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### Intervention Development for Self-Regulated Writing among English Learners: A Single-Case Design Study

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#### Abstract

This study aimed to create and assess an intervention to enhance academic writing and SRL abilities among English learners (ELs). ELs have a significant presence on American university and college campuses. Although many ELs succeed academically and get degrees, they often struggle with academic writing due to poor English competence and opportunities for practice. Evidence-based interventions are

needed to improve academic writing skills for English Language Learners (ELs). Research suggests that incorporating self-regulated learning (SRL) instruction into writing courses is a promising approach. The SRL writing intervention was implemented as a one-credit semester-long course taught in a medium.

**Keywords:** Intervention Development, Single-Case Experimental and Mixed-Methods Designs, Self-Regulated Learning, Multilingual Writing, English Learners

#### 1. Introduction

The number of international English learners (ELs) graduating in the United States was 1,075,586 in 2020. These students face a variety of challenges when studying at American universities, including: These include limited English proficiency, limited academic writing experience, and cultural differences in expectations for writing in the United States compared to their home country (Cheng *et al.*, 2004; Tang, 2012; Atkinson, 2016; Hyland, 2019)<sup>[16, 100, 6, 46]</sup>. Additionally, students are required to write extensively to meet course requirements. Therefore, quality academic writing is often the skill that determines a student's success. Therefore, ELs need a strong support system to be successful in writing. To build such a support system, develop and evaluate interventions that help ELs succeed in American universities, such as combining components of multilingual writing (MW) and self-regulated learning (SRL), is important. Many researchers refer to multilingual writing as second language writing or foreign language writing (FLW) (Matsuda *et al.*, 2013; Manchon, 2016; Silva, 2016; Hyland, 2019)<sup>[60, 58, 97, 46]</sup>. For example, Hyland (2019)<sup>[46]</sup> defines SLW as "writing performed by non-native speakers" (p 426). However, Reichelt (2011)<sup>[90]</sup> distinguishes between his FLW and SLW.

#### 2. Literature review

##### 2.1 Multilingual writing (MW)

In Reichelt (2011)<sup>[90]</sup>'s opinion, in "Foreign language writing, it is said that "It is the phenomenon in which a writer writes in a language that is neither the author's native language nor the dominant language of the surrounding context" (p.3) Other scholars have recognized the diversity that EL brings to academic writing and have introduced the concept of multilingual and writing, which takes place in multiple languages (Canagarajah, 2002, 2013)<sup>[12, 13]</sup>. Canagarajah (2013)<sup>[13]</sup> contrasts multilingual writing with writing, which allows for the use of different languages within a written text. In this study, we refer to this structure as MW. MW refers to all works created by non-native English speakers in an academic setting. Types of writing include, but are not limited to, paragraphs, essays, literature reviews, bibliographies, opinion pieces, online postings, and even email communications with colleagues and faculty.

##### 2.2 Self-regulated learning (SRL) and sociolinguistics

Another component in recent research is SRL, which is a dynamic process in which learners set goals and monitor and control cognitive, metacognitive, emotional, motivational, behavioral, and environmental processes to achieve the goals (Winne, 1995;

Pintrich, 2004; Greene *et al.*, 2011; Zimmerman and Schunk, 2011) [108, 85, 38, 113].

SRL has been extensively studied over the past three decades, resulting in numerous definitions, models, and theories (Winne and Perry, 2000 [110]; Zimmerman, 2000; Pintrich, 2004 [85]; Zimmerman and Schunk, 2011 [113]). Regardless of its theoretical basis, SRL generally refers to the process of: (a) goal setting (b) progress; (c) modifying strategies and (d) modifying goals as necessary (Winne, 1995; Pintrich, 2004; Zimmerman and Schunk, 2011; Andrade, 2013) [108, 85, 113, 4]. And SRL is a type of mega-theory that includes multiple psychological, motivational, emotional, and cognitive processes that function simultaneously to facilitate goal achievement (Andrade, 2013) [4].

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### 2.3 Writing tends to be self-regulating (SRL)

A meta-analysis examining the effectiveness of self-regulatory strategic development (SRSD; Harris *et al.*, 2011) [41] intervention on adolescent writing quality found that it significantly contributed to improve writing quality (Graham and Perin, 2007) [36]. At least for native speakers of English, combining SRL instruction with writing instruction can lead to improve writing skills (Graham and Perin, 2007; Harris *et al.*, 2011) [36, 41].

According to Harris *et al.* (2011) [41], years of research with neurotypical and special needs students have shown that (a) good writers tend to be more self-regulated (b) beginner writers become more self-regulated with age and practice (c) the level of self-regulation depends on the author's performance (d) struggling writers can succeed through her SRL instruction, with targeted writing and multiple opportunities to practice new skills SRL can be taught and, when incorporated into writing interventions, can help to struggle students become better writers. Studies have shown that SRL is associated with improved performance in native speakers of English across domains and ages (Graham, 2006; De Corte *et al.*, 2011; Kitsantas and Kavussanu, 2011; Tonks and Taboada, 2011) [33, 20, 47, 104]. Research on the usefulness of SRL instruction for developing academic writing skills of college students, especially ELs, is lacking and underdeveloped. A few scholars have recognized the importance of SRL in developing EL writing skills (Oxford, 2011; Andrade and Evans, 2013; Teng and Zhang, 2016, 2018, 2020; Fathi and Feizollahi, 2020; Altas and Mede, 2021; Han *et al.*, 2021) [81, 5, 101, 102, 103, 27, 2, 39]. Research shows that the SRL process that occurs when an EL writes is similar to that of native speakers. For example, a validation of the writing strategies for Self-Regulated learning questionnaire (WSSRLQ) with Chinese students ( $n = 780$ ) found that the strategies of deep processing, emotional control, motivational self-talk, and the use of feedback was found to be a strong predictor of learning ability writing ability (Teng and Zhang, 2016) [101]. Farsani *et al.* (2014) [26] found a statistically significant but small negative correlation between SRL and writing performance ( $r = -0.294, p = 0.043$ ).

### 2.4 Self-regulating into English learners (ELs)

Although the authors acknowledge the importance of incorporating SRL instruction into EL writing courses, their unusual finding is that the relationship between SRL and EL writing performance requires further rigorous study. A few researchers conducted quasi-experimental intervention studies to measure progress in undergraduate students' multilingual writing and SRL skills (Fathi and Feizollahi, 2020; Teng and Zhang, 2020; Altas and Mede, 2021; Chen *et al.*, 2021) [27, 103, 2, 15].

Chen *et al.* (2021) [15] surveyed undergraduate students ( $n = 102$ ) responding to the Self-Regulatory Strategy Development (SRSD) (Harris *et al.*, 2011) [41]. A revised guide for control, SRSD + genre-specific norms, and others targeted SRSD. A quasi-experimental study was conducted + General reference conditions. Results showed that both her SRSD conditions improved students' text quality and revision more effectively than the control group. Chen *et al.* (2021) [15] did not measure students' SRL skills. In contrast, Teng and Zhang (2020) [103] found that a writing intervention based on SRL strategies improved a Chinese student's multilingual writing skills ( $n = 80$ ), her reported use of SRL strategies, and academic self-efficacy.

We investigated the impact on it. As a result, students improved their use of various SRL strategies. It was shown to MW. All these aspects will be discussed in detail later in this article.

### 2.5 Theoretical Framework

Fig 1 was used to explain the interaction between SRL and writing in an authentic classroom environment (Akhmedjanova, 2020) [1].

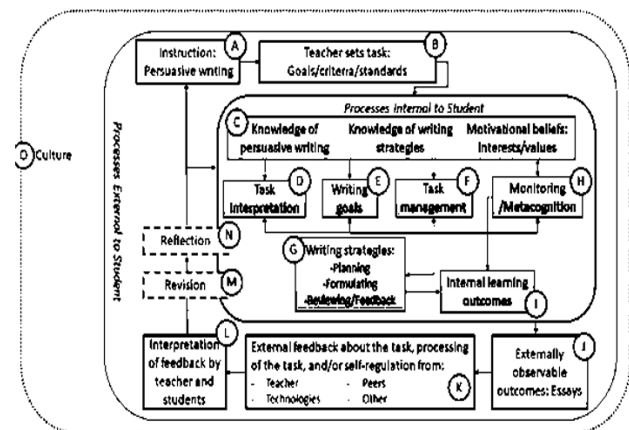


Fig 1: Model of self- and socially regulate multilingual writing

This model identifies three major areas of the student's internal processes; the student's external processes, and culture. Each area has its own unique processes that contribute to the development of writing skills and self/social regulation skills. Therefore, processes external to the student include instructional techniques (A, B) and formative assessments (Y-N) that take place in the classroom. The student's internal processes focus on activating the student's background knowledge and motivational beliefs, which leads to the selection of strategies and techniques to solve the writing task. Finally, culture refers to the sociocultural context or "writing community" (Graham, 2018, p 258) [34].

Writing thus becomes a cultural activity where meaning is co-constructed to communicate within different genres (Rose and Martin, 2012; Atkinson, 2016) [32, 6]. As students write, they monitor their progress (H) by self-assessing their work on a task and using metacognitive strategies. They also adjust their motivational beliefs, depending on how well they are doing. The progress-monitoring phase informs the task management phase (F) because it allows students to identify which of the writing strategies (G) works well and which does not. Based on this information, students make adjustments to the way they approach the task by choosing new strategies or modifying the old ones. This leads to internal learning outcomes (I). In the case of writing a persuasive essay, students internalize the elements of genre and other writing conventions to write high-quality persuasive texts. As a result of actions in phases A–I, M, students generate externally observable outcomes, such as persuasive essays (J). At this stage, teachers can enact social-regulation by creating opportunities for students to provide and receive peer feedback, as well as feedback from teachers and technology (K). In this study, students received feedback on their persuasive essays from their peers and the teacher. Feedback allows students to make adjustments to their finished products before they are combatively assessed (L).

All elements in Figure 1 are based on the writing model. For example, student external processes (A, B, and J–N) reflect sociocultural theory because they occur in an environment that includes tasks, learners, peers, teachers, and interactions between these actors (Prior, 2006; Rose and Martin, 2012; Cumming, 2016) [87, 92, 19]. Because students use the cognitive processes of planning, transcribing, and revising when writing, students' internal processes (C–I, M, and N) reflect genre elements as they develop knowledge of writing genres and cognitive models of writing (Elbow, 1981; Flower and Hayes, 1981; Hayes, 1996; Rose and Martin, 2012; Hyland, 2019) [23, 28, 42, 92, 46] and culture (O) was represented by the writing model (Graham, 2018) [34]. Furthermore, every aspect of this model is supported by research literature. However, there is little research on how well these processes operate in populations of English language learners (ELs).

Therefore, the current study builds on the research literature by targeting a population of ELs and adopting a quasi-experimental design to identify the effects of an SRL writing intervention on two constructs: Writing skills and SRL skills.

### 3. Methodology

#### 3.1 Current Research

To address this research gap, we adopted the Self-Regulatory Strategies Approach to Writing (SSAW; MacArthur and Philipakos, 2012) [54]. This curriculum focuses on teaching self-regulation strategies in developmental writing courses. We handle a variety of genres, including stories. There is an increasing need for undergraduate ELs to catch up early in their academic career.

The purpose of this study is to examine the effectiveness of an SRL writing intervention in improving SRL and writing

performance of undergraduate-level ELs in an authentic multilingual classroom context by addressing the following research questions:

- (1) Does SRL improve writing interventions? What is the quality of ELs' persuasive essays?
- (2) Do SRL writing interventions improve ELs' self-reported SRL skills?
- (3) What are students' perceptions of the SRL component of SRL writing intervention?

#### 3.2 Research Design

This study implemented a mixed methods research design that combined both quantitative and qualitative data collection methods (Casanave, 2016; Manchón, 2016; Onghena *et al.*, 2019) [14, 58, 80]. A quasi-experimental single-case design (SCED) was used to collect quantitative data. Although SCED is widely used in various fields such as medicine, neuroscience, physical therapy, and special education (Kratochwill *et al.*, 2014; Moeyaert *et al.* 2014) [50, 63], it is new to the field of multilingual writing.

SCEDs have three main characteristics in common: (a) the focus is on the entity, the person or case. (b) one or more dependent variables are measured repeatedly over time, and (c) one or more independent variables are measured.

Actively manipulated (Kratochwill *et al.*, 2010; Horner and Odom, 2014) [49, 44].

A typical single-case design study actively manipulates an independent variable to determine how that manipulation affects the dependent variable (Kratochwill *et al.*, 2010; Horner and Odom, 2014) [49, 44].

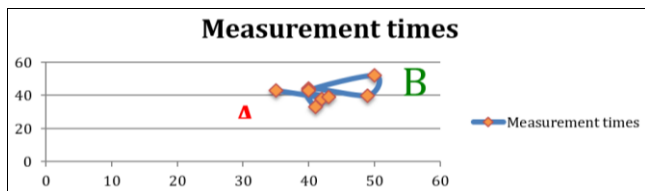
Dependent variables are measured repeatedly and systematically at successive stages: Pre-intervention, during intervention, and/or post-intervention.

This design can be used to examine causal relationships between changes in the independent variable and outcome variable presented as an intervention (Kratochwill *et al.*, 2010; Smith, 2012) [49, 98].

The relationship between the dependent and independent variables is causal (i.e., confounding factors; Kratochwill *et al.*, 2010) [49]. Therefore, intervention effects need to be replicated in multiple participants, and ideally, intervention effects need to be demonstrated at different time points.

A unique advantage of using SCED is that participants serve as their own controls (i.e., no matched comparison group is required) because they are observed during a control condition before an intervention condition. Furthermore, because observations are repeated, it is possible to estimate individual intervention effects as well as assess changes in participant-specific data over time in both baseline and intervention conditions (Molenaar and Campbell, 2009; Velicer and Molenaar, 2012) [64, 105]. For these reasons, SCED was implemented in the current study.

A replicated A (baseline) B (intervention) phase design was used (Figures 2, 3). This has the potential to demonstrate the effectiveness of interventions for individual subjects. To increase the internal validity of a replicated AB phase design, it is recommended to start the intervention at different time points among participants (ie, participants have different baseline lengths, What Works Clearinghouse, 2020) [107].



**Fig 2:** Model of baseline (A) on the left hand and intervention (B) on the right hand for each participant (number=8)

This suggests that the intervention (B) is effective regardless of when it is started. Changes in data patterns should only be observed in participants who have started the intervention, but should not occur in participants who are still at baseline. Due to the nature of the intervention and the university setting (prescribed class times and start/end of the semester), it was not possible to stagger the start point of the intervention in this study. However, the inclusion of a larger participant group and within-participant measurements increased the internal and external validity of the replicated AB phase design.

As suggested by the What Works Clearinghouse (ie, WWC, Kratochwill *et al.*, 2010; What Works Clearinghouse, 2020) [49, 107] design criteria, the minimum number of observations per phase is 3 to meet the reservation criteria and there must be a minimum of 3 participants. The current study exceeded these minimum standards by including eight participants and a total of eight observations. Specifically, the SCED includes three measures of writing skills in the baseline phase and five measures of his in the intervention phase. We collected four measures of SRL skills during the baseline phase and at least nine measures of SRL skills during the intervention phase. The first author manipulated the independent variable, the SRL writing intervention. All outcome variables were measured repeatedly over time. And at least 20% of the essays and her SRL journal data were double scored to provide evidence of reliability and validity. It can be concluded that this study conditionally meets the requirements of What Works Clearinghouse (2020) [107]. Finally, qualitative data was collected through two focus group interviews.

The purpose of these interviews was to gather detailed information about the student's perceptions of her SRL component of the intervention. This may explain whether an intervention is effective or ineffective.

### 3.3 Number of participants

Participants were international ELs enrolled in the first or second semester of their bachelor's degree program.

The sample (n = 8) included students in their early 20s; most of the students were Vietnamese (87.5%). Half of the samples were female (n = 4). All participants (n = 8) were enrolled in a 1-credit remedial course offered by the University at a medium-sized public research university. This course was part of a larger study focused on the written and oral discourse of ELs.

However, the main goal of this course was to help ELs improve their academic discourse skills, such as speaking, listening, reading, and writing, in order to be successful in their undergraduate studies. The first author-led portion of the course focused on supporting EL's writing and developing her SRL skills. Due to enrollment, the course was taught in two semesters, with five students in the fall semester and three students in the spring semester, for a total

of 182 students.

To control for external confounding variables, the courses were taught by the same instructor (first author) on the same days and times.

### 3.4 Instruments

Three types of instruments were used to collect outcome data: Essays, SRL journals, and two focus group interviews. A persuasive essay is a piece of writing that tries to convince the reader to accept a particular point of view." (Lunsford, Andrea A., *et al.*, 2016). "A journal is a publication that publishes original research in a particular field of study" (American Psychological Association, 2020). "Focus group interviews are a valuable tool for gathering qualitative data about people's attitudes, beliefs, and behaviors." (Morgan, David L., *et al.*, 2014).

#### ✦ Essays

Students wrote eight persuasive essays during the semester based on the suggestions provided in the SSAW syllabus. Three of the essays can be found in the Supplementary Materials document. 188 letters were written during the baseline phase and were used to assess the quality of students' writing before the intervention. Five of the essays were written after students were trained to write persuasive essays and self-regulated learning. Some students did not submit all their essays, resulting in a final number of 58 essays.

Essays (n = 58) were scored by two independent raters, who, using a rubric, included criteria such as development, focus/organization, language, and conventions. The raters were experienced writing instructors who taught at local universities and liberal arts colleges. The first author trained raters using benchmark essays (n = 2). The inter-rater agreement was 86%.

After training, the raters independently evaluated her four essays, with a 56% correct response rate and within 1 point on all criteria. The evaluators and first author discussed discrepancies and scored different papers to improve the concordance of scores. After the second day of training, the examiner evaluated his five essays and achieved a 77% match rate. This was acceptable as an individual assessment (Stemler, 2004) [99].

Although it is recommended to double score approximately 20% of the data, the rater double scored his 43% of papers (n = 25) to increase agreement. The first author served as a third rater to resolve any discrepancies in ratings. As a result, the exact percent agreement was moderate (63%), adjacent percent agreement was high (95%), and Cohen's kappa was weak ( $\kappa = 0.315$ ; Stemler, 2004) [99].

A possible explanation for the low and moderate inter-rater reliability is that the raters had no experience evaluating articles with multilingual authors.

#### ✦ Self-Regulated Learning (SRL) Journal

To capture the development of students' SRL skills over the course of the semester, a self-report measure was used: SRL Journal. One of the goals of this study was to develop SRL skills. Therefore, participants were encouraged to set goals, manage tasks, monitor progress, and reflect on the final product in their SRL journals. Each participant was expected to complete her 13 diary entries during the semester. Four of the journals were assigned in the baseline phase and nine in the intervention phase. Some students skipped some courses, so the total number of SRL journals was 77. Similar to high

quality coding of article data, two different independent reviewers coded his SRL journal data (n = 77).

The coding protocol included categories within each of his four SRL constructs: Goal setting, task management, progress monitoring, and reflection, as well as specificity, relevance to the writing task or his SRL, and Coded for alignment with goals. Two independent raters, who are doctoral students in educational psychology and methodology with expertise in SRL and instructional evaluation, evaluated the SRL journal data. 188 raters took his two-day intensive training and received an 86% agreement. The raters double-scored 29% (n = 23) of the journals to improve agreement, considering exact agreement of 78%, contiguous agreement of 95%, and Cohen's kappa value  $k = 0.617$  reliability estimates (Stemler, 2004)<sup>[99]</sup>. The first author served as a third rater to resolve any discrepancies in ratings.

**Focus group interviews**

At the end of each semester, focus group interviews were conducted with participants to elicit their perceptions of the SRL components of the writing intervention.

A trained interviewer, a doctoral student in educational psychology and methodology, conducted her two focus group interviews, which included six of the eight participants. The focus group included four students.

In the focus group interviews, students were asked to reflect on their experiences with the elements of SRL: Goal setting, task management, progress monitoring, and reflection when working on a persuasive essay. Additionally, students shared their thoughts on their experiences with her SRL journal.

**3.5 Research Procedures**

As part of the study, students wrote three essays and completed four SRL journals during a baseline phase prior to the start of the intervention. These measures serve as basic competencies in the student's writing and SRL provides the intervention and data collection schedule. Most students wrote their five persuasive essays during the course. These essays served as his five measures of writing quality during the intervention phase of this study, which focuses on persuasive writing, was used for this study.

Unit 3 consisted of 10 lessons in which students learned to write persuasive essays. And five lessons of the intervention focused on teaching students how to write persuasive essays using all the elements of the genre: Introduction, justification, and conclusion. This also included a session in which the first author used the setting to model the writing process: Define your purpose, brainstorm ideas for and against a controversial topic, organize them in a graphic organizer, and write an entire essay. The remaining three sessions were shared and guided practice. Students applied the knowledge and skills they gained during the intervention to work on, peer review, and edit individual essays. The second half of the intervention (5 sessions) focused on developing the opposing position in a persuasive essay. Her first two sessions were devoted to introducing the concept of opposing positions and writing opposing positions paragraphs. In the remaining three sessions, students wrote, reviewed, and edited their essays in opposition. During the intervention, students wrote four essays.

For SRL, after the first author taught her SRL skills, the students completed the remaining nine of the diaries. After the SRL lessons, we discussed different writing and learning strategies in each lesson. As a result, the journal documents

13 measures related to goal setting, task management, progress monitoring, and reflection during both the baseline and intervention phases.

**3.6 Data analysis**

The writing and SRL information from the diaries were quantitatively analyzed utilizing regression-based measurements. The focus group interview meeting information was analyzed subjectively.

**Regression-Based Insights**

The regression-based investigation was performed to appraise the general impact of the mediation for the complete gathering as well as the personal impact on each member. To begin with, a single-level relapse investigation was run to gauge the impact of the mediation on the results of each member independently. Utilizing the basic direct relapse condition displayed in Eq. 1, alteration in the result level between the pattern and intercession stage can be evaluated.

$$\text{Level 1: } Y_t = \beta_0 + \beta_1 D + \epsilon_t \text{ and } \epsilon_t \tag{1}$$

In Eq. 1, the result variable  $Y_t$  is relapsed to a dummy coded variable (i.e.,  $D$ ). The sham variable,  $D$ , demonstrates whether  $Y_t$  has a place in the mediation ( $D = 1$ ) or standard stage ( $D = 0$ ). Subsequently, it alludes to the result level in the standard stage, and  $\beta_1$  demonstrates the alteration in level, speaking to the mediation (Rindskopf and Ferron, 2014)<sup>[91]</sup>. Second, the single-level relapse examination is extended to. A two-level progressive (HLM) was utilized to recognize the normal treatment impact on members, fluctuations in the impact on members, and conceivable variables that relate to the normal treatment impact.

A two-level progressive straight demonstration was fitted. The numerical show could be a direct expansion of the single-level relapse. It demonstrates

Presented on Eq. 1:

$$\text{Level 1: } Y_{ij} = \beta_{0j} + \beta_{1j} D_{1j} + \epsilon_{ij} \tag{2}$$

$Y_{ij}$  is the resulting score for perception. Member  $j$  and is relapsed on a sham coded variable,  $D_{1j}$ . Rises to when perception in case  $j$  has a place in the standard stage 1 to the mediation stage. Hence,  $\beta_{0j}$  demonstrates the pattern level for member  $j$ , and  $\beta_{1j}$  shows alteration. The within-case change is accepted regularly with cruel zero and change. To begin with, arranging auto-aggressive leftover changes is accepted. Since it is improbable that the pattern level and the mediation. The impact will be the same for all members, as the momentary level was included in the demonstration.

$$\begin{matrix} \beta_{0j} = \theta_{00} + u_{0j} \\ \beta_{1j} = \theta_{10} + u_{1j} \end{matrix} \left[ \begin{matrix} u_{0j} \\ u_{1j} \end{matrix} \right] \sim N(0, \Sigma_u) \tag{3}$$

$\theta_{00}$  is the in general normal level within the pattern stage. All members and  $u_{0j}$  is the deviation of member  $j$  from the in general normal pattern level  $\theta_{00}$ .  $U_{0j}$  is accepted. To be multivariate ordinarily dispersed [with cruel equaling. Zero and the between-case change in pattern level  $\theta_{10}$  is the generally normal treatment impact; it is the latter. As a result, the level between the intercession and standard  $u_{1j}$ . Speaks about the deviation of member  $j$  from this normal is in general normal. Prompt intercession impact [and  $u_{1j}$  is

multivariate regularly]. Disseminated with cruel equaling zero and between-case change. The two-level HLM produced impact measure gauges overall and per person members (Moeyaert *et al.*, 2014)<sup>[63]</sup>. The information was analyzed utilizing the *nme* (Pinheiro *et al.*, 2019)<sup>[84]</sup> and *lme4* (Bates *et al.*, 2019; Nguyen *et al.*, 2024)<sup>[8, 67, 68]</sup>.

### 3.7 Qualitative analyses

The investigation of the meeting information included a few emphases of perusing (Creswell, 2013; Maxwell, 2013; Nguyen, 2021)<sup>[17, 61, 75]</sup>. The primary creator translated the meeting information, utilizing the Rev converter (Rev, n.d.), and checked the transcripts for exactness. Ten months after the interviews, the translations were messaged to understudies for member checking (Anderson, 2017)<sup>[3]</sup>. As it were, one understudy reacted, expressing that the translation reflected the substance of the center meeting. The topical examination (Braun and Clarke, 2006; Lester *et al.*, 2020; Nguyen, 2020)<sup>[10, 51, 76, 77, 78]</sup> was actualized to analyze information. Two raters, the center group interviewer and the primary creator, coded both interviews together to distinguish students' discernment with respect to the SRL component of the mediation. The coding strategies included: (1) creating a-priori codes; (2) distinguishing significant units; (3) coding and refining the codes; (3) narrowing down the codes; and (4) making translations and searching for implications.

After coding information from both focus group interviews, the primary creator went through all the codes, recognized the copy codes and condensed them. It took three rounds of perusing, recognizing likenesses and contrasts, and choosing which codes had a place in what categories.

## 4. Results and discussions

The results are organized around inquiring about questions which look at the impact of SRL composing mediation on: (1) the quality of students' enticing expositions and (2) students' SRL abilities, and (3) the students' recognitions of SRL instruction on the composing course.

**Research question 1: Does SRL improve writing interventions? What is the quality of ELs' persuasive essays?**

The two-level investigation was conducted to test the impact of the SRL composing intercession on the quality of students' powerful papers for each understudy separately (single-level investigation) and all of them combined (two-level investigation) and appeared when students add up to scores over eight papers; the most extreme score might be 52, in agreement with the rubric.

### Single-Level Investigation

Student 1 had medium and measurably noteworthy picks up within the quality of her influential writing, [ $\beta_1 = 12.57$ ,  $t(49) = 3.27$ ,  $p = 0.03$ ]. There's a 25% increment in her score. Students 5 and 8 had little and possibly measurably significant picks up within the quality of their enticing expositions [ $\beta_1 = 5.23$ ,  $t(49) = 2.11$ ,  $p = 0.081$  and  $\beta_1 = 4.43$ ,  $t(49) = 2.14$ ,  $p = 0.097$ , separately]. Students 3, 6, and 7 had small increments in their paper scores, but they were not factually critical. In difference, students 2 and 4 had their exposition scores as a result of the mediation; in any case, they were not measurably critical. The examination by criteria uncovered that. Students 1 and 5 had little but factually critical picks up in dialect and traditions, and students 1 and 7 had little but imperceptibly measurably

critical picks up in advancement and traditions. Students 2 and 4 had slight diminishes in their scores in the center and organization and dialect criteria, but they were not factually noteworthy. The remaining understudies had small increments in their scores over four criteria, but they were not factually noteworthy.

### Two-Level Examination

The SRL composing mediation had a small and critical impact on the quality of students' powerful expositions [ $\theta_{10} = 3.76$ ,  $t(49) = 2.48$ ,  $p = 0.031$ ]. That, there was 8% or 3.76 focuses increment in influential composing scores across all understudies within the intercession stage. In expansion, the gauges of the between-case fluctuation ( $\sigma^2_{ui} = 80.6$ ) propose less inconstancy in students' scores within the intervention stage than within the pattern stage ( $\sigma^2_{ui} = 201.64$ ). In terms of criteria, advancement had a little but measurably noteworthy advancement as a result of the intercession [ $\theta_{10} = 1.73$ ,  $t(49) = 3.32$ ,  $p = 0.003$ ]. As a result of the intercession, there were picks up in such sub-criteria as Claims and Counterclaims [ $\theta_{10} = 0.68$ ,  $t(49) = 2.77$ ,  $p = 0.025$ ], Clarification of Counterclaims [ $\theta_{10} = 0.81$ ,  $t(49) = 3.40$ ,  $p = 0.003$ ], Presentation [ $\theta_{10} = 0.55$ ,  $t(49) = 2.24$ ,  $p = 0.055$ ], and Accentuation [ $\theta_{10} = 0.49$ ,  $t(49) = 2.45$ ,  $p = 0.057$ ]. The remaining sub-criteria too had incremental increments, but they were not significant. In any case, the sub-criteria of linguistic use and spelling demonstrated incremental diminishes, which were not significant either. The data were less variable over understudies within the intercession stage for the larger part of the sub-criteria, but for Introduction ( $\sigma^2_{ui} = 1.92$ ;  $\sigma^2_{ui} = 2.29$ ), Sentence structure ( $\sigma^2_{ui} = 0.03$ ,  $\sigma^2_{ui} = 0.26$ ), and Spelling ( $\sigma^2_{ui} = 3.41$ ,  $\sigma^2_{ui} = 6.65$ ). The regression-based gauges show little impact of the mediation on both people and, by and large, students' enticing composing.

**Research question 2: Do SRL writing interventions improve ELs' self-reported SRL skills?**

The two-level examination was conducted to look at the impact of SRL composing mediation on students' SRL aptitudes both for each understudy independently (single-level investigation) and all of them combined (two-level examination).

### Single-Level Investigation

The SRL composing intercession brought about a small, positive, and imperceptibly measurably critical impact on the general SRL abilities of student 4, [ $\beta_1 = 6.00$ ,  $t(68) = -1.89$ ,  $p = 0.096$ ]. There's a 7.6% increment in his scores. Students 3, 5, 6, and 8 come about in small and positive increments in their SRL aptitudes. In difference, the coming about of students 1, 2, and 7 demonstrated little and negative impacts on their SRL abilities; be that as it may, none of these impacts were factually noteworthy.

The examination of students that came about for each SRL space uncovered a few occurrences of small and measurably critical impacts. For illustration, student 5 had a little positive and hardly factually critical impact of the SRL composing mediation on his goal-setting abilities, [ $\beta_1 = 1.56$ ,  $t(68) = 2.29$ ,  $p = 0.066$ ]. The Advance Observing space of the SRL turned out to be the foremost risky basis for the larger part of understudies. For occasion, student 1 [ $\beta_1 = -2.97$ ,  $t(37) = -2.83$ ,  $p = 0.031$ ] and 2 [ $\beta_1 = -3.4$ ,  $t(37) = -5.20$ ,  $p = 0.05$ ] had a little negative and measurably critical impacts of the intercession on their advance checking aptitudes. The investigations for this measure, in

any case, might not be performed on students 5 and 7 since there were numerous occurrences of lost information.

Hence, the coming about of the advanced checking space ought to be translated with caution.

### Two-Level Investigation

Based on the two-level investigation, the SRL composing intercession had.

A slight and not measurably noteworthy impact on students' SRL Aptitudes, [ $\theta_{10} = 0.86$ ,  $t(68) = 0.46$ ,  $p = 0.745$ ]. This comes about because space did not demonstrate factually noteworthy increments. In truth, goal setting, errand administration, and advance observing come about with little negative impact. The between-case fluctuation within the intercession stage for goal setting, task management, and reflection come about with small gauges, recommending low levels of change ability for these spaces. In difference, advance checking comes about a high degree of changeability within the mediation stage, ( $\sigma_{u1}^2 = 1.7$ ,  $\sigma_{u1}^2 = 9.52$ ), which may be the result of an amount of lost information in that space.

### Research question 3: What are students' perceptions of the SRL component of SRL writing intervention?

Three subjects were distinguished with respect to the students. Recognitions of the SRL component of the course: (1) SRL diary; (2) SRL information and aptitudes; and (3) proposals.

#### Self-regulated learning journal (SRL journal)

All the students met ( $n = 6$ ) talked about the SRL journal since it was one of the assignments that they had to do each course. Based on their reactions, it can be concluded that students had little understanding of the reason, and a few of them were befuddled amid the primary classes. From Students' 1 and 4 points of view, the reason for the SRL diary was as above:

*Student 1: I am cruel. I think we all overlooked almost the reason for this movement. We just said, "Oh we need to wrap up this, we have to wrap up that."*

*Interviewer: What is the objective of this movement?*

*Student 4: It's setting your objective and reflecting on your procedures.*

By and large, understudies had blended sentiments into almost this task: They recognized its esteem. In this case, student 4 is portrayed. His encounter with the diary within the taking after terms: *"It's accommodating to see yourself back. What your off base, and what you're doing. Right"*. On the other hand, they were disappointed with the length. Of the diary and the recurrence with which they had to work on it: *"It is valuable, but many fair as well"* (student 4). This outline of the SRL diary subject shows that students did not have a clear understanding of what they were supposed to do with this assignment, indeed, in spite of the fact that they may express an essential objective of the SRL diaries.

#### Self-Regulated Learning Information and Abilities

Students too reflected on the SRL information and aptitudes that they had utilized amid the mediation. One of the re-occurring themes in both centers, gather interviews were utilized and how it takes time to create a propensity to use modern techniques. For illustration, student 5 said, *"It reminds(s) me that I need to utilize a few procedures, I can't fair write."* In any case, a few students communicated their

concern with respect to the utilization of unused procedures. Hence, student 2 said: *"For me, it's difficult to alter my composing technique, so it's difficult to urge you use to use the unused things so. I attempted, but it didn't go long, and it went as it were one or 2 days."* Student 7, in turn, rehashed numerous times that it takes time to create modern techniques: *"I accept that making and applying the unused technique, an unused rationale is: "uh, is uh", it takes an exceptionally long time."* Another finding is students' appreciation of criticism they have gotten from their peers and instructor. All of them delighted in taking an interest in the peer survey exercises, which were a portion of the course. A few students felt awkward giving criticism to each other to begin with. They felt on the off chance that they were judging their peers, and it made them feel ungainly. They did not know each other well, *"So, we did a parcel peer audit. We exchanged papers and perused them, and after perusing, we had about things like, "That portion is sweet, this portion is not that good" But I get it that, the reason, but it's truly cumbersome to say like... You've got to do way better at that portion, since we're not truly inviting each other.... I kind of feel terrible, you know what I mean"* (Student 1). Be that as it may, as they had more introductions to peer criticism, they esteemed this involvement since it gave them an opportunity to see how other individual's type in and what kind of composing techniques they utilize. In case, student 1 said, *"I thought I did like it, impeccably, and when I got that audit portion, gracious I missed that portion. So, I can realize what parts I have got to improve."*

Journaling is additionally related with positive states of mind, tutoring and improvement of intelligence and proficiency aptitudes among multilingual students (Walter-Echols, 2008; Linares, 2019; Nguyen, 2021) [106, 53, 75]. In this thing about, to utilize diaries to advance on degree SRL abilities turned out to be unsuccessful, since understudies fizzled on screen and reflected on their learning, at the slightest, in composing conceivable clarifications of this disappointment incorporate the impact of culture and students' demeanors toward and encounters with this movement (Atkinson, 2016; Nguyen, 2022) [6, 74]. All eight understudies were from South Eastern Asia; they might not have felt comfortable unreservedly communicating their considerations and concepts (Walter-Echols, 2008; Nguyen, 2023) [106, 69, 70, 71, 72, 73]. It appeared that a few of them needed directions on how to fill out diaries. At long last, all of them conceded that it was there to begin with involvement in journaling in their scholastic careers, which was probably one of the reasons they did not take full advantage of learning from the SRL diaries. These discoveries are a stark difference from the discoveries others think about. For this case, Santangelo *et al.* (2016) [94] detailed the media, impact sizes for goal-setting and cognitive procedure instruction combined with self-evaluation and self-monitoring, and huge impact sizes for the cognitive technique instruction in their meta-analysis of 79 semi- and exploratory ponders, looking at the adequacy of the SRL and composing instructions. MacArthur and Philippakos (2012, 2013) [54, 55] and MacArthur *et al.* (2015) [56] detailed increments in students' authority objectives and self-efficacy for composing. In this, consider, differentiating the spaces of goal-setting, assignment administration, and advance checking came about a little negatively impacts, and reflection on little positive impacts, indeed in spite of the

fact that not factually noteworthy. Essentially, Altas and Mede (2021)<sup>[2]</sup> examined the impact of the flipped classroom on pre-service teachers' (n = 55) composing accomplishment and SRL. The results demonstrated increments in composing accomplishment, but no impact on SRL, which was measured utilizing the self-report study. It is worth emphasizing that within the current considerations, the results about are based on the information from the SRL diary, which turned out to be invalid. Research suggests that training students to self-regulate their writing might improve writing outcomes and SRL processes (MacArthur *et al.*, 2015; Graham *et al.*, 2016; Santangelo *et al.*, 2016; Teng and Zhang, 2020; Nguyen, 2024)<sup>[56, 36, 94, 103, 67, 68]</sup>.

## 5. Conclusion

The SRL writing intervention did not significantly improve students' persuasive writing skills. However, the results for SRL skills were varied and difficult to interpret due to measurement issues. The intervention's impact on students' writing skills is unclear, as it might be attributed to writing teaching, SRL instruction, or a mix of both. SRL was integrated into the persuasive writing curriculum. A fresh research design and SRL measures should be used to further evaluate the intervention's effectiveness. This study adds to the growing literature on fostering SRL instruction and multilingual writing skills among ELs. Previous research has shown encouraging effects (Fathi and Feizollahi, 2020; Teng)<sup>[27]</sup>.

These results, because of the measurable investigation of the SRL diary information, demonstrated no proof of the viability of the intercession on students' SRL aptitudes. This result must be deciphered with caution, be that as it may, given the proof of the psychometric shortcomings of the SRL diary utilized in this ponder. Examination of the SRL diaries and center bunch interviews recommended that the diary was not a substantial degree to survey students' SRL aptitudes since they either did not (1) get it how to reply to a few of the questions, or (2) take it truly ordinarily, diaries are utilized both to advance and decrease SRL abilities (Schmitz *et al.*, 2011)<sup>[96]</sup>, and their utilize is related to enhancement in students' reflection, SRL aptitudes, and learning results (Schmitz and Wiese, 2006)<sup>[95]</sup>.

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## 7. References

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