

The Effects of Assessment as Learning (AaL) on ESL students' Academic Performance and Motivation in the light of self-Regulated Learning (SRL) Theory

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This study intended to investigate the effects of Assessment as Learning (AaL) strategy on satisfaction of academic performance and motivational beliefs of ESL (English as Secondary Language) students of Public sector school. Using the quasi-experimental pre-post-test control group design, and assessment strategy recommended by Lee and Mak (2014), this study examined the effects of Assessment as Learning (AaL) on students' studying ESL writing skills in Argumentative Essay. Through the convenience sampling technique, 60 ninth standard students were selected to participate in the study. Students' performance was analyzed with the help of Argumentative Essay Test and Motivation was investigated by using Motivated Strategies for Learning Questionnaire (MSLQ). Both control and experimental groups were trained through traditional teaching ESL strategies; however, experimental group students practiced an additional intervention identified as "Assessment as Learning (AaL)" strategy. After seven weeks of study, both groups' performance and motivation were evaluated through post-tests. The data from pre-tests and post-tests were analysed by Independent Sample t-tests. The results demonstrated that the experiment group's academic scores and motivation were significantly higher, thus the implementation of AaL practice is recommended to raise self-regulation and performance of students.

Keywords: assessment as Learning (AaL), academic performance, instructional strategy, motivation, self-regulation.

English is not only an international language used for verbal and written communication but also the second most spoken language in the world after Mandarin Chinese with 983 million speakers on the globe (Julian, 2020). Literature from previous researches has highlighted that students in non-English speaking countries struggle substantially when studying English as secondary language and found it challenging to develop the required skills (Rizwan, Akhtar & Sohail, 2017).

Mahboob (2007) stated that in Pakistan, the English attained the third role for communication, whereas Urdu and local regional languages are at second and at first place.

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1. Preeta Hinduja is the main author of the paper who generated ideas and drafted the final manuscript.
2. Dr. Martin Thomas administered the project and guided authors in finalizing the manuscript.
3. Sohni Siddiqui helped in the final draft of the paper and in an analysis of the quantitative part of the research.

Moreover, students, even after completing twelfth standard of education are unable to get command over English Language and more communication in the local language are seen in urban areas or villages located nearby cities. In schools, students study English as an international language but are unable to construct a single sentence without semantic or grammatical mistakes (Kannan, 2009) and pupils study English only for passing out examinations (Bilal et al., 2013).

Moreover, low motivation and performance in English Language subject negatively affects performance in other subjects where English is used for instructions and assessments (Dilshad, Nausheen & Ahmed, 2019; Fareed, Jawed & Awan, 2018). One of the reasons for students' unsatisfactory performance and lack of motivation is the insufficient incorporation of instructional strategies that foster self-regulated learning. Since the self-regulated learning (SRL) is a missing component of ESL classroom pedagogy (Saeed, Tahir & Latif, 2018), the key interest of current research was the identification of effective instructional strategy that cultivates self-regulation among students learning English as Secondary Language.

The current research is grounded in the self-regulated learning theory. Self-regulation is defined as a course of action by which an individual becomes aware cognitively and controls his/her learning process (Zimmerman & Schunk, 1989). Such metacognitive awareness and control have a positive influence on the psychological needs and achievement of students. Different research studies have determined that application of SRL helped students in the past, maximized their learning in English language subject (Ozan & Kincal, 2018) and have justified positive effects on students attitude' and ESL writing skills (Teng & Zhang, 2018). One potential strategy that reinforces self-regulation is Assessment as Learning (AaL) strategy.

Lee and Mak (2014) suggested that Assessment as Learning (AaL) focuses on teaching students metacognitive skills, encouraging them to self-assess their works that increase self-regulation among them. Young (2018) discovered that self-assessment enhanced deep learning among students and Polio and Friedman (2017) explored that learning writing skills in the second language, teachers' adoption of effective instructional strategies help students to reflect on their work and identify their learning needs. Furthermore, Cleary et al., (2017) added that in order to increase students' self-regulation, it is important to promote intrinsic values and self-efficacy beliefs. Self-efficacy is the perception of his/her ability and confidence to perform smoothly (Schunk, 2012). Self-efficacy engages students in anticipating what they can do and, develops perseverance towards their learning goals. This research has applied findings of prior researches in new context for advanced scope and broaden horizon.

During the last 15 years, the SRL has emerged as an effective learning approach with positive influence on student performance and motivation in various educational contexts (Clift, 2015; Cleary et al., 2017; Harris & Brown, 2018). In spite of enormous potential, in Pakistan, educators and students are reluctant to adopt SRL as an instructional approach (Yasmin et al., 2019). Pakistan is among such nations that are striving to meet the global standards of teaching and learning and thus need to shift the focus from teacher-directed learning to self-regulated learning. This research study focused on analyzing the effect of AaL, a SRL strategy on ESL students' motivation and academic performance.

Literature Review

A review of the related literature has conclusively promoted various outcomes of Assessment as Learning (AaL) tool and numerous theories provide support and foundations for AaL process. Some of the key theories include Cognitive Development theory of Piaget (1950), Social Cognitive Theory of Bandura (1986:1991) and Self Determination Theory (SDT) of Deci and Ryan (1985). Based on the concepts of earlier theories Zimmerman and Schunk (1989) developed a new theory termed as Self-regulated Learning Theory (SRL) that was used as pivotal theoretical support for this study. Wirth and Leutner (2008) defined Self-regulated learning (SRL) is the capability of autonomously plan, carry out task and evaluate own learning process that further engages students to take decisions on cognitive and behavioural aspects of learning. Self-regulated learning theories are applied directly into the classrooms practices. It is how learners plan, choose, organize, or shape their learning in school learning environment and eventually they reach to their best competencies with sustained improvements in their attitude and academic progress (Paris & Paris, 2001; Paris & Newman, 1990; Zimmerman & Schunk, 1989).

AaL is a formative assessment tool that focuses on engaging students in self-assessment processes to increase the metacognitive adjustments of students (Dann, 2014). The cognitive development theory of Piaget (1950) provided a framework for understanding students' abilities of metacognitive regulation within developmental stages. These developmental stages are sensorimotor, preoperational, concrete operational and formal operational stages. In the current study, participants represent the formal operational stage, where adolescents can understand abstract concepts and think logically about the possible outcomes of their efforts and activities. Moreover, they are capable of re-examining their beliefs and have the ability to articulate them rationally. To enforce SRL, students' motivation to perform a task, needs to be improved.

Researchers have discovered the problem of motivation in adolescents towards learning ESL and it has been observed that lack of motivation among adolescents is a result of experiences that have been shaped by social environment and students' self-concepts (Bandura, 1991; Dilshad et al., 2019). Social cognitive theory (SCT) of Bandura has explained that the productive exercise of self-influences, motivate individuals' behaviours to perform certain actions. These self-influences are categorized into three principles: Self-monitoring of individual's course of actions, determinants of action and, judgement of effects of that action. Bandura proposed that during the self-regulation mechanism, self-efficacy performs a key role as it affects one's thoughts and actions. Bandura's concept of self-influences and self-efficacy were realized with the application of self-assessment strategy by young children of elementary schools (Clift, 2015).

Although, many of the researchers have criticized that unless social support is provided to students, successful self-assessments are not possible. Self-Determination Theory (SDT) of Deci and Ryan (1985) paid attention to cultural and social factors that affect persons' sense of initiatives, volition, interest and quality of their work. The events supporting autonomy and competence increased students' intrinsic motivation and cognitive engagement. Classroom implication of SDT has suggested by researchers worldwide in various educational contexts (Siddiqui, Soomro & Thomas, 2020; Lambert, Philp & Nakamura, 2017).

It has been recommended for ESL teachers to adopt effective instructional strategies and structured instructions to have a significant advantage in metacognition, which not only support learners to mastery over skills but also assist them to understand where, what and how to apply

these skills (Ardasheva et al., 2017). Thus, students do not develop their self-reflective ability without getting awareness, there is a need for frequent reminders and it is the responsibility of the teachers to understand individual needs and provide them diagnostic and descriptive feedback, which help them learning ESL (Lee, 2015).

Feedback is defined as the information provided by teachers, peers, self, parents or, one's experience in order to improve his/her understanding and performance. It has been reported that self-regulated learners are distinguished for their positive use of feedback, which adds to their levels of motivation (Paris & Paris, 2001).

Conceptual Framework

According to Lee and Mak (2014), AaL process is conceptualised into three major steps of learning: (1) Where the student is going; (2) Where the student is now and; and (3) what the student needs to get there. It is recommended for ESL teachers to incorporate following instructional strategies:

Strategy 1 in AaL: Explaining learning goals and criteria of success:

In AaL through explicit instruction, teachers identify and clarify the goals and success criteria with the help of the rubrics in order to make sure where students are going. Teacher spends time with students, elaborate how to write relevant information in paragraphs, how to maintain events sequence in chronological order, providing explanations for reflection and promoting accurate use of tenses and vocabulary. Teaching instructions target the metacognitive awareness of students about task related strategies.

Strategy 2 in AaL: Providing students descriptive and diagnostic feedback

After understanding learning goals, students complete their given tasks and self-assess their work against the standards. To ensure students' engagement in the proper direction, teachers need to give descriptive as well as diagnostic feedback, which can guide students to find their areas of improvement. Feedback forms are deliberately used where the teacher does not include all learning goals in one turn rather focuses on the selected items in one feedback form. Feedback provides information about three questions: where I am going, how I am going and, where to move next.

Strategy 3 in AaL: Empowering learners as learning resource for one another

In AaL-based classrooms, students are empowered, support each other as resources, and build a learning community. In classroom writing performance, students perform actively before, during, and after writing. Before writing, learners brainstorm their ideas, listen and understand their peers' minds, and outline reading material. After writing, students engage in self and peer assessment, reviewing and writing comments on peer drafts. For effective use of peer feedback, teachers provide task-specific feedback forms.

Strategy 4 in AaL: Developing a sense of ownership among students

In order to develop a sense of ownership, teachers encourage students to set generic and individualized goals, for example how to write an effective essay or story; is there any problem in writing; how can this problem be solved. Students are further instructed to ask metacognitive questions, such as: 'during reading, I will try to link my knowledge with what I am reading'; check whether my prior knowledge is correct; re-read hard parts of paragraphs; and guess the meaning of unheard vocab. These goals help in achieving curriculum goals.

Argumentative Essay and MSLQ

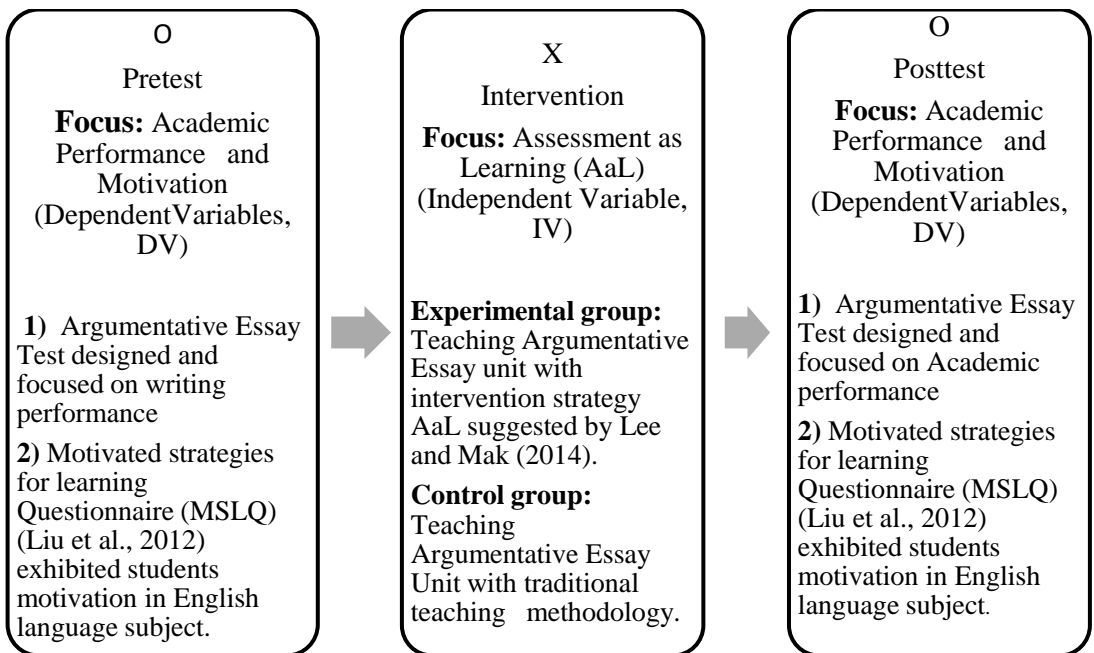
Students’ academic performance can be assessed by Argumentative Essay Tests. Hyland (1990) defined Argumentative Essays are those that encompass an issue, discussing its positive and/or negative aspects and justifying support for one aspect. The purpose of argumentative writing is to persuade the reader about the accuracy of the key statement. The essay includes three stages: Thesis, argument and, conclusion. Thesis stage is writers’ key statement; the argument stage claims and supports the accuracy of the key statement and; conclusion stage affirms the significance of an argument with reference to the key statements.

Motivated Strategies for learning questionnaire (MSLQ) is a self-report questionnaire that was originally developed for college students by Pintrich and his friends (Duncan & McKeachie, 2005). The MSLQ was revised by Liu et al. (2012) for secondary students in Asian context. As the focus of this research was to improve students’ self-efficacy, intrinsic motivation and self-regulation, the current research used the revised MSLQ.

Figure 1 represents the conceptual framework supporting the study adapted from Fraenkel et al., (2012) also used by Thomas and Madden (2018).

Figure 1

Conceptual framework



Method

Research design

Research design is quantitatively aligned with quasi-experimental and pre post-experimental approach to examine the effects and significance of treatment. Table 1 describes the structure of the study, together with research questions, research design, theoretical framework as well as data measures.

Table 1

Description of the Structure of the Study

Research Questions	Theoretical Framework	Research Design	Data measurement
RQ1	SRL (Zimmerman & Schunk, 1989)	Theory & Pre-Test Post-Test	Argumentative Essay Test
RQ2	SRL (Zimmerman & Schunk, 1989)	Theory & Pre-Test Post-Test	Revised Motivated Strategies for Learning Questionnaire (MSLQ)

Source: Author's design

Research Questions

The following research questions guided the study:

RQ₁: What is the difference between the academic performance mean scores of students who practiced AaL and those who did not?

RQ₂: What is the difference between the motivation mean scores of students who practiced AaL and those who did not?

Hypotheses

H₁: Assessment as learning (AaL) has a significant positive effect on ESL students' academic performance

H₂: Assessment as learning (AaL) has a significant positive effect on ESL students' Motivation

Instruments

The following instruments were used to measure academic performance and levels of motivation.

Argumentative Essay Test

Academic Performance of students was measured by the Argumentative Essay Test. Writing an argumentative essay is the part of Students Learning Outcomes (SLOs) for ninth graders (National Curriculum, 2006). Pre-test topic was "Should high school education be mandatory for students" and the post-test topic was "Is Science a blessing for humanity". Essay was scored by using rubric that was made by group of experienced ESL teachers of school, also being practiced by school for last few years. The possible scores ranged from 6 – 24 (see appendix B). To ensure content and construct

validity, a panel of three experts reviewed the rubric, Inter-rater reliability of rubric was found ($\alpha=0.95$).

Motivated Strategies for learning Questionnaire (MSLQ)

The revised MSLQ is based on a 5-point Likert scale (1 = *not at all true for me*, 5 = *very true for me*). This study adapted revised MSLQ with four subscales: learning strategies (10 statements, contain 4 statements on self-regulation and 6 statements on cognitive strategies); intrinsic value (5 statements); self-efficacy (6 statements), and; lack of self-regulation (3 statements). This study did not incorporate 'the test anxiety subscale'. The obvious reason of not including 'test anxiety' items was that, these items measure negative achievement expectancy, and this study did not have interest in this area. Scores were ranged from the lowest score 4 to the highest score 20, where the higher scores were representing a higher level of motivation. Overall reliability of the scales Cronbach's $\alpha = .626$, highlighting fair internal consistency (Hair et al., 2010).

Participants

With the convenience sampling technique, 60 male students from two intact classrooms participated in this research study. In the public sector school setting of Pakistan, most of the secondary and higher secondary level schools are gender-segregated and there exist very few co-education schools. The researcher approached three different typed (Boys, girls and co-education) schools. On receiving the consent from boys' school, the study was conducted over there. The total enrolment of each class was 30, so one class was named as control and the other experimental groups. There was negligible age variation among students as the recorded birth year was (2003-2004).

By using GPower analysis sufficient sample size (N=30) was observed. No participant remained absent throughout the intervention period, therefore the mortality, a threat to internal validity was controlled.

One volunteer English language teachers from the school participated in the study who taught to both the groups according to the instructional standards of writing Argumentative Essay suggested by smith (2018).

Procedure

After completing the pre-test, the students participated for a seven weeks long intervention developed on the instructional standards suggested by Smith (2018). Both the control and experiment groups received traditional instructions; however, the experiment group participated in additional instructions in which they followed the AaL strategy (see Appendix A).

To adopt the AaL strategy, the students from the experiment group followed the steps: (1) self-assessed their work by completing their own feedback form (See Appendix A, Part I); (2) attempted peer-review under supervision of teachers (see Appendix A, Part II). Part II contains a brief review of their peer in the form of short question answers: "*Where have I done good, where improvement is needed, and how this improvement can be made*". (3) Based on peer conferencing and self-judgments, students developed two additional learning (mastery) goals as support for future learning, *such as: I should work on grammar, avoid the repetition of same words/ justify argument etc.* (4) The teacher provided students diagnostic and descriptive feedback on self-set goal forms (see Appendix A, Part III) which were returned to students. Worksheets used in the intervention group

embedded self-regulated learning (See Table 2). After the seven weeks of study, post-tests were conducted.

Table 2

Application of SRL Theory to Assessment as Learning (AaL) process

Constructs of SRL Theory	Activities	Forms (Appendix A)
Self-assessment	While analyzing their class assignments, students self-assess their answers as right or wrong	Part I
Self-evaluation	Students evaluate their work by providing remarks	Part I
Feed back	Students answered to three questions: "What better they have done? Where improvement is needed? How this improvement can be made?"	Part II
Set goals	Students respond the question: "What should be my next step?" and develop two learning (mastery) goals.	Part III

Source: Author's design

Results and Discussions

Data was analyzed by using SPSS software *version 22*, level of significance $p < .05$ was used to reject the null hypothesis. Table 3 presents a summary of the proposed statistical analysis for each hypothesis.

Table 3

Statistical Analysis for each hypothesis

Hypotheses	Independent Variable	Dependent Variable(s)	Statistical Analysis
H ₁	AaL	Academic Performance	Independent Sample t-test
H ₂	AaL	Motivation	Independent sample t-test

Source: Author's design

The statistical procedure included independent sample t-test to test hypothesis 1 and hypothesis 2. Since there was no random assignment of students therefore it was important to examine pre-existing differences between groups thus pre-test was conducted. Findings of pre-tests assured group equivalence, as the means, t-test and p-value ($p > 0.05$) represented no essential differences between the groups on both variables (see table 4).

Before analysing statistical results of independent sample t-test, certain key assumptions were tested so that statistical analysis could be interpreted appropriately (Rovai et al., 2014). The assumptions followed independence of observations, Normality and Homogeneity of variances.

Since groups were independent of each other's. None of the members participated in both groups, in this way the assumption of independence of groups was met. Normality of pre-test and post-test scores on two dependent variables was tested. The Shapiro-Wilk test was used to check normality for each variable. The outcomes of Shapiro-Wilk test ($p > .05$) (Shapiro & Wilk, 1965) with skewness and kurtosis values for each group ($N=30$) ranged from 0.4 to 0.68 which was below 0.7, indicated that sample followed normal distribution. Assumption of homogeneity of variance were tested by Leven's Test, variances in academic performance post-tests, $P=.233$ and motivation post-tests, $P=.90$ were not significant, hence, the assumption of equality of variance was met.

Table 4
Mean, SD and t-tests for experimental and Control group

Scores	Groups		t	sig (2-tailed)	Cohen's d
	Experimental group	Control group			
Pretests					
(Essay Test)					
<u>M</u>	8.46	8.63	0.289	0.77*	
<u>SD</u>	2.19	2.26			
Pretests					
(MSLQ)					
<u>M</u>	14.7	14.59	-0.43	0.66*	
<u>SD</u>	1.71	1.48			
Posttest					
(Essay Test)					
<u>M</u>	14	10.9	-3.75	0.001**	0.9
<u>SD</u>	2.8	3.5			
Posttest					
MSLQ					
<u>M</u>	16.27	14.7	-4.45	0.001**	1.1
<u>SD</u>	1.29	1.3			

Note: Maximum scores on Essay test =24 and MSLQ (Motivation test) =20

* $p > 0.05$. ** $p < 0.05$

Refer to table 04, results show significant difference in post-test mean scores between groups, as $p=0.00$. The experimental group's score was found higher than the control group's post-test score on both variables with a large effect size $d > 0.8$. Thus, the analyses provide evidence in support of the hypotheses 1 and 2.

Cohen (1988) suggested Cohen’s *d* technique that is used to find the standardised difference between groups and examine the magnitude of the effect of intervention. This study found large effect size $d=0.9$ for Essay test and $d=1.1$ for motivation test (see table 4).

Figures 2 and 3 are graphical representation of pre-post-tests’ mean scores of each group on academic performance and motivation variables.

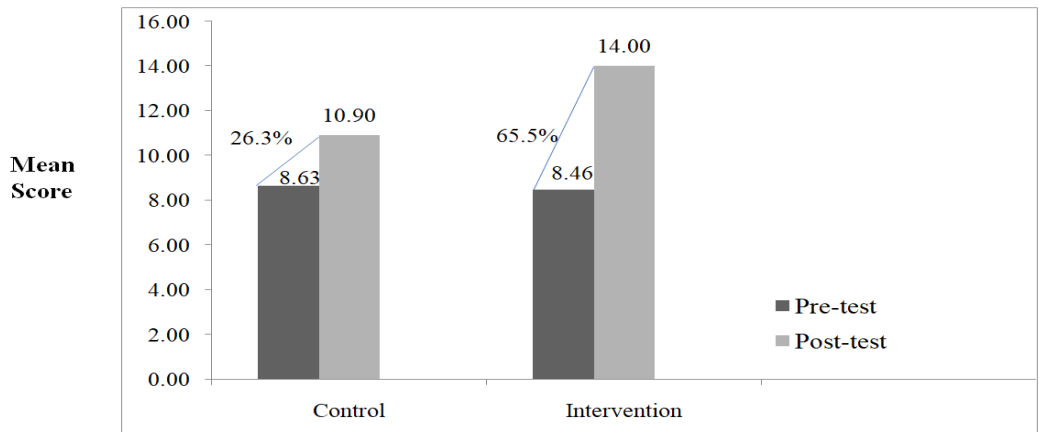


Figure 2: Growth percentages for Dependent Variable Academic performance

Figure 2 shows a graphical representation of increased scores from pre-test to post-test in growth percentage on academic performance for each group. However, an increase in scores is observed with both groups, but differences in mean scores revealed a higher growth in the experimental group. The experimental group’s scores were 39.2 % higher than those of the control group were. The results were consistent with the studies of Teng and Zhang (2018) that motivation and self-regulation improve students’ writing performance.

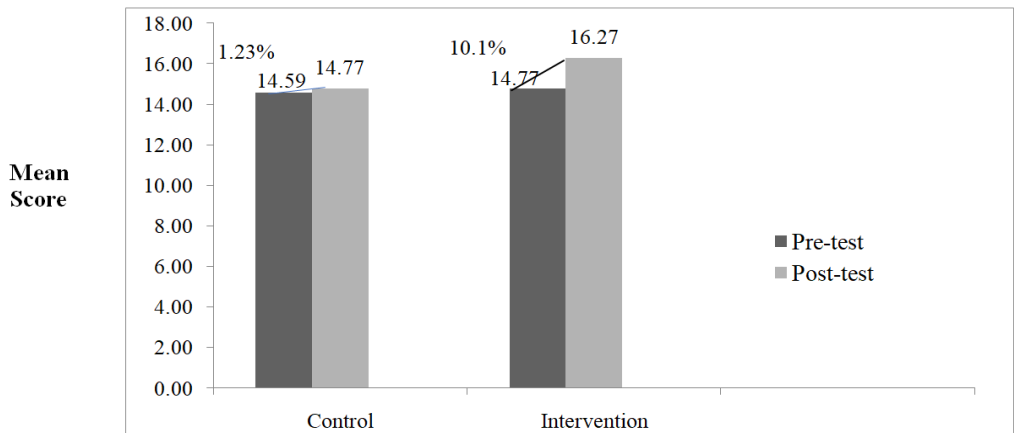


Figure 3: Growth percentage for Dependent variable (Motivation)

Figure 3 is the graphical representation of increased mean scores from pre-test to post-test on the level of motivation. Both groups showed an increase in growth percentage from pre-test to post-test but the experimental group displayed higher growth than the control group. The experimental group's scores were 8.87 % higher than those of the control group were. The results supported the conclusion of Lambert et al., (2017) that students' engagements improve their levels of motivation.

Interpretation and Conclusion

This study aimed to improve ESL students' motivation and writing performance by introducing Assessment as a Learning tool and Self-Regulated Learning strategy in public sector secondary level educational institutes.

Testing of hypotheses revealed that the intervention of AaL, which is self-regulated learning (SRL) strategy, caused a significant positive effect on students' academic performance in English Essay Writing. Aligned with previous researches (Teng & Zhang, 2018; Wong & Mak, 2019), the findings of this research have shown a significant difference in writing scores among the participants of experiment and control groups.

It is revealed that the improved scores on academic performance were due to successful application of self-assessment made by ninth grade pupils, thus the assertion of Paris and Newman's (1990) that adolescents are able to self-assess their work and self-regulation can be practiced accurately by them was also strengthened. Furthermore, these results support the conclusion of Polio and Freidman (2016) that students can diagnose their learning needs when they become aware of their learning strategies, and also support Joseph's (2006) conclusion that metacognitive knowledge proceeds, students, towards adoption of learning strategies that are linked with their academic performance.

Similar to the conclusion of Deci and Ryan (1985), in this study the autonomy supported classroom environment reinforced students' engagement and intrinsic motivation. Such an environment also supports and reinforces cooperative learning between students and teachers. The findings also strengthen the research of Lambert et al., (2017), who reported that while learning ESL, students' engagement caused positive impact behaviourally, socially and cognitively. Behaviourally, they play an active part to complete their assignments with persistence on difficulties; cognitively they are engaged in thinking to learn skills; socially they document their work and celebrate their learning with peers. While celebrating their learning, students also inclined towards positive self-talks which increase their self-efficacy (Paris & Paris, 2001; Bandura, 1991).

In addition to this, the findings support the notion of Pintrich (2000) when teaching instructions target on mastery goals of students rather than performance goals, students become ready to put more effort and to take challenging tasks. In this study, participants were ensured that their participation had nothing to do with their annual grades and, even they were not aware of post-tests.

In contrast with the findings of Ali and Pathan (2017) that stated 'course contents and teaching material' is the highest factor of demotivation for students learning English, findings of the current research revealed that students motivation depends on how teacher deliver the course content by incorporating effective learning instructions in classrooms. In this study both the control and experimental groups were shared and discussed the same content of writing Argumentative

Essays, but variations in levels of motivation between the groups' participants were due to discrepancy in the adoption of effective instructional strategies with experimental group. In addition, researcher during applying interventions also observed that participants of the experimental group showed a higher level of enthusiasm towards knowledge gain and gathered information on their own, not only in the scheduled lessons in the formal classroom setup but also in informal after school contexts.

Siddiqui et al., (2020) in an experimental research design revealed that self-determined motivation and satisfaction of psychological needs among secondary level students could be achieved through computer instructional-based blended learning program. Since the target population of this study was public sector secondary school where the use of system technology was not convenient due to socio-economic reasons, the alternative approach AaL is potential and useful for teachers.

Results represented the dissimilarity in motivational beliefs among students of control and experiment groups, which show that lack of self-efficacy and task value can be one of the potential inhibitors towards self-oriented learning, improved performance and contribution in the classroom discussions. It can be concluded that the creation of the autonomous self-regulated learning environments based on motivational beliefs, where students are encouraged to ask questions can be effectively used to improve weak students' performance. The study findings provide insight into secondary level ESL Classroom pedagogy to cater to the problem of a low level of motivation and proficiency of students, therefore the proposed benefits of AaL suggest teachers to be cognizant of this instructional approach.

This study has also proposed some of the limitations. The selection of samples with isolated intervention and participation of only male students limits the generalisability of results. The study findings are based on a self-report questionnaire which is considered bias and there is a possibility that actual results may differ from those of students have reported. Rovai et al., (2014) declared that self-reports are the least reliable tools to measure, but due to the unavailability of alternatives, and to determine students' honesty in responses, the student marked responses are assumed correct and valid.

Future researchers may apply the same research on elementary school students. Since the current study was quantitative and interventions were applied for a shorter duration, it is recommended that further longitudinal and qualitative studies can extend the findings of the current research and examine long-term effects of AaL intervention on thoughts, behaviours and motivational beliefs of young children.

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APPENDIX A:

Worksheets

Part-I

Self-assessment Feedback form

Constructs	Well done	Satisfactory	Room for improvement	Remark
List of ideas and opinion and claim				
Outline the Essay (Topic sentence, Thesis statement, Hook Statement, Concluding statement)				
Introduction				
Main body 1 (Argument, support and evidence towards claim)				
Mainbody 2 Counter Argument				
Conclusion (clear and precise summary, significance) Recommendation				
Grammar (Syntax, Style, Usage Mechanism				

Part II

Peer Feedback Protocol

Student writer/Presenter: I would like to have feedback most on.....

Peer reviewer, (1) I think you did well on (Praise);

(2) But you need to change these parts because (Point out areas for improvement); **(3)** overall you can improve by (Give constructive suggestion)

Student writer /presenter: (Seeking clarification), Could you explain on?

Peer reviewer: Explain

Part III

What next I should do? <ul style="list-style-type: none"> • _____ • _____ 	Teacher's Feedback _____ _____
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APPENDIX B

Rubric for Argumentative Essay

Assessment Criteria	Step 4: Above Standards	Step 3: Meeting Standards	Step 2: Approaching Standards	Step 1: Below standard
Task fulfilment	Essay shows student understands task properly and ideas are developed intelligently that form an argument into multiple sections.	Essay shows student understands task and argument is formed into multiple sections.	Essay Shows understanding of task into Simple paragraphs rather that multiple sections.	Essay shows incomplete understanding regarding task.
Organization	Essay is organized into clear, relevant and logical way. Coherence and cohesion is found throughout the sections.	Essay is mostly organized into clear, relevant and logical way. Coherence and cohesion is found in most of the sections.	Essay is somehow organized into clear, relevant and logical way. Coherence and cohesion is found in some of the sections.	Essay is not organized clearly and logically. Rarely Coherence and cohesion is found.
Introduction	Introduction is written with sound opening sentence, related context, and clear thesis statement by providing ideas to be discussed in rest of the essay.	Introduction is written with sound opening sentence, some context, and clear thesis statement by providing ideas to be discussed in rest of the essay.	Introduction starts with strong opening, some context and clear thesis statement.	Introduction starts with opening sentence, some context and an unclear thesis statement

Evidence	Multiple relevant and clear examples from credible sources are provided in support of thesis statement. Evidence provides acknowledgement and rejection of opposing viewpoints.	Multiple relevant and clear examples from credible sources are provided in support of thesis statement. Opposing viewpoints are shared but not rejected with evidence.	Some relevant and credible sources are provided in support of thesis statement. Opposing viewpoints are not shared.	Few relevant and clear examples from credible sources are provided in support of thesis statement. Opposing viewpoints are not shared.
Conclusion	Main ideas are here summarised, their importance is given, it reflects innovative thoughts and insights based on facts .	Main ideas are here summarised, their importance is given and it reflects innovative thoughts and insights.	Main ideas are here summarised with their explanation but reflects few innovative thoughts and insights.	Main ideas are here summarised with little explanation, and does not reflect any innovative thought.
Language Skills	Grammatical conventions (Syntax, vocabulary, style and mechanics) are followed effectively (95% accuracy)	Grammatical conventions (Syntax, vocabulary, style and mechanics) are usually followed.(80% accuracy)	Grammatical Conventions(Syntax, vocabulary, style and mechanics) are followed sometimes (65% accuracy)	Grammatical conventions (Syntax, vocabulary, style and mechanics) are rarely followed (45% accuracy)

Note: step #1 show students achieved 01 mark in particular criterion and step 04 represent 04 marks simultaneously. Therefore minimum marks=06 and maximum marks=24