students' feelings about their English language learning capacity could also be adversely affected when they had unrealistic perceptions of their own capacity and performance (i.e. low self-efficacy). Despite being one of the most diligent and creative students in class, Student 01, for example, was unhappy about his English, and when well into the process still reflected that he had not improved much (Refl.3).

Unrealistic perceptions of their own capacity and performance could cause fear. This was indicated by Student S02 (Refl.2) who acknowledged that she liked English but did not quite understand why she was afraid when she had to speak in English. Instead of dwelling on the fear, she was determined to focus on what she could do to improve by setting goals to watch English movies, trying to translate texts into English, finding the meaning of difficult words in the dictionary and seeking opportunities to speak in English. She took the initiative to manage distraction, direct attention to her learning goals and create an environment conducive to learning:

Today I try to write in English. I make a poetry to decorate my room. Although it just for fun. But it's very important in my English development. I start to fill my room with English word. I try to create English atmosphere in my room so that I habitual with English (S02/Refl.3).

Her effort in confronting the negative feelings and attitudes that she held, and addressing these feelings by setting individual goals and investing more effort in pursuing these goals shows that this student was moving toward becoming a self-regulated student—one who is able to monitor and evaluate her learning to enhance the likelihood of success.

Like S02, others also identified ways they could learn English in more enjoyable ways to enhance their feelings and attitudes. Student 06 (Refl.5), for example, focused on the enjoyment that she gained from an English Club (set up by the Study Program prior to the commencement of the research and run every Saturday morning to provide a venue for students to practise their speaking skills):

I believe the activity will be fun (*before she came to class*) and I right, I laugh during activity", (*she laughed might mean that she was having a good time*), and "today I follow English club. English club always funny (*'lucu' translates as interesting/funny and has a positive connotation; a more appropriate English word would be 'fun'*) and I can refresh my brain after study hard for a week.

Student 02 (Refl.3), for example, intentionally pursued more "fun" learning experiences by approaching a tourist in order to practise her English. Reflecting on the experience, she said:

...but my friends and I know our English very bad. I am not worry, but it's good to beginning and I enjoy it. It's very fun.

Learning English through enjoyable activities had a profound impact on the students' feelings, attitudes and motivation in learning. Previously only two students had used English songs and films as a strategy to improve their English. Most became aware that this was a valid and valuable approach as a result of the use of an English song in class and my encouragement to them to listen independently to English songs and to watch English films. Student 18 (Refl.2), for example, said:

Today I feel happy to study English because I and my friends sing a song together... My lecturer has a new strategy in this lesson and I think his strategy is good. Music help student to enjoy the lesson and I think my friends enjoy too.

The impact of this activity was significant, and many students subsequently included such activities in their learning plans, including searching for English songs on the Internet, downloading them, listening to them and writing out the lyrics. Student 06 (Refl.3) spoke of watching the movie *Ice Age 2* twice, without the Indonesian translation. She also reflected on her enjoyment of English songs:

...because I like music, I will be listening music with English lyric. Even though (*though*) the song is fast, I am not boring (*bored*) with this song (Refl.5).

Similarly, S22 (Refl.5) said she liked to listen to music and see films more than speaking and talked of downloading songs to her mobile phone. Student 23 (Refl.3) also reflected that he gained a lot of vocabulary from English films and songs.

Students themselves recognised that their feelings and attitudes were nurtured through success. Student 17 (Refl.2), for example, showed a big change in her feelings towards English in Week 4, writing “I feel happy because I can speak English” (walau sedikit/although a little). Similarly, in Week 6, S03 (Refl.3) acknowledged, in the middle of the class, that she felt happy because she could understand the lesson. S13 (Refl.4) reflected in Week 10 ‘Today I enjoying learn English, I not nervous, I feel happy in learn English because I can understand reading English today.’ As her continued reflections indicate, her positive feelings also led to further goal setting: “I will trying love English so that I can learn English very well. And I will develop my capability in English, until my ability in English to increase”. In the same manner S16 (Refl.4) gained a great sense of success from writing out lyrics of English songs. She reflected “after I learn listening I get little progress and I very happy”. S18 (Refl.4) mentioned how she felt proud because she could understand the use of ‘to be’ and acknowledged that her success made her more motivated to study English again. The important relationship between students’ task understanding and their feelings is also illustrated in S14’s reflections (Refl.2):

In the first time I feel boring (*bored*). But in pertengahan (*in the middle*) I can understand. I am to can know about the Beattles. So mata kuliah in today is very happy, because I am sedikit understand tentang mata kuliah in today (*so I was happy in today’s lecture because I could understand it a little bit*).

These 'ah-ha' experiences indicate how profound the impact on students' feelings and attitudes can be as they realise they are able to succeed through self-regulating their feelings and attitudes, as indicated by three students below:

Everyone has feelings. Good feelings, bad feelings. My feelings is good. Maybe because every I think something its true (*maybe every time I think about something, it comes true*) (S06/Refl.3).

I feel more good in my attitude in English. If before I don't like write in English, now I like write in English. I often read the English text and I like watching film in English. (S06/Refl.5).

Now, I feel my attitude is enough good than before. Before, I didn't like English especially to listening. But, now I often listen song in English and I like to sing. Sing a song in English is help me to learn about listening and speaking (S18/Refl.5).

Journals thus, generally, evidenced increasing awareness by students of the influence of their feelings and attitudes on their English learning, and how a proactive focus on the positive rather than negative feelings and attitudes could enhance their learning. The majority of the students showed the capacity to regulate their feelings and attitudes after the first two weeks and, in most cases, students' negative feelings and attitudes diminished. This data highlights the importance of helping English language learners to regulate their feelings and attitudes to maximise learning.

As discussed in section 3.6.2, the questions on the survey utilised a 7-point Likert scale. For the purpose of analysis in this chapter, unless otherwise indicated, responses 'strongly disagree' to 'disagree' (1-3 on the scale) were collapsed, as were 'agree' to 'strongly agree' (5-7).

Students' survey responses indicated a marked increase in both the students' reported feelings *and* attitudes towards English, following their engagement in the metacognitive approach, as indicated in Table 2 and Table 3.

**Table 2:** Students' survey responses regarding feelings about learning English

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
F1	I am confident about my ability to do well in English	25%	46%	30%	15%	13%	84%
F2	I am the type to do well in English	13%	46%	38%	4%	17%	79%
F3	The thought of learning English is not frightening	29%	37%	33%	-	8%	92%
F4	I am not worried about making mistakes when learning English	42%	25%	42%	4%	8%	88%
F5	I feel comfortable about my ability to read in English	24%	33%	34%	21%	17%	79%
F6	I feel comfortable about my ability to speak in English	50%	38%	13%	8%	33%	58%
F7	I feel comfortable to write in English	54%	21%	25%	37%	33%	63%
F8	I feel comfortable to listen in English	78%	13%	8%	4%	13%	83%
F9	Overall, I don't ever feel anxious about learning English	42%	38%	21%		33%	64%

**Table 3:** Students' survey responses regarding attitudes to learning English

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
A1	I like learning English	21%	21%	58%	4%	4%	92%
A2	Once I start learning English I find it difficult to stop	54%	38%	8%	20%	20%	58%
A3	I would choose to learn English in my spare time	45%	25%	30%	4%	17%	79%
A4	I like to read an English text	50%	13%	37%	4%	21%	76%
A5	I like to watch English movies	17%	8%	75%	4%	4%	92%
A6	I like to listen to English songs	16%	12%	71%	4%	4%	92%
A7	I like to speak in English	55%	29%	16%	-	13%	87%
A8	I like to write in English	56%	26%	17%	12%	21%	67%

Table 2 indicates an improvement in students' feelings towards English on all nine statements. Statements F1-F5 and F9 relate to general feelings about learning English. On these statements, the proportion of students agreeing with the statements increased by between 41% to 54%, with feeling confident about one's ability to do well in English (statement F1) recording the highest increase (54%) and possessing the personality to do well in English (statement F2) the lowest increase (by 41%). It needs to be noted that there was a 38% drop (statement F4; from 42% to 4% only) of the proportion of the students who were worried about making mistakes in English after their participation in the metacognitive approach. While 42% (statement F9) felt anxious about learning English before their participation, none of them felt so afterwards.



Statements F6-F8 related to the students' feelings towards specific English skills. Here the most significant changes were noted in relation to enjoying *speaking* English (statement F6) and enjoying *listening* to English (statement F8). Before the semester started, 50% (statement F6) of the students did not feel comfortable about their ability to speak in English. The percentage dropped to only 8% after their participation (at the same time 45% more students agree with this statement post-semester). The biggest change occurred to statement F8, where 78% of the students did not feel comfortable to listen to English before the semester, to just 4% who felt so after their engagement in the metacognitive approach (with 76% more agreeing post-semester). The change was less pronounced in relation to *writing* in English (statement F7 - with 38% more students agreeing).

These changes were also reflected in responses to the attitudinal statements, as indicated in Table 3. Again, there were quite notable increases (between 34%-50%) in the number of students agreeing with the positive statements regarding general attitudes to English. In relation to specific skills, attitude toward *speaking* English (statement A7) recorded the highest increase (71% more students agree), followed by attitude towards *writing* (statement A8 - 50% more students agree), and *reading* (statement A4 - 39% more students agree). (It needs to be noted that before their participation (statement A7), 55% of the students did not like to speak in English, but that none of them felt so after their participation. Similarly, 50% of the students (statement A4) did not like to read in English before the semester compared to only 4% after the semester; 56% of them (statement A8) did not like to write in English before their participation. The percentage dropped to just 12% after their participation).

The lowest increase related to listening to English songs (statement A6) and watching English movies (statement A5), with only 21% and 17% more students agreeing with this statement respectively. It should be noted, however, that a high proportion of students already reported liking to listen to English songs (71%) and watching English movies (75%) prior to their engagement in the course, but that this increased solidly (both to 92%).

Comment might be made regarding students' feelings about speaking (statement F6, Table 2) when compared to their attitudes towards speaking (statement A7, Table 3). While there was a sharp increase in the proportion of students with a positive attitude towards speaking English after their engagement in the metacognitive approach (increasing from 16% to 87%), the change in the proportion agreeing that they had positive feeling about their ability to speak in English was less pronounced (rising from 13% to 58% of students). The proportion that were unable to decide whether they felt comfortable about their ability to speak English did not change significantly (representing 38% pre-semester and 33% post-semester). One possible explanation might be that In Indonesian culture it is always advisable to be humble, as feeling too confident about one's ability might make one proud. Being proud of one's ability is not acceptable socially.

A Wilcoxon signed-ranked test on students' feelings prior to, and after the research demonstrated a significant improvement between pre-participation ( $Mdn = 3.61$ ), and post-participation ( $Mdn = 5.22, z = -4.102, p = <.05$ ). Similarly there was a significant improvement in students' attitudes (pre-participation  $Mdn = 4.25$ ; post-participation  $Mdn = 5.31, z = -3.602, p = <.05$ ).

Overall, both the qualitative and quantitative data provide evidence that the students' feelings and attitudes towards English became more positive after their engagement in the metacognitive approach and that they were better able to regulate their feelings and attitudes in order to improve learning.

### **5.1.2 Regulation of support**

Although support was officially discussed in Week 7, its importance was emphasised from the beginning of the semester (see section 3.4). I realised that all EFL learners needed a community of language-learners with whom they could interact in the target-language. Howsoever small this community, it provided some level of support. Such a community was in line with the *Gotong Royong* Principle discussed in section 1.1.3.

The students appeared to be very supportive of each other and it gradually appeared that much more support and learning were taking place outside the classroom,

independent of the teacher's supervision. This progression away from teacher support was an indication that self-regulation was being developed.

Student reflections indicated that they recognised the value of teacher's support in the form of fun classes (S13/Refl.1), patience and the teaching of strategies (S18/Refl.1), motivating verbal expressions (S16/Refl.1), and making students feel comfortable in the classroom (S14/Refl.1). Comparing the support the students gained from the teacher before and after joining the course, Student 18 (Refl.5) said:

During my study (*previous schooling*), I feel support for me is less. Support from my friends, other people is less given to me. Before, during I study English, my teacher did not give me support, but after I study in USD (*Sanata Dharma University*) my lecturer always give me support to keep spirit and diligent. I think, support is very important for me, to give me spirit to study English. If I feel lazy to study English. I remember my lecturer say "keep trying and don't give up". To be success person, I believe I can. It is make me spirit again, and I believe I can.

However, the majority of students also found support from their friends and family members, which impacted positively on their motivation and confidence (S02/Refl.3), the carrying out of their learning plans (S03 & S09/Refl.3), and grammar exercises (S24/Refl.5). Student 03 (Refl.5) described "at night I was with my friends doing the task together" and similarly S16 (Refl.5) reflected on working on an exercise with her friend which, although they did not understand it, they tried to finish. Likewise, S17 (Refl.5) made the following comment in relation to an exercise which she found confusing:

But I do the exercise by ask my friend and do together.

Several students (e.g. S03, S16, S17 & S19) spoke of working on English exercises with their friends in the evenings and mentioned how this helped them to persevere when they were having difficulties understanding

Students 04 and S12 (Refl.5) tried to speak English with their speaking group which they created without the teacher's supervision and felt happy because they could learn English and play with their friends. 'Wall magazines' (see section 4.2.4) also proved to have boosted the students' cooperative learning habits (S11 & S14/Refl.5).

Many students acknowledged multiple sources of support in learning English. Student 02 (Refl.3) found her father to be an important source of support in her effort to

improve her English. Similarly, S12 (Refl.3) acknowledged a range of sources of support beyond her teacher:

In study English lesson, I can support or always supported by my parents, girlfriend and all my friends.

The students also showed how support from friends who had a shared commitment to learning and practising English could overcome discouragement from other people.

S02 (Refl.5), for example, stated:

I wish I could speak English well. For some moment, I always speak in English, with my friend or another people. Some people laught (*laughed*) when look I speak in English. But im not worried. If I can speak English I must confident. My friends have a big effect for my English. My friend also helped motivated me to stay motivated in learning English.

Thus, support was an important aspect in the metacognitive approach. Students clearly gained support from their teacher, fellow students, close friends and family members. This support helped them develop their metacognitive processes and, to some degree, their self-regulation in English language learning. Being able to plan, monitor, and evaluate their sources, quantity and frequency of support was one step towards learning autonomy.

Three sections of the survey were related to support: encouragement by others; frequency of use by others; and support. Questions related to encouragement by others were only considered relevant in the pre-intervention survey.

The majority of the students had been encouraged by others to learn English before their engagement in the metacognitive approach, with three-quarters or more of students agreeing with the various statements, as indicated in Table 4.

**Table 4:** Students' survey responses regarding encouragement by others

Statement No.		Pre-Semester		
		Disagree	Undecided	Agree
E1	I have been encouraged to learn English by family members	13%		87%
E2	I have been encouraged to learn English by Previous School Teachers	4%		96%
E3	I have been encouraged to learn English by my friends	25%	4%	74%
E4	Overall I feel encouraged to learn English by others	12%		88%

Being in an environment where English was used by other people may provide students with indirect support, and potentially enhance interest and motivation to learn English. The students' responses to the survey regarding the frequency of use of English by others are presented in Table 5.

**Table 5:** Students' survey responses on frequency of use of English by others

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
FU1	My family member (s) learns English	32%	29%	37%	45%	13%	63%
FU2	My friend (s) learn English independently	24%	24%	50%		13%	87%
FU3	My friend or friends try to speak English outside class	34%	13%	54%		13%	87%
FU4	*My previous/current teacher tried/tries to speak English when s/he was/is in class or outside class	12%	8%	79%	8%		92%
FU5	Other students learn English by themselves (independent of class activities)	30%	25%	46%	4%	25%	71%
FU6	Other students try to speak in English outside class	29%	21%	49%	4%	17%	79%

\*Previous teacher is applicable for the pre-survey and current teacher for the post survey.

This data indicates that a greater proportion of students perceived that those around them frequently used English after engagement in the metacognitive approach. This may reflect their efforts to proactively create an English language learning environment by making more friends with those who were interested in learning English. They might also learn English as a group, since the students were encouraged to pursue learning both individually and collaboratively through 'wall magazines' and English Club meetings on Saturday. Furthermore, they might witness more use of English by other students, but not necessarily their friends (statements FU5 and FU6) since all the students in semester 1 who were learning English (including those from other teachers' classes) were being encouraged to be more independent and self-regulated. As their teacher, I tried to speak English both in class and outside of class (statement FU2). Overall, the students' responses suggested that the students were in an environment where there was a high frequency of use of English by other people.

A Wilcoxon signed-ranked test on frequency of use by others demonstrated a significant improvement between pre-participation ( $Mdn = 4.66$ ), and post-participation ( $Mdn = 5.66, z = -2.66, p < .05$ ).

The survey also asked students whether they sought and/or gained sufficient support for their English learning. The results of these six questions are summarised in Table 6.

**Table 6:** Students' survey responses regarding support in learning English

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
SU1	If I need assistance in learning English, this assistance is easy to get	30%	38%	32%	3%	17%	80%
SU2	My previous teachers (or current lecturers) are a good source of support and advice regarding English language learning	4%		96%			100%
SU3	My fellow students or friends are a good source of support for English language learning	29%	13%	59%		8%	92%
SU4	Overall, I feel that my previous schools (or current University) are supportive of my English language learning	12%	21%	67%			100%
SU5	I feel generally supported in my English language learning	12%	33%	55%		4%	98%
SU6	Overall, support is an important aspect for my success in language learning		4%	98%			100%

When asked whether it was easy to find assistance when needed (statement SU1) there was a marked increase in agreement from 32% to 80% post-semester. This suggests that, after participating in the course, the students developed a stronger help-seeking approach and were better supported either by their friends or by their teachers.

Teachers had always been perceived as an important support for a large proportion of the students both before and after participating (statement SU2; 96% to 100%). However, the students increasingly identified fellow students or friends as a source of support, with around 60% of students agreeing before the research and 92% after participation. This may suggest an increased awareness of the value of learning cooperatively.

The percentage of students agreeing that the institution played an important role in supporting students' learning rose from 67% before the research to 100%. Students might associate some of the activities that had been instigated by teachers, such as the "wall magazines" and the English Club, with the institution offering greater support in form of magazine boards, and Saturday tutors.

The percentage of students indicating a high level of general perceived support increased from around 55% before the research to 98% afterwards (statement SU5). Their beliefs regarding the importance of support (statement SU6) were already high (96%), but rose slightly (to 100%).

A Wilcoxon signed-ranked test on students' perceptions of support prior to, and after the research demonstrated a significant improvement between pre-participation ( $Mdn = 5.08$ ) and post-participation ( $Mdn = 6.25, z = -3.626, p = <.05$ ).

Overall, the students revealed increased support in learning English after their engagement in the metacognitive approach.

### **5.1.3 Regulation of motivation**

Motivation was discussed in Week 2 and revisited in Week 3 and 7. Though it was a common term used by teachers and students, its understanding and application were not straightforward. In this research, I helped the students better to understand the importance of motivation by engaging them in activities where they could reflect on, and regulate, their motivation. I focused on two elements of motivation with regards to English learning: perceived usefulness; and goal-setting and checking. The impacts of these approaches in cultivating the students' motivation for learning English are presented below.

#### **Perceived usefulness of English**

This subsection reports on the results of the data analysis with regard to students' sense of perceived usefulness which became a metacognitive focus in Weeks 2 and 3 and was revisited across the study period. Two important themes emerged: its role in international communication; and an awareness of the benefits of English for their future careers.

Many students were motivated to study due to the fact that English played an important role in international communication (for example, S11, S13, and S15/Refl.1).

As if giving advice to her peers, S15 (Refl.1) said:

English is the international language used in communication in the world. We must understand how important the English language for us. Although for us to learn the language is difficult, but if truly behave in results will be studied well too. We cannot reject if English very important. We also need to be more open with things that exist in the learning English. So we'll be ready to accept any changes.

Students 05, S06 and S15 (Refl.1) acknowledged that English was very important for their future employment opportunities, which was why they wanted to master it. S02 (Refl.5) said:

I know English have many benefits for me. Its motivating me to more interesting in English.

Student 20 (Refl.5), one of the students weakest at English and less engaged in the learning process, reflected on how he benefited from attending the class due to his focus on the future benefits of English:

In the past I not like study English because study English is very difficult. I'm confused if study English. I start like study English when I am class 3 SMA (*Grade 3 in SHS*). After that I study English although difficult. During one semester skill can more. Although little, very experience that I can during one semester. For example, in the past, I can't strategi reading that right, but now I can. And then still many lagi (*more*) that I can during I study English. And now I like and fun if study English. Bagiku (*for me*) speak English is very important. In menghadapi (*facing*) perkembangan (*the development of*) world that more modern, and all people in the world can speak English because English is the language that digunakan (*is used*) to international language. I want directly study English until I can speak English.

The students' awareness of the importance of English for them, their attitudes to the English classes and the learning efforts and strategies used were well summarised by Student 06 (Refl.5):

for a long time I study English. I think English is very important for life now. At study English, at English class or in English club, I feel enjoy. But i still not confident if I must conversation in English, I fear that's wrong. Even though I can. But not excellent. May, my effort can make I confident at conversation. I will speak English every day and everywhere. Now I have write English with my friend with English even though just say hello.

Their awareness of the importance of English had led the majority of the students to set, monitor and evaluate their learning goals.

The students' responses to the survey questions on perceived usefulness are summarised in Table 7 below.



**Table 7:** Students' survey responses regarding perceptions of the usefulness of English

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
PU1	Learning English is important for me			100%			100%
PU2	Being proficient in English will help me in my future career			100%			100%
PU3	Being proficient in English gives me a good sense of accomplishment		13%	87%			100%
PU4	Being proficient in English enhances my standing with my peers		21%	79%		4%	96%
PU5	Being proficient in English will help me get a good job		13%	87%		4%	96%
PU6	Being proficient in English, I can be a good teacher in the Primary School		8%	92%		4%	96%
PU7	Being proficient in English, I can access information for teaching other subjects		4%	96%		4%	96%
PU8	Being proficient in English will make me more confident teaching my students		4%	96%			100%
PU9	Being proficient in English will help me in learning other subjects		21%	79%			100%
PU10	Overall, I consider English to be useful for me		4%	96%			100%

Survey responses prior to the students' engagement in the metacognitive approach indicated that many students already had a high level of perceived usefulness in relation to English (none disagreed with all ten PU statements). Post-engagement, almost all students agreed as to the usefulness of English. Here it is valuable to focus the discussion on the more detailed data based on table 19 (see appendix 8). The following details are based on table 19 (appendix 8) rather than table 7. After engaging in the metacognitive approach there were more students who strongly agreed with the questions than before. For example, 20% more students (from 63% to 83%) strongly agreed that learning English was important for them (statement PU1) and the proportion of students who strongly agreed that being proficient in English gave them a sense of accomplishment (statement PU3) rose from 33% to 67%. Overall perception of the usefulness of English (statement PU10) increased from 58% to 79%.

The Wilcoxon signed-ranked test indicates a significant improvement between pre-participation ( $Mdn = 6.25$ ) and post-participation ( $Mdn = 6.70$ ,  $z = -2.191$ ,  $p < .05$ ).

Overall, the students did initially perceive English to be important for them, although this perception became stronger through their engagement in the metacognitive approach.

Being aware of the usefulness of English represented one component of students' motivation. However students also needed to be motivated to make learning goals and check (monitor) those goals.

### **Goal-setting and monitoring**

The role of goal-setting and monitoring was discussed in class in Week 2 (and later, also, in Week 7). Students were challenged to reflect on whether they ever set goals in relation to English language learning. Through conversations in the classroom and in their journals, most of them indicated that they sometimes had goals but had never written them down. I thus encouraged them to document their goals and share them with their friends. They responded well to this activity, with some writing their goals in English, and others in their first language (since the focus was developing the students' capacity to write EFL learning goals, it did not really matter at this stage which language they used). I also asked them to actively monitor their language learning goals, emphasising that doing so could help them see whether or not they had achieved their goals but, most importantly, why they might not have achieved them (my reflection/Week 2). By challenging them in this way I wanted to develop students' self-regulation in learning, that is, the ability to plan, monitor and evaluate their learning goals.

Many students went on to make two types of goals; those in relation to their future career, and those more specific to their English language learning. Their goals were broad in initial reflections, but became more specific after we spent more time in class discussing how to make tangible and realistic goals.

Generally students responded well to this encouragement. Student 12 (Refl.1), for example, said:

*my motivation (a literal translation from the Indonesian word 'motivasi saya', which in this context means goal) to study English is to be able to speak English well. Initially I did not like to study English, but I tried to attend the English class well. And I hope that I will like English and later can speak English well.*

Similar goals were expressed by a number of students. Examples include: to be able to speak in English and teach English to children in elementary school (S06/Refl.1; S09/Refl.1); to become a successful and good teacher by studying seriously

(S11/Refl.2); to be able to like and better understand English (S10/Refl.1); to study English every day, get good grades and be able to speak English at the end of the semester (S15/Refl.1); and to be a professional primary school teacher, able to talk in English and love English more (S13/Refl.2). Student S03 (Refl.2) was determined to speak English like the teacher, to know more vocabulary and to speak English continually.

Many of these goals were quite broad and only a small number of students made specific learning goals and plans; for example, Student 16 (Refl.2) wanted to improve her vocabulary by learning twenty new words every day. Recognising this, after the students submitted their second reflections, I decided to spend additional time in Week 7 talking about good goal-setting. I emphasised that goals should be specific regarding the activities, time, place, with whom, and that they should be monitored through reflection on progress. I also shared my goals for the day as an example. Students were given time in class to individually write their goals and their tangible plans to achieve them and I moved around class assisting and encouraging them when necessary. They then shared their goals for the week with the group.

This activity had a profound impact on the students' subsequent plans and goals which became more specific, realistic and achievable. Their goals included reference to activities such as: watching English movies; reading comic books and articles on the internet; watching English news on Indonesian television; reading the same news in the Indonesian and English newspapers; practising their speaking skills with tourists and friends; downloading and listening to English songs; pronouncing words after the actors in films; studying English grammar; sending an SMS to their friend in English; switching their mobile phones to English; chatting in English with their friends on Facebook; and writing their reflections in English. Student 06's (Refl.3) goals and activities, for example, ranged from listening to the music and finding its lyrics and translating them, reading articles from newspapers on the internet, browsing articles, studying verb tenses, watching English movies and learning grammar.

Students were encouraged not only to record their goals but also the strategies they planned to undertake to achieve them. The impact of this encouragement was exemplified by Student 13 (Refl.4):

I want to be able to focus (*be focused*) in learning English. I learned in a deserted place (*lonely/quiet*) place and I tried to concentrate. I tried to apply to learn English in a quiet room so that I can concentrate and focus (*focus*) and in fact in a way that I can better enjoy and understand what I learned. With (*with*) using such a learning system that I feel more focused (*correctly used here*) in learning.

I want more develop my speaking ability. I make group with my friends and my spare time speak English. To develop my skills in English I try to speak English during my spare time with my friend, I am motivated by my friend from PBI (*English education study program*), although still a lot of mistakes have and there are important we have tried and the benefit that I do after do this activity very well. I could be more bold in speaking English even though there are mistakes everywhere.

With additional encouragement, scaffolding and support from the teacher, students were thus able to move away from setting broad goals to setting specific and more achievable ones.

As a result of the metacognitive approach employed in the class, many students became aware of the importance of focusing on immediate learning goals rather than on negative experience in learning English. Student 14 (Refl.4) was determined to put more effort into English although she did not like the reading material being provided in class. As with many of her peers, this student took the initiative to listen to a range of English-spoken contemporary music and used these songs as learning resources instead, searching for the meanings of difficult words from the songs. Through taking more personal control over the choice of learning resources she was able to increase her motivation to learn English which also enhanced her volition (as discussed in section 5.1.4).

After reading the students' fourth reflection, I asked them to imagine what their life would be in five or ten years if they could understand English (listening, speaking, reading and writing in the language). The goal of this activity was to help the students revisit and refine their learning goals and see them more clearly in relation to their future learning needs. I gave them time to reflect on their aspirations and asked them to share these with other students. From this I emphasised that it was good to have aspirations, but they also needed volition and the self-belief (self-efficacy) to achieve their aspirations. I then prompted students to write down their aspirations, and gain support from as many friends as possible, among others, in form of signatures. Signatures from friends signified peer support in achieving these goals in that they were not walking alone in their English language learning journey.

Students were then prompted to record tangible strategies to achieve these goals and aspirations, such as increasing the size of their English vocabulary, talking in English to their friends every day, studying English every day, resisting the temptation by their friends to have fun when they had planned to study English. Student 16 (Refl.5) exemplified these points:

My dreams about English are I can speak fluently and understand about English. I know my English still less. But I will keep try and always learn English although it very hard. I sure tomorrow (*Javanese says this to mean in the future*) I can reach my goals. After, I finish study in Sanata Dharma (*University*) and I have work at a elementary school, I hope can help my student to learn. Begin today, I must diligent study english. I feel my less are speaking and listening. My effort are always listen song with English, watch movie of foreign (*foreign/English movies*) and speak English with my friends or my family. I always say with (*to*) myself. Someone success English because habit. So, I must learn English every day if I want reach my dreams. I will always keep try reach my dream.

The majority of students did identify aspirations for their English capabilities in five and ten years' time. Articulating and sharing with other students' their future dreams, together with the strategies for achieving them, was a sound approach to enhance their motivation and prompt them to become more self-regulated in learning.

The benefits of making plans and goals were acknowledged by the majority of students in their journals. Student 09 (Refl.4), for example, spoke of focusing on what was most important and interesting to her. Student 17 (Refl.4), S07 (Refl.5) and S16 (Refl.5) acknowledged that making plans and goals gave them the ability to be flexible with timeframes and fit in with other commitments. Student 01, S08 and S22 (Refl.5) noted that tangible and specific goals enabled progress to be monitored. Student 13 (Refl.5) was able to focus on increasing his reading skills. Student 16 (Refl.4 and 5) wrote that, with good plans and goals and regular hours of studying English, she could seek the necessary support, increase her confidence and be more determined in carrying out language learning tasks such as doing homework, learning verb tenses and working with her friends.

The benefit students gained from reflecting on goal-setting and goal-monitoring is well exemplified by Student S02 (Refl.4):

what benefits I feel after I use day planning? In develop my English. I think use day planning is very effective. when we have planning in our minds but we are not try to write it, it's can't be success and always fail because the planning in our mind can disturb with other thing. So, If we write our planning we can be more focus. I believe if I use this planning strategy everyday,

I can study English more easy than before. I can know what must I do today. although my daily planning is not perfect, but I believe someday I can write it more good, and my English also.

Supporting students to make plans, monitor and evaluate them was one way of assisting students to develop enhanced motivation and to become self-regulated learners of English.

That students' motivation to learn English improved was also indicated by the amount of time spent by individual students learning English independently both daily and weekly after their engagement in the metacognitive approach, as shown in Table 8 below.

**Table 8:** Frequency and duration of students' independent English language learning

FR1: On average, how long would you spend learning English each day independently, aside from class time or set homework activities?									
Pre-Semester					Post-Semester				
0-1hr	2-3hrs	4-5hrs	6-7hrs	8+hrs	0-1hr	2-3hrs	4-5hrs	6-7hrs	8+hrs
92%	8%				17%	48%	26%	9%	
FR2: As a general rule, how frequently would you learn English in a week independently, aside from class time or set homework activities?									
Pre-Semester					Post-Semester				
0-4hrs	5-9hrs	10-14hrs	15-19hrs	20+hrs	0-4hrs	5-9hrs	10-14hrs	15-19hrs	20+hrs
92%	4%	4%			13%	61%	17%	4%	4%

Table 8 indicates a marked increase in the number of hours spent by students learning English independently both *daily* (Question FR1) and *weekly* (Question FR2).

Before engagement, the majority of the students (92%) spent 0-1 hour daily studying English independently. However at the end of the study session only 17% spent one hour or less; 48% spent between 2-3 hours; 26% of them spent 4-5 hours; and 9% spent 6-7 hours learning English independently daily.

A similar trend emerged when considering the frequency of English language learning. Before engagement in the metacognitive approach, the majority of the students (92%) spent 0-4 hours each week learning English independently. By the end of the study session 61% were spending 5-9 hours; 17% were spending 10-14 hours and a further 8% were spending 15 hours or more.

The fact that more students were spending more hours studying English independently, after engaging in the metacognitive approach, provides evidence that the students were becoming more self-regulated.

#### 5.1.4 Regulation of volition

Week 3 was devoted to talking about, and reflecting on, volition in learning English, particularly in the attainment of the students' learning goals. Students were prompted to recognise that making learning goals was an important step in language learning, but protecting them from distraction and having the determination to achieve them was equally, or even more, important. Students also realised that they might not always be positively viewed and supported by other people around them, so they needed to have the volition to stay focused on their learning goals.

The majority of students showed that they were developing good volition in most domains of English language learning, specifically: reading, speaking, listening, and grammar.

Many students displayed strong volition in understanding reading texts. Student 08 (Refl.2), for example, was determined to keep trying to understand a reading passage in the midst of various personal difficulties she was experiencing. She was also determined to read more in English in order to improve her reading skills. Student 18 (Refl.2) practised taught strategies in reading three texts which were given for independent reading (*Cartoon, Comics and Rain*). Her reflection showed that she had strong volition and self-efficacy to succeed:

I feel that this text is difficult because the first I read I don't understand it. But I keep try to understand it. My effort to know the meaning of the text is I open a dictionary and ask to my friend to help me. And I believe I can understand the text. And I also feel study together with my friend is more easy.

Students' volition was also demonstrated in *speaking*, when some of the students spoke about their experiences in the English Club and that it provided them with an opportunity and encouragement to keep trying when they were having difficulty. Student 22 (Refl.5) realised that she needed to have more confidence in speaking and focused on this goal by joining an English Club activity. Similarly Student S17 (Refl.4), demonstrated volition when she said:

In English club I try speak English in today with Meta. I have some difficult vocab. But it's ok. I still try to speak English in Saturday.

Student 16 (Refl.2) also admitted trying to speak English in the English club regardless of the mistakes she made:

I talk with my friends with English although I do false. But i am not hopeless and try to speak English again.

This same student also reflected on how volition impacted positively on her listening, assisting her with her goal to listen to music. Despite difficulties she kept trying and her journal indicates her growing awareness of the importance of volition in meeting her learning goal:

Today I try again to listen again to music with music from Lenka with the title SHOW. Not far Tuesday ago (*last Tuesday*), my listening still bad. But there is a little progress and I very happy. Although a little my progress in listening, it ok. I will try again until become good (Refl.3).

Conscious and explicit reflection on volition was also evident in students' efforts to improve their grammar (for example, S12; S16; S22).

Today I working this fotocopy paper again because before not yet finish. In here actually I feel working with difficult because it's more (*a lot*). Although it's more (*a lot*) but my volition is high. I still working more. I still try again (S22/Refl.5).

While many students reflected on the importance and relevance of volition in relation to specific English skills (such as listening and grammar), others spoke of volition more generally, indicating their capacity to transfer the knowledge and skills practised in our class to other aspects of student life. This capacity also indicated their self-regulation. Student 15 (Refl.3), for example, acknowledged that she got tired because of having to study at the university all day but was able to motivate herself and acknowledged that in the process (*of learning*) she needed perseverance and patience.

The students' volition in learning English was demonstrated even in the midst of the natural disaster—the Merapi volcanic eruptions—which occurred mid-way through semester (25<sup>th</sup> of October, 2010, and lasted for more than a week), killing around 200 people with many more injured. Crops and cattle were lost and the city was covered with hot ashes and dust, roads were slippery when it rained and rivers covered with mud. Around 200,000 people had to be evacuated, with schools and universities closed for two weeks while they were used as temporary shelters. Many students,



including those participating in the research, became volunteers. Despite the volcano, students were able to keep focused on their English learning. The impact of the eruptions was spoken about by Student 02 (Refl.5):

I'm very scared because Merapi is erupting today. My activity is disturbed today. I'm not following the English club. I just stay at home and hope everything ends.

The focus of the course on explicitly discussing volition would appear to have enhanced students' internal attribution. Even following the eruptions, Student 02 (Refl.5) did not attribute her inability to focus on the volcano but rather on her own volition:

For a week, my activity is very full. I feel so tired. I also always forget to study English. I know my management of time is very bad. My volition in English is not good. Sometimes I'm not concentrated in my goals. I must fix it.

Through the students' reflections, it appeared that the majority of the students became increasingly aware of the importance and relevance of volition in achieving their language learning goals, and that this realisation enabled them to focus their attention on protecting and executing those plans.

Table 9 summarised the students' responses to the survey questions on volition.

**Table 9:** Students' survey responses regarding volition

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
V1	Once I have made my goals in life, I try to achieve them		8%	92%		4%	96%
V2	I monitor my performance in order to achieve my learning goals	4%	25%	71%	4%	13%	83%
V3	When reading, I direct all my attention to what I am reading	8%	25%	67%		4%	96%
V4	I am the type of person that is persistent in achieving my learning goals.	25%	50%	25%	4%	21%	75%
V5	I am the type of person that is able to protect my learning goals from distractions	38%	38%	25%	4%	29%	67%
V6	I can handle negative peer pressure in relation to my learning goals	46%	13%	42%	8%	33%	59%
V7	My surroundings will not prevent me from achieving my learning goals	8%	25%	66%		8%	92%
V8	Overall, I am the type of person that will keep trying until I achieve my learning goals	8%	25%	67%		8%	92%

These responses indicated large improvements to students' volition after the teaching period, although to varying extent across the questions.

Slight improvements can be noted in the proportion of students who agreed with the statements: the commitment to achieving goals (statement V1; from 92% to 96%); monitoring learning goals (statement V2; from 71% to 81%); and the ability to handle peer pressure (statement V6; from 42% to 59%). It has to be noted that 46% of the students could not handle the peer pressure in relation to their learning goals before their participation, compared to just 8% after their participation; similarly 38% of the students could not protect their learning goals from distractions before the semester, compared to just 4% who felt so after the semester. Moderate improvements occurred to the statements: Directed attention in reading (statement V3; from 67% to 95%); ability to manage surroundings (statement V7; from 66% to 92%); and being persistent in achieving goals (statement V8; from 67% to 92%). It might be noted that more than 50% of students already agreed with the statement V1, V2, V3, V7 and V8 prior to their participation. Many more students agreed with statements V4, persistence in achieving learning goals (50%) and V5, the ability to protect learning goals (42%) at the end of the study session.

A Wilcoxon signed-ranked test examining students' volition prior to, and after the participation demonstrated a significant improvement between pre-participation ( $Mdn = 4.68$ ), and post-participation ( $Mdn = 5.31, z = -3.520, p = <.05$ ).

In general, the students reported increased levels of volition in learning English after their engagement in the metacognitive approach, consistent with the data from students' reflective journals.

### **5.1.5 Regulation of attribution**

Attribution became the focus of discussion in Week 5. For the majority of the students, attribution was the most difficult concept to understand and apply in their learning. This was apparent through my conversation with them in the first two weeks of the class and in their first reflection. I therefore simplified my explanations of the concept in order to help students become conscious of their attributions and for them to reflect on whether these attributions could contribute positively to their learning. Specifically, I sought to help them to understand and reflect on the "cause" of their successes or failures. We discussed the benefits of being focused on effort and strategies (being internal and controllable), rather than on luck, other people, circumstances, or task difficulty (all of which were external and uncontrollable), or ability (which was internal but also uncontrollable). Consistent with Borkowski, et al. (1994), I challenged them to consider the influence of their attributions with regard to these successes and failures on their own approach to learning.

In their reflections students showed an awareness of the importance of attributions in language learning. Some of them stated attributional beliefs explicitly, while others indicated their awareness of attribution implicitly.

Explicit attributional statements are considered to be those where the student explicitly identified the cause of their success or failure in language learning. Student 02 (Refl.3), for example, attributed her lack of progress in English learning to her lack of motivation, effort and application of sound learning strategies. These reflections indicate strong internal attribution and a focus on controllable causes in language learning. This awareness boosted her confidence for future learning success:

Sometimes in learning English I feel bored. English is very hard and difficult to learn. But I know English is very important to me, in my study and my career in the future. I believe

nothing is impossible if I try until I can... Sometimes I think if I can speak English it is just about my luck. But it is the wrong think (*thinking*). Every people have the potential and if I developing the potential with my effort and strategy, I believe a success or fail it's because my effort and good learning strategy not just luck. I can feel my ability from day today. First I can't do anything, can't write in English moreover I don't know what I must to write. I am afraid to speak English in public, but now I can do it although it's still not perfect, but it's the beginning. I believe if I keep moving someday I can speak English fluently.

Student 18 (Refl.5) similarly showed an awareness of the value of focusing on internal and controllable factors in explaining the outcomes of her learning effort:

All of people sure have a dream. Everyone have a different dream. To get it, people must making every effort. I also have a dream. My dream is: I want to be better than before and want to be a success. I feel I'm not good until now. I was try to be better, but in my opinion, my effort is less. Now I must motivate myself to be more spirited in my life. I be get my dream to be a successful person (*I can reach my dream to be a successful person*), I will (*be*) more diligent than before. Because I'm lazy and muddy. I know key of success is diligent and do not give up. We must try and try again. I will always remember about "Ora et Labora" (pray and work). It is very important for me (S18).

Evaluating her progress, Student S13 (Refl.4) recognised that not putting a lot of effort into learning was the cause of her difficulties and she determined to rectify this for the future:

From everything I have learned why I'm still confused, can't be and so on because of my less seriousness and thoroughness (*not studying English seriously and thoroughly*). Therefore I will study seriously and to gradually develop a sense of lack of confidence (a sense of confidence).

Sometimes students' reflections revealed multiple attributions, both internal and external. For example, reflecting on her failure to do well in the test, Student 10 (Refl.3) said:

Last week I'm test English. I am very really difficult to answer the question because I seldom to make reflection (*daily reflections*). I feel too much the task.

She attributed her lack of success to both an internal cause (i.e. not making reflections regularly) and to an external cause (i.e. perceived task difficulty). Her reflections reveal that she was determined to make further effort when she said: "And I will try to enjoy Tuesday English" (*English classes on Tuesday*). In her subsequent reflection she wrote that she practised the strategies learned in class and acknowledged that, with effort and strategies, she could learn more English.

Another example of an explicit attributional statement was made by Student S01 (Refl.2) after he took an opportunity to speak English to some tourists in the city. He

acknowledged that the tourists just smiled because they did not understand what he was saying. Facing this 'failure' experience, he was aware that his limited knowledge of grammar was the cause of the misunderstanding. Rather than causing embarrassment and helplessness, the experience resulted in him deciding to put more effort and practice into future learning experiencing, thus building a feeling of joy that impacted positively on his confidence and his determination to correct the mistakes: "but after I learned to talk with tourists little by little I've started to believe (*in*) myself".

Implicit attributional statements are considered as those where the students focused on the actions they took to address their language learning difficulties, rather than trying to find the cause of such experiences. In their reflections on their actions, their attributions were often implied. These students may not have fully understood or been aware of the role that attribution was playing in shaping their thinking, but it was implicit in their reflections.

An example of this was Student 22 (Refl.5). Reflecting on her metacognitive development, particularly on how she changed from hating English to liking it, she expressed determination to put more concrete effort into English learning:

My effort is effort to always go to Campus if English language too (*if there is an English class*), reading, writing, trying others (*I also practised reading, writing and other skills*). I already to (*have*) self-efficacy although (*not*) 100%. I like it. I already feel happy with English language.

Student 13 (Refl.3) was also aware that it was effort (internal and controllable) and not ability (internal but uncontrollable) that was required to help her in learning English:

I can understand English. don't (*it is not because of*) my capability but effort with learn English although my capability in English low, however I will always trying in learn English.

Her emphasis on effort and strategies was evident in the subsequent reflection (Refl.4) when she formed a speaking group with her friends and tried to speak English in her spare time with the group. Rather than dwelling on the mistakes she said that the most important thing to her was that she had tried: "I could be more bold in speaking English even though there are mistakes everywhere".

Thus, even though some students did not articulate explicit attributions for their success or failures they did seem to recognise the importance of attribution in improving their English. Rather than attributing successes and failures to internal yet

uncontrollable causes such as ability, and external and uncontrollable causes such as other people, situations, task difficulty and luck, most of the students explained them in terms of internal and controllable causes such as strategies and efforts they put in (or needed to put in) to learning, indicating they were developing as self-regulated English language learners.

As discussed in section 3.6.2, the survey presented six hypothetical situations—three relating to ‘failure’ (Statements ATTR1, ATTR3, ATTR5) and three relating to ‘success’ (Statements ATTR2, ATTR4 and ATTR6). Appendix 4 contains the full wording of the questions. Students were asked to indicate what they would attribute these to, and the degree to which their attributional beliefs were internal versus external. Table 10 presents students’ responses before and after engagement in the metacognitive approach.

**Table 10:** Students’ survey responses regarding attributional statements

Note that 1 (1-3) = Totally due to my ability, luck, other people or circumstances; 4 = undecided; while 7 (5-7) = Totally due to my effort and strategies

Statement no.		Pre-Semester			Post-Semester		
		1	4	7	1	4	7
ATTR1	Low mark for incorrect reading comprehension answers	42%	21%	38%	8%	8%	84%
ATTR2	Able to summarise a story	25%	21%	54%		8%	92%
ATTR3	Little progress in English	36%	21%	43%	13%	29%	58%
ATTR4	Able to retell a story to a group	29%	29%	42%	4%	13%	83%
ATTR5	Unable to retell a story to a group	46%	21%	33%	25%	42%	33%
ATTR6	English lesson goes well	38%	21%	41%		21%	79%

Statements ATTR1 revealed a considerable increase in the proportion of students’ attributing their failure to internal and controllable causes (specifically effort and strategies), from 38% to 84%. Statement ATTR3 revealed a much smaller increase from 43% to 58%. The percentage of the students who explained the cause of their failure totally to internal and controllable causes, specifically strategies and efforts (statement ATTR5) remained unchanged after the research (33%). However, there was a drop in the percentage of students who explained the cause of their failure as internal and uncontrollable (ability) and external and uncontrollable (luck, other people, circumstances), from 46% to 25%. This was followed by a moderate increase in the number of students (21% to 42%) who were undecided between an internal yet uncontrollable cause (ability) and uncontrollable and external causes (luck, other

people, circumstances), and internal and controllable causes such as effort and strategies.

Statements ATTR2, ATTR4 and ATTR6 presented the students with a situation of success. Responses indicated a considerable increase in the students' attribution to internal and controllable causes, rather than on external and uncontrollable causes and internal yet uncontrollable causes. While there were only 54% of the students who attributed their ability to summarise a story to efforts and strategies before their engagement in the metacognitive approach, 92% of them did so after their engagement. Similarly, there were 41% of the students who attributed their ability to retell a story to a group to internal and controllable causes before the engagement in the metacognitive approach compared to 84% after the engagement. Statement 6 was considered a summative question. Before the engagement, forty two (42%) of the students attributed their English lesson going well to effort and strategies, compared to 79% of them who did so afterwards.

A Wilcoxon signed-ranked test examining students' attributional beliefs prior to, and after the research demonstrated a significant improvement between pre-participation ( $Mdn = 3.92$ ) and post-participation ( $Mdn = 5.33$ ,  $z = -3.655$ ,  $p = <.05$ ).

Overall, after their engagement in the metacognitive approach, most of the students attributed their experiences of success (or lack of it) to efforts and strategies rather than to luck, other people or circumstances or ability. This indicated that the students were becoming more strategic and effort-focused in language learning, an aspect of attribution which was expected to contribute positively to their self-regulation in language learning.

#### **5.1.6 Regulation of self-efficacy**

Week 4 was devoted to discussing and reflecting on self-efficacy. Following on from our conversations regarding volition, I indicated that it was good to have a dream (goal), but it was only the beginning; they needed to protect their goal (volition) and have the self-belief (self-efficacy) that they could achieve that goal (my reflection/Week 6). The majority of students acknowledged, in their reflections, that they did not have confidence in language learning in general and speaking in particular

and how focusing and reflecting on self-efficacy impacted positively on their English language learning development, particularly speaking.

Once aware of the concept, many students adopted strategies to increase their self-efficacy. For example, realising that her self-confidence was not high, Student 03 (Refl.4) made the following resolve:

Turns to speak English was very difficult. I do not trust myself to speak in front of my friends so I started to speak in front of the mirror.

Student 07 (Refl.4) attempted to chat with her friend in English:

I'm going to warnet (*Internet Shop*) to chat fb (*in the face book*) to invite my friend in English and sok lebay (*acting as if she understands*) although I'm not yet to understand English (S07/Refl.4).

Student 22 (Refl.5), similarly, identified the need to put more effort into her learning to address her limited self-efficacy and negative feelings:

Today, I working fotocopy paper from the teacher. I'm not already to ok on self-efficacy. Actually I can discovery an item in the main sentences. I also can answer although not perfect. I must kept try. My affect is not yet of perfect. Actually, I also not yet to sure in English language. I still feel afraid.

Being intentional and conscious of self-efficacy increased the students' risk-taking behaviour regardless of the fear and their limited language learning capability. This attitude led students to a sense of success, which extended beyond their English class into other learning contexts. Student 02 (Refl.4) and her friends took risks to speak in English among people other than their friends and, despite being conscious of cynical reactions, they were positive and recognised that these experiences enhanced their self-efficacy:

when I and my friend enjoy our break time, we are speak in English in the canteen, it's very funny and people around me is laught. But it's make me more confidence in learning English (S02/ Refl.4).

Students were determined to use time effectively to practise their English and some went to the canteen and speak in English where there were a lot of other students present, recognising that here they were in an environment where they could build confidence without significant risk to their self-efficacy. Student 16 (Refl.5), in contrast,



took the initiative to speak English outside the university context, risking embarrassment when helping a tourist:

Today I don't learn English because I went to Semarang. But in the bus I meet to Bule (*met a tourist*) want to (*go to*) Wonosobo. They confused when they want to puy (*pay*). They not yet understand about rupiah. And I helped them to puy the bus. Although my English is very enough (*not good enough*) but them understand. **I'm very happy.**

Rather than decreasing her self-efficacy, helping the tourist resulted in her feeling satisfaction despite recognising that her English ability was limited. Her willingness to take the initiative showed that she valued the importance of risk-taking in increasing her self-efficacy in language learning, although she did not mention it explicitly.

Many students showed changed attitudes towards learning, resulting from an awareness of self-efficacy in that they began to see English learning as a life-long process. Student 19 (Refl.4) and S09 (Refl.4) displayed this attitude:

So in speak English, is wrong many. But no problem. Me and my friend is believe. In the wrong (*long*) run, we can (S019).

To increase my ability in English and make me more confidence than before. I believe if I am not worried and scared, I can do it. In actuality, this is what happened: First I feel nervous when I speak English which saw many people. But I believe this is study process. Actually I can do it although still many mistakes I do when I speak (S09).

Evaluating their speaking skills, the above students realised that, although they made a lot of mistakes in speaking, they would be able to speak in English in the long run. Such an attitude towards learning was enhanced by their increased awareness of the importance of self-efficacy in language learning.

Many students benefited from a focus on self-efficacy, and acknowledged how this awareness led them to the increased volition:

I fell (*feel*) increase in self-confidence. Mainly for show in from (*front*) of the class. Although sometimes I fell (*feel*) kurang dalam (*lack of*) vocab and grammar, but I tried to improve my skill about English (S14/Refl.2)

Before, my self-efficacy is bad. I' m shy to speak English because I feel I cannot speak English well. But, today, I don't shy again. I try to sing in English and I can sing in English song. I will try to speak in English (S18/Refl.2).

Awareness of their limited ability in English did not deter them from trying to practise. Being aware of self-efficacy encouraged them to put more effort into learning.

That self-efficacy is an important aspect of the metacognitive cannot be understated. The majority of the students indicated greater awareness of their self-efficacy as the semester progressed and this impacted positively on their language learning progress.

Table 11 presents the students' responses to the ten survey questions concerning self-efficacy.

**Table 11:** Students' survey responses regarding self-efficacy

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
SE1	I can figure out the main idea of the text	59%	25%	16%	4%	21%	75%
SE2	I can answer questions about very specific information	29%	21%	50%		13%	87%
SE3	I can summarise a text written in English	67%	21%	13%	13%	13%	87%
SE4	I can retell a story to my classmates and teacher in English.	50%	21%	30%	13%	17%	71%
SE5	I can comprehend a reading passage	37%	29%	33%	8%	21%	71%
SE6	I can accomplish assigned reading tasks	45%	33%	21%	4%	13%	84%
SE7	I can improve my reading skills	17%	13%	71%		4%	96%
SE8	I can speak in English in front of peers	62%	21%	17%		4%	96%
SE9	I can write in English	34%	29%	37%		13%	87%
SE10	I will be more proficient in English after taking this class		17%	83%			100%

Students' responses indicated that they had greatly improved their self-efficacy in performing certain language learning tasks after their engagement in the metacognitive approach.

Statements SE1-SE7 were specifically related to reading skills. Responses indicated that their self-efficacy had increased, particularly in relation to statements SE1 (16% to 75%), SE3 (13% to 87%) and SE6 (21% to 84%). The students also reported a moderate increase in their self-efficacy related to statements SE2 (50% to 87%), SE4 (30% to 71%) and SE5 (33% to 71%).

The students indicated increased self-efficacy in relation to writing statement SE9 (37% to 87%). Statement SE10 indicates that students already believed they would be more proficient in English after the course (83%). However this might have been influenced by discussions about the approach to the course immediately prior to the students completing the pre-semester survey. Notably, however, the percentage increased to 100% after the semester.

Further comments need to be made regarding statements SE1, SE3, SE4 and SE8. Before their participation, 59% of the students (statement SE1) believed that they could not find the main idea in the text. The percentage dropped to just 4% afterwards. While 67% (statement SE3) agreed that they could not summarise what they read before the semester, only 13% admitted having such a difficulty after their participation. In a similar vein, 50% (statement SE4) of the students believed that they could not retell the story before the semester compared to just 13% after the semester. In the same way, 45% (statement SE6) of the students admitted that they could not accomplish set reading tasks before the semester compared to 4% who felt so afterwards. A record change occurred to statement SE8 with 62% of the students believing that they could not speak in English before the semester to none after the semester (statement SE8, which asked about the students' belief in their ability to speak in front of their peers, indicated the biggest increase in the students' self-efficacy, i.e. 17% to 96%; an increase of 79%).

A Wilcoxon signed-ranked test examining students' self-efficacy prior to, and after the research demonstrated a significant improvement between pre-participation ( $Mdn = 3.95$ ), and post-participation ( $Mdn = 5.15$ ,  $z = -4.002$ ,  $p = <.05$ ).

## 5.2 Students' regulation of strategies

In Week 1 I distributed the syllabus and explained to students what we were going to do in class and what they might do outside of class, independent of my direction and supervision. The syllabus indicated that a number of specific strategies would be focused on each week, covering a total of 15 strategies across the semester (see lesson plan, appendix 3). These strategies aimed to develop students' capacity to plan, monitor and evaluate their language learning, particularly their reading. The students were prompted to apply these strategies both in and outside of class.

Although they were taught these specific strategies, learners were not confined to, or limited by, these approaches. They were encouraged to pursue and experiment with their own strategies, in addition to those taught in class. Thus, while having specific strategies in focus such as activating background knowledge and summarising (see Brown, 1987; Chamot, et al., 1999; Anderson, 2001), learners had the freedom to pursue more "general" strategies such as reading extensively in order to improve their vocabulary size and studying grammar to improve their understanding of reading (see Griffiths, 2008, for a list of the strategies commonly used by learners of English). The emphasis was on learners' conscious actions to regulate their learning based on an analysis of their strengths and weaknesses—in the form of planning, monitoring and evaluation, regardless of the strategy they used (Tseng et al., 2006, p. 95).

The data analysis below considers learners' use of "specific" and "general" strategies. A particular focus is placed on data from students' first and final reflections, enabling examination of students' responses to the strategies and their overall development. This section also includes analysis of survey data concerning strategy use.

As indicated in the "feelings and attitudes" section (section 5.1.1), the majority of the students were positive about the strategies discussed and practised them in class. These included activating background knowledge (planning), setting goals (planning) and checking goals (monitoring and evaluation), or KWHL (What I **know**; What I **want** to know; **How** will I find information; **what** I learned). Many students mentioned that these strategies were new and that they had not been exposed to them in previous study. For example, Student 05 (Refl.1) recorded:

Today I feel happy when learning English because this strategy different from when I in the SMA (*Senior High School*). I can know about the KWHL strategy. I like this method, but I don't know a vocabulary. I will teaching (*learn*) again about grammar and vocabulary. Go!!!Go!!! Go!!!

Being introduced to these strategies not only resulted in positive feelings about language learning but also prompted Student 05 to monitor her understanding of the passage and identify an alternative strategy to enhance her understanding of the passage. This student would not have been able to detect the source of the problem facing her reading unless she had monitored the text she had been reading and the strategies she had been using.

This pattern of monitoring and evaluating current processes, and planning to implement more effective strategies to improve reading comprehension, was evidenced by a number of students. In the initial stages of learning, however, this awareness did not always lead them to concrete actions, nor did they effectively evaluate the effectiveness of the strategies. Student 18 (Refl.1), for example, monitored her understanding of the text. Realising that she did not understand many words, she was determined to solve the problems by making the plan to read more and use a dictionary:

This day I have English class. In this class I and my friend learn about Koala, Little Hao and Golden Kites. I don't understand many words because I don't many the meaning of the word (*don't know the meaning of many words*). But I still try to learn English. I will study hard to know the meaning of the word with read an article and read dictionary.

Being aware of her difficulty in understanding the text resulted in this student's determination to take action to solve the problem.

Many students responded positively to the strategy 'asking questions about the text' (a monitoring strategy). Using this strategy, students thought of and wrote their own questions in relation to the text being read. Traditionally, students would be asked by their teacher to respond to the listed comprehension questions. Being given the freedom to personally and proactively engage with a text such as by asking questions about the text themselves raised the students' optimism for future success. As student S18 (Refl.1) expressed it:

Dalam belajar bahasa Inggris hari ini saya mendapat ilmu baru, yaitu bukan sekadar menjawab pertanyaan saja, tetapi membuat pertanyaan, bagaimana sesuatu bisa terjadi,

kapan, siapa dan bagaimana. Tetapi masih ada banyak kesulitan yaitu saya sulit memahami arti dari teks atau bacaan, begitu juga untuk menulis dalam bahasa Inggris. Tapi jujur, saya mulai menyukai bahasa Inggris. Nilai rata-rata bahasa Inggris hari ini C. Semoga besok lebih baik lagi. Amin. *(I gained new knowledge in learning English today, that is, not just the ability to answer the questions but how to generate questions, how something happened, when, with whom. However, I still found difficulty understanding the text and writing in English. But to tell the truth I am beginning to like English and hope that in the future my English will be better).*

This student demonstrated an important understanding of the need to be in charge of the passage. Rather than being overwhelmed by her language learning difficulty, she was able to focus on the strategy asking questions before and during reading (monitoring). This newly learned strategy resulted in her change of attitude towards English and expectations of possible future success in English. Although the monitoring and evaluation of her reading and writing competence had not yet led her to take concrete actions to fix the problem, this awareness indicated that she was on track toward becoming more self-regulated.

After a few months of being exposed to the metacognitive approach, the majority of the students evidenced tangible and more sophisticated use of language learning strategies as indicated by their ability to plan, monitor, and evaluate strategies, and their increased capacity to monitor and evaluate their understanding of the English text. They demonstrated an awareness of the need to employ a wide range of strategies when dealing with a difficult reading passage, as indicated in Student 18's (Refl.5) reflection:

The text "Literature" is a long text. When I read this text I feel enjoy. Before I read "Literature" I make planning to understand this text. I make list about fiction and non-fiction. But I get some problems. I don't know about some words. I know my vocabulary is limited. So I make planning to study about vocabulary. In this text I make planning to read this text once more. From this text, myself more understand some new words. And my strategies is achieve. *(My strategies helped me achieve my reading goals).*

The metacognitive process thus helped Student 18 to consciously adopt multiple strategies to gain understanding of the text. She made a summary box for the text she was reading and practised organisational planning (she planned and made a list of fiction and non-fiction words); she indicated the ability to monitor what she was reading as evidenced by her awareness that her vocabulary was limited; she implemented evaluation strategies and self-evaluation (she acknowledged achieving what she had planned before and understood the text despite encountering new

words). The process which she undertook in engaging with the text indicated that she was becoming more self-regulated.

The developing capacity to monitor and evaluate their progress in English language learning enabled the majority of students to identify which areas of English they needed to focus on and which they were already good at. Student 18 (Refl.5) chose to increase the size of her vocabulary as a strategy to improve her English language competence:

I think I don't have many more vocabulary (*a lot of vocabulary*). I must study hard if I want my vocabulary more many (*to increase my vocabulary size*). I will still study English because English is very important to me. Although I not including understand about English (*I was not amongst those who understand English*). (*Its Indonesian version would be: saya tidak termasuk orang yang memahami bahasa Inggris*). Next I will study English hard.

Monitoring and evaluating her progress in English, Student 06 (Refl.5) acknowledged that she had improved in several 'areas' of English as a result of a focus on regulating strategies. In addition to improvement in reading, she identified improvement in other areas of English:

All of my reflection I write now. From first study English until now. All of my English is better. From study English especially reading. I found a news (*new strategies*) strategies. I feel that strategies is prever eective (*are effective and preferable??*). But not to all I am good. Especially predict. I still more false. But I'm not give up. I still learning it. Study not just reading. Listening and watching also can. For a day I watch Indonesia Good Morning in Metro TV. In this news teel (*tell*) about viction (*victims*) of Merapi Volcano. It's so pity. I feel sad. But I just pray for them.

Back to campus and study English hard. Spirit... (*she is motivating herself*). After I study English for four months, maybe, I feel my English better. I get more vocab, I get tenses, I can speak better, and I was starting chatting with my friend with English.

This improvement boosted her confidence in her potential to be successful in the future, as indicated below:

I will not excellent (*am not yet excellent*) but I must can (*I was determined to be excellent*). Every people have false (*weaknesses*) but with study we can "memperbaikinya" (*correct/fix it*). Learning as long life.

Demonstrating the capability to monitor and evaluate her language learning progress, this student was able to develop her reading strategies, listening skills, vocabulary, grammar, and speaking skills after studying English using the metacognitive approach. More importantly, she took the learning responsibility into her own hands.

Comparing the strategies taught in class and those used prior to semester, as indicated in the pre-assessment survey, Student 15 (Refl.5) acknowledged:

The first time I learned English, I was given a questionnaire and on point L there is a lot of questions about how to me to understand a reading. I chose the first hesitant to implement the purpose of my reading, focus and first understand the existing information. (*I was not sure about how to implement the strategies on Purpose of Reading, Directed Attention and Activating Background Knowledge*). But now, after I learned a lot of strategy so now I can focus on the reading material that I will read. And now I become more able to understand and comprehend the text.

She indicated that with the strategies learnt in class, she was able to be in control of reading and was able to comprehend a reading text.

Student 22 (Refl.5) demonstrated her awareness of the importance of planning, monitoring and evaluation strategies in reading, and is worth quoting at some length:

After I lesson with the teacher. First I don't can. (*I couldn't*). Now I already know to working, how to true (*find true answers*). I read with my goal. The teacher always give information with strategy. I always to remember from the teacher. All of lesson already given for all student. So before reading, I thinking What already I know from topic!!! Predicting. Before I reading I doing prediction. It's to use how method of reading. After doing, we can to reading too, after prediction. At reading (*during reading*) I also "mengecek" (*check/monitor*) what the text is good? (*what was good about the text/information in the text*). At reading I also "menerka" (*predict/guess*), "membayangkan" (*use imagery*) or using imaginari the text. Actually if there are reading, I always to self-talk. After I'm reading I can know what I want to know??? Self-talk can make me to be want to know (*know what I wanted to know*). When I working, I always difficult in working. I always cooperate with my friend if I true don't know. All can finish quickly. If there are words of difficult, I try to answer and can (*find*) meaning with dictionary, or with something can help me. If I already reading, I always to make verifine summary (*summary to verify my predictions*). For problem in strategy and self, I "pernah" (*once*) forget to make evaluation. In reading, I always focus and care with word, phrase or others. I also to make taking not for word and concept very important (*not focusing on word but concept/meaning/information*).

Rather than being overwhelmed by the language difficulty, this student chose to implement a wide range of strategies, i.e. planning strategies (goal-setting, activating background knowledge and predicting), monitoring strategies (predicting/guessing, using imagery, self-talk, asking a friend, checking a dictionary), and evaluation strategies (summary to verify predictions) while reading.

Considering the students' reflections above, we could conclude that students in my class showed an ability to understand the learning task demands, to devise and use strategies in regulating their learning, and were able to benefit from the metacognitive



approach implemented in class. The students were developing into self-regulated English language learners, both in reading and other domains of English.

Table 12 presents the students' responses to the survey questions on English language learning strategies.

**Table 12:** Students' survey responses regarding on strategy knowledge

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
ST1	I decide in advance what my reading purpose is, and I read with that goal in mind.	51%	8%	41%		8%	92%
ST2	I decide in advance specific aspects of information to look for, and I focus on that information when I read.	33%	8%	58%		4%	96%
ST3	Before I read, I think of what I already know about the topic.	30%	21%	50%		4%	96%
ST4	I try to predict what the text will be about	21%	8%	71%		4%	96%
ST5	While reading, I periodically check if the material is making sense to me.	21%	42%	38%		4%	96%
ST6	I imagine things, or draw pictures of what I am reading.	21%	17%	62%		8%	92%
ST7	I encourage myself as I read by saying positive statements such as "You can do it."	25%	21%	54%		8%	92%
ST8	I work with classmates when reading English texts or solve problems.	21%	4%	75%			100%
ST9	When I encounter a difficult or unfamiliar word I try to work out its meaning from the context surrounding it (such as other words or pictures)	4%	25%	71%		4%	96%
ST10	I identify what I don't understand in the reading, and I ask a precise question to solve the problem.	37%	17%	46%		13%	87%
ST11	I focus on key words, phrases, and ideas.	17%	29%	54%	4%	4%	82%
ST12	I write down important words and concepts.		33%	46%		13%	87%
ST13	I use reference materials (such as a dictionary, textbook, or website) to help solve a comprehension problem.	13%	4%	84%			100%
ST14	After reading, I check to see if my prediction is correct.	33%	8%	58%		8%	92%
ST15	I summarise (in my head or in writing) important information that I read.	51%	25%	25%		8%	92%
ST16	I evaluate my comprehension by reflecting on how much I understand what I read.	50%	17%	33%		13%	87%
ST17	After reading, I decide whether the strategies I used helped me understand, and think of other strategies that could have helped.	37%	29%	34%		8%	82%
ST18	I check whether I have accomplished my goal for reading	46%	25%	29%		17%	83%

Eighteen statements focused on planning, monitoring and evaluation strategies in reading. Statements ST1-ST4 focused on planning strategies (i.e. before they were

engaged in reading); Statements ST5-ST13 focused on monitoring strategies (i.e. while they were reading) and statements ST14-ST18 focused on evaluation strategies (i.e. after reading).

There was an increase in the proportion of the students using the four planning strategies ranging between 25% to 51%, with prediction (statement ST4) up by 25%, directed attention (statement ST2) up by 38%, activating background knowledge (statement ST3) up by 46% and goal-setting (statement ST1) up by 51%.

Students were more likely to use each of the nine monitoring strategies after their engagement in the metacognitive approach, with these increases ranging from between 16% and 58% of students. The number of students who used reference materials to solve a comprehension problem (statement ST13) showed an increase of 16% (it should be noted, however, that students already reported a high percentage of using reference materials before their participation (84%). There was an increase by 25% of the percentage of students who used cooperative learning (statement ST8) and using context (statement ST9). The number of students who focused on key words (statement ST11) increased by 28%; those using imagery (ST6) went up 30%; self-talk (statement ST7) showed an increase of 38%; asking to question to clarify (statement ST10) and note-taking (statement ST12) each increased by 41%; and periodic checking of the material being read (statement ST5) went up 58%.

Likewise, students were more likely to use each of the five evaluation strategies after their engagement in the metacognitive approach, with these increases ranging from between 34% to 67% of students. Checking prediction after reading (Statement ST14) increased by 34%; checking one's understanding of the text (statement ST16) and checking if goals were accomplished (statement ST18) went up 45%; and summarising important information (statement ST15) rose by 67%.

Notes need to be made to statements ST1, ST15, ST16 and ST18, since they showed the biggest changes in the number of students who disagreed with the statements after their participation. Before the semester, 51% (statement ST1) of the students read without a purpose. None of them did so after the semester. While 51% of them (statement ST15) did not summarise important information before their participation, none of them did so after the participation. In a similar vein, 50% (statement ST16) of

the students did not evaluate their comprehension compared to none after their participation. The percentage of the students who did not check whether their reading goals had been achieved dropped to none after the semester compared to 46% of them before the participation.

A Wilcoxon signed-ranked test examining students' strategy knowledge prior to, and after the research demonstrated a significant improvement between pre-participation (*Mdn*,= 4.22), and post-participation (*Mdn* = 5.83,  $z = -4.102$ ,  $p = <.05$ ).

Overall, the survey responses indicated that more students employed (planning, monitoring and evaluation strategies at the end of the semester, indicating that they were becoming more self-regulated after their engagement in the metacognitive approach.

## **Chapter 6. Discussion**

Discussion in this chapter will focus on the two research questions. Section 6.1 will consider what it entails to teach EFL in an Indonesian teacher education context utilising a metacognitive approach. A number of themes will be discussed including: commitment and support from university management; group versus individual implementation; the centrality and importance of affective aspects and strategies; a shift from teacher centred-expectations to a learner-centred approach; staff being learners themselves; and exposing students to the richness of metacognitive theory.

Section 6.2 discusses the impact which a metacognitive approach can have on assisting students to become self-regulated. While evidence of students' enhanced self-regulation in English language learning was presented in Chapter 5, this section discusses key themes in relation to outcomes for students in the wider context of Indonesian higher education. These include issues of: student empowerment; self-regulated EFL learning as a life-long process; the rate at which students develop self-regulation; and fostering a culture of collaboration.

### **6.1 What does it entail to teach EFL in an Indonesian teacher education context utilising a metacognitive approach?**

This section discusses six key findings in relation to the teaching of EFL in an Indonesian teacher education context utilising a metacognitive approach.

#### **6.1.1 University support for innovation**

For the implementation of the metacognitive approach to be successful, it needs both university structures and management that are committed to, and supportive of, change and innovation. While still meeting basic syllabus requirements, teachers need the institutional freedom to make changes to syllabus, and to try different assessment approaches, such as different approaches to exams, or even replacing exams with alternate forms of assessment.

As stated in section 3.4, this research began with a series of discussions with the Head of the primary school teacher education study program (in 2009), leading to the provision of consent for the research to be conducted. Beyond permission to conduct research he also promised (and provided) full support for us to trial new approaches in

our teaching, as evident in the publication of the “wall magazine” (section 4.2.4), our flexible approach to the teaching syllabus (section 4.3), and the freedom we had to construct an exam consistent with the metacognitive approach (section 4.5).

Traditionally, teaching practice in Indonesia focuses solely on the prescribed syllabus and materials. One implication of this is that teachers rarely vary from the curriculum, or the set content and conventional teaching process, and this results in students’ passivity and teachers’ lack of creativity in teaching (e.g. Lamb, 2004b; Marcellino, 2008). Indeed, Lamb (2004b, p. 229) argues that, “while students may be open to the increasing learning opportunities in the local environment, this is often not recognised in local curricula due to its focus on a rigid diet of language items transmitted by teachers and their textbooks and assessed in national exams.” The impact of such Indonesian cultural values and practices on students’ learning is well described by Marcellino (2008):

Total obedience, unquestioning mind, and the belief that the old know all as well as that the teacher can do no wrong normally portray the learning atmosphere in many classes under study. Accordingly, the class hardly raised any question to the teacher, scarcely responded critically to the teachers’ debatable and unsound statement or argument; instead they respectfully and compliantly did the teacher’s instructions and believed that what was said was entirely correct (p. 58).

Implementing the metacognitive approach is a challenge to such overly restrictive top-down approaches which provide teachers with little flexibility and often leave them feeling stressed. Prescribed syllabus and materials provide little room for creativity to grow. Teachers who have innovative ideas about teaching and assessment find it difficult to experiment with these ideas since prescribed syllabus and materials imply control by the study program, or by those in a higher bureaucratic education office, the impacts of which are clearly described by Lamb (2004b) and Marcellino (2008) above. In order for change to occur, staff need to be encouraged and supported to think laterally about doing things differently. Teaching staff can feel inhibited in doing this unless they are supported by university management.

This research suggests that providing teachers with time and opportunity to discuss different and innovative ways of teaching English will result in better teaching, while at the same time meeting the demands of the syllabus. Zimmerman (1994) argued that self-regulation would grow when people are provided with choice and control and are

able to perform a strategy in whatever way they preferred. This can be seen to apply to teaching staff as well, and the freedom provided through this study resulted in teachers becoming more self-regulated themselves. This freedom is required so that teachers can change their teaching approaches in order to facilitate learning and best meet the needs of learners. The task of teachers working with young adult students, such as those in this research, should thus be to facilitate learning rather than to teach to the prescribed syllabus (see Merriam, 2008).

The metacognitive approach enabled teachers to think more about their teaching processes—understanding why they do things and making choices based on their own understandings of their students. Ms. Wati, for example, acknowledged:

I am metacognitively more organised in teaching from planning, monitoring to evaluation; I know what to do; I used to just follow the module. Now I know the reasons for what I am doing.

This acknowledgement illustrates that the metacognitive approach can assist teachers to move away from traditional Indonesian teaching practices which focus heavily on the prescribed syllabus and materials, with little room for teachers' autonomy and freedom to explore different methods or strategies in their teaching. Without support from university management such innovation would be difficult or impossible.

### **6.1.2 Group versus individual implementation**

Regular meetings proved vital as teachers worked as a group to implement and refine the metacognitive approach. This raises the question of whether such collegiality is beneficial or, in fact, *necessary*. Could, for instance, the approach be implemented by a single staff member in an academic/teacher education institution in isolation from colleagues, or is it preferable for a small group to work together?

While one teacher could individually implement the approach, the research provided evidence that working with colleagues aids every individual teacher, and is more beneficial in promoting broader institutional change. This was consistent with the nature of action research which is reflective, participatory and collaborative (see, for example, Reason & Bradbury, 2001; Kemmis & McTaggart, 1988).

Involving other teachers in implementing the approach can result in better support, enhanced understanding and more ideas of ways in which metacognition can be

embedded in teaching practices. It enabled the teachers to learn together and to share their experiences, their growing understandings and their efforts to improve their use of metacognitive processes in their teaching. The importance of this collegiality was recognised explicitly by participants such as Ms. Meta:

There is collegiality; it is positive since we learn together; the burden is reduced. (*Burden might have been a literal translation from an Indonesian word 'Beban' whose equivalent in English would be the teaching loads suggesting that when we worked together our tasks in teaching became lighter*).

The capacity to share reflections regularly with other teachers was also beneficial. While teachers in each study program at Sanata Dharma University were already required to meet twice every year to share their teaching experiences and discuss important issues in order to improve teaching and learning processes (through the process known as *Refleksi Karya*—reflecting on their work), it was a significant change in practice for teachers teaching the same subjects to hold meetings every fortnight. These regular meetings, with a smaller group size, enabled teaching staff to discuss in more detail aspects of day-to-day teaching, and to reflect and improve practice from week to week.

Implementing the metacognitive approach enabled reflections to be shared on a regular basis, where teachers benefited by gaining an insight into each other's teaching experiences, and the capacity to carry these ideas back to their own classroom. This was evident in the teaching staff assisting each other to move their focus—from content and resources, to learning processes (see section 4.1.3).

Involving colleagues in the implementation of the metacognitive approach meant that more teachers were exposed to the approach. Since there was more than one teacher involved, the benefits of the approach were not limited to one classroom context but permeated to the study program level. This was particularly significant with activities such as the “wall magazines” (see section 4.2.4), which created an atmosphere congenial to English learning around the physical spaces of the university. This environment indirectly encouraged the students to learn and to use English in and around the vicinity, promoting more self-regulated learning outside the teacher-directed classroom context.

If one teacher implements the approach in isolation from his or her colleagues, such change would not be as noticeable and thus would not impact on the learning culture in the institution as significantly. In addition, working individually could isolate the teacher from his or her colleagues and therefore create personal or professional tensions and potential misunderstanding of the aims and outcomes of the metacognitive approach.

While working as a group had many benefits it proved important to be alert to the issue of interpersonal relations and tensions, particularly when the groups are drawn from different study programs (see section 4.1.2). Difference in status between individuals and courses can influence the way staff interact, particularly within Indonesian culture where respect for one's social status, including academic status, holds such importance in social intercourse. Bringing heterogeneous groups together proved a delicate matter in this research. Being aware of such subtle issues as unresolved differences between individuals, social status, and prestige of the study programs, is important to prevent covert tensions or even overt conflicts, any of which issues could inhibit collaboration and the implementation of the approach. Still, it is well worth encouraging individuals to be open to other people's views and perspectives and to be willing to learn from one another. To make use of differences to enrich one another could increase collegiality, which would, in turn, impact positively on student learning.

### **6.1.3 The centrality and importance of affective states and strategies**

Teachers need to become more aware of the important role of affective states and strategies in students' learning and put these more centre-stage. A deeper understanding of the metacognitive approach resulted in a willingness on the part of teachers to reflect in more depth on their own need to change in order to respond positively to the students' learning difficulties, and to adjust their teaching accordingly.

This resulted in significant changes in attitudes towards students by teachers, an example of which is Ms. Wati who shifted her attention from the materials to the learners (as described in section 4.1.3). The metacognitive approach thus assisted teachers to become aware that they can significantly impact (both positively and negatively) on students' affective responses to language learning and the use of



learning strategies. Data from students' reflections on past learning experience provided evidence to teachers that ignoring the importance of affective factors in learning could result in students experiencing frustration, and could create an unhealthy learning environment (see section 5.1.1).

The teachers' increasing awareness of the importance of addressing affective states in learners' engagement in English language learning, in this research, was in line with many authors in the field who argue for more attention to learners' affects and their impact on learning (see Horwitz, 1995; Wenden, 1987). Research on such affective states in language learning, and on how learners regulate their affects, has received far less attention than that concerning cognition (see for example Pintrich, 2000; Brown and White, 2010).

In response to this, the metacognitive approach implemented in this research assisted teachers better to understand these affective responses of students and how they, as teachers, could play a key role in encouraging the students to regulate the affective states influencing their learning. In addition, the teachers were proactive in fostering students' self-efficacy—their beliefs about their language learning capacity—since such beliefs play an important role in students' engagement in, and outcome of, learning (Bandura et al., 1995; Bandura et al., 1996; Zimmerman, 2000).

To date, little research (with the exception of Lamb, 2004a, 2012, and 2013) has been conducted in the Indonesian learning context regarding the role of affects in promoting learners' self-regulation (see section 2.5). Addressing this gap, this research focused on helping students experience learning success and on creating opportunities for these successes to be acknowledged by the individual, their peers and by teaching staff. This, in turn, motivates students to exert more effort in learning and to implement more effective strategies (see chapter 5). Promoting this attitude towards learning prevented students from experiencing learned helplessness (e.g. Martinko & Gardner, 1982; Campbell and Martinko, 1998; Borkowski, et al., 1994). As described in chapter 5 (and specifically section 5.1.5 concerning attribution), the majority of the learners in this research displayed effort and strategies, and attempted to regulate affects in their pursuit of English language competence.

Teachers were determined to support students to recognise that learning success takes time, and to view learning as a life-long endeavour (see section 5.1.2). With concerted effort and appropriate strategies this becomes a rewarding endeavour. In response to Pressley's (2005) criticism—that many teachers expected quick results and moved on with reading instruction when they do not get the expected results—teachers in this research were aware of the need to see learning as an ongoing process and encourage learners to embrace a similar attitude. The metacognitive approach encouraged teachers to help students to identify for themselves when they did not understand or were not effectively learning, and for students themselves to share in the effort and responsibility to identify and implement alternative strategies to assist themselves.

In hindsight, the metacognitive approach would have been most beneficial to the students if they were exposed to it, and engaged in it, for more than one semester. Although the majority of the students revealed in their reflective journals that the approach benefited their learning of English, teachers felt that more time was needed to be invested for the approach to have a lasting effect. The students need exposure to all the metacognitive concepts and then have opportunity to reflect on them over a longer period of time. This would enable a deeper understanding and more effective application of the approach.

#### **6.1.4 Shifting from a teacher-centred approach to a learner-centred approach**

Implementing the metacognitive approach requires time, and needs ongoing support for it to become embedded in the teaching and learning culture in the program. It requires a fundamental change in staff beliefs and values about students and therefore needs ongoing facilitation and mentoring for staff as they move away from teacher-centred expectations to a learner-centred approach (see specifically sections 4.1.3, 4.3 and 4.5).

In Indonesian culture, teachers are expected to follow the principles laid down by Ki Hajar Dewantara, a national education movement leader from the colonial era, who is still known for his *Sistem Among*, explained as *Ing ngarsa sung tulada* (being in front setting examples), *Ing Madya mangun karsa* (being in the middle building up spirit and motivation), and *Tutwuri handayani* (being behind the scenes supporting and

supervising) (Sumantri, 2012). However, as Sumantri points out, in recent times the teaching of Ki Hajar Dewantara seems to have little influence on teachers and students. Regular media reports indicate a reduction in the authority of teachers on students' lives outside the school. One example she used to illustrate this was the occurrence of many student brawls in recent years, whereas in previous years students' respect for educators and for their advice would have prevented such behaviour.

Putting *Sistem Among* into practice is a challenge for many teachers. Some might not even be explicitly aware of these principles, even though they have strongly influenced implicit expectations and cultures of educational practice. Teacher-centred practices, where knowledge is transferred from teachers to students, are deeply engrained (see, for example, Lamb, 2004b; Marcellino, 2008). This deeply engrained desire for teacher direction, even amongst the teaching staff, was illustrated in my colleagues' comments and actions in seeking direction and approval from me in order to implement the metacognitive approach (see section 4.1).

While Sanata Dharma University (the focus of this research) has a culture which is more student-centred than many other Indonesian universities, and dialogue is a central part of teaching and learning practices, many teachers were not equipped with an awareness as to when to be in front, when they should be in the middle and when behind the scenes to support and supervise. Adapting the metacognitive approach, my colleagues and I began to recognise when to teach by explaining and giving examples, when to build up spirit and motivation, and when to support and supervise.

As put forward in section 4.1, my colleagues' attitudes towards teaching, and toward students themselves, changed from being rather negative, teacher-centred and materials-oriented (reflecting their existing beliefs and assumptions), to being more positive, learner-centred and process-oriented. This took time and would need ongoing support to become embedded in the teaching and learning culture in the program. Regular mentoring and group discussions helped the teachers grow to see the value of *Sistem Among*, and the facilitative role that could be played by the metacognitive approach, since metacognitive teachers try to understand the minds of their students (Pressley, 2005, p. 407). Metacognition, as adopted in this research,

enabled teachers to reflect upon their teaching strategies and activities by regulating their own teaching and ensuring that their objectives and expectations were met (Alsamadani, 2010, p. 60). The challenge for the teachers was to decide when to teach and give instruction (being in front), when to motivate (being in the middle), and when to support and supervise (being behind). Although no specific finding referred to the implementation of the *Sistem Among* the multiple methods adopted in this research to engage learners with the metacognitive approach indicated the teachers' growing ability to play these three roles (see section 4.2).

In addition, the teachers' flexible approach to the teaching syllabus (section 4.3) and regular feedback provided to students (section 4.4) demonstrated the teachers' increasing awareness and capacity to decide when to teach (through official weekly class meetings), and when to delegate the learning responsibility to their students, thus acting as a motivator, supporter and supervisor (for example, through the weekly wall magazine, and their encouragement of students to locate their own learning resources such as English films and songs).

As indicated in section 5.1.3, in the initial stages of the semester students found it difficult to learn when they were away from the teacher's supervision and directions. However, with sufficient guidance and scaffolding, they were able to become more independent of their teachers. Much learning then took place away from us, indicating that students were becoming more self-regulated. This finding is consistent with Boekaerts (1997, p. 162) who argued that self-regulated learners are able to rely on internal sources to govern their own learning process, an achievement that was possible when teachers learn to have a better understanding about how adult learners learn (for example Merriam, 2008, p. 93).

While the findings of this research evidence that teachers' ability to play these three roles enabled learners to become more self-regulated, more research is needed to find out how the teachers' increased awareness of metacognition and self-regulation contribute to their decisions as to when and how to play these roles.

Implementing the metacognitive approach in other universities in Indonesia may require more significant change, since they may be characterised by more traditional teaching and learning practices which might not contribute to their awareness of

*Sistem Among*, nor favour the implementation of the metacognitive approach. Challenging these beliefs might need to be an explicit part of this implementation and would be a valuable focus for further research.

#### **6.1.5 Staff being learners themselves**

Since the metacognitive approach is novel to most of the staff, and in many ways challenges their established approaches to teaching, it requires staff to be open to being learners themselves:

It's the first time I know what metacognitive approach is. I feel when I have to teach my students using this metacognitive approach it means I really must study hard to understand it first...I'm not from the education department, so this approach is strange for me (Ms. Andrea).

A study on EFL writing competence of adult Saudi students (Alsamadani, 2010, p. 60) found that teachers play a key role in developing learners' self-regulation by being self-regulated themselves. Teachers involved in my research were aware of the need to read relevant literature about the metacognitive approach in order to possess sufficient background knowledge about it. They were willing to learn from their mentor, their colleagues, their students, and from their own experiences, including their mistakes. Through the group meetings (see section 4.1) they were encouraged to keep critiquing their teaching and reflect on how they could improve it to best meet the needs of students. They were beginning to see teaching not so much as a transfer of knowledge to students but a process of learning *with* students. They developed the capacity to see themselves not as knowers but as learners, and this was likely to result in better teaching and better teachers.

Viewed in the context of the metacognitive approach, these changing attitudes towards learning assisted the growth of self-regulation in students, since teachers came to an understanding that learners had to be given learning tasks that enabled them to self-regulate their learning (see, for example, Zimmerman, 1994). This delegation of learning responsibility to learners was possible since teachers were willing to unlearn their old, inhibiting assumptions and tacit knowledge, and to embrace novel ideas about teaching, learning and learners.

Through the metacognitive approach, my colleagues and I learned not only to be good teachers but also to be good learners. In the Indonesian context, teaching staff have traditionally been viewed as the knowers, the transferrers of knowledge to students, so assuming a role as a learner is not easy for some. Lamb (2004b) commented on the irony, in Indonesian education practice, where the students' openness to increasing learning opportunities in the local environment is often not recognised in local curricula due to its focus on a rigid diet of language items transmitted by teachers and their textbooks and assessed in national exams. This requires a change of teaching paradigm and in how teachers perceive their roles and identities, a process which takes a short time for some teachers, but a long time for others. Seeing themselves as learners not only impacts on the teachers and teaching, but also sets a good example for students. Acknowledging and modelling to the students that, as future teachers themselves, they will be learning all the time, can potentially motivate the students to keep learning and trying to be better learners of English.

#### **6.1.6 Exposing students to the richness of metacognitive theory**

Teachers needed to scaffold students to engage more deeply with metacognitive theory rather than making assumptions about students' capacity to understand the concepts. In some cases this led to a simplification of ideas, such that the full benefits of reflecting on the ideas may not have been realised, for students or teachers.

This was the case with our discussion of *attribution* (see section 5.1.5). Because this was considered a complicated concept, the teachers decided to focus students predominantly on effort and strategy rather than emphasise the broad range of attributions which students might make when encountering successes and failures. We downplayed aspects of the theory, such as whether attributions were internal/external, stable/unstable, controllable/uncontrollable thus limiting students' self-diagnosis of the impact of attribution theory on their learning.

Further reflection on attributional beliefs in relation to students' learning success and failures would have helped them develop a more sophisticated understanding of to what they attributed these success and failures. This would have assisted them to learn from such attributions for future success.

In Week 4, when we discussed self-efficacy, a more explicit link to the survey questions may have helped students develop a deeper understanding of the concept, particularly in being able to explain in which “areas” of English their confidence had increased and in which areas they needed to work further on developing positive self-beliefs.

As discussed in section 4.2.1, formally the survey was only discussed in class in Weeks 1 and 14, when they were asked to complete it. However, in retrospect, in each weekly tutorial it would have been useful to prompt students to refer to their earlier responses and to reflect upon and/or discuss their responses related to each week’s focus theme.

Many aspects of metacognition were new to staff, including to the principal researcher. Our lack of experience in implementing the approach, coupled by time constraint (only one semester), and our assumptions about the capacity of the students to learn, may have inhibited us from exposing students to the richness of the theory and limited the students’ capacity to link their understanding of theory to praxis.

Further research, and ongoing implementation of the approach, might engage students more deeply with the theory and help scaffold them to understand it more thoroughly. Ideally, elements of metacognition would be discussed in more than one semester, with semester one serving to introduce students to the broad ideas of metacognition. This would enable students and staff to deepen their understanding of theory and therefore take full advantage of the approach.

In sum, teaching EFL reading in an Indonesian education context entails commitment and support from university management, group implementation, the centrality and importance of affective states and strategies, shifting teacher-centred expectations to a learned-centred approach, staff being learners themselves, and exposing students to the richness of metacognitive theory.

## **6.2 In what ways can a metacognitive approach assist students to become self-regulated EFL learners?**

Through analysis of the students’ five reflections, it became evident that the metacognitive approach *can* assist students to become more self-regulated English

language learners. Students demonstrated characteristics of self-regulation, as discussed by various authors (for example, Zimmerman, 1994; Borkowski & Muthukrishna, 1992, cited in Borkowski and Thorpe, 1994; Boekaerts, 1997; Boekaerts and Corno, 2005). In this section I explore four themes indicating how the metacognitive approach assisted students in becoming self-regulated: it empowers students to experiment with learning; it assists students to become life-long EFL learners; it recognises that students develop at different rates; and it fosters a culture of collaboration.

### **6.2.1 Empowering students to experiment with EFL learning**

Teachers need to be aware that the metacognitive approach can be seen as hard work for many students, particularly when it is implemented in a learning environment where the demand of the curriculum on content learning and testing is high.

In the Primary School Teacher Education Study Program in our university, students have to take around 10 to 12 different subjects each semester with English as just one of these. As there is no coordination between lecturers about assignment due dates, it may happen that students have to submit many assignments in one week.

In part due to these many demands on their time, some students initially viewed the metacognitive approach as adding an additional burden for them. This was compounded by the encouraging of students to pursue learning experiences outside the class, independent of teacher direction and supervision—an additional expectation which they may have viewed as beyond the scope of a two-credit subject.

However, the metacognitive approach assisted students to become more empowered in that they had the freedom and autonomy to determine what and how they learnt, based on an understanding of their strengths and weaknesses in English language learning. This freedom and autonomy enabled the students to take charge of their learning; to plan, monitor and evaluate their learning, to use strategies, and monitor and regulate their affects in order to reach their learning goals (see chapter 5).

Speaking of the Malaysian context, Thang et al. (2011, p. 459) found that high respect for teachers (a characteristic which is not dissimilar to the Indonesian context) played a vital role in influencing students' attributions, leading to a dominance of external



attribution. However, in contrast, most of the students in this research developed the ability to attribute their success and failures to internal factors such as efforts and strategies (see section 5.1.5) and demonstrated the capacity to learn from their experiences rather than blaming internal factors as the cause of their failures such as the case with the findings of Thang et al. (2011). They were able to focus on what it was that they wanted to learn and how to learn it. They were learning to regulate their affective responses and their strategies in order to maximise learning and enhance the chances of experiencing learning success, despite the pressure to deal with many learning demands in the curriculum. In line with the finding of a study on learning autonomy of Indonesian students (Lamb, 2004b), and despite the emphasis on teacher directed and dependent learning approaches students would have experienced in their previous schooling (see, for example, Lamb, 2004b; Marcellino, 2008) this study found that Indonesian learners demonstrated a willingness and ability to learn independent of teachers' prescriptions, directions and supervision. This is consistent with Boekaerts and Corno (2005, p. 201) who argue that self-regulated learners actively and constructively adapt their thoughts, feeling, and actions as needed to affect their learning and motivation.

Through the reflective process, and stimulated by the ideas and discussions within class, students were prompted to recognise that the road to success may not always be easy; that regardless of the efforts and strategies they put into learning they might have to face learning failures. Rather than displaying learned helplessness, these students were empowered to re-engage in the learning process, as indicated by increased intrinsic motivation to succeed (as described by Thomas & Velthouse, cited in Campbell & Martinko, 1998, p. 173). The supportive environment provided by the focus on metacognitive elements of learning enabled students to view these experiences more positively and regulate themselves, the strategies, and the environment in order to allow a greater chance for future learning success to happen.

While focusing on future learning goals, the students realised the importance of regulating their day-to-day learning in order for them to begin to enjoy every-day learning success, even if the success was small. It was the capacity to embrace and learn from those experiences that indicated that the students were becoming self-regulated.

Evidence that the students were becoming more empowered in directing their learning is provided by the variety of learning activities they pursued, both individually and in groups, independent of their teachers. They read similar articles in Indonesian and then in English to provide the background/contextual knowledge; they read comic books on the internet; they engaged in more reading in order to improve their vocabulary size. They watched news on television in Indonesian and then English to improve listening, vocabulary and pronunciation; they downloaded and listened to the songs, while at the same time writing out the lyrics; and they watched English movies. Students formed English speaking groups in which they could practise their English; informally, they practised their English with tourists and chatted with their friends in English through Face-book. They tried to write their reflections in English even, if at times, they had to combine it with some Indonesian. They studied grammar in order to increase their understanding of English, particularly when reading English articles. Other novel ideas which students came up with included practising English in front of the mirror in order to boost their confidence when speaking and translating texts from Indonesian into English and vice versa to boost their confidence and increase their understanding of the language.

However, a greater indication of their being more empowered is that the students changed attitudes towards English. This was indicated by the students' willingness to pro-actively change their personal environment to be more conducive to English language learning. At one level this might include changing their place of study to a quiet location so that they could concentrate on learning and avoid distraction from their friends. However, actions such as decorating their rooms with English language resources and changing the setting of their mobile phones from Indonesian into English evidenced more profound proactive efforts to expose themselves more to English.

These outcomes confirmed Zimmerman's (1994) observation that students would be able to self-regulate their motivation and their academic functioning when they were not externally compelled to learn and were given choice of preferred learning methods, such as having the opportunity to work at their own pace and choose or control their physical and social environment.

In this research, students were encouraged to experiment with their own ideas about English language learning and this broadened their repertoire of strategies and approaches to learning. Sharing their learning experiences with their fellow students at the beginning of weekly classes provided opportunity for these ideas to diffuse from student to student, again lessening the centrality of the teacher. Teachers were also exposed to less conventional teaching approaches, thus providing them with a repertoire they could pass on to future cohorts.

### **6.2.2 Developing the students' capacity to be life-long learners**

As there is no point at which a student can be said to have 'become' a self-regulated EFL learner, the students needed to develop the capacity to become life-long EFL learners; to recognise that self-regulation in EFL learning develops along a continuum; it is a continual, life-long learning process requiring constant attention and the willingness to regularly strive. Evidence from students' reflections (see chapter 5) indicated that most embraced such learning responsibility; that in the beginning students were not able to make specific, achievable goals, but that with continual efforts, trials and teachers' assistance, they began to demonstrate the increasing capacity to plan, monitor, and evaluate their EFL learning.

Since students had not previously been exposed to this mode of learning, teachers needed to scaffold them to see learning as a life-long endeavour. Realising that students were experiencing initial difficulties engaging in independent learning we devoted time to talking to students about making learning plans that might increase the potential for self-regulation to develop.

Following on from the written and oral feedback to students, most of them then displayed increasing capacity to regulate affects and strategies in order to improve their learning. Their reflections became more engaged and they recognised the relevance of the ideas to their own personal context. Regular written feedback on student reflections is imperative to supporting a deeper and more relevant level of engagement.

The metacognitive approach enabled the majority of the students to see learning as a process, and this is well exemplified in the following two student quotes:

So in speak English, is wrong many. But no problem. Me and my friend is believe. In the wrong (*long*) run, we can (S19/Refl.4)

English is very hard and difficult to learn. But I know English is very important to me, in my study and my career in the future. I believe nothing is impossible if I try until I can... Sometimes I think if I can speak English it is just about my luck. But it is the wrong think (*thinking*). Every people have the potential and if I developing the potential with my effort and strategy, I believe a success or fail it's because my effort and good learning strategy not (just) luck. I can feel my ability from day today. First I can't do anything, can't write in English moreover I don't know what I must to write. I am afraid to speak English in public, but now I can do it although it's still not perfect, but it's the beginning. I believe if I keep moving someday I can speak English fluently (S02/Refl.5).

The students' beliefs about their competence in performing specific learning tasks and the differing motivation applied to those tasks indicated that self-efficacy and motivation are task-specific (consistent with Bandura, Brim, Dustman, & Safford, 1995, p. 66; Zimmerman, 2000, p. 14; Brown, 2007). For example, while they might be confident when it came to writing in English at one point in time, this confidence did not necessarily carry over to speaking. While they might be comfortable writing in English in some circumstances, doing so at other times might cause anxiety.

As indicated by the majority of students in their fifth reflection, although still facing learning difficulties, they did not despair or give up but were determined to put more effort and strategies into their learning. They were growing in their awareness that they would not magically become competent in English, but rather that self-regulated, lifelong learning was the pathway to achieving this.

Supporting students to develop such a learning attitude is crucial; and teachers play a vital role in promoting these ideas—that self-regulated learners are not those who do not face learning difficulties but those who can regulate the difficulties to maximise learning.

Thus, one of the contributions of the metacognitive approach was that it encouraged students to embrace an attitude to learning as a life-long endeavour. Indeed, self-regulated learners learn to prepare for life; they see success and 'failures' as a by-product of a life-long learning enterprise. Such awareness might be expected to motivate students to keep learning English long after their engagement in formal English language learning courses, regardless of the learning difficulties they face.

### 6.2.3 Recognising that students' self-regulation develops at different rates

The capacity to self-regulate EFL learning developed at different rates for different students. While some students accelerated after feedback on the first and second reflections, others needed more assistance and encouragement and progressed at a slower rate.

While students did progress at different rates, the metacognitive approach benefited the majority of them. Of those small number of students who did not seem to engage deeply in the metacognitively process, most recognised by the end of the semester that it had still been beneficial. An example of this was Student 20. Being one of the weakest students at English and less engaged in making learning goals and reflecting on them, he commented on how he benefited from attending the class due to the metacognitive approach:

In the past I not like study English because study English is very difficult. I'm confused if study English. I start like study English when I am class 3 SMA (*Grade 3 in SHS*). After that I study English although difficult. During one semester skill can more. Although little, very experience that I can during one semester. For example, in the past, I can't strategi reading that right, but now I can. And then still many lagi (*more*) that I can during I study English. And now I like and fun if study English. Bagiku (*for me*) speak English is very important. In menghadapi (*facing*) perkembangan (*the development of*) world that more modern, and all people in the world can speak English because English is the language that digunakan (*is used*) to international language. I want directly study English until I can speak English (Refl.5).

Contrary to my assumptions about this student, he illustrates that the metacognitive approach will benefit students in different ways at different times; that students who may not necessarily appear to be making significant progress with their English language skills may be developing confidence and motivation which can then go on to have a more significant impact on skills, even if this might occur beyond the context of the formal study period.

Using the metacognitive approach requires teachers to recognise that some students respond more positively to reflective learning than others; some are more willing to engage with affective aspects and to critically challenge themselves. For some it can feel threatening and self-exposing, particularly in the Indonesian teaching and learning culture. As teachers, we need to support each and every student, regardless of their seeming capacity and application to learning. In other words, the metacognitive

approach requires a differentiated teaching approach as self-regulation develops at different rates for different students.

#### **6.2.4 Fostering a culture of collaboration**

Although Indonesian culture values the importance of collaboration and cooperation, there has tended to be a contrasting, and in many ways competing, culture of competition in Indonesia's education system. This has been exacerbated by the national curriculum which places great emphasis on testing and national exams, and requires students to possess good academic records in order to gain access to better education and occupation opportunities. These mores do not necessarily encourage students to become life-long learners. Implementing the metacognitive approach requires and encourages a culture of collaboration rather than one of competition.

A cooperative and collaborative learning environment fitted well with one of the basic Indonesian cultural values, that is, *Gotong Royong* (Cooperation and Collaboration, as discussed in sections 1.1.3 and 5.1.2). *Gotong Royong* means working together to attain a common goal (Panggabean, 2012). In this philosophy of life, people are expected to help each other spontaneously and to think more of common good than individual gain. The challenge for us, as teachers and learners, was to practise the principles of *Gotong Royong* in our course. We needed to create a cooperative and collaborative environment where students experienced the necessary support while, at the same time, becoming more willing to take individual initiative, consistent with self-regulation. We needed to build a context of supporting each other, without overemphasising reliance on the teacher.

Through the metacognitive approach, students learn to focus on learning goals and celebrate success together. The introduction of the metacognitive approach was timely since it raised the students' awareness of the importance of rejuvenating the *Gotong Royong* principles in their lives, something which Panggabean (2012) lamented as fading in recent years due to the individualism that has pervaded almost every aspect of contemporary life.

The majority of the students developed the capacity to cooperate and collaborate with their friends, the teacher, and family members to support their own English language development (see section 5.1.2). They acknowledged how they benefited from

learning in a collaborative and cooperative manner. Examples included students working on English exercises with their friends in the evenings; creating English speaking groups at their own initiative and the publishing of the weekly 'wall magazines', through which students demonstrated their capacity to work as a group and produce works without any supervisions from their teachers.

Learning English in a cooperative and collaborative environment created a culture of solidarity and an ethos of working for the common good where the students could regulate their own learning and encourage and support each other in their similar endeavours. Since the atmosphere of competition was minimised, students did not feel the pressure to outperform their peers, other than to do their best. They were likely to feel safe, even if they knew that their English was not as good as that of their friends. They were also more willing to take risks with their language such as speaking English to their friends, even though they realised they were making a lot of mistakes. They realised that if they faced learning difficulties they could seek help from other people around them including their friends.

This academic practice represents a significant change to academic learning environments in Indonesia (see for example Lamb, 2004b; Marcellino, 2008 and also sections 6.1.4, and 6.1.5 above). In these learning environments, students show total obedience to teachers and are inhibited from trying novel learning approaches; in addition, teachers teach to the prescribed curriculum and syllabus to the point where there is little room for creativity and innovation.

Thus, cooperation and collaboration were important aspects in the metacognitive approach. Students clearly gained support from their teacher, fellow students, close friends and family members. The support they obtained helped them engage in the metacognitive processes and to subsequently develop self-regulation in English language learning.

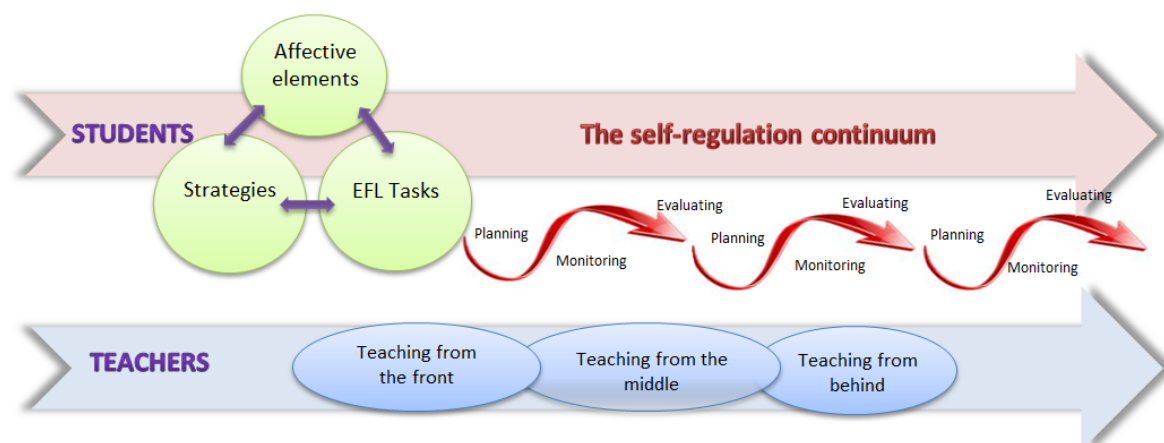
This discussion indicates that the metacognitive approach did assist students to develop the capacity to set learning goals, monitor and evaluate their set goals, and to deal with their thoughts and feelings related to the attainment of their learning goals

(in line with Boekaerts & Corno, 2005). Consistent effort to deploy effective strategies on challenging tasks will lead students to greater success and a higher level of motivation (Chamot, 2009a, p. 74). Most students invested considerable effort and experimented with various strategies to support their own EFL learning. As an indication of their realisation that English learning would be a life-long endeavour, they took advantage of day-to-day opportunities for learning and practising and they were willing to cooperate and collaborate with people around them. In other words, they were becoming more self-regulated learners.

### 6.3 A metacognitive model for developing self-regulated EFL learners

A visual model can be beneficial in bringing together the ideas presented in this thesis, and in depicting the learning from this study to other EFL educators who might be interested to implement similar approaches themselves. Such a model is presented in Figure 3.

**Figure 3:** A metacognitive model for developing self-regulated EFL learners



The diagram indicates that both learners and teachers play a critical and related role in order for learners to grow in their journey to become more self-regulated. It emphasises that both teachers and students need to view self-regulated learning as a continuum—that there is no final point where a learner might be considered “self-regulated”. Learners’ self-regulatory behaviour may be very limited in the beginning but incrementally develops to a more advanced level with time and with teachers’



taking more of the “teaching from behind” role. In addition, the rate of self-regulatory behaviour may be different for each and every student.

For learners to become more self-regulated, they need to develop the capacity to plan, monitor, and evaluate EFL learning task demands, strategies, and their own affective states. These three elements are interrelated and influence one another in learners’ development of self-regulated learning.

To support self-regulation in the EFL classroom, the teacher should ideally move from the ‘front’ role to the ‘behind’ role. Being in the front, the teacher teaches by examples and modelling. Being in the middle, s/he teaches by motivating and building up spirit. Taking the ‘behind’ role, s/he teaches by supervising and supporting. The teacher needs to be aware of these three roles and develop the capacity to decide which role to play at each stage of learners’ progress. In the initial stages of learning the teacher may have to spend a fair amount of time modelling and providing examples (explaining). Here the teacher acts as a role model to their students particularly on language use. In doing so, however, s/he needs to realise that too much modelling (and explanation) may result in learners’ overdependence on the teacher which, in turn, may debilitate their sense of independence. As learners begin to demonstrate the capacity to self-regulate their EFL learning, the teacher has to release some of his/her modelling roles (teaching from front) and take the ‘middle role’, i.e. mingling with students as they are engaged in learning. Here, the teacher’s main role is to monitor how the students are progressing. When learners experience difficulties and indicate signs of frustration, s/he needs to help them by building up their spirit. In this way, learners will improve their self-efficacy. In the latter stages of learning, as students are becoming more confident in their ability to engage in learning on their own, independent of the teacher’s supervision, the teacher should then take the ‘behind’ role, providing supervision and support. The more the teacher lets learners take control of their own learning, the more self-regulated they become.

In order to play these three roles successfully, teachers also need to develop their planning, monitoring and evaluation capacity, not just in relation to these roles but also to the teaching learning processes in general.

The findings in this research demonstrate that teachers were able to support learners' development of self-regulation when they could play these three roles effectively. The metacognitive approach enabled teachers to refine their capacity to decide when to play each role, since they were encouraged to think about the impact of their teaching on students' self-regulatory behaviour and capacity. Through actively engaging in planning, monitoring, and evaluating their teaching, they were also becoming more self-regulated themselves.

In sum, self-regulated EFL learning will grow in an environment where both teachers and learners are aware of their respective roles and the importance of viewing self-regulation as a learning continuum, and that explicit links to Indonesia's own *Sistem Among* may help this.

## Chapter 7. Conclusion

This chapter provides a conclusion to the thesis. It provides a reflection on the implementation of the metacognitive approach within the Indonesian learning culture, followed by a review of the research's rigour. The study's original contribution to the body of knowledge will then be summarised and the limitations and opportunities for future research discussed. Finally, the chapter concludes, not by bringing the research to an end, but rather by discussing the new possibilities which it opens up.

### 7.1 A metacognitive approach in Indonesia's learning culture: Does it have a future?

Traditionally, the teaching learning process in Indonesian classrooms has been centred on teachers, with learners having little room to express their ideas. The teaching syllabus, learning materials, and assessment are all determined by the teacher and those in the higher ranks of education. The teacher's main concern is not so much whether students have learnt in their classroom but whether they have taught what they had planned to teach. The teaching learning process emphasises rote learning, is text-book driven, and makes minimal use of authentic resources. Flexibility in their teaching approach is uncommon.

Students are conditioned to rely heavily on their teachers for the answers to their questions. They seldom take the initiative to choose what to learn, how to learn, nor to ask why they need to learn what they are learning. They view learning as something externally imposed on them, and their main duty is to respond to it obediently. Learners' overdependence on their teachers is exacerbated by the curriculum's heavy focus on testing and short-term learning gains, and in this learning atmosphere, the key strategy is seen as the memorisation of facts. This situation with the Indonesian learning environment have been depicted clearly in Marcellino (2008) and Lamb's studies (2004b; 2012; 2013).

In the short term, this traditional approach to teaching may stifle learners' creativity, sense of independence and ownership of learning, and therefore debilitate their engagement in English language learning. In the long run, it may discourage the growth of self-regulated learning and lead to underachievement.

Using the metacognitive approach, teachers in this research were required to shift their attention from teacher-directed teaching to the learners and to their learning. Rather than focusing on the teacher, by adopting this learner-centred approach, we teachers became learners ourselves. This approach awakened an awareness that teaching is more than just the transmission of knowledge and skills to students. Focusing on the learner and learning, we were made cognisant of the importance and centrality of strategies and affective states in supporting English language learning.

One indication of the teachers' changed attitudes towards teaching was the increased willingness to modify the teaching syllabus while the semester was underway in order to meet the students' learning needs. In this way, the syllabus could cater for the learners' varying learning needs. In the light of the metacognitive approach, the teachers approached the teaching syllabus more flexibly, no longer conceiving of it as a finished product which was to be followed blindly throughout the semester. With learners at centre stage we were also challenged to construct an assessment that was consistent with the approach and to provide regular written and verbal feedback. Such developments were highly novel within the Indonesian higher education environment.

Although teachers were able to focus more on learners and learning under the metacognitive approach, this did not represent an easy change for us. Growing up in a culture where respect for elders was high, the teachers found it difficult to shift attention from teachers to students; from teaching to learning; from product to process; from seeing learning as a cognitive activity only to that involving both cognitive and affective elements. However, as discussed in section 6.1, the metacognitive approach enabled us to question and challenge our own pre-existing assumptions and beliefs about teaching and learning. Regular meetings with colleagues, where individual written and verbal reflections were shared and rich discussions were conducted, enabled collegiality to grow among us, resulting in our increased ability to shift our attention from teaching to learning and all the issues related to it.

While the metacognitive approach encouraged collaboration among the teachers, we still realised that in our context working as a group posed a distinct challenge. Within Indonesian culture, the high respect for one's social standing meant that interpersonal

relations and tensions can arise due to differences in academic status between individuals and even between courses. Bringing these heterogeneous groups together proved a delicate matter. Encouraging individuals to be open to other people's views and perspectives, and to be willing to learn from one another, was a cultural as well as a professional challenge, but once the process began it demonstrated how collegiality could be increased. As the findings indicate, our willingness to work as a team impacted positively on the implementation of the metacognitive approach and prevented covert tensions which could inhibit collaboration and the implementation of the approach.

As I engaged my colleagues and own students through the metacognitive approach (this was evident by the number of the research participants discussed in section 3.3, the students' reflections reported in section 5, and teachers' data in section 4, and substantiated by the discussion in chapter 6, an overview of research procedures in section 3.4 and the lesson plan in appendix 3, workshop agenda in appendix 9, teacher fortnightly meeting in appendix 10, an example of an excerpt from my reflective journal in appendix 11, photographic evidence in appendix 12, and a metacognitive booklet in appendix 13), we continually questioned whether the metacognitive approach *could* support students to engage in self-regulated learning when they had been so long dominated by an academic culture that impeded self-regulation. Although students were accustomed to learning based solely on the teachers' instruction, with little room for independence, the metacognitive process instilled in them the determination to take responsibility for their learning into their own hands. Rather than imposing specific objectives or outcomes on learners, the metacognitive approach encourages learners to identify, articulate and pursue personally relevant goals, including those related to skills, attitudes, confidence, values and understandings (Graham & Phelps, 2003). Evidence from this research suggests that, despite imminent cultural challenges that were somewhat at odds with the metacognitive approach, students *did* demonstrate the capacity to learn independently from the teachers' direction (the issues of culture and how they might be at odds with the metacognitive approach has been addressed in chapter 1 particularly in sections 1.1.1, and 1.1.3. How the metacognitive approach was able to assist students to become more self-regulated was addressed again in chapter 5 where

students demonstrated the capacity to learn independently from the teachers' direction. Section 5.1.2 (regulation of support), paragraph 2 is an example of how students from this culture were able to learn independently of the teacher. All this evidence was substantiated in section 6.2). Discussion chapter provided further evidence about this issue. However, I will clarify this statement by referring to the sections mentioned previously. This supported Lamb's (2004b; 2012; 2013) studies that showed that there is potential for Indonesian students to engage in self-regulated learning given the right learning environment.

The metacognitive approach appears to have a promising future for Indonesian teachers and learners. Having a strong team of teachers and university leadership that are committed to learning and innovation will enable teachers to implement the approach. This will, in turn, support the growth of self-regulated learning in students and assist them to gain a higher level of English language learning success.

In the future, more teachers and students should be involved in the approach. As will be discussed in section 7.4, the involvement of more people may lead to the approach having a more widespread and lasting effect on both students and teachers.

## **7.2 Reviewing rigour**

Phelps (2002) highlights the importance of relevance, application, and practical utility as key indicators of validity in action research, and Herr and Anderson (2005) discussed the need for action research to demonstrate democratic, outcome, process, catalytic and dialogic validity (see section 3.8.2). This research has attempted to meet these criteria in order to make the research rigorous.

As argued by Phelps (2002, p. 201) a key indicator of the validity of action research is its capacity to evoke valuable and workable change that is embraced by participants. Although the benefits of the research may not have been experienced equally by all students, the ideas and approaches embedded in this action research were democratically embraced by all participants in the research through dialogue and collaboration, and did bring about a notable degree of outcome and change for all—both students and teachers. In this way, this research demonstrates democratic, process, outcome, and dialogic validity.

While the metacognitive approach resulted in various outcomes in terms of specific skills and knowledge for the students, it also empowered all students to democratically make their own choices and take actions to fully benefit from their participation. In this way, this research also demonstrates catalytic validity. The impact of this on student self-regulated learning is indicated in the following reflection:

I want to be able to vokus (*be focused*) in learning English. I learned in a deserted place (*lonely/quite*) place and I tried to concentrate. I tried to apply to learn English in a quiet room so that I can concentrate and vocus (*focus*) and in fact in a way that I can better enjoy and understand what I learned. Wih (*with*) using such a learning system that I feel more focused (*correctly used here*) in learning.

I want more develop my speaking ability. I make group with my friends and my spare time speak English. To develop my skills in English I try to speak english during my spare time with my friend, i am motivated by my friend from PBI (English education study program), although still a lot of mistakes have and there are important we have tried and the benefit that I do after do this activity very well. I could be more bold in speaking English even though there are mistakes everywhere (Student 13/Refl.4).

The metacognitive approach developed and refined in this research thus has the potential to touch the lives of young people in the future, as expressed by the following student:

My dreams about English are I can speaks fluently and understand about English. I know my English still less. But I will keep try and always learn English although it very hard. I sure tomorrow (*Javanese says this to mean in the future*) I can reach my goals. After, I finish study in Sanata Dharma (*University*) and I have work at a elementary school, I hope can help my student to learn. Begin today, I must diligent study english. I feel my less are speaking and listening. My effort are always listen song with English, watch movie of foreign (*foreign/English movies*) and speak English with my friends or my family. I always say with (*to*) myself. Someone success English because habit. So, I must learn English every day if I want reach my dreams. I will always keep try reach my dream (Student 16/Refl.5).

As discussed in section 1.3, 3.2.2, 3.3.3, and from the students' reflections discussed in section 5.1 and 6.2, and teachers' reflections (section 4.1 and 6.1), it can be concluded that the action research cycles undertaken in this research were suitable for the implementation of the metacognitive approach. The action research cycles have brought about positive impacts on the majority of the research participants. They enabled both the students and teachers to plan, implement, observe and evaluate the effectiveness of the metacognitive approach cyclically. Every cycle enabled the participants to focus on certain elements of the metacognitive approach, and to revisit and refine the elements that had been the focus of the previous cycles. The cyclical process of learning increased the possibility of students' becoming more self-regulated

as in this mode of learning they could reflect on their past learning experiences, focus on the current learning enterprise, and plan their future learning.

To increase the rigour of the research, the principal researcher was determined to handle researcher effects as discussed in the following.

The principal researcher stayed at the research site for six months having conversations with students and teachers to build trust with the research participants. During this period, he maintained a low profile by not insisting that students or teachers changed their teaching and learning practice, but rather provided ideas and suggestions which invited them to teach and learn in new ways. This was evident in the change of the learning syllabus (as discussed in section 4.3) to accommodate the students' various learning needs and in the freedom of the students gained in determining their course of actions to become more self-regulated EFL learners (see section 6.2.1).

Another way the principal researcher handled researcher effects was by making his intentions unequivocally clear for the participants. Before the research was conducted, the participants were informed about the reasons why he was at PSTESP, the aim of the research, how the data were to be collected and what he would do with the data. This preceded their agreement to participate in the research (section 3.5 and appendix 1a and 1b).

The use of pre-semester and post semester surveys and reflections were unobtrusive. Students were given one week to think of and reflect on their answers to the pre-and post-survey. Both students and teachers had the freedom to write in their reflections whatever whatever was most important and significant to them. Since the participants made their reflections in the absence of the principal researcher, the presence of the researcher was less felt by them, and therefore less threatening. Having two weeks to reflect and write their reflections before submissions (for students) and fortnightly meetings (for teachers) meant that they were working on their own most of the time with the presence of the researcher less noticeable. This reduced the bias stemming from the researcher effects on the site. In this way authenticity of the reflections could be preserved by all the participants.



In the metacognitive approach, students recognised as having the capacity to determine their own learning success (section 6.2.1), which in turn reduced their dependence on the teacher (researcher).

Another means used in this research to handle researcher effects was triangulation of investigators, data sources and methods (as discussed in section 3.8.1). Triangulation prevented this researcher from deriving the findings from a single method, single source, or single researcher's bias (chapter 4, 5, and 6).

### **7.3 Original contributions to knowledge**

This thesis has made an original contribution to the EFL literature in terms of both theory and research methodology. It addresses Lajoie's (2008, p. 472) call for more research into how metacognition, self-regulation and self-regulated learning interact; particularly how such a relationship can contribute to appropriate instructional interventions to promote thinking and learning. It has advanced our understanding of the interrelationship between metacognition and self-regulation, in that an awareness of the importance of metacognition has been shown to contribute to students' increasing self-regulated EFL learning. Likewise, students' growing self-regulated learning itself contributes to their capacity for metacognition. The findings emphasise the need to view metacognition and self-regulation as two sides of the same coin—that self-regulated learning can be promoted by building metacognitive capacity and metacognitive capacity can be built through application of self-regulation theory.

This research also progressed our understanding of the need to see self-regulated learning as consisting of three inseparable elements: learning task demands; strategies; and affective elements. Students should be encouraged to reflect on, and develop, all three elements if they are to become more self-regulated EFL learners. This not only addresses Pintrich's (2000) concern about a lack of research on regulation of affective elements compared to that on cognition, but supports research by Phelps (2002) that affective elements and strategies (both cognitive and metacognitive) should be an integral part of the regulation of learning task demands.

Another contribution to theory is the progression of our understanding of the feasibility of self-regulated EFL learning being promoted in a learning context dominated by collective cultural values such as those in Asian countries. Self-regulated learning, with independent learning as one of its core elements, may seem to be at odds with Indonesian national cultural values—with *Gotong Royong* (cooperation and collaboration) as one of its principles. However, this research demonstrated that students were able and willing to embrace independent learning in the spirit of the *Gotong Royong* principle. The publications of weekly ‘wall magazines’ through collaboratively work was indicative of this change. Working collaboratively was made easier since students were more empowered through their individual engagement in independent learning. Therefore, for students to engage in self-regulated learning, they should be supported to have an understanding of the importance of independent learning as an integral part of cooperation and collaboration.

Another contribution to knowledge is the value in rekindling the roles of the teacher which are culturally embedded in the Indonesian educational philosophy but have been lost in practice due to the teacher-dominated culture of education. The metacognitive approach challenged and enabled EFL teachers to be willing to move from a role at the ‘front’ to one ‘behind’ in order to support EFL learners to become more self-regulated.

Methodologically, this thesis advances our understanding of the benefits of using a survey as more than just a set of questions to collect data and assess the students’ knowledge and prior use of metacognition in English language learning. This research has demonstrated that engaging students in reflecting on aspects of metacognition in the survey supported them in their journey towards self-regulated learning. Phelps (2002) had successfully used a survey in this way in her research on computer capability, however, this research demonstrated that the approach could be applied in other learning contexts.

In this study it proved important that the survey was translated into Indonesian and that the language was carefully chosen to support the students’ initially varied understanding of the concepts of metacognition. By enabling students to retain a copy of the survey for their own reference they could refer to it when they made their

weekly learning plans and reflections. Using the survey beyond data collection supported students in monitoring and evaluating their own development in terms of self-regulated EFL learning and in discussing their progress with their peers throughout the action research process.

In sum, this thesis advances our understanding that a metacognitive approach can support EFL learners to become more self-regulated.

#### **7.4 Limitations and opportunities for further research**

This study faced a number of constraints and presents opportunities for further research.

One limitation was that the metacognitive approach was implemented in one semester only. As this research was part of my doctoral study program and completed on a scholarship basis, I was constrained in the time available to engage with teachers and students in the research context. Ideally, elements of metacognition would be discussed in more than one semester, enabling students *and* staff to deepen their understanding of the theory. Such an understanding could better enhance self-regulation. Although the majority of the students acknowledged the benefits of their engagement in the approach, exposing them to the approach over a longer period may have a more lasting effect on students' learning.

Another limitation was the representativeness of the participants. In this study only four English staff teaching from one study program in one university were involved. Although staff from the English Education Study Program were invited to the initial half-day workshop, they decided not to participate in the study, citing heavy teaching loads and difficulty in arranging meeting times. Despite this limitation, involving the small group from one study program was initially beneficial for trialling and refining the approach. Since all the teachers taught at the same study program, meetings were more easily arranged and, from shared content and purpose, their collegiality could be nurtured. Furthermore, the impact of the approach was more readily monitored and evaluated.

Future research might investigate the value of the metacognitive approach in other English language study programs, in this or other universities. This would provide

additional understanding of the issues in promoting self-regulated learning through a metacognitive approach in different academic cultures.

Future research into the interplay between the three roles of the teacher and their impacts on both teachers' and students' self-regulated learning would be beneficial and might help teachers make these transitions between the roles and support their students better. Future research might include interviews or surveys with both students and teachers on how teachers play these roles, and the impact the undertaking of each of the roles had on them and their students.

## **7.5 Where to from here?**

This action research has demonstrated that the metacognitive approach can be successfully implemented in EFL language programs in Indonesia. It has shown the importance of a community of teachers who are willing to share their knowledge and learn together, and from each other.

While completing the final stages of writing this dissertation, I encountered some of my former students and research colleagues at the university. My students mentioned how they had enjoyed the English lessons and benefited from the metacognitive approach, and were looking forward to my return to the university. My research colleagues revealed their enthusiasm about the idea of working with me again once I got back to teaching. Colleagues from the English Education Study Program, who did not participate in the research, also expressed that they were looking forward to conducting action research with me and learning together about the metacognitive approach. My conversations with these people suggest the importance of sustainable support, and that mentoring for the metacognitive approach could readily be wholly embraced by colleagues and students at the university.

Now that I am nearing the end of my journey as a doctoral student, I anxiously look forward to returning to my university and working with English teachers to support our students. I will invite my colleagues to a workshop to present the findings of this research and to discuss with them the possibilities for us continuing to implement and refine the approach developed in this study. Ideally we will structure our teaching program to introduce the affective elements and strategies over a longer period of

time. We will continue to engage in direct teaching of specific strategies and encourage students to also pursue their own learning strategies. Consistent with the metacognitive approach, I will work for independent student learning and reflections, written and verbal feedback, regular teacher meetings, learning assessments, and a flexible teaching syllabus to become a core part of my (and, hopefully, our) teaching program.

The involvement of more teaching staff will provide the tools, and the more broadly supportive context, for students in their journey towards self-regulated EFL learning and increase awareness of the metacognitive approach at the institutional level. In this way, more young people can gain the benefit of the approach, and continue to engage in self-regulated EFL learning throughout their whole lives, regardless of the inevitable individual experiences of failures and success. As Phelps (2002) argues:

It is not possible to ensure all learners are ready for transition, nor that transition will occur in that time (a certain formal study period). However, creating a learning context rich with opportunity and diversity of experience can prompt learners to journey to the edge of comfort (p. 201).

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## Appendix 1a: Informed consent letter and form for teaching colleagues

Dear Colleagues,

I am currently undertaking a Doctor of Education degree at Southern Cross University, Australia. My experiences teaching English at Sanata Dharma University has motivated me to adopt an action research approach in my doctoral research, entitled:

Facilitating EFL Learners' Self-Regulation in Reading: Implementing a Metacognitive Approach in an Indonesian Higher Education Context

Action research is:

A form of collective-reflective enquiry by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of their practices and situations in which these practices are carried out (Kemmis & McTaggart, 1988, p. 5).

This research will investigate whether a metacognitive approach to teaching reading in an ESL context can facilitate the self-regulation of learners. Bruning, et al. (2004) define metacognition as knowledge one has about his or her thought processes. To put it simply, it is thinking about thinking or learning about learning.

As part of this research, I seek to work together with you and the students in enhancing their English language learning, particularly their reading. In order to best support our students, you will be invited to develop, trial and refine a metacognitive approach to our teaching. You will also be invited to reflect on your teaching and engage in discussions with myself and other colleagues so that we can refine our teaching approaches.

Through our teaching we will help our students to think about four areas, i.e. themselves as language learners, the task they are doing, strategies to enhance their performance, and how to regulate their learning.

Action research, and the metacognitive approach that underpin this research, resonate well with Sanata Dharma University's Ignatian Pedagogy, i.e. *human for and with others*, *"cura personalis"* (*personal care and service*), *striving for excellence*, and *dialogue*. As such, the research is consistent with our University's best practices.

The data collection phase of this research will last for one semester, starting in July 2010 and finishing in late December 2010. During this time we will be involved in two activities: firstly, a two-day workshop which will prepare us for our involvement in the project; and secondly the process of incorporating aspects of a metacognitive approach in our teaching, observing and reflecting on the teaching-learning process.

The two-day workshop will be conducted before the semester commences. In this workshop, I will briefly explain about the research project and introduce you to the ideas of metacognition and provide opportunity for these to be discussed. Once you have determined whether you wish to continue to be involved in the action research, we will begin making plans for the semester. This workshop has the basic goal to cultivate collegiality, support and teamwork among us.

Throughout the teaching session, we will incorporate aspects of a metacognitive approach in our teaching, and observe and reflect on the outcomes from them. You will also be invited to meet fortnightly to share your teaching experiences and discuss ways to enhance learners' self-regulation in reading.

Notes from these discussions will be collected by me (as the principal researcher) for further analysis and will form the basis of my doctoral research. The results of this research may also be published in a peer-reviewed journal and be presented at conferences. Your identity will be kept confidential and anonymous throughout the research analysis and reporting. This research will result in a thesis, which will be accessible through Sanata Dharma University Library and also Southern Cross University Library once this research is completed. I will forward you a copy of these reports by e-mail if you would like to receive them.

I am aware that you have other commitments at this university and your participation in this research is voluntary. You may at any time decide that you will cease participation in this research. Your decision, however, will not affect our collegiality. As principal researcher, I will try my best to ensure that both teachers and students will find this mode of teaching and learning a rewarding and fun experience.

Attached is a form seeking your consent to participate in this research. If you decide to participate you are asked to sign the letter. You will also be given a copy of the form to keep for your own records.

If you want to make further inquiries about the research, please contact me at the following email: [c.laosmbato.10@scu.edu.au](mailto:c.laosmbato.10@scu.edu.au). You can also contact my supervisors:

Dr. Renata Phelps, at : [renata.phelps@scu.edu.au](mailto:renata.phelps@scu.edu.au)

Dr. Robert Smith, at: [robert.smith@scu.edu.au](mailto:robert.smith@scu.edu.au)

This research has been approved by the Human Research Ethics Committee at Southern Cross University. The approval number is **ECN-10-110**. If you have any concerns about the Ethical conduct of this research or the principal researcher, please write to the following:

The Ethics Complaints Officer  
Southern Cross University  
PO Box 157  
Lismore NSM 2480  
Email: [ethics.lismore@scu.edu.au](mailto:ethics.lismore@scu.edu.au)

Thank you very much for your time and I wish you all the best in your teaching career.

Best Regards,

Concilianus Laos Mbato  
Southern Cross University



This consent form is to be RETURNED to the researcher. It will remain with the researcher for their records. You will also be provided with a copy to keep.

**Title of research project:** Facilitating EFL Learners' Self-Regulation in Reading: Implementing a Metacognitive Approach in an Indonesian Higher Education Context

**Name of researcher:** Concilianus Laos Mbato

**Name of Supervisor:** Dr. Renata Phelps and Dr. Robert Smith

*(Contact details of the researcher and the supervisor are contained in the information sheet about this research)*

**Tick the box that applies, sign and date and give to the researcher**

I agree to take part in the Southern Cross University research project specified above.

Yes  No

I have been provided with information at my level of comprehension about the purpose, methods, demands, risks, inconveniences and possible outcomes of this research, including any likelihood and form of publication of results.

Yes  No

I agree to participate in an initial 2-day workshop and share my understanding about reading strategies and knowledge about learners

Yes  No

I agree to keep a reflective journal and discuss my observations and reflections with my colleagues in a fortnightly meeting

Yes  No

I understand that my participation is voluntary

Yes  No

I understand that I can choose not to participate in part or all of this research at any time, without negative consequence to me

Yes  No

I understand that any information that may identify me, will be de-identified at the time of analysis of any data. Therefore, any information that I have provided cannot be linked to me (Privacy Act 1988 Cth)

Yes  No

I understand that neither my name nor any identifying information will be disclosed or published

Yes  No

I understand that all information gathered in this research is confidential. It will be kept securely and confidentially for 7 years at the University

Yes  No

I am aware that I can contact the supervisor or researcher at any time with any queries

Yes  No

I understand that the ethical aspects of this research have been approved by the SCU Human Research Ethics Committee

Yes  No

If I have concerns about the ethical conduct of this research, I understand that I can contact the SCU Ethics Complaints Officer

Yes  No

Participants' name:

Participants' signature:

Date:

Please tick this box and provide your email address or mail address (confidential) below if you wish to receive a summary of the results: Email: \_\_\_\_\_

## Appendix 1b: Informed consent letter and form for students

Dear Students,

I am currently undertaking a Doctor of Education degree at Southern Cross University, Australia. My experiences teaching English in this Study has motivated me to undertake an action research approach in my doctoral research, entitled:

Facilitating EFL Learners' Self-Regulation in Reading: Implementing a Metacognitive Approach in an Indonesian Higher Education Context

This research will last for one semester, starting in the second week of August 2010 and finishing in late December 2010. It uses an action research approach. In action research, your participation is highly valued and I seek to engage you in the research process and to learn with you.

This research aims to develop an approach that will better support you and students like you to enhance your English language learning, particularly in reading. I am aware that all of you have learnt English for at least six years now. Some of you might find learning English a rewarding experience. Others might find that English is a difficult language to learn. Whether or not you are happy about your English in general and reading ability in particular, you are all aware that English is an important language to learn, and therefore to master.

In order to facilitate you to enhance your reading ability, and also English mastery, I am inviting you to participate in this action research. In this class, you will gain support to become a more independent learner. You will learn to think about yourself as a learner and how you can improve your strategies in reading. **Don't worry!** We will work together in this class to help you learn the language.

As part of this research, you are invited to complete a self- assessment survey at the beginning of the semester. **This is not a test.** This activity aims to raise your awareness about yourself as English language learners and your use of reading strategies. We will complete this together in the first week of classes. Throughout the semester, we will then be reflecting on your responses to the survey as part of our classroom activities. This understanding will help you reflect on what helps and hinders you in becoming a good English reader. You are also invited to complete the same survey at the end of the action research. You can use this activity to reflect on your learning experiences and how you can use your experiences for future learning.

In this research, we will **work together** to promote learning in this class. Through your engagement and contribution in this class, you are invited to keep a reflective portfolio where you can plan, monitor, and evaluate your learning progress. You are invited to share your reflective portfolio with your teacher, who will then give feedback in order to **facilitate you in becoming a better English language learner in general and reader** in particular. Furthermore, we will negotiate what documents to include in your reflective portfolios in order to monitor your progress in this class. Your teacher will collect this portfolio every three weeks in order for it to be used as a tool for reading assessments. As part of the research I will also be seeking your permission to copy extracts from your reflective portfolio in order that I can learn from your experiences and ideas. All these procedures will be conducted in a friendly and safe learning atmosphere where everyone involved can learn to their potential.

My responsibilities in this class are to facilitate **you all to learn English to the best of your potential**. We will work together to create a **fun and safe learning environment**. We will build mutual trust and understanding amongst us so that you can get the most benefits from your participation in this research. Your identity will be kept confidential and anonymous throughout the research and a code will be used instead in the research report.

Although this research is integrated into your regular class, your participation in this research is voluntary. You may wish to discuss with your teacher whether you think your participation is beneficial for you or not. You may at any time decide that you will reconsider your participation this research. If that happens, it will not affect your completion of the course. Your decision will not affect your grades. You still can submit your reflective portfolio as required by the course. As a teacher, I will try my best to ensure that you will find this way of learning English a rewarding and fun experience.

The results of this research may be published in a peer-reviewed journal and be presented at conferences, but no individuals will be identifiable in these reports. This research will result in a thesis, and you can get access to this at Sanata Dharma University Library and also Southern Cross University Library. Please indicate in the consent forms how you would like to receive research results. You can obtain the results through an email, Southern Cross University Library and particularly Sanata Dharma University Library where hard copies of the research report are kept.

Attached is a form seeking your consent to participate in this research. You will be assisted by the researcher in case there are some points in the letter which need clarifying. You will also be given a copy of the form to keep for your own records.

If you want to make further inquiries about the research, please contact me at the following email: [c.laosmbato.10@scu.edu.au](mailto:c.laosmbato.10@scu.edu.au). You can also contact my supervisors:

Dr. Renata Phelps, at : [renata.phelps@scu.edu.au](mailto:renata.phelps@scu.edu.au)

Dr. Robert Smith, at: [robert.smith@scu.edu.au](mailto:robert.smith@scu.edu.au)

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The Ethics Complaints Officer  
Southern Cross University  
PO Box 157  
Lismore NSM 2480  
Email: [ethics.lismore@scu.edu.au](mailto:ethics.lismore@scu.edu.au)

All information is confidential and will be handled as soon as possible.

Thank you very much for your time and I wish you best of luck with your study

Best Regards

Concilianus Laos Mbato  
Southern Cross University

**This consent form is to be RETURNED to the researcher. It will remain with the researcher for their records. You will also be provided with a copy to keep.**

**Title of research project:** Facilitating EFL Learners' Self-Regulation in Reading: Implementing a Metacognitive Approach in an Indonesian Higher Education Context

**Name of researcher:** Concilianus Laos Mbato

**Name of Supervisor:** Dr. Renata Phelps and Dr. Robert Smith

*(Contact details of the researcher and the supervisor are contained in the information sheet about this research)*

**Tick the box that applies, sign and date and give to the researcher**

I agree to take part in the Southern Cross University research project specified above.

Yes  No

I have been provided with information at my level of comprehension about the purpose, methods, demands, risks, inconveniences and possible outcomes of this research, including any likelihood and form of publication of results.

Yes  No

I am aware that I will be asked to compile a reflective portfolio as part of the requirements of this course

Yes  No

I agree to share excerpts of my reflective portfolio to be used anonymously as a standard as part as part of the research

Yes  No

I agree to complete a self-assessment survey and share my reflections on the survey

Yes  No

I understand that my participation is voluntary

Yes  No

I understand that I can choose not to participate in part or all of this research at any time, without negative consequence to me

Yes  No

I understand that any information that may identify me, will be de-identified at the time of analysis of any data. Therefore, any information that I have provided cannot be linked to me (Privacy Act 1988 Cth)

Yes  No

I understand that neither my name nor any identifying information will be disclosed or published

Yes  No

I understand that all information gathered in this research is confidential. It will be kept securely and confidentially for 7 years at the University

Yes  No

I am aware that I can contact the supervisor or researcher at any time with any queries

Yes  No

I understand that the ethical aspects of this research have been approved by the SCU Human Research Ethics Committee

Yes  No

If I have concerns about the ethical conduct of this research, I understand that I can contact the SCU Ethics Complaints Officer

Yes  No

Participants' name:

Participants' signature:

Date:

Please tick this box and provide your email address or mail address (confidential) below if you wish to receive a summary of the results: Email: \_\_\_\_\_

## Appendix 2a: Prompts on reading instruction from the initial teacher workshop

The following prompts aimed to teachers reflect on reading instruction in their class prior to participating in this research.

Please respond to the following five questions 1 = Strongly disagree, 2= Disagree, 3 = Somewhat to disagree, 4 = Unsure, 5 = Somewhat to agree, 6 = Agree and 7 = Strongly Agree			Reflections and notes from discussions
<b>PREPARATION</b>			
1.	I ask my students to describe the strategies they already use	1 2 3 4 5 6 7	
2.	I include activities such as think-alouds and discussion to help students become aware of their strategies	1 2 3 4 5 6 7	
<b>PRESENTATION</b>			
3.	I select strategies to teach that are appropriate for the task	1 2 3 4 5 6 7	
4.	I give the strategy a name and explain it	1 2 3 4 5 6 7	
5.	I tell students why and when to use the strategy	1 2 3 4 5 6 7	
6.	I model how to use the strategy with the same kind of task	1 2 3 4 5 6 7	
<b>PRACTICE</b>			
7.	I choose challenging tasks for students	1 2 3 4 5 6 7	
8.	I provide activities for students to practice the strategies	1 2 3 4 5 6 7	
9.	I remind the students to use the strategy or strategies i have taught	1 2 3 4 5 6 7	
10.	I encourage students' thought processes by asking them how they figured something out	1 2 3 4 5 6 7	
11.	I point out any strategies i see students using	1 2 3 4 5 6 7	
12.	I praise good thinking more than right answers	1 2 3 4 5 6 7	
<b>EVALUATION</b>			
13.	I encourage students to evaluate their use of strategies	1 2 3 4 5 6 7	
14.	I discuss with students with strategies they find most useful for the task they have just completed	1 2 3 4 5 6 7	
15.	I encourage students to choose the strategies they prefer	1 2 3 4 5 6 7	
16.	I promote student autonomy by weakening cues to use strategies	1 2 3 4 5 6 7	
17.	I evaluate how i teach strategies and revise as necessary	1 2 3 4 5 6 7	
<b>EXPANSION</b>			
18.	I suggest to students how they can use the strategies in other subjects and in daily life	1 2 3 4 5 6 7	

Source: Chamot, et al. (1999).

## **Appendix 2b: Prompts regarding teachers' knowledge of metacognition from the initial teacher workshop**

The following prompts were used to facilitate teacher discussions and sharing on the metacognitive knowledge and processes.

- What kind of support should a learner receive in learning English in our context, that is, as an Indonesian and particularly as a Javanese?
- In what way does our 'culture' (Javanese) facilitate or debilitate language learning?
- How do you encourage learners to create a positive learning environment around our Campus in order for them to develop their English language ability?
- How do you address learners' motivation in learning in your classroom? To what extent is this a planned or conscious part of your teaching?
- How do you address learners' attitudes towards learning in your classroom? To what extent is this a planned or conscious part of your teaching?
- How do you promote learners' self-efficacy in learning in your classroom? To what extent is this a planned or conscious part of your teaching?
- How do you address learners' attribution in learning in your classroom? To what extent is this a planned or conscious part of your teaching?
- How do you address learners' affects/feelings in learning in your classroom? To what extent is this a planned or conscious part of your teaching?
- How do you promote learners' volition in learning in your classroom? Do you encourage learners' volition in learning explicitly or implicitly, such as through language tasks?
- What kind of strategies do you teach in your reading classes?
- How do you address learners' self-regulation in learning in your classroom? To what extent is this a planned or conscious part of your teaching?
- How do you address learners' self-regulation in reading? Is self-regulation an important aspect in your teaching?

## Appendix 3: Lesson Plan

Cycle			Time
1	Preliminary Tasks	<b>Ethics clearance gained</b>	June, 2010
	<b>Initial One-day Workshop</b>	<ul style="list-style-type: none"> <li>• Explain the research project to the teacher collaborators.</li> <li>• Determine their involvement in the action research.</li> <li>• Introduce the collaborators to the ideas of metacognition.</li> <li>• Discuss metacognitive ideas as revealed in the students' self-assessment survey and in the teacher prompts.</li> <li>• Discuss their teaching in relation to the metacognitive ideas based on the provided prompts.</li> <li>• Begin making plans for the semester and during the semester.</li> <li>• Build collegiality</li> </ul>	June-July, 2010
	Tutorial Week 1	<ul style="list-style-type: none"> <li>• Explain purpose of research &amp; seek informed consent from students</li> <li>• Administer self-assessment survey with students</li> <li>• Collect copies of the survey</li> <li>• Discuss with students their initial understandings of metacognition</li> <li>• Explain metacognition and involving students reflecting on survey</li> <li>• Encourage students to reflect on their <b>ATTITUDES</b> on a daily basis</li> </ul>	Week 3, August 2010
	Tutorial Week 2	<ul style="list-style-type: none"> <li>• Explain the importance of strategies in learning particularly reading</li> <li>• Introduce 20 strategies in relation to reading</li> <li>• Focus on 4 of the 20 Strategies in Reading: <b>Goal Setting, Directed Attention, Activating Background Knowledge, Predicting</b></li> <li>• Practice the four strategies with <b>narrative texts</b></li> <li>• Reflect on the activities through think-alouds, group discussions, and reflections</li> <li>• Students set learning goals weekly</li> <li>• Encourage students to reflect on their <b>MOTIVATION</b> during the week</li> <li>• <b>COLLECTION OF REFLECTIVE JOURNAL 1</b></li> <li>• <b>TEACHER FORTNIGHTLY MEETING 1</b></li> </ul>	Week 4 August
2	Tutorial Week 3	<ul style="list-style-type: none"> <li>• Revisit the teaching of the strategies in <b>Tutorial Week 2</b></li> <li>• Practise the four strategies with <b>expository texts</b></li> <li>• Reflect on the activities through think-alouds, group discussions, and reflections</li> <li>• Students set learning goals weekly</li> <li>• Encourage students to reflect on their <b>VOLITION</b> during the week</li> </ul>	Week 1 September
	Tutorial Week 4	<ul style="list-style-type: none"> <li>• Focus on the next 4 of the 20 Strategies in Reading: <b>Ask If It makes Sense, Selectively Attend, Self-Talk, Take Notes</b></li> <li>• Practise the four strategies with <b>narrative texts</b></li> <li>• Reflect on the activities through think-alouds, group discussions, and reflections</li> <li>• Students set learning goals weekly</li> <li>• Encourage students to reflect on their <b>SELF-EFFICACY</b> during the week</li> <li>• <b>COLLECTION OF REFLECTIVE JOURNAL 2</b></li> <li>• <b>TEACHER FORTNIGHTLY MEETING 2</b></li> </ul>	Week 2 September

3	Tutorial Week 5	<ul style="list-style-type: none"> <li>• Revisit the teaching of the strategies in <b>Tutorial Week 4</b></li> <li>• Practise the four strategies with <b>expository texts</b></li> <li>• Reflect on the activities through think-alouds, group discussions, and reflections</li> <li>• Students set learning goals weekly</li> <li>• Encourage students to reflect on their <b>ATTRIBUTION</b> during the week</li> </ul>	Week 3 September
	Tutorial Week 6	<ul style="list-style-type: none"> <li>• Focus on the next 4 of the 20 Strategies in Reading: <b>Contextualise, Cooperate (peer coaching), Asking Questions to clarify, Making Inferences</b></li> <li>• Practise the four strategies with <b>narrative texts</b></li> <li>• Reflect on the activities through think-alouds, group discussions, and reflections</li> <li>• Students set learning goals weekly</li> <li>• Encourage students to reflect on their <b>FEELINGS</b> during the week</li> </ul>	Week 4 September
	Tutorial Week 7	<ul style="list-style-type: none"> <li>• Revisiting the teaching of the strategies in <b>Tutorial Week 6</b></li> <li>• Practise the four strategies with <b>expository texts</b></li> <li>• Reflect on the activities through think-alouds, group discussions, and reflections</li> <li>• Students set learning goals weekly</li> <li>• Encourage students to reflect on <b>SUPPORT</b> during the week</li> <li>• <b>COLLECTION OF REFLECTIVE JOURNAL 3</b></li> <li>• <b>TEACHER 'FORTNIGHTLY' MEETING 3</b></li> </ul>	Week 1 October
4	Tutorial Week 8	<ul style="list-style-type: none"> <li>• Focus on the next 4 of the 20 Strategies in Reading: <b>Verify Predictions, Summarising, Checking Goals, Evaluate Self</b></li> <li>• Practise the four strategies with <b>narrative texts</b></li> <li>• Reflect on the activities through think-alouds, group discussions, and reflections</li> <li>• Students set learning goals weekly</li> <li>• Students are encouraged to continue monitoring their metacognitive processes individually or in groups</li> </ul>	Week 2 October
	Tutorial Week 9	<ul style="list-style-type: none"> <li>• Revisit the teaching of the strategies in <b>Tutorial Week 8</b></li> <li>• Practise the four strategies with <b>expository texts</b></li> <li>• Reflect on the activities through think-alouds, group discussions, and reflections</li> <li>• Students set learning goals weekly</li> <li>• Students are encouraged to continue monitoring their metacognitive processes individually or in groups</li> </ul>	Week 3 October
	Tutorial Week 10	<ul style="list-style-type: none"> <li>• <b>Revisit the 20 Strategies in Reading</b></li> <li>• Practise the Strategies with <b>narrative and expository texts</b></li> <li>• Reflect on the activities through think-alouds, group discussions, and reflections</li> <li>• Students set learning goals weekly</li> <li>• Students are encouraged to continue monitoring their metacognitive processes individually or in groups</li> <li>• <b>COLLECTION OF REFLECTIVE JOURNAL 4</b></li> <li>• <b>TEACHER 'FORTNIGHTLY' MEETING 4</b></li> </ul>	Week 4 October



5	Tutorial Week 11	<ul style="list-style-type: none"> <li>● <b>Revisit the 20 Strategies in Reading</b></li> <li>● Practise the Strategies with <b>narrative and expository texts</b></li> <li>● Reflect on the activities through think-alouds, group discussions, and reflections</li> <li>● Students set learning goals weekly</li> <li>● Students are encouraged to continue monitoring their metacognitive processes individually or in groups</li> </ul>	Week 1 November
	Tutorial Week 12	<ul style="list-style-type: none"> <li>● <b>Revisit the 20 Strategies in Reading</b></li> <li>● Practise the Strategies with <b>narrative and expository texts</b></li> <li>● Reflect on the activities through think-alouds, group discussions, and reflections</li> <li>● Students set learning goals weekly</li> <li>● Students are encouraged to continue monitoring their metacognitive processes individually or in groups</li> <li>● <b>COLLECTION OF REFLECTIVE JOURNAL 5</b></li> <li>● <b>TEACHER FORTNIGHTLY MEETING 5</b></li> </ul>	Week 2 November
	Tutorial Week 13	<ul style="list-style-type: none"> <li>● <b>Revisit the 20 Strategies in Reading</b></li> <li>● Practise the Strategies with <b>narrative and expository texts</b></li> <li>● Reflect on the activities through think-alouds, group discussions, and reflections</li> <li>● Students set learning goals weekly</li> <li>● Students are encouraged to continue monitoring their metacognitive processes individually or in groups</li> <li>● <b>TEACHER FORTNIGHTLY MEETING 6</b></li> </ul>	Week 3 November
	<b>14 (Last Tutorial Week)</b>	<ul style="list-style-type: none"> <li>● Administer a post-semester survey with students</li> <li>● Culminating discussions with them on their experiences and how they have developed metacognitively</li> </ul>	Week 4 November
	<b>15 (NO TUTORIAL)</b>	<ul style="list-style-type: none"> <li>● <b>COLLECTION OF THE WHOLE REFLECTIVE JOURNAL</b></li> <li>● Extracts copied with permission as data</li> </ul>	
<b>CULMINATING HALF-DAY TEACHER WORKSHOP: REFLECT ON WHAT HAS BEEN LEARNED.</b>			

## Appendix 4: Pre- and post- semester student survey

This survey aims to prompt you to think about your thinking processes in relation to learning English, especially reading. Your responses will provide you, as well as the researchers, with valuable information regarding your thinking processes. These understandings will then be used to work with you throughout the semester as we support you to become a self-regulated and autonomous English reader. We believe that this understanding will help you better understand yourself as an English learner, and thus help you to become more successful in learning English.

You will be asked to write down your name and student number in order to match the pre- and post-data and for your own learning purposes during the semester. Your name will be confidential and will not be used in the research report.

Please indicate if this is a  Pre-semester survey or a  Post Semester Survey

### Demographic Information

Name:		Student ID Number:	
<input type="checkbox"/> Male	Age: <input type="checkbox"/> 17-19 <input type="checkbox"/> 20-22 <input type="checkbox"/> 23-25 <input type="checkbox"/> 26-28 <input type="checkbox"/> 29-31 <input type="checkbox"/> 32+		
<input type="checkbox"/> Female	Cultural Background: <input type="checkbox"/> Javanese <input type="checkbox"/> Other than Javanese		

### Frequency and Duration of English Language Learning outside Formal Classes

Please tick circle the option below that is most appropriate to your current situations	
On average how long would you spend on learning English each day independently, aside from class time or set homework activities?	<input type="checkbox"/> 0-1 hrs <input type="checkbox"/> 2-3 hrs <input type="checkbox"/> 4-5 hrs <input type="checkbox"/> 6-7 hrs <input type="checkbox"/> 8+ hrs
As a general rule, how frequently would you learn English in a week independently, aside from class time or set homework activities?	<input type="checkbox"/> 0-4 hrs <input type="checkbox"/> 5-9 hrs <input type="checkbox"/> 10-14 hrs <input type="checkbox"/> 15-19 hrs <input type="checkbox"/> 20+ hrs

### Encouragement by others

Please respond to the four statements below 1 = Strongly disagree, 2= Disagree, 3 = Somewhat disagree, 4 = Unsure, 5 = Somewhat agree, 6 = Agree and 7 = Strongly Agree							
I have been encouraged to learn English by member(s) of my family	1	2	3	4	5	6	7
I have been encouraged to learn English by my previous school teachers	1	2	3	4	5	6	7
I have been encouraged to learn English by my friends	1	2	3	4	5	6	7
Overall I feel encouraged by others to learn English	1	2	3	4	5	6	7

### Frequency of Use by others

(‘Use and Learn’ are used interchangeably unless indicated otherwise).

Please respond to the six statements below 1 = Strongly disagree, 2= Disagree, 3 = Somewhat disagree, 4 = Unsure, 5 = Somewhat agree, 6 = Agree and 7 = Strongly Agree							
Member (s) of my family learns English	1	2	3	4	5	6	7
My friend or friends learn English by themselves (independently of class activities)	1	2	3	4	5	6	7
My friend or friends try to speak English outside class	1	2	3	4	5	6	7
My previous teacher tried to speak English when s/he was in class or outside class	1	2	3	4	5	6	7
Other students learn English by themselves (independent of class activities)	1	2	3	4	5	6	7
Other students try to speak in English outside class	1	2	3	4	5	6	7

### Support

Please respond to the six statements below 1 = Strongly disagree, 2= Disagree, 3 = Somewhat disagree, 4 = Unsure, 5 = Somewhat agree, 6 = Agree and 7 = Strongly Agree							
If I need assistance in learning English, this assistance is easy to get	1	2	3	4	5	6	7
My previous teachers (or current lecturers) are a good source of support and advice regarding English language learning	1	2	3	4	5	6	7
My fellow students or friends are a good source of support for English language learning	1	2	3	4	5	6	7
Overall, I feel that my previous schools (or current University) are supportive of my English language learning	1	2	3	4	5	6	7
I feel generally supported in my English language learning	1	2	3	4	5	6	7
Overall, support is an important aspect for my success in language learning	1	2	3	4	5	6	7

## Attitude

Please respond to the eight statements below 1 = Strongly disagree, 2= Disagree, 3 = Somewhat disagree, 4 = Unsure, 5 = Somewhat agree, 6 = Agree and 7 = Strongly Agree							
I like learning studying English	1	2	3	4	5	6	7
Once I start learning English I find it difficult to stop	1	2	3	4	5	6	7
I would choose to learn study English in my spare time	1	2	3	4	5	6	7
I like to read an English text	1	2	3	4	5	6	7
I like to watch English movies	1	2	3	4	5	6	7
I like to listen to English songs	1	2	3	4	5	6	7
I like to speak in English	1	2	3	4	5	6	7
I like to write in English	1	2	3	4	5	6	7

## Motivation (Perceived Usefulness)

Please respond to the ten statements below 1 = Strongly disagree, 2= Disagree, 3 = Somewhat disagree, 4 = Unsure, 5 = Somewhat agree, 6 = Agree and 7 = Strongly Agree							
Learning English is important for me	1	2	3	4	5	6	7
Being proficient in English will help me in my future career	1	2	3	4	5	6	7
Being proficient in English gives me a good sense of accomplishment	1	2	3	4	5	6	7
Being proficient in English enhances my standing with my peers	1	2	3	4	5	6	7
Being proficient in English will help me get a good job	1	2	3	4	5	6	7
Being proficient in English, I can be a good teacher in the Primary School	1	2	3	4	5	6	7
Being proficient in English, I can access information for teaching other subjects	1	2	3	4	5	6	7
Being proficient in English will make me more confident teaching my students	1	2	3	4	5	6	7
Being proficient in English will help me in learning other subjects	1	2	3	4	5	6	7
Overall, I consider English to be useful for me	1	2	3	4	5	6	7

## Volition (the willingness and persistence in accomplishing a learning goal)

Please respond to the eight statements below 1 = Strongly disagree, 2= Disagree, 3 = Somewhat disagree, 4 = Unsure, 5 = Somewhat agree, 6 = Agree and 7 = Strongly Agree							
Once I have made my goals in life, I try to achieve them	1	2	3	4	5	6	7
I monitor my performance in order to achieve my learning goals	1	2	3	4	5	6	7
When reading, I direct all my attention to what I am reading	1	2	3	4	5	6	7
I am the type of person that is persistent in achieving my learning goals.	1	2	3	4	5	6	7
I am the type of person that is able to protect my learning goals from distractions	1	2	3	4	5	6	7
I can handle negative peer pressure in relation to my learning goals	1	2	3	4	5	6	7
My surroundings will not prevent me from achieving my learning goals	1	2	3	4	5	6	7
Overall, I am the type of person that will keep trying until I achieve my learning goals	1	2	3	4	5	6	7

## Self-efficacy (Learning confidence)

Please respond to the ten statements below 1 = Strongly disagree, 2= Disagree, 3 = Somewhat disagree, 4 = Unsure, 5 = Somewhat agree, 6 = Agree and 7 = Strongly Agree							
I can figure out the main idea of the text	1	2	3	4	5	6	7
I can answer questions about very specific information	1	2	3	4	5	6	7
I can summarise a text written in English	1	2	3	4	5	6	7
I can retell a story to my classmates and teacher in English.	1	2	3	4	5	6	7
I can comprehend a reading passage	1	2	3	4	5	6	7
I can accomplish assigned reading tasks	1	2	3	4	5	6	7
I can improve my reading skills	1	2	3	4	5	6	7
I can speak in English in front of peers	1	2	3	4	5	6	7
I can write in English	1	2	3	4	5	6	7
I will be more proficient in English after taking this class	1	2	3	4	5	6	7

## Attributions

Six imaginary scenarios are presented below. For each you are asked to indicate the most likely reason why the particular outcome has occurred. You will then be asked to describe this reason which you have listed as either:

- Something to do with your ability, luck, other people and situations outside your control, or your effort and strategy use
- Something likely to occur in the future, or not.

For instance, say I was to imagine a situation where I bought a DVD player. The instruction is written in English. I spend hours trying to play my movie in the DVD, but it just doesn't work. I am asked to write one possible reason why this might happen. I might respond that it is because the instructions are really difficult to understand. In this case I might respond that I see this mostly due to others because I believe they need to be written more clearly (2) and that it might occur reasonably frequently in the future (6).

Please respond to the following 6 scenarios (and one general question) below:

1. Imagine that you are asked to read an English text and answer comprehension questions for your assignment. When you are marked on your answers, you received a low mark for not being able to answer the questions correctly. Write down one possible reason why this might happen.

To what extent is this reason due to my ability, luck, other people or circumstances, or effort and strategies

Totally due to my ability, luck, other people or circumstances	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

Totally due to my effort and strategies
---

2. Imagine that you are asked to make a summary of a story you just read and you could do it very well. Write down one possible reason why this reason (cause) might happen.

To what extent is this reason due to my ability, luck, other people or circumstances, or effort and strategies

Totally due to my ability, luck, other people or circumstances	1	2	3	4	5	6	7
--	---	---	---	---	---	---	---

Totally due to my effort and strategies
---

3. You have learned English for at least six years now. You think your English has not improved since you began to learn it for the first time. You have tried to learn as hard as you can but you don't think you have made much improvement. Write down one possible reason why this happened.

To what extent is this reason due to my ability, luck, other people or circumstances, or effort and strategies

Totally due to my ability, luck, other people or circumstances	1 2 3 4 5 6 7	Totally due to my effort and strategies
--	---------------	---

4. Imagine you are asked to read a story and participate in a group discussion to talk about the story you have read. You can express your ideas well in English. Write down one possible reason why this might happen.

To what extent is this reason due to my ability, luck, other people or circumstances, or effort and strategies

Totally due to my ability, luck, other people or circumstances	1 2 3 4 5 6 7	Totally due to my effort and strategies
--	---------------	---

5. Imagine you are asked to read a story and participate in a group discussion to talk about the story you have read. You cannot express your ideas well in English. The discussion is boring and you don't seem to understand what other people are saying. Write down one possible reason why this might have happened.

To what extent is this reason due to my ability, luck, other people or circumstances

Totally due to others	1 2 3 4 5 6 7	Totally due to my effort and strategies
-----------------------	---------------	---

6. When your English lesson goes well for you it is because.....

To what extent is this reason due to my ability, luck, other people or circumstances

Totally due to others	1 2 3 4 5 6 7	Totally due to my effort and strategies
-----------------------	---------------	---

### Feelings

Please respond to the ten statements below 1 = Strongly disagree, 2= Disagree, 3 = Somewhat disagree, 4 = Unsure, 5 = Somewhat agree, 6 = Agree and 7 = Strongly Agree							
I am confident about my ability to do well in English	1	2	3	4	5	6	7
I feel at ease learning English	1	2	3	4	5	6	7
I am the type to do well in English	1	2	3	4	5	6	7
The thought of learning English is not frightening	1	2	3	4	5	6	7
I am not worried about making mistakes when learning English	1	2	3	4	5	6	7
I feel comfortable about my ability to read in English	1	2	3	4	5	6	7
I feel comfortable about my ability to speak in English	1	2	3	4	5	6	7
I feel comfortable to write in English	1	2	3	4	5	6	7
I feel comfortable to listen in English	1	2	3	4	5	6	7
Overall, I don't ever feel anxious about learning English	1	2	3	4	5	6	7

### Strategy Knowledge as a Language Learner (Self-Regulation in Reading)

When you encounter a difficult English text which you need to read, how often do you do each of the following?

Please respond to the following eighteen statements 1 = Strongly disagree, 2= Disagree, 3 = Somewhat disagree, 4 = Unsure, 5 = Somewhat agree, 6 = Agree and 7 = Strongly Agree							
I decide in advance what my reading purpose is, and I read with that goal in mind.	1	2	3	4	5	6	7
I decide in advance specific aspects of information to look for, and I focus on that information when I read.	1	2	3	4	5	6	7
Before I read, I think of what I already know about the topic.	1	2	3	4	5	6	7
I try to predict what the text will be about	1	2	3	4	5	6	7
While reading, I periodically check if the material is making sense to me.	1	2	3	4	5	6	7
I imagine things, or draw pictures of what I am reading.	1	2	3	4	5	6	7
I encourage myself as I read by saying positive statements such as "You can do it."	1	2	3	4	5	6	7
I work with classmates when reading English texts or solve problems.	1	2	3	4	5	6	7
When I encounter a difficult or unfamiliar word I try to work out its meaning from the context surrounding it (such as other words or pictures)	1	2	3	4	5	6	7
I identify what I don't understand in the reading, and I ask a precise question to solve the problem.	1	2	3	4	5	6	7
I use reference materials (such as a dictionary, textbook, or website) to help solve a comprehension problem.	1	2	3	4	5	6	7
After reading, I check to see if my prediction is correct.	1	2	3	4	5	6	7
I summarise (in my head or in writing) important information that I read.	1	2	3	4	5	6	7
I evaluate my comprehension by reflecting on how much I understand what I read.	1	2	3	4	5	6	7
After reading, I decide whether the strategies I used helped me understand, and think of other strategies that could have helped.	1	2	3	4	5	6	7
I check whether I have accomplished my goal for reading	1	2	3	4	5	6	7
I focus on key words, phrases, and ideas.	1	2	3	4	5	6	7
I write down important words and concepts.	1	2	3	4	5	6	7

## Appendix 5: Prompts for student reflection on strategy use

Please use the following questions to plan, monitor and evaluate your reading progress in this class. Your teacher will indicate to you which strategies become the focus of the week. You will learn these strategies in your class every week. You are expected to reflect on your learning experiences in relation to class activity and independent of a class activity. You will submit this reflective journal for the teacher's comment every three weeks. Please also keep samples of your work in a folder. Your reflections and samples of work in relation to strategy use will become your reading portfolio.

Name:

Std. No:

Class:

Semester Goal:

Strategies Practised:

Day/Date:

Type of Text:

Author:

Length of the Text

Please respond to the following five questions using the following scale, 1 = Strongly disagree, 2= Disagree, 3 = Somewhat to disagree, 4 = Unsure, 5 = Somewhat to agree, 6 = Agree and 7 = Strongly Agree		1	2	3	4	5	6	7
1.	I decided in advance what my reading purpose is, and I read with that goal in mind.	1	2	3	4	5	6	7
2.	I decided in advance specific aspect of information to look for, and I focused on that information when I read.	1	2	3	4	5	6	7
3.	Before I read, I thought of what I already knew about the topic.	1	2	3	4	5	6	7
4.	I tried to predict what the text would be about	1	2	3	4	5	6	7
5.	While reading, I periodically checked if the material was making sense to me.	1	2	3	4	5	6	7
6.	I imagined things or drew pictures of what I was reading.	1	2	3	4	5	6	7
7.	I encouraged myself as I read by saying positive statements such as "You can do it."	1	2	3	4	5	6	7
8.	I worked with classmates to complete assignments or solve problems.	1	2	3	4	5	6	7
9.	I used contexts, like familiar words, pictures, and the context, to help me guess the meaning of unfamiliar words.	1	2	3	4	5	6	7
10.	I identified what I didn't understand in the reading, and I asked a precise question to solve the problem.	1	2	3	4	5	6	7
11.	I used reference materials (dictionary, textbooks, computer program, and so on) to help solve a comprehension problem.	1	2	3	4	5	6	7
12.	After reading, I checked to see if my prediction was correct.	1	2	3	4	5	6	7
13.	I summarised (in my head or in writing) important information that I read.	1	2	3	4	5	6	7
14.	I rated my comprehension by reflecting on how much I understood about what I read.	1	2	3	4	5	6	7
15.	After reading, I decided whether the strategies I used helped me understand, and thought of other strategies that could have helped.	1	2	3	4	5	6	7
16.	I checked whether I accomplished my goal for reading	1	2	3	4	5	6	7
17.	I focused on key words, phrases, and ideas.	1	2	3	4	5	6	7
18.	I wrote down important words and concepts.	1	2	3	4	5	6	7

**Please provide comments on the activity/ies above:**

Comments:

Give yourself a grade:

Please also reflect on the affective states as a language learner, such as attitudes, motivation, self-efficacy, etc. which becomes the focus of the week. Your teacher will remind you of this every week.

Source: Chamot, et al. (1999).

## Appendix 6: Scaffold for teacher feedback on students’ use of strategies

Please use the following prompts to give feedback on a **student PORTFOLIO** in relation to **STRATEGY USE** that becomes the focus of a weekly tutorial. A list of these weekly strategies is set out in the **LESSON PLAN**. This list is not to be followed as a lockstep procedure. Remember that students need to develop their self-regulation in reading, and their self-regulation is evident through what they read and write. Our emphasis should be on how any strategy chosen by a student facilitates his/her comprehension of the text. This understanding should be reflected on the samples of work students keep in relation to strategy use.

Name of the Student:

Std. No:

Day/Date:

Article:

Author:

Length of the Article:

Text Type (Narrative or Expository):

Strategy Use	Yes	No	Comments
Evidence of setting a reading purpose and reading with that goal in mind.			
Evidence of deciding in advance specific aspect of information to look for and whether or not the student focused on that information when he/she read.			
Evidence of thinking of what he/she already knew about the topic before reading			
Evidence of trying to predict what the text would be about			
Evidence of periodically checking if the material was making sense to him/her while reading.			
Evidence of imagining things or drawing pictures of what he/she was reading.			
Evidence of encouraging himself/herself as he/she read by saying positive statements such as “You can do it.”			
Evidence of working with classmates to complete assignments or solve problems.*			
Evidence of using contexts, like familiar words, pictures, and the context, to help him/her guess the meaning of unfamiliar words.			
Evidence of identifying what he/she didn’t understand in the reading and asking a precise question to solve the problem.			
Evidence of using reference materials (dictionary, textbooks, computer program, and so on) to help solve a comprehension problem.			
Evidence of checking to see if his/her prediction was correct after reading			
Evidence of summarising (in his head or in writing) important information that he/she read.			
Evidence of rating his/her comprehension by reflecting on how much he/she understood about what he/she read.			
Evidence of deciding whether the strategies he/she used helped him/her understand, and thought of other strategies that could have helped after reading			
Evidence of checking whether he accomplished his/her goal for reading			
Evidence of focusing on key words, phrases, and ideas.			
Evidence of writing down important words and concepts.			

Source: Chamot, et al. (1999)

Please give a general comment if appropriate:

Please also comment on student person knowledge as reflected in their portfolio. A weekly aspect of person knowledge is set out in the **LESSON PLAN**.



## Appendix 7: Prompts for teacher reflection on reading strategy instruction

Please use the following checklist as a prompt for your WEEKLY reflection on strategy instruction in your class. The list of weekly strategies is set out in the **LESSON PLAN**.

**Day/Date:** \_\_\_\_\_ **Article:** \_\_\_\_\_ **Type of Article:**  Narrative  Expository

Strategies Practised:

Class Activity:

PREPARATION		Yes	No	Comment
1.	I asked my students to describe the strategies they already use			
2.	I included activities such as think-alouds and discussion to help students become aware of their strategies			
PRESENTATION				
3	I selected strategies to teach that are appropriate for the task			
4.	I gave the strategy a name and explain it			
5.	I told students why and when to use the strategy			
6.	I modelled how to use the strategy with the same kind of task			
PRACTICE				
7.	I chose challenging tasks for students			
8.	I provided activities for students to practise the strategies			
9.	I reminded the students to use the strategy or strategies I have taught			
10.	I encouraged students' thought processes by asking them how they figured something out			
11.	I pointed out any strategies I see students using			
12.	I praised good thinking more than right answers			
Evaluation				
13.	I encouraged students to evaluate their use of strategies			
14.	I discussed with students with strategies they find most useful for the task they have just completed			
15.	In encouraged students to choose the strategies they prefer			
16.	I promoted student autonomy by fading dues to use strategies			
17.	I evaluated how I teach strategies and revise as necessary			
EXPANSION				
18.	I suggested to students how they can use the strategies in other subjects and in daily life			

## Appendix 8: Survey responses

Note: Data were rounded off to the nearest percentage and in each case calculations were performed using SPSS 17 on valid survey responses

**Table 13:** Demographic data

	Gender		Age			Cultural Background		
	Frequency	Percentage (%)		Frequency	Percentage (%)		Frequency	Percentage (%)
Male	7	29%	17-19	22	95%	Javanese	22	95
Female	17	71%	20-22	2	5%	Other	2	5
Total	24	100%	Total	24	100%	Total	24	100%

**Table 14:** Frequency and duration of English language learning independently

<b>Frequency and duration of English language learning independently</b>																			
<b>On average how long would you spend on learning English each day independently, aside from class time or set homework activities?</b>																			
Pre-Survey										Post-Survey									
0-1 hrs (1)		2-3 hrs (2)		4-5 hrs (3)		6-7 hrs (4)		8+ (5)		0-1 hrs (1)		2-3 hrs (2)		4-5 hrs (3)		6-7 hrs (4)		8+ (5)	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
22	91.7 %	2	8.3%							4	17.4 %	11	47.8 %	6	26.1 %	2	8.7 %		
<b>As a general rule, how frequently would you learn English in a week independently, aside from class time or set homework activities?</b>																			
Pre-semester										Post-Semester									
0-4 hrs (1)		5-9 hrs (2)		10-14 hrs (3)		15-19 hrs (4)		20+ (5)		0-4 hrs (1)		5-9 hrs (2)		10-14 hrs (3)		15-19 hrs (4)		20+ (5)	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
22	91.7 %	1	4.2%	1	4.2 %					3	13%	14	60.9%	4	17.4%	1	4.3%	1	4.3%

**Table 15:** Encouragement by others: Pre- and post-semester survey data

Encouragement by others																				
	Pre-semester										Post-semester									
	N	Median	Mode	Strongly disagree	Disagree	Tend to disagree	Undecided	Tend to agree	Agree	Strongly Agree	N	Median	Mode	Strongly disagree	Disagree	Tend to disagree	Undecided	Tend to agree	Agree	Strongly Agree
I have been encouraged to learn English by member(s) of my family	24	6.00	6			3 13%		1 4%	14 58%	6 25%	24	6.00	6			1 4%	2 8%	2 8%	13 53%	6 25%
I have been encouraged to learn English by my previous school teachers	24	6.00	6		1 4%			3 13%	17 71%	3 13%	24	6.00	6			1 4%		2 8%	12 50%	9 38%
I have been encouraged to learn English by my friends	24	6.00	6	1 4%		5 21%	1 4%	4 17%	12 50%	1 4%	24	6.00	6				3 13%	3 13%	10 42%	8 33%
Overall I feel encouraged by others to learn English	24	6.00	6		2 8%	1 4%		3 13%	17 71%	1 4%	24	6.00	6				2 8%		14 58%	8 33%
Overall median and mode	24	6	6								24	6	6							

**Table 16:** Frequency of use by others: Pre- and post-semester survey data

Frequency of use by others																				
	Pre-semester										Post-semester									
	N	Median	Mode	1	2	3	4	5	6	7	N	Median	Mode	1	2	3	4	5	6	7
Family member (s) learns English	24	4	6	1 4%	4 15%	3 13%	7 29%	1 4%	8 33%		24	5	5		1 4%	5 21%	3 13%	10 42%	5 21%	
My friend (s) learn English independently	24	4.5	6		2 8%	4 16%	6 24%	3 13%	7 29%	2 8%	24	6	6				3 13%	8 33%	10 42%	3 13%
My friend or friends try to speak English outside class	24	5	6		4 17%	4 17%	3 13%	5 21%	6 25%	2 8%	24	6	6				3 13%	8 33%	9 38%	4 17%
*My previous teacher tried to speak English when s/he was in class or outside class	24	5	5		1 4%	2 8%	2 8.3%	9 38%	9 37%	1 4%	24	6	6			2 8%		4 17%	10 42%	7 33%
Other students learn English by themselves (independent of class activities)	24	4	6		3 13%	4 17%	6 25%	3 13%	7 29%	1 4%	24	5.50	6			1 4%	6 25%	5 21%	10 42%	2 8%
Other students try to speak in English outside class	24	4.5	6	1 4%	4 17%	2 8%	5 21%	3 13%	8 32%	1 4%	24	6	6			1 4%	4 17%	4 17%	14 58%	1 4%
Overall median and mode		4.7	4.67									5.6	5.83							

**Table 17:** Support: Pre- and post-semester survey data

Support																				
	Pre-semester										Post-semester									
	N	Median	Mode	1	2	3	4	5	6	7	N	Median	Mode	1	2	3	4	5	6	7
If I need assistance in learning English, this assistance is easy to get	24	4	4	1 4%	3 13%	3 13%	9 38%	1 4%	4 17%	3 13%	24	6	6			1 4%	4 17%	5 21%	11 46%	3 13%
My previous teachers (or current lecturers) are a good source of support and advice regarding English language learning	24	6	6		1 4.2%			5 21%	13 54%	5 21%	24	7	7						9 38%	15 63%
My fellow students or friends are a good source of support for English language learning	24	5	6	1 4%	4 17%	2 8%	3 13%	3 13%	10 42%	1 4%	24	6	6				2 8%	7 29%	10 42%	5 21%
Overall, I feel that my previous schools (or current University) are supportive of my English language learning	24	5	5		2 8%	1 4%	5 21%	7 29%	5 21%	4 17%	24	7	7					1 4%	10 42%	13 54%
I feel generally supported in my English language learning	24	5	4	1 4%	1 4%	1 4%	8 33%	5 21%	5 21%	3 13%	24	6	7				1 4%	2 8%	10 42%	11 46%
Overall, support is an important aspect for my success in language learning	24	6.5	7				1 4%	2 8%	9 38%	12 50%	24	7	7					3 13%	6 25%	15 63%
Overall median and mode		5.08	5									6.25	6.67							

**Table 18:** Attitude: Pre- and post-semester survey data

Attitude																				
	Pre-semester										Post-semester									
	N	Median	Mode	1	2	3	4	5	6	7	N	Median	Mode	1	2	3	4	5	6	7
I like learning studying English	24	5	5		1 4%	4 17%	5 21%	6 25%	6 25%	2 8%	24	6	6			1 4%	1 4%	8 33%	12 50%	2 8%
Once I start learning English I find it difficult to stop	24	3	4	2 8%	3 13%	8 33%	9 38%	1 4%	1 4%		24	5	5			5 20%	5 20%	11 46%	3 13%	
I would choose to learn study English in my spare time	24	4	2	1 4%	6 24%	4 17%	6 25%	3 13%	4 17%		24	5	5			1 4%	4 17%	10 42%	7 29%	2 8%
I like to read an English text	24	3.5	3	1 4%	5 21%	6 25%	3 13%	1 4%	6 25%	2 8%	24	5	5			1 4%	5 21%	9 38%	9 38%	
I like to watch English movies	24	6	6		3 13%	1 4%	2 8%	5 21%	8 33%	5 21%	24	6	6			1 4%	1 4%	4 17%	16 67%	2 8%
I like to listen to English songs	24	6	6		2 8%	2 8%	3 12%	2 8%	11 46%	4 17%	24	6	6				1 4%	1 4%	11 46%	11 46%
I like to speak in English	24	3	2	1 4%	9 38%	3 13%	7 29%	2 8%	2 8%		24	5	5				3 13%	17 71%	4 17%	
I like to write in English	24	3	2	3 13%	6 26%	4 17%	6 26%	3 13%	1 4%		24	5	5		1 4%	2 8%	5 21%	12 50%	4 17%	
Overall median and mode	24	4.25	5.38								24	5.3	5.1							

**Table 19:** Perceived Usefulness: Pre- and post-semester survey data

Perceived usefulness																				
	Pre-semester										Post-semester									
	N	Median	Mode	1	2	3	4	5	6	7	N	Median	Mode	1	2	3	4	5	6	7
Learning English is important for me	24	7	7					2 8%	7 29%	15 63%	24	7	7					2 8%	2 8%	20 83%
Being proficient in English will help me in my future career	24	7	7					2 7%	6 25%	16 67%	24	7	7						6 25%	18 75%
Being proficient in English gives me a good sense of accomplishment	24	6	6				3 13%	1 4%	12 50%	8 33%	24	7	7						8 33%	16 67%
Being proficient in English enhances my standing with my peers	24	6	6				5 21%	2 8%	12 50%	5 21%	24	6.50	7				1 4%	3 13%	8 33%	12 50%
Being proficient in English will help me get a good job	24	6.50	7				3 13%	2 8%	7 29%	12 50%	24	7	7				1 4%	2 8%	5 21%	16 67%
Being proficient in English, I can be a good teacher in the Primary School	24	6	6				2 8%	2 8%	14 58%	6 25%	24	7	7				1 4%	2 4%	6 25%	15 63%
Being proficient in English, I can access information for teaching other subjects	24	6	6				1 4%	3 13%	16 67%	4 17%	24	6	6				1 4%	1 4%	13 54%	8 38%
Being proficient in English will make me more confident teaching my students	24	6	6				1 4%	3 13%	12 50%	8 33%	24	7	7					2 8%	7 29%	15 63%
Being proficient in English will help me in learning other subjects	24	6	6				5 21%	1 4%	10 42%	8 33%	24	6	6					1 4%	13 54%	10 42%
Overall, I consider English to be useful for me	24	7	7				1 4%	2 8%	7 29%	14 58%	24	7	7						5 21%	15 79%
Overall median and mode	24	6.25	6									6.70	6.90							

**Table 20:** Volition: Pre- and post-semester survey data

	Volition																			
	Pre-semester										Post-semester									
	N	Median	Mode	1	2	3	4	5	6	7	N	Median	Mode	1	2	3	4	5	6	7
Once I have made my goals in life, I try to achieve them	24	6	6				2 8%	7 29%	12 50%	3 13%	24	6	6				1 4%	6 25%	10 42%	7 29%
I monitor my performance in order to achieve my learning goals	24	5	5			1 4%	6 25%	8 33%	8 33%	1 4%	24	5	5			1 4%	3 13%	9 38%	7 29%	4 17%
When reading, I direct all my attention to what I am reading	24	5	6			2 8%	6 25%	6 25%	9 38%	1 4%	24	6	6				1 4%	10 42%	11 46%	2 8%
I am the type of person that is persistent in achieving my learning goals.	24	4	4	1 4%	1 4%	4 17%	12 50%	5 21%	1 4%		24	5	5			1 4%	5 21%	13 54%	5 21%	
I am the type of person that is able to protect my learning goals from distractions	24	4	4		3 13%	6 25%	9 38%	6 25%			24	5	5			1 4%	7 29%	13 54%	3 13%	
I can handle negative peer pressure in relation to my learning goals	24	4	3		2 8%	9 38%	3 13%	7 29%	3 13%		24	5	5			2 8%	8 33%	9 38%	4 17%	1 4%
My surroundings will not prevent me from achieving my learning goals	24	5	5		1 4%	1 4%	6 25%	8 33%	7 29%	1 4%	24	6	6				2 8%	5 21%	11 46%	6 25%
Overall, I am the type of person that will keep trying until I achieve my learning goals	24	5	6			2 8%	6 25%	5 21%	10 42%	1 4%	24	6	5				2 8%	9 38%	7 29%	6 25%
Overall median and mode	24	4.68	4.38								24	5.31	4.63							

**Table 21:** Self-efficacy: Pre- and post-semester survey data

Self-efficacy																				
	Pre-semester										Post-semester									
	N	Median	Mode	1	2	3	4	5	6	7	N	Median	Mode	1	2	3	4	5	6	7
I can figure out the main idea of the text	24	3	3		5 21%	9 38%	6 25%	2 8%	2 8%		24	5	5			1 4%	5 21%	11 46%	7 29%	
I can answer questions about very specific information	24	4.5	5		2 8%	5 21%	5 21%	10 42%	6 8%		24	5	5				3 13%	13 54%	7 29%	1 4%
I can summarise a text written in English	24	3	3	3 13%	6 25%	7 29%	5 21%	3 13%			24	5	6			3 13%	3 13%	8 33%	10 42%	
I can retell a story to my classmates and teacher in English.	24	3.5	2	2 8%	6 25%	4 17%	5 21%	4 17%	3 13%		24	5	5			3 13%	4 17%	12 50%	5 21%	
I can comprehend a reading passage	24	4	3		2 8%	7 29%	7 29%	7 29%	1 4%		24	5	5			2 8%	5 21%	12 50%	5 21%	
I can accomplish assigned reading tasks	24	4	3	1 4%	2 8%	8 33%	8 33%	4 17%	1 4%		24	5	5			1 4%	3 13%	15 63%	4 17%	1 4%
I can improve my reading skills	24	5	5		1 4%	3 13%	3 13%	10 42%	6 25%	1 4%	24	5	5				1 4%	11 46%	8 33%	4 17%
I can speak in English in front of peers	24	3	3	2 8%	5 21%	8 33%	5 21%	3 13%	1 4%		24	5	5			1 4%	6 25%	14 58%	3 13%	
I can write in English	24	4	4		3 13%	5 21%	7 29%	6 25%	2 8%	1 4%	24	5	5				3 13%	13 54%	7 29%	1 4%
I will be more proficient in English after taking this class	24	5	5				4 17%	10 42%	4 17%	6 25%	24	6	6					4 17%	12 50%	8 33%
Overall median and mode	24	3.95	3.90								24	5.17	5							



**Table 22:** Feelings: Pre- and post-semester survey data

Feelings																				
	Pre-semester										Post-semester									
	N	Median	Mode	1	2	3	4	5	6	7	N	Median	Mode	1	2	3	4	5	6	7
I am confident about my ability to do well in English	24	4	4		2 8%	4 17%	11 46%	6 25%	1 5%		24	5	5			1 4%	3 13%	15 63%	3 13%	2 8%
I am the type to do well in English	24	4	4		1 4%	3 13%	11 46%	6 25%	3 13%		24	5	5			1 4%	4 17%	9 38%	8 33%	2 8%
The thought of learning English is not frightening	24	4	4		1 4%	6 25%	9 37%	6 25%	2 8%		24	6	6				2 8%	7 29%	11 46%	4 17%
I am not worried about making mistakes when learning English	24	4	5	1 4%	3 13%	6 25%	6 25%	7 29%	1 4%		24	6	6			1 4%	2 8%	6 25%	11 46%	4 17%
I feel comfortable about my ability to read in English	24	4	4		3 13%	5 21%	8 33%	4 17%	4 17%		24	5	5			1 4%	4 17%	12 50%	6 25%	1 4%
I feel comfortable about my ability to speak in English	24	3.5	4		7 29%	5 21%	9 38%	3 13%			24	5	4		1 4%	1 4%	8 33%	8 33%	5 21%	1 4%
I feel comfortable to write in English	24	3	3		5 21%	8 33%	5 21%	5 21%	1 4%		24	5	5			1 4%	8 33%	11 46%	3 13%	1 4%
I feel comfortable to listen in English	24	4	3	1 4%	9 38%	9 38%	3 13%	1 4%	1 4%		24	5	5		1 4%		3 13%	13 54%	6 25%	1 4%
Overall, I don't ever feel anxious about learning English	24	4	4		5 21%	5 21%	9 38%	1 4%	4 17%		24	5	4				8 33%	8 33%	6 25%	2 8%
Overall median and mode	24	3.61	3.3								24	5.22	5.22							

**Table 23:** Strategy knowledge: Pre- and post-semester survey data

Strategy knowledge																				
	Pre-semester										Post-semester									
	N	Median	Mode	1	2	3	4	5	6	7	N	Median	Mode	1	2	3	4	5	6	7
I decide in advance what my reading purpose is, and I read with that goal in mind.	24	3.50	3		3 13%	9 38%	2 8%	8 33%	2 8%		24	6	6				2 8%	6 25%	15 63%	1 4%
I decide in advance specific aspects of information to look for, and I focus on that information when I read.	24	5	5		1 4%	7 29%	2 8%	8 33%	6 25%		24	6	6				1 4%	4 17%	16 67%	3 13%
Before I read, I think of what I already know about the topic.	24	4.50	6		3 13%	4 17%	5 21%	5 21%	7 29%		24	6	6				1 4%	6 35%	14 58%	3 23%
I try to predict what the text will be about	24	5	5		2 8%	3 13%	2 8%	11 46%	6 25%		24	6	6				1 4%	8 33%	14 58%	3 13%
While reading, I periodically check if the material is making sense to me.	24	4	4		2 8%	3 13%	10 42%	5 21%	4 17%		24	6	6				1 4%	8 33%	14 58%	1 4%
I imagine things, or draw pictures of what I am reading.	24	5	6		2 8%	3 13%	4 17%	6 25%	8 33%	1 4%	24	6	6				2 8%	4 17%	13 54%	5 21%
I encourage myself as I read by saying positive statements such as "You can do it."	24	5	5			6 25%	5 21%	7 29%	5 21%	1 4%	24	6	6				2 8%	4 17%	14 58%	4 17%
I work with classmates when reading English texts or solve problems.	24	5	5		2 8%	3 13%	1 4%	11 46%	6 25%	1 4%	24	6	6					4 17%	15 63%	5 21%
When I encounter a difficult or unfamiliar word I try to work out its meaning from the context surrounding it (such as other words or pictures)	24	5	5			1 4%	6 25%	9 38%	6 25%	2 8%	24	6	6				1 4%	3 13%	13 54%	7 29%
I identify what I don't understand in the reading, and I ask a precise question to solve the problem.	24	4	3		1 4%	8 33%	4 17%	5 21%	6 25%		24	6	6				3 13%	5 21%	13 54%	3 13%
I use reference materials (such as a dictionary, textbook, or website) to help solve a comprehension problem.	24	6	6			3 13%	1 4%	6 25%	10 42%	4 17%	24	6	6					1 4%	13 54%	10 42%
After reading, I check to see if my prediction is correct.	24	5	6		1 4%	7 29%	2 8%	6 25%	8 33%		24	6	6				2 8%	6 25%	14 58%	2 8%

I summarise (in my head or in writing) important information that I read.	24	3.50	3		3 13%	9 38%	6 25%	2 8%	4 17%		24	5.50	5				2 8%	10 42%	10 42%	2 8%
I evaluate my comprehension by reflecting on how much I understand what I read.	24	3.50	3		1 4%	11 46%	4 17%	6 25%	2 8%		24	6	6				3 13%	7 29%	11 46%	3 13%
After reading, I decide whether the strategies I used helped me understand, and think of other strategies that could have helped.	24	4	3		1 4%	8 33%	7 29%	5 21%	3 13%		24	6	6				2 8%	9 39%	11 46%	2 8%
I check whether I have accomplished my goal for reading	24	4	3		1 4%	10 42%	6 25%	6 25%	1 4%		24	6	6				4 17%	7 29%	12 50%	1 4%
I focus on key words, phrases, and ideas.	24	5	5		1 4%	3 13%	7 29%	12 50%	1 4%		24	6	6		1 4%	1 4%	4 17%	16 67%	2 8%	
I write down important words and concepts.	24	4	4		2 8%	3 13%	8 33%	6 25%	5 21%		24	6	6				3 13%	7 29%	11 46%	3 13%
Overall median and mode	24	4.22	4.22								24	5.83	5.78							

**Table 24:** Attribution

Totally due to my ability, luck, other people or circumstances     
 1   2   3   4   5   6   7     
 Totally due to my effort and strategies

Attribution																				
	Pre-semester										Post-semester									
	N	Median	Mode	1	2	3	4	5	6	7	N	Median	Mode	1	2	3	4	5	6	7
1. Low mark for incorrect reading comprehension answers	24	4	3	4.2%	8.3%	29.2%	20.8%	16.7%	12.5%	8.3%		5	5		4.2%	4.2%	8.3%	41.7%	20.8%	20.8%
2. Able to summarise a story	24	5	5		12.5%	12.5%	20.8%	25%	20.8%	8.3%		5	5				8.3%	45.8%	37.5%	8.3%
3. Little progress in English	24	4	6		12.5%	25%	20.8%	8.3%	29.2%	4.2%		5.5	6		8.3%	4.2%	29.2%	45.8%	4.2%	
4. Able to retell a story to a group		4	5		8.3%	20.8%	29.2%	33.3%	4.2%	4.2%		5	5			4.2%	12.5%	37.5%	37.5%	8.3%
5. Unable to retell a story to a group		4	3		16.7%	29.2%	20.8%	16.7%	12.5%	4.2%		5	5		12.5%	12.5%	41.7%	29.2%	4.2%	
6. English lesson goes well		4	4		4.2%	33.3%	20.8%	12.5%	20.8%	8.3%		5.50	5				20.8%	29.2%	29.2%	20.8%

**Table 25:** Reliability of the Survey (Cronbach's Alpha)

	Encouragement by Others	Frequency of use by Others	Support	Attitude	Perceived Usefulness	Volition	Self-Efficacy	Feelings	Attribution	Strategy Knowledge
N of Items	4	6	6	8	10	8	10	9	6	18
Reliability	.673	.920	.784	.924	.928	.851	.926	.898	.797	.922
Reliability	Acceptable*	Excellent	Acceptable	Excellent	Excellent	Very Good	Excellent	Very Good	Acceptable	Excellent

\*For Exploratory Research

**Table 26:** Wilcoxon Signed Rank Test for the pre- and post-semester survey

Note: Pre-semester is coded with an A and post-semester with a B. In each case the calculations have been performed using SpSS 17 to find out if there was a significant improvement after students' participation in the approach (Post-semester)

	Encouragement by Others	Frequency of Use by Others	Support	Attitude	Perceived Usefulness	Volition	Self-Efficacy	Feelings	Attribution	Strategy Knowledge
Median A	6.00	4.66	5.08	4.25	6.25	4.68	3.95	3.61	3.92	4.22
Median B	6.00	5.66	6.25	5.31	6.70	5.31	5.15	5.22	5.33	5.83
Z (B-A)	-2.262	-2.66	-3.626	-3.602	-2.191	-3.520	-4.002	-4.102	-3.655	-4.075
Asymp. Sig (2-tailed)	.024	.088	.000	.000	.028	.000	.000	.000	.000	.000

All display significant improvement ( $p < .05$ )

## Appendix 9: Workshop agenda

Place/Date: PSTESP, Sanata Dharma University Yogyakarta/ 26 July 2010

Number of participants: 12 (4 from PSTESP and 8 from EESP)

<b>Number</b>	<b>Activities</b>
1.	Welcoming speech by the principal researcher
2.	Welcoming Speech by Heads of the two study programs
3.	Teachers reflecting on their teaching experiences based on the workshop prompts, appendices 2a and 2b
4.	Teachers discussing their reflections in groups of three
5.	Presentation of the metacognitive approach and action research
6.	Teachers looking at and discussing the student pre-and post semester survey questions for face validity and familiarity with metacognitive aspects
7.	Teachers reflecting at the end of the workshop
8.	Teachers determining their involvement in the research
9.	Closing speech
10.	Teachers beginning making teaching plans

## Appendix 10: Teacher fortnightly meeting agenda

Cycle	Meeting	Topics of the meeting	Time
1	1	<ul style="list-style-type: none"> <li>● Sharing and discussing teacher reflections on the teaching of <b>Attitudes and Motivation, and Goal Setting, Directed Attention, Activating Background Knowledge, Predicting strategies</b></li> <li>● Discussing the issues found in the students' <b>Reflective Journal 1</b></li> <li>● Making plans to improve our teaching of the above metacognitive themes, strategies and student reflections of them</li> <li>● Making plans to teach the next metacognitive themes and strategies</li> </ul>	Week 4, August 2010
2	2	<ul style="list-style-type: none"> <li>● Revisiting the previously taught metacognitive themes and strategies</li> <li>● Sharing and discussing our reflections on the teaching of <b>Volition and Self-efficacy, and Ask If It makes Sense, Selectively Attend, Self-Talk, Take Notes strategies</b></li> <li>● Discussing the issues found in the students' <b>Reflective Journal 2</b></li> <li>● Making plans to improve our teaching of the above metacognitive themes, strategies and student reflections of them</li> <li>● Making plans to teach the next metacognitive theme and strategies</li> </ul>	Week 2 September
3	3	<ul style="list-style-type: none"> <li>● Revisiting the previously taught metacognitive themes and strategies</li> <li>● Sharing and discussing our reflections on the teaching of <b>Attribution and Feelings, and Contextualise, Cooperate (peer coaching), Asking Questions to clarify, Making Inferences strategies</b></li> <li>● Discussing the issues found in the students' <b>Reflective Journal 3</b></li> <li>● Making plans to improve our teaching of the above metacognitive themes, strategies and student reflections of them</li> <li>● Making plans to teach the next metacognitive themes and strategies</li> </ul>	Week 1 October
4	4	<ul style="list-style-type: none"> <li>● Revisiting the previously taught metacognitive themes and strategies</li> <li>● Sharing and discussing our reflections on the teaching of <b>Support and Verify Predictions, Summarising, Checking Goals, Evaluate Self strategies</b></li> <li>● Discussing the issues found in the students' <b>Reflective Journal 4</b></li> <li>● Making plans to improve our teaching of the above metacognitive themes, strategies and student reflections of them</li> <li>● Making plans to teach the next metacognitive themes and strategies</li> </ul>	Week 4 October
5	5	<ul style="list-style-type: none"> <li>● Revisiting the previously taught metacognitive themes and strategies</li> <li>● Discussing the issues found in the students' <b>Reflective Journal 5</b></li> <li>● Making plans to improve our teaching of the above metacognitive themes, strategies and student reflections of them</li> </ul>	Week 2 November
	6	<ul style="list-style-type: none"> <li>● Revisiting the previously taught metacognitive themes and strategies</li> <li>● Discussing the issues found in the students' <b>Reflective Journals 1-5</b></li> </ul>	Week 3 November
	<b>CULMINATING HALF-DAY TEACHER WORKSHOP: REFLECT ON WHAT HAS BEEN LEARNT.</b>		Week 2 December

# Appendix 11: An example of an excerpt of my reflective journal

## My Reflection on Week 7: Focusing on how to make specific learning plans

1. Greeting students: some students came late: telling them that self-discipline is important; self-management makes one successful. Talents are important; but self-management is more important. Here I wanted to emphasise the importance self-regulation, i.e. the commitment to be punctual.
2. I shared with them about my plan for the day, from 4.30 am to 9.30pm. This aims to set an example for them, that a better planned life makes life more useful and productive.
3. I returned the students' reflective journal 2 and said that most of them had done a great job; also citing some students' reflections as good examples; I asked them if they had a question about what I wrote as feedback in their journal. None of them raised a question. They might have understood the comments or feel ashamed? I don't know. But it does not matter since later I moved around and had their plans. If they had questions they could ask me this time. But I don't want to confront students with these things; Change takes time and patience not just on my part but on the students' part as well.
4. I shared with them about my own experience in relation to making daily learning plans as a student; how I managed my life despite all the difficulties; I told them I wrote my goal in my room in relation to my study and that I did achieve my goal. Not so much because I was talented but because of good self-management; Students were attentively listening to my story. I also said that many successful people are actually ordinary people; many of them are not talented academically but they have good self-management; never give up and have realistic goals in life.
5. I also mentioned the importance of goal setting (motivation), attitudes, self-efficacy and volition, the topics that became the focus of the students' reflections so far. I asked if they understood the concepts. It turns out that they did. I stressed that goal setting is a good step in learning/ life but without volition, most of our goals will not be achieved. Also good goals must be written. Goals unwritten are not goals.
6. I asked students to make their learning goals for a week and they had to be clear/specific, in terms of activities: what, where, with whom and when to do them; Also they should evaluate those plans/activities. As I have planned before the class students would be assisted in making their learning goals. I realised that it is easy to just tell them to make goals; but most of the students don't know what to do or are not accustomed to doing this. I also told them that they could make their goals together with their friends. Here I was trying to make use of the cooperative culture that has become an important characteristic of our culture (*Gotong Royonng*).
7. The students were enjoying this activity. They were discussing with friends, writing their goals, which is good. While making their goals, they were also listening to a song by WESTLIFE: I have a dream.
8. I think being a metacognitive teacher means that I should be creative. Although I did not plan to play this song, I was quick to think of what song to play while they are making their plans. This song suits the situation since the rhythm is good; lyrics is good; the singers are

young; it's also quick paced and easy listening; songs can reduce the tension in class and make students relax. I believe that learning should be fun.

9. For many students, writing learning goals is not easy. I saw that some of them just held their pens, and paper and don't know what to write. I told them that their goals should be based on their understanding of their learning experiences; difficulties; understanding of their strengths and weaknesses in relation to English. I told them that they needed to set the day, time, what to do, and where: be specific. If they want to read, they have to specify what to read as it is very easy to get lost in the internet. It's also important that students read what they like best. So in writing their goals, they have to very clear about this.
10. I moved around class and saw students' plan, one by one, praising what they had written and giving them feedback. I also mentioned that at the end of every goal for one day, they should leave some space to write their reflections of the goals.
11. The goals they wrote were all related to English: some wanted to listen to English songs, read an article, study English grammar, read wall magazines etc. It is up to them to plan what they wanted to do. Some wrote going to a bookshop to buy a grammar book. The freedom to set their own learning goals would help them to become more self-regulated.
12. I was really happy to see how enthusiastic the students were. It is true that as a facilitator, I should help students in making their learning goals, while stressing that goals are really important for their learning success. It takes time to learn English, but if they don't start now, they will regret later. I kept reminding them of this.
13. The activity such as this might not be favourable traditionally where teaching is so much materials-oriented. Many teachers might see this as a waste of time. I thought that students have now experienced learning English through a metacognitive approach for six weeks. We have also taught ten strategies and exposed them to English texts. I believed that with the availability of learning sources these days, students should be able to do things on their own. My task as an English teacher is to help them to be self-regulated. In our classes, it is important that we model reading strategies and ELL in general, but students' own practice outside class is equally, if not more important. It therefore turned out that for the whole class today, we did not read the text that I had prepared before class since we did not have time for this. To me it does not matter. I decided to give the text for them to read outside class. I believe that once the students find excitement in learning English and familiarised with all the metacognitive aspects, they can learn on their own. My task is to show them how they can develop reading strategies, competence etc. and once they learn that they can perform without too much dependent on the teacher, they will do these things themselves.
14. Another thing I said to them is that there would a mid-term reading test next week. I told them that the test would be exactly like what they have been doing. It would be open-book, and teachers would provide several texts for them to choose as the material for their reading test, which is similar to the themes they have been reading in class. I was happy to see that none of the students showed alarm or worry about the test. I believe that a test should be part of learning and similar to what the students have been doing. What is important is that they can practice all the strategies they have been learning.
15. At the end of class, I told students to make a reflection about the class. Unfortunately time was up so the students could not finish the activity. I am very interested to see what they write.



16. When I left class I came across four colleagues and we chatted about what we did in our respective class. We agreed that we were not materials oriented but process oriented, and that our task was building students' character (attitudes etc.). We were aiming at student empowerment, which was not properly addressed before. I could see that there was a positive tone in the teachers' words, and was happy that we as teachers did more than just teaching the materials we had prepared. We did more than this; we facilitated students to be autonomous/independent/self-regulated (My reflection/Week 7).

PS: To me this class has been really enjoyable. Seeing students making plans for their learning is really great. I could sense how these students learn to be more autonomous in learning English. I hope that they become more into English.

## Appendix 12: Photographic evidence





## **Appendix 13: A metacognitive booklet**

BELAJAR MEMBACA DENGAN MENGGUNAKAN PENDEKATAN METACOGNITIF

PANDUAN SEDERHANA UNTUK MAHASISWA

Oleh:

Concilianus Laos Mbato, M.A.

PBI DAN PGSD UNIVERSITAS SANATA DHARMA YOGYAKARTA

JULI-DESEMBER 2010

# BELAJAR MEMBACA DENGAN MENGGUNAKAN PENDEKATAN METACOGNITIF

## PENGANTAR

Buku sederhana ini berisikan gagasan-gagasan sederhana tentang pendekatan metakognitif dalam pembelajaran bahasa Inggris, khususnya Reading (membaca). Kami merasa bahwa setiap mahasiswa yang terlibat dalam pendekatan metakognitif dalam pembelajaran reading perlu memiliki pemahaman yang tepat tentang konsep-konsep dan gagasan-gagasan tentang pendekatan metakognitif. Buku panduan sederhana ini diharapkan dapat membantu anda merefleksikan aspek-aspek metakognitif yang ada dalam survei penilaian diri.

Pendekatan metakognitif bertujuan untuk mendukung anda secara lebih baik untuk meningkatkan pembelajaran bahasa Inggris anda, terutama Reading (membaca). Kami menyadari anda semua telah belajar Bahasa Inggris setidaknya-tidaknya selama 6 tahun. Beberapa di antara anda menemukan belajar bahasa Inggris sebagai pengalaman yang memuaskan. Yang lain mungkin menemukan bahasa Inggris sebagai bahasa yang sulit dipelajari. Apakah anda puas dengan kemampuan bahasa Inggris anda secara umum dan Reading secara khusus atau tidak, anda semua menyadari bahwa bahasa Inggris merupakan bahasa yang penting untuk dipelajari dan dengan demikian untuk dikuasai.

Untuk membantu anda meningkatkan kemampuan membaca anda, dan juga penguasaan bahasa Inggris anda, kami mengundang anda untuk berpartisipasi dalam pembelajaran Reading dengan menggunakan pendekatan metakognitif. Melalui pendekatan ini, anda akan mendapat dukungan untuk menjadi pembelajar yang lebih mandiri. Anda akan belajar berpikir tentang diri anda sebagai pembelajar dan bagaimana anda dapat meningkatkan strategi anda dalam membaca. **Jangan Khawatir!** Kita akan bekerja sama untuk membantu anda belajar bahasa Inggris secara lebih efektif.

## APAKAH PENDEKATAN METACOGNITIF ITU?

Pendekatan metakognitif adalah sebuah pendekatan yang berpusat pada proses berpikir anda (Anderson, 2002). Pendekatan ini membantu anda memahami apa yang terjadi dalam pikiran anda dalam kaitannya dengan suatu kegiatan belajar dan menggunakan pemahaman ini untuk membantu anda menjadi pembelajar yang efektif (Flavell, 1979).

Salah satu penjelasan tentang perbedaan hasil belajar yang diperoleh adalah bahwa pembelajar bahasa Inggris yang berhasil adalah pembelajar bahasa Inggris yang baik. Mereka merencanakan, melaksanakan, dan mengevaluasi hasil belajar dengan baik. Mereka adalah pemikir yang baik. Pembelajar yang baik itu tahu apa yang harus dilakukan agar dapat meraih kesuksesan dalam belajar (bahasa Inggris). Dengan kata lain, mereka menggunakan strategi yang tepat dalam belajar (Chamot, Barnhardt, El-Dinary and Robbins, 1999).

## MENGAPA PENDEKATAN METAKOGNITIF PENTING?

Pendekatan metakognitif membantu anda untuk meningkatkan pemahaman anda secara lebih baik tentang diri anda sendiri dalam kaitannya dengan apa yang dipelajari. Sering kali kita kurang mencapai kesuksesan yang diharapkan, bukan karena kita tidak memiliki potensi dan kemampuan untuk sukses tetapi karena pendekatan kita terhadap apa yang kita pelajari kurang tepat. Banyak orang gagal mencapai hasil maksimal dalam belajar maupun dalam kehidupan karena sikap dan strategi belajar mereka yang kurang tepat. Banyak juga orang yang kurang berhasil dalam belajar karena pengalaman belajar di masa lalu yang kurang menyenangkan.

Pendekatan metakognitif akan membantu anda memahami diri secara lebih baik dan menggunakan pemahaman ini untuk meningkatkan prestasi belajar anda.

## KONSEP-KONSEP POKOK DALAM PENDEKATAN METAKOGNITIF

Pendekatan metakognitif melihat pembelajaran sebagai kombinasi dari dua unsur pokok berikut (Brown, 1987):

- Pengetahuan kita tentang proses berpikir kita, dan
- Kontrol kita tentang proses berpikir kita

Pengetahuan kita tentang proses/cara berpikir kita mencakup tiga aspek utama yaitu:

- Pengetahuan kita tentang diri kita sebagai pembelajar
- Pengetahuan kita tentang tugas yang dipelajari
- Pengetahuan kita tentang strategi belajar

Kontrol atau pengaturan cara berpikir kita mencakup tiga aspek, yaitu:

- Perencanaan dalam belajar
- Pengawasan proses belajar
- Evaluasi hasil belajar

Sekarang kita akan melihat bagaimana aspek-aspek metakognitif ini bisa diterapkan dalam pembelajaran. Kita akan membahas aspek-aspek tersebut satu persatu.

## PENGETAHUAN TENTANG CARA BERPIKIR KITA

Ada tiga pengetahuan tentang cara berpikir yang perlu kita miliki:

1. Pengetahuan tentang diri sebagai pembelajar

Sebagai pembelajar kita perlu mengenal siapa diri kita, kekuatan-kekuatan kita, kelemahan-kelemahan kita, sikap-sikap kita, motivasi kita dalam belajar, kepercayaan diri kita dan bagaimana kita merespons pengalaman belajar kita, baik yang menyenangkan maupun yang kurang menyenangkan. Pemahaman yang tepat tentang aspek-aspek emosional (afektif) ini akan membuat kita mampu menggunakan semua potensi dalam diri kita demi mencapai hasil belajar yang maksimal.

Dalam pendekatan metakognitif kita akan belajar untuk memahami aspek motivasi (motivation), Sikap (Attitude), manfaat belajar bahasa Inggris (Perceived Usefulness), Kemauan dan keuletan dalam mencapai tujuan belajar (Volition), Rasa Percaya Diri dalam kaitan dengan tugas-tugas tertentu (Self-Efficacy), Cara yang tepat untuk memberi alasan keberhasilan dan kegagalan dalam belajar (Attribution), Perasaan (Feelings) dan Strategi Mencari Bantuan yang diperlukan (Support).

Mari kita lihat komponen-komponen pemahaman diri ini satu per satu:

- **Motivasi:**

Motivasi berkaitan erat dengan keberhasilan seseorang dalam belajar. Secara tradisional, motivasi dibagi menjadi dua, yaitu extrinsic motivation dan intrinsic motivation (Brown, 2007).

**Extrinsic motivation** adalah motivasi belajar yang berasal dari luar diri kita. Misalnya, anda belajar bahasa Inggris karena bahasa Inggris merupakan mata kuliah wajib yang harus anda ambil. Atau anda belajar bahasa Inggris karena harapan orang tua.

**Intrinsic Motivation** adalah motivasi belajar yang berasal dari diri kita sendiri. Misalnya anda mau belajar bahasa Inggris karena bahasa Inggris itu menyenangkan, karena bisa berkomunikasi dalam bahasa Inggris itu meningkatkan rasa percaya diri anda, karena anda ingin mencapai tingkat keberhasilan yang ingin anda capai.

Bila anda ingin lebih menikmati belajar bahasa Inggris, anda diharapkan bisa meningkatkan motivasi intrinsik anda agar belajar bahasa Inggris itu bukanlah merupakan beban tetapi menjadi pengalaman yang menyenangkan.

Untuk meningkatkan motivasi anda dalam belajar bahasa Inggris setidaknya anda perlu melakukan dua hal, yaitu: Menetapkan tujuan anda dalam belajar bahasa Inggris (**Goal-Setting**) dan menetapkan manfaat yang ingin anda capai dalam belajar bahasa Inggris (**Perceived Usefulness**).

Goal-Setting akan memberi anda arah dalam belajar bahasa Inggris. Goal-setting ini perlu karena tanpa arah yang jelas anda kemungkinan akan tersesat dalam belajar dan akhirnya anda akan mudah menyerah bila mengalami kesulitan.

Perceived Usefulness membantu anda untuk melihat apa manfaat belajar bahasa Inggris buat anda. Bagi banyak orang, manfaat bahasa Inggris baik untuk saat sekarang maupun di masa datang akan membantu mereka meningkatkan motivasi belajar. Dalam survei yang telah anda miliki, anda akan mencoba merefleksikan manfaat apa yang mungkin akan anda peroleh dengan belajar bahasa Inggris. Mudah-mudahan dengan alat bantu ini, anda akan semakin jelas melihat manfaat dari belajar bahasa Inggris, dan ini diharapkan akan semakin memotivasi anda dalam belajar bahasa Inggris.

- **Volition (Kemauan dan Keuletan dalam Mencapai Hasil Belajar)**

Banyak orang ingin sukses. Banyak orang telah menetapkan tujuan hidupnya. Banyak mahasiswa telah menetapkan tujuan belajarnya. Tetapi mereka gagal mencapai apa yang telah mereka tetapkan. Mengapa? Menetapkan tujuan belajar merupakan langkah awal yang baik, tetapi ternyata memiliki tujuan belajar saja tidaklah cukup. Kita perlu melakukan usaha-usaha yang efektif agar tujuan yang telah ditetapkan bisa terlaksana dengan baik. Di sinilah **Volition** itu diperlukan.

Volition adalah upaya yang dilakukan untuk mengatur hasil-hasil belajar. Untuk berhasil dalam belajar, tidaklah cukup kita membuat rencana belajar. Kita harus melindungi tujuan-tujuan belajar itu dari niat-niat lain dan dari gangguan (Borkowski, Carr & Rellinger, 1994; Zimmerman, 1994). Tanpa upaya untuk melindungi tujuan belajar yang telah ditetapkan, kita akan mudah terpengaruh oleh lingkungan di sekitar kita dan akhirnya tujuan belajar itu tinggal tujuan.

Sebagai contoh, anda telah membuat rencana untuk belajar di perpustakaan, tetapi dalam perjalanan ke kampus anda mampir dulu di kos teman, dan ternyata teman anda memiliki film terbaru. Kebetulan anda penggemar film. Teman anda membujuk anda untuk nonton bareng. Demi persahabatan, dan kebetulan anda suka, maka anda tidak jadi ke perpustakaan, dan memutuskan untuk menonton film tersebut. Ketika hari menjelang sore, anda lapar dan ngantuk. Anda memutuskan untuk makan siang dan istirahat siang. Ketika malam tiba, anda melihat rencana anda, dan ternyata rencana itu tidak terlaksana. Anda menyesal mengapa anda tidak memprioritaskan apa yang telah anda rencanakan. Untuk itu anda perlu meningkatkan **Volition anda** agar anda tidak mudah terpengaruh oleh lingkungan atau keinginan lain dalam diri anda yang justru bertentangan dengan **Goal anda**. **Volition juga** membantu anda untuk tidak mudah menyerah bila anda mengalami kesulitan dalam mencapai tujuan belajar anda.

- **Sikap (Attitude)**

Banyak mahasiswa kurang berhasil dalam belajar bahasa Inggris, bukan karena mereka tidak memiliki bakat dan kemampuan tetapi karena sikap mereka terhadap bahasa Inggris yang kurang tepat. Sikap positif dalam belajar akan membantu kita menggunakan semua potensi belajar yang kita miliki sedangkan sikap negatif akan



melumpuhkan kita, proses berpikir kita dan pada gilirannya akan mematikan motivasi belajar kita (Gardner and Lambert, 1972).

- **Perasaan (Feelings)**

Perasaan anda berperan penting dalam belajar bahasa Inggris (Hutchinson and Waters, 1987; Horwitz, 1995). Misalnya, anda merasa bahwa anda adalah tipe orang yang akan berhasil dalam belajar bahasa Inggris, maka pengalaman belajar bahasa Inggris akan menjadi pengalaman yang menyenangkan. Dalam hal ini, anda perlu mengembangkan suasana hati yang nyaman dalam belajar. Hilangkan rasa takut dan cemas tentang belajar bahasa Inggris, maka kemampuan berpikir anda akan dapat dibantu sehingga belajar anda menjadi maksimal.

- **Rasa Percaya Diri dalam Belajar (Self-Efficacy)**

Memiliki keyakinan akan kemampuan diri dalam belajar akan menumbuhkan motivasi belajar anda (Zimmerman, 2000). Banyak pembelajar tidak dapat menggunakan semua potensi dirinya dalam belajar karena mereka tidak memiliki kepercayaan akan kemampuan mereka dalam belajar. Dalam pendekatan metakognitif ini, anda akan dibantu untuk meningkatkan keyakinan anda akan kemampuan anda dalam belajar. Self-Efficacy (rasa percaya akan kemampuan kita dalam mengerjakan tugas tertentu) perlu dibedakan dari self-confidence (Rasa percaya diri yang bersifat umum). Seseorang yang memiliki rasa percaya diri yang baik ketika bernyanyi di depan banyak orang, belum tentu juga memiliki rasa percaya diri yang baik ketika berpidato. Jadi anda perlu terus memonitor rasa percaya diri anda ketika anda melakukan tugas-tugas belajar anda.

- **Alasan Keberhasilan atau Kegagalan (Attribution)**

Pengalaman belajar bisa menjadi sesuatu yang membawa kita kepada keberhasilan maupun kegagalan. Attribution adalah penjelasan atau alasan yang kita berikan terhadap keberhasilan atau kegagalan dalam belajar (Bahasa Inggris) (Martinko, 1995). Penjelasan yang kita berikan akan mempengaruhi sikap dan motivasi kita dalam belajar selanjutnya. Untuk itu kita perlu belajar untuk memberi penjelasan yang tepat terkait hasil belajar kita. Ada dua alasan yang bisa kita berikan terhadap hasil belajar kita:

- Karena kemampuan saya, keberuntungan, orang lain atau situasi, dan
- Karena usaha dan strategi saya

Agar anda tetap termotivasi dalam belajar dan tidak mudah menyerah bila menemui kegagalan, anda perlu belajar untuk menjelaskan keberhasilan atau kegagalan anda sebagai hasil dari **USAHA dan STRATEGI** (Borkowski, 1994). Bahwa kalau anda berhasil atau gagal itu semua karena usaha yang terus menerus dan strategi belajar

yang tepat, bukan karena kemampuan, keberuntungan, orang lain atau situasi. Bila anda mengemukakan alasan kegagalan anda karena kemampuan, keberuntungan, orang lain atau situasi dan bukan karena usaha dan strategi, dalam jangka panjang anda akan terjebak dalam **LEARNED HELPLESSNESS**. Learned helplessness adalah suatu situasi ketika orang merasa bahwa usaha apapun tidak bermanfaat karena toh orang itu akan gagal (Borkowski, 1994). Orang-orang dengan sikap seperti ini akan menerima kegagalan sebagai sesuatu yang tidak terhindarkan dan karenanya mereka tidak perlu berusaha untuk mengatasi kesulitan belajar walau sebenarnya mereka memiliki kemampuan untuk berhasil.

- **Support (Dukungan)**

Anda perlu menciptakan lingkungan yang menunjang pencapaian tujuan belajar anda, dan bila anda menemui kesulitan dalam belajar anda perlu mengembangkan sikap mencari bantuan yang tepat (**help-seeking behaviour**). Bila anda merasa bahwa anda kurang mendapat dukungan dari lembaga maupun lingkungan untuk belajar, maka anda perlu mencari cara yang tepat agar dukungan itu bisa anda dapatkan. Mencari dukungan dalam belajar tidak sama dengan ketergantungan (**Dependancy**). Mencari dukungan atau bantuan dalam belajar merupakan salah satu strategi belajar yang bisa anda lakukan agar hasil belajar anda menjadi lebih optimal. Di lingkungan kampus anda bisa mencari dukungan dalam belajar dari dosen anda, maupun teman anda.

Mari kita beranjak ke aspek kedua dari **Pengetahuan Kita tentang Cara Berpikir kita**.

## **2. Pengetahuan tentang Tugas yang dikerjakan (Task-Knowledge)**

Agar anda dapat menjadi mahasiswa yang efektif, anda perlu mengetahui tuntutan dari tugas yang anda kerjakan. Misalnya agar dapat memahami teks bahasa Inggris, anda perlu mempelajari strategi yang tepat dalam membaca. Anda juga perlu mengetahui perbedaan teks bahasa Inggris berbentuk cerita dan teks eksposisi (ilmiah). Anda perlu memiliki pengetahuan dasar tentang tata bahasa Bahasa Inggris dan kosa kata yang memadai. Pengetahuan tentang tugas-tugas yang dikerjakan akan membantu anda menggunakan semua potensi anda dalam belajar dan memilih strategi yang tepat untuk mengerjakan tugas-tugas tersebut.

## **3. Strategy Knowledge (Pengetahuan tentang Strategi Belajar)**

Anda perlu mengetahui strategi-strategi yang tepat dalam belajar (Chamot, 1993). Banyak pembelajar kurang berhasil dalam belajar bukan karena mereka tidak memiliki bakat atau inteligensi yang memadai tetapi karena mereka tidak mengetahui strategi yang tepat dalam belajar. Dalam pendekatan metakognitif, anda akan belajar memahami strategi yang diperlukan dalam belajar bahasa Inggris, khususnya Reading.

Mari kita beranjak ke aspek ke dua dalam pendekatan metakognitif, yaitu **Regulation of Cognition (Pengaturan cara berpikir kita)**.

## REGULATION OF COGNITION (Pengaturan cara berpikir kita)

Memiliki pengetahuan yang tepat tentang cara berpikir kita merupakan langkah awal yang baik dalam belajar. Tetapi pengetahuan ini tidaklah cukup. Kita masih perlu mengatur bagaimana pemahaman tentang proses berpikir kita bisa membantu kita menjadi mahasiswa yang mandiri, yang otonom. Untuk itu kita perlu mengatur cara berpikir kita berkenaan dengan apa yang kita pelajari. Ada tiga proses berpikir yang perlu kita lakukan, yaitu: **PLANNING, MONITORING AND EVALUATION** (Chamot, et.al, 1999).

Agar dapat menjadi mahasiswa yang efektif, khususnya dalam belajar bahasa Inggris (reading) kita perlu mengembangkan kemampuan untuk ***Merencanakan, memonitor, dan mengevaluasi proses belajar kita.***

Dalam survei diri yang anda miliki, anda belajar merefleksikan strategi membaca anda. Anda juga belajar untuk menjadi mahasiswa yang mandiri dalam belajar bahasa Inggris, khususnya Reading melalui pertanyaan-pertanyaan Refleksi mingguan yang tersedia.

Melalui pengembangan kemampuan ***merencanakan, memonitor dan mengevaluasi proses belajar anda,*** diharapkan anda semakin mengetahui kekuatan dan kelemahan anda dalam belajar, khususnya Reading, dan semoga pemahaman ini membantu anda untuk menjadi mahasiswa yang mandiri dan otonom.

## PENUTUP

Pendekatan metakognitif diharapkan menjadi salah satu sarana yang bisa anda pakai untuk mencapai kesuksesan dalam belajar bahasa Inggris, khususnya Reading. Diharapkan anda memiliki pemahaman diri yang lebih tepat sebagai pembelajar bahasa Inggris. Keberhasilan anda dalam belajar banyak ditentukan oleh sikap, motivasi, usaha dan strategi yang anda gunakan dalam belajar. Bila anda benar-benar ingin sukses dan keinginan itu dibarengi usaha, sikap dan strategi yang tepat, maka anda boleh berharap bahwa suatu hari nanti, anda bukan lagi menjadi penonton tetapi pemain sesungguhnya dalam dunia bahasa Inggris. Meskipun demikian, perlu anda ingat bahwa belajar adalah sebuah proses yang berlangsung terus-menerus dan anda hendaknya bersabar dan berusaha untuk menikmati sekecil apapun kemajuan yang anda capai. **Tidak ada yang mustahil kalau anda benar-benar percaya dan menghidupi apa yang anda yakini dalam tindakan nyata.**

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