

INTEGRATING SELF-REGULATING LEARNING INTO A CHINESE LANGUAGE ONLINE COURSE

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ABSTRACT

As the spread of COVID-19 keeps surging around the globe, the demand for effective online instruction is increasing. While universities are migrating courses into an online environment, research has shown that students tend to hold a negative attitude toward online courses. One of the reasons is that students perceive themselves as bad self-regulated learners; in other words, they think they cannot perform well in an online learning environment. In fact, the lack of effective self-regulated learning (SRL) strategies will result in low academic performance. Therefore, to enhance students' online learning experiences, and to reduce their anxiety with online courses, this study aims to create an intervention program integrated into an online Chinese language course to assist learners in improving their SRL skills. A qualitative case-base analysis was implemented to interpret the collected data, involving a survey, the Motivated Strategies for Learning Questionnaire, a midterm student perception, interviews, and students' coursework. The results showed that students acknowledged the effectiveness of integrating SRL into the online language course. They recognized they had a more efficient online learning experience than they had expected before the semester due to the designed SRL assignments and activities. To conclude, this study provides some comprehensive practical implications to integrate SRL into online language instruction in higher education.

Keywords: Self-regulated learning, life-long learning, online language course, student perception of online instruction, higher education.

INTRODUCTION

The study was conducted at a university which is a joint US/China international liberal arts undergraduate university with half Chinese students and half international students. Foreign language education is one of the core curriculums. For international students, learning Mandarin Chinese is required and they should equip themselves with intermediate proficiency before graduating. To meet this language requirement, students can either complete intermediate-level Chinese courses on campus, or demonstrate equivalent competency through a placement exam. As a Chinese language lecturer here for more than three years, the author has experienced teaching students who have failed the level before and retaken the level again. And those students, for most of the time, they still did not perform well and had a hard time passing the class for the second time. When they advanced to the next level, they struggled again. According to the attribution theory that

Dörnyei (2005) adopted to discuss the relation between language learners' motivation and their achievement, learners' previous successful or failed experience have a significant impact on their motivation for future learning performance. In other words, if learners had connected their past failure to a particular learning task because of their low ability, there is a high possibility that they will not try to achieve the learning task again. Therefore, the author thinks her students might quit learning Chinese after they completed the language requirement due to their unsuccessful learning experience, and might resist speaking the language in the future.

This experience urges the author to create active environments for students to learn the language effectively. Research (Gunning & Oxford, 2014; Ma & Oxford, 2014; Seker, 2016) has shown that self-regulated learning (SRL) strategies encourage students to become autonomous learners and have significant correlations with their language achievement. Although teachers are aware of the importance of SRL, they seldom incorporate SRL strategies in their instruction (Seker, 2016). Therefore, cultivating students' self-regulated learning strategies which they can utilize after they completed tertiary education and are active in the workplace was one of the crucial learning outcomes in this online language course. Prior to planning on incorporating the element of self-regulated learning for the Spring 2020 semester, COVID-19 was detected and addressed in China. The university was one of the first to implement a quick adjustment in teaching and learning to offer an alternative learning environment for students. Several actions were taken to migrate courses online. First, the Spring 2020 term was delayed for two weeks so faculty could take extra time to redesign their courses for online instruction. The university Center for Teaching and Learning (CTL) provided a variety of resources and instructional strategies to support faculty migrate their face-to-face (F2F) classroom teaching into an online environment. With limited experiences in online instruction, the author felt overwhelmed and concerned about the unknowns for the upcoming semester; however, the author recognized that an online learning environment would be actually a great opportunity to cultivate student SRL, and further benefit their learning experience in other courses. Research conducted by Tichavsky et al. (2015) on student perceptions of online teaching found that students tend to view themselves as poor self-regulated learners. The authors found that students prefer F2F instruction because the teacher will be physically present to remind them the details of the assignments and the deadline. This should not be the reason that students prefer F2F instruction over online courses, and there should be a way to address this challenge. From the teachers' perspectives, we placed additional emphasis on the online course design when we were asked to migrate our classes online, however some colleagues noticed that they overlooked students' learning progression. In addition, they did not have time or did not know the methods to monitor students' learning and provide timely feedback. Therefore, I integrated SRL into my online course, and aligned with the prior research believed would make a positive difference for students learning. One of the expectations is to cultivate students' ability to become a self-regulated learner. The purpose of this study is to create an intervention program to assist learners in improving their SRL skills with the intention of improving their academic performance and to become a self-regulated lifelong learner.

LITERATURE REVIEW

Self-Regulated Learning and Online Instruction

Online instruction is becoming increasingly influential and essential in education, especially in the pandemic. Researchers and educators recognize the importance of online instruction. Online courses have provided more accessible and sustainable opportunities for people to learn. However, research (Jordan, 2014) found that in Massive Open Online Courses (MOOCs), students' completion rates are discrepant with their high enrollment. The finding indicates that extra support is needed for learners to achieve academic success in an online learning environment. One of the reasons that online learners struggle is because they have not experienced self-regulated learning (SRL) and have never utilized any SRL strategies before (Wong, et al. 2019). Iwamoto (2017) and the fellow researchers concluded that SRL is an important attribute for successful teaching and learning and SRL

is extraordinarily necessary for online learning experience (Hargis, 2000; Wong, et al., 2019). The result (Iwamoto, et al. 2017; Iwamoto & Hargis, 2017) shows that this generation of students in higher education have high self-confidence, but they do not use the cognitive learning skills and self-regulated practices on a regular basis. Moreover, students' behaviors of self-regulation remained the same from entering higher education as first year students through to their senior year, which suggests they are not taught how to effectively study by using SRL strategies in higher education.

Student Perceptions of Online Teaching and Learning

With the advanced development of technology, online courses are becoming easier to implement. Moreover, the advantage of cost-saving makes online courses attractive to many institutions and the number of institutions that offer online courses has been increasing. Despite growing online enrollments, students still show their preference to face-to-face courses (Diebel & Gow, 2009). Tichavsky et al. (2015) examined the reasons behind 730 students' preference of online and face-to-face instruction, and also tried to determine whether preferences are based on students' stereotypes and assumptions of online classes, or influenced by their actual experience. The result shows that students prefer face-to-face instruction for three main reasons: interaction, motivation, and familiarity. Students with and without experience with online courses tend to think online courses lack interaction, either peer instruction or instructor instruction. Even though now there are many online resources or tools to promote online discussion and engagement, "students do not view online discussion forums as equivalent to in-class interactions" (p.6). Students reflect that it's hard to form personal relationships and feel an instructor's enthusiasm via online instruction. Furthermore, students tend to view themselves as poor self-regulated learners, so they express their concerns on turning in assignments on time, and whether they can stay focused on online courses. In addition, students have the impression that F2F instruction is easier for learning, and they could receive more guidance and immediate feedback in class. They also think the reading burden would be less in face-to-face instruction because the instructors usually tell them what is important. Overall, the results of this study show that students have some pre-assumptions on online learning whether they had experiences in online instruction or not; moreover, students' preference on face-to-face instruction is related to teacher presence and students' lack of confidence in their self-regulated learning skills.

Evaluating student perceptions of online learning environments can enhance students' learning experience and performance by providing instructors with valuable information when designing online courses. Fayer (2014) conducted a qualitative multi-case study on student perceptions of online teaching in terms of course design elements because course design is considered as an important component of student success in online instruction. According to the research, "a fundamental pedagogical shift is needed" when designing an online course. The result shows that the students value the following elements: strong course organization (online environment demands a great deal of extensive pre-planning), time-flexible feedback (providing timely feedback to support the asynchronous learning environment), confidence in the instructor's content ability and consistent support, and relevance of both feedback and coursework (individualized feedback). Although course design is crucial to both online and face-to-face learning environments, the above elements in this study require "to be researched separately for online learning due to the necessity to extensively pre-plan and the challenge of asynchronous communication and delivery" (p.9).

Fayer's study echoed with the research conducted by Papillion and Aaron (2017). The survey for 38 students from online radiologic science courses shows that there are four most important characteristics for effective online radiologic science courses: a well-organized course, timely instructor feedback, a variety of learning activities, and informative documents, such as course syllabus, calendar, and rubrics.

Research Questions (RQ)

How to integrate self-regulated learning (SRL) into a Chinese language online course, and further foster students' SRL experiences?

RQ1. How effective the use of the course schedule on Google Documents is helping students learn and cultivate their self-regulated learning strategies?

RQ2. How are the assignments of preview sheets, and self-reflection reports helping students learn and cultivate their self-regulated learning strategies?

METHODS

This study was conducted at a small private research university with a US/China partnership. The participants for this study were two first-year students, both female students with mixed cultural identity differences. Data was collected during the spring semester, 2020. The design is a case-based on data collected from the two participants. The course in this study was Elementary Chinese II for students who have completed Elementary Chinese I or have an equivalent level of Elementary I Chinese proficiency. The study design is based on the self-regulated learning cycle proposed by Zimmerman and Campillo (2003). The three cyclical phases were incorporated into the course and each lesson.

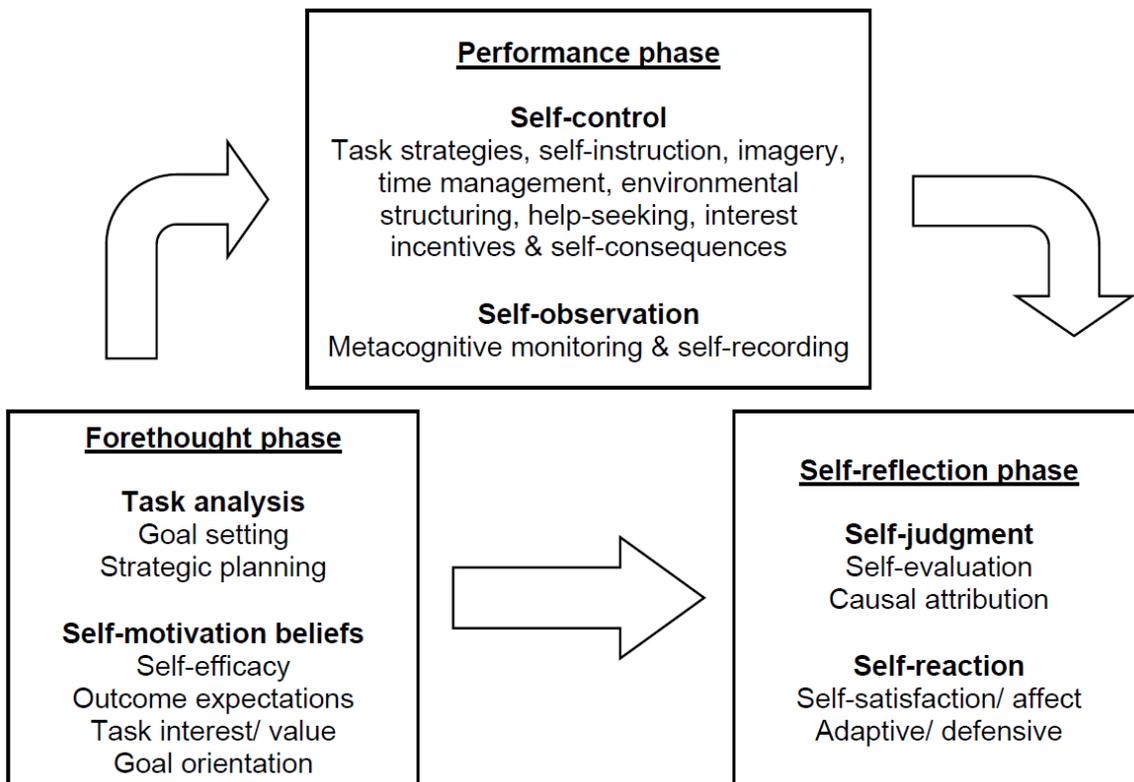


Figure 1. *Phases and Processes of Self-regulation (Zimmerman & Campillo, 2003).*

DATA-COLLECTION PROCESSES AND INSTRUMENTS

Forethought Phase

There are two elements in the forethought phase: task analysis and self-motivational beliefs. Task analysis is for students to set their learning goals and develop learning strategies. Before the start of the semester, students were asked to fill out a self-introduction survey ([Appendix A](#)). One of the purposes of the survey was for the author to

know students' previous learning experiences and background, but most importantly, was to guide students to set their learning goals for the semester, and to make a learning plan, including how they were going to achieve the learning goals and how much time they were going to spend on learning Chinese every day. The author discussed the results of the survey with individual students during the first one-on-one session to show students that the teacher wanted to know them more, cared about their learning goals, and would take their learning needs into consideration when designing the course materials. Self-motivational beliefs are seen as crucial factors in the forethought phase, which include self-efficacy, outcome expectations, intrinsic interest or valuing, and goal orientation. To examine students' progression in self-motivation beliefs, the 44-item Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich and De Groot (1990) was distributed at the beginning and the end of the semester via Google forms ([Appendix B](#)). MSLQ was designed to measure the types of learning strategies and motivation used by college students.

Performance Phase

In the performance phase, students are able to operate self-control and self-observation. Self-control processes help students focus on the given task and perform well. Self-instruction, attention focusing, and task strategies can be used in the self-control processes. To support students in the self-control process, the author designed the preview sheets ([Appendix C](#)) with detailed and step-by-step instructions and strategies on how to preview for the first two lessons. Timely feedback was provided and students were asked to do self-correction directly on the document. Starting from the third lesson, students were encouraged to preview in their own ways. The author created a self-preview sheet ([Appendix D](#)) with prompts to guide the students to navigate through the preview process. Students recorded the process of previewing new lessons, and wrote a short description and reflection on the preview process. The purpose was to see whether the students could preview on their own effectively after practicing previewing using the strategies provided by the teacher. These assignments aimed to develop students becoming autonomous learners who take more responsibilities in their learning. Self-observation is another important component in the performance phase. Self-observation involves a learner's tracking of the aspects of his/her learning processes and performance. Instead of creating a fixed course schedule in a pdf file, the author shared the course schedule with students through a Google Document ([Appendix E](#)) where students could check what type of preparation they needed to do before each class, what we were going to do in class, and what they should complete after classes with deadlines. In this way, students were able to pace themselves and plan their learning accordingly. Clear instruction and directions were also provided to diminish students' learning anxiety. For example, they knew where to find the learning materials, homework sheets, or related websites and resources they might need at the beginning of the semester. Moreover, since the class only met twice a week synchronously, the author used the course schedule as a retrieval practice to reinforce students' learning experiences. For instance, students shared what they learned in the previous class session on the course schedule either before the next class started or at the beginning and the teacher would clarify their questions in class. The author believes that using the course schedule in a more interactive way provides an opportunity for students to monitor their learning progress more effectively.

Self-reflection Phase

Learners will undergo the processes of self-judgments and self-reactions in the phase of self-reflection. To better judge one's learning outcomes, learners should compare their self-monitored performance with a standard or the learning goals they set at the beginning of learning. While they are comparing, they might discover the gap between their actual achievement and the expected goals, then they can reflect on the possible attribution to the results, and finally make a decision on what learning strategies worked well, and what approaches need to be adjusted for the next time. The self-evaluation and self-reactions processes are essential for learners before they start the subsequent cycle of self-regulated learning. Therefore, the author designed self-reflection reports ([Appendix F](#)) for students

to reflect on their learning after completing a lesson and an exam, and further to continuously improve their performance in this course throughout the semester.

It was the first time that students enrolled in all of their courses online, and they were experiencing a challenging time during the pandemic. It was also the initial stage for the author to implement SRL in an online course. Therefore the author invited the Director of CTL at the university to conduct a midterm student perceptions in class to investigate students' thoughts and attitude on the implemented SRL activities in an online learning environment. The questions ([Appendix G](#)) were specifically designed for this course. The author conducted a 20-minute interview ([Appendix H](#)) with students individually at the end of the semester to explore more about students' overall learning experiences and SRL practices this semester. A delayed interview ([Appendix I](#)) was also conducted in October, 2020, four months after the Spring semester, 2020, to investigate students' SRL experiences in different courses for the new semester.

RESULTS

A qualitative case-base analysis was used to interpret the collected data.

Facilitating Students' Task Analysis and Awareness of Self-Motivational Beliefs in the Forethought Phase

Task analysis including goal-setting and planning which are crucial to begin the self-regulated learning process because they influence the quality of the strategies that learners use in the learning activities (Cleary, 2018). In the self-introduction survey, the two students in this study shared specific learning goals in this course and detailed plans on achieving their goals (Table 1). The survey helped students establish goals which they thought were most applicable for them, and made study plans for the semester. Students also reiterated their learning goals and expectations in the midterm student perceptions. For example, Student 1 put an emphasis on improving her speaking proficiency, so the author could find the following feedback to the question: What might need improvement to enhance online learning in the midterm student perceptions.

Have more conversational speaking practices (longer conversations rather than sentence making).

Have more speaking-based sessions for us to improve our speaking skills.

The feedback indicated that students had a clear learning goal in this course and they urged the teacher to create the learning environment which benefited them.

Before migrating the course online, the author explored other online learning platforms, such as Flipgrid, GoFormative, and VoiceThread because different learning platforms could make students' learning experiences more engaging. However, in the midterm student perceptions and interview, students expressed that they did not like Flipgrid, and they would like the learning tools to be as easy as possible. Therefore, the author used Google suite which students were familiar with for in-class activities and assignments.

Didn't like Flipgrid. I don't like seeing myself through the videos. When I record, I feel uncomfortable. (Student 1)

I like the teachers using the familiar technology/tool for students. In that way, we can concentrate on the content, instead of spending so much time on figuring out how to use the technology. Easier is better. (Student 2)

Table 1. Self-introduction Survey

Task Analysis Questions	Student 1	Student 2
What are your learning goals for this Chinese course this semester? (At least three)	<p>Improve my speaking proficiency in Chinese Learn more Chinese characters Improve my listening comprehension</p>	<p>IMPROVE PRONUNCIATION!!! I want to be semantically accurate when organizing my sentences. Learn more words. Sometimes the vocabulary in our textbook is not important or not interesting; I would prefer to amplify the vocabulary</p>
How are you going to achieve those goals? I.e. What are your learning plans in this Chinese course? How much time do you plan to spend on practicing Chinese every day?	<p>I will practice the words from the lesson text every day. If I don't know how to write the words, I will practice writing them for 20 times. After each class, I will review what we learned in class. On days with asynchronous sessions, I will review for one hour on my own. I hope I can improve my overall Chinese proficiency in this course.</p>	<p>I will make 5+ sentences in Chinese, and use 5+ words every day. Watch interesting Chinese movies to improve my speaking proficiency and learn more new words. Use apps like hellochinese, LingoDeer, duolingo to review the words I have learned before.</p>
How do you think the teacher (ME!) can help you achieve your goals?	<p>I think the teacher can encourage me to speak more in Mandarin, because I usually speak Cantonese at home, I don't have many opportunities to practice my Mandarin.</p>	<p>I enjoy a more free system class. Don't use too many electronics in class exercises. I would prefer you make us actually write sentences down, instead of having everything on the screen. I believe it would be more helpful to remember characters.</p>

The author distributed the MSLQ at the beginning of the semester to examine students' self-motivational beliefs, and at the end of the semester to explore if there would be any differences after the intervention of self-regulated learning. There are five categories in the MSLQ. First, the category of self-efficacy measures learners' perceptions of their potential success in the course and of their self-confidence on mastering the learning content (Pintrich, Smith, Garcia, & McKeachie, 1991). The results showed students' self-efficacy overall increased throughout the semester, especially Student 2 self-indicated that her study skills were better after this course. The second category of intrinsic value is to examine how interested learners are in the content in the course (Pintrich et al., 1991). Students in this study liked the course materials and were willing to challenge themselves by doing extra work. Test anxiety reflects how much learners worry about exams and how often they get distracted while taking a test. The author discussed the result with Student 1 in the second-week individual session, because of her high scores. She said she easily gets nervous before and during exams in any subject. Therefore, the author promised that a clear test format, study guide, and extra office hours would be provided before every exam to lower her test anxiety. The category of cognitive strategy use refers to different types of study skills and learning strategies that students use for the course. The results indicated students used various learning strategies which they thought were effective, and they also tried different strategies throughout the semester. Finally, the self-regulation category is to investigate how often learners think about what they are studying while studying (Pintrich et al. 1991). Both of the students in the study were hard-working even if they encountered difficulties while learning.

Assisting Students in the Processes of Self-Control and Self-Observation in the Performance Phase

To improve students' academic performance, the author designed the preview sheets for students to focus on using particular strategies for different language skills. Step-by-step instructions, and the learning outcomes for each assignment were provided. Therefore, students were able to learn the course materials using effective strategies. At the same time, students had freedom to complete the preview sheets. For example, Student 2 mentioned one of her main learning goals was to improve her pronunciation, so she recorded reading the lesson text for multiple times based on the teacher's feedback. Moreover, she thought that making sentences was helpful for using the new vocabulary in contexts accurately and appropriately. Therefore, in activity two in the preview sheet, she would make more sentences than the teacher required. In this way, students realized that they had opportunities to overcome their weakness and learned to take more responsibilities in their own learning. Students appreciated the design of preview sheets.

Preview sheets are something that I wish could be integrated into the in-class Program after this semester. (Student 2)

The preview sheet was the first step which scaffolded the self-control process to the next step, self-instruction. After the first two lessons, students were encouraged to preview the course content on their own. They decided the learning outcomes, the preview process, and what kinds of strategies and tasks they thought were helpful for their learning, and they were required to record their preview process. The results showed that students adopted the learning strategies and tasks that the teacher provided before. In the interview, they noted that they were not used to this way of learning, and they felt uncomfortable. For most of the time, they followed the teachers' instructions to complete course assignments.

Maybe it's because your preview sheets were very structured, so we know what we need to do. But if we do it on our own...I don't know how to do it...(Student 1)

I didn't like it (self-preview sheet). I think it's because your method is really good, I didn't want to... I feel like oh now I have to do it by myself? I will either do something like easy or... I don't know... (Student 2)

Students' reactions reveal the importance of developing students' SRL strategies and cultivating them to become autonomous learners.

To support students' self-observation strategy, the author created an interactive course schedule. Instead of using a fixed course schedule, students were able to keep track of their learning using [the interactive course schedule](#) because it included the preparation students needed to do before class, the learning content for each class, and the assignment due dates. In addition, the interactive course schedule served as a retrieval practice which students reflected on what we have learned in the previous class, and the teacher would use the function of comment on Google documents to provide explanations. In other words, this course schedule was not the traditional one attached to the syllabus which students usually overlook, but an interactive supplement which students could use as a learning resource.

Motivating Students to Initiate Self-Judgments and Self-Reactions in the Self-Reflection Phase

Before this course, students did not have many opportunities to complete assignments related to self-reflection. Therefore, in the self-reflection reports, the author explained explicitly why they were required to complete the self-reflection reports, and introduced characteristics of a self-regulated learner. Through completing the check-list and a written reflection, the author expected students could learn better and more confidently throughout the semester and beyond.

I think I have accomplished all the learning goals I set at the beginning. Even though my listening skills are better than my speaking and writing skills, I still try to improve my listening skills by listening to Chinese audios that are harder than my level of comfort. For example, during my 1-hour break time that I set for myself, I spend time watching Chinese dramas, but I take that as an opportunity for me to improve my listening skills. In terms of my studying environment, I feel like it's a bit harder to concentrate at home since I feel too "comfortable" at home and it's difficult to get back to my original productive self. However, to overcome this challenge, I have set a specific place in my house to be my "study place" and I utilize the Pomodoro technique when studying or doing homework so I can stay focused. To prepare for the written test, I went over all the grammar structures that we learned and tried to make sentences myself that I would use in real life. I also went over the vocabulary words and the textbook dialogues to make sure I knew the topics well. The topics that we learned for lesson 16 and 17 were interesting because I thought they were relatable and it will be useful in life. (Student 1)

I found the learning strategies to be really useful and I see myself utilizing these strategies for Chinese and even other classes. To better improve my performance in this class, I want to practice writing Chinese characters more often. I think that the topics that we're learning right now is interesting because they're relatable and we can use it in our daily lives. I frequently think about what I'm studying for each class and I tend to preview the lessons before and after class. But, sometimes it tends to get a bit challenging when I have workload from my other classes all at once, but I try to manage my time by creating a to do list for the entire week. (Student 1)

I have been accomplishing my goals. I like my professor's strategies and how open the class is. I wish there was a little less homework. I prefer in-class spontaneous practicing rather than "pre-made" questionnaires and exercises. I have been loving the pronunciation audios we have to make each week reading the text. Those have been really helping. The asynchronous videos have been really good (and fun!). I like having small questions to test my learning and making sentences and recording them on the go. (Student 2)

Since it was such an amusing lesson, I didn't think of it as schoolwork and managing my time to do the homeworks and watch the videos wasn't a burden. The learning strategies were really good. I like laoshi's slides which are compact and have really good examples to learn the content. (Student 2)

Students' self-reflection reports displayed that they self-evaluated how well they performed, the reasons behind their performance, their satisfaction or frustration, and how they would adjust for next lessons (Cleary, 2018).

DISCUSSION

The decision of migrating courses into online instruction was made rapidly, leaving instructors and students with substantial uncertainty and anxiety. This study was conducted to explore the effectiveness of integrating SRL into an online language course, and further decrease students' learning anxiety and improve their online learning experience. Before taking the online courses, students did not have many experiences of learning online, and they said in the interview that they did not do much preparation. One of the students said she only became familiar with the basic functions of Zoom video conferencing, and the other students thought there would be pre-recorded videos alone for this course. In the interview, students expressed their concerns of taking online courses before the start of the semester. Students felt hesitant and thought online learning was not effective compared to F2F instruction. One of them explained that she held this assumption because she initially believed that learning Chinese online was not as effective

as learning it in person. She added that “you need to be in person to actually engage in the class.” However, her opinion about online instruction changed throughout the semester.

However, throughout the semester, my opinion started to change as my Chinese online class was super active and engaged. Aside from not having as many opportunities to write Chinese characters, I felt like my Chinese class was conducted in a way similar as if I was taking it in person. (Student 1)

The other students thought she was not going to like the online course due to her past online learning experience. She also mentioned she needed the instructor there to tell her what to do and motivate her, otherwise she found it hard to manage the coursework.

I don't know how it's going to work, especially I don't think our school has used this method before like...it's a really new school so I was like... will they know what they are going to do? Do they have the structured design? (Student 2)

Whereas I had homework, but like if it's not motivating enough, I wouldn't do it. So it's like.. It's a little bit like for me to take the way from the professor being in your face like DO IT! You know... sometimes...if I like the topic, then it's easier for me to learn it, but if something that I'm not really interested in, I will probably fall back and fall behind. (Student 2)

In addition to limited prior online learning experience, the concept of SRL was also unfamiliar to students. Both said they have never heard of SRL before. One of the students shared that SRL was never taught in the classroom before, and “it's expected for you to know and learn from yourself.” At the very beginning of the academic year, the school offered some “prep talks about self-study,” but the students said those “small lessons” did not really help her when she was involved with the overwhelmed coursework during the semester.

Students' comments revealed their uncertainty about online instruction and the necessity of developing their SRL skills. Now the author proceeds to address the research questions that investigate the effectiveness of the designed assignments to cultivate students' SRL.

RQ1. How effective the use of the course schedule on Google Documents is helping students learn and cultivate their self-regulated learning (SRL) strategies?

In the result of the midterm student perception, both students appreciated the use of the course schedule that helped them stay on track with assignments.

I think that her course schedule in Google Docs is really helpful because it outlines all the assignments that we have to complete for each lecture.

Interview

The interactive course schedule provided me with an overview of the upcoming daily assignments, and it helped me to keep track of what assignments I had to complete. It was very organized and clear, and the course schedule definitely helped me to keep myself on track. (Student 1)

Students could plan ahead:

We had a schedule that really... we could see all the time. I will be like oh, well, I will put it on my calendar, I have to do this until this deadline, but like for in-person class, we didn't have a calendar like we did right now, so I was like, oh when was it? When did laoshi (the teacher) say we have to do it, I wouldn't remember. Having the online schedule and the regulation, I think it helped me stay on track really. It's a good way to like... say oh I have to do this by this week, and like I could even start a homework earlier, for example, I think there was a homework 18 or 17, I did it really early, and I feel like oh now I have more time to... even start learning the next chapter. So it helped me manage my time... With

this schedule I could even watch the (grammar) videos like two weeks in advance. I will do stuff that I don't have to do it later, or I have to do it either way. It helped me move...like at my own pace. (Student 2)

In the delayed interview, Student 1 mentioned she still thinks the interactive course schedule on Google documents is helpful because it was convenient for her to create learning plans ahead with all the deadlines presented. She indicates that this semester (Fall, 2020) it has been difficult for her to arrange her coursework in the Chinese class because the instructor only provides the course schedule every Friday for the coming week. Therefore, she has been making her own Google calendar with the deadlines listed.

RQ2. How are the assignments of preview sheets, and self-reflection reports helping students learn and cultivate their self-regulated learning strategies?

In the midterm student perception, students were asked to share "what is contributing to their learning in this online class." Results showed that they thought preview sheets were helpful.

I enjoy the preview sheets. I think she made it specific to our needs and what we wanted to learn and do. I specially asked her for more space to build new sentences and learn new vocabulary, as well as improving my pronunciation, which she included.

The last section of the preview sheet where the teacher makes us record us reading the dialogues is also very helpful because it allows us to improve our pronunciations and have the chance to speak more Chinese outside of class.

Students noted in their interview that they would incorporate SRL strategies in courses for the following semester.

Like the writing portion (in preview sheets) to practice how to write the characters, making sentences, like to oral part, to reread and try to record myself reading it. (Student 1)

I am doing preview sheet whether you are doing it, whether other teachers are doing it or not, I am doing it. I think they (preview sheets) are really really helpful for me at least. I am doing those. Access to the content, do some prep. I want to do the preview sheets now so then I will do them when I am on the semester. (Student 2)

However, students had different opinions on the practice of self-reflection reports. Even though the rationale was explained explicitly in class and in the assignment, students seemed to find it hard to perceive this practice as effective as other SRL assignments.

I don't enjoy self-reflections because it is a little redundant to talk about how you learn things when you are visibly learning. (Student 2)

One of the main parts that I like about the self-reflection report is the checklist because it allows me to check the different criteria and make sure that I am doing all these things to be better prepared for my classes. This written reflection also allows me to reflect on myself and my studying habits, so I can have a better Sense of myself on what I did well or what I need improvement on. (Student 1)

In sum, at the beginning, students were skeptical about taking a language course in an online learning environment, however, they had a different view after learning online with the integration of SRL.

I have not heard of self-regulated learning before this Elementary Chinese II course. Self-regulated learning helped me by keeping myself on track and making

sure that I was completing all the assignments I had to complete. With online learning, it's very easy to lose motivation and focus, but self-regulated learning helps to prevent this. It's also a benefit to my learning because it makes sure that I am learning the required materials efficiently. (Student 1)

One of the students indicated that she liked online instruction better after this semester.

I actually prefer it (online instruction) to F2F classes now. I feel like since we have such a regulation, like a method to learn, I feel like I actually did academically better than last semester because of it. Preview sheets were the most amazing thing we discovered. I feel like I improved so much doing those things I feel like more than... cause when we were back in F2F one we only had homework and exam and dictation, but like preview sheet allow me to do smaller homework before the bigger one, and also like per lesson for small dialogue in each lesson then I will have something to go back to, so it will like quiz me on the little things because we were required to read before class, but I will read it and I will forget it, but having the questions in the preview sheet you made me remember and also the sentences... like making sentences was really important, I really like that.... Making sentences I think is really important because it's part of the conversation. I really like that. Overall, I think it was WAY better than I expected. I expected it to be a little bit rough, and I expected myself not to be motivated, but I felt like, particular for Chinese class... (Student 2)

Furthermore, in the delayed interview, the student expressed her concern of being a learner who does not know how to learn effectively. Before the experience of SRL, she felt what she studied for an exam was short-term memories which she crammed in before an exam. She then forgot the material following the exam. However, now she has learned to use some SRL strategies to improve her learning experiences, which include making questions after lectures, or drafting an outline when previewing and reviewing. She also searched for effective study skills on YouTube to learn from others' experiences, this semester, she feels more confident and motivated in her courses. It reflects that it is necessary and important to teach students how to learn in class. The use of adequate learning strategies is essential for promoting learners' academic performance (Panadero & Alonso-Tapia, 2014) and developing their life-long learning skills (Zimmerman, 2002).

Limitations of the Study

The experimental design of this study was a nine-month case study with two participants, so the author could not generalize the results with such a small sample size. Moreover, the results and the discussion in this study were mainly interpreted by the qualitative data, instead of combining quantitative data with a large number of participants. The interviews were conducted with individual students, so they did not have an opportunity to interact with each other's comments when responding to the interview prompts.

Further Work

The two students in this study were high performing students, and both were diligent and committed to their studies. Therefore, the author could not make a conclusion that their outstanding academic performance was because of the experience of SRL in this course. Further empirical studies with larger numbers of participants are needed to explore SRL implementation's long-term effectiveness on students' language learning performance. Their positive attitude on the use of SRL strategies could be explained by the research (Zimmerman & Pons, 1986) that SRL strategies are most extensively utilized by students with higher achievement. In addition, in the midterm student perception, students were asked to choose one word that describes how they feel about this online course. Their responses include "enjoyable, peaceful, and calm." Were their affection toward this course related to the integration of SRL in the course? Further research is needed to investigate whether SRL has a positive influence on learners' affection to the course, and how SRL

impacts students' feeling and motivation to learning. Moreover, a systematic incorporation of SRL in the course design should be developed for teachers across different disciplines.

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Appendices

Appendix A. [Self-Introduction Survey](#)

Appendix B. [Motivated Strategies for Learning Questionnaire](#) (MSLQ) to Students

Appendix C. [Preview Sheet](#)

Appendix D. [Self-preview Sheet](#)

Appendix E. [Interactive Course Schedule](#)

Appendix F. [Self-reflection Report](#)

Appendix G. [Midterm Student Perception Questions](#)

Appendix H. [Interview Questions](#)

Appendix I. [Delayed Interview Questions](#)

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