



townsend



Compose

Inbox 1,018

Starred

Snoozed

Important

Sent

Drafts 52

Categories

More

Labels

basicreading001.pbwor...

Educational Action Research - Decision on Manuscript ID REAC-2018-0051

1r



Educational Action Research <onbehalfof@manuscriptcentral.com>

Thu, Nov 8, 2018,

to me, cons

08-Nov-2018

Dear Colcilianus.

I am very sorry that this has taken so long. I feel awful that you have had to wait for this period of time to receive feedback. The issue has reviews. Although the reviews raise some serious concerns I have taken the decision that you should be given the chance to make changes. I want to impress on you is that this is an action research journal and we do need the articles we publish to not only make use of action research. Is this something which you can add? What does your study have to say about the use of AR? This is likely I would understand if you wanted to submit this article elsewhere. If that is what you choose to do please let us know. If you do look for a would suggest something linked to your topic of EFL. Again I apologies for the delay.

Andy.

Normal review feedback text follows:

Dear Dr Mbato

Your manuscript entitled "Action Research on Indonesian Students' Regulation of Feelings and Attitudes in EFL Learning", which you submitted for publication in Educational Action Research has been reviewed. The reviewer comments are included at the bottom of this letter.

Educational Action Research - Manuscript ID REAC-2018-0051.R1 has been submitted online

Inbox



Educational Action Research <onbehalf@manuscriptcentral.com> 2019, 6:47 PM

to me, cons

01-May-2019

Dear Dr Mbato

Your manuscript entitled "Empowering Indonesian Students' Regulation of Feelings and Attitudes in EFL Learning through action-oriented reflections (Alternative 2)" has been successfully submitted online and is presently being given full consideration for publication in Educational Action Research.

Your manuscript ID is REAC-2018-0051.R1.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to Manuscript Central at <https://mc.manuscriptcentral.com/reac> and edit your user information as appropriate.

If you haven't already done so, Educational Action Research would like to encourage you to add an ORCID ID to this submission. Please log in to Manuscript Central at <https://mc.manuscriptcentral.com/reac> to add your ORCID ID to the article's information by adjusting your account settings.

You can also view the status of your manuscript at any time by checking your Author Centre after logging in to <https://mc.manuscriptcentral.com/reac>.

Thank you for submitting your manuscript to Educational Action Research.

Sincerely,
Educational Action Research Editorial Office

There are now over 1050 Taylor & Francis titles available on our free table of contents alerting service! To register for this free service visit: www.informaworld.com/alerting.

CARN – Collaborative Action Research Network <http://www.esri.mmu.ac.uk/carnnew/>



Concilianus Mbato <c.laosmbato67@gmail.com>

Wed, May 1, 2019,
7:00 PM

to Tt-Educationactionresearch, Andy, Concilianus

Dear Educational Action Research Journal Editorial Board,

I have now submitted the revised manuscript. I have made some revisions and adjustments in accordance with the feedback from the reviewers and editors' suggestions. I hope that the manuscript now meets your high standards. I also hope you would be willing to give another chance for revising the manuscript if it is not yet compatible with the requirements. This is my first attempt to submit to a reputable journal so I still have a lot to learn.

I also need to inform you that due to some technical mistakes, the manuscript is now kept at Sanata Dharma University Turnitin Repository, which makes it have a very high similarity index.

Once again, thank you so much for giving a valuable opportunity to learn to write academic journal article. I am looking forward to hearing from you.

Kind Regards,

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, Master's Program in English Education,
Sanata Dharma University, Yogyakarta, Indonesia.

C

ReplyReply allForward

Educational Action Research - Decision on Manuscript ID REAC-2018-0051.R1

Inbox



Educational Action Research <onbehalf@manuscriptcentral.com> 10-Sep-2019, 7:04 PM

to me, cons

10-Sep-2019

Dear Dr Mbato

Your manuscript entitled "Empowering Indonesian Students' Regulation of Feelings and Attitudes in EFL Learning through action-oriented reflections (Alternative 2)", which you submitted to Educational Action Research, has been reviewed. The reviewer comments are included at the bottom of this letter.

The reviews are in general favourable and suggest that, subject to minor revisions, your paper could be suitable for publication. Please consider these suggestions, and I look forward to receiving your revision.

When you revise your manuscript please highlight the changes you make in the manuscript by using the track changes mode in MS Word or by using bold or coloured text.

To start the revision, please click on the link below:

*** PLEASE NOTE: This is a two-step process. After clicking on the link, you will be directed to a webpage to confirm. ***

https://mc.manuscriptcentral.com/reac?URL_MASK=df3c77ea48884ebfb4d9ba0c8498b995

This will direct you to the first page of your revised manuscript. Please enter your responses to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you made to the original manuscript. Please be as specific as possible in your response to the reviewer(s).

This link will remain active until you have submitted your revised manuscript. If you begin a revision and intend to finish it at a later time, please note that your draft will appear in the "Revised Manuscripts in Draft" queue in your Author Centre.

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to Educational Action Research, your revised manuscript should be uploaded by 09-Nov-2019. If it is not possible for you to submit your revision by this date, we may have to consider your paper as a new submission.

Once again, thank you for submitting your manuscript to Educational Action Research and I look forward to receiving your revision.

Sincerely,
Dr Andy Townsend
Editor, Educational Action Research
andyjtownsend@yahoo.co.uk

Reviewer(s)' Comments to Author:

Reviewer: 1

Comments to the Author

You have successfully addressed the majority of the reviewers' comments and requests. The abstract and appendix were successfully integrated. The updated literature review and the explanations on the action research cycles, research context, validity of findings, and analysis are found to be thorough.

However, some minor revisions when it comes to accuracy need to be carried out.

Although you mention that grammatical mistakes have been addressed, some orthographic, lexical and grammatical language issues here and there that need to be addressed.

Additionally, you still use some very old studies that are not key and that can be removed without affecting the significance of your literature review.

What's more, the article still carries some mistakes in the in-text citations in the order of the studies listed (e.g. p.28).

Reviewer: 2

Comments to the Author

There is potential here for an interesting and useful paper. However, at the moment there are a number of areas which need to be considered. The text can be difficult to follow at times, and needs to be carefully edited to ensure that the meaning of the argument is clear throughout. Below are a series of focused comments.

p.7 line 20-21 the paragraph's first sentence feels rather vague and oddly phrased. Was this the first ever method used to study EFL students' emotions? Also, would be good to know the evidence for feelings being the PRIME reason for learning success. There are some big claims here but little evidence or explanation. There is also a danger of listing studies in this paragraph rather than discussing them.

The whole section outlines a number of studies but there is little critical engagement - what was the evidence? It would be better to look at fewer publications but discuss them in more detail.

Could the literature be considered by theme rather than by individual papers? The author(s) say at the beginning of the paper that the different emotions are essentially the same but this needs exploring, discussing and explaining.

Also, having also introduced self-regulation, the themes need tying together conceptually somehow, for example 'feelings' and 'attitudes' is very wide, how do they influence each other?

p.14 line 32-35 don't quite follow the argument about trust here.

p.14 line 44-53 the role of the students beyond the 24 in your class, in relation to the research, is unclear.

p.15 line 15-19 why were these particular traits chosen? And in the literature review they are not systematically considered.

p. 15 line 21-31 I'm not totally clear as to the pedagogic approach taken here. Is all the English context taught out of class? How? This reads as if the lessons are wholly about different emotions etc. As a result the argument becomes very difficult to follow. Perhaps a timeline of the activities would help. Also, if you planned the lessons how is this participatory? You seem to have made all of the decisions.

It becomes difficult to discern any definable cycles in the analysis. There are 5 reflections but what are the evolving changes which are made to go with them in terms of the pedagogy?

p.19 line 24 is it 5 reflective journals or 5 reflective journal entries? This would give very different levels of data potentially.

You give the original and translation for the first quote, but not beyond that. Do you need to be consistent. Also, who did the translating? If it was you, you need to put (author's translation) after each so that this is transparent.

The first results section is interesting, but I am struggling to see interventions within it.

Strategies are opened up in the discussion but it is not clear earlier in the paper as to how these were embedded.

Therefore, there are a number of issues which need considering if the paper is to be publishable. It is an interesting study, but the process and details of the project need to be made much clearer.

Educational Action Research has a long-standing relationship with CARN - Collaborative Action Research Network. For more information, see <https://www.carn.org.uk/>



Concilianus Mbato <c.laosmbato67@gmail.com>

Wed, Sep 11, 2019,
1:38 PM

to Andy

Dear Dr. Andy Townsend,

I would like to express my deepest gratitude to you and reviewers for giving such a wonderful opportunity to revise the manuscript. I will take all the comments seriously and revise and submit the manuscript accordingly.

Sincerely yours,

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.



Concilianus Mbato <c.laosmbato67@gmail.com>

Thu, Sep 12, 2019,
4:23 PM

to Andy

Dear Dr. Andy Townsend,

I am wondering if you could help me with some comments particularly from the second reviewer. I am finding it rather difficult to determine the exact pages of the comments. Is it the page number of the original manuscript or the page number of the submitted manuscript? For example, page 1 of the manuscript will be page 5 of 44 of the submitted manuscript. I also tried to count the lines, but it might have changed. For example, this comment:

p.14 line 44-53 the role of the students beyond the 24 in your class, in relation to the research, is unclear.

It is page 14 of the submitted manuscript and page 10 of the original manuscript but the lines are only 34 in total. I am just a bit worried that I might not address the reviewer's comments correctly due to my incorrect page and line identification.

In addition, for this revision, can I first all accept the current track changes before integrating the latest reviewers' comments?

Thank you so much for the kind help,
Sincerely yours,

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.

C

ReplyForward

Empowering Indonesian Students' Regulation of Feelings and Attitudes in EFL Learning through Action-oriented Reflections

Abstract: This article focuses on Indonesian students' regulation of their feelings and attitudes in EFL learning.ⁱ It considers one research question i.e., to what extent can Indonesian students regulate their feelings and attitudes in EFL learning? To answer the question, classroom action research was adopted. The participants of the research were 24 out of 144 first semester students enrolled on a Primary School Teacher Education Study Program at a university in Yogyakarta, Indonesia in the academic year 2010-2011. The study lasted for six months, during which time students submitted five reflections and completed a pre- and post-participation questionnaire. Results from both qualitative and quantitative data analyses indicated that the students had negative feelings and attitudes towards English before participating in the action research but showed more positive feelings and attitudes as a result of their participation. They also demonstrated increased ability to regulate their feelings and attitudes towards learning English, and to plan, monitor and evaluate their learning independently of the teacher's supervision. This was attributable to: (1) the teachers' and students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning; and (2) the students' focus on self-regulated learning strategies rather than academic achievements. This study offers pedagogical implications for EFL/ESL teachers and suggestions for future researchers.

Key Words: Feelings, Attitudes, EFL, Self-regulated Learning, Action Research

Students' Feelings in EFL/ESL learning

Students' feelingsⁱⁱ in education and EFL/ESL learning have traditionally gained little attention from educational researchers and teachers; they have often been viewed rather negatively although their impacts on learning and academic performance are apparent (Afzal & Robinson, 2011; Ferris & Gerber, 1996; Meyer & Turner, 2006; Winans, 2012). However, an increasing number of studies on students' emotions in EFL/ESL learning have been conducted in the past few years, and they generally demonstrate a positive relationship between students' feelings, learning engagement, and learning outcomes. They also argue that more research on teaching strategies should be undertaken to reduce students' negative feelings and enhance their learning.

A study by Gan, Humphreys and Hamp-Lyons (2004) in Chinese universities confirmed the impact of feelings on EFL students' learning success, with unsuccessful students shown as lacking supportive teachers and therefore finding learning a frustrating endeavour. This study suggested that more efforts should be made by teachers to support students to be persistent and motivated in learning English. Another study on undergraduate Vietnamese students (Trang, Baldauf, & Moni, 2013) found that students became anxious due to changes in their feelings about EFL learning; it suggested explicit strategies to be used by teachers to address students' negative emotions about EFL learning and to provide more freedom for students to make decisions about their learning. Similarly, Alrabai's (2014) quasi-experimental study on Arabic learners of English found that the use of teacher strategies to reduce anxiety led to significantly decreased levels of anxiety for learners in the experimental group compared to those in the control group. This study, among others, claimed that teachers need to equip themselves with conscious strategies to reduce learners' anxiety in EFL learning. All three studies show that learning English as a foreign language involves students' emotions and that more research on their impact on students' learning is needed.

Several studies underscore the teacher's influence on students' emotions. A study of EFL learning at a Mexican university (Lopez, 2011) demonstrated that the teacher played a crucial role in forming students' emotional reactions. Meanwhile, Beseghi (2018) revealed that students' emotions were influenced by their previous learning experiences, but, with teachers' counselling, they could develop more positive emotions towards learning a foreign language. Similarly, research at the university level in Australia (Ross, 2015) argued for more research on how teachers could assist students to increase their awareness of their emotions, after finding these formed an important element in their English language learning experience. It also called for more research on how these emotions could be regulated in classroom learning contexts in order to benefit students' language learning. These studies called for further investigation into teachers' strategies for addressing students' emotions and the impacts of emotions in academic learning contexts.

Students' Attitudes in EFL Learning

An increasing number of studies on various aspects of EFL/ESL learners' attitudes towards English language learning have been conducted in the past thirty years. Most of these used quantitative, qualitative or mixed method-research approaches to investigate EFL/ESL learners' attitudes and they may need to be enriched with action research approaches.

Four of these studies warrant further discussion since they stressed the need for EFL/ESL teachers to explicitly address students' attitudes and devise strategies to help them eliminate negative perceptions and foster positive attitudes. Gomez and Perez (2015) implemented a case study of students learning English as a foreign language in two high schools in Chile and discovered that, while the students generally liked English as a global language, this did not automatically lead to them making a commitment to learning it at school. This study suggests that students' attitudes need to be nurtured at the school and classroom level, and this is mostly determined by the teachers' teaching strategies.

The second study (Zhao, 2015) involved students studying English in a Mongolian university. It found that the students already showed positive attitudes towards English, and suggested that English teachers should make an effort to create a favourable learning atmosphere in the classroom and choose teaching methods that could help nurture students' positive attitudes. This study supported Gomez and Perez's (2015) view that students' attitudes, both positive or negative, may be related to the teaching strategies used inside the classroom.

A descriptive and statistical study was conducted at universities in Tehran, Iran (Genc et al., 2016) involving EFL students from various departments. This found that students studying via distance learning demonstrated more positive attitudes towards EFL learning than those studying in traditional classrooms. This study recommended further research on teacher strategies to help students improve their motivation and eliminate their negative attitudes in EFL learning. However, the fourth study (Buyukkarci, 2016) revealed that having positive attitudes did not necessarily enhance students' willingness to engage in English language learning, and this may be influenced by repeated failures and unpleasant experiences with past English teachers.

Many of the authors discussed above suggest that finding appropriate strategies to help students regulate their feelings and attitudes in EFL/ESL learning should be one of the teachers' main responsibilities. In line with these, Al-Saraj (2014) stresses that the demanding nature of foreign language learning requires students to develop an ability to regulate their feelings and attitudes, as disregarding them may increase students' anxiety level and lead to academic failures. Yet, as the above review suggests, there has been little progress on studies about teacher and students' strategies to regulate students' feelings and attitudes in EFL/ESL learning and the impacts of these strategies on students' emotions, attitudes and learning progress.

Self-regulated Learning

One way to address students' feelings and attitudes in EFL learning is through the development

of self-regulated learning (SRL) strategies. Over the past thirty years, there has been a rapid growth in research on self-regulated learning and its applications in classroom learning. SRL is generally related to students' active construction of their thoughts, feelings and actions towards learning goal attainments (Zimmerman, 1986; 2000; 2013). It requires students to use internal resources to control their own learning, set learning goals, and develop appropriate strategies, motivation, and efforts to attain their goals (Boekaerts, 1997; Zimmerman, 2013). SRL combines learning behaviours, motivation and metacognition (Zimmerman, 1994; Zimmerman & Bandura, 1994) and impacts students' learning and motivation (Boekaerts & Corno, 2005). It has often been used interchangeably with metacognition, particularly when the focus of the learning is on the learners' awareness of the internal learning resources (see Boekaerts, Pintrich & Zeidner, 2000). Paris and Paris (2001) urged teachers to provide learning resources for students to enable them to develop strategies, motivation and independence. To acquire these essential skills, students need their teachers' deep understanding of SRL and their support (Rao & Torres, 2016; Saariaho, Pyhalto, Toom, Pietarinen & Soini, 2016; Vu & Shah, 2016), and this need can be met in the context of action research-oriented teaching. Without the autonomy, freedom and responsibility to regulate their emotions, attitudes and EFL learning, students' learning may not progress as desired. It was within this context that this action research was conducted.

An action research approach is arguably more beneficial to both teachers and students than other research methodologies since action research sees learners as active and reflective participants as well as collaborators in the research, who contribute significantly to the research procedure and results (see Kemmis & McTaggart, 1988; Mills, 2000). In this study, the researcher worked with the participants to identify strategies to regulate their emotions and attitudes in EFL/ESL learning, enabling them to maximise their learning potential. Although this action research was carried out in 2010 and reported in 2013 (see Mbato, 2013), it has the

potential to contribute to current discussions and knowledge about teachers' strategies to facilitate students' regulation of emotions and attitudes in EFL/ESL learning.

In the Indonesian learning context, students' emotions and attitudes are often ignored by the teachers partly because of the Indonesian students' total obedience to the teachers and the teachers' total obedience to the curriculum (cf. Indah, 2017; Indah & Kusuma, 2016; Lamb, 2004; Lengkanawati, 2004; Marcellino, 2008; Rachmajanti, 2017). As a result, this action research focused on one research question: To what extent can Indonesian students regulate their feelings and attitudes in EFL learning? It was expected that this study would enrich, extend and partly fill the gap in the current literature and discussion about students' regulation of their feelings and attitudes in EFL/ESL learning.

Methodology

Why Action Research?

To facilitate students in regulating their feelings and attitudes in learning English, I adopted classroom action research. Unlike traditional research, which may focus mainly on researching about people and gaining data from research subjects (e.g., Buyukkarci, 2016; Genc et al., 2016; Gomez & Perez, 2015; Mbato & Kharismawan, 2018), action research not only studies about people but also studies with people (see, e.g., Brydon-Miller, 2018; Call-Cummings, 2017; Kemmis & McTaggart, 1988; Reason & Bradbury, 2001; Yan, 2016).

Through participatory action research (Call-Cummings, 2017) students will have room to empower themselves in the learning process in the pursuit of knowledge. In the context of EFL/ESL learning where students face the emotional burden of having to speak in a language they are not familiar with or have not mastered (Dewaele, 2005; Horwitz, Horwitz, & Cope, 1986; Ross, 2015; Trang et al., 2013; Ustuk & Aydin, 2016), action research becomes a powerful method to adopt by teachers. Through action research, students have more space to voice their learning experiences and concerns rather than having to depend on their teachers as

the sole regulator of their learning, as has been the case in several EFL/ESL learning contexts (Chaffee, Noels & McEown, 2014; Lamb, 2004; 2012; 2013; Marcellino, 2008).

In the Indonesian educational context, classroom action research has been promoted in the past decade as a strategic way to empower teachers in teaching (Pirdaus, 2011). In action research, learners are expected to have more power and control over their own learning with the teacher acting more as a facilitator. This way they can develop critical thinking skills in relation to their learning progress and outcome. However, as Pramswari (2016) acknowledged, few teachers have engaged in action research, preferring instead to follow pre-planned learning designs, and allow less freedom and autonomy for students to explore their learning. This means there is limited room for students to be critical learners and express their feelings and attitudes (cf. Indah & Kusuma, 2016; Indah, 2017; Marcellino, 2008; Rachmajanti, 2017).

Research Context and Participants

This research was carried out at the Primary School Teacher Education Study Programme at Sanata Dharma University, Yogyakarta, Indonesia, from July-December 2010. Action research is most compatible with the *Ignatian Pedagogy* of Sanata Dharma University which emphasises the holistic transformation of students' learning experiences, spiritually, intellectually, affectively or behaviourally, and which in turn prompts them to take action (The International Commission of the Apostolate of the Jesuit Education, cited in Chubbuck, 2007, 242). The university promotes academic excellence and humanistic values and prepares young people to be critical and professional through dialogue and reflection (Humas, 2012). Dialogues and reflections are conducted every semester, and students have the opportunity and freedom to discuss their learning experiences with their academic advisors during the semester.

The spirit of dialogue and reflection resonates well with action research. Townsend (2013) argues that dialogue should be at the heart of any participatory action research as it opens the way for fruitful participation. The culture of dialogue reduces the teachers' power and

control over students; it enables the students and teachers to treat one another as partners in learning rather than as the powerless and the powerful.

In Sanata Dharma University, teachers are expected to act as facilitators rather than merely as instructors. *Ignatian Pedagogy* has three core values, i.e., competence, conscience and compassion, which could be explored through experience, reflection, action, and evaluation as required in the learning context (Cheney, c.2003). The culture of dialogue in Sanata Dharma University also helps create trust between teachers and students. Through dialogue, students could discuss with their teachers the learning materials they are using, or want to use to achieve the learning objectives, and what learning strategies are best for them. Equally, teachers can delegate some learning responsibility to the students, including the autonomy to plan, monitor and evaluate their own learning and progress. Most importantly, dialogue culture empowers students to provide feedback on the teaching and learning processes without feeling intimidated. In the context of this action research, this trust relationship was expected to increase the trustworthiness of the data, particularly the students' data about the researcher.

This action research involved 24 out of 144 first semester students enrolled in the Intensive Reading 1 class of the academic year of 2010-2011 and five English lecturers, including the researcher. It was ethically approved by the Southern Cross University Ethics Committee (approval number ECN-10-110) and informed consent was gained from the students before its implementation. The students' participation was voluntary, and their identities were kept confidential and anonymous. All the students were training to be Primary School teachers and had studied English compulsorily for at least six years prior to their enrolment in the study program. However, English competence was not a requirement to be a primary school teacher. The data discussed here was gathered from the 24 students who were enrolled in my class and directly involved in the research. The remaining students were taught by my four colleagues, and I did not have authority to make use of their data. However, information about all the

students ($N=144$) was shared in the teachers' regular fortnightly meetings (see Lesson Plan, Appendix 2) and used by individual teachers to enrich their respective class learning.

Procedures

This study consisted of five major action research cycles (from July-December 2010) in accordance with the students' submissions of five reflections. Each cycle lasted between two to three weeks. The research focused primarily on increasing the teacher's and the students' awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning, and on the students' ability to develop self-regulated learning strategies. During the five cycles, the students reflected on their self-regulation of the certain factors and strategies in learning English; these were a) feelings, b) attitudes, c) support, d) motivation, e) volition, f) self-efficacy, g) attribution, and h) reading strategies. Each of these elements was introduced to the students in separate weeks and became the focus of their weekly reflections and the researcher's oral and written feedback.

The learning materials inside the class focused mostly on reading as this was required by the curriculum. However, outside the class, the students were allowed to pursue English learning and learning strategies in accordance with their interests, needs and wants. They were also asked to focus on regulating specific elements, as listed in the lesson plan (see Lesson Plan, Appendix 2). The students' reflections took place both inside and outside of the classroom where they learnt English without the teacher's presence. Independent learning outside the classroom was based on students' individual learning plans, which were mostly drawn up at the end of class meetings and resulted from consultations with the teacher as well as from students' previous reflections.

Feelings were taught and reflected on in Cycle 3, Week 5, 6 and 7 and attitudes in Cycle 1, Week 1, 2, and 7. Other cycles focused on other elements of self-regulation, which were beyond the scope of this article. In practice, students were encouraged to reflect and plan actions

to undertake any elements of self-regulation in accordance with their individual needs. In implementing action research, I followed Burns (2010) and Phelps (2002), who suggested that action research cycles were more fluid than traditionally suggested by Kemmis and McTaggart (1998). For the detailed information about the research cycles and activities, see Lesson Plan (Appendix 2).

During the teaching learning process, I was involved in the planning, acting, observing and reflections of the implementation of the elements of self-regulation in the classroom. To facilitate students' understanding of the elements of self-regulation and metacognition, I, together with my colleagues, provided a metacognitive booklet, which was distributed to students at the beginning of the semester. In addition, since making learning plans and reflections were not part of the students' prior education practices in Indonesia, we supported them in making attainable weekly learning plans and reflections through oral and written feedback.

Another major shift in learning, which was implemented in this action research, was the creation of a community of English learning on campus, an idea which received an enthusiastic response from the students. I saw this as important as their learning was not likely to progress significantly without a supportive learning environment outside the classroom. This community was imperative in the context of EFL learning, since there was very little English use outside the formal setting, and, as Townsend (2013) argues, creating a community of learners should be one characteristic of participatory research.

Learning outside the classroom gives students more freedom and choices to experiment and to exercise their ideals about learning. It also reduces the teachers' control and power. Townsend (2013) argues that in participatory action research, the researchers need to deal with control and power issues in order to enable learners to maximise their learning potential. Through this action research, the students had more power and control in learning since the

focus had shifted from teaching to learning. The students displayed their work on boards weekly outside the classroom around the Study Programme's vicinity. The tasks were related to students' interests and themes discussed in class, which were chosen by the group members and were completed in small groups. Students would regularly visit the displays and write some comments about them; they then discussed their comments with other groups in class. These activities were done at the beginning of the class and lasted for about 15 minutes. This way, students were involved in the knowledge construction (see Townsend, 2013), particularly in addressing and regulating their feelings and attitudes in EFL/ESL learning.

My role as a teacher in terms of the learning strategies undertaken by the students was mostly limited to laying out learning plans in class (see Appendix 2) and suggesting general learning strategies outside the class, including regulation of their feelings and attitudes. At times, I would suggest certain strategies students could implement outside the classroom, such as watching English TV programmes and forming English speaking groups. However, most of the time, students were encouraged to participate in inventing and trying out their own learning strategies. The participatory elements of this research were found in their autonomy, responsibility and the freedom to plan, monitor and evaluate their own learning strategies and affective elements, particularly outside the classroom. They were also reflected in the learning activities in class when students brought their English learning experiences outside back into the classroom and discussed them with the teacher and the other students. Making reflections and individual learning plans based on the learning experiences in class, as explained above, further demonstrated the participatory nature of this research (see Lesson Plan, Appendix 2).

Data Collection Methods and Analysis

Qualitative data were collected through the five reflective journals students submitted and quantitative data through a pre-semester and post-semester survey. The journals were used as a

medium for students to plan, monitor and evaluate their feelings and attitudes in learning English as a foreign language. Quantitative data were collected at the beginning and end of the semester using the same questionnaire. The questionnaire (see **Appendix 1**) consisted of nine questions about feelings and eight questions about attitudes using a 7-point Likert scale. These questions were all adapted from Phelps (2002) and checked with other English teachers for face and content validity before use. The aim of the questionnaire was to compare students' feelings and attitudes at the beginning and end of the semester and to help them reflect on these points throughout the semester.

I employed thematic and iterative data analysis of the qualitative data aiming to find emergent, common, and contradictory themes and issues in the students' reflective journals (see Dey, 1993; Gibson & Brown, 2009). In reporting the findings, I focused on major themes and the changes in students' feelings and attitudes revealed in the data rather than exclusively on the actions, interventions, and changes that occurred in each cycle (cf. Burns, 2010; Phelps, 2002). Accordingly, the findings were not restricted to individual cycles per se. This was also due in part to the position I adopted in this research, which was more of a facilitator than an instructor. Assuming this role allowed the students to develop self-regulated learning habits since most learning in Indonesian classrooms is prescribed by the teachers. My interventions came mostly in the form of oral and written feedback on students' weekly progress reports and submitted reflections, and on the issues emerging in the class discussions and sharing.

Using SPSS 17, I employed descriptive and inferential statistics to the quantitative data. Options 1-3 (strongly disagree to somewhat disagree) and 5-7 (somewhat agree to strongly agree) were collapsed to *Disagree* and *Agree* respectively for the sake of data analysis. However, where required by the data, a certain response such as *Strongly Disagree* or *Strongly Agree* was addressed separately. Descriptive statistics focused on the percentage of students' responses before and after their participation in the research. Non-parametric tests, i.e., the

Wilcoxon signed-rank tests (cf. Argyris & Schon, 1996; Manning & Munro, 2007) were used to compare median responses to the students' feelings and attitudes on the pre-semester and post-semester questionnaire.

Validity and Social Desirability Bias in this Research

To increase the validity of the data and to reduce social bias in this research, I acted more as a facilitator of the students' learning than as an instructor. This was implemented through my adoption of Herr and Anderson's (2005) five criteria of validity in action research: democratic validity; outcome validity; process validity; catalytic validity; and dialogic validity. Democratic validity was achieved through my collaboration with student participants in addressing their feelings and attitudes in learning English where there was a minimal power imbalance in learning. Outcome validity allowed me to collaborate with the participants in refining actions in order for the students to become more able to regulate their feelings and attitudes in EFL learning. Process validity enabled the students and the teacher researcher to focus on the process of learning, such as in the planning and reflections on their learning, feelings and attitudes. Through catalytic validity, the students and the teacher found room to challenge existing views of learning, which, in the Indonesian educational context, were mostly centred on the teacher, and moved to the actions to help students to regulate their feelings and attitudes in learning. Dialogic validity enabled a critical dialog between the researcher and the students, particularly through written and oral feedback to students' written reflections. Rich data about their change of feelings and attitudes as well as their active engagement in learning English, mostly independent of the teacher's intervention, strengthened the validity of the students' claims.

To address social desirability bias in this research, I took the following actions (following Miles and Huberman, 1994): 1) staying at the field for six months acting more as a facilitator rather than an instructor; 2) being less intrusive, particularly when students were engaged in the

process of regulating their feelings and attitudes in EFL learning; 3) making it clear to the students that their success in my class depended mostly on their own learning commitments and that I would be there to support them rather than to solve their learning difficulties; 4) using rich data from students' five reflections and questionnaires for triangulation; and 5) playing a reserved role so that students could develop the confidence and freedom in their ability to plan, monitor and evaluate their own learning. The students also had the freedom to make reflections about and plan actions for their learning and achievements. There were no leading questions from the researcher that might direct their reflections to meet the expectations of the researcher.

Results

Students' Reflective Journals

Engaging with students through their reflective journals, I found the six most important themes across this group were 1) teachers' influence, 2) perceptions of task difficulty, 3) the inability to identify the cause of negative feelings and attitudes, 4) perceived usefulness of English, 5) unrealistic perceptions of their own English language capacity and performance, and 6) seeking the enjoyment and nurturing success in learning English.

The first theme to emerge from students' reflections was a lack of inspiration from past teachers, which impacted negatively on their feelings and attitudes to English learning. In their reflections, some students mentioned that their past teachers made them dislike English and unenthusiastic about learning it. For example, S03 (Refl.1) wrote:

Since the first time I learned English I didn't like it as I found it difficult to understand. This is because my former English teachers, be it at Junior or Senior High school, did not explain it very well. This made me lazy (*unmotivated*) to study English. (*Translated by the author*).ⁱⁱⁱ

However, using the current teacher as a role model, S03 learned to regulate her feelings and attitudes towards English by learning more vocabulary as her learning goal. A number of other students recognised that they had managed to eliminate negative feelings and attitudes towards English language with the teacher's support and the learning strategies taught:

What I felt during the last (*previous*) learning English language, at first I was scared because of my ability in the English language is very weak (*weak*). But with the fun teacher who ultimately supported fear gradually disappeared and I became eager to learn English (S13/Refl.1). (*Additional information in brackets by the author*).

Before I study English, I feel afraid because I do not like English. I think English is difficult, and I can't speak English well. After I met with my lecturer, I don't feel afraid again. I think he has a new strategy and good teach English. Start now, I will study English diligently, because I know English is important and I want to speak English well (S16/Refl.1).

Perceptions of task difficulty caused some students' negative feelings and dislike of English:

Since the first time I began to study it at school, I don't really like English. Actually initially I kind of liked it, but as it became harder and harder, then I didn't like it. I actually tried but there was not any progress. (S07/Refl.1)

However, through their subsequent reflections, many students indicated that being more aware of the negative impact of their feelings and attitudes towards English encouraged them to change these attitudes, and this greatly benefited their learning.

Some students were unable or unwilling to explicitly identify a cause or causes for their negative feelings and attitudes towards English. Demonstrating strong statements about her negative feeling and attitude, S08 (Refl.1), for example, wrote:

Since studying it for the first time, I disliked English. It was really boring, irritating, made me nervous. The bottom line is that learning English is something I dislike so much. I did not have time to study English outside school hours because I already disliked it. *(Translated by the author).*

Inability to explicitly write about the influences on her feelings did not stop her from learning to regulate her feelings and attitudes, and her motivation to learn English did increase by Meeting 2 as reflected in learning goals:

My goals: Learn well so that I can get good grades. Being a good teacher. At the end of the semester I want to be able to speak English correctly and appropriately. *(Translated by the author).*

As demonstrated by this student, extreme negative feelings and attitudes towards English could be eliminated once students were assisted to reflect on the future benefits of English.

Having unrealistic perceptions of their own capacity and performance (i.e., low self-efficacy) could also affect students' feelings about their English language learning capacity and lead to fear. S01(Refl.3), for example, was unhappy about his English, stating that he had not improved much despite being one of the most diligent and creative students in class. Another student (S02/Refl.2) did not know why she was afraid to speak in English although she liked it. Being assisted to regulate her feelings and attitudes, she was able to seek ways to avoid distractions, focus on her learning goals and regulate an environment for learning:

Today I try to write in English. I make a poetry to decorate my room. Although it just for fun. But it's very important in my English development. I start to fill my room with English word. I try to create English atmosphere in my room so that I habitual with English (S02/Refl.3).

This student, and others, was becoming more able to regulate her feelings and attitude by setting

individual goals, putting more effort into pursuing them, monitoring and evaluating her learning in order to achieve the learning success.

Rather than dwelling on the negative feelings and attitudes, many students learned to seek the enjoyment and nurture success in learning English. S02 learned to identify more enjoyable ways to enhance positive feelings and attitudes in learning English (Refl.3). S06 (Refl.5) focused on gaining the enjoyment from an English Speaking Club set up by the Study Programme:

I believe the activity will be fun (*before she came to class*) and I right, I laugh during activity”, and “today I follow English club. English club always funny (*‘lucu’ translates as interesting/funny and has a positive connotation; a more appropriate English word would be ‘fun’*) and I can refresh my brain after study hard for a week. (*Additional information in brackets and translation by the author*).

Supporting students to learn English through enjoyable activities impacted profoundly on their feelings, attitudes and motivation in learning. Many students chose to learn English through songs and films outside the class after being encouraged to adopt these media to improve their English. S18 (Refl.2), for example, wrote:

Today I feel happy to study English because I and my friends sing a song together...
My lecturer has a new strategy in this lesson, and I think his strategy is good. Music help student to enjoy the lesson and I think my friends enjoy too.

Others included searching for English songs on the Internet, listening to them and writing out the lyrics in their subsequent learning plans. Student 06 (Refl.5) mentioned watching the *Ice Age 2* movie twice without the Indonesian subtitles and enjoying learning through English songs:

...because I like music, I will be listening *(to)* music with English lyric(s). Even thought *(though)* the song is fast, I am not boring *(bored)* with this song. *(Additional information in brackets by the author).*

Similarly, S22 (Refl.5) stated that she liked to listen to English songs and downloaded songs to her mobile phone, and watched films more than speaking. S23 (Refl.3) also reflected of the many vocabulary words she gained from English films and songs.

Students' negative feelings and attitudes also diminished when they learned to focus on learning success rather than failures. Experiencing a positive change in her feelings towards English in Week 4, S17 (Refl.2) wrote "I feel happy because I can speak English (walau sedikit/although a little)". Similarly, while attending class in Week 6, S03 (Refl.3) acknowledged feeling happy because she could follow the lesson. Reflecting on the class in Week 10, S13 (Refl.4) wrote, "Today I enjoying learn English, I not nervous, I feel happy in learn English because I can understand reading English today." As her subsequent reflections indicated, her positive feelings also led her to set further goals: "I will trying love English so that I can learn English very well. And I will develop my capability in English, until my ability in English to increase". The important relationship between students' understanding of the learning task and their feelings is further demonstrated in S14's reflection (Refl.2):

In the first time I feel boring *(bored)*. But in pertengahan (in the middle) I can understand. I am to can know about the Beattles. So *mata kuliah* in today is very happy, because I am *sedikit* understand *tentang mata kuliah* in today *(So I was happy in today's lecture because I could understand it a little bit)*. *(Additional information in brackets and translation by the author).*

These experiences showed how the students' feelings and attitudes were positively impacted as they realised they could gain success through self-regulating their feelings and attitudes, as demonstrated by the following students:

Everyone has feelings. Good feelings, bad feelings. My feelings is good. Maybe because every I think something its true (*maybe every time I think about something, it comes true*) (S06/Refl.3).

I feel more good in my attitude in English. If before I don't like write in English, now I like write in English. I often read the English text and I like watching film in English. (S06/Refl.5).

Now, I feel my attitude is enough good than before. Before, I didn't like English, especially listening. But now I often listen song in English and I like to sing. Sing a song in English is help me to learn about listening and speaking (S18/Refl.5).
(*Additional information in brackets by the author*).

The reflective journals demonstrated that the students' ability to regulate their feelings and attitudes in learning English increased; however, only a few students commented that the teacher became an important factor in their positive change. Thus, there was no excessive data reporting about the teacher researcher's role in this research.

The Pre-semester and Post-semester Questionnaire

Students' questionnaire responses showed a sharp increase in their reported feelings and attitudes towards English following their participation in the research (See Tables 1 and 2)^{iv}

<Please insert Table 1. Students' Feelings towards English near here>

<Please insert Table 2. Students' Attitudes towards English near here>

Students' feelings towards English on all nine questions indicated an improvement (see Table 1). Questions F1-F5 and F9, which relate to students' general feelings about learning English, showed an increase in the proportion of students who agreed with the statements by between 41% and 54%. Feeling confident about one's ability to do well in English (Question F1)

recorded the highest increase (54%) and having the personality to do well in English (Question F2) the lowest increase (by 41%).

Statements F6-F8 asked about the students' feelings towards specific English skills. Enjoying *speaking* English indicated the most significant changes (45% more students agreed with this statement post-semester) and enjoying *listening* to English (76% more students agreed post-semester). *Writing* in English showed less pronounced change (38% more students agreed). Students' responses to the attitudinal questions also indicated positive changes, as shown in Table 2. The number of students who agreed with the positive statements about general attitudes to English indicated quite notable increases (between 34-50%). In relation to specific English skills, attitudes toward *speaking* English (A7) showed the highest increase (with 71% more students agreeing). This was followed by attitudes towards *writing* with 50% more students agreeing (A8), and *reading with* 39% more students agreeing (A4). Listening to English songs (A6) and watching English movies (A5) showed the lowest increase. Only 21% and 17% more students agreed with this statement respectively (it is worth noting that many students already reported enjoying listening to English songs (71%) and watching English films (75%) before their participation in the course).

Students' feelings about speaking (Statement F6, Table 1) when compared to their attitudes towards speaking (Statement A7, Table 2) needs further comment. The sharp increase in the proportion of students having a positive attitude towards speaking English after their participation in the course (rising from 16% to 87%) was not followed by a similar increase in their feelings about their ability to speak English (rising from 13% to 58% of students). This might be related to Indonesian culture where expressing confidence in one's ability is often avoided since being proud is not socially acceptable. The proportion of students who could not decide whether they felt comfortable about their ability to speak English did not show a significant change (from 38% pre-semester to 33% post-semester).

A Wilcoxon signed-ranked test on students' feelings before and after the research indicated a significant improvement between pre-participation ($Mdn = 3.61$), and post-participation ($Mdn = 5.22$, $z = -4.102$, $p = <.05$). There was also a significant improvement in students' attitudes (pre-participation $Mdn = 4.25$; post-participation $Mdn = 5.31$, $z = -3.602$, $p = <.05$).

Overall, evidence from both the qualitative and quantitative data demonstrated that the students had more positive feelings and attitudes towards English after their participation in the research. They also indicated increased ability to regulate their feelings and attitudes in learning English.

Discussion and Conclusion

This research aimed to find out the extent to which Indonesian students could regulate their feelings and attitudes in EFL learning. Results from both quantitative and qualitative data analyses indicated that the students had more positive feelings and attitudes towards English after their participation in the research. They also demonstrated increased ability to regulate their feelings and attitudes in learning English, and to plan, monitor and evaluate their learning independent of the teacher's supervision. Such increased capacity was attributable to: (1) the teacher's and the students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning; and (2) students' focus on self-regulated learning strategies rather than learning achievements.

The teachers' and students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning.

The first significant finding in this research was the teachers' and students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning. Learners' awareness of the importance of nurturing positive feelings and attitudes arises and

develops in learning contexts where their teachers recognise and value these two entities. Therefore, supporting students to recognise, confront and regulate their negative feelings and attitudes in learning English should be one of the EFL/ESL teachers' central roles. However, this research suggests that this is not achieved by becoming the centre of the students' learning and the solution to their learning difficulties, but rather by supporting them to take the learning responsibility into their hands, including when it comes to regulating their emotions and attitudes.

Data from students' reflections and the pre-semester questionnaire indicated that most of the students held negative feelings and attitudes towards English prior to enrolling in the course. However, these began to disappear after the students engaged in deep reflections and learned to regulate them. Quantitative data analysis on students' feelings also indicated that students felt more positive towards English and English skills after their participation in the research. This finding supports previous research (e.g., Beseghi, 2018; Buyukkarci, 2016; Gan et.al., 2004) and extends it by demonstrating that previous negative learning experiences could be diminished when students and their teachers shared an awareness of the need to identify, reflect on and regulate these experiences. This result also strengthens existing arguments about learning being more than just a mental activity but rather involving students' emotions, cognition, and behaviour (Buyukkarci, 2016; Ross, 2015; Trang, Baldauf, & Moni, 2013). These aspects need to be consciously nurtured at school and inside the classroom (see Gomez & Perez, 2015; Zhao, 2015).

Learners' focus on self-regulated learning strategies rather than on academic achievements

Qualitative data analyses indicate that the causes of students' negative feelings and attitudes varied and were not always explicable. The variability and complexity of students' feelings and attitudes may mean they require the teacher's assistance to help them focus on self-regulated

learning strategies rather on academic achievements, and several studies reviewed here suggest that teachers develop a repertoire of strategies to help students to regulate their feelings and attitudes. However, in the context of participatory action research, I needed to provide students with more opportunities to plan, monitor and evaluate their own learning. This is crucial if the teachers wish to address the issue of power imbalance and control in the classroom as discussed previously (see Townsend, 2013). As has been indicated earlier, learners' feelings and attitudes in EFL learning may not be properly addressed unless the students have room to recognise, confront, reflect on and regulate them. Therefore, rather than devising a repertoire of strategies for students, I encouraged them to develop their own self-regulated learning strategies to help them regulate their feelings and attitudes in learning English.

The first major strategy developed by the students was to focus on learning strategies rather than on negative feelings and attitudes. Data from their reflections demonstrated their developing ability to set individual learning goals and deploy various strategies of their own choice outside the classroom learning context, and they were able to move away from their negative feelings and attitudes towards English. Being able to regulate feelings, thoughts, actions, and strategies in learning is an important requirement for students to attain academic success (see ; Jarvenoja et al., 2015; Lee et al., 2016; Ross, 2015; Zimmerman, 2013). It is apparent from the data that to be successful in learning English as a foreign or second language, learners need to focus on developing self-regulated learning strategies including strategies to deal with their negative feelings and attitudes rather than on learning achievements. Focusing on learning strategies helps them to handle their negative feelings and attitudes more easily. This way, they will find learning less anxious and can then plan, monitor and evaluate their learning.

The second important strategy was focusing on nurturing positive feelings and attitudes towards English, and seeking incremental success rather than dwelling on the negatives. Data

from students' reflections suggest that their negative feelings and attitudes started to disappear once they learnt to be more positive in learning. For many students, learning English can be a very daunting task both mentally and emotionally (see, e.g., Alrabai, 2014; Beseghi, 2018; Gan et al., 2004; Trang et al., 2013). Data from students' reflections revealed that many students found the subject too difficult and felt that they were not making any progress. These negative feelings and attitudes began to diminish after they focused on the enjoyment they could find in learning and on the incremental success rather than on the perceived task difficulty and unrealistic academic performance.

This finding underlines a close and complex relationship between students' feelings, attitudes, cognition, and their engagement in learning and academic success (see, e.g. Abdolrezapour et al., 2017; Buyukkarci, 2016; Jarvenoja et al., 2015; Ross, 2015; Zimmerman, 2013). With the teacher's support, and regular and deliberate reflections on their learning goals and experiences, the students in my study began to enjoy learning and learned to focus on the small successes they gained, which motivated them to learn more. Becoming more competent in regulating their feelings and attitudes helped many students to enjoy the learning endeavour and success. The fun and the little success they gained in learning gave them positive feelings and attitudes, which in turn bred more fun and success in learning. They also developed the capability to plan, monitor and evaluate their English language learning.

Data from this study not only corroborate existing arguments and studies about the importance of students' feelings and attitudes in EFL/ESL learning as well as their achievements (see, Alrabai, 2014; Beseghi, 2018; Gan et al., 2004; Lopez, 2011; Trang et al., 2013;) but also provide ample evidence of the power of action research in facilitating students' identification, reflections and regulation of their emotions and attitudes in EFL/ESL learning. In this research, the researcher and students worked together as partners in learning, with the researcher's focus shifting from efforts to obtain data *from* students to collaborating *with* them

(cf. Brydon-Miller, 2018; Call-Cummings, 2017; Townsend, 2013; Yan, 2016). Having more freedom to reflect and regulate their feelings and attitudes in EFL learning enabled students in this research to take independent actions to improve their feelings, attitudes, and learning. Many authors have argued that being able to regulate one's feelings, thoughts and actions to attain academic goals is expected to help students to enjoy learning and gain academic success. This action research provides significant evidence and therefore partly fills the gap in the literature about the power of the teacher and students' mutual awareness in addressing and regulating students' feelings and attitudes in EFL learning.

In conclusion, the current study demonstrates that students learning English as a foreign language in my class developed more capability to recognise, confront and regulate their negative feelings and attitudes towards English. Most of them came to class with negative feelings and attitudes towards English. However, they showed more positive feelings and attitudes after engaging in the study. Such capability was developed, among others, because of the increasing awareness of both the students and the teacher about the significance of students' feelings and attitudes in EFL learning, and also the students' focus on self-regulated learning strategies rather than on immediate learning outcomes. The students' ability to regulate their feelings and attitudes has greatly benefited their learning. This was made possible through action research where both the researcher and the researched benefited from their participation and contribution in the research.

References

- Abdolrezapour, P., Tavakoli, M., & Ketabi, S. (2017). Enhancing learners' emotions in an L2 context through emotionalized dynamic assessment. *Studies in Second Language Learning and Teaching*, 3(2), 213-243. <http://www.sslt.amu.edu.pl>.
- Afzal, S., & Robinson, P. (2011). Designing for automatic affect inference in learning environments. *Educational Technology & Society*, 14(4), 21–34.
- Alrabai, F. (2014). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning and Teaching*, 1-28. doi:10.1080/17501229.2014.890203
- Al-Saraj, T.M. (2014). Foreign language anxiety in female Arabs learning English: Case studies. *Innovation in Language Learning and Teaching*, 8(3), 257–278. doi: 10.1080/17501229.2013.837911
- Altarriba, J. (2012). Emotion and mood: Over 120 years of contemplation and exploration in the American journal of psychology: *The American Journal of Psychology*, 125(4), 409-422.
- Argyris, C., & Schon, D. (1996). *Organizational learning II: Theory, method and practice*. Reading, MA: Addison-Wesley.
- Banegas, D. L. (2011). Teachers as 'reform-doers': Developing a participatory curriculum to teach English as a foreign language. *Educational Action Research*, 19(4), 417-432. doi: 10.1080/09650792.2011.625654
- Beseghi, M. (2018). Emotions and autonomy in foreign language learning. *EL.LE*, 7(2), 67-92.
- Boekaerts, M. (1997). Self-regulated learning: A new concept embraced by researchers, policymakers, educators, teachers and students. *Learning and Instruction*, 7(2), 161-186. doi: 10.1016/S0959-47529600015-1
- Boekaerts, M., & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. *Applied Psychology: An International Review*, 54(2), 199-231.

- Boekaerts, M., Pintrich, P. R., & Zeidner, M. (2000). Interventions and applications of self-regulation. In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 749-768). San Diego, CA: Academic Press.
- Borkowski, J., & Thorpe, P. (1994). Self-regulation and motivation: Life span perspective on underachievement. In D. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational application* (pp. 45-73). Hinsdale, NJ: Lawrence Erlbaum.
- Brydon-Miller, M. (2018): Critical learning, community, and engagement: Elements for creating positive learning environments and opportunities for positive change. *Educational Action Research*. doi: 10.1080/09650792.2018.1469651
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York: Routledge.
- Buyukkarci, K. (2016). Is it language learning anxiety and/or attitude of university students that determines their academic success? *Turkish Online Journal of English Language Teaching (TOJELT)*, 1(2), 57-65.
- Call-Cummings, M. (2017): Claiming power by producing knowledge: The empowering potential of PAR in the classroom. *Educational Action Research*. doi:10.1080/09650792.2017.1354772
- Chaffee, K.E., Noels, K.A., McEown, M.S. (2014). Learning from authoritarian teachers: Controlling the situation or controlling yourself can sustain motivation. *Studies in Second Language Learning and Teaching*, 4(2), 355-387. doi: 10.14746/ssllt.2014.4.2.9
- Cheney, M. (c.2003). Ignatian pedagogy: A PowerPoint presentation. 1-37. Retrieved from <http://school.jhssac.org/facultycheney/documentsipptalkver2.ppt/>.
- Chubbuck, S. M. (2007). Socially just teaching and the complementarity of Ignatian pedagogy and critical pedagogy. *Christian Higher Education*, 6, 239-265.
- Deigh, J. (2008). *The Sources of moral agency: Emotions, values and the law*. Oxford: Oxford University Press.

- Dey, I. (1993). *Qualitative data analysis: A user-friendly guide for social scientists*. London: Routledge.
- Dewaele, J.M. (2005). Investigating the psychological and emotional dimensions in instructed language learning: Obstacles and possibilities (Special issue: Methodology, epistemology, and ethics in instructed SLA research). *The Modern Language Journal*, 89(3), 367-380. doi: 10.1111/j.1540-4781.2005.00311.x
- Ferris, J., & Gerber, R. (1996). Mature-age students' feelings of enjoying learning in a further education context. *European Journal of Psychological Association*, 11(1), 79-96.
- Gan, Z., Humphreys, G., & Hamp-Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal*, 88(2), 229-244.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Gardner, R. C. (1968). Attitudes and motivation: Their role in second language acquisition. *TESOL Quarterly*, 2(3), 141-150. doi:10.2307/3585571
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Genc, G., Kulusakli, E., & Aydin, S. (2016). A comparative study on the motivation and attitudes of language learners of online distance and traditional in-classroom education. *Turkish Online Journal of Distance Education-TOJDE*, 17(4) Article 4, 63-75.
- Gibson, W., & Brown, A. (2009). *Working with qualitative data*. Los Angeles: Sage.
- Gomez, E. & Perez, S. (2015). Chilean 12th graders' attitudes towards English as a foreign language. *Colomb. Appl. Linguist. J.*, 17(2), 313-324.
- Herr, K., & Anderson, G.L. (2005). *The action research dissertation: A guide for students and faculty*. London: Sage.
- Horwitz, E. K. (1989). Facing the blackboard: Student perceptions of language learning and the language classroom. *ADFL Bulletin*, 20(3), 61-64.

- Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Humas USD. (2012). *Universitas Sanata Dharma*. Retrieved August 29, 2012, from <http://www.usd.ac.id/profile.php?id=1>
- Hutchinson, T., & Walters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Indah, R.N. & Kusuma, A.W. (2016). Factors affecting the development of critical thinking of Indonesian learners of English language. *Journal of Humanities and Social Science*, 21(6), 86-94.
- Indah, R. N. (2017). Critical thinking, writing performance and topic familiarity of Indonesian EFL learners. *Journal of Language Teaching and Research*, 8(2), 229-236. doi: <http://dx.doi.org/10.17507/jltr.0802.04>
- Jaber, L. Z., & Hammer, D. (2015). Engaging in science: A feeling for the discipline. *Journal of the Learning Sciences*, 1-47. doi: 10.1080/10508406.2015.1088441
- Jarvenoja, H., Jarvela, S., & Malmberg, J. (2015). Understanding regulated learning in situative and contextual frameworks. *Educational Psychologist*, 50(3), 204–219. doi: 10.1080/00461520.2015.1075400
- Jin, Y. (2015). The anxiety-proficiency relationship and the stability of anxiety: The case of Chinese university learners of English and Japanese. *Studies in Second Language Learning and Teaching*, 5(1), 41-63, doi: 10.14746/ssllt.2015.5.1.3
- Kemmis, S., & McTaggart, R. (1988). Introduction: The nature of action research. In S. Kemmis & R. McTaggart (Eds.), *The action research planner* (pp. 5-28). Victoria: Deakin University.
- Lamb, M. (2004). 'It depends on the students themselves': Independent language learning at an Indonesian state school. *Language, Culture and Curriculum*, 17(3), 229-245.
- Lamb, M. (2012). A self-system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning*, 62(4), 997–1023.

- Lamb, M. (2013). 'Your mum and dad can't teach you?': Constraints on agency among rural learners of English in the developing world. *Journal of Multilingual and Multicultural Development*, 34(1), 14-29.
- Lee, S. J., Ngampornchai, A., Trail-Constant, T., Abril, A., & Srinivasan, S. (2016). Does a case-based online group project increase students' satisfaction with interaction in online courses? *Active Learning in Higher Education*, 17(3), 1-10. doi: 10.1177/1469787416654800
- Lengkanawati, N. S. (2004). How learners from different cultural backgrounds learn a foreign language. *Asian EFL Journal*, 6(1), 1-8.
- Lopez, M. G. M. (2011). *Emotion and language learning: An exploration of experience and motivation in a Mexican university context*. PhD thesis, University of Nottingham, Nottingham.
- Mbato C. L. (2013). 'Facilitating EFL learners' self-regulation in reading: implementing a metacognitive approach in an Indonesian higher education context', EdD thesis, Southern Cross University, NSW. <https://core.ac.uk/download/pdf/18621059.pdf>
- Mbato C. L. & Kharismawn, P.Y. (2018). A correlational study between language attitudes and English language orientation of Indonesian EFL learners. *LEARN Journal: Language Education and Acquisition Research Network Journal*, 11(1), pp. 150-169.
- MacIntyre, P.D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15(1), 3-26. doi: 10.1177/0261927X960151001
- Malekzadeh, M., Mustafa, M. B., & Lahsasna. (2015). Review of emotion regulation in intelligent tutoring systems. *Journal of Educational Technology & Society*, 18(4), 435-445.
- Manning, M., & Munro, D. (2007). *The survey researcher's spss cookbook (2nd ed.)*. Sidney, NSW: Pearson.
- Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN Journal*, 19(1), 57-69.

- Meyer, D. K., & Turner, J.C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, 18, 377–390.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An Expanded Source Book* (2nd Ed). London: Sage Publications
- Mills, G. E. (2000). *Action research: A guide for the teacher researcher* (3rd ed.). New Jersey: Pearson Education.
- Paris, S. G., & Paris, A. H. (2001). Classroom applications of research on self-regulated learning. *Educational Psychologist*, 36(2), 89-101. doi: 10.1207/S15326985EP3602_4
- Phelps, R. A. (2002). *Mapping the complexity of learning: Journeying beyond the teaching for computer competency to facilitating computer capability*. PhD thesis, Southern Cross University, Lismore, NSW.
- Pintrich, P. R. (1991). Editor's comment. *Educational Psychologist*, 26, 199–205.
- Pirdaus. (2011). *Penelitian Tindakan Kelas Dan Pengembangan Keprofesian Guru*. Retrieved on November 1, 2017, from <https://pirdauslpmp.wordpress.com/2011/04/20/penelitian-tindakan-kelas-dan-pengembangan-keprofesian-guru/>
- Pramswari, L.P. (2016). Persepsi guru SD terhadap penelitian tindakan kelas. *Mimbar Sekolah Dasar*, 3(1), 53-68. doi: 10.17509/mimbar-sd.v3i1.2355
- Rachmajanti, S. (2017). Building cultural awareness and critical thinking skills through project-based task: a workshop for Indonesian context. *The 4th International Conference on Language, Society and Culture in Asian Contexts, KnE Social Sciences*, 498–504. doi: 10.18502/kss.v1i3.772.
- Rainey, I. (2000). Action research and the English as a foreign language practitioner: Time to take stock. *Educational Action Research*, 8(1), 65-91. doi: 10.1080/09650790000200112
- Rao, K., & Torres, C. (2016). Supporting academic and affective learning processes for English language learners with universal design for learning. *TESOL Quarterly*, 0(0), xxxx, 1-13. doi: 10.1002/tesq.342

- Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry and practice*. London: Sage.
- Reed, Y., Davis, H., & Nyabanyaba, T. (2002). Investigating teachers' 'take-up' of reflective practice from an in-service professional development teacher education programme in South Africa. *Educational Action Research*, 10(2), 253-274. doi: 10.1080/09650790200200185
- Ross, A. (2015). *An exploration of the emotions and motivation of tertiary English language learners in Australia*. PhD Thesis. The University of Canberra, Canberra.
- Saariaho, E., Pyhalto, K., Toom, A., Pietarinen, J., & Soini, T. (2016). Student teachers' self- and co-regulation of learning during teacher education. *Learning: Research and Practice*, 2(1), 44–63. doi: 10.1080/23735082.2015.1081395
- Sigurdardottir, I., & Puroila, A. (2018): Encounters in the third space: constructing the researcher's role in collaborative action research. *Educational Action Research*, 1-15. doi: 10.1080/09650792.2018.1507832.
- Schuitema, J., Peetsma, T., & van der Veen, I. (2012). Self-regulated learning and students' perceptions of innovative and traditional learning environments: A longitudinal study in secondary education. *Educational Studies*, 38(4), 397–413. doi:10.1080/03055698.2011.643105
- Small, S. A. (1995). Action-oriented research: Models and methods. *Journal of Marriage and Family*, 57(November), 951-955.
- SPSS Inc. Released 2008. *SPSS Statistics for Windows, Version 17.0*. Chicago: SPSS Inc.
- Townsend, A. (2013). Principled challenges for a participatory discipline. *Educational Action Research*. 21(3), 326–342, <http://dx.doi.org/10.1080/09650792.2013.815038>.
- Trang, T. T.T., Baldauf Jr, R. B., & Moni, K. (2013). Investigating the development of foreign language anxiety: An autobiographical approach. *Journal of Multilingual and Multicultural Development*, 34(7), 709-726. doi: 10.1080/01434632.2013.796959

- Ustuk, O., & Aydın, S. (2016): The effects of the use of paralinguistic cues on foreign language anxiety among English as a foreign language speakers. *Innovation in Language Learning and Teaching*, 1-14. doi: 10.1080/17501229.2016.1211133
- Uztosun, M. S., Skinner, N., & Cadorath, J. (2014). An action research study designed to implement student negotiation to improve speaking classroom practice in Turkey. *Educational Action Research*, 22(4), 488-504. doi: 10.1080/09650792.2014.904238
- Vu, H. Y., & Shah, M. (2016). Vietnamese students' self-direction in learning English listening skills. *Asian Englishes*, 18(1), 53-66. doi: 10.1080/13488678.2015.1136104
- Wallace, M. J. (1998). *Action research for language teachers*. Cambridge: Cambridge University Press.
- Winans, A. E.(2012). Cultivating critical emotional literacy: Cognitive and contemplative approaches to engaging difference. *College English*, 75(2), 150-170.
- Yan, C. (2016): 'You never know what research is like unless you've done it!': Action research to promote collaborative student-teacher research. *Educational Action Research*, 1-16. doi: 10.1080/09650792.2016.1245155
- Zhao, L. (2015). The influence of learners' motivation and attitudes on second language teaching. *Theory and Practice in Language Studies*, 5(11), 2333-2339. doi: <http://dx.doi.org/10.17507/tpls.0511.18>
- Zimmerman, B.J. (1986). Development of self-regulated learning. *Contemporary Educational Psychology*, 16, 307-313.
- Zimmerman, B.J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. In D. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational application* (pp. 3-21). Hillsdale, NJ: Lawrence Erlbaum.
- Zimmerman, B.J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). San Diego, CA: Academic Press.

- Zimmerman, B.J. (2013). From cognitive modeling to self-regulation: A social cognitive career path. *Educational Psychologist*, 48(3), 135–147. doi: 10.1080/00461520.2013.794676
- Zimmerman, B.J., & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal*, 31, 845-862. doi:10.3102/00028312031004845
- Zimmerman, B.J., & Kitsantas, A. (2014). Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. *Contemporary Educational Psychology*, 39, 145-155. doi:10.1016/j.cedpsych.2014.03.004

i This derives from a doctoral thesis which is available at Southern Cross University (Mbato, 2013).

ii 'Feelings', 'emotion' and 'affect' tend to be used interchangeably in the literature and therefore are not treated as different constructs in this article; cf. Deigh 2008; Dewaele, 2005; Jaber & Hammer, 2015; Zimmerman, 2013; Zimmerman & Kitsantas, 2014).

iii Some reflections were written in English; others have been translated from Indonesian by the author.

iv The students' responses *strongly disagree* and *disagree* (1-3 on the scale) were collapsed, as were *agree* to *strongly agree* (5-7).

Empowering Indonesian Students' Regulation of Feelings and Attitudes in EFL Learning through Action-oriented Reflections

Abstract

This article focuses on Indonesian students' regulation of their feelings and attitudes in EFL learning.ⁱ It ~~considered~~considers one research question i.e., to what extent can Indonesian students regulate their feelings and attitudes in EFL learning? To answer the question, classroom action research was adopted. The participants of the research were 24 out of 144 first semester students ~~of the~~enrolled on a Primary School Teacher Education Study Program, ~~Sanata Dharma University, at a university in~~ Yogyakarta, Indonesia, ~~who enrolled~~ in the academic year ~~of~~ 2010-2011. The study lasted for six months ~~where, during which time~~ students submitted five reflections and completed a pre- and a post-~~semester~~participation questionnaire. Results from both qualitative and quantitative data analyses indicated that the students had negative feelings and attitudes towards English before ~~their participation~~participating in the action research. ~~However, they~~ but showed more positive feelings and attitudes ~~towards English after~~as a result of their participation ~~in the research~~. They also demonstrated increased ability to regulate their feelings and attitudes ~~in~~towards learning English, and to plan, monitor and evaluate their learning ~~independent~~independently of the teacher's supervision. ~~Such increased capacity~~This was attributable to: (1) the teachers' and students' mutual awareness ~~about~~of the importance of identifying and regulating students' feelings and attitudes in EFL learning; and (2) the students' focus on self-regulated learning strategies rather than academic achievements. This study offers pedagogical implications for EFL/ESL teachers and suggestions for future researchers.

Key Words: Feelings, Attitudes, EFL, Self-regulated Learning, ~~and~~ Action Research

Students' Feelings in EFL/ESL learning

231 Words

~~This article focuses on Indonesian students' regulation of feelings and attitudes in EFL learning, and derives from a doctoral thesis which is available at Southern Cross University (Author, 2013).~~

Overview

~~Students' feelings in education and EFL/ESL learning (feelings, emotion and affect tend to be used interchangeably in the literature and therefore are not treated as different constructs in this article; cf. Deigh 2008; Dewaele, 2005; Jaber & Hammer, 2015; Zimmerman, 2013; Zimmerman & Kitsastas, 2014)~~ Students' feelingsⁱⁱ in education and EFL/ESL learning have traditionally gained little attention from educational researchers and teachers; they have often been viewed rather negatively although their impacts on learning and academic performance are apparent (Afzal & Robinson, 2011; Ferris & Gerber, 1996; Meyer & Turner, 2006; Winans, 2012). ~~In recent decades, however, the study of students' feelings has gained more favourable receptions among EFL/ESL teachers and educational researchers (Abdolrezaipoor, Tavakoli & Ketabi, 2017; Afzal & Robinson, 2011; Gardner, 1999; Pintrich, 1991).~~

~~Students' attitudes and their relationship with education and foreign language learning, on the other hand, have long been emphasised and widely accepted (see, e.g., Gardner, 1968; Gardner & Lambert, 1972; Lee, Ngampornchai, Trail-Constant, Abril, & Srinivasan, 2016).~~

However, an ~~Students' Feelings in EFL/ESL learning~~

~~Students' feelings have an important impact on their EFL/ESL learning, engagement and achievement (Abdolrezaipoor et al, 2017; Afzal & Robinson, 2011, p. 21; Dewaele, 2005, p. 367; Hutchinson & Walters, 1987). An~~ increasing number of studies on students' emotions

in EFL/ESL learning have been conducted in the past few years, and they generally ~~demonstrated~~demonstrate a positive relationship between students' feelings, learning engagement, and learning outcomes. ~~The studies reviewed below demonstrated the importance of explicitly addressing students' emotions in EFL learning as failing to do so correctly may have a negative impact on students' learning.~~ These studies They also argue that more research on teaching strategies should be undertaken ~~by the teachers to address and to~~ reduce students' negative feelings ~~in EFL learning and on how those strategies impact EFL/ESL students' and~~ enhance their learning.

~~The first methods used in studies about EFL/ESL students' emotions in learning English were quantitative. Three studies below show that learning English as a foreign language involves students' emotions and that more research on students' emotions and their impacts on EFL students' learning are needed.~~ A study by Gan, Humphreys, and Hamp-Lyons (2004) ~~about successful and unsuccessful EFL students in Chinese universities, for example,~~ confirmed the primary impact of feelings on EFL students' learning success, with unsuccessful students shown as ~~not having~~lacking supportive teachers and therefore finding learning a frustrating endeavour. This study ~~suggests~~suggested that more efforts ~~and strategies~~ should be ~~undertaken~~ made by teachers to support students to be persistent and motivated in learning English. Another study ~~(Trang, Baldauf, & Moni, 2013)~~ on undergraduate Vietnamese students ~~revealed~~(Trang, Baldauf, & Moni, 2013) found that students became anxious due to ~~the~~ changes in their feelings about EFL learning. ~~This study also suggests; it suggested~~ explicit strategies to be used by ~~the~~ teachers to address ~~and reduce~~ students' negative emotions ~~in about~~ EFL learning and to provide more ~~autonomy and~~ freedom for ~~learners~~students to make decisions about their EFL learning. Similarly, Alrabai's (2014) quasi-experimental study on ~~596~~ Arabic learners of English found that the ~~intervention through the~~ use of ~~the teachers' teacher~~ strategies to reduce anxiety led to significantly decreased levels of ~~FL~~ anxiety for learners in the experimental group compared to ~~the increased levels of anxiety for~~ those in the control group. This study, among others, ~~claims, claimed~~ that teachers need to equip themselves with conscious strategies to reduce learners' anxiety in EFL learning.

While illuminating, these studies need to be enriched with more data about the actions undertaken by the teachers to improve students' positive emotions (cf. Trang et al., 2013). The other two studies above (cf. Alrabai, 2014; Gan et al., 2004) may have benefited students in the experimental groups while at the same time may have disadvantaged those in the control group. To do justice to all students in the classrooms, these studies need to be enriched with action research approaches.

Qualitative and mixed methods research has also been conducted to study students' emotions in EFL/ESL learning. Similar to the quantitative research reviewed above, the following studies indicated the influence of feelings on students' EFL learning and the factors that could contribute to their feelings. These researchers advocate more investigations about students' emotions and how they influence students' learning. All three studies show that learning English as a foreign language involves students' emotions and that more research on their impact on students' learning is needed.

Several studies underscore the teacher's influence on students' emotions. A qualitative study (Lopez, 2011) on 18 students' emotional experiences in study of EFL learning at a Mexican University university (Lopez, 2011) demonstrated that the teacher played a crucial role in forming students' emotional reactions. This study invites further research to find out how teachers' strategies influence FL learners' motivation as well as the causes of students' negative emotions and how these emotions could be modified.. Another qualitative study (Meanwhile, Beseghi, (2018) revealed that students' emotions were influenced by their previous learning experiences and that, but, with the teachers' counselling, the students were able to they could develop more positive emotions intowards learning a foreign language. This research calls for further investigations into the teacher's strategies for addressing students' emotions and the impacts of emotions in academic learning contexts.

Similarly, a mixed method, research at the university level in Australia (Ross, 2015) urgedargued for more research on how teachers could assist students to increase their awareness aboutof their emotions, after finding that the emotions of students these formed an important

element in their ~~experience of~~ English language learning. ~~This study experience.~~ It also ~~urgescalled for~~ more research on how these emotions could be regulated in ~~the~~ classroom learning contexts in order to benefit ~~theirstudents'~~ language learning. ~~These studies called for further investigation into teachers' strategies for addressing students' emotions and the impacts of emotions in academic learning contexts.~~

Students' Attitudes in EFL Learning

~~The second affective factor to consider in this article is the students' attitudes in EFL/ESL learning. There has been an~~An increasing number of studies ~~conducted~~ on various aspects of EFL/ESL learners' attitudes towards English language learning ~~have been conducted~~ in the past thirty years ~~(e.g., Gene, Kulusakli & Aydin, 2016; Gomez & Perez, 2015; Horwitz 1989; Author & Kharismawan, 2018; Zhao, 2015). Similar to studies on students' feelings, most.~~ Most of these ~~studies have~~ used quantitative, qualitative or mixed method-research approaches to investigate EFL/ESL learners' attitudes ~~in learning English~~ and ~~they~~ may need to be enriched with action research approaches.

~~Four~~ ~~thestudies above are of particular importance to~~these studies warrant further discussion since they stressed the need for EFL/ESL teachers to explicitly address students' attitudes and devise strategies to help them eliminate negative perceptions and foster positive attitudes. ~~Gomez and Perez (2015) implemented a case study of students learning English as a foreign language in two high schools in Chile and discovered that, while the students generally liked English as a global language, this did not automatically lead to them making a commitment to learning it at school. This study suggests that students' attitudes need to be nurtured at the school and classroom level, and this is mostly determined by the teachers' teaching strategies.~~

~~The first study was conducted by Gomez and Perez (2015). Implementing a case study on 154 students learning English as a foreign language in two high schools in Chile, they discovered~~

that students generally liked English as a global language. However this did not automatically lead them to making a commitment to learning it at school. This study suggests that students' attitudes be nurtured at the school and classroom level, and this may be mostly determined by the teachers' teaching strategies.

_____ The second study (Zhao, 2015) ~~was carried out on 100 Mongolian~~involved students studying English in a Mongolian ~~University. Zhao revealed~~university. It found that the students already showed positive attitudes towards English, and suggested that English teachers should make an effort to ~~bring about~~create a favourable learning atmosphere in the classroom and choose ~~the~~ teaching methods that could help nurture students' positive attitudes. This study ~~also stresses a similar view to that by~~supported Gomez and Perez's (2015)~~i.e., view that~~ students' attitudes, ~~be it both~~ positive or negative, may be related to ~~teachers'~~the teaching strategies used inside the classroom.

_____ A descriptive and statistical study was conducted at ~~some~~ universities in Tehran, Iran (Genc et al., 2016) involving ~~500~~ EFL students from various departments. This ~~research~~ found that students ~~(N=250) learning English through long~~studying via distance ~~education~~learning demonstrated more positive attitudes towards EFL learning ~~compared to~~than those ~~(N= 250)~~ studying ~~English~~ in traditional classrooms. This study ~~recommends~~recommended further research on teacher strategies to help students improve their motivation and eliminate their negative attitudes in EFL learning. ~~The~~However, the fourth study (Buyukkarci, 2016) revealed that having positive attitudes did not necessarily ~~lead to~~enhance students' willingness to engage in English language learning, and this may be influenced by repeated failures and unpleasant experiences with past English teachers. ~~This study recommended further investigations on learning strategies to handle the students' attitudes in order to help improve their attitudes towards EFL learning.~~

~~While presenting positive insights about the role~~ _____ Many of ~~emotions~~ the authors discussed

above suggest that finding appropriate strategies to help students regulate their feelings and attitudes in EFL/ESL learning, due to their methods, many should be one of the teachers' main responsibilities. In line with these studies did not provide rich information about the actions undertaken by both, Al-Saraj (2014) stresses that the students and the teachers demanding nature of foreign language learning requires students to address and develop an ability to regulate students' emotion their feelings and attitudes in ESL/EFL learning. They also provided inadequate data about the impacts of these strategies on students' emotions and attitudes in EFL learning. All of the studies reviewed so far mainly focused on determining students' feelings (e.g., Gan et al., 2004; Trang et al., 2013; Lopez, 2011; Alrabai, 2014; Ross, 2015; Beseghi, 2018;) and attitudes in ESL/EFL learning (e.g., Gomez & Perez, 2015; Zhao, 2015; Gene et al., 2016; Buyukkarei, 2016;).

As, as disregarding them may increase students' anxiety level and lead to academic failures. Yet, as the above review of these studies indicates that suggests, there has been little progress on studies about the teacher and students' strategies to regulate students' feelings and attitudes in EFL/ESL learning and the impacts of these strategies on students' emotions, attitudes and learning progress. Many authors above suggest that finding appropriate strategies to facilitate students to regulate their feelings and attitudes in EFL/ESL learning should be one of the teachers' main responsibilities. In line with these authors, Al-Saraj (2014) stresses that the demanding nature of foreign language learning requires students to develop an ability to regulate their feelings and attitudes since disregarding them may increase the students' anxiety level and in turn may lead to academic failures.

Self-regulated Learning

One way to address students' feelings and attitudes in EFL learning is through the development of self-regulated learning (SRL) strategies. Over the past thirty years, there has been a rapid growth of research on self-regulated learning (SRL) and its applications in classroom learning

(see, e.g., Boekaerts, 1997; Jarvenoja, Jarvela, & Malmberg, 2015; Malekzadeh, Mustafa, & Lahsasna, 2015; Schuitema, Peetsma & van der Veen, 2012; Zimmerman, 2013). SRL is generally related to students' active construction of their thoughts, feelings and actions geared towards learning goal attainments (Zimmerman, 1986; 2000; 2013). It requires students to use internal resources to control their own learning, set learning goals, and develop appropriate strategies, motivation, and efforts to attain their learning goals (Boekaerts, 1997, p. 162; Zimmerman, 2013, p. 135). SRL combines learning behaviours, motivation and metacognition (Zimmerman, 1994; Zimmerman & Bandura, 1994) and impacts students' learning and motivation (Boekaerts & Corno, 2005, p. 201). It has often been used interchangeably with metacognition, particularly when the focus of the learning is on the learners' awareness of the internal learning resources (see Boekaerts, Pintrich & Zeidner, 2000, p. 752). Paris and Paris (2001) urged teachers to provide the learning resources for students that enabled to enable them to develop strategies, motivation and independence. To acquire this important 21st-century skill (Jarvenoja et al., 2015), these essential skills, students need the their teachers' deep understanding of SRL and their support (see Rao & Torres, 2016; Saariaho, Pyhalto, Toom, Pietarinen & Soini, 2016; Vu & Shah, 2016), and this need can be met in the context of action research-oriented teaching. Without the autonomy, freedom and responsibility to regulate their emotions, attitudes and EFL learning, students' learning may not progress as desired. It was within this context that this action research was conducted.

~~A growing body of research has been carried out on SRL (e.g., Jarvenoja et al., 2015; Malekzadeh et al., 2015; Schuitema et al., 2012) using methods other than action research. As argued by Small (1995), "while traditional research approaches are mostly concerned about the subjects of the research not being harmed, action research attempts to give mutual benefits to both the researcher and the researched from the research" (p. 950).~~

In agreement with many authors above, the present author argues that more research should be

conducted on teacher strategies to address students' feelings and attitudes in EFL learning and how they impact students' learning overtime. One strategy to address students' feelings and attitudes in EFL learning is through the development of self-regulated learning strategies. Self-regulated learning provides students with the autonomy, freedom and responsibility to regulate their emotions, attitudes and EFL learning. Without this opportunity, students' learning may not progress as desired. In this respect, this action research was conducted.

As discussed previously, more action research on understanding and facilitating students' regulation of feelings and attitudes in EFL learning is needed, particularly in the foreign language context where English is mostly learnt as a compulsory subject and rarely used in communication outside the classroom. It was hypothesised that many students held unfavourable feelings and attitudes in learning English.

An action research approach is arguably more beneficial to both teachers and students than other research methodologies since action research sees learners as active and reflective participants as well as collaborators in the research, who contribute significantly to the research procedure and results (see Kemmis & McTaggart, 1988; Mills, 2000). In this study, the researcher worked with the participants to identify strategies to regulate their emotions and attitudes in EFL/ESL learning, enabling them to maximise their learning potential. Although this action research was carried out in 2010 and reported in 2013 (see Mbato, 2013), it has the potential to contribute to current discussions and knowledge about teachers' strategies to facilitate students' regulation of emotions and attitudes in EFL/ESL learning.

In the Indonesian learning context, students' emotions and attitudes are often ignored by the teachers partly because of the Indonesian students' total obedience to the teachers and the teachers' total obedience to the curriculum (cf. Indah, 2017; Indah & Kusuma, 2016; Lamb, 2004; Lengkanawati, 2004; Marcellino, 2008; Rachmajanti, 2017).

Although this action research was carried out in 2010 and reported in 2013 (see Author, 2013),

it seems that it has the potential to provide significant contributions to the current discussions and body of knowledge about teachers' strategies to facilitate students' regulation of emotions and attitudes in EFL/ESL learning. An action research approach is arguably more beneficial to both teachers and students than other research methodologies since action research sees learners as active and reflective participants as well as collaborators of the research, who contribute significantly to the research procedure and results (see Kemmis & McTaggart, 1988; Mills, 2000).

In this study, the researcher not only described the existing phenomenon about students' emotions and attitudes in EFL/ESL learning as many of the above studies seemed to suggest, but also worked with the participants to identify and regulate them. By focusing on strategies to regulate their emotions and attitudes in EFL/ESL learning, it was expected that students could maximise their learning potential.

~~This~~As a result, this action research focused on one research question: To what extent can Indonesian students regulate their feelings and attitudes in EFL learning? It was expected that this study would enrich, extend and partly fill the gap in the current literature and discussion about students' regulation of their feelings and attitudes in EFL/ESL learning. ~~In addition, as will be clear in the data analysis section, although feelings and attitudes were initially introduced and reflected in separate class meetings (see method section and appendix 2), they were two inseparable entities in students' actions and reflections. This was the main reason why the author reports them in one article.~~

Methodology

Why Action Research?

~~As discussed in the literature review above, feelings and attitudes played a pivotal role in EFL/ESL learners' learning, engagement and achievements. It has also been shown that learners' disliking of and anxiety in learning English were in part related to previous teachers~~

and learning experiences (e.g., Beseghi, 2018; Buyukkarci, 2016; Gan et al., 2004) and the teachers' teaching strategies (e.g., Genc et al., 2016; Gomez & Perez, 2015; Malekzadeh et al., 2015). Furthermore, recent authors (e.g., Buyukkarci, 2016; Genc et al., 2016; Gomez & Perez, 2015; Zhao, 2015) urge more studies about the teachers' strategies to support students' regulation of their feelings and attitudes in ESL/EFL learning.

_____ To facilitate students in regulating their feelings and attitudes in learning English, I adopted classroom action research. Unlike traditional research, which may focus mainly on researching about people and gaining data from research subjects (e.g., Buyukkarci, 2016; Genc et al., 2016; Gomez & Perez, 2015;; Author; Mbato & Kharismawan, 2018), action research not only studies about people but also studies with people (see, e.g., Brydon-Miller, 2018; Call-Cummings, 2017; Kemmis & McTaggart, 1988; Reason & Bradbury, 2001; Yan, 2016).

Action research has been used widely around the world due to its participatory and collaborative nature (e.g., Sigurdardottir & Puroila, 2018). It is one of the most appropriate and powerful methods to inform the teachers about their teaching so that they can design strategies to bring about change and improve classroom learning. Because of its participatory and collaborative nature, action research is likely to bring more benefits to both the teachers and the students compared to the traditional research methods (see Banegas, 2011; Brydon-Miller, 2018; Burns, 2010;; Uztosun, Skinner & Cadorath, 2014; Yan, 2016).

_____ Through participatory action research (see Call-Cummings, 2017) students will have room to empower themselves in the learning process in the pursuit of knowledge. In the context of EFL/ESL learning where students face anthe emotional burden of having to speak in thea language they are not familiar with or have not mastered well (see, e.g., (Dewaele, 2005; Horwitz, Horwitz, & Cope, 1986; Ross, 2015; Trang et al., 2013; Ustuk & Aydin, 2016), action research becomes a powerful method to adopt by teachers. Through action research, students have more space to voice their learning experiences and concerns rather than having to depend

on their teachers as the sole regulator of their learning, as has been the case in several EFL/ESL learning contexts (Chaffee, Noels & McEown, 2014; Lamb, 2004; 2012; 2013; Marcellino, 2008).

~~Through action research, EFL/ESL students would have more space to voice their learning experiences and concerns rather than having to heavily depend on the teachers as the sole regulator of their learning as has been the case in several EFL/ESL learning contexts (e.g., Chaffee, Noels & McEown, 2014; Lamb, 2004; 2012; 2013; Marcellino, 2008).~~

In the Indonesian educational context, classroom action research has been promoted in the past decade as one of the strategic ways to empower teachers in teaching (Pirdaus, 2011). ~~However, as acknowledged by Pramswari (2016) not many teachers have engaged in action research. Because of its teacher-centred classroom learning (cf. Indah & Kusuma, 2016; Indah, 2017; Marcellino, 2008; Rachmajanti, 2017), there is limited room for students to be critical learners including in expressing their feelings and attitudes in EFL learning. Teachers in many classes in Indonesia tend to follow the pre-planned learning designs, and allow less freedom and autonomy for students to explore their learning. This learning atmosphere may reduce the opportunity for students to address and regulate their emotions and attitudes in learning. Such practice is contradictory to Jin (2015), who argues that the classroom learning should enable EFL students to dismiss their negative emotions and focus on improving their learning since inability to manage negative emotions may lead to poor language achievements. Through a strategic way to empower teachers in teaching (Pirdaus, 2011).~~ In action research, learners are expected to have more power and control over their own learning with the teacher acting more as a facilitator. This way they can develop critical thinking skills in relation to their learning progress and outcome. However, as Pramswari (2016) acknowledged, few teachers have engaged in action research, preferring instead to follow pre-planned learning designs, and allow less freedom and autonomy for students to explore their learning. This means there is limited

room for students to be critical learners and express their feelings and attitudes (cf. Indah & Kusuma, 2016; Indah, 2017; Marcellino, 2008; Rachmajanti, 2017).

Research Context and Participants

This research was carried out at the Primary School Teacher Education Study ~~Program, Programme~~ at Sanata Dharma University, Yogyakarta, Indonesia (from July-December 2010). Action research is most compatible with the Ignatian Pedagogy of Sanata Dharma University ~~where this study was conducted. Ignatian pedagogy which~~ emphasises the holistic transformation of students' learning experiences ~~be it~~, spiritually, intellectually, affectively or behaviourally, and which in turn prompts them to take ~~actions~~action (The International ~~Commision~~Commission of the Apostolate of the Jesuit Education, cited in Chubbuck, 2007, p. 242). ~~Sanata Dharma University~~ The university promotes academic excellence and humanistic values, and prepares young people to be critical and professional through dialogue and reflection (Humas, 2012). Dialogues and reflections are conducted every semester ~~in this university where~~and students have the opportunity and freedom to ~~share~~discuss their learning experiences with their academic advisors ~~about their learning experiences~~ during the semester.

____ The spirit of ~~dialogues~~dialogue and ~~reflections~~reflection resonates well with action research. Townsend (2013) argues that dialogue should be at the heart of any participatory action research as it ~~will, among others, open~~opens the way for ~~fruitful~~fruitful participation. The culture of ~~dialogues~~dialogue reduces the teachers' power and control over students; it enables the students and teachers to treat one another as partners in learning rather than as the powerless and the powerful.

____ In Sanata Dharma University, teachers are expected to act ~~more~~ as facilitators rather than merely as ~~the~~ instructors. *Ignatian Pedagogy* has three core values, i.e., competence, conscience and compassion, which could be explored through experience, reflection, action, and evaluation

as required in ~~a certain~~the learning context (Cheney, c.2003).

The culture of dialogue in Sanata Dharma University also helps create trust between teachers and students. Through dialogue, students could discuss with their teachers ~~about~~ the learning materials they are ~~learning~~using, or want to ~~learn~~use to achieve the learning objectives, and what learning strategies are best for them. ~~On the other hand, the~~Equally, teachers ~~could~~can delegate ~~the~~some learning responsibility to the students, including the autonomy to plan, monitor and evaluate their own learning and ~~learning~~ progress, ~~while playing the role mostly as facilitators.~~ Most importantly, dialogue culture empowers students to provide feedback ~~to~~on the teaching and learning processes ~~freely and responsibly~~ without ~~any~~ feeling ~~of being~~ intimidated. In the ~~light~~context of this action research, this trust relationship was expected to increase the ~~trustworthiness~~trustworthiness of the data ~~in the research~~, particularly ~~when it comes to~~the students' data about the researcher.

_____ This action research involved 24 out of 144 first semester students enrolled in the Intensive Reading 1 class of the academic year of 2010-2011 and five English lecturers, including the researcher. It ~~had been~~was ethically approved by the Southern Cross University Ethics Committee (approval number ECN-10-110) and ~~had gained student~~ informed consent was gained from the students before its implementation. ~~The~~ students' participation was voluntary, and their ~~identity was~~ identities were kept confidential and anonymous.

~~Of 144 students, 24~~ All the students were training to be Primary School teachers and had studied English compulsorily for at least six years prior to their enrolment in the study program. However, English competence was not a requirement to be a primary school teacher. The data discussed here was gathered from the 24 students who were enrolled in my class and directly involved in the research. ~~All the data in this research were from these 24 students.~~ The remaining students were taught by my four colleagues, and I did not have ~~an~~ authority to make use of ~~their~~ data. However, information about all the students ($N=144$) was shared in the

teachers' regular ~~fortnightly~~ meetings (see Lesson Plan, Appendix 2) and used by individual teachers to enrich their respective class learning. ~~All the students trained to be the Primary School teachers and had learnt English compulsorily for at least six years prior to their enrollment in the study program. English competence was not a requirement to be a primary school teacher.~~

Procedures

This study consisted of five major action research cycles (from July-December 2010) in accordance with the students' submissions of five reflections. Each cycle lasted between two ~~and~~ three weeks. The ~~students were involved in the five action research cycles where they reflected on their self-regulation of the affective factors and strategies in learning English, which consisted of feelings, attitudes, support, motivation, volition, self-efficacy, attribution, and reading strategies. This research mainly~~ focused primarily on increasing the teacher's and the students' ~~mutual~~ awareness ~~about~~ of the importance of identifying and regulating students' feelings and attitudes in EFL learning, and on ~~students' ability to develop self-regulated learning strategies~~ the students' ability to develop self-regulated learning strategies. During the five cycles, the students reflected on their self-regulation of the certain factors and strategies in learning English; these were a) feelings, b) attitudes, c) support, d) motivation, e) volition, f) self-efficacy, g) attribution, and h) reading strategies. Each of these elements was introduced to the students in separate weeks and became the focus of their weekly reflections and the researcher's oral and written feedback.

____ The learning materials inside the class ~~were~~ focused mostly on reading as this was required by the curriculum. However, outside the class, the students were allowed to pursue English learning and learning strategies in accordance with their interests, needs and wants. They were also asked to ~~foeus~~ focus on regulating ~~affectivespecific~~ elements, as listed in the lesson plan. ~~In this case, our approach to the syllabus was flexible and adaptive~~ (see Lesson

Plan, Appendix 2). ~~Each of these elements was introduced to the students in separate weeks and became the focus of their weekly reflections and the researcher's oral and written feedback.~~

The students' reflections took place both inside and outside of the classroom where they learnt English ~~independently~~ without the teacher's presence ~~and intervention~~. Independent learning outside the classroom was based on students' individual learning plans, which were ~~made~~ mostly drawn up at the end of ~~the~~ class meetings and resulted from ~~regular~~ consultations with the teacher as well as from students' previous reflections.

_____ Feelings were taught and reflected on in Cycle 3, Week 5, 6 and 7 and attitudes in Cycle 1, Week 1, 2, and 7. Other cycles focused on other elements of self-regulation, which were beyond the scope of this article. In practice, students were encouraged to reflect and plan actions to undertake ~~any~~ elements of self-regulation in accordance with their individual needs. In implementing action research, I followed Burns (2010) and Phelps (2002), who suggested that action research cycles were more fluid than ~~were~~ traditionally suggested by Kemmis and McTaggart (1998). For the detailed information about the research cycles and activities, see Lesson Plan (Appendix 2, ~~pp. 35-38~~).

_____ During the teaching learning process, I was involved in the planning, acting, observing and reflections of the ~~implementations~~ implementation of the elements of self-regulation in the classroom. To facilitate students' understanding of the elements of self-regulation and metacognition, I, together with my colleagues, provided ~~them with~~ a metacognitive booklet, which was distributed to students at the beginning of the semester. In addition, since making learning plans and reflections were not part of the students' prior education practices in Indonesia, we supported them in making ~~concrete and~~ attainable weekly learning plans and reflections through oral and written feedback.

_____ Another major shift in learning, which was implemented in this action research, was the creation of a community of English learning on ~~Campus-~~ campus, an idea which received an

~~enthusiastic response from the students. I saw this as a need since~~ important as their learning
~~was not likely to progress significantly~~ without ~~having~~ a supportive learning environment
~~involving students outside the classroom learning contexts, students' learning was not likely to~~
~~progress significantly. As argued by.~~ This community was imperative in the context of EFL
learning, since there was very little English use outside the formal setting, and, as Townsend
 (2013) ~~that~~ argues, creating a community of learners should be one characteristic of
 participatory research. ~~This community was relevant and imperative in the context of EFL~~
~~learning since there was very little English use outside the formal setting. This idea received an~~
~~enthusiastic response from the students.~~

Learning outside the classroom gives students more freedom and choices to experiment
~~with learning~~ and to exercise their ideals about learning. ~~It also~~ It also reduces ~~the~~ the teachers'
 control and power. Townsend (2013) argues that in participatory action research, the
 researchers need to deal with control and power issues. ~~In the context of classroom learning,~~
~~this ability will~~ in order to enable learners to maximise their learning potential. Through this
 action research, the students had more power and control in learning since the focus had shifted
 from teaching to learning.

The students displayed their work on boards weekly outside the classroom around the Study
~~Program's~~ Programme's vicinity. The tasks were related to students' interests and themes
 discussed in class, which were chosen by the group members and were completed in small
 groups. Students would regularly visit the displays and write some comments about them. ~~They;~~
~~they~~ then ~~discussed~~ their comments with other groups in ~~class~~ class. These activities were done
 at the beginning of the class and lasted for about 15 minutes. This way, students were involved
 in the knowledge construction (see Townsend, 2013), particularly in addressing and regulating
 their feelings and attitudes in EFL/ESL learning.

~~It was clear from the learning designs explained above that my~~ My role as a teacher in

terms of the learning strategies undertaken by the students was mostly ~~indirect and~~ limited to laying out ~~grand~~ learning plans in class (see Appendix 2) and suggesting general learning strategies outside the class, including regulation of ~~the affective elements such as~~ their feelings and attitudes. At times, I would suggest ~~some~~ certain strategies students could implement outside the classroom ~~learning,~~ such as watching English ~~programs on~~ TV programmes and forming English speaking groups. ~~Most~~ However, most of the time, ~~however,~~ students were encouraged to participate ~~actively~~ in inventing and trying out their own learning strategies. The participatory elements of this research were ~~in fact~~ found in their autonomy, responsibility and the freedom to plan, monitor and evaluate their own learning strategies and affective elements, particularly outside the classroom ~~learning contexts.~~ They were also reflected in the learning activities in class ~~where~~ when students ~~could bring~~ brought their English learning experiences outside ~~class~~ back into the classroom and ~~discuss~~ discussed them with the teacher and the other students ~~in class.~~ Making reflections and individual learning plans ~~at the end of the class~~ based on the learning experiences in class, as explained above, further demonstrated the participatory nature of this research (see Lesson Plan, Appendix 2).

~~This report, however, was mainly focused on students' regulation of feelings and attitudes in EFL learning and therefore would not delve into issues such as the students' poster displays unless brought up by students through their reflections.~~

Data Collection Methods and Analysis

~~Two types of data were gathered in this research i.e., qualitative and quantitative.~~ Qualitative data were collected through ~~students' the~~ five ~~submitted~~ reflective journals students submitted and quantitative data through a pre-semester and post-semester survey. ~~Students' reflective~~ The journals were used as a medium for students to plan, monitor and evaluate their feelings and attitudes in learning English as a foreign language. Quantitative data were collected at the

beginning and end of the semester using the same questionnaire. The questionnaire (see ~~Appendix~~ **Appendix** 1) consisted of nine questions about feelings and eight questions about attitudes ~~and were constructed~~ using a 7-point Likert scale. These questions were all adapted from Phelps (2002) and checked with other English teachers ~~qualitatively~~ for face and content validity before ~~its~~ use. The aim of the questionnaire was to compare students' feelings and attitudes at the beginning and ~~at the end of~~ **the** semester and to ~~facilitate~~ **help** them ~~to~~ reflect on these points throughout the semester.

_____ I employed thematic and iterative data analysis ~~to~~ **of** the qualitative data aiming to find emergent, ~~common~~, and contradictory themes and issues in **the** students' ~~five submitted~~ reflective journals (see Dey, 1993; Gibson & Brown, 2009). In reporting the findings, I focused on ~~overall~~ major themes and the changes ~~that occurred to~~ **in** students' feelings and attitudes ~~from the beginning to the end of their participation in the research as~~ revealed in the data rather than exclusively on the actions, interventions, and changes that occurred in each cycle (cf. Burns, 2010; Phelps, 2002). Accordingly, the findings were not restricted to individual cycles per se. This was also due in part to the position I ~~intentionally undertook~~ **adopted** in this research, which was more ~~as~~ **of** a facilitator than an instructor ~~(see explanation about the participatory nature of this research)~~. Assuming this role allowed **the** students to develop self-regulated learning habits since, ~~as argued above~~, most learning in Indonesian classrooms ~~were~~ **is** prescribed ~~and dominated~~ by the teachers. My interventions came mostly in the form of oral and written feedback on students' weekly progress reports and submitted reflections, and on the issues emerging in the class discussions and sharing. ~~However, this research did not collect data on the impacts of the teacher's feedback on students' regulation of their feelings and attitudes in learning.~~

_____ Using SPSS 17, I employed descriptive and inferential statistics to the quantitative data. Options 1-3 (strongly disagree to somewhat disagree) and 5-7 (somewhat agree to strongly

agree) were collapsed to *Disagree* and *Agree* respectively for the sake of data analysis. However, where required by the data, a certain response such as *Strongly Disagree* or *Strongly Agree* was addressed separately. Descriptive statistics focused on the percentage of students' responses before and after their participation in the research. Non-parametric tests, i.e., the Wilcoxon signed-rank tests (cf. Argyris & Schon, 1996; Manning & Munro, 2007) were used to compare median responses to the students' feelings and attitudes on the pre-semester and post-semester questionnaire.

Validity and Social Desirability Bias in this Research

~~I was fully aware that the majority of the students in this study program showed negative feelings and attitudes towards English (see Table 1 and 2, p. 19 below). After all, English was learnt as a compulsory subject for the students at the Primary School Study Program. Students who liked and were good at English were likely to study at the two English Departments at this university. In addition, as explained in the previous section, Sanata Dharma University upholds holistic education, which aims to help young people to develop wholly. Being supportive to students has always been at the heart of the academic staff at this university. Furthermore, the culture of trust and reflection at the university encourages openness for students and teachers to learn from one another and to express their concerns elegantly. Therefore, having a supportive teacher may be seen by students as one of the key factors in their growth of positive feelings and attitudes, and in their engagement in learning.~~

~~Nonetheless, to~~ To increase the validity of the data and to reduce social bias in this research, I acted more as a facilitator of the students' learning ~~rather~~ than as an instructor. This was implemented through my adoption of Herr and Anderson's (2005) five criteria of validity in action research: democratic validity; outcome validity; process validity; catalytic validity; and dialogic validity.

Democratic validity was achieved through my collaboration with student participants in

addressing their feelings and attitudes in learning English where there was a minimal power imbalance in learning. Outcome validity allowed me to collaborate with the participants in refining actions in order for the students to become more able to regulate their feelings and attitudes in EFL learning. Process validity enabled the students and the teacher researcher to focus on the process of learning, such as in the planning and reflections ~~of~~on their learning, feelings and attitudes. Through catalytic validity, the students and the teacher found room to challenge existing views of learning, which, in the Indonesian educational context, were mostly centred on the teacher, and moved to the actions to help students to regulate their feelings and attitudes in learning. Dialogic validity enabled a critical dialog between the researcher and the students, particularly through written and oral feedback to students' written reflections. Rich data about their change of feelings and attitudes as well as their active engagement in learning English, mostly independent of the teacher's intervention, strengthened the validity of the students' ~~claim~~claims.

_____ To address social desirability bias in this research, I took the following actions (following Miles and Huberman, 1994, ~~pp. 265–266~~): 1) staying at the field for six months acting more as a facilitator rather than an instructor; 2) being less intrusive, particularly when students were engaged in the process of regulating their feelings and attitudes in EFL learning; 3) making it clear to the students that their success in my class depended mostly on their own learning commitments and that I would be there to support them rather than to solve their learning difficulties; 4) using rich data from students' five reflections and questionnaires for triangulation; and 5) playing a reserved role so that students could develop the confidence and freedom in their ability to plan, monitor and evaluate their own learning. The students also had the freedom to make reflections about and plan actions for their learning and achievements. There were no leading questions from the researcher that might direct their reflections to meet the expectations of the researcher.

Results

Students' Reflective Journals

~~Data for this section derived from five reflective journals of the 24 students that became the direct participants in the action research and the pre-semester and post-semester questionnaire.~~

Engaging with students through their reflective journals, I found the six most important themes across this group ~~i.e., the teachers' influence, were~~ 1) teachers' influence, 2) perceptions of task difficulty, 3) the inability to identify the cause of negative feelings and attitudes, 4) perceived usefulness of English, 5) unrealistic perceptions of their own English language capacity and performance, and 6) seeking the enjoyment and nurturing success in learning English. ~~It should be noted that when the data were originally written in Indonesian, they were kept in the source language and their English versions were provided by the author. When no Indonesian versions were provided, it suggests that the students' reflections were originally written in English.~~

_____ The first theme to emerge from students' reflections was a lack of inspiration from past teachers, which impacted negatively on their feelings and attitudes to English learning. In their reflections, ~~(e.g., Student 09/Reflection 1; S09/Refl.1; S22/Ref.1)~~ some students mentioned that their past teachers made them dislike English and ~~feel lazy to learn English. Similarly unenthusiastic about learning it. For example, S03 (Refl.1) wrote about her former teachers:~~

~~Dari dulu saya kurang merasa suka dengan bahasa Inggris karena saya merasa sulit sekali untuk memahami bahasa Inggris. Karena dulu guru SMP maupun SMA saya tidak begitu jelas menjelaskannya. Sehingga saya menjadi malas untuk belajar bahasa Inggris. (Since the first time~~

~~I learned English I didn't like English~~ it ~~as I found it difficult to understand~~ ~~it~~. This is because my former English teachers, be it at Junior or Senior High school, did not explain it very well. This made me lazy (*unmotivated*) to study English) ~~).~~ (Translated by the author). ⁱⁱⁱ

~~Seeing~~ However, using the current teacher as a role model, S03 (~~Refl.1~~) learned to regulate her feelings and attitudes towards English by learning more vocabulary as her learning goal. A number of other students recognised ~~being able~~ that they had managed to eliminate negative feelings and attitudes towards English language with the teacher's support and the learning strategies taught:

What I felt during the last (*previous*) learning English language, at first I was scared because of my ability in the English language is very week (*weak*). But with the fun teacher who ultimately supported fear gradually disappeared and I became eager to learn English (S13/Refl.1). (*Additional information in brackets by the author*).

Before I study English, I feel afraid because I do not like English. I think English is difficult, and I can't speak English well. After I met with my lecturer, I don't feel afraid again. I think he has a new strategy and good teach English. Start now, I will study English ~~diligent~~ diligently, because I know English is important and I want to speak English well (S16/Refl.1).

Perceptions of task difficulty caused some students' (~~e.g., S07/Refl.1~~) negative feelings and dislike of English:

Since the first time I began to study it at school, I don't really like English. Actually initially I kind of liked it, but as it became harder and harder, ~~I~~ then I didn't like it. I actually tried but there was not any progress. (S07/Refl.1)

~~Through~~ However, through their subsequent reflections, many students indicated that being more aware of the negative impact of their feelings and attitudes towards English encouraged them to change these attitudes, and this greatly benefited their learning.

Some students were unable or unwilling to explicitly identify a cause or causes for their

negative feelings and attitudes towards English. Demonstrating strong statements about her negative feeling and attitude, S08 (Refl.1), for example, wrote:

~~dari dulu saya tidak menyukai pelajaran bahasa Inggris. Belajar bahasa Inggris sangat membosankan, menyebalkan, mendebarakan. Pokoknya belajar bahasa Inggris hal yang paling tidak aku suka. Hampir tidak ada waktu untuk belajar bahasa Inggris di luar jam sekolah, karena sudah tidak suka dulu dengan pelajarannya.~~ (Since studying it for the first time, I disliked English. It was really boring, irritating, made me nervous. The bottom line is that learning English is something I dislike so much. I did not have time to study English outside school hours because I already disliked it).~~).~~ *(Translated by the author).*

Inability to explicitly write about the influences on her feelings did not stop her from learning to regulate her feelings and attitudes, and her motivation to learn English did increase by Meeting 2 as reflected in learning goals:

~~7an: belajar dengan baik agar dapat nilai2 yg baik. Menjadi guru yang baik. At the end of the semester I want to be able to: saya ingin dapat berbicara dalam bahasa Inggris dengan baik dan benar.~~ (My goals: Learn well so that I can get good grades. Being a good teacher. At the end of the semester I want to be able to speak English correctly and appropriately).~~).~~ *(Translated by the author).*

As ~~demonstrated~~demonstrated by this student, - extreme negative feelings and attitudes towards English could be eliminated once students were assisted to reflect on the future benefits of English.

____ Having unrealistic perceptions of their own capacity and performance (i.e., low self-efficacy) could ~~negatively~~also affect students' feelings about their English language learning capacity and lead to fear. S01(Refl.3), for example, was unhappy about his English, stating that he had not improved much despite being one of the most diligent and creative students in class. Another student -(S02/Refl.2) did not -know why she was afraid to speak in English although

she liked ~~English~~^{it}. Being assisted to regulate her feelings and attitudes, she was able to seek ways to ~~manage distraction~~^{avoid distractions}, focus on her learning goals and regulate an environment for learning:

Today I try to write in English. I make a poetry to decorate my room. Although it just for fun. But it's very important in my English development. I start to fill my room with English word. I try to create English atmosphere in my room so that I habitual with English (S02/Refl.3).

This student, and others, was becoming more able to regulate her feelings and attitude -by setting individual goals, putting more effort into ~~pursuing~~^{pursuing} them, monitoring and evaluating her learning in order achieve the learning success.

____ Rather than dwelling on the negative feelings and attitudes, many students learned to seek the enjoyment and nurture success in learning English. S02 learned to identify more enjoyable ways to enhance positive feelings and attitudes in learning English (Refl.3). S06 (Refl.5) focused on gaining the enjoyment from an English Speaking Club set up by the Study ~~Program~~^{Programme}:

I believe the activity will be fun (*before she came to class*) and I right, I laugh during activity", (~~she laughed might mean that she was having a good time~~), and "today I follow English club. English club always funny (*'lucu' translates as interesting/funny and has a positive connotation; a more appropriate English word would be 'fun'*) and I can refresh my brain after study hard for a week. (*Additional information in brackets and translation by the author*).

Supporting students to learn English through enjoyable activities impacted profoundly on their feelings, attitudes and motivation in learning. Many students chose to learn English through songs and films outside the class after being ~~taught using an English song and being~~ encouraged

to adopt these media to improve their English. S18 (Refl.2), for example, wrote:

Today I feel happy to study English because I and my friends sing a song together...
My lecturer has a new strategy in this lesson, and I think his strategy is good. Music
help student to enjoy the lesson and I think my friends enjoy too.

Others included searching for English songs on the Internet, ~~downloading them~~, listening to them and writing out the lyrics in their subsequent learning plans. Student 06 (Refl.5) mentioned watching the *Ice Age 2* movie twice without the Indonesian subtitles and ~~enjoyed~~enjoying learning through English songs:

...because I like music, I will be listening (to) music with English lyric-~~(s)~~. Even
thought (*though*) the song is fast, I am not boring (*bored*) with this song-~~(s)~~. (*Additional
information in brackets by the author*).

Similarly, S22 (Refl.5) stated that she liked to listen to English songs and downloaded songs to her mobile phone, and watched films more than speaking. S23 (Refl.3) also reflected of the many vocabulary words she gained from English films and songs.

____ Students' negative feelings and attitudes ~~could diminish~~also diminished when they learned to focus on learning success rather than failures. Experiencing a positive change in her feelings towards English in Week 4, S17 (Refl.2), ~~for example,~~ wrote "I feel happy because I can speak English (walau sedikit/although a little)". Similarly, while attending class in Week 6, S03 (Refl.3) acknowledged feeling happy because she could follow the lesson. Reflecting on the class -in Week 10, S13 (Refl.4) wrote, 'Today I enjoying learn English, I not nervous, I feel happy in learn English because I can understand reading English today.' As her subsequent reflections indicated, her positive feelings also led her to set further goalgoals: "I will trying love English so that I can learn English very well. And I will develop my capability in English, until my ability in English to increase". ~~Likewise S16 (Refl.4) gained a great feeling of success~~

~~from writing out the lyrics of English songs she was listening to. Reflecting on the activity, she wrote “after I learn listening I get little progress and I very happy”. Understanding the use of ‘to be’ made a student (S18/Refl.4) felt more motivated to study English again.~~ The important relationship between students' understanding of the learning task and their feelings is further demonstrated in S14's reflection (Refl.2):

In the first time I feel boring (*bored*). But in pertengahan (in the middle) I can understand. I am to can know about the Beattles. So *mata kuliah* in today is very happy, because I am *sedikit* understand *tentang mata kuliah* in today (*So I was happy in today's lecture because I could understand it a little bit*). (*Additional information in brackets and translation by the author*).

These ~~exciting~~ experiences showed how the students' feelings and attitudes ~~could bewere~~ positively impacted as they realised they could gain success through self-regulating their feelings and attitudes, as demonstrated by the following students:

Everyone has feelings. Good feelings, bad feelings. My feelings is good. Maybe because every I think something its true (*maybe every time I think about something, it comes true*) (S06/Refl.3).

I feel more good in my attitude in English. If before I don't like write in English, now I like write in English. I often read the English text and I like watching film in English. (S06/Refl.5).

Now, I feel my attitude is enough good than before. Before, I didn't like English, especially ~~to~~ listening. But, now I often listen song in English and I like to sing. Sing a song in English is help me to learn about listening and speaking (S18/Refl.5). (*Additional information in brackets by the author*).

~~Reflective~~ The reflective journals, ~~generally,~~ demonstrated that the students' ability ~~increased~~

~~in regulating to regulate~~ their feelings and attitudes in learning English. ~~It has to be noted that increased; however, only a few students did comment on how commented that~~ the teacher became an important factor ~~for in~~ their positive change. ~~There were~~ Thus, there was no excessive data reporting about the teacher researcher's role in this research. ~~Most other data reported how students regulated their feelings and attitudes in learning English.~~

~~In addition, as discussed previously, students' reflections about their feelings and attitudes in this research were spontaneous and unobstructed. There were no specific questions from the researcher asking them to comment on the researcher or leading to expected answers about the teacher's role. The culture of learning at Sanata Dharma University as explained in the methodology section also contributed to students' feeling of freedom to write what they felt. Furthermore, the students conducted their reflections mostly outside the classroom without the researcher's presence.~~

~~At the beginning of the research, the students had also been informed that their identity would not be identified both in the data analysis and in the report to ensure confidentiality. Once the data were gathered, every student gained a pseudonym to ensure anonymity. The students fully understood that the research data would not influence their grades in the class. This was how I addressed social desirability bias in this research (as discussed in the method section).~~

The Pre-semester and Post-semester Questionnaire

Students' questionnaire responses showed a sharp increase in their reported feelings and attitudes towards English following their participation in the research, ~~as indicated in Table 1 and Table 2 (as mentioned above, the students' reponses strongly disagree and disagree (1-3 on the scale) were collapsed, as were agree to strongly agree (5-7). (See Tables 1 and 2)^{iv}~~

~~Table~~ Please insert Table 1. Students' Feelings towards English near here>

~~Table~~ Please insert Table 2. Students' Attitudes towards English near here>

Students' feelings towards English on all nine questions indicated an improvement (see Table 1). Questions F1-F5 and F9, which relate to students' general feelings about learning English, showed an increase in the proportion of students who agreed with the statements by between 41% and 54%.— Feeling confident about one's ability to do well in English (Question F1) recorded the highest increase (54%) and having the personality to do well in English (Question F2) the lowest increase (by 41%).

Statements F6-F8 asked about the students' feelings towards specific English skills. Enjoying *speaking* English indicated the most significant changes (45% more students agreed with this statement post-semester) and enjoying *listening* to English (76% more students agreed post-semester). *Writing* in English showed less pronounced change —(38% more students agreed).

Students' responses to the attitudinal questions also indicated positive changes, as shown in Table 2. —The number of students who agreed with the positive statements about general attitudes to English indicated quite notable increases (between 34-50%). In relation to specific English skills, attitudes toward *speaking* English (A7) showed the highest increase (with 71% more students agreeing). This was followed by attitudes ~~towards~~ towards *writing* with 50% more students agreeing (A8), and *reading with*— 39% more students agreeing (A4). Listening to English songs (A6) and watching English movies (A5) ~~showed the~~ showed the lowest increase. Only 21% and 17% more students agreed with this statement respectively (it is worth noting that many students already reported enjoying listening to English songs (71%) and watching English films (75%) before their participation in the course).

Students' feelings about speaking (Statement F6, Table 1) when compared to their attitudes towards speaking (Statement A7, Table 2) needs further comment. —~~A~~ The sharp increase in the proportion of students having a positive attitude towards speaking English after

their participation in the course (rising from 16% to 87%) was not followed by a ~~sharp~~similar increase in their feelings about their ~~ablity~~ability to speak English (rising from 13% to 58% of students). This ~~diserepaney~~ might be related to Indonesian culture where ~~it~~expressing confidence in one's ability is ~~advisable for one to be humble and not feel too confident about his/her ability often avoided~~ since being proud is not socially acceptable. The proportion of students who ~~were~~could not ~~able to~~ decide whether they felt comfortable about their ability to speak English did not show a significant change (from 38% pre-semester to 33% post-semester).

_____ A Wilcoxon signed-ranked test on students' feelings before and after the research indicated a significant improvement between pre-participation ($Mdn = 3.61$), and post-participation ($Mdn = 5.22$, $z = -4.102$, $p = <.05$). -There was also a significant improvement in students' attitudes (pre-participation $Mdn = 4.25$; post-participation $Mdn = 5.31$, $z = -3.602$, $p = <.05$).

_____ Overall, evidence from both the qualitative and quantitative data demonstrated that the students had more positive feelings and attitudes towards English after their participation in the research. They also indicated increased ability to regulate their feelings and attitudes in learning English.

Discussion and Conclusion

This research aimed to find out the extent to which Indonesian students ~~ean~~could regulate their feelings and attitudes in EFL learning.

_____ Results from both quantitative and qualitative data analyses indicated that the students had more positive feelings and attitudes towards English after their participation in the research. They also demonstrated increased ability to regulate their feelings and attitudes in learning English, and to plan, monitor and evaluate their learning independent of the teacher's supervision. Such increased capacity was attributable to: -(1) the teacher's and the students'

mutual awareness ~~about~~of the importance of identifying and regulating students' feelings and attitudes in EFL learning; and (2) students' focus on self-regulated learning strategies rather than learning achievements.

The teachers' and students' mutual awareness ~~about~~of the importance of identifying and regulating students' feelings and attitudes in EFL learning.

The first ~~important~~significant finding in this research was the teachers' and ~~students'~~mutual ~~students'~~ mutual awareness ~~about~~of the importance of identifying and regulating students' feelings and attitudes in EFL learning. ~~Previous studies reviewed above (see, e.g., Alrabai, 2014; Beseghi, 2018; Gene et al., 2016; Gomez & Perez, 2015; Trang et al., 2013) showed that students' engagement and disengagement in EFL/ESL learning were related to the teachers' and students' mutual understanding of and awareness about the primacy of students' feelings and attitudes in EFL/ESL learning.~~ Learners' awareness ~~about~~of the importance of nurturing positive feelings and attitudes ~~in EFL/ESL learning~~ arises and develops in ~~the~~ learning contexts where their teachers recognise and value these two entities. Therefore, supporting students to recognise, confront and regulate their negative feelings and attitudes in learning English should be one of the EFL/ESL teachers' central roles. ~~The centrality of the teacher's role in~~However, this research ~~did~~suggests that this is not ~~lie in his active and obtrusive behaviours but in refraining himself from~~achieved by becoming the centre of the students' learning and the ~~solution~~solution to their learning difficulties, ~~and in~~but rather by supporting ~~the students~~them to take the learning responsibility into their hands, including when it comes to regulating their emotions and attitudes.

_____ Data from students' reflections and the pre-semester questionnaire indicated that most of the students held negative feelings and attitudes towards English prior to enrolling in the course. ~~These negative feelings and attitudes~~However, these began to disappear after the students ~~were~~ engaged in deep reflections and learned to regulate them. Quantitative data analysis on students'

feelings (see p. 19) also indicated that students felt more positive towards English and English skills after their participation in the research. For example, students felt more confident about their ability to do well in English (Question F1) with 54% increase (from 30% to 84%). They also felt more comfortable to listen to English after their participation (an increase from 8% to 83%). Students also showed more positive attitudes after their participation in the research (see p. 19 onwards). For example, 71% of the students agreed that they liked to speak in English (in increase from 16% to 87%) and 50% of them liked to write in English (an increase from 17% to 67%). This finding is not only consistent with supports previous research (e.g., Beseghi, 2018; Buyukkarci, 2016; Gan et.al., 2004) but and extends it by demonstrating that students' previous negative learning experiences could be diminished when they had students and their teachers shared an awareness with their teachers about of the need for identifying, reflecting to identify, reflect on and regulating regulate these experiences.

This result also strengthens the existing argument by several authors (e.g., Buyukkarei, 2016 Ross, 2015; Trang, Baldauf, & Moni, 2013) arguments about learning being more than just a mental activity but rather involving students' emotions, cognition, and behaviour. The (Buyukkarci, 2016 Ross, 2015; Trang, Baldauf, & Moni, 2013). These aspects need to be consciously nurtured at school and inside the classroom (see Gomez & Perez, 2015; Zhao, 2015).

In this study, the students had ample opportunity to engage in learning first of all as an emotional activity and then as a cognitive, and behavioural undertaking. Research indicates (see, e.g., Lopez, 2011) that students need a supportive teacher in order for them to develop the capacity to regulate their emotions, attitudes and learning. To be supportive, the teachers need to undertake concrete and conscious efforts to identify students' prior learning experiences (see Beseghi, 2018; Buyukkarei, 2016; Gan et.al., 2004) and deal with their negative feelings and attitudes in learning (see Alrabai, 2014; Al saraj, 2014; Ustuk & Aydin, 2016; Winans, 2012).

Without the teachers' support, students are not likely to be able to develop the capacity to regulate themselves in learning English (Vu & Shah, 2016), and this may lead to poor academic performances (e.g., Al-Saraj, 2014; Borkowski & Thorpe, 1994). The students' and the teacher's mutual awareness about the importance of identifying and regulating students' feelings and attitudes in this research has assisted students to become more self-regulated (see Jarvenoja et al., 2015; Malekzadeh et al., 2015; Schuitema et al., 2012; Zimmerman, 2013 for a discussion about self-regulated learners).

Learners' focus on self-regulated learning strategies rather than on academic achievements

Qualitative data analyses indicate that the causes of students' negative feelings and attitudes varied and were not always explicable. The variability and ~~complexity~~ of students' feelings and attitudes (see, e.g., Afzal & Robinson, 2011; Meyer & Turner, 2006; Pintrich, 1991; Winans, 2012) may present some degree of challenges for teachers to handle. In this case, ~~mean~~ they ~~need~~ require the ~~teachers'~~ teacher's assistance to help them focus on self-regulated learning strategies rather on academic achievements. ~~Several, and several~~ studies reviewed in the previous sections (see, e.g., Beseghi, 2018; Buyukkarei, 2016; Gene et al., 2016; Gomez & Perez, 2015;) ~~maintain~~ here suggest that teachers ~~develop~~ a repertoire of strategies to ~~facilitate~~ help students to regulate their feelings and attitudes. ~~However, in learning English.~~

~~Rather than coming up with a repertoire of strategies for students to experiment as indicated by several authors above, I encouraged students to develop their own self-regulated learning strategies which they could use to support themselves in regulating their feelings and attitudes in learning English.~~ In the context of participatory action research, I needed to provide students with more opportunities to plan, monitor and evaluate their own learning. This is crucial if the teachers wish ~~to~~ address the issue of ~~power~~ power imbalance and control in the classroom as

discussed previously (see Townsend, 2013). As has been indicated earlier, learners' feelings and attitudes in EFL learning may not be properly addressed unless the students have room to recognise, confront, reflect on and regulate them. Therefore, rather than devising a repertoire of strategies for students, I encouraged them to develop their own self-regulated learning strategies to help them regulate their feelings and attitudes in learning English.

____ The first major strategy developed by the students was ~~focused~~ to focus on learning strategies rather than on negative feelings and attitudes. ~~Being strategic in learning is one characteristic of self-regulated learners (e.g., Boekaerts, 1997; Zimmerman, 2000, 2013).~~ Data from ~~students'~~ their reflections demonstrated ~~the students'~~ their developing ability to set individual learning goals and deploy various strategies of their own choice outside the classroom learning context. ~~They, and they~~ were able to move away from their negative feelings and attitudes towards English. Being able to regulate feelings, thoughts, actions, and strategies in learning is an important requirement for students to attain academic success (see ; Jarvenoja et al., 2015; Lee et al., 2016; Ross, 2015; Zimmerman, 2013). It is apparent from the data that to be successful in learning English as a foreign or second language, learners need to focus on developing self-regulated learning strategies including strategies to deal with their negative feelings and attitudes rather than on learning achievements. Focusing on learning strategies helps them to handle their negative feelings and attitudes more easily. This way, they will find learning less anxious and can then plan, monitor and evaluate their learning.

____ The second important strategy was focusing on nurturing positive feelings and attitudes towards English, and ~~seeking incremental success~~ ~~rather than dwelling on the negatives.~~ Data from students' reflections suggest that ~~students'~~ their negative feelings and attitudes started to disappear once they learnt to be more positive in learning.

For many students, learning English can be a very daunting task both mentally and emotionally (see, e.g., Alrabai, 2014; Beseghi, 2018; Gan et al., 2004; Trang et al., 2013). Data from

students' reflections revealed that many students found the subject too difficult and felt that they were not making any progress. These negative feelings and attitudes began to diminish after they focused on the enjoyment they could find in learning and on the incremental success rather than on the perceived task difficulty and unrealistic academic performance.

_____ This finding underlines a close and complex relationship between students' feelings, attitudes, cognition, and their engagement in learning and academic success (see, e.g. Abdolrezapour et al., 2017; Buyukkarci, 2016; Jarvenoja et al., 2015; Ross, 2015; Zimmerman, 2013).

~~Many students in the foreign language learning classrooms might feel that they have not made any progress in learning. Therefore, they need to be assisted to focus on finding enjoyment within the little success they could harness.~~ With the teacher's support, and regular and deliberate reflections on their learning goals and experiences, the students in my study began to enjoy learning and learned to focus on the ~~little success~~small successes they gained, which ~~in turn~~ motivated them to learn more. Becoming more competent in regulating their feelings and attitudes helped many students to enjoy the learning endeavour and success. The fun and the little success they gained in learning gave them positive feelings and attitudes, which in turn bred more fun and success in learning.

~~Findings from qualitative data above found support from the quantitative data results. As demonstrated in Table 1 and 2 and from Wilcoxon signed-ranked test (see p. 19 onwards above) that in general students showed more positive feelings and attitudes towards English and English skills after their participation in the research.~~ They also developed the capability to plan, monitor and evaluate their English language learning.

~~As has been indicated in the previous sections of the article (see pp. 2-6), more research should be conducted on the teachers' strategies to support students to regulate their emotions and attitudes in EFL/ESL learning. Recent quantitative studies about students' emotions and attitudes in EFL learning (see,~~

e.g., Alrabai, 2014; Buyukkarei, 2016; Gene et al., 2016; Trang et al., 2013), while providing valuable information about the impacts of the researchers' interventions on the participants' emotions and attitudes in EFL/ESL learning, may be criticised for lack of action to all research participants; they may benefit only students assigned in the experimental groups. Existing qualitative research studies (e.g., Beseghi, 2018; Lopez, 2011; Ross, 2015) need to be enriched with more information about the teachers' strategies to support students to regulate their emotions and attitudes in EFL/ESL learning and the impacts of these regulatory actions on their learning progress.

Data from this study not only corroborate existing arguments and other studies about the importance of students' feelings and attitudes in EFL/ESL learning as well as their achievements (see, Alrabai, 2014; Beseghi, 2018; Gan et al., 2004; Lopez, 2011; Trang et al., 2013;) but also provide ample evidence aboutof the power of action research in facilitating students' identification, reflections and regulation of their emotions and attitudes in EFL/ESL learning.

In this research, the researcher and students worked together as partners in learning, with the researcher's focus shifting from efforts to obtain data *from* students to collaborating *with* students~~them~~ (cf. Brydon-Miller, 2018; Call-Cummings, 2017; -Townsend, 2013; Yan, 2016). Having more freedom to reflect and regulate their feelings and attitudes in EFL learning enabled students in this research to take independent actions to improve their feelings, attitudes, and EFL learning.

learning. Many authors have argued that being able to regulate one's feelings, thoughts and actions to attain academic goals is expected to help students to enjoy learning and gain academic success. This action research provides significant evidence and therefore partly fills the gap in the literature about the power of the teacher and students' mutual awareness in addressing and regulating students' feelings and attitudes in EFL learning ~~(see Buyukkarei, 2016; Gene et al., 2016; Gomez and Perez, 2015; Zhao, 2015 for further discussion about EFL students' feelings and attitudes).~~ Many authors have argued that (see, e.g., Boekaerts, 1997; Borkowski & Thorpe, 1994; Jarvenoja et al., 2015; Schuitema et al., 2012; Zimmerman, 2000 for more discussions about self-regulated learners) being able to regulate one's feelings,

~~thoughts and actions to attain academic goals is expected to help students to enjoy learning and gain academic success.~~

In conclusion, the current study demonstrates that students learning English as a foreign language in my class developed more capability to recognise, confront and regulate their negative feelings and attitudes towards English. Most of them came to class with negative feelings and attitudes towards English. However, they showed more positive feelings and attitudes after engaging in the study. Such capability was developed, among others, because of the increasing awareness of both the students and the teacher about the significance of students' feelings and attitudes in EFL learning, and also the students' focus on self-regulated learning strategies rather than on immediate learning outcomes. The students' ability to regulate their feelings and attitudes has greatly benefited their learning. This was made possible through action research where both the researcher and the researched benefited from their participation and contribution in the research.

Limitations and Future Directions

~~While this study provides compelling evidence about the students' increased ability to recognise, confront and regulate their feelings and attitudes towards English language learning, it was based on a very small sample ($N=24$) and therefore cannot be generalised to a general population. Future researchers are suggested to conduct action research on a bigger sample and use other statistical analyses such as correlations between students' feelings and attitudes in EFL learning. Furthermore, interviews and focus group discussions may be used at the end of the research to triangulate data from students' reflections and questionnaire responses. This study also did not provide information about the impacts of the teacher's feedback on students' regulation of their emotions and attitudes in EFL/ESL learning. Therefore, interested researchers may conduct a survey on the role of the teacher's feedback on students' regulation of their emotions and attitudes in EFL/ESL to enrich data from other instruments. To conclude,~~

Altarriba's (2012) assertion seems timely, i.e., 'More emotion research is needed since it is a rich domain and has not fully flourished' (p. 420).

Pedagogical Implications

Despite its limitations, this action research has provided some useful insights and compelling evidence about the importance of the teachers and students' mutual awareness about the students' feelings and attitudes in EFL learning. The findings from this study indicate a strong positive relationship between students' ability to recognise, confront, and regulate their feelings and attitudes, and their engagement, motivation, and efforts in EFL learning. EFL teachers are therefore encouraged to increase their awareness and understanding of students' feelings and attitudes in learning. They also need to work with students to experiment with self-regulated learning strategies rather than focusing too much on learning achievements. In addition students need to be facilitated to enjoy the little success they can garner instead of focusing on language learning failures, negative feelings and attitudes. Furthermore, regular oral and written feedback should be utilised to help students to increase their ability to regulate their emotions, attitudes, and EFL/ESL learning.

References

Author. (2013).

Abdolrezapour, P., Tavakoli, M., & Ketabi, S. (2017). Enhancing learners' emotions in an L2 context through emotionalized dynamic assessment. *Studies in Second Language Learning and Teaching*, 3(2), 213-243. <http://www.sslit.amu.edu.pl>.

Afzal, S., & Robinson, P. (2011). Designing for automatic affect inference in learning environments. *Educational Technology & Society*, 14(4), 21–34.

Alrabai, F. (2014). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning and Teaching*, 1-28. doi:10.1080/17501229.2014.890203

Al-Saraj, T.M. (2014). Foreign language anxiety in female Arabs learning English: Case studies. *Innovation in Language Learning and Teaching*, 8(3), 257–278. doi: 10.1080/17501229.2013.837911

Altarriba, J. (2012). Emotion and mood: Over 120 years of contemplation and exploration in the American journal of psychology: *The American Journal of Psychology*, 125(4), 409-422.

Argyris, C., & Schon, D. (1996). *Organizational learning II: Theory, method and practice*. Reading, MA: Addison-Wesley.

Banegas, D. L. (2011). Teachers as 'reform-doers': Developing a participatory curriculum to teach English as a foreign language. *Educational Action Research*, 19(4), 417-432. doi: 10.1080/09650792.2011.625654

- Beseghi, M. (2018). Emotions and autonomy in foreign language learning. *-EL.LE*, 7(2), 67-92.
- Boekaerts, M. (1997). Self-regulated learning: A new concept embraced by researchers, policymakers, educators, teachers and students. *Learning and Instruction*, 7(2), 161-186. doi: 10.1016/S0959-47529600015-1
- Boekaerts, M., & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. *Applied Psychology: An International Review*, 54(2), 199-231.
- Boekaerts, M., Pintrich, P. R., & Zeidner, M. (2000). Interventions and applications of self-regulation. In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 749-768). San Diego, CA: Academic Press.
- Borkowski, J., & Thorpe, P. (1994). Self-regulation and motivation: Life span perspective on underachievement. In D. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational application* (pp. 45-73). Hinsdale, NJ: Lawrence Erlbaum.
- Brydon-Miller, M. (2018): Critical learning, community, and engagement: Elements for creating positive learning environments and opportunities for positive change. *Educational Action Research*. doi: 10.1080/09650792.2018.1469651
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York New York: Routledge.
- Buyukkarci, K. (2016). Is it language learning anxiety and/or attitude of university students that determines their academic success? *Turkish Online Journal of English Language Teaching (TOJELT)*, 1(2), 57-65.

- Call-Cummings, M. (2017): Claiming power by producing knowledge: The empowering potential of PAR in the classroom. *Educational Action Research*. doi:10.1080/09650792.2017.1354772
- Chaffee, K.E., Noels, K.A., McEown, M.S. (2014). Learning from authoritarian teachers: Controlling the situation or controlling yourself can sustain motivation. *Studies in Second Language Learning and Teaching*, 4(2), 355-387. doi: 10.14746/ssllt.2014.4.2.9
- Cheney, M. (c.2003). —Ignatian —pedagogy: A ~~powerpoint~~ PowerPoint presentation. —1-37. Retrieved —from <http://school.jhssac.org/faculty/cheneymdocumentsipptalkver2.ppt/>.
- Chubbuck, S. M. (2007). Socially just teaching and the complementarity of Ignatian pedagogy and critical pedagogy. *Christian Higher Education*, 6, 239-265.
- Deigh, J. (2008). *The Sources of moral agency: Emotions, values and the law*. Oxford: Oxford University Press.
- Dey, I. (1993). *Qualitative data analysis: A user-friendly guide for social scientists*. London: Routledge.
- Dewaele, J.M. (2005). Investigating the psychological and emotional dimensions in instructed language learning: Obstacles and possibilities__ (Special issue: Methodology, epistemology, and ethics in instructed SLA research). *The Modern Language Journal*, 89(3), 367-380. doi: 10.1111/j.1540-4781.2005.00311.x
- Ferris, J., & Gerber, R. (1996). Mature-age students' feelings of enjoying learning in a further education context. *European Journal of Psychological Association*, 11(1), 79-96.

- Gan, Z., Humphreys, G., & Hamp-Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal*, 88(2), 229-244.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Gardner, R. C. (1968). Attitudes and motivation: Their role in second language acquisition. *TESOL Quarterly*, 2(3), 141-150. doi:10.2307/3585571
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Genc, G., Kulusakli, E., & Aydin, S. (2016). A comparative study on the motivation and attitudes of language learners of online distance and traditional in-classroom education. *Turkish Online Journal of Distance Education-TOJDE*, 17(4) Article 4, 63-75.
- Gibson, W., & Brown, A. (2009). *Working with qualitative data*. Los Angeles: Sage.
- Gomez, E. & Perez, S. (2015). Chilean 12th graders' attitudes towards English as a foreign language. *Colomb. Appl. Linguist. J.*, 17(2), 313-324.
- Herr, K., & Anderson, G.L. (2005). *The action research dissertation: A guide for students and faculty*. London: Sage.
- Horwitz, E. K. (1989). Facing the blackboard: Student perceptions of language learning and the language classroom. *ADFL Bulletin*, 20(3), 61-64.

- Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Humas USD. (2012). *Universitas Sanata Dharma*. Retrieved August 29, 2012, from <http://www.usd.ac.id/profile.php?id=1>
- Hutchinson, T., & Walters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Indah, R.N. & Kusuma, A.W. (2016). Factors affecting the development of critical thinking of Indonesian learners of English language. *Journal of Humanities and Social Science*, 21(6), 86-94.
- Indah, R. N. (2017). Critical thinking, writing performance and topic familiarity of Indonesian EFL learners. *Journal of Language Teaching and Research*, 8(2), 229-236. doi: <http://dx.doi.org/10.17507/jltr.0802.04>
- Jaber, L. Z., & Hammer, D. (2015). Engaging in science: A feeling for the discipline. *Journal of the Learning Sciences*, 1-47. doi: 10.1080/10508406.2015.1088441
- Jarvenoja, H., Jarvela, S., & Malmberg, J. (2015). Understanding regulated learning in situative and contextual frameworks. *Educational Psychologist*, 50(3), 204-219. doi: 10.1080/00461520.2015.1075400
- Jin, Y. (2015). The anxiety-proficiency relationship and the stability of anxiety: The case of Chinese university learners of English and Japanese. *Studies in Second Language Learning and Teaching*, 5(1), 41-63, doi: 10.14746/sslt.2015.5.1.3

Kemmis, S., & McTaggart, R. (1988). Introduction: The nature of action research. In S. Kemmis & R.

McTaggart (Eds.), *The action research planner* (pp. 5-28). Victoria: Deakin University.

Lamb, M. (2004). 'It depends on the students themselves': Independent language learning at an Indonesian state school. *Language, Culture and Curriculum*, 17(3), 229-245.

Lamb, M. (2012). A self-system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning*, 62(4), 997–1023.

Lamb, M. (2013). 'Your mum and dad can't teach you?': Constraints on agency among rural learners of English in the developing world. *Journal of Multilingual and Multicultural Development*, 34(1), 14-29.

Lee, S. J., Ngampornchai, A., Trail-Constant, T., Abril, A., & Srinivasan, S. (2016). Does a case-based online group project increase students' satisfaction with interaction in online courses? *Active Learning in Higher Education*, 17(3), 1-10. doi: 10.1177/1469787416654800

Lengkanawati, N. S. (2004). How learners from different cultural backgrounds learn a foreign language. *Asian EFL Journal*, 6(1), 1-8.

Lopez, M. G. M. (2011). *Emotion and language learning: An exploration of experience and motivation in a Mexican university context*. PhD thesis, University of Nottingham, Nottingham.

Mbato C. L. (2013). 'Facilitating EFL learners' self-regulation in reading: implementing a metacognitive approach in an Indonesian higher education context', EdD thesis, Southern Cross University, NSW. <https://core.ac.uk/download/pdf/18621059.pdf>

Mbato C. L. & Kharismawn, P.Y. (2018). A correlational study between language attitudes and English language orientation of Indonesian EFL learners. *LEARN Journal: Language Education and Acquisition Research Network Journal*, 11(1), pp. 150-169.

MacIntyre, P.D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15(1), 3-26. doi: 10.1177/0261927X960151001

Malekzadeh, M., Mustafa, M. B., & Lahsasna. (2015). Review of emotion regulation in intelligent tutoring systems. *Journal of Educational Technology & Society*, 18(4), 435-445.

Manning, M., & Munro, D. (2007). *The survey researcher's spss cookbook (2nd ed.)*. Sidney, NSW: Pearson.

Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN Journal*, 19(1), 57-69.

~~Author & Kharismawn, P.Y. (2018). A correlational study between language attitudes and English language orientation of Indonesian EFL learners. *LEARN Journal: Language Education and Acquisition Research Network Journal*, 11(1), pp. 150-169.~~

Meyer, D. K., & Turner, J.C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, 18, 377-390.

Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An Expanded Source Book (2nd Ed)*. London: Sage Publications

- Mills, G. E. (2000). *Action research: A guide for the teacher researcher* (3rd ed.). New Jersey: Pearson Education.
- Paris, S. G., & Paris, A. H. (2001). Classroom applications of research on self-regulated learning. *Educational Psychologist*, 36(2), 89-101. doi: 10.1207/S15326985EP3602_4
- Phelps, R. A. (2002). *Mapping the complexity of learning: Journeying beyond the teaching for computer competency to facilitating computer capability*. PhD thesis, Southern Cross University, Lismore, NSW.
- Pintrich, P. R. (1991). Editor's comment. *Educational Psychologist*, 26, 199–205.
- Pirdaus. (2011). *Penelitian Tindakan Kelas Dan Pengembangan Keprofesian Guru*. Retrieved on November 1, 2017, from <https://pirdauslmpm.wordpress.com/2011/04/20/penelitian-tindakan-kelas-dan-pengembangan-keprofesian-guru/>
- Pramswari, L.P. (2016). Persepsi guru SD terhadap penelitian tindakan kelas. *Mimbar Sekolah Dasar*, 3(1), 53-68. doi: 10.17509/mimbar-sd.v3i1.2355
- Rachmajanti, -S. -(2017). Building -cultural- awareness and critical thinking skills through project-based task: a workshop for Indonesian context. *The 4th International Conference on Language, Society and Culture in Asian Contexts, KnE Social Sciences*, 498–504. doi: 10.18502/kss.v1i3.772.
- Rainey, I. (2000). Action research and the English as a foreign language practitioner: Time to take stock. *Educational Action Research*, 8(1), 65-91. doi: 10.1080/09650790000200112

- Rao, K., & Torres, C. (2016). Supporting academic and affective learning processes for English language learners with universal design for learning. *TESOL Quarterly*, 0(0), xxxx, 1-13. doi: 10.1002/tesq.342
- Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry and practice*. London: Sage.
- Reed, Y., Davis, H., & Nyabanyaba, T. (2002). Investigating teachers' 'take-up' of reflective practice from an in-service professional development teacher education programme in South Africa. *Educational Action Research*, 10(2), 253-274. doi: 10.1080/09650790200200185
- Ross, A. (2015). *An exploration of the emotions and motivation of tertiary English language learners in Australia*. ~~Phd~~*PhD Thesis*. The University of Canberra, Canberra.
- Saariaho, E., Pyhalto, K., Toom, A., Pietarinen, J., & Soini, T. (2016). Student teachers' self- and co-regulation of learning during teacher education. *Learning: Research and Practice*, 2(1), 44–63. doi: 10.1080/23735082.2015.1081395
- Sigurdardottir, I., & Puroila, A. (2018): Encounters in the third space: constructing the researcher's role in collaborative action research. *Educational Action Research*, 1-15. doi: 10.1080/09650792.2018.1507832. ~~To link to this article:~~ <https://doi.org/10.1080/09650792>
- Schuitema, J., Peetsma, T., & van der Veen, I. (2012). Self-regulated learning and students' perceptions of innovative and traditional learning environments: A longitudinal study in secondary education. *Educational Studies*, 38(4), 397–413. doi:10.1080/03055698.2011.643105

Small, S. A. (1995). Action-oriented research: Models and methods. *Journal of Marriage and Family*, 57(November), 951-955.

SPSS Inc. Released 2008. *SPSS Statistics for Windows, Version 17.0*. Chicago: SPSS Inc.

Townsend, A. (2013). Principled challenges for a participatory discipline. *Educational Action Research*, 21(3), 326–342, <http://dx.doi.org/10.1080/09650792.2013.815038>.

Trang, T. T.T., Baldauf Jr, R. B., & Moni, K. (2013). Investigating the development of foreign language anxiety: An autobiographical approach. *Journal of Multilingual and Multicultural Development*, 34(7), 709-726. doi: 10.1080/01434632.2013.796959

Ustuk, O., & Aydın, S. (2016): The effects of the use of paralinguistic cues on foreign language anxiety among English as a foreign language speakers. *Innovation in Language Learning and Teaching*, 1-14. doi: 10.1080/17501229.2016.1211133

Uztosun, M. S., Skinner, N., & Cadorath, J. (2014). An action research study designed to implement student negotiation to improve speaking classroom practice in Turkey. *Educational Action Research*, 22(4), 488-504. doi: 10.1080/09650792.2014.904238

Vu, H. Y., & Shah, M. (2016). Vietnamese students' self-direction in learning English listening skills. *Asian Englishes*, 18(1), 53-66. doi: 10.1080/13488678.2015.1136104

Wallace, M. J. (1998). *Action research for language teachers*. Cambridge: Cambridge University Press.

- Winans, A. E.(2012).– Cultivating critical emotional literacy: Cognitive and contemplative approaches to engaging difference. *College English*, 75(2), 150-170.
- Yan, C. (2016): ‘You never know what research is like unless you’ve done it!’: Action research to promote collaborative student-teacher research. *Educational Action Research*, 1-16. doi: 10.1080/09650792.2016.1245155
- Zhao, L. (2015). The influence of learners’ motivation and attitudes on second language teaching. *Theory and Practice in Language Studies*, 5(11), 2333-2339. doi: <http://dx.doi.org/10.17507/tpls.0511.18>
- Zimmerman, B.J. (1986). Development of self-regulated learning. *Contemporary Educational Psychology*, 16, 307-313.
- Zimmerman, B.J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. In D. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational application* (pp. 3-21). Hillsdale, NJ: Lawrence Erlbaum.
- Zimmerman, B.J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). San Diego, CA: Academic Press.
- Zimmerman, B.J. (2013). From cognitive modeling to self-regulation: A social cognitive career path. *Educational Psychologist*, 48(3), 135–147. doi: 10.1080/00461520.2013.794676
- Zimmerman, B.J, & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal*, 31, 845-862. doi:10.3102/00028312031004845

Zimmerman, B.J., & Kitsantas, A. (2014). Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. *Contemporary Educational Psychology*, 39, 145-155. ~~Doi~~[doi:10.1016/j.cedpsych.2014.03.004](https://doi.org/10.1016/j.cedpsych.2014.03.004)

i This derives from a doctoral thesis which is available at Southern Cross University (Mbato, 2013).

ii 'Feelings', 'emotion' and 'affect' tend to be used interchangeably in the literature and therefore are not treated as different constructs in this article; cf. Deigh 2008; Dewaele, 2005; Jaber & Hammer, 2015; Zimmerman, 2013; Zimmerman & Kitsantas, 2014).

iii Some reflections were written in English; others have been translated from Indonesian by the author.

iv The students' responses *strongly disagree* and *disagree* (1-3 on the scale) were collapsed, as were *agree* to *strongly agree* (5-7).

Table 1. Students' Feelings towards English

Statement No.	Statements	Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
F1	I am confident about my ability to do well in English	25%	46%	30%	15%	13%	84%
F2	I am the type to do well in English	13%	46%	38%	4%	17%	79%
F3	The thought of learning English is not frightening	29%	37%	33%	-	8%	92%
F4	I am not worried about making mistakes when learning English	42%	25%	42%	4%	8%	88%
F5	I feel comfortable about my ability to read in English	24%	33%	34%	21%	17%	79%
F6	I feel comfortable about my ability to speak in English	50%	38%	13%	8%	33%	58%
F7	I feel comfortable to write in English	54%	21%	25%	37%	33%	63%
F8	I feel comfortable to listen in English	78%	13%	8%	4%	13%	83%
F9	Overall, I don't ever feel anxious about learning English	42%	38%	21%		33%	64%

Table 2. Students' Attitudes towards English

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
A1	I like learning English	21%	21%	58%	4%	4%	92%
A2	Once I start learning English I find it difficult to stop	54%	38%	8%	20%	20%	58%
A3	I would choose to learn English in my spare time	45%	25%	30%	4%	17%	79%
A4	I like to read an English text	50%	13%	37%	4%	21%	76%
A5	I like to watch English movies	17%	8%	75%	4%	4%	92%
A6	I like to listen to English songs	16%	12%	71%	4%	4%	92%
A7	I like to speak in English	55%	29%	16%	-	13%	87%
A8	I like to write in English	56%	26%	17%	12%	21%	67%

Normal review feedback text follows:

Dear Dr Mbato

Your manuscript entitled "Action Research on Indonesian Students' Regulation of Feelings and Attitudes in EFL Learning", which you submitted to Educational Action Research, has been reviewed. The reviewer comments are included at the bottom of this letter.

The reviewer(s) would like to see some revisions made to your manuscript before publication. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript.

When you revise your manuscript please highlight the changes you make in the manuscript by using the track changes mode in MS Word or by using bold or coloured text.

We would expect to send your revised manuscript to the same reviewers, depending on their availability and at the discretion of the editor.

To start the revision, please click on the link below:

*** PLEASE NOTE: This is a two-step process. After clicking on the link, you will be directed to a webpage to confirm. ***

https://mc.manuscriptcentral.com/reac?URL_MASK=2a8d76707b8e4ff09f2df815b6d3db2e

This will direct you to the first page of your revised manuscript. Please enter your responses to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you made to the original manuscript. Please be as specific as possible in your response to the reviewer(s).

This link will remain active until you have submitted your revised manuscript. If you begin a revision and intend to finish it at a later time, please note that your draft will appear in the "Revised Manuscripts in Draft" queue in your Author Centre.

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to Educational Action Research, your revised manuscript should be uploaded by 07-May-2019. If it is not possible for you to submit your revision by this date, we may have to consider your paper as a new submission.

Once again, thank you for submitting your manuscript to Educational Action Research

and I look forward to receiving your revision.

Sincerely,
Dr Andy Townsend
Editor, Educational Action Research
andyjtownsend@yahoo.co.uk

Reviewer(s)' Comments to Author:

Reviewer: 1

Comments to the Author

The efforts exerted in researching the extent and the conditions under which EFL students can regulate their feelings and attitudes towards learning English are evident. In addition, the data collection methods and means of data analysis seem to be in constructive alignment with the aim and scope of the research. It is evident that this has led to the dramatic increase in students' regulation of feelings and attitudes in EFL learning as evident in the findings comparing the pre-semester and post-semester survey. The findings were reported in light of the literature review and the context of current knowledge. The manuscript is also well-organised and contains all the necessary components. However, the manuscript has a number of major flaws which might have impacted the that need to be rectified:

1. The literature review section focuses on many old studies as compared to the ones conducted during the last ten years. The reviewer could observe that studies conducted during the 1990s, 1980s, and even older were mainly considered even in the data collection and discussion sections. Having examined them, the majority of these studies could be replaced by new ones. Many of the recently conducted studies which are listed in the References section are not used as the main references but are instead cited shyly. In addition, the literature review lacked reference to the main theories in the area of SLA. There seems to be also some inconsistency in the in-text citations provided in the literature review section (e.g. the use of et al.) that do not correspond with the referencing system used. The manuscript could benefit from a revision of the in-text citations.
2. A major flaw was found in the Methodology section. The author mentions that five cycles were used while a relatively short explanation of only two cycles (1 sentence per each) was provided. No reference or explanation was provided about the other cycles.
3. In the Data Collection Methods and Analysis section, it was not clear to the reviewer if the pre-semester and the post-semester surveys were the same. This needs to be clearly indicated and verified. It would be best if the author includes the survey(s) in the appendices.
4. In the Results section, students' reflections need to be re-organised and well-referenced (see Page 7).
5. Did the author, being the teacher, consider the possibility of social desirability bias when analyzing students' reflections? Were there measures employed to ensure limited bias? If not, the findings related to students' reflections that extol on the role of the

teacher lack credibility and validity.

6. The statistical analysis of the data utilized significantly corresponded with answering the research question. However, the discussion of findings failed to use the statistics, which were found significant, to answer the research question pointedly. The author solely, using students' reflections, attributes the improvement of students' regulation of feelings and emotions to the effect of the teacher. This is linked to the issue raised in the previous point.

7. In the Discussion section, the author mentions a number of strategies used. However, no previous reference to these strategies was made in the Methodology section. This is key as the reader needs to understand the cycles and the procedures and strategies used in advance to comprehend the findings.

8. Despite the quality and rigour of the work, there were instances of language problems which the author is advised to review.

Reviewer: 2

Comments to the Author

The focus of this paper is the 'regulation of feelings in EFL teaching of Indonesian students'. There is no abstract at the beginning of the paper. Instead there is a brief 'overview', the main aim of which seems to be to inform the reader that the author's interest in the attitudes, feelings and emotions of students is an appropriate focus for a research paper.

In the next two sections, "Students' Feelings and Attitudes in Educational Context", and "Self-Regulated Learning", the author reports on a number of studies which appear to support his/her view that there is a positive relationship between paying attention to students' attitudes and feelings, and their educational achievement, through self-regulated learning. These sections were mainly descriptive in nature, and with minimum criticality. The main conclusion drawn is that this literature does not include any action research projects, and that undertaking an action research study would enhance the findings found in other studies. The main research question to be answered in the action research project is: "To what extent, and under what condition, can Indonesian students regulate their feelings and attitudes in EFL learning".

Having clarified the question, the author continues with a paragraph on Methodology, which basically states that action research is the methodology used, and that this is widely implemented in educational contexts. However there is no development of what action research means to the author, or what approach she has taken in her work. There appears to be an implicit assumption that the reader will know what action research is, and hence it does not need explaining. The author then continues by stating that there were 5 major research cycles, taking place over 6 months in 2010,

based on the content of students' submissions of five reflective journals. There is no attempt, though, to identify what those 5 cycles involved, what differentiated the different cycles from each other, nor the specific learning that was gained from each cycle. Indeed, although the author talks about the students' reflections, there is no indication that the students were involved in a process of critical reflection and theoretical conceptualisation, leading to new ways of perceiving their learning, with specific examples to demonstrate how each cycle identified some improvement or development in learning.

A large section of the paper is concerned with giving details about the quantitative data collated to provide a baseline at the beginning of the study, and then again at the end, in order to quantify improvement. There is no problem with such baseline measures being taken; but this is not integral to action research, and did not need to be explained in the detail that was given.

The author also gives detail of the thematic analysis that s/he undertook in order to evaluate the extent to which the students' feelings and attitudes changed in the different reflective accounts. However again, although thematic analysis can be included in an action research study, it is not in itself action research.

In summary, this paper is not an action research study. The title itself identifies a problem that is intrinsic to the whole article: "Action Research on Indonesian Students' Regulation.....". A fundamental principle of action research is that it is not undertaken 'on' people, but that they are participants in the process. There was minimal indication of the role of the students in this study, and what the nature of their active participation was, if any. Indeed, I was not clear about what the role of the author was in the whole project.

The paper was a relatively straightforward narrative, including information that appeared to be included because it supported the main point the author was aiming to make, with no specific examples given to provide evidence of that main point. The following is an example of the kind of problematic statements included in the paper: "Data from students' reflections (e.g., S01/Refl.3; S02/Refl.2 and Refl.3; S06/Refl.3 and Refl.5; S18/Refl.2; S22/Refl.5) revealed that many students found the subject too difficult and felt that they were not making any progress." (p.14:44-45) There is no benefit in including references as to which reflections are being referred to, when no information about the content or nature of the different references is included. Further, no example is given to support the 'finding' that many students found the subject too difficult.

At the beginning of the paper, the author claims this paper is based on work undertaken for a doctoral thesis. I can only conclude that the work included in the thesis developed an understanding of action research, and both explained and critically analysed the different research cycles. However none of that essential information is included in this paper. Consequently, the reader is left with the impression that the author thinks that an action research study has something to contribute to an already relatively well researched area; but doesn't then proceed to provide a satisfactory explanatory account

of what that action research study consisted of.

Educational Action Research has a long-standing relationship with CARN - Collaborative Action Research Network. For more information, see <https://protect-us.mimecast.com/s/oQjJCJ6YPmfqxXqMDFGCj2T?domain=esri.mmu.ac.uk>



Concilianus Mbato <c.laosmbato67@gmail.com>

Nov 9, 2018,
10:24 AM

to andyjtownsend

Dear Andy,

Thank you so much for the email and the chance given to me to revise the manuscript. I will do the revision the best I can. I have a little question in relation to the revision procedure. Since I am new to the system (ScholarOne), I am wondering if I am expected to revise the manuscript offline and then copy the revised version to the system with the changes highlighted?

Thank you for the kind help.

Cons

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.



Concilianus Mbato <c.laosmbato67@gmail.com>

Feb 9, 2019,
10:00 AM

to Andy

Dear Dr Andy Townsend,

First of all, I would like to thank you once again for giving me a chance to revise the article. This is really a golden opportunity that I would make great use of. I agree that I needed to add more literature on students' emotions and attitudes, and also some critical discussion on action research. At the moment, I am working hard to add the information as requested. However, I am facing a tough challenge of meeting the word limit requirement. In the journal guideline, it is stated that the typical length of the article will be between 5,000 and 8,000 words. At the moment, the addition of the information on EFL literature and action research has taken me to around 9,000 words and maybe more when the new references are added to the reference list. I am wondering whether

I am allowed to go beyond the maximum word limit. In this case, I really need your help to resolve this. I also hope that I would be given a chance to publish at the journal since this will be my first ever publishing in such a reputable journal.

Thank you very much for the kind understanding and I hope it is not too late for me to wish you all the best in the year 2019.

Kind Regards,

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.



Concilianus Mbato <c.laosmbato67@gmail.com>

Feb 9, 2019,
4:02 PM

to Concilianus

Review from AR journal

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.



Andrew Townsend <andyjtownsend@yahoo.co.uk>

Feb 9, 2019,
8:33 PM

to me

Hi Conilianus.

You are correct that we do operate a word limit but my advice is to submit an article which you feel will address the requests of your reviewers. If it needs to be shortened then that can happen later on once we feel that content is right. So please go ahead and re-submit your article, even though it is over length, and we can address any word length issues at a later date.

Andy.



Concilianus Mbato <c.laosmbato67@gmail.com>

Feb 11, 2019,
9:46 AM

to Andrew

Dear Dr. Andy Townsend,

Thank you so much for the kind reply. It is very clear.

Kind Regards,

Concilianus

Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.

C

ReplyForward

From: Concilianus Mbato <c.laosmbato67@gmail.com>
Sent: 30 June 2021 02:43
To: Alexia Ball <ttzab@exmail.nottingham.ac.uk>;
Andy Townsend <andyjtownsend@yahoo.co.uk>
Subject: Re: Delaying the publication of your article (REAC-2018-0051.R3)

Dear Alexia,

I hope to find you well in this difficult time of the pandemic. I am writing to inform you that the publication of my article can now be processed. Basically, I will be able to use it when it is published from July 2021 onwards.

Thank you so much for the kind support and patience.
Kind Regards,

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.

On Tue, Jan 12, 2021 at 12:12 AM Alexia Ball <Alexia.Ball@nottingham.ac.uk> wrote:
Dear Con,

I hope that you and your family are safe and well, despite the terrible events at the weekend.

Please don't worry about your article; we have put it on hold, and we should be able to keep it in back until November 2021. We're assuming that you want to delay both the online and print publication dates – is that correct? Delaying print publication is very simple (as Andy and I decide which articles to allocate to each issue), but any delays to online publication have to be managed with our Production team. If you want to delay both online and print publication, please confirm this as soon as you can, so that we can make the necessary arrangements with Production.

Wishing you all the best with your promotion application,

Alexia

Alexia Ball
Editorial Office
Educational Action Research

School of Education
University of Nottingham
Jubilee Campus, Wollaton Road
Nottingham, NG8 1BB

I have read the clean article, the one showing edits and the edited version. I accept the edited version. I really enjoyed reading it as I could learn a lot from it. I wish I could write that well. I have also made some corrections to the numbers that you highlighted so that they added up to 100. Thank you so much for pointing these out. The changes in the tables have been highlighted yellow. Because of these changes, I have made the changes in the article below the places for the tables. They are highlighted yellow. However, I would still need your help to ensure that they were correct.

Regarding the appendices. There are two of them. Appendix 1 is the two tables, and Appendix 2, the Lesson Plan. However since the Appendix 1 is the same tables that are put in the article, I am not sure if this appendix is needed. If it is not needed then the article only has one appendix (the Lesson Plan). Then if there is only one appendix (Lesson Plan) then all the references to the appendix 1 in the article need to be deleted. Also, the reference to Appendix 2 in the text needs to be changed to just (see Appendix).

I have not included the tables in the article as I am worried that doing this might change the format of the article (I am not that good at computer skills). In addition, I resent the author's information just in case it is needed. The requirements by my university is to use full name, university's email address and the name below the title of the paper. The official university email is: cons@usd.ac.id But you may want to use my gmail as well if it is permitted by the publishers. I would also want to include the acknowledgment in the article (it is included in the author's information).

One last question is when the article is published (I am still hoping nervously and keeping my fingers crossed), could I get a soft copy of it? I understand that it will not be in the open access system. My university requires that any published articles be published in our University Library. Consequently, this will make it available to other people. The Indonesian Department of Education will need to access the article in our Library Repository when I ask for academic promotion. They all also visit the website of the article to check the status of the journal.

Once again, I would like to thank you, Prof. Townsend, all the editors, and publishers for giving me the opportunity to publish with you. I feel that without your kind understanding and help, this paper would not have been considered in the first place for publication. Indeed, I am learning a lot from the feedback, which I will use to help my students in learning to write academically.

Thank you.

Kind Regards,
Con

Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.

Appendix 2 Lesson Plan

Cycle			Time
1	Preliminary Tasks	Ethics clearance gained	June, 2010
	Initial One-day Workshop	<ul style="list-style-type: none"> • Explain the research project to the teacher collaborators. • Determine their involvement in the action research. • Introduce the collaborators to the ideas of metacognition. • Discuss metacognitive ideas as revealed in the students' self- assessment survey and in the teacher prompts. • Discuss their teaching in relation to the metacognitive ideas based on the provided prompts. • Begin making plans for the semester and during the semester. • Build collegiality 	June-July, 2010
	Tutorial Week 1	<ul style="list-style-type: none"> • Explain purpose of research & seek informed consent from students • Administer self-assessment survey with students • Collect copies of the survey • Discuss with students their initial understandings of metacognition • Explain metacognition and involving students reflecting on survey • Encourage students to reflect on their ATTITUDES on a daily basis 	Week 3, August 2010
	Tutorial Week 2	<ul style="list-style-type: none"> • Explain the importance of strategies in learning particularly reading • Introduce 20 strategies in relation to reading • Focus on 4 of the 20 Strategies in Reading: Goal Setting, Directed Attention, Activating Background Knowledge, Predicting • Practice the four strategies with narrative texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Encourage students to reflect on their MOTIVATION during the week • COLLECTION OF REFLECTIVE JOURNAL 1 	Week 4 August
2	Tutorial Week 3	<ul style="list-style-type: none"> • Revisit the teaching of the strategies in Tutorial Week 2 • Practise the four strategies with expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Encourage students to reflect on their VOLITION during the week 	Week 1 September
	Tutorial Week 4	<ul style="list-style-type: none"> • Focus on the next 4 of the 20 Strategies in Reading: Ask If It makes Sense, Selectively Attend, Self-Talk, Take Notes • Practise the four strategies with narrative texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Encourage students to reflect on their SELF-EFFICACY during the week • COLLECTION OF REFLECTIVE JOURNAL 2 	Week 2 September

3	Tutorial Week 5	<ul style="list-style-type: none"> • Revisit the teaching of the strategies in Tutorial Week 4 • Practise the four strategies with expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Encourage students to reflect on their ATTRIBUTION during the 	Week 3 September
	Tutorial Week 6	<ul style="list-style-type: none"> • Focus on the next 4 of the 20 Strategies in Reading: Contextualise, Cooperate (peer coaching), Asking Questions to clarify, Making Inferences • Practise the four strategies with narrative texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Encourage students to reflect on their FEELINGS during the week 	Week 4 September
	Tutorial Week 7	<ul style="list-style-type: none"> • Revisiting the teaching of the strategies in Tutorial Week 6 • Practise the four strategies with expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Encourage students to reflect on SUPPORT during the week • COLLECTION OF REFLECTIVE JOURNAL 3 • TEACHER 'FORTNIGHTLY' MEETING 3 	Week 1 October
4	Tutorial Week 8	<ul style="list-style-type: none"> • Focus on the next 4 of the 20 Strategies in Reading: Verify Predictions, Summarising, Checking Goals, Evaluate Self • Practise the four strategies with narrative texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Students are encouraged to continue monitoring their metacognitive processes individually or in groups 	Week 2 October
	Tutorial Week 9	<ul style="list-style-type: none"> • Revisit the teaching of the strategies in Tutorial Week 8 • Practise the four strategies with expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Students are encouraged to continue monitoring their metacognitive processes individually or in groups 	Week 3 October
	Tutorial Week 10	<ul style="list-style-type: none"> • Revisit the 20 Strategies in Reading • Practise the Strategies with narrative and expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Students are encouraged to continue monitoring their metacognitive processes individually or in groups • COLLECTION OF REFLECTIVE JOURNAL 4 • TEACHER 'FORTNIGHTLY' MEETING 4 	Week 4 October

5	Tutorial Week 11	<ul style="list-style-type: none"> • Revisit the 20 Strategies in Reading • Practise the Strategies with narrative and expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Students are encouraged to continue monitoring their metacognitive processes individually or in groups 	Week 1 November
	Tutorial Week 12	<ul style="list-style-type: none"> • Revisit the 20 Strategies in Reading • Practise the Strategies with narrative and expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Students are encouraged to continue monitoring their metacognitive processes individually or in groups • COLLECTION OF REFLECTIVE JOURNAL 5 • TEACHER FORTNIGHTLY MEETING 5 	Week 2 November
	Tutorial Week 13	<ul style="list-style-type: none"> • Revisit the 20 Strategies in Reading • Practise the Strategies with narrative and expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Students are encouraged to continue monitoring their metacognitive processes individually or in groups • TEACHER FORTNIGHTLY MEETING 6 	Week 3 November
	14 (Last Tutorial Week)	<ul style="list-style-type: none"> • Administer a post-semester survey with students • Culminating discussions with them on their experiences and how they have developed metacognitively 	Week 4 November
	15 (NO TUTORIAL)	<ul style="list-style-type: none"> • COLLECTION OF THE WHOLE REFLECTIVE JOURNAL • Extracts copied with permission as data 	
CULMINATING HALF-DAY TEACHER WORKSHOP: REFLECT ON WHAT HAS BEEN LEARNT.			

Source: Author (2013, pp. [205-206](#))

**Empowering Indonesian Students' Regulation of Feelings and Attitudes in EFL
Learning through Action-oriented Reflections**

by

Concilianus Laos Mbato

Sanata Dharma University, Yogyakarta, Indonesia

Author Information

Name: Drs. Concilianus Laos Mbato, M.A., Ed.D.

Master's Program in English Education, Sanata Dharma University, Yogyakarta, Indonesia

Email: cons@usd.ac.id

Research Interests: Self-regulated learning, metacognition, affective domains, EFL learning and teacher professional development

Acknowledgement

I would like express my gratitude to Dr. Renata Phelps and Dr. Robert Smith, my thesis supervisors at Southern Cross University, Australia for teaching me the skills to survive academically. My gratitude also goes to Prof. Dr. Martin Hayden, Dean of the School of Education and all the teaching staff at Southern Cross University, and Sanata Dharma University management for their support during my doctoral study. Last, I owe much to my wife and three children for their never-ending love and support.

Empowering Indonesian Students' Regulation of Feelings and Attitudes in EFL Learning through Action-oriented Reflections

Abstract: This article focuses on Indonesian students' regulation of their feelings and attitudes in EFL learning.ⁱ It considers one research question i.e., to what extent can Indonesian students regulate their feelings and attitudes in EFL learning? To answer the question, classroom action research was adopted. The participants of the research were 24 out of 144 first semester students enrolled on a Primary School Teacher Education Study Program at a university in Yogyakarta, Indonesia in the academic year 2010-2011. The study lasted for six months, during which time students submitted five reflections and completed a pre- and post-participation questionnaire. Results from both qualitative and quantitative data analyses indicated that the students had negative feelings and attitudes towards English before participating in the action research but showed more positive feelings and attitudes as a result of their participation. They also demonstrated increased ability to regulate their feelings and attitudes towards learning English, and to plan, monitor and evaluate their learning independently of the teacher's supervision. This was attributable to: (1) the teachers' and students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning; and (2) the students' focus on self-regulated learning strategies rather than academic achievements. This study offers pedagogical implications for EFL/ESL teachers and suggestions for future researchers.

Key Words: Feelings, Attitudes, EFL, Self-regulated Learning, Action Research

Students' Feelings in EFL/ESL learning

Students' feelingsⁱⁱ in education and EFL/ESL learning have traditionally gained little attention from educational researchers and teachers; they have often been viewed rather negatively although their impacts on learning and academic performance are apparent (Afzal & Robinson, 2011; Ferris & Gerber, 1996; Meyer & Turner, 2006; Winans, 2012). However, an increasing number of studies on students' emotions in EFL/ESL learning have been conducted in the past few years, and they generally demonstrate a positive relationship between students' feelings, learning engagement, and learning outcomes. They also argue that more research on teaching strategies should be undertaken to reduce students' negative feelings and enhance their learning.

A study by Gan, Humphreys and Hamp-Lyons (2004) in Chinese universities confirmed the impact of feelings on EFL students' learning success, with unsuccessful students shown as lacking supportive teachers and therefore finding learning a frustrating endeavour. This study suggested that more efforts should be made by teachers to support students to be persistent and motivated in learning English. Another study on undergraduate Vietnamese students (Trang, Baldauf, & Moni, 2013) found that students became anxious due to changes in their feelings about EFL learning; it suggested explicit strategies to be used by teachers to address students' negative emotions about EFL learning and to provide more freedom for students to make decisions about their learning. Similarly, Alrabai's (2014) quasi-experimental study on Arabic learners of English found that the use of teacher strategies to reduce anxiety led to significantly decreased levels of anxiety for learners in the experimental group compared to those in the control group. This study, among others, claimed that teachers need to equip themselves with conscious strategies to reduce learners' anxiety in EFL learning. All three studies show that learning English as a foreign language involves students' emotions and that more research on their impact on students' learning is needed.

Several studies underscore the teacher's influence on students' emotions. A study of EFL learning at a Mexican university (Lopez, 2011) demonstrated that the teacher played a crucial role in forming students' emotional reactions. Meanwhile, Beseghi (2018) revealed that students' emotions were influenced by their previous learning experiences, but, with teachers' counselling, they could develop more positive emotions towards learning a foreign language. Similarly, research at the university level in Australia (Ross, 2015) argued for more research on how teachers could assist students to increase their awareness of their emotions, after finding these formed an important element in their English language learning experience. It also called for more research on how these emotions could be regulated in classroom learning contexts in order to benefit students' language learning. These studies called for further investigation into teachers' strategies for addressing students' emotions and the impacts of emotions in academic learning contexts.

Students' Attitudes in EFL Learning

An increasing number of studies on various aspects of EFL/ESL learners' attitudes towards English language learning have been conducted in the past thirty years. Most of these used quantitative, qualitative or mixed method-research approaches to investigate EFL/ESL learners' attitudes and they may need to be enriched with action research approaches.

Four of these studies warrant further discussion since they stressed the need for EFL/ESL teachers to explicitly address students' attitudes and devise strategies to help them eliminate negative perceptions and foster positive attitudes. Gomez and Perez (2015) implemented a case study of students learning English as a foreign language in two high schools in Chile and discovered that, while the students generally liked English as a global language, this did not automatically lead to them making a commitment to learning it at school. This study suggests that students' attitudes need to be nurtured at the school and classroom level, and this is mostly determined by the teachers' teaching strategies.

The second study (Zhao, 2015) involved students studying English in a Mongolian university. It found that the students already showed positive attitudes towards English, and suggested that English teachers should make an effort to create a favourable learning atmosphere in the classroom and choose teaching methods that could help nurture students' positive attitudes. This study supported Gomez and Perez's (2015) view that students' attitudes, both positive or negative, may be related to the teaching strategies used inside the classroom.

A descriptive and statistical study was conducted at universities in Tehran, Iran (Genc et al., 2016) involving EFL students from various departments. This found that students studying via distance learning demonstrated more positive attitudes towards EFL learning than those studying in traditional classrooms. This study recommended further research on teacher strategies to help students improve their motivation and eliminate their negative attitudes in EFL learning. However, the fourth study (Buyukkarci, 2016) revealed that having positive attitudes did not necessarily enhance students' willingness to engage in English language learning, and this may be influenced by repeated failures and unpleasant experiences with past English teachers.

Many of the authors discussed above suggest that finding appropriate strategies to help students regulate their feelings and attitudes in EFL/ESL learning should be one of the teachers' main responsibilities. In line with these, Al-Saraj (2014) stresses that the demanding nature of foreign language learning requires students to develop an ability to regulate their feelings and attitudes, as disregarding them may increase students' anxiety level and lead to academic failures. Yet, as the above review suggests, there has been little progress on studies about teacher and students' strategies to regulate students' feelings and attitudes in EFL/ESL learning and the impacts of these strategies on students' emotions, attitudes and learning progress.

Self-regulated Learning

One way to address students' feelings and attitudes in EFL learning is through the development

of self-regulated learning (SRL) strategies. Over the past thirty years, there has been a rapid growth in research on self-regulated learning and its applications in classroom learning. SRL is generally related to students' active construction of their thoughts, feelings and actions towards learning goal attainments (Zimmerman, 1986; 2000; 2013). It requires students to use internal resources to control their own learning, set learning goals, and develop appropriate strategies, motivation, and efforts to attain their goals (Boekaerts, 1997; Zimmerman, 2013). SRL combines learning behaviours, motivation and metacognition (Zimmerman, 1994; Zimmerman & Bandura, 1994) and impacts students' learning and motivation (Boekaerts & Corno, 2005). It has often been used interchangeably with metacognition, particularly when the focus of the learning is on the learners' awareness of the internal learning resources (see Boekaerts, Pintrich & Zeidner, 2000). Paris and Paris (2001) urged teachers to provide learning resources for students to enable them to develop strategies, motivation and independence. To acquire these essential skills, students need their teachers' deep understanding of SRL and their support (Rao & Torres, 2016; Saariaho, Pyhalto, Toom, Pietarinen & Soini, 2016; Vu & Shah, 2016), and this need can be met in the context of action research-oriented teaching. Without the autonomy, freedom and responsibility to regulate their emotions, attitudes and EFL learning, students' learning may not progress as desired. It was within this context that this action research was conducted.

An action research approach is arguably more beneficial to both teachers and students than other research methodologies since action research sees learners as active and reflective participants as well as collaborators in the research, who contribute significantly to the research procedure and results (see Kemmis & McTaggart, 1988; Mills, 2000). In this study, the researcher worked with the participants to identify strategies to regulate their emotions and attitudes in EFL/ESL learning, enabling them to maximise their learning potential. Although this action research was carried out in 2010 and reported in 2013 (see Mbato, 2013), it has the

potential to contribute to current discussions and knowledge about teachers' strategies to facilitate students' regulation of emotions and attitudes in EFL/ESL learning.

In the Indonesian learning context, students' emotions and attitudes are often ignored by the teachers partly because of the Indonesian students' total obedience to the teachers and the teachers' total obedience to the curriculum (cf. Indah, 2017; Indah & Kusuma, 2016; Lamb, 2004; Lengkanawati, 2004; Marcellino, 2008; Rachmajanti, 2017). As a result, this action research focused on one research question: To what extent can Indonesian students regulate their feelings and attitudes in EFL learning? It was expected that this study would enrich, extend and partly fill the gap in the current literature and discussion about students' regulation of their feelings and attitudes in EFL/ESL learning.

Methodology

Why Action Research?

To facilitate students in regulating their feelings and attitudes in learning English, I adopted classroom action research. Unlike traditional research, which may focus mainly on researching about people and gaining data from research subjects (e.g., Buyukkarci, 2016; Genc et al., 2016; Gomez & Perez, 2015; Mbato & Kharismawan, 2018), action research not only studies about people but also studies with people (see, e.g., Brydon-Miller, 2018; Call-Cummings, 2017; Kemmis & McTaggart, 1988; Reason & Bradbury, 2001; Yan, 2016).

Through participatory action research (Call-Cummings, 2017) students will have room to empower themselves in the learning process in the pursuit of knowledge. In the context of EFL/ESL learning where students face the emotional burden of having to speak in a language they are not familiar with or have not mastered (Dewaele, 2005; Horwitz, Horwitz, & Cope, 1986; Ross, 2015; Trang et al., 2013; Ustuk & Aydin, 2016), action research becomes a powerful method to adopt by teachers. Through action research, students have more space to voice their learning experiences and concerns rather than having to depend on their teachers as

the sole regulator of their learning, as has been the case in several EFL/ESL learning contexts (Chaffee, Noels & McEown, 2014; Lamb, 2004; 2012; 2013; Marcellino, 2008).

In the Indonesian educational context, classroom action research has been promoted in the past decade as a strategic way to empower teachers in teaching (Pirdaus, 2011). In action research, learners are expected to have more power and control over their own learning with the teacher acting more as a facilitator. This way they can develop critical thinking skills in relation to their learning progress and outcome. However, as Pramswari (2016) acknowledged, few teachers have engaged in action research, preferring instead to follow pre-planned learning designs, and allow less freedom and autonomy for students to explore their learning. This means there is limited room for students to be critical learners and express their feelings and attitudes (cf. Indah & Kusuma, 2016; Indah, 2017; Marcellino, 2008; Rachmajanti, 2017).

Research Context and Participants

This research was carried out at the Primary School Teacher Education Study Programme at Sanata Dharma University, Yogyakarta, Indonesia, from July-December 2010. Action research is most compatible with the *Ignatian Pedagogy* of Sanata Dharma University which emphasises the holistic transformation of students' learning experiences, spiritually, intellectually, affectively or behaviourally, and which in turn prompts them to take action (The International Commission of the Apostolate of the Jesuit Education, cited in Chubbuck, 2007, 242). The university promotes academic excellence and humanistic values and prepares young people to be critical and professional through dialogue and reflection (Humas, 2012). Dialogues and reflections are conducted every semester, and students have the opportunity and freedom to discuss their learning experiences with their academic advisors during the semester.

The spirit of dialogue and reflection resonates well with action research. Townsend (2013) argues that dialogue should be at the heart of any participatory action research as it opens the way for fruitful participation. The culture of dialogue reduces the teachers' power and

control over students; it enables the students and teachers to treat one another as partners in learning rather than as the powerless and the powerful.

In Sanata Dharma University, teachers are expected to act as facilitators rather than merely as instructors. *Ignatian Pedagogy* has three core values, i.e., competence, conscience and compassion, which could be explored through experience, reflection, action, and evaluation as required in the learning context (Cheney, c.2003). The culture of dialogue in Sanata Dharma University also helps create trust between teachers and students. Through dialogue, students could discuss with their teachers the learning materials they are using, or want to use to achieve the learning objectives, and what learning strategies are best for them. Equally, teachers can delegate some learning responsibility to the students, including the autonomy to plan, monitor and evaluate their own learning and progress. Most importantly, dialogue culture empowers students to provide feedback on the teaching and learning processes without feeling intimidated. In the context of this action research, this trust relationship was expected to increase the trustworthiness of the data, particularly the students' data about the researcher.

This action research involved 24 out of 144 first semester students enrolled in the Intensive Reading 1 class of the academic year of 2010-2011 and five English lecturers, including the researcher. It was ethically approved by the Southern Cross University Ethics Committee (approval number ECN-10-110) and informed consent was gained from the students before its implementation. The students' participation was voluntary, and their identities were kept confidential and anonymous. All the students were training to be Primary School teachers and had studied English compulsorily for at least six years prior to their enrolment in the study program. However, English competence was not a requirement to be a primary school teacher. The data discussed here was gathered from the 24 students who were enrolled in my class and directly involved in the research. The remaining students were taught by my four colleagues, and I did not have authority to make use of their data. However, information about all the

students ($N=144$) was shared in the teachers' regular fortnightly meetings (see Lesson Plan, Appendix 2) and used by individual teachers to enrich their respective class learning.

Procedures

This study consisted of five major action research cycles (from July-December 2010) in accordance with the students' submissions of five reflections. Each cycle lasted between two to three weeks. The research focused primarily on increasing the teacher's and the students' awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning, and on the students' ability to develop self-regulated learning strategies. During the five cycles, the students reflected on their self-regulation of the certain factors and strategies in learning English; these were a) feelings, b) attitudes, c) support, d) motivation, e) volition, f) self-efficacy, g) attribution, and h) reading strategies. Each of these elements was introduced to the students in separate weeks and became the focus of their weekly reflections and the researcher's oral and written feedback.

The learning materials inside the class focused mostly on reading as this was required by the curriculum. However, outside the class, the students were allowed to pursue English learning and learning strategies in accordance with their interests, needs and wants. They were also asked to focus on regulating specific elements, as listed in the lesson plan (see Lesson Plan, Appendix 2). The students' reflections took place both inside and outside of the classroom where they learnt English without the teacher's presence. Independent learning outside the classroom was based on students' individual learning plans, which were mostly drawn up at the end of class meetings and resulted from consultations with the teacher as well as from students' previous reflections.

Feelings were taught and reflected on in Cycle 3, Week 5, 6 and 7 and attitudes in Cycle 1, Week 1, 2, and 7. Other cycles focused on other elements of self-regulation, which were beyond the scope of this article. In practice, students were encouraged to reflect and plan actions

to undertake any elements of self-regulation in accordance with their individual needs. In implementing action research, I followed Burns (2010) and Phelps (2002), who suggested that action research cycles were more fluid than traditionally suggested by Kemmis and McTaggart (1998). For the detailed information about the research cycles and activities, see Lesson Plan (Appendix 2).

During the teaching learning process, I was involved in the planning, acting, observing and reflections of the implementation of the elements of self-regulation in the classroom. To facilitate students' understanding of the elements of self-regulation and metacognition, I, together with my colleagues, provided a metacognitive booklet, which was distributed to students at the beginning of the semester. In addition, since making learning plans and reflections were not part of the students' prior education practices in Indonesia, we supported them in making attainable weekly learning plans and reflections through oral and written feedback.

Another major shift in learning, which was implemented in this action research, was the creation of a community of English learning on campus, an idea which received an enthusiastic response from the students. I saw this as important as their learning was not likely to progress significantly without a supportive learning environment outside the classroom. This community was imperative in the context of EFL learning, since there was very little English use outside the formal setting, and, as Townsend (2013) argues, creating a community of learners should be one characteristic of participatory research.

Learning outside the classroom gives students more freedom and choices to experiment and to exercise their ideals about learning. It also reduces the teachers' control and power. Townsend (2013) argues that in participatory action research, the researchers need to deal with control and power issues in order to enable learners to maximise their learning potential. Through this action research, the students had more power and control in learning since the

focus had shifted from teaching to learning. The students displayed their work on boards weekly outside the classroom around the Study Programme's vicinity. The tasks were related to students' interests and themes discussed in class, which were chosen by the group members and were completed in small groups. Students would regularly visit the displays and write some comments about them; they then discussed their comments with other groups in class. These activities were done at the beginning of the class and lasted for about 15 minutes. This way, students were involved in the knowledge construction (see Townsend, 2013), particularly in addressing and regulating their feelings and attitudes in EFL/ESL learning.

My role as a teacher in terms of the learning strategies undertaken by the students was mostly limited to laying out learning plans in class (see Appendix 2) and suggesting general learning strategies outside the class, including regulation of their feelings and attitudes. At times, I would suggest certain strategies students could implement outside the classroom, such as watching English TV programmes and forming English speaking groups. However, most of the time, students were encouraged to participate in inventing and trying out their own learning strategies. The participatory elements of this research were found in their autonomy, responsibility and the freedom to plan, monitor and evaluate their own learning strategies and affective elements, particularly outside the classroom. They were also reflected in the learning activities in class when students brought their English learning experiences outside back into the classroom and discussed them with the teacher and the other students. Making reflections and individual learning plans based on the learning experiences in class, as explained above, further demonstrated the participatory nature of this research (see Lesson Plan, Appendix 2).

Data Collection Methods and Analysis

Qualitative data were collected through the five reflective journals students submitted and quantitative data through a pre-semester and post-semester survey. The journals were used as a

medium for students to plan, monitor and evaluate their feelings and attitudes in learning English as a foreign language. Quantitative data were collected at the beginning and end of the semester using the same questionnaire. The questionnaire (see **Appendix 1**) consisted of nine questions about feelings and eight questions about attitudes using a 7-point Likert scale. These questions were all adapted from Phelps (2002) and checked with other English teachers for face and content validity before use. The aim of the questionnaire was to compare students' feelings and attitudes at the beginning and end of the semester and to help them reflect on these points throughout the semester.

I employed thematic and iterative data analysis of the qualitative data aiming to find emergent, common, and contradictory themes and issues in the students' reflective journals (see Dey, 1993; Gibson & Brown, 2009). In reporting the findings, I focused on major themes and the changes in students' feelings and attitudes revealed in the data rather than exclusively on the actions, interventions, and changes that occurred in each cycle (cf. Burns, 2010; Phelps, 2002). Accordingly, the findings were not restricted to individual cycles per se. This was also due in part to the position I adopted in this research, which was more of a facilitator than an instructor. Assuming this role allowed the students to develop self-regulated learning habits since most learning in Indonesian classrooms is prescribed by the teachers. My interventions came mostly in the form of oral and written feedback on students' weekly progress reports and submitted reflections, and on the issues emerging in the class discussions and sharing.

Using SPSS 17, I employed descriptive and inferential statistics to the quantitative data. Options 1-3 (strongly disagree to somewhat disagree) and 5-7 (somewhat agree to strongly agree) were collapsed to *Disagree* and *Agree* respectively for the sake of data analysis. However, where required by the data, a certain response such as *Strongly Disagree* or *Strongly Agree* was addressed separately. Descriptive statistics focused on the percentage of students' responses before and after their participation in the research. Non-parametric tests, i.e., the

Wilcoxon signed-rank tests (cf. Argyris & Schon, 1996; Manning & Munro, 2007) were used to compare median responses to the students' feelings and attitudes on the pre-semester and post-semester questionnaire.

Validity and Social Desirability Bias in this Research

To increase the validity of the data and to reduce social bias in this research, I acted more as a facilitator of the students' learning than as an instructor. This was implemented through my adoption of Herr and Anderson's (2005) five criteria of validity in action research: democratic validity; outcome validity; process validity; catalytic validity; and dialogic validity. Democratic validity was achieved through my collaboration with student participants in addressing their feelings and attitudes in learning English where there was a minimal power imbalance in learning. Outcome validity allowed me to collaborate with the participants in refining actions in order for the students to become more able to regulate their feelings and attitudes in EFL learning. Process validity enabled the students and the teacher researcher to focus on the process of learning, such as in the planning and reflections on their learning, feelings and attitudes. Through catalytic validity, the students and the teacher found room to challenge existing views of learning, which, in the Indonesian educational context, were mostly centred on the teacher, and moved to the actions to help students to regulate their feelings and attitudes in learning. Dialogic validity enabled a critical dialog between the researcher and the students, particularly through written and oral feedback to students' written reflections. Rich data about their change of feelings and attitudes as well as their active engagement in learning English, mostly independent of the teacher's intervention, strengthened the validity of the students' claims.

To address social desirability bias in this research, I took the following actions (following Miles and Huberman, 1994): 1) staying at the field for six months acting more as a facilitator rather than an instructor; 2) being less intrusive, particularly when students were engaged in the

process of regulating their feelings and attitudes in EFL learning; 3) making it clear to the students that their success in my class depended mostly on their own learning commitments and that I would be there to support them rather than to solve their learning difficulties; 4) using rich data from students' five reflections and questionnaires for triangulation; and 5) playing a reserved role so that students could develop the confidence and freedom in their ability to plan, monitor and evaluate their own learning. The students also had the freedom to make reflections about and plan actions for their learning and achievements. There were no leading questions from the researcher that might direct their reflections to meet the expectations of the researcher.

Results

Students' Reflective Journals

Engaging with students through their reflective journals, I found the six most important themes across this group were 1) teachers' influence, 2) perceptions of task difficulty, 3) the inability to identify the cause of negative feelings and attitudes, 4) perceived usefulness of English, 5) unrealistic perceptions of their own English language capacity and performance, and 6) seeking the enjoyment and nurturing success in learning English.

The first theme to emerge from students' reflections was a lack of inspiration from past teachers, which impacted negatively on their feelings and attitudes to English learning. In their reflections, some students mentioned that their past teachers made them dislike English and unenthusiastic about learning it. For example, S03 (Refl.1) wrote:

Since the first time I learned English I didn't like it as I found it difficult to understand. This is because my former English teachers, be it at Junior or Senior High school, did not explain it very well. This made me lazy (*unmotivated*) to study English. (*Translated by the author*).ⁱⁱⁱ

However, using the current teacher as a role model, S03 learned to regulate her feelings and attitudes towards English by learning more vocabulary as her learning goal. A number of other students recognised that they had managed to eliminate negative feelings and attitudes towards English language with the teacher's support and the learning strategies taught:

What I felt during the last (*previous*) learning English language, at first I was scared because of my ability in the English language is very weak (*weak*). But with the fun teacher who ultimately supported fear gradually disappeared and I became eager to learn English (S13/Refl.1). (*Additional information in brackets by the author*).

Before I study English, I feel afraid because I do not like English. I think English is difficult, and I can't speak English well. After I met with my lecturer, I don't feel afraid again. I think he has a new strategy and good teach English. Start now, I will study English diligently, because I know English is important and I want to speak English well (S16/Refl.1).

Perceptions of task difficulty caused some students' negative feelings and dislike of English:

Since the first time I began to study it at school, I don't really like English. Actually initially I kind of liked it, but as it became harder and harder, then I didn't like it. I actually tried but there was not any progress. (S07/Refl.1)

However, through their subsequent reflections, many students indicated that being more aware of the negative impact of their feelings and attitudes towards English encouraged them to change these attitudes, and this greatly benefited their learning.

Some students were unable or unwilling to explicitly identify a cause or causes for their negative feelings and attitudes towards English. Demonstrating strong statements about her negative feeling and attitude, S08 (Refl.1), for example, wrote:

Since studying it for the first time, I disliked English. It was really boring, irritating, made me nervous. The bottom line is that learning English is something I dislike so much. I did not have time to study English outside school hours because I already disliked it. *(Translated by the author).*

Inability to explicitly write about the influences on her feelings did not stop her from learning to regulate her feelings and attitudes, and her motivation to learn English did increase by Meeting 2 as reflected in learning goals:

My goals: Learn well so that I can get good grades. Being a good teacher. At the end of the semester I want to be able to speak English correctly and appropriately. *(Translated by the author).*

As demonstrated by this student, extreme negative feelings and attitudes towards English could be eliminated once students were assisted to reflect on the future benefits of English.

Having unrealistic perceptions of their own capacity and performance (i.e., low self-efficacy) could also affect students' feelings about their English language learning capacity and lead to fear. S01(Refl.3), for example, was unhappy about his English, stating that he had not improved much despite being one of the most diligent and creative students in class. Another student (S02/Refl.2) did not know why she was afraid to speak in English although she liked it. Being assisted to regulate her feelings and attitudes, she was able to seek ways to avoid distractions, focus on her learning goals and regulate an environment for learning:

Today I try to write in English. I make a poetry to decorate my room. Although it just for fun. But it's very important in my English development. I start to fill my room with English word. I try to create English atmosphere in my room so that I habitual with English (S02/Refl.3).

This student, and others, was becoming more able to regulate her feelings and attitude by setting

individual goals, putting more effort into pursuing them, monitoring and evaluating her learning in order to achieve the learning success.

Rather than dwelling on the negative feelings and attitudes, many students learned to seek the enjoyment and nurture success in learning English. S02 learned to identify more enjoyable ways to enhance positive feelings and attitudes in learning English (Refl.3). S06 (Refl.5) focused on gaining the enjoyment from an English Speaking Club set up by the Study Programme:

I believe the activity will be fun (*before she came to class*) and I right, I laugh during activity”, and “today I follow English club. English club always funny (*‘lucu’ translates as interesting/funny and has a positive connotation; a more appropriate English word would be ‘fun’*) and I can refresh my brain after study hard for a week. (*Additional information in brackets and translation by the author*).

Supporting students to learn English through enjoyable activities impacted profoundly on their feelings, attitudes and motivation in learning. Many students chose to learn English through songs and films outside the class after being encouraged to adopt these media to improve their English. S18 (Refl.2), for example, wrote:

Today I feel happy to study English because I and my friends sing a song together... My lecturer has a new strategy in this lesson, and I think his strategy is good. Music help student to enjoy the lesson and I think my friends enjoy too.

Others included searching for English songs on the Internet, listening to them and writing out the lyrics in their subsequent learning plans. Student 06 (Refl.5) mentioned watching the *Ice Age 2* movie twice without the Indonesian subtitles and enjoying learning through English songs:

...because I like music, I will be listening *(to)* music with English lyric(s). Even thought *(though)* the song is fast, I am not boring *(bored)* with this song. *(Additional information in brackets by the author).*

Similarly, S22 (Refl.5) stated that she liked to listen to English songs and downloaded songs to her mobile phone, and watched films more than speaking. S23 (Refl.3) also reflected of the many vocabulary words she gained from English films and songs.

Students' negative feelings and attitudes also diminished when they learned to focus on learning success rather than failures. Experiencing a positive change in her feelings towards English in Week 4, S17 (Refl.2) wrote "I feel happy because I can speak English (walau sedikit/although a little)". Similarly, while attending class in Week 6, S03 (Refl.3) acknowledged feeling happy because she could follow the lesson. Reflecting on the class in Week 10, S13 (Refl.4) wrote, "Today I enjoying learn English, I not nervous, I feel happy in learn English because I can understand reading English today." As her subsequent reflections indicated, her positive feelings also led her to set further goals: "I will trying love English so that I can learn English very well. And I will develop my capability in English, until my ability in English to increase". The important relationship between students' understanding of the learning task and their feelings is further demonstrated in S14's reflection (Refl.2):

In the first time I feel boring *(bored)*. But in pertengahan (in the middle) I can understand. I am to can know about the Beattles. So *mata kuliah* in today is very happy, because I am *sedikit* understand *tentang mata kuliah* in today *(So I was happy in today's lecture because I could understand it a little bit)*. *(Additional information in brackets and translation by the author).*

These experiences showed how the students' feelings and attitudes were positively impacted as they realised they could gain success through self-regulating their feelings and attitudes, as demonstrated by the following students:

Everyone has feelings. Good feelings, bad feelings. My feelings is good. Maybe because every I think something its true (*maybe every time I think about something, it comes true*) (S06/Refl.3).

I feel more good in my attitude in English. If before I don't like write in English, now I like write in English. I often read the English text and I like watching film in English. (S06/Refl.5).

Now, I feel my attitude is enough good than before. Before, I didn't like English, especially listening. But now I often listen song in English and I like to sing. Sing a song in English is help me to learn about listening and speaking (S18/Refl.5).
(*Additional information in brackets by the author*).

The reflective journals demonstrated that the students' ability to regulate their feelings and attitudes in learning English increased; however, only a few students commented that the teacher became an important factor in their positive change. Thus, there was no excessive data reporting about the teacher researcher's role in this research.

The Pre-semester and Post-semester Questionnaire

Students' questionnaire responses showed a sharp increase in their reported feelings and attitudes towards English following their participation in the research (See Tables 1 and 2)^{iv}

<Please insert Table 1. Students' Feelings towards English near here>

<Please insert Table 2. Students' Attitudes towards English near here>

Students' feelings towards English on all nine questions indicated an improvement (see Table 1). Questions F1-F5 and F9, which relate to students' general feelings about learning English, showed an increase in the proportion of students who agreed with the statements by between 41% and 54%. Feeling confident about one's ability to do well in English (Question F1)

recorded the highest increase (54%) and having the personality to do well in English (Question F2) the lowest increase (by 41%).

Statements F6-F8 asked about the students' feelings towards specific English skills. Enjoying *speaking* English indicated the most significant changes (47% more students agreed with this statement post-semester) and enjoying *listening* to English (75% more students agreed post-semester). *Writing* in English showed less pronounced change (38% more students agreed). Students' responses to the attitudinal questions also indicated positive changes, as shown in Table 2. The number of students who agreed with the positive statements about general attitudes to English indicated quite notable increases (between 34-50%). In relation to specific English skills, attitudes toward *speaking* English (A7) showed the highest increase (with 71% more students agreeing). This was followed by attitudes towards *writing* with 49% more students agreeing (A8), and *reading with* 38% more students agreeing (A4). Listening to English songs (A6) and watching English movies (A5) showed the lowest increase. Only 20% and 17% more students agreed with this statement respectively (it is worth noting that many students already reported enjoying listening to English songs (72%) and watching English films (75%) before their participation in the course).

Students' feelings about speaking (Statement F6, Table 1) when compared to their attitudes towards speaking (Statement A7, Table 2) needs further comment. The sharp increase in the proportion of students having a positive attitude towards speaking English after their participation in the course (rising from 16% to 87%) was not followed by a similar increase in their feelings about their ability to speak English (rising from 12% to 59% of students). This might be related to Indonesian culture where expressing confidence in one's ability is often avoided since being proud is not socially acceptable. The proportion of students who could not decide whether they felt comfortable about their ability to speak English did not show a significant change (from 38% pre-semester to 33% post-semester).

A Wilcoxon signed-ranked test on students' feelings before and after the research indicated a significant improvement between pre-participation ($Mdn = 3.61$), and post-participation ($Mdn = 5.22$, $z = -4.102$, $p = <.05$). There was also a significant improvement in students' attitudes (pre-participation $Mdn = 4.25$; post-participation $Mdn = 5.31$, $z = -3.602$, $p = <.05$).

Overall, evidence from both the qualitative and quantitative data demonstrated that the students had more positive feelings and attitudes towards English after their participation in the research. They also indicated increased ability to regulate their feelings and attitudes in learning English.

Discussion and Conclusion

This research aimed to find out the extent to which Indonesian students could regulate their feelings and attitudes in EFL learning. Results from both quantitative and qualitative data analyses indicated that the students had more positive feelings and attitudes towards English after their participation in the research. They also demonstrated increased ability to regulate their feelings and attitudes in learning English, and to plan, monitor and evaluate their learning independent of the teacher's supervision. Such increased capacity was attributable to: (1) the teacher's and the students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning; and (2) students' focus on self-regulated learning strategies rather than learning achievements.

The teachers' and students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning.

The first significant finding in this research was the teachers' and students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning. Learners' awareness of the importance of nurturing positive feelings and attitudes arises and

develops in learning contexts where their teachers recognise and value these two entities. Therefore, supporting students to recognise, confront and regulate their negative feelings and attitudes in learning English should be one of the EFL/ESL teachers' central roles. However, this research suggests that this is not achieved by becoming the centre of the students' learning and the solution to their learning difficulties, but rather by supporting them to take the learning responsibility into their hands, including when it comes to regulating their emotions and attitudes.

Data from students' reflections and the pre-semester questionnaire indicated that most of the students held negative feelings and attitudes towards English prior to enrolling in the course. However, these began to disappear after the students engaged in deep reflections and learned to regulate them. Quantitative data analysis on students' feelings also indicated that students felt more positive towards English and English skills after their participation in the research. This finding supports previous research (e.g., Beseghi, 2018; Buyukkarci, 2016; Gan et.al., 2004) and extends it by demonstrating that previous negative learning experiences could be diminished when students and their teachers shared an awareness of the need to identify, reflect on and regulate these experiences. This result also strengthens existing arguments about learning being more than just a mental activity but rather involving students' emotions, cognition, and behaviour (Buyukkarci, 2016; Ross, 2015; Trang, Baldauf, & Moni, 2013). These aspects need to be consciously nurtured at school and inside the classroom (see Gomez & Perez, 2015; Zhao, 2015).

Learners' focus on self-regulated learning strategies rather than on academic achievements

Qualitative data analyses indicate that the causes of students' negative feelings and attitudes varied and were not always explicable. The variability and complexity of students' feelings and attitudes may mean they require the teacher's assistance to help them focus on self-regulated

learning strategies rather on academic achievements, and several studies reviewed here suggest that teachers develop a repertoire of strategies to help students to regulate their feelings and attitudes. However, in the context of participatory action research, I needed to provide students with more opportunities to plan, monitor and evaluate their own learning. This is crucial if the teachers wish to address the issue of power imbalance and control in the classroom as discussed previously (see Townsend, 2013). As has been indicated earlier, learners' feelings and attitudes in EFL learning may not be properly addressed unless the students have room to recognise, confront, reflect on and regulate them. Therefore, rather than devising a repertoire of strategies for students, I encouraged them to develop their own self-regulated learning strategies to help them regulate their feelings and attitudes in learning English.

The first major strategy developed by the students was to focus on learning strategies rather than on negative feelings and attitudes. Data from their reflections demonstrated their developing ability to set individual learning goals and deploy various strategies of their own choice outside the classroom learning context, and they were able to move away from their negative feelings and attitudes towards English. Being able to regulate feelings, thoughts, actions, and strategies in learning is an important requirement for students to attain academic success (see ; Jarvenoja et al., 2015; Lee et al., 2016; Ross, 2015; Zimmerman, 2013). It is apparent from the data that to be successful in learning English as a foreign or second language, learners need to focus on developing self-regulated learning strategies including strategies to deal with their negative feelings and attitudes rather than on learning achievements. Focusing on learning strategies helps them to handle their negative feelings and attitudes more easily. This way, they will find learning less anxious and can then plan, monitor and evaluate their learning.

The second important strategy was focusing on nurturing positive feelings and attitudes towards English, and seeking incremental success rather than dwelling on the negatives. Data

from students' reflections suggest that their negative feelings and attitudes started to disappear once they learnt to be more positive in learning. For many students, learning English can be a very daunting task both mentally and emotionally (see, e.g., Alrabai, 2014; Beseghi, 2018; Gan et al., 2004; Trang et al., 2013). Data from students' reflections revealed that many students found the subject too difficult and felt that they were not making any progress. These negative feelings and attitudes began to diminish after they focused on the enjoyment they could find in learning and on the incremental success rather than on the perceived task difficulty and unrealistic academic performance.

This finding underlines a close and complex relationship between students' feelings, attitudes, cognition, and their engagement in learning and academic success (see, e.g. Abdolrezapour et al., 2017; Buyukkarci, 2016; Jarvenoja et al., 2015; Ross, 2015; Zimmerman, 2013). With the teacher's support, and regular and deliberate reflections on their learning goals and experiences, the students in my study began to enjoy learning and learned to focus on the small successes they gained, which motivated them to learn more. Becoming more competent in regulating their feelings and attitudes helped many students to enjoy the learning endeavour and success. The fun and the little success they gained in learning gave them positive feelings and attitudes, which in turn bred more fun and success in learning. They also developed the capability to plan, monitor and evaluate their English language learning.

Data from this study not only corroborate existing arguments and studies about the importance of students' feelings and attitudes in EFL/ESL learning as well as their achievements (see, Alrabai, 2014; Beseghi, 2018; Gan et al., 2004; Lopez, 2011; Trang et al., 2013;) but also provide ample evidence of the power of action research in facilitating students' identification, reflections and regulation of their emotions and attitudes in EFL/ESL learning. In this research, the researcher and students worked together as partners in learning, with the researcher's focus shifting from efforts to obtain data *from* students to collaborating *with* them

(cf. Brydon-Miller, 2018; Call-Cummings, 2017; Townsend, 2013; Yan, 2016). Having more freedom to reflect and regulate their feelings and attitudes in EFL learning enabled students in this research to take independent actions to improve their feelings, attitudes, and learning. Many authors have argued that being able to regulate one's feelings, thoughts and actions to attain academic goals is expected to help students to enjoy learning and gain academic success. This action research provides significant evidence and therefore partly fills the gap in the literature about the power of the teacher and students' mutual awareness in addressing and regulating students' feelings and attitudes in EFL learning.

In conclusion, the current study demonstrates that students learning English as a foreign language in my class developed more capability to recognise, confront and regulate their negative feelings and attitudes towards English. Most of them came to class with negative feelings and attitudes towards English. However, they showed more positive feelings and attitudes after engaging in the study. Such capability was developed, among others, because of the increasing awareness of both the students and the teacher about the significance of students' feelings and attitudes in EFL learning, and also the students' focus on self-regulated learning strategies rather than on immediate learning outcomes. The students' ability to regulate their feelings and attitudes has greatly benefited their learning. This was made possible through action research where both the researcher and the researched benefited from their participation and contribution in the research.

References

- Abdolrezapour, P., Tavakoli, M., & Ketabi, S. (2017). Enhancing learners' emotions in an L2 context through emotionalized dynamic assessment. *Studies in Second Language Learning and Teaching*, 3(2), 213-243. <http://www.sslit.amu.edu.pl>.
- Afzal, S., & Robinson, P. (2011). Designing for automatic affect inference in learning environments. *Educational Technology & Society*, 14(4), 21–34.
- Alrabai, F. (2014). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning and Teaching*, 1-28. doi:10.1080/17501229.2014.890203
- Al-Saraj, T.M. (2014). Foreign language anxiety in female Arabs learning English: Case studies. *Innovation in Language Learning and Teaching*, 8(3), 257–278. doi: 10.1080/17501229.2013.837911
- Altarriba, J. (2012). Emotion and mood: Over 120 years of contemplation and exploration in the American journal of psychology: *The American Journal of Psychology*, 125(4), 409-422.
- Argyris, C., & Schon, D. (1996). *Organizational learning II: Theory, method and practice*. Reading, MA: Addison-Wesley.
- Banegas, D. L. (2011). Teachers as 'reform-doers': Developing a participatory curriculum to teach English as a foreign language. *Educational Action Research*, 19(4), 417-432. doi: 10.1080/09650792.2011.625654
- Beseghi, M. (2018). Emotions and autonomy in foreign language learning. *EL.LE*, 7(2), 67-92.
- Boekaerts, M. (1997). Self-regulated learning: A new concept embraced by researchers, policymakers, educators, teachers and students. *Learning and Instruction*, 7(2), 161-186. doi: 10.1016/S0959-47529600015-1
- Boekaerts, M., & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. *Applied Psychology: An International Review*, 54(2), 199-231.

- Boekaerts, M., Pintrich, P. R., & Zeidner, M. (2000). Interventions and applications of self-regulation. In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 749-768). San Diego, CA: Academic Press.
- Borkowski, J., & Thorpe, P. (1994). Self-regulation and motivation: Life span perspective on underachievement. In D. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational application* (pp. 45-73). Hinsdale, NJ: Lawrence Erlbaum.
- Brydon-Miller, M. (2018): Critical learning, community, and engagement: Elements for creating positive learning environments and opportunities for positive change. *Educational Action Research*. doi: 10.1080/09650792.2018.1469651
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York: Routledge.
- Buyukkarci, K. (2016). Is it language learning anxiety and/or attitude of university students that determines their academic success? *Turkish Online Journal of English Language Teaching (TOJELT)*, 1(2), 57-65.
- Call-Cummings, M. (2017): Claiming power by producing knowledge: The empowering potential of PAR in the classroom. *Educational Action Research*. doi:10.1080/09650792.2017.1354772
- Chaffee, K.E., Noels, K.A., McEown, M.S. (2014). Learning from authoritarian teachers: Controlling the situation or controlling yourself can sustain motivation. *Studies in Second Language Learning and Teaching*, 4(2), 355-387. doi: 10.14746/ssllt.2014.4.2.9
- Cheney, M. (c.2003). Ignatian pedagogy: A PowerPoint presentation. 1-37. Retrieved from <http://school.jhssac.org/facultycheney/documentsipptalkver2.ppt/>.
- Chubbuck, S. M. (2007). Socially just teaching and the complementarity of Ignatian pedagogy and critical pedagogy. *Christian Higher Education*, 6, 239-265.
- Deigh, J. (2008). *The Sources of moral agency: Emotions, values and the law*. Oxford: Oxford University Press.

- Dey, I. (1993). *Qualitative data analysis: A user-friendly guide for social scientists*. London: Routledge.
- Dewaele, J.M. (2005). Investigating the psychological and emotional dimensions in instructed language learning: Obstacles and possibilities (Special issue: Methodology, epistemology, and ethics in instructed SLA research). *The Modern Language Journal*, 89(3), 367-380. doi: 10.1111/j.1540-4781.2005.00311.x
- Ferris, J., & Gerber, R. (1996). Mature-age students' feelings of enjoying learning in a further education context. *European Journal of Psychological Association*, 11(1), 79-96.
- Gan, Z., Humphreys, G., & Hamp-Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal*, 88(2), 229-244.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Gardner, R. C. (1968). Attitudes and motivation: Their role in second language acquisition. *TESOL Quarterly*, 2(3), 141-150. doi:10.2307/3585571
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Genc, G., Kulusakli, E., & Aydin, S. (2016). A comparative study on the motivation and attitudes of language learners of online distance and traditional in-classroom education. *Turkish Online Journal of Distance Education-TOJDE*, 17(4) Article 4, 63-75.
- Gibson, W., & Brown, A. (2009). *Working with qualitative data*. Los Angeles: Sage.
- Gomez, E. & Perez, S. (2015). Chilean 12th graders' attitudes towards English as a foreign language. *Colomb. Appl. Linguist. J.*, 17(2), 313-324.
- Herr, K., & Anderson, G.L. (2005). *The action research dissertation: A guide for students and faculty*. London: Sage.
- Horwitz, E. K. (1989). Facing the blackboard: Student perceptions of language learning and the language classroom. *ADFL Bulletin*, 20(3), 61-64.

- Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Humas USD. (2012). *Universitas Sanata Dharma*. Retrieved August 29, 2012, from <http://www.usd.ac.id/profile.php?id=1>
- Hutchinson, T., & Walters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Indah, R.N. & Kusuma, A.W. (2016). Factors affecting the development of critical thinking of Indonesian learners of English language. *Journal of Humanities and Social Science*, 21(6), 86-94.
- Indah, R. N. (2017). Critical thinking, writing performance and topic familiarity of Indonesian EFL learners. *Journal of Language Teaching and Research*, 8(2), 229-236. doi: <http://dx.doi.org/10.17507/jltr.0802.04>
- Jaber, L. Z., & Hammer, D. (2015). Engaging in science: A feeling for the discipline. *Journal of the Learning Sciences*, 1-47. doi: 10.1080/10508406.2015.1088441
- Jarvenoja, H., Jarvela, S., & Malmberg, J. (2015). Understanding regulated learning in situative and contextual frameworks. *Educational Psychologist*, 50(3), 204–219. doi: 10.1080/00461520.2015.1075400
- Jin, Y. (2015). The anxiety-proficiency relationship and the stability of anxiety: The case of Chinese university learners of English and Japanese. *Studies in Second Language Learning and Teaching*, 5(1), 41-63, doi: 10.14746/ssllt.2015.5.1.3
- Kemmis, S., & McTaggart, R. (1988). Introduction: The nature of action research. In S. Kemmis & R. McTaggart (Eds.), *The action research planner* (pp. 5-28). Victoria: Deakin University.
- Lamb, M. (2004). 'It depends on the students themselves': Independent language learning at an Indonesian state school. *Language, Culture and Curriculum*, 17(3), 229-245.
- Lamb, M. (2012). A self-system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning*, 62(4), 997–1023.

- Lamb, M. (2013). 'Your mum and dad can't teach you?': Constraints on agency among rural learners of English in the developing world. *Journal of Multilingual and Multicultural Development*, 34(1), 14-29.
- Lee, S. J., Ngampornchai, A., Trail-Constant, T., Abril, A., & Srinivasan, S. (2016). Does a case-based online group project increase students' satisfaction with interaction in online courses? *Active Learning in Higher Education*, 17(3), 1-10. doi: 10.1177/1469787416654800
- Lengkanawati, N. S. (2004). How learners from different cultural backgrounds learn a foreign language. *Asian EFL Journal*, 6(1), 1-8.
- Lopez, M. G. M. (2011). *Emotion and language learning: An exploration of experience and motivation in a Mexican university context*. PhD thesis, University of Nottingham, Nottingham.
- Mbato C. L. (2013). 'Facilitating EFL learners' self-regulation in reading: implementing a metacognitive approach in an Indonesian higher education context', EdD thesis, Southern Cross University, NSW. <https://core.ac.uk/download/pdf/18621059.pdf>
- Mbato C. L. & Kharismawn, P.Y. (2018). A correlational study between language attitudes and English language orientation of Indonesian EFL learners. *LEARN Journal: Language Education and Acquisition Research Network Journal*, 11(1), pp. 150-169.
- MacIntyre, P.D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15(1), 3-26. doi: 10.1177/0261927X960151001
- Malekzadeh, M., Mustafa, M. B., & Lahsasna. (2015). Review of emotion regulation in intelligent tutoring systems. *Journal of Educational Technology & Society*, 18(4), 435-445.
- Manning, M., & Munro, D. (2007). *The survey researcher's spss cookbook (2nd ed.)*. Sidney, NSW: Pearson.
- Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN Journal*, 19(1), 57-69.

- Meyer, D. K., & Turner, J.C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, 18, 377–390.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An Expanded Source Book* (2nd Ed). London: Sage Publications
- Mills, G. E. (2000). *Action research: A guide for the teacher researcher* (3rd ed.). New Jersey: Pearson Education.
- Paris, S. G., & Paris, A. H. (2001). Classroom applications of research on self-regulated learning. *Educational Psychologist*, 36(2), 89-101. doi: 10.1207/S15326985EP3602_4
- Phelps, R. A. (2002). *Mapping the complexity of learning: Journeying beyond the teaching for computer competency to facilitating computer capability*. PhD thesis, Southern Cross University, Lismore, NSW.
- Pintrich, P. R. (1991). Editor's comment. *Educational Psychologist*, 26, 199–205.
- Pirdaus. (2011). *Penelitian Tindakan Kelas Dan Pengembangan Keprofesian Guru*. Retrieved on November 1, 2017, from <https://pirdauslpmp.wordpress.com/2011/04/20/penelitian-tindakan-kelas-dan-pengembangan-keprofesian-guru/>
- Pramswari, L.P. (2016). Persepsi guru SD terhadap penelitian tindakan kelas. *Mimbar Sekolah Dasar*, 3(1), 53-68. doi: 10.17509/mimbar-sd.v3i1.2355
- Rachmajanti, S. (2017). Building cultural awareness and critical thinking skills through project-based task: a workshop for Indonesian context. *The 4th International Conference on Language, Society and Culture in Asian Contexts, KnE Social Sciences*, 498–504. doi: 10.18502/kss.v1i3.772.
- Rainey, I. (2000). Action research and the English as a foreign language practitioner: Time to take stock. *Educational Action Research*, 8(1), 65-91. doi: 10.1080/09650790000200112
- Rao, K., & Torres, C. (2016). Supporting academic and affective learning processes for English language learners with universal design for learning. *TESOL Quarterly*, 0(0), xxxx, 1-13. doi: 10.1002/tesq.342

- Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry and practice*. London: Sage.
- Reed, Y., Davis, H., & Nyabanyaba, T. (2002). Investigating teachers' 'take-up' of reflective practice from an in-service professional development teacher education programme in South Africa. *Educational Action Research*, 10(2), 253-274. doi: 10.1080/09650790200200185
- Ross, A. (2015). *An exploration of the emotions and motivation of tertiary English language learners in Australia. PhD Thesis*. The University of Canberra, Canberra.
- Saariaho, E., Pyhalto, K., Toom, A., Pietarinen, J., & Soini, T. (2016). Student teachers' self- and co-regulation of learning during teacher education. *Learning: Research and Practice*, 2(1), 44–63. doi: 10.1080/23735082.2015.1081395
- Sigurdardottir, I., & Puroila, A. (2018): Encounters in the third space: constructing the researcher's role in collaborative action research. *Educational Action Research*, 1-15. doi: 10.1080/09650792.2018.1507832.
- Schuitema, J., Peetsma, T., & van der Veen, I. (2012). Self-regulated learning and students' perceptions of innovative and traditional learning environments: A longitudinal study in secondary education. *Educational Studies*, 38(4), 397–413. doi:10.1080/03055698.2011.643105
- Small, S. A. (1995). Action-oriented research: Models and methods. *Journal of Marriage and Family*, 57(November), 951-955.
- SPSS Inc. Released 2008. *SPSS Statistics for Windows, Version 17.0*. Chicago: SPSS Inc.
- Townsend, A. (2013). Principled challenges for a participatory discipline. *Educational Action Research*. 21(3), 326–342, <http://dx.doi.org/10.1080/09650792.2013.815038>.
- Trang, T. T.T., Baldauf Jr, R. B., & Moni, K. (2013). Investigating the development of foreign language anxiety: An autobiographical approach. *Journal of Multilingual and Multicultural Development*, 34(7), 709-726. doi: 10.1080/01434632.2013.796959

- Ustuk, O., & Aydın, S. (2016): The effects of the use of paralinguistic cues on foreign language anxiety among English as a foreign language speakers. *Innovation in Language Learning and Teaching*, 1-14. doi: 10.1080/17501229.2016.1211133
- Uztosun, M. S., Skinner, N., & Cadorath, J. (2014). An action research study designed to implement student negotiation to improve speaking classroom practice in Turkey. *Educational Action Research*, 22(4), 488-504. doi: 10.1080/09650792.2014.904238
- Vu, H. Y., & Shah, M. (2016). Vietnamese students' self-direction in learning English listening skills. *Asian Englishes*, 18(1), 53-66. doi: 10.1080/13488678.2015.1136104
- Wallace, M. J. (1998). *Action research for language teachers*. Cambridge: Cambridge University Press.
- Winans, A. E.(2012). Cultivating critical emotional literacy: Cognitive and contemplative approaches to engaging difference. *College English*, 75(2), 150-170.
- Yan, C. (2016): 'You never know what research is like unless you've done it!': Action research to promote collaborative student-teacher research. *Educational Action Research*, 1-16. doi: 10.1080/09650792.2016.1245155
- Zhao, L. (2015). The influence of learners' motivation and attitudes on second language teaching. *Theory and Practice in Language Studies*, 5(11), 2333-2339. doi: <http://dx.doi.org/10.17507/tpls.0511.18>
- Zimmerman, B.J. (1986). Development of self-regulated learning. *Contemporary Educational Psychology*, 16, 307-313.
- Zimmerman, B.J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. In D. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational application* (pp. 3-21). Hillsdale, NJ: Lawrence Erlbaum.
- Zimmerman, B.J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). San Diego, CA: Academic Press.

- Zimmerman, B.J. (2013). From cognitive modeling to self-regulation: A social cognitive career path. *Educational Psychologist*, 48(3), 135–147. doi: 10.1080/00461520.2013.794676
- Zimmerman, B.J., & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal*, 31, 845-862. doi:10.3102/00028312031004845
- Zimmerman, B.J., & Kitsantas, A. (2014). Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. *Contemporary Educational Psychology*, 39, 145-155. doi:10.1016/j.cedpsych.2014.03.004

i This derives from a doctoral thesis which is available at Southern Cross University (Mbato, 2013).

ii 'Feelings', 'emotion' and 'affect' tend to be used interchangeably in the literature and therefore are not treated as different constructs in this article; cf. Deigh 2008; Dewaele, 2005; Jaber & Hammer, 2015; Zimmerman, 2013; Zimmerman & Kitsantas, 2014).

iii Some reflections were written in English; others have been translated from Indonesian by the author.

iv The students' responses *strongly disagree* and *disagree* (1-3 on the scale) were collapsed, as were *agree* to *strongly agree* (5-7).

Appendix 1

Table 1. Students' Feelings towards English

Statement No.	Statements	Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
F1	I am confident about my ability to do well in English	25%	45%	30%	13%	13%	74%
F2	I am the type to do well in English	13%	49%	38%	4%	17%	79%
F3	The thought of learning English is not frightening	29%	37%	34%	-	8%	92%
F4	I am not worried about making mistakes when learning English	42%	25%	33%	4%	8%	88%
F5	I feel comfortable about my ability to read in English	24%	33%	41%	11%	10%	79%
F6	I feel comfortable about my ability to speak in English	50%	38%	12%	8%	33%	59%
F7	I feel comfortable to write in English	54%	21%	25%	4%	33%	73%
F8	I feel comfortable to listen in English	78%	13%	9%	4%	13%	83%
F9	Overall, I don't ever feel anxious about learning English	42%	38%	20%		33%	67%

Table 2. Students' Attitudes towards English

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
A1	I like learning English	21%	21%	58%	4%	4%	92%
A2	Once I start learning English I find it difficult to stop	54%	38%	8%	20%	20%	60%
A3	I would choose to learn English in my spare time	45%	25%	30%	4%	17%	79%
A4	I like to read an English text	50%	13%	37%	4%	21%	75%
A5	I like to watch English movies	17%	8%	75%	4%	4%	92%
A6	I like to listen to English songs	16%	12%	72%	4%	4%	92%
A7	I like to speak in English	55%	29%	16%	-	13%	87%
A8	I like to write in English	56%	26%	18%	12%	21%	67%

Appendix 1

Table 1. Students' Feelings towards English

Statement No.	Statements	Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
F1	I am confident about my ability to do well in English	25%	45%	30%	8%	8%	84%
F2	I am the type to do well in English	13%	49%	38%	4%	17%	79%
F3	The thought of learning English is not frightening	29%	37%	34%	-	8%	92%
F4	I am not worried about making mistakes when learning English	42%	25%	33%	4%	8%	88%
F5	I feel comfortable about my ability to read in English	24%	33%	41%	11%	10%	79%
F6	I feel comfortable about my ability to speak in English	50%	38%	12%	8%	33%	59%
F7	I feel comfortable to write in English	54%	21%	25%	4%	33%	73%
F8	I feel comfortable to listen in English	78%	13%	9%	4%	13%	83%
F9	Overall, I don't ever feel anxious about learning English	42%	38%	20%		33%	67%

Table 2. Students' Attitudes towards English

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
A1	I like learning English	21%	21%	58%	4%	4%	92%
A2	Once I start learning English I find it difficult to stop	54%	38%	8%	20%	20%	60%
A3	I would choose to learn English in my spare time	45%	25%	30%	4%	17%	79%
A4	I like to read an English text	50%	13%	37%	4%	21%	75%
A5	I like to watch English movies	17%	8%	75%	4%	4%	92%
A6	I like to listen to English songs	16%	12%	72%	4%	4%	92%
A7	I like to speak in English	55%	29%	16%	-	13%	87%
A8	I like to write in English	56%	26%	18%	12%	21%	67%

Educational Action Research - Decision on Manuscript ID REAC-2018-0051.R2

Inbox



Educational Action Research <onbehalf@manuscriptcentral.com> 23-Mar-2020, 6:56 PM

to me, cons

23-Mar-2020

Dear Dr Mbato

Your manuscript entitled "Empowering Indonesian Students' Regulation of Feelings and Attitudes in EFL Learning through action-oriented reflections", which you submitted to Educational Action Research, has been reviewed. The reviewer comments are included at the bottom of this letter.

The reviews are in general favourable and suggest that, subject to minor revisions, your paper could be suitable for publication. Please consider these suggestions, and I look forward to receiving your revision.

When you revise your manuscript please highlight the changes you make in the manuscript by using the track changes mode in MS Word or by using bold or coloured text.

To start the revision, please click on the link below:

*** PLEASE NOTE: This is a two-step process. After clicking on the link, you will be directed to a webpage to confirm. ***

https://mc.manuscriptcentral.com/reac?URL_MASK=35749057c6ed4a148dc2af382f42c8b5

This will direct you to the first page of your revised manuscript. Please enter your responses to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you made to the original manuscript. Please be as specific as possible in your response to the reviewer(s).

This link will remain active until you have submitted your revised manuscript. If you begin a revision and intend to finish it at a later time, please note that your draft will appear in the "Revised Manuscripts in Draft" queue in your Author Centre.

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to Educational Action Research, your revised manuscript should be uploaded by 22-May-2020. If it is not possible for you to submit your revision by this date, we may have to consider your paper as a new submission.

Once again, thank you for submitting your manuscript to Educational Action Research and I look forward to receiving your revision.

Sincerely,
Dr Andy Townsend
Editor, Educational Action Research
andyjtownsend@yahoo.co.uk

Reviewer(s)' Comments to Author:

Reviewer: 1

Comments to the Author

This paper has been strengthened, mainly through useful further explanation and clarification. It reads more clearly. It will make a useful contribution to the field.

Reviewer: 2

Comments to the Author

I have three reservation:

1. More critical assessment of the literature needs to be added.
2. Some paragraphs lack cohesion. For instance, the paragraphs on Page 3 (lines 25-48) need to be cohesively connected. The use of proper indentation in this regard might help.
3. An big number of studies have been listed as in-text citations which can be reduced to allow for more critique. This was also stressed by one of the reviewer but was not addressed on Page 5, for instance, where the author lists studies in more than 5 lines (lines 20-26).

Educational Action Research has a long-standing relationship with CARN - Collaborative Action Research Network. For more information, see <https://www.carn.org.uk/>



Concilianus Mbato <c.laosmbato67@gmail.com>

Mon, May 4, 2020,
9:03 PM

to Andy

Dear Dr Andy Townsend
Editor, Educational Action Research

I would like to inform you that I have sent the revised version of my manuscript entitled: Empowering Indonesian Students' Regulation of Feelings and Attitudes in EFL Learning through Action-oriented Reflections to the system. I have done the best I could in revising the manuscript based on all the reviewers' comments. I am wondering if there is a possibility for it to be published in June or July 2020 if it meets the journal's high standards. I am willing to revise it again if it has not yet met the requirement. I really need one article published in a reputable international journal in order to start the process of an academic promotion. The last time I got a promotion was 2003. At the moment I have got a number of articles published in national journals with one being published in a Thailand journal and this article will add a major point in the total point for the promotion process.

I will be very grateful if this is possible but the most important thing is that you would be willing to consider publishing my article regardless of the publication time. Its publication means a lot to me.

Lastly, I once again thank you for giving me ample opportunities to revise my manuscript. It has been very meaningful learning experiences for me particularly in writing an article for a reputable journal. Thank you so much for the kind help.

Sincerely yours,

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.

C

ReplyForward

(no subject)

Inbox

C

Concilianus Mbato <c.laosmbato67@gmail.com>

Fri, Aug 14, 2020,
9:04 PM

to Tt-Educationalactionresearch

Tables and Figures

Dear Sir/Madam,

I just received an email from Dr. Andy Townsend, Editor of Educational Action Research. He asked that I contacted you if I had any questions about error-free tables and figures. Would you mind helping me with the information? I do not really understand what this means. Therefore, I would be really grateful if you could send me an example of error-free tables and figures.

Thank you so much for the kind help.
Kind Regards,

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.

T

Tt-Educationalactionresearch <ear@nottingham.ac.uk>

Fri, Aug 14, 2020,
10:01 PM

to me

Dear Dr Mbato,

Thank you for contacting us about this. Please don't worry; I will be checking through your manuscript before it goes through to Production, so I will write again with full details if any tables, figures or references need to be amended.

In the meantime, may I congratulate you on the acceptance of your article. We don't receive many submissions from Indonesia, and we're very pleased this one is now ready for publication.

Wishing you a good weekend,

Alexia

Alexia Ball
Editorial Office
Educational Action Research

School of Education
University of Nottingham
A81, Dearing Building
Jubilee Campus, Wollaton Road
Nottingham, NG8 1BB

This message and any attachment are intended solely for the addressee and may contain confidential information. If you have received this message in error, please contact the sender and delete the email and attachment.

Any views or opinions expressed by the author of this email do not necessarily reflect the views of the University of Nottingham. Email communications with the University of Nottingham may be monitored where permitted by law.



Concilianus Mbato <c.laosmbato67@gmail.com>

Fri, Aug 14, 2020,
10:28 PM

to Tt-Educationactionresearch

Dear Alexia,

Thank you so much for the kind reply. It has been such a rewarding learning experience for me. I am so happy, excited and nervous hearing the good news since this will be my first paper being published in a reputable international journal.

Thank you for the opportunity given to me and for your patience to answer my many questions.

Kind Regards,
Con



ReplyForward

Educational Action Research - Decision on Manuscript ID REAC-2018-0051.R3

Inbox



Educational Action Research <onbehalf@manuscriptcentral.com> Fri Aug 14, 2020, 4:32 PM

to me, cons

14-Aug-2020

Dear Dr Mbato,

Ref: Empowering Indonesian Students' Regulation of Feelings and Attitudes in EFL Learning through action-oriented reflections

Our reviewers have now considered your paper and have recommended publication in Educational Action Research. We are pleased to advise you that your paper has now been accepted, subject to a final review by the Coordinating Editor. The reviewer comments are included at the bottom of this letter.

Once the review has been completed, your manuscript will be forwarded to the publisher for copy-editing and typesetting. You should then receive proofs for checking and instructions for transfer of copyright. The publisher requests that proofs are checked and returned within 72 hours of receipt, and we would appreciate your co-operation in meeting this deadline.

Whilst checking your proofs, please ensure that tables and figures are error-free and suitable for publication. If you have any queries about this, please get in touch via ear@nottingham.ac.uk

Thank you for your contribution to Educational Action Research; we look forward to receiving further submissions from you.

Sincerely,

Dr Andy Townsend
Editor, Educational Action Research
andyjtownsend@yahoo.co.uk

Reviewer(s)' Comments to Author:

Reviewer: 1

Comments to the Author

Thank you for the amendments made. It is evident that you have adhered to the reviewers' comments in providing clearer statements, less cited studies and some critical review of the literature.

There are now over 1050 Taylor & Francis titles available on our free table of contents alerting service! To register for this free service visit: www.informaworld.com/alerting.

Educational Action Research has a long-standing relationship with CARN - Collaborative Action Research Network. For more information, see <https://www.carn.org.uk/>



Concilianus Mbato <c.laosmbato67@gmail.com>

Fri, Aug 14, 2020,
8:59 PM

to Andy

Dear Dr. Andy Tonwsend,

Thank you so much for accepting my paper for publication in Educational Action Research. I am really excited and nervous at the same time as this will be the first time ever that my paper is published in a very reputable international journal. Thank you very much for having given me a lot of opportunities to improve the paper.

In relation to the information in your email, I have two questions. Firstly, would you mind explaining to me what is meant by proofs of copyright transfer? Should I do something now or just wait for further instructions? Secondly, you pointed out that the Tables and Figures should be error-free and suitable for publication. Is there any example of such tables and figures? And should I do something for these tables and figures or just wait for further instructions?

I apologise for asking but I am really nervous and want to make sure that I do as required.

Once again, thank you so much and I wish you all the best.

Kind Regards,

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.



Andrew Townsend <andyjtownsend@yahoo.co.uk>

Fri, Aug 14, 2020,
9:04 PM

to me

You will receive notification from the publisher about the proofs and copyright. They will also comment on any tables charts or figures.

Andy.



Concilianus Mbato <c.laosmbato67@gmail.com>

Fri, Aug 14, 2020,
9:06 PM

to Andrew

Dear Dr. Andy Townsend,

Thank you so much for the quick response. It is very soothing.
Kind Regards,

Con
Sanata Dharma University, Yogyakarta, Indonesia.



Concilianus Mbato <c.laosmbato67@gmail.com>

Thu, Dec 3, 2020,
7:49 PM

to Andrew

Dear Dr. Andy,

I am writing to ask your advice regarding the publication of my article. I am facing a rather complicated situation at the moment. Currently the educational office of Indonesia is processing my application for an academic promotion. This might take a few months. This means that if this article is published in the educational action research journal from now until the decree for my promotion is issued by the government, it will not be used for my academic promotion. If this happens, it will be a great loss for me because getting published in a scopus article is one of the most important requirements for the next promotion. For the current promotion, I do not need an article in a scopus 1-2 journal. Therefore, I am wondering whether this article's publication could be deferred to sometime next year. I am looking at November 2021 to be safe.

Would you mind advising me on the matter? Thank you very much for the kind understanding.

Kind Regards,

Con

Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.



Concilianus Mbato <c.laosmbato67@gmail.com>

Tue, Nov 2, 2021,
7:58 PM

to Andy

Dear Dr.Andy,

I have just received an email from Taylor and Francis for Author Publishing Agreement. I have some questions that needs answers before I sign an agreement. Would you mind helping me with this?

1. How much do I need to pay if my article is to be published open access? I can't find the publication fee.
2. If it is not published open access, does it mean it can't be published in my university repository? Being published in our repository will make the article able to be used for my academic promotion as required by the Indonesian Department of Education.
3. Can it be processed for open access later after being published now if I get the funding?

Thank you so much for your kind help.

Kind Regards,

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.



Concilianus Mbato <c.laosmbato67@gmail.com>

Tue, Nov 2, 2021,
8:22 PM

to Alexia

Dear Alexia,

I have sent an email to Dr. Andy. Please help me with the questions. If I can't use it in my university repository, then I can't use the article for my academic promotion. May I know how much is the charge for open access? And can I apply for weaver since I come from a third world country? I am now reading the APA pdf before signing and can't go back to the initial stage to check the open access charge.

Thank you so much for your kind help and I am looking forward to hearing from you.

Kind Regards,
Con

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.



Alexia Ball <Alexia.Ball@nottingham.ac.uk>

Tue, Nov 2, 2021,
11:50 PM

to Andrew, me

Dear Con,

It's good to hear from you, and I hope that you and your family are all well.

I've had a look at the information our publishers (Taylor & Francis) provide about publishing Open Access, including the Article Publishing Charge (APC) for authors from Indonesia. The first attachment shows the APC; unfortunately, there don't appear to be any discounts for Indonesia, so the standard charge of 2995USD would apply (unless your institution already has an open access agreement with T&F). However, there's no need for you to select the Open Access option and pay the APC if you just need to upload your paper to your university's repository and make it available to staff and students at the university.

The second attachment explains this in more detail, but, essentially, you can upload your Accepted manuscript (AM) to a "closed deposit" (i.e. part of the repository which is only accessible to members of the university) without paying the APC charge. However, the repository will have to make sure that it *can't be accessed by anyone outside the institution until the 'embargo' period is over*. The embargo period for this journal is 18 months and it begins when the final version of your article is published online (see third attachment).

The AM they mention is the final accepted version of your manuscript BEFORE it has been typeset. I've attached the files we sent through to the publishers, so these should be the right ones to use. You might need to compile them all into one document (and put the tables in the right place in the manuscript), but please check this with the team who manage your repository.

I'm not sure if it's possible to switch to Open Access later. I think that might depend on the Author Publishing Agreement you sign, but I can check this with our publishers if you'd like me too. Have a good look at the information I've attached to this message,

and maybe speak to your repository team to see if a 'closed deposit' is acceptable for promotion purposes, and then let me know what you'd like to do next.

With all best wishes,

Alexia

This message and any attachment are intended solely for the addressee and may contain confidential information. If you have received this message in error, please contact the sender and delete the email and attachment.

Any views or opinions expressed by the author of this email do not necessarily reflect the views of the University of Nottingham. Email communications with the University of Nottingham may be monitored where permitted by law.

7 Attachments • Scanned by Gmail



Concilianus Mbato <c.laosmbato67@gmail.com>

Wed, Nov 3, 2021,
7:18 AM

to Alexia

Dear Alexia,

Thank you so much for the quick reply and very detailed information. One more question to ensure that my understanding is correct relating to your second point below:

The second attachment explains this in more detail, but, essentially, you can upload your Accepted manuscript (AM) to a "closed deposit" (i.e. part of the repository which is only accessible to members of the university) without paying the APC charge. However, the repository will have to make sure that it *can't be accessed by anyone outside the institution until the 'embargo' period is over*. The embargo period for this journal is 18 months and it begins when the final version of your article is published online (see third attachment).

When I attach my AM in my university's repository, can I cite the details of the journal that publishes it even though the published article is not attached? Will there be a letter from the APA stating that the embargo is over or should I just count it by myself?

Once again, thank you so much for your kind help all this time.

Kind Regards,
Cons

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.

A

Alexia Ball <Alexia.Ball@nottingham.ac.uk>

Wed, Nov 3, 2021,
6:30 PM

to me

Dear Con,

Right, the answer to the first question is easy – Yes! T&F suggest that you use this wording to make it clear that your paper has been accepted. “This is an [Accepted Manuscript / Author’s Original Manuscript] of an article published by Taylor & Francis in [JOURNAL TITLE] on [date of publication], available at [http://www.tandfonline.com/\[Article DOI\]](http://www.tandfonline.com/[Article DOI]).” We’ll have to wait and see which date your paper is published online and what the doi will be, but the rest of the wording should be as follows: “This is an Accepted Manuscript of an article published by Taylor & Francis in EDUCATIONAL ACTION RESEARCH on [date of publication], available at [http://www.tandfonline.com/\[Article DOI\]](http://www.tandfonline.com/[Article DOI]).”

The second question is more difficult. I’m afraid I don’t know if you’ll be notified once the embargo period is over, but your repository team might have more information about this. It shouldn’t be too hard to work it out though, once the paper has been published online. Prof. Townsend might know more about this, so I’ll see if he has any further suggestions too.

You can see more about the different ways you can share your research here: [Sharing versions of journal articles - Author Services \(taylorandfrancis.com\)](https://www.tandfonline.com/author-services) This includes some of the text in my screenshots yesterday and the example text I mentioned in the first paragraph.

I hope this is helpful, but please let me know if you have any more questions.

C

Concilianus Mbato <c.laosmbato67@gmail.com>

Wed, Nov 3, 2021,
7:43 PM

to Alexia

Dear Alexia,

Thank you so much for your patience in answering my questions and for the detailed explanations. For the first paragraph, it is clear. The question is where to put this acknowledgement: Is it below the abstract or at the end of the article? While waiting for the online version of the article, I tried to put together all the separated parts of the AM that you sent earlier but somehow I could not change the format of the lesson plan to *landscape*. Can I change the format of the AM later for repository as long as the content is met?

Regarding the end of the embargo, I think I can count it from the date of online publication and will contact you and or APA before my AM in the repository could be open to the public.

I have visited the site containing the information about Sharing versions of your journal. I will certainly need your help in the future about the kind to choose but this one has to wait after 18 months of embargo.

Once again, I really appreciate your kind help and continuous assistance, and Dr. Townsend's never ending support since the submission of my manuscript back in April 2018.

I wish you all the best.

Kind Regards,
Con



Concilianus Mbato <c.laosmbato67@gmail.com>

Wed, Nov 3, 2021,
7:44 PM

to Concilianus

Letter about AM from Alexia.



Concilianus Mbato <c.laosmbato67@gmail.com>

Wed, Nov 3, 2021,
7:46 PM

to Concilianus

Detailed email from Alexia.

7 Attachments • Scanned by Gmail



Alexia Ball <Alexia.Ball@nottingham.ac.uk>

Thu, Nov 4, 2021,
7:16 PM

to me

Dear Con,

I've had a look at some of the manuscripts in Nottingham University's repository, and they put the acknowledgment under the abstract, so that sounds like a good option. In terms of the lesson plan appendix, please find a portrait version attached.

Nottingham's repository asks authors to combine all the parts of their paper into a single PDF and provide details about the journal, date of (online) publication, and embargo period, but if your repository asks for anything different and you're not sure what it is, please let us know.

I hope this will be the first of many international publications in your career, but we know that this one is the first for you, and we're always happy to help. 😊

Wishing you all the best,

One attachment • Scanned by Gmail



Concilianus Mbato <c.laosmbato67@gmail.com>

Thu, Nov 4, 2021,
9:07 PM

to Alexia

Dear Alexia,

Thank you so much. I have been helped a lot in this whole process by you and Dr. Townsend.

Yes I hope this will be the first of more international publications for me. The experiences I gain in this process has taught me a lot about international publications. There are still many things I need to learn though. Hopefully it is not too late for a person in my mid-fifties.

Anyway, thank for the information related to repository. One more thing, if I may. Can the AM in the repository be cited by others or only the published one since the AM includes details about the online version journal?

Thanks a lot and I apologise for asking too many questions (I don't want to get into trouble because of the misunderstanding).

Kind Regards,
Con



Alexia Ball <Alexia.Ball@nottingham.ac.uk>

Tue, Nov 9, 2021,
5:52 AM

to me

Dear Con,

I hope you and your family had a good weekend.

I asked Prof Townsend your question about citing the article. He said that any citation should relate to the main online version (i.e. the one which the doi relates to) as that's the official published version. If somebody accesses your AM through the repository, they should follow the link to the main journal page and use the citation given there – they should be able to see the abstract and the citation, even if they don't have access to the main article.

And it's definitely not too late! In England we say 'Life begins at 40!', so you have plenty of time!

With best wishes to you all,



Concilianus Mbato <c.laosmbato67@gmail.com>

Tue, Nov 9, 2021,
8:01 PM

to Alexia

Dear Alexia,

Thank you so much for the kind heart to provide me with the answers. They are very helpful. I hope that you would not mind my asking you more questions in the future. Thank you so much for sending me the formatted version of the Lesson Plan in the previous email. Yes I hope to publish more although I will not be able to do it through open access. I still hope that my published articles, though not in the open access, could be used by my government for my academic assessment (I am waiting for this anxiously).

Once again, thank you so much for the kind attention and help.

Kind Regards,
Con



Concilianus Mbato <c.laosmbato67@gmail.com>

Thu, Dec 2, 2021,
10:24 AM

to Andy

Dear Dr. Andy Townsend,

I hope this email finds you well. I would like to thank you for the opportunity you gave me to publish my paper in the Educational Action Research Journal. It has now been published online. It has been a learning journey for me and if it had not been because of the kind help and support you gave, the paper would not be published now.

Once again thank you so much, and wish you all the best.

Kind Regards,
Con

Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.



Andrew Townsend <andyjtownsend@yahoo.co.uk>

Fri, Dec 3, 2021,
12:53 AM

to me

Thank you. I am delighted to see your work in print.

Andy.



Concilianus Mbato <c.laosmbato67@gmail.com>

Wed, Dec 22, 2021,
10:15 AM

to Alexia

Dear Alexia,

I am hoping to find you in good health. May I ask you regarding the AM? I am planning to report the publication to our repository and the government (while still observing the embargo). However I would like to clarify some points before doing so:

1. Can I include my name as the author and the affiliation below the title of the AM?
2. Since 20 authors in the AM have been deleted from the in-text citations and references in the VoR, should I delete these authors or leave them in the AM?
3. Since the abstract in the VoR has been edited due to the word count, can I use that

abstract in the AM? (I have done so in the AM but could revert to the AM version if required).

4. I am including the information about the VoR at the end of the abstract in the AM . Is this correct?

I am attaching the AM with the added information about the VoR but whose unused authors in the VoR have not been deleted yet.

I wish you a beautiful Merry Christmas and apologise for the inconvenience.

Kind Regards,

Con

One attachment • Scanned by Gmail



Concilianus Mbato <c.laosmbato67@gmail.com>

Wed, Dec 22, 2021,
10:20 AM

to Concilianus

Action Research Accepted Manuscript. KEEP THIS.

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.

7 Attachments • Scanned by Gmail



ReplyForward

Con

Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.



Concilianus Mbato <c.laosmbato67@gmail.com>

Nov 2, 2021,
7:58 PM

to Andy

Dear Dr.Andy,

I have just received an email from Taylor and Francis for Author Publishing Agreement. I have some questions that needs answers before I sign an agreement. Would you mind helping me with this?

1. How much do I need to pay if my article is to be published open access? I can't find the publication fee.
2. If it is not published open access, does it mean it can't be published in my university repository? Being published in our repository will make the article able to be used for my academic promotion as required by the Indonesian Department of Education.
3. Can it be processed for open access later after being published now if I get the funding?

Thank you so much for your kind help.

Kind Regards,

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.



Concilianus Mbato <c.laosmbato67@gmail.com>

Nov 2, 2021,
8:22 PM

to Alexia

Dear Alexia,

I have sent an email to Dr. Andy. Please help me with the questions. If I can't use it in my university repository, then I can't use the article for my academic promotion. May I know how much is the charge for open access? And can I apply for weaver since I come from a third world country? I am now reading the APA pdf before signing and can't go back to the initial stage to check the open access charge.

Thank you so much for your kind help and I am looking forward to hearing from you.

Kind Regards,
Con

Drs. Concilianus Laos Mbato, M.A., Ed.D
Senior Lecturer, English Education Study Program,
Sanata Dharma University, Yogyakarta, Indonesia.



Alexia Ball <Alexia.Ball@nottingham.ac.uk>

Nov 2, 2021,
11:50 PM

to Andrew, me

Dear Con,

It's good to hear from you, and I hope that you and your family are all well.

I've had a look at the information our publishers (Taylor & Francis) provide about publishing Open Access, including the Article Publishing Charge (APC) for authors from Indonesia. The first attachment shows the APC; unfortunately, there don't appear to be any discounts for Indonesia, so the standard charge of 2995USD would apply (unless your institution already has an open access agreement with T&F). However, there's no need for you to select the Open Access option and pay the APC if you just need to upload your paper to your university's repository and make it available to staff and students at the university.

The second attachment explains this in more detail, but, essentially, you can upload your Accepted manuscript (AM) to a "closed deposit" (i.e. part of the repository which is only accessible to members of the university) without paying the APC charge. However, the repository will have to make sure that it *can't be accessed by anyone outside the institution until the 'embargo' period is over*. The embargo period for this journal is 18 months and it begins when the final version of your article is published online (see third attachment).

The AM they mention is the final accepted version of your manuscript BEFORE it has been typeset. I've attached the files we sent through to the publishers, so these should be the right ones to use. You might need to compile them all into one document (and put the tables in the right place in the manuscript), but please check this with the team who manage your repository.

I'm not sure if it's possible to switch to Open Access later. I think that might depend on the Author Publishing Agreement you sign, but I can check this with our publishers if you'd like me too. Have a good look at the information I've attached to this message,

and maybe speak to your repository team to see if a 'closed deposit' is acceptable for promotion purposes, and then let me know what you'd like to do next.

With all best wishes,

Alexia

This message and any attachment are intended solely for the addressee and may contain confidential information. If you have received this message in error, please contact the sender and delete the email and attachment.

Any views or opinions expressed by the author of this email do not necessarily reflect the views of the University of Nottingham. Email communications with the University of Nottingham may be monitored where permitted by law.

Appendix 1: Lesson Plan

Cycle			Time
1	Preliminary Tasks	Ethics clearance gained	June, 2010
	Initial One-day Workshop	<ul style="list-style-type: none"> • Explain the research project to the teacher collaborators. • Determine their involvement in the action research. • Introduce the collaborators to the ideas of metacognition. • Discuss metacognitive ideas as revealed in the students' self- assessment survey and in the teacher prompts. • Discuss their teaching in relation to the metacognitive ideas based on the provided prompts. • Begin making plans for the semester and during the semester. • Build collegiality 	June-July, 2010
	Tutorial Week 1	<ul style="list-style-type: none"> • Explain purpose of research & seek informed consent from students • Administer self-assessment survey with students • Collect copies of the survey • Discuss with students their initial understandings of metacognition • Explain metacognition and involving students reflecting on survey • Encourage students to reflect on their ATTITUDES on a daily basis 	Week 3, August 2010
	Tutorial Week 2	<ul style="list-style-type: none"> • Explain the importance of strategies in learning particularly reading • Introduce 20 strategies in relation to reading • Focus on 4 of the 20 Strategies in Reading: Goal Setting, Directed Attention, Activating Background Knowledge, Predicting • Practice the four strategies with narrative texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Encourage students to reflect on their MOTIVATION during the week • COLLECTION OF REFLECTIVE JOURNAL 1 • TEACHER FORTNIGHTLY MEETING 1 	Week 4 August

2	Tutorial Week 3	<ul style="list-style-type: none"> • Revisit the teaching of the strategies in Tutorial Week 2 • Practise the four strategies with expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Encourage students to reflect on their VOLITION during the week 	Week 1 September 2010
	Tutorial Week 4	<ul style="list-style-type: none"> • Focus on the next 4 of the 20 Strategies in Reading: Ask If It makes Sense, Selectively Attend, Self-Talk, Take Notes • Practise the four strategies with narrative texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Encourage students to reflect on their SELF-EFFICACY during the week • COLLECTION OF REFLECTIVE JOURNAL 2 • TEACHER FORTNIGHTLY MEETING 2 	Week 2 September
3	Tutorial Week 5	<ul style="list-style-type: none"> • Revisit the teaching of the strategies in Tutorial Week 4 • Practise the four strategies with expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Encourage students to reflect on their ATTRIBUTION during the week 	Week 3 September
	Tutorial Week 6	<ul style="list-style-type: none"> • Focus on the next 4 of the 20 Strategies in Reading: Contextualise, Cooperate (peer coaching), Asking Questions to clarify, Making Inferences • Practise the four strategies with narrative texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Encourage students to reflect on their FEELINGS during the week 	Week 4 September
	Tutorial Week 7	<ul style="list-style-type: none"> • Revisiting the teaching of the strategies in Tutorial Week 6 • Practise the four strategies with expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Encourage students to reflect on SUPPORT during the week • COLLECTION OF REFLECTIVE JOURNAL 3 • TEACHER 'FORTNIGHTLY' MEETING 3 	Week 1 October 2010

4	Tutorial Week 8	<ul style="list-style-type: none"> • Focus on the next 4 of the 20 Strategies in Reading: Verify Predictions, Summarising, Checking Goals, Evaluate Self • Practise the four strategies with narrative texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Students are encouraged to continue monitoring their metacognitive processes individually or in groups 	Week 2 October
	Tutorial Week 9	<ul style="list-style-type: none"> • Revisit the teaching of the strategies in Tutorial Week 8 • Practise the four strategies with expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Students are encouraged to continue monitoring their metacognitive processes individually or in groups 	Week 3 October
	Tutorial Week 10	<ul style="list-style-type: none"> • Revisit the 20 Strategies in Reading • Practise the Strategies with narrative and expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Students are encouraged to continue monitoring their metacognitive processes individually or in groups • COLLECTION OF REFLECTIVE JOURNAL 4 • TEACHER 'FORTNIGHTLY' MEETING 4 	Week 4 October
5	Tutorial Week 11	<ul style="list-style-type: none"> • Revisit the 20 Strategies in Reading • Practise the Strategies with narrative and expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Students are encouraged to continue monitoring their metacognitive processes individually or in groups 	Week 1 November 2010

Tutorial Week 12	<ul style="list-style-type: none"> • Revisit the 20 Strategies in Reading • Practise the Strategies with narrative and expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Students are encouraged to continue monitoring their metacognitive processes individually or in groups • COLLECTION OF REFLECTIVE JOURNAL 5 • TEACHER FORTNIGHTLY MEETING 5 	Week 2 November
Tutorial Week 13	<ul style="list-style-type: none"> • Revisit the 20 Strategies in Reading • Practise the Strategies with narrative and expository texts • Reflect on the activities through think-alouds, group discussions, and reflections • Students set learning goals weekly • Students are encouraged to continue monitoring their metacognitive processes individually or in groups • TEACHER FORTNIGHTLY MEETING 6 	Week 3 November
14 (Last Tutorial Week)	<ul style="list-style-type: none"> • Administer a post-semester survey with students • Culminating discussions with them on their experiences and how they have developed metacognitively 	Week 4 November
15 (NO TUTORIAL)	<ul style="list-style-type: none"> • COLLECTION OF THE WHOLE REFLECTIVE JOURNAL • Extracts copied with permission as data 	
CULMINATING HALF-DAY TEACHER WORKSHOP: REFLECT ON WHAT HAS BEEN LEARNT.		

Source: Mbato (2013, 205-206)

**Empowering Indonesian Students' Regulation of Feelings and Attitudes in EFL
Learning through Action-oriented Reflections**

Concilianus Laos Mbato

Sanata Dharma University, Yogyakarta, Indonesia

cons@usd.ac.id / c.laosmbato67@gmail.com

Author Information

Name: Drs. Concilianus Laos Mbato, M.A., Ed.D.

Master's Program in English Education, Sanata Dharma University, Yogyakarta,
Indonesia

Email: cons@usd.ac.id

Research Interests: Self-regulated learning, metacognition, affective domains, EFL learning
and teacher professional development

Acknowledgement

I would like express my gratitude to Dr. Renata Phelps and Dr. Robert Smith, my thesis supervisors at Southern Cross University, Australia for teaching me the skills to survive academically. My gratitude also goes to Prof. Dr. Martin Hayden, Dean of the School of Education and all the teaching staff at Southern Cross University, and Sanata Dharma University management for their support during my doctoral study. Last, I owe much to my wife and three children for their never-ending love and support.

Show of **282** entries (57 pages)

[Prev](#)[13](#)[14](#)[15](#)[16](#)[17](#)[Next](#)

Educational Action Research

OA status **Open select** [?](#)

Gold OA license option 1 **CC BY-NC-ND** [?](#)

Gold OA license option 2 **CC BY** [?](#)

Embargo period (repository or network) **18 months** [?](#)

Embargo period (personal website) **0 months** [?](#)

ISSN (Print) **0965-0792** [📄](#)

ISSN (Online) **1747-5074** [📄](#)

Subject category **Education**

[Calculate your article publishing charge](#)

Empowering Indonesian Students' Regulation of Feelings and Attitudes in EFL Learning through Action-oriented Reflections

Abstract: This article focuses on Indonesian students' regulation of their feelings and attitudes in EFL learning.ⁱ It considers one research question i.e., to what extent can Indonesian students regulate their feelings and attitudes in EFL learning? To answer the question, classroom action research was adopted. The participants of the research were 24 out of 144 first semester students enrolled on a Primary School Teacher Education Study Program at a university in Yogyakarta, Indonesia in the academic year 2010-2011. The study lasted for six months, during which time students submitted five reflections and completed a pre- and post-participation questionnaire. Results from both qualitative and quantitative data analyses indicated that the students had negative feelings and attitudes towards English before participating in the action research but showed more positive feelings and attitudes as a result of their participation. They also demonstrated increased ability to regulate their feelings and attitudes towards learning English, and to plan, monitor and evaluate their learning independently of the teacher's supervision. This was attributable to: (1) the teachers' and students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning; and (2) the students' focus on self-regulated learning strategies rather than academic achievements. This study offers pedagogical implications for EFL/ESL teachers and suggestions for future researchers.

Key Words: Feelings, Attitudes, EFL, Self-regulated Learning, Action Research

Students' Feelings in EFL/ESL learning

Students' feelingsⁱⁱ in education and EFL/ESL learning have traditionally gained little attention from educational researchers and teachers; they have often been viewed rather negatively although their impacts on learning and academic performance are apparent (Afzal & Robinson, 2011; Ferris & Gerber, 1996; Meyer & Turner, 2006; Winans, 2012). However, an increasing number of studies on students' emotions in EFL/ESL learning have been conducted in the past few years, and they generally demonstrate a positive relationship between students' feelings, learning engagement, and learning outcomes. They also argue that more research on teaching strategies should be undertaken to reduce students' negative feelings and enhance their learning.

A study by Gan, Humphreys and Hamp-Lyons (2004) in Chinese universities confirmed the impact of feelings on EFL students' learning success, with unsuccessful students shown as lacking supportive teachers and therefore finding learning a frustrating endeavour. This study suggested that more efforts should be made by teachers to support students to be persistent and motivated in learning English. Another study on undergraduate Vietnamese students (Trang, Baldauf, & Moni, 2013) found that students became anxious due to changes in their feelings about EFL learning; it suggested explicit strategies to be used by teachers to address students' negative emotions about EFL learning and to provide more freedom for students to make decisions about their learning. Similarly, Alrabai's (2014) quasi-experimental study on Arabic learners of English found that the use of teacher strategies to reduce anxiety led to significantly decreased levels of anxiety for learners in the experimental group compared to those in the control group. This study, among others, claimed that teachers need to equip themselves with conscious strategies to reduce learners' anxiety in EFL learning. All three studies show that learning English as a foreign language involves students' emotions and that more research on their impact on students' learning is needed.

Several studies underscore the teacher's influence on students' emotions. A study of EFL learning at a Mexican university (Lopez, 2011) demonstrated that the teacher played a crucial role in forming students' emotional reactions. Meanwhile, Beseghi (2018) revealed that students' emotions were influenced by their previous learning experiences, but, with teachers' counselling, they could develop more positive emotions towards learning a foreign language. Similarly, research at the university level in Australia (Ross, 2015) argued for more research on how teachers could assist students to increase their awareness of their emotions, after finding these formed an important element in their English language learning experience. It also called for more research on how these emotions could be regulated in classroom learning contexts in order to benefit students' language learning. These studies called for further investigation into teachers' strategies for addressing students' emotions and the impacts of emotions in academic learning contexts.

Students' Attitudes in EFL Learning

An increasing number of studies on various aspects of EFL/ESL learners' attitudes towards English language learning have been conducted in the past thirty years. Most of these used quantitative, qualitative or mixed method-research approaches to investigate EFL/ESL learners' attitudes and they may need to be enriched with action research approaches.

Four of these studies warrant further discussion since they stressed the need for EFL/ESL teachers to explicitly address students' attitudes and devise strategies to help them eliminate negative perceptions and foster positive attitudes. Gomez and Perez (2015) implemented a case study of students learning English as a foreign language in two high schools in Chile and discovered that, while the students generally liked English as a global language, this did not automatically lead to them making a commitment to learning it at school. This study suggests that students' attitudes need to be nurtured at the school and classroom level, and this is mostly determined by the teachers' teaching strategies.

The second study (Zhao, 2015) involved students studying English in a Mongolian university. It found that the students already showed positive attitudes towards English and suggested that English teachers should make an effort to create a favourable learning atmosphere in the classroom and choose teaching methods that could help nurture students' positive attitudes. This study supported Gomez and Perez's (2015) view that students' attitudes, both positive and negative, may be related to the teaching strategies used inside the classroom.

A descriptive and statistical study was conducted at universities in Tehran, Iran (Genc et al., 2016) involving EFL students from various departments. This found that students studying via distance learning demonstrated more positive attitudes towards EFL learning than those studying in traditional classrooms. This study recommended further research on teacher strategies to help students improve their motivation and eliminate their negative attitudes in EFL learning. However, the fourth study (Buyukkarci, 2016) revealed that having positive attitudes did not necessarily enhance students' willingness to engage in English language learning, and this may be influenced by repeated failures and unpleasant experiences with past English teachers.

Many of the authors discussed above suggest that finding appropriate strategies to help students regulate their feelings and attitudes in EFL/ESL learning should be one of the teachers' main responsibilities. In line with these, Al-Saraj (2014) stresses that the demanding nature of foreign language learning requires students to develop an ability to regulate their feelings and attitudes, as disregarding them may increase students' anxiety level and lead to academic failures. Yet, as the above review suggests, there has been little progress on studies about teacher and students' strategies to regulate students' feelings and attitudes in EFL/ESL learning and the impacts of these strategies on students' emotions, attitudes and learning progress.

Self-regulated Learning

One way to address students' feelings and attitudes in EFL learning is through the development

of self-regulated learning (SRL) strategies. Over the past thirty years, there has been a rapid growth in research on self-regulated learning and its applications in classroom learning. SRL is generally related to students' active construction of their thoughts, feelings and actions towards learning goal attainments (Zimmerman, 1986; 2000; 2013). It requires students to use internal resources to control their own learning, set learning goals, and develop appropriate strategies, motivation, and efforts to attain their goals (Boekaerts, 1997; Zimmerman, 2013). SRL combines learning behaviours, motivation and metacognition (Zimmerman, 1994; Zimmerman & Bandura, 1994) and impacts students' learning and motivation (Boekaerts & Corno, 2005). It has often been used interchangeably with metacognition, particularly when the focus of the learning is on the learners' awareness of the internal learning resources (see Boekaerts, Pintrich & Zeidner, 2000). Paris and Paris (2001) urged teachers to provide learning resources for students to enable them to develop strategies, motivation and independence. To acquire these essential skills, students need their teachers' deep understanding of SRL and their support (Rao & Torres, 2016; Saariaho, Pyhalto, Toom, Pietarinen & Soini, 2016; Vu & Shah, 2016), and this need can be met in the context of action research-oriented teaching. Without the autonomy, freedom and responsibility to regulate their emotions, attitudes and EFL learning, students' learning may not progress as desired. It was within this context that this action research was conducted.

An action research approach is arguably more beneficial to both teachers and students than other research methodologies since action research sees learners as active and reflective participants as well as collaborators in the research, who contribute significantly to the research procedure and results (see Kemmis & McTaggart, 1988; Mills, 2000). In this study, the researcher worked with the participants to identify strategies to regulate their emotions and attitudes in EFL/ESL learning, enabling them to maximise their learning potential. Although this action research was carried out in 2010 and reported in 2013 (see Mbato, 2013), it has the

potential to contribute to current discussions and knowledge about teachers' strategies to facilitate students' regulation of emotions and attitudes in EFL/ESL learning.

In the Indonesian learning context, students' emotions and attitudes are often ignored by the teachers partly because of the Indonesian students' total obedience to the teachers and the teachers' total obedience to the curriculum (cf. Indah, 2017; Indah & Kusuma, 2016; Lamb, 2004; Lengkanawati, 2004; Marcellino, 2008; Rachmajanti, 2017). As a result, this action research focused on one research question: To what extent can Indonesian students regulate their feelings and attitudes in EFL learning? It was expected that this study would enrich, extend and partly fill the gap in the current literature and discussion about students' regulation of their feelings and attitudes in EFL/ESL learning.

Methodology

Why Action Research?

To facilitate students in regulating their feelings and attitudes in learning English, I adopted classroom action research. Unlike traditional research, which may focus mainly on researching about people and gaining data from research subjects (e.g., Buyukkarci, 2016; Genc et al., 2016; Gomez & Perez, 2015; Mbato & Kharismawan, 2018), action research not only studies about people but also studies with people (see, e.g., Brydon-Miller, 2018; Call-Cummings, 2017; Kemmis & McTaggart, 1988; Reason & Bradbury, 2001; Yan, 2016).

Through participatory action research (Call-Cummings, 2017) students will have room to empower themselves in the learning process in the pursuit of knowledge. In the context of EFL/ESL learning where students face the emotional burden of having to speak in a language they are not familiar with or have not mastered (Dewaele, 2005; Horwitz, Horwitz, & Cope, 1986; Ross, 2015; Trang et al., 2013; Ustuk & Aydin, 2016), action research becomes a powerful method to adopt by teachers. Through action research, students have more space to voice their learning experiences and concerns rather than having to depend on their teachers as

the sole regulator of their learning, as has been the case in several EFL/ESL learning contexts (Chaffee, Noels & McEown, 2014; Lamb, 2004; 2012; 2013; Marcellino, 2008).

In the Indonesian educational context, classroom action research has been promoted in the past decade as a strategic way to empower teachers in teaching (Pirdaus, 2011). In action research, learners are expected to have more power and control over their own learning with the teacher acting more as a facilitator. This way they can develop critical thinking skills in relation to their learning progress and outcome. However, as Pramswari (2016) acknowledged, few teachers have engaged in action research, preferring instead to follow pre-planned learning designs, and allow less freedom and autonomy for students to explore their learning. This means there is limited room for students to be critical learners and express their feelings and attitudes (cf. Indah & Kusuma, 2016; Indah, 2017; Marcellino, 2008; Rachmajanti, 2017).

Research Context and Participants

This research was carried out at the Primary School Teacher Education Study Programme at Sanata Dharma University, Yogyakarta, Indonesia, from July-December 2010. Action research is most compatible with the *Ignatian Pedagogy* of Sanata Dharma University which emphasises the holistic transformation of students' learning experiences, spiritually, intellectually, affectively or behaviourally, and which in turn prompts them to take action (The International Commission of the Apostolate of the Jesuit Education, cited in Chubbuck, 2007, 242). The university promotes academic excellence and humanistic values and prepares young people to be critical and professional through dialogue and reflection (Humas, 2012). Dialogues and reflections are conducted every semester, and students have the opportunity and freedom to discuss their learning experiences with their academic advisors during the semester.

The spirit of dialogue and reflection resonates well with action research. Townsend (2013) argues that dialogue should be at the heart of any participatory action research as it opens the way for fruitful participation. The culture of dialogue reduces the teachers' power and

control over students; it enables the students and teachers to treat one another as partners in learning rather than as the powerless and the powerful.

In Sanata Dharma University, teachers are expected to act as facilitators rather than merely as instructors. *Ignatian Pedagogy* has three core values, i.e., competence, conscience and compassion, which could be explored through experience, reflection, action, and evaluation as required in the learning context (Cheney, c.2003). The culture of dialogue in Sanata Dharma University also helps create trust between teachers and students. Through dialogue, students could discuss with their teachers the learning materials they are using, or want to use to achieve the learning objectives, and what learning strategies are best for them. Equally, teachers can delegate some learning responsibility to the students, including the autonomy to plan, monitor and evaluate their own learning and progress. Most importantly, dialogue culture empowers students to provide feedback on the teaching and learning processes without feeling intimidated. In the context of this action research, this trust relationship was expected to increase the trustworthiness of the data, particularly the students' data about the researcher.

This action research involved 24 out of 144 first semester students enrolled in the Intensive Reading 1 class of the academic year of 2010-2011 and five English lecturers, including the researcher. It was ethically approved by the Southern Cross University Ethics Committee (approval number ECN-10-110) and informed consent was gained from the students before its implementation. The students' participation was voluntary, and their identities were kept confidential and anonymous. All the students were training to be Primary School teachers and had studied English compulsorily for at least six years prior to their enrolment in the study program. However, English competence was not a requirement to be a primary school teacher. The data discussed here was gathered from the 24 students who were enrolled in my class and directly involved in the research. The remaining students were taught by my four colleagues, and I did not have authority to make use of their data. However, information about all the

students ($N=144$) was shared in the teachers' regular fortnightly meetings (see Appendix 1: Lesson Plan) and used by individual teachers to enrich their respective class learning.

Procedures

This study consisted of five major action research cycles (from July-December 2010) in accordance with the students' submissions of five reflections. Each cycle lasted between two to three weeks. The research focused primarily on increasing the teacher's and the students' awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning, and on the students' ability to develop self-regulated learning strategies. During the five cycles, the students reflected on their self-regulation of the certain factors and strategies in learning English; these were a) feelings, b) attitudes, c) support, d) motivation, e) volition, f) self-efficacy, g) attribution, and h) reading strategies. Each of these elements was introduced to the students in separate weeks and became the focus of their weekly reflections and the researcher's oral and written feedback.

The learning materials inside the class focused mostly on reading as this was required by the curriculum. However, outside the class, the students were allowed to pursue English learning and learning strategies in accordance with their interests, needs and wants. They were also asked to focus on regulating specific elements, as listed in the lesson plan (see Appendix 1: Lesson Plan). The students' reflections took place both inside and outside of the classroom where they learnt English without the teacher's presence. Independent learning outside the classroom was based on students' individual learning plans, which were mostly drawn up at the end of class meetings and resulted from consultations with the teacher as well as from students' previous reflections.

Feelings were taught and reflected on in Cycle 3, Week 5, 6 and 7 and attitudes in Cycle 1, Week 1, 2, and 7. Other cycles focused on other elements of self-regulation, which were beyond the scope of this article. In practice, students were encouraged to reflect and plan actions

to undertake any elements of self-regulation in accordance with their individual needs. In implementing action research, I followed Burns (2010) and Phelps (2002), who suggested that action research cycles were more fluid than traditionally suggested by Kemmis and McTaggart (1998). For the detailed information about the research cycles and activities, see Lesson Plan (Appendix 1).

During the teaching learning process, I was involved in the planning, acting, observing and reflections of the implementation of the elements of self-regulation in the classroom. To facilitate students' understanding of the elements of self-regulation and metacognition, I, together with my colleagues, provided a metacognitive booklet, which was distributed to students at the beginning of the semester. In addition, since making learning plans and reflections were not part of the students' prior education practices in Indonesia, we supported them in making attainable weekly learning plans and reflections through oral and written feedback.

Another major shift in learning, which was implemented in this action research, was the creation of a community of English learning on campus, an idea which received an enthusiastic response from the students. I saw this as important as their learning was not likely to progress significantly without a supportive learning environment outside the classroom. This community was imperative in the context of EFL learning, since there was very little English use outside the formal setting, and, as Townsend (2013) argues, creating a community of learners should be one characteristic of participatory research.

Learning outside the classroom gives students more freedom and choices to experiment and to exercise their ideals about learning. It also reduces the teachers' control and power. Townsend (2013) argues that in participatory action research, the researchers need to deal with control and power issues in order to enable learners to maximise their learning potential. Through this action research, the students had more power and control in learning since the

focus had shifted from teaching to learning. The students displayed their work on boards weekly outside the classroom around the Study Programme's vicinity. The tasks were related to students' interests and themes discussed in class, which were chosen by the group members and were completed in small groups. Students would regularly visit the displays and write some comments about them; they then discussed their comments with other groups in class. These activities were done at the beginning of the class and lasted for about 15 minutes. This way, students were involved in the knowledge construction (see Townsend, 2013), particularly in addressing and regulating their feelings and attitudes in EFL/ESL learning.

My role as a teacher in terms of the learning strategies undertaken by the students was mostly limited to laying out learning plans in class (see Appendix 1) and suggesting general learning strategies outside the class, including regulation of their feelings and attitudes. At times, I would suggest certain strategies students could implement outside the classroom, such as watching English TV programmes and forming English speaking groups. However, most of the time, students were encouraged to participate in inventing and trying out their own learning strategies. The participatory elements of this research were found in their autonomy, responsibility and the freedom to plan, monitor and evaluate their own learning strategies and affective elements, particularly outside the classroom. They were also reflected in the learning activities in class when students brought their English learning experiences outside back into the classroom and discussed them with the teacher and the other students. Making reflections and individual learning plans based on the learning experiences in class, as explained above, further demonstrated the participatory nature of this research (see Lesson Plan, Appendix 1).

Data Collection Methods and Analysis

Qualitative data were collected through the five reflective journals students submitted and quantitative data through a pre-semester and post-semester survey. The journals were used as a

medium for students to plan, monitor and evaluate their feelings and attitudes in learning English as a foreign language. Quantitative data were collected at the beginning and end of the semester using the same questionnaire. The questionnaire consisted of nine questions about feelings and eight questions about attitudes using a 7-point Likert scale. These questions were all adapted from Phelps (2002) and checked with other English teachers for face and content validity before use. The aim of the questionnaire was to compare students' feelings and attitudes at the beginning and end of the semester and to help them reflect on these points throughout the semester.

I employed thematic and iterative data analysis of the qualitative data aiming to find emergent, common, and contradictory themes and issues in the students' reflective journals (see Dey, 1993; Gibson & Brown, 2009). In reporting the findings, I focused on major themes and the changes in students' feelings and attitudes revealed in the data rather than exclusively on the actions, interventions, and changes that occurred in each cycle (cf. Burns, 2010; Phelps, 2002). Accordingly, the findings were not restricted to individual cycles per se. This was also due in part to the position I adopted in this research, which was more of a facilitator than an instructor. Assuming this role allowed the students to develop self-regulated learning habits since most learning in Indonesian classrooms is prescribed by the teachers. My interventions came mostly in the form of oral and written feedback on students' weekly progress reports and submitted reflections, and on the issues emerging in the class discussions and sharing.

Using SPSS 17, I employed descriptive and inferential statistics to the quantitative data. Options 1-3 (strongly disagree to somewhat disagree) and 5-7 (somewhat agree to strongly agree) were collapsed to *Disagree* and *Agree* respectively for the sake of data analysis. However, where required by the data, a certain response such as *Strongly Disagree* or *Strongly Agree* was addressed separately. Descriptive statistics focused on the percentage of students' responses before and after their participation in the research. Non-parametric tests, i.e., the

Wilcoxon signed-rank tests (cf. Argyris & Schon, 1996; Manning & Munro, 2007) were used to compare median responses to the students' feelings and attitudes on the pre-semester and post-semester questionnaire.

Validity and Social Desirability Bias in this Research

To increase the validity of the data and to reduce social bias in this research, I acted more as a facilitator of the students' learning than as an instructor. This was implemented through my adoption of Herr and Anderson's (2005) five criteria of validity in action research: democratic validity; outcome validity; process validity; catalytic validity; and dialogic validity. Democratic validity was achieved through my collaboration with student participants in addressing their feelings and attitudes in learning English where there was a minimal power imbalance in learning. Outcome validity allowed me to collaborate with the participants in refining actions in order for the students to become more able to regulate their feelings and attitudes in EFL learning. Process validity enabled the students and the teacher researcher to focus on the process of learning, such as in the planning and reflections on their learning, feelings and attitudes. Through catalytic validity, the students and the teacher found room to challenge existing views of learning, which, in the Indonesian educational context, were mostly centred on the teacher, and moved to the actions to help students to regulate their feelings and attitudes in learning. Dialogic validity enabled a critical dialog between the researcher and the students, particularly through written and oral feedback to students' written reflections. Rich data about their change of feelings and attitudes as well as their active engagement in learning English, mostly independent of the teacher's intervention, strengthened the validity of the students' claims.

To address social desirability bias in this research, I took the following actions (following Miles and Huberman, 1994): 1) staying at the field for six months acting more as a facilitator rather than an instructor; 2) being less intrusive, particularly when students were engaged in the

process of regulating their feelings and attitudes in EFL learning; 3) making it clear to the students that their success in my class depended mostly on their own learning commitments and that I would be there to support them rather than to solve their learning difficulties; 4) using rich data from students' five reflections and questionnaires for triangulation; and 5) playing a reserved role so that students could develop the confidence and freedom in their ability to plan, monitor and evaluate their own learning. The students also had the freedom to make reflections about and plan actions for their learning and achievements. There were no leading questions from the researcher that might direct their reflections to meet the expectations of the researcher.

Results

Students' Reflective Journals

Engaging with students through their reflective journals, I found the six most important themes across this group were 1) teachers' influence, 2) perceptions of task difficulty, 3) the inability to identify the cause of negative feelings and attitudes, 4) perceived usefulness of English, 5) unrealistic perceptions of their own English language capacity and performance, and 6) seeking the enjoyment and nurturing success in learning English.

The first theme to emerge from students' reflections was a lack of inspiration from past teachers, which impacted negatively on their feelings and attitudes to English learning. In their reflections, some students mentioned that their past teachers made them dislike English and unenthusiastic about learning it. For example, S03 (Refl.1) wrote:

Since the first time I learned English I didn't like it as I found it difficult to understand. This is because my former English teachers, be it at Junior or Senior High school, did not explain it very well. This made me lazy (*unmotivated*) to study English. (*Translated by the author*).ⁱⁱⁱ

However, using the current teacher as a role model, S03 learned to regulate her feelings and attitudes towards English by learning more vocabulary as her learning goal. A number of other students recognised that they had managed to eliminate negative feelings and attitudes towards English language with the teacher's support and the learning strategies taught:

What I felt during the last (*previous*) learning English language, at first I was scared because of my ability in the English language is very weak (*weak*). But with the fun teacher who ultimately supported fear gradually disappeared and I became eager to learn English (S13/Refl.1). (*Additional information in brackets by the author*).

Before I study English, I feel afraid because I do not like English. I think English is difficult, and I can't speak English well. After I met with my lecturer, I don't feel afraid again. I think he has a new strategy and good teach English. Start now, I will study English diligently, because I know English is important and I want to speak English well (S16/Refl.1).

Perceptions of task difficulty caused some students' negative feelings and dislike of English:

Since the first time I began to study it at school, I don't really like English. Actually initially I kind of liked it, but as it became harder and harder, then I didn't like it. I actually tried but there was not any progress. (S07/Refl.1)

However, through their subsequent reflections, many students indicated that being more aware of the negative impact of their feelings and attitudes towards English encouraged them to change these attitudes, and this greatly benefited their learning.

Some students were unable or unwilling to explicitly identify a cause or causes for their negative feelings and attitudes towards English. Demonstrating strong statements about her negative feeling and attitude, S08 (Refl.1), for example, wrote:

Since studying it for the first time, I disliked English. It was really boring, irritating, made me nervous. The bottom line is that learning English is something I dislike so much. I did not have time to study English outside school hours because I already disliked it. *(Translated by the author).*

Inability to explicitly write about the influences on her feelings did not stop her from learning to regulate her feelings and attitudes, and her motivation to learn English did increase by Meeting 2 as reflected in learning goals:

My goals: Learn well so that I can get good grades. Being a good teacher. At the end of the semester I want to be able to speak English correctly and appropriately. *(Translated by the author).*

As demonstrated by this student, extreme negative feelings and attitudes towards English could be eliminated once students were assisted to reflect on the future benefits of English.

Having unrealistic perceptions of their own capacity and performance (i.e., low self-efficacy) could also affect students' feelings about their English language learning capacity and lead to fear. S01(Refl.3), for example, was unhappy about his English, stating that he had not improved much despite being one of the most diligent and creative students in class. Another student (S02/Refl.2) did not know why she was afraid to speak in English although she liked it. Being assisted to regulate her feelings and attitudes, she was able to seek ways to avoid distractions, focus on her learning goals and regulate an environment for learning:

Today I try to write in English. I make a poetry to decorate my room. Although it just for fun. But it's very important in my English development. I start to fill my room with English word. I try to create English atmosphere in my room so that I habitual with English (S02/Refl.3).

This student, and others, was becoming more able to regulate her feelings and attitude by setting

individual goals, putting more effort into pursuing them, monitoring and evaluating her learning in order to achieve the learning success.

Rather than dwelling on the negative feelings and attitudes, many students learned to seek the enjoyment and nurture success in learning English. S02 learned to identify more enjoyable ways to enhance positive feelings and attitudes in learning English (Refl.3). S06 (Refl.5) focused on gaining the enjoyment from an English Speaking Club set up by the Study Programme:

I believe the activity will be fun (*before she came to class*) and I right, I laugh during activity”, and “today I follow English club. English club always funny (*‘lucu’ translates as interesting/funny and has a positive connotation; a more appropriate English word would be ‘fun’*) and I can refresh my brain after study hard for a week. (*Additional information in brackets and translation by the author*).

Supporting students to learn English through enjoyable activities impacted profoundly on their feelings, attitudes and motivation in learning. Many students chose to learn English through songs and films outside the class after being encouraged to adopt these media to improve their English. S18 (Refl.2), for example, wrote:

Today I feel happy to study English because I and my friends sing a song together... My lecturer has a new strategy in this lesson, and I think his strategy is good. Music help student to enjoy the lesson and I think my friends enjoy too.

Others included searching for English songs on the Internet, listening to them and writing out the lyrics in their subsequent learning plans. Student 06 (Refl.5) mentioned watching the *Ice Age 2* movie twice without the Indonesian subtitles and enjoying learning through English songs:

...because I like music, I will be listening *(to)* music with English lyric(s). Even thought *(though)* the song is fast, I am not boring *(bored)* with this song. *(Additional information in brackets by the author).*

Similarly, S22 (Refl.5) stated that she liked to listen to English songs and downloaded songs to her mobile phone, and watched films more than speaking. S23 (Refl.3) also reflected on the many vocabulary words she gained from English films and songs.

Students' negative feelings and attitudes also diminished when they learned to focus on learning success rather than failures. Experiencing a positive change in her feelings towards English in Week 4, S17 (Refl.2) wrote "I feel happy because I can speak English (walau sedikit/although a little)". Similarly, while attending class in Week 6, S03 (Refl.3) acknowledged feeling happy because she could follow the lesson. Reflecting on the class in Week 10, S13 (Refl.4) wrote, "Today I enjoying learn English, I not nervous, I feel happy in learn English because I can understand reading English today." As her subsequent reflections indicated, her positive feelings also led her to set further goals: "I will trying love English so that I can learn English very well. And I will develop my capability in English, until my ability in English to increase". The important relationship between students' understanding of the learning task and their feelings is further demonstrated in S14's reflection (Refl.2):

In the first time I feel boring *(bored)*. But in pertengahan (in the middle) I can understand. I am to can know about the Beattles. So *mata kuliah* in today is very happy, because I am *sedikit* understand *tentang mata kuliah* in today *(So I was happy in today's lecture because I could understand it a little bit)*. *(Additional information in brackets and translation by the author).*

These experiences showed how the students' feelings and attitudes were positively impacted as they realised they could gain success through self-regulating their feelings and attitudes, as demonstrated by the following students:

Everyone has feelings. Good feelings, bad feelings. My feelings is good. Maybe because every I think something its true (*maybe every time I think about something, it comes true*) (S06/Refl.3).

I feel more good in my attitude in English. If before I don't like write in English, now I like write in English. I often read the English text and I like watching film in English. (S06/Refl.5).

Now, I feel my attitude is enough good than before. Before, I didn't like English, especially listening. But now I often listen song in English and I like to sing. Sing a song in English is help me to learn about listening and speaking (S18/Refl.5).
(*Additional information in brackets by the author*).

The reflective journals demonstrated that the students' ability to regulate their feelings and attitudes in learning English increased; however, only a few students commented that the teacher became an important factor in their positive change. Thus, there was no excessive data reporting about the teacher researcher's role in this research.

The Pre-semester and Post-semester Questionnaire

Students' questionnaire responses showed a sharp increase in their reported feelings and attitudes towards English following their participation in the research (See Tables 1 and 2)^{iv}

<Please insert Table 1. Students' Feelings towards English near here>

<Please insert Table 2. Students' Attitudes towards English near here>

Students' feelings towards English on all nine questions indicated an improvement (see Table 1). Questions F1-F5 and F9, which relate to students' general feelings about learning English, showed an increase in the proportion of students who agreed with the statements by between 41% and 54%. Feeling confident about one's ability to do well in English (Question F1)

recorded the highest increase (54%) and having the personality to do well in English (Question F2) the lowest increase (41%).

Statements F6-F8 asked about the students' feelings towards specific English skills. Feeling comfortable *listening* to English indicated the most significant changes (74% more students agreed with this statement post-semester) while 47% more students agreed they felt comfortable *speaking* English post-semester. *Reading* in English showed a less pronounced change (38% more students agreed). Students' responses to the attitudinal questions also indicated positive changes, as shown in Table 2. The number of students who agreed with the positive statements about general attitudes to English indicated quite notable increases (between 34-50%). In relation to specific English skills, attitudes toward *speaking* English (A7) showed the highest increase (with 71% more students agreeing). This was followed by attitudes towards *writing* with 49% more students agreeing (A8) and *reading with* 38% more students agreeing (A4). Listening to English songs (A6) and watching English movies (A5) showed the lowest increase. Only 20% and 17% more students respectively agreed with these statements; however, it is worth noting that many students reported enjoying listening to English songs (72%) and watching English films (75%) before their participation in the course.

Students' feelings about speaking (Statement F6, Table 1) when compared to their attitudes towards speaking (Statement A7, Table 2) needs further comment. The sharp increase in the proportion of students having a positive attitude towards speaking English after their participation in the course (rising from 16% to 87%) was not followed by a similar increase in their feelings about their ability to speak English (rising from 12% to 59% of students). This might be related to Indonesian culture where expressing confidence in one's ability is often avoided as it is not considered socially acceptable. The proportion of students who could not decide whether they felt comfortable about their ability to speak English did not show a significant change (from 38% pre-semester to 33% post-semester).

A Wilcoxon signed-ranked test on students' feelings before and after the research indicated a significant improvement between pre-participation ($Mdn = 3.61$), and post-participation ($Mdn = 5.22$, $z = -4.102$, $p = <.05$). There was also a significant improvement in students' attitudes (pre-participation $Mdn = 4.25$; post-participation $Mdn = 5.31$, $z = -3.602$, $p = <.05$).

Overall, evidence from both the qualitative and quantitative data demonstrated that the students had more positive feelings and attitudes towards English after their participation in the research. They also indicated increased ability to regulate their feelings and attitudes in learning English.

Discussion and Conclusion

This research aimed to find out the extent to which Indonesian students could regulate their feelings and attitudes in EFL learning. Results from both quantitative and qualitative data analyses indicated that the students had more positive feelings and attitudes towards English after their participation in the research. They also demonstrated increased ability to regulate their feelings and attitudes in learning English, and to plan, monitor and evaluate their learning independent of the teacher's supervision. Such increased capacity was attributable to: (1) the teacher's and the students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning; and (2) students' focus on self-regulated learning strategies rather than learning achievements.

The teachers' and students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning.

The first significant finding in this research was the teachers' and students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning. Learners' awareness of the importance of nurturing positive feelings and attitudes arises and

develops in learning contexts where their teachers recognise and value these two entities. Therefore, supporting students to recognise, confront and regulate their negative feelings and attitudes in learning English should be one of the EFL/ESL teachers' central roles. However, this research suggests that this is not achieved by becoming the centre of the students' learning and the solution to their learning difficulties, but rather by supporting them to take the learning responsibility into their hands, including when it comes to regulating their emotions and attitudes.

Data from students' reflections and the pre-semester questionnaire indicated that most of the students held negative feelings and attitudes towards English prior to enrolling in the course. However, these began to disappear after the students engaged in deep reflections and learned to regulate them. Quantitative data analysis on students' feelings also indicated that students felt more positive towards English and English skills after their participation in the research. This finding supports previous research (e.g., Beseghi, 2018; Buyukkarci, 2016; Gan et.al., 2004) and extends it by demonstrating that previous negative learning experiences could be diminished when students and their teachers shared an awareness of the need to identify, reflect on and regulate these experiences. This result also strengthens existing arguments about learning being more than just a mental activity but rather involving students' emotions, cognition, and behaviour (Buyukkarci, 2016; Ross, 2015; Trang, Baldauf, & Moni, 2013). These aspects need to be consciously nurtured at school and inside the classroom (see Gomez & Perez, 2015; Zhao, 2015).

Learners' focus on self-regulated learning strategies rather than on academic achievements

Qualitative data analyses indicate that the causes of students' negative feelings and attitudes varied and were not always explicable. The variability and complexity of students' feelings and attitudes may mean they require the teacher's assistance to help them focus on self-regulated

learning strategies rather on academic achievements, and several studies reviewed here suggest that teachers develop a repertoire of strategies to help students to regulate their feelings and attitudes. However, in the context of participatory action research, I needed to provide students with more opportunities to plan, monitor and evaluate their own learning. This is crucial if the teachers wish to address the issue of power imbalance and control in the classroom as discussed previously (see Townsend, 2013). As has been indicated earlier, learners' feelings and attitudes in EFL learning may not be properly addressed unless the students have room to recognise, confront, reflect on and regulate them. Therefore, rather than devising a repertoire of strategies for students, I encouraged them to develop their own self-regulated learning strategies to help them regulate their feelings and attitudes in learning English.

The first major strategy developed by the students was to focus on learning strategies rather than on negative feelings and attitudes. Data from their reflections demonstrated their developing ability to set individual learning goals and deploy various strategies of their own choice outside the classroom learning context, and they were able to move away from their negative feelings and attitudes towards English. Being able to regulate feelings, thoughts, actions, and strategies in learning is an important requirement for students to attain academic success (see Jarvenoja et al., 2015; Lee et al., 2016; Ross, 2015; Zimmerman, 2013). It is apparent from the data that to be successful in learning English as a foreign or second language, learners need to focus on developing self-regulated learning strategies, including strategies to deal with their negative feelings and attitudes, rather than on learning achievements. Focusing on learning strategies helps them to handle their negative feelings and attitudes more easily. This way, they will find learning less anxious and can then plan, monitor and evaluate their learning.

The second important strategy was focusing on nurturing positive feelings and attitudes towards English, and seeking incremental success rather than dwelling on the negatives. Data

from students' reflections suggest that their negative feelings and attitudes started to disappear once they learnt to be more positive in learning. For many students, learning English can be a very daunting task both mentally and emotionally (see, e.g., Alrabai, 2014; Beseghi, 2018; Gan et al., 2004; Trang et al., 2013). Data from students' reflections revealed that many students found the subject too difficult and felt that they were not making any progress. These negative feelings and attitudes began to diminish after they focused on the enjoyment they could find in learning and on the incremental success rather than on the perceived task difficulty and unrealistic academic performance.

This finding underlines a close and complex relationship between students' feelings, attitudes, cognition, and their engagement in learning and academic success (see, e.g. Abdolrezapour et al., 2017; Buyukkarci, 2016; Jarvenoja et al., 2015; Ross, 2015; Zimmerman, 2013). With the teacher's support, and regular and deliberate reflections on their learning goals and experiences, the students in my study began to enjoy learning and learned to focus on the small successes they gained, which motivated them to learn more. Becoming more competent in regulating their feelings and attitudes helped many students to enjoy the learning endeavour and success. The fun and the little success they gained in learning gave them positive feelings and attitudes, which in turn bred more fun and success in learning. They also developed the capability to plan, monitor and evaluate their English language learning.

Data from this study not only corroborate existing arguments and studies about the importance of students' feelings and attitudes in EFL/ESL learning as well as their achievements (see, Alrabai, 2014; Beseghi, 2018; Gan et al., 2004; Lopez, 2011; Trang et al., 2013;) but also provide ample evidence of the power of action research in facilitating students' identification, reflections and regulation of their emotions and attitudes in EFL/ESL learning. In this research, the researcher and students worked together as partners in learning, with the researcher's focus shifting from efforts to obtain data *from* students to collaborating *with* them

(cf. Brydon-Miller, 2018; Call-Cummings, 2017; Townsend, 2013; Yan, 2016). Having more freedom to reflect and regulate their feelings and attitudes in EFL learning enabled students in this research to take independent actions to improve their feelings, attitudes, and learning. Many authors have argued that being able to regulate one's feelings, thoughts and actions to attain academic goals is expected to help students to enjoy learning and gain academic success. This action research provides significant evidence and therefore partly fills the gap in the literature about the power of the teacher and students' mutual awareness in addressing and regulating students' feelings and attitudes in EFL learning.

In conclusion, the current study demonstrates that students learning English as a foreign language in my class developed more capability to recognise, confront and regulate their negative feelings and attitudes towards English. Most of them came to class with negative feelings and attitudes towards English. However, they showed more positive feelings and attitudes after engaging in the study. Such capability was developed, among others, because of the increasing awareness of both the students and the teacher about the significance of students' feelings and attitudes in EFL learning, and also the students' focus on self-regulated learning strategies rather than on immediate learning outcomes. The students' ability to regulate their feelings and attitudes has greatly benefited their learning. This was made possible through action research where both the researcher and the researched benefited from their participation and contribution in the research.

References

- Abdolrezapour, P., Tavakoli, M., & Ketabi, S. (2017). Enhancing learners' emotions in an L2 context through emotionalized dynamic assessment. *Studies in Second Language Learning and Teaching*, 3(2), 213-243. <http://www.sslt.amu.edu.pl>.
- Afzal, S., & Robinson, P. (2011). Designing for automatic affect inference in learning environments. *Educational Technology & Society*, 14(4), 21–34.
- Alrabai, F. (2014). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning and Teaching*, 1-28. doi:10.1080/17501229.2014.890203
- Al-Saraj, T.M. (2014). Foreign language anxiety in female Arabs learning English: Case studies. *Innovation in Language Learning and Teaching*, 8(3), 257–278. doi: 10.1080/17501229.2013.837911
- Altarriba, J. (2012). Emotion and mood: Over 120 years of contemplation and exploration in the American journal of psychology: *The American Journal of Psychology*, 125(4), 409-422.
- Argyris, C., & Schon, D. (1996). *Organizational learning II: Theory, method and practice*. Reading, MA: Addison-Wesley.
- Banegas, D. L. (2011). Teachers as 'reform-doers': Developing a participatory curriculum to teach English as a foreign language. *Educational Action Research*, 19(4), 417-432. doi: 10.1080/09650792.2011.625654
- Beseghi, M. (2018). Emotions and autonomy in foreign language learning. *EL.LE*, 7(2), 67-92.
- Boekaerts, M. (1997). Self-regulated learning: A new concept embraced by researchers, policymakers, educators, teachers and students. *Learning and Instruction*, 7(2), 161-186. doi: 10.1016/S0959-47529600015-1
- Boekaerts, M., & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. *Applied Psychology: An International Review*, 54(2), 199-231.

- Boekaerts, M., Pintrich, P. R., & Zeidner, M. (2000). Interventions and applications of self-regulation. In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 749-768). San Diego, CA: Academic Press.
- Borkowski, J., & Thorpe, P. (1994). Self-regulation and motivation: Life span perspective on underachievement. In D. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational application* (pp. 45-73). Hinsdale, NJ: Lawrence Erlbaum.
- Brydon-Miller, M. (2018): Critical learning, community, and engagement: Elements for creating positive learning environments and opportunities for positive change. *Educational Action Research*. doi: 10.1080/09650792.2018.1469651
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York: Routledge.
- Buyukkarci, K. (2016). Is it language learning anxiety and/or attitude of university students that determines their academic success? *Turkish Online Journal of English Language Teaching (TOJELT)*, 1(2), 57-65.
- Call-Cummings, M. (2017): Claiming power by producing knowledge: The empowering potential of PAR in the classroom. *Educational Action Research*. doi:10.1080/09650792.2017.1354772
- Chaffee, K.E., Noels, K.A., McEown, M.S. (2014). Learning from authoritarian teachers: Controlling the situation or controlling yourself can sustain motivation. *Studies in Second Language Learning and Teaching*, 4(2), 355-387. doi: 10.14746/ssllt.2014.4.2.9
- Cheney, M. (c.2003). Ignatian pedagogy: A PowerPoint presentation. 1-37. Retrieved from <http://school.jhssac.org/facultycheney/documentsipptalkver2.ppt/>.
- Chubbuck, S. M. (2007). Socially just teaching and the complementarity of Ignatian pedagogy and critical pedagogy. *Christian Higher Education*, 6, 239-265.
- Deigh, J. (2008). *The Sources of moral agency: Emotions, values and the law*. Oxford: Oxford University Press.

- Dey, I. (1993). *Qualitative data analysis: A user-friendly guide for social scientists*. London: Routledge.
- Dewaele, J.M. (2005). Investigating the psychological and emotional dimensions in instructed language learning: Obstacles and possibilities (Special issue: Methodology, epistemology, and ethics in instructed SLA research). *The Modern Language Journal*, 89(3), 367-380. doi: 10.1111/j.1540-4781.2005.00311.x
- Ferris, J., & Gerber, R. (1996). Mature-age students' feelings of enjoying learning in a further education context. *European Journal of Psychological Association*, 11(1), 79-96.
- Gan, Z., Humphreys, G., & Hamp-Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal*, 88(2), 229-244.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Gardner, R. C. (1968). Attitudes and motivation: Their role in second language acquisition. *TESOL Quarterly*, 2(3), 141-150. doi:10.2307/3585571
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Genc, G., Kulusakli, E., & Aydin, S. (2016). A comparative study on the motivation and attitudes of language learners of online distance and traditional in-classroom education. *Turkish Online Journal of Distance Education-TOJDE*, 17(4) Article 4, 63-75.
- Gibson, W., & Brown, A. (2009). *Working with qualitative data*. Los Angeles: Sage.
- Gomez, E. & Perez, S. (2015). Chilean 12th graders' attitudes towards English as a foreign language. *Colomb. Appl. Linguist. J.*, 17(2), 313-324.
- Herr, K., & Anderson, G.L. (2005). *The action research dissertation: A guide for students and faculty*. London: Sage.
- Horwitz, E. K. (1989). Facing the blackboard: Student perceptions of language learning and the language classroom. *ADFL Bulletin*, 20(3), 61-64.

- Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Humas USD. (2012). *Universitas Sanata Dharma*. Retrieved August 29, 2012, from <http://www.usd.ac.id/profile.php?id=1>
- Hutchinson, T., & Walters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Indah, R.N. & Kusuma, A.W. (2016). Factors affecting the development of critical thinking of Indonesian learners of English language. *Journal of Humanities and Social Science*, 21(6), 86-94.
- Indah, R. N. (2017). Critical thinking, writing performance and topic familiarity of Indonesian EFL learners. *Journal of Language Teaching and Research*, 8(2), 229-236. doi: <http://dx.doi.org/10.17507/jltr.0802.04>
- Jaber, L. Z., & Hammer, D. (2015). Engaging in science: A feeling for the discipline. *Journal of the Learning Sciences*, 1-47. doi: 10.1080/10508406.2015.1088441
- Jarvenoja, H., Jarvela, S., & Malmberg, J. (2015). Understanding regulated learning in situative and contextual frameworks. *Educational Psychologist*, 50(3), 204–219. doi: 10.1080/00461520.2015.1075400
- Jin, Y. (2015). The anxiety-proficiency relationship and the stability of anxiety: The case of Chinese university learners of English and Japanese. *Studies in Second Language Learning and Teaching*, 5(1), 41-63, doi: 10.14746/ssllt.2015.5.1.3
- Kemmis, S., & McTaggart, R. (1988). Introduction: The nature of action research. In S. Kemmis & R. McTaggart (Eds.), *The action research planner* (pp. 5-28). Victoria: Deakin University.
- Lamb, M. (2004). 'It depends on the students themselves': Independent language learning at an Indonesian state school. *Language, Culture and Curriculum*, 17(3), 229-245.
- Lamb, M. (2012). A self-system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning*, 62(4), 997–1023.

- Lamb, M. (2013). 'Your mum and dad can't teach you?': Constraints on agency among rural learners of English in the developing world. *Journal of Multilingual and Multicultural Development*, 34(1), 14-29.
- Lee, S. J., Ngampornchai, A., Trail-Constant, T., Abril, A., & Srinivasan, S. (2016). Does a case-based online group project increase students' satisfaction with interaction in online courses? *Active Learning in Higher Education*, 17(3), 1-10. doi: 10.1177/1469787416654800
- Lengkanawati, N. S. (2004). How learners from different cultural backgrounds learn a foreign language. *Asian EFL Journal*, 6(1), 1-8.
- Lopez, M. G. M. (2011). *Emotion and language learning: An exploration of experience and motivation in a Mexican university context*. PhD thesis, University of Nottingham, Nottingham.
- Mbato C. L. (2013). 'Facilitating EFL learners' self-regulation in reading: implementing a metacognitive approach in an Indonesian higher education context', EdD thesis, Southern Cross University, NSW. <https://core.ac.uk/download/pdf/18621059.pdf>
- Mbato C. L. & Kharismawn, P.Y. (2018). A correlational study between language attitudes and English language orientation of Indonesian EFL learners. *LEARN Journal: Language Education and Acquisition Research Network Journal*, 11(1), pp. 150-169.
- MacIntyre, P.D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15(1), 3-26. doi: 10.1177/0261927X960151001
- Malekzadeh, M., Mustafa, M. B., & Lahsasna. (2015). Review of emotion regulation in intelligent tutoring systems. *Journal of Educational Technology & Society*, 18(4), 435-445.
- Manning, M., & Munro, D. (2007). *The survey researcher's SPSS cookbook (2nd ed.)*. Sydney, NSW: Pearson.
- Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN Journal*, 19(1), 57-69.

- Meyer, D. K., & Turner, J.C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, 18, 377–390.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An Expanded Source Book* (2nd Ed). London: Sage Publications
- Mills, G. E. (2000). *Action research: A guide for the teacher researcher* (3rd ed.). New Jersey: Pearson Education.
- Paris, S. G., & Paris, A. H. (2001). Classroom applications of research on self-regulated learning. *Educational Psychologist*, 36(2), 89-101. doi: 10.1207/S15326985EP3602_4
- Phelps, R. A. (2002). *Mapping the complexity of learning: Journeying beyond the teaching for computer competency to facilitating computer capability*. PhD thesis, Southern Cross University, Lismore, NSW.
- Pintrich, P. R. (1991). Editor's comment. *Educational Psychologist*, 26, 199–205.
- Pirdaus. (2011). *Penelitian Tindakan Kelas Dan Pengembangan Keprofesian Guru*. Retrieved on November 1, 2017, from <https://pirdauslpmp.wordpress.com/2011/04/20/penelitian-tindakan-kelas-dan-pengembangan-keprofesian-guru/>
- Pramswari, L.P. (2016). Persepsi guru SD terhadap penelitian tindakan kelas. *Mimbar Sekolah Dasar*, 3(1), 53-68. doi: 10.17509/mimbar-sd.v3i1.2355
- Rachmajanti, S. (2017). Building cultural awareness and critical thinking skills through project-based task: a workshop for Indonesian context. *The 4th International Conference on Language, Society and Culture in Asian Contexts, KnE Social Sciences*, 498–504. doi: 10.18502/kss.v1i3.772.
- Rainey, I. (2000). Action research and the English as a foreign language practitioner: Time to take stock. *Educational Action Research*, 8(1), 65-91. doi: 10.1080/09650790000200112
- Rao, K., & Torres, C. (2016). Supporting academic and affective learning processes for English language learners with universal design for learning. *TESOL Quarterly*, 0(0), xxxx, 1-13. doi: 10.1002/tesq.342

- Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry and practice*. London: Sage.
- Reed, Y., Davis, H., & Nyabanyaba, T. (2002). Investigating teachers' 'take-up' of reflective practice from an in-service professional development teacher education programme in South Africa. *Educational Action Research*, 10(2), 253-274. doi: 10.1080/09650790200200185
- Ross, A. (2015). *An exploration of the emotions and motivation of tertiary English language learners in Australia. PhD Thesis*. The University of Canberra, Canberra.
- Saariaho, E., Pyhalto, K., Toom, A., Pietarinen, J., & Soini, T. (2016). Student teachers' self- and co-regulation of learning during teacher education. *Learning: Research and Practice*, 2(1), 44–63. doi: 10.1080/23735082.2015.1081395
- Sigurdardottir, I., & Puroila, A. (2018): Encounters in the third space: constructing the researcher's role in collaborative action research. *Educational Action Research*, 1-15. doi: 10.1080/09650792.2018.1507832.
- Schuitema, J., Peetsma, T., & van der Veen, I. (2012). Self-regulated learning and students' perceptions of innovative and traditional learning environments: A longitudinal study in secondary education. *Educational Studies*, 38(4), 397–413. doi:10.1080/03055698.2011.643105
- Small, S. A. (1995). Action-oriented research: Models and methods. *Journal of Marriage and Family*, 57(November), 951-955.
- SPSS Inc. Released 2008. *SPSS Statistics for Windows, Version 17.0*. Chicago: SPSS Inc.
- Townsend, A. (2013). Principled challenges for a participatory discipline. *Educational Action Research*. 21(3), 326–342, <http://dx.doi.org/10.1080/09650792.2013.815038>.
- Trang, T. T.T., Baldauf Jr, R. B., & Moni, K. (2013). Investigating the development of foreign language anxiety: An autobiographical approach. *Journal of Multilingual and Multicultural Development*, 34(7), 709-726. doi: 10.1080/01434632.2013.796959

- Ustuk, O., & Aydın, S. (2016): The effects of the use of paralinguistic cues on foreign language anxiety among English as a foreign language speakers. *Innovation in Language Learning and Teaching*, 1-14. doi: 10.1080/17501229.2016.1211133
- Uztosun, M. S., Skinner, N., & Cadorath, J. (2014). An action research study designed to implement student negotiation to improve speaking classroom practice in Turkey. *Educational Action Research*, 22(4), 488-504. doi: 10.1080/09650792.2014.904238
- Vu, H. Y., & Shah, M. (2016). Vietnamese students' self-direction in learning English listening skills. *Asian Englishes*, 18(1), 53-66. doi: 10.1080/13488678.2015.1136104
- Wallace, M. J. (1998). *Action research for language teachers*. Cambridge: Cambridge University Press.
- Winans, A. E.(2012). Cultivating critical emotional literacy: Cognitive and contemplative approaches to engaging difference. *College English*, 75(2), 150-170.
- Yan, C. (2016): 'You never know what research is like unless you've done it!': Action research to promote collaborative student-teacher research. *Educational Action Research*, 1-16. doi: 10.1080/09650792.2016.1245155
- Zhao, L. (2015). The influence of learners' motivation and attitudes on second language teaching. *Theory and Practice in Language Studies*, 5(11), 2333-2339. doi: <http://dx.doi.org/10.17507/tpls.0511.18>
- Zimmerman, B.J. (1986). Development of self-regulated learning. *Contemporary Educational Psychology*, 16, 307-313.
- Zimmerman, B.J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. In D. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational application* (pp. 3-21). Hillsdale, NJ: Lawrence Erlbaum.
- Zimmerman, B.J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). San Diego, CA: Academic Press.

- Zimmerman, B.J. (2013). From cognitive modeling to self-regulation: A social cognitive career path. *Educational Psychologist*, 48(3), 135–147. doi: 10.1080/00461520.2013.794676
- Zimmerman, B.J., & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal*, 31, 845-862. doi:10.3102/00028312031004845
- Zimmerman, B.J., & Kitsantas, A. (2014). Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. *Contemporary Educational Psychology*, 39, 145-155. doi:10.1016/j.cedpsych.2014.03.004

i This derives from a doctoral thesis which is available at Southern Cross University (Mbato, 2013).

ii 'Feelings', 'emotion' and 'affect' tend to be used interchangeably in the literature and therefore are not treated as different constructs in this article; cf. Deigh 2008; Dewaele, 2005; Jaber & Hammer, 2015; Zimmerman, 2013; Zimmerman & Kitsantas, 2014).

iii Some reflections were written in English; others have been translated from Indonesian by the author.

iv The students' responses *strongly disagree* and *disagree* (1-3 on the scale) were collapsed, as were *agree* to *strongly agree* (5-7).

Table 1. Students' Feelings towards English

Statement No.	Statements	Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
F1	I am confident about my ability to do well in English	25%	45%	30%	8%	8%	84%
F2	I am the type to do well in English	13%	49%	38%	4%	17%	79%
F3	The thought of learning English is not frightening	29%	37%	34%	-	8%	92%
F4	I am not worried about making mistakes when learning English	42%	25%	33%	4%	8%	88%
F5	I feel comfortable about my ability to read in English	25%	34%	41%	11%	10%	79%
F6	I feel comfortable about my ability to speak in English	50%	38%	12%	8%	33%	59%
F7	I feel comfortable to write in English	54%	21%	25%	4%	33%	73%
F8	I feel comfortable to listen in English	78%	13%	9%	4%	13%	83%
F9	Overall, I don't ever feel anxious about learning English	42%	38%	20%		33%	67%

Table 2. Students' Attitudes towards English

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
A1	I like learning English	21%	21%	58%	4%	4%	92%
A2	Once I start learning English, I find it difficult to stop	54%	38%	8%	20%	20%	60%
A3	I would choose to learn English in my spare time	45%	25%	30%	4%	17%	79%
A4	I like to read an English text	50%	13%	37%	4%	21%	75%
A5	I like to watch English movies	17%	8%	75%	4%	4%	92%
A6	I like to listen to English songs	16%	12%	72%	4%	4%	92%
A7	I like to speak in English	55%	29%	16%	-	13%	87%
A8	I like to write in English	56%	26%	18%	12%	21%	67%



Educational Action Research

Connecting Research and Practice for Professionals and Communities

ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/reac20>

Empowering Indonesian students' regulation of feelings and attitudes in EFL learning through action-oriented reflections

Concilianus Laos Mbato

To cite this article: Concilianus Laos Mbato (2021): Empowering Indonesian students' regulation of feelings and attitudes in EFL learning through action-oriented reflections, Educational Action Research, DOI: [10.1080/09650792.2021.2002169](https://doi.org/10.1080/09650792.2021.2002169)

To link to this article: <https://doi.org/10.1080/09650792.2021.2002169>



Published online: 01 Dec 2021.



Submit your article to this journal [↗](#)



View related articles [↗](#)



View Crossmark data [↗](#)



Empowering Indonesian students' regulation of feelings and attitudes in EFL learning through action-oriented reflections

Concilianus Laos Mbato 

Master's Program in English Education, Sanata Dharma University, Yogyakarta, Indonesia

ABSTRACT

This article focuses on Indonesian students' regulation of feelings and attitudes in EFL learning. It considers one research question i.e. to what extent can Indonesian students regulate their feelings and attitudes in EFL learning? To answer the question, classroom action research was adopted. The participants of the research were 24 first semester students of a Primary School Teacher Education Study Program at a university in Yogyakarta, Indonesia. The study lasted for six months where students submitted five reflections and completed a pre- and post-participation questionnaire. Results from data analyses indicated that the students had negative feelings and attitudes towards English before participating in the action research but showed more positive feelings and attitudes as a result of their participation. They also demonstrated increased ability to regulate their feelings and attitudes towards learning English, independently of the teacher's supervision. This was attributable to: (1) the teachers' and students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning; and (2) the students' focus on self-regulated learning strategies rather than academic achievements. This study offers pedagogical implications for EFL/ESL teachers and suggestions for future researchers.

ARTICLE HISTORY

Received 2 April 2018

Accepted 14 August 2020

KEYWORDS

Feelings; attitudes; EFL; self-regulated learning; action research

Students' feelings in EFL/ESL learning¹

Students' feelings² in education and EFL/ESL learning have traditionally gained little attention from educational researchers and teachers; they have often been viewed rather negatively although their impacts on learning and academic performance are apparent (Afzal and Robinson 2011; Ferris and Gerber 1996; Meyer and Turner 2006; Winans 2012). However, an increasing number of studies on students' emotions in EFL/ESL learning have been conducted in the past few years, and they generally demonstrate a positive relationship between students' feelings, learning engagement, and learning outcomes. They also argue that more research on teaching strategies should be undertaken to reduce students' negative feelings and enhance their learning.

CONTACT Concilanus Laos Mbato  c.laosmbato67@gmail.com; cons@usd.ac.id

Research Interests: Self-regulated learning, metacognition, affective domains, EFL learning and teacher professional development

© 2021 Educational Action Research

A study by Gan, Humphreys, and Hamp-Lyons (2004) in Chinese universities confirmed the impact of feelings on EFL students' learning success, with unsuccessful students shown as lacking supportive teachers and therefore finding learning a frustrating endeavour. This study suggested that more efforts should be made by teachers to support students to be persistent and motivated in learning English. Another study on undergraduate Vietnamese students (Trang, Baldauf, and Moni 2013) found that students became anxious due to changes in their feelings about EFL learning; it suggested explicit strategies to be used by teachers to address students' negative emotions about EFL learning and to provide more freedom for students to make decisions about their learning. Similarly, Alrabai's (2014) quasi-experimental study on Arabic learners of English found that the use of teacher strategies to reduce anxiety led to significantly decreased levels of anxiety for learners in the experimental group compared to those in the control group. This study, among others, claimed that teachers need to equip themselves with conscious strategies to reduce learners' anxiety in EFL learning. All three studies show that learning English as a foreign language involves students' emotions and that more research on their impact on students' learning is needed.

Several studies underscore the teacher's influence on students' emotions. A study of EFL learning at a Mexican university (Lopez 2011) demonstrated that the teacher played a crucial role in forming students' emotional reactions. Meanwhile, Beseghi (2018) revealed that students' emotions were influenced by their previous learning experiences, but, with teachers' counselling, they could develop more positive emotions towards learning a foreign language. Similarly, research at the university level in Australia (Ross 2015) argued for more research on how teachers could assist students to increase their awareness of their emotions, after finding these formed an important element in their English language learning experience. It also called for more research on how these emotions could be regulated in classroom learning contexts in order to benefit students' language learning. These studies called for further investigation into teachers' strategies for addressing students' emotions and the impacts of emotions in academic learning contexts.

Students' attitudes in EFL learning

An increasing number of studies on various aspects of EFL/ESL learners' attitudes towards English language learning have been conducted in the past thirty years. Most of these used quantitative, qualitative or mixed method-research approaches to investigate EFL/ESL learners' attitudes and they may need to be enriched with action research approaches.

Four of these studies warrant further discussion since they stressed the need for EFL/ESL teachers to explicitly address students' attitudes and devise strategies to help them eliminate negative perceptions and foster positive attitudes. Gomez and Perez (2015) implemented a case study of students learning English as a foreign language in two high schools in Chile and discovered that, while the students generally liked English as a global language, this did not automatically lead to them making a commitment to learning it at school. This study suggests that students' attitudes need to be nurtured at the school and classroom level, and this is mostly determined by the teachers' teaching strategies.

The second study (Zhao 2015) involved students studying English in a Mongolian university. It found that the students already showed positive attitudes towards English and suggested that English teachers should make an effort to create a favourable learning atmosphere in the classroom and choose teaching methods that could help nurture students' positive attitudes. This study supported Gomez and Perez (2015) view that students' attitudes, both positive and negative, may be related to the teaching strategies used inside the classroom.

A descriptive and statistical study was conducted at universities in Tehran, Iran (Genc, Kulusakli, and Aydin 2016) involving EFL students from various departments. This found that students studying via distance learning demonstrated more positive attitudes towards EFL learning than those studying in traditional classrooms. This study recommended further research on teacher strategies to help students improve their motivation and eliminate their negative attitudes in EFL learning. However, the fourth study (Buyukkarci 2016) revealed that having positive attitudes did not necessarily enhance students' willingness to engage in English language learning, and this may be influenced by repeated failures and unpleasant experiences with past English teachers.

Many of the authors discussed above suggest that finding appropriate strategies to help students regulate their feelings and attitudes in EFL/ESL learning should be one of the teachers' main responsibilities. In line with these, Al-Saraj (2014) stresses that the demanding nature of foreign language learning requires students to develop an ability to regulate their feelings and attitudes, as disregarding them may increase students' anxiety level and lead to academic failures. Yet, as the above review suggests, there has been little progress on studies about teacher and students' strategies to regulate students' feelings and attitudes in EFL/ESL learning and the impacts of these strategies on students' emotions, attitudes and learning progress.

Self-regulated learning

One way to address students' feelings and attitudes in EFL learning is through the development of self-regulated learning (SRL) strategies. Over the past thirty years, there has been a rapid growth in research on self-regulated learning and its applications in classroom learning. SRL is generally related to students' active construction of their thoughts, feelings and actions towards learning goal attainments (Zimmerman 1986, 2000, 2013). It requires students to use internal resources to control their own learning, set learning goals, and develop appropriate strategies, motivation, and efforts to attain their goals (Boekaerts 1997; Zimmerman 2013). SRL combines learning behaviours, motivation and metacognition (Zimmerman 1994; Zimmerman and Bandura 1994) and impacts students' learning and motivation (Boekaerts and Corno 2005). It has often been used interchangeably with metacognition, particularly when the focus of the learning is on the learners' awareness of the internal learning resources (see Boekaerts, Pintrich, and Zeidner 2000). Paris and Paris (2001) urged teachers to provide learning resources for students to enable them to develop strategies, motivation and independence. To acquire these essential skills, students need their teachers' deep understanding of SRL and their support (Rao and Torres 2016; Saariaho et al. 2016; Vu and Shah 2016), and this need can be met in the context of action research-oriented teaching. Without the autonomy,

freedom and responsibility to regulate their emotions, attitudes and EFL learning, students' learning may not progress as desired. It was within this context that this action research was conducted.

An action research approach is arguably more beneficial to both teachers and students than other research methodologies since action research sees learners as active and reflective participants as well as collaborators in the research, who contribute significantly to the research procedure and results (see Kemmis and McTaggart 1988; Mills 2000). In this study, the researcher worked with the participants to identify strategies to regulate their emotions and attitudes in EFL/ESL learning, enabling them to maximise their learning potential. Although this action research was carried out in 2010 and reported in 2013 (see Mbato 2013), it has the potential to contribute to current discussions and knowledge about teachers' strategies to facilitate students' regulation of emotions and attitudes in EFL/ESL learning.

In the Indonesian learning context, students' emotions and attitudes are often ignored by the teachers partly because of the Indonesian students' total obedience to the teachers and the teachers' total obedience to the curriculum (cf. Indah 2017; Indah and Kusuma 2016; Lamb 2004; Lengkanawati 2004; Marcellino 2008; Rachmajanti 2017). As a result, this action research focused on one research question: To what extent can Indonesian students regulate their feelings and attitudes in EFL learning? It was expected that this study would enrich, extend and partly fill the gap in the current literature and discussion about students' regulation of their feelings and attitudes in EFL/ESL learning.

Methodology

Why action research?

To facilitate students in regulating their feelings and attitudes in learning English, I adopted classroom action research. Unlike traditional research, which may focus mainly on researching about people and gaining data from research subjects (e.g. Buyukkarci 2016; Genc, Kulusakli, and Aydin 2016; Gomez and Perez 2015; Mbato & Kharismawan, 2018), action research not only studies about people but also studies with people (see, e.g. Brydon-Miller 2018; Call-Cummings 2017; Kemmis and McTaggart 1988; Reason and Bradbury 2001; Yan 2016).

Through participatory action research (Call-Cummings 2017) students will have room to empower themselves in the learning process in the pursuit of knowledge. In the context of EFL/ESL learning where students face the emotional burden of having to speak in a language they are not familiar with or have not mastered (Dewaele 2005; Horwitz, Horwitz, and Cope 1986; Ross 2015; Trang, Baldauf, and Moni 2013; Ustuk & Aydin, 2016), action research becomes a powerful method to adopt by teachers. Through action research, students have more space to voice their learning experiences and concerns rather than having to depend on their teachers as the sole regulator of their learning, as has been the case in several EFL/ESL learning contexts (Chaffee, Noels, and McEown 2014; Lamb 2004, 2012, 2013; Marcellino 2008).

In the Indonesian educational context, classroom action research has been promoted in the past decade as a strategic way to empower teachers in teaching (Pirdaus 2011). In action research, learners are expected to have more power and control over their own

learning with the teacher acting more as a facilitator. This way they can develop critical thinking skills in relation to their learning progress and outcome. However, as Pramswari (2016) acknowledged, few teachers have engaged in action research, preferring instead to follow pre-planned learning designs, and allow less freedom and autonomy for students to explore their learning. This means there is limited room for students to be critical learners and express their feelings and attitudes (cf. Indah and Kusuma 2016; Indah 2017; Marcellino 2008; Rachmajanti 2017).

Research context and participants

This research was carried out at the Primary School Teacher Education Study Programme at Sanata Dharma University, Yogyakarta, Indonesia, from July–December 2010. Action research is most compatible with the *Ignatian Pedagogy* of Sanata Dharma University which emphasises the holistic transformation of students' learning experiences, spiritually, intellectually, affectively or behaviourally, and which in turn prompts them to take action (The International Commission of the Apostolate of the Jesuit Education, cited in Chubbuck 2007, 242). The university promotes academic excellence and humanistic values and prepares young people to be critical and professional through dialogue and reflection (Humas 2012). Dialogues and reflections are conducted every semester, and students have the opportunity and freedom to discuss their learning experiences with their academic advisors during the semester.

The spirit of dialogue and reflection resonates well with action research. Townsend (2013) argues that dialogue should be at the heart of any participatory action research as it opens the way for fruitful participation. The culture of dialogue reduces the teachers' power and control over students; it enables the students and teachers to treat one another as partners in learning rather than as the powerless and the powerful.

In Sanata Dharma University, teachers are expected to act as facilitators rather than merely as instructors. *Ignatian Pedagogy* has three core values, i.e. competence, conscience and compassion, which could be explored through experience, reflection, action, and evaluation as required in the learning context (Cheney Cheney, 2003c). The culture of dialogue in Sanata Dharma University also helps create trust between teachers and students. Through dialogue, students could discuss with their teachers the learning materials they are using, or want to use to achieve the learning objectives, and what learning strategies are best for them. Equally, teachers can delegate some learning responsibility to the students, including the autonomy to plan, monitor and evaluate their own learning and progress. Most importantly, dialogue culture empowers students to provide feedback on the teaching and learning processes without feeling intimidated. In the context of this action research, this trust relationship was expected to increase the trustworthiness of the data, particularly the students' data about the researcher.

This action research involved 24 out of 144 first semester students enrolled in the Intensive Reading 1 class of the academic year of 2010–2011 and five English lecturers, including the researcher. It was ethically approved by the Southern Cross University Ethics Committee (approval number ECN-10-110) and informed consent was gained from the students before its implementation. The students' participation was voluntary, and their identities were kept confidential and anonymous. All the students were training to be Primary School teachers and had studied English compulsorily for at least six years prior to

their enrolment in the study program. However, English competence was not a requirement to be a primary school teacher. The data discussed here was gathered from the 24 students who were enrolled in my class and directly involved in the research. The remaining students were taught by my four colleagues, and I did not have authority to make use of their data. However, information about all the students ($N = 144$) was shared in the teachers' regular fortnightly meetings (see Appendix 1: Lesson Plan) and used by individual teachers to enrich their respective class learning.

Procedures

This study consisted of five major action research cycles (from July-December 2010) in accordance with the students' submissions of five reflections. Each cycle lasted between two to three weeks. The research focused primarily on increasing the teacher's and the students' awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning, and on the students' ability to develop self-regulated learning strategies. During the five cycles, the students reflected on their self-regulation of the certain factors and strategies in learning English; these were a) feelings, b) attitudes, c) support, d) motivation, e) volition, f) self-efficacy, g) attribution, and h) reading strategies. Each of these elements was introduced to the students in separate weeks and became the focus of their weekly reflections and the researcher's oral and written feedback.

The learning materials inside the class focused mostly on reading as this was required by the curriculum. However, outside the class, the students were allowed to pursue English learning and learning strategies in accordance with their interests, needs and wants. They were also asked to focus on regulating specific elements, as listed in the lesson plan (see Appendix 1: Lesson Plan). The students' reflections took place both inside and outside of the classroom where they learnt English without the teacher's presence. Independent learning outside the classroom was based on students' individual learning plans, which were mostly drawn up at the end of class meetings and resulted from consultations with the teacher as well as from students' previous reflections.

Feelings were taught and reflected on in Cycle 3, Week 5, 6 and 7 and attitudes in Cycle 1, Week 1, 2, and 7. Other cycles focused on other elements of self-regulation, which were beyond the scope of this article. In practice, students were encouraged to reflect and plan actions to undertake any elements of self-regulation in accordance with their individual needs. In implementing action research, I followed Burns (2010) and Phelps (2002), who suggested that action research cycles were more fluid than traditionally suggested by Kemmis and McTaggart (1998). For the detailed information about the research cycles and activities, see Lesson Plan (Appendix 1).

During the teaching learning process, I was involved in the planning, acting, observing and reflections of the implementation of the elements of self-regulation in the classroom. To facilitate students' understanding of the elements of self-regulation and metacognition, I, together with my colleagues, provided a metacognitive booklet, which was distributed to students at the beginning of the semester. In addition, since making learning plans and reflections were not part of the students' prior education practices in Indonesia, we supported them in making attainable weekly learning plans and reflections through oral and written feedback.

Another major shift in learning, which was implemented in this action research, was the creation of a community of English learning on campus, an idea which received an enthusiastic response from the students. I saw this as important as their learning was not likely to progress significantly without a supportive learning environment outside the classroom. This community was imperative in the context of EFL learning, since there was very little English use outside the formal setting, and, as Townsend (2013) argues, creating a community of learners should be one characteristic of participatory research.

Learning outside the classroom gives students more freedom and choices to experiment and to exercise their ideals about learning. It also reduces the teachers' control and power. Townsend (2013) argues that in participatory action research, the researchers need to deal with control and power issues in order to enable learners to maximise their learning potential. Through this action research, the students had more power and control in learning since the focus had shifted from teaching to learning. The students displayed their work on boards weekly outside the classroom around the Study Programme's vicinity. The tasks were related to students' interests and themes discussed in class, which were chosen by the group members and were completed in small groups. Students would regularly visit the displays and write some comments about them; they then discussed their comments with other groups in class. These activities were done at the beginning of the class and lasted for about 15 minutes. This way, students were involved in the knowledge construction (see Townsend 2013), particularly in addressing and regulating their feelings and attitudes in EFL/ESL learning.

My role as a teacher in terms of the learning strategies undertaken by the students was mostly limited to laying out learning plans in class (see Appendix 1) and suggesting general learning strategies outside the class, including regulation of their feelings and attitudes. At times, I would suggest certain strategies students could implement outside the classroom, such as watching English TV programmes and forming English speaking groups. However, most of the time, students were encouraged to participate in inventing and trying out their own learning strategies. The participatory elements of this research were found in their autonomy, responsibility and the freedom to plan, monitor and evaluate their own learning strategies and affective elements, particularly outside the classroom. They were also reflected in the learning activities in class when students brought their English learning experiences outside back into the classroom and discussed them with the teacher and the other students. Making reflections and individual learning plans based on the learning experiences in class, as explained above, further demonstrated the participatory nature of this research (see Lesson Plan, Appendix 1).

Data collection methods and analysis

Qualitative data were collected through the five reflective journals students submitted and quantitative data through a pre-semester and post-semester survey. The journals were used as a medium for students to plan, monitor and evaluate their feelings and attitudes in learning English as a foreign language. Quantitative data were collected at the beginning and end of the semester using the same questionnaire. The questionnaire consisted of nine questions about feelings and eight questions about attitudes using a 7-point Likert scale. These questions were all adapted from Phelps (2002) and checked with

other English teachers for face and content validity before use. The aim of the questionnaire was to compare students' feelings and attitudes at the beginning and end of the semester and to help them reflect on these points throughout the semester.

I employed thematic and iterative data analysis of the qualitative data aiming to find emergent, common, and contradictory themes and issues in the students' reflective journals (see Dey 1993; Gibson and Brown 2009). In reporting the findings, I focused on major themes and the changes in students' feelings and attitudes revealed in the data rather than exclusively on the actions, interventions, and changes that occurred in each cycle (cf. Burns 2010; Phelps 2002). Accordingly, the findings were not restricted to individual cycles per se. This was also due in part to the position I adopted in this research, which was more of a facilitator than an instructor. Assuming this role allowed the students to develop self-regulated learning habits since most learning in Indonesian classrooms is prescribed by the teachers. My interventions came mostly in the form of oral and written feedback on students' weekly progress reports and submitted reflections, and on the issues emerging in the class discussions and sharing.

Using SPSS 17 (SPSS, 2008), I employed descriptive and inferential statistics to the quantitative data. Options 1–3 (strongly disagree to somewhat disagree) and 5–7 (somewhat agree to strongly agree) were collapsed to *Disagree* and *Agree* respectively for the sake of data analysis. However, where required by the data, a certain response such as *Strongly Disagree* or *Strongly Agree* was addressed separately. Descriptive statistics focused on the percentage of students' responses before and after their participation in the research. Non-parametric tests, i.e. the Wilcoxon signed-rank tests (cf. Argyris and Schon 1996; Manning and Munro 2007) were used to compare median responses to the students' feelings and attitudes on the pre-semester and post-semester questionnaire.

Validity and social desirability bias in this research

To increase the validity of the data and to reduce social bias in this research, I acted more as a facilitator of the students' learning than as an instructor. This was implemented through my adoption of Herr and Anderson's (2005) five criteria of validity in action research: democratic validity; outcome validity; process validity; catalytic validity; and dialogic validity. Democratic validity was achieved through my collaboration with student participants in addressing their feelings and attitudes in learning English where there was a minimal power imbalance in learning. Outcome validity allowed me to collaborate with the participants in refining actions in order for the students to become more able to regulate their feelings and attitudes in EFL learning. Process validity enabled the students and the teacher researcher to focus on the process of learning, such as in the planning and reflections on their learning, feelings and attitudes. Through catalytic validity, the students and the teacher found room to challenge existing views of learning, which, in the Indonesian educational context, were mostly centred on the teacher, and moved to the actions to help students to regulate their feelings and attitudes in learning. Dialogic validity enabled a critical dialog between the researcher and the students, particularly through written and oral feedback to students' written reflections. Rich data about their change of feelings and attitudes as well as their active engagement in learning English, mostly independent of the teacher's intervention, strengthened the validity of the students' claims.

To address social desirability bias in this research, I took the following actions (following Miles and Huberman 1994): 1) staying at the field for six months acting more as a facilitator rather than an instructor; 2) being less intrusive, particularly when students were engaged in the process of regulating their feelings and attitudes in EFL learning; 3) making it clear to the students that their success in my class depended mostly on their own learning commitments and that I would be there to support them rather than to solve their learning difficulties; 4) using rich data from students' five reflections and questionnaires for triangulation; and 5) playing a reserved role so that students could develop the confidence and freedom in their ability to plan, monitor and evaluate their own learning. The students also had the freedom to make reflections about and plan actions for their learning and achievements. There were no leading questions from the researcher that might direct their reflections to meet the expectations of the researcher.

Results

Students' reflective journals

Engaging with students through their reflective journals, I found the six most important themes across this group were 1) teachers' influence, 2) perceptions of task difficulty, 3) the inability to identify the cause of negative feelings and attitudes, 4) perceived usefulness of English, 5) unrealistic perceptions of their own English language capacity and performance, and 6) seeking the enjoyment and nurturing success in learning English.

The first theme to emerge from students' reflections was a lack of inspiration from past teachers, which impacted negatively on their feelings and attitudes to English learning. In their reflections, some students mentioned that their past teachers made them dislike English and unenthusiastic about learning it. For example, S03 (Refl.1) wrote:

Since the first time I learned English I didn't like it as I found it difficult to understand. This is because my former English teachers, be it at Junior or Senior High school, did not explain it very well. This made me lazy (*unmotivated*) to study English. (*Translated by the author*).³

However, using the current teacher as a role model, S03 learned to regulate her feelings and attitudes towards English by learning more vocabulary as her learning goal. A number of other students recognised that they had managed to eliminate negative feelings and attitudes towards English language with the teacher's support and the learning strategies taught:

What I felt during the last (*previous*) learning English language, at first I was scared because of my ability in the English language is very weak (*weak*). But with the fun teacher who ultimately supported fear gradually disappeared and I became eager to learn English (S13/ Refl.1). (*Additional information in brackets by the author*).

Before I study English, I feel afraid because I do not like English. I think English is difficult, and I can't speak English well. After I met with my lecturer, I don't feel afraid again. I think he has a new strategy and good teach English. Start now, I will study English diligently, because I know English is important and I want to speak English well (S16/ Refl.1).

Perceptions of task difficulty caused some students' negative feelings and dislike of English:

Since the first time I began to study it at school, I don't really like English. Actually initially I kind of liked it, but as it became harder and harder, then I didn't like it. I actually tried but there was not any progress. (S07/Refl.1)

However, through their subsequent reflections, many students indicated that being more aware of the negative impact of their feelings and attitudes towards English encouraged them to change these attitudes, and this greatly benefited their learning.

Some students were unable or unwilling to explicitly identify a cause or causes for their negative feelings and attitudes towards English. Demonstrating strong statements about her negative feeling and attitude, S08 (Refl.1), for example, wrote:

Since studying it for the first time, I disliked English. It was really boring, irritating, made me nervous. The bottom line is that learning English is something I dislike so much. I did not have time to study English outside school hours because I already disliked it. (*Translated by the author*).

Inability to explicitly write about the influences on her feelings did not stop her from learning to regulate her feelings and attitudes, and her motivation to learn English did increase by Meeting 2 as reflected in learning goals:

My goals: Learn well so that I can get good grades. Being a good teacher. At the end of the semester I want to be able to speak English correctly and appropriately. (*Translated by the author*).

As demonstrated by this student, extreme negative feelings and attitudes towards English could be eliminated once students were assisted to reflect on the future benefits of English.

Having unrealistic perceptions of their own capacity and performance (i.e. low self-efficacy) could also affect students' feelings about their English language learning capacity and lead to fear. S01(Refl.3), for example, was unhappy about his English, stating that he had not improved much despite being one of the most diligent and creative students in class. Another student (S02/Refl.2) did not know why she was afraid to speak in English although she liked it. Being assisted to regulate her feelings and attitudes, she was able to seek ways to avoid distractions, focus on her learning goals and regulate an environment for learning:

Today I try to write in English. I make a poetry to decorate my room. Although it just for fun. But it's very important in my English development. I start to fill my room with English word. I try to create English atmosphere in my room so that I habitual with English (S02/Refl.3).

This student, and others, was becoming more able to regulate her feelings and attitude by setting individual goals, putting more effort into pursuing them, monitoring and evaluating her learning in order achieve the learning success.

Rather than dwelling on the negative feelings and attitudes, many students learned to seek the enjoyment and nurture success in learning English. S02 learned to identify more enjoyable ways to enhance positive feelings and attitudes in learning English (Refl.3). S06 (Refl.5) focused on gaining the enjoyment from an English Speaking Club set up by the Study Programme:

I believe the activity will be fun (*before she came to class*) and I right, I laugh during activity", and "today I follow English club. English club always funny (*'lucu' translates as interesting/funny and has a positive connotation; a more appropriate English word would be 'fun'*) and I can refresh my brain after study hard for a week. (*Additional information in brackets and translation by the author*).

Supporting students to learn English through enjoyable activities impacted profoundly on their feelings, attitudes and motivation in learning. Many students chose to learn English through songs and films outside the class after being encouraged to adopt these media to improve their English. S18 (Refl.2), for example, wrote:

Today I feel happy to study English because I and my friends sing a song together ... My lecturer has a new strategy in this lesson, and I think his strategy is good. Music help student to enjoy the lesson and I think my friends enjoy too.

Others included searching for English songs on the Internet, listening to them and writing out the lyrics in their subsequent learning plans. Student 06 (Refl.5) mentioned watching the *Ice Age 2* movie twice without the Indonesian subtitles and enjoying learning through English songs:

... because I like music, I will be listening (*to*) music with English lyric(s). Even thought (*though*) the song is fast, I am not boring (*bored*) with this song. (*Additional information in brackets by the author*).

Similarly, S22 (Refl.5) stated that she liked to listen to English songs and downloaded songs to her mobile phone, and watched films more than speaking. S23 (Refl.3) also reflected on the many vocabulary words she gained from English films and songs.

Students' negative feelings and attitudes also diminished when they learned to focus on learning success rather than failures. Experiencing a positive change in her feelings towards English in Week 4, S17 (Refl.2) wrote 'I feel happy because I can speak English (*walaupun sedikit/although a little*)'. Similarly, while attending class in Week 6, S03 (Refl.3) acknowledged feeling happy because she could follow the lesson. Reflecting on the class in Week 10, S13 (Refl.4) wrote, "Today I enjoying learn English, I not nervous, I feel happy in learn English because I can understand reading English today." As her subsequent reflections indicated, her positive feelings also led her to set further goals: "I will trying love English so that I can learn English very well. And I will develop my capability in English, until my ability in English to increase". The important relationship between students' understanding of the learning task and their feelings is further demonstrated in S14's reflection (Refl.2):

In the first time I feel boring (*bored*). But in pertengahan (*in the middle*) I can understand. I am to can know about the Beattles. So *mata kuliah* in today is very happy, because I am *sedikit* understand *tentang mata kuliah* in today (*So I was happy in today's lecture because I could understand it a little bit*). (*Additional information in brackets and translation by the author*).

These experiences showed how the students' feelings and attitudes were positively impacted as they realised they could gain success through self-regulating their feelings and attitudes, as demonstrated by the following students:

Everyone has feelings. Good feelings, bad feelings. My feelings is good. Maybe because every I think something its true (*maybe every time I think about something, it comes true*) (S06/Refl.3).

I feel more good in my attitude in English. If before I don't like write in English, now I like write in English. I often read the English text and I like watching film in English. (S06/Refl.5).

Now, I feel my attitude is enough good than before. Before, I didn't like English, especially listening. But now I often listen song in English and I like to sing. Sing a song in English is help me to learn about listening and speaking (S18/Refl.5). (*Additional information in brackets by the author*).

The reflective journals demonstrated that the students' ability to regulate their feelings and attitudes in learning English increased; however, only a few students commented that the teacher became an important factor in their positive change. Thus, there was no excessive data reporting about the teacher researcher's role in this research.

The Pre-semester and post-semester questionnaire

Students' questionnaire responses showed a sharp increase in their reported feelings and attitudes towards English following their participation in the research (See [Tables 1 and 2](#))⁴

Students' feelings towards English on all nine questions indicated an improvement (see [Table 1](#)). Questions F1-F5 and F9, which relate to students' general feelings about learning English, showed an increase in the proportion of students who agreed with the statements by between 41% and 54%. Feeling confident about one's ability to do well in English (Question F1) recorded the highest increase (54%) and having the personality to do well in English (Question F2) the lowest increase (41%).

Statements F6-F8 asked about the students' feelings towards specific English skills. Feeling comfortable *listening* to English indicated the most significant changes (74% more students agreed with this statement post-semester) while 47% more students agreed they felt comfortable *speaking* English post-semester. *Reading* in English showed a less pronounced change (38% more students agreed). Students' responses to the attitudinal questions also indicated positive changes, as shown in [Table 2](#). The number of students who agreed with the positive statements about general attitudes to English indicated

Table 1. Students' Feelings towards English.

Statement No.	Statements	Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
F1	I am confident about my ability to do well in English	25%	45%	30%	8%	8%	84%
F2	I am the type to do well in English	13%	49%	38%	4%	17%	79%
F3	The thought of learning English is not frightening	29%	37%	34%	-	8%	92%
F4	I am not worried about making mistakes when learning English	42%	25%	33%	4%	8%	88%
F5	I feel comfortable about my ability to read in English	25%	34%	41%	11%	10%	79%
F6	I feel comfortable about my ability to speak in English	50%	38%	12%	8%	33%	59%
F7	I feel comfortable to write in English	54%	21%	25%	4%	33%	73%
F8	I feel comfortable to listen in English	78%	13%	9%	4%	13%	83%
F9	Overall, I don't ever feel anxious about learning English	42%	38%	20%		33%	67%

Table 2. Students' Attitudes towards English.

Statement No.		Pre-Semester			Post-Semester		
		Disagree	Undecided	Agree	Disagree	Undecided	Agree
A1	I like learning English	21%	21%	58%	4%	4%	92%
A2	Once I start learning English, I find it difficult to stop	54%	38%	8%	20%	20%	60%
A3	I would choose to learn English in my spare time	45%	25%	30%	4%	17%	79%
A4	I like to read an English text	50%	13%	37%	4%	21%	75%
A5	I like to watch English movies	17%	8%	75%	4%	4%	92%
A6	I like to listen to English songs	16%	12%	72%	4%	4%	92%
A7	I like to speak in English	55%	29%	16%	-	13%	87%
A8	I like to write in English	56%	26%	18%	12%	21%	67%

quite notable increases (between 34–50%). In relation to specific English skills, attitudes toward *speaking* English (A7) showed the highest increase (with 71% more students agreeing). This was followed by attitudes towards *writing* with 49% more students agreeing (A8) and *reading* with 38% more students agreeing (A4). Listening to English songs (A6) and watching English movies (A5) showed the lowest increase. Only 20% and 17% more students respectively agreed with these statements; however, it is worth noting that many students reported enjoying listening to English songs (72%) and watching English films (75%) before their participation in the course.

Students' feelings about speaking (Statement F6, Table 1) when compared to their attitudes towards speaking (Statement A7, Table 2) needs further comment. The sharp increase in the proportion of students having a positive attitude towards speaking English after their participation in the course (rising from 16% to 87%) was not followed by a similar increase in their feelings about their ability to speak English (rising from 12% to 59% of students). This might be related to Indonesian culture where expressing confidence in one's ability is often avoided as it is not considered socially acceptable. The proportion of students who could not decide whether they felt comfortable about their ability to speak English did not show a significant change (from 38% pre-semester to 33% post-semester).

A Wilcoxon signed-ranked test on students' feelings before and after the research indicated a significant improvement between pre-participation ($Mdn = 3.61$), and post-participation ($Mdn = 5.22$, $z = -4.102$, $p = <.05$). There was also a significant improvement in students' attitudes (pre-participation $Mdn = 4.25$; post-participation $Mdn = 5.31$, $z = -3.602$, $p = <.05$).

Overall, evidence from both the qualitative and quantitative data demonstrated that the students had more positive feelings and attitudes towards English after their participation in the research. They also indicated increased ability to regulate their feelings and attitudes in learning English.

Discussion and conclusion

This research aimed to find out the extent to which Indonesian students could regulate their feelings and attitudes in EFL learning. Results from both quantitative and qualitative data analyses indicated that the students had more positive feelings and attitudes towards English after their participation in the research. They also demonstrated

increased ability to regulate their feelings and attitudes in learning English, and to plan, monitor and evaluate their learning independent of the teacher's supervision. Such increased capacity was attributable to: (1) the teacher's and the students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning; and (2) students' focus on self-regulated learning strategies rather than learning achievements.

The teachers' and students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning

The first significant finding in this research was the teachers' and students' mutual awareness of the importance of identifying and regulating students' feelings and attitudes in EFL learning. Learners' awareness of the importance of nurturing positive feelings and attitudes arises and develops in learning contexts where their teachers recognise and value these two entities. Therefore, supporting students to recognise, confront and regulate their negative feelings and attitudes in learning English should be one of the EFL/ESL teachers' central roles. However, this research suggests that this is not achieved by becoming the centre of the students' learning and the solution to their learning difficulties, but rather by supporting them to take the learning responsibility into their hands, including when it comes to regulating their emotions and attitudes.

Data from students' reflections and the pre-semester questionnaire indicated that most of the students held negative feelings and attitudes towards English prior to enrolling in the course. However, these began to disappear after the students engaged in deep reflections and learned to regulate them. Quantitative data analysis on students' feelings also indicated that students felt more positive towards English and English skills after their participation in the research. This finding supports previous research (e.g. Beseghi 2018; Buyukkarci 2016; Gan, Humphreys, and Hamp-Lyons 2004) and extends it by demonstrating that previous negative learning experiences could be diminished when students and their teachers shared an awareness of the need to identify, reflect on and regulate these experiences. This result also strengthens existing arguments about learning being more than just a mental activity but rather involving students' emotions, cognition, and behaviour (Buyukkarci 2016; Ross 2015; Trang, Baldauf, and Moni 2013). These aspects need to be consciously nurtured at school and inside the classroom (see Gomez and Perez 2015; Zhao 2015).

Learners' focus on self-regulated learning strategies rather than on academic achievements

Qualitative data analyses indicate that the causes of students' negative feelings and attitudes varied and were not always explicable. The variability and complexity of students' feelings and attitudes may mean they require the teacher's assistance to help them focus on self-regulated learning strategies rather on academic achievements, and several studies reviewed here suggest that teachers develop a repertoire of strategies to help students to regulate their feelings and attitudes. However, in the context of participatory action research, I needed to provide students with more opportunities to plan, monitor and evaluate their own learning. This is crucial if the teachers wish to address the issue of

power imbalance and control in the classroom as discussed previously (see Townsend 2013). As has been indicated earlier, learners' feelings and attitudes in EFL learning may not be properly addressed unless the students have room to recognise, confront, reflect on and regulate them. Therefore, rather than devising a repertoire of strategies for students, I encouraged them to develop their own self-regulated learning strategies to help them regulate their feelings and attitudes in learning English.

The first major strategy developed by the students was to focus on learning strategies rather than on negative feelings and attitudes. Data from their reflections demonstrated their developing ability to set individual learning goals and deploy various strategies of their own choice outside the classroom learning context, and they were able to move away from their negative feelings and attitudes towards English. Being able to regulate feelings, thoughts, actions, and strategies in learning is an important requirement for students to attain academic success (see Jarvenoja, Jarvela, and Malmberg 2015; Lee et al. 2016; Ross 2015; Zimmerman 2013). It is apparent from the data that to be successful in learning English as a foreign or second language, learners need to focus on developing self-regulated learning strategies, including strategies to deal with their negative feelings and attitudes, rather than on learning achievements. Focusing on learning strategies helps them to handle their negative feelings and attitudes more easily. This way, they will find learning less anxious and can then plan, monitor and evaluate their learning.

The second important strategy was focusing on nurturing positive feelings and attitudes towards English, and seeking incremental success rather than dwelling on the negatives. Data from students' reflections suggest that their negative feelings and attitudes started to disappear once they learnt to be more positive in learning. For many students, learning English can be a very daunting task both mentally and emotionally (see, e.g. Alrabai 2014; Beseghi 2018; Gan, Humphreys, and Hamp-Lyons 2004; Trang, Baldauf, and Moni 2013). Data from students' reflections revealed that many students found the subject too difficult and felt that they were not making any progress. These negative feelings and attitudes began to diminish after they focused on the enjoyment they could find in learning and on the incremental success rather than on the perceived task difficulty and unrealistic academic performance.

This finding underlines a close and complex relationship between students' feelings, attitudes, cognition, and their engagement in learning and academic success (see, e.g. Abdolrezapour, Tavakoli, and Ketabi 2017; Buyukkarci 2016; Jarvenoja, Jarvela, and Malmberg 2015; Ross 2015; Zimmerman 2013). With the teacher's support, and regular and deliberate reflections on their learning goals and experiences, the students in my study began to enjoy learning and learned to focus on the small successes they gained, which motivated them to learn more. Becoming more competent in regulating their feelings and attitudes helped many students to enjoy the learning endeavour and success. The fun and the little success they gained in learning gave them positive feelings and attitudes, which in turn bred more fun and success in learning. They also developed the capability to plan, monitor and evaluate their English language learning.

Data from this study not only corroborate existing arguments and studies about the importance of students' feelings and attitudes in EFL/ESL learning as well as their achievements (see, Alrabai 2014; Beseghi 2018; Gan, Humphreys, and Hamp-Lyons 2004; Lopez 2011; Trang, Baldauf, and Moni 2013;) but also provide ample evidence of the power of action research in facilitating students' identification, reflections and

regulation of their emotions and attitudes in EFL/ESL learning. In this research, the researcher and students worked together as partners in learning, with the researcher's focus shifting from efforts to obtain data *from* students to collaborating *with* them (cf. Brydon-Miller 2018; Call-Cummings 2017; Townsend 2013; Yan 2016). Having more freedom to reflect and regulate their feelings and attitudes in EFL learning enabled students in this research to take independent actions to improve their feelings, attitudes, and learning. Many authors have argued that being able to regulate one's feelings, thoughts and actions to attain academic goals is expected to help students to enjoy learning and gain academic success. This action research provides significant evidence and therefore partly fills the gap in the literature about the power of the teacher and students' mutual awareness in addressing and regulating students' feelings and attitudes in EFL learning.

In conclusion, the current study demonstrates that students learning English as a foreign language in my class developed more capability to recognise, confront and regulate their negative feelings and attitudes towards English. Most of them came to class with negative feelings and attitudes towards English. However, they showed more positive feelings and attitudes after engaging in the study. Such capability was developed, among others, because of the increasing awareness of both the students and the teacher about the significance of students' feelings and attitudes in EFL learning, and also the students' focus on self-regulated learning strategies rather than on immediate learning outcomes. The students' ability to regulate their feelings and attitudes has greatly benefited their learning. This was made possible through action research where both the researcher and the researched benefited from their participation and contribution in the research.

Notes

1. This derives from a doctoral thesis which is available at Southern Cross University (Mbato 2013).
2. 'Feelings', 'emotion' and 'affect' tend to be used interchangeably in the literature and therefore are not treated as different constructs in this article; cf. (Deigh 2008; Dewaele 2005; Jaber and Hammer 2015; Zimmerman 2013; Zimmerman & Kitsastas, 2014).
3. Some reflections were written in English; others have been translated from Indonesian by the author.
4. The students' responses *strongly disagree* and *disagree* (1–3 on the scale) were collapsed, as were *agree* to *strongly agree* (5–7).

Acknowledgments

I would like express my gratitude to Dr. Renata Phelps and Dr. Robert Smith, my thesis supervisors at Southern Cross University, Australia for teaching me the skills to survive academically. My gratitude also goes to Prof. Dr. Martin Hayden, Dean of the School of Education and all the teaching staff at Southern Cross University, and Sanata Dharma University management for their support during my doctoral study. Last, I owe much to my wife and three children for their never-ending love and support.

Disclosure statement

No potential conflict of interest was reported by the author(s).

ORCID

Concilianus Laos Mbato  <http://orcid.org/0000-0003-0284-3557>

References

- Abdolrezapour, P., M. Tavakoli, and S. Ketabi. 2017. "Enhancing Learners' Emotions in an L2 Context through Emotionalized Dynamic Assessment." *Studies in Second Language Learning and Teaching* 3 (2): 213–243 Accessed 9 February 2018. <http://www.ssslta.amu.edu.pl>.
- Afzal, S., and P. Robinson. 2011. "Designing for Automatic Affect Inference in Learning Environments." *Educational Technology & Society* 14 (4): 21–34.
- Al-Saraj, T.M. 2014. "Foreign Language Anxiety in Female Arabs Learning English: Case Studies." *Innovation in Language Learning and Teaching* 8 (3): 257–278. doi:10.1080/17501229.2013.837911.
- Alrabai, F. 2014. "The Influence of Teachers' Anxiety-reducing Strategies on Learners' Foreign Language Anxiety." *Innovation in Language Learning and Teaching* 1–28. doi:10.1080/17501229.2014.890203.
- Argyris, C., and D. Schon. 1996. *Organizational Learning II: Theory, Method and Practice*. Reading, MA: Addison-Wesley.
- Beseghi, M. 2018. "Emotions and Autonomy in Foreign Language Learning." *EL.LE* 7 (2): 67–92.
- Boekaerts, M., and L. Corno. 2005. "Self-regulation in the Classroom: A Perspective on Assessment and Intervention." *Applied Psychology: An International Review* 54 (2): 199–231.
- Boekaerts, M., P. R. Pintrich, and M. Zeidner. 2000. "Interventions and Applications of Self-regulation." In *Handbook of Self-regulation*, edited by M. Boekaerts, P. R. Pintrich, and M. Zeidner, 749–768. San Diego, CA: Academic Press.
- Boekaerts, M. 1997. "Self-regulated Learning: A New Concept Embraced by Researchers, Policymakers, Educators, Teachers and Students." *Learning and Instruction* 7 (2): 161–186. doi:10.1016/S0959-47529600015-1.
- Brydon-Miller, M. 2018. "Critical Learning, Community, and Engagement: Elements for Creating Positive Learning Environments and Opportunities for Positive Change." *Educational Action Research*. doi:10.1080/09650792.2018.1469651.
- Burns, A. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Routledge.
- Buyukkarci, K. 2016. "Is It Language Learning Anxiety And/or Attitude of University Students that Determines Their Academic Success?" *Turkish Online Journal of English Language Teaching (TOJELT)* 1 (2): 57–65.
- Call-Cummings, M. 2017. "Claiming Power by Producing Knowledge: The Empowering Potential of PAR in the Classroom." *Educational Action Research*. doi:10.1080/09650792.2017.1354772.
- Chaffee, K.E., K.A. Noels, and M.S. McEown. 2014. "Learning from Authoritarian Teachers: Controlling the Situation or Controlling Yourself Can Sustain Motivation." *Studies in Second Language Learning and Teaching* 4 (2): 355–387. doi:10.14746/ssllt.2014.4.2.9.
- Cheney, M. 2003c. Ignatian Pedagogy: A PowerPoint Presentation. 1–37. <http://school.jhssac.orgfacultycheneydocumentsiptalkver2.ppt/>.
- Chubbuck, S. M. 2007. "Socially Just Teaching and the Complementarity of Ignatian Pedagogy and Critical Pedagogy." *Christian Higher Education* 6: 239–265.
- Deigh, J. 2008. *The Sources of Moral Agency: Emotions, Values and the Law*. Oxford: Oxford University Press.
- Dewaele, J.M. 2005. "Investigating the Psychological and Emotional Dimensions in Instructed Language Learning: Obstacles and Possibilities (Special Issue: Methodology, Epistemology, and Ethics in Instructed SLA Research)." *The Modern Language Journal* 89 (3): 367–380. doi:10.1111/j.1540-4781.2005.00311.x.
- Dey, I. 1993. *Qualitative Data Analysis: A User-friendly Guide for Social Scientists*. London: Routledge.

- Ferris, J., and R. Gerber. 1996. "Mature-age Students' Feelings of Enjoying Learning in a Further Education Context." *European Journal of Psychological Association* X1 (1): 79–96.
- Gan, Z., G. Humphreys, and L. Hamp-Lyons. 2004. "Understanding Successful and Unsuccessful EFL Students in Chinese Universities." *The Modern Language Journal* 88 (2): 229–244.
- Genc, G., E. Kulusakli, and S. Aydin. 2016. "A Comparative Study on the Motivation and Attitudes of Language Learners of Online Distance and Traditional In-classroom Education." *Turkish Online Journal of Distance Education-TOJDE* 17 (4): Article 4, 63–75.
- Gibson, W., and A. Brown. 2009. *Working with Qualitative Data*. Los Angeles: Sage.
- Gomez, E., and S. Perez. 2015. "Chilean 12th Graders' Attitudes Towards English as a Foreign Language." *Colombian Applied Linguistics Journal* 17 (2): 313–324.
- Herr, K., and G.L. Anderson. 2005. *The Action Research Dissertation: A Guide for Students and Faculty*. London: Sage.
- Horwitz, E.K., M.B. Horwitz, and J. Cope. 1986. "Foreign Language Classroom Anxiety." *The Modern Language Journal* 125–132. doi:10.1111/j.1540-4781.1986.tb05256.x.
- Humas, USD. (2012). *Universitas Sanata Dharma*. Retrieved August 29, 2012, from 29 August 2012 <http://www.usd.ac.id/profile.php?id=1>
- Indah, R. N. 2017. "Critical Thinking, Writing Performance and Topic Familiarity of Indonesian EFL Learners." *Journal of Language Teaching and Research* 8 (2): 229–236. doi:10.17507/jltr.0802.04.
- Indah, R.N., and A.W. Kusuma. 2016. "Factors Affecting the Development of Critical Thinking of Indonesian Learners of English Language." *Journal of Humanities and Social Science* 21 (6): 86–94.
- Jaber, L. Z., and D. Hammer. 2015. "Engaging in Science: A Feeling for the Discipline." *Journal of the Learning Sciences* 1–47. doi:10.1080/10508406.2015.1088441.
- Jarvenoja, H., S. Jarvela, and J. Malmberg. 2015. "Understanding Regulated Learning in Situative and Contextual Frameworks." *Educational Psychologist* 50 (3): 204–219. doi:10.1080/00461520.2015.1075400.
- Kemmis, S., and R. McTaggart. 1988. "Introduction: The Nature of Action Research." In *The Action Research Planner*, edited by S. Kemmis and R. McTaggart, 5–28. Victoria: Deakin University.
- Lamb, M. 2004. "'It Depends on the Students Themselves': Independent Language Learning at an Indonesian State School." *Language, Culture and Curriculum* 17 (3): 229–245.
- Lamb, M. 2012. "A Self-system Perspective on Young Adolescents' Motivation to Learn English in Urban and Rural Settings." *Language Learning* 62 (4): 997–1023.
- Lamb, M. 2013. "'Your Mum and Dad Can't Teach You?': Constraints on Agency among Rural Learners of English in the Developing World." *Journal of Multilingual and Multicultural Development* 34 (1): 14–29.
- Lee, S. J., A. Ngampornchai, T. Trail-Constant, A. Abril, and S. Srinivasan. 2016. "Does a Case-based Online Group Project Increase Students' Satisfaction with Interaction in Online Courses?" *Active Learning in Higher Education* 17 (3): 1–10. doi:10.1177/1469787416654800.
- Lengkanawati, N. S. 2004. "How Learners from Different Cultural Backgrounds Learn a Foreign Language." *Asian EFL Journal* 6 (1): 1–8.
- Lopez, M. G. M. 2011. "Emotion and Language Learning: An Exploration of Experience and Motivation in a Mexican University Context". PhD thesis, University of Nottingham, Nottingham.
- Manning, M., and D. Munro. 2007. *The Survey Researcher's SPSS Cookbook*. 2nd ed. Sydney, NSW: Pearson.
- Marcellino, M. 2008. "English Language Teaching in Indonesia: A Continuous Challenge in Education and Cultural Diversity." *TEFLIN Journal* 19 (1): 57–69.
- Mbato, C. L. 2013. "Facilitating EFL Learners' Self-regulation in Reading: Implementing a Metacognitive Approach in an Indonesian Higher Education Context", EdD thesis, Southern Cross University, NSW Accessed 10 July 2015. <https://core.ac.uk/download/pdf/18621059.pdf>
- Mbato, C. L., and P.Y. Kharismawn. 2018. "A Correlational Study between Language Attitudes and English Language Orientation of Indonesian EFL Learners." *LEARN Journal: Language Education and Acquisition Research Network Journal* 11 (1): 150–169.
- Meyer, D. K., and J.C. Turner. 2006. "Re-conceptualizing Emotion and Motivation to Learn in Classroom Contexts." *Educational Psychology Review* 18: 377–390.

- Miles, M.B., and A.M. Huberman. 1994. *Qualitative Data Analysis: An Expanded Source Book*. 2nd ed. London: Sage Publications.
- Mills, G. E. 2000. *Action Research: A Guide for the Teacher Researcher*. 3rd ed. New Jersey: Pearson Education.
- Paris, S. G., and A. H. Paris. 2001. "Classroom Applications of Research on Self-regulated Learning." *Educational Psychologist* 36 (2): 89–101. doi:[10.1207/S15326985EP3602_4](https://doi.org/10.1207/S15326985EP3602_4).
- Phelps, R. A. 2002. "Mapping the Complexity of Learning: Journeying beyond the Teaching for Computer Competency to Facilitating Computer Capability". PhD thesis, Southern Cross University, Lismore, NSW.
- Pirdaus. (2011). *Penelitian Tindakan Kelas Dan Pengembangan Keprofesian Guru* Accessed 1 November 2017, <https://pirdauslmp.wordpress.com/2011/04/20/penelitian-tindakan-kelas-dan-pengembangan-keprofesian-guru/>
- Prasmwari, L.P. 2016. "Persepsi Guru SD Terhadap Penelitian Tindakan Kelas." *Mimbar Sekolah Dasar* 3 (1): 53–68. doi:[10.17509/mimbar-sd.v3i1.2355](https://doi.org/10.17509/mimbar-sd.v3i1.2355).
- Rachmajanti, S. (2017). "Building Cultural Awareness and Critical Thinking Skills through Project-based Task: A Workshop for Indonesian Context". *The 4th International Conference on Language, Society and Culture in Asian Contexts, KnE Social Sciences*, 498–504. doi: [10.18502/kss.v1i3.772](https://doi.org/10.18502/kss.v1i3.772).
- Rao, K., and C. Torres. 2016. "Supporting Academic and Affective Learning Processes for English Language Learners with Universal Design for Learning." *TESOL Quarterly* 1–13. doi:[10.1002/tesq.342](https://doi.org/10.1002/tesq.342).
- Reason, P., and H. Bradbury, Eds. 2001. *Handbook of Action Research: Participative Inquiry and Practice*. London: Sage.
- Ross, A. 2015. "An Exploration of the Emotions and Motivation of Tertiary English Language Learners in Australia." PhD Thesis. University of Canberra, Canberra.
- Saariaho, E., K. Pyhalto, A. Toom, J. Pietarinen, and T. Soini. 2016. "Student Teachers' Self- and Co-regulation of Learning during Teacher Education." *Learning: Research and Practice* 2 (1): 44–63. doi:[10.1080/23735082.2015.1081395](https://doi.org/10.1080/23735082.2015.1081395).
- SPSS Inc. Released. 2008. *SPSS Statistics for Windows, Version 17.0*. Chicago: SPSS.
- Townsend, A. 2013. "Principled Challenges for a Participatory Discipline." *Educational Action Research* 21 (3): 326–342. doi:[10.1080/09650792.2013.815038](https://doi.org/10.1080/09650792.2013.815038).
- Trang, T. T.T., R. B Baldauf Jr, and K. Moni. 2013. "Investigating the Development of Foreign Language Anxiety: An Autobiographical Approach." *Journal of Multilingual and Multicultural Development* 34 (7): 709–726. doi:[10.1080/01434632.2013.796959](https://doi.org/10.1080/01434632.2013.796959).
- Ustuk, O., and S. Aydin. 2016. "The Effects of the Use of Paralinguistic Cues on Foreign Language Anxiety among English as a Foreign Language Speakers." *Innovation in Language Learning and Teaching* 1–14. doi:[10.1080/17501229.2016.1211133](https://doi.org/10.1080/17501229.2016.1211133).
- Vu, H. Y., and M. Shah. 2016. "Vietnamese Students' Self-direction in Learning English Listening Skills." *Asian Englishes* 18 (1): 53–66. doi:[10.1080/13488678.2015.1136104](https://doi.org/10.1080/13488678.2015.1136104).
- Winans, A. E. 2012. "Cultivating Critical Emotional Literacy: Cognitive and Contemplative Approaches to Engaging Difference." *College English* 75 (2): 150–170.
- Yan, C. 2016. "'You Never Know What Research Is like unless You've Done It!': Action Research to Promote Collaborative Student-teacher Research." *Educational Action Research* 1–16. doi:[10.1080/09650792.2016.1245155](https://doi.org/10.1080/09650792.2016.1245155).
- Zhao, L. 2015. "The Influence of Learners' Motivation and Attitudes on Second Language Teaching." *Theory and Practice in Language Studies* 5 (11): 2333–2339. doi:[10.17507/tpls.0511.18](https://doi.org/10.17507/tpls.0511.18).
- Zimmerman, B.J., and A. Kitsantas. 2014. "Comparing Students' Self-discipline and Self-regulation Measures and Their Prediction of Academic Achievement." *Contemporary Educational Psychology* 39: 145–155. doi:[10.1016/j.cedpsych.2014.03.004](https://doi.org/10.1016/j.cedpsych.2014.03.004).
- Zimmerman, B.J. 1986. "Development of Self-regulated Learning." *Contemporary Educational Psychology* 16: 307–313.
- Zimmerman, B.J. 2013. "From Cognitive Modeling to Self-regulation: A Social Cognitive Career Path." *Educational Psychologist* 48 (3): 135–147. doi:[10.1080/00461520.2013.794676](https://doi.org/10.1080/00461520.2013.794676).

- Zimmerman, B.J, and A. Bandura. 1994. "Impact of Self-regulatory Influences on Writing Course Attainment." *American Educational Research Journal* 31: 845–862. doi:[10.3102/00028312031004845](https://doi.org/10.3102/00028312031004845).
- Zimmerman, B.J. 1994. "Dimensions of Academic Self-regulation: A Conceptual Framework for Education." In *Self-regulation of Learning and Performance: Issues and Educational Application*, edited by D. Schunk and B. Zimmerman, 3–21. Hillsdale, NJ: Lawrence Erlbaum.
- Zimmerman, B.J. 2000. "Attaining Self-regulation: A Social Cognitive Perspective." In *Handbook of Self-regulation*, edited by M. Boekaerts, P. R. Pintrich, and M. Zeidner, 13–39. San Diego, CA: Academic Press.