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Investigating EFL Students Use of Self-Regulated Learning Strategies and their Effects on their Academic Achievement: the Case of Third Year Students at M'sila University

Dissertation Submitted to the Department of English in Partial fulfillment of the Requirements for the Degree of Master

Candidates

- **Miss. BOUAFIA Leyla**
- **Miss. BEN NAKHLA Aichouch**

Board of Examiners

Dr. BAGHDADI Assia	University of M'sila	Chairperson
Mr. TAYOUB Abdelmadjid	University of M'sila	Supervisor
Miss. ZINE Amal	University of M'sila	Examiner

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DECLARATION

We confirm that this research thesis is our original work and has not been presented in any other university/ institution.

The thesis has been complemented by referenced works duly acknowledged.

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Bouafia Leyla

Ben Nakhla Aishosh

DEDICATION

We are all students. We are all teachers.
We cannot always choose who instruct us, but we can choose
what and from whom we will learn. This work
is dedicated to the two greatest teachers from
whom We have learned everything.
To our beloved parents
We indebted to them who have offered support,
comfort, and encouragement, and who were frequently
supportive during all my education stages.
May Allah protect them
We have so much gratitude to all our family members sisters and brothers,
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Abstract

One aspect of helping English Learners achieve academic success is to guide them into becoming more aware of their own learning needs, an important and necessary step on the path to becoming an advocate for one's own learning process. A method of helping students take that step is the teaching of strategies that lend themselves to self-regulation, a process of trial, error, and much reflection on one's own thinking and learning needs.

The primary purpose of this action research project was to see to what extent third grade English Learners would be able to demonstrate their thinking about their own learning process? And to investigate whether the self-regulated learning strategies are commonly used among students or not? This study aims also to highlight the self-regulated learning strategies that are used by the students to facilitate and ameliorate their learning. We try to identify some effective strategies which can improve academic self-regulation, such as goal setting, self-evaluation, planning, self-monitoring. A questionnaire was conducted to third year university students for one subject matter _English Language_ the participants were 60 third year students at the faculty of literature and foreign languages, the results confirmed that the metacognitive and cognitive strategies can efficiently improve the ability of self-regulation, also that these strategies had positive effects on their academic achievement. The purpose of this research is to develop a framework summarizing the best learning strategies, in this research we give a general overview on self-regulated learning and its definition, then we mention the theoretical roots of self-regulated learning , next we discuss the components of self-regulated learning, the characteristics of self-regulated learners, and the importance of self-regulated learning. Finally, we give a review of the types of self-regulated learning strategies and the relationship between self-regulated learning and academic achievement.

Key words: self-regulated learning, self-regulated learning strategies, academic achievement.

الملخص

من الطرق التي تساعد طلبة اللغة الإنجليزية على تحقيق نجاح جامعي هي التوعية والإرشاد لتمكينهم من التحكم في موادهم التعليمية ، والمنهج الوحيد الذي يضمن لهم بلوغ هذه الغاية هو تعليمهم إستراتيجيات مختلفة تنمي قدراتهم وتسعى إلى تطوير التنظيم الذاتي التعلمي.

الهدف الأولي من هذا البحث هو أن نستنتج إلى أي مدى يكون طلبة السنة الثالثة للغة الإنجليزية قادرين على إظهار قدراتهم و أفكارهم حول طريقة التعلم ، وأن نبحث فيما إذا كانت إستراتيجيات التنظيم الذاتي التعلمي هي إستراتيجية متخذة عموما من طرف الطلبة أم لا.

و تهدف هذه الدراسة أيضا إلى معالجة إستراتيجيات التنظيم الذاتي التعلمي المنتهجة من قبل الطلبة لتسهيل و تحسين تعلمهم، حاولنا تسليط الضوء على إستراتيجيات فعالة باستطاعتها تطوير التنظيم الذاتي الجامعي مثل تحديد الأهداف، التقييم الذاتي، التخطيط، والرصد الذاتي.

قمنا بتوزيع استبيان على طلبة السنة الثالثة بكلية الآداب واللغات قسم اللغة الإنجليزية، عدد المشاركين كان 60 طالبا، 49 إناث و 11 ذكور. حيث أثبتت النتائج المتحصل عليها من خلال هذا الاستبيان أن إستراتيجيات الإدراك و ما وراء المعرفة قادرة على تحسين التنظيم الذاتي. كذلك تعتبر هاته الإستراتيجيات ذات آثار إيجابية على التحصيل العلمي.

ارتأينا في هذا البحث إلى تطوير هيكل يلخص أهم الإستراتيجيات الواجب إتباعها لتطوير التعلم ، أعطينا نظرة عامة على ماهية التنظيم الذاتي التعلمي و تعريفه ، ثم ذكرنا أصل هاته الإستراتيجية وجذورها ، بعدها ناقشنا أهم مكونات التنظيم الذاتي التعلمي ، خصائص الطلبة المنتظمين ذاتيا ، و أهمية التنظيم الذاتي التعلمي. و أخيرا عرضنا أنواع إستراتيجيات التنظيم الذاتي التعلمي والعلاقة بينه وبين التحصيل الجامعي.

الكلمات المفتاحية : التنظيم الذاتي التعلمي ، إستراتيجيات التنظيم الذاتي التعلمي ، التحصيل الجامعي.

List of Abbreviations

(SRL) Self- Regulated Learning

(SRLQ) Self- Regulated Learning Questionnaire

(LASSI) The Learning And Study Strategies Inventory

(MSLQ) The Motivated Learning Strategies Questionnaire

(ELS) English Language Students

(ELL) English Language Learners

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INTRODUCTORY

CHAPTER

Introduction

1.1 Background and Research Project

One of the major problems that students experience while studying is that they are not aware of what they are learning or what they are doing. Students have many difficulties in managing time, choosing effective learning strategies, note taking, and preparing for tests. Enhancing learning does not mean just improving content knowledge; it also includes developing study skills, social skills, and desired motivational orientations to help students become independent life-long learners. Recent studies give priority to 'how individuals learn' and 'how individuals regulate themselves for learning', more specifically self-regulation. Research studies provided empirical evidence for the association between self-regulatory strategies and learning outcomes such as academic achievement, motivational orientations, and self-efficacy beliefs. Therefore, in education, self-regulation is one of the most essential constructs. All learners are assumed to use self-regulatory strategies to some degree , also teachers should determine students' existing strategies and help them develop new strategies as well as enhance their content knowledge.

Self-regulated learning is an incorporated process, it appears when students try to organize or to arrange their own behavior, motivation, and cognition to best regulate their own learning (Ross, 1999). Self-regulation strategies made up of a variety of methods, purpose to letting the students take control of their own learning process through what and how to learn, for example, by self-assessing, becoming aware of intended learning outcomes, monitoring the learning process and conducting metacognitive reflections. Motivation is also an important element of self-regulation strategies, as it is essential for the students to regulate and track their own learning process.

Self-regulation strategies have great benefits on student's academic achievement and motivation, and for this purpose, our research is working on and trying to figure out the self-regulated learning strategies and their effects on the academic achievement. For a number of years, no research has been done on self-regulated learning strategies by trying to clarify the theoretical concepts explaining how self-regulation strategies work, and then measuring their effects. And therefore, this research will attempt to operationalize these theoretical concepts and strategies by surveying 60 students at M'sila University on their use of these strategies, in

order to investigate the correlation between the students' usage of self-regulation strategies, and its effects on their academic achievement and their performance.

1.2 Statement of the Problem

Poor academic achievement among learners in learning may result in loss of many rewarding life opportunities either for the individual learner or for the society in general. The learner may miss the opportunity to further education while in the long run; the society may not have enough skilled human capital needed to meet the demands for wealth production. Thus, there is need to study the factors that are associated with either high or low academic achievement. The question this research would primarily strive to answer was: how will the self-regulated learning strategies enhance English Learners' ability to monitor and regulate their own learning? And how do these strategies impact on their academic achievement?

1.3 Purpose

The purpose of this study was to investigate whether using self-regulated learning strategies could help and enhance student's learning? This research will attempt to operationalize the different strategies behind self-regulation, in order to investigate the relationship between perceived usefulness of these strategies among students, and their effects on their academic achievement.

1.4 Aims and Objectives

The study sought to achieve the following objectives:

- To conduct a literature review on the phenomenon of SRL.
- To develop and propose strategies for the development of SRL skills.
- To know the importance of self-regulated learning.
- To analyze the effects of the self-regulated learning strategies.
- To determine the relationship between self-regulated learning strategies and academic achievement.

1.5 Significance of the Study

Learning and acquiring a great number of strategies help the students to best academic achievement and performance, and aims at developing the students who are able to adapt with

these strategies, and apply it effectively and responsibly. Through this study, the usage of self-regulated learning strategies among students can be identified, therefore, teachers who are part of the educational system, have a role in facilitating student's learning. Teacher as a guide and facilitator should be able to promote the student's skills of learning so that students' understanding will be increased. Also, teachers should reinforce and enhance their teaching methods and techniques to extract students' weaknesses, especially in planning for projects or evaluating their progress, and this will help the students to perceive the importance and the benefits of applying the self-regulated learning strategies to improve and enhance their academic achievement.

Self-regulated learning (SRL) strategies have shown that self-regulated learning strategy instruction has a positive effect on academic performance in college and university courses. The primary goal of this study was to expand research beyond the positive effect of self-regulated learning strategies on academic performance and focus on its potential effects on students' self-regulated learning.

1.6 Research Questions

1. To what extent is the use of self-regulated learning strategies reported by students?
2. What strategies can be proposed for the development of Self-Regulated Learning (SRL) skills?
3. What self-regulated learning strategies do students use to accomplish learning goals?
4. To what extent does the use of self-regulated learning strategies affect the student's academic achievement and enhance their learning?
5. What are the effects of self-regulated learning strategies on student's outcomes?

1.7 Previous Research

1.7.1 Self-Regulation Theories

The concept of Self-regulation implies a teaching strategy that enables students to develop their own goal-directed learning processes. It not only promote students learning, but also provides opportunities for them to actively engage in learning processes such as goal setting, self-monitoring, self-evaluating, self-reinforcement, it let the students set and achieve their own goals and becoming aware of taking control of their learning process, claiming that self-regulation can't stand without motivation to achieve a valuable outcome. Most motivated

students use self-regulation strategies more than less motivated students. Efficiently, self-regulation strategy is consisting of a number of different strategies, such as metacognitive thinking, self-assessing, self-monitoring the learning process, and the understanding of intended learning outcome. Motivation is connected with self-regulation and emotions as necessary, in second language learning.

Another research on self-regulation strategies has indicated that it is a useful method of second language teaching and learning.

In Sweden, following a number of different countries worldwide, the Swedish National Agency for Education (Henriksson, 2017) published a document concerning the strategies to be used by teachers, which consolidates the use of self-regulated learning strategies as part of the essential and important skills for students to gain, Furthermore, according to the curriculum regarding the universal skills that students are obliged to develop the important methods of self-regulation such as metacognitive thinking, self-reflection, self-assessment self-monitoring, this means that even the students might not be taught in how to use self-regulation strategies, they should still be taught how to use the right strategies that self-regulation theory made up of. For example, self-assessment is a metacognitive strategy of language learning that can be used formally or informally in a variety of ways.

Another research which pinpoints the advantages of student self-regulation and awareness of intended learning outcomes.

Self-assessment is a part of self-regulation which students are not only good at, but which also affects how they believe that they can perform, and how they challenge the goals are realized to be.

Another research analyzes the differences in self-evaluation, and self-perception between males and females through gendered tasks, and compares their performance. Their findings are interesting in light of so-called self-verification theory, which leads them to perform their own abilities, (i,e. a student with low ability and expectations will perform less than the student who has a great and high expectation (Henriksson, 2017).

1.8 Methodology

1.8.1 Research Design

A descriptive exploratory design was used for this study. The study was explained to the participants, and informed consent regarding their participation was obtained. This research is conducted at Mohamed Boudiaf M'sila University as a way to find out the most important views mentioned by students about their use of self-regulated learning strategies.

1.8.2 Significance

If the research shows that specific self-regulatory strategies are significant predictors of academic achievement, then it adds to the discussion of how those strategies should be developed and monitored. Perhaps one of the issues that contribute to the self-regulated learning strategies, is the fact that many students are not prepared to take on work those effective strategies and regulate their learning to better achievement. If the research concludes that specific self-regulatory skills are predictive of satisfaction in academic achievement, then perhaps students need to build and improve their learning with the most effective and essential strategies that assist students with skills like planning, self-monitoring, self-evaluation, and goal setting, students also need to be aware of some of the potential difficulties they might have and look into implementing practices to try to ameliorate those issues to increase students' satisfaction and academic achievement.

1.8.3 The Method

The data collected in such research will be significantly based on the quantitative method as an important way to know the different views of students about their use of self-regulation strategies.

1.8.4 Participants

The context in which this study took place was at M'sila University. This study deals with third-year EFL students. The participants were 60 students, 49 females and 11 males, students surveyed were enrolled into two groups: group 1 and group 2.

1.8.5 Procedure

We provided a brief verbal introduction and explanation of the purpose of the study. We distributed information about the study to each group of students during one class period. After consent was obtained, students were informed that they should complete the questionnaire on the basis of their beliefs. Student general information was then elicited, and the learning strategies subscales of the Strategies for Learning Questionnaire (SRLQ) were administered.

1.8.6 Data Collection and Instrumentations

Existing student data will be analyzed for this study. A questionnaire conducted to third-year students at M'sila University to assess the use of self-regulation strategies. The instruments used were specific subscales of the self-regulated Strategies for Learning Questionnaire (SRLQ). General information such as gender, the choice of learning English, and the reason behind learning English was also collected.

1.9 Definition of Terms

For the purpose of this study, the following terms are defined:

Self-Regulated Learning: learning processes whereby students use personal strategies to strategically regulate their behavior and immediate learning environment (Zimmerman, 1989).

Learning Strategies: the self-regulated learning strategies students use in order to achieve learning goals.

Goal Setting: planning for the sequencing, timing, and completing of activities related to students' educational goals, or sub-goals by students and teachers (Zimmerman & Martinez-Pons, 1986).

Self-efficacy: students' perception of competence in their learning task (Bandura,1986).

Self-evaluation: refers to students' perception of their current performance and comparison with previous performance (Bandura, 1986).

Self-monitoring: students' awareness of their actions, which is a prerequisite to self-regulating behavior (Zimmerman, Bonner, and Kovach, 1996).

Metacognition: a person' s knowledge about their own cognitive process and outcomes and the monitoring, regulating and commanding of their cognition (Flavell, 1976).

Self-observation: self-observation is the deliberate monitoring of one's behavior (Schunk, 1994, 1996).

Self-reinforcement: self-reinforcement is similar to the idea of self-reaction. It focuses on personal and environmental encouragement (Ross, 1999).

Academic Achievement: The standardized mean a student obtained at

the end of term two school examination **(**Mutweli, 2010).

CHAPTER ONE

Self-regulated Learning Strategies

Introduction

One of the most important targets of education in the developing and changing world is to raise individuals to think, explore, question, produce, decide by themselves, undertake the responsibility of learning, control their learning processes, take part actively in such processes, and have self-confidence in their capabilities and correctly use these capabilities, instead of individuals raised with traditional education involving mechanical learning. It is becoming increasingly difficult for students to make sufficient progress in attaining their educational goals. These difficulties are noted by their academic failure, As a result of such academic problems as well as by the accelerating emergence of ELL and minority students, there have been heightened attention by educators and other professionals to identify the underlying factors that are contributing to the academic difficulties. One of the areas of research that has gained special attention in recent years has been self-regulated learning (SRL). In this chapter, the definition of self-regulated learning and its theoretical roots are reviewed. Further, a review of the components of self-regulated learning, the characteristics of self-regulated learners, and the importance of self-regulated learning are given. Finally, a review of the types of self-regulated learning strategies and the relationship between self-regulated learning and academic achievement is presented.

2.1 Self-regulated Learning

2.1.1 Definition of Self-regulated Learning

SRL refers to the combination of knowledge, motivation, and autonomy to accomplish goals. SRL reflects the ability to go beyond the educational progress proposed for each grade level and age (Garrido-Vargas, 2012**).**

Recently, there has been very little evidence concerning how students manage and guide their own learning, a topic that has become known as *self-regulated learning* researchers have begun to identify and study some key processes and strategies by which students conduct their acquisition academically. Self-regulated learning, or self-regulation, is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment (Schunk, 2005).

Pintrich (2000) described self-regulated learning as an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment.

We have all observed self-regulated learners. They accomplish educational tasks with confidence, preservation, and hardworking, unlike the passive students. Most self-regulated learners are aware when they know or get a new strategy, process or a skill and when they do not. They actively know when to seek out the needed information and take the necessary steps to master it. When they exceed the barriers such as poor study conditions, difficult textbooks, they find a way to succeed. Self-regulated learners plan, set goals, organize, self-monitor, and self-evaluate at the same time during the process of acquisition. These processes enable them to be self-aware, knowledgeable, and decisive in approaching learning.

Self-regulated learning is an oriented feedback, in which students monitor and track the effectiveness of their learning strategies and react to this feedback in different ways, by changing in perception to changing in behavior such as modifying the use of learning strategy. Learners seek to reduce differences between one's goals and observed outcomes by making a positive feedback. Another definition of self-regulated learning is a sign of how and why students use a specific strategy to regulate their learning, and because self-regulated learning requires a variety of strategies, students have to regulate their efforts proactively and thus require preparation time and vigilance.

Self-regulated learning theories of academic achievement are distinctive from other accounts of learning and instruction by their emphasis (a) on how students select, organize, or create advantageous learning environments for themselves and (b) on how they plan and control the form and the amount of their own instruction.

In summary, definitions of self-regulated learning involve three features: the use of self-regulated learning strategies, the response to self-oriented feedback about learning effectiveness, and the interdependent motivational processes. Self-regulated students select and use self-regulated learning strategies to achieve desired academic outcomes (Zimmerman, 1990).

2.1.2 Theoretical Roots of Self-regulated Learning

Self-regulation (SR) first appeared in educational literature in the 1960s it refers to the collective actions of each individual to achieve the desired goal. The term *self-regulated learning* (SRL) arose in the 1980s was specifically used to describe the critical behaviors in order to achieve an academic or learning goals.

The concept of self-regulation arose from Albert Bandura's seminal theory of self-efficacy, which was later, integrated into social cognition theory. Bandura found that while studying the beliefs of the children, their self-efficacy determine how they are able to self-regulate their thoughts and behaviors. In turn, the children who are well self-regulated were able to learn more, which in turn reinforce and enhance their sense of self-efficacy (Panadero, 2017).

There were five models of self-regulated learning which developed by four leaders; each leader organized his model with different phases:

2.1.2.1 Zimmerman's Cyclical Phases Model

Zimmerman was one of the first SRL authors, his fundamental concept related to SRL is the primacy of *self*. Zimmerman developed three different SRL models which involve the concept of self in terms of 1) ***forethought***, 2) ***performance*** and 3) ***reflection***. The first model, forethought, contains self-motivation and task-analysis processes such as goal setting and strategic planning. Self-motivation is affected by a student's beliefs concerning the purpose of learning (i.e., the usefulness of the task) and perceptions of personal abilities to achieve those objectives. The second model, performance, requires self-observation and self-control. Self-observation describes self-monitoring, time management. Self-control refers to the use of specific strategies such as imagery, self-instruction, and attention focusing and task strategies. The third model, self-reflection, includes self-reaction and self-judgment. Self-reaction can either be defensive or adaptive depending on an individual's performance and evaluation. Defensive reactions include withdrawing or avoiding opportunities to learn adaptive reactions include changing learning strategies or behaviors to increase the effectiveness of learning. Self-judgment involves self-evaluation or a comparison of self-observed performance against a standard and causal attribution which is the gauge of success and failure (Panadero, 2017).

2.1.2.2 Boekaert's Model: Different Goal Road (Top-Down/Bottom-Up) and the Role of Emotions

Boekaert is also one of the earliest authors in the SRL literature. Her model focused on explaining the role of goals, it means how students set different types of goals in related to SRL, and she was the first one who uses situation-specific measures to evaluate motivation and SRL. As well as, Boekaert has proved a vast knowledge of the clinical psychology literature on self-regulation and regulated emotions.

Boekaert has evolved two models of SRL. First, ***the development of a structural model*** in which self-regulation was divided into six components which are: ***1-domain-specific knowledge and skills, 2- cognitive strategies, 3- cognitive self-regulatory strategies, 4- motivational beliefs and theory of mind, 5- motivation strategies, and 6- motivational self-regulatory strategies***. These components organized around what she then considered to be, the two basic mechanisms of SRL: ***cognitive and affective/motivational self-regulation.***

This model was used to **a)-** gain more insight into domain-specific components of SRL, **b)-** to train teachers, **c)-** to construct new measurement instruments for research, and **d)-** to design intervention programs. Second, most of Boekaert's publications were set up to formulate a second SRL model, namely ***the adaptable learning model.*** This model was presented at the beginning of the 90s. It describes the dynamic aspects of SRL, and later, developed into ***the Dual processing self-regulation model***. The adaptable learning model offered a theoretical scaffold for understanding the findings from diverse psychological frameworks, including ***motivation, emotion, metacognition, self-concept, and learning.***

By using different figures, Boekaert and Niemivirta offered new ideas on goal paths to visualize how they influence student's behavior. Although in 2000, Boekaert had already presented some notions on her vision of ***top-down and bottom-up theory,*** it was not until mid-2000 that these theoretical insights were clearly defined in her model, which was then renamed as ***the Dual Processing self-regulation model.*** Boekaert presented an extended version of this model, which pointed to the different purposes of self-regulation during the learning process, namely **(1)** expanding one's knowledge and skills, **(2)** protecting one's commitment to the learning activity, and **(3)** preventing threat and harm to the self. Boekaert emphasized the key role that positive and negative, namely, volitional strategies and emotion regulation strategies (Panadero, 2017).

2.1.2.3 Winne and Hadwin's Model: Exploring SRL from a Metacognitive Perspective

Winne and Hadwin's model of SRL has a strong metacognitive perspective which recognizes self-regulated students as active and manages their own learning via monitoring and the use of metacognitive strategies while asserting the goal-driven nature of SRL and the effects of self-regulatory actions on motivation. It has been a widely used, especially in research implementing computer-supported learning settings.

According to Winne and Hadwin's model, studying is reinforced by SRL across four linked phases that are open and recursive and are comprehended in a feedback loop. There are four phases: ***(a) task definition:*** the students create an understanding of the task to be performed, ***(b) goal setting and planning:*** the students set goals and a plan to achieve them, ***(c) enacting study tactics and strategies***: the students use actions to reach those goals, and ***(d) metacognitively adapting studying:*** occurs once the main processes are completed and the student decides to make long-term changes in his/her motivations, beliefs and strategies for the future. Winne especially asserts that mistakes can be detected in a posterior phase to the one in which they occurred (Panadero, 2017).

2.1.2.4. Pintrich's model: Grounding the Field and Emphasizing the Role of Motivation in SRL

Pintrich's work continues to be important in the field as he made major contributions toward clarifying the SRL conceptual framework; he conducted crucial empirical work on the relationship of SRL and motivation.

Pintrich's model comprises four phases of self-regulation, ***planning***, ***Forethought***, and ***activation***. ***Cognition*** that can be self-regulated during this phase Cognitions also can be self-regulated include metacognitive knowledge, and goals activation of metacognitive knowledge, which also can appear automatically or through deliberate conscious control, includes declarative knowledge (e.g., of learning strategies such as rehearsal and note taking), procedural knowledge, how to implement these strategies, and conditional knowledge, when and why to use different strategies (Schunk, 2005).

2.2 Self-regulated Learning Components

One of the essential components of SRL is:

Self-monitoring

The ability of self-monitoring becomes important and helpful because goal setting ability has been established, and pay attention to the internal cues (sensations, thoughts, and feelings) and the external cues (environment and somatic movement) becomes critical in learning. Singer et al and those with different attention style respond differentially to the degree of internal and external distraction, and performance in any given task is related to the degree of conscious and automatic control, the goal setting may not be beneficial and helpful if the students are not aware how to self-monitor (Man-Chih, 2006).

Another component is:

Self-efficacy

Self-efficacy is a decisive self regulated strategy. This strategy

> Refers to the beliefs held by students with regards to their capabilities and skills to perform tasks. Self-regulatory efficacy is the beliefs of the students' capability for planning and management. Self-efficacy skill is important in the self-regulation of learning but if the person does not show motivation to use self-regulatory skills it has little to no value. When students have self-efficacy strategy, they can adjust their performance based on their personal characteristics and environmental condition **(**Garrido-Vargas, 2012, p. 15).

Another aspect of SRL is:

Self-evaluation

Refers to the perception of the student of their actual performance and to compare it with previous performances (Ross, 1999).

Self-evaluation happens when comparing the performance of the individuals with the goal that has been established. It can be affected by the self-evaluation criterion, and the self-evaluation characteristics mean that the individual goal can be achieved based on absolute standards. Goal characteristics improve learning motivation and self-efficacy. However,

individuals must provide the goal commitment. In other words, a goal cannot enhance academic performance. Teachers also have a role of helping students set useful and beneficial goals and make their students aware of using the self-evaluation strategy and build a sense of goal commitment, by goal commitment is meant the level of individuals' concern with their goal and the degree of intention to improve their performance. Attribution can affect self-efficacy, motivation, achievement and emotional reaction. Those who attribute lack of success to lack of ability will reduce their internal motivation. In contrast, those who attribute lack of success to insufficient effort or inappropriate strategy will increase their internal motivation (Man-Chih, 2006).

SRL also generally includes a component of:

Motivation

Motivation is a key concept concerning the initial level of one's realized self-efficacy. Changes in motivation reinforced through environmental or behavioral outcomes recognized through the feedback loop may change the following levels of self-efficacy in regard to participation in repeated learning tasks or environments. More than cognitive competence, motivation may serve to protect self-worth. While cognitive strategies relate to the encoding of information, motivational strategies are related to one's expectations, values, and goals for learning.

The belief that one is making acceptable progress along with the expected satisfaction of accomplishing a goal can enhance self-efficacy of the student and support motivation until task complete. If students believe they are capable of improving, motivation will not be decreased by negative evaluations, which may be self-evaluations. Conversely, if students believe they lack required ability or skill to achieve a goal and that no amount of effort will help them to perform better, motivation will not improve. Motivation can be affected when students are instructed to evaluate their performance. Whether one is instructed to evaluate one's own performance or do so on one's own, the same level of performance can be interpreted positively, naturally, or negatively depending on one's goals (Ross, 1999).

To start activity students get motivated in order to achieve their goals. The assessment of one's progress helps people keep themselves motivated. Students can use this assessment to decide whether to continue working on the activity or to go beyond another activity. Students have internal motivation when their behavior is driven by their interest. Nonetheless, if they

find a strong external reason to carry out the activity, they will make the activity more interesting by changing cognitive or behavioral strategies. Things that influence people to remain interested are the characteristics of the task being performed and the strategies used by the individuals (Garrido-Vargas 2012).

Goal setting

Is also one of the components of the self-regulated learning?

Goal setting is an essential part of self-regulation. When the students use effectively the strategy of goal setting, it gives them an opportunity to observe their own behavior and try to improve their learning. It's useful for students to know and figure out what they need to do, it enables them to see how they are progressing and developing, and motivates them to do their best and act productively.

Students should set not hard and difficult goals, but beneficial, specific, and challenging ones. In order to feel a sense of achievement and accomplishment goal should be quickly achieved and move on to deal with the next one. For example, when two students are struggling with homework, each one should set a variety of goals to see amelioration. The first student should pay attention to time management as a problem and try to cut out an entertainment activity in order to attain the goal of completing homework before dinner time. The second student might realize that he needs to bring all his class notes home from school so he has the information he needs and this helps him to achieve his goal of completing all of his homework assignments for the week (Gajowski, 2014).

Self-reflection

The students' ability to use self-reflective thinking as a metacognitive skill is dependent on the level of their metacognitive knowledge. Reflection is a skill that enables students to retrieve their previous knowledge when acquiring a new one. This definition indicates that self-reflection is also an ability to draw conclusions from previous knowledge and experiences, and implicates the determination of improved learning actions and skills. Self-reflection is viewed by the researchers as being concerned with students' thoughts on what they have learned about themselves by performing a learning activity; it plays an important role as a metacognitive skill (Venter, 2011).

Self-reinforcement

Self-reinforcement is similar to the idea of self-reaction. Self-reaction focus on personal and environmental encouragement, personal encouragement integrates with personal progress, and then with the satisfaction of achieving a goal to improve self-efficacy and to sustain motivation. Environmental encouragement appears when students realize the learning environment as non-threatening to their self-esteem and this can lead to enhance learning (Man-Chih, 2006).

Self-controlling

During the self-controlling phase, learners try to control their motivation, behaviors, cognitions, and contextual factors based on their monitoring to improve learning.

Cognitive control and regulation include cognitive and metacognitive activities that learners use to adapt and change their cognitions. Through monitoring and cognition learners evaluate their goal progress. They continue to use strategies that are considered effective or change or replace them if they believe better strategies are needed. Various cognitive and learning strategies (e.g., outlining, summarizing,) may be required (Schunk, 2005).

2.3 Characteristics of Self-regulated Learners

The most effective learners are the ones that self-regulate themselves. In educational settings, self-regulation involves tasks that require the student's stability of goals to gain more knowledge, the use of strategies towards the achievement of goals, and the monitoring of student's progress regarding the goals. Good self-regulated learners set up goals in an organized way; anticipating more immediate goals to more long-term goals. SRL is done when students set goals, monitor, and regulate their learning process to achieve the goals set up, students also select the strategies to accomplish their goals, they know how to manage their resources, the efforts put into the task, how to react to the feedback provided, and their reactions to their outcomes. Teachers provide appropriate information about the progress made by the student that is needed to produce meaningful feedback to them**.** The way teachers can determine the progress a student has made toward the achievement of goals, criteria or standards is by giving the student assessment tasks, by asking him/her questions in class and by observing the student's behavior in class during activities as oral presentation **(** Garrido-Vargas, 2012).

2.4 Importance of Self-regulated Learning

Recently, there has been an increased interest in understanding how humans learn. The interest in SRL and performance was initiated over 20 years ago with the purpose of knowing how students control and form their own learning process. This interest has developed along general research of human self-regulation. In addition to that, SRL has continued to progress in popularity because it highlights the independence of the students to be responsible for their own learning. SRL is now considered as an essential concept in the educational field. Actually, the ability to self-regulate learning is perceived by educational psychologists and policymakers as an important component for learning not just at school but in all aspects of life. Particularly, researchers are interested in investigating how children use their self-regulation strategies such as how they set their goals, how they reinforce themselves, and how they record and instruct themselves. This general research has led educational researchers to investigate how these self-regulating processes influence academic learning. The importance of SRL is needed to be able to acquire skills and knowledge.

SRL is seen to take place when students have the motivation to engage in learning activities in environments that promote SRL (Garrido-Vargas, 2012).

2.5 Self-regulated Learning Strategies

2.5.1 Definition of Self-regulated Learning Strategies

Self-regulation learning strategies are a mix of cognitive approaches and learning techniques, by which students track and control their own learning process, introduce, and integrate different strategies to organize and regulate their study by themselves. The active Students must plan their work, then set goals, and monitor their understanding and also the time they spend on learning. These activities can together be defined as self-regulated learning strategies (SRL).

Self-regulated learners are most of the time described as learners who are active participants in their learning. They are not only behaviorally and metacognitively active during the process of learning, but also before and after the learning task. SRL encompasses task strategies, the cognitive processes learners engage in, and the activities to regulate these cognitive processes. Before starting a task, self-regulated learners define the task at hand, set goals for themselves and then draw a plan on how to manage this task after finishing the task,

self-regulated learners reflect on their performance by comparing their achievements to the goals they set (Henriksson, 2017).

2.5.2 Types of Self-regulated Learning Strategies

Cognitive Strategies

The cognitive strategies that have been identified as important to classroom performance are rehearsal, elaboration and organizational strategies.

First, elaboration strategies, by which connections are established between new material and what is already known, and it requires deeper processing with tasks like paraphrasing, summarizing, creating analogies, questioning and answering, and generative note-taking. Second, rehearsal strategies, which help store information in the memory by repeating the material, it deals with tasks like repeating items to be learned, reading aloud. And third, organization strategies to visualize the material and facilitate learning such: selecting the main ideas, outlining a chapter, sketching a network or a map, identifying expository structures (Boer, Bergstra & Kostons, 2013).

Metacognitive Strategie

Metacognitive strategies are used in the various phases of the learning process as described by Zimmerman. He distinguishes three: the forethought phase, which involves the development of planning strategies like setting goals, skimming texts before comprehensive reading, generating questions before reading a text, and completing a task analysis of a problem. An example is the allocation of study time. During the performance phase, the actual learning or task performance takes place. Here the monitoring strategy comes into play; the learner repeatedly checks whether he/she understands the material, e.g. by self-questioning, tracking attention while reading a text or listening to a lecture, self-testing, monitoring comprehension of a lecture, and the use of test-taking strategies in an exam situation such as monitoring pace and adjusting to available time. The last phase is that of self-reflection, during which the learner evaluates the learning process and/or product. Evaluation and reflection techniques are used to support this phase (Boer, Bergstra & Kostons, 2013).

Management Strategies

Management strategies are time management, effort management, and environmental management. They focus on the learning environment and are used to create the optimal learning conditions. Self-regulation includes an individual's ability to monitor and manage the amount of time they need to spend to complete a certain task, the number of efforts required and also the ability to measure the type of environment most conducive to end up the task.

They can be aimed at the learner him/herself (effort management; strategies that help one persist in case of difficulties), at others (help-seeking and/or collaborative learning), or at the physical environment (e.g. using dictionaries and/or going to the library) (Boer, Bergstra & Kostons, 2013)**.**

Motivational Strategies

Motivational strategies aim to enhance specific types of inducement. Examples are the formulation of a learning objective, which enhances the goal orientation: the reason why one hold a task, which is either performance or mastery oriented, valuing the task, which enhances the task value beliefs: the degree to which the task is considered as relevant, important and significant, and the development of a positive style of attribution, which enhances the student's self-efficacy: the student's belief in his or her ability to successfully complete the task. The enhancement of the motivation element should lead to a higher level of engagement in the task) (Boer, Bergstra & Kostons, 2013)**.**

2.6 Self-regulated Learning and Academic Achievement

There is an increasing amount of laboratory and field research that shows that SRL is essential to academic achievement (Zimmerman & Martinez-Pons, 1990).

Furthermore, there have been important advancements in the understanding of the strategies involved in SRL that improve the academic achievement of students (Zimmerman, 1989).

There has been a history of educators struggling to deal with the presence of significant differences in the backgrounds and the learning methods of individuals. In the 19th century, if a student was unsuccessful in school, attributions were made regarding his/her

intellectual ability. But in the 20th century, there has been more interest in individual differences for success (Zimmerman, 2002).

A study was conducted by Zimmerman and Martinez-Pons (1986) explored the use of self-regulation strategies in a high school population and the relationship between the use of self-regulated strategies and achievement. From the 60 total participants, 40 of them were divided into the high achievement track group and the other 20 formed the low achievement track group. Achievement scores were obtained from the students' questionnaire.

Students were surveyed by using known the Self-regulated Learning Questionnaire, which measures the use of self-regulation strategies. Results indicated that from the 08 categories of strategies for self-regulation the high achiever group showed a significantly greater use of these strategies than the low achiever group in 06 of the 08 categories. Similarly, it was found that the high achiever group relied more on social sources for assistance compared to the low achiever group, particularly by seeking social assistance from their teachers, peers, and other adults. Therefore, the use of self-regulation strategies was shown to be significantly related to a higher level of academic functioning.

Findings indicate that there is a relationship between the ratings provided by teachers with the reports given by students of their use of SRL strategies. Hence, good self-regulated learners use self-regulated strategies to perform their classroom activities (Zimmerman & Martinez-Pons, 1988).

Self-efficacy beliefs are other elements that impact students' achievement. As an example of the impact of self-efficacy beliefs on achievement, Zimmerman, Bandura, and Martinez-Pons, (1992) conducted a study on self-efficacy beliefs and academic achievement of high school students. Results indicated that there was a significant correlation between the students' perceived self-efficacy with their academic achievement. Students that saw themselves as being capable are more confident of attaining a high academic performance. Similarly, Pajares and Graham (1999) studied the relationship between self-efficacy beliefs in mathematics and mathematics performance on middle school students in regular education versus those in gifted education. The results showed that gifted students that reported higher self-efficacy and self-concept also achieved higher performance scores than regular education students (Pajares & Graham, 1999). Therefore, this research showed that students self-efficacy beliefs are strongly related to students' academic achievement. There was also a study that examined how self-efficacy beliefs affect self-regulated strategies and its relationship

with performance on a cognitive task. 140 students (85 girls and 55 boys) were placed into two experimental conditions; one where the students were induced to promote high self-efficacy beliefs and the other one to promote low self-efficacy beliefs.

Findings suggested that the students from the high efficacy condition reported greater confidence and more expectations than students in the low efficacy condition. Students from the high efficacy condition performed better than students from the low efficacy group when trying to achieve learning goals. Based on student reports, it was suggested that the high-performance group focused more on managing the amount of energy and time they dedicated to each problem.

By the same token, Ablard and Lipschultz (1998) investigated the relationship between SRL and achievement. A sample of 222 high-achieving seventh-grade students participated in the study; 53% were boys, results of responses to the Self-Regulated Learning Interview Schedule indicated that the most reported strategies were self-evaluation, goal setting, planning, organization and transformation, monitoring, recordkeeping, seeking assistance from adults, note review and text review. However, the students only used on average one of these strategies**,** while the particular strategies used varied greatly. The authors concluded that being a high achiever does not necessarily mean there will be more use of SRL strategies. Gender differences were also noted, suggesting that girls use more self-regulatory strategies than boys do when performing difficult reading and writing tasks. In addition, girls reported more personal regulation and optimization of their environment (Garrido-Vargas, 2012).

2.7 Relationship between Self-regulated Learning and Academic Achievement

Majority of the studies which investigated the relationship between self-regulated learning and academic achievement were done in the developed countries. Revealed the findings of a study on self-regulated learning strategies and their effects on Mathematics performance of pre-university students in Malaysia

The study examined any differences in self-regulated learning strategies between two groups of international students in Monash University. One group had 58 international students in the first semester and the second group had 18 international students in their second and third semesters. The Learning and Study Strategies Inventory (LASSI) was used

to measure the use of self-regulated learning strategies, and the final score of the most manageable Mathematical subject was used to measure their Mathematics performance. The result revealed that the second and third-semester international students' Mathematics performance was not significantly predicted by self-regulated learning strategies.

This finding was based on university students and the current study was focused on secondary school students. Furthermore, the LASSI questionnaire was used to measure self-regulated learning unlike in the present study where self-regulated learning was measured by use of the Academic Self- regulated Learning Scale. It will, therefore, be interesting to compare the findings given the difference in study location, sample, and instruments.

In the study of self-regulation, goal orientation, and academic achievement of secondary students in online university courses found that there existed differences in self-regulation between high achieving and low achieving students. Low achieving students had the highest scores on the self-regulation subscale than either the high achieving or average achieving students at the start and at the conclusion of the course. The strategies of self-regulated learning measured include; rehearsal, elaboration, organization, critical thinking, metacognitive regulation, resource management, effort regulation, time and study environment management, peer learning and help-seeking. It is important to note that the relationship between the specific self-regulated learning strategies and academic achievement was not investigated and this is a major objective of the current study. An investigation on the relationship between self-regulated learning and academic achievement was done in middle school students. Eighty-nine middle school students in South Carolina completed a modified version of the Motivated Learning Strategies Questionnaire (MSLQ). The results showed that there were no significant correlations between self-regulated learning and academic achievement. These results contradicted earlier findings by who investigated Turkish high school students' Biology achievement in relation to academic self-regulation. A sample of 519 tenth-grade students participated in the study. Results of multiple linear regression analyses showed that; intrinsic goal orientation, task value, rehearsal strategy use, organization strategy use, management of time and study environment, and peer learning contributed significantly to the prediction of achievement scores (Garrido-Vargas, 2012).

Conclusion

Students learn self-regulation through experience and self-reflection. That is why teachers can teach in ways that help students become self-regulating learners. Since self-regulation is not a personality trait, students can control their behaviors in order to improve their academic learning and performance. In addition, self-regulated learning is particularly appropriate for high school and university students, as they have great control over their own time schedule.

To promote student self-regulation teachers must assist students to engage flexibly and adaptively in metacognitive activities (planning, goal setting, and self-monitoring). Key instructional targets include promoting students' construction of metacognitive knowledge about academic work, strategies for analyzing tasks, metacognitive knowledge about task-specific strategies, skills for implementing strategies, and strategies for self-monitoring and strategic use of feedback. It is also important to focus on how students adapt strategies reflectively and flexibly within recursive cycles of task analysis, strategy use, and monitoring. By teaching students to be more self-regulative, teachers may experience greater success in promoting academic achievement, motivation, and life-long learning. Once self-regulatory skills are developed, students and teachers will both benefit by having more productive learning experiences. Teaching Self Regulated Learning Strategies for Psychology Students (Cazan, 2012).

Self-regulation has a positive correlation to academic success and the way students view their own abilities. However, for students whose prior experiences and classroom environments have led to lowered self-efficacy, it cannot be expected that a desire to employ self-regulated strategies would intrinsically occur. Research shows that English Learners often experience various environmental classroom factors that can lead to a negative cycle of lowered self-expectations and efficacy. Research also shows that teachers can have an important role in breaking that cycle.

A teacher who recognizes the potential of self-regulation for giving ELs more ownership of their own learning can help these students achieve that potential. Caring relationships in which all students are left in no doubt of the high expectations their teacher has of them is perhaps the most important step. Closely related is a supportive learning

environment in which students are shown how to encourage and assist one another. The self-regulated strategies the teacher wishes ELs to eventually generalize to situations beyond the teacher's control should be explicitly taught, verbally and visually explained step by step and modeled in various ways by the teacher. The students ought to have many opportunities to practice the strategies with supports as the students become more proficient in the use of the strategies. Finally, students should be encouraged to discuss their progress with the strategies in depth with their teacher and one another, moving beyond simple answers to a solid understanding of which strategies best meet their own learning needs.

CHAPTER TWO

Discussion and analysis

Introduction

The driving focus of this study was to discover to what extent, if any, the use of self-regulation strategies allowed third-grade English Learners to monitor their learning and take steps to meet their own learning needs, and to help them become more aware of their own learning needs in order to identify for themselves steps they could take to meet those needs. through instruction in self-regulation strategies, the students would have a more active role, more ownership, in that process of learning. The data collected during the action research provides insight into the ways in which this aim was, and was not, achieved. This chapter represents the practical framework of the whole research. It tends to focus on investigating the student's use of self-regulated learning strategies. This study is conducted basing on a questionnaire devoted to students to shed light on the importance views provided by them about self-regulated learning strategies .

The purpose of the current study is to analyze existing data from third year students to determine if there is a predictive relationship between a student's self-regulated learning strategies and their academic achievement.

This chapter presents an analysis of the data in response to the research question of which of the self-regulation strategies are most predictive of astudent's performance to improve their learning process?

The data include third year students from M'sila University, group one and group two. This study focuses specifically on third year students and how their level of self-regulation strategies may interact with their academic achievement and therefore their ability to use those strategies to improve their learning process. The students characteristics for this study are gender, grade-point average.

3.1 Self-regulated Strategies for Learners' Questionnaire

The SRLQ consisted of 28 item, designed to measure the self-regulated learning strategies used by students in academic settings, students respond to items using a 4 point ranging from 1(never true) to 4 (always true). High scores for each of the subscales indicate the student is exhibiting more of the cognitions, and metacognitive strategies that each of the scales is trying to assess. The questionnaire is designed to investigate students use of self-regulation strategies.

Section one: general information such: gender, the grade, the reason behind learning English.

Section two: students use of self-regulated learning strategies, the following are examples of questions from each of the strategies(5 items for each strategy):

- I plan out projects that I want to complete.
- I keep track of how my projects are going.
- I have trouble remembering all the things I need to accomplish.
- I feel a sense of accomplishment when I get everything done on time.

3.2 Data Analysis and Interpretation

This part is mainly concerned with the quantitative analysis obtained through the questionnaire.

3.2.1 Analysis of the Students' Questionnaire

1. I plan out projects that I want to complete.

	Repetition	Percentage
Never True	12	%20
SometimesTrue	32	%53,33
MostlyTrue	11	18,33%
AlwaysTrue	05	08,33%

Table 1: planning projects.

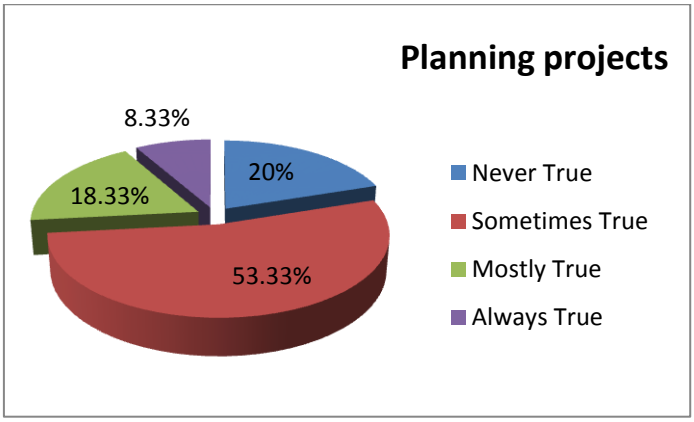

Figure 1: Students' use of planning strategy

Twelve students who represent 20% State that they never plan out projects that they want to complete, planning is not effective strategy with this category of students. Some up of thirty two students who represent 53.33% focus on the point that planning projects is sometimes used and important for them. Eleven students who represent 18.33% they are mostly using this strategy to improve the chances of success. And finally, only 5 students who represent 8.33% State that they always planning for projects and that's means that they are an organized and excellent students, they better understanding their objectives with broader organizational goals, this strategy helps them identify and take into account any impediments that exist in reaching their goals.

Planning helps reduce, and even eliminate, uncertainly, improve efficiency of operations, and find smarter ways to complete project tasks and deliverables.

2. If an important test is coming, I create a study plan.

	Repetition	Percentage
Never True	09	15%
SometimesTrue	28	46.66%
MostlyTrue	17	28.33%
AlwaysTrue	06	10%

Table 2:creating a study plan.

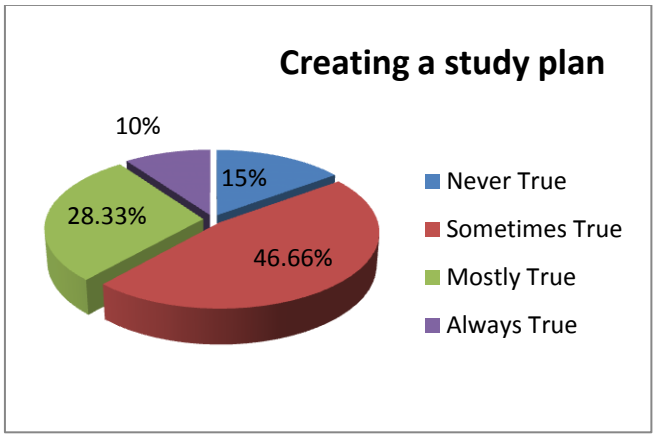

Figure 2: Students creating a study plan

In this item, nine students who represent 15% answered that they never create a study plan during their learning process, and this is due to the lack of interest and desire to study, whereas, twenty eight students represent 46.66%, the majority of students adapt this strategy but sometimes not all the time, this category know how to organize and create schedule that outlines study times and learning goals. Seventeen students who represent 28.33% answered that they are using this strategy most of the time, because it is an effective way to help them navigate through their college education in an organized way. The last percentage is obtained by merely six students who are always developing a study plan, for them, creating a study plan is not only helps them become more organized, but it also holds them accountable for their own learning outcomes, it is even more important in their success in college, since they need to have self-discipline and determination to complete their studies without the constant reminders of an instructor.

3. Before I do something fun, I consider all the things that I need to get done.

	Repetition	Percentage
Never True	10	16.66%
SometimesTrue	24	40%
MostlyTrue	21	35%
AlwaysTrue	05	08.33%

Table 3: Considering all the things that need to get done before doing somethingfun.

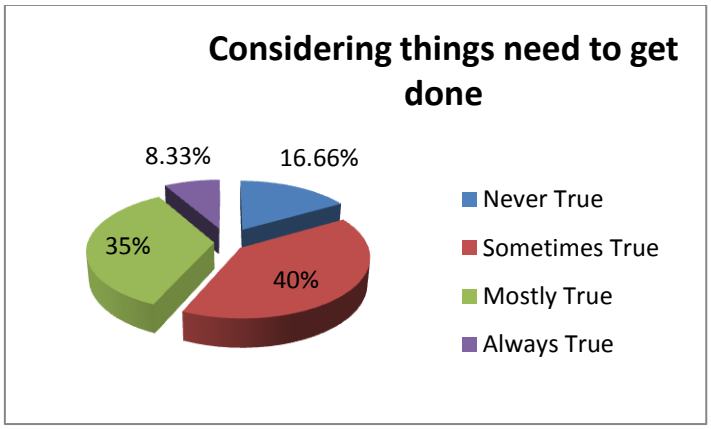

Figure 3: Considering things need to get done

This item is hold by ten students who demonstrate that they never consider the things that they need to do before doing something fun, they would feel guilt, stress, and frustration if they could somehow just make themselves do the things they don't want to do when they are actually supposed to do them, and to mention how much happier and more effective they would be, this is due to laziness. Twenty four students who represent a reasonable percentage of 40%, those students can get better about not putting things off, they look at any task as it is easy to think about it and after finishing that task they may do something fun to amuse oneself. Another rational percentage held by twenty one students who show that they are most of the time trying to consider the tasks that they have before doing something fun, they will do it after finishing the task. The last percentage indicates that only five students who really consider the task that they have and give it much important than anything else, they are motivated by the thought of making gains, and work best when they feel eager and optimistic.

4. I can usually estimate how much time my homework will take to complete.

	Repetition	Percentage
Never True	12	20%
SometimesTrue	21	35%
MostlyTrue	15	25%
AlwaysTrue	11	18.33%

Table 4: Estimating how much time homework take to complete.

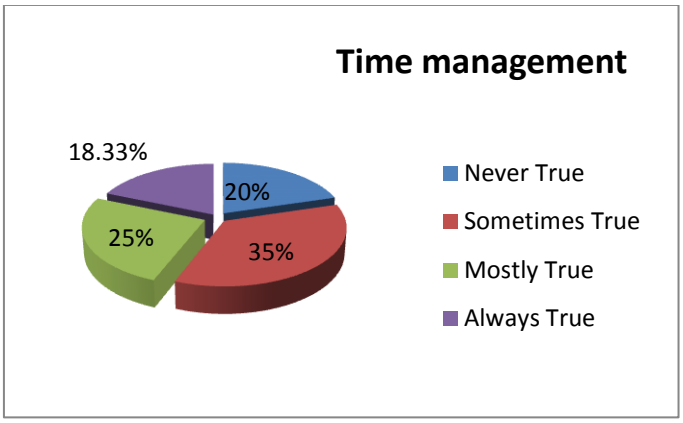

Figure 4: Time management

Time management is the capacity to estimate how much time the homework take to complete, how to allocate it and how to stay within time limits and deadlines. It also involves a sense that time is very important. There are some students who are great at time management and some who aren't. Statistics shows that twelve students who represent 20% never take into consideration and estimate how much time their homework take to complete, this category don't give an importance to time and they are weak at time management and have difficulty sticking to a schedule, chronically "run late", and miscalculate when determining how long it takes to do anything. 35% is represented by twenty one students, they sometimes manage their time and sometimes not. Fifteen students who represent 25%, they most of the time using this strategy, and give a much importance to time in order to complete any task. The last 18,33% is held by only eleven students, they can estimate how long it takes to do something, and can pace their work depending on the time available (speeding up as needed), they tend not to overextend themselves, in part because they have a realistic sense of what they can accomplish.

5. I have trouble making plans to help me reaching goals.

	Repetition	Percentage
Never True	11	18.33%
SometimesTrue	26	43.33%
MostlyTrue	14	23.33%
AlwaysTrue	09	15%

Table 5 : Student's trouble making plans.

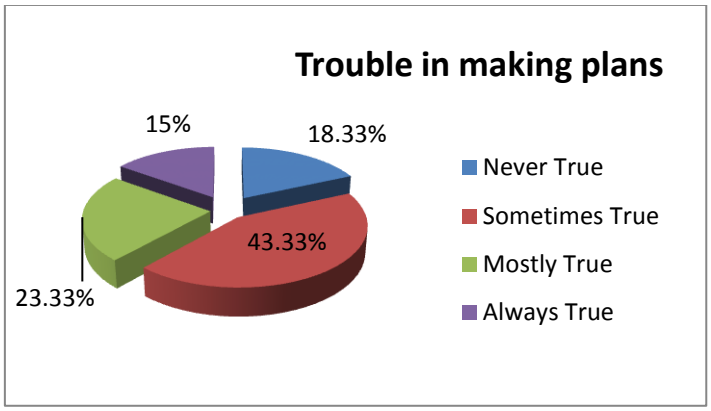

Figure 5: Trouble in making plans

Eleven students who represent 18.33% confirm that they don't have troubles and difficulties to reach their educational goals, it means that they know how to make an effective plans that will lead to realization of their goals, and they have good skills that help them achieving their objectives, those who increase their efficiency and understand what it will take to achieve their goals are more likely to succeed. The second option is chosen by twenty six students who represent the greatest ratio of 43.33%, they seem that they sometimes face problems and troubles in reaching their academic goals. And fourteen students, represent 23.33% answered that they mostly having troubles in achieving their goals, this category of students need to have roadmaps that guide them enrollment to graduation. Nine students who were always have trouble making plans to reach their goals, they represent 15%, because of the lack of motivation, and due to anxiety, fear of making wrong decisions and suffering consequences, they are worry about making a wrong plans and feeling guilty, remiss, exposed or ignorant is coming, in addition to that, they may have an underlying depression, as well as, helplessness, hopelessness, fatigue or listlessness can prevent them from taking action or seeing clearly.

6. I keep track of how my projects are going.

	Repetition	Percentage
Never True	10	16.66%
SometimesTrue	29	48.33%
MostlyTrue	17	28.33%
AlwaysTrue	06	10%

Table 6: Tracking projects of how they are going.

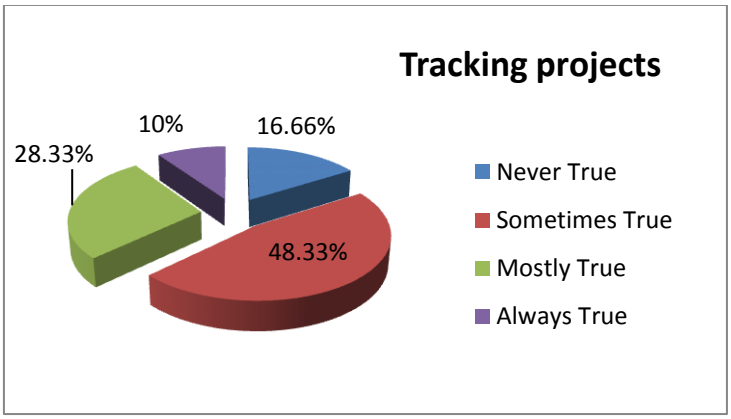

Figure 6: Tracking projects

The first option of this item is hold by ten students who represent 16.66%, they answered that they never keep track of how their projects are going, they don't need to see their progress and to know how things are going and what they should be working on, the second option is hold by twenty nine students who represent 48.33%, they track their projects from time to time, that's means that they are less motivated workers, their progress is not monitored, and they don't control or resolve their unexpected problems. Next, seventeen students who represent 28.33% hold the third option, in which they state that they track how their projects are going most of the time, they are well motivated and well supported, for them it's just a matter of coming up with a way of not losing track of projects, they can draw connections between projects. Finally, six students who represent only 10%, they keep track their projects, because they know well that no projects goes as planned, they may face problems and they should start looking for them now rather than later, they are well motivated students, in which they create a baseline that can be used to compare the progress of their projects, it allows them to make a comparison between the original project and the last version.

7. I know when I'm behind on a projects.

	Repetition	Percentage
Never True	07	11.66%
SometimesTrue	18	30%
MostlyTrue	26	43.33%
AlwaysTrue	07	11.66%

Table 7: Knowing when a project is behind on.

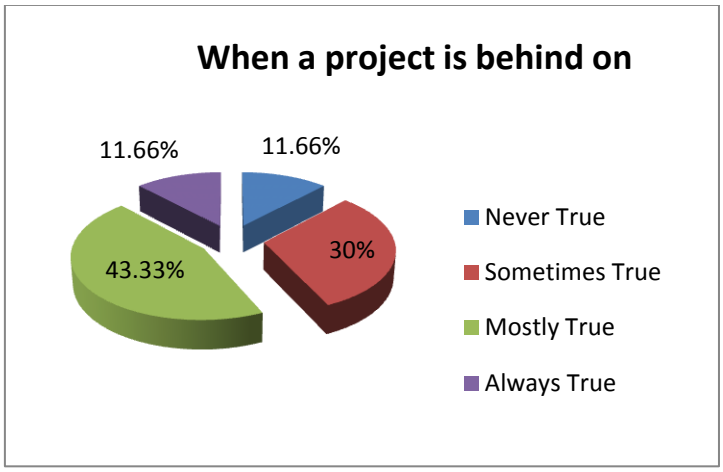

Figure 7: When a project is behind on

When a project is behind on, students feel more stressed about each and every project they have going on. Then either find themselves working nights and weekends to catch up or letting other projects fall behind as a result. Seven students who represent 11.66% they answered that they never know when they are behind on a project. 30% is represented by eighteen students who sometimes know when they are behind on a project. Twenty six students who represent 43.33%, they mostly know when they are behind a project. And the last percentage 11.66% is held by only seven students who state that they always know when they are behind on a project.

8. I track my progress for reaching my goals.

	Repetition	Percentage
Never True	06	10%
SometimesTrue	28	46.66%
MostlyTrue	17	28.33%
AlwaysTrue	09	15%

Table 8: Student's tracking progress.

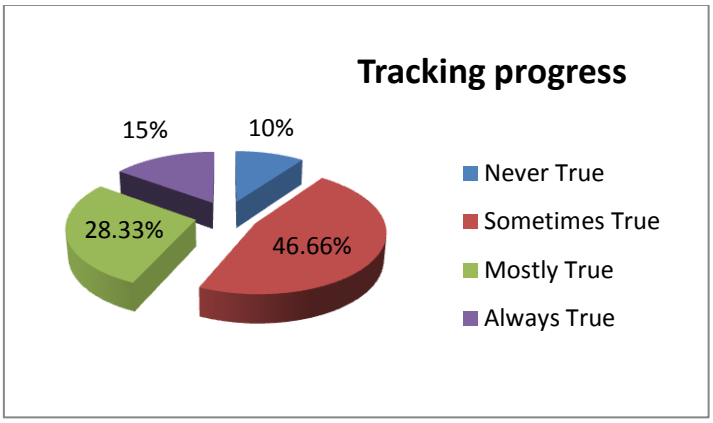

Figure 8: Tracking progress

If students want to achieve their goals, tracking their progress is very essential, if they want to ensure that they are on the right path, only by measuring their progress will know how much farther they have to go, and what adjustments they need to make to reach their goals. Six students who represent 10%, claim that they never track their progress, these students may fail to accomplish their goals, not because they lack the skills but because they lose sight of what they want to achieve. Tracking helps them to focus on the important things they need to do in order to move toward their goals. Twenty eight students who represent 46.66%, answer that they sometimes track their progress. Seventeen students who represent 28.33%, they are mostly deal with this strategy, because if they don't track, they are more likely to focus on their failure.

The last percentage 15% is represented by only nine students who state that they are always tracking their progress, this strategy is well supported by them, for them tracking makes goals setting easier by allowing them to break big tasks into small steps, and this will make them feel that each task is achievable, and they are less likely to feel overwhelmed.

9. I know what my grades are at any given time.

	Repetition	Percentage
Never True	09	15%
SometimesTrue	28	46.66%
MostlyTrue	15	25%
AlwaysTrue	07	11.66%

Table 9: Students know what their grades are at any given time.

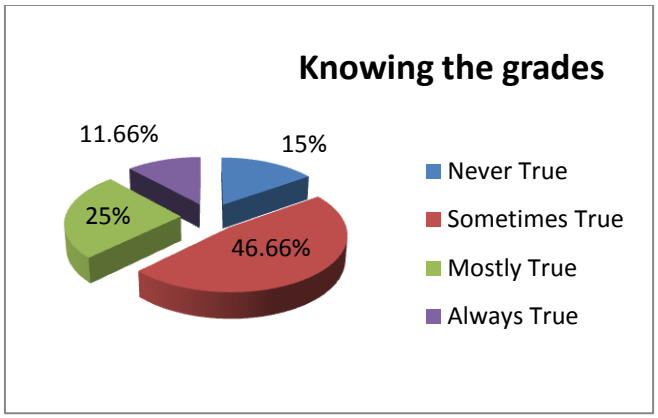

Figure 9: Knowing the grades

Nine students who represent 15% state that they never know what their grades are at any giving time, grades don't provide adequate information. If the purpose of grades is to convey a students' accomplishment, adequacy, excellence, compliance, effort and/or gain in learning, then they fail. Twenty eight students represent 46.66% claim that they sometimes know what their grades are. Grades are the quintessential form of extrinsic motivation, they reward for accomplishment. But they are also threats, if students don't comply in every way, no matter how they feel about anything, they will be dethroned. 25% is represented by fifteen students, they answer that they mostly know what their grades are, they care about their grades, it seems so consequential that students believe they can't take a chance on anything unproven. Only seven students who represent 11.66%, they always know what their grades are at any given time, this strategy is often used for academically talented students, this is done when a student is sufficiently in all subjects, rather than in only one or two areas.

10. Daily, I identify things I need to get done and track what gets done.

	Repetition	Percentage
Never True	11	18.33%
SometimesTrue	24	40%
MostlyTrue	16	26.66%
AlwaysTrue	06	10%

Table 10: Students tracking what gets done.

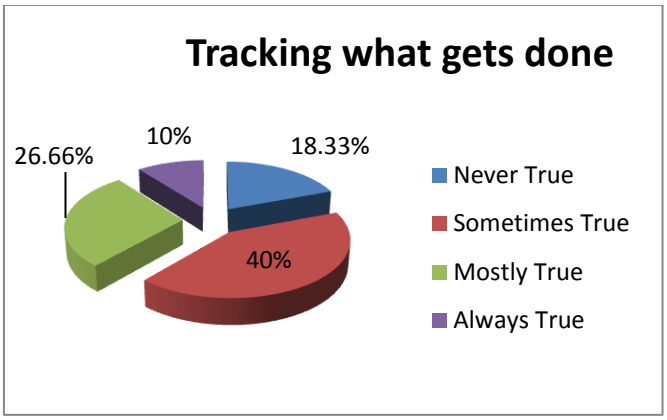

Figure 10: Tracking what gets done

Letting students lead goal setting is one way to foster student agency and begin to create a learner-centered environment. Students who feel ownership of their learning are more likely to preserve in the face of challenges and take steps to proavtively meet their goals. Setting goal alone will not lead to a learner-centered classroom, but it is an important first step. Eleven students who represent 18.33%, they never identify things they need to get done and they never track what gets done. And twenty four students who represent 40%, they sometimes identify things they need to get done and track what gets done, monitoring their own progress means that they have set a goal and know how to measure where they are in the process of achieving it. 26.66% is represented by sixteen students who state that they mostly identify things need to get done and sometimes track their progress, for them tracking progress fosters metacognition, an important non-academic skill that has been associated with higher student achievement. Only six students who represent 10% deal with this strategy, when students use progress monitoring, they learn more, decision making improves, and they become more aware of their own performance.

11. I have trouble remembering all the things I need to accomplish.

	Repetition	Percentage
Never True	05	08.33%
SometimesTrue	24	40%
MostlyTrue	17	28.33%
AlwaysTrue	11	18.33%

Table 11: Remembering the things that needs to be accomplished.

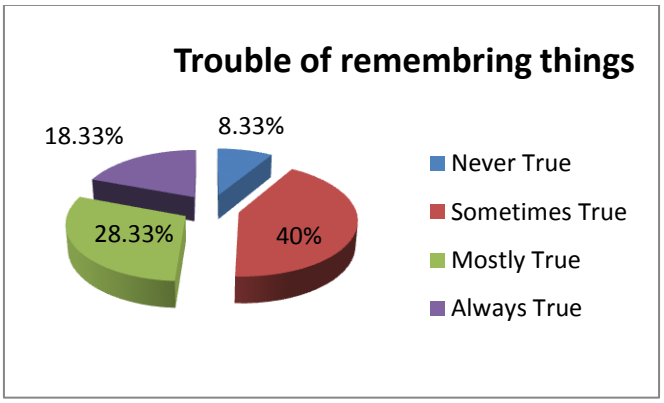

Figure 11: Trouble of remembering to accomplish things

Only five students who state that they don't have trouble remembering the things that they need to accomplish, those students are tricks and professional, they use things called mnemonic devices that help them orient what they need to accomplish, they also learn how best remember things. Twenty four students who represent 40%, they sometimes have a problem of remembering things that should be done, and this is may be refer to the lack of interest and also the lack of confidence. Seventeen students are mostly having this problem, they represent 28.33%, and the last option is taken by eleven students, who represent 18.33%, they show that they always having a trouble with remembering things, and the biggest reason students forget things is because they don't orient the memory in their mental fortress.

12. I do what it takes to get my homework done on time.

	Repetition	Percentage
Never True	13	21.66%
SometimesTrue	23	38.33%
MostlyTrue	18	30%
AlwaysTrue	06	10%

Table 12: Doing the best to get the homework done on time.

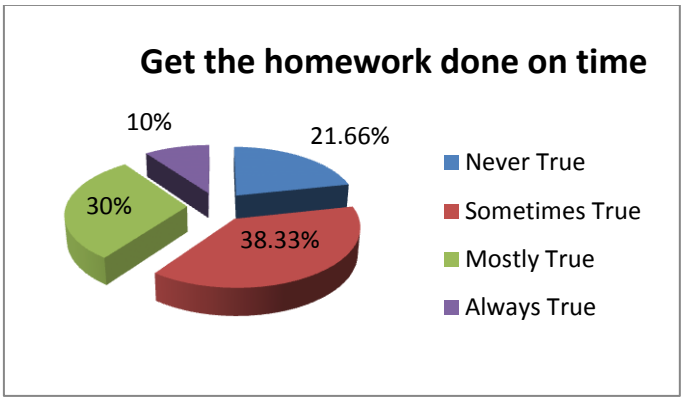

Figure 12: Get the homework done on time

Thirteen students who represent 21.66% seem that they don't like having to do homework , because it can take hours out of your evening and often times it's all too easy for them to put it off in favor of other activities. But the reality is they have to get their homework done to succeed. Another sample of twenty three of students who represent 38.33%, they sometimes do their best to get their homework done, they for example, write down what they need to get done and in what order they are going to do it, this give them greater feeling of control over their homework. Eighteen students who represent a likely percentage of 38.33%, they mostly do what it takes to get their homework done, and they ignore other things until they finish it. Only six students who adapt this strategy to get their homework done, they represent 10%of the whole sample, they always would finish their assignments in the appropriate time.

13. I make choices to help me succeed, even when they are not the most fun right now.

	Repetition	Percentage
Never True	04	06.66%
SometimesTrue	19	31.66%
MostlyTrue	15	25%
AlwaysTrue	22	36.66%

Table 13: Students making choices to succeed.

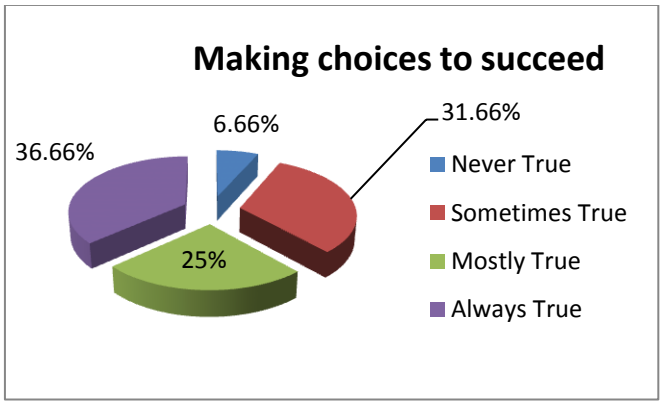

Figure 13: Making choices to succeed

Successful students exhibit a combination of successful attitudes and behaviors as well as intellectual capacity, they get involved in their studies, accept responsibility for their own education, and are active participants in it. Four students who represent 6.66% state that they never make choices to help them succeed, they are not motivated enough by what their goals represent in terms of career aspirations and life's desire. Nineteen students who represent 31.66%, they most of the time identify things to help them succeed, their educational goals motivate a vital and positive academic attitude. 25% is represented by fifteen students who answer who are mostly identifying things to succeed and monitor their progress. And the last percentage is held by twenty two students, they demonstrate that they are always dealing with this strategy, they feel more motivated to learn, perform better academically, improve classroom behavior, and gain a higher sense of self-esteem.

14. As soon as I see things are not going right, I want to do something about it.

	Repetition	Percentage
Never True	07	11.66%
SometimesTrue	15	25%
MostlyTrue	18	30%
AlwaysTrue	20	33.33%

Table 14: Doing something about the things that are not going right.

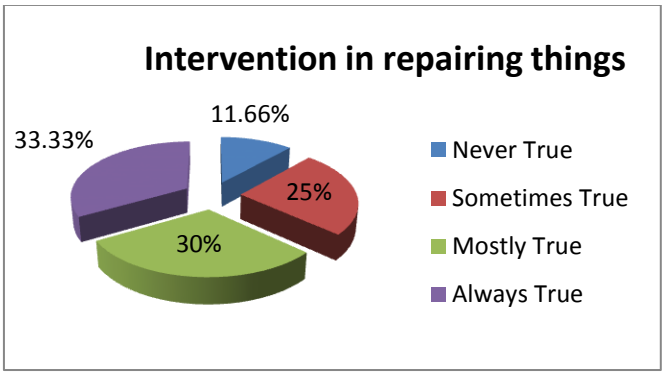

Figure 14: Intervention in repairing things

Seven students who represent 11.66%, show that they never do something about things which are not going right, because they are not following their own path, they are not following what they want, or because they are simply hounded by fear of disappointing or maybe of looking like a loser in front of them, that's why they feel depressed and they can't do anything. Fifteen students who represent 25%, they answer with sometimes, this is may refer to the lack of power to face such obstacles. Eighteen students who represent 30%, they reply with mostly, they often intervene to treat things and make it better. Finally, twenty of students who represent a reasonable ratio of 33.33%, they are strong enough to face such things, and always trying to make their mindset right and making their will power strong and have patience.

15. I keep trying as many different possibilities as necessary to succeed.

	Repetition	Percentage
Never True	04	06.66%
SometimesTrue	18	30%
MostlyTrue	20	33.33%
AlwaysTrue	17	28.33%

Table 15: Keep trying as many different possibilities as necessary to succeed.

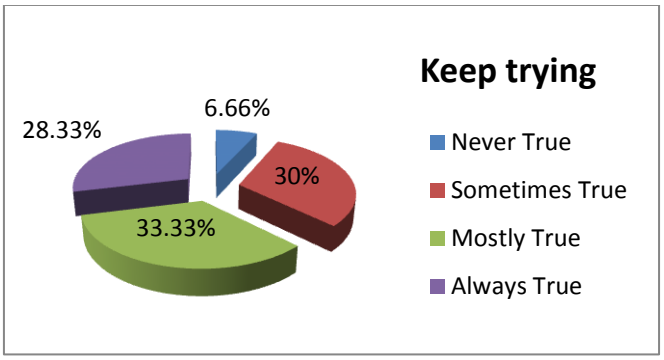

Figure 15: Keep trying

Students can't always be successful the first time around. It takes a while to learn, to experiment and to fine-tune. They often get frustrated, and they may even entertain giving up because of the idea of failing. Failure sometimes is essential to personal growth and attaining success, and the most certain way to succeed is always to try more than one time. Four students who represent 6.66% they never keep trying to succeed, they are not motivated and they give up from the first time, they feel as though, even though they try, they just can't get make life work. Eighteen students represent 30%, they often keep trying to achieve their academic goals. Twenty students who represent 33.33% state that they are mostly keep trying to succeed, sure, they are going to fail a lot, not everything is going to be successful the first time. Some might take forever to succeed, but the secret is to never give up. A winner is not a person who does not fail but, it is who rises up every time he fails and tries again. 28.33% is represented by seventeen students who are high motivated and they don't ever give up but always trying until they succeed, they are persistent and they remember that their efforts will eventually help them overcome their obstacles. They take care of every little detail, and do everything right to reach their goals.

16. I have difficulty maintaining my focus on projects that take a long time to complete.

	Repetition	Percentage
Never True	08	13.33%
SometimesTrue	22	36.66%
MostlyTrue	24	40%
AlwaysTrue	06	10%

Table 16: Difficulty of maintaining focus on projects that take a long time to complete.

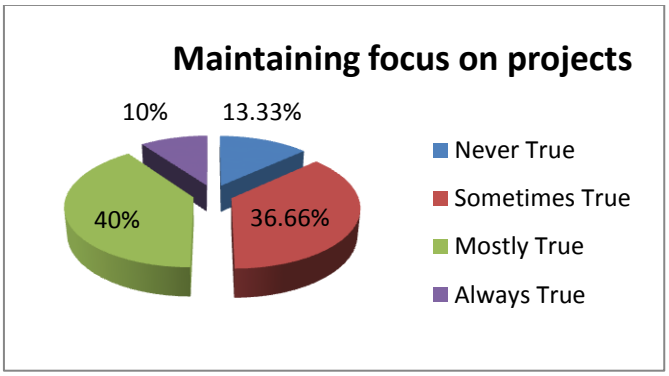

Figure 16: Students maintaining focus on projects

The first option is hold by only eight students, who represent 13.33%, those students seem that they are able to maintain their focus on projects, many students spend too much time and energy focusing on details instead of main points, and in doing so, waste time, and energy. By keeping focused on a project, they will not be wasting these precious commodities. Another sample of students consists of twenty two, which represent 36.66%, those students may sometimes have this difficulty of maintaining their focus on projects, maybe because they feel fatigued or stressed, almost anything can cause people to lose focus. Twenty four students who represent 40%, for them, they are most of the time losing focus on their projects. There are two reasons why we lose focus on projects: it's either because a lack of concentration or a lack of commitment. The last group of students consists of six students who represent 10%, this group is always struggling to maintain focus on projects, focusing is a skill and takes practice to develop, to stay focused on the task ahead of the student he should resist the impulse to give in to distractions.

17. When I get behind on my work, I often give up.

	Repetition	Percentage
Never True	25	41.66%
SometimesTrue	24	40%
MostlyTrue	06	10%
AlwaysTrue	05	08.33%

Table 17: Giving up when get behind on homework.

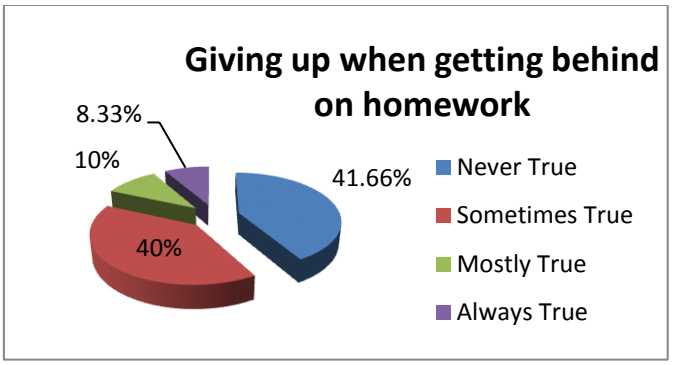

Figure 17: Giving up when getting behind on homework

Students of twenty five members who represent 41.66%, they state that they never give up when they get behind their work, because they are well motivated and they have the ability and the desire to learn, they set a really big goals,usually something that combines the proficiency of multiple skill sets. Twenty four students who represent 40% of the whole sample, they sometimes give up, and this is due to the lack of motivation and inspired to action. Six students who represent 10%, they give up most of the time, because they lose control of their emotions and actions. Finally, five students who represent 8.33%, always give up when they are behind on their work, and this due to all the reasons that we have mentioned before.

18. I think about how well I'm doing my assignments.

	Repetition	Percentage
Never True	08	13.33%
SometimesTrue	26	43.33%
MostlyTrue	19	31.66%
AlwaysTrue	06	10%

Table 18: Students tracking assignments.

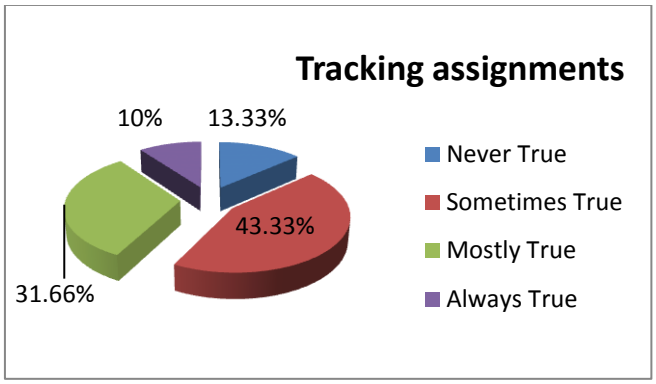

Figure 18: Tracking assignments

Eight students who represent 13.33% choose to do not think about how well they are doing their assignments. Writing assignments not only tire the student's mind but requires them to quit everything else but the pen and the cruel paper. Writing assignments is indelible part of all their academic pursuits. Without writing an assignment, it's nearly impossible to score good marks or engender any hope for professional excellence. Twenty six of students who represent 43.33%, they likely use this strategy to best learning process, the best method for any assignment is to couch themselves first and then work your way through by jotting down all their ideas. Great number of nineteen students who represent 31.66% they state that they are mostly thinking about how well they are doing their assignments. And a small number of six students who are always thinking about their assignments by organizing their ideas and avoiding distractions.

19. I feel a sense of accomplishment when I get everything done on time.

	Repetition	Percentage
Never True	05	08.33%
SometimesTrue	14	23.33%
MostlyTrue	15	25%
AlwaysTrue	26	43.33%

Table 19: Feeling a sense of accomplishment when getting everything done on time.

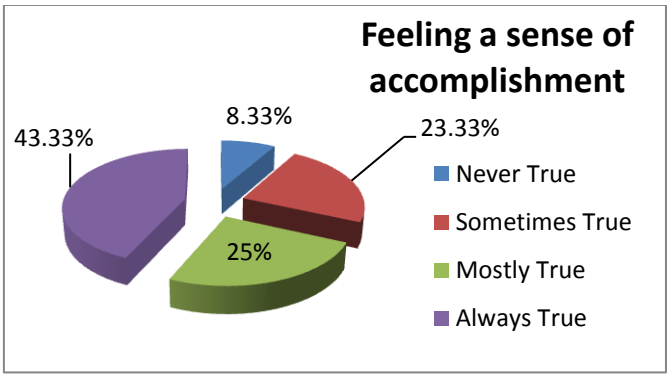

Figure 19: Feeling a sense of accomplishment

The feeling of accomplishment is perhaps one of the most important that can be acquired. Accomplishment comes to us through our own hands, it is not one of those feelings that is evoked by another's actions or activities, nor it is stimulated by chance encounters. Accomplishment is earned, like a trophy or award given to those who have been recognized for a significant effort. It comes to those who deserve it , it comes honestly and purely. For this, it must be along with true love, among the most virtuous of feelings. A sense of accomplishment is deserved after completing a well-done task, but the most satisfying accomplishments are those that come from the attainment of long-term goals, goals that were conceived and planned, then slowly worked with patience and deliberance and commitment. Four students who represent 8.33% state that they never feel a sense of accomplishment, and fourteen answer that they sometimes feel a sense of accomplishment when they finish a task, they represent 23.33%. 25% is represented by fifteen students who are mostly feeling a sense of accomplishment after completing their task. The last percentage goes to the majority of students (twenty six) who state that they always feel a sense of accomplishment after finishing their intended task.

20. I think about how well I've done in the past when I set new goals

	Repetition	Percentage
Never True	08	13.33%
SometimesTrue	14	23.33%
MostlyTrue	21	35%
AlwaysTrue	17	28.33%

Table 20: Thinking about how well done in the past when setting new goals.

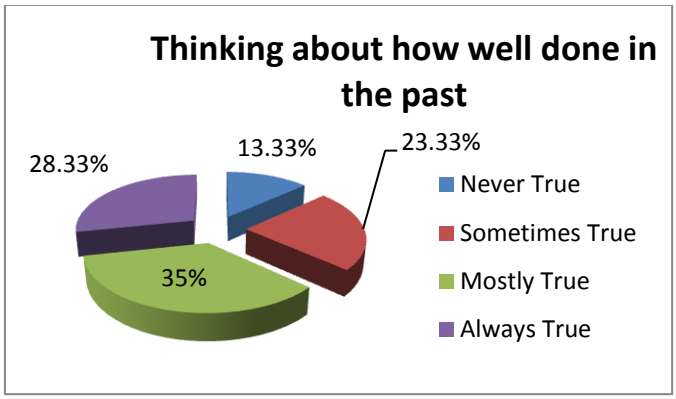

Figure 20: Thinking about how well done in the past

Setting an educational goals is one of the most changing things students can do during the process of goal setting. A goal is a future achievement with a timely deadline they can work towards to. A compelling goal is something that has a deeper meaning to students, it is the kind of goal that excites them, that lets them grow and the achievement is fulfilling and rewarding, so thinking about how well done in the past when setting new goals is something very important to students to see the improvement that they have made and to compare between the previous goal and the coming one. Eight students who represent 13.33% state that they never think about how well they have done in the past, they have just setting new goals without looking to the past. Fourteen students who represent 23.33%, they are sometimes think about how well done in the past, we observe that the majority of students (21) who represent 35% they mostly think about the achievement that they have done in the past. And the last percentage (28.33%) is represented by seventeen students who state that they are always thinking about how well they have done in the past when setting new goals to learn from the previous one.

21. When I fail at something, I try to learn from my mistakes.

	Repetition	Percentage
Never True	07	11.66%
Sometimes True	14	23.33%
MostlyTrue	12	20%
AlwaysTrue	21	35%

Table 21: Students learning from mistakes.

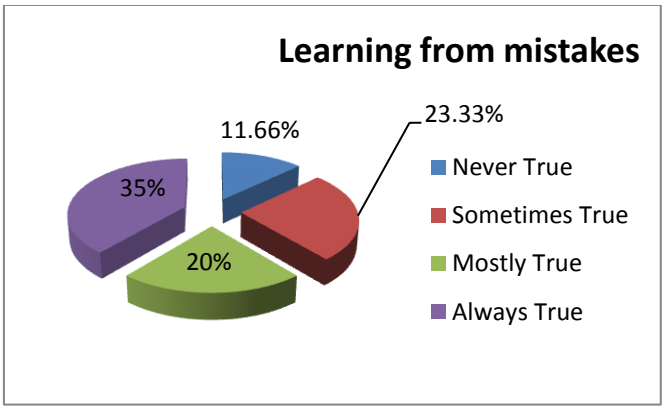

Figure 21: Learning from mistakes

We all make mistakes, but mistakes are not accidents. A mistake is not something that happens as a random event. By definition, a mistake is an action, judgment or decision that creates an undesired or unintended outcome. Causes for mistakes include carelessness, insufficient knowledge, poor analysis or reasoning, confusion, and misplaced confidence. From these causes it is clear that learning from mistakes is possible, and something good which leads to success. Seven students who represent 11.66%, state that they never learn from their mistakes, it means they keep doing the same mistakes and they don't know what they want exactly. Fourteen students who represent 23.33%, they sometimes learn from their mistakes. While 20% is represented by twelve students who are mostly learning from their mistakes. And the last percentage (35) is represented by the majority of students (21 students) who reply that they always learning from their mistakes and this help them to improve themselves and succeed.

22. I keep making the same mistakes over and over again.

	Repetition	Percentage
Never True	24	40%
SometimesTrue	23	38.33%
MostlyTrue	10	16.66%
AlwaysTrue	03	05%

Table 22: Students keep making the same mistakes.

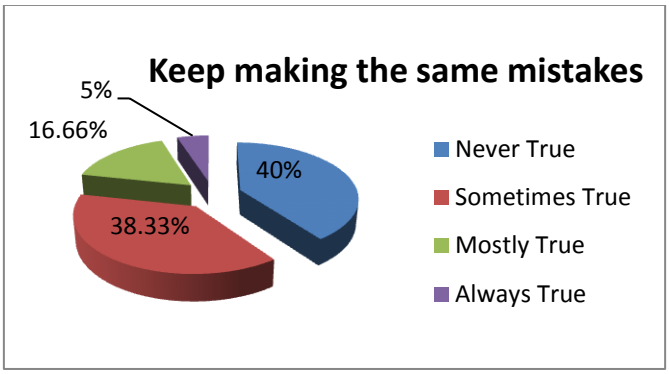

Figure 22: Keep making the same mistakes

There are many students who keep making the same mistakes, unless they fully appreciate what has happened wrong, they cannot avoid doing it again. Some students have a very hard admitting failure, but that does not help them reexamined what happened to do better next time. We observe that the majority of students (24) who represent 40% are aware of this phenomenon of keep making the same mistakes, because learning from their mistakes is valuable, and they focus on what went right. By focusing on what they are doing well, they can help them feel great about their efforts as they work to improve and avoid mistakes. Twenty three students who represent 38.33%, state that they sometimes repeat the same mistake. 16.66% is represented by ten students who are most of the time making the same mistakes, because they fear mistakes, and this can actually cause them to keep making them, and won't let them learn from their mistakes. A study has shown that the brain reacts in 0.1 seconds to things that have resulted in past errors by sending out a warning signal to prevent us from repeating the same mistakes. Only three students who represent 05%, they are always keep making the same mistake over and over again, sometimes making mistakes can be a good thing, but the key to making mistakes into something valuable is to learn from them. By carefully examining a mistake that they made and then looking for the reasons why they may have made it. In this way, mistakes can actually help lead them to success.

23. The teacher always tells me clearly what I need to do to get a good mark.

	Repetition	Percentage
Never True	28	46.66%
SometimesTrue	18	30%
MostlyTrue	09	15%
AlwaysTrue	05	08.33%

Table 23: The teacher's instruction to get a good mark.

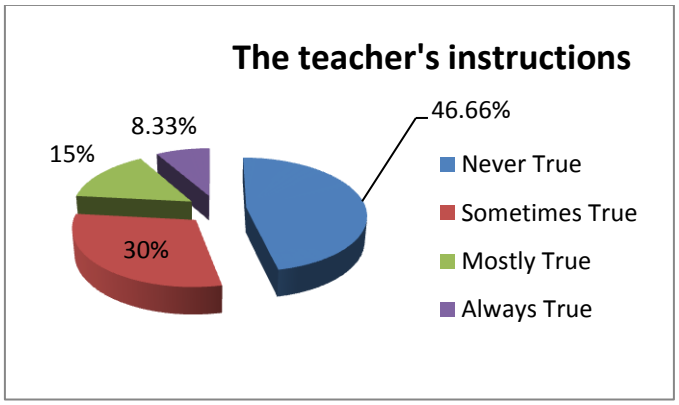

Figure 23: The teacher's instructions

We may define good teaching as instruction that leads to effective learning, which in turn means through and lasting acquisition of the knowledge, skills, and values the instructor or the institution has sent out to impact. A good teacher who gives instructions and advices to his students in order to improve their learning process and gain good outcomes. Twenty eight students who represent 46.66% state that they never receive any instruction from the teacher to tell them what they need to get a good mark, and this is maybe due to the lack of interaction between the teacher and the students. Eighteen students who represent 30%, they answer that the teacher sometimes tells them what they need as advices to get a good mark. Whereas nine students who represent 15% say that most of the time the teacher gives them instructions and advices to improve their learning and gain good marks. However, only five students who represent 8.33% state that the teacher always tells them what to do to get a good mark.

24. I always compare my performance with the other students in my class.

	Repetition	Percentage
Never True	24	40%
SometimesTrue	18	30%
MostlyTrue	08	13.33%
AlwaysTrue	09	15%

Table 24: Students comparing their performance with other students.

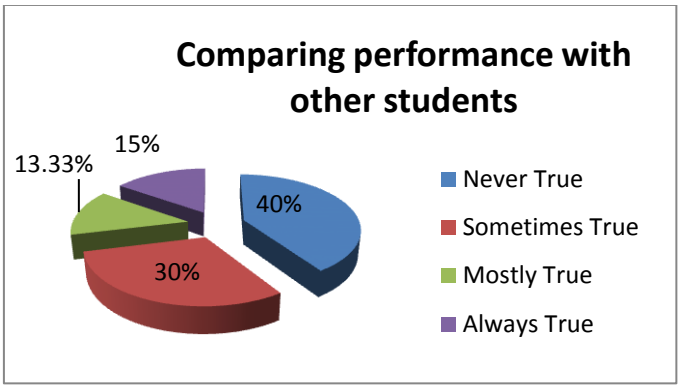

Figure 24: Comparing performance with other students

Comparison is a common approach to ascertain the performance of the students, they compare their grades with other students and then determine whether their academic achievements are normal, better or excellent. The majority of students (24) who represent 40% state that they never compare their performance with other students, for them comparison is an useless activity, and comparing their work with the others is actually making them stressed. 30% is represented by eighteen students, who answer that they sometimes use this strategy of comparing their performance with the others, sometimes the sole motivation of comparing their performance with the others is to instigate competition, so that this feeling can push them to perform at par with their capabilities. Eight students who represent 13.33% are mostly adapting this strategy, and this gives them motivation to work hard if the others performance is better than theirs. The last percentage (15%) is held by nine students who are always dealing with this process and comparing their performance with the other students, they compare to appreciate their efforts and encourage themselves to cope with the weakness.

25. I have learnt how to know by myself when I'm doing well.

	Repetition	Percentage
Never True	05	08.33%
SometimesTrue	14	23.33%
MostlyTrue	22	36.66%
AlwaysTrue	19	31.66%

Table 25: Students learn how to know by themselves.

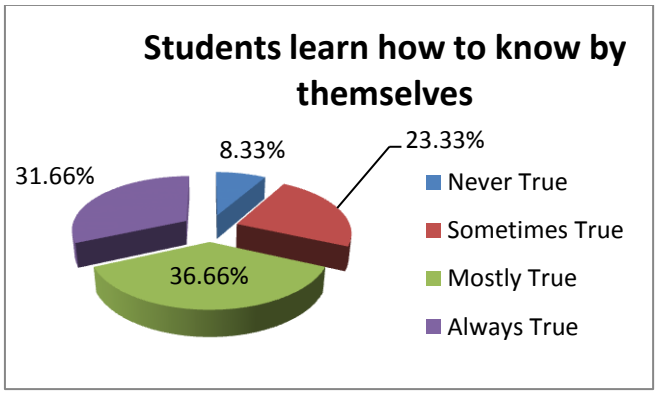

Figure 25: Students learn how to know by themselves

When it comes to being independent it's important to know the many aspects that come along with it. Whether it's being financially independent or emotionally independent, it's not easy being completely independent but students will definitely reap some great benefits. There are some students who prefer to rely on themselves when they are learning, while others choose to share and exchange knowledge with other students. Only five students who represent 8.33% choose to depend on other students to learn, they never learn to know by themselves and prefer to share their learning with other students, this may help them to improve themselves. Fourteen students who represent 23.33% state that they sometimes learn to know by themselves. 36.66% is represented by twenty two students who mostly prefer to learn how to know by themselves when they are doing well. The last percentage (31.66%) is held by nineteen students who always agree with this strategy, they believe in themselves and learning to stand on their own two feet all the time will make it easier for them to stand alone when things get ugly and there is no one there to help them.

26. I depend on the teacher to encourage me for my efforts.

	Repetition	Percentage
Never True	28	46.66%
SometimesTrue	19	31.66%
MostlyTrue	09	15%
AlwaysTrue	03	05%

Table 26: Students depending on the teacher to encourage them for their efforts.

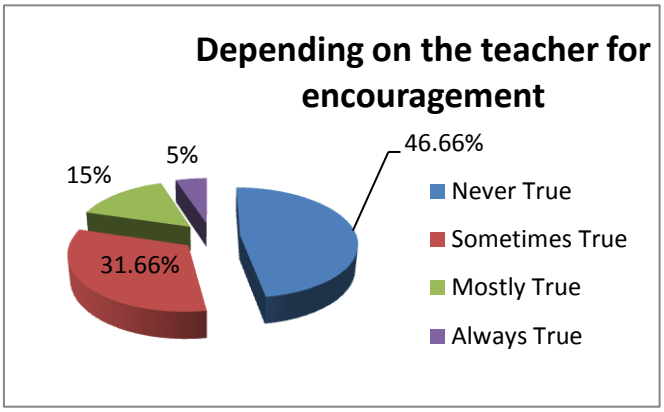

Figure 26: Depending on the teacher for encouragement

One of the most factors that leads students to achieve anything in learning is motivation, and nowhere is that more important than in the classroom. While some students are naturally eager to learn, though, others need or expect their teachers to inspire, challenge, and stimulate them. For those teachers, motivating a student is perhaps the greatest challenge they face. Motivation is a key factor in students' success at every stage of their education, and teachers play a pivotal role in providing and encouraging it. As all students are motivated differently and it takes time and a lot of efforts to learn to get a classroom full of students enthusiastic about learning, working hard, and pushing themselves to excel. For that reason, providing motivation is a skill that all teachers must develop. There some students who prefer to depend on the teacher to encourage them for their efforts, and others choose to depend on themselves and no need for the teacher. Twenty eight students who represent 46.66% state that they never depend on the teacher to encourage them for their efforts. Nineteen of them who represent 31.66% answer that they sometimes depend on the teacher to motivate them and appreciate their efforts. 15% is represented by nine students who are most of the time depend on the teacher to encourage them for their efforts. And the last percentage (5%) is represented by only three students who state that they are always depending on the teacher to motivate and encourage them for their efforts. We observe that the majority of the students prefer to depend on themselves rather than depending on the teacher.

27. I ask the teacher for help when I'm struggling with a difficult skill.

	Repetition	Percentage
Never True	20	33.33%
SometimesTrue	23	38.33%
MostlyTrue	12	20%
AlwaysTrue	05	08.33%

Table 27: Students asking the teacher for help.

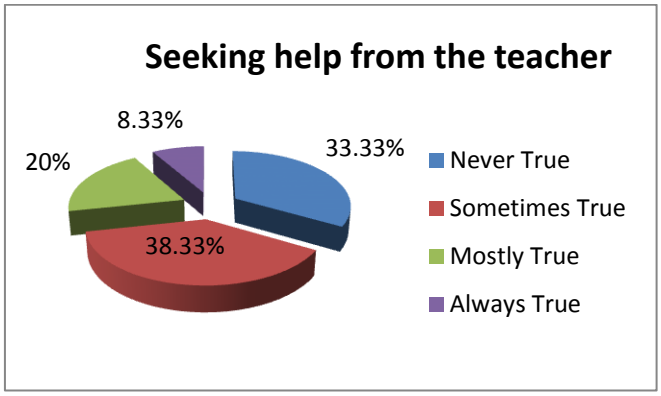

Figure 27: Seeking help from the teacher

Being able to get assistance when we need help is an essential skill for safety and independence, and seeking help is a much more complex skill than it might seem. Some students prefer to seek help from the teacher when they are facing some problems, and others don't like to use this strategy and choose to rely on themselves. Twenty students who represent 33.33%, State that they never ask the teacher for help and even when they are struggling with a difficult skill they never turn to the teacher. Twenty two students who represent 38.33% are sometimes dealing with this strategy and they like to seek the help of the teacher. 20% is represented by twelve students who are mostly asking the teacher for help when having a difficult skill. Only five students who represent 8.33% are all the time asking the teacher for help when they are facing a difficult skill.

28. Even if I'm having trouble learning a skill, I will not ask anyone for help.

	Repetition	Percentage
Never True	22	36.66%
SometimesTrue	15	25%
MostlyTrue	09	15%
AlwaysTrue	14	23.33%

Table 28: Students depending on themselves.

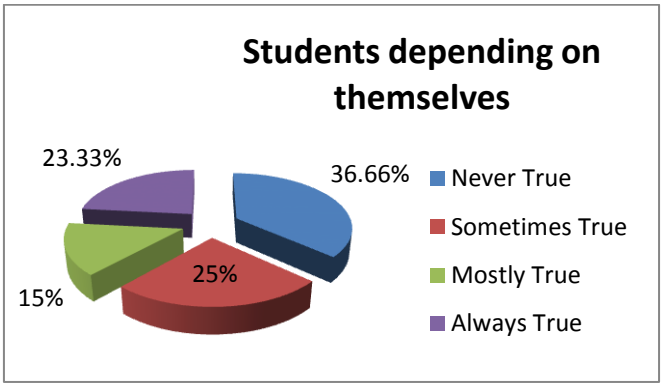

Figure 28: Students depending on themselves

Most students have a kind of shyness and hesitation of asking anyone for help, even when they are having a trouble learning specific skill they hesitate to ask other students and specially teachers, and this is due to the lack of confidence and the lack of motivation. Twenty one students who represent 36.66% state that they ask for help when they have a trouble in learning a skill. Fifteen students who represent 25% reply that they sometimes ask others for help. 15% is represented by nine students who are most of the time seeking help from others. And finally, 23.33% is held by fourteen students who answer that they are always ask for help when they have trouble learning a skill, they are well-motivated and self-confident.

Results and discussion

This study found that using self-regulated learning strategies not only enhance the students' use of such strategies. Which in itself a valuable objective, but also at the same time increase performance. However, use of the strategies failed to achieve a predicted increase in students' overall satisfaction.

While we started examining the data collected on English Learners, first as the action research question focused on their outcomes, we found that the data collected on English students groups was not interesting because they don't have the desire to develop their self-regulation strategies, we observe that most of the students don't know what to do, they lack the self-regulation skills. Learning how to self-regulate means that students will develop stronger strategies , be able to set goals, monitor and evaluate their progress .

First we looked at the data we had collected from the English Learners, our notes and observations indicated that this time was useful in checking for understanding about their use of self-regulation strategies.

In the present study, we compare the self-regulatory strategies used by high and low levels of students, we hypothesized that high level students would use overall more self-regulatory strategies while preparing for a test, taking a test, and following distribution of the test results than would low students use. These hypotheses were supported by the data. These results corroborate those empirical studies in other areas, which found that high achievers report using self-regulated strategies more frequently and consistently than low achievers.

Regarding specific self-regulatory processes and strategies used to prepare students for an examination, before test taking successful examinees were more likely than their lower achieving counterparts to set strategic process goals, plan, ask for assistance, and organize and transform their notes. This findings is consistent with prior research showing that learners who plan, set process goal, and select task-specific strategies to accomplish those goals exhibit higher levels of performance. More specifically, strategic planning is beneficial because it illustrates processes for selecting or replacing self-regulatory strategies.

Whereas goals are critical for self-regulation because they motivate and provide standards against which the learner can self-judge his or her performance. In addition, goals and intrinsic interest in the task may influence whether the learner seeks assistance from either social or nonsocial source. These sample findings suggest that self-regulatory strategies

such as planning, goal setting, and help seeking during learning may affect academic achievement positively.

In conclusion, from the analysis of the questionnaire, it showed that most of the students have motivation and strategies in to regulate their learning process. However, there are certain constraints where the students still have lack of peer learning and critical thinking.

Conclusion

Through the process of examining and triangulating our data, we arrived at some conclusions about this action research that left us overwhelmingly feeling like we had achieved our original goal of helping English Learners as well as English proficient students in the English Language group begin to internalize some new skills to help them approach a strategy that most of them had not had largely successful experiences with in the past. The students were now a little more aware of the power that they could hold over their own learning process. They were more able to monitor their own learning and, as such, were able to take immediate action when an obstacle to completing a task was encountered. The students also were able to share their thinking with others more fluidly, allowing them to begin to advocate for themselves by speaking up when things in the learning environment that were not conducive to their learning took place. As the students' experiences with the outcomes from implementation of self-regulating strategies continued to be positive ones, their beliefs about their abilities to handle certain tasks shifted in a positive direction, as did their motivation and engagement levels.

In addition, high test scorers more frequently monitored their progress, structured the environment, and use the technique of self- consequencing to motivate themselves than did low test scorers. However, these findings did not reach significance possibly because of the small sample size.

Recommendations

For any educators that are looking for ways to increase the self-regulation strategies and independent skill sets of both English Learners and English proficient students, direct instruction of self-regulated learning practices proved to be a powerful method for students. However, the success of this practice also depended on the other theoretical bases while using self-regulated learning. Without establishing caring and trusting environment where the students felt that they had high expectations for their learning, we may have missed out on several opportunities for students to consider making changes about their learning habits and being transparent in sharing their thinking with teachers and peers. If instruction had been given in the strategies without reference to evidenced based practices to best present subject matter in an understandable way to English Learners, students may also have missed opportunities to learn.

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Appendices

Students 'Questionnaire

Dear students,

You are kindly requested to answer this questionnaire in order to show the importance of the use of Self-Regulated Learning Strategies and their effects on the academic achievement. Your answers are important for the validity of our research. As such, we hope that you will give us your full attention and interest. Please CHECK ONE response that best describes you, there are no right or wrong answers!

I would greatly appreciate your collaboration.

Section One: General Information

1. Specify your gender:

a- Male ☐

b- Female ☐

2. Your choice of learning English was:

a- Personal ☐

b-Imposed ☐

3.Whatever your choice please, explain.

……

……

Section Two: Student's use of self-regulated learning strategies.

1.Why do you need to learn English?

……

……

2.How do you often regulate your English learning?

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……

……

3.During learning English , you may face some difficulties, which strategy you adapt?

……

……

……

	Never True	*Sometimes True*	*Mostly True*	*Always True*
1. I plan out projects that I want to complete.				
2. If an important test is coming, I create a study plan.				
3. Before I do something fun, I consider all the things that I need to get done.				
4. I can usually estimate how much time my homework will take to complete.				
5. I have trouble making plans to help me reaching goals.				
6. I keep track of how my projects are going.				
7. I know when I'm behind on a projects.				
8. I track my progress for reaching my goals.				
9. I know what my grades are at any given time.				
10. Daily, I identify things I need to get done and track what gets done.				
11. I have trouble remembring all the things I need to accomplish.				
12. I do what it takes to get my homework done on time.				
13. I make choices to help me succeed, even when they are not the most fun right now.				
14. As soon as I see things are not going right, I want to do something about it.				
15. I keep trying as many different possibilities as necessary to succeed.				
16. I have difficulty maintaining my focus on projects that take a long time to complete.				
17. When I get behind on my work, I often give up.				
18. I think about how well I'm doing my assignments.				
19. I feel a sense of accomplishment when I get everything done on time.				
20. I think about how well I've done in the past when I set new goals.				

21. When I fail at something, I try to learn from my mistakes.				
22. I keep making the same mistakes over and over again.				
23. The teacher always tells me clearly what I need to do to get a good mark.				
24. I always compare my performance with the other students in my class.				
25. I have learnt how to know by myself when I'm doing well.				
26. I depend on the teacher to encourage me for my efforts.				
27. I ask the teacher for help when I'm struggling with a difficult skill.				
28. Even if I'm having trouble learning a skill, I will not ask anyone for help.				