I CONTROL MY OWN ENGLISH LEARNING: DEVELOPING SELF-REGULATION IN ELEMENTARY ELL USING SELF-ASSESSMENT AND EXPLICIT STRATEGY INSTRUCTION

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Abstract: This study examined the effectiveness of using self-assessment and explicit strategy instruction to develop self-regulation in 4th grade lower-intermediate English Language Learners (ELLs) in an English-medium international school. The study took place in the English as an Additional Language (EAL) Department of the school, which is a student support department that works with students to develop English proficiency in order for them to participate in an English-medium school. In comparison with other levels of ELLs, it was found that intermediate students at the 4th grade were the least able to make gains in English language development due to overconfidence in their current language proficiency. To overcome this, they were taught to use a self-regulatory cycle in conjunction with self-assessment and explicit strategy instruction. After four months, the students were consistently able to set goals using elements of the self-assessment tool they were taught and the strategies they learned, monitor their progress, and then reflect on their growth as English language learners. These findings are discussed in terms of their relevance to student growth as autonomous, engaged English learners.

Keywords: explicit strategy instruction, overconfidence, self-regulation, self-regulatory cycle,

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"I speak English! Why do I have to be in EAL still?" As an EAL (English as an additional language) teacher, I hear a variation of this line at least a dozen times a year from intermediate elementary-aged English language learners. Not only is this attitude frustrating to me as a teacher, but I find it to be detrimental to my

students' English learning. I have noticed that as soon as students begin to have this attitude towards their English acquisition, their rate of acquisition begins to slow. When asked about their attitudes toward English learning, the students commonly give answers such as that they can comprehend what the mainstream teacher is saying enough to understand the gist of the lessons, they can answer questions in class and be understood, they can play on the playground with their English-speaking peers, and they can read enough to make it through class. What more is there? Unfortunately for them, there is a lot more.

The hardest part of developing self-regulation (the ability to control one's emotions, behaviors, and thoughts to pursue a long-term goal) is convincing the students that there are still improvements to be made in their English. The goal of this study, therefore, was to create an opportunity for students to become active, autonomous participants in their own English development so that they could stay engaged in their learning. I chose 4th graders because this is an age when many students have developed the metacognition to undertake this type of task. Through this focus on self-assessment and self-regulation, I investigated the following question: How can fourth-grade intermediate ELLs use explicit strategy instruction to inform self-assessment, goal-setting, monitoring, and reflection as a means to develop self-regulation and increase engagement in their English language development?

To answer this question, I will research how students develop as autonomous learners. I hope to be able to improve my own practice by finally finding a way to keep my students engaged in their English language development until they truly gain full proficiency in the language, instead of having their engagement only reach the point at which they can just start to function within the classroom. The end target is to facilitate students' willingness to work harder at improving their English skills and hopefully become more proficient in English.

Literature Review

The goal of this study is to investigate how strategy instruction merged with the cycle of self-regulation affects students' ability to become autonomous, self-regulated language learners, and take charge of their own English learning. This is breaking from the common notion of self-regulation as solely a means to an end within the goal of academic student achievement, and instead, frame it within the larger study of Social Emotional Learning and intrinsic motivation.

According to Grolnick et al. (1991), children who are in an environment that satisfies their needs for autonomy, belonging, and competence will be intrinsically motivated, and thus engaged, in their learning. In this study, the focus is to provide the *autonomy* component (with an implicit understanding that the other two components are already being met to at least some extent). In order to explain the basis for this study, I will first briefly expound upon the theories of overconfidence, as it is the main factor that instigated this study. Overconfidence led students to lose motivation in improving their language skills, which then hindered students from becoming self-regulated English learners. Next, I will review the three types of language learning strategies that are taught within this study, followed by a summary of the steps of explicit strategy instruction. Finally, I will conclude with a review of the research within the field of self-regulation as it relates to language development. The purpose of this is to link the use of strategies with the role of self-assessment and the self-regulatory cycle to achieve the goal of developing more motivated, autonomous language learners.

Overconfidence

Over the years, I have found a central component affecting students' ability to improve is their overconfidence in their English proficiency. In reality, most people tend to be overconfident in their judgments (Fischhoff et al., 1977; Ludwig & Nafziger, 2011), so it is natural that accurately judging one's performance is a challenge. Dunlosky and Rawson (2012) found that being overconfident is particularly common in students' self-evaluations of their performance. Overconfidence regarding English proficiency leads students to be less receptive to feedback, affecting academic performance negatively and thus hindering their ability to grow as English learners (Dunning et al., 2004).

Language Learning Strategies

One of the central reasons underpinning students' inability to accurately gauge their English proficiency is the fact that language acquisition requires the use of a multitude of strategies at once. According to Macaro (2006, p. 328), a language learning strategy is defined as a conscious mental activity, employed to reach a goal within a learning situation and that is "transferable to other situations or tasks". As stated by O'Malley and Chamot (1990), language

learners are expected to use cognitive, metacognitive, and socioaffective strategies in order to be successful. Many studies indicate that young children are capable of effectively understanding, describing, and using L2 learning strategies and that all these different types of strategies benefit children's learning (Gunning, 1997).

While each type of language learning strategies is imperative during the language learning process, metacognition is often a prime advantage that "good language learners" have that others just do not. Fleming and Walls' (1998) study on the strategies employed by six "good language learners" showed that these successful language learners utilized metacognitive strategies, especially planning, and thus knew to employ a variety of cognitive strategies to develop proficiency in the language. Students who learn to be metacognitively aware are able to identify their strengths and weaknesses, set goals, monitor progress towards these goals, and adjust their learning strategies in order to achieve the desired goal (Bransford et al., 2000). Once students can be metacognitively aware of their needs as language learners, they are able to employ more strategically cognitive and socioaffective strategies in order to become more self-regulated learners.

The cognitive strategies provide a structure for students to learn when a task cannot be accomplished through a series of steps. They serve to support students as they develop internal procedures that allow them to perform complex tasks (Rosenshine & Meister, 1997). Some cognitive strategies that students employ include the concept of using context clues or figuring out cognates from another known language.

Beyond cognitive strategies is the realm of socioaffective strategies that help learners regulate and control emotions, motivations, and attitudes towards learning, as well as help learners learn through contact and interaction with others (O'Malley & Chamot, 1990). Lan and Oxford (2003) found through their research of an elementary Taiwanese EFL classroom that higher proficiency students used social strategies such as asking for help and maintaining extended conversations with peers, regardless of their errors, in order to develop their English.

Strategy Instruction

Strategy instruction is the process of teaching techniques that students can use to learn more effectively. Most recent strategy instruction interventions

adopt an awareness-raising instructional model that targets task-specific strategy clusters (instead of single strategies) across metacognitive, cognitive, and socioaffective strategy types (Dabarera et al., 2014; Lam, 2009; Macaro & Erler, 2008; Takallou, 2011; Vandergrift & Tafaghodtari, 2010). To have students begin to use these types of language learning strategies, teachers must provide explicit strategy instruction.

Strategy instruction interventions usually involve four steps: consciousness raising, modeling, guided practice, and evaluation/goal-setting (Ardasheva et al, 2017). Consciousness raising refers to students' reflection on learning and their current and potential strategies. Modeling is the step in which the teacher first exposes the students to the concept of the strategy and shows how it will be valuable for their learning. The next step, guided practice, is when students are given a chance to practice the skill in a safe space with the aid of teacher feedback. Finally, students are expected to identify their challenges and select an appropriate strategy (either the recently taught strategy or another one) to remedy their weakness.

Strategy instruction has been shown to increase students' awareness of more effective methods in foreign language learning (Cohen et al., 1996; Dabarera et al., 2014; De Silva, 2014; Hu et al., 2009). Furthermore, strategy instruction has also been found to develop autonomous, self-regulated learners who are able to take charge of their own learning and actively participate in the process of their own language development (Oxford, 1999; Graham & Macaro, 2008).

Self-Assessment

Interest in self-assessment reflects a growing interest in the practice of self-regulation as well as the shift from teacher-centered to student-centered instruction (Boud, 1995; Dann, 2002; Dickinson, 1987; Nunan, 1988). Klenowski (1995, p. 146) defines self-assessment as "the evaluation or judgment of 'the worth' of one's performance and the identification of one's strengths and weaknesses with a view to improving one's learning outcomes." Self-assessment has been shown to be an effective method to improve learning as it promotes students' ability to self-regulate, leading to increased autonomy (Dann, 2002; Oscarson, 1989, 1997; Paris & Paris, 2001).

Many assume that children may have limited capacity to self-assess as a form of self-regulation without intensive guidance from adults or more capable peers (Zimmerman, 1989). Paris and Newman (1990) found that students' ability

to self-assess performance improves to acceptable levels at around 8 to 12 years old. Furthermore, it has been found in many studies involving numerous content areas that more deliberate student involvement in the formulation of the criteria of the self-assessment produced higher rates of agreement between teacher and students. The steps that have been found to be the most effective include: a) involving the students in defining the assessment criteria (such as constructing a rubric with the teacher), b) teaching them to apply the criteria with modeling and guided practice, c) giving feedback on the quality of their self-assessments, and, d) modeling for them how to use the data to set goals (Ross et al., 1999; Ross et al., 2002).

Self-Regulatory Cycle

Academic self-regulation refers to the degree to which students are metacognitively, motivationally, and behaviorally active participants in their own learning process (Zimmerman, 1989). Students who achieve self-regulation are able to utilize this skill to gain better control of their own learning, guiding their development to maximize outcomes (Nakata, 2014). Self-regulated learning is a cyclical process, wherein the students set goals, monitor their performance, and then reflect on the outcome. The cycle then repeats as the students reflect to adjust and prepare for the next task (Zimmerman, 2000).

Many recent studies have focused on young students' ability to show their current self-regulation skills through questionnaires, surveys, and interviews without trying to improve students' ability to self-regulate. For example, Anam and Stracke (2020) had students take a questionnaire, an English proficiency test, and a semi-structured interview about self-efficacy beliefs in language learning. They found that students who showed high self-regulation spent more time analyzing words and had a greater range of cognitive strategies to help them cope with tests, while students with low self-regulation oftentimes just guessed randomly and did not know how to use the cognitive strategies that the other students used. This study suggests as a next step that teachers train their students to attain the skills that the high self-efficacy students have already gained, so that all students can be like the high self-efficacy students, which is what the present study aims to accomplish.

In order for students to become self-regulated and autonomous learners, students must be taught to goal-set, monitor, and reflect on their performance (Oxford, 1990; Pintrich & De Groot, 1990; Sinclair, 2000). When students

become capable of using this cycle on a regular basis, research has found that student achievement increases in studies that involve speaking (Ehrman, 1996; Ma & Oxford, 2014), reading comprehension (Ehrman, 1996); writing (Andrade & Evans, 2012; Wang et al., 2009); and vocabulary (Rasekh & Ranjbary, 2003).

This cycle of goal-setting, monitoring and reflection is especially valuable to explicitly teach to young students, as they may not recognize their internal motivation for learning a language, making it particularly difficult to set goals. Thus, teachers must scaffold the goal-setting experience through modeling, coaching, and communicating, guiding them, and providing constructive feedback while at the same time encouraging them to reflect on their learning (Boekaerts, 1997). Deep understanding and self-direction in the goal-setting component of this cycle is especially vital for the success of the self-regulation cycle. According to Zimmerman and Schunk (2011, p. 1), "By setting personal goals, learners create self-oriented feedback loops through which they can monitor their effectiveness and adapt their functioning." Macaro (2008) highlights the importance of this self-orientation during the goal setting stage. He posits that when students have a choice in their own language learning they take control not only of the language they are learning, but also of the goal and purpose of that learning.

Once a student has developed a self-selected goal, the next phase of the cycle is to monitor their progress towards that goal. Pressley and Ghatala (1990, p. 20) have stated that "monitoring is at the heart of self-regulated thinking." Very much like New Year's resolutions, a goal is just a goal until the goal-setter actually begins to work towards it and monitors progress based on it. The process of self-monitoring places the responsibility for the task on the goal-setter instead of on the people around the student, teaching students how to assess their own behavior (Belfiore & Hornyak, 1998).

Once a student has set the goal and monitored the progress of the goal, the next phase of the students' cycle of self-regulation is reflecting upon the outcome. Although Benson (2001) points out that there is evidence that learners are able to reflect on their learning and change their beliefs or preferences to benefit their learning, Hurd (2005) posits most students do not reflect naturally and need to be explicitly taught how to do so.

Recently, Alesch and Niblack-Rickard (2018) undertook a similar study of upper elementary school students' ability to utilize the self-regulatory cycle to improve intrinsic motivation. Students were taught to use a rubric to self-assess

their current academic performance and then to set both short terms and long-term goals. Students were then continually tasked to reflect on their achievement of their goals. This experiment found that, when students were given the tools and the time to goal-set and reflect on their work, their teachers noted more on-task behaviors in the classroom, which they linked to higher motivation in the students. What differed in the work of Alesh and Niblack-Rickard (2018) and the current study is, firstly, that the present study has a clear, universal long-term goal – ability to access classroom content and engage more deeply in school – as well as the use of strategy instruction in order to build self-regulation and autonomy in students.

The Study

Research Questions

The present study examines two questions:

1. Can explicit instruction in self-assessment, goal setting, monitoring, and reflection develop self-regulation in fourth-grade intermediate ELLs?
2. Does developing self-regulation increase students' engagement in their own English language development?

METHOD

Context

The setting of this study was a PK-12 private English-medium international school in Santiago, Chile. The study took place in a 4th grade pull-out English as an Additional Language (EAL) class for students with lower-intermediate English proficiency. The students were specifically placed in this class because the average scores on the WIDA MODEL, the international version of the WIDA ACCESS assessment, were between English Language Proficiency (ELP) 2.0 and 3.0. The WIDA (World-class Instructional Design and Assessment) Framework is an internationally-used K-12 framework that functions as a standard for English language development among ELLs. The WIDA MODEL is the standardized English assessment that tests students' listening, speaking, reading, and writing skills on a scale of 1.0 to 6.0, based off the WIDA Framework. A score of ELP 1.0 shows a students' ability to produce or comprehend only single words in the given domain, while a score of ELP 6.0

shows a students' ability to produce and comprehend at the level of a native-English speaking peer. This study's focus is on students at ELP 2, who can produce and comprehend at the phrase level with general vocabulary, and those at ELP 3, who can produce and comprehend at the short, expanded sentence level with some specific vocabulary usage. The purpose of working with low-intermediate ELLs was to develop their self-regulation before they enter the intermediate level of English learning that has been so challenging in the past.

The Participants

A total of six fourth-grade lower-intermediate ELLs participated in this study. The average age was 10 years old. Most of the students had received approximately 6 months of English immersion instruction before joining this class, while two had received 3-5 years of English instruction via an EFL class taught in a Spanish-medium school. All the students scored between an ELP 2.0 and an ELP 3.0 on the Grade 3-5 WIDA MODEL assessment at the beginning of the study, corresponding to the lower-intermediate proficiency level. The students were from a wide variety of countries, including Spain, Chile, Japan, China, and Brazil. Unfortunately, due to the small number of students at the school within this proficiency level range, it was impossible to have a control or comparison group. This is a limitation of the study which is addressed in the limitations section.

Procedure

This study involved multiple phases: explicit self-assessment instruction, ongoing strategy instruction, and ongoing cyclical self-regulation work. The first task was to teach the students the framework that we use to assess English language development so that they could then utilize the framework to assess themselves. From there, the components of the study, though not forced to be this way, started to work as a loose cycle. Students learned cognitive, metacognitive, and socioaffective strategies they could use to improve their English, they were taught to make choices that would improve their English with increasingly more complexity, they learned to how to goal-set with increasingly more complexity, they were taught to monitor their goals, and they were asked to reflect on their choices with increasingly more detail as their skills grew.

Self-Assessment

The first task was the teaching of the WIDA framework. Once they learned the framework and what each level means, they could utilize it to self-assess. The image that I used to teach the students about the WIDA framework is adapted from a 2012 post in the WIDA blog by Tamara King, a WIDA certified trainer. I took the levels (ELP 1 to 6), and I wrote student-friendly descriptors for each of these levels. I did not teach the system of adjustments (ex. 4 + Vu) due to concerns regarding students' developmental readiness for the intricacies of component-centered adjustments.

After teaching the basic WIDA framework, I read the book *Should I Share my Ice Cream?* by Mo Willems to the class, and then I orally gave a summary of the book at each proficiency level, modeling how each level would sound. This action was in line with research that found that one of the key conditions for successful self-assessment involves strong modeling (Ross et al., 1999). For example, the Level 1 summary sounded like, "Ice cream...happy... Piggy...no....oops...no ice cream". Then, I asked the kids what they heard, and they answered with, "It wasn't complete!", "I don't understand the story!", and "You only used one word then one word then one word!", which we then wrote on the board as the "definition" and attached it to the descriptors I had written. This step was done per Ross et al.'s (2002) work with self-assessment that showed higher levels of effectiveness when students co-created the rubric with the teacher. The students then assessed Writing and Speaking using examples that the school's EAL team uses in teacher training.

Once the students began to show about 75% accuracy with the teacher training samples, I gave them their own work samples to begin self-assessment. The students spent two days on their self-assessment, moving from station to station evaluating their Reading, Writing, Speaking, and Listening, which they recorded on the self-assessment data sheet (Appendix A) along with the evidence that they had collected as to why this was their level in each domain.

Strategy Instruction

After completing the self-assessment phase, I began teaching the students the cognitive, metacognitive, and socioaffective skills I hoped they would employ. I collaborated with colleagues to make a list of strategies by language domain that can be used to improve in a language, mostly taken from our

experiences as language learners (Table 1). I presented the strategies to the students as "I Control my English" tips, and we kept the tips on an anchor chart in the classroom. While sometimes I chose to teach a strategy because I intuitively felt that the students most needed it to access the content in their homeroom classes, it was often decided during the consciousness-raising step in the cycle of strategy instruction (Ardasheva et al., 2017).

Table 1. Example "Tips"

Language Skill	Strategy	Type of Strategy
Speaking	Use new words that you've learned when you speak.	Cognitive
	Think about what you're going to say before you say it to prepare.	Metacognitive
Listening	Think, "Do I understand?" when you're listening to friends and teachers.	Metacognitive
	Ask the teacher or friends to slow down if they are speaking too fast for you.	Socioaffective
Writing	Write down key words you want to use before starting to write.	Cognitive
	Ask someone else to read your writing to make sure it makes sense.	Socioaffective
Reading	Use context clues to help you figure out new words.	Cognitive
	Read a lot at your own level.	Cognitive

Afterwards, I explicitly taught the strategy by explaining what it meant, modeling it, and then giving the students a chance to practice it in a whole group setting before sending them to work independently, per research performed by Ardasheva et al (2017).

Self-Regulatory Cycle

The first week after the students had self-assessed and conferred with me regarding their English proficiency levels in each domain, I asked them to choose one domain, either Speaking or Writing, to be their goal domain for the quarter

as an introduction to goal-setting. Twice a week, students were given the choice of completing an assignment related to our content-based work either in writing or orally. As an introduction to monitoring, I then asked each student why they chose the particular assignment option and recorded their answers as an exit ticket.

As their ability to reflect on their choices became more developed and the number of tips we had covered grew, and their understanding of the components (Vocabulary Usage, Language Forms and Conventions, and Linguistic Complexity) of the WIDA Performance Definitions increased, by Week 5 I began to guide students to choose a component of their goal domain to focus on more specifically in class. Instead of asking the students why they chose the assignment, as a monitoring method I began to ask them what they were going to do to improve the component they had chosen to focus on, and I recorded their answers. As an exit ticket, I began to ask the students what they had actually done to improve that component and what support they needed from me if they weren't sure how to apply their goal in the given assignment. As stated by Pressley and Ghatala (1990), students are more successful in goal-setting when they have the opportunity to ask questions to a teacher.

Finally, at Week 10, the students became more advanced in their choices and understanding of the framework to the point where I could teach them how to write weekly quantifiable goals that were more concrete. I chose to use quantifiable goals first and foremost because I knew that later it would be simpler for the students to monitor, and secondly because it has been shown that students are more motivated to achieve a goal when it is at least slightly quantifiable (Gardner et al., 1985). According to Locke et al. (1981), hard, specific goals produce higher performance levels than no goals, easy goals, or vague "do your best" goals.

I taught them to use the following steps:

1. Pick a part of your domain that you need to practice more as your goal.
2. Tell me how you're going to practice it.

Once they had decided on a goal, the students made a post-it note with their goal and the days of week listed on it, as seen in Table 2. Then, they put the post-it notes on their desks in their homeroom classes, monitored the progression of their goal throughout the week using tallies, and turned it into me on Friday afternoon. Also, as an exit ticket, I asked the students daily how their goal was going and if they felt it was realistic or if they needed to adjust it.

Table 2. Example of Goal-Setting Desk Note

I will use fancy transition words in my writing every day during Writer's Workshop.				
Monday	Tuesday	Wednesday	Thursday	Friday
II	III	IIII	II	III

To give students heightened levels of autonomy, at this point they began to select any component of any four linguistic domains. As the complexity had risen at Week 10, we began to have weekly reflection discussions where students shared their goals and talked about how their current or previous goals helped them grow as English learners, following Little's (1996) findings that students are more successful reflectors when they reflect in collaboration with other students. This gave students the opportunity to get used to hearing positive talk about goal-setting and gave them ideas for future goals, but it also had the unexpected side effect of having students who I would have expected in the past to be the least engaged in their English learning to hear the goals and reflections of their more-high achieving peers, which then gave them more ideas to think about in their own goal-setting.

Finally, at the end of the semester, students completed another self-assessment data sheet on which they both self-assessed and then reflected on what they had done (or not done) during the semester to affect this level.

Self-Regulation and Autonomy

Throughout the semester, I monitored students' development of self-regulation through whether they used any of the tips in any of their goals, whether they were able to choose logical goals, as well as whether they met their goals or knew why they did not. For students who were not developing self-regulation as strongly, I employed questioning tactics, pointed out helpful reminders in the class, and highlighted a student who was developing self-regulation to make decisions, in order to encourage these struggling students to make different choices.

As a summative assessment on autonomy, during the penultimate week of school, I told the students that I had other work to do and wouldn't be able to teach them for 5 days, so they would be responsible for their own learning for the week. Using the anchor chart created in class (Figure 1), each day students

chose an activity that they decided would improve their specific needs in English. At the end of each class, we either had a 5-minute reflection discussion in which they shared what they worked on and why they chose it. The goal of this assessment was to evaluate whether they had learned through the semester how to self-assess what they needed to work on and choose activities that would improve a weakness.

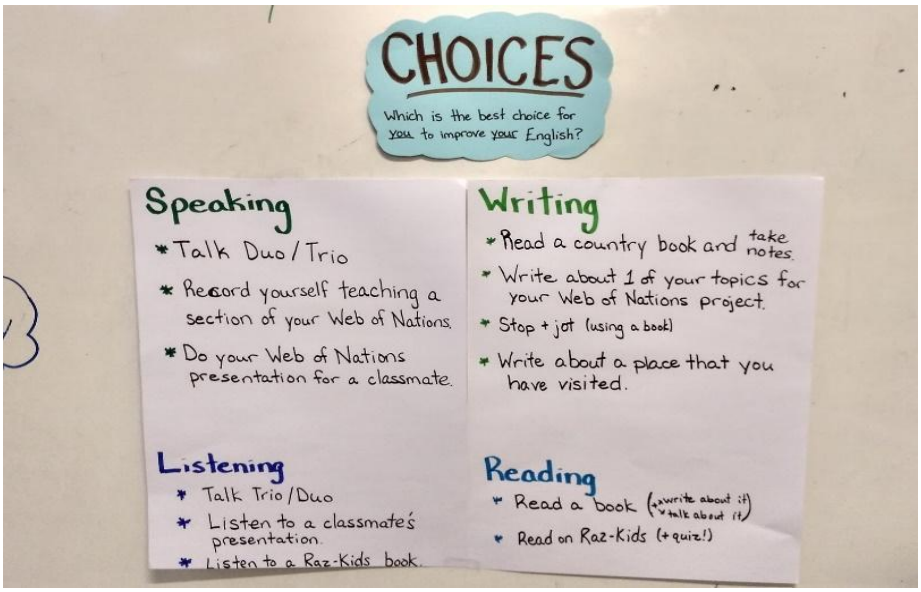

Figure 1. Option Anchor Chart

Data Collection

During the length of this study, I collected student written work and teacher observational notes. At the beginning of the school term in August as well as at the end of the term in December, students completed a self-assessment data sheet (Appendix A) where they wrote what they self-assessed to be their scores in each domain as well as evidence to support the score. As shown in Table 3, students were given their own work samples and rubrics to self-evaluate to allow them to feel a strong sense of control over their own learning (Paris & Paris 2001).

Table 3. Self-Evaluation Samples and Rubrics

Domain	Samples	Rubrics
Speaking	Student recordings of book summaries, answers to teacher questions, and explanations of concepts taught in the EAL or homeroom class.	Simplified WIDA Speaking Performance Definitions
Listening	Memory/ Reflection	Simplified WIDA Listening Performance Definitions
Writing	Student writing samples from their homeroom class and an independent sample completed in the EAL classroom	Simplified WIDA Writing Performance Definitions Examples from the WIDA MODEL teacher handbook per level
Reading	A book at their F&P level	Simplified WIDA Reading Performance Definition Rubric correlating F&P to WIDA scores

In addition to the data sheet, each student completed a bilingual monthly survey entitled "Controlling my English Learning" (Appendix B), in which they answered questions about their progress in learning English and the helpfulness of the EAL class, as well as an account of their progress in self-regulation.

The final piece of data collection involved recording notes regarding what the students' goals were and why they were chosen. During reflection meetings, I recorded how students felt they were progressing towards their goals. This information allowed me to hear what the students were thinking at the moment and get a deeper sense of their understanding of student progress in self-regulation and their own impressions of themselves as English learners.

Data Analysis

I analyzed the data on multiple fronts to find out: 1) the comparison of students' self-assessment of their ELP to my assessment; 2) the development of students' ability to reflect upon their own next steps in English development; 3) the development of students' ability to goal set based on their understanding of

their needs in English; and, 4) the development of students' ability to be autonomous in choosing a classroom activity based on their goal and providing a reason for their choice.

Quantifiable Data

I extracted the student self-assessment scores from their data sheets and juxtaposed it with the data from my own observational notes to compare their scoring with my own scoring of their English proficiency levels for all four domains. I then coded the scores as either "same", meaning that the student scored themselves at the same ELP as I did; "S scoring lower than T", meaning that the student scored themselves at a lower ELP than I had; or, "S scoring higher than T", meaning that the students scored themselves at a higher ELP than I had. I did not separate the data by domain in the graphing as their accuracy in self-assessment did not show itself to be domain-dependent.

Open Coding

All of the students' written and oral statements were coded as either Basic, Progressing, or Precise, as explained in Table 4.

Table 4. Open Coding of Oral Statements

Label	Definition
Basic	No usage of the WIDA framework or any strategies explicitly taught in class
Progressing	Either elusion to or slight use of the WIDA framework and/or the taught strategies
Precise	Clear, developed use of the WIDA framework and/or the taught strategies

During the final autonomy-based activity in Week 16, the students' reasoning was coded as either *Activity with a logical reason, Activity with some reason,* or *Activity with no reason.* The decision between "a logical reason" and "some reason" was decided by if students were able to state a reason that related to their own performance within a domain or a component of a domain, not related to what other people thought or what they preferred to do because they liked it better.

Quantifying Open Coding

After open coding, I counted how many student statements were coded in each category in order to quantify the development of their ability to reflect, goal-set, and choose an appropriate activity. I then extracted this data and charted it in graphs to show linear development.

FINDINGS AND DISCUSSION

Findings

Self-Assessment

In terms of the self-assessment part of this study, in both August (Figure 2) and December (Figure 3), the students self-assessed with a similar extent of accuracy. On both occasions, 70.8% of students' self-scoring was in line with my scoring in each domain. In August, 16.7% of students' self-scoring was one level higher than my scoring, and 12.5% was one level lower than my scoring. However, in December, 25% of students' self-scoring one (and in one case, two) level higher than my scoring, and only 4.5% was one level lower.

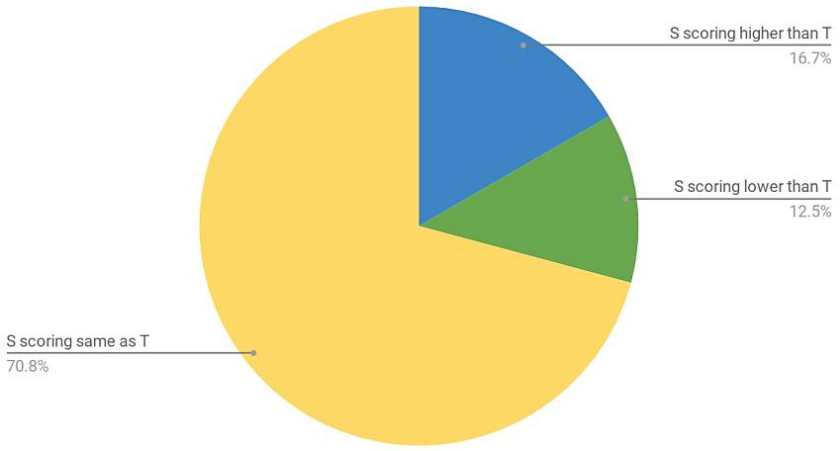

Figure 2. August: Comparison between Student and Teacher Scoring

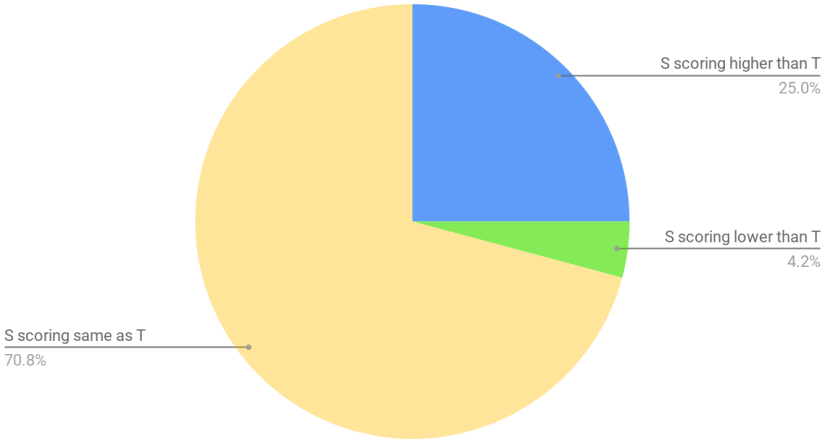

Figure 3. December Comparison between Student and Teacher Scoring

Reflection

In terms of written reflection, the precision of reflections increased between August and December. Table 5 shows a sampling of written reflections that I believe aptly characterize the reflections of the entire class.

Table 5. Sampling of Written Reflections

August Written Reflection on WIDA Level	**Strategy Type**	**Coding**
Because long sentences but with mistakes. - Student B	Cognitive	Progressing
I am not good at telling the story. - Student E	Socio-affective	Basic
I listen. - Student A	Metacognitive	Basic
December Written Reflection on WIDA Level		
I use completed sentences and connected. - Student A	Metacognitive	Precise
I use context clues when I don't know a word. - Student E	Cognitive	Precise
I ask more questions to help me understand. - Student B	Socio-affective	Progressing

In terms of the monthly reflections, students' precision increased each month, as seen in Figure 4. In August, 87.5% of domain-specific reflections were rated as Basic, and 0% were rated as Precise. In contrast, by December 25% of domain-specific reflections were rated as Basic and 50% were rated as Precise.

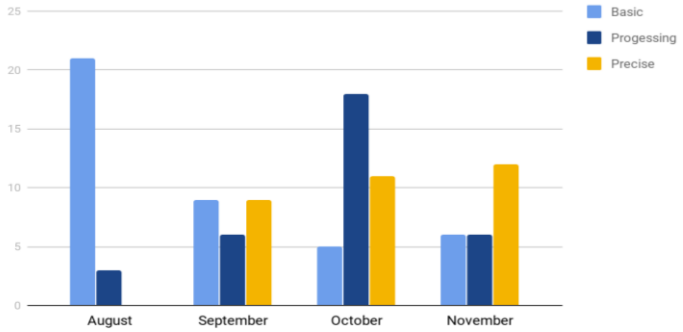

Figure 4. Precision of Student Reflections on Monthly Surveys

Goal-Setting

Table 6 depicts some examples of goals that students wrote starting at Week 5 (September 10) until Week 17 (December 10). As shown in Figure 5, students set Basic-level goals in Week 5. By Week 7, 2 students began to write more developed goals, and by Week 11, 5 out of 6 students wrote quantifiable goals, aimed at metacognitive, cognitive, and socioaffective development. By Week 16, 4 out of 6 goals were both quantifiable and focused on a strategy or goal extracted from the WIDA ELP descriptors. Figure 5 shows the change in precision of student goals throughout the course of the study.

Table 6. Examples Goals Throughout Study

Week	Student	Goal	Precision
5	B	I will write a lot at Writer's Workshop	Basic
6	D	I will speak more English with my friends.	Basic
7	F	Speaking- I can use my new specific words.	Progressing
10	B	Be quiet and listen hard when someone speak.	Progressing

Week	Student	Goal	Precision
11	A	I will listening my classmates and rephrase what they talk to them and ask if that is what they want to say 3 times every day.	Precise
13	E	I will speak 4 times to classmates per day.	Progressing
14	E	When I read I will choose important words that I don't understand and can't figure out with context clues and ask a classmate or the teacher for help me understand two times a day.	Precise
15	D	I will share my thinking with a classmate 2x/ day.	Progressing
16	A	I will raise my hand and use specific words to answer the teacher questions 3 times every day.	Precise

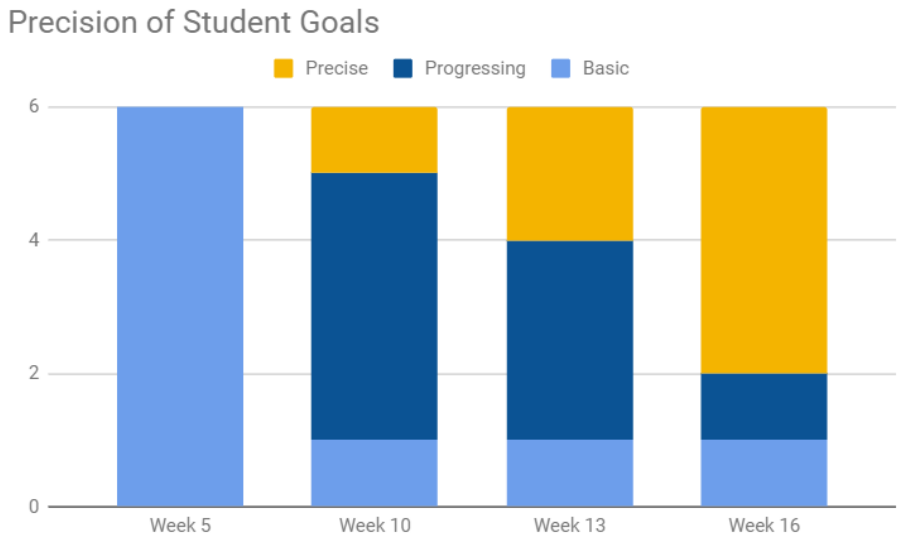

Figure 5. Precision of Student Goals

Development of Autonomy

During the penultimate week of the class, students were given autonomy regarding how they used their EAL class time as long as they reported what they

planned to do to me. I then recorded what they chose and why. Figure 6 shows how often students were able to choose an activity and give a logical reason as to how that would help grow their English proficiency. In 72% of the time students were able to choose an activity and provide a logical reason for why they chose it. For example, one student responded, "I am going to record myself speaking because I am practicing doing a presentation in my class. I want to listen to see when I need to find more precise words to describe what I want to say better." Students were able to choose an activity and give an irrelevant reason in 20% of the instances. An example of this would be, "I am going to read because my mom says reading is good." In 8% of the instances (all by the same student), an activity was chosen but no reason was given.

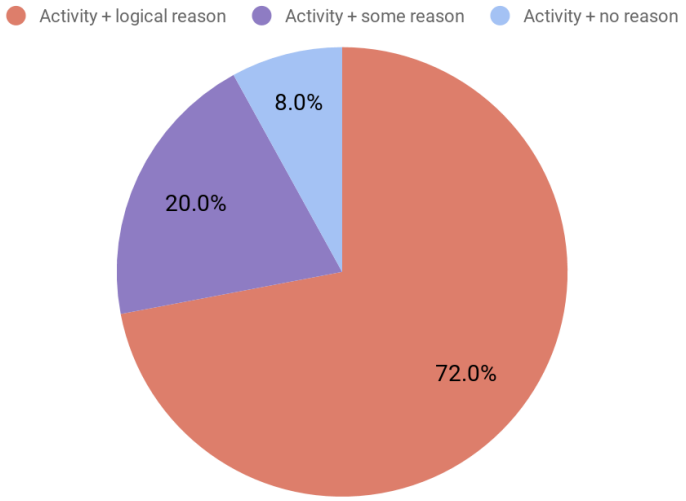

Figure 6. Ability for Students to Choose an Activity and Provide a Logical Reason

Discussion

The results of this study show that students can use the strategies taught in class to assess their own English language proficiency and to develop the ability to reflect on their English language proficiency, goal-set based on their reflections, and choose activities independently based on their goals. Although

the data shows that the students still struggled to consistently develop precise reflections and goals, they improved from the basic statements and reasonings that they provided in August.

Self-Assessment

The one skill that did not improve from the beginning to the end of the study was students' ability to self-assess and evaluate to the same score that I did. I believe a main factor that contributed to this lack of improvement is that the evaluative tool was not made for young children's use. As Heilenman (1990, p. 189) noted in her study on self-assessment, "It is very unlikely that language learners, particularly beginning and intermediate ones, will have had the experience or possess the knowledge of language test constructors" provided to them in a self-assessment tool. Also, Was and Al-Harthy (2018) found that the metacognitive skills necessary to self-assess one's own ability were only beginning to develop by 4th grade, the same grade that these students are in.

Self-Regulatory Cycle

Students' ability to reflect on their English language development started out simple and became more developed as their understanding of the components within the WIDA framework and their knowledge of cognitive, metacognitive, and socioaffective strategies increased. This finding was expected, as O'Malley and Chamot (1990) stated that success in learning was related to understanding and ability to use these strategies. Because of this development, students automatically connected their development in English language proficiency to mastery of these strategies in their reflections. For example, one student stated, "I need to use more transition words, so my sentences are more organized." This directly comes from a cognitive strategy written on our class anchor chart that read "use transition words to connect your ideas", paired with a descriptor from the WIDA Performance Definitions in Linguistic Complexity that defined ELP 4.0 as "organized expression of ideas with emerging cohesion." This shows that many students internalized the link between the strategies, the WIDA framework, and their own improvement as English learners.

Self-Regulation and Autonomy

Lastly, and most centrally is how the assessing, goal-setting, monitoring, and reflection-based work influenced students' ability to become active, autonomous participants in their own English development. This component of the study turned out to be one of the most challenging to quantify because what was considered mastery was such a moving target, since it was correlated to students' ability to choose an activity fitting their goal. At the beginning, almost all the students showed relative mastery of this objective since the activity was so highly scaffolded, while at the end of the semester, they set more complex goals independently with 83% success. This shows that even with the constantly changing parameters, students were consistently able to choose activities that exhibited self-regulation. Moreover, the students' ability during the final week of the study to autonomously choose and perform an activity and then provide a logical explanation of why they chose it seems to show that students have internalized the role of becoming active participants in their own English learning. This fits with Nakata's (2014) study, which showed the students who can self-regulate show an improved ability to effectively guide their own learning in order to improve as learners, though more research needs to be done to disentangle the development through the high level of scaffolding provided.

CONCLUSIONS

This study suggests that there is value in taking time out of the day to support students' setting of goals, monitoring, and reflection on these goals to stimulate self-regulation and autonomy as language learners. I was worried that the students would come to rue the day they first heard the word "goal", but the opposite was the case. From what I saw, they felt empowered by knowing where they were as language learners and knowing how to improve their English proficiency. No one ever complained about the expectations I set on them, and in fact, I would say that they made more demands on me to help them reach their goals than I did on having them set the goal. The students truly became active participants of their own English development through this process and developed a much deeper understanding of the value of English support than I have ever seen with any other technique I have tried.

Apart from the useful findings, there were a couple of limitations in this study which can be of consideration by further researchers: the participant size

and the lack of a control or comparison group. As I had only six students in my class and was only teaching one pull-out class, there were a limited number of students that were able to participate in this study. My plan was that the following year I would use my next batch of 4th grade lower-intermediate ELLs to act as a comparison group for this intervention group. However, I was assigned to work with 2nd grade students instead and thus was unable to use the study design on a comparison group.

These limitations indicate challenges in designing a study which involves intervention. Regardless of the limitations, however, this study taught me the value of teaching students how to become self-regulated, autonomous learners. I recommend that other practitioners start having conversations with students about how they are in charge of their own learning, and then start to make lesson plans that teach explicit strategies and allow for flexibility so that students can try out those strategies. I also recommend starting goal-setting by writing small, actionable, short-term goals in cooperation with the students so that they can start by having a successful goal-setting experience. From there, I recommend explicitly teaching students how to write actionable goals and also setting aside time for students to reflect on their goals both individually and as a group so that they become part of a community of autonomous, driven students.

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Appendix A
Self-Assessment Worksheet

Name: _____ Date: _____

My English Proficiency Level
In **Reading**, I think that I am at Level ____ because - - -
In **Writing**, I think that I am at Level ____ because - - -
In **Speaking**, I think that I am at Level ____ because - - -
In **Listening**, I think that I am at Level ____ because - -

Appendix B
I Control My Own Learning Monthly Survey

Controlling my English Learning!

Do you think like you're making progress in learning English?

What can you do to get even better your English?

Writing: _____

_____ 

Reading: _____ 

_____

Listening: _____ 

_____

Speaking: _____ 

_____

Do you think that English class is helping you improve your English?