

CHAPTER – I

INTRODUCTION

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

Exploring and encouraging the positive attitude provides additional perspectives that enrich the learning experiences. Constructivist and self regulatory classroom experiences foster social interactions which allow the students to share their ideas with others and the corresponding cognitive tasks allow for social interchange. Self regulation and reflection are important strategies for creating a constructivist classroom. As adults help children to take responsibility for their learning experiences, children become more independent and self confident in seeking new knowledge. Creating an attitude of questioning is the by product of encouraging reflection among the students. Self regulatory practices are fruitful for increasing autonomy and independence. As children mature, they gradually move from dependence on adults for meeting their needs to more independent functioning. Knowing oneself is essential. Crafting a culture of learning is more important. Student centered coaching is about setting specific targets for them that are rooted in the standards and curriculum. Collaborative atmosphere help to work collaboratively to ensure that the targets are met.

Self regulated learners are those who take charge of their own learning. One area of great interest to educators is the research that focuses on the development of self regulated learners (Zimmerman, Sebastian & Kovach, 2002), Perry, 1998) Self regulated learners have learned how to sustain motivation, set appropriate goals, use suitable strategies and manage their time and resources effectively. These students are more likely to feel competent and confident and to engage in decision making. By creating a self regulated classroom, educators can develop the foundations for the mental operations, habits of mind and attitudes indispensable for high standard thinking. Self regulation involves an increase in students' abilities to monitor their

own actions and regulate themselves. After learning the ways to learn, students can begin to take charge of their own states of mind and it automatically leads to the state of relaxed alertness. Active processing is essential for developing self-regulated behavior among the students. After observing their own actions, students get an awareness about their strengths and weaknesses. This helps them to make improvements in order to meet then standards. These ways help the learner to become more self-confident and competent enough to solve a problem they have to face.

In contrast with behavior perspective, Social cognitive theorists believe that people begin to regulate their own learning. For example a girl may learn to write cursive letters by looking carefully at the examples her teacher has written on the board and copying those letters and comparing the letters she has written with those on the board. If she is happy with her work, she will give herself a mental pat on the back and if she is not she may continue to practice until her letters are comparable to those of her teacher. A growing body of research indicates that there are a variety of things we can do to promote the development of self-regulation. (Mace, Belfiore, & Shea, 1989; Mahoney & Thoresen, 1974)

In the 1980s, the term *self-regulated learning* originated from the increased focus on self-regulation in academic settings (Dinsmore, Alexander, & Loughlin, 2008). A large base of literature has been established on self-regulated learning since the mid-1980s when researchers first began to look at how students become masters of their own learning processes (Zimmerman & Schunk, 2001). Today, most models of self-regulated learning incorporate aspects of both Metacognition and self-regulation focusing on self-monitoring (Dinsmore, Alexander, & Loughlin, 2008). Zimmerman and Schunk (2001, 2008) directly link motivation to self-regulation. According to these researchers, self-regulated students are those students who are metacognitively, motivationally, and behaviorally active in their own learning processes and in achieving their own goals.

1.2 Need and significance of the study

We all know, learning is a social and collaborative endeavour, rather than a solitary activity. Collaborative learning helps the student to make connections and integrate informations, rather than compartmentalization. This type of learning and the respective topics are driven by learners and learner centred activities become the core of the learning process. Collaborative learning, classroom communities are concerned with qualitative rather than quantitative aspects. All these are the source of standards as well as the goal of human development. George Land and Beth Jarnian (1998) believe that trust and the ability to work together toward a common vision are what fuel individuals to accomplish amazing results. This is important in collaborative learning context. Building and maintaining trust and collegiality is the key factor in collaborative learning.

The reflective use of learning is the cornerstone of intelligence friendly classrooms. Self regulation is sometimes the missing piece in today's classrooms. The pressure to meet national standards often eclipses the pursuit of additional academic goals. Collaborative practices not only help to achieve national standards, but also to help a community to realize and develop academic standards. Yet reflection, introspection and mindfulness must accompany collaborations and discussions because time for reflection is time for internalizing the learning that has occurred. This type of internalization helps the learner to develop some type of skillfulness among them. Metacognitive strategies of planning, monitoring and evaluating through self regulation conversation, portfolios, learning logs are some of the strategies. Self regulatory practices drives personal application and transfer of learning. It can shape the learning and enhance the learning experiences through the construction of ideas in mind as well as by external processes of social interaction.

Educational leaders must redefine their role as mediators by deliberately monitoring and managing the environment. They should ensure that intellectual growth, creativity and cooperation are continually sustained and regenerated. Only an environment which is intellectually stimulating can achieve a learner friendly atmosphere and thought provoking climate in the classroom setup. It is otherwise termed as a climate of excellence. To be effective, teachers must juggle a myriad of factors simultaneously and respect and respond to variably and constantly alert to individual needs. Peterson and Eeds (1999) offered a system for monitoring students preparation for and participation in group. Collaborative learning communities are effective for fostering high academic standards. Self knowledge is a key ingredient in the process of self regulation. Moxley (2000) explained that self knowledge is an important attribute of those who engage in the activities of leadership. Individuals engaged in the practice of leadership must know their strengths and weaknesses, the factors that drives and motivates them and how they have an impact on others. (p.112). Self regulation is the process of setting standards and goals for oneself and engaging in behaviours that enable one to meet those standards and goals.

1.3 Statement of the problem

Developing certain instructional strategies based on self-regulation towards uplifting collaborative and learner driven learning for diversified learners at secondary level.

1.4 Definition of Key terms:

Instructional strategies: Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the proper ones and use them effectively to accomplish tasks or meet goals. Instructional strategies include all approaches that a teacher may take to actively engage students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objectives.

Self regulation: There is a growing awareness among developmental scientists that the better a child can self-regulate, the better she can rise to the challenge of mastering ever more complex skills and concepts. In the simplest terms, self-regulation can be defined as the ability to stay calmly focused and alert, which often involves – but cannot be reduced to – self-control. The better a child can stay calmly focused and alert, the better he integrates the diverse information coming in from his different senses, assimilates it, and sequences his thoughts and actions. Self-regulation is an integrated learning process, consisting of the development of a set of constructive behaviors that affect one's learning. These processes are planned and adapted to support the pursuit of personal goals in changing learning environments.

Collaborative learning: Collaborative learning has often been portrayed as solely a cognitive process by which adults participate as facilitators of knowledge and children as receivers. It is a situation in which two or more people learn or attempt to learn something together. It also refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other. Collaborative learning is used as an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities.

learner driven learning: It is an approach to the process of learning which focuses on the interests of the students, rather than those of others involved in the learning process. This approach has many implications for the design of the curriculum, transactional methods, and strategies. It is focused on each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner, and differs from many other learning methodologies. Student-centred learning requires students to be active, responsible participants in their own learning.

Diversified learners: This type of learning attempts to produce variety. Merriam Webster Dictionary defines that to change something so that it has more different kinds

of people or things. It signifies the heterogeneous groups which consist of learners that are not of the same kind or nature.

Secondary level: Secondary school is a school which provides children with part or all of their secondary education. A school that is intermediate in level between elementary school and college and that usually offers general, technical, vocational, or college-preparatory curricula. In this study, the students at eight standard are referred to as secondary level.

1.5 Hypotheses of the study

The following hypotheses were formulated for the study.

- * The prevalent curriculum transactional modes of Malayalam language at secondary level are inadequate in enhancing self-regulation towards uplifting collaborative and learner driven learning for diversified learners at secondary level.
- * The select self regulative classroom practices namely, Reflective dialogue and Corrective feedback are better than the prevailing activity oriented modes of curriculum transaction in enhancing collaborative learning of students at secondary level.
- * The select self regulatory practices namely, Reflective dialogue and Corrective feedback are better than the prevailing activity oriented modes of curriculum transaction in strengthening learner driven learning at secondary level.
- * The select self regulatory classroom practices are better than the prevailing activity oriented modes towards enhancing the achievement of students at secondary level.
- * There is no significant difference between the achievement of students who practiced self regulative classroom experiences with regard to gender

1.6 Objectives of the study

The study mainly focused on attaining the following objectives:

1. To identify the prevailing modalities of curriculum transaction in the learning of Malayalam language at secondary level .
2. To find out the effectiveness of select self regulatory classroom practices namely Reflective dialogue and Corrective feedback on the academic achievement of Malayalam Language students at secondary level.
3. To find out the effectiveness of select self regulative classroom practices namely Reflective dialogue and Corrective feedback on strengthening the awareness on self regulation of Malayalam Language students at secondary level.
4. To analyze the worthiness of the select self regulatory classroom practices namely, Reflective dialogue and Corrective feedback through the administration of a Strategy Evaluation proforma.

1.7 Sample selected

The sample of the study primarily consisted of **125** pupils at Secondary school level belong to two districts of Kerala namely, Pathanamthitta, and Alappuzha. A select sample of experts (N=**150**) comprised of School practitioners, Experts in Malayalam Language, teacher educators at B. Ed. and M. Ed level were included under the purview of the study.

1.8 Tools and Techniques used

The tools and techniques employed for the present study were:

1. Interview schedule for teachers with special reference to self regulatory practices
2. Lesson Design based on Reflective dialogue practices
3. Lesson Design based on Corrective feedback practices
4. Achievement Test on Malayalam language
5. Strategy Evaluation proforma based on the select self regulatory classroom practices namely Reflective dialogue and Corrective feedback

1.9 Scope of the study

The present study is aimed to find out the effectiveness of self regulatory classroom practices towards uplifting the collaborative as well as the learner driven learning of students at secondary level. The effectiveness of the select self regulatory classroom practices was tested with regard to the academic performance of Malayalam language. For attaining the set objectives of the investigation both quantitative and qualitative methodology were adopted by the investigator. As a prelude to the study, a semi structured interview was administered over the experts in the field of Malayalam language Education for getting a deep vision about the prevalent classroom practices with regard to the learning of Malayalam language. The quasi-experimental design with pre-test post test non equivalent group design was employed for the quantitative segment and strategy evaluation proforma.

It is expected that the findings of the study will help curriculum planners and instructional practitioners to make needed changes by offering provision for self regulatory mechanisms towards enriching autonomous learning among the students. Giving due emphasis to these practices would enable the students to uplift the collaborative learning approach and help the instructional practitioners to adjust the pedagogical practices to foster increased learning among individuals. These would equip the students to take more responsibility for their own learning which is the spot indicator of learning expertise.

1.10 Delimitation of the study

The study is delimited to a sample of 8th standard students from 4 classes of selected Schools belong to Pathanamthitta, and Kottayam Districts which represents a cross section of the secondary school students in Kerala. The study is delimited to Malayalam language learners as the investigator is a teacher in Malayalam Education and have expertise in that domain of knowledge. Only two classroom practices namely Reflective dialogue and Corrective feedback have been considered because the investigator deemed that these classroom practices are the best feasible and effectual practices in the domain of Malayalam language learning.

1.11 Overview of the forthcoming chapters.

The researcher divided the present report of the study into six chapters. The brief outline of the remaining chapters of the present study is given below.

Chapter 1. **Introduction**

This chapter signifies the background and rationale of the study, statement of the problem, Definition of key terms, Objectives, Hypotheses and delimitations of the study briefly.

Chapter 2. **Theoretical overview**

This chapter presents the theoretical foundation of the problem.

Chapter 3. **Review of Related Literature**

This chapter contains the practical foundation of the problem and previous studies in this field.

Chapter 4. **Methodology**

This chapter represents research design and its bases. It includes the description of the study, sample employed, selection and development of the tools used, procedure adopted for data collection and statistical treatment carried out.

Chapter 5. **Analysis and Interpretation**

The details of the results are reported and supported with tables and figures and sufficient interpretations are given.

Chapter 6: **Summary and conclusion**

This chapter reflects summary of findings, and conclusions including implications, recommendations for future researches and limitation of the study.

CHAPTER 2

THEORETICAL OVERVIEW

Self regulation: A viable strategy for independent learning

Teaching strategies associated with Learning Academy Model

Collaborative learning and Learner driven learning: Boosters for Excellence

Structural design of select self directed class room practices.

Reflective practice and Corrective feedback

2.1 THEORETICAL OVERVIEW

A theory provides a framework for interpreting observations and orientations to the study. It is a set of well-developed concepts that emphasized an integrated framework that can be used to expand and explain particular phenomena (Schunk, 2000). This chapter addresses the major theoretical and philosophical cornerstones of the present study. It introduces the importance of Self regulation towards uplifting collaborative and learner driven learning for diversified learners at secondary level.

Self regulation: A viable strategy for independent learning

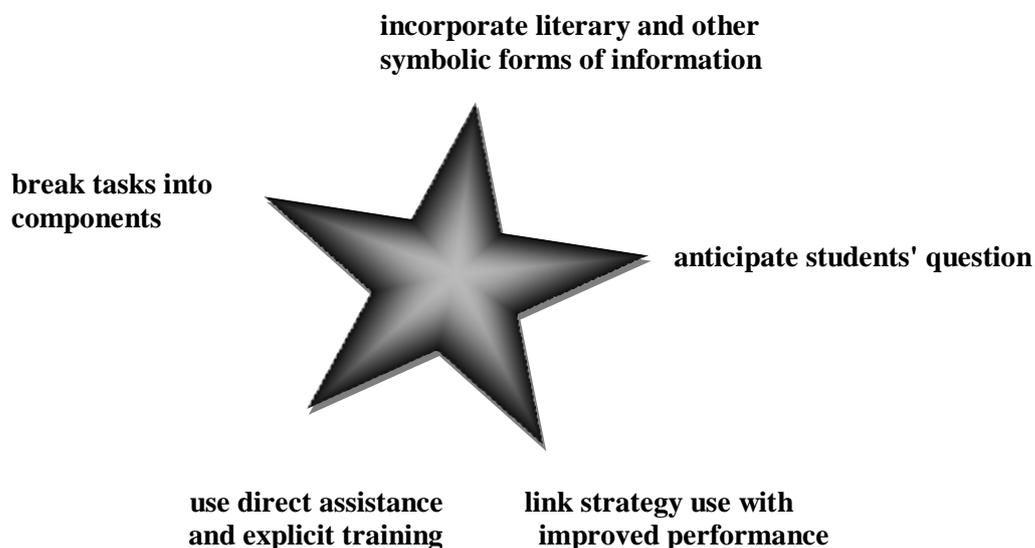
Self-regulation comprises such processes as setting goals for learning, attending to and concentrating on instruction, using effective strategies to organize, code, and rehearse information to be remembered, establishing a productive work environment, using resources effectively, monitoring performance, managing time effectively, seeking assistance when needed, holding positive beliefs about one's capabilities, the value of learning the factors influencing learning, and the anticipated outcomes of actions, and experiencing pride and satisfaction with one's efforts.

In the present study the investigator adopted a **Learning Academy Model** (Zimmerman, Bonner, & Kovach, 1996). According the exponents of this model, Learning Academies help students focus on behavior and emphasize expert and peer modeling, direct social feedback for performance efforts, and practice routines that involve goal-setting and self-monitoring. A great reliance is placed on tutoring and coaching during actual performance efforts. Students are taught to control their learning processes with self-monitoring and self-regulation. So they can learn more with less effort by using the following steps:

- Evaluate current level of mastery
- Analyze the learning task
- Set learning goals
- Choose appropriate strategies to master material
- Monitor own performance

The instructional practitioners should encourage students to exercise choices about how to accomplish learning activities; help student shift the focus of their regulation away from the teacher and onto salient cues in the learning task .He should also adopt a systematic instructional approach to learning .Demonstrating the effectiveness of self-regulatory techniques helps to keep records of student's progress .

Teaching strategies associated with this model are represented in the figure given below.



Collaborative learning and Learner driven learning: Boosters for Excellence

2.2 Collaborative learning

Collaborative learning communities are effective for fostering high academic standards. Self knowledge is a key ingredient in the process of self regulation. Moxley (2000) explained that self knowledge is an important attribute of those who engage in the activities of leadership. Crafting a culture of learning is more important. Student centered coaching is about setting specific targets for them that are rooted in the standards and curriculum. Collaborative atmosphere help to work collaboratively to

ensure that the targets are met. When the focus is shifted from 'fixing' to collaborating, learning the target becomes student achievement.

Self regulated learners are those who take charge of their own learning. One area of great interest to educators is the research that focuses on the development of self regulated learners (Zimmerman, Sebastian & Kovach, 2002), Perry, 1998) Self regulated learners have learned how to sustain motivation, set appropriate goals, use suitable strategies and manage their time and resources effectively. These students are more likely to feel competent and confident and to engage in decision making. By creating a self regulated classroom, educators can develop the foundations for the mental operations, habits of mind and attitudes indispensable for high standard thinking. (Coasta & Kallick, 2000). Self regulation involves an increase in students' abilities to monitor their own actions and regulate themselves. After learning the ways to learn, students can begin to take charge of their own states of mind and it automatically leads to the state of relaxed alertness. Active processing is essential for developing self regulated behavior among the students. After observing their own actions, students get an awareness about their strengths and weaknesses. This helps them to make improvements in order to meet then standards. These ways help the learner to become more self confident and competent enough to solve a problem they have to face. At the heart of self regulation is students' ability to recognize what is happening to them. It helps the students to become aware of what they are experiencing and how they can improve in a specific context by using their strengths. Teachers can play a very great part in it. They can consciously develop strategies towards making them self directive. Mastering these processes requires teachers to develop personal qualities like patience, empathy and capacity to direct them in a worthy manner.

The detailed description of the practices adopted by the investigator are given below.

Modeling of strategies is essential for creating self regulated learners and must explicitly show learners how to create meaning. In the present study investigator adopted a five step process put forward by Graham and Harris (2005) towards creating self regulation among learners. He recommended certain scaffold instructional sequences. The investigator inculcated these sequential steps in the select two strategies like reflective dialogue and corrective feedback. These processes will help learners to gain confidence in the strategy and learn to use it automatically for more independent learning. The steps are discussed below.

1. Discussing the strategy

Teacher can set the platform for making learners more independent and self regulated. He can talk about the benefits of becoming an expert learner and the different modalities to accomplish the learning task and the impact of the strategy in a systematic manner.

2. Modeling the strategy

Here the instructor can model the strategy use by using think alouds and self talk and by practicing self instruction followed by student talk about the strategy. These practice will help the teachers to enable the learners to customize the strategy with personal self-statements. In addition to that teacher should give ample opportunities to the students to practice it in the classrooms.

3. Remembering the strategy

By using different techniques students can learn the strategy in a worthy manner. For that they can make their own formulas and some type of mnemonic techniques. It will help the learners to remember the strategy in a fruitful way.

4. Supporting the strategy

This phase was intended to offer valuable assistance to the learners for developing self confidence among them. Peers can also support them and these feedback should be constructive in nature. Learners can also monitor their strategy use by using devices like checklists or observation schedule. It will make them independent and self directive in their learning.

5. Independent performance

In this session learners can use the practiced strategy in a different context. For that purpose they can select varied tasks and apply the learned strategy in a particular situation.

In the present study the investigator made use of these sequential steps towards designing the lesson transcripts.

1) Reflective dialogue practices

In order to promote reflective dialogues in the classrooms, the investigator consciously followed the above mentioned steps in a systematic way and frequently incorporate them while delivering the content material. Teacher modeling of reflective practices (think aloud) includes student practice with reflective dialogue and group discussions to think through problems or cases (collaborative learning) Investigator also follow a particular format for enriching the self regulated behavior of the students.

Reflection can be threaded throughout teaching experiences in all content areas, at all grade levels and by all teachers. Since reflection is critical to learning and transfer. As Knight (2007) says reflection is believing that learning can be enhanced when we have numerous opportunities to consider how what we are learning might impact what we have done in the past, what we are doing now and what will be doing in the future. Here also students got such opportunities to discuss about their learning in the classroom itself. It also help them to evaluate things done in the past in the light of new information they have learned. They can analyse what they are currently doing and make decisions about how to change or improve what they do in the future.

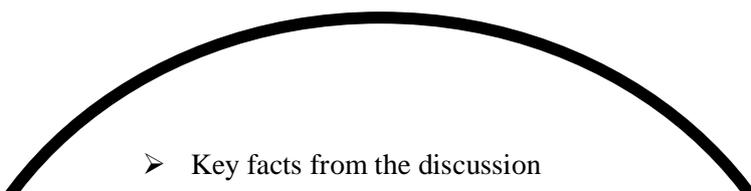
In the present study Investigator made use of reflective logs to develop dialogues of students with regard to their ideas,doubts and suggestions.It is important for the students to interact with the teacher,text book and their peer mates.Teachers can give direct instruction in short chunks and ask students to write down key ideas ,questions,connections and reflections about the particular topic.The students use these time to think about the material with their classmates .It also help them to enhance collaborative learning and automatically learning become autonomous and learner friendly.

The investigator followed these Steps in the classroom.

1. Presents the information in the class
2. Students reflect the material and create some reflective dialogue with the material.
3. They share their ideas with their partner (Collaborative learning)
4. Teacher conducts a small discussion about the topic and giving clear cut idea about it.
5. Teacher invites students to discuss the ways to collect more information about the topic and the ways to enhance learner driven learning in more fruitful way.
6. Summarizes the whole lesson in the class towards getting clarity

Format of the activity

Name	Topic	Activity
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➤ Key facts from the discussion

2)corrective feedback practices

Feedback can help advocates recognize and acknowledge errors, problems, and issues that could derail the campaign. It can flag potential errors before they become problems. Corrective feedback from the right sources could help to identify and eliminate errors to a greater extent. Feedback can help to avoid alienating potential allies. Corrective feedback can alert individuals and groups when they are perceived, or are in danger of being perceived, as unacceptable to some potential allies. Feedback can help the targets of advocacy avoid unintended consequences. Many policies that seem mean-spirited or vindictive are actually meant to benefit the people who are hurt by them.. Corrective feedback from advocates or from the community can help policy makers to understand when this is the case, and to change policies in ways that will correct the situation.

Let us discuss Some types of feedback

One-on-one feedback: An individual delivering feedback to another, face-to-face, is probably the most common form, and also the one most commonly abused or mishandled. Any provider of one-on-one feedback has to be aware of the possible and actual reactions of the recipient, and to be careful to deliver feedback sensitively.

Intra-group feedback: In this situation, individuals in a group provide feedback to the group and/or to one or more individuals within the group. If the feedback is directed to the performance of the group, it can be particularly effective, with one person's ideas stimulating others', and with everyone focused on improving the group's or their own performance or functioning.

Group-to-group feedback: This might take place between two groups that are working together and having some difficulty doing so, or between two groups both working with the same population or toward the same goals. The feedback may go in one direction or both.

Consultative feedback: In this situation, an individual or group serves, by request, as a formal or informal consultant to another (usually to a group, but occasionally to an individual). The advantage is that, since the feedback was requested, there's a better chance that the recipient will listen to it.

360-degree feedback: It involves feedback from supervisors and peers. The idea is that people with different relationships see students in different ways. It will give an accurate picture of how they are perceived and of what effects their actions actually have.

For the purpose of the study consultive and group to group feedback were used.

The investigator used these steps towards practicing corrective feedback in the classroom while transacting the content material .

1. Always started with the positive. Investigator emphasized and praise what the individual or group is doing right in the classroom.
2. Watching if the student is aware of the issues or concerns that the feedback addresses that will improve the effectiveness of his or her efforts.

Deal directly with the real problem or issue. Identify it clearly. The investigator try to explain how it became a problem, and help the student to work out strategies for fixing it now and preventing its recurrence in the future.

The lessons selected for the study were related to the social issues. For example the lesson named as Urvarathayude Sangeetham really demonstrates how the issues related to agriculture affect the whole generation short in a while. The need for conglomeration of agriculture had been deeply described in the lessons coming under the above mentioned unit. All the lessons will gave the students a clear cut picture about the need for supporting the agricultural aspect in a wide sense. The discussions related to this particular practice enabled the student community to think and act independently and can make their learning learner driven and self directive. This give ample opportunities to them to think and act in a self directed manner.

The investigator deliberately Listen to the students' reaction to the feedback.

This is part of being supportive, but it's also part of the basic feedback process. This help to learn something important about why a particular situation arose, or why things were done in a certain way. They may find that changing the situation is more complex than they expected, or that it needs to be done in a way different from what they assumed. Corrective feedback is useless unless it actually helps to correct a problem. The best way to assure that there's a good solution is to be part of it. Here the investigator used the corrective feedback as a tool not only with regard to the content, but also to the process. Every child has a particular type of problem solving. Here lies the importance of corrective feedback for enriching self regulated behavior of the students. Students can give their own feedback and replace them by using corrective feedback towards developing self regulatory behavior. Corrective feedback is

information on how the student and/or his actions are perceived by the teacher or others who have confided in them. It is meant to lead to positive change for the student.

In the study the investigator try to follow some guidelines with regard to this practice.They were

Helps to made their feedback formative, not summative.

Be supportive.

Focus on the issue, not on guilt or blame.

Be honest.

Listen to the response of the student

Help to formulate a plan to deal with the issues they raised, and offer help in carrying it out as well.

While transacting the content or discussing with the students about a particular problem the investigator monitor student progress and record it in a proper manner.An observational checklist was used for this purpose.For the purpose of the present study the investigator adopted the above mentioned classroom practices in a systematic mode.Several studies and related literature in support of the theoretical constructs underlying the concepts highlighted have been presented in the succeeding chapter.

CHAPTER 3

REVIEW OF RELATED LITERATURE

INTRODUCTION

STUDIES ON SELF REGULATION, COLLABORATIVE LEARNING AND LEARNER DRIVEN LEARNING.

3.1 Introduction

A Survey of related literature is necessary for proper planning, execution and developing right concepts of the problem and solutions. As theoretical review of the related literature provides theoretical foundations of the problem, same way the review of related literature provides practical foundations of the problem. This essential ingredient in the research process involves systematic identification and analysis of documents containing information related to the research problem. Moreover, researcher gets practical guidance about the methodological aspects of his or her study.

Mertens (2010) reports that review of literature establishes historical perspective on the intended research, provides a vision of the need for additional research and enables the researcher to develop a conceptual framework for the research. It can also be used as a substantive and methodological rationalization of the study and it provides guiding hypotheses, suggestive methods of investigation and comparative data for interpretative purposes. Best and Kahn (2007) believe “A summary of the writing of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested”.

Vrieling et al (2012) conducted an intervention study focused on the relationships between student teachers’ self regulated learning (SRL) opportunities, their use of meta cognitive learning strategies and their motivation for learning. Results indicate that student teachers’ use of Meta cognitive learning strategies increases significantly in learning environments with increased SRL opportunities.

Minor significant positive correlations were found between the Meta cognitive and motivational constructs measured. In general, the level of SRL opportunities turns out to be a moderate predictor of student teachers' use of Meta cognitive learning strategies and motivation for learning, both important constructs for their academic career.

Chan (2012) examined co-regulation of learning on computer supported collaborative learning environments extending research on self regulated learning in computer based environments. The discussion employs a socio-cognitive perspective focusing on social and collective views of learning to examine how students co-regulate and collaborate in computer-supported inquiry. Future research directions on the theoretical nature of collective regulation and social Meta cognition in building models of co-regulated learning are discussed in this article. The study concluded that training cognitive and meta cognitive strategies to students has a significant effect in increasing the level of learning and retention of subjects, therefore, teachers should aim at training these strategies to all students in general and the weaker ones in particular.

Parvin Safari (2013) conducted a study titled as A Descriptive Study on Corrective Feedback and Learners' Uptake during Interactions in a Communicative EFL Class. This descriptive study makes an attempt to present the interactional discourse patterns of corrective feedback (CF) and uptake occurring in a communicative adolescent EFL class. Using Lyster and Ranta's corrective discourse model, this study intends to investigate, describe, and analyze the discourse patterns of corrective feedback utilized by an Iranian teacher and also their relationship to the learner's uptake and the repair of those errors. Transcripts totaling 16 hours of classroom interaction included 181 episodes, each containing a trigger (error) produced by the learner, a CF move from the teacher and a learner's subsequent uptake in response to the CF. The findings obtained from such context reveal the ratio and distribution of the six different feedback types as well as those of different kinds of learner's uptake and immediate repair of errors.

Ellis (2009) conducted a study on the corrective feedback. The purpose of this study was to find out how the students felt about CF, why they felt to be corrected that way, and finally how and why the teachers felt about different types of CF. The study found that giving students corrective feedback (CF) is one of the most time-consuming tasks that teachers experience in their classes. Upon receiving the written piece that the students have produced, teachers start correcting the papers using different strategies. However, most educators are not quite aware of their students' attitude towards the way they treat their students' written piece. Another factor missing in the bulk of the studies carried out thus far, is that they are void of the reasons why students prefer to be corrected, the way they claim is preferable to them. Among others, the CF typology put forward by Ellis (2009) provides an all-encompassing one in that it has all the feedback strategies that teachers could employ while giving CF.

Lana.l.Becker(2011) conducted a on self regulated learning in an introductory undergraduate accounting course. This study is a response to the call of the Accounting Education Change Commission (AECC) to make learning to learn a priority in the accounting classroom.This study used quantitative quasi experimental design within the context of a beginning accounting course.The control group received instruction based on course content only.The treatment group received an intervention in which instruction focused on the process of learning as well as the regular course content. The purpose of the study was to determine whether academic progress differed between these two groups.A MANOVA indicated a significant difference in exam scores between the control and treatment groups with the treatment group outperforming the control group on 4 of the 5 exams. This study provided evidence that instruction related to the process of learning did not diminish academic performance on content based exams and for and for most groups of students who received such instruction performance on exams was enhanced.

Ao Man Chih (2006) conducted a study on the effect of self regulated learning strategies on college students' performance and satisfaction in physical education.A quasi experimental design was used to examine the effectiveness of a teaching intervention in achieving the goals of learning and satisfaction. Students undertaking

the self regulated learning intervention were compared with a group participating in standard curriculum instructional conditions. The study revealed that the students who receive self regulated experience outperform the control group who received conventional treatment. Analysis of the monitoring sheets provided evidence that students gained more interest and confidence in their involvement in the tennis class by the use of self regulated strategies.

Gerald Effency, Annemm Carrol and Nan Bahar (2013) conducted a study on self regulated learning: Key strategies and their sources in a sample of adolescent males. *Australian journal of educational and developmental psychology*. Vol.13, pp-58-74. This study identified the key self-regulated learning (SRL) strategies and their sources for nine school-aged adolescent males aged 15 to 17 years. The Self-Regulated Learning Interview Schedule (SRLIS) was used along with semi-structured interviews with the participants and their parents to elicit information on SRL strategies and contexts for the formation of self-regulatory habits. Early habit-forming experiences of the family home in relation to homework and study outlines were found to form an important base for effective SRL. Teachers were identified as the most common source of SRL strategies with important formative experiences occurring during the first two years of high school.

Patrick Terensini, Carol Colbeck Stephani Bjorklund conducted a study on Collaborative learning vs lecture discussion : Students reported learning gains. The study examined the extent to which undergraduate engineering courses taught using active and collaborative learning methods differ from traditional lecture and discussion course in their ability to promote the development of students' engineering design, problem solving, communication and group participation skills. Results indicate that active and collaborative methods produce both statistically significant and substantially greater gains in student learning than those associated with more traditional instructional methods. These learning advantages remained even when differences in a variety of student pre course characteristics were controlled.

Dr.Ranjani Balaji Iyyer (2013) conducted a study on the relation between cooperative learning and student achievement. International journal of education and information studies .Vol.3,No.1.21-25. The purpose of the article is to analyse the effect of cooperative learning in a classroom to see its impact on student learning. The study concluded by stating that it is very important to implement cooperative strategies for getting maximum benefit .

Marzano Gaddy and Dean (2000) provide a synthesis of studies related to collaborative learning. Their brief summary of effect sizes suggest that organizing students into collaborative learning groups has a powerful effect on learning.(p.96). Collaborative learning therefore has potential to improve some fundamental aspects of student engagement ,knowledge transfer and success.

Alfassi and Fuchs (1999) note that the power of cooperative learning for reading comprehension. They suggest that it may be the major contribution for positive effects for many of the comprehensive strategies. Jones (2007) define the student centred classroom as a place where the needs of all students are considered and students are encouraged to participate in the learning process at all times. Darling Hammad and Bransford (2005) determined that teachers need to understand child development ,motivation and management in their role as a facilitator. Classroom management is strengthened through learning communities which give children a chance to work together.

Ahmed Fayed and Mutlaq conducted a study on the difference between the learner centred approach and teacher centred approach in teaching English as a foreign language. This study researches the difference between the two methods .This was followed by an analysis of the teachers responsibility towards these two approaches. The comparison of the two approaches in terms of their efficiency and effectiveness in students proficiency showed that each approach has its own strength and weaknesses ,hence choosing one approach lead to avoiding the advantages of the other. The study revealed that the student centred approach was recognized as more suited for teaching English as a foreign language.

Jessica Harris and Nerida Spina conducted a literature review on student centred learning.(2013)Australian institute for teaching and school leadership.This literature review seeks to address and explore the hypotheses that students centred schools make a difference.The authors present a model comprising six core elements of learning environments that student centred school demonstrate with a focus on leadership.Drawing from ideas related to various student centred school leadership with further dimensions identified through an environmental scan of literature the authors consider in how and what ways student centred school makes the difference.

Kathiravan (1999) conducted a study on the influence of family environment on the students' use of self regulated learning strategies.Journal on Educational Psychology.Vol.5 No.1,2011.An attempt is made in this study to assess the impact of family environment on the students use of self regulated strategies.The results of this study reveal that students differ significantly in self regulated learning with respect to their gender, type of school they have studied and their parents education.The various dimensions of the family environment have a significant impact on the students' self regulated learning.

These studies reveals that anchoring learning activities to a self regulated and collaborative manner motivates learner for active involvement and enables them to highly participate in discussions towards re constructing ideas systematically.

The methodological approach adopted, the analysis and interpretation done, findings and conclusions derived are outlined in the succeeding chapters.

CHAPTER 4
METHODOLOGY

- **METHODOLOGICAL GUIDELINES**

- **METHOD ADOPTED**

- **RESEARCH DESIGN**

- **EDUCATIONAL SETTINGS OF THE STUDY.**

- **PARTICIPANTS OF THE STUDY.**

- **VARIABLES ENACTED FOR THE STUDY**

4.1 INTRODUCTION

Methodology occupies a very important role in research studies are distinguished on the basis of their different purposes and approaches and that is what may technically be called difference in methods. Research methodology is a fluid form of investigation and narrative enquiry, which consists of multilayered, and multi stranded methods as well as a series of calculated measures and procedures for collecting and analyzing data systematically. It refers to the broader principles of research underscored by philosophical rationales (Guthrie, 2010). This chapter unfolds the research context and the overall design employed in the present study. The success of any educational research depends mainly upon the usability of the methods adopted for carrying out the same. The method used must be in harmony with broad scientific principles and it must lead to valid generations and possible conclusions.

This chapter deals with the methodology of the study, which includes the method adopted, the sample selected, the data gathering devices, the procedure adopted and the statistical techniques employed.

Methodological guidelines

The objective of the present study is to develop and test the effectiveness of instructional strategies based on self-regulation towards uplifting collaborative and learner driven learning for diversified learners at secondary level. A stream of students from secondary level of education was selected for the study. The eight standard students from various schools of Kerala who followed state syllabus were the participants of the study. The details of methodology adopted for the present study are described under the following heads that is depicted in the Figure given below. (figure)

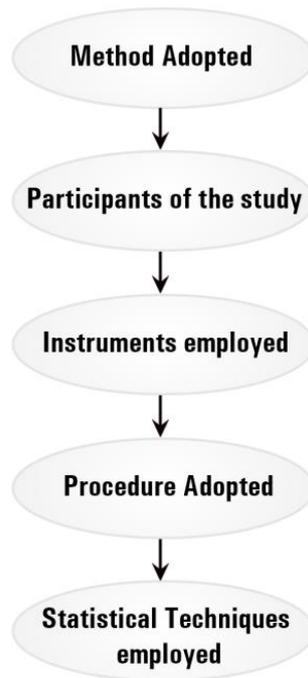


Figure 4.1 Methodological Design at a glance

4.2 Method Adopted

In the present study a mixed method of research design, incorporating both quantitative and qualitative data collection and analysis was used. Integrating these two methods simultaneously provided the study with new insights, consistency in findings and detailed results which helped to cancel out the weaknesses of both quantitative and qualitative research techniques.

4.3 Research Design

The Research Design of an experimental study is the dynamic teaching sequence took place in the context of real classrooms that enables the researcher to test the hypotheses by reaching valid conclusions about relationships between independent and dependent variables. It situates the researcher in the empirical world and sits between the research questions and the data, showing how the research question will be connected to data, and what tools and procedures to use in answering them (Punch,2009). It also refers to the conceptual backdrop within which the experiment is

conducted. For the purpose of the present study, the pre-test post-test Non-equivalent group Design was adopted.

The group exposed to the experimental treatment was the intervention group and the other group exposed to the activity-oriented treatment was the control group. To compensate for the lack of equivalency between the two groups, the investigator has applied the technique of Analysis of Covariance. At first, a pre test was administered among the selected groups and subsequently they were randomly assigned to the experimental procedures.

4.4 Educational settings of the study.

The study was conducted in six phases that are briefly described below.

- Phase 1. Collecting and analyzing the opinions of school practitioners and experts about the prevalent status of curriculum transaction modes in Malayalam language with special reference to self regulation strategies
- Phase.2 To find out the effectiveness of intervention procedures in heightening the academic achievement and self regulation awareness of students at secondary level.
- Phase.3 Assessing the academic achievement and effectiveness of self regulation practices through achievement test (post)
- Phase.4 Substantiating the effectiveness of the select self regulation strategies by collecting evidences through qualitative investigation.(strategy evaluation proforma)

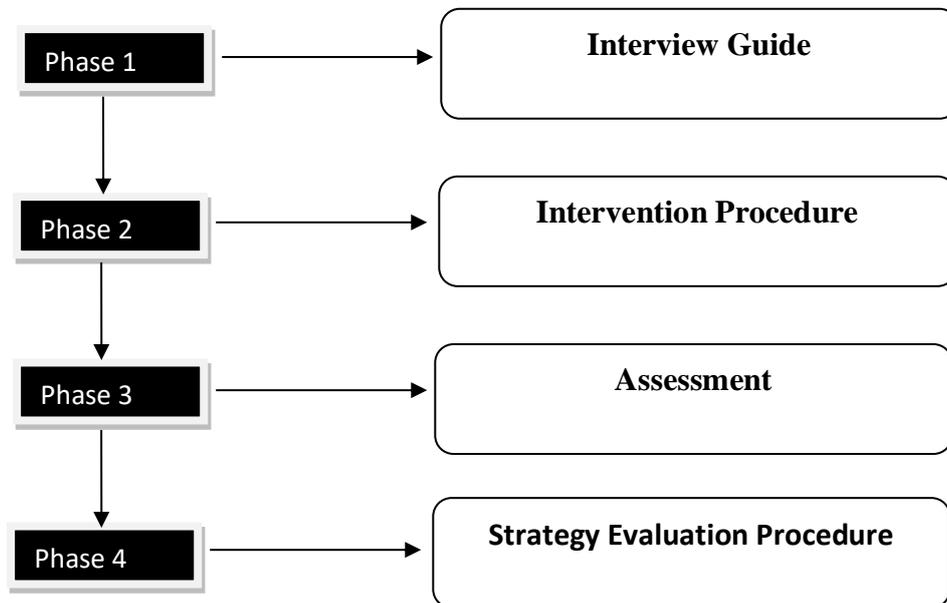


Figure 4,2 Educational settings of the study

The first phase was meant for seeking responses from selected sample of school practitioners, language experts and teacher educators at various levels through the mode of semi-structured interview that focused on self-regulation practices in the classroom setup.

After administering a pre-test to all the selected students, the researcher implemented explicit instruction on classroom practices interlinked with the components of self regulation to the intervention group and activity oriented instruction to the control group. At the end of the treatment, a post test was administered over each group. An observational checklist was also administered as a monitoring technique to assess the learner’s performance while they engaged in the learning process. After that a strategy evaluation proforma was used by the investigator to collect the varied opinions of the students selected for the particular study.

4.5 Participants of the study.

The participants selected for the study are described as follows:

- (a) Secondary school students from two schools belong to two districts of Kerala namely, Pathanamthitta, and Kottayam were selected as experimental and control groups. The distribution of the participants of the study is given in Table 4.2.

Table 4.2. Distribution of the Participants of the study.

Sl.No	Name of the institution	Treatment	Sample size
1.	N.S.S.H.S.Pandalam(2 classes)	Reflective dialogue	61
2.	St.Pauls H.S.kottayam(2classes)	Corrective feedback	64

- (b) In addition to the above sample, as part of qualitative study a sample of experts including School practitioners in secondary level, Experts in the field of Malayalam language, Teacher Educators at B.Ed and M.Ed levels were also selected.

4.6 Variables Enacted for the study

Variables are the conditions or characteristics that the experimenter manipulates controls or observes (Best & Kahn, 2010). They are the vital aspects of a study and are mainly of two types – Independent variable and Dependent variable.

Independent variable: The variable that is manipulated by the experimenter and is capable of including change is termed as the independent variable. As the present study is to test the effectiveness of certain self regulative classroom practices on the secondary school students, the following variables were selected as independent variables.

1. Curriculum transactional modes based on
 - a) Reflective Dialogues
 - b) Corrective feedback
2. Prevailing activity oriented modes of curriculum transaction.

Dependent variables: The variable that undergoes change because of manipulation is called the ‘Dependent’ variable. In the present study the dependent variables were

- Academic achievement in Malayalam language.
- Awareness on self regulation

4.7 Tool and Technique

Appropriate analytical support or tools and techniques mark the performance of a study to the most effective and sophisticated manner. The details of the select analytical supports are described in the succeeding session.

4.7.1 Semi-Structured Interview

A semi structured interview is regarded as a set questionnaire with specific core questions determined in advance from which the interview branches off to explore in-depth information, probing according to the way the interview preceded, and allowing elaboration within limits. Within the constraints of everyone’s time and commitment, the investigator employed the interview technique to gather the reflections, and trace out the reactions and thoughts of a select sample of language teachers with regard to the prevalent status of Malayalam language learning with special reference to self regulative classroom practices. This interview gives ample opportunity for experts to express some suggested practices for the qualitative empowerment of Malayalam language learning and the ways to instill the needed self regulatory skills among the students at secondary level.

Pathways in the validation process of Interview Guide

The draft of the interview guide was prepared through analyzing the theoretical overview and discourses with select experts and teachers of Malayalam language Education. The draft schedule comprised of 15 items with provisions for marking comments and recommendations was distributed to 80 language teachers. The comments and recommendations by the experts were incorporated .

The final draft of the interview guide aimed to analyze the prevailing instructional practices of Malayalam language learning and the needed improvement in order to create independent and autonomous learning climate in the classroom. They also highlight the need for cultivating differentiated instruction towards a progressive change in the learning of Malayalam language.

Experienced language experts modified the wordings and the number of items and validated the contents of the interview guide. It enabled the investigator to codify the questions in the interview guide with that of research purpose. Thus, the data collected through the semi-structured interview served as a stepping-stone to identify the significance of creating self directed classroom climate towards enhancing awareness on self regulation of students and the need for paying much attention to the differentiated instructional practices for enriching the learning outcome of students in language classroom. The Interview guide is appended as Appendix.

4.7.2 Strategy Evaluation Proforma

An evaluation proforma is a measuring tool with a set of statements that require the respondents to state their opinions regarding a phenomena or an educational event in an authentic way. To supplement the quantitative data regarding the effectiveness of self regulatory classroom practices for improving the academic performance of Malayalam language learning, the investigator has adopted a qualitative research trend and for that a tool namely, an evaluation Proforma was prepared and validated for the students exposed to the select classroom practices . The final form of evaluation proforma for the select classroom practice have been appended as Appendices.

The data collected through these proforma was analyzed qualitatively for getting an in-depth vision about the views of students with regard to the select self regulated classroom practices. All the practices could help the students to learn independently and confidently in the classroom.

4.8 Channelization of investigation in the procedural mode

The focus of the present study was to develop certain instructional strategies based on self-regulation towards uplifting collaborative and learner driven learning for diversified learners at secondary level. As a preliminary step towards this task, the investigator tries to identify the prevailing practices and the challenges as well as the advisable frameworks for the promotion of self regulatory skills while the curriculum transaction of Malayalam Language at secondary level. This tiled a way for getting an insight into the contemporary trends with regard to these practices followed in various institutions selected for the study. An interview with a select sample of experts in Malayalam Language and school practitioners at various levels paved way for collecting valuable suggestions in this regard. A sample of secondary school students from two districts of Kerala (Pathanamthitta, and Kottayam) was selected for the study. Prior sanction was sought from the concerned authorities for conducting the experimental study.

Self-regulated strategy development (SRSD) is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. It is an approach that adds the element of self-regulation to strategy instruction for writing. It encourages students to monitor, evaluate, and revise their writing, which in turn reinforces self-regulation skills and independent learning.

The investigator followed these Steps in the classroom.

1. Presents the information in the class
2. Students reflect the material and create some reflective dialogue with the material.
3. They share their ideas with their partner (Collaborative learning)
4. Teacher conducts a small discussion about the topic and giving clear cut idea about it.
5. Teacher invites students to discuss the ways to collect more information about the topic and the ways to enhance learner driven learning in more fruitful way.
6. Summarizes the whole lesson in the class towards getting clarity

Five common instructional practices that have been cited as effective in helping students learn self-regulation are:

Guide learners' self-beliefs, goal setting, and expectations

- help students frame new information or feedback in a positive rather than a negative manner

Promote reflective dialogue

- teacher modeling of reflective practices (think aloud)
- student practice with reflective dialogue
- group discussions to think through problems/cases (collaborative learning)

Provide corrective feedback

- performance standards must be clear and perceived as attainable
- phrase feedback (positive or negative) as a statement about the task of learning, not about the learner

Help learners make connections between abstract concepts

- use case-based instructions or examples that students come up with themselves
- use hands-on learning activities
- help students learn to separate relevant from irrelevant information (i.e., help them know where and how to focus their attention; guide their reference standards)

Help learners link new experiences to prior learning

- use experiential learning activities
- focus on application of knowledge in broader contexts
- integrate real-life examples with classroom information

For the purpose of the study the investigator selected reflective dialogues and corrective feedback as two self regulated practices .For the experimental phase of the study, pre test post test non-equivalent group design was adopted to assess the effectiveness of the select self regulatory classroom practices on improving the academic achievement and strengthening the awareness of self regulation at secondary level. The quantitative analysis was complemented through the administration of Strategy Evaluation Proforma. The intellectual processes embedded in the self regulatory practices made learning meaningful and effected a hike in their confidence level.

Snaps from the Schools selected for the study



4.9 Statistical procedures Resorted

In the present study, the investigator made use of the following statistical procedures to codify the results and reaching the well found conclusions.

- Descriptive statistics
- ANOVA
- ANCOVA
- Estimation of Adjusted Means
- Percentage Analysis

The analysis and interpretations of the data thus collected through these analytical supports and the techniques are given in the succeeding chapter.

CHAPTER 5

ANALYSIS AND INTERPRETATION

- INTRODUCTION
- SECTION WISE ANALYSIS AND INTERPRETATION

5.1 Introduction

Analysis is the systematic process of consolidating the collected data from the various sources towards reaching meaningful conclusions about the problem selected. It is a higher order intellectual skill that breaks material into parts to explore understandings through classification, comparison illustration and investigation and is closely interrelated operations performed to get answers to research objectives (Guthrie, 2010). Interpretation of data refers to the drawing of inferences from the collected facts after an analytical study. It is the process of establishing relationship between variables. The product of analysis is the setting up of certain general conclusions, while interpretations deals with what these conclusions really mean.

The present study entitled, **Developing certain instructional strategies based on self-regulation towards uplifting collaborative and learner driven learning for diversified learners at secondary level** is combined both quantitative and qualitative interpretations so as to generalize the nature of self regulated practices in classroom set up. The data collected have been analyzed, interpreted and synchronized with discussion, in alignment with the objectives of the study under the following sections.

Section 1

Analysis of the prevailing modalities of curriculum transaction in the learning of Malayalam Language at secondary level with special reference to Self Regulated classroom practices.

Building an interactive and diversified context for learning and opportunity to refresh and share the multifaceted learning strategies help the students to meet the expectations and succeed in the school and in the world beyond. Even though today's language classrooms are designed by offering a prettified climate based on the rationale for including variety of learning activities, opportunities for reflection, still, we are facing some impediments in the implementation of framework which would have a rippled effect and much better chance to helping students to meet the higher expectations and fruitful ways for approaching, flourishing and inspiring lifelong love for learning. It impelled the researcher to analyze the prevailing status of language classrooms and practicing strategies towards creating a community of learners who are cooperative, self-directive and independent. For this purpose, a semi-structured interview helped the researcher to collect and analyze the prevalent practices existing adopting in the Malayalam language classrooms with regard to self-regulative classroom experiences which will automatically lead them to collaborative as well as learner-driven learning.

Section 2.

Analysis of the effectiveness of Reflective Dialogue and Corrective Feedback as self regulated classroom practices towards uplifting the academic achievement of students

a) Analysis of the effectiveness of Reflective Dialogue as self regulated classroom practices towards uplifting the academic achievement of students

Table1.Descriptive statistics of pretest and post test achievement scores of students who got practice on Reflective dialogue as a self regulated practice

variable	group	N	AM	SD	SE	LCL	UCL
pre	control	31	4.07	2.00	0.37	3.31	4.83
	Expt.	30	5.36	2.36	0.45	4.44	6.27
post	control	31	9.59	2.37	0.44	8.69	10.49
	Expt..	30	27.07	4.17	0.79	25.45	28.69

From table 1,it is understood that the pre test achievement scores in the control group and in the experimental group are approximately equal to the population mean .

Determining the effectiveness using ANCOVA: ANCOVA with pre experimental status in achievement as co variate was employed to investigate the effectiveness of the classroom practice namely Reflective dialogue in improving academic achievement of students at secondary level in their Malayalam language learning. The details are given in table 2.

Table.2.ANCOVA of post test achievement scores of students in both experimental and in control group by eliminating the effect of pre test achievement scores.

variable	SV	SS	df	MSS	F	P
ADJ.Post	BV	4126.25	1	4126.25	362.83**	<0.01
	WV	614.12	54	11.37		
	T	4740.37	55			

** : Significant at 1% level ($P < 0.01$), R squared=0.877 (Adjusted R Squared=0.872)

ANCOVA shows that the experimental and control group differ significantly in the post test achievement scores after eliminating the effect due to their initial pre test achievement scores ($F=362.83$, $P < 0.01$). The comparative bar diagram of pre test, post test and Adj. post test achievement scores of students in both Experimental and in control is shown in the Figure below.

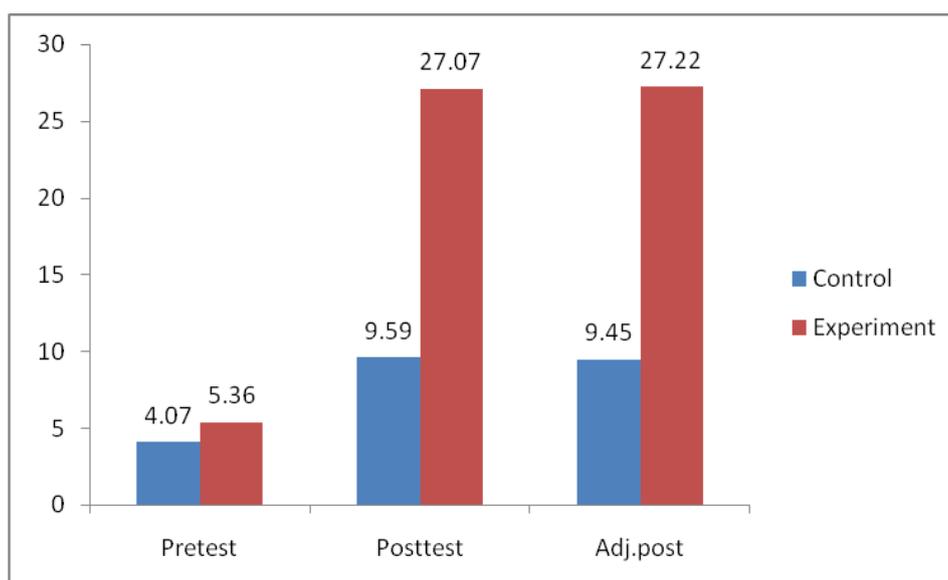


Figure1. Comparative bar diagram of pre test, post test and Adj. post test achievement scores of students in both experimental and in control group

The graph indicates that the students in the experimental group showed significant improvement in their academic achievement in Malayalam language .

b) Analysis of the effectiveness of corrective feedback as self regulated classroom practice towards uplifting the academic achievement of students

The descriptive statistics of pre and post test achievement scores of students in both Experimental and in Control group were found out and described in the Table below.

Table3. Descriptive statistics of pretest and post test achievement scores of students in both experimental and in control group.

variable	Group	N	AM	SD	SE	LCL	UCL
pre	control	29	4.67	1.71	0.33	3.99	5.34
	expt	35	4.27	1.97	0.34	3.57	4.97
	total	64	4.45	1.85	0.24	3.97	4.93
post	Contl.	29	8.93	1.62	0.31	8.29	9.56
	expt	35	20.24	2.18	0.38	19.47	21.02
	total	64	15.15	6.00	0.77	13.60	16.70

From table 3,it is understood that the pre test achievement scores in the control group and in the experimental group are approximately equal to the population mean .

Determining the effectiveness using ANCOVA: ANCOVA with pre experimental status in achievement as co variate was employed to investigate the effectiveness of the classroom practice namely corrective feedback in improving academic achievement of students at secondary level in their Malayalam language learning. The details are given in Table 4.

Table 4. ANCOVA of post test achievement scores of students in both experimental and in control group by eliminating the effect of pre test achievement scores.

variable	SV	SS	df	MSS	F	p
Adj.post	BV	1909.72	1	1909.72	518.98**	<0.01
	WV	209.75	57	3.68		
	T	2119.47	58			

** : Significant at 1% level ($P < 0.01$), R squared=0.901 (Adjusted R Squared=0.898)

ANCOVA shows that the students in experimental and control groups differ significantly in their post test achievement scores after eliminating the effect due to their initial pre test achievement scores ($F=518.98$, $P < 0.01$). The comparative bar diagram of pre test, post test and Adj. post test achievement scores of students in both experimental and in control group are shown in the Figure 2 .

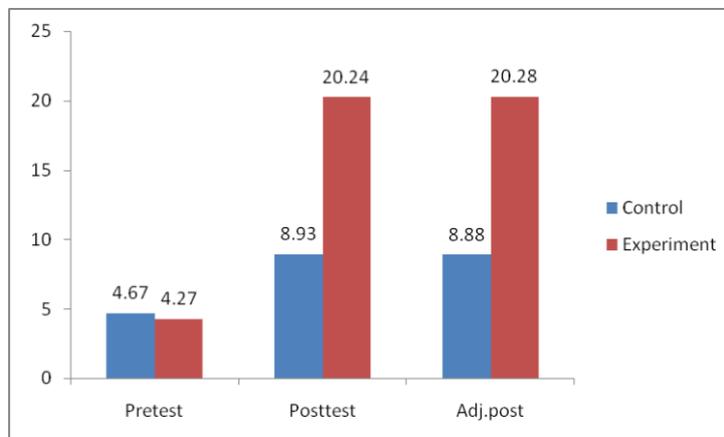


Figure 2 . Comparative bar diagram of pre test, post test and Adj. post test achievement scores of students in both experimental and in control group.

The graphic representation indicates that the experimental group exposed to the classroom practice namely Corrective feedback performed better than the control group in their academic achievement of Malayalam language.

Section 3

Analysis of the effectiveness of select self regulated classroom practices towards uplifting the academic achievement of students with regard to gender

The investigator tried to test whether there is any significant difference between the achievement of students based on their gender. The table below shows the results clearly.

Group	N	M	SD	Df	't'	Level of Significance
Girls	64	27.00	8.10	118	1.83	Not significant
Boys	61	33.85	11.41			

Table 5. Effectiveness of select self regulated classroom practices towards uplifting the academic achievement of students with regard to gender

The table 5 shows that mean difference is not significant between girls and boys. This indicates that there is no significant difference between the achievement in Malayalam of students who practiced self regulative classroom practices with regard to gender. Thus we can conclude that self regulative classroom practices has a positive impact on students irrespective of their gender difference.

SECTION 4.

Analysis of the effectiveness of Reflective Dialogue and Corrective Feedback as self regulated practices towards enriching the self awareness of students through the administration of strategy evaluation proforma.

In order to analyze the worthiness of the select self regulatory classroom practices, Reflective dialogue and corrective feedback in making improvement in the academic achievement of secondary school students in the learning of Malayalam language and fortifying their awareness on self regulation, a Strategy Evaluation Proforma was administered to the total students who were exposed to the classroom practice in the

experimental group The data collected through the Strategy Evaluation Proforma for is detailed in Table 6

Table 6. Self evaluation of the appropriateness of the self regulatory classroom practices

Observations	Response of students in % (To a greater extent)	To some extent	Not at all
I feel responsible about my learning	95	5	-
Self regulated practices helps a lot in raising self learning	92	8	-
It helps in motivating us in collaborative learning	85	15	-
Monitoring process enhances motivation among learners and it motivate me to make planning in my learning	82	18	-
Additional study habit is raised due to these practices	86	14	-
This helps me to share the ideas with my friends and enable me to collect latest information in a systematic manner	93	7	-
.I have learned time management skill while practicing this strategy and helps to sustain motivation	93	7	-
Iam able to attend the learning task in a concentrated mood.	81	19	-
Setting realistic goals helps to complete the learning task meaningfully and enable me to make challenge in my learning	93	7	=
Self evaluation help me to drive my own learning andhelps to know our own weaknesses in the learning process	90	10	-
Seeking help from varied sources help to extend learning and revising the learned material equip me to make clarity in learning	92	8	
This approach help me to value the learning task and this instructional practice builds internal motivation for success.	92	8	

The responses gathered through the administration of the strategy evaluation proforma leaped to the eye into the extent of impact of the select classroom practice on the students in promoting retention and sparking enthusiasm towards the learning of

content material and capture the attention and boost their critical thinking skills. Practicing this strategy enabled them to develop a framework based on a logical rationale about the relationships among ideas and concepts. Almost all the students (82%) exposed to the practice were of the view that this practice has helped them to focus on the significance of self directive learning and independent learning behavior. They are of the opinion that (93%) this classroom practice helped to motivate them in collaborative learning and enable to raise their self confidence to a greater extent.

The investigator also felt that team works promoted a sense of success among the learning communities. In the present context, this teamwork opened more channels towards the recalling and mastering of information. As a concluding thought towards establishing the effectiveness of self regulatory classroom practices, it can be stated that the select practice is better than the prevailing activity oriented modes of curriculum transaction in enhancing the academic achievement of Malayalam language at secondary level. This offered them opportunity to have a sense of ownership in their learning and made them motivated to discover and explore patterns and make connections in the learning process. The results show that it is an excellent method and innovative practice towards making creative thinkers and it offer them a meaningful journey in the process of learning.

The responses collected through the administration of the strategy evaluation proforma shed light on the extent of impact of the select classroom practice towards creating learner driven learners . Among the participants, 90% opined that self evaluation helped them to drive their own learning and thereby learn their weaknesses in learning.

CHAPTER 6

SUMMARY, CONCLUSION AND SUGGESTIONS

- **Introduction**
- **The study in Retrospect.**
- **Major findings and Conclusion.**
- **Summary of Conclusion.**
- **Implications of the study.**
- **Limitations of the study.**
- **Directions for further Research.**

6.1 Introduction

This chapter focuses on presenting a brief summary of the study which included study in retrospect, Objectives of the study, Hypotheses formulated, and Methodology in brief, Conclusion of the study, Educational implications of the study, and Suggestions for further research.

6.2 The Study in Retrospect

In this chapter, the investigator attempted to present the summary of the research work conducted and a brief discussion of the result obtained from the study in a systematic manner. The chapter concludes with a discussion of the recommendations and the possible implications for maximizing the learning output of secondary school students through activating the learner driven dimensions of learning.

6.3 Statement of the problem

Since the focus of the study was to identify the effect of self regulatory classroom practices namely, Reflective dialogues and corrective feedback on Malayalam Language learners towards uplifting collaborative and learner driven learning. The problem under investigation was titled, **Developing certain instructional strategies based on self-regulation towards uplifting collaborative and learner driven learning for diversified learners at secondary level .**

6.4 Variables enacted for the study

The independent variables considered in the study were:

- 1) Curriculum transactional modes based on
 - a) Reflective dialogue
 - b) Corrective feedback

2) Prevailing activity oriented modes of curriculum transaction.

The Dependent variables were:

- Academic achievement in Malayalam language.
- Awareness about self regulation

6.5 Hypotheses of the study

The following hypotheses were formulated for the study.

- The prevalent curriculum transactional modes of Malayalam language at secondary level are inadequate in enhancing self-regulation towards uplifting collaborative and learner driven learning for diversified learners at secondary level.
- The developed self regulative classroom practices namely, Reflective dialogue and Corrective feedback are better than the prevailing activity oriented modes of curriculum transaction in enhancing collaborative learning of students at secondary level.
- The select self regulatory practices namely, Reflective dialogue and Corrective feedback are better than the prevailing activity oriented modes of curriculum transaction in strengthening learner driven learning at secondary level.
- The select self regulatory classroom practices are better than the prevailing activity oriented modes towards enhancing the achievement of students at secondary level.

6.6 Objectives of the study

The study mainly focused on attaining the following objectives:

- To identify the prevailing modalities of curriculum transaction in the learning of Malayalam language at secondary level .

- To find out the effectiveness of select self regulatory classroom practices namely Reflective dialogue and Corrective feedback on the academic achievement of Malayalam Language students at secondary level.
- To find out the effectiveness of select self regulatory classroom practices namely Reflective dialogue and Corrective feedback on strengthening the awareness on self regulation of Malayalam Language students at secondary level.
- To analyze the worthiness of the select self regulatory classroom practices namely, Reflective dialogue and Corrective feedback through the administration of Strategy Evaluation proforma.

6.7 Sample selected

The sample of the study primarily consisted of 125 pupils at Secondary school level belong to two districts of Kerala namely, Pathanamthitta, and Kottayam. A select sample of experts (N=150) comprised of School practitioners, Experts in Malayalam Language, teacher educators at B. Ed. and M. Ed level were included under the purview of the study.

6.8 Tools and Techniques used

The tools and techniques employed for the present study were:

- Interview schedule for teachers with special reference to self regulatory practices
- Achievement Test on Malayalam language.
- Lesson Design based on Reflective dialogue practices
- Lesson Design based on Corrective feedback practices
- Strategy Evaluation proforma based on the select self regulatory classroom practices namely Reflective dialogue and Corrective feedback

6.9 Resume of findings

The major findings and conclusions of the study reciprocating the objectives formulated for the same have been classified and summarized below under the following heads.

Section 1- Conclusions arrived at from the assessment of the opinion of school practitioners and experts in the field of Malayalam language Education.

Section 2- Conclusions that emerged through the conduct of the experiment

Section 3 - Conclusions arrived from the opinion of students at secondary level gathered through Strategy Evaluation Proforma.

Section 1- Conclusions arrived at from the assessment of the opinion of school practitioners and experts in the field of Malayalam language Education.

This section presents a snapshot of the findings emerged from the assessment of opinions of school practitioners, and experts in the field of Malayalam language with regard to the prevalent classroom practices .

While analyzing the opinions of school practitioners and experts in the field of Malayalam language with regard to the self regulative classroom practices needed for developing awareness on self regulation and the importance of learner driven learning among the students, it was observed that the prevailing conditions and the classroom climate are not adequate to shore up the execution of these type of practices in the existing modes of curriculum transaction. The following findings were obtained.

Most of the school practitioners and experts (91%) were of the opinion that the learning experiences require some prominent elements towards the development of competence in Malayalam language learning in terms of collaborative learning and self directed learning.They opined that the prevailing practices were not enough to stimulate self directed learning at secondary level. Developing reflection, deeper

exploration and giving opportunities for practices which lead to self directed learning are still in a stagnant mode..They observed that the overcrowded classrooms and the dearth of needed time frames cause a great deal of hindrance in the pathways of this approach.

They were of the opinion that the process oriented approach enables the learners to make suitable links with their prior knowledge and the periodical checking of the learning outcome and self evaluation make them autonomous and confident learners in a meaningful way. The awareness about the specific achievable goals and targets enabled them to come up with new ideas and monitor their accomplishment in a sequential manner.A considerable number of teachers favoured the need for implementing monitoring activities in the classroom settings inorder to refresh the learning process(75%).

The above findings escort the conclusion that, the prevailing curriculum transaction modes of Malayalam language are not sufficient to strengthen the awareness on self regulated strategies of the students in an appreciable manner. It calls for the dare need of active implementation of such classroom practices towards making them self directive and independent learners.

Section 2- Conclusions that emerged through the conduct of the experiment

The analysis shows that the select two practices namely Reflective dialogue and Corrective feedback are better for developing self regulative behavior among the students compared to the prevailing activity oriented classroom practices.(Table1 and Table 3)

Section 3 - Conclusions arrived at from the opinion of students obtained from the Strategy Evaluation Proforma administered to the students in the experimental group

The analysis of the responses of students who were exposed to the self regulative classroom practices namely, reflective dialogues and corrective feedback revealed the efficacy of this classroom practice towards heightening their academic achievement in

Malayalam and strengthening awareness on self regulation to a greater extent (**vide Table6**). The students (90%) opined that the factor included in these practices such as self evaluation helped them to drive their own learning and helps to know their own weaknesses in the learning processes.

They were of the opinion that these approaches helped them to value the learning task and this instructional practice builds internal motivation for success. Among the respondents, most of them (82%) agreed that monitoring process enhances motivation and enrich the planning process. Most of the learners (95%) were of the opinion that these practices helped them to make feel that they are responsible for their own learning. Most of the students (92%) were of the opinion that self regulated practice helps a lot in raising self learning. The findings lead to the conclusion that practicing these types of classroom strategies helps the students to sustain motivation throughout the lesson and automatically lead to lifelong learning.

6.10 Scope of the study

The present study is aimed to find out the effectiveness of self regulatory classroom practices towards uplifting the collaborative as well as the learner driven learning of students at secondary level. The effectiveness of the select self regulatory classroom practices was tested with regard to the academic performance of Malayalam language. In the present study, the investigator implemented learning designs based on the select classroom practices namely, Reflective dialogue and Corrective feedback. The self regulatory components are intentionally interlinked with these classroom practices which enable the learners to gain confidence in learning and develop a sense of self efficacy and independent learning attitude among them.

6.11 Pedagogical Implications for designing classrooms for the future

The new trends in innovative practices and instructional designs need to focus on the higher order forms of thinking which depict the process of learning rather than the product of learning. One advantage of this approach is that it helps to clarify the theoretical concepts of effective learning with practical clarity. Developing a self

directive as well as a self reflective behavior acts as the key attributor of such type of learning.

The 21st century demands lifelong learners who are keen in their learning process as well as their individual strengths and weaknesses. The overall aim of the present study was to find out the effectiveness of certain instructional strategies based on self-regulation towards uplifting collaborative and learner driven learning for diversified learners at secondary level.

The results of the present investigation culminate the necessity of deliberately incorporating self regulatory strategies in the learning context. Even though the activity oriented modes were being adopted in the school set up, striking augmentation in the confidence level of language learning is not evidenced. The study indicates the context which demands more exposure to explicit instruction of varied activities entrenched in the self directive practices.

The select classroom practices namely, reflective dialogues and corrective feedback were meant to enhance the capacity of learners to self direct and enhance the power to introspect their behavior. Activities such as planning how to approach a learning task, monitoring comprehension and evaluating progress towards the completion of a task are self directive in nature. The mental steps or operations involved in each phase allowed the learners to regulate their efforts to attain the learning output. It will enable the learners to take control over their learning. They were equipped themselves to direct their own learning and monitor their progress while learning and were able to determine the right trail towards success. The explicit training in self regulation gives opportunities to observe, interact with peers and discuss the classroom practices with team mates and all of these creates a fundamental rhythm in language learning.

The phases included in the self regulative classroom practice capacitated the students to build an explanatory framework on the self directive strategies. The patterning of information with the help of this practice allowed the students to retain the information in an organized format. The study shows that learners practiced the task with a spirit of co-operation and made conscious effort to produce valuable outcomes. It also revealed the

impact of the collaborative learning towards the promotion of the content material and thereby become higher achievers in learning of Malayalam language.

Timely scaffolding and meaning making of the contextualized scenario facilitated learners' understanding and accelerated the process of constructing and extending knowledge structures towards the creation of the assigned task. The contextual relevance of the topic prompts the students for developing analytical skills which served the basis for producing a quality outcome in the learning process. These practices especially reflective dialogues and opportunities for feedback enabled the learners to gather up the threads through active emotional engagement in the class activities and raised their level of confidence with a promising effect.

The tangible results of the study show a significant implication towards the language learning context which clearly states that designing self directive classroom will be helpful for making them independent and autonomous to a greater extent. The conscious effort to practice these strategies stimulated learners' attention and expanded their horizons of language proficiency in an appreciable manner. Although it is difficult to meet the needs of entire students of a class at a stretch, it is important to meet many of them as possible. The study shows that the academic performance of students in the learning of Malayalam Language is highly related to the instructional practices based on self regulation. It is said that students without the stipulated learner driven abilities are eventually learners without direction or opportunity to plan their learning, monitor their progress or review their accomplishments for directing their future learning.

The qualitative discussion of the present study substantiated the fact that the collaborative as well as self directed activities sharpened the power of learners and sparked their interest towards enhancing improvement and intellectual capacities with regard to the specific content. It also helped them to engage and focus on transformation of information in an innovative set up, become alert and efficacious in the process of learning.

The general impact of the study reveals that it is high time to orient towards differentiating instruction inculcate with self directed methods are needed for creating

an enriching environment. This instructional approach gives the students a sense of ownership over the learning process and focuses on individual needs. The findings of the present study have implications for learners, teachers, curriculum designers and text book constructors .Timely initiatives taken by the educational agencies related to quality of education with regard to the implementation of these type of practices provide a valuable space for deep success in the learning of Malayalam language .

6.12 Limitations of the study

This study has certain limitations that need to be taken into account. First, the validity and reliability of the study are limited by the sample of 125 students from the select schools at secondary level coming under two districts of Kerala. This may act as an unavoidable limitation of the study. Second, the researcher has focused on only two classroom practices namely, Reflective dialogues and corrective feedback towards improving academic achievement and fostering self regulatory skills among the students at secondary level. The study has focused mainly on the students at secondary level.

Even though the study has been surrounded by certain limitations, it also has enormous possibilities for extending student success to a greater extent which mentioned in the foresaid sections. The need for differentiated instructional practices with a view to creating independent learners offers greater chances for the instructional practitioners in language learning classrooms. Eventhough the study has certain limitations, it has implications for future research studies.

6.13 Directions for future research

An extensive examination of the research done in the areas that come under the jurisdiction of the study points towards the pertinent need for a wide array of investigation in the particular areas. A few of the relevant areas are cited below.

- A study on the effectiveness of self regulative practices for enhancing Reading Comprehension and Vocabulary development of Malayalam language students at secondary level.

- The effect of monitoring exercises and feedback on performance and self efficacy of learners at secondary level.
- A study on the influence of collaborative learning on the development of self efficacy and independent thinking among the learners.
- Developing a learning package for enhancing learner driven learning based on Multiple intelligences of learners at high school level.
- Effect of Reflective Teaching Strategies on Communicative Competence of Malayalam language students at secondary level.
- Preparation and validation of self assessment practices on enhancing reflective thinking among the higher secondary students.
- Develop a multimedia package based on differentiated instructional practices based on self regulation for promoting professional excellence of school practitioners at higher secondary level.

These suggestive ideas can enrich the language learning classroom by creating a learner friendly climate as well as a platform for self regulated instruction which are the key ingredients towards creating active and thoughtful learners.

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Appendix A

Interview schedule for teachers: Semi structured Interview Guide

1. Focus group

- a) School practitioners in Malayalam Language at various levels
- b) Teacher Educators at B.Ed and M.Ed level

2. Background details of the interviewee

- a) Name and Designation
- b) Years of experience and expertise in teaching Malayalam Teaching.

3. Focus domains

- a) Brief sketch on language learning process and the prevalent stance of Malayalam Language Learning at secondary level with special reference to self regulatory practices
- b) Suggested paradigms for developing and strengthening self regulatory Environment in the classrooms.

Section 1 Brief sketch on language learning process and the prevalent stance of Malayalam Language learning at secondary level with special reference to self regulatory practices

- 1). What are the commonly practiced curriculum transaction modes in your Malayalam Language classrooms?
- 2) To what extent the prevailing classroom practices are utilized for enhancing self regulatory practices and collaborative learning of students

- a) Not at all sufficient
- b) Moderately
- c) Sufficient
- d) Very sufficient

- 3. How would you critically evaluate the awareness on self directed learning of your pupils at secondary level?

Majority are

- a) Exceeds expectations

- b) Meet expectations
- c) Partially meet expectations
- d) Does not meet expectations

b) Hindrances

4. What are the impediments (if any) and challenges confronted in your classroom while implementing the classroom instructional practices with regard to self regulatory practice?

c) Suggestions towards developing and strengthening self regulatory practices in the classroom setup.

5. What are the mechanisms of the classroom practices which can be implemented for enhancing self regulatory practices among your students?

6) Out of the classroom practices listed below which ones you prefer to incorporate in the classroom setting for getting maximum output to the diversified learners?

Classroom practices

- 1. Summarizing.
- 2. Reflective dialogues
- 3 Problem solving.
- 4. Corrective feedback

7. What are the major highlights of the select classroom practices that you prefer to be the most effective for the learners ?

Appendix B

Strategy Evaluation proforma for self regulated practices

		Not at all	Often	Always
1.	I feel responsible about my learning			
2.	Self regulated practices helps a lot in raising self learning			
3.	It helps in motivating us in collaborative learning			
4.	Monitoring process enhances motivation among learners			
5.	This practice motivate me to make planning in my learning			
6.	Additional study habit is raised due to these practices			
7.	This helps me to share the ideas with my friends			
8.	This enable me to collect latest information in a systematic manner			
9.	I have learned time management skill while practicing this strategy			
10.	Self regulated strategy helps to sustain motivation			
11.	Iam able to attend the learning task in a concentrated mood.			
12.	Setting realistic goals helps to complete the learning task meaningfully			
13.	This practice enable me to make challenge in my learning			
14.	Learning with comprehension is the output of self regulated learning			
15.	Self evaluation help me to drive my own learning			
16.	It helps to know our own weaknesses in the learning process			
17.	Seeking help from varied sources help to extend learning			
18.	Revising the learned material equip me to make clarity in learning			
19.	This approach help me to value the learning task			
20.	This instructional practice builds internal motivation for success.			

APPENDIX C

General format of the Lesson designs on select self regulated classroom practices

Name of the Teacher :

Name of the Topic : 'Krishikkaran'(short story

Objectives

- To equip the learner with the needed self regulated strategies for the development of regulated behavior among the students
- To capacitate the learners to appreciate the stylistic pattern of short story through developing relevant associations for the appreciation of the of the content material.
- To capacitate the learners to focus on the learning outcome by formulating appropriate frameworks for self appraisal of the performance.
- To develop in them an exploratory framework for the design of planning and monitoring strategies in order to regulate their self faceted patterns of learning.
- To calibrate the students with a network of pictorial representations for enhancing critical and creative thinking capabilities.

Content focus.

- To develop the skill of 'self regulation ' as a pedagogic practice to enrich awareness on self regulation among students of Malayalam Language at high school level.
- To make aware that agriculture is a conglomeration of producing food items for a whole community.
- To create and sensitize an awareness regarding the social responsibility of farmers.

Task focus

- To instill the students productive thinking capabilities and in built strengthened base to timely raise self directed questions.
- To calibrate the students with a network of collaborative as well as learner driven learning for enhancing critical thinking capabilities.

- To develop in them an exploratory framework for the design of planning and monitoring strategies in order to regulate their self faceted patterns of learning.

Product focus.

- To capacitate the learners to focus on the learning outcome by formulating appropriate frameworks for self appraisal of the performance.
- To equip them to differentiate the self regulated practice from the conventional practice and create a thorough understanding about the pattern of self regulated learning
- To critically analyze and appreciate the beauty of literary works.

Instructional materials

Worksheet, pencil/pen, Tape recorder, monitoring sheets, chart papers, observation check list, media projector and the like.

Phase-1	Learning environment	Interaction process
<p>Discussing the strategy</p> <p>Identify objectives</p> <p style="text-align: center;">↓</p>	<p>The teacher initially encourages the students to think about the vivid language learning strategies they practiced in classrooms and assess existing knowledge that the children have with regard to self-regulative strategies.</p>	<p>Teacher initially encourages the learners to make many predictions as possible regarding the content objectives through brainstorming activities</p>
<p>Elicit students' prior knowledge</p> <p style="text-align: center;">↓</p>	<p>Certain cues are provided by the teacher and the learners are made to describe the strategy they are employing in the completion of a learning task.</p>	<p>The title of the unit and the name of the writer are mentioned so as to scaffold their thought processes and there by eliciting their prior knowledge about the theme.</p>
<p>Develop vocabulary</p> <p style="text-align: center;">↓</p>	<p>Encourages learners to think about their thinking, builds interest and establish meaning .Introduces and discusses the theme of the textual matter in contextualized frames.</p>	<p>What do you think the lesson is all about?</p> <p>What makes you think so?</p>

<p>Provide motivation</p> <p style="text-align: center;">↓</p> <p>Activate prior knowledge and engaging</p> <p>K-w-L chart</p> <p>Familiarizing the pattern of organization</p>	<p>Listening techniques through systematic recordings with the help of electronic media.</p> <p>Exhibits the video clippings of the select theme namely, 'krishikkaran ' and its relevance and interlinks with the Kerala context.</p> <p>Explicit explanation about the various components like, planning, monitoring and evaluation.</p> <p>Encourage them to prepare a 'plan of action' chart to be carried out.</p>	<p>What do you think the writer is going to tell about?</p> <p>An open ended discussion ensures the whole participation of the students in an active manner. Learners are asked to paste the ideas emerged from discussions in a chart form.</p> <table border="1" data-bbox="991 1066 1390 1525"> <tr> <td>K</td> <td>w</td> <td>L</td> </tr> <tr> <td>What I know?</td> <td>What I want to know?</td> <td>What I have learned?</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>The teacher explains the role of reflective dialogues in organizing the ideas and events. Show students how to organize the ideas so that</p>	K	w	L	What I know?	What I want to know?	What I have learned?			
K	w	L									
What I know?	What I want to know?	What I have learned?									

<p>of material through reflective dialogue</p> <p>Selective attention</p> <p>Phase-2</p> <p>Modeling the strategy</p> <p>Present new information in varied ways</p> <p>Model practices explicitly</p>	<p>Follow the proper order of linking the set self regulative components with the assigned task.</p> <p>Models the strategy use through think aloud technique</p> <p>Illustrate the self dialogues practice by posing questions in the particular lesson, Krishikaran by Thakazhi Sivasankarappillai.</p>	<p>they understand how to proceed.</p> <p>Learners are become familiar with the patterns of organization of content material in a graphic form.</p> <p>Teacher explains the practical aspects of the use of self regulated strategies in different learning situations and assumes the responsibility to demonstrate the use of the classroom practice. Learners make sure about the significance of them in organizing the content material in an appropriate manner.</p> <p>The identified themes are summarized and put them in different formats</p>
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<p>Discussion with students</p>	<p>‘Today, we are going to learn the content through framing certain dialogues related to the topic’.</p> <p>Examine different classification of dialogues and the worthiness and critical features of them in the implementation point of view.</p> <p style="text-align: center;">Group.1</p>	<p>Discusses the characteristics usefulness and applicability of the learned facts and formulate examples for depicting the relationships of the content knowledge.</p>
<p>Contextualization of the learned practice</p>	<p>* How do the people of today consider agriculture?</p> <p>* What is the sensibility / receptivity of the title ?</p>	<p>Teacher explains the patterns created by students and sketch them in a chart.</p> <p style="text-align: right;">◀</p>

<p>Phase-3</p> <p>Remembering the strategy</p>	<p style="text-align: center;">Group 2</p> <p>* What are the rituals and customs related to agriculture?</p> <p>* When do we feel emotional sensitivity towards agriculture and cultivated land?</p> <p style="text-align: center;">Group.3</p> <p>*Does Kerala have traditional rituals related to agriculture?</p> <p>The circles formulated discusses the theme of the topic and links the meaning into the</p>	<p>Create conditions for effective guided practice experience including using different co-operative learning structures. Learners are provided with timely scaffoldings.</p> <p>Learners works in groups and make varied types of self dialogues which are able to depict the content in an organized manner.</p>
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<p>Opportunities to practice the content task</p> <p>Think-pair-share</p>	<p>particular learning context.</p> <p>Teacher encourages the students to respond their views and classify the questions with regard to the question generation.</p> <p>Students are then encouraged to analyze the major questions and sub questions identified through the exploration of the text. Teacher compares them with a view to motivate the learners and exhibit the student made questions in a chart form.</p> <div data-bbox="624 1736 949 1921" style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Dialogues generated by students</p> </div>	<p>Teacher assesses the works of students with the help of observational checklist and records their performances. Each group Presents their artifacts and shares their experiences to teacher prompts and asks questions related to the practice they learned.</p> <p>Teacher encourages them to monitor their plan of actions</p>
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<p>Monitoring by using observational checklist</p>	<p>Monitor and check the dialogues they formulated.</p>	<p>by using the monitoring sheets provided to them.</p> <p>* Am I making progress towards my goal?</p> <p>*how am I doing?</p> <p>*what information is important to remember?</p> <p>*what do I need to do if I don't understand?</p> <p>*Is the classroom practice is useful?</p>
<p>Monitoring sheets</p>	<p>Learners are encouraged to make more dialogues related to the particular topic by engaging in small group discussions. They pose the questions towards peers and make clarifications.</p> <p>Teacher helps the learners to evaluate the 'plan of action' made by them and they check the outcome.</p>	<p>Learners self evaluate their use of the learning strategy and how well it is working for them.</p> <p>* self questioning</p> <p>*meta cognitive discussions</p> <p>Learners were given opportunity to design a rubric for evaluating their own work. With the</p>

<p>Phase 4.</p> <p>Supporting the strategy</p> <p>Self evaluation</p> <p>Reflects on their learning</p> <p>Self generated rubrics</p>	<p>Through guided practice, teacher helps the students to construct different dialogues from the rest of the unit and gives certain cues for facilitating meaningful integration of questions with the content.</p> <p>Tr: Let us pose a question with regard to this particular area.</p> <p>Teacher appreciates the ‘why’ question and clarify its significance in the learning context. Points out the varied reasons and discuss it with the students.</p>	<p>assistance of the teacher; they learned to generate a Rubric in order to assess their work.</p> <p>Activity.</p> <p>Write and evaluate the dialogues created .</p> <p>Teacher provides practice opportunities in a wide variety of learning tasks. Learners were exposed to a novel context where the whole learning cycle is to be exercised.</p> <p>Teacher encourages the learner to take part in cognitive and meta cognitive discussions about the learned content.</p>
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<p>Phase 5.</p> <p>Independent performance</p> <p>Independent use of practice learned.</p> <p>Support transfer</p> <p>Evaluating the process and product of learning</p>	<p>Give specific short statements of encouragement /praise as feedback and support to the emergence of new questions and encourage them to monitor their plan of action.</p> <p>Teacher monitors students' skill in making and presenting questions during interactive small group instruction by using the observational check list.</p> <p>Prompt the students to use the practice without help for reaching the targeted level of mastery.</p> <p>Divide the students into groups of three. Have each group make a list of all the dialogues</p>	<p>Cognitive discussion</p> <p>Meta cognitive discussion</p> <p>* What is the specialization of the classroom practice?</p> <p>*what was easy and what was difficult?</p> <p>* How did the practice help in my learning?</p> <p>*To what extent the plan of action did help to organize the content material?</p> <p>* What is the opinion about this practice to other disciplines?</p> <p>Learners were given opportunity to design a rubric in order to evaluate a work done by them.</p> <p><u>Activity.</u></p> <p>Teacher assists the learners to create a student generated</p>
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<p>Evaluate the plan of action</p>	<p>asked by members of the group.</p> <p>Group.1</p> <p>Group.2</p> <p>Group.3</p>	<p>rubric for evaluating their own learning. Each group prepares a rubric with the assistance of the teacher.</p> <p>They self check their work based on the criterion level formulated in the classroom.</p>
<p>Judge the worth of the classroom practice</p>	<p>Make a list of all the dialogues asked by members and exhibit them on a chart paper.</p> <p>Encouraged to write rough drafts of their answers and discuss them with their team mates. Qualities of them should be discussed.</p>	<p>Teacher encourages the learners</p>
<p>Self evaluation</p>	<p>Examine and discuss the similarities and differences in the self created dialogues posed by their peers.</p> <p>Appreciate the best questions supported to</p>	<p>Recording their experiences in their work diary.</p> <p>*What is the specialization of the classroom practice?</p> <p>*is this practice useful?</p>

	<p>elicit and learn the content theme deeply and effectively. Elicit students' responses to check the mastery of the classroom practice.</p> <p>Teacher encourages the learners to take part in cognitive as well as meta cognitive discussions about the learned content. Sharing of experiences helps them to rethink the classroom practice.</p> <p>Give directions to record the learned material in their k-w-l chart and check if they attain the accomplished goal within the time limit.</p>	<p>*what was easy and what was difficult?</p> <p>*how did this practice help in my learning?</p> <p>* To what extent the plan of action did help to organize the content material?</p> <p>*What is the opinion about using this practice to other disciplines?</p> <p>They were collaboratively discuss the stages, frames and conditions for developing an editorial in a lively manner. After the presentation of discourses between groups, they were asked to check the components in the distributed editorial and monitor their understanding of the pathways of writing an editorial.</p>
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	<p>Learners mentally summarize and reprocess what they have learned and internalize the new classroom practice.</p>	
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APPENDIX D

Achievement Test in Malayalam

Time 1 hour

Marks.30

Fãm tNmZy-ŞÄipw D⁻-c-sa-gp-XWw

1.-Po-hn-X-s⁻-ip-dn⁻“pÅ I mgv⁻ , mSv Irjn-ijm-c³ F¶ IY-bn-eqsS Xlgn Bhn-jvi-cn⁻“n-cn-ijp-¶Xv F§s\? (2)

2.`mjm-ip²n hcp⁻pl

hbÅ Irjn-,Wn XpS-§m-dm-bmÅ _men-bnse Hmtcm {Kma⁻nÅ \n¶pw sNdp-kw-L-§Ä tLmj-bm-{X-bmbn AKpw-Kv ae-bn-teip]pd-s,-Spw. (2)

3.-te-J\w Xçm-dmjmw

Irjn-bn-d-ijm³ IÀj-IÀ Xçm-dm-Wv. F¶m-Å \nc-h[n {]iv\-\§Ä AhÀip--v.-p-Ah]cn-l-cn-i -hm³ kaqlw Xçm-dm-h-Ww.-\n-§-fpsS kvjqfnsâ]cn-ØnXn Ivf^onsâ B`n-ap-Jy-⁻nÅ {]kn-²o-l-cn-ijp¶ ImÀjn-l-,Xn-,nÅ \Ålp-hm-\mbn Hcp teJ\w Xçm-dm-ijp-l.(4)

4.-l-Ym-]m-{X-\ncq-]Ww Xçm-dmjmw

C cm{Xn-bnÅ]p©-i---⁻nÅ aS-sh-bvmt\m? Irjn-ijm-c³ AXp sNçptam Ip«o? Rm³ apSn-t^ams«. F¶mepw sNç-cp-Xm⁻Xv sNçp-ln-Å.Cu hmip-IÄ hni-l-e\w sNbvXv Irjn-ijm-c³ F¶ IY-bnse tli-h³\m-b-cpsS kz`m-h-hp-ambn _Ô-s,-Sp⁻n IYm]m{X \ncq-]Ww Xçm-dm-ijp-l.(4)

5.-l⁻p Xçm-dm-ijmw

\n§Äip--m-bn-«pÅ Ahn-kva-c-Wo-b-amb bm{Xm-\p-`-h-§Ä krlr⁻pambn]!p-sh^v Hcp l⁻p Xçm-dm-ijp-l.(5)

6.-{]-`m-jWw Xçm-dm-ijmw.

\jvS-s,-«p-slm--n-cn-ijp¶ ImÀjn-l-kw-kvim-c⁻nsâ aqeyw Xncn⁻-dn-bm\pw ImÀjn-l-hr⁻nsb BZ-cn-tj---Xnsâ Bh-iy-IX hyà-am-ijp-hm\pw DX-lp¶ Xc⁻nÅ kvjqÄ Akw-_vfn-bnÅ \S⁻p-hm-\mbn Hcp {]-`m-jWw Xçm-dm-ijp-l.(5)

7.-A-\p-`-h-ijp-dn,v Xçm-dm-ijmw.

I¶n-sim-bv̄n-sebpw Irjn-im-c\̄n-sebpw ImÀjnl kar²n C¶p ImWm³ Ign-bp-¶pt-m?
½psS Irjn-bn-S-šÄip h¶ amä-šfpw AhnsS \nšsf kv]Àin̄ Imgv̄-Ifpw ASn-Øm-\-amin
Hcp A\p-`-h-ip-dn,p Xçm-dm-ip-l.(4)

8.-hn-e-bn-cp-ˆÂ Xçm-dm-ımw.

i_vZn-ip¶ le-,,-lr-jn-im-c³ Cu c-p IY-l-fn-tebpw {}tabw \nšÄ Xncn-̄-dn-ªn-«p--v.Cu IY-
l-fpsS kmay hyXym-k-š-fpsS hni-l-e-\-n-eqsS kz'w Imgv̄-,mSv Ah-X-cn-,n-ip-l..(4)