

GOAL: It is possible that ESL teachers can guide ELL's text comprehension skills under the teachings of self-regulatory control by teaching the self-regulatory process.

There are 4 components of this self-regulatory model

1. Evaluation
2. Goal setting and strategic planning
3. Strategy implementation
4. Strategic-outcome monitoring

In order to use this model, ESL teachers will facilitate the homework review time.

For some educators text comprehension and text summarization can be interpreted as two separate skills. However, the basic skills needed for the first task are also needed for the second one.

3 week unit plan

1. Self evaluation and monitoring

One half of the class period is required at the beginning of the first week, teacher introduces the summary process. Then T asks students to take notes or to highlight the text that will be assessed during the self-regulatory exercise and to bring their summaries to class for peer scoring.

T prepares model summaries, enumerate the main ideas, the student may compare their peer's summaries to this model, and assign scores on the student's summaries. By delegating scoring to peers, teachers give students the opportunity to observe and objectively assess another student's performance. This exercise helps student's self-assessment skills.

For the self-regulatory aspect of this exercise, student use a self-monitoring form (at below) when they summarize text passages.

Text comprehension and Summarization Self-monitoring Form

Date	Time spent	No. of pages in text	No. of Main Ideas Summarized	No. of Theme Sentences Written

This form allows students a view of how much time is spent processing text passages of varying lengths, how many ideas they extract into summaries, and how many sentences they generate to encapsulate the themes of the passages

2. Goal setting and strategic planning

A half period at the beginning of second week is allocated to help students evaluate their text-summarization processes. The aim is for students to set goals for developing their summarization skills.

Keep in mind that no strategy is universally effective, but each one has specific effects, and works well in certain contexts.

Some recommended strategies for reading comprehension and summarization are:

- Guessing the meaning out of the context
- Finding the main idea
- Self-questioning. Students can ask themselves to understand the material at a deeper level, such as “Why is this true?”
- Predicting what will come next
- Summarization: paring down text to its core meaning, eliminate redundant or trivial information
- Relating the text to prior knowledge

3. Strategy implementation

During the last week, ELLs need to continuously /conscientiously apply their new strategies. If they have never used a strategy for their own learning, ESL teachers need to remind them that the measure of their own success is not how much their performance improves but it is how well they apply their new strategies. It is really important for teachers to support student efforts to improve by focusing on learning process, not outcomes.

4. Strategic-outcome monitoring

The self-regulatory approach emphasizes the fact that strategies are not magic. If they were, the job of educators would be very simple. A strategy becomes powerful only if its implementation is monitored and evaluated. On evaluation students refine their strategies by focusing on dimensions of their skilled efforts needing improvement.

QUESTION
What problems do you anticipate in helping your ESL students self-monitor their reading comprehension and summarization?

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