

Literature Circles as a Strategy for Promoting Self-Regulated Learning in Algerian High Schools.

الحلقات الأدبية كاستراتيجية لتعزيز التنظيم الذاتي للتعليم في المدارس الثانوية الجزائرية

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Abstract:

Many instructors view the use of collaborative tactics to be an effective method for revitalizing literature conversations in which students assess and record their own degree of learning engagement and response to any literary work they read. As a result, it has been agreed that literature circles are an effective method for assessing students' comprehension of a text and providing them with practice in self-regulation through participation in group discussions. The purpose of this research was to examine whether or not literary circles are effective in encouraging self-regulated learning among high school EFL students. The research was an experimental one that took place over the course of one trimester in two different high schools. Using this method has been shown to improve students' ability to regulate their own learning and to monitor, plan, and evaluate their progress throughout a reading session to become active learners.

Key words: Literature Circles – Self-regulated – Collaboration – Active Learning

الملخص:

يرى العديد من الباحثين أن استخدام التكتيكات التعاونية هو طريقة فعالة لتنشيط المحادثات الأدبية التي يقوم فيها الطلاب بتقييم وتسجيل درجة التعلم الخاصة بهم والاستجابة لأي عمل أدبي يقرأونه. ونتيجة لذلك، تم الاتفاق على أن الحلقات الأدبية هي طريقة فعالة لتقييم فهم الطلاب للنص وتزويدهم بالممارسة في التنظيم الذاتي من خلال المشاركة في المناقشات الجماعية. إن الغرض من هذا البحث هو فحص ما إذا كانت الدوائر الأدبية فعالة في تشجيع التعلم المنظم ذاتيًا بين طلاب اللغة الإنجليزية كلغة أجنبية أم لا. كان البحث تجريبيًا تم إجراؤه على مدار ثلاثة أشهر في مدرستين ثانويتين مختلفتين. ثبت أن استخدام هذه الطريقة يحسن قدرة الطلاب على تنظيم تعلمهم الخاص ومراقبة وتخطيط وتقييم تقدمهم طوال جلسة القراءة ليصبحوا متعلمين نشطين.

الكلمات المفتاحية: الحلقات الأدبية – ذاتية التنظيم – التعاون – التعلم النشط

Introduction:

In recent years, there has been a renewed interest in training language learners and instructors to engage in lifelong process learning, where they are expected to plan, control, and adapt their learning. Active student involvement in their own learning processes starts

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very young and lasts their entire lives. (Zimmerman, 1989). It has been argued that self-regulated learning helped to improve student learning progress while also leading to goal achievement and enabling them to become autonomous independent learners.

Many researchers attempt to propose some useful strategies to improve student regulation in order to develop students' abilities to become independent learners. According to Zimmerman (1998), the social environment is an important dimension of self-regulated learning, particularly in relation to co-curricular activities in which the learner studies and interacts with others. That is, collaboration works such as literature circles groups allow learners to exchange ideas and build new knowledge while also gaining more control over their learning by observing other members' learning behaviours.

The current paper begins with a discussion of self-regulated learning, its phases, and the effect of the social environment on the development of self-regulated learning. This is followed by a discussion of collaborative learning groups as a strategy for refining students' skills (literature circles as an example) and how it can be improved through collaboration. This study looks into how collaboration learning improves self-regulated learning.

1. What is self-regulated learning?

In the twenty-first century, the interest in teaching a language is not only for the sake of mastering the language skills, but also for the development of other skills, which necessitates a serious shift from a teacher-centered to a learner-centered approach, resulting in the development of higher skills such as critical thinking, collaboration, self-directing, and self-regulated learning. Bandura's social cognitive theory, published in 1986, is widely regarded as the origin of self-regulation. The learning process, in Bandura's opinion, is greatly influenced by the actions and decisions of the student. According to Pintrich (1999), the strategies and approaches, that learners use to learn independently, plan, monitor their progress, and evaluate the strategies they used to learn are referred to as self-regulated. Zimmerman (2002), on the other hand, defines self-regulated learning as a self-directed process and set of behaviors through which learners transform their mental abilities into skills. As a result, it is generally agreed that self-regulated learning is not a mental operation of knowledge but rather learning skills that are self-directed to achieve learning goals in which students select the resources to learn. Therefore, self-regulated is a set of monitoring, control, planning, and evaluation behaviors that instructors observe in students without explicitly testing them.

2. Phases of self-regulated learning

Many social educators and psychologists, including Zimmerman (2002) see self-regulation learning as having three cyclical phases:

2.1. Forethought phase

The forethought phase refers to the processes and beliefs that occur prior to learning efforts, and it consists of two major components: task analysis and self-motivation. Task analysis, according to Zimmerman, includes planning and goal setting, whereas self-motivation includes self-efficacy, outcome expectations, intrinsic interest/value, and learning goal orientation.

2.2. Performance phase

The actions that take place during the behavioral application phase are referred to as the performance phase. Processes in the performance phase can be divided into two categories: self-control and self-observation. Self-control is the exercise of particular techniques or tactics picked out in the planning stage. The use of visualization, self-instruction, attention concentrating, and task methods are all examples of self-control. Self-recording and self-experimentation are examples of self-observation. These meta-learning processes serve as the foundation for improving the continuous learning process (Müller & Faltn, 2011). Throughout this phase, the student can refine or change their learning strategies.

2.3. Self-reflection phase

The self-reflection phase refers to the processes that occur following each learning effort. There are two types of self-reflective phase processes: self-judgment and self-reaction. Monitoring one's cognitive performance, evaluating affective reactions to performance, and making appropriate casual attributions are all examples of self-judgments. Self-reaction, on the other hand, is associated with feelings of self-satisfaction and positive effects on one's performance. During this phase, students compare their previous performance to the current one, as well as to the performance of others. Students can increase their self-satisfaction through the self-reflection phase, which will undoubtedly lead to increased motivation and the effectiveness of one's learning method.

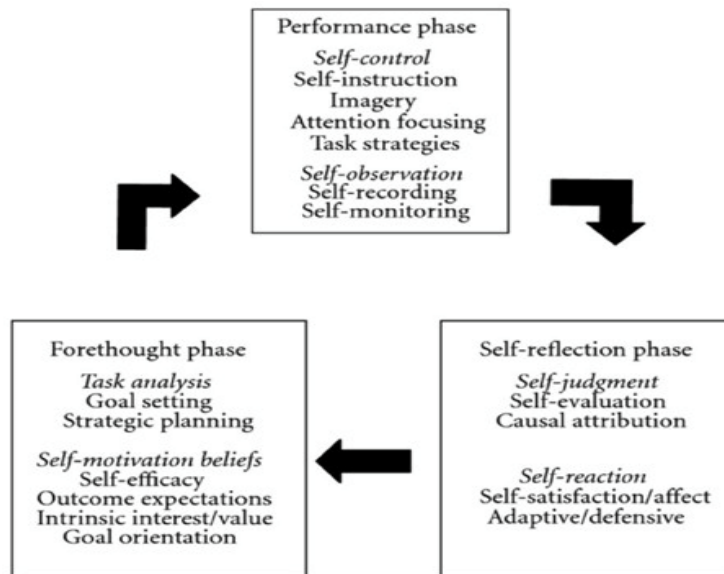


Figure 1. Zimmerman’s Phases and Sub -processes of self-regulated learning (Zimmerman,2002,p.67)

3. Self-regulated in relation to the social environment

According to Zimmerman and Shunk (2013), social cognitive theorists focused their research on the relationships between environmental factors such as task nature and setting to students' perceptions of self-efficacy achievement. Whereas operant researchers are concerned with the relationship between self-functioning and the immediate environment. According to them, environmental linkage is extremely beneficial in developing effective instructional intervention procedures. It has been argued that self-regulatory skills emerge from social interaction; developmentally speaking, children are regulated by others, beginning with parental behaviors and progressing to teachers and classmates. **THUS ACCORDING SARAGIH (2020), “THERE IS A POSITIVE AND A SIGNIFICANT EFFECT BETWEEN THE PARENTING PARENTS AND PEER GROUP TOWARD THE STUDENT LEARNING INDEPENDENCE.”**

SIMPLY BY BEING EXPOSED TO SUCH BEHAVIORS AND OTHERS’ REGULATION, THEY INTERNALIZE THEM TO THE POINT WHERE THEY BECOME THEIR OWN BEHAVIORS AND SELF-REGULATION, AT WHICH POINT THEY WILL MONITOR, CONTROL, AND EVALUATE THEIR OWN LEARNING. CORRESPONDINGLY, STRUCTURED COLLABORATIVE GROUPS HAVE BEEN SHOWN TO HAVE A POSITIVE IMPACT ON STUDENTS’ DEVELOPMENT OF SELF-REGULATED LEARNING AND CONTROL OVER THEIR LEARNING. SIHOTANG ET

AL.(2020) AGREED THAT " a good group of peers is needed to have a positive influence and impact on students and it requires confidence in the ability and expertise possessed, so that students are able to organize each of their own activities in order to achieve what he wants."

4. Collaboration and self-regulated learning

COLLABORATIVE LEARNING IS A STRATEGY THAT INVOLVES FORMING GROUPS OF STUDENTS TO DISCUSS, SOLVE LEARNING PROBLEMS, AND ANSWER TASKS. AS PREVIOUSLY STATED, THE ROLE OF A COLLABORATIVE GROUP IS BENEFICIAL FOR ENHANCING STUDENT LANGUAGE ACHIEVEMENT AND FOSTERING COGNITIVE SKILLS IN SUCH GROUP WORKS STUDENTS DEVELOP THEIR ABILITY TO ABSORB AND SYNTHESIZE MATERIAL RATHER THAN JUST PASSIVELY MEMORIZE IT. ACCORDINGLY, De Corte (2012) concurs that learning can be made more productive by involving students in activities such as exchanging ideas, comparing solution strategies, and debating arguments. Literature circles, which bring students together to study and discuss a book or other piece of literature, are one example of these collaborative groups.

Literature circles are a technique that brings together small, diverse groups of students to discuss texts of their own choosing (Whittaker, 2012). This collaborative circle gives the learner the ability to ask for help when needed, know where to find help, and know how to phrase inquiries and evaluate the validity of the guidance (Andrade & Bunker, 2009). Furthermore, these collaborative literature circles give students the opportunity to be self-directed in their choice of learning materials. According to Daniels (2002), "the standards strongly supported literature-based, collaborative classrooms in which students assume increasing responsibility for selecting, reading, and discussing books (and other texts)." (p7). As a result, the opportunity to be self-directed would force the learner to consider how to regulate his or her learning process.

During collaborative circles, students will put what they have learned into practice while receiving feedback on their own and other members' performance. This allows learners to smoothly evaluate their own work and ensure that their learning is progressing as planned. "These evaluations can be made on the basis of general enjoyment and comfort, as well as more cognitive criteria regarding learning and achievement," says Pintrich (2000). Correspondingly, (Bol et al., 2016) agreed that participating in collaborative discussions allows individuals to share and assess their own and others' use of cognitive strategies, as well

as internalize regulatory knowledge and skills from these interactions. As a result, collaboration is thought to be particularly effective in encouraging behavioral regulation (Paris & Paris, 2001).

Another critical point is that many educators agreed that self-regulated learning could only occur if the learning environment allows students enough freedom to pursue activities that require self-regulation on their own. (Sierens, Vansteenkiste, Goossens, Soenens, & Dochy, 2009). As a student-centered method, literature circles guarantee to uphold that standard. Each circle is distinct and movable to encourage student ownership, accountability, and autonomy (as cited in Hill, 2007). In contrast, in a learning situation with limited degrees of freedom, students are unable to fully exercise their self-control abilities (Hall & Goetz, 2013).

Participating in literature circles has also been shown to be an effective method of ensuring one's own learning by assigning roles to group members. (See *Roles in Literature Circles* (Daniels, 1994, 2002)). These roles will assist the learner in taking responsibility for the learning process, relying on self-regulation skills to complete the task, and the learner will undoubtedly use the three phases of self-regulation to complete the task. Moreover, the conversation that takes place in literary circles is absorbed and incorporated into the autonomous thinking process utilized when reading works on one's own (King, 2001)

5. Method

This study investigated the influence of collaborative learning on the development of self-regulated learning among secondary school students in an EFL environment.

Research Question: How can collaborative groups improve self-regulated learning in secondary school?

To answer this issue, a qualitative study was conducted at Belhadj Abdelhadi Charef and Zoubiaa Charef Secondary Schools in Chlef to evaluate the influence of collaborative groups on the enhancement of student self-regulated learning among second year foreign language students. As a result, this study appeared to be extremely relevant to a case study since it aimed to investigate the students' behaviors in one class of second year secondary school students. The research design in this study was experimental to ascertain whether or not collaborative literary circles affected students' ability to regulate their learning.

5.1. Sample and Settings

The students involved in this study are second year foreign language students at Belhadj Abdelhadi Charef and Zoubia Charef Secondary schools during the academic years 2021-2022/ 2022-2023. The inaugural class at Belhadj Abdelhadi Charef consisted of twenty-five (25) pupils, including sixteen to nineteen-year-old females and males. The pupils were divided into five groups each with five members. The second class at Zoubia Charef consisted of 16 pupils, all of them are females, who were organized into four groups of four.

5.2. Research Instrument and Data Collection

The researcher employed class observation as a study tool to get the data required for a comprehensive investigation of the impact of using collaborative groups on self-regulation as well as students' behaviors toward such pedagogical learning strategy. The researcher uses an observation checklist to help gather realistic yet reliable data on monitoring, goal planning, motivation, self-assessment, self-instruction, self-efficacy, handling mistakes, and self-reinforcement. These elements can be summed up as "self-regulation."

In order to examine the efficacy of collaboration on student regulatory skills, the researcher uses reading circles as a collaborative technique. Literature circle groups were created to assist students to read and comprehend a variety of short stories. The short stories chosen combine many themes and are from BBC learning website. The English language learners connect themselves with literature in literary groups. As they hear peers discussing their techniques, they develop their own. It should be noted that the observation procedure is routinely conducted over a six-week period.

Thematic analysis was used to analyze data from observation checklists. The data was classified according to the research questions.

The observation checklist was divided into two categories: (a) students' attitudes during literature circles (b. students' regulated learning skills during collaborative literature circles.

5.3. Findings

Based on the findings of observations on the implementation of literary circle group techniques to foster students' self-regulated learning. The following conclusion was reached:

5.3.1. Students' attitudes during literature circles sessions

Examining students' mindsets when they utilize LCS can help improve outcomes. Before providing a concise explanation, the researcher will summarize the findings in a table for the reader's convenience. Therefore, the conclusion is:

<i>Category</i>	<i>Responses</i>			<i>Comments</i>
	Yes	Partially	No	
Students behaviors during literature circles				
Pay attention in class	√			* Students are at ease working together. * During the initial sessions, students had trouble adjusting to their assigned duties. After numerous sessions, they became more accountable. *There is a lot of student-to-student discussion centered on the stories' themes. *Each student should do what he or she can to fulfill his or her responsibilities. *Everyone in the group comes up with his/her own plan. *Working in groups with the aid of class discussion allows students to ask each other questions without fear.
Prepared to collaborate in groups.	√			
Attempts to fulfill his or her role and work properly and well.	√			
Active exchange of ideas	√			
Take independent initiative		√		
ownership and accountability of learning by students		√		
Actively participates in debates.	√			
Ask more questions to get more information	√			
Students are challenged	√			

Table 1: The result of the classroom observation on students' attitudes in literature circles.

According to the data shown in table one, which describes the findings of classroom observations concerning the students' states of mind during sessions of literature circles. As a

whole, we see that students respond favorably to LCs. Students struggle to perform their roles in the beginning sessions. Over time, they were able to switch roles without any difficulty. They also play a crucial part since they have started taking charge of their own education and are actively proposing titles for their work. The teacher uses the same method for each meeting, but assigns various responsibilities to the students. It was crucial to kick off a class debate to ensure that students were giving careful consideration to their reactions and interpretations of the various stories.

5.3.2. Students’ Self-Regulated Learning Changes via Literature Circles

After having several literary circles classes, it was crucial to observe how the utilization of collaborative works and literature circles groups affected students' self-regulated learning.

The outcome is reported in the tables below:

a. Forethought Phase

Forethought Phase of self-regulated learning	Always	sometimes	Not much	Comments
Arrange around table to read the story in a group and then analyzing the tasks	√			*The notion of working together to achieve a common objective is well received by the students, and being able to perform their roles was their main priority.
Ready and prepared for each activity	√			
Having goals	√			
Participate in small group	√			
Being interested to fulfil goals	√			

Table 2: The result of the classroom observation on students’ attitudes during the forethought phase.

Table 2 illustrates that throughout the planning stage; participants discussed and analyzed the story that had been provided. The students worked diligently to assess the situation and identify their responsibilities. Each team member takes on the responsibility of

establishing personal goals related to his or her position, developing a strategy to achieve those goals, and embracing a set of guiding principles. The intrinsic motivation to work and the activation of learning strategies are both improved by collaboration at this stage. It should be noted that, in the first few meetings, they were hesitant and unsure of how to give goals that would fulfill their duties owing to the lack of group work experience and discussion work participation.

b. Performance phase

Performance Phase of self-regulated learning	Always	sometimes	Not much	Comments
Complete work on time		√		*Due to the lack of time managing experience some students still face problems to finish their work on time. * Some students still struggle to complete assignments on time because they lack expertise in time management. * they do not mind if a member takes control and leads the conversation because they are learning how to perform such a role for
Remain on task				
Ask for help at appropriate time	√			
Cooperate with group members	√			
Attempts to solve problems independently first	√			
Identifies what is the main problem	√			
handles being corrected by others	√			
accepts authority from other group members	√			
Adjust own behavior based on interpretation of the group environment	√			
Keep themselves motivated to the next literature	√			

sessions				application in future sessions.
Asking questions when comprehension difficulties arise	√			* Group work helps students learn from one another and teaches them how to adapt their learning behaviors to the group.

Table 3: The result of the classroom observation on students' attitudes during the performance phase.

The findings from observing the students' performance during the sessions of literary circles reveal that the members of the group are attempting to maintain focus on the job at hand in order to determine the primary issue. Throughout the whole session, individuals of the group work hard to complete the tasks on their own. If they are having trouble learning anything, they look to the other members of the group for assistance.

During this phase, the students are the ones who really carry out the activity, all while monitoring how well they are doing and employing a variety of self-control tactics in order to keep themselves cognitively engaged and motivated to complete the assignment.

c. Self-Reflection phase

Self-Reflection Phase of self-regulated learning	Always	sometimes	Not much	Comments
Making and testing predictions	√			* Students submit titles for next story sessions.
Providing feedback about their performance	√			* They are enthusiastic about upcoming sessions.
Their wants and expectations for the next meetings	√			*They discuss their performance and how they believe they will improve in the upcoming sessions.

Table 4: The result of the classroom observation on students' attitudes during self-reflection phase.

The findings are shown in table 4, which summarizes the classroom observation of the self-reflection phase that takes place during literary discussion groups reveal that the students evaluate how well or poorly they have completed the activity, and they provide attributions as to why they succeeded or failed. These attributions give rise to self-reactions, which can either favorably or unfavorably affect how the students approach the task in subsequent performances.

6. Discussion

The current research analyzes the use of a method called literature circles with the goal of improving students' ability to self-regulate their learning of English literature. The following is a condensed version of what the study found in general:

a) The students' attitudes during the observation of the literary circles sessions **b)** the students' attitudes on the use of LCs in the literature lesson and **c)** the students' self-regulated learning skills throughout the study of short tales through the use of collaborative literature circles. Based on the results of class observation checklists it can be assumed that the use of collaborative literature circles affected positively students' self-regulation attitudes in different ways.

It is possible to presume, on the basis of the findings of class observation checklists, that the implementation of collaborative literary circles had a good impact on the self-regulation attitudes of students in a variety of different ways.

We can see from the results that students not only pay close attention to one another during literary discussions, but also are able to ask and answer questions with clarity and precision. This proves that literature circles strategy creates a learning environment where each student feels safe, challenged, and supported. Pike and Mumper (2004) claimed that, at the core of Literature Circles are collaboration, communication, or discussion, as well as the sense of safety and significance that students experience when they are given responsibility for their own learning (Pike & Mumper2004). Due to the fact that students lack English proficiency and group-work experience, it will take more time to determine the true impact of this technique.

Regarding the students' self-regulated learning attitudes, the analysis of class observation reveals that the adoption of literary circles enables students to speak confidently and authoritatively about lesson content, as well as confess mistakes and/or lack of

knowledge. According to Ketch (2005), Discussion fosters empathy, comprehension, respect for other viewpoints, and learning process ownership.

Considering that the same instructor oversaw both classes, it is unclear whether or not these results can be applied to other classroom settings and teachers.

7. Academic Implication

- One of the most essential implications is that instructors need to develop various elements of self-regulated learning in their students and should be emphasized in teacher's lesson objectives.
- The use of LCs can foster student-centered education by empowering students to direct their own education.
- Teachers can also emphasize the importance of having students apply their reading comprehension skills by discussing the predictions and summaries of their classmates.
- It is essential to instruct students on how to reflect on a certain text in order to prepare them for forthcoming conversations, as well as to ask them to reflect on particular questions concerning the text.
- It is also crucial that educators show their pupils how to plan and execute their own learning independently.

8. Conclusion

Overall, the research makes a strong declaration in favor of the usefulness of Literature Circles in enhancing self-regulated learning abilities and a positive outlook on reading and discussing short stories within the setting of English as a foreign language (EFL).

The effectiveness of literary circles, which allow teachers to foster self-regulated learning in their students, hinges on teachers having accurate information about their students' true abilities. Students can learn to reflect on their own values and beliefs by participating in reflective exercises in reading circles.

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