Teaching Practices that Foster Self-regulated Learning: a case study

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Abstract:

The aim of this paper is to present a case study of an elementary school teacher who changed her practices to foster self-regulated learning (SRL) strategies in her students. Specifically, this study describes the process of how she developed her teaching strategies to promote SRL strategies such as self-evaluation, goal-setting and planning, and lastly, rehearsing and memorization. The teacher's classroom practices promoted opportunities to encourage her students to become conscious of their learning process as they used these specific SRL strategies and as they executed reading and writing tasks from the curriculum of English as a Foreign language. The results reflect the importance of developing SRL strategies in students from early years on in the classroom while accomplishing mandatory tasks from the curriculum.

Key words: teaching practices; self-regulated learning; learning strategies.

1. Introduction

Teaching children today has brought forth much discussion amongst the teaching community as to which teaching practices should be adopted and which teaching instruments should be used. What's more, despite these resources and teachers' efforts to use them, children continue to have difficulties in many of the academic areas. Students struggle to learn how to learn, as an objective to reach academic objectives in diverse subjects (Rosário, Pérez, Pienda, 2004). Teachers should acquire training in terms of explicit teaching of Self-regulated Learning (SRL) strategies, which is crucial for students to develop general learning skills that are cross-curricular to any academic subject (Carneiro & Veiga Simão, 2007). As a way of observing this phenomenon and perhaps contributing to a possible improvement of the teaching of learning strategies, we decided to observe and to propose the challenge to a primary school teacher teaching English as a foreign language (EFL) to Portuguese children - to change her teaching practices and to foster SRL in her students. Our suggestion was to give her training and information regarding SRL before she actually decided to change her teaching practices and how the process would be. Essentially, we wanted to observe what she could do as a teacher to improve her students' learning skills.

We believe that the role of the teacher is crucial when promoting SRL strategies in students because there is a need for systematic and contingent interaction between students and a skillful model, such as their teacher,. From an academic point of view, we consider this skillful model to be the teacher and this contingent interaction to include consistent periods of deliberate practice. In agreement with Ericsson (2002), when expert teachers

transmit and guide students in acquiring the necessary knowledge and, consequently, the techniques needed to obtain it, students can become expert performers in their area of preference. Therefore, and as Cho (2004) exemplified in his study, teachers serve as a reflective and analytical example of adaptability which students can follow by scaffolding strategies in their learning environment and as Pintrich and Blumenfeld defend in their 1985 study, by providing adequate and timely feedback. According to the Portuguese National Curriculum for Primary Education - Essential Competencies (Department of Primary Education), teachers should adopt teaching methods that will allow their students to plan and organize their own learning; as well as identify, select and apply learning strategies; self-evaluate and adapt learning strategies to learning objectives; to identify and express difficulties and to be able to transfer knowledge from one context to another.

In addition, this study contemplated developmental factors which condition students' capacity to acquire and develop such strategies autonomously at the age of 9/11, thus, the importance of considering the teacher as an expert in modeling and monitoring SRL strategies. In accordance with Bronson (2000), there is a potential for students to develop SRL strategies at this age, although this potential is mainly reactive and dependent on external events, such as what the teacher models and verbalizes. For this reason, and as we have seen in other studies (Cook-Sather, 2008; Perry, Phillips & Hutchinson, 2006; Siegler, 2005), teachers should be aware of the learning environment they provide their students with, so as to offer them support and opportunities to take risks and think critically.

Specifically in terms of strategies to learn a foreign language, and according to the

indications in Cohen's study (1998) and in Wesche and Skehan's study (2002) , a good strategy could be communicating in the target language in the classroom - a strategy the teacher we observed hadn't implemented previously to this study. Accordingly, Chomsky, Belletti & Rizzi (2002) declare that any language learner has the potential to produce the target language that is placed before them. In this way, we believe teachers must emphasize communication practice in a meaningful context. Otherwise, students spend their time merely studying grammatical rules and memorizing vocabulary, other than focusing on strategies that allow them to regulate their learning. Bygate goes further in his 2002 study and claims that if teachers do not provide a meaningful learning environment with effective teaching practices, then students' learning strategies will be negatively influenced.

Besides, and in accordance with Jeffrey (2006) and Wilson & Fowler (2005) we consider that teaching practices and environments are linked to students' performance. Also in agreement with these authors, we took into consideration that a supportive teaching environment has the potential to motivate students to adopt more efficient learning practices, such as the use of SRL strategies. In addition, Gibbs (1995) and Biggs, Kember and Leung (2001) demonstrated in their studies how teachers should build on these strategies ensuring that students understand the objectives they are pursuing because - and in accordance with Hinkel (2005) - they need to identify and make sense of the target language. Also, Biggs & Collis (1982) and later Swain (2001) and Ping (2009), claim that learners' success in mastering a second language depends on their use of learning strategies. We believe that

this requires teachers to intervene with their teaching techniques to help their students establish adequate objectives and to use precise learning strategies to reach them.

Aims and Questions raised

From what we have seen in various studies, and from what we've studied regarding students' needs, teachers should focus on and favor different teaching practices to foster SRL strategies in EFL. In this way, we've chosen 4 to consider in our study, namely that teachers can (i) encourage their students to excel surface learning and have a more meaningful approach to learning (Entwistle, 1990); (ii) guide students in using SRL strategies by explicitly establishing objectives, developing and delivering stimulating activities, and clarifying evaluation procedures (Zimmerman, 2000); (iii) give students pedagogical instruments in order to facilitate and stimulate strategic learning and improve their performance (Ericsson, 2002); and (iv) monitor students' learning process and the strategy use and not merely acknowledge results (Bruner, 1971).

With these teaching practices in mind, the aim of the current study is to investigate how an EFL elementary-school teacher developed her practices to promote SRL strategies in her students during a didactic unit of the academic year. Essentially, we wanted to investigate how through this teachers' teaching practices, students were guided to consciously and intentionally influence their learning process. Therefore, we opted for Zimmerman's model (2000), where he considers SRL as an array of competencies that allows students to control the variables which have an impact on their learning process. What's more, we also considered important to study the teachers' ability to stimulate students to acquire skills that allowed

them to transfer knowledge to other contexts, an ability Beck (2008) regarded as central to students' learning process.

After carefully analyzing the teaching context, content and practices of this teacher and consequently, having verified that SRL strategies were not being taught explicitly, we proposed this teacher to change her practices so as to promote these skills in her students during reading and writing tasks. Hence, the teacher focused on 3 of the 14 SRL strategies provided by Zimmerman & Martinez-Pons (1986) in a study where they developed a structured interview for assessing student use of SRL Strategies. These strategies included self-evaluation, goal-setting and planning, and rehearsing and memorizing. With these guidelines, the following questions arose for this study: (i) Did the teacher develop teaching practices to foster SRL in her students? If so, how and what was her role? and (ii) Did her students reveal any improvement in self-evaluation, goal-setting and planning, and lastly, rehearsing and memorization during reading and writing tasks?

We hope that by focusing on the aims of this study and by answering the questions raised, this study may contribute to the improvement of teachers' awareness of their students' learning strategies.

2. Method

This case study provides food for thought about the uniqueness, as in other case studies (McDonough & McDonough, 1997; Nisbet & Watt, 1984; Nunan, 1992; Stake, 1994) of a teacher's practices to foster SRL strategies in her students during a didactic unit of the academic year. With this purpose, it follows Yin's Guidelines (1984) for conducting a case study and provides a descriptive list of the teacher and her students' actions. Similarly to other studies (Cohen, L.,

Manion, L & Morrison, K., 2000, Merriam, 1988; Qi, 2009), it also offers an interpretative and evaluative analysis of the findings through appropriate operational measures for the development of SRL strategies as they were being used, such as classroom observations, documentation (e.g. teaching material and work produced by the students) and teacher interviews, namely, daily reflective interviews and a follow-up semi-structured interview (Ransdell, 1993). We did not expect to generalize the results of this study to other domains or population, considering its design. This case study is subjective in nature, but objective in its particular teaching context and research area. Thus, we may have acquired a broader understanding of the impact teaching techniques might have on students use of SRL strategies.

Participants and Context

All participants agreed to participate in the study. Parents gave their licence in regards to their children's participation in the study.

Description of the teacher

The teacher who participated in this study was Portuguese, 28 years of age at the time of the study and had no previous experience with explicit teaching of SRL strategies in her classroom. Her academic background consisted of a four-year degree in English, as well as a two-year degree in didactic and pedagogical training in EFL. In terms of professional development, this teacher had regular continuous teacher training and observations in an English language institute and 5 years experience in teaching.

Description of the students

We chose the students for this study based on their age and school grade because of their cognitive development. Children begin to understand the constructive nature of the mind in

academic settings as they realize memory exists and distinguish it from inferences. Therefore, they can benefit from the explicit instruction of learning strategies (Demetriou, 2000; Miller, & Byrnes, 2001; Paris & Winograd 2003; Wood, Willoughby, McDermott, Motz, Kaspar, & Ducharme, 1999; Zohar & David, 2008). They could begin working explicitly with learning strategies. We decided on a fourth-grade class from a primary school located in the district of Lisbon. This class was made up of 10 boys and 9 girls aged 9 to 11 who were in English class for the second consecutive year. The students were essentially from lower middle class families. The teacher initially described these students as individuals who had "little practice in reflecting about their own learning process in communicating orally and in working in pairs and groups". These students were used to listening to the teacher and doing assignments as they were told. They had little opportunities or initiative for autonomy. The teacher also described these students as "participative and as individuals interested in the English language", although their participation was usually done in their mother tongue. Their English level was A1 – according to the Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR).

Description of the location of the study

The following information was drawn from the school's official Educational Project. The school was located in the outskirts of Lisbon, Portugal. The neighborhood surrounding the school consisted of both economically middle class and lower class families. The school had a total of 1052 primary school students and 35% of these students needed financial aid and 28 teachers, 2 of which had a Bachelor's degree, 28 had a 4 year degree and 2 had a Master's degree. The percentage of total students that failed the academic year was 23%. The school's structure consisted of 11 classrooms, a cafeteria, a computer room, a library, a sports hall, two game fields, 2 a multiuse pavilion and 4 offices.

Description of the school's pedagogical tradition

Information regarding the pedagogical tradition of the school was extracted from observations done of other classes with other teachers throughout the academic year, a meeting that was conducted with the Board of Directors as well as from the school's official Educational Project. The teaching method that prevailed in the school was essentially teacher-focused, rather than student-focused. The teacher played the main role in most classes and gave students instructions of how to do tasks. Little or no pair work and group activities were conducted by teachers. Most assignments were individual. There were 2 teachers that taught technology classes and that provided students with contact with computers. In terms of technology, other teachers used CD players, TVs and DVDs. The school's main academic concern was referred to the students' performance in Math and in their mother tongue. We hope that with this study, we may make the school community more aware of students' needs in terms of learning strategies and teachers' knowledge of how to teach those strategies explicitly while proposing tasks from the curriculum. We feel that considering these strategies as cross-curricular, that they may help students learn to study for Math, Portuguese, as well as other subjects.

Instruments and Procedures

As mentioned previously, we used operational measures such as classroom observations, documentation (e.g. teaching material and work produced by the students) and teacher interviews, namely, daily reflective interviews and a follow-semi-structured interview. The teaching materials and the teacher's

daily reflections allowed us to study the teacher's daily planning and metacognitive exercise in relation to her own work. To capture specific teacher and student actions and behavior during the classes we did systematic participative and non-participative observations with one observer. This type of observation attains genuine perceptions of actual occurrences during lessons (Tuckman, 1994). To be more precise, while there were moments when the observer sat quietly in a corner of a classroom, there were other moments when she circulated around the room, checking students' participation in order to better understand how to interpret students' reactions and actions in class. Additionally, field notes helped obtain the events descriptively and chronologically. The observer registered the events in the classroom. The data resulting from the observations was compared with the teacher's perception and reflection of each lesson in post-lesson interviews. The material produced by the students served as a guide to understand what the students were actually able to do effectively.

We used a semi-directed structure for the follow-up interview with reference to Zimmerman & Martinez-Pons' Interview objectives (1986) for assessing students' use of SRL strategies, because it could capture the interviewee's detailed insight on the students as well as her own work progress and learning process. Essentially, the objectives of the interview with the teacher included the teacher's perspective in regards to (1) her own experience with teaching practices that promoted SRL and (2) the students' experience with the teacher's teaching practices. To view the questionnaire, please see appendix 1.

Appendix 1

Teacher Practices to Foster SRL Questionnaire

1. What do you think about teaching ESL?

2. How do you usually plan your classes?

3. Where do you find pedagogical material?

4. Describe your students' performances before you decided to alter your teaching practices.

5. Do you think changing your teaching practices changes anything in regards to your students' performance?

5. What do you think these new teaching practices allow you to do in terms of self-regulated learning?

6. Why did you choose the material you used?

7. What skills did you try to have your students develop with this material?

8. What do you think about using self-regulated learning skills to teach ESL?

9. What type of linguistic skills were worked on with the use of self-regulated learning strategies?

10. Do you think self-evaluation, goal-setting and planning, rehearsing and memorization were worked on?

11. What do you think your students learned with this change in your teaching practices?

12. Did your students have opportunities to practice English skills?

13. Do you view teaching English differently after altering your teaching practices?

14. Will you continue to use stories and self-regulated learning strategies in your teaching practices?

15. What would you do differently from what you did?

16. What did you learn with this experience?


Findings

The data for this study was analyzed by two researchers. Both researchers analyzed the data gathered from the observations, the students' work and the teacher interviews. This data was then analyzed through content analysis with cross-referencing. The teacher and student quotes were selected in terms of pertinence from both the observations and the teacher interviews.

Teaching Practices and Teaching Material

We proposed the teacher to use a different approach to her teaching practices when considering restructuring her lessons. Specifically, we asked her to think about how she could encourage her students to excel surface learning and have a more meaningful approach to learning. We also asked her to consider how she could guide her students in using SRL strategies by explicitly establishing objectives, developing and delivering stimulating activities, and clarifying evaluation procedures. Subsequently, we asked her to analyze and choose pedagogical instruments in order to stimulate, facilitate and improve their performance. Lastly, we asked her to reflect on how she could monitor her students' learning process and strategy use (see appendix 2 for an example of the teaching material the teacher used). The teacher chose to use a children's story (The Little Engine that Could by Watty Piper) in order to deliver the content from the curriculum and simultaneously help her students develop SRL strategies. Figure 1 shows an example of how she planned and organized her teaching practices to foster SRL.

Figure 1. The teacher's action plan to foster Self-regulated Learning in her students
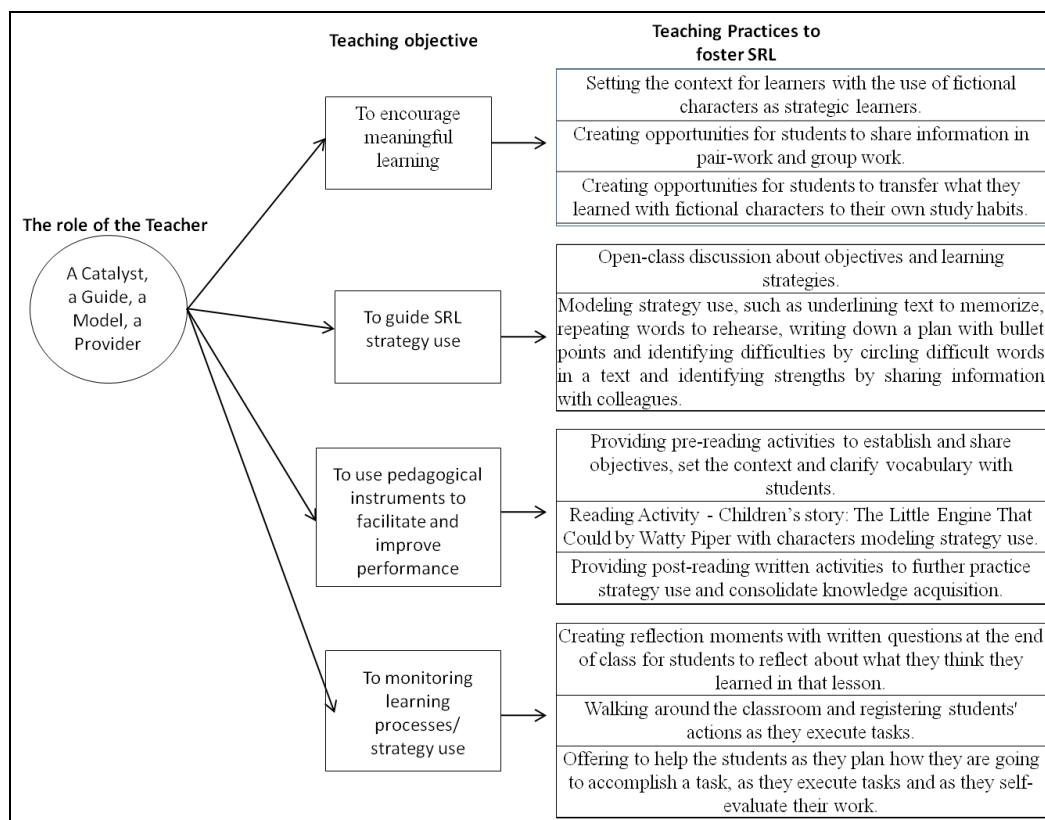
To help the teacher monitor her students' learning process and strategy use, the observer kept a track of which strategies students were seen using. Accordingly, the teacher decided to register on paper what strategies the students used with and without difficulty so that she could monitor their learning process better.

Class Observations and Written Material Produced by the Students

We observed a unit (twelve lessons) out of the entire academic year. The average number of pupils per lesson was 16. The information considered most relevant for this study consisted of the teacher's task proposals and intervention in class as well as the students' reactions to the conscious and intentional practice of SRL strategies (such as, goal setting and planning, and rehearsing and memorization, and self-evaluation). Table 1 shows a summary of the dynamics inside the classroom with the teacher's teaching practices.

Learning Strategies	Examples of Proposed Tasks	Teacher's intervention	Students' Participation
Goal-setting	Discussion of objectives set in class by the teacher in regards to the topics of food and transportation.	"We need to plan what food we're going to help bring over to the children... why do we need to plan this?"	"Because we should take good food and not candy... so we need to think about healthy food."
Planning	Pair-work: discussion and written exercise about the students' choices in regards to the topics of food and transportation.	Monitored students and answered questions.	"What food are you going to take?"; "I'm taking pizza, potatoes and carrots because I like this food."; "My favorite transportation is the bus."
Rehearsing	Repetition of vocabulary words orally before reading the text.	Had students repeat vocabulary words after her.	"I think I can eat."; "I think I can cook."; I think I can drive."
	Reading in pairs before reading aloud to the class	Monitored students and answered questions.	Students read the text in class in pairs.
Memorization	Repetition of words orally and in written form	Helped students pronounce the words properly and wrote words on the board.	"I can pay a ticket on a bus."; S12: "I can tell the driver where I want to go."; S15: "I can turn on the radio in a car."
Self-evaluation	Open ended written question at the end of class: "Today I learned…"	Monitored students and answered questions.	"I learned how to make a plan"; "I learned new words in English"; "I think I can write better about what food I like."; I think my choices could be better if I had chosen other food."

Table1. Proposed tasks, the teacher's intervention and the students participation in class.

In addition, from what we observed, most students' reactions regarding the teacher's proposals in class revealed curiosity and proactivity (e.g. "Miss (...) Are we going to continue the story? I want to know what happens to the food and toys."). We also registered situations where students insisted on participating in English frequently even when some of their peers responded in their mother

tongue (e.g. "read the story in English"). This type of participation turned into debate situations, where students discussed details related with learning content and strategy use ("It's not a male train, it's a female train because the text says she, not he"; "that's not how you pronounce that"; and "we've never underlined before" as opposed to "we've underlined before in Social Studies", "I like planning things like parties").

Daily reflection Interviews

The observer and the teacher had daily reflection interviews where they reflected on her teaching practices in class. On the whole, the teacher mentioned various occurrences in the classroom that we grouped into topics which can be seen in figure 2.

Figure 2. Topics and comments that emerged in the daily interviews with the teacher.
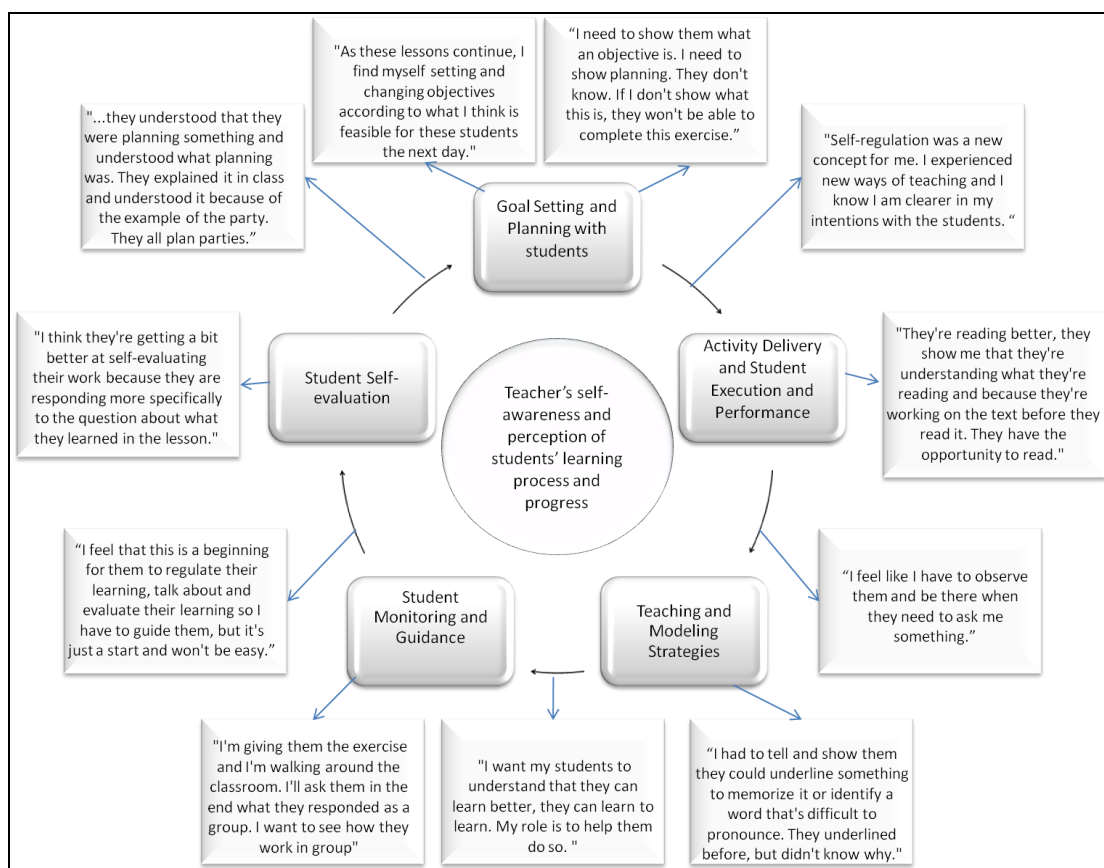

Semi-structured Follow-up Interview

The following figure illustrates the information we gathered from the interview with the teacher. Essentially, the teacher focused on a number of topics, namely, her role as a teacher, the teaching strategies and material she used, her awareness of her students' previous knowledge of SRL strategies, and the students' reaction to SRL strategies.

3. Discussion

A primary-school EFL teacher developed her practices to teach SRL strategies to her fourth-grade students throughout a unit of the academic year. From the results, we were able to answer the questions proposed for this study. Essentially, the study focused on: (i) whether the teacher developed

Figure 3. The teacher's perception of her role as a teacher, her teaching practices, her students' previous knowledge of SRL and their reaction to these teaching practices.
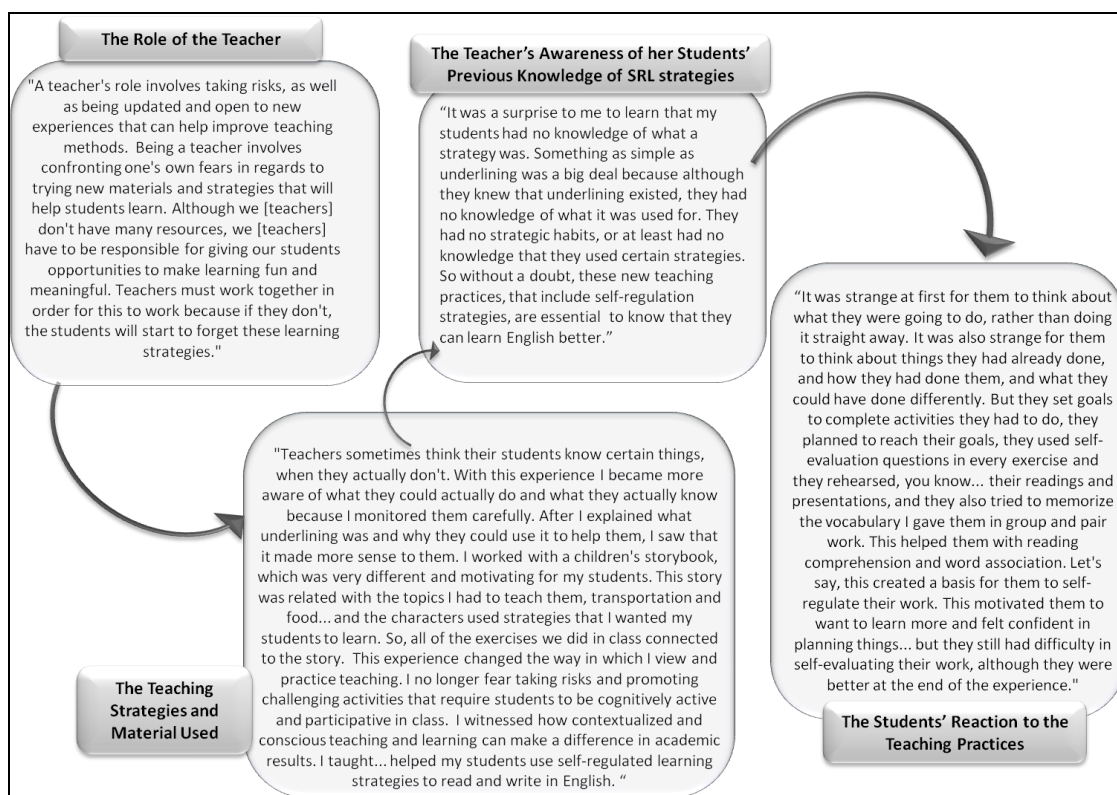
teaching practices to foster SRL in her students and if so, what her role was; and (ii) if her students revealed any development in self-evaluation, goal-setting and planning, and lastly, rehearsing and memorization during reading and writing tasks.

Findings show that the teacher developed her practices throughout the unit to promote SRL competencies in her students, such as, self-evaluation, goal-setting and planning, and lastly, rehearsing and memorization (Zimmerman & Martinez-Pons, 1986) because from the daily reflective interviews, the observations and the follow-up interview, she continuously mentioned her concern in working these competencies (e.g. "I feel that this is a beginning for them to regulate their learning and talk about their learning so I have to guide them...").

Accordingly, the study investigated the type of teaching practices she used to promote SRL strategies during reading and writing tasks and how the students reacted to them (e.g. her students "adapted well to the new story and the different ways I [she] worked with them, like the pair work and group work, which they don't usually do. I [the teacher] believe this type of work helped them get the meaning of and memorize words because they had each other's help. They learned how to learn English from the book that is filled with strategies... because of the characters."). She verbalized some of these practices in her daily meetings with the observer and in the follow-up interview (e.g. "I need to explain to them what an objective is... planning. They don't know. If I don't explain..."; "I knew I had to tell them they could underline something to memorize it or identify a word that's difficult to

pronounce...") . In short, she spoke of how she encouraged her students to have a more meaningful approach to learning, as seen in previous studies (Entwistle, 1990), how she guided them in using SRL strategies by explicitly establishing objectives with them, by developing, adapting and delivering stimulating activities (e.g. "As these lessons continue, I find myself setting and changing objectives according to what I think is feasible for these students..." These results are similar to those in other studies (Zimmerman, 2000). She also spoke of how she gave her students opportunities and tools to improve their performance, as suggested by other authors (Bruner, 1971; Cook-Sather, 2008; Ericsson, 2002); as well as how she tried to monitor their learning process and their use of strategies (e.g. "I'm giving them the exercise and I'm walking around the classroom. I'll ask them in the end what they responded as a group. I want to see how they work in group"; "I think they're getting a bit better at self-evaluating their work because they are responding more specifically to the question about what they learned in the lesson."; "They're reading better because they're understanding what they're reading and because they're practising and working on the text before they read it."). Students reacted positively to the fact that in this unit, they had the opportunity to learn through the use of other sources of information, such as children's literature ("we like reading stories like Little Red Riding Hood" and "we can learn English with stories"). This reaction had been previously studied by some of the authors we analysed in the theoretical review (Bruner, 1971).

The observations as well as the material the students produced, revealed that they also reacted well to the teacher's teaching practices to promote SRL ("I

want to know what happens to the food and toys."). The students seem to have enjoyed and been successful in organizing the plans that were proposed to them in class ("I learned to organize in this lesson"). Once they accomplished this task effectively, they proceeded to create their own plans related to the content of the story. Students revealed high levels of motivation during this task and specifically mentioned it in class ("My favorite activity was to organize a plan"). They also demonstrated high levels of effort in trying to organize coherent plans that would be presented to colleagues later (all students put a plan in order and wrote it in English in lesson 8). These plans were completed in English, which inevitably lead students to practice writing skills in a more fluent and conscious manner as mentioned previously by Spolsky (1998) in his own study.

Specifically as regards SRL skills during reading and writing tasks, the teacher focused essentially on self-evaluation, goal-setting and planning and rehearsing and memorizing to teach students comprehension of written texts as well as production and reproduction of short written texts. Nonetheless, and in agreement with other studies (Bronson, 2000; Perry, Phillips, & Hutchinson, 2006; Siegler, 2005), SRL strategy development was not easily achieved by students. They revealed that they had a significant amount of difficulty in regards to self-evaluation ("I fill in the [self-evaluation] sheet by marking everything [competencies] before I didn't learn anything and I don't know anything"). This learning strategy was by far the most difficult for the students, considering they needed to acquire a high level of self-regulation development in order to use it properly. Many of the students didn't know what to write down on the self-evaluation

questions and when they reported what they thought about their own learning process, they had difficulty in specifying the obstacles they felt when trying to acquire knowledge and develop competencies ("In this lesson I learned English"). Nevertheless, in the last three lessons of the twelve-lesson unit plan, the students were able to evaluate their tasks more successfully because they expressed that they were more familiarized with the concept ("I learned to speak about my choices in this class"; "I learned how to make a plan").

The teacher reflected upon and spoke about her role while using these new practices in this unit with her students. She regarded herself as being an active participant in her students' learning process and played a principal role in her own knowledge acquisition cycle in order to successfully adapt her pedagogical methodology accordingly. This type of teacher behaviour is proposed by different authors (Hatch, Eiler White, & Capitelli, 2005; Land, 2000; Randi & Corno, 2000). Furthermore, from the statements about monitoring her students, she revealed that she was responsible for interpreting her students' behaviour and performance, as indicated by some authors (Zimmerman, 2000). Hence, the teacher emphasized the importance of portraying a leading role as a learner, as a guide and as an effective model as Cho (2004) suggested in his study.

One last focus area in this study arose regarding the link between SRL strategies, teaching practices and language learning. We cross-referenced all of the data to understand if the teacher did in fact promote SRL strategies during reading and writing tasks and if the former helped the students with the later. The teacher stated "the students as well as my performance gradually improved as we became familiar with SRL"; " So I

think it [self-regulated learning] helped a lot. It showed them that they can learn English by using a book and by talking about what they're learning. The same goes for writing."; "This helped them with reading comprehension and word association. Let's say, this [the teacher's teaching practices] created a basis for them to self-regulate their work." Students also commented on this, stating for example, "I think I can write better about what food I like." and "I think my choices could be better if I had chosen other food."

4. Conclusion

This study presented the experiences and practical knowledge of a primary-school EFL teacher and her teaching practices during a unit of the academic year to promote SRL in reading and writing tasks. Thus, the paper also provides insights as regards developing sound SRL teaching practices for elementary schools in EFL contexts. Essentially, teachers should experiment with new approaches to teaching and learning by experimenting with new teaching material and new teaching practices that they do not normally use. For example, if teachers are not accustomed to using books to teach English, which was the case of this teacher, or other subjects for that matter, and tends to use prompt cards, then perhaps they should give books an opportunity and contextualize students learning in a more meaningful manner, rather than give individual vocabulary words. Teachers should lose fear of trying new things in class with their students in any subject.

Another different teaching technique could be providing students with opportunities to work in pairs or in group pair work. This sort of work was not usual in this particular classroom. What's more, teachers can choose to

teach learning strategies explicitly, rather than camouflage concepts, such as setting objectives, planning, monitoring, underlining, repetition, self-evaluation, etc... As students should be able to consider alternatives when learning something and trying to solve problems, teachers should also consider alternatives to what they usually do in the classroom. Students' results can improve significantly by adopting different teaching techniques.

In conclusion, this study can serve as a basis for future research on teacher methodologies and training in other learning environments. It would be interesting to develop SRL methodology in Technology-enhanced Learning Environments (TELEs) in order to verify whether or not SRL has an impact on learning with new literacy instruments as well. Additionally, new measuring instruments for SRL could be created and used with the help of new technologies. Bearing this in mind, this study may contribute to finding ways of increasing the understanding of learning and to improving the quality of learning experiences for both teachers and students.

Furthermore, other researchers may be enticed to observe and intervene in other educations scenarios by guiding teachers in helping their students learn to learn. We contemplate a specific teacher and her students in this study, but similar studies may be conducted with teachers and students from other ethnic backgrounds.

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