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Filling the Halls with English: Creating Self-Regulated Learners Through Co-Curricular Activities

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Through Co-Curricular Activities

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ABSTRACT

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This project investigates the benefits and practicality of applying Zimmerman's (1994) dimensions of self-regulated learning to co-curricular activities so as to increase students' willingness and opportunities to communicate in English in the hallways of intensive English programs. Three of these dimensions (social environment, motivation, and physical environment) work together to create a semi-structured liaison between in and out of class communicative environments and give students an occasion, location, and motivation to speak English with one another. To evaluate the effectiveness of such activities and conceptualize a means by which to assist intensive English programs to effectively incorporate co-curricular activities in their curricula, the principal researcher designed and conducted a co-curricular activity based on self-regulated learning. She obtained student feedback using surveys and interviews and found that the majority of students spoke mostly English, made new friends, practiced listening and speaking skills, and enjoyed themselves at this activity. As a result of this data, the principal researcher created a booklet to assist in the planning of future co-curricular activities. While only a preliminary study, this data and resulting booklet have great potential to fill the hallways of intensive English programs with English and thus create a holistic learning environment.

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Chapter 1 Introduction

Many teachers and students tend to cringe at the very mention of English-only policies. Lacking consistency and clearly defined expectations, such policies can make teachers uncomfortable and students feel antagonized. These feelings are not conducive to a healthy learning environment and therefore provide the critical issue and starting point for my preliminary study. This chapter serves as an introduction to my project, emphasizing the necessity for this research, purpose of the project, and my rationale for choosing to address this specific issue.

Overview of the Issues

While English-only policies seem like an integral aspect of any intensive English program (IEP), difficulty enforcing them and sensitivity toward other cultures can make directors hesitant to mandate the use of just one language in their institutions. There is little to no research regarding the use of English outside the classroom but still within the walls of schools. Because of this gap in the literature, I came to understand opinions regarding English-only policies through personal communications with directors of IEPs around the US and Canada. One director noted, "I really don't want to make the whole place 'English Only'. We really value everyone's culture and language and we want our students to feel very comfortable here". Another director wrote, "We don't stick our noses in and try to force English conversation … because many people have enough obstacles to face just adapting to life in the USA". Finally one spirited director wrote, "Of course we encourage students not to use their native languages in class and in the lounge, but we do not carry big sticks" (personal communication, 2010).

Such comments imply that these directors are opposed to the method in which students are encouraged to use English outside of class, rather than the idea altogether. If, in fact, devaluing

students' cultures, creating an uncomfortable environment, and swinging big sticks were necessary elements of English-only policies, surely no one would support them. However this does not have to be the case. Many schools may not be creating an environment supporting English-use outside of class because they are not aware there are positive ways in which to do so. It can be difficult for directors to find beneficial or effective methods of enforcing English-only policies in their hallways because research regarding this topic is difficult, if not impossible, to find.

This second gap in the literature has left schools like the English Language Center (ELC) in Provo, Utah with little guidance as to how to effectively implement the English-only policy they stand by. Throughout its 32-year history, this institution has implemented fines, suspensions, point deductions, and a red/ green card system with little success. The ELC is not alone in its tireless efforts to fill its hallways with English. A director at one intensive English program said, "Over the years, we have changed and modified our English Only Policy many times. I would consider our current English Only Policy to be moderately effective at best" (personal communication). These institutions, like many others, are in desperate need of guidance before frustration drives them to join the ranks of those opposed to encouraging students to use and improve the language they pay to learn.

In my experience as an English teacher, I have not seen many students struggling to speak only English within the walls of the classroom. However, when the bell rings and students fill chaotic hallways, their choices regarding how and with whom to spend that time are often more likely to dictate their language choice than English-only posters. Consequently, it seems students need a middle ground assisting them to transition from speaking English in a structured classroom to frenzied hallways and social settings. The ELC, like many other intensive English institutions,

already provides such a liaison in the form of extracurricular activities; however the majority of activities are selected based solely on what students will enjoy rather than what they need. There are no guidelines or principles concerning planning or developing out-of-class activities. Ill-defined expectations and procedures often lead to aimless activities like dances, in which dimmed lights, loud music, and crowded space make conversation in any language difficult.

Purpose

The purpose of this project is to provide guidance for planning and structuring out-of-class activities so as to assist directors in the difficult task of upholding English-only policies at IEPs. Shvidko (2012) believes that language use at these institutions should be viewed as a curriculum rather than policy issue. Keeping this perspective in mind, my project is based on a needs analysis and centers on assisting activity planners at IEPs to design, develop, implement, and evaluate co-curricular activities based on three of Zimmerman's (1994) dimensions of self-regulated learning: motivation, physical environment, and social environment.

These activities are termed co-curricular because the infusion of self-regulatory principles allows them to assist in the development of self-regulated learners, capable of controlling and facilitating continued learning beyond the classroom. In so doing, these co-curricular activities can address students' rationale for not speaking English, utilize their suggestions for improvements, and simultaneously buttress the existing curricula. This project aims to facilitate and explore benefits of institutionalizing co-curricular activities that can help sustain students' motivation to improve their English even beyond the classroom.

Chapter 2 Review of Literature

The preceding chapter introduced the frustration many who work in IEPs feel regarding English-only policies, largely due to lack of research concerning implementation. Furthermore the introduction discussed how IEPs may ineffectively utilize extracurricular activities as a nexus between in and out of class language usage, again due to lack of guidance. Chapter 2 is meant to highlight connections between English-use beyond the classroom and co-curricular activities via self-regulated learning. In so doing, this chapter will illustrate how a solution to encouraging students to speak English beyond the classroom has been in the literature all along though not explicitly labeled as such. By viewing the difficult task of encouraging English use outside of class as a multi-faceted challenge, it becomes apparent that research previously regarded as unrelated can be quite applicable.

In this literature review I initially address a question foundational to validating this project: do students actually benefit from speaking English outside of class? Following this will be a discussion of students' rationales for not using English beyond the classroom and an analysis of their needs. The section on co-curricular activities and programs implementing them into curricula follows to demonstrate how co-curricular activities can be, and have been, especially beneficial for language learners. Finally, I will address the heart of the matter and cover the six dimensions of self-regulation and practical means for enhancing the latter three via co-curricular activities. Based on this literature I will introduce the purposes of my research.

English Use Out-of-Class

There have been varied results with regard to the benefits of English use outside the formal classroom. Though many researchers have investigated whether or not using the target language

enhances language acquisition, some have supported this notion (Freed, 1990; Segalowtiz & Freed, 2004; Seliger, 1977; Yager, 1998) while others have refuted it (Day, 1985; Mendelson, 2004; O'Donnell, 2004; Spada, 1986; See Cundick, 2007 for in depth analysis of these studies). Such inconclusive results would seem to make English-only policies and all efforts to enforce them futile.

Understanding the need for clarification, Cundick (2007) took the inadequacies of previous studies into consideration and conducted her own research. Her study was longer (31 weeks), had more diverse participants (61 students from 12 countries), and more accurately measured proficiency (via elicited imitation both initially and finally) than previous studies. She also interviewed six of the students and gathered further data from questionnaires. Her results suggest that English use out-of-class is, in fact, beneficial for students. She states, "using English out-of-class, especially deliberately using what was taught in class, helps learners improve their proficiency" (p. 66). Cundick's findings provide a vital foundation for this project as they quite convincingly support the importance of language use outside of class.

In discussing her suggestions for future research, Cundick (2007) indicates that there is a need for further exploration into exactly how students can best utilize their out-of-class language opportunities. She states, "since the time [students] spend out of class is much greater than the time they spend in it, being able to teach [students] how to maximize their out-of-class language use to help them become better language speakers would be very beneficial" (p. 88). My research and project are, in part, a response to Cundick's suggestions. While she found using English outside of class to be beneficial, she acknowledged that the literature lacked guidance for students to best use that time. This is another gap that this project is meant to fill.

Students' resistance to communicate in the target language. Though common sense and research support the benefits of using English outside of class, many students in IEPs still resist English-only policies. There are currently few studies regarding factors affecting students' language choices and those available generally focus solely on language use within the classroom rather than in the hallways and social areas and lack diverse participants. (See Shvidko, 2012 for in depth analysis concerning previous research). Shvidko takes these limitations into consideration in designing her study, which explores students' rationale for avoiding English use beyond the classroom but with in the walls of IEPs. In order to better understand students' rationale for not using English, Shvidko administered surveys to 158 students from 18 different language backgrounds and various proficiency levels at the English Language Center (ELC) in Provo, Utah. From those responses, she selected six students to interview, making sure they were intermediate to advanced and had a common first language (such as Spanish, Portuguese, Chinese, or Korean). Furthermore, Shvidko conducted four focus groups with roughly 10 participants in each group. The targeted location, candid conversations with students, and diversity of participants make Shvidko's findings more generalizable, focused, and significant than previous studies.

Shvidko (2012) categorized her resulting factors regarding students' language choices into five main groupings: 1) sociocultural, 2) linguistic, 3) individual, 4) psychological, and 5) institutional. See Table 1 for a description of each of these factors

Table 1

Factors Affecting Students' Language Choices Outside the Classroom

Factors	Sub-factors
Sociocultural	1) Peer pressure, 2) Fear of negative evaluation by compatriots, 3) Cultural communication patterns, 4) Maintaining friendships with compatriots, 5) Need of cultural bonding
Linguistic	1) Low language proficiency, 2) Difficulty in understanding teachers' assignments, 3) Translating habits, 4) Differences between English and students' L1
Individual	1) The intensity of motivation, 2) Personality type.
Psychological	1) Lack of confidence, 2) Stress from speaking English, 3) Fear of having a different personality when speaking English
Institutional	*Physical factors*: 1) Number of students of the same L1 in school/class, 2) Distance from the university campus; *Teacher factors*: 3) Teacher ability to motivate students, 4) Other teacher characteristics (being sensitive to students' cultures, understanding students' individual circumstances, the ability to establish a rapport with students)*; Curricular and administrative factors*: 5) Poor enforcement of the English-only rule, 6) Flaws of speaking classes, 7) Lack of activities that promote interaction with students from other countries

Note. Adapted from Shvidko (2012)

After allowing students to voice concerns regarding the ELC's English-only policy, Shvidko asked participants to offer suggestions that, from their perspectives, would improve the language-learning atmosphere beyond classrooms. Suggestions concerning administrative improvements and extracurricular activities were most prevalent and pertinent to my research project and are briefly summarized below.

Shvidko (2012) notes that nearly all students deemed the expectation of 100% English to be unrealistic. Participants suggested the policy be more flexible, perhaps shifting from English-only to "English-mainly" (McMillan & Rivers, 2011). Students also recommended that the

institution implement "fun and motivating activities, out-of-class group projects, awards, and small competitions" (Shvidko, p. 100) so as to build positive peer interdependence and increase motivation to use English. Many students requested 'making-new-friends' activities. Shvidko notes "all students at the ELC want to have more activities that promote creating friendships with students from other countries" (p.103). Furthermore, many participants recommended a small body of students be in charge of running extracurricular activities so as to unify and encourage others. Learners felt that empowering some students with a degree of authority would motivate others to participate.

Though Shvidko's (2012) participants were not always cognitively aware of the factors affecting their language choices out of class, their suggestions address her five categories mentioned above. Similarly, their ideas concerning out-of-class activities involved good pedagogy such as authentic, collaborative, and active learning. Based on her findings, Shvidko suggests institutions implement more purposeful and focused extracurricular activities in which students can "communicate with each other by working on fun and engaging language tasks" (p. 102). Too often extracurricular activities are developed simply to please rather than benefit the students. Shvidko and her participants call upon IEPs to implement out-of-class activities that address students' rationales for not speaking English beyond the classroom. Though Shvidko does not deem them as such, focused, purposeful extracurricular activities are referred to as co-curricular activities and are vital to encouraging students to use and improve their English.

Co-curricular Activities

According to the *Encyclopedia of Educational Reform and Dissent*, co-curricular activities are defined as those "activities that are closely related to identifiable academic programs and areas of

study. It is intended that these co-curricular activities serve to complement curriculum-related academic areas" (Dolph, 2010, p. 172). Xiao and Luo (2009) delineate co-curricular activities associated with language programs as "those optional activities mainly run by students and supervised by faculty members outside the regular curriculum which engage learners in practicing the target language" (p. 240). Examples of such activities might include a drama performance stemming from a speaking class or a student newspaper derived from a writing class. Co-curricular activities are particularly beneficial in an ESL setting. Xiao and Luo note "English co-curricular activities… offer many opportunities for learners to use the target language in context" (p. 239). Often researchers erroneously use the terms *extracurricular* and *co-curricular* interchangeably. Dispelling this misnomer and distinguishing between these types of activities is vital to this project.

Extracurricular activities are neither a part of, nor an asset to, an institution's curriculum. Klesse (2004) notes, "The term extracurricular designates an activity program as distinct and separate from the curriculum and connotes a subordinate or inferior status in relation to the formal curriculum (p. 77). Such additional activities can often lack a pedagogical rationale and therefore are not beneficial to students. Co-curricular activities, however, by definition must have a purpose, which Reddy (2002) states is to "facilitate the individual development of [learners] into self-directed, responsible and mature adults… [these activities] also contribute to the achievement of the general objectives of education, especially those related to the individual development of students" (p. 10). Co-curricular activities afford students opportunities to practically use and apply in-class learning; exactly what English-only policies mandate.

Blending co-curricular activities into the curriculum. Schools like Middlebury College and Shantou University have successfully implemented co-curricular activities to

enhance and support their language-learning curricula. These institutions create immersion environments for the benefit of their students and emphasize the importance of learning both in and out of the classroom. Examining these IEPs and research surrounding them provides beneficial insight into how co-curricular activities are currently being utilized and how they can benefit students.

Middlebury College is one of the United States' top liberal arts colleges. Its foreign language schools have employed the motto "No English Spoken Here" for over 90 years, successfully maintained through a strict immersion environment (Middlebury Language Schools). Middlebury's students are able to learn in two months what most schools teach over the course of an academic year largely because ample co-curricular activities offer students opportunities to expand and apply knowledge of the target language outside of class. As Radnofsky and Spielmann (2001) state, "Middlebury's pericurricular [aka co-curricular] activities are considered as much a part of the curriculum as the class itself" (p. 266). The school repeatedly praises co-curricular activities as the means to create such an effective language learning community. Radnofsky and Speilmann interviewed Middlebury students' concerning, in part, their perceived benefits from co-curricular programs to their ability to learn their second language of choice. Students indicated that the activities provide them with "spontaneous, naturalistic communicative opportunities and socialization" (p. 66). Such occasions for authentic communication have academic benefits and greatly influence students' confidence and sense of community.

As is the case with Middlebury language schools, the English Language Center (ELC) at Shantou University in Southeast China intertwines co-curricular activities with classroom instruction to create a holistic language-learning environment. Through observations and the

distribution of nearly 700 surveys, Xiao and Luo (2009) explored the function and impact of this institution's co-curricular activities on student independence and interdependence in learning English. Their observations indicated that this university's co-curricular activities have the following five benefits: (1) providing learners with a relaxed, natural, and authentic linguistic environment, (2) improving learners' English proficiency, especially enhancing learners' aural and oral English communicative skills, (3) raising learners' cultural awareness, (4) developing learners' autonomous learning ability, and (5) providing learners, student facilitators in particular, with a platform for developing to their highest potential. Using the surveys to understand students' perspectives, Xiao and Luo found "16.19% [of students] strongly agreed and 49.61% agreed that co-curricular activities were beneficial in learning English for them" (p. 243). Furthermore, more than half of the informants indicated one of the main reasons they participated in co-curricular activities was to learn English.

Based on their findings, Xiao and Luo conclude that the co-curricular activities offered by the ELC at Shantou University represent an ideal facilitating environment for developing autonomy. The same could be said of co-curricular activities offered at Middlebury and any other intensive language program in which activities support and enhance in-class learning. Ryan (as cited in Littlewood, 1999) enumerates four factors that constitute such an ideal autonomy-enhancing environment as 1) concrete support through help and resources, 2) personal concern and involvement from others, 3) decision making opportunities, and 4) freedom from a sense of being controlled by external agents. Fostering autonomous or self-regulated learners does not mean that students must take sole responsibility for their learning; rather teachers and institutions should be prepared and able to provide students assistance when necessary. The best assistance a student could have to enhance language acquisition is an occasion, location, and motivation for

applying and expanding their linguistic knowledge. This is exactly what co-curricular activities provide and therefore are vital elements of a curriculum.

In this first portion of this literature review I established the importance of students using English outside of class and suggested co-curricular activities as a venue which can assist them do so. I illustrated how Middlebury language schools and the ELC at Shantou have integrated co-curricular activities as a vital element of their holistic language learning curricula. Finally I introduced the idea that co-curricular programs can provide an environment conducive to developing learners capable of taking command of and continuing language learning in the hallways, computer labs, and other areas in which students have autonomy. The following section will expand upon this idea and discuss the difference between giving students autonomy and helping them develop self-regulation. As such, it will discuss how applying the dimensions of self-regulation to co-curricular activities will provide a structure to help students align their goals to improve English with their actions and thus become self-regulated learners.

Self-regulated Learning

 Since the 1960s, the structure for understanding the psychological foundation of learning has slowly shifted from behaviorism to cognitivism (Anderson, Reder, & Simon, 1995; Bredo, 1997). Rather than passively being instilled with knowledge, learners are now viewed as active participants in the learning process. In 1986 Bandura published his social cognitive theory, which many consider the origin of self-regulation. He states, "people are neither driven by inner forces nor automatically shaped and controlled by external stimuli" (p. 18). Like other social cognitive theorists, Bandura views a learner's actions and choices as vital to the learning process. Since Bandura's early publication, the field of self-regulation has grown significantly in breadth

and applicability (Algozzine, Broder, Karvonen, Test, & Wood, 2001; Candy, 1991). As research continues, the benefits of self-regulation are repeatedly supported and confirmed (Andrade & Bunker, 2009; Dembo et al., 2006; Paris & Paris, 2001; Pintrich & De Groot, 1990; Schunk & Zimmerman, 1994; Zimmerman, 1994, 1986, 2002, Zimmerman & Risemberg, 1997).

Though researchers of self-regulated learning vary in pedagogical approaches and backgrounds, they generally agree that self-regulated learning refers to self-generated thoughts and actions that lead to accomplishing goals (Zimmerman, 2002). Martin et al. (2003) take the definition a step further and say, "It is nothing more than gaining control of correspondence between plan, do, evaluate, and adjust... Once a learner can control these correspondences, he or she can control what is being learned" (p. 444). It is important to note that while other literature might discuss self-directed, self-determined, or autonomous learning interchangeably, the term self-regulated learning has been specifically selected for this project. The term autonomy is more common than self-regulation in second language acquisition, so I will differentiate between the two and discuss my rational for focusing on self-regulated learning.

Autonomy vs. self-regulation. Since the 1980s, autonomy has been a topic of widespread discussion in language learning and has varied definitions (see for example Holec, 1981 and articles in Dickinson & Wenden, 1995; Pemberton et al., 1996; Benson & Voller, 1997). For this reason, autonomy is often called a "fuzzy term" (Luo & Xiao, 2009). For example, Comenius (quoted in Evans, 1993) said successful autonomous learners can work independently, however Little (1994) says, "leaner autonomy is the product of interdependence rather than independence" (p. 435). In reality, these definitions are not exactly contradictory. Autonomy is generally not interpreted as complete independence but rather as a capacity to act independently and in cooperation with classmates and teachers as a socially responsible

individual (e.g., see also Dam, Eriksson, Little, Millander, & Trebbi, 1990; Burge, 1988; Garrison & Archer, 2000; White, 2003).

With this definition, developing autonomous learners would seem the natural priority for any teacher. However, Oxford (2008) found that autonomy is not as widely used in classrooms as it ought to be. Perhaps this is due to cultural issues and learner differences. Not every student wants to make choices with regard to the learning process just as not every teacher is willing to relinquish some authority and allow students independence. Autonomy also might not be encouraged in many classrooms because empirical evidence demonstrating its effectiveness is weak (Benson, 2007). Though there are numerous studies demonstrating the benefits of developing autonomous learners, (e.g., Bown, 2006; Thang, 2005; Murphy, 2005; Harlow, 2007) in most cases, proficiency gains or achievement have not been linked to increased autonomy.

Though there are evident similarities between autonomy and self-regulated learning, the latter is my term of preference due to its clarity and ease of application. Autonomy's multiple, broad definitions make it difficult for teachers to operationalize and apply in the classroom. As Andrade & Evans (2012) state, "self-regulated learning places less emphasis on learner attributes and choice and more on *how* learners can be effective by taking control of the learning process" (p. 12). The focus of self-regulation is not solely on giving the individual choices, but rather on developing students capable of controlling their learning without being dependent on a teacher or structured class. In the hallways, for example, IEPs give students autonomy to choose with whom they associate and how they use their time, but what students really need is to develop self-regulatory characteristics enabling them to take advantage of out-of-class time to continue learning and practicing English. This lack of scaffolding and guidance is a significant

contributing factor with regards to ineffective English-only policies and highlights the need to develop self-regulated learners.

To further explain the benefits of self-regulation especially as related to co-curricular activities and English-only policies, I will rely on Zimmerman's extensive research on self-regulated learners. He divides self-regulation into six dimensions: time, method, performance, motive, physical environment, and social environment. What follows is a description of each of these dimensions as well as their benefits and practical methods in which to enhance each.

Time. The first of Zimmerman's dimensions answers the question of when to study and for how long (Dembo et al., 2006). This involves scheduling, planning, and generally managing one's time. In their research, Zimmerman, Greenberg, and Weinstein (1994) found that time planning and management training helped students better regulate their study time and therefore these learners had higher grade-point averages. Britton and Tessor (1991) also studied the correlation between GPA and time-management skills. Through the use of surveys they tracked 90 college students' efforts to manage their time wisely and how that affected the students' cumulative grade point averages (GPA). Their results showed that "time management components were significant predictors of cumulative grade point average …and time-management practices may influence college achievement" (p. 405).

The dimension of time comprises both metacognitive (monitoring and evaluating) and behavior elements of self-regulated learning. In order to help learners develop the ability to manage their time wisely, they first need to monitor themselves. Often students are asked to self-record their use of time outside of class so they can observe when they might be squandering time and determine how to use it more effectively (Zimmerman, 2002). Numerous studies using this

method have found that often students spend time practicing English outside of class through receptive activities like watching television, listening to music, and reading newspapers rather than productive activities like speaking with natives and writing letters (Suh et al., 1999; Pickard, 1996; Freeman, 1999; Yap, 1998; Littlewood & Liu, 1996; Pill, 2001). If students were aware that they were spending less time practicing certain skills than others they would likely be able to change their schedule or routine to better accommodate their language-learning needs. Paris & Paris (2001) note that "managing time and resources through effective planning and monitoring is essential to setting priorities, overcoming frustration, and persisting to task completion" (p. 97).

Method. The cognitive aspects of self-regulated learning answer the question of *how* students learn. This generally includes various learning strategies, which Oxford (1990) defines as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8). Strategies can be mental (such as visualizing relationships) or physical (such as taking notes). Self-regulated learners decide upon and use learning strategies that are relevant to their specific tasks and goals (Oxford, 2008; Winne, 1995). The same strategies do not work for every student in every situation. Oxford (1989) sites research claiming that the most successful learners generally choose which strategies to use based on their needs, goals, tasks, and stage of learning. Self-regulated learners are capable of modifying their learning activities when they find their cognitive strategies to be inadequate. According to Pintrich et al., (1991) this type of regulation refers to "the fine-tuning and continuous adjustment of one's cognitive activities" (p. 23), and is an essential element of self-regulation.

Weinstein and Mayer (1986) identified rehearsal, elaboration, and organizational as important cognitive strategies related to academic performance in the classroom. These strategies can be applied to tasks as simple as memorization and recall as well as more complex tasks that require comprehension of information. Paris & Paris (2001) argue that it is important to explicitly teach strategies to make students better language learners outside of the class as well. However, Garcia and Pintrich (1994) warn that knowledge of these strategies is different from actual use. Therefore students need to know how, why, and when various strategies would be effective. With this knowledge students can become more capable of actually applying the strategies beyond the classroom. Zimmerman and Martinez-Pons (1992) hypothesized that "(a) use of self-regulated learning strategies will prompt students to attribute negative performance outcomes to strategic sources instead of ability, effort, or other sources and (b) strategy attributions will preserve self-efficacy beliefs much longer than ability or effort attributions" (p. 35). Thus appropriately utilized strategies can increase and sustain motivation, vital fuel for self-regulated learners.

Performance. Zimmerman terms the next dimension of self-regulation as performance, not to be confused with performance-based pedagogy. In the context of self-regulation, performance answers the question of *what* is learned and includes observing, reflecting, making judgments, and comparing current performance to goals in order to make necessary adjustments (Andrade & Bunker, 2009). In this manner, performance is primarily concerned with metacognition, the way in which you think about the thinking process (Garrison, 1997; Pintrich, 2002). Pintrich et al. (1991) consider metacognition the main aspect of self-regulation and Zimmerman (1989) states that, in part, self-regulation refers to the degree to which individuals are metacognitively active participants in their learning process. From this, Zimmerman (2002)

infers that "students' metacognitive (i.e., self) awareness of particular aspects of their functioning could enhance their self-control [i.e. self-regulation]" (p. 65). Traditionally teachers felt accountable for tracking students' progress and monitoring their successes, however self-regulation shifts this responsibility to the learners. Successful students are generally aware of how well they did on a test even before they receive any feedback from the teacher (Zimmerman & Martinez-Pons, 1988). The difficulty many teachers face is how to convince students to effectively regulate their own behaviors so that learners can control their performance and outcomes.

The most common answer to this dilemma is allowing students to set specific learning or performance goals and subsequently monitor their progress toward attaining those goals (Zimmerman, 1989). Oxford and Shearin (1994) argue, "Goal setting can have exceptional importance in stimulating L2 learning motivation, and it is therefore shocking that so little time and energy are spent in the L2 classroom on goal setting" (p. 19). Effective goals are concrete, current, and challenging. Giving students opportunities to be proactive and set such goals will give them a sense of control and structure (Dembo et al., 2006). The process of pursuing academic ambitions allows students to progress personally as they gain feedback, monitor their efforts, and evaluate the effectiveness of their learning strategies. This process of self-monitoring is very powerful. Shapiro (1984) found that merely asking students to self-record a single aspect of their language learning, such as completion of assignments, often led to "spontaneous improvements" in functioning. Self-regulating students are sensitive to not having achieved goals (if such is the case), and are able to adjust their behavior accordingly to make up for any deficiency in attaining the learning goals (Zimmerman, 1998).

Though all six dimensions of self-regulation can be beneficial in the classroom and have been advocated for use in web-based (Dembo, et al., 2006) and distance language learning (Andrade & Bunker, 2009), they have not been considered or applied to co-curricular activities. Unlike traditional and modern classrooms, co-curricular activities are not meant to be linguistic instructional environments; therefore the previously discussed dimensions of time, method, and performance are not well suited to this context. Co-curricular activities, however, provide a semi-structured practice ground in which students can apply what they learn in class to collaboration and communication with peers outside of class. Encouraging students to use English beyond the classroom requires them to sustain willingness and efforts to do so. In 1998, Wolters conducted a study regarding college students' response to personal decreasing motivation to accomplish a task they, themselves recognized as important—a situation similar to students' diminishing desire to speak English in the hallways of IEPs. Wolters found that students in his study applied strategies such as "providing themselves rewards, manipulating their physical or social context and various forms of self-talk intended to convince themselves to continue working hard at the task" (Wolters, 2011, p. 4). Though not specifically labeled as such, Walters highlights motivation, physical environment and social environment as key self-regulatory dimensions regarding sustaining efforts amidst dwindling desire. Similarly, four of Shvidko's (2012) five factors determining students' language choices outside of class (socio-cultural, affective, individual, and institutional) can be conceptualized within these same three dimensions.

 With the research of Shvidko (2012) and Wolters (2011) as my basis, I have determined to apply only motivation, physical environment, and social environment to co-curricular activities so as to best facilitate communication in English, cross-cultural socializing, and thus enhanced efforts to speak English in the hallways outside of class. What follows is a description of each of these

final three dimensions of self-regulation and how each can be applied to co-curricular activities to create self-regulated learners.

Motivation. The first of Zimmerman's self-regulatory dimensions applicable to co-curricular activities is motivation. Students' rationale for their actions answers the *why* question. Pintrich and Schunk (1996) define motivation as "the process whereby goal-directed activity is instigated and sustained" (p. 4). Students' motives are vital to self-regulation as they determine the quantity and quality of participation and effort. Zimmerman (2002) found that "self-regulated students' superior motivation and adaptive learning methods … [make them] not only more likely to succeed academically but to view their future optimistically" (p. 66). With regards to the hallways of IEPs, self-regulated students are more likely to speak English with one another because they are motivated by the positive benefits of this effort.

Students' pessimistic or optimistic view of outcomes is generally attributed to their self-efficacy. Dörnyei (1994) defines self-efficacy as an individual's judgment of his or her ability to perform a specific task. Furthermore, Bandura (1997) explains, "perceived self-efficacy is concerned not with the number of skills you have, but with what you believe you can do with what you have under a variety of circumstances" (p. 37). Because self-efficacy reflects a belief about the control an individual has over the outcome of a particular situation, Wolters (2003) hypothesizes it has a significant influence on students' self-regulation. Individuals with high self-efficacy are not as negatively impacted by personal failures and setbacks. Such individuals also have a deeper engagement and motivation in activities and generally perform better on tasks (Bandura, 1997, 1982; Banudra & Schunk, 1981). On the other hand, Oxford and Shearin (1994) note that individuals lacking a belief in their own abilities feel lost and frustrated in language courses and activities. Such students lack motivation and are less likely to seek help when needed.

Shvidko (2012) found that many students do not speak English in the hallways because they are not confident in their linguistic abilities and are afraid of criticism from peers (p. 70). This implies that such students' lack of self-efficacy can prevent them from taking risks and stepping outside comfort zones. It is, therefore, vital for IEPs to enhance self-efficacy and an environment of support and acceptance in students because perceptions of abilities are key to students' willingness and capacity to learn (Gallagher, 1994) and communicate in English outside of class.

Encouraging self-efficacy. The natural question follows, how can IEPs encourage self-efficacy? Bandura (1997) enumerates four main sources of self-efficacy: (1) enactive mastery (learning from successes and failures), (2) verbal persuasion (positive talk), (3) physiological and affective states (such as physical accomplishments or successfully coping with stressors), and (4) others vicariously (learning from modeling). Explicitly discussing these components is not enough. The first two sources of self-efficacy can be accounted for at co-curricular activities by simply encouraging students to take risks and encourage one another. The third source regarding the affective filter will be accounted for in conjunction with the social environment, discussed later in this paper. The last source that Bandura argues increases self-efficacy is vicarious learning, or learning from the example of others.

At co-curricular activities, utilizing student leaders as models is an effective way to provide participants with vicarious learning opportunities and shift the locus of control from teachers to students. The ELC at Shantou University uses such student facilitators as 'role models' that develop, plan, and run co-curricular activities (Xiao & Luo, 2009). These leaders can enhance their own and other students' self-efficacy at activities by modeling behaviors first, giving students mastery experiences, and encouraging students' participation (Pintrich & Schunk, 1996). While self-efficacy can enhance students' drive generally, parsing motivation into

intrinsic and extrinsic orientations can provide activity planners with more specific means to increase students' propensity for learning and using English (Deci & Ryan, 1985; Vallerand, 1997).

Intrinsic motivation. Ryan & Deci (2000) define intrinsic motivation as "the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn" (p. 70). In language learning, Noels (2001) states that intrinsic motivation refers to "reasons for second language learning that are derived from one's inherent pleasure and interest in the activity" (p. 45). This type of motivation is generally considered more poignant than traditional extrinsic rewards. In fact, learning and developing a second language for personally satisfying reasons has been linked to greater likelihood of continuing foreign language education (Ramage, 1990), motivational intensity for learning the target language (Noels, Clement and Pelletier, 2001), and increased self-efficacy and speaking proficiency (Ehrman, 1996).

Although people are generously endowed with intrinsic motivational tendencies, in language learning, maintenance and enhancement of this inherent propensity requires supportive conditions. Many teachers find it challenging to create an environment conducive to inspiring intrinsic motivation. With regard to this issue, Van Lier (1996) states that the best way to "stimulate intrinsic motivation [is] by taking advantage of natural interests, curiosity, and emergent rewards" (p. 112). Essentially, teachers can only control external actions if they fall in line with intrinsically motivated behaviors. Based on various sources of enjoyment, Vallerand and colleagues divide intrinsic motivation into three subgroups as identified and described in the table below (Vallerand, 1997; Vallerand, Blais, Briere, & Pelletier, 1989; Vallerand, Pelletier, Blais, Briere, Senecal, & Valliires, 1992, 1993).

Table 2

Sources of Intrinsic Motivation

Intrinsic Knowledge	**Intrinsic Accomplishment**	**Intrinsic Stimulation**
• Satisfying one's curiosity • Exploring and trying to understand ideas or tasks • Learning something new	• Outdoing oneself • The process of attaining new personal successes • Mastery Experiences	• The aesthetics of the experience (sensory pleasures) • Fun and excitement from engagement in the activity

By utilizing these sources of intrinsic motivation, co-curricular activities will be more likely to promote self-regulated learning among students (Deci, Vallerand, Pelletier, & Ryan, 1991). Paris & Paris (2001) refer to the resulting environment as a "student-centered and inquiry driven context" which is generally conducive to creating what Csikszentmihalyi (1990) terms *flow*. Flow is a state of consciousness associated with effortless control, profound enjoyment, and intense concentration. For students to be in such a state, challenges and affective filters must be specifically suited to meet the students' needs and allow for a sense of control (Csikszenmihalyi & Rathunde, 1993). Flow illustrates how the optimal conditions and contexts (both physical and social) elicit a deep engagement that stimulates self-regulated learning. The very nature of the co-curricular activity, as sustained and supported by student leaders, should maintain learners' interests and efforts and therefore require minimal support from teachers.

   Extrinsic motivation. According to Deci, (1980) extrinsic motivation refers to a form of impetus that exists due to the presence of "an externally mediated activity or constraint" (p. 30-31). Traditionally educators focused exclusively on this "bells and whistles" approach to elevate students' level of motivation (Zimmerman, 2002). The classic experiment by Deci (1975) made teachers and researchers question the benefits and usefulness of extrinsic motivation all together.

In Deci's investigation, college students worked for a period of time on an interesting puzzle though only some were paid to do so. Those not receiving a reward for their efforts played with the puzzle significantly more in a later unrewarded "free-time" period than paid subjects. Unpaid subjects also reported that they had more interest in the task than those who were rewarded. This experiment has been replicated many times with numerous variations in design (e.g. Wilson, Hull, & Johnson, 1981; Kruglanski, Friedman, & Zeevi, 1971; Lepper, Greene, & Nisbett, 1973). Consistently individuals in "reward" treatment groups show better compliance at the beginning and worse compliance in the long run than those in the "no-reward" or "untreated" groups.

Too often this study is overgeneralized to mean that all forms of extrinsic motivation are detrimental to students. However, only certain types of external rewards undermine intrinsic motivation. Extrinsic bribes like money minimize individuals' sense of self-determination without enhancing feelings of competence or deep-rooted involvement in tasks and therefore are likely to undermine intrinsic propensities. Similarly, rewards that signify or are accompanied by constraints can have serious detrimental effects on motivation (Amabile, 1993) should be avoided in co-curricular activities.

However, more recent research has clearly demonstrated that certain types of extrinsic motivation can be combined with and even lead to intrinsic proclivities (Hennessey, Amabile, & Martinage, 1989; Hennessey & Zbikowski, 1993; Dörnyei, 1994). These forms of extrinsic rewards must be age and level appropriate, sufficiently self-regulated, and internalized (Margolis & McCabe, 2003). While extrinsic rewards alone are generally not effective, when combined with intrinsic motivation the two make a powerful combination (Pintrich & Schunk, 2006). For example, students who speak English out of class because they want to make friends are extrinsically motivated to communicate. The extrinsic reward of making friends causes an

intrinsic joy from speaking English to socialize. The desire to enhance one's social circle is self-regulated and internalized; therefore it leads to intrinsic inclinations. Co-curricular activities that effectively synthesize extrinsic and intrinsic motivators will be most likely to increase students' motivation to speak English. With assistance from the physical and social environment, this desire will transfer to action and thus assist students to become self-regulated learners.

Physical environment. Physical environment addresses the *where* of self-regulated learning and ensures that learners' surroundings incite language acquisition (e.g. quiet, free of distractions, comfortable) (Andrade & Bunker, 2009). While this may seem only minimally important to learning, Duncanson (2003) and Hall (1959) believe that space in a room delivers a silent message to learners that can either enhance or decrease learning. When observing Japanese students studying English in New Zealand, Pearson (2009) found that students were not always confident in their selected out of class language learning environments and perhaps needed assistance. He noted, "It could be a mistake to assume that learners themselves know best how to take charge of their own learning" (p. 4). Directors of IEPs need to be aware that students might not be performing at their full capacity and speaking English in the hallways because the physical environment prevents them from doing so.

Dembo, Junge, and Lynch (2006) state, "self-regulated learners are proactive in choosing where they will study and take appropriate steps to ensure that they have regulatory control over their learning environment. They are sensitive to their environment and resourceful in altering it as necessary" (p. 195). Students may alter their physical environment in a number of ways: rearranging things, lowering noise levels, turning up the lights, or any other number of modifications that help make learning a possibility in the given context. Concurrently,

Zimmerman and Martinez-Pons (1986) found that high-achieving students were better able to manipulate their environment to suit their needs than were low achievers.

The physical environment at co-curricular activities should facilitate communication amongst learners so as to best allow them to act in accordance with their motivation and speak and improve English with peers. By providing the optimal physical environment at activities, students will come to see that if appropriately structured, many physical environments can be conducive to conversing in English. A facilitative physical environment takes into account some key elements such as the noise level and crowding.

Noise. Noise level is a specific aspect of the physical environment that is very important but often overlooked. In order to communicate, students need to at least be able to hear themselves and others. This may seem obvious but activities with loud music are not uncommon. It is important to remember that noisy environments often make individuals less likely to socialize (Appleyard & Lintell, 1972) and assist one another (Matthews & Canon, 1975). Furthermore, noise that is perceived as disruptive, unnecessary, and/or uncontrollable is likely to elicit stress-related responses from students (Cohen & Weinstein, 1984), exactly the opposite purpose of co-curricular activities.

Crowding. Another important aspect of the physical environment is how crowded it is. Regardless of how large the space, it quickly feels cramped when filled with too many people or objects. In order to encourage communication among participants at co-curricular activities, there needs to be ample room for everyone. Legendre (2003) found that overcrowding, like noisy environments, can result in high stress levels. Phyfe-Perkins' research (1980) indicates that congregating learners in inadequate spaces "may increase aggressive behavior and inhibit social

interaction and involvement" (p. 103). The more people in an environment, the more difficult it is to manage. Epstein (1984) notes that in a crowded space, "the task of managing and coordinating [an] environment increasingly drains attention ordinarily available for goal attainment" (p. 134). The physical environment should do anything but detract students from working and communicating together, and thus overcrowding should be avoided at all costs.

By providing students with examples of physical conditions favorable to studying and speaking English through giving them ample space and lowering the noise level, learners will be better able to pattern their personal environments after those to which they are accustomed and therefore develop self-regulatory abilities. Co-curricular activities with an appropriate physical environment can show learners how even informal situations, when appropriately planned and arranged, can be conducive to practicing English.

Social environment. Finally, with whom a learner studies and interacts is a vitally important dimension of self-regulated learning with reference to co-curricular activities (Zimmerman, 1998). The social environment includes the learner's ability to ask for help when needed, know where to find assistance, and know how to phrase inquiries and evaluate the validity of the guidance (Andrade & Bunker, 2009). In essence, high-achieving learners do not give up when faced with complex or difficult tasks. Rather, they effectively utilize resources such as peers, books, native speakers, and the Internet in an adaptive manner to optimize learning.

Social isolation or fear of negative criticism can prevent students from utilizing resources, especially peers, for help seeking. Shvidko (2012), Hyland (2004), and Park (1998) found fear of critical peers, especially compatriots, to be common and powerful amongst Asian students. The

Asian concept of face saving is perfectly expressed in the following Japanese phrase: "Tabi no haji wa kakisute" (It is alright to be ashamed where no one knows you) (Hwang, 1993, p. 98). Furthermore, in analyzing factors determining students' selections of IEPs, Armour (2009) notes, "Over and over, students mentioned their desire to practice their oral communication skills without being made to feel embarrassed or without losing confidence" (paragraph 5). Students' desire to preserve their dignity and fear of embarrassment can make them hesitant to seek out the assistance and practice they often need. Research suggests that frequently the students who need help the most are least likely to seek for it (Newman, 1994).

Face saving can also be debilitating with regards to students' willingness to speak English with each other outside of class (Shvidko, 2012). Though students study at IEPs to improve their English, egos can prevent them from connecting their goals with actions. Self-regulated learners, however, are aware of the important role other individuals play in their learning (Dembo et al., 2006). To foster this awareness, it is important to create a "we are all in this together" attitude (Rovai, 2002) among learners at co-curricular activities so as to build an environment that mitigates social isolation, breaks down cultural barriers, promotes shared learning activities, and encourages mutual helping (Hill, 2001). Cooperative learning is a highly effective means for encouraging a sense of community and allowing students to step outside of comfort zones. Dörnyei (1997) defines cooperative learning as "the instructional use of small groups in order to achieve common learning goals via cooperation" (p. 482). According to Johnson & Johnson (1994) cooperative learning situations rely upon positive interdependence among students' attaining goals. The vital element to this form of teamwork is that students perceive they can only attain their goals if the other students in the group also succeed (Deutsch, 1962; Johnson & Johnson, 1989). Cooperative learning, therefore, is optimal for enhancing self-regulation as it

encourages both interdependence and individual accountability among learners. Co-curricular activities that encourage unity and cooperation among students will be more likely to develop self-regulated learners as students come to more effectively utilize their peers as a resource for practicing and improving their English.

Though they use different terms, Dörnyei (1997) and Johnson et al. (1995) offer similar suggestions for enhancing group cohesion. Their research provides a practical framework for creating a community feel at co-curricular activities. The suggestions most relevant to this project can be summarized and combined into 4 main categories: (1) appropriate anxiety level (2) outcome interdependence, (3) learner interdependence, and (4) authentic need to communicate.

Appropriate anxiety level. A supportive environment that lowers the affective filter, that is level of anxiety, is vital to creating cohesion in co-curricular activities. Dörnyei (1997) terms this element of cooperative learning as "contact in situations where individuals can meet and communicate" (p. 484). Communication is often facilitated or stifled by the level of anxiety in a situation. Andrade & Bunker (2009) note that inhibitions must be minimized in order to encourage risk taking and experimentation with the language. Furthermore, an emotionally 'safe' atmosphere enables learners to communicate openly without fear of negative criticism (Dembo et al., 2006). While extracurricular activities are often founded on the concept of low anxiety and fun, they are not always successful at encouraging cohesion because students are not asked to step outside of comfort zones and interact with each other. Eliminating all possible stress or anxiety is not the solution to an environment conducive to risk-taking.

Not all anxiety is bad; it can be either facilitating or debilitating (Scovel, 1978). Facilitating anxiety should be encouraged at co-curricular activities as it instigates an adrenaline rushes or nervous excitement which is often motivating. Furthermore, debilitating anxiety should be avoided because it causes students to feel rushed, unprepared, or overwhelmed and can lead to frustration and eventual stagnation. Tsui (1996) found that involving students in collaborative and communicative efforts with one another to solve problems is an effective way to reduce debilitating anxiety among L2 learners and create a cooperative environment. Furthermore, Dornyei and Murphey (2003) note, "The intermixing of students also reduces the power of cliques and integrates loners more quickly. Having an unknown partner provides a bit of facilitative anxiety that makes students pay more attention" (p. 32). This idea of intermixing students will be further discussed in regards to the social environment. While a co-curricular activity may have a comfortable and supportive environment, it is not necessarily anxiety free. Based on personal experience, the most beneficial and entertaining activities are often founded on facilitating anxiety.

   Goal interdependence. Goal interdependence is Dörnyei's (1997) next vital element to creating group cohesion. This is when a mutual or joint goal is established so individuals perceive they can attain their goals if and only if their group mates attain their goals as well (Johnson & Johnson, 1992). Working toward a common outcome motivates learners to participate and help each other in the interest of group productivity (Deutsch, 1962; Johnson & Johnson, 1974, 1989). The results of a study by Lew et al. (1986) indicate that positive goal interdependence correlates with higher achievement and productivity than individualistic efforts. Furthermore, their findings show that if students also share a perceived reward their cooperative

efforts will be even greater, thus implying that these two forms of outcome interdependence are additive.

       Group interdependence. The natural byproduct of goal interdependence is group interdependence, students' perception that they need one another in order to complete a particular task (Dörnyei, 1997; Johnson et al., 1995). By sharing the same outcome, students come to realize that their personal efforts affect others and together they will all either sink or swim (Johnson et al., 1991). When students are interdependent upon one another they care about each other's learning (Brandt, 1987) and value unique contributions made by individuals to help the group as a whole (Johnson & Johnson, 1994). In studying English clubs in China, Gao (2009) notes that warm peer support often enables students to recognize the value of learning and using English for pleasure. Kohnen (1992) found that receiving social support and being held accountable for behavior by peers who are committed to each other's success is an important aspect of academic progress as well.

       Authentic need to communicate. Johnson et al. (1995) term the next aspect of cooperation as "face-to-face promotive interaction". Kohnen (2000) defines this as abundant verbal, face-to-face interaction, where learners can explain, argue, elaborate, and make connections via communication with peers. Opportunities to use English in natural situations for authentic purposes are vital elements of a social environment conducive to developing self-regulated language learners (Pearson, 2003). Dörnyei (1997) remarks that when students participate in real world tasks "communication is unfolded and enlivened in positive relationships, and the warm cohesive group climate significantly enhances peer interaction" (p. 485).

In co-curricular activities, simply intermixing learners of different language backgrounds can be enough to give students an authentic reason to communicate in English. To be considerate of others and effectively communicate with everyone at once, students' only option is to use English. Slavin (1983) discovered further benefits of mixed groupings as well. He reviewed fourteen cooperative classroom experiments where groups were ethnically and/or racially diversified. In eleven of these studies, students who had worked in cooperative interracial groups made significantly more friendship choices across racial and ethnic lines than those who had not worked in cooperative groups. Encouraging friendships outside students' language background is an important tool for breaking down traditional barriers and encouraging cohesion amongst language learners. The benefits of such relationships can continue beyond co-curricular activities as well as students communicate with one another in the hallways in English, their common language.

Summary

This literature review provides essential groundwork for my project. I have established the importance of using English outside of class to benefit students academically. I looked at factors affecting learners' language choices outside of class with regards to the English-only dilemma. I identified co-curricular, as opposed to extracurricular, activities as a vital tool for supporting IEPs' existing curricula in that they provide a location, enhance motivation, and offer a need for authentic communication in English outside of class. In this manner, co-curricular activities are perfectly suited to developing self-regulated learners that can connect their desire to improve English with their actions and efforts outside of class. I defined self-regulation and its six components (time, methods, performance, motive, physical environment, and social

environment) and presented literature and studies supporting the benefits of each dimension to students' ability to take control of their learning.

Connecting all of these principles and theories as a means to fill the halls of IEPs with English is an innovative and unique approach to English-only policies. The next logical step would be to conclusively confirm that applying the dimensions of self-regulation to co-curricular activities leads to students speaking English with one another in the hallways more frequently. However, convincingly demonstrating this to be the case was too large a task to carry out within the time frame of this project. Therefore, the motivation for my project is to help provide stepping-stones to assist subsequent researchers to make such conclusions in the future. That being said, the main purposes of my project are:

1. Evaluate how applying the self-regulatory dimensions of motivation, physical environment, and social environment to co-curricular activities offers students more opportunities and increases motivation to speak English out-of-class but within the hallways of IEPs.

2. Develop a method to institutionalize co-curricular activities and assist future activity planners practically and effectively apply the dimensions of motivation, physical environment, and social environment to co-curricular activities so as to help develop self-regulated learners.

Chapter 3 Methods

The previous chapter connected aimless extracurricular activities and ineffective English-only policies as interrelated problems. Furthermore it discussed the application of the self-regulatory dimensions of motivation, physical environment, and social environment to co-curricular activities so as to assist students to take control of their personal journey to learn English. The purposes of this project center on enabling directors of IEPs to incorporate co-curricular activities in their programs so as to create a more holistic curriculum and fill the hallways with English. In order to determine the best method in which to assist these directors and future activity planners, I piloted a co-curricular activity based on self-regulatory dimensions and used surveys and interviews to evaluate its effect on participants. This chapter details how I structured and carried out this activity to fulfill my research purposes.

Preface to The Movie Awards Night

The co-curricular activity I designed and developed was entitled the Movie Awards Night and took place on a weeknight in the Fall 2011 semester. At this activity students were put into random groups in which they watched various short movies and worked together to plan and present a skit that could hypothetically conclude the film.

      Context. The Movie Awards Night was conducted at the English Language Center (ELC) at Brigham Young University (BYU) in Provo, Utah. This IEP generally has around 200 students from over 15 language backgrounds. The students are placed in one of eight different levels (Foundations Preparation, Foundations A, B, and C, General Academic Prep (GAP), and Academic A, B, and C) based on proficiency tests, diagnostic tests, and teacher ratings. Students in GAP could be considered high intermediate speakers while those in Foundations levels are

less advanced and those in Academic classes are more advanced. Most of the students at the ELC plan on attending a university in the United States therefore a large number will take the TOEFL. The majority of students are between the ages of 18 and 30 though there are occasionally a few older students.

Student leaders. Based on the example of student facilitators at Shantou University (Xiao & Luo, 2009), Bandura's (1997) research regarding modeling and vicarious learning, and Shvidko's (2012) recommendation that IEPs develop student councils, I used students to help plan and run the Movie Awards Night. As part of my advanced (Academic B) listening and speaking class, my 13 students worked for weeks organizing food, advertising in other classrooms, and developing general speaking skills so they could relay directions clearly to students of varying proficiency levels. On the night of the Movie Awards activity, student leaders played vital roles as master of ceremonies, movie group leaders, decorators, and general organizers. Two of these students' first language is Korean, two Portuguese, eight Spanish, and one Ukrainian.

Participants. The informal nature of the activity led to students coming late, leaving early, and moving around, therefore it was difficult to get an exact count of how many individuals participated. Midway through the activity, one of the student leaders counted 75 students of varying backgrounds and proficiency levels in attendance. Afterward 56 of these participants took, or at least started, a survey evaluating their experience at the co-curricular activity. (See Appendix A). Information regarding the participants is taken from survey responses and is shown in the tables below.

Table 3

Participants' Proficiency Levels

Proficiency Level	Responses	Percentage
Foundations B	5	11%
Foundations C	14	31%
GAP	11	24%
Academic A	7	16%
Academic B	7	16%
Academic C	1	2%

Table 4

Participants' Native Languages

Language	Responses	Percentage
Chinese	4	9%
Japanese	1	2%
Korean	5	18%
Portuguese	5	11%
Russian	3	7%
Spanish	21	47%
Other (Thai, Creole and French)	3	7%

Description of the Co-curricular Activity

Before piloting this activity, I received approval to from the administrators at the ELC to conduct the activity at their school with their students based upon demonstrating that each element of the Movie Awards Night had a specific purpose, as summarized in Table 5.

Table 5

Movie Awards Night Based on Self-regulated Learning

Elements of the Co-curricular Activity	Rationale
• Student Leaders demonstrate sample skit to facilitate vicarious learning and build participants' self-efficacy • Winning team presents to everyone • Pizza for all participants • Some teachers offer extra credit • Movies are fun and easy to understand (no dialogue) • Students with various language backgrounds are grouped together to increase new friendships and use of English	Motivation
• Gym decorated like movie theater • Groups work in separate classrooms so there is enough space and not too much noise	Physical Environment
• Students rely on each other to plan and present skits • Students work together to plan and present skits • Skits are first presented to a small group to lessen anxiety • Students may wear various costumes to save face • Students applaud and cheer for one another	Social Environment

This co-curricular activity was specifically designed based on the self-regulatory dimensions of motivation, physical environment, and social environment. Throughout the process of planning and piloting the activity I kept notes on how my decisions were informed and molded by these self-regulatory dimensions. Furthermore, I recorded important elements of my planning process regarding delegation to student leaders, stumbling blocks, aids, regrets, and successes. I knew my personal experience of planning and piloting this co-curricular activity along with notes concerning what did and did not work well would be invaluable in determining a means to institutionalize co-curricular activities and give a structure to the planning process so as to assist future activity planners and directors at IEPs. As such piloting this co-curricular activity helped me achieve the two main purposes of my project.

Evaluating the Effectiveness of Applying Self-regulation

The first purpose of my activity was to evaluate whether the application of the self-regulatory dimensions of motivation, social environment, and physical environment to co-curricular activities offers students more opportunities and sustains motivation to speak English out-of-class but within the hallways of IEPs. After the ELC's administration approved my co-curricular activity, I obtained IRB approval to evaluate the effectiveness of the activity via surveys and interviews. I administered the surveys through Qualtrics and designed them to test whether or not the Movie Awards Night appropriately utilized the dimensions of motivation, physical environment, and social environment to facilitate communication in English amongst participants.

The survey was 18 questions long and took approximately 10 minutes. It was specifically designed to be short and concise to avoid fatigue, carelessness, and generally unreliable results. Of the 75 students that attended the activity, 56 took the survey and an average of 36 answered all the questions. See Appendix A for the survey questions. In order to get another perspective on the activity I created and administered a second survey for the student leaders (see Appendix C). This survey took about 10 minutes to complete and contained only 9 questions. All 13 student leaders completed the survey in full.

To make my evaluations and conclusions more reliable, I used methodological triangulation to gather data. Johnson (1992) notes, "triangulation… reduces observer or interviewer bias and enhances the validity and reliability (accuracy) of the information" (p. 146). My second method for gathering data was the use of semi-structured interviews. Based on their survey responses, nationality, and proficiency level, I selected three participants to interview in English. One represented an extremely positive point of view (Beth), the second was neutral (Clair), and the third represented a negative point of view (John) regarding the Movie Awards Night. They were

all intermediate speakers and had language backgrounds of French, Spanish, and Japanese, respectively. I also interviewed one of the student leaders to represent that group of students and their perspective (Seth). His first language is Spanish. I changed all students' names to protect their privacy. The interviews were not recorded and the survey was used as the basis for questions. These interviews provided more in depth information regarding students' responses and suggestions.

Assisting Future Activity Planners

The second purpose of my project was to develop a means to institutionalize co-curricular activities so as to assist future activity planners to practically and effectively apply the principles of self-regulation to co-curricular activities. To do this I kept the activity planners at the ELC in mind as my target audience. To best help them I learned more about activity planners at this particular IEP through personal communications with the secretary who selects the activity chair each semester. I learned that the ELC currently does not have anyone on the administrative level in charge of student life. The responsibility of activity planning therefore falls on a teacher who is generally also taking classes at BYU. Activity chairs generally change every semester or two based on that individual's willingness to continue. Activity planners at this IEP, like so many others, are very busy and do not have time to read all the pertinent literature regarding best practices for co-curricular activities. I also learned that these activity planners are not selected at random but rather are chosen based on willingness and creativity. Based on this information I knew that as teachers, the activity planners cared about the students, likely had good ideas, and did not have a lot of free time.

Answering the question of how best to help these individuals is subjective and difficult. I determined that based on my personal experience and notes from planning and piloting the Movie Awards Night, I would combine everything I had found advantageous into a concise booklet that directors and activity planners could use to incorporate co-curricular activities into their curriculum and thus give students a more holistic learning experience in which they could continue practicing and improving their English even outside of class.

I decided to informally evaluate this booklet by presenting a sample chapter to peers and teachers in my Advanced Materials Development class (Ling 678) as well as my MA committee to get their feedback. In this manner I would be able to get advice regarding its visual appeal, practical application, and theoretical basis. Feedback from my Ling 678 class could be especially helpful because these individuals, like future activity planners, do not know much about the research underpinning this booklet and therefore could give me feedback regarding readability and transparency.

Conclusion

The methodology in this chapter details how I went about accomplishing the two main purposes of this project. I evaluated the effectiveness of applying self-regulation to co-curricular activities through planning and piloting a co-curricular activity and subsequently administering surveys and conducting semi-structured interviews. These findings along with my personal experience were used to shape and inform the development of a booklet to help directors of IEPs to institutionalize co-curricular activities. My peers and professors critiqued and evaluated this material regarding pedagogy, readability, and visual appeal so as to shape my final product. The

results, from piloting and evaluating the co-curricular activity and resulting booklet are presented

in the following chapter.

Chapter 4 Results: Co-curricular Activity

The previous chapter outlined the co-curricular activity I piloted in order to achieve the two main purposes of my project. This chapter covers the results of surveys and interviews used to evaluate the effectiveness of applying self-regulation to co-curricular activities. These results along with my personal experience and field notes informed the content and organization of the booklet for assisting future activity planners.

Effectiveness of Co-curricular Activities Based on Self-regulated Learning

The first purpose of this project was to evaluate the effectiveness of applying the self-regulatory dimensions of motivation, physical environment, and social environment to co-curricular activities. Specifically I wanted to determine if these co-curricular activities would sustain students' motivation and increase their opportunities to speak English with one another beyond the classroom. What follows are the results of my surveys and semi-structured interviews that sought to answer this question.

Motivation. Shvidko (2012) and Wolters (1998) found that students are generally highly motivated to achieve goals but this desire decreases when they are in difficult situations, such as unstructured, chaotic hallways in the case of this project. To evaluate if students are indeed motivated to improve their English outside of class, I asked them why they attended this particular co-curricular activity. I needed to identify their deep-rooted, intrinsic motivators so as to better assist future activity planners to understand participants' desires. Student responses in interviews echoed feedback from the survey, which is summarized in the table below. Students were allowed to select all motives that applied.

Table 6

Students' Motivation for Attending the Movie Awards Night Co-curricular Activity

Type of Motivation	I wanted to….	Percentage	Actual Number
Intrinsic	"improve my English"	41%	18
	"make friends/ meet new people"	55%	24
Extrinsic	"get extra credit"	52%	23
	"eat pizza"	61%	27
	"watch movies"	50%	22

Student leaders were in charge of the activity so as to increase participants' motivation to plan

and present skits and also speak English in general. In the survey I asked if participants liked

having students in charge to see if these leaders fulfilled their intended purpose. Table 7 shows

students' responses.

Table 7

Students' Attitudes Toward Students Running Co-curricular Activities

Attitude	%	Actual Number	Selected Student Responses
Like	79%	23	• "I think that having students in charge of the activities is good and also they persuade us to participate in the activities." • "I loved it because they are the same side as us." • "When students are in charge it is more relaxed and funny that when teachers are in charge." • "We can learn from each other!"
Like & Dislike	7%	2	• "I liked having students in charge but they are not very organized." • "I liked students having the opportunity to improve their English skills, but on the other side when they explained activities it was a little bit confusing."
Dislike	14%	4	• "We don't want to learn English by listening to Academic B students' English. It was bad." • "I dislike students in charge."

My interviews shed light on why participants did or did not like having students running the

activity. John was strongly opposed to this idea because the student leaders did not speak English

as well as he had hoped. However, Beth told me she really liked having students run the activity because teachers are in charge all week. Clair remarked that she liked having student leaders in charge because it made the environment more relaxed, but she had wished the student leaders had been more entertaining. Student leaders all enjoyed this opportunity to improve their English, develop leadership skills, and meet new people. Student leaders' pertinent opinions and comments can be found in Appendix C.

Self-efficacy. Self-efficacy is intertwined with motivation, as each encourages the other. In my interview with Beth, a high intermediate student (GAP), I learned how she had seen her classmate, Mike (name changed) become more self-assured because of his participation in the Movie Awards Night. Mike had previously told Beth that he was uncomfortable speaking English in front of many people. At the Movie Awards Night, however Mike's group selected him to be the main "actor" in their skit. He accepted and made everyone laugh during his presentation. Afterwards he told Beth that he did not realize people thought he was funny and he was encouraged by all the support his peers had given him through applause, cheers, and voting for his skit.

Beth said she also became more confident in her abilities after this activity. Previously she had wanted to skip class on presentation days because she was nervous. However, after presenting her skit at the Movie Awards Night she realized that she did not need to be anxious any more. She realized if she could wear a beak and trash bag in front of the whole school, she could give a small speech in front of her class.

Physical environment. The physical environment at the Movie Awards Night was specifically designed so as not to distract students from working and communicating together to

plan and present skits. I asked students if the room where they planned their group skit was quiet enough that they could successfully work with their peers. The vast majority of students, 86%, responded in some degree of the affirmative (strongly or somewhat agree).

Social environment. Besides increasing and sustaining students' motivation to speak English, the other main purpose of co-curricular activities is to give students more opportunities to communicate with one another. Before I could inform activity planners how to do this in the booklet, I needed to be sure that the Movie Awards Night had given students authentic chances to talk with each other. Though I observed many participants laughing and joking together as they planned skits and watched others perform, I needed empirical data to support what I saw. Therefore, I asked participants to respond to survey questions regarding the social environment at the Movie Awards Night.

Appropriate anxiety level. To evaluate students' affective filters and determine if students experienced facilitating or debilitating anxiety, I asked if they felt comfortable speaking English at this co-curricular activity. Their responses are summarized in Table 8.

Table 8

Are Students Comfortable Speaking English?

Student Opinions	%	Actual Number	Selected Student Responses
Yes	87%	26	• "Yes- this program is giving me more confidence." • "Yes, because this form of practicing English is funny to make friends." • "Yes, I did. Everyone there was in the same position as me. Then I felt comfortable speaking in English." • "Yes, it was fun. I didn't feel pressure so I felt comfortable talking." • "I felt super comfortable speaking English because I want to improve and the easiest is speaking and listening with lots of people."

Not Always	13%	4	• "I'm Foundation C class student, so during this activity it's hard to talk with other members of my group." • "Sometimes if I was talking to a friend who was not a Spanish speaker I felt ok but I think it is awkward to speak English with someone that speaks the same native language as I do."

In my interview with Clair, she told me that she felt comfortable talking with new people and trying new things because she knows that everyone makes mistakes and she does not need perfect grammar to communicate. Interestingly, John told me he was glad there were so many people in attendance because he felt more comfortable presenting his skit in front of many strangers rather than a few friends.

Authentic need to communicate. To determine whether or not the Movie Awards Night gave students an authentic reason to communicate in English, I asked them what percentage of their speech was in English that night. An impressive 78% of students said they spoke only or mostly English at this co-curricular activity. Subsequently, I asked students why they spoke English at the Movie Awards Night. Their responses are summarized below.

Table 9

Students' Motivation for Speaking English at Activity

Why I spoke English	%	Actual Number	Selected Student Responses
I wanted to	63%	22	• "I wanted to make friends." • "I wanted to be polite to other cultures." • "I wanted to practice English with people there." • "I wanted to improve my English." • "I wanted to talk with non-Spanish speaking friends."
I needed to	69%	24	• "Nobody speaks my language." • "I needed to communicate with my team partners." • "I needed to speak with foreigners."
Other	3%	1	• "I have decided not to speak Japanese since I came to America."

Goal and group interdependence. We gave students the common goal of creating and presenting a skit in order to eat pizza and present in front of a larger group. To determine if this encouraged students to help one another, I asked students how they contributed to their group's efforts to achieve their goal and prepare the skit. Students indicated that they shared their ideas (57%), answered each other's questions (43%), and asked questions (33%).

To better understand students' perceptions of whether or not their group members were interdependent upon one another, I asked participants how well their group worked together to prepare the skit. The majority of students felt that their groups worked well together; 7% very strongly agreed, 13% strongly agreed, 23% agreed, 37% somewhat agreed, 17% somewhat disagreed, 10% disagreed, and 3% strongly disagreed that their groups cooperated well together to plan and present their skit.

In my interview with Clair, she told me that everyone in her group participated together and had the opportunity to talk about what they wanted to happen in the skit; however, she noted not all the groups had such willing participants. Seth told me the majority of groups in his classroom worked well together. He said if students were not talking much he helped them brainstorm ideas and assigned group leaders so someone would take charge and help the others.

Effectiveness of the Co-curricular Activity Supporting the Curriculum

In Shvidko's research (2012) she found that all students at this IEP want activities that allow them to make more friends (p. 103). I randomly grouped students at this activity to give them opportunities to make new friends, have an authentic reason to speak English, and encourage group cohesion. The physical environment, motivational factors, and social environment were all specifically taken into account to achieve these goals. In so doing, this activity was designed to

bring English to the hallways where students could communicate with new friends and acquaintances in their common language, English. I asked students whether or not they had made new friends at this activity and their responses are shown in Table 10.

Table 10

Did You Meet New People?

Student Opinion	%	Actual Number	Selected Responses
Yes	64%	18	• "Yes, I met several new friends." • "Yes!! It is very good to make new friends." • "Yes, because we were in groups with different people." • "Yes, from my team."
No	36%	10	• "No, I already knew them." • "Not really. I saw people that I hadn't seen before but we did not become friends." • "No- because everyone in my group was Mexican."

In our interview, John told me he enjoyed having the chance to speak with people at the activity he had not talked with previously. He said that many students do not speak English after school so he thought it was a good idea to have activities where people must talk with each other. Seth told me he did not know any of the 30 students that were assigned to his classroom at the Movie Awards Night. He said that his job as a student leader made it possible for him to interact with many different individuals and now there are now more people he can greet in the hallways.

By definition, co-curricular activities support the curriculum of the institution in which they are incorporated. This generally means they offer students opportunities to improve listening and speaking skills. Table 11 indicates if participants at the Movie Awards Night felt they were able to practice listening and speaking with each other.

Table 11

Did You Practice Your Listening and Speaking?

Student Opinion	%	Actual Number	Selected Student Responses
Yes	70%	19	• "Yes a lot, because basically that was the purpose. More than have fun, all these activities help you speak English and learn in the process." • "I think so, because I had to share my ideas." • "Of course, it was very useful and gave us chances to talk to foreigners." • "We had to speak very clearly for others to understand." • "There were people from different parts and their accents varied a lot."
Neutral	4%	1	• "I just spoke as usual."
No	26%	7	• "Frankly speaking, I don't think so. Because it was very short but it was a great chance to act and have fun." • "I strongly disagree. The movies were silent and I was disappointed with English of Academic B students." • "I liked the activity, but I have to say I'm sorry I didn't practice much."

John did not feel that this activity was beneficial to him with regards to his listening and speaking skills. Both he and Clair said they would have preferred watching movies with dialogue so as to learn new vocabulary words. John also did not like having to plan a skit in such a short period of time because he made grammar mistakes when speaking in front of everyone.

Seth and the other 12 student leaders indicated that the activity was extremely beneficial to them regarding improving their listening and speaking skills. Seth said he gained confidence in his ability to talk to students with various accents. All student leaders recognized the necessity to be understood by many students required them to speak very clearly and this helped them a great deal.

Conclusion

These results indicate that applying the dimensions of motivation, physical environment, and social environment to co-curricular activities is beneficial for the majority of participants, as indicated by interviews and surveys. Most students enjoyed the activity realizing that it was fun as well as educational. Piloting the co-curricular activity served the vital purpose of informing the content and format of the booklet I designed to assist activity planners to design and incorporate co-curricular activities into the programs at their respective IEPs. The ensuing results section will address the consequences of the Movie Awards Night concerning the specifics of this booklet, and thus address the second purpose of my project.

Chapter 5 Results: Booklet

The previous chapter summarized the largely positive results of piloting the Movie Awards Night as indicated by students' survey and interviews. Based on planning and conducting this co-curricular activity, I determined to assist activity planners at other intensive English programs develop equally beneficial activities based on self-regulation and encourage students to speak English in the hallways. This chapter discusses the booklet I wrote and structured based on my experience planning and piloting the Movie Awards Night and how it is meant to facilitate the institutionalization of co-curricular activities at this IEP and others.

Assisting Future Activity Planners

In order to help activity planners incorporate co-curricular activities into the curricula at their IEPs, I determined to fashion the booklet after my personal planning in preparation for the Movie Awards Night. I also took into account the students' perspectives as well as planners' time constraints to make using this booklet both practical and effective. In essence, the booklet contains what I found helpful and what I wished I had known to make the planning process as efficient as possible for future activity planners.

Self-regulation. Before planning an activity based on self-regulatory dimensions, activity planners need to understand what is meant by motivation, physical environment, and social environment. The booklet opens with an introduction to self-regulation and co-curricular activities to give readers a basic understanding of these foundational principles. Activity ideas and brainstorming opportunities are also framed within the context of these dimensions so as to encourage activity planners to make decisions about their activities with these important dimensions in mind. The last section in each self-regulation chapter is a checklist that activity

planners can use to ensure they have not overlooked any key aspects of an effective co-curricular activity. I created similar lists for myself in my planning process and found it to be an invaluable method for keeping my ideas and decisions centered on the dimensions of self-regulation.

Putting it all together. The final chapter in the booklet is a summary of how the Movie Awards Night satisfied the self-regulatory dimensions of motivation, physical environment, and social environment so activity planners can see how everything works in conjunction. This chapter demonstrates how I applied the principles in each of the three main chapters in the booklet to create a successful co-curricular activity. As such, this final chapter serves as a review and also a source of empowerment, to show planners that it possible to help students develop listening and speaking skills by choice and also have fun. This chapter contains helpful tips regarding practicality and some positive feedback from students obtained from surveys and interviews.

Overall, this booklet is formatted to mimic my personal planning process in preparation for the Movie Awards Night. I presented a sample chapter following this format to my Lin 678 class. Professors and peers in this Advanced Materials Design course gave me advice concerning readability, visual design, and overall usability. After considering their suggestions and making revisions, I presented the sample chapter to my committee who gave me encouragement to base subsequent chapters on this design. The completed booklet comprises the remainder of this chapter.

Filling the Halls with English

Creating Self-Regulated Learners through Co-curricular Activities

By Sharon Tavares

Table of Contents

Introduction

Congratulations on your new responsibility as activity chair at the English Language Center. Before you book the DJ and blow your budget on a disco ball, please read through this booklet to help you understand the objectives you should keep in mind for each activity. You see, at the ELC we believe everything should have a purpose. We have established a curriculum for instruction within the classroom to ensure that certain goals are met, but we don't want the learning to stop there. The English-only policy requires students to apply what they learn in class as they talk and joke with friends. Most frequently, the English-only policy is simply an ideal. To help make this ideal a reality, we use co-curricular activities as a semi-structured optimal environment in which students can communicate and work together to accomplish a common goal. To put it quit simply, co-curricular activities at the ELC gives students someone to talk with, a reason to talk with them, and something to talk about.

You do not need to read this booklet cover to cover to benefit from its contents. For your convenience, it is broken into five basic sections: introduction, motivation, physical environment, social environment, and an example activity. The introduction will help understand students' motivations, co-curricular activities, and self-regulated learning in more depth.

The three middle chapters are the meat of the booklet. Each begins with a brief summary of supporting theory and research, followed by a 'so what' section that gives you ideas on applying this theory to your activity. In the 'think about it' section you can brainstorm your own ideas for your activities, and finally is a checklist you can use when you've selected your activity to make sure you that didn't forget anything.

Finally the sample co-curricular activity will show you how all these principles can actually be conceptualized in one activity to demonstrate how each aspect of your activity can and should have a specific purpose. You will see how checking all the boxes made this particular activity a success.

Why aren't they speaking English?

Good luck to you on this adventure. Do not be afraid to think outside the box and try something new. Use your students and fellow teachers as resources and assistance. Enjoy yourself and make sure the students do the same!

In 2011, Shvidko gave surveys to 158 ELC students from 18 different language backgrounds and various proficiency levels. From those responses, she selected students to interview both individually and in groups to better understand their rationale for not speaking English in the hallways. She categorized her resulting factors regarding students' language choices into five main groupings shown below.

Factors	Subfactors
Sociocultural	1) peer pressure, 2) fear of negative peer evaluation, 3) cultural communication patterns, 4) excluding others from conversation, 5) maintaining friendship with compatriots, and 6) need of cultural bonding
Linguistic	1) low language proficiency, 2) difficulty in understanding teachers' assignments, 3) translating habits, and 4) differences between English and students' L1
Individual	1) the intensity of motivation, 2) personality type, and 3) life circumstances
Psychological	1) fear of making mistakes, 2) stress from speaking English, and 3) having a different personality when speaking English
Institutional	1) number of students of the same L1 in school/class, 2) teachers' ability to motivate students, 3) other teachers' characteristics, 4) flaws of speaking classes, 5) poor enforcement of the English-Only rule, 6) lack of activities that promote interaction with students from other countries, 7) distance from the university campus
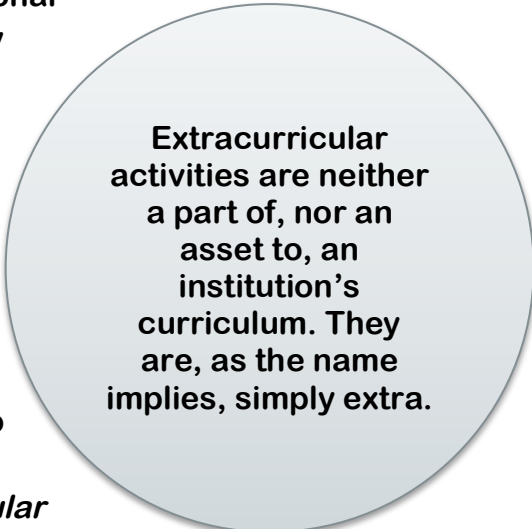
Adapted from Shvidko (2012)

Co-curricular activities can account for all of these factors except for linguistic issues, which are better addressed in class. Keep these factors in mind as you plan your activities. In order to help students to speak English, you first need to understand why they are not already doing so. By using this booklet you will better understand how to apply three of the principles of self-regulation to your activities and therefore you will be addressing the majority of these factors.

Co-curricular vs. Extracurricular Activities

Co-curricular activities are those "activities that are closely related to identifiable academic programs and areas of study. It is intended that these co-curricular activities serve to complement curriculum-related academic areas" (Dolph, 2010, p. 172). Xiao and Luo (2009) define co-curricular activities associated with language programs as "those optional activities mainly run by students and supervised by faculty members outside the regular curriculum which engage learners in practicing the target language" (p. 240). Examples of such activities might include a drama performance stemming from a speaking class or a student newspaper derived from a writing class. Co-curricular activities are particularly beneficial in an ESL setting. Xiao and Luo note "English co-curricular activities… offer many opportunities for learners to use the target language in context" (p. 239). Often researchers incorrectly use the terms *extracurricular* and *co-curricular* interchangeably. After reading this booklet, you will not make the same mistake.

Extracurricular activities are neither a part of, nor an asset to, an institution's curriculum. They are, as the name implies, simply extra.

Extracurricular activities are neither a part of, nor an asset to, an institution's curriculum. Klesse (2004) notes, "The term extracurricular designates an activity program as distinct and separate from the curriculum and connotes a subordinate or inferior status in relation to the formal curriculum (p. 77). Such additional activities generally lack a pedagogical rationale and therefore are not beneficial for students. Co-curricular activities, however, by definition must have a purpose, which Reddy (2002) states is to "facilitate the individual development of [learners] into self-directed, responsible and mature adults… [these activities] also contribute to the achievement of the general objectives of education, especially those related to the individual development of students" (p. 10). Co-curricular activities afford students occasions to practically use and apply in-class learning; exactly what English-only policies mandate.

Self-regulated Learning

Self-regulated learning refers to self-generated thoughts and actions that lead to accomplishing goals (Zimmerman, 2002). Martin et al. (2003) takes the definition a step further and says it is "gaining control of correspondence between plan, do, evaluate, and adjust… Once a learner can control these correspondences, he or she can control what is being learned" (p. 444). In essence, self-regulated learners are proactive and aware of what will help and hinder their learning as well as their personal strengths and weaknesses. This allows them to generally be more successful academically.
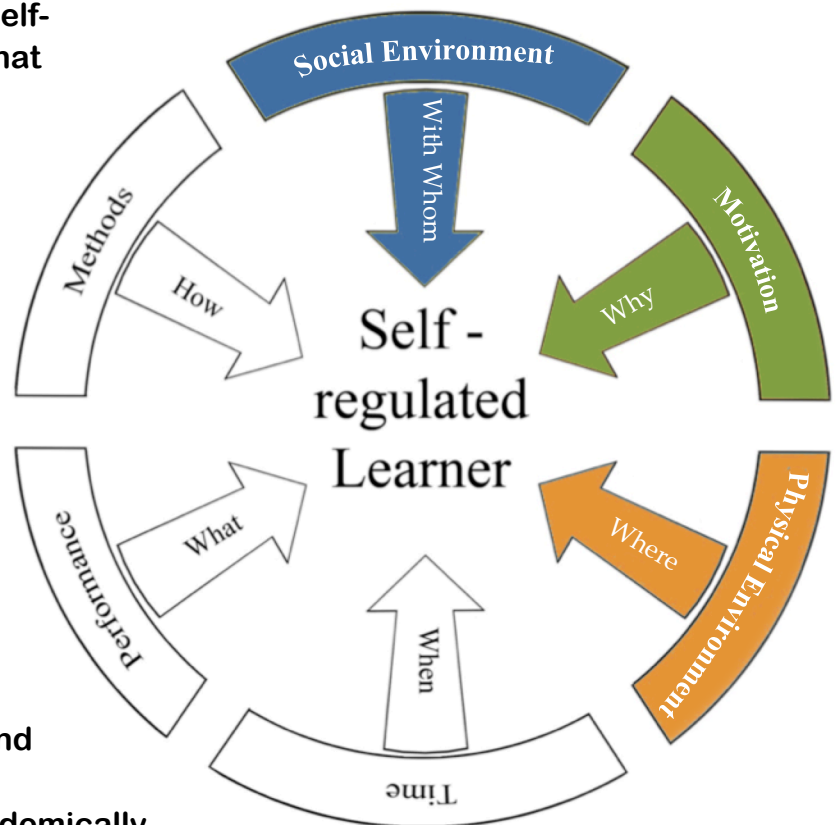
The principles governing co-curricular activities are organized within three of Zimmerman's (1994) six dimensions of self-regulated learning: physical environment, motivation, and social environment. These three principles also address four of the five factors Shvidko (2012) identified as key determiners of students' language choices outside of class: socio-cultural, affective, individual, and institutional. The remaining three principles are best suited to in class instruction, which co-curricular activities support. Utilizing co-curricular activities based on self-regulation can help develop learners willing and able to use English beyond the classroom. Through participation in such activities students will (1) learn how to manipulate their physical environment to be conducive to learning, (2) build interdependence with peers through authentic communicative activities, and (3) have mastery experiences, which will increase their self-efficacy and in turn instill intrinsic motivation to speak English outside of class. Using self-regulatory principles as a basis for each co-curricular activity will ensure that the activity will help develop pro-active students that take control of their education.

Motivation

M P S

Motivation is difficult to define because it involves so many factors. That being said, Pintrich and Schunk (1996) simplistically define it as "the process whereby goal-directed activity is instigated and sustained" (p. 4). Motivation is vital to self-regulation and works as the driving force behind participation and effort. It is no wonder then, that Zimmerman (2002) found that "self-regulated students' superior motivation and adaptive learning methods… [make them] not only more likely to succeed academically but to view their future optimistically" (p. 66). In this booklet, we discuss motivation as the first dimension of self-regulation because of its powerful influence and potential benefits for students who appropriately understand and utilize its power.

> Motivation is the combination of effort plus desire to achieve a goal plus favorable attitudes toward the goal.
> (Gardner 1985)

Students' belief about whether or not they are capable of succeeding is referred to as self-efficacy and stems from personal successes or failures. Bandura (1997) argues that students' motivation branches from their beliefs about self-efficacy; whether or not they have the personal capability to learn and what outcomes they expect as a consequence of their efforts. High self-efficacy brings students to a deeper engagement in tasks and leads to greater motivation and better performance, which in turn continuously enhances students' sense of self-efficacy (Bandura, 1982, 1997; Bandura & Schunk, 1981). After analyzing their own extracurricular activities, Xiao and Luo (2009) found that "active student participation in the activities could be attributed to a higher level of motivation, which in turn boosts students self-confidence" (p. 245)

Because of this relationship with self-efficacy, all of the recommended types of motivation in this section will encourage and enhance students' confidence in their own capabilities. Student leadership opportunities encourage a self-sustaining cycle of confident students motivating others who in turn have increased self-efficacy and therefore motivation. This removes the need for the institution to force students to speak English outside of class. By attending and participating in co-curricular activities, students will gain the necessary motivation and confidence to communicate in English outside the classroom.

So let's get started! Motivation orientations are classified as extrinsic or intrinsic (Deci & Ryan, 1985; Vallerand, 1997) so this section is broken into two parts; one for each orientation.

Intrinsic Motivation

Filling the halls with English requires your students to actually want to speak English. This desire is called intrinsic motivation and Noels (2001) states it refers to "reasons for L2 learning that are derived from one's inherent pleasure and interest in the activity" (p. 45).

If you've been depending solely on your English-only signs to convince students to stop using their native languages in the hallways of your school, you've been ignoring this key principle. Your signs and demands are probably not instilling a deep-rooted desire in your students to speak English. This internal aspiration is exactly what you need in order to elicit your students' cooperation. When individuals' motivation is self-determined, they become more involved in activities and make efforts to reach challenging goals like filling the halls with mostly English (Deci and Ryan, 1985).

Activities that tap into your students' intrinsic motivation are not a means to an end; they are the end. The motivation to perform that activity should be for the experience and inherent benefits rather than for points, prizes, or awards (Deci, 1980). Learning and developing a second language for personally satisfying reasons has been linked to greater likelihood of continuing foreign language education (Ramage, 1990), motivational intensity for learning the L2 (Noels, Clement and Pelletier, 2001), and self-efficacy and speaking proficiency (Ehrman, 1996). The benefits are undeniable, so what are you waiting for?

> Intrinsic motivation refers to "reasons for L2 learning that are derived from one's inherent pleasure and interest in the activity" (Noels 2001, p. 45)

You need to find what drives your students and utilize those desires. Why try to motivate students to do something contrary to their pre-existing, often stronger motivations? Learn about your students' hobbies and pass times. Van Lier (1996) said "You can only control external actions if they gradually fall in step with intrinsically motivated actions, so that other-regulation can become self-regulation. The best way to do this is to stimulate intrinsic motivation by taking advantage of natural interests, curiosity, and emergent rewards" (p. 112).

Based on sources of enjoyment, Vallerand and colleagues have broken intrinsic motivation into three subgroups as shown below (Vallerand, 1997; Vallerand, Blais, Briere, & Pelletier, 1989; Vallerand, Pelletier, Blais, Briere, Senecal, & Valliires, 1992, 1993).

Intrinsic Knowledge	Intrinsic Accomplishment	Intrinsic Stimulation
•Satisfying one's curiosity •Exploring and trying to understand •Learning something new	•Out-doing oneself •The process of attaining new personal successes •Mastery Experiences	•The aesthetics of the experience (sensory pleasures) •Fun and excitement from engagement in the activity

So what implications does this have for your co-curricular activities? What follows are some general activities and ideas for increasing intrinsic motivation with reference to each of the subcategories. Use these as a springboard for your own, likely far more creative ideas. Optimally, your co-curricular activity would tap into each of these subcategories to give you the best chances of hitting on all of your students' intrinsic motivations. No two students are the same so try to utilize as many of these sources of intrinsic motivation as possible.

1. Intrinsic Knowledge

➢ **Jigsaw Activities**
Students need to communicate with others to gather missing information and solve problems/ riddles. They must use their language skills to help one another.
(Why: practice answer and asking questions and using vocabulary)

➢ **Learn a New Skill**
Students must listen closely to instructions to learn various skills such as how to square dance, dribble a basketball, or make a kite.
(Why: learn/ improve two skills at once)

2. Intrinsic Accomplishment

➢ **Performances**
Groups of students give cultural presentations, choir performances, or small skit productions.
(Why: show students what they are capable of and allow others to encourage them)

➢ **Student Leadership Opportunities**
Appoint more advanced students to help plan and run activities. These students will provide examples and assistance for other students.
(Why: advanced students become aware of leadership skills and motivate lower-level students with their examples)

3. Intrinsic Stimulation

➢ **Set the Mood**
Face value is important. When students walk in it should feel like anything but a classroom. Make it visually and audibly appealing.
(Why: aesthetic value will increase enthusiasm)

➢ **Fun!**
Keep your environment informal. Incorporate games, songs, and pass times students already enjoy so it doesn't feel like work.
(Why: students want to de-stress and enjoy themselves)

Idea Builder

Think About it

Think back to your last extracurricular activity and how you did or did not tap into your students' intrinsic motivation. By drawing from the three categories of intrinsic motivation, what are some ways you could have tweaked that activity to make it more enjoyable for your students?

Now think of some of your own ideas for giving your future co-curricular activities more of a language focus. Remember, you do not have to create all new activities. Think of small ways you can re-envision your current sure-fire extracurricular activities.

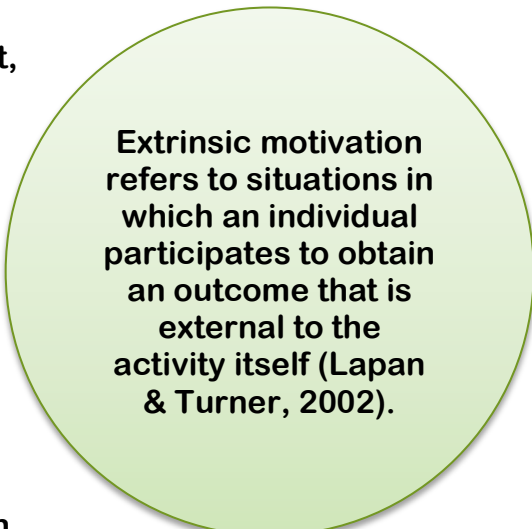## Intrinsic Knowledge

Intrinsic Accomplishment

Intrinsic Stimulation

Extrinsic Motivation

The second of our two categories of motivation is perhaps the one you are most familiar with. Extrinsic motivation refers to motivation that exists because of the presence of "an externally mediated activity or constraint" (Deci, 1980, p. 30-31). An example of this might be a student that attends extracurricular activities to get extra credit, pizza, or an award. In your hallways, externally motivated students are speaking English to get a gold star, avoid losing points, or to abide by an English-only policy. Historically, educators focused on this "bells and whistles" approach to try to elevate students' level of motivation (Zimmerman, 2002). Essentially, extrinsically motivated activities are a means to an end.

> Extrinsic motivation refers to situations in which an individual participates to obtain an outcome that is external to the activity itself (Lapan & Turner, 2002).

Some forms of outside encouragement can undermine intrinsic motivation because they lessen students' sense of self-determination without adding to feelings of competence or deep-level involvement in the task. Rewards that signify or are accompanied by constraints can have serious detrimental effects (Amabile, 1993). Students motivated solely by external factors usually do not have very positive attitudes and are less likely to continue engagement in that activity in the long run (Ryan, 1995).

Despite the traditional view, not all forms of extrinsic motivation are necessarily bad. Amabile argues that certain types of extrinsic motivation can combine "synergistically" with intrinsic motivation to increase levels of satisfaction and performance. Students learn because of both types of motivation (Pintrich & Schunk, 2006). You cannot assume that your students will be intrinsically motivated to participate in all activities from the start. Teachers, directors, and activity planners need to provide extrinsic age and level-appropriate reinforcers as motivation until students become interested enough in the task or activity that they develop a sense of intrinsic motivation (Margolis & McCabe, 2003). The purpose of extrinsic motivation is to lead to a more deep-rooted form of encouragement from within.

To help solidify forms of extrinsic motivation that might be helpful or hurtful to your students' intrinsic motivation, and therefore self-regulation, the following chart is a compilation of recommendations by Deci & Ryan (1985) and Amabile (1993).

Avoid

Extrinsic motivation that

- – Threatens
- – Imposes deadlines
- – Dictates rules
- – Evaluates students under high pressure
- – Imposes goals
- – Punishes for noncompliance

Utilize

Extrinsic motivation that

- + Opens up more choices
- + Acknowledges students' feelings
- + Allows for opportunities in self-direction
- + Confirms competence
- + Increases involvement in the activity

The left side of this chart might reflect your personal list of unsuccessful attempts to impose your English-only rule. Take a look at the right side and see if you have also tried any of those options. Notice how positive the right side of the chart is. Just think how your students' attitudes and the general atmosphere of your school/ activity could change if you utilized better forms of intrinsic motivation.

Now put it together! Think of our sample activities for increasing students' intrinsic motivation. By adding a positive form of extrinsic motivation we can strengthen those activities significantly. Below are a few examples of activities that will motivate your students to use English outside the classroom and participate in your extracurricular activities by utilizing strong intrinsic and extrinsic motivational factors. Use these to get you thinking about your own activities. (IM= intrinsic motivation and EM= extrinsic motivation)

Pumpkin-carving
- **IM:** fun from outdoing oneself
- **EM:** your team's pumpkin will sell for more if it looks better

Skit Performances
- **IM:** learn acting skills
- **EM:** get to present in front of your peers

Choir
- **IM:** sounds nice
- **EM:** get to perform in front of others

Learn to Square Dance
- **IM:** satisfy curiosity about Western dancing
- **EM:** once you learn the steps you can help your peers

Basketball Game
- **IM:** learn to play basketball, personal achievement when you score
- **EM:** group with the best teamwork gets a trophy

Cook-off
- **IM:** try cooking, tastes good
- **EM:** get to share food with the other teams and all eat together

Student Leaders
- **IM:** attain new personal success
- **EM:** get to perform in front of your peers as an MC or group leader

Think About it

Now that you've seen some of our ideas, come up with your own. Once again, you are not reinventing the wheel. What elements could you add to activities you already have, that might make it more motivating for your students? Think of ways you could combine elements of both intrinsic and extrinsic motivation to really strengthen those out-of-class learning experiences for your students. Follow the format shown above to help you organize.

Activity: _____

- **Intrinsic Motivation:** _____

- **Extrinsic Motivation:** _____

Activity: _____

- **Intrinsic Motivation:** _____

- **Extrinsic Motivation:** _____

Activity: _____

- **Intrinsic Motivation:** _____

- **Extrinsic Motivation:** _____

☑ Motivation Checklist

Use the following checklist to see if your co-curricular activity will motivate students to participate and speak English.

Types of Extrinsic Motivation

☐	Decision-Making Opportunities	External motivators open up more choices for students
☐	Mastery Experiences	External motivators confirm students' competence and offer opportunities for success
☐	Enhance Participation	External motivators increase students' involvement in the activity

Encouraging Intrinsic Motivation

|		
☐	Aesthetically Pleasing	Consider the senses such as sight, sound, and smell
☐	Element of Interest	Activity connects with students' interests and therefore is fun and enjoyable for participants
☐	Element of Curiosity	Activity contains paradoxical problems and intriguing materials which arouse curiosity
☐	Intellectual Challenge	Activity presents an intellectual challenge and involves solving or discovering something

Physical Environment

M P S

Physical environment addresses the *where* of self-regulated learning and ensures that learners' surroundings support language acquisition (Andrade & Bunker, 2009). While the physical environment is often little more than an afterthought as far as co-curricular activities are concerned, at its extremes its importance becomes immediately apparent. For example, you would likely not plan an activity to be set in a cow field at midnight in January. The noisy, smelly cows, darkness, drab décor, and chilling temperatures would all make it unpleasant. Making friends, working with a team, or communicating in a second language under such circumstances would be difficult. Though this hypothetical situation seems ridiculous, it makes apparent the many elements to consider when planning your activity. The aesthetics, smells, sounds, temperature, lighting, and many other factors of the physical environment all influence the likelihood that students will enjoy and benefit from your co-curricular activity.

> "Because [learners'] engagement in activities depends on the environment, teachers need to provide the most appropriate setting to promote positive peer interaction, independence, and self-esteem in [students]" (Essa, 2011, p. 192).

Self-regulated students are able to modify their environment to be suitable for learning. They will be more adept at doing so if they have good examples of environments conducive to communication and practice in English. We will address three main elements that threaten the effectiveness of the physical environment at your co-curricular activity. By considering the noise, crowding, and temperature, you will be well on your way to showing students how even informal environments, when appropriately manipulated, can be conducive to learning and communication in a second language.

Noise

In order to communicate, students need to be able to hear themselves and others. While this may seem obvious, activities with loud music are very common. It is important to remember that noisy environments often make individuals less likely to socialize (Appleyard & Lintell, 1972) and help one another (Matthews & Canon, 1975). Furthermore noise that is perceived as disruptive, unnecessary, and/or uncontrollable is likely to elicit stress-related responses from students (Cohen & Weinstein, 1981).
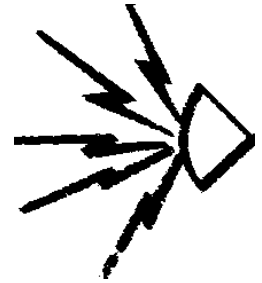
Crowding

Regardless of how large the area, it quickly feels cramped when filled with too many people or things. In order to encourage communication among participants at co-curricular activities there needs to be ample space. Legendre (2003) found that overcrowding often results in high stress levels. Phyfe-Perkins's research (1980) indicates that congregating learners in a space of less than 25 square feet per individual "may increase aggressive behavior and inhibit social interaction and involvement" (p. 103). The more people in an environment, the more difficult it is to manage. Epstein (1984) notes that in a crowded space, "the task of managing and coordinating [an] environment increasingly drains attention ordinarily available for goal attainment" (p. 134).

Temperature

Though the temperature is not normally a concern in activity planning, at its extremes, it can be quite debilitating for learners. Bell and Greene (1984) note that "thermal stress has clear effects on physiology and comfort, [so] it is not surprising that it influences overt behavior" (p. 76). People feel more crowded as temperatures rise (Ruback & Pandey, 1992) and perform worse at complex tasks when temperatures are extremely high or low (McCoy & Evans, 2005).

Tone it Down

Make communication and task completion a possibility by

- Lowering the volume on the music
- Turning off the strobe light and turning up the lights so students know who they're talking to
- Make it comfortable by turning on fans or heaters if necessary

Break it Up

Prevent chaos and crowding by

- Defining areas for specific activities like eating and picture taking
- Divide the activity into stations to separate and organize students
- Assign students specific groups and locations in which to cooperate

Spread it Out

Consider relocating your activities to somewhere
more spacious such as

- A park
- Parking lot
- Gym
- Field

Take it In

Co-curricular activities are meant to be enjoyable and relaxing so consider

- Decorating (get them excited with a theme)
- Cleaning (bad smells and messy floors won't make anyone want to stay)
- Appropriate levels of music and lighting can do a lot to set the mood

Think About it

While the principles of physical space seem like common sense, I have attended my fair share of extracurricular activities in which the lights are turned down, the music is all the way up, and everyone is jammed on to the dance floor. So I'm asking you to step back and take a moment to consider all the elements of your anticipated physical environment at your upcoming co-curricular activity.

Location: _____

How will you avoid overcrowding?

_____

If outside, how will you plan for the weather/ moderate the temperature?

_____

Will talking, music, or outside noises distract learners? How can you control this?

_____

How will you make it aesthetically pleasing?

_____

☑ Physical Environment Checklist

Use the following checklist to see if your physical environment will encourage or distract from authentic communication in English.

☐	**Space**	**Location is large enough and organized well to prevent overcrowding**
☐	**Noise Level**	**Music, conversations, or other outside noises will not be too loud so as to make communication difficult**
☐	**Temperature**	**Neither too hot nor too cold, making conditions uncomfortable**
☐	**Lighting**	**Light enough that students can communicate and see without difficulty**
☐	**Aesthetically Pleasing**	**Appropriate decorations to set the tone**

Social Environment

With whom learners interact is a vitally important dimension of self-regulated learning (Zimmerman, 1998). The social environment includes the learner's ability to ask for help when needed, know where to find assistance, and know how to phrase inquiries (Andrade & Bunker, 2009). Self-regulated students are aware of the important role other individuals play in their learning (Dembo et al., 2006). To foster this awareness, it is important to create a "we are all in this together" attitude (Rovai, 2002) at co-curricular activities. It's important to have a social environment that mitigates social isolation, breaks down cultural barriers, promotes shared learning activities, and encourages mutual helping behaviors (Hill, 2001). In essence, you want to foster a sense of community so students will feel comfortable utilizing one another as resources.

> "Self-regulated learners are aware of the important role other people can play in their learning" (Andrade & Bunker, 2009, p. 196)

Dörnyei and Johnson & Johnson view cooperative learning as the ideal method for developing a sense of community among learners. Dörnyei (1997) defines cooperative learning as "the instructional use of small groups in order to achieve common learning goals via cooperation" (p. 482). The vital element to this form of teamwork is that students perceive they can only attain their goals if and only if the other students in the group also succeed (Deutsch, 1962; Johnson & Johnson, 1989). Cooperative learning is optimal for creating the appropriate social environment as it encourages both interdependence and individual accountability among learners. We will discuss three elements Dörnyei (1997) and Johnson et al. (1995) suggest for enhancing group cohesion that are most pertinent to co-curricular activities: (1) low affective filter, (2) goal and group interdependence, and (3) authentic need to communicate (in English).

Appropriate Stress

A supportive environment with a low affective filter, that is level of anxiety, is vital to creating cohesion in co-curricular activities. Dörnyei (1997) terms this element of cooperative learning as "contact in situations where individuals can meet and communicate" (p. 484). Communication is often facilitated or stifled by the level of stress in a situation. Andrade & Bunker (2009) note that inhibitions must be minimalized in order to encourage risk taking and experimentation with the language. Furthermore, an emotionally 'safe' atmosphere enables learners to communicate openly without fear of negative criticism (Dembo et al., 2006).

While extracurricular activities are often founded on the concept of low stress and fun, they are not always successful at encouraging cohesion because students are not asked to step outside of comfort zones. It is important to remember that not all stress is bad; it can be either facilitating or debilitating (Scovel, 1978). Just because a co-curricular activity has a comfortable and supportive environment, does not mean that students are not required to do things they would not normally do, like speaking English with peers. The image on the right shows feelings typical of facilitating stress that we want to encourage and those of debilitating stress that we want to discourage.

Facilitating Stress

Debilitating Stress

Adrenaline Rush

Nervous Excitement

Overwhelmed

Unprepared

Rushed
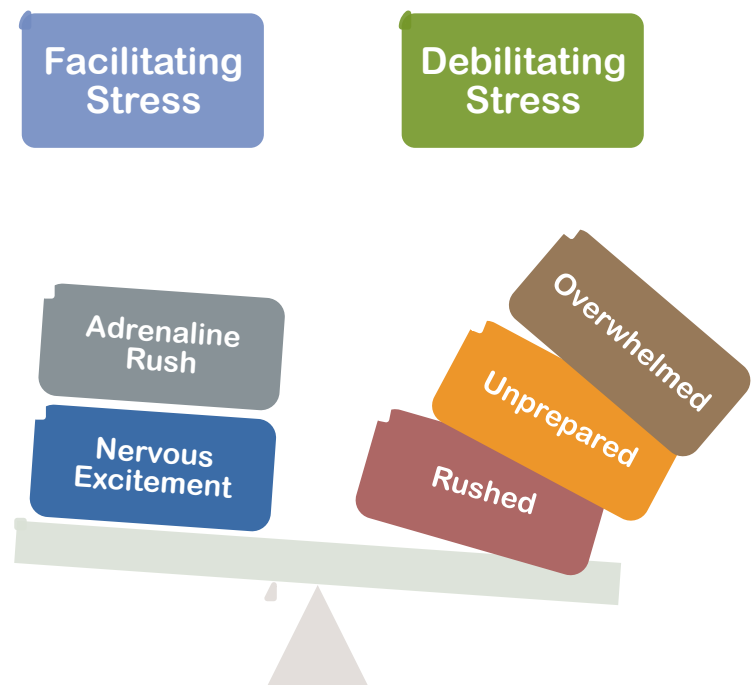
Below are some elements that are often incorporated into activities to add variety and fun. We have included several ideas for utilizing them to increase facilitating stress and decrease debilitating stress. Use these to get you started thinking about your own co-curricular activity.

Idea Builder

Increasing Facilitating Stress

Decreasing Debilitating Stress

Performances

- Dramatic production
- Talent show
- Choir concert
- Poetry reading

- Don't put one student on the spot
- Give individuals advanced notice
- Allow students to present in groups

Mix up Partners and Groups

- Intermix levels
- Intermix cultures
- Include native speakers
- Rotate partners (speed dating, dancing, Ping-Pong)

- Start with ice-breaker games
- Groups work together on an achievable task
- Pairs are not permanent and may change multiple times

Competitions

- Soccer game
- Relay race
- Scavenger hunt
- Human knot
- Foosball

- Stakes aren't high
- Fair groups for even competition
- Everyone gets some sort of prize

Think About it

Reflect back on your last activity. Were there students unwilling to participate because of overwhelming debilitating stress? Or perhaps students did not benefit from the activity at all because there was no facilitating stress.

To prevent yourself from repeating others' or your own mistakes, let's do planning. Pick one of the sample elements of an activity discussed above . Plan a specific activity around that element, noting how you will increase facilitating and decrease debilitating stress.

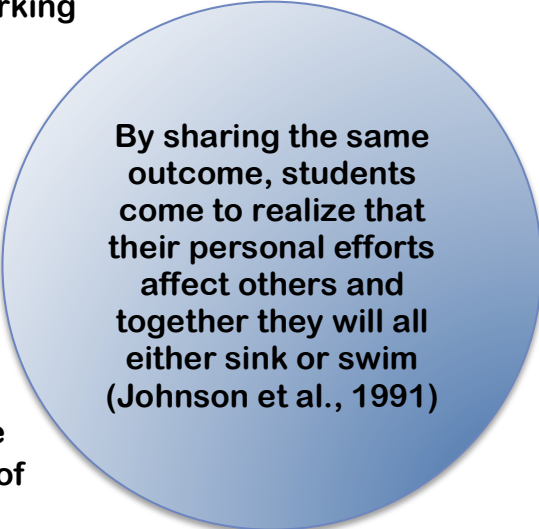| Activity focus:	
How I will increase facilitating stress… • • • • • •	**How I will decrease debilitating stress…** • • • • •

Goal & Group Interdependence

Goal interdependence is Dörnyei's (1997) next vital element to creating group cohesion. This is when a mutual or joint objective is established so that individuals perceive they can attain their goals if and only if their group mates attain their goals (Johnson & Johnson, 1992). Working toward a common goal motivates learners to participate and help each other in the interest of group productivity (Deutsch, 1962; Johnson & Johnson, 1974, 1989). The results of a study by Lew et al. (1986) indicate that positive goal interdependence correlates with higher achievement and productivity than individualistic efforts. Furthermore, their findings show that if students also share a perceived reward their cooperative efforts will be even greater, thus implying that these two forms of outcome interdependence are additive.

By sharing the same outcome, students come to realize that their personal efforts affect others and together they will all either sink or swim (Johnson et al., 1991)

The natural byproduct of goal interdependence is group interdependence, students' perception that they need one another in order to complete a particular task (Dörnyei, 1997; Johnson et al., 1995). When students are interdependent upon one another they care about each other's learning (Brandt, 1987) and value unique contributions made by individuals to help the group as a whole (Johnson & Johnson, 1994). In studying English clubs in China, Gao (2009) notes that warm peer support often enables students to recognize the value of learning and using English as a pleasure. Kohnen (1992) found that receiving social support and being held accountable for behavior by peers who are committed to each other's success is an important aspect of academic progress as well.

Give students a motivating goal and they will be more likely to work together in its pursuit. The following are sample activities and goals that can motivate your students to cooperate with one another and speak English.

Idea Builder

Group Service Activity

- ⊙ Make blankets, hygiene kits, or hats
- ⊙ Work in a soup kitchen
- ⊙ Sing at a retirement center

GOAL →

Help the needy
Make 10 hats
Brighten someone's day

Drama Club

- ⊙ Improvisation practice
- ⊙ Construct sets
- ⊙ Rehearse
- ⊙ Advertise for performances

GOAL →

Perform in front of a crowd
Entertain others
Not embarrass themselves
Make a profit

Group Art Projects

- ⊙ Paint a mural
- ⊙ Collaborative pop art
- ⊙ Ice cream sculptures
- ⊙ Cake decorating

GOAL →
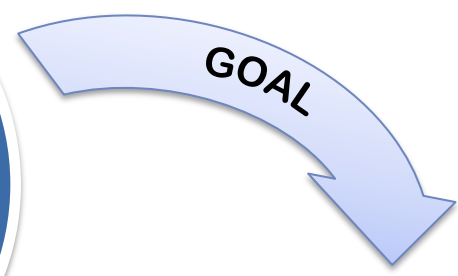
First place (money, trophies, glory)
Beautiful piece of art
Have fun
Learn a new skill

Think About it

You've seen some of our ideas. Now brainstorm some activities you can think of that will get students working and communicating with one another. Then think of what the common goal is that will be driving those individuals. Maybe they have to solve a puzzle, find a hidden object, create something new, or be the fastest. In considering their probable goals, you will need to take into account intrinsic and extrinsic motivation as discussed earlier.

GOAL

GOAL

Authentic Need to Communicate

Johnson et al. (1995) term the next aspect of cooperation as "face-to-face promotive interaction". Kohnen (2000) defines this as abundant verbal, face-to-face interaction, where learners can explain, argue, elaborate, and make connections via communication with peers. Opportunities to use English in natural situations for authentic purposes are vital elements of a social environment conducive to developing self-regulated language learners (Pearson, 2003). Dörnyei (1997) remarks that when students participate in real world tasks "communication is unfolded and enlivened in positive relationships, and the warm cohesive group climate significantly enhances peer interaction" (p. 485).

In co-curricular activities, simply intermixing learners of different language backgrounds can be enough to give students an authentic reason to communicate in English. To be considerate of others and effectively communicate with everyone at once, students' only option is to use English. Slavin (1983) found further benefits of mixed groupings as well. He reviewed fourteen cooperative classroom experiments where groups were ethnically and/or racially mixed. In eleven of these studies students who had worked in cooperative interracial groups made significantly more friendship choices across racial and ethnic lines than those who had not worked in cooperative groups. Encouraging friendships outside students' language background is a great way to break down traditional barriers and encourage cohesion amongst language learners. The benefits of such relationships will continue beyond the activities as well as students communicate with one another in the hallways.

What follows are numerous co-curricular activities that will give students a reason to communicate. As always, these are merely suggestions to get you thinking about your own ideas.

Idea Builder

Debate

Activity Planners

Choir

Book

Clubs

Skits

Human Foosball

Cooking

Capture the Flag

Projects

Creating an Authentic Need to Communicate

Sports

Sugar Cube Houses

Soccer

Making Movies

Games

Four Square

Relay Race

Water balloon toss

Pictionary

Telephone

30

Think About it

You have likely noticed that many of the suggested ideas for authentically encouraging communication among learners overlap with previous sample activities. This is because all co-curricular activities should give students an authentic need to communicate. In order to get your students to fill the hallways with English they first need to do so at the activities. As such, it is helpful to center your activities on answering this question: how will I get students to converse in English by choice? Start by thinking general and then get more specific. An example is shown below:

Games

Catch Phrase

Elicit correct responses
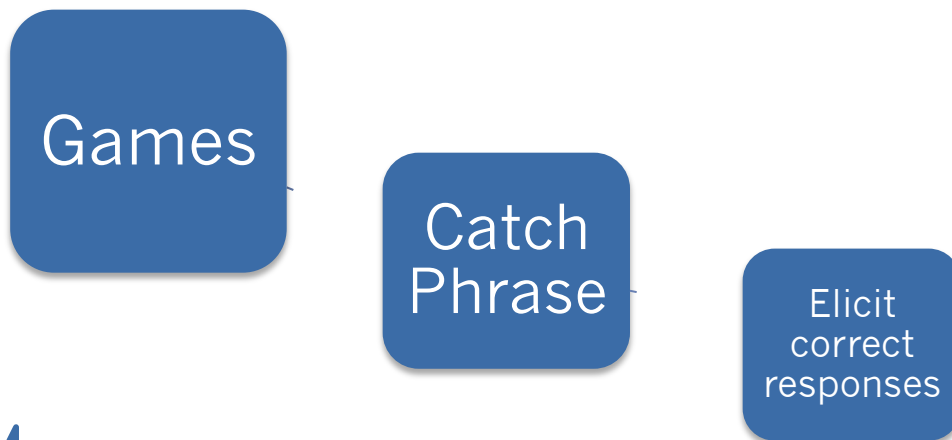
☑ Social Environment Checklist

Use the following checklist to ensure that you have the appropriate social environment at your co-curricular activity.

Appropriate Stress

	Encourage Facilitating Stress	Feelings of nervous excitement can motivate students to work toward goals
	Decrease Debilitating Stress	Students don't feel overwhelmed or singled out so they can feel safe making mistakes

Goal & Group Interdependence

	Students have a common goal	Shared objectives encourage cooperation
	Students are interdependent	Students rely on each other to achieve goals and realize the importance of everyone's contributions

Authentic Need to Communicate

|		
	Tasks require communication	Students must communicate with one another in English to accomplish the task at hand

Putting it All Together

M P S

Now that you have learned about he self-regulatory dimensions of motivation, physical environment, and social environment you are ready to see what it all looks like in action. I will show you how I put everything together to create a co-curricular activity so that you will be better prepared to do so yourself. This section is also bursting with helpful hints that will make the process easier for you, so you're welcome in advance.

Forming your Big Idea

Think of something you enjoy or you would enjoy if you were a student. You're in charge, so you may as well organize something you like. Also take into consdieration the constraints of your location, student body, budget, and the curriculum the activity is meant to support.

So when you're cooking up ideas, what's the first thing you put in your mixing bowl of things to consider? Getting students to speak English of course! This is always the main priority. Then consider things you think are fun or your students enjoy. In my case I thought about how much I like watching movie and trying to guess the ending. So I threw those in my bowl. Finally think of practicality issues related to the items you've already put in your bowl. I thought about my students' varying proficiency levels. Lower-level students wouldn't be able to understand fast-paced movie dialogue. Now mix and blend all these ideas together. With the right amount of time to mull it over, you will surprise yourself with the genius co-curricular activity you are able to create with just a few key ingredients.

Many ability levels

Guessing the end of movies

Watching movies

Students speak English

Movie Awards Night
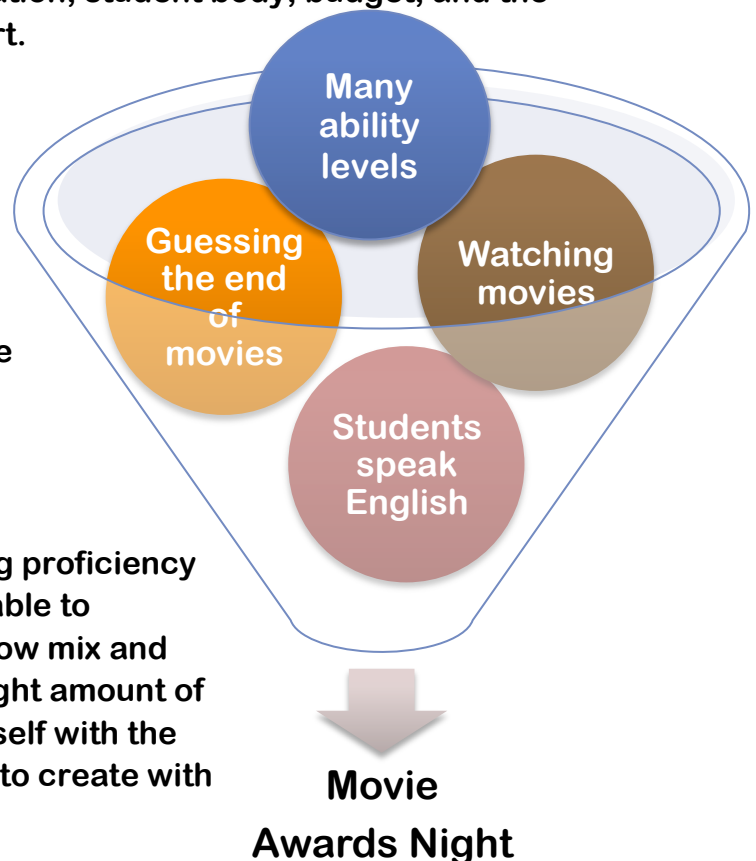
Student Leaders

Now that you have a general idea of your activity, you're ready to get student leaders involved. You can form this group in one of two ways. You can make their participation a required part of a listening and speaking class and therefore use time in class to plan. Or you can put up posters (like mine at the right) and call for volunteers. This will generally give you students from various proficiency levels but they will be more intrinsically motivated and invested in the planning process.

I don't care how you get your student leaders but get them! Their participation will be invaluable speaking practice for them and they will be ever so helpful to you. It's a win-win situation.

Student Activity Planners Needed

Short Meeting on Jan 11th at 10:40 Rm. 203

Make our activities **FUN** by helping plan the music, food, decorations, and more!

Take control of your
Co-curricular Activities

Meeting the Goal

Big idea—check. Student help—check. That means you are ready to start looking at some of the specifics regarding how you will achieve the goal for this activity. You are preparing students to speak English in the hallways so keep this in mind throughout the planning process. Read the chapters in this booklet regarding each dimension of self-regulation before you start planning out specifics. For example, before deciding you'll motivate students at your activity by handing out five-dollar bills, consult the section on motivation. Because we know money is extrinsically motivating, you can find the necessary characteristics of extrinsic motivators in this booklet and then decide if five-dollar bills actually confirm competence and open up more choices. In this manner, your knowledge of the principles will help you filter effective and ineffective ideas and save you a lot of time. What follows is how I used the checklists at the end of each section to plan a co-curricular activity so you can get a better idea of how it all works together.

Don't forget your purpose! Provide a location, motivation, and authentic reason to speak English.
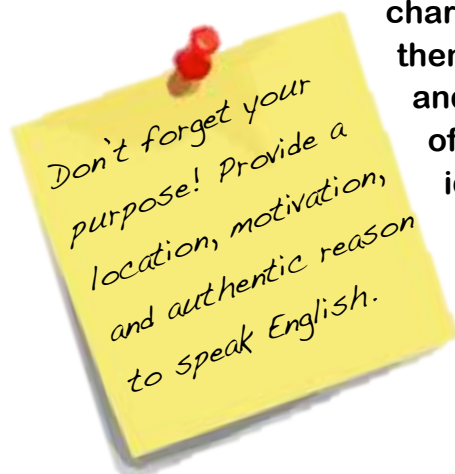
Planning the Motivation

When deciding how you will motivate students to participate at your activity, ask your student leaders what would motivate them. You may be surprised by the simplicity of their remarks. When I posed this question to my student leaders they told me they would do just about anything for free pizza. So I had students call 10 pizza parlors around town to find the best price.

May I take this moment to urge you to look for opportunities to give your student leaders authentic practice. Ask students to call the janitor to set up chairs, talk to the secretary about fliers, and visit stores to buy supplies. This will help them take ownership for the activity and also provide them with great listening and speaking practice.

Give student leaders authentic listening & speaking practice whenever possible!
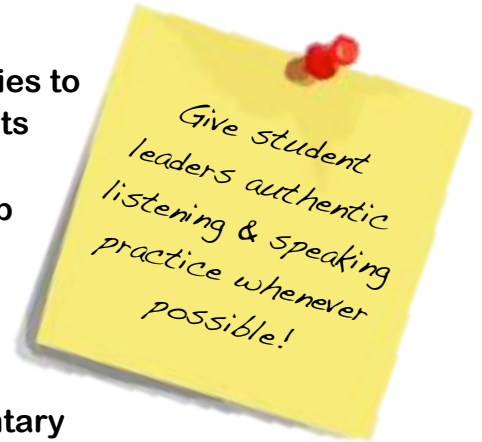
Student leaders are often more helpful in thinking of extrinsic motivators, so you'll need to think of complimentary intrinsic motivations on your own. You can see a summary of what my student leaders and I settled on for our Movie Awards Night below.

Types of Extrinsic Motivation

✔	Decision-Making Opportunities	Students need to decide how they believe the movie would end and plan a skit that would represent that ending.
✔	Mastery Experiences	All students will have the opportunity to plan and present their skits. Students will vote on which is best
✔	Enhance Participation	Students that create skits get to eat pizza and watch the actual ending to their movie

Encouraging Intrinsic Motivation

✔	Aesthetically Pleasing	Gym decorated to look like a movie theater
✔	Element of Interest	Movies are fun, interesting, and generally entertaining to watch
✔	Element of Curiosity	These short movies aren't very famous and therefore the endings are generally unfamiliar to students
✔	Intellectual Challenge	Based on the clues given in the movie, students have to determine how the movie would likely end

Creating the Social Environment

You likely noticed that the social environment chapter was long. That is because it's so important. Don't be overwhelmed by everything involved in the social environment, there is great overlap among the elements and they support each other naturally.

Don't be afraid to push students out of their comfort zones. This leads to great facilitating stress.
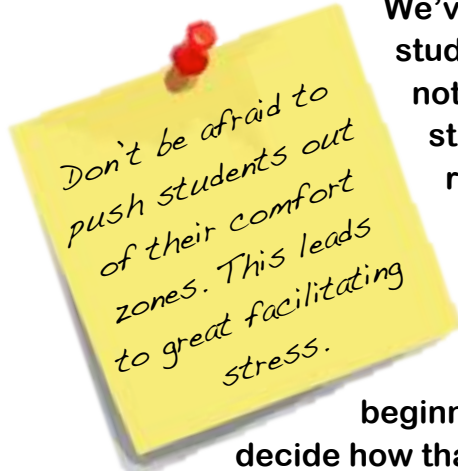
We've all been to those extracurricular activities where students are allowed to be wallflowers, idly watching. This is not the case with co-curricular activities! You need to push students to do things they may not be accustomed to. We randomly grouped our students, asked them to take on a different persona, and invited them to present a skit in front of their peers. While they felt a little shy at first, the vast majority got involved and had a lot of fun.

At the Movie Awards Night, students watched the beginning of a short movie and then work with groups to decide how that movie would end. Then they presented their skits to the group. The checklist below shows how this satisfied the various elements of a successful, facilitating social environment.

Appropriate Stress

✔	Encourage Facilitating Stress	Students have to perform skits in front of one another which causes nervous excitement
✔	Decrease Debilitating Stress	Students present with groups rather than alone and only the four top groups present to everyone

Goal & Group Interdependence

✔	Students have a common goal	Students all want to create a skit to present in front of others and also eat pizza at the end
✔	Students are interdependent	Students must rely on each other's efforts and talents to create a skit

Authentic Need to Communicate

| ✔	Tasks require communication	Students must discuss how they predict the movie would end how they could portray that

Forming the Physical Environment

Before you start throwing streamers and blowing up balloons, please stop for a moment to think about the practical elements of the physical environment. Even the most genius co-curricular activity with brilliant motivation and perfect social environment can be ruined by not thinking about the physical environment. I'm speaking from experience on this one.

At the Movie Awards Night I knew that we would have about 20 groups of students planning separate skits. In order to prevent them from yelling over each other and losing group members I the chaos, I separated groups into 4 large classrooms. This gave them their own space to work and allowed them to share resources like props and student leaders.

Students love decorating so let your student leaders make most of the decisions in this area
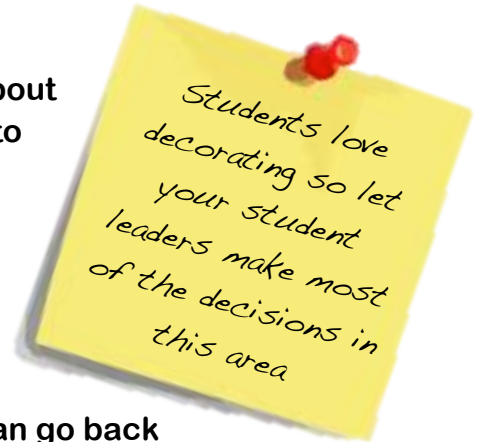
Once you've taken care of the practicality issues, you can go back to throwing streamers. But don't hog all the fun. Once again, get your student leaders involved. Share with them your general vision for the place and then let them take over. I must inform you that this will be terribly fun! Blowing up balloons and hanging banners a few hours before the activity is always a rewarding time as an activity planner. Sit back and watch as your student leaders share ideas, talk about where to hang balloons, and invite friends to help.

✔	**Space**	Groups moved into separate classrooms to plan skits in a space of their own
✔	**Noise Level**	Separating groups while planning kept the noise level down
✔	**Temperature**	Doors were kept open so classrooms wouldn't feel too hot or stuffy
✔	**Lighting**	Lights were kept on at all times so lighting wasn't an issue
✔	**Aesthetically Pleasing**	We decorated the gym like a movie theater with a red carpet and all

Prepped and Ready

You educated your self on the self-regulatory dimensions of motivation, physical environment, and social environment, checked off all the boxes in your preparation, now all you have to do is run the activity. A small disclaimer: using student leaders will likely mean that your activity will be slightly more chaotic than you're used to. Don't worry. Don't take over! This activity is supposed to be for students and mainly run by students. Help keep your student leaders on track and calm but do not do their jobs for them. They will learn so much by working together to take control at the activity and organize their peers. Let them do what you asked them to.

Here are some of the things participants and student leaders had to say after the Movie Awards Night. If you follow the guidelines in this booklet and make sure to use the checklists, you will get similar feedback. Good luck with your co-curricular activity. May your hallways be filled with English!

Everyone there was in the same position as me. They felt comfortable speaking in English

I like it. We can learn from extracurricular activities

This program gave me more confidence

I was speaking fluently without being scared

When students see other students in charge of the activity they are more excited about it

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Chapter 6 Discussion

This project utilized surveys and interviews regarding a sample co-curricular activity to examine the benefits of applying three of the dimensions of self-regulation to co-curricular activities to better equip students to speak English beyond the classroom. The process of piloting this activity informed both the format and content of a booklet designed to assist future co-curricular activity planners to institutionalize co-curricular activities and incorporate them into curricula. This final chapter discusses the results shown in Chapters 4 and 5, explores the limitations of this project, considers future research, and offers recommendations to IEPs.

Findings

Responses from surveys and interviews indicate that the Movie Awards Night was, indeed, a co-curricular rather than extracurricular activity because 70% of participants and all student leaders indicated that they practiced and developed their listening and speaking skills at this activity. This suggests that this co-curricular activity supported and enhanced the general curriculum and one of the main purposes of the ELC: offering "quality teaching and learning of English as a second language" (ELC). One student recognized that this was central to the activity and said, "basically that was the purpose. More than have fun, all these activities help you speak English and learn in the process". This co-curricular activity was able to support and enhance learning without being as structured or teacher-fronted as a traditional classroom. As this activity largely determined the content and format of the booklet meant to assist in the institutionalization of co-curricular activities, data indicating that such activities do, in fact, support the general purpose of IEPs is vitally important.

The majority of participants acknowledged that this activity allowed them to learn, socialize, and have fun all at the same time. What follows is a discussion concerning how the dimensions of self-regulation allowed students to enjoy themselves while increasing motivation and opportunities to communicate with one another in English at the Movie awards Night.

Motivation to speak English. The first purpose of this study was to enhance and sustain students' motivation, via co-curricular activities based on self-regulation, to speak English with one another by choice. This resolve was constructed on the idea that ESL and EFL students generally have a desire to improve their English but lack the motivation and knowledge to sustain that enthusiasm in the hallways, as indicated by Wolters (1989). My surveys showed that 41% of students attended the Movie Awards Night to improve their English and 55% specified they participated because they wanted to make new friends. This supports what Shvidko (2012) found, that most students at this particular IEP are, indeed, motivated to speak English outside of class to improve their abilities and especially to make friends. However, teachers and secretaries at this IEP remarked that students are not abiding by the English-only policy, indicating a disconnect between learners' goals and actions. Thus, regardless of students' desires, they may not be appropriately self-regulating their learning and are in need of scaffolding and assistance to translate their motivation to practice and improve their English to their actions outside of class. At the Movie Awards Night, I utilized student leader to motivate participants to communicate with one another and therefore help learners achieve their main goals: to improve English and make friends. Interviews and survey responses indicated that utilizing student leaders at this co-curricular activity was a great motivator. What follows is a description of how allowing some students to take on leadership roles at the co-curricular activity increased participants' motivation to speak English with each other through enhancing interdependence and self-efficacy.

Interdependence. The use of student leaders rather than teachers led to interdependence as students had to rely on peers to find answers to questions and generate ideas. During the skit-planning portion of the activity, the majority of students indicated that they asked or answered each other's questions regarding the skit they were preparing. Many participants were very excited by this element of the Movie Awards Night and one student exclaimed, "We can learn from each other". This significant change in help seeking is key to self-regulation (Andrade & Bunker, 2009) because it shows students that just as their classmates are capable of being leaders and communicating with individuals of varying nationalities and levels, so too are they. The implications of students' realization that they can help each other achieve tasks such as planning skits or improving their English is critical to bringing English to the hallways of IEPs. Many student responses indicated that the use of student leaders to increase interdependence was empowering for them. At this IEP, like so many others, teachers have the locus of control (Rotter, 1990). They are in charge in the classrooms, at extracurricular activities, and strive to control the hallways during 'free time' by mandating English only. However, using student leaders shifts the locus of control back to the students. Regarding this change in leadership, one student exclaimed, "They are on the same side as us!" and Clair said teachers are in charge all week so the change was refreshing. Participants' overwhelming support of student leaders implies that they were grateful to see their peers and friends giving directions for a change. Through the use of participants' equals as leaders at the Movie Awards Night, we essentially gave control back to all the students and showed them what they were capable of by engaging them in intrinsically rewarding tasks. Snowman et al. (2011) support this idea in *Psychology Applied to Teaching* and state, "Engaged students don't have to be controlled. They are already busy learning: learning the content, learning about themselves, and learning to be better learners"

(pg. 12). At this co-curricular activity we led rather than controlled learners by putting students in charge and involving participants in talking and working with new people and in so doing increased their sense of liberation and achieved the same goal as English-only policies: students speaking and practicing English with each other.

      Self-efficacy. While student leaders increased participants' motivation and independence they also bolstered their own self-efficacy in the process of preparing for and running the Movie Awards Night. As student leaders saw learners working together and performing skits based on their guidance and planning, their self-efficacy increased. Though these student leaders were in the advanced Academic B level at the ELC, they were initially still very nervous to speak in front of their peers. However, after the Movie Awards Night they made comments such as, "Since I had to speak clearer for others to understand me, I tried harder and that part helped me", "Students could understand our instructions in English!", and "This gave me confidence to talk in front of others in English". They came to realize that they were proficient enough to create a fun atmosphere in which students could learn and enjoy themselves. Because they benefited so much from the experience, all but one of the student leaders recommended that the ELC continue to use students to plan and run activities. Student leaders' abilities to promote learner interdependence opened their eyes as to what they were capable of.

The implications of this realization with regards to filling the halls of IEPs with English are obvious. These student leaders came to grasp that they could use English not just in the classroom for academic purposes, but also outside of class to create props, organize decorations, advertise to various classrooms, and relay instructions. Student leaders acknowledged they had developed English skills that could be advantageous for communicating outside the classroom

with students of various levels and nationalities and therefore they became more confident in their abilities.

Opportunities to speak English. Another main purpose of this project was to evaluate how applying self-regulatory dimensions to co-curricular activities provides students with more opportunities to speak English than traditional extracurricular activities. Many participants noted that involvement in this co-curricular activity afforded them many chances to communicate with peers in English, which made them feel more confident in their abilities. What follows is a discussion of how the physical and social environments were largely successful at supporting and encouraging communicative exchanges amongst participants.

Physical environment. By relocating groups to isolated classrooms I had hoped to give them a quieter, facilitating environment in which to plan their skits. The majority of participants answered in some degree of the affirmative that their classroom was quiet enough that they could communicate and work effectively. However, the unexpectedly large number of students in attendance made what had seemed like adequately sized classrooms quickly feel small. Some student leaders' comments indicated that either larger classrooms or smaller groups could have made the physical environment more conducive to easy conversation. Constructing the appropriate physical environment was not executed as well as I had hoped and therefore was the least constructive factor in facilitating communicative opportunities amongst students, according to survey responses.

Social environment. The social environment was a major factor in offering students speaking opportunities by facilitating cooperative learning. As students talked and worked together for authentic purposes, many were able to make friends and connections with

individuals of varying language backgrounds. This is a strong indication that communication amongst participants in English can continue beyond this environment and into the hallways.

Appropriate anxiety level. The success of this activity was due in part to the lack of debilitating anxiety and low affective filter that made students feel at ease. Survey responses indicated that 87% of participants felt comfortable speaking English at the Movie Awards Night. My interview with a Japanese student who represented a negative view of this co-curricular activity helped me gain insight into what might have made many students feel comfortable. John said that despite his lack of confidence in his abilities, he felt calm speaking English and performing his skit in front of others because he did not know many people in the large crowd. He said the task would have been more daunting had it been a small group of his friends. John seems to have the same anxiety of negative peer evaluation that Shvidko (2012), Hyland (2004), and Park (1998) found to be common amongst Asian students. The desire to avoid embarrassing situations is common, in some degree, among all students.

At the Movie Awards Night we placed props and costumes in each group's room that they could incorporate in their skits. Nearly ever group chose to dress up in some way or another so as to take on a guise for practice and performance. By becoming a new character, they were able to remove some of the emotional burden and yet retain the same benefits of speaking English with others. Stern (1983) researched the benefits of theatrics with reference to psycholinguistics and found that drama facilitates low anxiety communication, yet allows students to "gain the necessary skills to carry the full communicative burden later in real acts of communication" (p. 207). Thus the dramatic element of the Movie Awards Night was a significant factor for lowering the affective filter and simultaneously providing students with authentic communicative opportunities that can prepare them to speak English together in the hallways.

Authentic need to communicate. Intermixing students and giving them a task to work on together was enough to motivate the majority of participants to speak English without any mention of an English-only policy. When asked why they spoke English at this co-curricular activity, 63% indicated they wanted to make friends, be polite, or improve their English and 69% said they needed to use English because no one else in their group spoke their language. An astounding 78% of students indicated they spoke only or mostly English at this activity. Shvidko (2012) found that many students do not speak English with compatriots in the hallway because it is unnatural and awkward. At the Movie Awards Night participants were still in a social, semi-chaotic environment within the walls of their IEP, but this co-curricular activity required they work in conjunction with students from varying nationalities. This simple intermixing removed any feelings of awkwardness and required learners communicate in English if they wanted to converse at all. Grouping Spanish speakers with even just one Russian speaker, for example, generally led to the whole group speaking English together to be polite, make friends, or simply create their skit.

The majority of participants, 64%, indicated they made new friends at the Movie Awards Night, mainly with individuals from their assigned groups. This is a great indication that students may be more likely to communicate in English outside of class because they made connections with students from different language backgrounds. Co-curricular activities can help students expand their social circles to include those from other language backgrounds and therefore increase the likelihood that students will willingly speak English with one another in the hallways and other social venues without any external control or feelings of awkwardness.

Goal interdependence. The last aspect of the social environment that was significant in both increasing students' motivation and giving them more speaking opportunities was their

dependence on each others' efforts to achieve their desired outcome. Students knew that if they successfully created a skit they could improve their English, eat pizza, watch the end to their movie, have fun, and likely meet new people. These outcomes tied into both intrinsic and extrinsic motives so as to encourage the largest possible number of students to participate and communicate in English. Groups not only had shared goals, but also knew their skit would either succeed or fail depending on their combined efforts. Each member of the group was important to the completion of the skit.

Institutionalizing Co-curricular Activities

The data regarding the Movie Awards Night strongly indicates that this co-curricular activity served its purpose in sustaining students' motivation to improve their English, even outside of class, and also giving participants many authentic opportunities to communicate and work with individuals they were likely not accustomed to cooperating with. This means that the booklet is founded not only upon years of sound research regarding self-regulated learning, but also on my personal experience designing and planning an activity that both surveys and interviews show to be entertaining, educational, and socially rewarding. The booklet synthesizes everything I learned from the process of piloting and evaluating my own co-curricular activity and therefore has great potential to assist future activity planners to effectively and relatively easily make co-curricular activities an integral aspect of their curriculum. Thus, by using this booklet, directors of IEPs could develop self-regulated learners, capable of aligning goals and actions.

Potential Applicability of Performance

When initially selecting the self-regulatory dimensions applicable to co-curricular activities I excluded performance because I did not think that metacognition had a place in informal learning

environments. However, after my co-curricular activity I surveyed and interviewed students and asked them to reflect on what they learned from the Movie Awards Night and how they had benefited. Though I do not have data to support this assumption, I believe that this metacognitive exercise was beneficial for students and helped them realize how much they benefited from the activity. This forced students to take a deeper look at how much English they spoke and why and therefore can be greatly help them become self-regulated learners, capable of modifying behavior based on their recognition of their personal successes and shortcomings.

Limitations

The main limitations of this project regard the inability to evaluate the booklet, quantity of data, dependence on self-observation and reflection, one-shot design method, and lack of definitive answers concerning English-only policies. I recognized these potential constraints from the inception of my research and attempted to compensate where possible.

Evaluating the booklet. Due to the time limitations placed of this project, I was not able to evaluate my completed booklet. This material was the product of planning and piloting the Movie Awards Night and therefore evaluation would have required asking an unbiased third party to plan and pilot their own co-curricular activity using the booklet as a guide. This was too much to ask of another individual and thus was beyond the scope of my project.

Quantity of data. A limitation of this study that I could not control was the number of students that attended the Movie Awards Night. While student leaders advertised to the entire IEP, this activity was not mandatory. Furthermore, I could not require students to take the survey or honestly answer all the questions. I motivated students to take the survey by only allowing them to view photos from that evening only after they had answered all the questions; however

many students skipped questions that did not force a response. Though 57 students started the survey, only 36 responded to all of the questions. All 13 student leaders completed the survey in full and thus their responses are a better representation of that particular group.

Self-observation. The nature of this project required that I evaluate the effectiveness of the Movie Awards Night by relying largely on self-observation. McKay & Gass (2005), note that the major advantage of self-observation is that it allows you to "gain access to processes that are unavailable by other means. However, it is also possible to question the extent to which [the] data are valid and reliable" (p. 77). Student responses regarding how much English they spoke, how they assisted their groups, and their motivation were all based on their perceptions of their own actions. If not administered directly after the task in question, data from self-observation can begin to test memory. While I administered the survey the day after the activity to get the most reliable data possible, not all responses came in immediately. I also conducted interviews less than a week later in order to make memory less of a factor.

One-shot design method. Due to the time restraints on this project I was not able to pilot multiple co-curricular activities and conduct subsequent surveys and interviews repeatedly. Furthermore I did not administer surveys regarding a traditional extracurricular activity with which to compare my results. The limited scope of this project also prevented me from piloting this same activity multiple times to ensure I would get the same results regardless of the location or student body. The one-shot design method could make my data and findings less generalizable.

Lack of definitive answers. Finally, though this project addresses the issues regarding English-only policies at IEPs, conclusively proving that co-curricular activities will assist in

filling the hallways with English by creating self-regulated learners was beyond the scope of this project. It is for this reason that I prefaced this study by indicating that my project serves as a stepping-stone for future research. The lack of a control group and therefore absence of external validity makes it impossible to conclusively prove that co-curricular activities lead to students speaking English in the hallways more frequently. This project can however, show that students are likely to speak English at a co-curricular activities based on the data indicating they have the necessary motivation and opportunities to do so.

Future Research

As these limitations indicate, much research remains to be conducted with regards to the English-only dilemma. There is inadequate literature specific to English-only policies at IEPs therefore any future studies would greatly benefit frustrated directors. With other researchers' substantiation, the results and conclusions of this project could be strengthened and therefore more beneficial. In order to obtain more definitive answers concerning the benefits of co-curricular activities at developing self-regulated learners willing and able to use English in the hallways, prospective researchers could design a study comparing two different IEPs. One could serve as the control group and students would attend extracurricular activities whereas the other IEP could incorporate co-curricular activities into their curriculum. Researchers would then need to rely on a combination of self-reports, observations, and perhaps interviews to determine if the implementation of co-curricular activities had a significant effect on the students' language choices outside of class.

Another important venue for future research regards evaluating the effectiveness of the booklet. It would be beneficial to ask activity planners at various IEPs to incorporate co-curricular

activities into their programs, using this booklet as a guide. In so doing, activity planners could both evaluate the effectiveness of this booklet as well as obtain more data via surveys and interviews regarding the value of co-curricular activities from the perspective of students.

Though there is ample research supporting the academic benefits of developing self-regulation in the classroom, it would also be interesting to find a relationship between implementing co-curricular activities and students listening and speaking abilities. Future researchers could chart test scores from two similar classes and observer any changes that may occur when one class starts attending or even planning co-curricular activities. These activities are meant to support and enhance the curricula at IEPs so it would make sense that students would benefit academically from attending and running them.

Finally, I failed to recognize the potential benefits of metacognition in semi-structured learning environments until the conclusion of my project and research. I would be very interested to see future studies focused on this self-regulatory dimension that I failed to give ample attention. Future researchers could base their co-curricular activities on motivation, physical environment, social environment, and performance and then evaluate the benefits of applying each. This would Reinforce my data as well as shed light on an area that could potentially be beneficial for students.

My project is just the beginning of many potential studies and research directions that would be interesting to investigate. Just as my project has been built upon the significant findings of those before me, I hope that one day my research can be of assistance to future investigators.

Recommendations

The process of researching self-regulation and co-curricular activities, piloting the Movie Awards Night, and evaluating this particular co-curricular activity led to my recognition that there are several changes IEPs can make to generate a more holistic curriculum in which students speak English both in and out of class. By incorporating co-curricular activities run mainly by student leaders, IEPs can save money, create an English-mostly curriculum, and eliminate ineffective English-only policies.

Replacing extracurricular with co-curricular activities. My first recommendation is that schools investigate ways in which they might phase out aimless extracurricular activities and replace them with co-curricular activities. This project demonstrates that co-curricular activities can help students improve listening and speaking skills, develop leadership qualities, make friends from different language backgrounds, and have fun at the same time. As such, co-curricular activities can satisfy the social purpose of extracurricular activities as well as support curricula at IEPs. With a few small changes, extracurricular activities can become co-curricular and benefit students both socially and academically.

I recommend IEPs consider creating a more holistic learning environment by incorporating co-curricular activities of various types and sizes. For example, IEPs could have the typical monthly activity on a Friday night but also smaller activities during lunch or after school. These could still be led by students but require less planning in advance. For example, if there were an option to play cards in the cafeteria at lunch or soccer after classes students would have even more opportunities so socialize with one another, thus strengthening cross-cultural friendships and further increasing the likelihood students would speak English with one another outside of class by choice.

Use of the booklet to institutionalize co-curricular activities. To make the transition to co-curricular activities easier, I suggest IEPs consider using the teacher-friendly booklet *Filling the Halls with English* to ensure that their activities are established on the self-regulatory dimensions of motivation, physical environment, and social environment. The booklet shows directors and activity planners that developing co-curricular activities does not require reinventing the wheel. Traditional extracurricular activities can be altered and modified in small ways to become more beneficial for learners. Personal experience has made it apparent that this transition is not always easy for students initially. Co-curricular activities require more effort and participation on the part of students, leaving no room for idle observation. This project has demonstrated that their efforts will be rewarded with increased motivation and opportunities to speak and improve their English outside of class.

Shift the locus of control. I also recommend IEPs consider the viability of not paying teachers to do what students are able and often willing to do. The ELC spends nearly $1,500 each semester to staff the activities committee. IEPs could save thousands of dollars by placing just one or two teachers in charge of supervising student activity planners. As exhibited by this project, student leaders and student participants benefit on multiple levels from the utilization of students in leadership positions; it is unreasonable to deprive learners of this educational opportunity. Shifting the locus of control to students in this area will likely lead to slightly more chaotic activities as students learn to manage and direct their peers. Though their organization, timing, and grammar may not be perfect, students will have ownership over the activity and therefore a sense of pride in this accomplishment.

Regarding the teacher supervising student leaders, this job requires more time than a typical activity chair and therefore requires extra training. This teacher will need to have a change in

mindset and realize that co-curricular activities are created by and for students and therefore the teacher should be only a facilitator. Often in chaotic moments at activities, teachers will have the urge to take over for students and get things running smoothly. This cannot happen. Supervising teachers need to allow students to help one another when they get stuck or things are not going as planned. As they rely on one another they will increase their interdependence and self-efficacy. In order to prepare students for co-curricular activities, the supervising teacher will need to meet with student leaders multiple times prior to activities to delegate responsibilities such as ordering food and making fliers. Furthermore, time will also need to be spent assisting students to prepare for advertising. Announcing activities requires ample practice and preparation before students feel confident enough to go talk to their peers. If the activity necessitates MCs, theses students will need help in advance with content, pronunciation, and timing. It is advantageous for student leaders to be at least intermediate level so they can understand discussions at meetings, voice their opinions, and generally communicate with others to plan and run co-curricular activities. Student council members could be part of a class or simply students that volunteer their own time to help. The latter will often offer more intrinsically motivated individuals while the former will provide more stability.

Replacing English-only with English-mostly. Based on this project, I strongly recommend IEPs consider exchanging their English-only policy for an English-mostly curriculum. Shvidko's research (2012) shows that English-only policies are often unsustainable and counterproductive in loosely controlled circumstances as they create an environment of contention rather than encouraging and preparing students to speak English in the hallways. This project demonstrates that co-curricular activities can be a beneficial and critical element of an English-mostly curriculum by equipping students with motivation and opportunities to speak

English. Directors of IEPs could avoid frustration and feelings of animosity toward students by focusing their efforts on assisting rather than mandating students to speak English outside of class. In place of trying to fight students' expected impulses to speak with each other efficiently, incorporating co-curricular activities into an English-mostly curriculum can help make English use outside of class the natural mode of communication amongst learners.

Conclusion

Compared to the structure and organization of most classrooms, hallways of IEPs are chaotic and disorganized. There are no assigned seats, no one is in charge, and students are free to choose their tasks. Students have nearly complete autonomy and therefore tend to communicate in the most natural and efficient method—their first language. Administrators' frustrations with students' language choices in the hallways generally stem from students' lack of self-regulation in nebulous hallways, lobbies, and other social areas. Rather than assuming students will continue pursuing academic goals both in locations and on time learners consider their own, IEP directors can help students connect scholastic aspirations with their natural proclivities to have fun and socialize by institutionalizing co-curricular activities. The booklet can assist directors of IEPs to do exactly this, in that it guides activity planners through the process of designing co-curricular activities while introducing them to pertinent research, self-regulatory dimensions, and activity ideas. This project has shown that co-curricular activities appropriately based on motivation, physical environment, and social environment can increase students' desires and opportunities to speak and improve their English, even, or perhaps especially, when teachers are not mandating they do as much.

I hope this project can assist directors and future researchers to remember that the ultimate goal of IEPs is not to mandate the use of one language, but rather to help students become self-regulated learners and achieve their personal goals: to improve their English abilities. It is my optimistic desire that this research in conjunction with future studies can help educators know how best to assist students in their process of connecting goals, actions, and outcomes and thus lead to increased unity and learning at IEPs.

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Appendix A

Participant Survey

Implied Consent

You are being invited to participate in the research study of Sharon Tavares. I am a graduate student at Brigham Young University and I am conducting this survey as part of my coursework. I am interested in determining if the principles of self-regulated learning can be applied to extracurricular activities to make this use of out of class time more effective for English language learners. Specifically, this survey is meant to evaluate whether or not the ELC Movie Night Activity provided an environment conducive to creating self-regulated learners. Your participation in this study will require the completion of the attached survey. This should take approximately 10 minutes of your time. Your participation will be anonymous and you will not be contacted again in the future unless you indicate that you would be willing to help with further research. You will not be paid for being in this study.

At the end of the survey you will be able to view the pictures from the activity. This survey involves minimal risk to you. The benefits, however, may impact society by helping increase knowledge about extracurricular activities with a language focus.   You do not have to be in this study if you do not want to be. You do not have to answer any question that you do not want to answer for any reason. We will be happy to answer any questions you have about this study. If you have questions regarding this study you may contact Sharon Tavares at 801-609-1304 and at sharonlt87@gmail.com or you may contact my mentor Dr. Norman Evans at norman_evans@byu.edu.

If you have any questions about your rights as a research participant you may contact the IRB Administrator at A-285 ASB, Brigham Young University, Provo, UT 84602; irb@byu.edu;

(801) 422-1461. The IRB is a group of people who review research studies to protect the rights and welfare of research participants. The completion of this survey implies your consent to participate. . If you choose to participate, please press continue and complete the survey. Thank you!

○ Continue

1. What is your level at the ELC?

○ Foundations Prep
○ Foundations A
○ Foundations B
○ Foundations C
○ GAP
○ Academic A
○ Academic B
○ Academic C

2. What is your native language?

○ Chinese
○ Japanese
○ Korean
○ Portuguese
○ Russian
○ Spanish
○ Other _____

3. How long have you been studying at the ELC?

○ 1 semester
○ 2 semesters
○ 3 semesters
○ 4 semesters
○ More _____

4. I attended the Movie Awards Activity on September 29th because I wanted to _____. (You can choose more than one answer)

- ❑ watch movies
- ❑ eat pizza
- ❑ get extra credit
- ❑ improve my English
- ❑ make new friends
- ❑ other (please explain) _____

5. This activity was run by students and not teachers. Did you like or dislike having students in charge? (Please explain your answer)

6. I spoke _____ English at this activity.

- ❍ only
- ❍ mostly
- ❍ some
- ❍ a little
- ❍ no

7. I spoke English at this activity because I _____. (Please explain your answer. You can choose more than one option.)

- ❑ wanted to _____
- ❑ needed to _____
- ❑ someone told me I had to _____
- ❑ other (please explain) _____

8. Did you feel comfortable speaking English at this activity? (Please explain your answer)

9. The room where we planned our skit was quiet enough that it was easy to talk with people in my group.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

10. The members of my group worked well together to prepare our skit.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree
- ❍ Very Strongly Agree

11. How did you help your group prepare for the skit presentation? (You can choose more than one answer)

❑ I asked my group members questions
❑ I answered my group members' questions
❑ I shared my ideas
❑ Other (please note) _____

12. I helped plan and present the skit because _____. (You can choose more than one answer)

❑ I wanted an award
❑ I wanted to help my group
❑ it was fun
❑ other (please explain) _____

13. Did you meet new people at this activity? (Please explain your answer)

14. Did this activity provided you with useful listening and speaking practice? (Please explain your answer)

15. What did you like most about this activity?

16. What would make this activity better for next time?

17. Should we do this activity again? Why or why not?

18. If you would be willing to help with further research, please write your name below so the researcher can contact you.

Appendix B

Student Leader Survey

Implied Consent

    You are being invited to participate in the research study of Sharon Tavares. I am a graduate student at Brigham Young University and I am conducting this survey as part of my coursework. I am interested in determining if the principles of self-regulated learning can be applied to extracurricular activities to make this use of out of class time more effective for English language learners. Specifically, this survey is meant to evaluate whether or not the ELC Movie Night Activity provided an environment conducive to creating self-regulated learners.   Your participation in this study will require the completion of the attached survey. This should take approximately 10 minutes of your time. Your participation will be anonymous and you will not be contacted again in the future unless you indicate that you would be willing to help with further research. You will not be paid for being in this study.

    At the end of the survey you will be able to view the pictures from the activity. This survey involves minimal risk to you. The benefits, however, may impact society by helping increase knowledge about extracurricular activities with a language focus. You do not have to be in this study if you do not want to be. You do not have to answer any question that you do not want to answer for any reason. We will be happy to answer any questions you have about this study. If you have questions regarding this study you may contact Sharon Tavares at 801-609-1304 and at sharonlt87@gmail.com or you may contact my mentor Dr. Norman Evans at norman_evans@byu.edu.

    If you have any questions about your rights as a research participant you may contact the IRB Administrator at A-285 ASB, Brigham Young University, Provo, UT 84602; irb@byu.edu; (801) 422-1461. The IRB is a group of people who review research studies to protect the rights and welfare of research participants. The completion of this survey implies your consent to participate. If you choose to participate, please press continue and complete the survey. Thank you!

❍ Continue

1. What is your native language?

○ Chinese
○ Japanese
○ Korean
○ Portuguese
○ Russian
○ Spanish
○ Other _____

2. How long have you been studying at the ELC?

○ 1 semester
○ 2 semesters
○ 3 semesters
○ 4 semesters
○ more _____

3. Please describe your role/ responsibilities at the Movie Awards Night Activity?

4. Do you feel you were successful in your role? Why or why not?

5. What impact did planning and running this activity have on your language skills?

6. What was most beneficial about participating as a student leader at the Movie Awards Night activity?

7. What did you not like about being a student leader at this activity?

8. In your opinion, should the ELC continue to use students rather than teachers to run extracurricular activities? (Please explain)

9. If you would be willing to help with further research, please write your name below so the researcher can contact you.

Appendix C

Pertinent Student Leader Survey Responses

1. Were you successful in your role as a student leader?
   a. Yes, everybody was so excited
   b. Yes, because I got the control of the situation when I was with the students in the classroom. I gave specific and clear instructions and helped them with brainstorming and encouraged them to participate in the skits.
   c. Yes, I was because students follow what we say. They could understand our instructions in English.
   d. It was fun and I think it was good. But, actually I didn't do a lot.
   e. Yes I think I did my best because I have to use crutches and I could help with some of stuff
   f. Yes, because the students did good presentations
   g. My partner was awesome!
   h. My group and I did what we were supposed to do
   i. I did my best
   j. People has a good comprehension of the activity and they had a good performance
   k. Yes, we did it pretty well, was not perfect, however it was fun!
   l. Yes, even though we finished a bit early I think everybody had fun and understood what they had to do
2. What impact did planning and running this activity have on your language abilities?
   a. It was easier than I think.. at the beginning i was scared but when we practice how to advertise and prepare everything help me so much.
   b. I was a little bit afraid of talking English in public, but not anymore. so it was a big change
   c. I learned more vocabulary and gave me confidence to talk in front of others in English
   d. Saying English, That's the good way to learn.
   e. I think this activity helped me a lot to practice my English skills. I like it. I wish we can have other activities to share time with our classmate and all of the students at the ELC.
   f. A lot, I was speaking fluently and without be scared.
   g. I explained a lot
   h. It helped me a lot, I learn new vocabulary and could practice my listening and speaking with my classmates.
   i. It helped me a lot! I communicated with a lot of people while running the activity, which helps me to improve my listening and speaking skills!
   j. Running the activity give me more confidence in my speaking skills.
   k. I needed to train a little song and that helped with my listening and speaking, and also while planning all for the activity with my classmates helped me to practice my English skills.
   l. Since I had to speak clearer for others to understand me, I think that trying harder on that part helped me

3. What was the most beneficial about participating as a student leaders at the Movie Awards Night?
   a. Knowing that it worked because i was not sure but it was almost perfect
   b. Developing more leader skills, and I was encouraged to have good speaking skills so everybody could understand.
   c. Practicing English was the most important and making friends.
   d. It is fun and it is easy to make new friends.
   e. In my opinion I think that my participation in this activity made me to apply all of my English skills. It was a amazing experience to improve my English.
   f. That I could talk a lot.
   g. they are so handsome.
   h. We exercise responsibility.
   i. I liked to participate as a student leader in activities! The most beneficial! about the Movie Awards activity was making people to enjoy the atmosphere that evening and to have fun.
   j. Speaking.
   k. I could see how is organizing an activity, and also I think that we were a example to other students that in the future will organize an activity in the ELC.
   l. we got to help people, we gave instructions, and doing all that helped me to improve my English

4. In your opinion should the ELC continue to use students rather than teachers to run extracurricular activities?
   a. Yes! because when students see other students in charge of the activity they are more excited about it and also I have the opportunity to talk with all my friend about the activity and tell them to come.
   b. Yes, with the help of the teachers, they will help students to develop their leadership and be more responsible, also they will improve their English by talking to everybody.
   c. Yes, it is a good experience for students. Of course students have to have a teacher as a guide.
   d. It will be useful if the ELC use students to prepare this kind of activity. It is fun and the students will have good time.
   e. In my opinion I think is a great method to learn and apply our English skills. I complete agree with this activities.
   f. Yes, this is a great opportunity to make students practice English in a real situation.
   g. of course, it makes us be one.
   h. Yes. It is fun when students can organize a activity, they can practice English and also it helps some students to know that all of us are the same here, we are all to learn.
   i. in my opinion, it's a great idea to continue the activities which are running by students! But without a help of Mrs. Tavares our class would not a great and successful job!
   j. No, teachers are essential to coordinate and plan activities.
   k. Yes, because students can learn how to be more responsible, and it is fun to organize activities.

l. yes! it makes it more fun! I think that when you have teachers running it, it makes it a bit more formal so it is not as fun. We still do what we are supposed to but it is more fun.