

**ROLE OF SELF-REGULATED LEARNING STRATEGY  
IN TEACHING TENSE**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**Karuna Rai**

**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu**

**2011**

**ROLE OF SELF-REGULATED LEARNING STRATEGY  
IN TEACHING TENSE**

**A Thesis Submitted to the Department of English Education**

**In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**Karuna Rai**

**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu**

**2011**

**T.U Reg. No.:9-2-223-81-2004**

**Date of Approval of the Thesis**

**Second Year Exam Roll No.:280516**

**Proposal: 2067/11/19**

**Date of Submission: 2068/01/04**

## DECLARATION

I hereby declare that to the best to my knowledge to this thesis is original; no part of it was earlier submitted candidature of research degree to any university.

Date: 2068-01-02

.....

**Karuna Rai**



## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Karuna Rai** has prepared this thesis entitled “Role of Self-regulated Learning Strategy in Teaching Tense” under my guidance and supervision.

I recommend this thesis for acceptance.

Date : 2068/01/04

.....

**Mr. Prem Bahadur Phyak (Guide)**

Teaching Assistant

Department of English Education

T.U., Kirtipur

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following  
'Research Guidance Committee'.

Signature

**Dr.Chandreshwar Mishra**

.....

Professor and Head

Chairperson

Department of English Education

T.U., Kirtipur

**Dr. Anjana Bhattarai**

.....

Reader

Member

Department of English Education

T.U., Kirtipur

**Mr. Prem Bahadur Phyak (Guide)**

. .....

Teaching Assistant

Member

Department of English Education

T.U., Kirtipur

Date:



## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following “Thesis Evaluation and Approval Committee”.

Signature

**Dr.Chandreshwar Mishra**

.....

Professor and Head

Chairperson

Department of English Education

T.U., Kirtipur

**Dr. Jai Raj Awasthi**

.....

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

**Mr. Prem Bahadur Phyak (Guide)**

.....

Teaching Assistant

Member

Department of English Education

T.U., Kirtipur

Date: 2068-

## **DEDICATION**

Dedicated to

To my family and teachers

## ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my honorable guru and thesis supervisor **Mr. Prem Bahadur Phyak** for his invaluable guidance, inspiration constructive suggestions, insightful comments and encouragement without which the research would not be in this form.

Similarly, I would like to express my sincere gratitude to my respected guru **Dr. Chandreshwar Mishra**, Professor and Head, Department of English Education and Chairperson of Research Guidance Committee for his invaluable suggestions and providing me with an opportunity to conduct this study.

I am very much grateful to **Prof. Dr. Jai Raj Awasthi**, Chairperson of English and Other Foreign Languages Education Subject Committee for giving me invaluable suggestions and encouragements.

I am very much grateful to my respected guruma **Dr. Anjana Bhattarai**, Reader, Department of English Education for her kind suggestions, encouragements and insightful comments. Similarly, I would like to express my sincere gratitude to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Thirth Raj Khaniya, Dr. Balmukunda Bhandari, Dr. Tapasi Bhattacharya, Dr. Anju Giri, Mr. Vishnu Sing Rai, Dr. Laxmi Bahadur Maharjan, Mrs. Madhu Neupane, Mrs. Saraswati Dawadi, Mrs. Hima Rawal** and other faculty members in the Department who taught and suggested me to complete this thesis.

I am equally grateful to **Mrs. Madhavi Khanal**, Librarian, for her continuous help in issuing the required materials. Similarly, I am equally indebted to **Mr. Ram Bhadur Tamang**, Headmaster of Shree Sharada Secondary School, Kathmandu and all the teaching and non-teaching staff as well as students for their kind support and genuine co-operation in collecting data.

Finally, yet importantly, I would like to express my sincere appreciation to my husband, parents, sisters, brothers, and friends for their co-operation, suggestion and encouragement.

**Karuna Rai**

### **ABSTRACT**

The present study entitled “Role of Self-regulated Learning Strategy in Teaching Tense” is an attempt to find out the role of self-regulated learning strategy in teaching tense. In order to achieve this objective, the students of Grade 9 from one school in Kathmandu were purposively selected. A pre-test was administered to determine their initial proficiency on using tenses. Then they were taught for twenty days adopting self-regulated learning strategy. Four progressive tests were conducted before post-test was administered within the period of teaching. Finally, post-test was administered and recorded their result of performance. Their scores were recorded, (i.e. pre-test score 13.25 and post-test score 29.06) analyzed and interpreted to reach the findings. It was found that self-regulated learning strategy is effective in teaching tense and the classroom environment and role of teacher are factors affecting self-regulated learning opportunities.

The study consists four chapters along with references and appendices. The first chapter includes general background, review of related literature, objectives of the study and significances of the study. The second chapter deals with methodology used to carry out research. It encompasses sources of data, population of the study, sampling procedures, tools for data collection,

processes of data collection and limitations of the study. Chapter three contains analysis and interpretation of data .The data was analyzed on the basis of difference among average score in pre-test13.25 and post-test 29.06 out of 40. Similarly, chapter four includes major findings and recommendations of the study.

## TABLE OF CONTENTS

	<b>Page No.</b>
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii-ix</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Abbreviations</i>	<i>xi</i>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-17</b>
1.1 General Background	1
1.1.1 Behaviourists' View	1
1.1.2 Mentalists' View	2
1.1.3 English Language Teaching in Nepal	3
1.1.4 Introduction to Self-regulated Learning	4
1.1.5 Sub-processes in Self-regulation	6
1.1.6 Self-Regulation Strategies Used by Successful Students	6
1.1.7 Tenses in English	9
1.1.8 Action Research	14

1.1.9	Process of Action Research	15
1.2	Review of Related Literature	15
1.3	Objectives of the Study	18
1.4	Significance of the Study	18
1.5	Definition of the Specific Terms	19

## **CHAPTER TWO: METHODOLOGY 20-24**

2.1	Sources of Data	20
2.1.1	Primary Sources	20
2.1.2	Secondary Sources	20
2.2	Population of the Study	20
2.3	Sampling Procedure	21
2.4	Tools for Data Collection	21
2.5	Process of Data Collection	21
2.6	Limitations of the Study	24

## **CHAPTER THREE: ANALYSIS AND INTERPRETATION 25-30**

3.1	Analysis of the Test Scores	25
3.1.1	Pre-test	25
3.1.2	First Progressive Test	26



3.1.3	Second Progressive Test	27
3.1.4	Third Progressive Test	27
3.1.5	Fourth Progressive Test	28
3.1.6	Post-test	29
3.1.7	Analysis of Pre and Post-test Results	29
3.2	Analysis of the Information's Obtained from Self-Evaluation Form and Observation Notes	30

#### **CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS 33-36**

4.1	Findings	33
4.2	Recommendations	34

#### **REFERENCES 37-39**

#### **APPENDICES**

#### **LIST OF TABLES**

	Page No.
Table No. 1: Formal Characteristics of English Tenses	11
Table No. 2: Pre-test Scores	26

Table No. 3: First Progressive Test Scores	26
Table No. 4: Second Progressive Test Scores	27
Table No. 5: Third Progressive Test Scores	28
Table No. 6: Fourth Progressive Test Scores	28
Table No. 7: Post-test Scores	29
Table No. 8: Pre and Post-test Scores	29

## LIST OF ABBREVIATIONS

Dr.	-	Doctor
ed.	-	Edition
n.d.	-	No Date
M.Ed.	-	Master in Education
etc.	-	Etcetera
i.e.	-	Id est (that is to say)
LAD	-	Language Acquisition Device
Mr.	-	Mister
No.	-	Number
Prof.	-	Professor
Regd.	-	Registration
S.N.	-	Serial Number
T.U.	-	Tribhuvan University

## **CHAPTER-ONE**

### **INTRODUCTION**

#### **1.1 General Background**

Unless there is something wrong with them mentally or physically, all the children acquire a language as they develop. In the literature of language study, there emerged a number of views regarding how a child acquires language. Similarly, a number of approaches, methods, and techniques have been produced along with the views on how a child learns language. However, in this study only some major views on language acquisition, and methods and techniques were presented.

##### **1.1.1 Behaviourists' View**

Behaviorist or connectionist learning theories describe and explain learning language using S-R model. According to this theory, a connection is established between a stimulus or stimulus situation(S) and organism's response (R) to this stimulus. Skinner (1957) is the main propounder of this view. Skinner has described learning theory in terms of S-R model. Through the publication of 'Verbal Behaviour (1957)', Skinner seems to be more adhered to the view that language learning is similar to the learning of any skill. He believes each utterance follows on some sort of verbal or nonverbal stimulus. Language behavior can, according to him, only be studied through observation of the world around the language user; that is, through observation of external factors. One important factor in language learning is the frequency with which a certain utterance is used in the child's environment. To a considerable degree, children imitate the language of their environment in the behaviorists' view, and imitation is the strongest factor in that learning process. A consequence of this is that the frequency, with which words and sentences occur in the language of environment, will influence the language development of the child. In addition, reinforcement is needed to arrive at higher level of

language proficiency, for example, parental approval is an important type of reinforcement in the language learning of the children: when a child produces grammatically correct utterances which are understood by the environment, approval from the parents may serve as reinforcement for such an utterance. In this way the environment encourages a child to produce grammatical utterances, while not encouraging ungrammatical utterances.

What can be said is that, according to Skinner's view, how a rat learns to press the lever is similar to how a child learns a language. It can be said that the methods of teaching language like Audio-lingual methods are based on the behaviorist approach. Similarly, the techniques like imitation, immediate correction, repetition, drill pattern and so on are based on the behaviorist view. In these methods and techniques, the reinforcement and frequently are supposed to be vital activity in teaching language.

#### **1.1.10 Mentalists' View**

Noam Chomsky is the prominent personality to make existence of mentalist view. He argues that human behavior is considerably more complex than animal behavior. Moreover, certainly language behavior is more specific to humans that it could never be explained through animal behavior. Further, he opines that a description of language behavior cannot be just a description of external stimuli and concomitant responses, but it primarily has to be a description of the innate ability of human beings to learn a language. So, according to the mentalist view, language learning is the result of intuition, generalization, hypothesizing and several mental processes that are based on the human's innateness i.e. Language Acquisition Device (LAD). Accordingly, language teaching should focus on methods which lead the children to make holistic generalization. For example, communicative method somehow relies on this hypothesis because in this method the children are supposed to explore the rules of language use in communication.

In this way, the views on language learning directly guide the way one teaches language. In fact, in course of language learning, no extremist view can work alone when we observe the language learning of children. If the child does not involve in imitation, he could not pronounce the utterance like adult even in latter stage. If imitation is ultimate fact, why child produces the utterances like, 'I goed to school', 'I comed home' and so on? So, in conclusion, language acquisition occurs with the involvement of both imitations, and child is inherent biological ability.

### **1.1.3 English Language Teaching in Nepal**

After Janga Bahadur's return from Britain in 1851 AD, with the establishment of Darbar High School, English Language Teaching entered Nepal. But English education of Darbar High School was limited only to the ruling families (Sharma, 2062). English has then formally started for public after the opening of Trichandra College in 1918 AD. At that time only English literature was focused as a part of learning English. Mainly two skills; reading and writing were emphasized. Grammar Translation method was the dominant method in teaching English. This method came into Nepal along with the English Education system in late 19<sup>th</sup> century and remained quite popular until the implementation of New Education System Plan, 1971. When the day passes, a reform movement came in the field of methodology with the assumption that a second language should be taught with direct association with it. After the Second World War, American wanted their people to learn many languages in a short period of time for which the direct method could not cater the need. So with five slogans, emphasizing the oral –aural skills a method came into existence out of structural approach which was known as audio-lingual method. As it was used to teach new language to army, it is sometimes known as the Army Method. This is the first method which used principles and theories and gave full recognition to all aspects of language teaching.

In the late 20<sup>th</sup> century, language was considered as a vehicle for communication and the aim of language teaching was to develop

communicative competence. Hymes' (1972) proposal of communicative competence, and the notional syllabus by Wilkins (1976), task-based syllabus by Prabhu (1979), gave rise to the communicative approach and ultimately the communicative method. In Nepal, English language teaching methods could not be out of it. Similarly, only one method is not followed to teach the English language today. For example, though Grammar Translation method is said to be outdated method, some of its features are still in practice.

The English language is given great importance in the education system of Nepal. It is taught as a compulsory subject from grade one to bachelor's level in government added school and colleges. Though it is emphasized more, still there are more problems in teaching and learning any aspects of the English language. This is not untouched with the tense system of grammar which raises questions like; how do children effectively learn tense of English? What is wrong about traditional teaching in tense? How can we teach tense better? Why the most of the students cannot use the tense appropriately to the situation?

This study is mainly concerned with the role of self-regulated learning strategy in teaching tense.

#### **1.1.4 Introduction to Self-regulated Learning**

The term Self-regulated Learning became popular in 1980s. It emphasized the emerging autonomy and responsibility of students to take charge of their own learning. In general, students can be described as self-regulated to the degree that they are meta-cognitively, motivationally, and behaviorally active participants in their own learning process (Zimmerman, 1989). Such students personally initiate and direct their own efforts to acquire knowledge and skill rather than relying on teachers, parents, or other agents of instruction. This definition assumes the importance of three elements: students' self-regulated learning strategies, self-efficacy perceptions of performance skills and commitment to academic goals. Self-regulated learning strategies are actions and process is directed at acquiring information or skills that involve agency,

purpose and instrumentality perceptions by learners. They include such methods as organizing and transforming information, self-consequating, seeking information, and rehearsing or using memory aid (Zimmerman and Martinez-Pons, 1986). Self-efficacy refers to perceptions about one's capabilities to organize and implement actions necessary to attain designated performance of skill for specific tasks (Bandura, 1986). Academic goals such as grades, social esteem, or post graduation employment opportunities can vary extensively in nature and in time of attainment.

Self regulated learning is characterized by three central features. They are: awareness of thinking, use of strategies and situated motivation, (Paris, n.d.). This features of independent learning need to be experienced, constructed and discussed among teachers so that they understand how to nature the same development among students. Then the focus of instruction is shifted to fostering strategic and motivated students rather than delivering curricula or managing classroom behavior.

### **1.1.5 Sub-processes in Self-regulation**

Social cognitive theorists assume that self-regulation involves three classes of sub-processes: self-observation, self-judgment, and self-reaction. Self-observation refers to students' responses that involve systematically monitoring their own performance. Observing oneself can provide information about how well one is progressing toward one's goals. Self-judgment refers to students' responses that involve systematically comparing their performance with a standard or goal. This definition assumes that self- evaluation depends on such personal processes as self-efficacy, goal setting and knowledge or standards as well as self-observed responses. Self-reaction involves goal-setting, self-administered praise or criticisms, rehearsing, memorizing, structuring the environment and asking for help. These performance-related sub-processes are assumed to interact with each other in reciprocal fashion. For example, listening to an audiotape of one's speech (self- observation) is assumed to affect self- judgments of progress in acquiring rhetorical skill. These self- judgments,



in turn, are expected to determine one's subsequent willingness to continue this self-instructive practice (a self-reaction).

### **1.1.6 Self-Regulation Strategies Used by Successful Students**

According to Zimmerman (2002), self-regulation strategies used by successful students can be categorized into three categories: personal, behavioral and environmental.

#### **i. Personal strategies**

Personal strategies involve how a child organizes and interprets information and include:

**(a) Organizing and transforming information:** These strategies enable children to become much more efficient at learning but even some of our brightest students do not always understand how to study well or efficiently. These skills include strategies such as outlining; summarizing, highlighting, using flashcards or index cards and drawing pictures, diagrams or charts.

**(b) Planning and setting goals:** These include identifying goals or standards with strategies such as sequencing, timing, pacing, and thinking about how one can accomplish the best work.

**(c) Keeping records and monitoring:** The goal of this strategy is to help children learn to be in charge of understanding their strengths and areas in need of improvement and to take assess why they do well on some kinds of assignments and tasks and less well on others. These skills include strategies such as note taking, listing their errors, keeping drafts to assignment, considering their own improvements, and maintaining portfolio of their most special work.

**(d) Written and/or verbal rehearsing and memorizing:** These strategies help children learn to memorize more efficiently and learn how to be better at

written and verbal language. For example memorizing the important materials remembering the first initials of each word, using imagery to remember diagrams or visualize concept, etc.

## **ii. Behavioral strategy**

Behavioral strategy involves students checking their own progress or quality of work by examining the actions that take during the learning process. Children must learn to evaluate their actions and to understand the consequences of these actions. In self-evaluation, children analyze the learning task to determine what their teacher expects and whether they want to put the time and effort necessary into the task. They also learn to reflect on their self-instruction, feedback, and attentiveness. Children can also learn how to provide their own rewards to motivate themselves to meet their own goals. They can also learn to use reinforcement or reward of their own positive actions and to delay gratification until they have achieved a goal.

## **iii. Environmental strategy**

Environmental strategy for self regulated learning involves the use of external resource and adaptation of the student's environment. The students seek the information from the library, internet etc. They seek social assistance from the peers, teachers and others. They review the record then they reread notes, tests and textbook.

While facing with a learning task, self-regulated learners first of all, begin by analyzing the task and interpreting task environments in terms of their current knowledge and beliefs. Then they set the task specific goals, which they use as a basis for selecting, adopting, and possibly, inventing strategies. After implementing strategies, they themselves monitor their progress towards goal. They try to adjust their strategies efforts based on their perception of ongoing progress. Then after, they use motivational strategies to keep themselves on task when they become discouraged.

Self-regulated learners are flexible. They do not do the tasks just once. Rather, they go through recursively, looping back to make adjustments as necessary (Buttler and Winne, 1995). Self-regulation refers to the use of processes that activate and sustain thoughts, behaviors, and affects in order to attain goals (Schunk and Zimmerman, 1997). Learners attain the goals by coordinating the thinking skills. Self regulation has three components:

**a. Self- observation:** Self-observation refers to deliberate attention to specific aspects of one's own behaviors.

**b. Self-judgment:** Self-judgment refers to comparing one's current progress towards a goal with a standard.

**c. Self-reaction:** Self-reaction refers to making evaluative responses to judgments of one's own performance.

That is, learners regulate their own learning by observing what they are able to do. They also compare what they have observed to a standard of some kind and make judgments about the quality of this performance, and finally making plans regarding what to do next.

In summary, academic self-regulation includes many skills. One of the skills of self-regulation is valuing learning and its anticipated outcomes (McCombs, 1989). In self-regulation, setting the performance goals is another skill. In the same way, planning and managing the time, holding positive beliefs about one's abilities, attending to the concentrating on instruction are also important skills used in self-regulation. Setting up a productive work environment, using social resources effectively, focusing on positive effects, and making useful attributions for success and failure are also the necessary and important skills which are included in self-regulation. In this way self-regulation is not easy but necessary and important skill. On the basis of which anyone gets success to meet the goal of any kind of task. In learning any kind of academic task, self-regulation is most important.

To assist students to be effective in their learning, teachers should help students become aware of alternative ways of approaching learning situations. Learning strategies appropriate for one type of learning situation may not be appropriate for another. Teachers can make students aware of effective learning strategies in various types of learning environment and help students use the appropriate learning strategies in later learning situations. Since the self-regulatory process of learning gives students sense of control and encourage students to pay attention to their methods of learning, teachers can teach students how to learn by training students to use different learning strategies. Educators and parents long have been plagued by the problem of students' low achievement in school. Many have had the frustrating experience of watching a child undermine his or her chances for a good performance simply by not trying. A student who performs poorly as a consequence of not studying or not completing assignments is usually perceived by his teachers as a hopeless case. Many students who encounter achievement problem in school frequently are victim of pre-judgment that they can do no better. So this study would help students to make self-evaluation and improve their learning.

### **1.1.7 Tenses in English**

The word tense is derived from the word 'tempo' which means time. This is the concept, which for a long time, dominant the way defining the tenses in linguistics theories. As the time passes by, there emerged various views on grammatical categories in literature of language study. Consequently, tense has been established as a grammatical category. No language survives without this category because it carries such a property that enables the speaker to talk about varied range of situation in daily communication. Language employs tenses in a variety of ways. Some languages have tenses in terms of morphological process; some may have tenses in terms of tone or intonation, and so on. It is claimed that language employs three tenses in general. It is supposed to be universal category in view of generativists. If some differs in case of tenses in language, it is the way how the language employs them. In

English, there are two tenses morphologically; Present and Past (Palmer, 2004). Other verbal categories, the perfect, the progressive, etc. are achieved by the use of the auxiliaries 'Be' and 'Have'. The English tenses make the verbal category in utterances. According to Celce-Murcia and Larsen-Freeman (1999), the distinction of tenses in English has been shown as follows:

$$\text{Aux} \left\{ \left\{ \begin{array}{c} \text{T} \\ \text{M} \end{array} \right\} (\text{pm}) (\text{perf}) (\text{prog}) \right\} \\ \text{-imper}$$

According to this rule, the auxiliaries of non imperative English sentences must have either a model or tense marker and it may have several optional components: phrasal models, perfect aspect, and progressive aspect. One may argue that English does not have future tenses. The expression 'future tense' is misnomer since English finite verb stems are not inflected to express future time. It does not mean English lacks the future tense. But it express the future tense by using other means, for example, modal, phrasal modal, and adverbials of time. Now here will briefly discuss the form, use and meaning of English tenses following Celce-Murcia and Larsen-Freeman (1999).

### **i. Formal characteristics of English tenses**

Over the years, the important distinction between tense and aspect has been blurred. Instead English has been said to have 12 tenses. There formal characteristics can be shown as follows:

**Table No. 1**

**Formal characteristics of English tenses**

	Simple	Perfect	Progressive	Perfect Progressive
		Have +-en	Be + -ing	Have +-en be + -ing
Present	Write/writes Walk/walks	Has/have written Has/have walked	Am/is/are writing Am/is/are walking	Has/have been writing Has/have been walking
Past	Wrote walked	Had written Had walked	Was/were writing Was/were walking	Had been writing Had been walking
Future	Will write Will walk	Will have written Will have walked	Will be writing Will be walking	Will have been writing Will have been walking

From the above table what can be seen is that present and past mark the finite verb stems in two ways: using regular morphological processes and irregular morphological processes. Accordingly, English has regular and irregular verbs. The case is the future tense which does not mark the finite stems, rather takes the help of modals.

**ii. Meaning of tenses and aspect in English**

According to, Celce-Murcia and Larsen-Freeman (1999), each combination of tense and aspect shows different meanings. The meanings of this combination have been listed as follows:

## A) Simple aspect

It refers to an event that is conceptualized as complete whole, e.g., 'Ram lives in London'. This sentence shows a complete whole event, not any further development in the occurrence.

**a) Simple present:** The core meaning of simple present can be presented as follows;

- ) Habitual action, E.g. He walks to school everyday.
- ) General timelessness truth, e.g., Water boils at 100degree centigrade.
- ) With BE to indicate states, e.g. there is a large house in the corner.
- ) When the time clause has future finite verb, subordinate clause of time verb or condition takes simple present, e.g. If she passes the bar exam, she were able to practice law.
- ) Despite the above listed meanings, the simple present tense has also the meaning of future indication, demonstration, present speech act, and conversational historical present.

**b) Simple past:** The meaning associated with simple past can be listed as follows:

- ) In case of definite single complete event in the past, e.g. I attended the meeting of the committee last week.
- ) Habitual action in the past, e.g. I used to have cigar.
- ) With state in the past, e.g. He appeared to be creative genius.

**c) Simple future:** Simple future is used to indicate an action to take place at some definite future time. Similarly, it can be used to show the future habitual action, e.g. 'After October, Judy will take 7:30 train to Chicago everyday.' It can also be used in the main clause of future conditional.

## B) Perfect aspect

The core meaning of perfect is 'prior' and it is used in relation to some other point in time.

- a) **Present perfect:** A situation that began at a prior point in time and continues into the present, e.g. I have been teacher since 2003. Similarly a very recently completed action takes Present perfect aspect.
- b) **Past perfect:** An action that completed in the past prior to some other past event or time. E.g. He had already left before I could offer him a ride.
- c) **Future perfect:** When an action that will be completed prior to a specific future time, future perfect is used. E.g. I will have killed the snake by 10 a.m.

### C) Progressive aspect

The event of temporary nature in progress is put into progressive aspect.

- a) **Present progressive:** When an activity is in progress at the time of speaking, it is put into present progressive. e.g. He is attending meeting now. It can also be used to indicate the future happening of an event. E.g. she is coming tomorrow.
- b) **Past progressive:** It indicates an action in progress at specific time in the past.
- c) **Future progressive:** It indicates an Action that will be in progress at the specific time in the future.

### D) Perfective Progressive Aspect

As its name implies, this aspect combines the sense of prior of the perfect with meaning of incompleteness inherent in the progressive aspect.

- a) **Present perfect progressive:** It indicates a situation or habit that began in the past and that continues up to the present.
- b) **Past perfect progressive:** It indicates an action or habit taking place over a period of time in the past prior to some other past event or time.



- c) **Future perfect progressive:** It indicates durative or habitual action that is taking place in the present and that were continue into the future until or through a specific future time.

### **1.1.8 Action Research**

Action research is propounded by Kurt Lewin (1946) assuming to bridge the gap between the theoretical and the applied research. In social science almost all the disciplines have two facets, i.e. theoretical and applied. Theory is learnt to gain insight into the concerned discipline and that insight is supposed to be applied in the real practice. Research which is carried out to contribute to theory is known as theoretical research and which one aims to help in practice is known as applied research. Action research is a classroom investigation carried out to find out and solve specific problems here and now, in a local setting. According to Nunan (1992) an action research is a form of research which is becoming increasingly significant in language education.

Action research is a small scale research which aims to improve the existing situation, behavior of teacher and students. It is conducted in artificial environment and independent variables are introduced. There are some characteristics of action research which separate it with other. They are:

- a) It is carried out by practitioners: Practitioners is the person who involve in some sort of activities. He carry out the investigation to find out and solve the problems related to the teaching and learning.
- b) It aims at bringing change: The main purpose of action research is to change the existing situation.
- c) It is cyclical process: Action research is cyclic process of problem identification, investigation and evaluation. The project takes the form of an ongoing cycle in which the researcher reflex on return to and extend the initial inquiry.
- d) It is collaborative type: Though the action research is initiated by the teacher, he is supposed to consult the fellow researcher and other

professional researchers to conclude the findings. So it is collaborative in nature.

### **1.1.9 Process of Action Research**

The process of action research refers to steps while carrying it out. Nunan (1992) has suggested the following steps to carry out the action research.

- i. **Initiation:** It is the first step of action research in which researcher observes and notices the problems and weaknesses of the students.
- ii. **Preliminary investigation:** In this second step, researcher spends his/her time to collect the baseline data through observation and recording classroom interaction. In this step, an attempt is made to collect the concrete information about what the problem is.
- iii. **Hypothesis:** After reviewing the initial data, idea about the possible solution of the problem is hypothesized. The researcher plans her/his activity to solve the problems identified in previous step.
- iv. **Intervention:** In this step researcher's regular practice is intervened by introducing new elements.
- v. **Evaluation:** In this fourth stage, researcher evaluates the change brought by the new action introduced in preceding step.
- vi. **Dissemination:** This is the step of sharing idea about the finding of the study. The researcher runs a workshop for colleagues and presents a paper at a language conference.
- vii. **Follow up:** The researcher investigates alternative method of motivating students.

### **1.2 Review of Related Literature**

A number of researchers have tried to study and investigate on various aspects of Self-regulated Learning Strategies. Some of researches related to this study are reviewed in this section.

Pintrich and Groot (1990) studied on “Motivational and Self-Regulated Components of Classroom Academic Performance.” The objective of the study was to find out how three motivational components are related to the components of self-regulated learning, to find out what the interaction among the three motivational components and their relation to self-regulated learning components are and to find how the motivational and self-regulated learning components are related to the performance on classroom academic task. The experimental study was performed on seventh grader. 173 students were randomly selected among them 100 students were girls and 73 were boys. The study resulted that higher level of self efficacy and intrinsic value were correlated with higher levels of cognitive strategy use. Test anxiety was not associated with cognitive strategy use. Next, they found that the main effect for test anxiety was not significant at the multivariate or univariate level, nor were any of the interaction terms for the motivational variables significant at the multivariate or univariate level. The next they found that higher level of intrinsic value and self-efficacy were associated with higher levels of student achievement across all types of task. Higher level of test anxiety was only significantly related to lower levels of performance on exam and quizzes. Higher levels of cognitive strategy use and self-regulation were associated with higher levels of achievement on assignments, with the exception of the seatwork performance and cognitive strategy use. All the performance measures were significantly and positively correlated with each other.

Catherine (2002) conducted research on the topic “Self-regulated Learning Strategies and Achievement in an Introduction to Information System Course.” The purpose of the study was to identify the effective self-regulated learning strategies in a lecture and in hands on computer lab learning environment of information course. The study system performed for this purpose. He used two instruments for data collection: a demographic instrument and the MSL. The subjects were 197 students in business information systems course during the school years of 1999 and 2000. The findings showed that effort regulation was

the learning strategy that led to achievement in lecture type of learning environment. When studying computer and information system concepts, students who could handle distractions and could maintain concentration achieved higher test scores.

In the same way, Yuti (2003) did a research on “A Study on Motivation in Self-regulated English Learning” and found that the motivation plays leading role in self –regulated learning. Higher level of motivation is correlated with higher level of strategy, with higher level of volition and with higher level of environment. Thus no one has done a study on effectiveness of self-regulated learning strategy in teaching tense in grade nine.

Similarly, Roman Sanchez, J.M. (2004) conducted a research on “self-regulated learning procedure for university students: the meaningful text-reading strategy.” The objectives of the research was to confirm whether the effect of training are carried over to other relevant instructional variables which were not trained and to verify durability of the effect of training. For this purpose, the experimental study was performed with first, third and fifth year university students during normal class hours in the classroom. Three experimental groups and three control groups were administered a pre-test, post-test and follow up. And the result showed that self-regulated learning procedure can be taught in two or three classes for later use in instructional activities focused on autonomous learning.

In the same way, Michelle (2007) conducted a research entitled “The Effects of Parent Training Intervention on Students’ Self-regulated Learning.” The objective of the study was to examine whether training parents to monitor use of self-regulated learning strategies increase students’ strategy use, students’ efficacy and students’ academic performance. The findings revealed that students who attended the intervention with their parents improved in their frequency of strategy more than their peers who attended the intervention without their parents.

Although a number of researches have been carried out on self-regulated learning procedure, none of the research deals with the role of self-regulated learning strategies in teaching tense which I have studied in this study.

### **1.3 Objectives of the Study**

The main objective of this study was to find out the role of Self-regulated learning strategy on grammatical achievement of tense system. The specific objectives can be explicitly stated in the following points:

- i) to find out the role of Self-regulated learning strategy in teaching tense.
- ii) to provide some pedagogical implications.

### **1.4 Significance of the Study**

In traditional teaching, teachers just show how to do something and make the students to follow him. The teachers themselves do too much. There is not enough activity of children so that they cannot do themselves and think themselves. The students too often remain passive consumer of what a teacher says and does. As a result, students have a poor study habit. There are many causes of students' low achievement in school. Among them, one important cause is their poor study habits. Thus, the study aims to help students to improve their achievement of tense system. When students are given opportunities to self-regulate and taught of self-regulated learning strategies, they might have regular study habit and consequently academic achievement might be positively affected. Students themselves learn to judge given situation, analyze the problem and take a decision. This will help students not just what to learn but more importantly how to learn as well. The main significances of this study are stated as follows: First, it would help children in self-observation; secondly, it would help children to gain self-judgment and thirdly, it would help children in self-reaction.

## 1.5 Definition of the Specific Terms

- i) **Self-regulation:** Self regulation refers to regulating oneself or itself without intervention.
- ii) **Self-regulated learners:** Self- regulated learners are those individuals who are active participant of their own learning.
- iii) **Self-evaluation:** Self evaluation means evaluation of the quality or progress of their own work.
- iv) **Self-observation:** Self observation refers to deliberate attention to specific aspects of one's own behaviors.

## **CHAPTER-TWO**

### **METHODOLOGY**

This chapter briefly describes the methods and procedures adopted to carry out this study. It presents the data collection process, the population of the study, sampling procedure, research tools and their preparation and administration and other procedures of research. The following methodology was adopted to fulfill the objectives of the study.

#### **2.1 Sources of Data**

In this study, both primary and secondary sources of data were used. Primary sources were used for collecting data and secondary sources for facilitating the study.

##### **2.1.1 Primary Sources of Data**

The primary data for the study were collected by administering progressive tests, pre-test and post-test to the ninth grade students of Shree Sharada Secondary School, Patap, Kathmandu. The sample of the study was sixteen students of the same class.

##### **2.1.2 Secondary Sources of Data**

Various books, theses, articles, etc. related to the study were the secondary sources of data. Some of them were Zimmerman (1989), Printrich and De Groot (1990), Nunan (1992), Butler and Winne (1995), Celce-Murcia and Laresen-Freeman (1999) and Catherien (2002) etc.

#### **2.2 Population of the Study**

The population of the study was the students of grade 9 of a government aided school of Kathmandu district.

## **2.3 Sampling Procedure**

The participants of the study were selected from a government aided school of the Kathmandu district. For the convenience, the researcher selected Shree Sharada Secondary School Patap, Kathmandu purposively. All the students of grade 9 of the selected school were the sample of the study.

## **2.4 Tools for Data Collection**

### **a. Achievements tests**

The tools to elicit the data included pre-test, post-test and progressive test. The pre-test and post-test consisted of the same items whereas progressive tests consisted of the test items related to how lessons were in progress. Regarding marking scheme, pre and post-test were designed with six category comprising thirty items, and four of them were assigned 1.5 marks each and two of them were assigned one mark each. Full marks of the test were forty. Each of the progressive tests was assigned ten marks. The mean score of pre-test and post-test was compared.

### **b. Self-evaluation form**

The self-evaluation form was reevaluated from Dropout Tools, © 2003 by Franklin Schargel, published by Eye on Education, Inc. It was piloted to six students. Some questions and statements were reconstructed and removed after piloting.

### **c. Observation notes**

I observed the students in terms of how they performed during the class activity. The observation was participatory.

## **2.5 Process of Data Collection**

The researcher adopted the following procedures to collect the data:



- i) The researcher went to the field and asked for the consent from the people concerned and explained them the purpose of the study.
- ii) The researcher met the school authority and the students.
- iii) The researcher administered the pre-test through the coordination of subject teacher and with the permission of the school officials.
- iv) After administering the pre-test the researcher checked the answer sheets and calculated the mean score from the row scores.
- v) After analyzing the scores of the students on the pre-test, the study was conducted by teaching English tenses adopting Self-regulated learning strategy. The experiment proper was conducted in the same classroom before the regular class in the morning. The students were taught by using self-regulated learning strategy for twenty days everyday from Sunday to Friday at 7:00 a.m. for forty minute. The teaching episodes for twenty sessions of the study were also presented for effective implementation of the study. I also administered 4 progressive tests in the interval of four days.
- vi) After completing the experiment, the researcher administered the post-test and mean score was calculated.
- vii) Finally, the mean score of pre-test and post-test was compared.

In addition to this, I also used teaching episodes in my study. For this, the self-regulated learning strategy was implemented in the form of teaching episodes (lesson plan). Detailed plan for twenty lessons were also written to ensure effective implementation of the strategy. I helped the students develop the important belief orientation to understand, acquire and execute target learning strategy. The purposes of self-regulated learning strategies were discussed and explained. I explicitly taught and demonstrated how the strategies were used with the aid of appropriate self instructions techniques. The self-instructions technique included the combination of problem definition, planning, strategy use, self-evaluation, error correction, and self-reinforcement statement.

Collaborative and independent practices of the students were used to monitor the efficient use of the self-regulated learning strategies.

I taught the students with the aid of picture presentation and group sharing of ideas. Participants were asked to share their goals. They were facilitated to practice Zimmerman's (1989) 14 self-regulated learning strategies on their own. They were explicitly taught how to write learning goals as well as how to properly pace, sequence and plan activities. The students collated records of quizzes, seat works and assignment to monitor their performance and progress in school work. A self-evaluation form was provided to help them assess how they were doing in class. The value of rewarding oneself when a task was accomplished was taught through games and with the use of the "If then contract". That is if students did well then they could see movie. As for the last strategy, students were encouraged to seek assistance from their peers, parents, teachers and tutors as well as use the school library and internet to seek additional information. Each week they have to complete self-evaluation form. The facilitator observed the students in terms of how they performed during the class activity. Target learning strategies (setting goal, planning, sequencing, and timing).

- ) Self-instruction technique (problem defining, planning, self-evaluation, self-consequences, error correction).
- ) Picture presentation and group sharing of ideas.
- ) Social assistance/help seeking.
- ) Structuring environment.

## **2.6 Limitations of the Study**

The study had the following limitations:

- i. The study was on the role of self-regulated learning strategy in teaching tense.
- ii. This study was done on Grade 9 students of only one school.
- iii. The case school was taken in accordance with researcher convenience and study result was based on the achievement of selected children of that school.
- iv. It was limited to only the classroom situation of Shree Sharada Secondary School, Patap, Kathmandu.

## CHAPTER-THREE

### ANALYSIS AND INTERPRETATION

This section deals with analysis and interpretation of the data collected from the primary sources. The main objective of the study was to find out the role of self-regulated learning strategy in teaching English tenses. For this purpose, the researcher tabulated and analyzed the data in the following order:

- a. Analysis of individual test scores obtained from four progressive tests including pre and post-tests.
- b. Analysis and interpretation of information obtained from self-evaluation form and observation notes.

#### 3.1 Analysis of the Test Scores

##### 3.1.1 Pre-test

Before the action research started, I administered a set of test item (i.e. pre-test) to determine the students' initial proficiency on using tenses. The pre-test consisted of choosing appropriate forms of the verbs, rewriting the correct form, identification, fill in the blanks, completing the paragraphs. The scores of the students on the pre-test were recorded in the following table.

**Table No. 2**

#### Pre-Test Scores

S.N	F.M.	Score	No. of Student	Percentage
1.	40	8	2	12.50
2.	40	10	1	6.25
3.	40	11	3	18.75
4.	40	12	3	18.75
5.	40	13	2	12.50
6.	40	14	1	6.25
7.	40	15	1	6.25
8.	40	18	1	6.25
9.	40	22	2	12.50
Total			16	100
Average Score : 13.25				

As the above table shows, 12.50 percent of students obtained 8 marks out of 40 which is the lowest score in the pre-test. And, 12.50 percent of the students have scored 22 marks which is the highest score. The table shows that more than half of the students are under the average score where average score is 13.25. Only 43.75 percent of the students obtained above the average score.

### 3.1.2 First Progressive Test

Observing the pre-test scores and first progressive test scores of students, the researcher found that their scores were distributed around the average score of 13.25 (out of forty) on the pre-test where as on the first progressive test, they scored around the average mark 8.31(out of ten). It showed that the self-regulated learning strategy seemed to have progressive effect on teaching and learning English tenses. The following table shows the scores of the students on the first progressive test.

**Table No.3**

**First Progressive Test Scores**

S.N	F.M.	Score	No. of Student	Percentage
1.	10	10	2	12.50
2.	10	9	4	25.00
3.	10	8	7	43.75
4.	10	7	3	18.75
Total			16	100
Average Score : 8.31				

As the table shows, 12.50% of the students obtained 10 marks out of 10 which is the highest marks above the average score 8.31. And 18.75 percent of students have scored 7 which is the lowest score on the first test designed with ten as full marks. In totality, 68.75% of the students' score was very near to average score. In comparison to the pre-test, the student has shown satisfactory progress in learning tenses through self-regulated learning strategy.

### 3.1.2 Second Progressive Test

The students' scores on the second progressive test were recorded as follows:

**Table No. 4**

#### Second Progressive Test Scores

S.N	F.M.	Score	No. of Student	Percentage
1.	10	10	7	43.75
2.	10	9	5	31.25
3.	10	8	2	12.50
4.	10	7	2	12.50
Total			16	100
Average Score : 9.06				

As the table shows, the highest score ten has been obtained by 43.75% of the students on the second test designed with ten as the full marks. The lowest score 7 is obtained by 12.50% of the students. Around 31% of students have average score. Likewise, 25% of the students have scored below average. In comparison to the first test, the students have again shown remarkable and satisfactory progress in learning tenses by self-regulated learning strategy which strengthened the researchers hope to continue the use of Self-regulated learning strategy in teaching tenses.

### 3.1.4 Third Progressive Test

The students' scores on the third progressive test were recorded as follows:

**Table No. 5**

#### Third Progressive Test Scores

S.N	F.M.	Score	No. of Student	Percentage
1.	10	10	7	43.75
2.	10	9	6	37.50
3.	10	8	2	12.50
4.	10	7	1	6.26
Total			16	100
Average Score : 9.18				

The table shows that 43.75 per cent of the students obtained 10 marks out of 10 which are the highest marks. Only 6.26 per cent of the students scored 7 marks which are the lowest marks on the third progressive test. In totality, around 81 percent of the students' score was very near to average score where average score is 9.18. As the average score is found to be progressively increasing in progressive test, it forces the researcher to carry out the research with the self-regulated learning strategy.

### 3.1.5 Fourth Progressive Test

The scores of the students on the fourth progressive test were recorded as follows:

**Table No. 6**

**Fourth Progressive Test Scores**

S.N	F.M.	Score	No. of Student	Percentage
1.	10	10	8	50.00
2.	10	9	5	31.25
3.	10	8	2	12.50
4.	10	7	1	6.25
Total			16	100
Average Score : 9.25				

As the table shows the highest score 10 has been obtained by 50 per cent of the students on the fourth progressive test designed with 10 as the full marks. The lowest score is 7 obtained by only 6.25 per cent of the students. The average score on this test is 9.25. From the table, the average score seemed to be continuously increasing succeeding with increasing score above the mean and decreasing the number of students scoring below average. The researcher concluded that self-regulated learning strategy is very effective in learning English tenses.

### 3.1.6 Post-test

The scores of the students on the post-test were recorded as follows:

**Table No .7**

**Post-Test Scores**

S.N	F.M.	Score	No. of Student	Percentage
1.	40	17	1	6.25
2.	40	19	2	12.50
3.	40	23	1	6.25
4.	40	24	1	6.25
5.	40	25	1	12.50
6.	40	26	2	12.50
7.	40	27	2	12.50
8.	40	30	3	18.75
9.	40	33	2	12.50
10.	40	38	2	12.50
Total			16	100
Average Score : 29.06				

Observation of the table shows that 38 out of 40 is the highest score obtained by 12.50% of the students, 17 out of 40 is the lowest marks obtained by 6.25% of the students. About 44% of the students scored above average. Most of the students' score has been accumulated towards mean score 29.06. It concludes that average performance of student is satisfactory, self-regulated learning strategy is effective. In comparison with average score of pre-test and post-test, it can be seen that there is significant difference in students' achievements. This result clearly shows that the self-regulated learning strategy really an effective means of teaching tenses.

**3.1.7 Analysis of Pre and Post-test Results**

The table shows the comparison between average score on pre and post test.

**Table No. 8**

**Pre and Post-test Results**

Full Marks	Average Score		Average Percentage	
	Pre-test	Post-test	Pre-test	Post-test
40	13.25	29.06	33.12	72.65



As the above table shows average score on pre-test is 13.25 and post-test is 29.06 out of 40, which indicates that the self-regulated learning strategy on teaching tense is effective.

### **3.2 Analysis of the Information Obtained from Self-evaluation Form and Observation Notes**

I, as a teacher, was a participant observer during the entire period of the study. I observed the students in terms of students' behaviors, events and contexts surrounding the events and behaviors and their participation on:

- ) asking and answering questions.
- ) participation in the classroom discussions.
- ) listening attentively and following the direction of teacher.
- ) self-evaluation, self-consequences, compromise and cooperation.
- ) seeking information and help.

It was found that the students try to answer the questions, listen attentively, strictly follow the direction of the teacher, and check the answer, complete the work given by the teacher. During the study students were observed to be asking questions frequently, participating more in classroom discussion, seeking help from peer, teacher, compromising and cooperating, self-evaluating and self-consequence.

All students were given to complete the self-evaluation form which was prepared on the aspect of self-regulated learning. From the self-evaluation form, the following major points have been drawn:

- ) Students followed the direction of teacher, concentrated when working, checked the answer, listened to and respected the idea of the other.
- ) Students were observed to be sharing the idea when working in group, check the process rather than answer, correct the error, helped to solve

the problem, took risks by exploring something new and compromised and cooperated more.

- ) At the beginning students strictly followed the ideas of teachers, checked the answer and were not ready to take risks of doing something new. Only few students cooperated and shared the idea of other. They had no contribution to the classroom discussion.

I observed that each student has made the following conclusion in the respect of self-regulated learning strategies:

**i. Self regulation:** This category includes the strategies as follows:

- ) Concentrated on study topic.
- ) Making question to help focus on reading.
- ) Getting back to figure out in confusion.
- ) Read new material thoroughly.
- ) Asking question to oneself to make sure they understand the material.
- ) Change the way to fit course requirement and instructor's style.
- ) Thinking through a topic and deciding what is supposed to learn (i.e. setting goals).
- ) Determining which concept they did not understand.
- ) Usually studied where they could concentrate.
- ) Attend class regularly. Usually found time to review notes.

**ii. Effort regulation:** This Category includes following strategies:

- ) When felt lazy, quit before they finished what they planned to do.
- ) Worked hard to do well in the class.

**iii. Peer Learning:** This category includes following strategies:

- ) Tried to explain the material to friend.
- ) Cooperated to complete assignment.
- ) Discuss course materials in a group.
- ) At first doing the problem on their own.
- ) Asked to friends, teachers, etc.
- ) Identified the friend who can help.

It can be analyzed that self- regulated learning helped students in personal regulation, behavioral functioning and optimizing immediate learning environment. That is students developed positive attitude towards self-regulated learning. They could monitor and evaluate progress of their work; organize and transform information to improve learning; set goals and plan for activities; review, rehearse and memorize information; seek social assistance; as well as select or arrange physical environment to make learning easier.

## CHAPTER-FOUR

### FINDINGS AND RECOMENDATIONS

The major findings and recommendations of the study have been included in this chapter:

#### 4.1 Findings

The following findings were made on the basis of pre-test, post-test and progressive tests, observation report and self- evaluation form:

1. A significant mean difference was observed on the achievement of students between pre-test and post-test. Average score on post-test is 29.06 which is found to be greater than that of pre-test (13.25).
2. The average first progressive test score 8.31 (83.10%) compared to the pre-test 13.25(33.12%) of the students also shows the remarkable progress in learning tense.
3. The students' average score on the second progressive test 9.06(90.60%) compared to the first progressive test 8.31(83.10%) shows the satisfactory progress in learning tense.
4. The average score on the third progressive test 9.18 compared to the second progressive test 9.06 shows the satisfactory progress in learning tense.
5. Teacher's role was a big factor in handling student's self-regulated learning.
6. The classroom environment was also a factor to provide self-regulated learning opportunities.
7. Strong emphasis was given to memorization and rote learning.
8. Emphasis on speed and accuracy, created the view as an answer centered rather than process centered subject.

9. At the beginning, it was observed that instead of learning structure students developed skills in copying and memorizing answer. The traditional class teacher as information giver created the context where in knowledge followed only on way, from teacher to students.
10. During the study, group sharing of ideas allowed students to have a voice in setting goals, deciding and planning on activities, as well as evaluating their own performance and controlling negative emotions.

The findings support self-regulated learning theory which states that when students are given opportunities to self regulate and explicitly taught of self-regulated learning strategies, academic achievement is more likely to be positively affected. The results also supports the theory that individuals are active agents of their behaviors, which means that students can manipulate, control, direct, and be responsible for their own learning.

Low achievers who were trained to be self- regulated learners were able to overcome prior difficulties in learning English tenses. Subjects used in this study were able to adopt personal challenges in according with one's perceived capabilities. The self-regulated learning strategy instructs engaged students' involvement and interest and gave them the opportunity to monitor and evaluate progress of their work; organize and transform information to improve learning; set goals and plan for activities; review, rehearse and memorize information; seek social assistance; as wall as select or arrange physical environment to make learning easier.

## **4.2 Recommendations**

On the basis of the findings, some recommendations have been made on the following sub-topics:

### **a) On self-regulated learning**

- i. Self-regulated learning should receive more attention as a topic for further research.
- ii. Its theoretical and educational relevance should not be underestimated. As a theory, it represents linkages of the different components of learning, thus, suggests an integrated framework. Its practical value stresses the importance of personal efforts, regulatory self direction and personal responsibility of learner to their own behavior.
- iii. This is also worth exploring to determine how self- regulatory process affects leaning and performance.

### **b) On teaching and learning**

- i. It is important to note that people learn by doing. So classroom environment should provide the opportunities to enter strategic control over personal, behavioral and environmental influence. Instructional activities should provide social interaction among students, dialogue about the lesson which contains transfer and acquisition of knowledge and skills. Through this, students enter to reciprocal interaction resulting mutual learning instead of merely accepting information.
- ii. It is also recommend that, aside from English, academic self-regulated can be applied to other subject areas.

### **c) To the teacher**

Teachers are recommended to

- i. use self- regulated learning to their students and change the traditional perceptions that some student just can not learn.
- ii. consider learning as a process, thus make and encourage students to use self-regulated learning.

- iii. support students' independent learning efforts so that students learn meaningfully.
- iv. reward for self- improvement and make students benefit from opportunities to work with their peers.
- v. exert effort to modify students' academic motivation and achievement behavior in the classroom. Let us make our student's acquire the learning goal rather than performance.

**d) To the parents**

The parents are recommended to:

- i. be aware of practical use and value of self- regulated learning.
- ii. help children's progress in school by developing them as self-regulated individuals
- iii. check and monitor if tutors and their children are using principle of self regulation to facilitate optimal leaning.

In addition, this study can also be expanded by including more sample size and other aspect of grammar by future researchers.

## REFERENCES

- Bandura, A. (1986). *Social foundations of thought and action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1977a). Self- efficacy: Toward unifying theory of behavioral change. *Psychological Review*, 84, 19-125.
- Best, J.W. & Kahn, J.V. (1999). *Research in education* (7<sup>th</sup> ed.). New Delhi: Prentice Hall of India.
- Butler, D. L. & Winne, P. H. (1995). Feedback and self-regulated learning: Atheoretical synthesis. *Review of Educational Research*, 65,245-281.
- Catherine, S. C. (2002). Self-regulated learning strategies and achievement in an introduction to information systems course. *Information Technology, Learning, and Performance Journal*, Vol. 20, No1, Spring 2002: 11
- Celce-Murcia, M. & Larsen-Preeman, D. (1999). *The grammar book*(2<sup>nd</sup> ed). United States of America: Heinle & Heinle Publishers.
- Coppola, B. P. (1995). Progress in practice: Using concepts from motivational and self-regulated learning research to improve chemistry instruction. In P. R. Pintrich (ed.), *Understanding self-regulated learning* (pp. 8787-96). San Francisco, CA: Jossey-Bass.
- Harmer, J. (n.d.). *The practice of English language teaching*. (4<sup>th</sup> ed.). Pearson: Longman.
- Khanal, P. (2063). *Educational research methodology* (3<sup>rd</sup> ed.). Kirtipur: Sunlight books publishers and distributors.
- McCombs, B. L. (1989). Self-regulated learning and academic achievement: A phenomenological view. In B. J. Zimmerman & D. H. Schunk (Eds.),



*Self regulated learning and academic achievement: Theory, research, and practice* (pp. 51-82). New York: Springer-Verlag.

Michelle, C. (2007). The effect of training intervention on student' self-regulated learning. *Journal of Educational Psychology*. Chicago.

Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.

Palmer, I. (2004). *Grammar*. England: Penguin Books

Pintrich, P. & De Groot, E. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82, 33-40.

Self regulation of learning available on [Http://education](http://education).

Calumet.purdue.edu/vockell/edpsybook/edpsy7/edpsy7self.htm.

Sharma, G.N. (2062). *History of education in Nepal* (part-1). Kathmandu: Makalu books and stationary.

VanZile-Tamsen, C., & Livingston, J. A. (1999). The differential impact of motivation on the self-regulated strategy use of high- and low-achieving college students. *Journal of College Student Development*, 40(1), 54-60.

Weinstein, C. E., & Mayer, R. E. (1986). *The teaching of learning strategies*. In M. C. Wittrock (ed.), *Handbook of research on teaching* (3rd Ed., pp. 315- 327). New York: Macmillan.

Yuti, R. (2003). *A study on motivation in self-regulated English learning*. Jiaozuo Institute of Technology.

Zimmerman, B. J. (1989). Models of self-regulated learning and academic achievement. In B. J. Zimmerman & D. H. Schunk (Eds.), *Self-*

*regulated learning and academic achievement: Theory, research, and practice* (pp. 1-25). New York: Springer-Verlag.

Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing Self-regulated Learning Strategies and Achievement in an Introduction to IS Course 23 student use of self-regulated learning strategies. *American Educational Research Journal*, 23(4), 614- 628.

Zimmerman, B.J. (2002). Becoming a self regulated learner: An overview. *Theory Into Practice*, 41 (2).

Zimmernan, B.J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81, 329-339.