考核方式：开卷(仅限用纸质词典)

注意：请将所有答案写在答卷上。

Read the excerpts from a published journal article and give appropriate answers to the following questions according to your understanding of the text.

1. What information does the abstract provide about this study? Could any sentences be removed from the abstract without losing critical information? Why are the information elements organized in this particular order? (15%)

2. Does the article have an effective title? Why or why not? The authors provide as four items in the keyword list. Are they effective indexed terms? If yes, why? (15%)

3. How was the study carried out? What are its findings? (15%)

4. What is the purpose of the study? What is the significance? (Give justifications for the study. 15%)

5. Graphic description (15%)

   Instructions: *Figure 1 on page 2 illustrates an instructional model based on the self-regulated learning (SRL) strategies. Write about 150 words to summarize the information by selecting and reporting the main features and describe relationships among parameters where relevant.*

6. Guided writing (25%)

   Instructions: *Complete the outlined section* (indicated by the marks "{ }") *of* **"2.3 SRL strategies-based instructions in L2 writing contexts"** *on page 6. The excerpt of the article (pp. 3-8) provides the abstract, the introduction, and its theoretical review of SRL theory in L2 context, but part of the theoretical section is represented in an outline form. Using the information in the outlines, write about 300 words in one passage to complete the review of literature on the SRL approach in L2 writing. Refer to the list of references at the end of the excerpt for your in-text citations.*

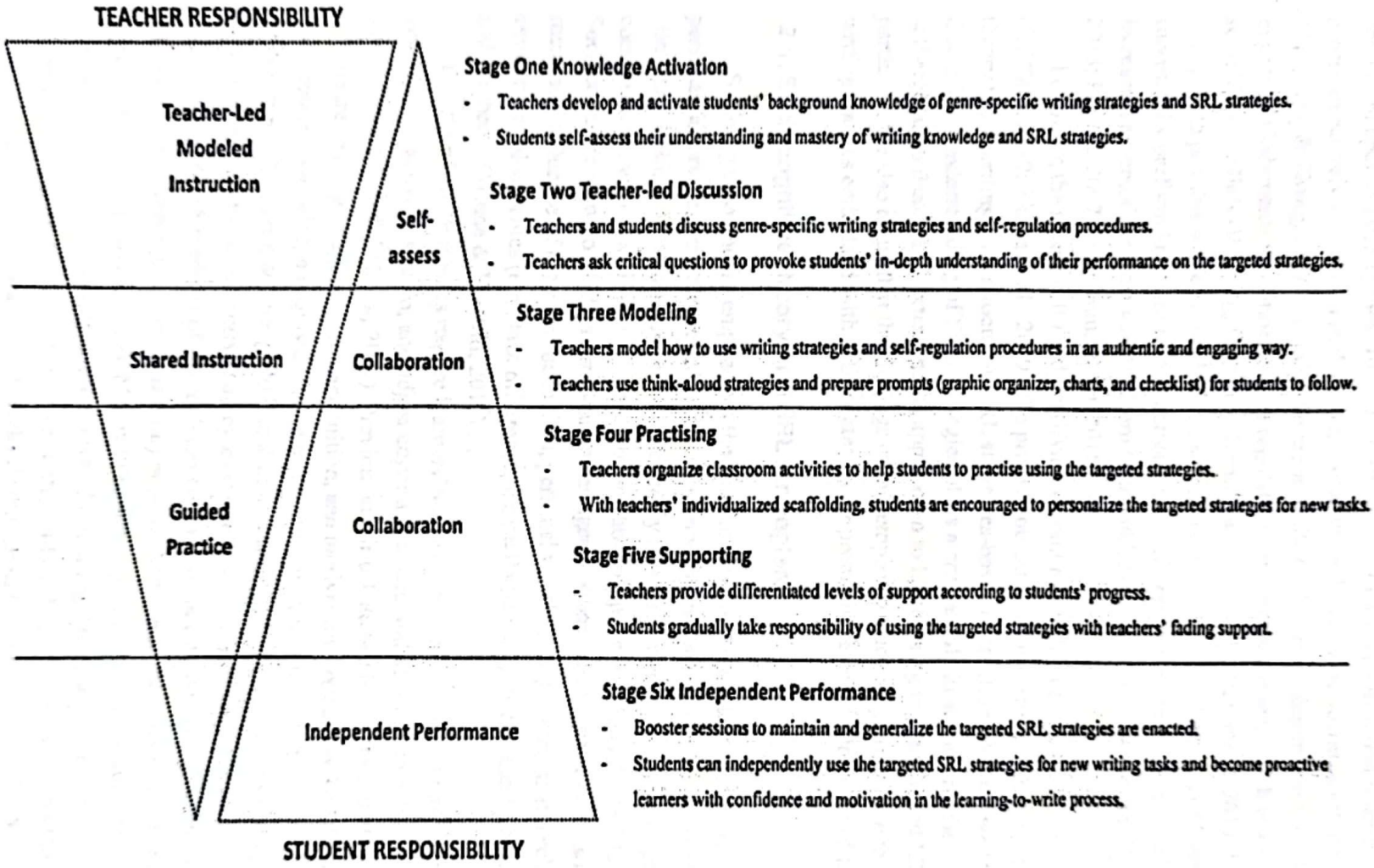

Fig.1. Self-regulatedLearning（SRL） Strategies-Based Instruction Model.
(Adapted from Harris et al., 2008)

Empowering Learners in the Second/Foreign Language Classroom: Can Self-Regulated Learning Strategies-Based Writing Instruction Make A Difference?

ABSTRACT: Conceptualized in self-regulated learning (SRL) theory, this quasi-experimental research investigated the effects of an SRL strategies-based writing intervention on students' L2 writing proficiency, reported use of SRL strategies, and academic self-efficacy. Data were collected from 80 undergraduate students who were enrolled in an academic writing course in a Chinese university. The intervention group received a five-month SRL strategies-based instruction to implement different dimensions of SRL strategies while the control group received the academic writing course of the same length. All the participants were invited to complete pre-, post-, and delayed post-writing tests along with self-report questionnaires at the beginning and the end of the intervention. Our results revealed that the intervention group outperformed the control group in the post- and delayed post-writing tests with a decreased effect size. They became more active in using an array of SRL strategies (e.g., metacognitive strategies, social behavior strategies, and motivational regulation strategies). It was also found that the SRL strategies-based instructional model contributed to increased levels of linguistic self-efficacy and performance self-efficacy. Pedagogical implications are discussed.

KEYWORDS: Self-regulated learning (SRL), Strategies-based writing intervention, L2 writing performance, Academic self-efficacy

1. Introduction

In the sphere of educational psychology, self-regulated learning (SRL) is best realized as a dynamic, constructive process, whereby learners set up learning goals and then monitor, regulate, and control their cognition, motivation, and behavior (Zimmerman & Schunk, 2011). During the past three decades, extensive research on SRL has proven its salient role in improving students' academic achievement and fostering proactive learners in a range of educational and psychological contexts (see Zimmerman, 2013, for more information). There is an increasing recognition that strategic, self-regulated learning lies at the heart of second/foreign language (L2) teaching and learning for promoting self-regulated learners who are independent, capable, and goal-oriented with lifelong learning strategies (Csizér & Tankó, 2017; Oxford, 2017; Zhang, Thomas, & Qin, 2019). Effective deployment of SRL strategies is considered as a prominent factor in promoting L2 learners' capacity to accomplish learning goals (Dörnyei & Ryan, 2015; Han & Hiver, 2018; Tseng, Dörnyei, & Schmitt, 2006). Many researchers, thus, have argued that instruction in self-regulated, strategic learning can result in better academic outcomes (Gu, 2010; Harris & Graham, 2009; Oxford, 2017; Zhang & Zhang, 2019). As Gu (2010, p. 1) explained, "the central thesis behind language learning strategy research is that learners, supported by teachers and curricula, can play a much more active role in managing and controlling the learning process, thereby maximizing the outcomes of learning". Unfortunately, there is insufficient evidence attempting to uncover how instruction in SRL strategies can help L2 students develop into self-regulated language learners in skill-specific areas such as writing in classroom environments.

Writing is a complex, recursive process, which subsumes the multiple interactive stages of strategic functions in cognitive maneuvering (e.g., idea generation, outlining, drafting, revising, and

editing), metacognitive control (e.g., evaluation and monitoring), and motivational regulation (e.g., interest enhancement and goal-oriented control) (Csizér & Tankó, 2017; Harris & Graham, 2009; Teng & Zhang, 2018). Some L2 researchers have acknowledged that writing achievement is contingent upon the deployment of SRL strategies through which different dimensions of SRL processes actively function in mobilizing, directing, and sustaining learning efforts (Han & Hiver, 2018; Teng & Zhang, 2016a, 2018). The prerequisite of the active deployment of SRL strategies lies in people's judgments of competence in regulating learning processes, which is known as academic self-efficacy beliefs (Bruning, Dempsey, Kauffman, McKim, & Zumbrunn, 2013; Schunk & Ertmer, 2000). With positive self-efficacy beliefs, students can adapt to the demands of learning tasks, successfully perform knowledge, and actively use different strategies to sustain their learning and increase their emotional readiness to learn (Bernacki, Nokes-Malach, & Aleven, 2015; Bruning et al., 2013; Pajares, 2007; Teng, Sun, & Xu, 2018).

Following the recent call for diversifying vibrant research on language learning strategies (Griffiths, 2019; Zhang et al., 2019), the primary objective of this study was to apply self-regulation theory to L2 writing with a focus on SRL strategies-based instruction. We believe that a cross-disciplinary understanding of SRL strategies plays a crucial role in advancing theoretical functions of self-regulation theory and extending its application to L2 learning in general and L2 writing in particular. We also argue that the findings of this empirical study may contribute to the innovation of writing courses embedded with SRL strategies for promoting effective learning of L2 writing.

2.1. Sociocognitive theory and SRL strategies

Sociocognitive theory emphasizes the "triadic reciprocity in which behavior, cognitive and other personal factors, and environmental events all operate as interacting determinants of each other" (Bandura, 1986, p. 18). This comprehensive theory is widely used to explain how people acquire competencies, values, and styles of behavior and how people motivate and regulate their learning. Sociocognitive views of SRL regard learners as agents, whose learning behavior is under the reciprocal influence of their past behaviors, personal variables (e.g., interest and self-efficacy), and environmental variables (e.g., task difference, instructional supports and conditions, social modelling, and feedback) (Winne & Hadwin, 2010) ....

Effective SRL processes require learners' active deployment of a range of strategies to help them intentionally activate, sustain, and adjust cognition, affect, and behavior to achieve their learning goals (Zimmerman & Schunk, 2011). Previous empirical studies have found that the active use of SRL strategies (e.g., cognition, metacognition, and motivational regulation) contributes to cognitive development, knowledge acquisition, and creativity stimulation in a range of learning contexts (Hammann, 2005; Teng & Zhang, 2016b; Zimmerman, 2013). In the self-regulating process, learners, for example, need to use cognitive strategies to construct, transform, and apply knowledge when completing a task. A plethora of research has confirmed the essential role of cognitive strategies (e.g., text processing, revising, and organization) in promoting academic achievement (e.g., Zhang, Aryadoust, & Zhang, 2016, 2019). Meanwhile, metacognitive strategies, such as the executive control of cognition, typically materialize themselves through regulatory activities like planning, monitoring, and evaluating. Successful metacognitive strategies-based instruction was found to behelpful to promote students' SRL capacity and academic outcomes (Sato & Loewen, 2018).

Another important dimension of SRL strategies is motivational regulation, which refers to procedures or thoughts that students apply purposefully to sustain or increase their willingness to engage in a task (Wolters & Mueller, 2010). As Dörnyei (2005) has argued, the purpose of

motivational regulation strategies is "to generate and enhance student motivation, as well as maintain ongoing motivated behavior..." (p. 117). Motivational regulation is closely tied to students actively monitoring and regulating their willingness to expend efforts or persistence on academic tasks (Teng & Zhang, 2018; Wolters & Hussain, 2015). Previous studies reported that the perceived use of motivational regulation strategies played a mediating role in affecting students' choice, effort, cognitive engagement, and academic performance (Schwinger & Otterpohl, 2017; Teng & Zhang, 2018).

Sociocognitive views of SRL also place a particular emphasis on the role of socializing agents such as parents, teachers, and peers in learners' development of self-regulation (Boekaerts, Pintrich, & Zeidner, 2000). Hadwin and Oshige (2011) have argued that the active deployment of social behavior strategies for interactive support from such socializing agents as teachers and peers is beneficial to learners' performance. Meanwhile, SRL emphasizes the importance of feedback loops in which learners monitor, evaluate and adjust strategies, goals, and motivational factors in a given task (Zimmerman, 2013). One interesting finding is that learners' handling of others' feedback mediated the use and adjustment of other strategies, and, in turn, affected learning outcomes (Sato & Loewen, 2018; Zimmerman, 2011).

2.2. SRL strategies-based instruction in L1 writing contexts

SRL strategies-based instruction has been well established in L1 writing contexts, where students are provided with effective strategies for completing writing tasks so that they would be more resourceful, self-reflective, and goal-oriented (Graham & Harris, 2014). Having acknowledged the essential role of SRL strategies, a number of scholars have engaged in applying self-regulation theory to the implementation of strategies-based writing instruction with fruitful outcomes (see Harris, Graham, MacArthur, Reid, & Mason, 2011; Harris, Graham, Mason, & Friedlander, 2008; MacArthur, Philippakos, & Ianetta, 2015). Harris et al. (2011, p. 189) posited that "understanding the role of self-regulation in the development of writing abilities, the difficulties students encounter with self-regulation of the writing process, and effective instructional practices for developing competence in self-regulated writing is clearly essential to help students develop as writers."

Among these instructional studies, the most prevailing is the Self-Regulated Strategy Development (SRSD) model, which was grounded in sociocognitive theory and SRL theory (Harris & Graham, 1996). The SRSD model is composed of six recursive stages: developing and activating background knowledge, discussing, modelling, memorizing, supporting, and independent performance. The major goals of the SRSD model are to "help students master the higher level of cognitive processes; develop autonomous, reflective, self-regulated use of effective writing strategies; increase knowledge about the characteristics of good writing; and form positive attitudes about writing and themselves as writers" (Graham & Harris, 1996, p. 352). Many empirical studies have reported the positive effects of the SRSD model on improving academic achievement and cultivating self-regulated learners from primary to high schools across genres in L1 writing (see Harris et al., 2011; Harris & Graham, 2009; MacArthur et al., 2015, for more information).

Noticeably, research on SRL strategies-based instruction is fruitful in L1 writing contexts, and thus should be worthy of being evaluated in terms of its contribution to L2 writing, as some researchers have argued (Zhang et al., 2016). Yet, there are a number of critical issues that should be considered to ensure that the research leads to theoretically valid, replicable outcomes. For example, whether the SRSD model could be directly applied to L2 writing instruction; whether similar positive effects of the self-regulation instruction could be gained in a new learning context; or how

the SRL process sheds light on the innovation of L2 teaching and learning. All of these queries deserve a full empirical investigation.

2.3. SRL strategies-based instruction in L2 writing contexts

Previous achievement in L1 contexts shows promise for L2 writing instruction.

1) DE SILVA & GRAHAM (2015); NGUYEN & GU, 2013; ROCA DE LARIOS, MANCHÓN; MURPHY, & Marín, 2008: positive effects of strategies-based instruction on different aspects of writing strategies
2) CHING, 2002; LAM, 2014; OXFORD, 2017; ZHANG et al., 2016: self-regulation theory in L2 strategies-based teaching; positive outcomes in learning conceptual knowledge; impact on students' engagement
    a. CHING (2002): a seven-week study of L2 instruction in a technical writing course to engineering students in Malaysia; self-regulation strategies, incl. pre-writing planning, revising, peer-evaluation, explicit reflection on the writing process; learning facilitated by self-awareness; active use of strategies contributed to positive academic outcomes
    b. LAM (2014): a 15-week experiment to develop SRL in EFL writing; improved strategies of planning, reorganizing, revising, and problem-solution; participants became more motivated and confident
3) COHEN & GRIFFITHS, 2015; MANCHÓN, ROCA DE LARIOS, & MURPHY, 2007; PLONSKY, 2011: uncertainty about the effect of SRL on language development
    a. methodological shortcomings, such as small sample sizes, non-ran-random group assignment, no control groups;
    b. factors that affect L2 strategy use: complex variables, a lack of valid and reliable instruments, and the absence of a comprehensive theory
4) Suggested solutions
    a. MANCHÓN et al. (2007): a strategy training to understand learners' actions and longitudinal intervention (at least 10~15 weeks); research on theoretical framework
    b. PLONSKY (2011): individualized strategies-based writing instruction

Informed by these suggestions, we conducted a longitudinal investigation into SRL strategies-based instruction with a solid theoretical framework and reliable measures designed for specific L2 writing contexts.

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