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ผลของการสอนเขียนภาษาอังกฤษ ด้วยโมเดลการพัฒนากลยุทธ์การกำกับตนเองเพื่อส่งเสริมความสามารถใน
การเขียนภาษาอังกฤษของนักเรียนระดับมัธยมศึกษาตอนปลายในสถาบันเทคโนโลยีกำปงเเตียล

Effects of English Writing Instruction Using Self-Regulated Strategy Development Model to
Enhance Writing Ability of Eleventh Grade Students from Kampong Chheuteal Institute of
Technology

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลการสอนเขียนภาษาอังกฤษ ด้วยโมเดลการพัฒนากลยุทธ์การกำกับตนเองเพื่อส่งเสริมความสามารถในการเขียนภาษาอังกฤษของนักเรียนระดับมัธยมศึกษาตอนปลายในสถาบันเทคโนโลยีกำปงเเตียล และศึกษาความเห็นของนักเรียนที่มีต่อการสอนเขียนภาษาอังกฤษ ด้วยโมเดลการพัฒนากลยุทธ์การกำกับตนเองเพื่อส่งเสริมความสามารถในการเขียนภาษาอังกฤษ กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 5 ที่ศึกษาในปีการศึกษา ค.ศ. 2017 ในจังหวัดกำปงธมจำนวน 10 คน โดยการจัดการเรียนการสอนเป็นการสอนนอกเวลาปกติจำนวน 15 คาบ งานวิจัยนี้ได้เก็บข้อมูลเชิงวิจัยและเชิงคุณภาพ โดยใช้เครื่องมือการวิจัย ประกอบด้วย แบบทดสอบการเขียนภาษาอังกฤษ และเกณฑ์การให้คะแนน และการสัมภาษณ์กลุ่มเจาะจง ข้อมูลเชิงวิจัยที่ได้จากการทดสอบการเขียนภาษาอังกฤษและหลังเรียนได้นำมาวิเคราะห์โดยใช้สถิติประเภท nonparametric design (Wilcoxon Signed Ranks Test), ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน นอกจากนี้ข้อมูลเชิงคุณภาพที่ได้จากแบบการสัมภาษณ์แบบเจาะจง ได้นำมาวิเคราะห์โดยใช้คำร้อยละและการวิเคราะห์เนื้อหาเพื่อศึกษาความคิดเห็นของนักเรียนที่มีต่อการสอนเขียนภาษาอังกฤษ ด้วยโมเดลการพัฒนากลยุทธ์การกำกับตนเองเพื่อส่งเสริมความสามารถในการเขียนภาษาอังกฤษ

ผลการวิจัยพบว่า ค่าเฉลี่ยของแบบทดสอบหลังจากทำแบบทดสอบการเขียนภาษาอังกฤษขอ (M=17.2) สูงกว่าก่อนเรียน (M=13.1) อย่างมีนัยยะสำคัญทางสถิติที่ระดับ .05 ด้วยรวม จากแบบสัมภาษณ์กลุ่มเจาะจงพบว่านักเรียนมีทัศนคติในแง่บวกต่อการสอนเขียนภาษาอังกฤษ ด้วยโมเดลการพัฒนากลยุทธ์การกำกับตนเองเพื่อส่งเสริมความสามารถในการเขียนภาษาอังกฤษ และนักเรียนเสนอความเห็นอยากให้มีการจัดการเรียนการสอนเขียนภาษาอังกฤษ ด้วยโมเดลการพัฒนากลยุทธ์การกำกับตนเองเพื่อส่งเสริมความสามารถในการเขียนภาษาอังกฤษในเวลาเรียนปกติ และสำหรับรายวิชาอื่นๆ นอกจากวิชาภาษาอังกฤษ

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Abstract

This present study investigated the effects of English writing instruction using the Self-Regulated Strategy Development (SRSD) model on enhancing the writing ability of eleventh grade students from Kampong Chheuteal Institute of Technology and explored the students' opinions toward SRSD instruction. Since this research was conducted during extra class time, the research participants were selected on a voluntary basis. 10 eleventh grade students studying in the Kampong Chheuteal Institute of Technology, in academic year 2017, participated in this study. Both quantitative and qualitative methods were applied. The researcher used an English writing test and semi-structured interview questions to collect data from 15 sessions. Means and standard deviation were calculated and analyzed using a non-parametric design (*Wilcoxon Signed Ranks Test*) to interpret quantitative data while data obtained from semi-structured interview questions were interpreted by content analysis.

The findings revealed that English writing instruction using Self-Regulated Strategy Development enhances the writing ability of eleventh grade students from Kampong Chheuteal Institute of Technology. The average scores of the post-test ($M=17.2$) was higher than the average scores of the pre-test ($M=13.1$) at a significant level ($p<.05$). In accordance with the semi-structured interviews, the students had positive views on learning writing skills via the SRSD model. They requested that the model should be applied in their normal class time as well as in other subject areas. The results of this study could be a great help in guiding Cambodian English teachers on teaching writing skills and improving the English writing ability of EFL students.

คำสำคัญ: ความสามารถในการเขียนภาษาอังกฤษ / กลยุทธ์การกำกับตนเอง / การพัฒนากลยุทธ์การกำกับตนเอง

KEYWORDS: WRITING ABILITY / SELF-REGULATION/SELF-REGULATED STRATEGY DEVELOPMENT

Introduction

Writing is considered a crucial and critical skill among the language skills. This skill requires a lot of effort and understanding to produce a good one. However, not all writers are proficient in writing despite of its important in many working professions. Obviously, writing skills in difficult and complicate. To become a skillful writer, one requires more than language composition to create a complete and meaningful composition; it has to be accurate and explicitly convey the meaning of the writers (Hyland, 2015).

Research in the context of English as a Foreign Language (EFL), has proofed that most of EFL writers of English face difficulties in writing composition, and at the same time they brought out a dozen of challenges EFL writers. In Thailand, researchers such as Pawapatcharandom (2007); Suwannasom (2001); Wahyuni and Ilyas (2017) found out that English writing of Thai writers remains unsatisfied and incomprehensible. In Japan, Al Seyabi and Tuzlukova (2014) also found the same by looking further on writing problems and strategies among Japanese students, and the findings revealed that Japanese English writers have difficulties in writing composition such as writing a correct English sentence, putting the ideas together in a coherent way, choosing the right vocabulary to express ideas and having ideas about the suggested topics and deciding how to

start an essay/paragraph. Similarly, in Taiwan, Chen (2002) stated that Taiwanese students still have some main problems in writing such as vocabulary, grammar, word choice, organization, and content. In the same vein with a study from Bangladesh, Bangladeshi students of English major are facing also difficulties in writing, in particular planning stage, composing stage and revising stage (Karim, Maasum, & Latif, 2018). This can give a conclusion that most EFL writers are still having difficulties in writing skills, including Cambodian students whose context is also EFL where currently English writing has become extensively important for both academic achievement and working professions (Sothan, 2015). Statistically supported by researchers, it is found out the Cambodian English writers face some challenges in English writing composition (Keuk, 2008) and use none standard of English (Kirkpatrick, 2008).

As can be seen, the nature of the writing skills is complicated and boring, writers requires to have an adequate understanding of linguistic knowledge, content knowledge of a particular topic (Ginty, Hawkins, Kurzman, Leddy, & Miller, 2016), genres, purposes of both writers and audiences (Badger & White, 2000) as well as some sort of self-regulation skills (S. Graham & Harris, 2016; Schunk & Zimmerman, 1998; Zimmerman & Schunk, 2011). Virtually, these skills, awfully demanded, are hardly achieved, and not many writers are master in writing skills. To write effectively, Self-regulation skill is highly needed to develop skillful writers since it is found a highly significant and positive relation to writing skills (Puranik, Boss, & Wanless, 2018). Flower and Hayes (1981) claimed that in order to produce a beautiful and meaningful piece of writing, a skillful writer never forget to use the ability to monitor and direct his own composing process. This refers to the definition of Self-regulation. In illustrate, Self-regulation mainly refers to the acts of individuals who are taking responsibility of their own learning process and targeting and achieving their own goals (Schunk & Zimmerman, 1998; Zimmerman & Schunk, 2011). Writers learn how writing is done as well as acquire more knowledge input for the composition. Giving the fact that writing skills is cognitively functional process, writers with self-regulation ability usually act in multiple interactions of the recursive process of writing tasks, starting from generating ideas, planning, outlining, drafting, revising, and editing, as well as metacognitive control and independent strategic functioning (Oxford, 2016). Moreover, it is important for writers to have adequate awareness and strategies to manage this highly complicated task (Csizér & Tankó, 2017).

Accordingly, Graham, Harris, and Troia (1998) found out a model to explicitly teach students to become skillful writers. The model names “Self-Regulated Strategy Development” shorten as SRSD. In SRSD, students are taught to through six main stages namely 1). Develop Background Knowledge, 2). Discuss It, 3). Model it, 4). Memorized It, 5). Support It, and lastly 6). Independence performance. Despite its successful instructional model with students of ability disorder and learning problems (De La Paz & Graham, 1997; Fiske, Harris, & Graham, 2016; Graham

et al., 1998; Harris et al., 2012; Lane et al., 2008), Self-Regulated Strategy Development (SRSD) model has been widely expanded to EFL context as well as extensively applied with normal achieving students (S. Graham & Harris, 2006; Harris, Graham, Mason, & Saddler, 2002; Roohani, Hashemian, & Asiabani, 2015; Samanian & Roohani, 2018; Zito, Adkins, Gavins, Harris, & Graham, 2007) who have limited opportunities to practice writing composition and face challenges in writing. Nonetheless, the so far investigation has not yet been conducted in Cambodia where Cambodian English writers also have challenges in writing composition. To name, Kampong Chheuteal Institute of Technology (KCIT) is an institution where majority of students are struggling with writing skills. A current research found out that students from Kampong Chheuteal Institute of Technology are having problems in writing composition, mainly on grammatical errors, inadequate of vocabulary use, and the lack constant practice of writing (Sor, Intanoo, & Prachanant, 2017).

As the result, in order to help the students improve their writing ability, Self-Regulated Strategy Development (SRSD) instructional model should be taken place. Therefore, this present study aimed to provide effective English writing instruction to students from Kampong Chheuteal Institute of Technology and examined the effects of English writing instruction using Self-Regulated Strategy Development (SRSD) model to enhance writing ability of eleventh grade students from Kampong Chheuteal Institute of Technology.

Objectives

1. To investigate the effects of English writing instruction using Self-Regulated Strategy Development model to enhance writing ability of grade 11 students from Kampong Chheuteal Institute of Technology; and
2. To explore the students' opinion toward English writing instruction using Self-Regulated Strategy Development model.

Methodology

The study was one-group pretest posttest experimental research design implementing quantitative and qualitative methods. The study was carried out for 20 sessions. The main content followed 2 main themes of writing convention and descriptive writing genre chosen by the students and English teacher of the institution. The first main theme took 12 sessions, comprised of three lessons to prepare students before writing tasks. The second theme took 8 sessions, comprised of another three lessons on descriptive writing genre. In total, there were six lessons.

Self-Regulated Strategy Development (SRSD) model developed by Graham et al. (1998) was used to build on the component of the research treatment following six stages of teaching descriptive writing as Figure 1.

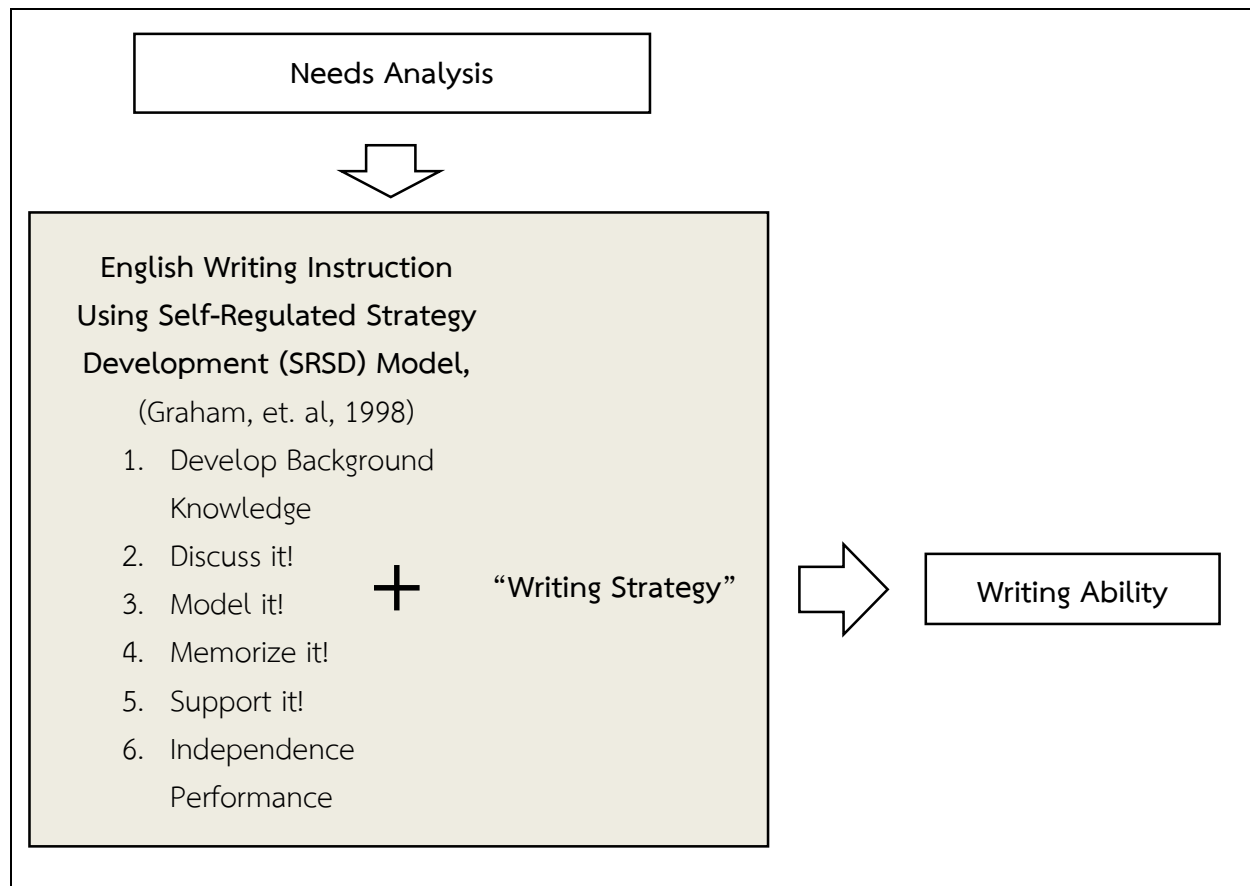


Figure 1: Conceptual Framework of English Writing Instruction Using SRSD

Needs Analysis Stage:

Within this stage, students and teachers of English from Kampong Chheuteal Institute of Technology were asked to give opinions on content construction. The mean of collection the needs of the students were Questionnaire and Semi-structure interviewing questions. All of the stakeholders requested to study writing convention such as *Capitalization, Punctuation, and Sentence Structures* and several aspects of local content in descriptive manner such as “Describing a place: Kampong Chheuteal Institute of Technology”, “Traveling and Sharing” and “Local Community Lives”, including targeted vocabulary. This needs analysis was made to seek interests of students and English teachers from Kampong Chheuteal Institute of Technology. The collected data was used to develop instruction base on topics.

Self-Regulated Strategy Development (SRSD) instructional model

Stage1: Develop background knowledge:

On the first stage, instructor aimed to develop background knowledge of the students, observe the language proficiency as well as build up understanding of descriptive paragraph writing genre. Instructor also did a review on language conventions. Writing Strategy, “PLEASE” and Self-regulation sheet were later introduced at this stage while describing vocabulary about particular set topics were taught as well. Lastly, Students read different types of writing genres and differentiate the descriptive genre from the others.

Stage 2: Discuss it

On the second stage, the main aim of this stage is to provide an opening floor for students to discuss on the benefits and the usage of writing strategy “PLEASE” and Self-regulation sheet. Instructor and students had a dozen of discussion on the benefits and usage of the strategies. Besides, students also made their own evaluation and tried to use the strategies. The “PLEASE” strategy stands for **P**ick up topic, **L**ist ideas, **E**valuate ongoing process, **A**ctivate topic sentence, **S**upplying supporting sentences, and **E**nd up with concluding sentence. Instructor also asked if the students were trying to build up their own strategy.

Stage 3: Model it

On the third stage, instructor aimed to provide a complete over view of both writing process and self-regulation techniques with the use of writing strategy “PLEASE”. Instructor used “Think-aloud” technique to show how a writer use their cognitive process, starting from the stage of planning, drafting, revising, editing and lastly publishing the final paper. All students were encouraged to take part in this writing process by selecting topic, giving idea on planning, providing supporting sentences and concluding sentence. During the process, students also used self-regulation techniques to set goal and polish the model writing.

Stage 4: Memorized it

The only main aim of this stage is all about remembering the strategy. Instructor frequently asked the students on what the “PLEASE” strategy stand for.

Stage 5: Support it

On this fifth stage, instructor aimed to help students draft their collaborative writing with their peers. Instructor grouped students into a group three and asked them to write a descriptive paragraph about their community using all supportive materials such as graphic organizer “PLEASE” and Self-regulation technique sheets. Once the writing was done, students presented their final products to the whole class.

Stage 6: Independence performance

Lastly, the sixth stage of the SRSD instructional model, instructor aimed to fade away all supporting materials by which students could write a descriptive paragraph independently.

Participants

All grade eleventh students from Kampong Chheuteal Institute of Technology, Kampong Thom Province were the population of this research study. Since the participants were selected on voluntary basis, there were 10 eleventh grade students from Kampong Chheuteal Institute of Technology.

Research Instruments

1. English writing test

English writing test was constructed in parallel manner between pre and post treatment. The tests were aimed to investigate descriptive paragraph writing ability of eleventh grade students. In the pretest, students wrote a descriptive paragraph about their favorite place that they ever visited while in the posttest the students wrote another descriptive paragraph about their experience visiting *Prasat Sambor Prei Kuk* where is the local ancient temple of their community. Both pre and posttest descriptive paragraph writing, students had 45 minutes to complete the two tests. Analytical scoring rubric was used to evaluate students' descriptive paragraph writing performance by researcher and inter-rater. The total was 28 points.

2. Semi-structure interviews questions

After treatment, Semi-structure interview questions were administered to all participations in order to explore their opinions toward the English writing instruction using Self-Regulated Strategy Development model, writing strategy "PLEASE", self-regulation technique, and their future use of the strategy after the end of this instruction.

Data Analysis

1. The score of pre and post English writing test were analyzed by using mean, S.D., and paired-sample t-test in order to examine the change of English writing ability of the students after applying Self-Regulates Strategy Development model in English writing instruction at the significant level of .05.
2. The students' opinions received through a list of semi-structure interviews questions were analyzed by content analysis. The researchers transcribed conversations and categorized the information into category.

Results

The results of the study were presented based on research questions as follow:

1. **Research question 1: To what extent does the English writing instruction using Self-Regulated Strategy Development model affect writing ability of grade 11 students from Kampong Chheuteal Institute of Technology?**

Table 1: A Comparison of Pre and Posttest Scores of the English Writing Test by Wilcoxon Signed Ranks (N=10)

	\bar{x}	Min	Max	S.D.	MD	Z	Asymp. Sig. (2-tailed)
Pretest	13.10	7	23	5.47	4.10	-2.38	.000*
Posttest	17.20	8	27	6.78			

* $P < .05$

From Table 1, the mean score of English writing ability test after using Self-Regulated Strategy Development instructional model was clearly higher than before learning. The mean score of the pretest was 13.10 with the lowest score of 7 and the highest score of 23 whereas the mean score of posttest was 17.20 with the lowest of 8 and the highest score of 27. The mean difference was 4.10. The result revealed that there was a significant difference between the pretest and posttest mean scores at the significant level of .05.

2. Research question 2: What are students' opinions toward English writing instruction using Self-Regulated Strategy Development model?

In order to explore the students' opinions toward English writing instruction using Self-Regulated Strategy Development model, the data were obtained from Semi-structure interview questions. The responded data were summarized and divided into four main aspects as follow:

Writing Ability: students showed adequate awareness of writing as a process which involves planning, drafting, revising, editing, and finalizing the paper. Students also mentioned about writing strategy "PLEASE" in which it helped them build up their level of descriptive paragraph writing ability. Majority of them said "PLEASE" helped them think and write faster as well as check the elements of paragraph writing format. Lastly, they also mentioned that graphic organizer "PLEASE" is easy to remember despite its new concept for them.

Self-regulation Sheet: according to the opinions of the students, majority of them stated that Self-regulation sheet helped them write a descriptive paragraph writing correctly and completely. Besides, the sheet also taught them how to set goals which they never experience before. Lastly, most of them agreed that some elements this Self-regulation sheet can be used in other subject areas such as mathematics, physics, chemistry, and especially Khmer literacy.

Self-Regulation Strategy Development Model: It was highly believed that SRSD instructional process is helpful. Students gave some supportive opinions that SRSD instruction helped them improve not only descriptive paragraph writing format but also vocabulary and grammatical aspect. In other words, they saw a positive view of English writing. Lastly, they hope that this kind of instruction will be used in their real class time.

Additional comments and suggestions: The whole period of instruction was so short. They wanted to learn more, specifically grammar and tenses.

Discussion

The discussion based on the findings of the present study which showed that English writing instruction using Self-Regulated Strategy Development model enhanced writing ability of students from Kampong Chheuteal Institute of Technology. Moreover, students also provided a positive attitude toward the learning process through Self-Regulated Strategy Development model. The findings were discussed into two main parts: English writing ability of students, and Students' opinions toward the instruction of this course.

English writing ability of students

To design English writing instruction using Self-Regulated Strategy Development model, there were three main aspects to be considered namely Orientation of Conventional Writing, Self-Regulated Strategy Development instructional model (Graham et al., 1998) and some focus aspects of local content which was Prasat Sambor commune. The result of the statistical analysis indicated the writing mean scores improved from the pretest to the posttest which had an impact on students' ability to write a descriptive paragraph. Students also had better performance on choosing a topic, providing more ideas, organizing text, composing text, and evaluating text with corrections. SRSD instruction significantly moved students from the very first stage of writing composition to the last stage of writing completion. In illustrate, students moved from the stage of generating ideas to composing text collaboratively and lastly further moved to composing text independently by fading away all supportive materials. Consistently, the findings of the present study also support the claim from the previous research that SRSD instruction improved cognitive processes and monitoring, analyzing, and evaluating their descriptive writing performance (Samanian & Roohani, 2018). Significantly, the extensive works from Harris, Santangelo, and Graham (2010) and S. Graham and Harris (2016) also coincided with similar effective results of this present study in which students' writing ability had improved by taking extensive action on adequate planning, drafting, revising as well as self-monitoring own process of writing composition. In addition, the current result this study also support the claim from Akincilar (2010) on the effectiveness of SRSD instruction on improving paragraph writing ability of Iranian students whom English is a Foreign Language; the study was also used writing strategy "PLEASE" to develop a descriptive paragraph; this explicit instruction provided a clear guideline for less experience writers to write correctly and completely. Though writers with less experience in writing seem to have more challenges on writing composition, the students became more proficient after the treatment. Last but not least, SRSD instruction is not merely limited to a particular writing genre which is descriptive genre. Several research from Harris, Graham, and Mason (2006) also agreed that students were found more knowledgeable about writing and evidenced stronger performance.

Opinions of students toward English Writing Instruction using SRSD

According to data obtained from Semi-structure interview questions regarding opinions of eleventh grade students from Kampong Chheuteal Institute of Technology toward English writing instruction using Self-Regulated Strategy Development, this indicated students expressed positive attitude on the instruction. The possible reasons were the reflection on aspects of writing convention and instructional stages of SRSD. Firstly, students had opportunities to restudy on elements writing composition such as *Capitalization, Punctuation, Sentence Structures* as well as *Vocabulary* in the targeted context. At the same time, students also believe that correctively use of these elements made improvement on their writing composition. Secondly, it is inevitable to claim that SRSD instructional process has no beneficial. With SRSD instruction, students were provided a clear guideline from the early stage of composing to the last stage of writing accomplishment. This could make a positive attitude toward how writing can be done with no complication. Lastly and importantly, the skill of writing which was descriptive writing genre could also beneficial their everyday life. Students could use the subject knowledge of describing to describe their own community.

Recommendation

According to the findings, it obviously shows that English writing instruction using Self-Regulated Strategy Development model is beneficial to enhance writing ability of the students. Therefore, it is recommended that further studies can be conducted with population at different levels, expansion of population, other type of writing genres as well as in other subject areas. In addition, it would be interesting to see further research studies on use the instructional model to improve speaking skill which is one of the productive skills.

Pedagogical Implication

The result from this study can be beneficial and served to teachers to use the instruments, activities, and teaching model from this study to apply in their class time. In addition, this positive result could be a successful implication toward English writing instruction which are indeed of writing improvement.

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