

Adapting and Transforming the activity of the English Language Teaching in Disruptive Era

1. Self-regulated learning
2. Experiential learning
3. Reflection
4. The role of instructors
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Self-Regulation

Cognitive theory emphasizes on learners learning to be proactive and have control over their learning processes. Self-regulated learners proactively improve their skills and strategies rather than simply accepting information. Cognitive theories are also based on assumptions that self-regulated learning is a cyclical process whereby the learners are able to set goals, implement strategies, monitor their progress and modify their strategies when they realize the strategies do not work effectively.



Self-Regulation

The interest in self-regulated learning (SRL) and performance was initiated over 20 years ago with the purpose of knowing how students control and shape their own learning process (Zimmerman, 2008). This interest has developed alongside general research of human self-regulation (Zimmerman, 1989). Furthermore, SRL has continued to grow in popularity because it highlights the independence of the students to be responsible for their own learning (Turingan & Yang, 2009).



Self-Regulation

Currently, the ability to self-regulate learning is perceived by educational psychologists and policy makers as an important component for learning not just at school but in all aspects of life. Particularly, researchers are interested in investigating how children use their self-regulation processes such as how they set their goals, how they reinforce themselves, and how they record and instruct themselves. This general research has led educational researchers to investigate how these self-regulating processes influence academic learning



Self-Regulation

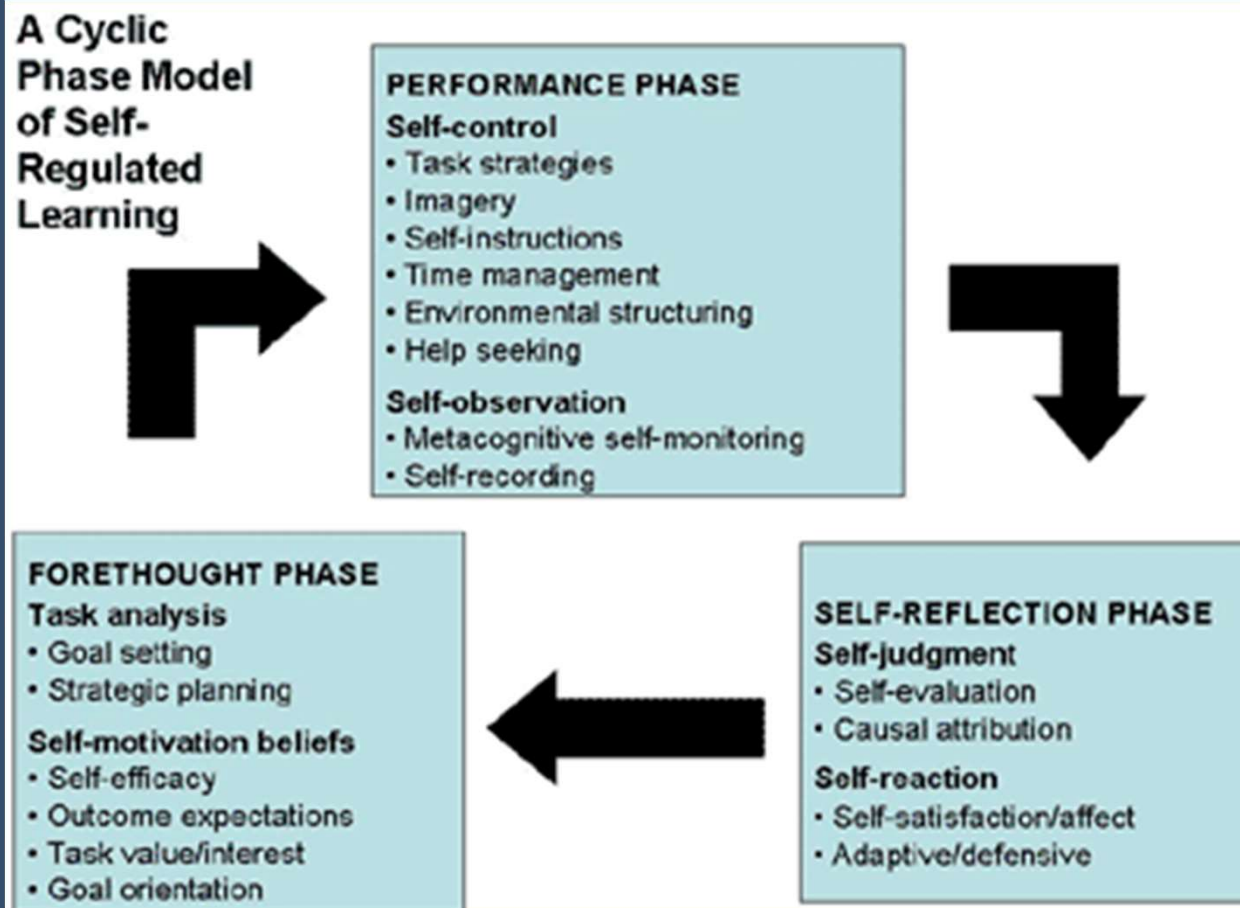
- Basically, the cognitive theory views students' learning as a continuous cycle. Once students are capable of self-regulating, they will be able to control their thinking and adjust their behaviours accordingly in order to achieve their goals.
- Self-regulation is viewed as a cyclical process since the activities completed in the past were used as a guide to modify performance in the present (Zimmerman, 2000). Additionally, it necessitates a "deliberate, evaluative, and adaptive process" in which students cyclically modify how they approach tasks that they do at various times and in various circumstances.



Self-Regulation

- Self-regulated learning refers to learning that results from students' self-generated thoughts and behaviors that are oriented systematically toward the attainment of their goals (Zimmerman, 2001; cited in Medina, E., 2011) .
- Zimmerman's (2000) three-phase model, which consists of planning, acting, and reflecting, clearly illustrates this process. The action phase is known as the foresight phase, the learning process is known as the performance phase, and the self-reflection phase is when learners assess their growth and recognise behavioural changes.
- According to Zimmerman (1986), the level of student participation in their own learning from a metacognitive, motivational, and behavioural standpoint constitutes self-regulated learning. Zimmerman's research is influenced by Bandura's social cognitive theory of human learning (Bandura, 1977, 1986), which includes three subprocesses of self-observation, self-judgment, and self-reaction





From "Motivating self-regulated problem solvers" by B. J. Zimmerman & M. Campillo (2002). In J. E. Davidson & R. J. Sternberg (Eds.), *The nature of problem solving*. New York: Cambridge University Press. Copyright by Cambridge University Press.

Self-Regulation Learning (SRL)

- Indeed, training language learners to cope with their own process of learning which is self-regulation can have a major impact on the improvement of their language learning ability. Cohen (2000) posits that “language learning and use of strategies can have a major role in helping shift the responsibility for learning off the shoulders of the teachers and onto those of learners (p. 21)”.
- The stable factor seeking to control behaviour along a certain path to a directed objective or goal appears to be self-regulation.

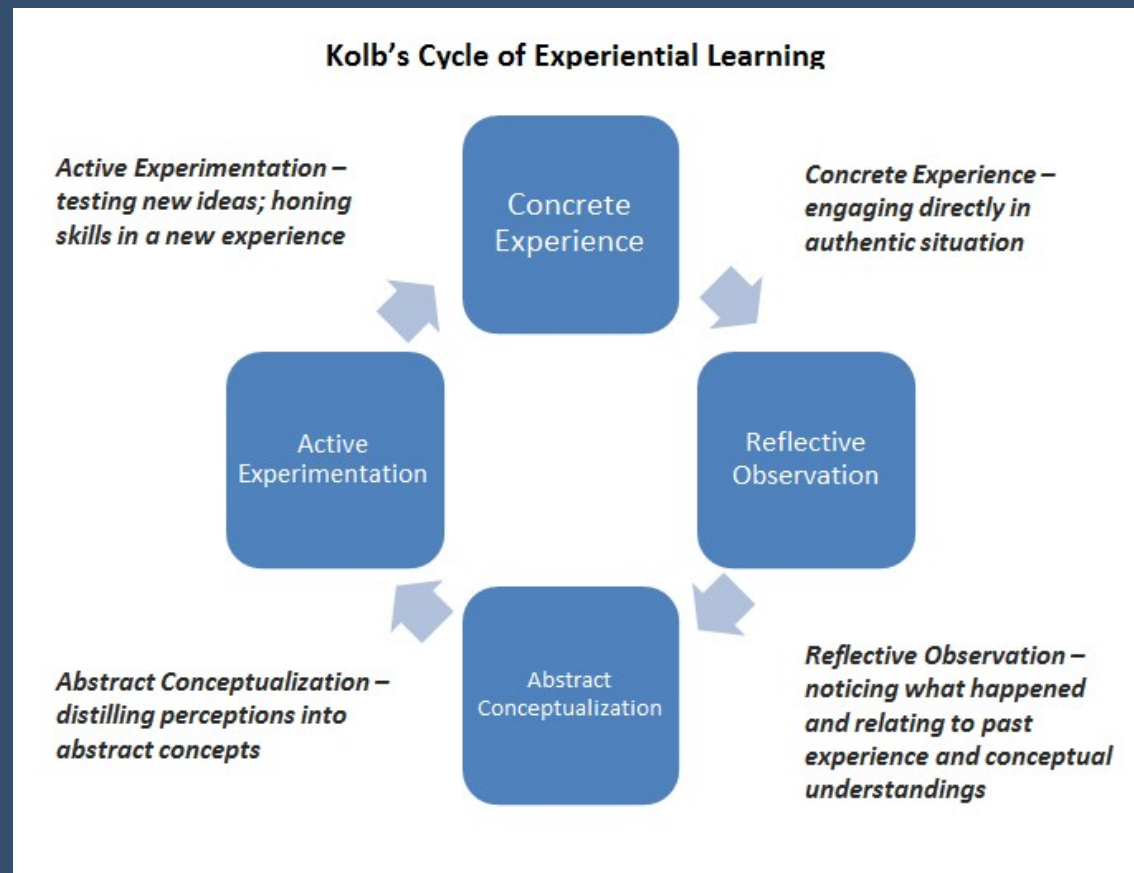


Problems

1. Research has found that a key source of underachievement is students' lack of ability to control their behaviors and motivation.
2. Prior to the epidemic, managing out-of-school learning was particularly difficult for students with low academic achievement and learning motivation (Berger et al., 2021).
3. Self-regulated learning does not simply occur automatically. In fact, students are the ones responsible to set goals and motivational factors such as commitment to their goals and beliefs of their capabilities will help them in terms of the extent they are able to self-regulate.
4. Basically, the cognitive theory views students' learning as a continuous cycle. Once students are capable of self-regulating, they will be able to control their thinking and adjust their behaviours accordingly in order to achieve their goals. However, learners are not able to perform or capable of self-regulation especially academically poor students.



Experiential learning



Experiential learning

- For Woolfe (2002), there are 4 components in experiential learning:
- 1. The student is aware of the processes which are taking place, and which are enabling learning to occur.
- 2. The student is involved in a reflective experience which enables him/ her to relate current learning to past, present and future, even if these relationships are felt rather than thought.
- 3. The experience and content are personally significant: what is being learned and how it is being learned have a special importance for the person.
- 4. There is an involvement of the whole self: body, thoughts, feelings and actions, not just of the mind; in other words, the student is engaged as a whole person.



Experiential learning

- Eyler (2009) stated that experiential learning is not only enable the building of social skills, work ethic, and practical expertise but also building “deeper understanding of the knowledge, builds the capacity for critical thinking and application of knowledge in complex or ambiguous situations, and supports the ability to engage in lifelong learning.”
- Research found that that the students who had gone through the experiential learning cycle can transfer the knowledge in the exam as well as in practical use.
- Many research found out that experiential curriculum students’ course performance are higher than the non-experiential courses.



Experiential learning

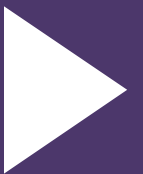
Experiential Learning Activities Correlating with the Learning Cycle

Quadrant 4: AE	Quadrant 1: CE-RO
Open-ended problems/laboratories	Motivational stories
Student prepared problems	Field trips, simulations, role playing
Field trips, simulations, role playing	Class discussion; group discussion
Student presentations, student lectures	Journal writing
Semester long design projects	Brainstorming
Socratic questioning; group discussion	Interactive lecture
Brainstorming, think tanks	Group problem solving
Subjective exams	Formal lecture, feeling tone
Training	Socratic lecture
Quality circles	Group projects/experiments
Group problem solving/problems/reports	Subjective tests
Quadrant 3: AC-AE	Quadrant 2: AC-RO
Example problems worked by students	Formal lecture, thinking tone
Homework problems	Lecture with visual aids
Guided labs	Lecture with programmed notes
Computer simulations	Textbook reading assignment
Field trips	Problem solving by instructor
Objective exams	Demonstrations by the instructor
Laboratory test	Example problems from textbook
Individual reports	Large seminars
Computer-aided instruction	Independent research; gathering data
Lectures with demonstrations	Objective exams



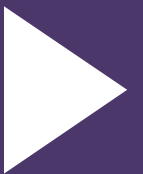
Reflection

There are six stages of reflection in Gibb reflective cycle model which were being used extensively. The first stage is description, this often lead to the question of “what happened”. The person who reflects needs to write what happened and the involvement of the incident in the reflection. The second stage is feelings, which is “what were you thinking and feeling”. This requires the reflection on the thought and feeling about the experiences. The third stage is evaluation, which is “what was good and bad about the experience”. This is to discuss about the good and bad part of the experience, which lead to further exploration of the individual’s experiences. This could be observing oneself experience or own observation on others.



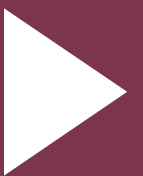
Reflection

The fourth stage is analysis, which question “what sense can you make of the situation”. This could be done by comparing experiences. Through comparison of different situation and experiences, one can make sense of the situation. The fifth stage is conclusion, which is “what else could you have done”. At this stage, learners need to ponder on how can a situation would be better or how he or she could better the situation. The sixth stage is action plan, is about taking action by asking oneself “if it arouse again, what would you do”. This could help in summing up the experiences and understanding through the stages and make an action plan which could improve the next experience.



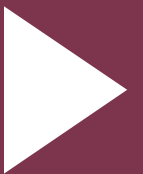
The role of instructors

- Vygotsky believed that people learn to self-regulate through control of their own actions. The main factors affecting self-regulation are language and the zone of proximal development (ZPD). Through interactions with adults in the ZPD the learners make the transition from behaviors regulated by others to behaviors regulated by themselves, or in other words, self-regulated learning.
- Exposing students to collaborative thinking aloud that incorporates genuine peer interaction can promote higher depth and breadth of verbal reports regarding readers' comprehension of texts, stimulate more use of reading methods, and result in more engaged reading. (Wang, 2016).
- According to Bandura's cognitive theory, a person is impacted by reciprocal interactions with behaviours and environmental factors. Due to the behaviour and contextual changes that occur during learning, self-regulated learning enhances reciprocal interactions, and this must be monitored. Following self-monitoring, students' tactics, beliefs, and actions would change.



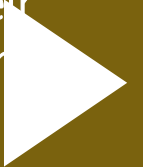
The role of instructors

- The verbalization of thoughts while carrying out an action is known as thinking aloud (Ericsson and Simon, 1993). When using this approach, participants are advised to report spontaneously and without interpretation or analysis everything that crosses their minds as they work on a task.
- Thinking aloud has been accepted as a legitimate and even crucial method in the study of human cognition, according to Ericsson and Chase's work (1982).
- Numerous other fields have employed thinking aloud as a scientific method, demonstrating the method's adaptability and relevance. Researchers interested in education as well as cognition (e.g., Fleck and Weisberg, 2004; Hölscher et al., 2006; Malek et al., 2017) (e.g., Cummings et al., 1989; van den Bergh and Rijlaarsdam, 2001; Bannert, 2003; Kesler et al., 2016)



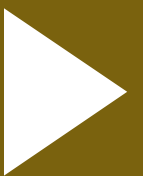
English Language Teaching during pandemic & endemic

- Self-regulated learning process involves motivation (self-instruction, attribution, achievement motivation, and task value) and cognition activities (metacognition, self-monitoring, and self-evaluation).
- Self-regulated learning involves three interconnected subprocesses: self-monitoring or self-observation, self-judgment, and self-reaction. Self-observation places a strong emphasis on self-recording and the target standard as indicators of advancement. Self-judgment is the process by which people assess their own performance in relation to the objective; it is influenced by the evaluation criterion, the qualities and significance of the goal, and attribution. The focus of self-reaction is on encouraging oneself and the environment. Personal growth is closely related to encouragement from others. When students believe their learning environment is boosting their self-esteem, environmental encouragement happens.



English Language Teaching during pandemic & endemic

- Schools need to invest more into fostering skills for self-regulated learning. It is crucial to acknowledge self-regulation as a crucial educational ability for both academic success and lifelong learning (Berger et al., 2021).
- Lecturers can use think-aloud method to guide students in experiential learning, reflection to achieve better self-regulated learning.



Thank you.

