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Self-Regulated Learning in the Algerian Secondary Schools

**The Case of Third Year Students in Ali Mellah and
ZammoumMohamed Secondary Schools of Tizi-Ouzou.**

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Dedications

To My Beloved Family

My Dear Mother and My Beloved Father

My Sisters and Brothers

To All My Friends

Nora

To My Beloved Family

My Dear Mother and My reverend soul of the most precious father on Earth

My Sisters and Brothers

To All My Friends

Lynda

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Abstract

This dissertation is concerned with Self-Regulated Learning in Algerian secondary schools. It analyzes students' attitudes and their involvement in this process. Thus, it examines whether third year students of Ali Mellah and Zamoum Mohamed secondary schools use self-regulated strategies to improve their learning in English. Moreover it seeks to understand whether their teachers help them to be involved in this process. The study is conducted using a mixed method research. Thus a semi-structured interview was conducted with four (4) instructors and a questionnaire was distributed to one hundred and twenty students (120) in Ali Mellah and Zamoum Mohamed secondary schools of TiziOuzou. SPSS (Statistical Package for Social Sciences) was used for statistical data analysis, while Qualitative Content Analysis helped to interpret the findings of the interview. The results of the study reveal that not all third year students of Ali Mellah and Zamoum Mohamed secondary schools of Tizi-Ouzou use self-regulated learning strategies. This negative result is due to their lack of interest and motivation toward learning English. Furthermore, the findings of the study demonstrate that teachers of English of these two secondary schools help their students to be self-regulated learners; this positive result can be due to their competence and experience in the field. our research relied on Zimmerman theory of self-regulated learning(2000).

Key Words

Self-regulated learning, performance, outcomes, third year students, instructors.

List of Abbreviations

- QCA: Qualitative Content Analysis.
- ONEC : Office des examens et des concours.
- SPSS: Social Package for Social Sciences.
- SRL: Self-Regulated Learning

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Statement of the Problem

Nothing worthwhile in this world will come without big effort, anyone who has reached any great success in life, did so because they did things differently and because they believed in themselves that they were capable of achieving their goals. Many individuals succeed in school, at work, and in different social situations, these individuals are not just very clever or highly intelligent, they are simply self-regulated learners. The implementation and development of self-regulated learning in the teaching-learning process plays vital role in enhancing students' motivation and make them confident and enthusiastic life-long learners. Moreover **SRL** helps students to build their self-efficacy and regulate themselves in different situations, Hence the major function of self-regulated learning is the development of life-long learning skills (Zimmerman, 2000).

Self-regulated learning refers to the developed thinking, emotions and actions that are determined to achieve learners' goals (Zimmerman, 2000. cited in H. Bembenuty et al., 2015). In other word, SRL is an activity that students do for themselves in a practical way, where they can check their behaviors in relation to their goals. In this case learners can learn more with less effort once they find out the effective process that works best for them. Self-regulated learning process basically focuses on how students can overcome their learning difficulties and develop their learning skills by using different personal strategies. Therefore this approach enables students to move from a surface learning approach to acting deep learning strategies

Students' achievements and outcomes in the Algerian secondary schools remain average and sometimes low (based on the baccalaureate results provided by ONEC (Office des examens et des concours in 2018) the rate of success in 55.88%. Therefore, research will

be conducted on Self-regulated learning as one solution and strategy to promote students' learning in EFL classes in the Algerian third year secondary schools.

Aims and Significance of the Study

The overall aim of the study is to determine whether the students of *Ali Mellah and Zamoum Mohamed* secondary schools use self-regulated learning strategies, and whether the teachers of these two secondary schools prepare their students to be self-regulated learners. Moreover, the present work shed light on the main strategies that are used in the teaching-learning process.

The reason for choosing self-regulated learning in secondary schools as a subject of our research because the major function of education is the development of life-long learning

Considerable attention has been paid to self-regulated learning. Therefore the implementation and development of this process in the teaching-learning is very essential. Furthermore the importance of SRL is not just needed at school, but also after graduation. The reason for choosing third year classes in the secondary schools is the fact that students in this level learn effectively how to be autonomous and responsible for their learning.

Our investigation helps us to identify whether students who use self-regulated learning strategies can have higher academic achievement and perform better in the classroom in comparison to those who neglect improving their skills of self-regulation. To explore this subject, the present work relies on the second component of self-regulation which is metacognition that consists of 3 phases, developed by Zimmerman (1998: 54); "*forethought phase, performance phase, and self-reflection*". This dissertation then will help us to gain a deeper understanding to what extent the use of SRL strategies improve students' performance and their academic achievement.

Research Questions and Hypotheses

Q1- Do third year students in Ali Mellah and Zamoum Mohamed of Tizi-Ouzou use SRL strategies to improve their learning?

Q2- To what extent do teachers of third year classes in *Ali Mellah and Zamoum Mohamed* secondary schools of Tizi-Ouzou use the techniques of self regulation in order to accomplish students' learning and to help them to be self-regulated?

Hypotheses

H1- Not all third year students in Ali Mellah and Zamoum Mohamed secondary schools of Tizi-Ouzou use Self-Regulated Learning strategies to improve their learning.

H2- Teachers of third year in Ali mellah and Zammoum Mohamed secondary schools of Tizi-Ouzou use some Self-Regulated Learning strategies.

H3- Teachers of English in Ali Mellah and Zamoum Mohamed secondary schools of Tizi-Ouzou use none of SRL strategies to enhance their students to be self-regulated.

Research Techniques and Methodology

To conduct this study, the mixed method approach is adopted, that is, both qualitative and quantitative methods are used in the collection and analysis of data. The current research relies on two main data collection tools. The first is a questionnaire which is distributed to students of third year classes of Ali Mellah and Zamoum Mouhamed secondary schools. The second is an interview with four (4) teachers of English. The interview is used to provide this research with an in-depth understanding about their experiences with the use of self-regulated learning in English language teaching.

Furthermore, the **QCA** (Qualitative Content Analysis) is used to interpret and analyze the qualitative data collected from open-ended questions of the questionnaire and interview.

In other hand, the numerical data are presented and explained with computer software named **SPSS** (Statistical Package for the Social Sciences).

Structure of the Dissertation

The present dissertation follows the traditional complex model. It consists of a General Introduction, four chapters and a General Conclusion. The introduction presents the general topic of the study, the issue of research, the aim and significance, and the structure of the dissertation. The first chapter is labeled *Review of literature* that refers to previous works dealing with self-regulated learning. The second chapter named *Research Design* which introduces the procedures of data collection and data analysis. So it is about the methodology which involves the methods and materials through which the data are collected from the participants who are teachers of the third year classes in Ali Mellah and Zamoum Mohamed secondary schools and their students. The third chapter is called *Presentation of the findings* and it is concerned with the results reached after collecting and analyzing the data, this chapter presents the findings of our study in terms of statistics displayed in pie charts, bar charts and tables. The fourth and the last one entitled *Discussion of the findings that* discusses and interprets the findings included in the previous chapter (presentation of the findings), and tries to bring answers to the questions. Finally the general Conclusion provides an overall summary of the important points of the research as well as confirming and disconfirming our hypotheses.

Introduction

The present chapter is about the review of relevant literature that accounts for the main issues surrounding the concept of self-regulated learning. This chapter involves three main sections, the first section of the work gives definitions and elements of concepts relating to the research topics according to different views, these concepts involve: 'self-regulation', 'forethought phase' that entails 'goal setting' and 'planning strategies', 'performance' and 'monitoring phase' which involves 'time management' and 'help seeking', 'reflection phase' that involves 'self-evaluation' and 'judgment'. Then the second section reviews a certain number of relevant literatures and previous studies that have dealt with self-regulated learning in terms of definitions, motivations, strategies, assessment, students' achievements and outcomes. Finally, it sheds light between the correlation that exists between self-regulated learning and self-efficacy. The third and last section examines in details the theoretical framework of our research.

1.1 Definition of Concepts**1.1.1 Self-Regulated Learning or Self-Regulation**

Self-Regulated learning refers to "*students' self-generated thoughts, feelings and actions that are systematically designed to affect learning of knowledge and skills*". (Zimmerman, 2000 quoted in Bembenuddy et al, 2015:15). That is to say, learning is considered as an activity accomplished by the students themselves and which helps them to be autonomous and use their appropriate strategies in their learning. Pintrich (2000: 453) 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*".

In other words, SRL is a helpful procedure that allows students to perform better in their learning. In addition Schunk, et al (2000) described self-regulated learning as a “*useful process that learners use to attain their goals*”.(quoted in Moseley et al, 2005:27) In other words,students can not achieve their goals if they do not control their learning.

Generally, models of SRL process can be divided into phases. One “popular cyclical model” (see Figure1), examines three different phases; “*Forethought and Planning phase, Performance phase, and Reflection phase*” (Pintrich&Zusho, 2002; Zimmerman, 2000 quoted in Zumbrunn et al 2011:4). These phases involve three stages when this cycle is used before the learning task, while performing the task, and after the task. Moreover these phases encourage students to increase their motivation by monitoring their learning. (Zimmerman, 1985-1995 cited in Zimmerman et al, 1996). Said differently, by supporting this self-regulated cycle, educators help students to grasp skills to recognize connection between their study performance and learning outcomes.

1.2. Forethought Phase

1.2.1.Task Analyses

In this step, students break the tasks down into components and smaller pieces and develop new learning strategies for them; these strategies are based on the learner’s prior knowledge or experience. It involves two strategies; goal setting and strategic planning. (Zimmerman, 2002). First, setting goals, “*Goals can be thought as the standards that regulate individual actions*”(Shunck, 2001 quoted in Zumburunn 2011:9). That is to say, determining appropriate goals help students to organize well their learning. As both Pintrich (2000) and Zimmerman (2000, 2008) claimed that goal setting play a vital role in this process (cited in Zimmerman et al 2011).Students can set “*long-term goals and short-term goals*” (zumburunn,2011:9). Long-term goals, for example if a student has a goal to get an excellent

grade after the exams, this student may set achievable goals such as using more specific study strategies to prepare for the exams, putting more big effort and more time during the revision...etc. Short-term goals for example, learning to write a good introduction in an essay, or learning to write a thesis statement in the introduction. Research shows that “*students who are encouraged to set short-term goals to learn, this can help them to progress and improve their learning*” (Zimmerman, 2004 quoted in Zumbrunnet al 2011:9-10). That is to say, short-term goals help students to assess regularly their learning.

Planning strategies, in this step students select the appropriate strategies to perform and accomplish their academic tasks. For example, when students do an assignment they usually think about what is important to do at first. This activity helps students to control and regulate their learning before doing the tasks. Therefore, students who are taught about planning strategies will improve and regulate better their learning. (Pressley et al, 1995 cited in Zimmerman, 2011).

1.2.1. Self-motivation Beliefs

Motivational beliefs influence learners' behavior toward the task. According to Zimmerman (1994) keeping up positive beliefs of one's capabilities can influence learners' outcomes. “*Self-motivation belief occurs when a learners independently uses one or more strategies to keep themselves on-track toward a learning goal*” (Zumburunn et al, 2011:10). In fact, motivational beliefs involve two main concepts, “expecting outcomes” and “self-efficacy”.

Starting with outcomes expectations, that refers to “*personal consequences of learning*” (Bandura, 1997 quoted in Zimmerman, 2002:68). That is to say, when students set goals, they expect positive result for that goal. For example, when a student sets a specific goal, such as getting a high grade in English, this student expects to reach his goal.

Secondly, self-efficacy refers to “*having the personal capabilities to learn*” (Bandura, 1997, quoted in Zimmerman, 2002:68). Saying differently, self-efficacy refers to the individual beliefs in one’s capacity to accomplish a specific task or activities. These beliefs relate positively to students’ outcomes. For example a student who has a strong sense of self-efficacy can tackle difficult and complicated tasks because he believes that he is capable to complete them successfully. Thus, self-efficacy influences positively students’ performance and the way that they plan strategies to perform their tasks (Pajares et al 2008 cited in Zimmerman&Schunk, 2011).

1.3Performance Phase

1.3.1 Self-control

It refers to the “*deployment of specific methods or strategies that are selected during the forethought phase*” (Zimmerman, 2002:68). In other words, self-control can be defined as the use of specific techniques that were chosen during the forethought phase. Among the key strategies of self-control methods are the use of help seeking and time management. According to Zimmerman et al (1997) student’s control over his/ her actions is vital for adopting self-regulation. First, help seeking, in this technique “*self-regulated learners do not try to accomplish every task on their own, but rather frequently seek help from others when necessary*” (Bulter, 1998 quoted in Zumburunn, 2011:12). This means that students cannot accomplish all the tasks by their own, mainly when they face frustrations, so they seek help from others. For example when a student cannot find the appropriate answer for a given question, he will ask for a response from a peer, class or teacher to move forward with the task.

Then, time management, “*entails that the learners has an awareness of deadlines and the length of time needed of task completion as well as prioritizes learning task*” (Pintrich et

al, 1991 quoted in Taylor, 2012: 42). That is to say, students schedule and recognize how much time it takes to complete a specific academic task. For example a student plan a specific time frame for each task to be completed and this should be in relation to the difficulty of the task, as they identify how much effort needed to complete each task.

1.3.2 Self-observation

Refers to one's examination of his actions. When self-regulated learners learn something, they monitor their personal learning by recording examining it. Thus self-observation involves “*self-monitoring*” and “*recording*”. First self-monitoring,

“In order for a learner to self- monitor their progress, they must set their own learning goal, plan ahead, independently motivate themselves to meet their goals, focus their attention on the task at hand, and use learning strategies to facilitate their understanding of material”. (Zimmerman, 2004 quoted in Zumburunn at al, 2011: 12)

That is to say, self-regulated learners frequently monitor their progress toward their goals, to know if their strategies are working well or not. This can help students to identify the effectiveness of their strategies toward their goals and if they need to make changes or modifications, whereas, “self-recording” according to Zimmerman (2002) can be defined as sort of “self- experimentation”, where students can apply different methods or strategies to know which one is effective and suitable for their own learning. For example a student can self-record how much time he spends in studying alone and with groups, to measure the effectiveness of each strategy that goes well with his learning.

1.4 Reflection Phase

1.4.1 Self-judgments

Students judge the feedback that they have received, as they also judge their learning and performance against the standards that they have set for themselves. These judgments involve two main strategies; “self-evaluation” and “causal attribution”.

Self-evaluation “refers to comparisons of self-observed performances against some standard, such as once prior performances, another person’s performance or an absolute standard of performance” (Zimmerman, 2002:68). This means that, students can assess their work by comparing it to some standards or to their classmates’ work. For example, after studying, a student can reflect and make an evaluation about how well he studied and if he achieved his goals. While “causal attribution” “refers to beliefs about the cause of one’s errors or success” (Zimmerman, 2002:68). This means that learners relate their performance to their strategy use. Thus self-regulated learners attribute success and failure to certain causes; they attribute success to personal competence, they believe that success comes with a price which is a big working effort. In other hand they explain their failure by attributing them to something such as insufficient effort of the learning, strategy use... etc.

1.4.2. Self-reaction

After completing a learning task or an assignment, students have reaction about their performance, they may be happy or they may be sad and angry. For example if a student is not satisfied with his performance, he may look for other methods and attempt new strategies of completing the task. So in this step students adapt two main strategies (Zimmerman, 2000). First, self-satisfaction, here students evaluate how well the task was completed and if the standards were met. “Increases in self-satisfaction enhance motivation, whereas decreases in self-satisfaction undermine further efforts to learn” (shunk, 2001 quoted in Zimmerman, 2002: 68). That is to say, self-satisfaction is an important factor determining and improving students’ motivation to learn. Afterward, students can adapt or refute their learning strategies, this step called adaptive/ defensive decision. Adaptive reaction “refers to adjustments designed to increase the effectiveness of one’s method of learning” (Shunk, 2001 quoted in Zimmerman, 2002: 68). In other words, it is the conclusion that students make about whether they need to modify their strategies in future to work better or just adapted them. Students

who have high level of satisfaction make adaptive inferences, but students who are unhappy with their performance can tend to make defensive inference.

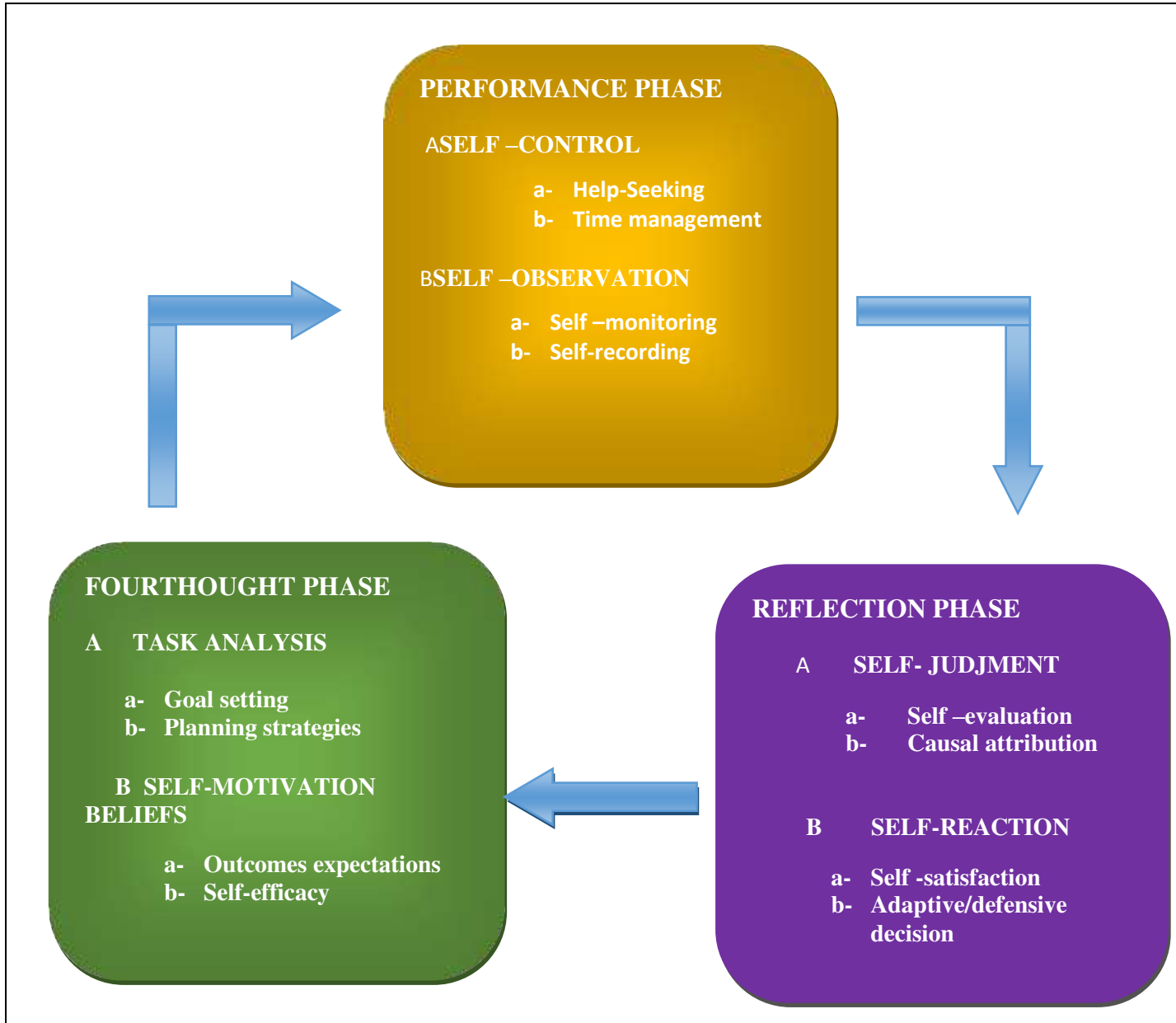


Figure1: A summary of self-regulated learning

Remark: The summary of the three phases is ours.

1.5 Previous works

1.5.1 The Correlation between Self-Regulated Learning and Motivation

To start with, Sean Eom (2015) who has examined *The Effect of Students' Motivation and Self-Regulated Learning on Students' Perceived E-Learning Outcomes and Satisfaction*. In his study, the author gave first the definition of SRL according to different views such as Barry Zimmerman (1989) who considered self-regulated learners “*as metacognitively motivationally and behaviorally active participant in their own learning process*”(Zimmerman, 1989 quoted in Eom 2015:4). Moreover, (Kong, 2012 quoted on Eom, 2015:04) claimed that “*both intrinsic and extrinsic motivation has positive effect on student's outcomes*”.

The second study was dealt by Mohamed Azian, Mohamed Adnan and Sharifah Bunianian in their article in January (2014) they examined *Self-Regulated Learning and Motivation of Islamic Studies and Non Islamic Studies Stream Students*. In their study the authors define motivation to learn as an important element to complete successfully activities (cited in Azian, 2014). “*Students who have a high level of motivation to learn, will make appropriate effort to achieve their goals and students who are motivated to learn will seek to understand more the topic*”(Azian, 2014:03). That is to say, students who are encouraged and interested to learn will have positive results in their learning. Moreover, the authors distinguished two types of goal orientation which are “*intrinsic and extrinsic goal orientation*” (quoted in Azian, 2014: 03). The author explain the intrinsic goal orientation as the students' inspiration to learn from internal reason such as being curious, wanting to challenge and the extrinsic goal orientation is caused by the external reason such as wanting to get a good mark, wanting to be the best element in the classroom, or competing with others. Thus, “*these two types of motivation have different goals, but Self-Regulated Learning are based on the integration of both intrinsic and extrinsic to produce successful students*”

(Eggen&Kauchak2004 cited in Azian, 2014:03). In other words, these two types are essential and will be positively related to the level of self-regulation.

1.5.2 The Effect of Self- Regulated Learning Strategies on Students

Outcomes

To start with, Vitanin, Paivi (2015) who has examined *self-regulation in higheducation, students motivational, reputational and learning strategies, and their relationship to studysuccess*. In his study, the author mentioned some theoreticians such as (Boekaerts, 1997; Pintrich, 2004; shunk, 2001) who agree about the definition of self-regulated learning and its components. “*Effective self-regulated students had significantly higher achievement goals, and earned higher grade than the less effective students in SRL*”,(Urugt and Oort, 2008 quoted in Paivi, 2015:02). Which means that the use of self-regulated strategies effect positively students’ scores, in other word, the best strategieschosen in the classroom by self-regulated learners will motivate them to learn and have a good result and positive outcome in their learning task.

Thus, self-regulated strategies include different activities, plans and techniques that students apply during their learning process. “*These strategies help learners to memorize better and monitor successfully their learning*” (Pintrich, 2004 quoted in Paivi, 2014:03). That is to say,those students who are able to self-regulate their learning will have good achievement and positive outcomes.

The second study was done by Eric C, K .Cheng (2011) in the international journal of research and review. The title of his study was *the role of self-regulated learning in enhancing learning performance*. Eric C.K. Cheng provided a definition of self-regulated learning. Self-regulated learning is conceived as “*a learning process in which learners employ self-regulatory skills such as self-assessing, self-directing, controlling and adjusting to*

acquire knowledge” (Zimmerman, 1989 cited in Cheng, 2011:2) which means students who can conduct self-regulation learning have a clear idea of how and why a specific self-regulatory strategies should be employed, they are active learners in term of motivation, and action for instance, they employ self-regulatory strategies, give themselves feedback. In the process of learning, students need to set their learning goal, and choose the appropriate strategies and evaluate their academic outcomes. (Lei, 2002) believes that “*high achievers’ ability of self-regulation is higher than low achievers*”.(quoted in Lee, 2002:02). This means that learners who apply SRL techniques have more opportunities to succeed than those who do not apply them.

Furthermore, Pintrich 1999 believes that “*self-regulated strategies refer to techniques used by students to regulate and control effectively their learning*”. (quoted in Cheng, 2011:04). Which means that students are faced to different techniques and use them in order to manage their learning. He explained also the close relationship that exists between motivation and self-regulated strategies by classifying the two types of goal orientation: “*mastery and performance orientation*” (Pintrich, 1999 quoted in Cheng 2011:4). At the end of the research, the result showed that students learning strategies play an important role in their learning outcomes.

The third study was conducted by Sean Eom (2015) who examined *The Effect of Students’ Motivation and Self-Regulated Learning Strategies on Students Perceived E-Learning Outcome and Satisfaction*. “*Students’ uses of self-regulated strategies (metacognition, time management, and effort regulation) were strongly associated with a higher level of learning outcome and it predicts students’ outcomes*”(Richard and et al.2012 quoted in Eom, 2015:04). The use of self-regulated learning produces successful students. Therefore, they hypothesized that a higher level of students’ self-regulation will lead to higher level of their outcomes (cited in Eom, 2015). In addition, self-regulated learning is related to

the use of specific strategies that learners use to perform their task (cited in Eom; 2015). Finally, it is agreed that self-regulated process is an important factor influencing students' outcome and performance.

1.5.3 Factors encouraging and influencing students to be self-regulated learners, the effect of physical and social environment on SRL

To start with Prue Salter (2012) a doctoral student (university of technology, Sydney) who has examined *the development of self-regulated learners in secondary schools*, and explored the role of school in developing self-regulated learners. In his study the author has provided definitions about self-regulation according to some views, such as Zimmerman (2002), Zimmerman & Martinez-Pons, 1986, 1988 cited in Salter, 2012). Zimmerman (2002) explained that “*self-regulation is a process that activate student's metacognition, motivation and behavior, to attain their goals in the Learning process*” (quoted in Salter 2012: 2). Moreover self-regulation is the use of specific strategies by which learners transform their mental processes implemented to individual learning task Zimmerman, 2002, cited in Salter; 2012).

In addition there is a common agreement that self-regulated processes are an important factor influencing student's achievement level (cited in Salter, 2012). According to Schunk and Zimmerman 2007 (cited in Salter, 2012), the skills of self-regulation should be taught in order to be acquired by students, as well as they should have the opportunity to practice these skills in context.

Another important aspect for developing self-regulated learners, relates to the importance of sitting the learning experience, therefore students who can see the importance of what they are learning, they will be more motivated to self-regulated learning (Vanzile-Tamsen & Livingston, 1999 cited in Salter, 2012). Moreover students who are oriented towards

learning goals instead of performance goals show high level of SRL (Meece, 1994 cited in Salter, 2012). Other important point emphasized by the author Prue Salter in his research is that teachers should reward and recognize students' efforts and self-improvements. Furthermore teachers should use a variety of evaluation methods, and in other hand teachers should avoid comparison of students' work. Zimmerman 1994 (cited in Salter, 2012) found that choice and personal control help students to develop their skills in SRL. Moreover students should be taught the importance of social communication in developing SRL. Thus the social interaction with others helps people to learn more and acquire knowledge (Graham & Harris, 1994 cited in Salter, 2012).

1.5.4 Assessment and Self-Regulated Learning

This work was done by Abdel Salam Abdel Khaled El- Koumy (2010) who discussed *Students' Self-Assessment in Higher Education: Alone or Plus*. The author defines self-assessment as “a process by which students reflect on their strength and weaknesses, in order to identify learning and reinforce weaknesses with the aim of improving achievement and performance” (Fitzpatrick, 2006 quoted El- Koumy, 2010:01). The author identified two types of assessment, which are formative and summative. Moreover the author claimed that learners must assess their knowledge to recognize their weaknesses. He added that self-assessment helps students to build their knowledge.

Self-assessment is beneficial for students because it improves students' awareness of their learning (Zohar, 2004 cited in El Koumy, 2010) which means that self-assessment helps the students to learn more effectively. In addition to this, self-assessment helps teachers to have an insight about the needs of their students (Blanche, 1988 cited in El koumy,2010). Besides, it “helps learners see gaps in their own learning and initiate their self-repair to redirect their learning toward the learning goal” (Liang, 2006 quoted in El Koumy, 2010:

4).The result of this study demonstrated that to improve students' achievements and learning, self-assessment should be used hand in hand with teachers' assessment.

1.5.5The Correlation between Self-efficacy and Self-Regulated Learning

To start with, H. Bembenutty et al (2015) studied self-regulated learning in teacher preparation training (Chapter 2) in their research "*Developing Self-regulation of Learning and Teaching Skills among Teacher Candidates*" to investigate the way that self-regulated learning was applied to prepare future teachers, and the way that self-efficacy can be an essential element to engage in self-regulated learning and improve teacher's performance and achievement. Randi (2004) argued that "*teacher preparation programs should consider integrating acquisition of crucial self-regulatory learning strategies into their curricula*" (quoted in Benbenutty, 2015:22). This means that teachers should implement self-regulated learning process in their courses. The authors have provided a definition of self-efficacy according to some theoreticians. "*Self-efficacy refers to the individuals' beliefs about their capability to perform designated tasks*". (Usher & Pajares, 2008 quoted in Benbenutty, 2015: 14). Learning can be referred to the belief of one's own ability to perform in a given task (Bandura, et al 1997). According to Bandura, self-efficacy helps students to achieve their goals (cited in Bembenutty, 2015). For example: a student who does not believe in himself that he is capable to perform successfully a given task, will have difficulty in completing the task because his level of self-efficacy is low, and this can influence negatively the degree of effort and interest given to accomplish the task. However a student with high self-efficacy, believe that he can complete any given task successfully although its difficulty and remain focused on it until its accomplishment.

The results of Bembenutty's (2015) investigation demonstrated that students with high stage of self-efficacy are those who can motivate themselves by different strategies like,

engaging in help-seeking. Moreover the correlation between homework and beliefs were associated directly with academic performance, applying help seeking strategies and self-efficacy beliefs (Cited in Bbembenutty et al, 2015).

Another important work about self-efficacy is that of Barry J. Zimmerman, in his article *a social cognitive view of Self-Regulated Academic Learning* (1989). In his study, the author mentioned some social cognitive theorists who dealt with self-efficacy like: Bandura, Schunk, (1986)...etc they claim that “*self-efficacy is a key variable affecting self-regulated learning.*”(Zimmerman, 1986 quoted in Zimmerman; 1989: 04), Moreover, “*Students with high self-efficacy have displayed better quality learning strategies*” (Kurtz & Borkowski, 1984 quoted in Zimmerman; 1989: 04). Besides, “*students with high self-efficacy monitor better their learning than students with low self-efficacy*” (Diener & Dweck et al, 1978 quoted in Zimmerman; 1989: 04). To clarify, having high self-efficacy helps students to perform successfully tasks and get high academic achievements.

1.6 Zimmerman’s Approach on SRL

The use of appropriate self-regulatory learning strategies is essential for students to have academic success in their learning, (Zimmerman, 2000 cited in Zimmerman, 2014). Zimmerman (2000:64) said that “*self-regulated learning is fundamental for all academic success*”. That is to say, the implementation of adequate self-regulatory learning strategies is essential for learners to have good academic outcomes. “*Students are self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process*”(Zimmerman, 2000 quoted in Benbenutty et al, 2015: 9). There are different theories about self-regulated learning which share the common view, that self-regulation is composed of different processes such as; ‘setting goals’, ‘planning strategies’, ‘monitoring’ etc. However, in the last decades the model by Zimmerman (2000 cited in Zimmerman, 2014) has received considerable attention. The cyclical model of self-regulated

learning is explained and analyzed as one of the most comprehensive. The model is grounded in social cognitive theory and it consists of three phases “Forethought”, “performance” and “self-reflection phase”

Forethought phase is the opening stage in which “*students analyze the learning task and set specific task, set specific goals toward completing a task*”. (Zumburunn, 2011:04). That is to say, student in this step prepare a plan for learning. In fact this phase is a preparation step for self-regulated learning. (Zimmerman, 2000 cited in Zimmerman, 2014) divided the forethought phase into two distinctive, linked types: task analyses and self-motivational beliefs. Task analyses consists of goal setting and strategic planning and self-motivational-beliefs consists of: self-efficacy, outcome expectation and goal orientation.

Performance phase is the second phase that takes place during the learning process. According to Zimmerman (2000 cited in Zimmerman; 2014). In this phase, “*Students continuously assess the meaningfulness of the learning task*” (Zumburunn et al, 2011:05). This means that, students check the effectiveness of strategies used before. There are two main processes during the performance phase self- observation and self-control and each process has specific strategies to be followed such as time management, help- seeking, self-monitoring and self-recording.

The third phase consists of reflection phase which occurs after the learning experiences. In this step “*Students evaluate their performance on the learning task with respect to the effectiveness of the strategies that they choose*” (Zumburunn, 2011:05). That is to say, the monitoring study comes into place and learners check whether he or she understand the material. Zimmerman (2000) divided this phase into two distinctive processes which are self-judgment that contains the following strategies; self-evaluation and causal attribution. Self-reaction that consists of self-satisfaction and adaptive/defensive decision.

To conclude, the self- regulatory cycle helps students to control their learning, as it helps instructors to control their teaching method and whether the instructional goals are met.

Conclusion

This chapter was devoted to review the relevant literatures which summarises the process of self-regulated learning. At first, this chapter has introduced the concepts of self-regulated learning in terms of definition and components, and explained the three phases of SRL. In the second part the aim was to examine the relevant literatures to self-regulated learning. Initially, the section has permitted to define the concept of this process through the work of several major figures in this field of study. Next, it has highlighted the importance of using self-regulated learning strategies to enhance students' performance and outcomes, and establish the close relationship that exist between different factors like; motivation, outcomes, self-efficacy...etc to self-regulated learning. Third and the last part has examined Zimmerman's approach on self-regulated learning.

Introduction

The present chapter is methodological, it presents the methodology section that describes the research design followed throughout this study. This chapter is divided into three sections. The initial part sets up the context of the study as well as the selected sample of participants in the study. The second section entitled “Data collection Procedures” it describes the implementation of the data collection instruments consisting of a questionnaire administered to third year students, and an interview conducted with four teachers in Ali Mellah and Zammoum Mohamed secondary schools of Tizi-Ouzou, as it explains the adaptation of mixed methods as an approach for data collection in our research. The third section is Procedures of data analysis, explains the data analysis procedures and tools used in this research. The quantitative data are analyzed using computer software named social package for social sciences (SPSS). Qualitative data consisting of open-ended questions gathered from questionnaires and interviews are examined and interpreted relying on the Qualitative Content Analysis method (QCA).

2.1 Context and Participants of the Study

This research is a case study which is carried out in Ali Mellah and Zammoum Mohamed secondary schools in Draa-El Mizan and Boghni of Tizi-Ouzou. The sample of participants engaged in this study is made of one hundred and twenty (120) third year students and four (4) teachers of English, during the academic year 2018-2019.

All the participants of this study are required to complete a printed questionnaire. Moreover a face to face semi-structured interview has been conducted with (4) teachers. It is important to mention that the selection of third year classes among the other levels of secondary school is based on different features. First, teachers encourage more students of third year level to self-regulate their own learning, using different strategies. Moreover, students will be more autonomous in their learning. In addition they are given more chance to

self-evaluate their learning to be aware of their strengths and weaknesses to prepare themselves for the baccalaureate exam.

2.2 Data Collection Procedures

This section deals with the description of our data tools and techniques used to analyze and interpret the finding. The present work requires two main methods to collect the data: a questionnaire which is administered to students of third year classes, and an interview conducted with teachers of English in Ali Mellah and Zammoum Mohamed secondary schools of Tizi-Ouzou, requested to check their answers for any missing or incompleteness answers. In addition to this, before interviewing teachers, we gave them a brief introduction about self-regulated learning and record all the teachers' responses. A mobile phone and note book were used to conduct any investigation researchers can use a variety of research instrument and tools to collect the needed information about the topic of the research.

Moreover the integration of both qualitative and quantitative material and the mixed methods design is adopted for this study, so *“the mixed method approach involves the combination of both qualitative and quantitative data in a research study”* (Creswell, 2009). In addition, using the mixed method approach, the researcher gains in breadth and depth of understanding and support while offsetting the weaknesses inherent by using each approach by itself, it provides a more complete and comprehensive understanding of the research problem. Furthermore, it helps to explain the findings and how casual processes work.

2.2.1 Questionnaire

The questionnaire is a research instrument which is used by researchers to gather data from the respondents; it is an available method of collecting a wide range of information from a large number of individuals. According to Dornyei (2010:1) *“The popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile and*

uniquely capable of gathering a large amount of information quickly in a form that is readily process-able”.

The use of this research makes the whole work more realistic and the data more reliable. Our aim behind the use of such instrument is to collect the students' views about self regulation; it is addressed to third year classes of Allimellah and Zammoum Mohamed secondary schools in Draa-El Mizan and Boghni of Tizi-Ouzou. It contains close-ended and open-ended questions. To collect enough data for this study, a structured questionnaire was intended to measure and figure out whether third year students in Ali Mellah and ZamoumMouhamed of Tizi-Ouzou are self-regulated toward learning English. In fact the questionnaire was divided into three sections; the first part is about general information about the participants. The second regards students' attitudes toward self-regulated learning. The third part accounts for involvement in SRL.

2.2.2Interview

Beside the questionnaire, an interview was used to obtain supplementary data to the research topic, in this process the teacher were asked questions related to the topic, thus interview can be defined as a qualitative research technique which is used with a small number of respondent to explore their perspectives on a specific topic or idea, Kvale (1996: 14) viewed interviews as “*...an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situations of research data*”. That is to say, that an interview is an oral conversation when a person elicits information from others : hence the interview should be between two or more people with specific purpose where questions were asked and answered in a non-threading atmosphere so interview should be scheduled effectively and conducted in a relaxed environment, free from any forms of pressure.

Thanks to the interview, the researcher can collect detailed information about the research question. Hoyle, Harris and Judd (2002: 145) agree “...*proper training and proper interviewer behavior can help greatly in achieving the goals.*” In addition, the interviewer can have a direct control over the process, however on the other hands it has some limitation, interviews include longer time requirements, and a risk of interviewee bias during the data collection process. A mobile phone and note book were used in this procedure.

2.3 Procedures of Data Analysis

2.3.1 Quantitative Analysis

Quantitative research is a deductive, objective process of investigation where the variables in study are calculated and measured in numbers and analyzed using arithmetical procedures. According to Slevitch, (2011) this approach viewed that reality exists independently of human perception. So this approach is based on numerical measurement and goes after a scientific method which follows a confirmatory scientific research.

The purpose is that it makes the research more scientific, objective and more reliable. In order to interpret the data, we rely on a computer based program (SPSS) which is used in social sciences. This program is used to analyze the close-ended questions of the questionnaire administered for the students of third year classes in Ali Mellah and Zamoum Mohamed secondary schools of Tizi-Ouzou. It can handle big amounts of data and perform multiple analyses which are later analyzed and presented in a form of diagrams, charts and tables. Finally, the questions of the interview were related to motivation, strategies use, self-efficacy, outcomes and assessment to find out whether the teachers of English help their students to be self-regulated.

2.3.2 Qualitative Analysis

The qualitative research method involves the use qualitative data such as; interviews, questionnaires ...etc. It is used in our research study to interpret and analyze the texts of findings obtained from interviews and open-ended questions in the questionnaire. Shank (2002:5) defines qualitative research as “*a form of systematic empirical inquiry into meaning*”. That is to say that qualitative research is planned and based on peoples’ experiences, in this type of research, researcher try to understand how others analyze and describe their experiences.

It seeks to build understanding in depth and it looks for meaning. It is also defined by Denzin and Lincoln (1994) as a method which interpret peoples’ experiences. Qualitative research is characterized by simplicity and the focus is on the open-ended data where the opinions and the experiences of the participants are taken into consideration. The results obtained are explained using the Qualitative Content Analysis method (QCA) so that the qualitative data collected in the research can be analyzed systematically and reliably.

Conclusion

This chapter is theoretical; it has been devoted to the research methodology used in our case study. At the beginning, it has described the population sampling and the context in which this study is carried out, then we have offered a detailed description of research instruments used for data collection from the questionnaire addressed to (120) students of third year classes, the interview conducted with (4) teachers of English in the secondary schools in Ali Mellah and Zammoum Mohamed of Tizi-Ouzou.

The use of these two different data collection techniques permitted not only a greater depth of understanding of our research topic, but also more valid findings. The aim of this

chapter is to define the method followed for collecting data from our research. Then, this has been followed by the description of procedures of data analysis and the suitable tools which combines two research methods: qualitative and quantitative methods.

Introduction

This chapter presents the results obtained through the questionnaire distributed to one hundred and twenty (120) third year students of Ali Mellah and Zammoum Mohamed secondary schools of Tizi-Ouzou, during the academic year 2018-2019. The findings are presented in percentages and displayed in tables, bar charts and pie charts.

This chapter has in fact two sections: the first section presents the results obtained from the analysis of the questionnaire, and the second reports the results from the interview that deals with instructors' views about self-regulated learning.

3.1. Presentation of the Results of the Questionnaire

3.1.1 Results of section one: General information about the participants.

Q1- How long have you been studying English?

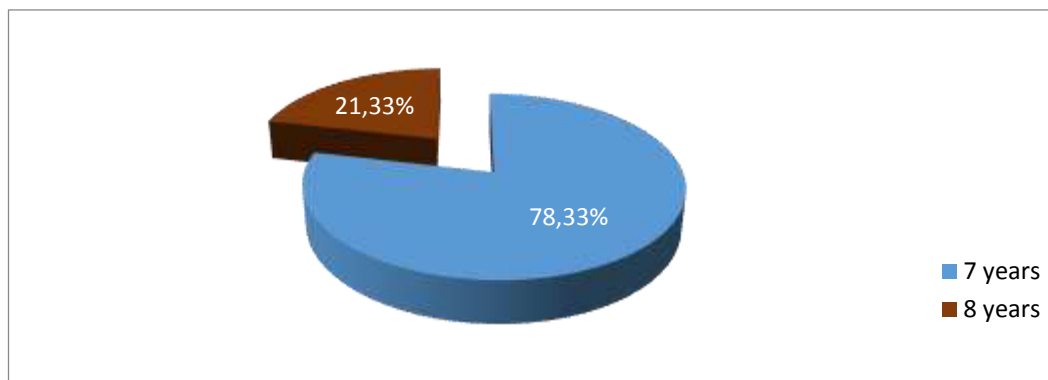
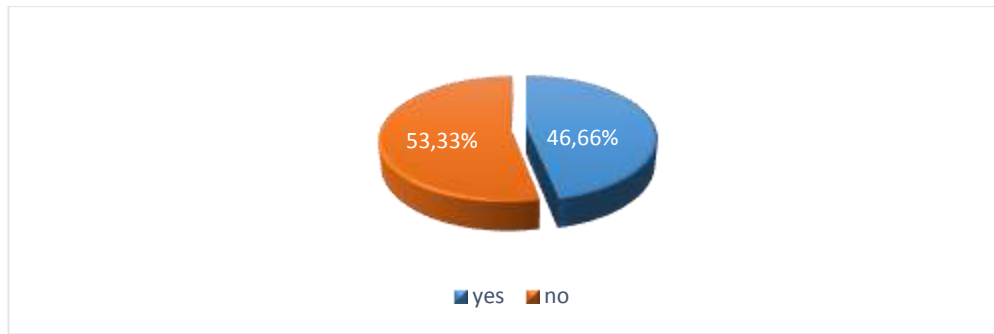
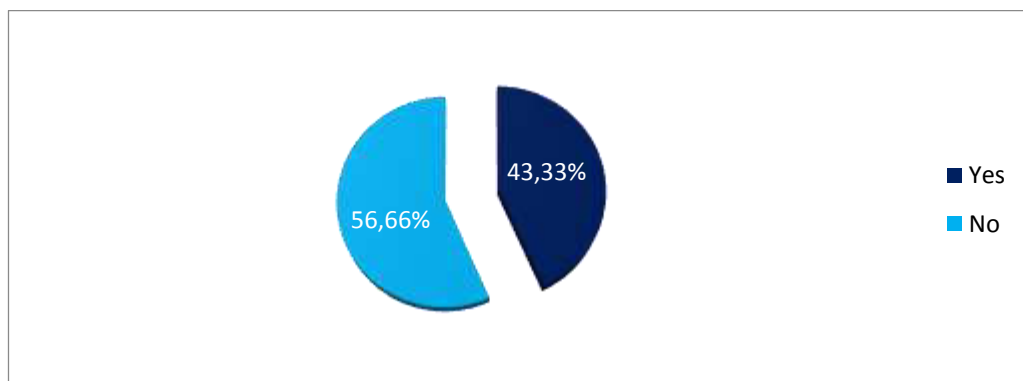


Diagram 2: Students' experience with learning English

As indicated in figure 2, the majority of participants (78. 33%) have studied English for seven (7) year, while the minority of them (21. 33%) has studied it for eight (8) years.

Q2-Are you interested to study English at university?**Diagram 3: Students' interest to study English**

This figure shows that the majority (53.33%) representing 64 participants have no intention to study English at university, whereas (46.66%) of them are interested.

3.1.2 Result of section two: Students' attitude toward self-regulated learning**Q1- Are you aware about the effectiveness of self-regulated learning?****Diagram 4: Students' awareness about the effectiveness of SRL**

When asked about the effectiveness of self-regulated learning, more than the half (56.66%) of informants are not aware about its importance. (43.33%) state that they are aware and informed about its effectiveness.

Q2- How far do you agree with the idea that self-regulated strategies (goal setting, taking actions to reach the goal and assessing one's learning) improve students' academic outcomes?

Options	Answers	Percentages
Stronglyagree	45	37,5%
agree	51	42.5 %
Partialyagree	16	13.33%
disagree	8	6,67%
Stronglydisagree	0	0%
Total	120	100%

Table 1: Students' agreement about the effectiveness of SRL strategies

The table above illustrates the degrees of students' agreements about the effectiveness of SRL strategies in developing their academic outcomes. The majority of students (42. 5%) were agree with the fact that SRL techniques improve their academic results. (37. 5%) of participants claimed that they are strongly agree with this idea. (13. 33%) of them were partially agree. Only 8 participants which represent (6 .66%) of the whole population were disagree.

Q3- Do you think that it is easy to self-regulate your learning?

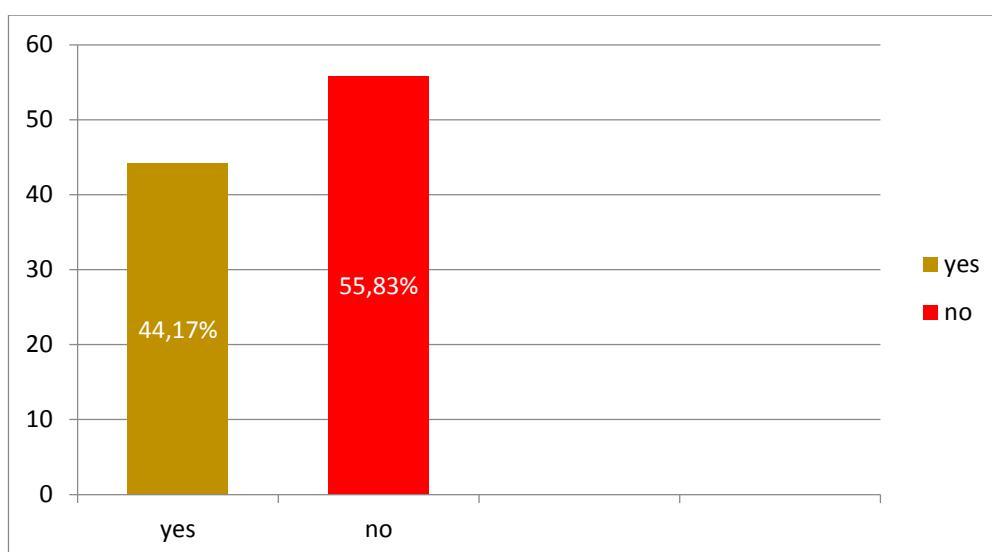


Diagram 5: Students' opinions about the facility of being self-regulated

In the diagram above, (55. 88%) of respondents think that it is easy to be self-regulated learners. Only (44. 16%) of the answers opt for “No”.

3.1.3 Results of section three: Students' engagement in self-regulated learning

Q1- How often do you set goals to learn English?

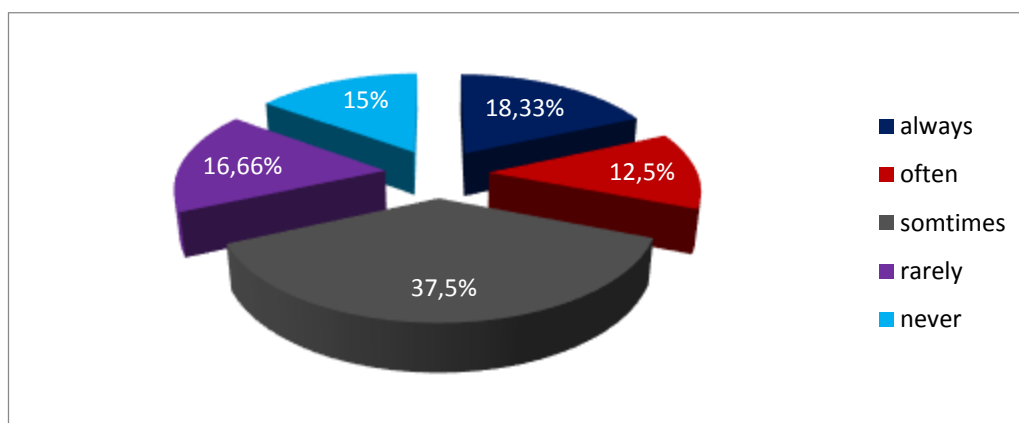


Diagram 6: Students' frequency of setting goals

Based on the results in the diagram above, (37.5%) of the participants set sometimes goals to learn English. (18, 33%) of them set always goals before tackling their learning. (16. 66%) of the students describe their frequency of setting goals as “rarely”, whereas another part; that is (15%) of the respondents never set goals before learning. A minority of (12. 5%) that represents 15 respondents affirm that they often set goals to learn English.

Q2- What kind of goals do you set for learning English?

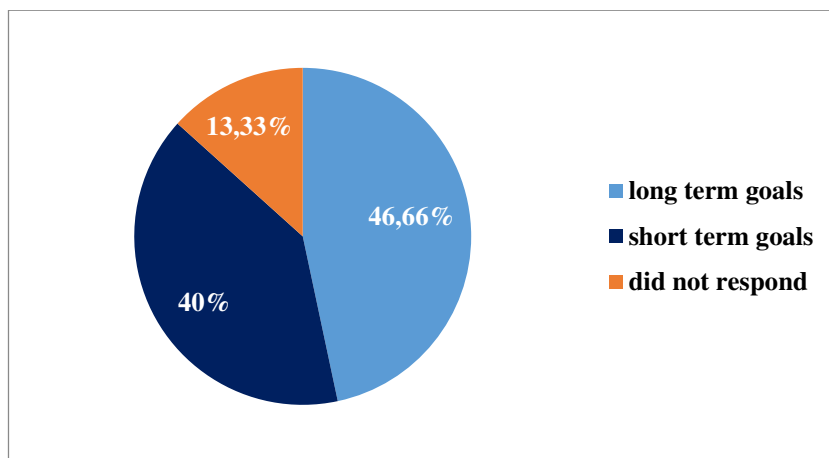


Diagram 7: Types of goal in learning English

From this diagram, we notice that the portion of students who use long term goals is higher (40, 66%) than those who use short term goals (13, 33%).

Q3- How often do you use of the planning strategies? (Time management, help- seeking and peer group)

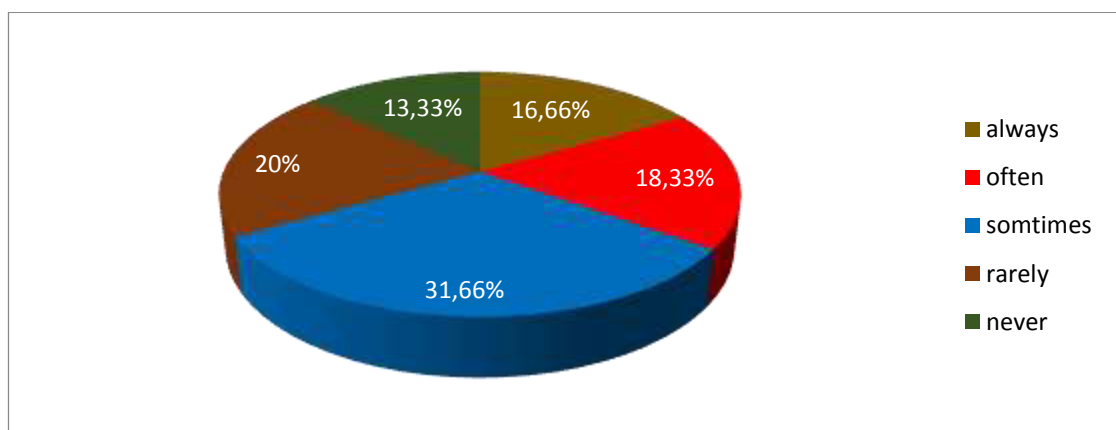
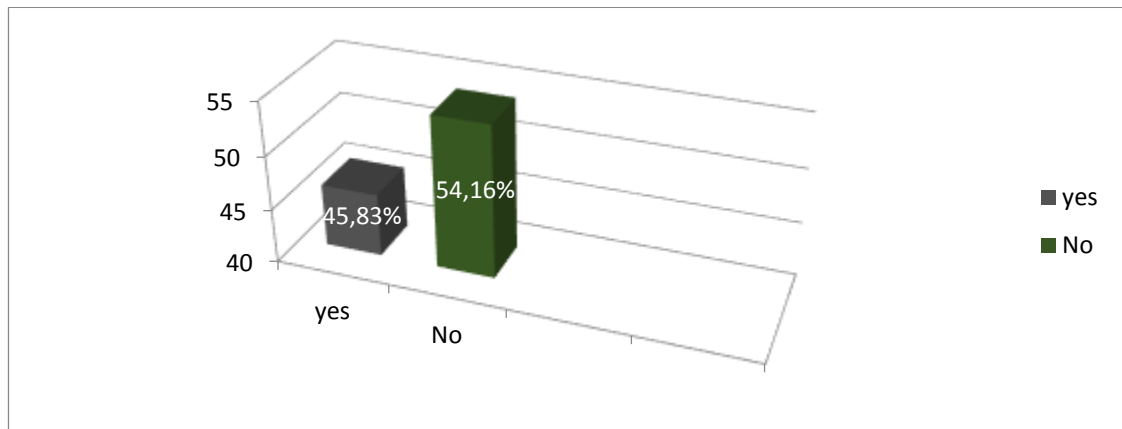


Diagram8: Students' frequency of using planning strategies

The pie chart above indicates that (31.66%) of participants who account for 38 students sometimes use the planning strategies. (20%) of students rarely make use them. (18.33%) answered with "often", while (16.66%) which represent 20 participants make always use of the previous planning strategies. The minority part (13.33%) picks on "never".

Q4- Are you motivated to learn English? If yes would you explain your motivation?

**Diagram9: Students' motivation to learn English**

As it is indicated in diagram 9, the results gathered from this question show that the majority of respondents (54, 16%) are not motivated to learn English. In contrast only (45,83%) of students are motivated to learn it.

Q5- Do you expect positive outcomes in your learning?

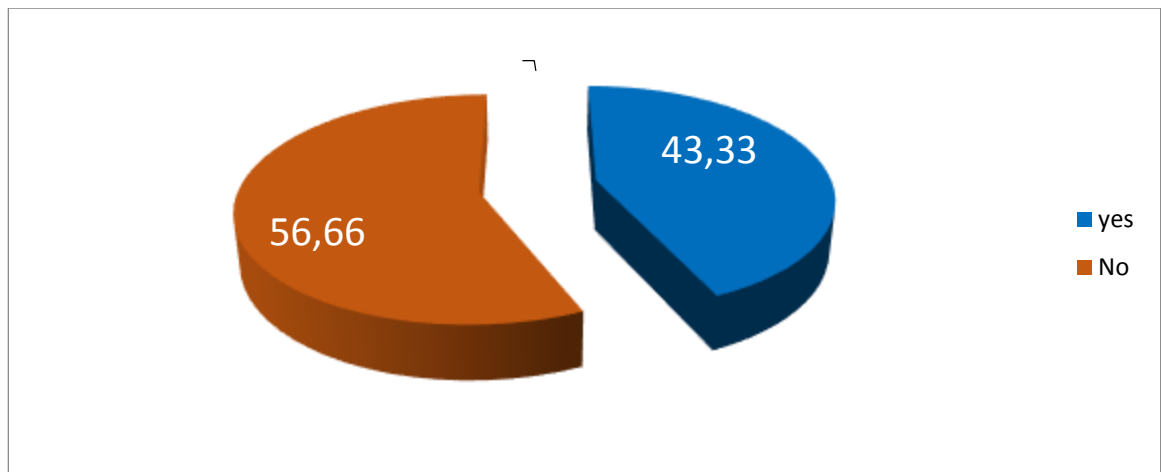


Diagram 10: Students' expectation of positive outcome in their learning

As it is presented in diagram 10, over half (56.66%) of participants answered negatively to the question. In contrast the minority, which stands for (43. 33%) expects positive outcome in their learning.

Q6- How confident are you to perform a given task?

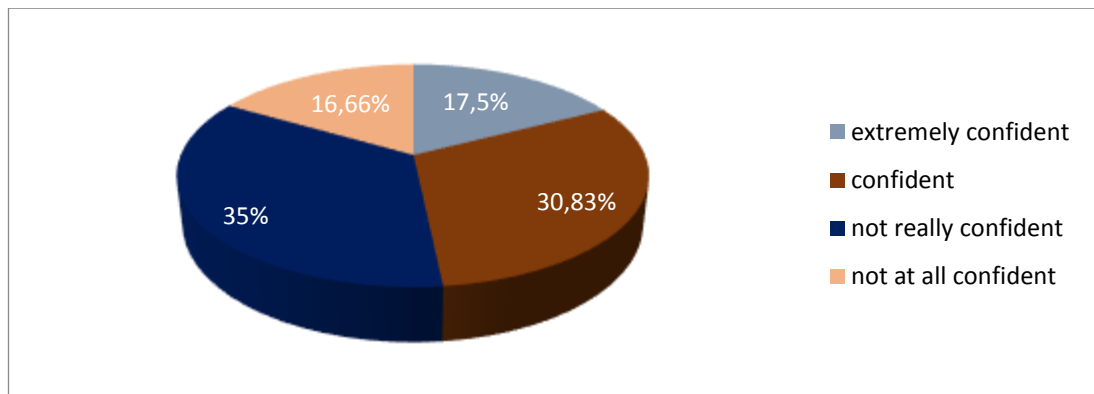


Diagram 11: Students' confidence to perform a task

Diagram 11 depicts that, (35%) of respondents are not really confident to complete a given task. (30. 83%) of them indicated that they are confident. (17. 5%) of them are extremely confident and (16. 66%) of students are not at all confident.

Q7- When you face difficulties in learning English, do you ask your teacher for help?

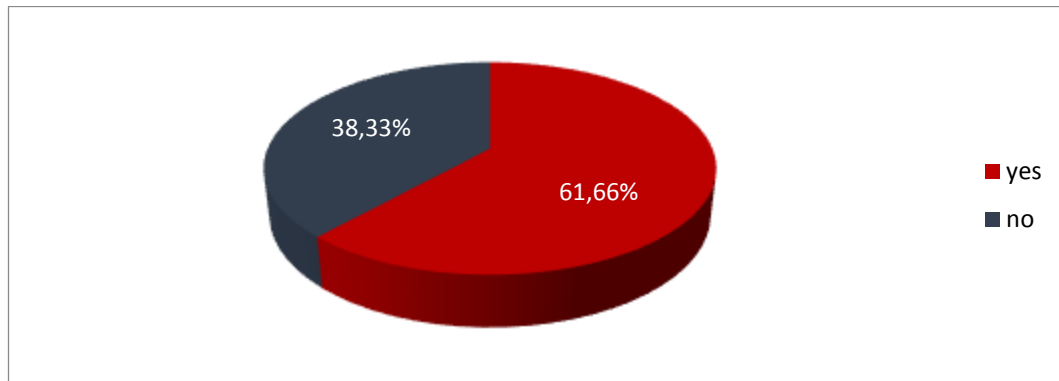


Diagram 12: Students' help-seeking from teachers

This diagram shows that approximately two-third of the participants (61.66%) ask their teacher for help. Whereas (38.33%) of them do not use this strategy when they encountered difficulties in their learning.

Q8- How often do you manage your time to learn English?

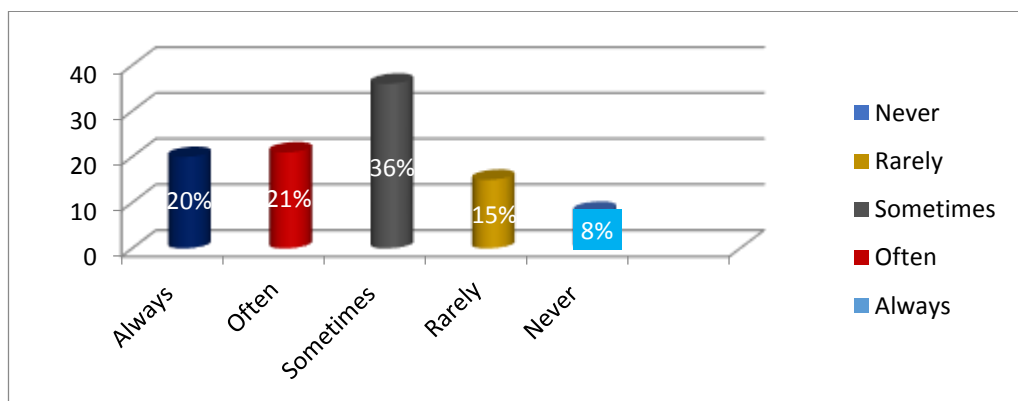


Diagram 13: Frequency of time management to learn English

Diagram 13 summarizes students' frequency in managing their time to learn English. The results given in this diagram show that (36%) of students opt for "sometimes", (21%) of them for "often", while (20%) of the participants showed that they "always" use this strategy in their learning. (15%) of the participants "rarely" use it and a small number of 10 which represent (8%) learners pick for "never".

Q9- How often do you check whether you are on the right way leading to goal attainments?

Options	Answers	Percentages
Always	26	21%
Often	32	27%
Sometimes	40	34%
Rarely	14	12%
Never	8	6%
Total	120	100

Table 2: Students' frequency in checking their goal attainments

The results of table 2 indicate that (34%) of the participants sometimes check the attainment of their goals and if they are on the right way. (27%) of them often do this, whereas 26 of students that represent (21%) indicate that they always check whether they are on the exact way leading to goal achievements. (12%) of them rarely verify their goal attainments and a minority of them (6%) answer with “never”.

Q10- How often do you assess your performance?

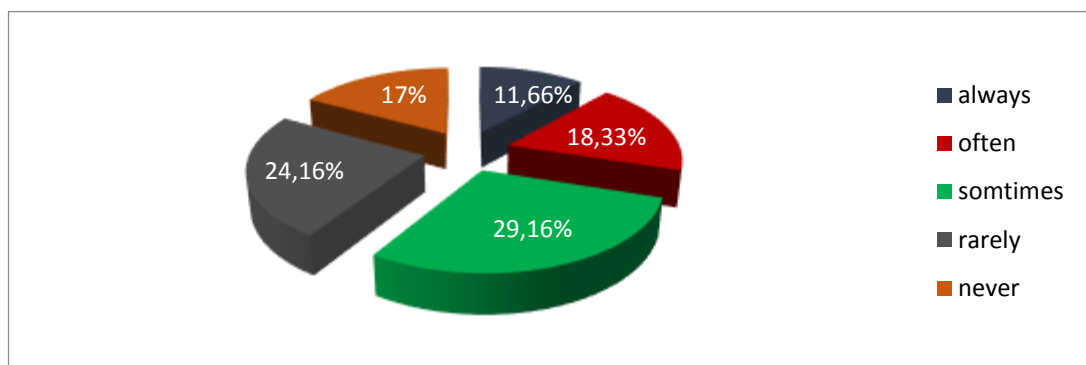


Diagram 14: Students' assessment of their performance

This diagram shows that (29.16%) of the learners sometimes assess their performance, while (24.16%) opt for “rarely”, (18.33%) for “often”, and (17%) of the participants indicate

that they always assess their learning performance, while a minority part of (11.66%) answer negatively for the question and they go for “never”.

Q11- If you notice weaknesses in your achievement, do you reflect on that and make the necessary decision to get rid of the weaknesses?

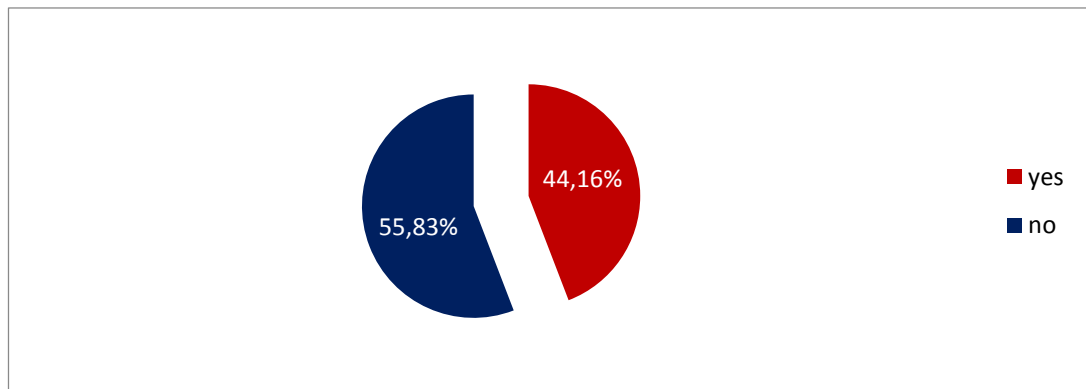


Diagram15: Students’ reflecting on weaknesses in their achievement

In this diagram, (55.83%)of participants indicate that when they detect limitations in their achievement, they do not reflect to make any decision to overcome the weaknesses. In contrast (44.16%) of the students answer with “yes” the above question.

Q12- Do you take the full responsibility for your outcomes?

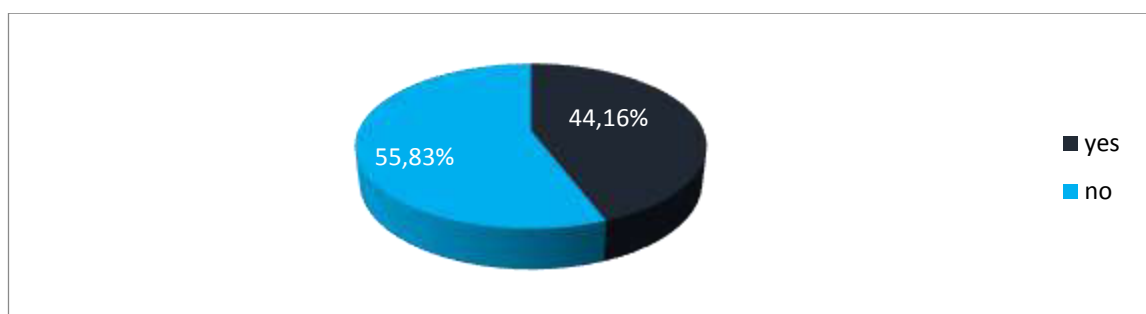


Diagram 16: Students’ responsibility for their outcomes

When students are asked about taking the full responsibility for their outcomes, more than the half of participants (55.83%) respond with “no” , while (44.16%) of them assert that they are responsible for their outcomes.

Q13- Does your teacher encourage you to be autonomous in your learning?

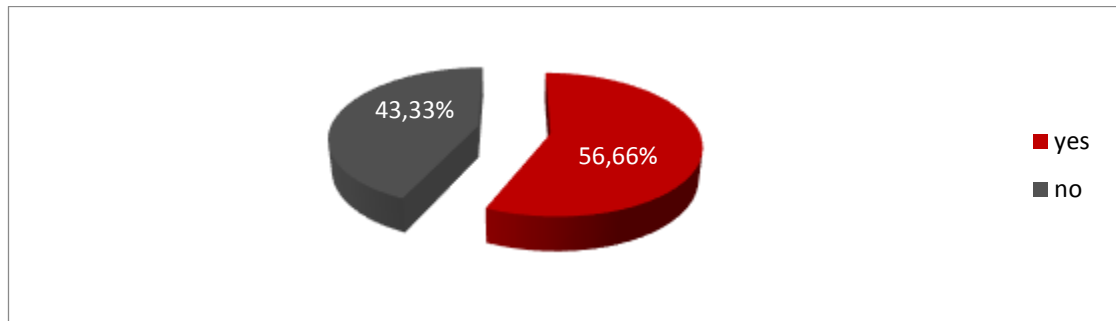


Diagram 17: Teachers' encouragement for their students to be autonomous

The diagram shows that (56. 66%) of the students responded their teachers helped them to be autonomous and (43. 33%) of them answered with “no”.

3.2. Results of the Interview

The analysis of this section is based on the results gathered through interviews conducted with four (4) teachers. The interviews are audiotaped, that is transcribed into text, this analysis is made using qualitative content analysis, its aim is to figure out the teachers' views about self-regulated learning in terms of strategies, motivation and achievement. It also identifies the major obstacles that face students in their learning from the instructors' points of view and how they can surmount this obstacle. The data presented below were analyzed following QCA.

Question 1: How long have you been teaching English?

The four participants selected for the interviews are all teachers of English in Ali Mellah and Zammoum Mohamed secondary schools of Tizi-Ouzou, all of them have had an experience with teaching English as foreign language.

Participant 1:

The first participant reveals that he had experience as a teacher of English for twenty four years.

Participant 2:

The second participant says that she is a teacher of English since twelve years.

Participant 3:

The third participant states that he has an experience of fifteen years as a teacher of English.

Participant 4:

The fourth participant claims that she has ten years of experience as a teacher.

Question 2: According to you, what is self-regulated learning?

All participants agree that self-regulated learning is a process that enables students to learn effectively by themselves using different strategies. In other words, they are ways that students use to manage and control their learning by their own.

Question3: How can self-regulation help students to improve their learning?

All the informants agree that self-regulation helps students improve their learning by developing their motivation. All of them argue that when students are motivated and interested to learn English, this pushes them to understand more and improve their learning.

Question4: Can self-regulation be improved through practice? If yes how.

All the participants agree with the idea that self-regulation can be improved through practice and each of them provides us with different explanations.

Participants 1 and 2:

The first and the second participant confirm that self-regulation can be improved through practice by incorporating different types of activities and tasks in the classroom.

Participant 3:

The third participant claims that self-regulated learning can be enhanced through practice by setting up assessment.

Participant 4:

The fourth participant states that self-regulation can be improved through practice by providing students with homework activities. This participant confirms that homework enhance students learning to self-evaluate their work and improve their success.

QUESTION 5: Do you encourage your students to be self-regulated? If yes how?

All the interviewees encourage their students to be self-regulated

Participant 1:

The first participant encourages students to be self-regulated by encouraging their self-esteem and supporting their motivational beliefs.

Participant 2:

The second participant encourages students to be self-regulated by helping students to be autonomous in their learning and be responsible of their outcomes.

Participants 3 and 4:

The third and the fourth participants encourage students to be self-regulated by promoting them to work collaboratively using group work or peer work, claiming that this can help them to understand more and make the class more communicative.

QUESTION 6: What are the difficulties that you face to make your students self-regulated learners?

Talking about the obstacles, we found that the major obstacles according to the interviewees are lack of attention, different levels in the same class, noise, lack of respect .

QUESTION 7: What should be done to surmount the obstacles?

The participants provided different solutions. They think that assessing students to realistic challenging goals and encourage them to be aware on their own behavior are needed in solving this problem.

QUESTION 8: Do you think that assessing students in a continuous way help them to become self-regulated? If yes how?

All the participants agree with the fact that assessing students regularly helps them to be self regulated.

Participant 1:

The first participant states that assessment helps students to take control of and manage their own learning.

Participants 2 and 3:

The second and the third participants think that assessing students regularly helps them to be receptive and ready all the time to perform a given task. In fact, the second participant illustrates the importance of assessment with the following example homework activities as a review for exam.

Participant 4:

The fourth participant defines first assessment as a system that helps the teacher to control and check always students learning. Then, he adds that assessment helps students to be self-regulated by measuring their learning constantly.

QUESTION 9: Do you think that self-regulated learning processes such as setting goals, making effort to reach the goals, self-assessment, and reflection on one's ideas and actions promote students' motivation and achievement?

All the respondents state that self-regulated learning strategies promote students' motivation and achievement, arguing that students who use these strategies will be more motivated, consequently they have better achievement and positive score.

QUESTION 10: Do you make your students feel competent? If yes how.

All participants claim that they try and work to make students feel competent and enhance their self-confidence by providing different explanation.

Participant 1:

The first participant tries to enhance student self-confidence by giving them feedback, recognition and show them they are competent.

Participant 2:

The second participant thinks that encouraging students to feel competent by accepting their flubs (mistakes) with grace and considering students errors as natural part of learning.

Participant 3:

The third participant thinks that encouraging students by praising their good jobs are needed to feel students more confident.

Participant 4:

The fourth interviewee sees that in order to make students feel capable by giving them challenging activities and giving them opportunities to speak up and to have a say in the classroom and especially avoid negative criticism that disturb them.

QUESTION 11: Do you think that the integration of technologies in learning environment may promote self-regulated learning? If yes how.

All of them agree with the fact that new technologies enhance students to self-regulate their learning. In fact each interviewee gives his/her own explanation.

Participant 1:

The first interviewee sees that this new device allows students to be more efficient and well organized and speed up the learning process as technology allow them to gain much more time.

Participant 2:

The second participant states that the integration of technologies in learning environment may promote students learning, mainly by creating groups in social media such

as facebook where learners can create learning group where they share documents, documents, videos, extra resources to facilitate learning.

Participant 3:

The third participant argues that the new technologies and mainly the internet help students to get new information and to learn much faster.

Participant 4:

The fourth interviewee sees that using new technologies in the teaching and learning process is very useful for both teachers and students to improve their method of learning and for students to enhance their learning strategies and be more autonomous.

Conclusion

This chapter has provided results of both questionnaires and interviews, the data gathered from the participants have showed that the majority of students demonstrate negative attitudes toward self-regulated learning. Moreover, they are not really involved in this process. Concerning teachers' answers the results have showed all the teachers have positive attitudes toward self-regulated learning as they demonstrate an important experience in their field using self-regulated learning.

Introduction

This chapter is concerned with the discussions and interpretations of the findings that were found after our study in the previous chapter. The most important objectives of this section are to provide relevant answers to the research questions and to check the validity of the hypotheses. This chapter involves four (4) main sectors; each part intends to provide a response to the questions asked in the introduction. The first part provides general information about the participants; the second one discusses the answers obtained in relation to students' attitudes toward self-regulated learning, the third section talks about students' involvements in self-regulated learning, and the last part discusses and interprets the findings of the interviews.

4.1. Discussion of the Findings of students' Questionnaires

The results of this research were gathered from one hundred and twenty (120) third year students in Ali Mellah and Zamoum Mohamed secondary schools of Tizi-Ouzou. The answers gathered from the questionnaire demonstrate that the majority of students have negative attitudes towards self-regulated learning; furthermore, they are not fully involved in this process. Although this negative finding, still an interesting number of participants who demonstrated favorable attitudes toward self-regulated learning and its effectiveness in learning English.

The findings of third year students' questionnaire of Ali Mellah and Zammoum Mohamed secondary schools of Tizi-Ouzou support the first hypothesis which suggests that not all third year students use self-regulated strategies.

4.1.1 General Information about the participants

The data obtained show that the majority (78.33) of students have studied English for seven years and the minority part (21.33) have studied it for eight years (see diagram 2), this means that all the students have a certain prior knowledge with self-regulated learning, as they have certain awareness about the strategies to use during their learning. This result can be explained in relation to the factor of experience which has a positive correlation with self-regulated learning.

In fact students could not regulate and develop effectively their learning English if they did not have any experience. Furthermore, students can perform better and have high academic achievement if they can regulate their metacognition. This result is supported by Urugt and Oort (2008 cited in Paivi, 2015) who have proved that self-regulated students with high metacognition skills get higher exam score and achievement. For instance, students who have studied English for many years are able to recognize and regulate their learning better comparing to those who studied it in short period of time.

As it is presented in the previous chapter, the results of students' intention to study English at the university demonstrate that (53.33%) of the participants have no intention whereas (46.66%) of them have a great interest to study English at university (see diagram 3). These results show that students who have no intention to carry out with the study of English at university are not interested to to improve their learning in English.

Consequently, they do not put the effort to enhance their learning strategies. Generally, students who have no interest to study a certain subject they do not put the effort needed to achieve an excellent level in that subject, thus their performance stay average. While the other part of students (46.66%) who respond with "yes" to the above question seem to have a big interest to learn English. When students are interested in learning something,

they try to find and look for specific strategies that can be used to enhance their learning. So, these students tend to put a lot of effort to perform better as they set specific learning strategies to achieve their goals. Usually these students have a good and excellent performance. Our findings are associated with Zimmerman (2000) arguing that interest is an important elements in self-regulated learning mainly in the forethought phase.

Generally our findings indicate that it exists a dynamic relationship between interest, setting strategies and performance. Therefore students who are interested in learning English are generally self-regulated learners.

4.1.2 Students' Attitude toward Self-Regulated Learning

Concerning students' awareness about the effectiveness of self-regulated learning, the results of the previous chapter reveals that the majority (56.66%) of students are not aware about the effectiveness of self-regulated learning (see diagram 4). This negative result may be due to the lack of attention and interest. Students who are not aware about the importance of this process can not develop their strategies for learning and their performance, also the results show that (43.33%) are aware about the importance of self-regulated learning (see diagram 4). This part demonstrates a big interest to learn English, learners who are informed about self-regulated learning can experience this process and apply it by setting specific techniques to achieve their goals and improve their learning.

Therefore these students are able to distinguish the areas of strengths and weaknesses in their learning and make the necessary improvements. This result is confirmed by Barry Zimmerman (1990) who states that students who are aware about self-regulated learning seek out always information when needed and find out the way to succeed.

The survey reveals that the result concerning students' agreement about the effectiveness of self-regulated learning strategies in enhancing students' academic outcomes shows that the high percentage (42.5%) agree with this idea (see table one). Students who use these strategies to learn English generally demonstrate interest to learn it effectively. Moreover, the use of self-regulated learning strategies help students to be more dynamic, according to Richard et al, 2012 (quoted in Eom, 2015:04) there is a correlation between students' strategies and their outcomes. The use of these techniques are reflected in the students' success in their learning. (see chapter 1).

Regarding the facility to be self-regulated learners, the data obtained from students questionnaire reveal that the majority (55.83%) of respondents think that it is difficult to be self-regulated learners (see diagram 5). The most likely explanation of this negative result is the difficulty that students face toward using self-regulated learning strategies in their learning process. Moreover, this part of informants is those who are not aware about the benefits of this process in their learning or maybe to the lack of self-regulation skills. In fact (44.17%) of students demonstrate positive attitude toward the use of self-regulated learning stating that it is easy to self-regulate one's learning (see diagram 5). These students are able to organize well their school work and regulate effectively their actions to achieve their goals.

Consequently, these participants demonstrate good performance and high achievement in their learning. This finding can be related to Zimmerman (1989) who considered self-regulated learners "*as metacognitively motivationally and behaviorally active participant in their own learning process*"(quoted in Eom 2015:4).

4.1.2 Students' involvement in self-regulated learning

The previous findings of this research indicate that the major part of participants is passively engaged in self-regulated process, still an interesting part of respondents who are

actively involved in reconstructing their knowledge with new methods and strategies. These results confirm the first hypothesis.

When students are questioned about the frequency of setting goals to learn English, multiple responses are provided. The significant part (37, 5%) of respondents sometimes set goals (see diagram 6). This means that this part of students seems to be able to control better their learning and their performance. As mentioned by (Schunk, 2001, quoted in Zumburunn 2011:9) setting goals is necessary and important to regulate one's action (see chapter 1).

Moreover, it has been improved that students who tend to set regularly goals before their learning, increase their opportunity to succeed. This result confirms both Pintrich (2000) and Zimmerman's (2000, 2008) view claiming that goal setting is the main and essential part of SRL process (cited in Zimmerman et al 2011). The results obtained from this questionnaire suppose that, students' setting goals in learning English is a result of prior experience and interest. Consequently, students' experience and their awareness about the effectiveness of self-regulated learning as well as their interest determine the frequency of setting goals.

Another part which represents (15%) of students never set goals to learn English (see diagram 6). These students tend to encounter many difficulties in learning English, thus they do not know where they want go and what they want achieve. (13.33%) confirm that they rarely set goals (see diagram6). This part of respondents are generally not motivated to learn English, thus, they are not interested. Hence these students can not develop effectively their academic performance and their outcomes stay average or even low. The results show that students setting goals in their learning is a result of prior experience and interest. Consequently, students' experience and their awareness about SRL as well as their interest are factors determining whether students set goals or not.

To complete these findings, another question is asked regarding the kinds of goals that students set to learn English. The results obtained from this question demonstrate that the majority of participants (46.66%) affirm that they set long term-goals (see diagram7), for instance, to succeed in English exam. this means that these students do not plan continually strategies in their learning. Moreover the results reveal also that among the participants, (40%) of them choose to set short term-goals (see diagram 7). For example, understanding the techniques used to write a good paragraph.

We deduce that students choosing to set short- term goals are more likely to have good performance in class and higher achievement. These findings can be referred to the literature review (Zimmerman, 2004quoted in Zumbrunn et al 2011:9-10) stating that students who are encouraged to set short-term goals to learn can improve effectively their learning (see chapter 1). However, (13.33%) of participants did not answer (see diagram 7). This is because they do not set goals for their learning.

When students set goals, they have to plan specific strategies to achieve their learning objectives. For this reason, the students are requested to answer a question about the frequency of using the planning strategies like time management, help seeking.....etc. The results show that (31.66%) of respondents sometimes use the planning strategies (see diagram 8). This means that these students have an insight about what they want to achieve and what their goals are. Consequently, these students can enhance their performance and improve their academic outcomes through the use of specific strategies in learning. This fact seems to match with (Richard et al, 2012quoted in Eom, 2015: 04) claiming that self-regulated strategies predict students' strategies and outcomes (see chapter 1). However, the findings also demonstrate that there is a part of students who (20%) rarely plan strategies and even "never" (13.33%) (See diagram 8), it is evident that this category of students rarely and even never in their learning.

We deduce that these participants are not able to improve effectively their academic performance as well as their outcomes, thus they cannot self-regulate their learning. Indeed this element is considered by (Pressley,1995 cited in Zimmerman, 2011) stating that students who are thought how to plan strategies before tackling tasks can improve their sense of self-regulation in their learning (see chapter 1). Another important element within self-regulated learning consists of motivation, when students are asked whether they are motivated to learn English, the big part (54.16%) opt for no (see diagram 9).

This negative result maybe due to their lack of interest toward learning English or they do not like the subject itself, so they seem to be bored. It is evident that when we do not like a specific subject we can not be good in it. However, still an important percentage of students (45. 83%) (See diagram 9) who are motivated to learn English. Concerning students' motivation, different answers were provided. The main factors that motivate them are their desire and intention to study study English at university and using it for communication.

This result supports (Vanzile, Tamsen& Livingston's 1999 cited in Salter, 2012) claiming that students who are aware about the importance of their learning will be more motivated to self-regulate learning (see chapter1).

In an attempt to get an answer about students' expectation in their learning, the results of diagram 10 illustrate that the majority (56. 66%) of students do not expect positive outcomes in their learning (see diagram 10), this negative finding can be linked to the previous question about setting goals, students who do not set goals can not predict any outcomes. Furthermore, these students seem to have no interested to learn English. Thus they are not motivated to get engaged in this subject. Another hand, (13.33%) of respondents expect positive outcomes (see diagram 10). This means that these students have already set goals and plan for specific strategies to achieve their goals, as a result, they expect positive

outcomes in their learning. This result is held up by Zimmerman (1994) affirming that positive belief that students hold on their own competence influence positively learning as well as their outcomes expectation, these students are to generally self-regulated learners (see chapter 1).

When students are asked about their confidence to perform tasks, the results show the majority (35%) of respondents are not really confident to accomplish a given task (see diagram 11). This is probably because they did not set goals for their learning or they did not plan effectively the strategies needed to complete their tasks. (30.83%) of students state that they are confident and (17.5%) are extremely confident (see diagram 11), these students look to have high level of self-efficacy, moreover they are confident, motivated to learn English as they have set goals for their learning and have applied specific strategies to accomplish them. This finding appears to support (Usher & Pajares, 2008 cited in Benbenutty, 2015) who have highlighted the importance of self-efficacy in determining goals, performance and setting strategies (see chapter 1).

As previously mentioned students use different strategies to complete their task. When students are asked whether they ask their teacher for help while encountering frustrations in learning, two third (61.66%) of participants ask their teachers for help and respond with yes (see diagram 12), we suppose that students ask more questions during the class and seek out more information to ensure their understanding. Therefore they perform better in academic tests and exams according to Graham & Harris, 1994) social interaction helps people to acquire knowledge. However, (38. 33%) do not use this strategy (See diagram 12). This is probably because they feel isolated in the class and they fear what others will think of them when asking for help, or they have bad social interaction with their teacher. These students generally are not given the opportunity to express themselves freely during the class, and usually, they have not good academic performance.

Another important strategy of self-regulated learning is time management, when students are asked about the frequency of managing their time to learn English language. The majority of respondents (36%) choose sometimes and (21%) of them opt for often (see diagram 13). These students are involved in self-regulated learning. Students who often or sometimes manage their time can have good academic performance and have high scores in their exams. While, (20%) of respondents show that they always use this strategy in their learning (see diagram 13) . These students are generally actively involved in improving their learning by using other self-regulated strategies.

These participants seem to have high academic achievements since they are self-regulated learners. Nevertheless, another part of the students opt for rarely (15%) and never (8%) (see diagram 13). It is evident that these participants find difficulties to complete their task. Moreover, their level of learning stays average or low. As it is mentioned in the literature review, it is important for students to determine the goal they wish to attain and most important thing is to check and verify whether things are going well on the right way.

As previously mentioned in the literature review, it is important for students to determine the goals they wish to attain, but the most important thing is to check their attainment. The results indicate that the majority (34%) of students sometimes check the attainment of their goals and if they are in the right way (See table 2), this means that these participants try to improve regularly their learning, also the results indicate that (27%) of them often do this. These students seem to control almost regulatory their learning strategies to check their effectiveness. (21%) of participants indicate that they check always if their goals are going to be attained by confirming their strategies of learning.

These students are those who are motivated and interested to learn English, however, (12%) of them rarely verify their goal attainment and the minority part which represents (6%)

respond with never (see table 2). We suppose that these participants are those who rarely set goals or even never for their learning. These students generally demonstrate low level of self-efficacy, academic performance and outcomes.

The findings of diagram 14 indicate (29.16%) of the students sometimes assess their performance. Usually, these students are aware of their strengths and weaknesses. As a result they try to evaluate their learning. This finding confirms Zohar's view (2004) stating that, self-assessment is beneficial for students because it improves students' awareness of their learning (cited in El Koumy, 2010) (see chapter 1), While (24.16%) students rarely assess their performance. These participants can not have a fully insight of their learning. (18.33%) of them opt for often and (17%) of the informants assess always their performance.

We can deduce that students who are more interested in learning English are motivated. Moreover they seem to have good academic performance and high score exams because they check and evaluate their progress regularly. (11.66%) of students respond negatively about the question and they go for never. This part of students can not know if they make any progress in their learning, we presume that they are not motivated to learn English. These students generally can not develop successfully their learning skills.

Concerning evaluating students' achievements and reflecting on weaknesses, the results show that the majority of participants (55.83%) do not detect limitations in their achievement (see diagram 15), consequently they do not reflect to make any decision to surmount those weaknesses. thus, this part of students does not assess their achievement, because they can not identify their strength and weaknesses in learning English. Thus they are not fully engaged in the instruction of their own knowledge. In contrast (44.16%) of respondents can reflect on weaknesses in their achievement (see diagram 15).

These students are usually actively involved in the building of their own knowledge by assessing regularly their attainment. This helps them to see their weaknesses and make the necessary adjustment to overcome them. This fact seems to match with (Liang, 2006 quoted in Abdel Salam Abdel Khalek El-Koumy:4) statement, affirming that “*students’ self assessment helps learners see gaps in their own and initiate self-repair to redirect their learning toward learning goals*” (see chapter1).

As students are asked about taking the full responsibility of their outcomes, the majority (55.83%) of students answer negatively (see diagram 16). These students have in all probability low sense of low efficacy. Generally they do not accept their failure for example, when they get bad marks in English sometimes they attribute this to the negative relationship with their teacher or bad condition, (44.16%) of students assert that they are responsible of their outcomes (see diagram 16). This can be referred to (Kurtz & Borkowski, 1984) claiming that students who believe in their capabilities monitor better their learning (cited in Zimmerman; 1989) (see chapter 1). If they succeed they know that their success comes with a lot of work and effort, and if they fail they look for the causes that hinder their accomplishment. They consider failure as an experience that they can grow from and learn more.

After determining students’ responsibility for their outcomes the participants are asked whether they are encouraged by their teachers to be autonomous, the results show that the majority (56.66%) of respondents answer positively for the question(see diagram 17).

These participants seem to be able to develop and enhance their knowledge. This helps them to be creative in their learning. Moreover giving students autonomy will help them to increase their self-confidence (Schwartz Scherman, and Ryan 1981) state that, when teachers gave their students autonomy in their learning this will help them to enhance their confidence

(see chapter 1). Moreover, as mentioned in the review of literature Lee (2002) claims that students centered-learning helps learners to have a say and more choices in making decisions in the learning process. The results also show that (43,33%) of respondents state that they are not encouraged to be autonomous in their learning (see diagram 17), this because their teachers still use the traditional method where they are the centered in the class.

4.2. Discussing the Findings of Teachers' Interviews

The findings of this research were gathered from interviews conducted with (4) four teachers of English in Ali Mellah and Zammoum Mohamed secondary schools. Given the responses obtained. It appears that the teachers of these two secondary schools help students to be self-regulated learners. This positive result may be due to their experience in the field. When interviewed, all the teachers confirm that they have an experience of teaching English over ten years. These favorable results reflect earlier research findings revealing that the factors of experience are very important in self-regulated learning. Moreover, teachers' pedagogical experience can determine students' quality of learning, the types of strategies they use since all the interviewed have an experience with teaching English. These teachers have a high level of self-efficacy which helps them to achieve their teaching goals successfully.

Furthermore, these results prove also that teachers who have a big experience in the field of teaching demonstrate a positive awareness about SRL. Hence all the participants agree that this process enables students to learn effectively by themselves using different strategies. Also it consists of ways that students use to manage and control their learning by their own, in fact this results match with Zimmerman's (2002) definition which states that SRL refers to self-generated thought, emotions, and behavior that are oriented to achieve students personal goals (see chapter 1) , besides all the interviewees affirm that motivation and interest are the main factors that push to understand more and improve their learning ,

these results confirm previous authors 'findings in the literature review (Boekarerts, 1995; Corno, 1986.1987, De Groot, 1990) claiming that motivation is a key component of self-regulated learning.

When the interviewees were asked if practice can improve self-regulation, and the way that affects this process , all the teachers agree with this fact, providing different explanations which can be embedded in three elements, giving students different types of tasks and activities in the classroom by setting up assessment and by providing students with homework activities which can help students to be autonomous and increase their sense of self-efficacy, this result is confirmed by Lee (2002) (see chapter 1).

An important explanation was given by the interviews regarding the way that they encourage their students to be self-regulated. In fact all the instructors help their students to be involved in this process. The first teacher states that encouraging students' self-esteem and their motivational beliefs help them to be self-regulated learners, this means that this teacher uses different strategies to reach this goal for instance, by making learning English fun and adds some humor in his teaching method. Moreover, this can be done by helping students to be aware about their capabilities.

The second interviewee thinks that he can help students to be self-regulated learner by helping them to be autonomous, responsible of their outcomes and increase their motivation to learn, as mentioned in the review of literature, motivated students seek to understand more the topic and make the appropriate effort to achieve their goals (Azian, 2014) (see chapter 1).In turn this teacher have a big experience in teaching. The two last participants argue that promoting students to work collaboratively using group work or peer work is an essential part so that students develop their self-regulation in their learning, this idea is emphasized by

(Graham & Harris, 1994) claiming that people can acquire knowledge through their social interaction with other.

The interviewees add some other interesting elements they consider as a barrier to a successful adaptation of self-regulated learning process such as lack of attention, noise and lack of respect; this means that these obstacles are quite related to students' lack of interest and motivation to learn English. Moreover, teachers find different levels in the same class this is due to students' abilities to effectively surmount this problem, they suggest the above solutions assessing students to realistic challenging goals and encouraging them to be aware about their behavior and capabilities, this means that teachers use different techniques that help students to be more attentive in their learning. Furthermore, the teachers who participated in the interviews believe that assessing students helps them to become self-regulated, providing different explanations claiming that assessment helps students to control their own learning. These findings are referred to (Fitzpatrick, 2006 quoted El- Koumy, 2010) (see chapter 1).

Moreover, students can be more receptive and ready for any assignment and task , this result goes hand in hand with what has been found by other case studies (Abdel Salam Abdel Khaled El-Komy, 2010) where he depicts the importance of assessment in supporting Self-Regulated Learning (see chapter 1). This means that assessing students helps them to have good performance and high academic achievement. In addition, another interviewee added that assessment supports both teachers and students; this means that it helps teachers to have an insight about students' quality of learning as well as to check their methods of teaching, as it helps students to control and regulate their own learning.

When it comes to planning strategies, all the informants state that SRL strategies promote students' motivation and achievement; they claim that students who use these

strategies will be more motivated to learn English and have better achievement and higher score. We deduce from this result that teachers have certain awareness about the effectiveness of self-regulated learning strategies; this due to their experience in the field.

Moreover, all the interviewees try to enhance students' self-efficacy, by giving them feedback and showing them that they are competent, this view is shared by (Kurtz & Borkowski, 1984 quoted in Zimmerman; 1989: 04) "*Students with high self-efficacy have displayed better quality learning strategies*". Moreover, teachers argue that giving students recognition and praises and avoid negative criticism, these make students feel more competent.

Besides, the instructors affirm that encouraging students to speak up during the class and giving them choices in their learning to increase their self-efficacy, this means that these teachers help their students to perform successfully their task and achieve their goals .

Regarding the integration of technologies in learning and its effects on self-regulated learning .All teachers agree that new technologies enhance self-regulated learning, claiming that it helps students to speed up their learning and get other resources of information .As a consequence, they can manage well their time and control their learning. According to the interviewees social network such as facebook that helps them to create outline groups where they share their work, exchange different information and improve their learning of English, this means that these teachers have positive attitudes toward the implementation of new technologies within the learning process, besides these findings demonstrate that all the interviewees have an experience with the use of these technologies in their field.

Conclusion

Based on the results of our study, we can conclude that the first and the second hypotheses were confirmed, and the third one was refuted. The findings of this research reveal that the majority of third year students in Ali Mellah and ZamoumMouhamed secondary schools of Tizi-Ouzou demonstrate generally negative attitudes toward self-regulated learning, as they are not fully involved in this process. These results confirm the first hypothesis. Regarding the findings of teachers' interview, the results show that teachers of Ali Mellah and ZamoumMouhamed secondary schools demonstrate generally positive attitudes toward the use of SRL process in teaching English.

With regards to factors influencing to students' attitudes, the results have showed that the major factors that influence the attitudes of students toward self-regulated learning are the lack of interest to learn English as well as the lack of awareness about the effectiveness of this process. Besides self-regulated learning can not be applied effectively in learning English if students are not aware and interested about this process.

Another concern of this study was to identify students' involvement in self-regulated learning. In fact this investigation reveals that the major obstacles that students face to be involved in SRL are the lack of motivation, organization, and non use of learning strategies. All these factors confirm the first hypothesis.

Moreover, the findings reveal that teachers' experience, their encouragement to students to be autonomous and self regulated-learners as well as, the use of assessment may have influenced positively the attitudes and engagement of students in self-regulated learning, these findings validate the second hypothesis and refute the third one.

The study was set out to investigate the use of self-regulated learning process in the Algerian secondary schools third year classes of Ali Mellah and Zammoum Mohamed of Tizi-Ouzou. The present study seeks to determine whether third year students of these two secondary schools use SRL strategies to improve their learning in English. Then this helps to recognize to which extent third year students of Ali Mellah and Zammoum Mohamed secondary schools of Tizi-Ouzou are self-regulated. Furthermore our study is intended to identify teachers' attitudes and use of self-regulated learning in the teaching process.

This study has stated two main objectives, the first objective meant to determine to which extent third year students are self-regulated learners. The second objective is to recognize whether their teachers of English help them to be self regulated. To conduct this investigation and answer the research questions, the mixed method research was implemented for the aim of gathering and analyzing data. Thus both qualitative and quantitative methods were combined for the aim of collecting and evaluating data. 120 third year students of Ali Mellah and Zammoum Mohamed secondary schools of Tizi-Ouzou were randomly chosen to respond to a questionnaire. Moreover, four (4) teachers of English were selected to be interviewed.

Concerning the quantitative data analyses, a computer program named SPSS was adopted for the analyses of the statistical data, furthermore qualitative content analysis (QCA) is adopted for interpretation of the data collected from the four interviewees and the answers to the open-ended questions obtained from the questionnaire relying on the data analyses, the results reveals that third year students of Ali Mellah and Zammoum Mohamed secondary schools of Tizi-Ouzou, generally they do not use self-regulated learning

strategies to improve their learning. These students usually demonstrate negative attitude toward self-regulated learning. In fact the findings show that (56.66%) of students are not aware about the effectiveness of self-regulated learning. Moreover, the findings show that these students are not fully involved in this process, the majority of students (45.16%) state they are not motivated to learn English, this points confirm other research findings (Eric, C.K Cheng, 2011). Furthermore, the majority of respondents (56.66%) do not expect positive outcomes in their learning, this influence unfavorably students engagement in this process. Thus these results confirm the first hypothesis. When it comes to teachers' views about self-regulated learning; all of them demonstrate positive attitude toward this process as they show a big ability to help their students to be self-regulated learners, these findings support the second hypothesis and refute the third one.

We hope that the results of our research will give a better understanding of self-regulated learning, and developing effective strategies which improve students' performance and achievements.

Some limitations can be noted in our research, in the sense that our investigation is conducted in the secondary schools of Draa-El-Mizan and Boghni, so the findings are limited in these two regions therefore, it may limit the generalization of the findings. Another limitation is the limited number of participant and teachers.

Despite these limitations, we have tried hard to collect as much possible and clear data and we hope that our work will be a contribution to other studies in the future in the field of self-regulated learning.

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Students' Questionnaire

Dear students:

This questionnaire is part of a research study on self-regulated learning in third year classes in secondary school. In order to accomplish this aim you are kindly requested to answer the questions. Your answers will be used only for academic purposes. Thank you very much for your help.

Section One: General Information about the Participants

1-How long have you been studying English?

.....Years.

2-Are you interested to study English at university

Yes ☐ No ☐

Section Two: Students' Attitudes towards Self-regulated learning

1-Are you aware about the effectiveness of self-regulated learning in your academic achievement?

Yes ☐ No ☐

2-How far do you agree with the idea that self-regulated learning strategies (goal setting, taking actions to reach the goals and assessing one's learning?) Improve students' academicoutcomes?

Strongly agree ☐ Agree ☐ Partly agree ☐

Disagree ☐ Strongly Disagree ☐

3-Do you think that it is easy to be self-regulated learners?

Yes ☐ No ☐

Section Three: student's involvement in self-regulated learning.

1-How often do you set goals to learn English?

Always ☐ Often ☐ Sometimes ☐

Rarely Never

2-What kind of goals do you set for learning English?

Long term goal Short term goal

3-How often do you use of the following planning strategies?

-Time management

-help seeking

Peer and group learning

Always Often sometimes
Rarely Never

4-Are you motivated to effectively learn English? If yes, would you explain your motivation?

Yes No

.....
.....
.....

5-do you expect positive outcomes in your learning?

Yes No

6-How confident are you in your ability to perform a given task?

Extremely confident Confident
Not really confident Not at all confident

7-When you face difficulties in learning English, do you ask your teacher for help?

Yes No

8-How often do you manage your time to learn English ?

Always Often sometimes rarely
Never

8-How often do check whether you are on the right way leading to goal attainment?

Always Often Sometimes
Rarely Never

9-How often do you assess your performance?

Always Often Sometimes
Rarely Never

10-If you notice weaknesses in your achievements, do you reflect on that and make the necessary decisions to get rid of the weaknesses?

Yes No

11-Do you take the full responsibility for your outcomes?

Yes No

12-Do your teacher encourage you to be autonomous in your learning?

Yes No

TEACHERS' INTERVIEW

This interview is part of a research study on self regulated learning in third-years classes in the secondary schools. You are kindly requested to answer the questions which will be used only for academic purposes. Thank you very much for your help.

To begin, it is important to give the definition of self *Self-regulation* (or *self-regulated learning*). Self *Self-regulation* (or *self-regulated learning*) refers to the process whereby learners systematically direct their thoughts, feelings, and actions toward the attainment of their goals (Zimmerman & Schunk, 2001 cited in Schunk, 2011: 24).

1. How long have you been teaching English?
2. According to you, what is self-regulation?
3. How can self-regulation help students improve their learning?
4. Can self-regulation be improved through practice? If yes, would you tell us how?
5. Do you encourage your students to be self-regulated? If yes, how?
6. What are the difficulties that you face to make your students self-regulated learners?
7. What should be done to surmount the obstacles?
8. Do you think that assessing students helps them become self-regulated? If yes, would you provide some explanations?
9. Do you think that self-regulated learning process such as setting goals, making efforts to reach the goals, self-assessment, and reflection on one's ideas and actions promotes students' motivation and achievements? If yes, how?
10. Do you increase students' self-efficacy? If yes how?
- 11- Do you think that the integration of new technologies in learning environment may Promote self-regulated learning? If yes, how?