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The Impact of using Fisher and Frey's Gradual Release of Responsibility Model on Student's Self-efficacy :

Case of: 4th year EFL Students at Ali Ibn Abi Taleb Middle School - Ghardaia

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Dedication

To my Dad who looks at me from heaven, I miss you more than you will ever know though you are no longer here your love and wisdom remain alive in my heart I am just proud to be your daughter

To my reason of living, to the light of my eyes, to my beloved and caring mother words can not express how much I love you and I am just lucky to have you in my life may God bless you and gave you a long life thank you for all the sacrifices you made for us

To my one and only sister my soul twin and best friend Zoubida thanks for loving me more than I ever loved myself.

To my dear cousins whom I love very much and all my family members

To my beloved friend Meriem who was with me step by step.

Rym

Dedication

I would like to dedicate my thesis to My parents ,for their endless love, sacrifices, and belief in my dreams To my little niece Mirane Thank you for being my little ray of sunshine

To My brothers , Sidahmed youcef ,fayçal and ayoub for their constant motivation and understanding To my little brothers ,akram and yacine

To my lovely sisters khadidja , Aya ,maria,and zoubida for being my confident and constant cheerleader, always believing in my abilities even when I doubted myself and thank you for being with me during this work

To sister Rym thank you for your enduring patience, and your firm faith in my potential.

To my beloved family and cousins

Thank you all.

Meriem

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Abstract

In the teacher-centered traditional EFL classroom, students lack the vigor in carrying the assigned tasks out, which leads to the lack of perseverance and a lower likelihood that the tasks will be handled successfully. A diagnosis of such situation, from a socio-cognitive perspective signals a lack of self-efficacy. In order to tackle such issue, the study at hand suggests the Gradual Release of Responsibility as an alternative model through which students progressively build positive self-efficacy beliefs about their abilities to complete. The study followed a quasi-experimental, pretest-posttest, one group design with a, conveniently achieved, sample of 20 fourth year English as a Foreign Language students from Ali Ibn Talib middle school from Ghardaia city, Algeria. The intervention lasted for five weeks. The data gathering tools employed to carry this research were, a pretest, a posttest, and structured interviews with a sample of three English language teachers from the same middle school. Findings showed that the gradual release of responsibility had a positive impact on the students' self-efficacy and that among the four stages of the gradual release of responsibility model, guided instruction and collaborative work effected students' self-efficacy the most. Hereupon, the researchers recommend the use of gradual release of responsibility as a tool to alter EFL learners' negative about their abilities into positive ones, and to help them move toward a more learner-centered leaning.

Key words: *the gradual release of responsibility*, *self-efficacy*, *English as a foreign language*, *pedagogy*, *academic achievement.*

TABLE OF CONTENT

CHAPTER TWO : RESEARCH DESIGN AND DATA ANALYSIS

List of Tables

List of figures

List of Abbriviation

EFL English as a foreign language

GRR Gradual Release of responsibility

GENERAL INTRODUCTION

GENERAL INTRODUCTION

Self-efficacy is the belief in one's ability to complete activities and achieve ceratyain objectives. High self-efficacy promotes motivation, effort, and tenacity, allowing student to overcome problems, learn efficiently, and achieve success.

In the EFL classroom, students struggle with the lack of confidence as a results of a lack of or absence of self-efficacy. A wise way to help low self-efficacious learners engage in the activities is through an approach that gradually involves them in the task. The Gradual Release of Responsibility or the GRR model is founded on the understanding that learning is a progressive process that needs scaffolding and support. This strategy starts with the teacher modeling and showing new concepts or skills, giving students a clear example to follow. This strengthens the student's self-efficacy namely, the element of vicarious experiences. During this kind of instruction, the students transition from the teacher-guided phase into the more learner-centered one, collaborative work, to a more autonomous phase, which is independent work. This smooth transition from easier to more difficult autonomous work, helps the learner to gradually build up a solid sense of confidence, and subsequently, a higher sense of self-efficacy.

Additionally, The Gradual Release of Responsibility (GRR) concept provides numerous advantages for both teachers and students. By gradually moving from teacher-led instruction to student independence, GRR promises a better understanding and long-term retention of concepts.

Students acquire confidence and autonomy as they progress through the planned phases creating a sense of responsibility in their learning. This research attempts to assess the impact of the gradual release of responsibility approach on student’s self-efficacy. The sample

represents fourth year EFL students at Ali Ibn Talib Middle school from Ghardaia city, for the school year 2023-2024.

In order to carry out the study, the researchers intend to address the following research questions:

1. How can the gradual release of responsibility effect EFL students' self-efficacy?

2. Which stage of the Gradual Release of Responsibility effects students' self-efficacy the most?

Following the above research questions as a frame, the researchers hypothesize the following:

1. The gradual release of responsibility model could effect positively EFL students' self-efficacy"

2. The stages of the gradual release of responsibility which effect EFL students' self-efficacy the most are the ones that involve guiding.

The study is felt significant for it attempts to promotes awareness about the importance of self-efficacy in language learning, and to suggest an efficient teaching model that can promise a safer way of imparting and practicing content, which is the gradual release of responsibility, where learners gain more sense of self-efficacy as they observe the teacher, work together with teacher and peers, and then by working on their own when they feel confident enough, and develop positive self-efficacy beliefs about their abilities.

The research followed a quasi-experimental, one-group pretest-posttest, design, where a conveniently assigned sample of 20 fourth year students from Ali Ibn Abi Taleb middle school from Ghardaia city, received a treatment, which represented the implementation of The GRR during an intervention of five sessions, which took place after the pretest and lasted for five weeks. After the intervention, in order to assess the effectiveness of the treatment, the

researchers administered the post-treatment questionnaire to measure the effectiveness of the GRR in enhancing students' self-efficacy. The researchers, also, conducted semi-structured interviews with a sample of three English teachers from the same middle school.

The thesis is separated into two chapters, a theoretical and practical part. The theoretical part (Chapter one) is divided into two sections. The first section of chapter one is devoted to the independent variable of our study, self-efficacy, the section is dedicated to the two dependent and the independent variable of the study, Self-efficacy and GRR, respectively. The first section of Chapter One shed light on the concept self-efficacy, where it discussed its definition, its impact on students' learning, its sources, and its relationship with motivation and academic achievement. Finally it highlighted some of the advantages and disadvantages of self-efficacy, assessment of self-efficacy, and then, variables effecting self-efficacy. The second section of the first chapter was dedicated to the gradual release of responsibility model (GRR). The section reviewed, briefly, the four stage of GRR, its benefits for, and impact on, language learning, its importance in education, and the role of the teacher and student in the GRR. The second section also discussed the impact of the GRR on students' motivation and the challenges faced by both teacher and student when applying such method of instruction. Finally, the section concluded with a discussion of some of the strategies that can be used to target students' self-efficacy.

The second chapter of the dissertation included two sections, which dealt with the practical part of the study. The the first section of this chapter, the research design, data collection methods, and the steps followed to carry the experiment and data analysis were detailed. The second section of chapter two dealt with data analysis and discussion of the results.

Chapter one

Literature Review

1.1 Introduction

This chapter is the thesis' theoretical element. It discusses the relationship between the Gradual release of responsibility Model and self-efficacy, The chapter begins with a discussion of self-efficacy and related topics, including its relevance to mainstream education

and affective effect. then, in the second section, discusses the gradual release of responsibility, its importance, benefits, stages and some of the teaching tools to improve. the role of the

teacher in the gradual release of responsibility classroom, and the relationship between gradual release of responsibility and self-efficacy.

1.2. self-efficacy

Self-efficacy is the confidence an individual has in their capacity to accomplish specific tasks or reach particular objectives across different aspects of life. It encompasses belief in one's skills and abilities, as well as the ability to overcome obstacles and handle challenges effectively. Introduced by psychologist Albert Bandura, self-efficacy is pivotal in shaping motivation, setting goals, and fostering resilience, ultimately impacting behaviour and performance results.

Moreover ,Bandura (1977,1986, 1997) defines self-efficacy as an individuals confidence in their ability to carry out behaviours required to achieve particular performance goals.Also ,Self-efficacy is our confidence in our capabilities, particularly in our capacity to confront upcoming challenges and accomplish tasks successfully (Akhtar, 2008).

Self-efficacy is characterized by individuals beliefs in their capacity to generate performances that influence their lives. These beliefs shape peoples emotions, thoughts, motivation, and behaviour, as outlined by Flammer in 2015.

1.2.1. the impact of self-efficacy on student learning

Self-efficacy empowers students by bolstering their confidence in their abilities, motivating them to tackle challenging subjects and persist through obstacles. Individuals with high self-efficacy often excel academically and demonstrate heightened enthusiasm for learning. Moreover, self-efficacy assists students in effectively managing stress and anxiety related to school, thereby promoting their emotional health. Through the cultivation of self-efficacy, students become more resilient and adopt a positive attitude towards their education, paving the way for success and continuous learning .

Graham and Weiner (1996) assert that self-efficacy emerges as a dependable indicator of behavioural results, especially within the realms of psychology and education, surpassing alternative measures of motivation and According to Zimmerman et al. (1992), students with elevated self-efficacy demonstrate assurance in understanding lessons, confronting educational obstacles, and selecting more demanding coursework. Brown et al. (1989) emphasize that self-efficacy plays a significant role in influencing academic motivation , acquisition of knowledge, and achievements.

In academic environments, students' perceived self-efficacy impacts their academic interest and motivation, handling of academic pressures, development of cognitive abilities, and ultimate academic success (Zimmerman, 1995; Bandura et al., 1996; Bandura, 1997; Pajares, 1997) and As Bandura (1997, 2006), said Self-efficacy influence behaviour by determining the goals and challenges individuals establish, the level of effort they decide to dedicate to pursuing these goals and overcoming challenges, and their persistence when encountering difficulties and obstacles.

Self-efficacy plays a crucial role in academic achievement, thus, the association between gender-personality orientation and self-efficacy may unveil a significant correlation with academic performance(Fallan&Opstad, 2016). self-efficacy determines the activities students choose, the level of effort they exert, their perseverance in challenging situations, and the complexity of the goals they establish (Bandura, 1997).

1.2.2. sources of self-efficacy

Self-efficacy is impacted by various significant elements that shape students' confidence in their capacity to achieve. These elements play a role in how students tackle challenges, establish objectives, and handle setbacks. Additionally, Bandura (1997) introduced four origins of self-efficacy: mastery experiences , verbal persuasion , verbal encouragement, physiological and affective states .

1.2.2.1. Mastery experiences

are a powerful means to boost self-efficacy because successful performance or achievements positively influence a person's belief in their own abilities. Mastery experiences involve tackling a new task and succeeding, serving as the most significant source of self-efficacy.

Direct experiences of success boost self- efficacy, while failure can diminish it. Achieving success by mastering tasks or controlling situations enhances self-efficacy, but setbacks can weaken it. Building a strong sense of self-efficacy requires overcoming challenges through hard work and perseverance. Albert Bandura asserts that success fosters a strong belief in one's

personal efficacy, while failures can undermine it, particularly if experienced before a firm sense of efficacy is established. “Mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Success builds a robust belief in one’s personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established” (Bandura, 1997).

1.2.2.2. Vicarious experiences:

provide valuable insights into the successes of others, influencing self-efficacy beliefs by demonstrating and imparting skills (learning through observation of models) and providing a foundation for social comparison. Bandura (1977) posits that "Seeing people similar to one self succeed by sustained effort raises observers" beliefs that they too possess the capabilities to master comparable activities to succeed."

Moreover , According to Bandura's self-efficacy theory, vicarious experiences are one of the main sources that influence the efficacy of the individual teacher and "alter efficacy beliefs through transmission of competencies and comparison with the attainment of others;" (Bandura, 1997, p. 79).Vicarious experiences play a more significant role in shaping self-efficacy for students with limited direct experience, in contrast to those who have more exposure.

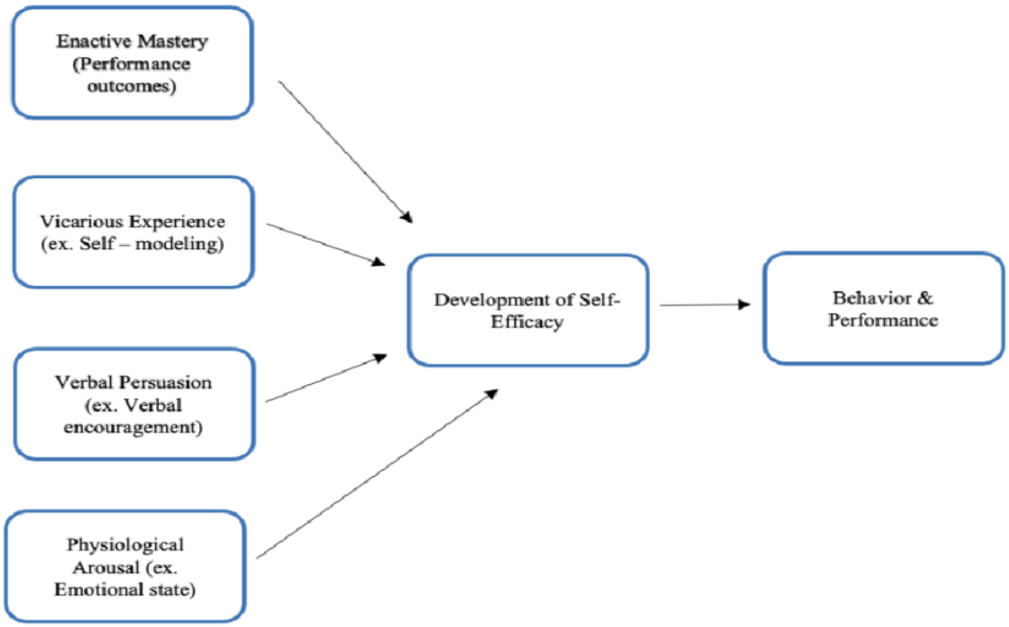

figure 1.1 Sources of Self-Efficacy; Source: Self-Efficacy by Bandura (1977).

1.2.2.3. verbal persuasion:

Bandura's theory highlights verbal persuasion as a primary source of information in shaping

self-efficacy. Verbal persuasion from "significant others "must comes from a credible source. It has the potential to impact individual's perceptions of their abilities and potential for success across various tasks, highlighting the importance of positive feedback and support in nurturing a strong sense of self-efficacy .

Also ,according to Remond (2010), Self-efficacy is influence by encouragement and discouragement pertaining to an individual's performance or ability to perform.

1.2.2.4. physiological and affective states

Stress and anxiety affect an individual's beliefs. Positive emotions regarding performance enhance self-efficacy, whereas negative emotions lower it. However, once individuals' self-efficacy beliefs are formed, they exhibit some resistance to alteration (Bandura, 1997).

1.2.3. Motivation

Motivation, therefore, is a goal-directed action that reveals individuals' readiness to use significant levels of effort toward obtaining goals. Wlodkowski (1986) proposed that motivation entails processes that stimulate curiosity inbehaviour, provide guidance and purpose to behaviour, sustain behaviour over time, or influence the selection or preference for

specific behaviours. In terms of learning, Lewis et al (2012) stated that the act of motivating could be defined as exciting the mind of the student to receive instruction.

Also, Dicke et al (2013), claimed that student motivation pertains to their inclination to engage in the learning process and the motives or objectives that drive their participation or lack thereof in academic activities.

In fact , Motivation, as highlighted by Kriegbaum et al.(2018), is a more reliable predictor of achievement compared to intelligence. However, Howard et al. (2017) emphasize that motivation is diverse, with individuals often driven by a combination of internal and external factors when engaging in behaviors.

Psychologists have extensively explored the relationship between self-efficacy and motivation, recognizing that self-efficacy beliefs significantly influence an individual's motivation. Various psychological perspectives provide valuable insights into the ways self-efficacy influences motivation. Bandura's social cognitive theory emphasizes the role of self-efficacy in motivation. According to him, individuals with high self-efficacy tend to establish ambitious goals, persist in overcoming challenges, and maintain a strong sense of motivation to accomplish their aims (Bandura, 1997).

According to Wood and Bandura (1989, p: 408) “Self-efficacy refers to beliefs in one's capabilities to mobilize the motivation, cognitive resources and courses of action needed to meet given situational demands”.

Self-efficacy has demonstrated greater reliability in predicting behavioural outcomes compared to other motivational factors (Graham & Weiner, 1996).Additionally, as noted by Close and Solberg (2008), students with stronger self-efficacy beliefs experienced reduced physical and psychological discomfort and reported higher levels of achievement.

Self-beliefs regarding efficacy are central to self-regulating motivation(Bandura, 1996). Self-efficacy beliefs contribute to motivation through various a venues: they influence the goals individuals establish, the level of effort they invest, their persistence in overcoming obstacles, and their resilience in the face of setbacks (Bandura, 1994).

Research indicates that both self-efficacy and motivation beliefs plays ubstantial roles in determining performance levels (Close & Solberg, 2008; Wanget al., 2008; Perkins et al., 2008).

motivation alongside self-efficacy to reach their objectives. Research findings indicate a correlation between self-efficacy and motivation, which has the potential to enhance students'

academic achievements. This indicates that cultivating motivation for learning can serve as a means to unlock students' academic potential for success. Self-efficacy refers to the capacity to motivate one self and take action to attain goals, as well as the endurance to persist through challenges (Bandura, 2010).

Self-efficacy, a key element of social cognitive theory, appears as a crucial factor in student learning as it influences both their motivation and learning outcomes (Pajares, 1996; Pajares, 2006;Schunk, 1995; Schunk, 2003) Research on self-efficacy has explored its Connection to various educational results such as motivation, perseverance, and academic success (Pajares, 1996)

According to Wood and Bandura (1989, p: 408) "Self-efficacy refers to beliefs in one's capabilities to mobilize the motivation self-efficacy and motivation are intertwined concepts in psychology, especially concerning learning and performance.

Bandura's social cognitive theory emphasizes the role of self-efficacy in motivation. He posits that individuals with high self-efficacy are more likely to set challenging goals, persevere in the face of obstacles, and maintain a strong sense of motivation to achieve their objectives (Bandura, 1997). Furthermore, Locke and Latham's goal-setting theory underscores the significance of self-efficacy in driving individuals to pursue and attain specific objectives. They argue that increased self-efficacy leads to greater commitment to goals, increased effort, and persistence, thereby boosting motivation (Locke & Latham, 2002)

1.2.4. the importance of self-efficacy on student learning

Self-efficacy is crucial in student learning as it serves as a potent internal motivator that shapes a student's academic approach. It plays a key role in determining students' perceptions of their abilities and impacts their involvement with academic difficulties. hen students have confidence in their capability to succeed, they are inclined to approach tasks with assurance, endure through challenges, and attain superior levels of performance.

Bandura (1984)emphasized the significant impact of self-efficacy on language learning,

either facilitating or hindering learners' advancement. Furthermore, Bandura (1986)suggested that self-efficacy holds greater influence than knowledge, skill, and previous achievements.

Enhances Effort and Perseverance, Students with strong self-efficacy view challenges as opportunities to enhance their abilities. This mindset leads to a readiness to invest effort in learning, persevere through challenges, and surmount obstacles (Schunk& Zimmerman,2012). Faced with difficulty, they persist and keep trying, knowing these setbacks are temporary.

Encourages intrinsic motivation, Students who are self-assured in their capabilities find great satisfaction in reaching their goals, and their innate motivation drives their eagerness to learn, discover new knowledge, and actively participate in the learning process (Deci& Ryan, 2000). Influences Goal Setting and Achievement Students who trust in themselves don't shy away from big dreams. They setambitious goals that are still achievable.

1.2.5. student with high and low self-efficacy

Students with high self-efficacy are sure they can grasp lessons, tackle school problems, and even take on the toughest courses. (Bandura, 1978) discovered that students with high self-efficacy successfully accomplished intricate tasks. Believing in themselves, characterized by high self-efficacy, enables students to overcome challenges, unlike those who harbour doubts about their abilities.

Furthermore, students exhibiting high self-efficacy are inclined to pursue challenging subjects in their future studies (Schwarzer, 1992; Zajacova, Anna;Lynch, Scott M; &Espenshade, 2005; Ahmad &Safaria, 2013). In addition, self-efficacy exhibits a highly meaningful positive correlation with self-regulated learning (Adicondro&Purnamasari, 2011). Developing student confidence (self-efficacy) is crucial for unleashing their academic abilities. Self-efficacy has been demonstrated to significantly impact students' outcomes (Capron Puozzo&Audrin, 2021). Hwang et al. (2016) discovered a reciprocal relationship

Between self-efficacy beliefs and academic achievement, where the influence of Previous academic performance on self-efficacy beliefs was greater than the impact of self-efficacy beliefs on academic achievement.

On the other hand , student with low self-efficacy are Limited from exploring new concepts, overcoming challenges, and viewing learning as a process of growth. Consequently, this can limit their academic achievements and diminish their enjoyment of school in various ways: Avoidance, Fear of appearing unknowledgeable makes them avoid tough stuff and class participation. Students with low self-efficacy perceive themselves as lacking the abilities or knowledge required for success, resulting in their avoidance of situations where they might appear incompetent (Schunk& Zimmerman, 2012).and According to (Bandura, 1997) By avoiding challenges, students miss opportunities to enhance their skills, learn from errors, and foster confidence.

Setbacks and mistakes ,For students with low self-efficacy, setbacks and mistakes are often Perceived as failures rather than opportunities for growth and learning. Instead of recognizing them as valuable lessons, they may interpret setbacks as evidence of their own inadequacy (Schunk& Zimmerman, 2012). Feelings of discouragement and hopelessness can lead them to quickly give up on tasks or entirely abandon their goals (Bandura, 1997). and as (Dweck, 2006) mentioned Students who lack self-confidence are more inclined to readily give up when confronted with challenges. They may fail to exert the necessary effort to overcome obstacles or learn from mistakes, thereby impeding their academic advancement.

Lack of motivation, Students may encounter subjects that they perceive as overly challenging, they might experience decreased motivation and engagement, potentially resulting in diminished interest in those areas. Consequently, students may exhibit reduced participation, complete assignments with minimal effort, or become distracted during instruction (Pintrich & Schunk, 2002). And According to (Schunk, & Zimmerman, 2012) When

students lack confidence in their abilities in a specific subject, they may experience a decline in interest and motivation to interact with the material.

1.2.6. relationship between self-efficacy and academic achievement

1.2.6.1. Belief in Ability

Students with high self-efficacy are confident in their capacity to achieve academic success. This confidence drives their motivation, engagement, and effort, culminating in elevated levels of achievement (Schunk & Zimmerman,2012).

1.2.6.2. Positive Cycle

high self-efficacy leads to positive academic outcomes, including adeptly managing challenging tasks and achieving high grades. These achievements in turn bolster self-efficacy, fostering a constructive cycle that sustains on going academic success (Bandura, 1997).

Self-efficacy plays a crucial role in fostering academic achievement . When students have confidence in their academic abilities, they are more likely to tackle challenging tasks with confidence and persistence. This mindset encourage them to set higher goals, embrace new learning opportunities, and utilize effective strategies to comprehend academic content.

Additionally, high self-efficacy can reduce anxiety and enhance motivation, resulting in improved concentration and performance. Overall, students with strong self-efficacy are more likely to attain higher grades and perform well academically. As students accomplish their goals or acquire new skills, their belief in their abilities strengthens (Bandura, 1997).

Effort and Persistence ,Students who possess high self-efficacy tend to dedicate the required effort to attain success, persevere in the face of obstacles, and exhibit resilience without easily surrendering (Pintrich&Schunk, 2002).Goal Setting and Planning ,They are more likely to set ambitious yet attainable goals, develop effective learning strategies, and assume responsibility for their own learning (Schunk&Zimmerman, 2012).

Coping with Setbacks ,This resilience empowers them to bounce back from challenges And continue striving for success (Dweck, 2006).Motivation and Engagement, they have a stronger internal motivation to learn and engage actively in class. This can lead to a more profound understanding of the material, improved problem-solving skills, and ultimately, superior academic performance.

1.2.7. The Advantages of self-efficacy

Self-efficacy offers a multitude of advantages on student such as ,increased Effort and Persistence .Their self-efficacy enables them to perceive challenges as chances for learning and personal growth. This positive outlook motivates them to persevere and persist in their efforts. Students with high self-efficacy experience a sense of fulfilment upon achieving their goals. These accomplishments reinforce their self-confidence, nurturing a cycle that inspires them to tackle increasingly difficult tasks and persist through obstacles. They regard challenges as opportunities for personal growth and learning, motivating them to endure through difficulties (Pintrich&Schunk, 2002).

Enhanced Goal Setting and Planning Students with high self-efficacy can set goals that are both challenging and achievable. They are more inclined to devise efficient learning techniques and assume responsibility for their learning journey (Schunk& Zimmerman, 2012).

Improved Coping with Setbacks Students with high self-efficacy see setbacks and mistakes as chances for growth rather than barriers to success. This resilience empowers them to recover from challenges and persist in their pursuit of accomplishment (Dweck,2006).

Greater Motivation and Engagement Students with strong self-efficacy are mainly motivated by internal motivations to engage in learning and actively participate in classroom activities. This tendency frequently leads to a more profound understanding of the subject matter, improved problem-solving skills, and ultimately, greater academic success

(Bandura , 1997).

Greater Confidence and Sense of Well-being ,Having confidence in their abilities enhances students' self-esteem and decreases anxiety. This self-assurance can have positive implications across different areas of life, promoting overall well-being (Pajares&Schunk, 2001). By fostering self-efficacy in students, teachers can create a learning environment that empowers students to take charge of their education, foster a growth mindset, and achieve their highest academic capabilities.

1.2.8. the disadvantages of self-efficacy

Self-efficacy is cornerstone in education , representing student's confidence in their capacity to excel in various academic endeavours .while high self-efficacy typically correlates with increased motivation , resilience ,and success , it's important to acknowledge its complexities .just with any psychological construct including potential drawbacks.

Firstly, Over confidence ,in some cases, elevated self-efficacy can lead to over confidence, Where in students might underestimate the difficulty of tasks or inadequately prepare. This may lead to setbacks that could have been prevented with more thorough planning and effort (Schunk, 2012).

Secondly ,Disappointment with Setbacks. A student's confidence in their abilities is often celebrated as a crucial factor for academic success. It motivate effort, promotes perseverance, and empowers students to achieve their objectives. However, their strong belief in their abilities may make it difficult to acknowledge weaknesses, potentially resulting in feelings of discouragement or frustration (Bandura, 1997).

However, this same confidence that fuels self-efficacy can sometimes present an unexpected challenge: a reduced receptiveness to external feedback. Students with high self-efficacy may heavily rely on their internal judgments and be less open to constructive criticism or feedback from teachers or peers (Schunk&Zimmerman, 2012).

1.2.8. Self-efficacy and self-esteem in academic achievement

Self-efficacy and self-esteem play significant roles in a student's academic achievement and overall welfare, albeit in distinct manners. Self-efficacy relates to a student's confidence in their capacity to accomplish particular tasks or overcome challenges effectively. When students possess high self-efficacy, they tend to approach tasks with assurance, establish ambitious objectives, and persevere through obstacles . Self-esteem is the assessment of an individual's beliefs and attitudes regarding their abilities and values (Rosenberg, 1965).

"Self-Esteem and Academic Engagement" explores the significant impact of self-Esteem on students' academic engagement. Self-esteem can act as a motivator for academic involvement (Lim and Lee, 2017).

Additionally, a study by Sirin and Rogers-Sirin (2015) the influence of self-esteem on domains associated with academic engagement, revealing a noteworthy positive association between self-esteem and academic engagement.

Self-efficacy Schunk (2003) defined this concept as a student's assessment of their capability to accomplish an academic task. Alivernini and Lucidi (2011)suggested that academic self-efficacy reflects students' cognitive competence in their academic domains and serves as a predictor of academic success. The belief that students hold in their own academic capabilities impacts their level of effort and determination to excel in their studies. Numerous studies have indicated that academic self-efficacy plays a role in students' academic engagement (Uçar and Sungur, 2017; Liu et al., 2020).

Students who have confidence in their academic abilities tend to dedicate more effort to their studies, whereas those lacking confidence may show lower levels of engagement and may be more inclined to give up. Students' confidence in their academic proficiency can affect their involvement in school activities and learning tasks (Eccles and Wigfield, 2002).

There is a strong correlation between students' self-efficacy, self-esteem, and their academic involvement. Self-esteem and self-efficacy, while intertwined represent distinct constructs (Judge and Bono, 2001).Self-esteem is the evaluation of one's worth and value, while self-efficacy focuses on assessing one's ability to complete tasks. Research has

highlighted a strong positive relationship between self-esteem and academic self-efficacy(Batool et al., 2017). Students with high self-esteem typically exhibit greater levels of academic self-efficacy (Pahlavani et al., 2015).

Both self-esteem and academic self-efficacy play a role in determining an individual's level of engagement in their studies, and there is a significant association between self-esteem and academic self-efficacy.

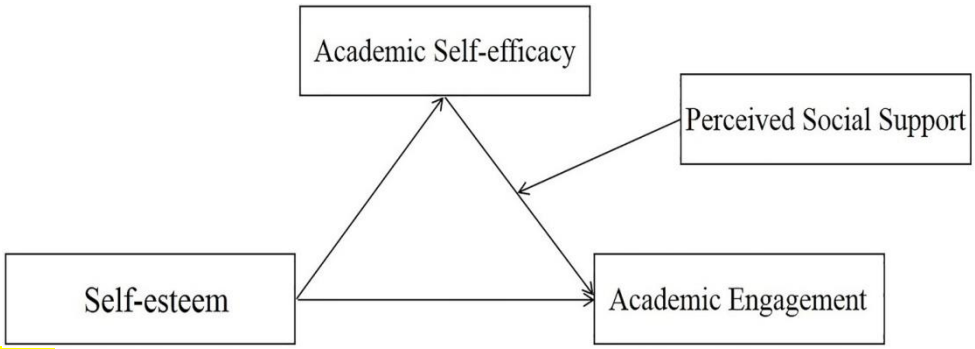

Figure 1.2. The proposed moderated mediation model.

1.2.9. Strategies to enhance student self-efficacy

Teaching methods employed in classrooms have been found to impact students' self-efficacy, as indicated by Fencl and Scheel (2005). For instance, one effective approach involves setting specific, achievable short-term goals that challenge students, as suggested by Schunk and Pajares (2002). Additionally, guiding students in developing a concrete learning strategy and encouraging them to articulate their plan can enhance their self-efficacy. Throughout the learning process, prompting students to acknowledge their progress and articulate the subsequent steps further contributes to boosting their self-efficacy (Schunk andPajares, 2002).

1.2.9.1. Provide opportunities for mastery experiences

The Gradual Release of Responsibility (GRR) method facilitates mastery experiences by

breaking down tasks into manageable steps and offering support when needed. This approach allows students to advance through tasks gradually, experiencing success at each stage. By assisting students with smaller, attainable parts of a task and providing help as required, educators can enhance students 'confidence and cultivate a feeling of mastery. This process reinforces students' self-efficacy and motivates them to continue learning and tackling challenges autonomously.

1.2.9.2. Highlight effort and progress

Recognizing and praising students' effort, rather than solely emphasizing flawless outcomes, serves as a fundamental tactic in nurturing a growth mindset and inspiring students. When educators prioritize the learning process, they in stil in students an understanding of the importance of dedication and perseverance.

This method empowers students to embrace challenges and glean lessons from their errors without anxiety about failing. By acknowledging effort and advancement, teachers bolster students' self-assurance and fortitude, cultivating a constructive approach to challenges and a readiness to persist in pursuing progress.

1.2.9.3. Model successful strategies

When educators demonstrate effective strategies, students are provided with a first hand view of tasks being accomplished proficiently. This offers clear direction to students on how to approach challenges and resolve issues. Observing successful strategies being implemented assists students in understanding the steps required to master a task and boosts their confidence in applying those techniques themselves. This form of observational learning plays a crucial role in developing students' abilities and self-efficacy.

1.2.9.4. Provide positive reinforcement

Giving positive reinforcement entails providing encouragement and feedback that uplifts students' confidence. When teachers recognize their efforts and accomplishments, they establish a nurturing learning atmosphere that inspires students to persist and enhance their skills. This form of reinforcement enables students to feel appreciated and competent, thus promoting a growth-oriented mindset and strengthening their self-efficacy. By receiving constructive praise and guidance, students are encouraged to embrace challenges and persist in their pursuit of success.

1.2.9.5. Help students set realistic goals

assisting students in setting attainable goals is crucial for nurturing self-efficacy and motivation. When goals are too simplistic, students might lose interest and feel unchallenged. Conversely, overly difficult goals can result in frustration and feelings of inadequacy. By aiding students in defining goals that are both achievable and challenging, educators facilitate opportunities for success and progress. This balanced approach encourages students to remain engaged and motivated while bolstering their belief in their capabilities.

1.2.10. The role of self-efficacy in learning

1.2.10.1. Motivation and Engagement

Students with strong self-efficacy are assured in their capacity to achieve academic objectives, driving their motivation to actively participate in class, diligently tackle assignments, and persevere through obstacles. Conversely, individuals with low self-efficacy may exhibit disengagement and reluctance to tackle demanding tasks. They might avoid participating in class discussions or readily surrender in the face of challenges. The perception of oneself through the lens of self-efficacy profoundly influences an individual's thoughts, motivation, performance, and emotional excitation. Self-efficacy has an impact on

how people perceive themselves, which in turn affects their motivation, thinking, performance, and emotional excitement (Schultz, 1990, 3, translated by Karimi et al. 2005).

1.2.10.2. Goal Setting

Students who possess strong self-efficacy are inclined to establish ambitious yet achievable objectives because they have confidence in their capability to attain them. This belief in their abilities provides them with a clear direction for their educational journey. Conversely, low self-efficacy can have adverse effects on goal setting. It may prompt students to set goals that are either unattainable, leading to disappointment, or too easy, constraining their potential for growth. The proficiency in self-efficacy and goal setting required to complete this task satisfactorily is emphasized. This approach, incorporating self-assessment, planning, goal setting, and reflection, aligns with Hayes' (2012) concept of writing control level, which emphasizes student self-efficacy. It suggests that a structured revision process, encompassing self-assessment, planning, goal setting, and reflection as proposed by McMillan and Hearn (2008), positively influences self-efficacy.

1.2.10.3. Effort and Persistence

When students have faith in their abilities, they are more likely to sustain consistent effort when tackling challenging tasks. They perceive effort as crucial to their success rather than as a measure of their intelligence. Conversely, low self-efficacy can lead to a reluctance to invest effort, as students may quickly give up on tasks they perceive as difficult or beyond their capabilities. Studies on self-efficacy, interest, and effort beliefs (Zimmerman, 2000; Hidi and Renninger , 2006; Jones et al., 2012) have consistently shown that self-efficacy is positively associated with academic achievement outcomes and adaptive motivational processes such as effort and persistence (Pintrich and De Groot,1990; Multon et al., 1991; Pajares and Miller, 1994; Zusho et al., 2003).

1.2.10.4. Resilience and Recovery from Setbacks

Students who possess robust self-efficacy regard setbacks as momentary hurdles rather than definitive failures. They bounce back from errors and difficulties with optimism and perseverance. Conversely, inadequate self-efficacy can render students vulnerable to discouragement, as a single setback might reinforce pessimistic beliefs about their abilities, leading to diminished motivation and reluctance to try again . Wang et al. (1994)define academic resilience as a higher probability of achieving academic success despite facing environmental challenges. Waxman et al. (2003)propose that investigating resilient students offers valuable insights for enhancing the education of students who are at risk of academic failure. There is already evidence supporting the sign .“capacity to overcome setbacks, challenges, and difficulties that are part of everyday academic life.” (Martin, 2013, p. 488)

1.2.11. Assessment of Self-Efficacy on student

Assessing students' self-efficacy involves evaluating their confidence levels in their academic, social, and personal abilities. This assessment aims to understand students' belief in their capacity to complete specific tasks, overcome challenges, and achieve goals within educational settings. Methods for assessing student self-efficacy include self-reports, observation of behaviors and interactions, interviews, and performance evaluations. The study of student self-assessment has been a focal point in contemporary education and educational psychology research since the influential work by Nancy Falchikov and David Boud in the late 1980s (Boud & Falchikov, 1989; Falchikov & Boud, 1989).

This research has extended beyond these fields into areas such as social psychology (e.g., Dunninget al., 2004; Kruger and Dunning, 1999). Currently, educational research on self-assessment is undergoing a significant phase, as evidenced by recent publications that review accumulated empirical evidence and propose new agendas for self-assessment (e.g., Brown and Harris, 2013; Panadero et al., 2016).

Moreover, self-assessment has the potential to enhance students' perceived capabilities, which can influence their self-efficacy (Andrade, Wang, Du, &Akawi, 2009). This ongoing exploration of self-assessment in educational research is pivotal for understanding and fostering students' self-efficacy. teachers can tailor teaching methods, identify students in need

of additional support, evaluate the effectiveness of interventions, and foster a supportive learning environment that promotes both academic and personal growth.

Assessment plays a crucial role in shaping the entire teaching and learning process. Paris and Paris (2001) contend that understanding both the outcomes and the process of learning is essential to gauge what has been learned, identify areas requiring further effort, and recognize effective skills. Given the intrinsic link between learning and assessment, the growing emphasis on lifelong learning has prompted a revaluation of their interaction. Alternative assessment methods, such as performance assessment, portfolio assessment, students' self-assessment, and peer-assessment, have gained prominence (Huerta-Macias,1995).

Self-assessment, particularly in evaluating learners' language abilities, has attracted significant attention in the realm of foreign language education. Self-assessment operates on the principle that active learner participation enhances learning outcomes. One benefit of self-assessment is its potential to boost learners' confidence in task performance (Oscarson, 1997).

Bandura (1977) posits that the sense of self-mastery derived from self-assessment contributes to learners' self-efficacy. Ross (2006) also contends that “a few studies have demonstrated that asking students to assess their performance, without further training, contributes to higher self-efficacy, greater intrinsic motivation, ands tronger achievement” (p4).

Boud and Falchikov (1989) define self-assessment as the process where students evaluate their learning, focusing particularly on their learning outcomes .Also , according to Bandura (1993) defined self-efficacy as “students ’beliefs in their efficacy to regulate their own learning, master academic activities and determine their aspirations, level of motivation, and

academic accomplishment" (p. 117).

In recent years, there has been an increasing utilization of self-assessment in educational settings. This indicates that in the last twenty years, there has been a surge in students engaging in reflective practices regarding their own learning. Since self-assessment is considered an alternative method of evaluating learners' abilities, most studies in this domain are quantitative and focus on examining the accuracy and consistency of self-ratings rather than delving into the learning process in which students participate (de Saint Léger, 2009).

1.2.12. Gender Differences towards self-Efficacy and Academic performance

Men and women may also face different challenges and opportunities in STEM fields (Fredricks & Eccles, 2002; Murphy et al., 2007), both in shaping their competence beliefs in science and in how those competence beliefs relate to their well-being and desires topursue science careers (Eccles& Wang, 2016).

Research indicates variations in self-efficacy beliefs and academic achievement based On gender. Self-efficacy denotes one's confidence in succeeding in specific tasks, While academic performance refers to achievements in educational settings. Studies reveal that males generally exhibit higher self-efficacy beliefs, especially in math and science, possibly influenced by societal stereotypes favouring their aptitude in these fields. Consequently, males may demonstrate greater confidence and excel academically inthese subjects. Conversely, females often display higher self-efficacy in language arts andsocial sciences, possibly due to societal perceptions favouring their skills in communication and interpersonal areas, leading to academic success in these subjects. While overall academic performance between genders shows no significant difference, variations may exist in specific subjects. For instance, males tend to outperform females in math and science, while females excel in language arts and social sciences. Overall, gender disparities in self-efficacy and academic performance may stem from societal expectations, stereotypes, and individual

experiences. It's imperative for educators and parents to support students irrespective of gender, fostering the development of their self-efficacy beliefs and academic skills across all subjects.

1.2.13. Self-Efficacy and English learning

self-efficacy plays an important role in predicting their effort and performance in English learning (Idrus, Salleh, and Abdullah, 2011). Raoofi, Tan and Chan (2012) explored thirty-two studies about self-efficacy in foreign language Learning context. They concluded the effects of self-efficacy and factors that affects self-efficacy in the context of foreign language learning. Raoofi, Tan and Chan (2012) found the similar results on self-efficacy and attributions across cultures and areas in different language learning studies; self-efficacy affect students to make attributions for their success and failure in language learning tasks.

Students who have high self-efficacy tend to attribute their failures to personal reasons that they could have controls about themselves such as their efforts and the strategies they used in the tasks. However, for students who have low self-efficacy, they attributed their failures to external reasons such as their teachers. Self-efficacyplays a significant role in English learning. Believing in one's ability to learn and communicate effectively in English can boost motivation, persistence, and ultimately, success in language acquisition. When learners have confidence in their skills, they are more likely to engage in challenging tasks, seek out opportunities for practice, and persevere through difficulties. This positive mindset can lead to greater proficiency and fluency in English.

1.2.14. Variables affecting self-efficacy

Academic self-efficacy is shaped by a multitude of factors, with particular emphasis on those related to individual development, familial influences, and the broader social and educational contexts:

1.2.14.1. Development

typically improves with development (Davis-Kean et al., 2008; Wigfield & Eccles, 2002).With the more-efficient information processing that develops, children become capable of engaging in increasingly complicated procedures (Davis-Kean et al., 2008). As a result, they become more skilled at considering all the facto rsthat influence their confidence, evaluating what a task demands, and judging how well their abilities match those demands. This situation means that children's perceptions of their capabilities may decline with development (Lepper, Corpus, &Iyengar, 2005; Wigfield et al., 2012)

1.2.14.2. **Families**

The earliest influences on children's beliefs about their capabilities (e.g.,

self-efficacy) occur within families (Pomerantz, Cheung, & Qin, 2012). Family with higher levels of education and extensive social networks tend to prioritize education for their children, enrolling them in activities and institutions that boost their confidence and learning. Parents who create nurturing home environments, foster exploration and curiosity, and offer resources for play and learning enhance their children's cognitive growth. By facilitating diverse mastery experiences, parents contribute significantly to the development of self-efficacious children compared to those who provide fewer such opportunities. Children's perceptions of competence and motivation to learn are affected by the family context (Raftery, Grolnick, &Flamm,2012).

Especially beneficially are homes rich in activities and materials that arouse children's curiosity and offer challenges that can be met (Schunk&Pajares,2009).Family members serve as crucial role models. Those who demonstrate coping mechanisms for overcoming challenges, persistence, and dedication enhance their children's self-belief. Family members

who promote exploration of various activities and offer support and encouragement in their endeavours contribute to the development of children who feel more confident in facing difficulties.

1.2.14.3. **Social Contexts**

As children develop, peers become increasingly important(Wentzel, Russell, & Baker, 2014). Parents who guide their children toward capable peers create chances for their children to enhance their self-belief indirectly through observation. When children observe similar peers succeed, they are likely to feel more self-efficacious and be motivated to try the task themselves (Schunk& Meece, 2006).

Peer influence also operates through crowds, which are large groups of peers with whom students associate (Wentzel et al., 2014). Groups of students often share common interests and behaviours when they're together, increasing the chances of being influenced by role models. These gatherings shape students' chances for interactions, observing others, and participating in activities. As time goes on, members of these groups become more alike in their academic confidence. Children who belong to highly motivated groups experience positive changes, whereas those in less motivated groups experience negative changes. Steinberg, Brown, and Dornbusch (1996) followed students from their freshman year until senior year of high school and discoveredthat students with similar initial grades who associated with academicallyfocused groups performed better throughout high school compared to those whojoined less academically oriented groups.

1.2.14.4. Educational Contexts

Researchers have shown that competence beliefs such as self-efficacy, as well as their value of academics, decline as students advance through school (Wigfield et al., 2012). Numerous school practices have the potential to hinder the growth of academic self-efficacy,

particularly among students who lack adequate preparation to handle increasingly challenging academic tasks. Lock-step sequences of instruction frustrate some students who fail to grasp skills and increasingly fall behind (Bandura, 1997).

In classrooms where ability grouping is implemented, the self-efficacy of students placed In lower groups can be diminished. Overall, environments that foster extensive social comparison often result in decreased self-efficacy for students whose performance is perceived as inferior to that of their peers. Periods of transition in schooling bring factors into play that can affect self-efficacy (Schunk& Meece,2006).

In elementary school, students typically stay with the same teacher and classmates throughout most of the school day, receiving considerable attention, and emphasizing individual progress. However, in middle school, students transition between classes for different subjects and may find themselves grouped with peers they are unfamiliar with.

Friedel, Cortina, Turner, and Midgley (2010) found that efficacy beliefs remained stable across the elementary–middle school transition and were predicted by mastery goals stressing progress in learning. These observation ssuggest that factors related to teachers and classroom dynamics can significantly impact self-efficacy.

However, after individuals' self-efficacy beliefs are shaped, they become somewhat resistant to change (Bandura, 1997) Verbal persuasion can influence how individuals view their abilities and potential for success in different tasks, emphasizing the value of positive feedback and support in nurturing a strong sense of self-efficacy.

1.3. The gradual release of responsibility

The gradual release of responsibility instructional model, commonly referred to as GRR, is based on the idea that teachers can systematically empower students to take increasing control of their own learning. The gradual release of responsibility “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks

with which they have not yet developed expertise" (Buehl, 2005).

Furthermore, according to Pearson and Gallagher(1983),The gradual release of responsibility model proposes a deliberate progression in cognitive engagement, transitioning from teacher –led instruction to shared responsibility between teachers and students, and ultimately to independent practice and application by the learner ,Gradually transferring responsibility to students fosters their confidence and independence in learning, all the while providing necessary support and guidance.

This approach enables teachers to scaffold instruction effectively, tailoring assistance to match students' needs at every phase of learning. "all the responsibility for performing a task to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2004, p. 211).

1.3.1. The four stages of the gradual release of responsibility

1.3.1.1. Focused instruction (Ido)

In this stage, two critical elements are involved describe the learning objectives through goal setting and defining success criteria, and providing cognitive apprenticeship by modelling and demonstration. Furthermore , Marzano (2013) stated, "Any system that organizes statements of what students are expected to know and be able to do enhances student learning because it provides clarity to students and teachers alike" (p. 83).

In focused instruction, students grasp the content they are learning and witness examples that illustrate the type of thinking they are expected to employ. During focused instruction, typically delivered to the whole class and lasting approximately 15 minutes or less, a clear purpose is established, and students are presented with a model to follow.Also, focused instruction doesn't have to be limited to once per lesson.

The gradual release of responsibility framework is iterative, allowing teachers to reclaim

responsibility during a lesson to reaffirm its purpose and offer more examples of expert thinking .Maynes et al. (2010) concluded, “There appears to be a significant gap between teachers’ conceptual understanding of the role of modelling their understanding and the role of structured, scaffolded practice, that is followed by a gradual release of responsibility after modelling” (pp. 73-74).Moreover,According to Fisher and Frey (2010), students' learning is enhanced when they are afforded the chance to observe and understand the thought processes and problem-solving approaches of their teachers.

1.3.1.2. Guided instruction(we do)

During the guided instruction phase, students are provided with scaffolding to support their understanding, Teachers employ questions, prompts, and cues to facilitate students' learning, refraining from simply providing answers or dispensing information directly.

The quality of the question asked is of considerable importance (Frey & Fisher, 2010).In addition, According to Fisher and Frey (2014), the purpose is reaffirmed, and the teacher engages in modeling, employing think-aloud, while also monitoring students' comprehension.

Guided instruction may encompass the entire class, although many instructors find it more impactful to guide smaller, focused groups tailored to assessment data, and as Tomlinson, (2001) observed that educators have the capacity to customize instruction by varying content, process, and product guided instruction offers an ideal opportunity to tailor learning experiences by modifying teaching materials, levels of prompting or questioning, and expected outcomes. Over time, teachers can steer students towards deeper levels of thinking using cues, prompts, and questions.

Additionally, while one session of guided instruction may not be enough for every student to gain the necessary content knowledge or skills, a succession of these sessions can substantially enhance their development. "uncover errors and misconceptions" (Fisher &

Frey, 2014, p. 41).

1.3.1.3. Collaborative Learning (you do it together)

The collaborative learning phase of instruction is commonly disregarded and sometimes approached as a singular occurrence rather than an ongoing teaching practice. It's essential for collaborative learning to be integrated as a fundamental component of the gradual release of responsibility (Fisher & Frey, 2014).When executed proficiently, collaborative learning enables students to reinforce their understanding and deepen their comprehension.

Collaborative learning involves students collaborating and utilizing interpersonal skills such as communication, leadership, and negotiation to engage in problem-solving, critical thinking, and analysis (Fisher & Frey, 2014).Collaborative learning holds significance because it facilitates ongoing transitions between guided instruction and group activities, fostering student interaction and providing teachers with opportunities to assess students' learning progress and skill mastery.

In collaborative learning, students engage in positive interdependence, direct face-to-face interaction, individual and collective accountability, development of interpersonal and small group skills, and group reflection (Johnson, Johnson, & Smith, 1991; Fisher & Frey, 2014).

Slavin (1980) stated, “Cooperative learning refers to classroom techniques in which students work on learning activities in small groups and receive recognition based on their group’s performance” (p. 315).

Moreover, teachers perceived that integrating cooperative learning into their classrooms yielded positive effects on their students, and According to Robinson (2012), there was an observed rise in student engagement, enhanced student ownership of learning, and improvement in communication skills.

1.3.1.4. Independent learning (you do it alone)

Studies on independent learning underscore the importance of this phase within the GRR model, as it is when students autonomously apply the skills they have been taught. During this phase, the cognitive responsibility transitions to the student. The main goal of instruction is for

students to independently apply information, ideas, content, skills, and strategies in new or unfamiliar situations. “organized to encourage and support a continued, increasingly mature and comprehensive acceptance of responsibilities for one’s own learning” (Kesten, 1987, p. 15).

The effectiveness of independent learning hinges on students being adequately prepared for it. Frequently, students are anticipated to tackle independent tasks without prior receipt of the essential focused or guided instruction required for success. Due to the instructor's scaffolded instructional approach through gradual release, students have been provided with the necessary knowledge to apply skills, strategies, ideas, and content to novel and distinct situations (Fisher & Frey, 2014).

Also, Fisher and Frey (2014) pointed out that there's a common misunderstanding about independent learning, assuming that the primary objective is for students to simply reproduce what has been taught (p. 97). Students engage in learning and honing self-regulation skills, including integrating time management, prioritizing tasks, and calibration or "the ability to accurately self-assess in order to affect learning decisions" (Fisher & Frey, 2014, p. 101). “organized to encourage and support a continued, increasingly mature and comprehensive acceptance of responsibilities for one’s own learning” (Kesten, 1987, p. 15).

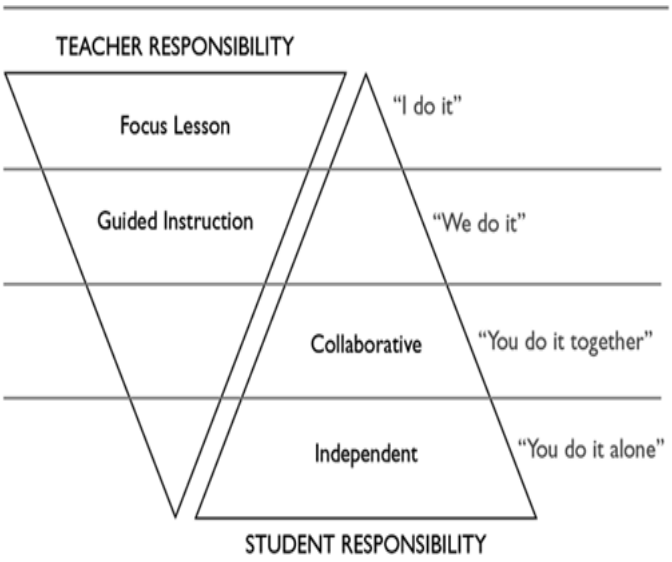

Figure 1.3.1. : The Gradual Release of Responsibility Model (Pearson and Gallagher 1993, cited in Fisher, 2006).

In 2007, Doug Fisher and Nancy Frey expanded the model by offering a more comprehensive breakdown of its specific stages. The triangles represent the mentor-student dynamic and the mutual interaction between teacher and student. Initially, during the introduction of a lesson or when introducing new material, the teacher assumes a guiding role in delivering the content. As students acquire fresh knowledge and skills, the responsibility for learning shifts from teacher-led instruction to student-centered activities. In the "We do" phase, the teacher continues to guide students through modeling, questioning, and offering prompts. Yet, as students progress to the "You do" phases, they become increasingly self-sufficient and rely less on the teacher to accomplish the learning task.

1.3.2. Benefits of the GRR for student learning

The gradual release of responsibility is a widely recognized and effective instructional framework renowned for enhancing student learning and cultivating independence. This GRR instructional model has been recognized as effective in enhancing writing achievement

(Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcomes among English language learners (Kong & Pearson, 2003).By gradually shifting responsibility from the teacher to the students, this approach presents numerous advantages for both educators and learners. Through a blend of structured support and independent practice opportunities, the gradual release of responsibility fosters student engagement, critical thinking, and skill enhancement.

In addition ,Fisher and Frey (2008) suggest that the GRR model draws from various theories, including Piaget's theory of cognitive structures and schema (1952), Vygotsky's concept of the zones of proximal development (1962, 1978), Bandura's attention, retention, reproduction, and motivation theory (1965), and the theory of scaffolded instruction by Wood, Bruner, and Ross (1976).The gradual release of responsibility model give multiple benefits to both teachers and students. It provides teachers with a clear framework for designing lessons and tailoring instruction to accommodate the diverse needs of students.

This method improved instructional time and facilitates student progress, ensuring that students encounter an appropriate level of challenge without feeling overwhelmed.

Furthermore, by transferring and transitioning responsibility to students, they are empowered to assume an active role in their learning, which enhances their motivation and self-confidence. It's important to recognize that students require proficiency in all facets of reading and writing, encompassing oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension (Frey & Fisher, 2006).

Firstly, encourages Student Independence and Responsibility, As students move through the stages of the GRR model, they enhance their critical thinking, problem-solving skills, and take ownership of their learning (Lang & Truscott, 2000).

Secondly, Differentiation ,Tomlinson (2017) suggests that the model's adaptability to diverse learners lies in its capacity to offer different levels of support across various phase.

Thirdly, Formative Assessment Opportunities, GRR facilitates continuous assessment during the learning journey, empowering teachers to pinpoint areas where students may require extra assistance (Wiliam& Black, 1989).

The Gradual Release of Responsibility model, pioneered by Douglas Fisher and Nancy Frey, stands as a highly esteemed educational approach designed to revolutionize student learning. According to Pearson and Gallagher (1983), the GRR model proposes a deliberate and sequential transition of the instructed task, moving from initial explicit modelling to shared responsibility between teacher and student, and ultimately to independent practice and application by the learner.

Also , Fisher and Frey (2008) assert that effective teaching for struggling students involves deliberate instruction in reading and writing, access to diverse texts, motivation to engage in learning, and genuine opportunities to practice reading and writing in everyday contexts, and the researchers employed the Gradual Release of Responsibility Model as an intervention to enhance students' academic performance (Pearson et al., 2019).

1.3.3. Importance of the gradual release of responsibility in education

The gradual release of responsibility (GRR) model, commonly known as the "I do, we do, you do" approach, is a teaching framework designed to transition from teacher-led instruction to student independence.

This phased approach moves from direct instruction to guided practice and finally to independent work. It is essential for promoting effective learning, as it equips students with the skills and confidence needed to manage new tasks independently. At first ,Promotes Active Engagement and Autonomy, according to pearson and Gallagher (1983), the creators of the GRR model, argue that gradually shifting responsibility to students enhances their active engagement with the material, as they progressively assume greater responsibility for

their own learning.

Also As students progress through the stages of the GRR model, they cultivate autonomy and self-regulation skills crucial for lifelong learning (Pearson & Gallagher, 1983).Next ,Supports Differentiated Instruction ,The model enables teachers to customize instruction to address the varied needs of their students. As students progress through the phases of the GRR model, teachers can offer targeted support and modify their teaching strategies according to student responses (Frey & Fisher, 2008).

Moreover, Enhances Skill Transfer and Application The GRR model enables students to practice new skills in a supportive environment before attempting them independently. This scaffolding assists students in applying their learning to various contexts and effectively transferring knowledge (Fisher & Frey, 2013).Also ,according to Fisher and Frey (2013) stress the significance of gradually diminishing teacher support to empower students to confidently apply their learning in diverse and unfamiliar circumstances. In Addition, Fosters Critical Thinking and Problem Solving The GRR methodology encourages students to engage in critical thinking and independently solve problems ,as students transition from guided to independent practice, they develop the ability to analyse tasks and approach them strategically (Duke & Pearson, 2002).

Also, Duke and Pearson (2002) highlight the GRR model's role in fostering higher-order thinking skills, which are essential for navigating complex real-world situations effectively. Lastly , Promotes a Growth Mindset ,The structured learning approach assists students in acknowledging their advancements and viewing challenges as chances for personal growth (Fisher & Frey, 2013),also, Fisher and Frey (2013) underscore the significance of the GRR model in cultivating a favourable outlook on learning and fostering resilience when encountering challenges.

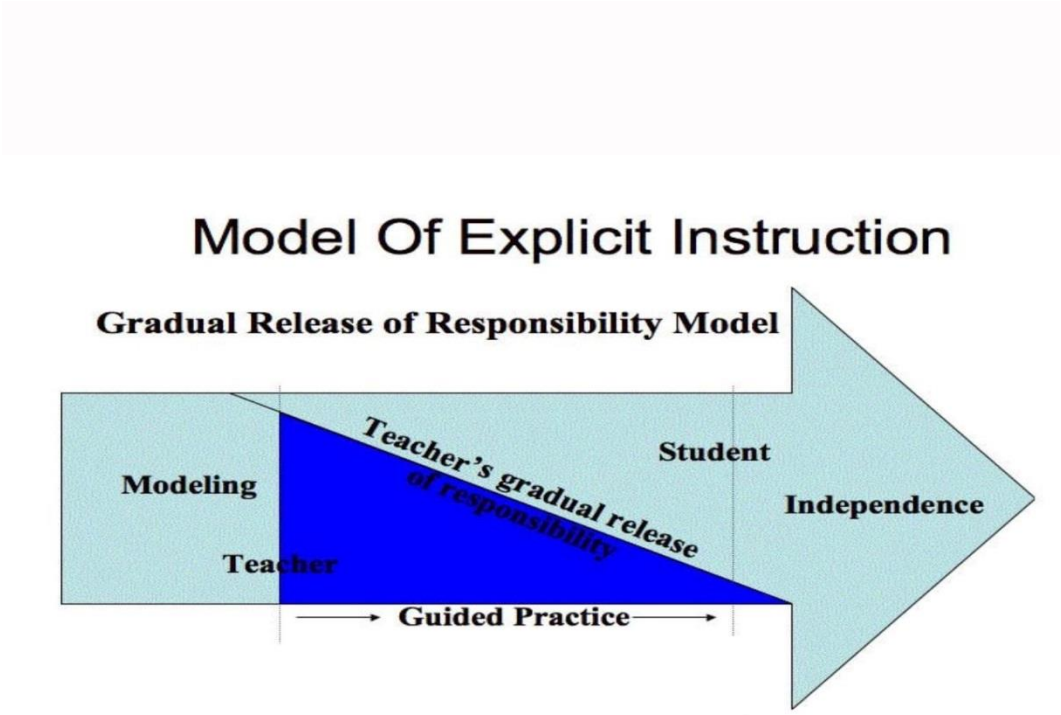

Figure: 1.3.2. Gradual release of responsibility, Model of Explicit Instruction .

1.3.4. The teacher role in the gradual release of responsibility

In the Gradual Release of Responsibility (GRR) model, the teacher's role transitions through three phases as students become more independent in their learning. Initially, the teacher delivers direct instruction, which gradually shifts to a more facilitative and supportive role. When students respond positively to a teaching model, it motivates educators to implement it in their classrooms. Here's how the teacher's role changes in each phase , start with I do (Teacher Modelling), Instead of simply telling students what to do, the teacher takes

a more active role, they demonstrate the desired skill or concept by showing their thought process, strategies, and problem-solving methods. This transparency allows students to see how the teacher approaches the task and provides a clear model for them to follow, Before

students attempt the task themselves, the teacher clarifies the learning objective and walks them through their own thinking process. Demonstrating to students how to complete a task or solve a problem step-by-step, often using think alouds to model the thought processes involved (Fisher & Frey, 2017).

Then ,we Do (Shared Responsibility), The gradual release of responsibility model highlights the transition of accountability from the teacher to the students as the instruction advances. Supplying temporary assistance via cues, visual aids, or personalized instruction to accommodate various learning requirements (Tomlinson, 2017). Promoting students to take ownership of their learning journey and fostering their autonomy are also essential facets of the teacher's role. Lastly, You Do (Independent learning), In the final phase, students have the opportunity to apply their newly acquired knowledge in a new context or situation, during independent learning, students demonstrate their understanding and utilize acquired skills or concepts. Utilize a variety of assessment approaches to gauge student understanding and adjust instructional strategies accordingly (Guskey, 2000).Also ,The teacher may also create study materials or guides to assist students in their learning process (Harden et al., 1999).

1.3.5. The student role in the gradual release of responsibility

In the gradual release of responsibility model, students are actively involved in their learning process. As responsibility shifts from the teacher to the student, students gain autonomy and take ownership of their educational progress, progressively becoming more independent. I Do (Teacher Modelling) Fisher and Frey (2017) ,underscore the significance of the "I Do" phase within the GRR model as the cornerstone of student learning. In this stage, students actively observe as the teacher demonstrates the targeted skill or concept. During this phase, students observe, listen, and engage as the teacher provides examples, explains the process, and articulates their thinking process through think-aloud . “all the responsibility for performing a task to a situation in which the students assume all of the responsibility” (Duke and Pearson 211).

We Do (collaborative Responsibility)During the collaborative practice stage, students collaborate with their peers, participating in group activities and discussions. They work together to solve problems, contributing ideas, perspectives, and strategies to tasks. Kong and Pearson (2003, p. 85) call it "teaching from behind." In this collaborative learning setting, students are encouraged to learn together, exchanging knowledge and acquiring insights through interaction. Even in collaboration, students are expected to take responsibility for their own performance. As students collaborate to reinforce their understanding, the teacher remains actively engaged, providing guidance and support beyond mere supervision, it's crucial to structure the work in a manner that necessitates students to collaborate and equally contribute to the completion of the final product.

you Do (Independent learning)In the concluding phase, students have the opportunity to apply their gained knowledge in diverse contexts or scenarios .In a randomized controlled trial conducted four decades ago (Harden et al., 1969), it was shown that medical students learn as effectively or even more effectively when they study independently, utilizing purpose-prepared learning resources, compared to students who attend lectures. In the Gradual Release of Responsibility (GRR) model, students are actively involved in their Learning journey, gradually assuming greater self-direction, responsibility, and autonomy. Through their engagement with the content, they cultivate essential skills such as self-regulation,

critical thinking, collaboration, and reflection .

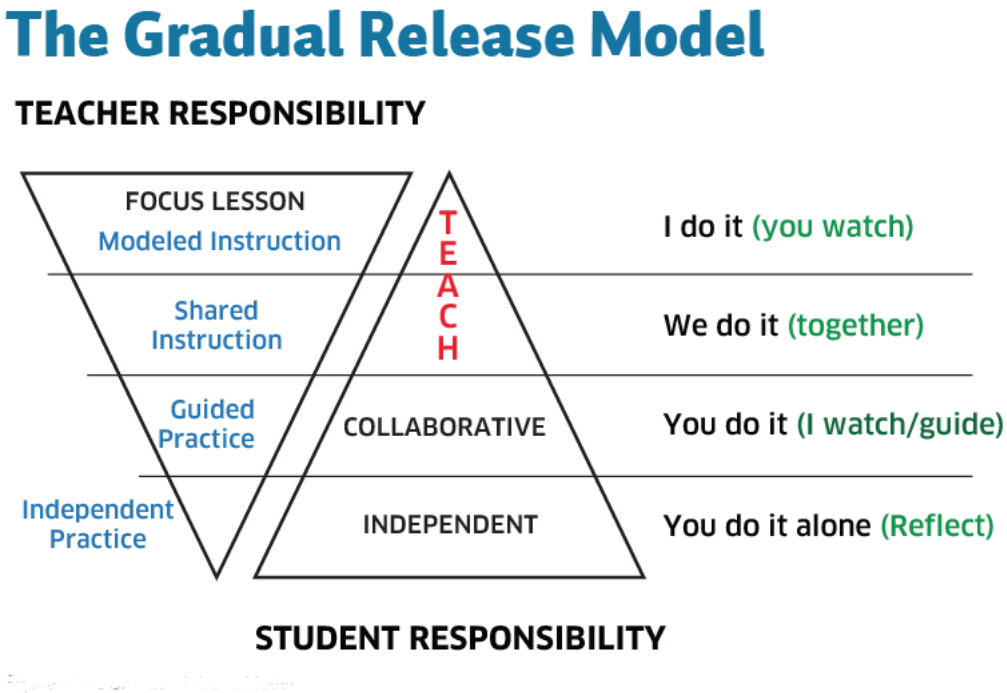

Figure 1.3.3. the Gradual release of responsibility.

Fisher and Frey (2008) state that effective teaching for struggling students include purposeful instruction in reading and writing, access to a wide variety of texts, motivation for work, and authentic opportunities to practice reading and writing in their daily lives

1.3.6. The impact of the gradual release of responsibility on student motivation

The gradual release of responsibility significantly impacts student motivation positively. As students transition through various instructional phases—beginning with teacher-led instruction and progressing to guided learning, collaborative activities, and ultimately independent work—they experience a gradual increase in their levels of responsibility and autonomy. This sequential development fosters students' self-reliance and active participation in their learning journey.

Furthermore, subpar academic performance is frequently linked to students' diminished motivation and disinterest in both school and specific subjects. Therefore, teaching experience proves invaluable as educators employ tailored strategies to cultivate student motivation and

enthusiasm for learning. In this situation, the significance of teaching experience cannot be overstated, as it guides educators in identifying effective strategies to improve student motivation and academic performance (Casinillo &Casinillo, 2021).In addition ,Zemanova and Knight (2021) found that instructional approaches such as exercise, drill, or practice enhance educational effectiveness, efficiency, and comprehension of knowledge. This indicates that the GRR approach has cultivated a feeling of confidence and connection with learners, while also improving the belief in one's own abilities for both teachers and students.

1.3.7. The challenges of the gradual release of responsibility

1.3.7.1. Challenges for teacher

The Gradual Release of Responsibility (GRR) model, an established instructional framework, gives a systematic method for transferring the responsibility of learning from teachers to students (Pearson & Gallagher, 1986). Although there are advantages, educators may encounter distinct challenges when attempting to utilize the GRR model effectively. Here are few significant challenges that teachers may encounter .

Firstly ,balancing Support and Independence Finding the right balance between giving sufficient encouragement and letting students independence can be challenging (Fisher & Frey, 2017).Implement differentiated instruction according to Tomlinson (2017),demonstrating thought processes aloud (Lang & Truscott, 2000), and progressively structured cues (Pearson & Gallagher, 1986).

Secondly**,** Differentiation for different Learners, according to Tomlinson (2017) ,Meeting the specific requirements of each individual necessitates meticulous preparation. Utilize tiered exercises (Bretzmann& Dahl, 2012), choice boards (Fray & Douglas, 2014), and small group training (Cohen, 2000).

Thirdly**,** Assessment in a Multi-Phased Model Evaluating student progress across GRR

can be complicated (Fisher & Frey, 2017).Use formative evaluations (Wiliam& Black, 1989), emphasize the learning process (Brookhart, 2017), and promote student self-assessment (Sadler, 1989).Maintaining a Focused Learning Environment Disruptions can impair learning during autonomous work time (Wong & Wong, 2009). Set explicit expectations (Wong & Wong, 2009), establish structured routines (Marzano et al., 2003), and maintain close and observation (Coffey, 2007).Fourthly ,Time Constraints, according to Fisher and Fery (2017),Effective GRR integration may necessitate additional organizing and teaching time ,use planning templates (Fisher & Frey, 2017), chunk content (Lang, 2008), and cooperate with colleagues to increase planning efficiency.

1.3.7.2. Challenges for student

This research gets into the difficulties that students may confront as they approach the GRR. Transitioning Between Phases model Transitioning from teacher-led instruction ("I Do")

to self-directed work ("You Do") might provide difficulties for some students. Additional instruction or practice may be necessary during the collaborative "We Do" phase in order to develop the necessary confidence for solo work. Transitioning from teacher-led teaching ("I Do") to autonomous work ("You Do") might provide a substantial challenge for certain pupils (Fisher & Frey, 2017).

Self-Regulation and Metacognition is working autonomously requires strong self-regulation skills, which encompass efficient time management, task organization, and perseverance. Students may encounter difficulties in sustaining concentration, monitoring their advancement, and adjusting their methodology as required. According to Schunk and Zimmerman (2012), independent work requires individuals to possess robust self-regulation abilities, such as effective time management, task organization, and tenacity. Understanding Expectations Clear and precise assignment instructions are crucial for learners to achieve success. Unclear instructions might lead to learners misunderstanding or struggling to break

down complex activities into fewer parts, causing confusion and frustration. Certain students may confuse instructions or encounter difficulty in deconstructing difficult activities into more manageable components, resulting in feelings of frustration and disorientation (Stiggins, 2005).

Prior Knowledge and Learning Gaps Students with diverse learning preferences, differing degrees of prior knowledge, or significant ability inequalities may encounter difficulties in keeping pace with the GRR model. Giving supplementary assistance or tailored training can effectively close the divide and cater to their educational requirements. Students that possess diverse learning styles, have gaps in prior knowledge, or exhibit various levels of skill may encounter difficulties in keeping up with the gradual transfer of responsibilities (Tomlinson, 2017).

Motivation and Self-Efficacy Shifting to working independently can be daunting, especially for pupils who have little confidence in their abilities. They can have a deficiency of self-assurance to try out novel methods or persevere in the face of challenges. Providing support and positive feedback can significantly enhance their confidence in their talents. Transitioning to independent work can be intimidating, particularly for students who have low levels of self-efficacy (Schunk, 2012).

1.3.8. Application of the Gradual Release of Responsibility in language learning

The Gradual Release of Responsibility (GRR) framework is a versatile instructional method that can be effectively utilized in various language learning contexts. In Focus Lesson The teacher recites a poem clearly, emphasizing its rhythm, tone, and utilization of metaphorical language. Following that, students participate in a discourse regarding the author's methodology and analyse the poem's significance. The teacher orally presents an elaborate text, highlighting vocabulary, sentence structure, and literary strategies (Duke &Pearson, 2004).

Shared Reading when Students engage in a collaborative activity where they take turns

reading a short piece out loud with the teacher. The focus is on improving their fluency and comprehension skills. Students collaborate with the teacher to read a concise text, taking turns

while emphasizing fluency and comprehension strategies (Pearson & Gallagher, 1983).

Guided Practice Students independently tackle comparable tasks, while the instructor circulates to offer individualized support and rectify any misconceptions. Students engage in independent reading while the teacher gives assistance by asking questions, clarifying vocabulary, and providing opportunities for conversation (Fountas & Pinnell, 2010).

Independent Reading Students autonomously choose their own reading content and freely apply previously acquired skills to engage with the text. Students participate in self-directed reading, utilizing the fluency and comprehension techniques acquired during supervised sessions (Pearson & Gallagher, 1983).

1.3.9. the impact of the GRR development on student self-efficacy

Student self-efficacy, which refers to an student confidence in their ability to learn and achieve success, plays a crucial role in academic performance. Student confidence can be influenced by several factors, but one resource that is often overlooked is professional development (PD) focused on the Gradual Release of Responsibility (GRR) paradigm. This type of PD helps create student confidence in multiple ways:

Building Blocks of self-efficacy through GRR Mastery Experiences involve the use of GRR (Gradual Release of Responsibility) to facilitate training by gradually transferring learning tasks to students. This strategy enables students to attain success at each stage (modelling , guided practice, and individual practice) and enhances their confidence in their abilities. The amount of difficulty may vary, but the essential aspect is the attainment of a certain objective (Bandura, 1997).

Development of learning strategies GRR actively incorporates students in all stages of the learning process, enabling them to engage actively and adopt a more experiential approach.

This interaction facilitates their ability to Students cultivate efficient learning techniques by engaging in trial and error via supervised and self-directed exercises, enabling them to refine their approach to the subject matter. Through active participation in the Gradual Release of Responsibility (GRR) process, students can experiment with different solutions, evaluate their effectiveness, and modify their approaches accordingly. This fosters a feeling of possession and authority in their learning, so boosting their self-efficacy. Students acquire learning skills, such as fluency and comprehension techniques, by engaging in guided practice and independent reading sessions (Pearson & Gallagher, 1983).

Focus on Effort and Progress The Gradual Release of Responsibility (GRR) paradigm promotes the practice of teachers giving targeted and pragmatic evaluation that emphasizes pupils' exertion and advancement, rather than just commending flawless outcomes. This form of positive reinforcement highlights the significance of exertion in attaining achievement, promoting a mindset that values personal development and improving one's belief in their own abilities.

1.3.10. Strategies for Implementing the Gradual Release of Responsibility

Focused instruction covers methods to prepare students for learning by setting clear objectives, demonstrating skills and concepts, and conducting teacher think-alouds. After receiving initial guidance, students are better primed for learning.

Modelling and Thinking Aloud For improved comprehension, student need to see topics demonstrated visually; simply expressing them verbally is insufficient. Demonstrations are a part of the teaching strategies of proficient teachers. Modelling expertise is a demonstration that is followed by a teacher think-aloud (Davey, 1983). It requires showing expert-level thinking and problem-solving techniques in addition to presenting the procedural processes of a task. Think-alouds by teachers allow learners to watch and learn the instructor's sophisticated reasoning and thought processes.

Guided instruction the teacher carefully selects clues, questions, and other teaching tools to help students understand what they are being taught. Although large classes of students can benefit from this, small groups that are formed according to the demands of the lesson are probably more likely to do well. When teaching in a guided manner, the instructor emphasizes giving pupils more autonomy while offering support structures to guarantee their success. Students learn much more when they have the opportunity to apply their knowledge and abilities through hands-on experience. Application is vital because it gives students insights into their learning and areas where they may need more explanation or improvement.

instructional scaffolds Construction tools, like those in education, have a dual role. First and foremost, they give temporary support to a building that is unstable and cannot stand on its own. Second, these instruments enhance the worker's talents beyond what they could do without assistance. Unlike building scaffolds made of steel, instructional scaffolds consist of strong queries, prompts, and signals. According to Rogoff (1990), scaffolding permits pupils to advance their abilities and knowledge (p. 571).

Collaborative Learning During this period, students collaborate to enhance their comprehension of the skills and concepts being taught, collectively clarifying any uncertainties. Effective independent learning tasks should prompt students to engage in metacognitive thinking, which can be facilitated by incorporating reflective questions within the assignment. Independent tasks for secondary learners are enhanced when they include aspects of self-regulation. Collaborative Learning During this time, students work together to improve their understanding of the skills and ideas being taught, resolving any doubts. Effective independent learning assignments should encourage students to participate in meta cognitive thinking, which can be accomplished by including reflecting questions in the assignment. Secondary learners benefit from independent assignments that incorporate features of self-regulation. Hmelo-Silver (2004) suggests that problem-solving should foster collaborative learning and motivation.

Independent learning The third level of problem-based learning was designed to support independent learning and group debate. Students demonstrated significant progress over both rounds. During group discussions, participants made judgments about the challenge to be solved" The ultimate goal of instruction is that students be able to independently apply information, ideas, content, skills, and strategies in unique situations" (Fisher & Frey, 2014, p. 10).

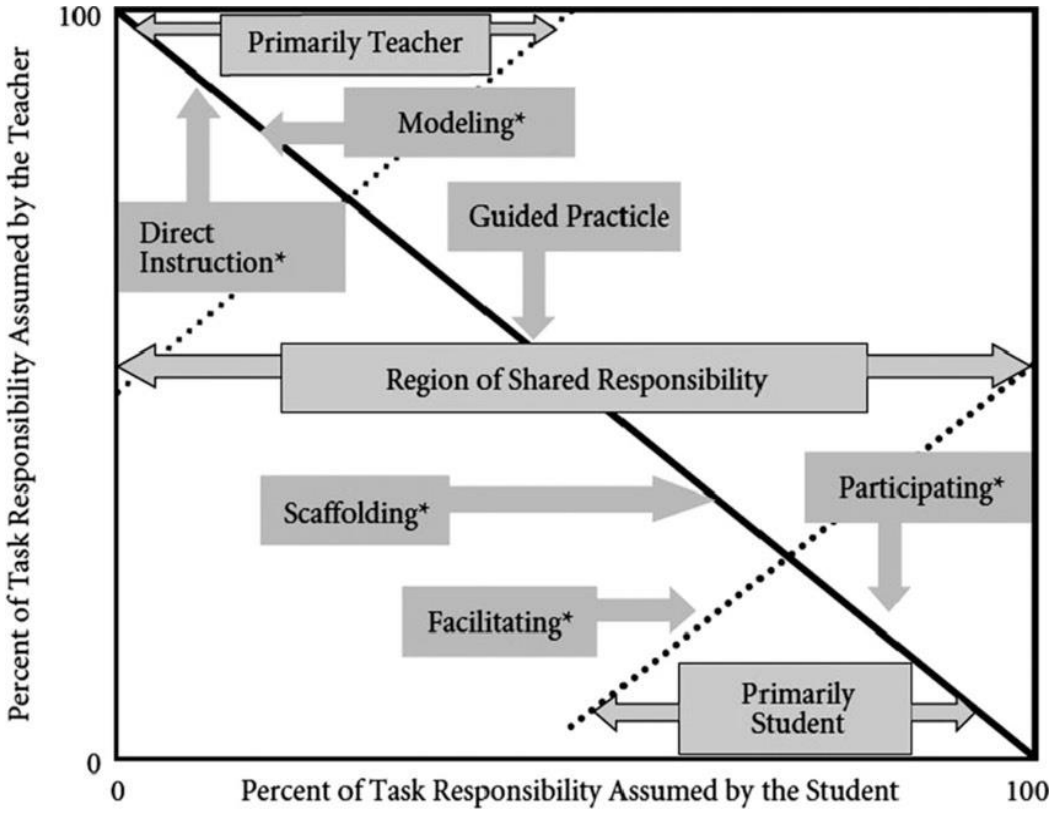

Figure 1.3.4. (teacher and student task of responsibility).

This paradigm emphasizes three key points : teacher-led implementation, student responsibility, and independent practice .

During instruction, the instructor introduces reading methods, emphasizes the importance of tactics and guides learner in implementing them . Teachers demonstrate reading strategies by reading and speaking aloud In phase 2, reading process. This involves sharing and collaborating with students to transmit reading abilities**.**

responsibility, and independent practice .

During instruction, the instructor introduces reading methods, emphasizes the importance of tactics and guides learner in implementing them . Teachers demonstrate reading strategies by reading and speaking aloud In phase 2, instructors lead encourage and create favourable condition for students throughout the reading process. This involves sharing and collaborating with students to transmit reading abilities**.**

1.4. Conclusion

This chapter constituted the theoretical part of our thesis, through which we aimed to illuminate the variables explored in our study and the corresponding concepts. The first section dealt with self-efficacy, its sources, and its impact on students' learning environment. the second section focused on the dependent variable of the study Gradual Release of responsibility. The next chapter will delve into the practical part of the study.

Chapter two : FIELD WORK

2.1. Introduction

This chapter focuses on the technical aspects of our study, such as design and intervention, contrasting with the theoretical discussion in the previous chapter on concepts like self-efficacy and Gradual Release of Responsibility.

It delves into the specifics of research design and methods, including the rationale behind the chosen approach, the independent variable (self-efficacy), and the dependent variable (Gradual Release of Responsibility). Additionally, it outlines the data collection methods employed, namely pretests, posttests, and interviews.

2.2. Research Methodology

This section explains the methods used throughout the research, the instruments employed for data collection, and the reasoning behind the chosen research methodology. Additionally, it focuses on the study sample population.

2.2.1. Research Design

To examine the hypotheses mentioned earlier, the researchers employed a quasi-experimental method, namely a one-group pretest-posttest design, with a five-week intervention period.

2.2.2. Variables of the study

The two main variables under scrutiny in this study are the independent variable, self efficacy , and the dependent variable, Gradual release of responsibility , as depicted in figure.

Figure 2.2: Variables of the study.

2.2.3. Sample of population

The study included 20 learners from one middle school in Ghardaia, Algeria.

A simple assignment was used to ensure the sample was representative. The sample includes eight male and 12 female students between the ages of 13 and 15. submitted to the student's sample during the post-intervention.

The sample consists of three English teacher from middle schools Ali Ibn Abi Taleb, each with varying levels of experience (two with master's degrees and one with a license degree, ranging from 3 to 20 years). The sample included two female teachers and one male.

2.2.4. Methods of Data Collection

In order To gather data, the researcher utilized diverse data collection methods. This section focuses on the tools employed for data collection in this study, namely the pretest , posttest, and interviews with teachers.

2.2.4.1. The Pretest and the Posttest

The pretest represented a questionnaire that was adapted from two highly reliable questionnaires in the field of motivational studies, the Motivated Strategies for Leaning Questionnaire (MSLQM) (Pintrich et al, 1993) and the Self-Efficacy for Learning Form (SELF) (Zimmerman & Kitsantas, 2007). The researchers used seven items from the MSLQM's self-efficacy scale, which represents a seven-point Likert scale with a Cronbach's α of 0.93. From the Self-Efficacy for Learning Form, the resea

rchers used 10 items. The posttest used the same questionnaire as the pretest, in addition to four more questions used to investigate which stage of the GRR affect students' self-efficacy the most.

To assess the significance of the difference between the pre- and post-intervention phase, a paired samples t-test was used. The difference between the pretest and posttest results was evaluated using Cohen's d, a measure of effect-size.

Cohen's d is an effect-size statistic, which evaluates the magnitude of an intervention's impact. This study benefits from employing such statistic because it is "independent of sample size" (Lipsey & Wilson, 1993, as cited in Dattalo, 2008, p. 149). Using Cohen's d can address two constraints that may impact the validity of our study: small sample size and poor statistical significance of findings.

Cohen's d is calculated by dividing the difference between the means of two distinct distributions by their pooled standard deviations (Cohen, 1988):

$d = M_1 - M_2 / S_{pooled}$

Where: $S_{pooled} = \sqrt{[(S1^2+S2^2) / 2]}$

Table 2.1: Cohen's d interpretation rule (Cohen, 1988)

significance	**Value**
Small	0.2
Medium	0.5

Large	0.8

In order to further interpret the effect-size between the pre- and post-treatment results, McGraw and Wong's (1992) Common Language Effect Size (CLES), also know as the probability of superiority, was employed. CLES converts Cohen's d into percentiles which stand for the probability that a randomly picked subject from the treatment distribution would score higher than a randomly picked subject from the pre-treatment distribution. Dunlap (1999) has proposed an index that can help convert easily Cohen's d through CLES (see table 2.x)

Table 2.2: Common Language Effect Size Index (Dunlap, 1999)

d	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09
.00	.500	.503	.506	.508	.511	.514	.517	.520	.523	.525
.10	.528	.531	.534	.537	.539	.542	.545	.548	.551	.553
.20	.556	.559	.562	.565	.567	.570	.573	.576	.578	.581
.30	.584	.587	.590	.592	.595	.598	.600	.603	.606	.609
.40	.611	.614	.617	.619	.622	.625	.628	.630	.633	.636
.50	.638	.641	.643	.646	.649	.651	.654	.657	.659	.662
.60	.664	.667	.669	.672	.675	.677	.680	.682	.685	.687
.70	.690	.692	.695	.697	.700	.702	.705	.707	.709	.712
.80	.714	.717	.719	.721	.724	.726	.728	.731	.733	.735
.90	.738	.740	.742	.745	.747	.749	.751	.754	.756	.758
1.00	.760	.762	.765	.767	.769	.771	.773	.775	.777	.780
1.10	.782	.784	.786	.788	.790	.792	.794	.796	.798	.800
1.20	.802	.804	.806	.808	.810	.812	.814	.815	.817	.819
1.30	.821	.823	.825	.827	.828	.830	.832	.834	.835	.837
1.40	.839	.841	.842	.844	.846	.847	.849	.851	.852	.854
1.50	.856	.857	.859	.860	.862	.863	.865	.867	.868	.870
1.60	.871	.873	.874	.875	.877	.878	.880	.881	.883	.884
1.70	.885	.887	.888	.889	.891	.892	.893	.895	.896	.897
1.80	.898	.900	.901	.902	.903	.905	.906	.907	.908	.909
1.90	.910	.912	.913	.914	.915	.916	.917	.918	.919	.920

Another way to calculate the corresponding CLES for the cohen's d value is through the following formula:

$$\mathrm{CL} = \Phi\left(\frac{\delta}{\sqrt{2}}\right)$$

Where Φ stands for cumulative distribution function of the standard normal distribution, and б for the population cohen's *d*. However in this study, the Cles value was calculated using an online calculator created by Mgnusson (2003).

2.2.4.2. The interview

The researchers conducted structured interviews with three English teachers from two separate middle schools. The interviews consisted of a mix of closed ended and open-ended questions, and the teachers' answers were recorded using a phone. Most interviews lasted between 20 and 25 minutes. The interview schedule contained fourteen items split into two sections

.The quantitative data from pre- and post-tests were complemented and clarified by the qualitative insights gathered from the interviews.

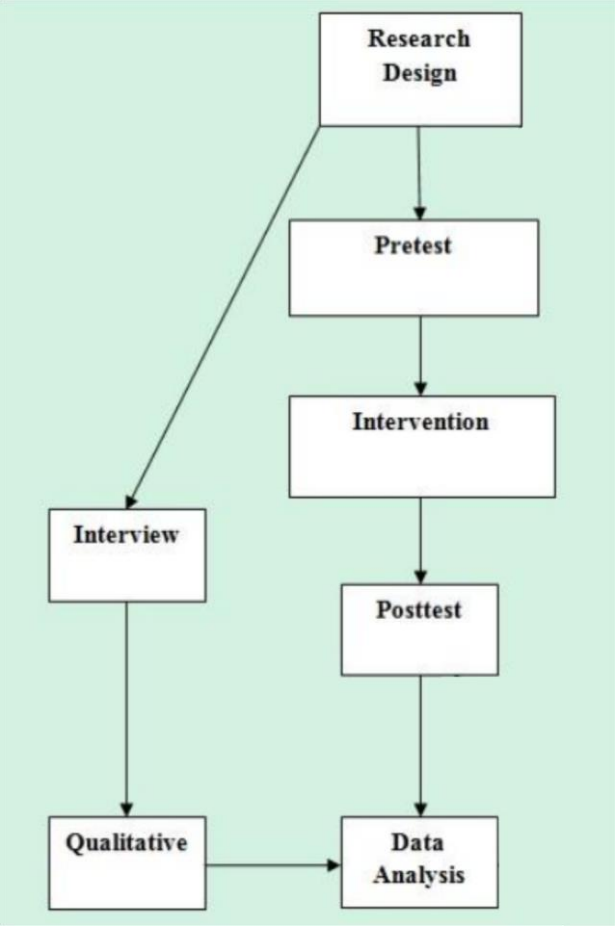

Figure 2.1: Research design

2.2.5. Data analysis

The researchers employed diverse methods to collect different forms of data throughout

their study. Data were collected quantitatively, through pre- and post-tests; and qualitatively, by means of structured interviews. A mixed-methods approach to data analysis was utilized to evaluate both types of data. Qualitative data from the interviews were utilized to elucidate and support the quantitative findings from the tests.

2.2.6. The intervention

Regarding the intervention, which occurred during the first trimester, This section contains information about the treatment and about how these gradual release of responsibility strategy

were succeeded in.

Table.2.3: Template for the Gradual Release of responsibility activities:

Phase	**time**	**Instructor activities**	**Learner Activities**	**Techniques/ Equipments**
Modelling	15 min	Start explain step by step	Just listening and taking notes	Narration
Guided instruction	10 min	Asking questions	answering the questions of the instructor	Graphic Organizers
Collaborative learning	25 min	Developing complex tasks	Speaking in an academic manner when interacting with peers	Small group discussion
Independent learning	10min	Creating exercises for practice and application	Finishing assigned tasks	Exit tickets

The GRR model in education takes a similar strategy. It's a teaching framework intended to empower learners to become independent learners. By using four phases which are : Modeling ,Guided

Instruction , Collaborative Learning , Independent Learning.

During Modelling phase, The teacher provides comprehensive explanations, step-by-step instructions, and visual aids (diagrams, charts).He describes their cognitive process when addressing a problem or accomplishing a task, the explanation of the teacher take 45second and learner start listening and creating connections and taking notes and discussing class material with a companion. narration serves as a valuable tool to model thinking patterns for students. Engaging in narration enhances the caliber of student education by

fostering self-directed learning. Encouraging students to narrate enables them to actively interact with the material, strengthening their understanding. This approach is potent as it prompts students to immerse themselves fully in the narrative or lesson, reinforcing their ability to retain information.

Guided instruction, this phase lasts 10 min ,during this phase teacher start asking questions, providing clear explanations, meeting with student groups that have been carefully chosen, after that student start answering questions and Observing and thinking in accordance with the scaffolds. The teacher might demonstrate to students how to start the task and then supervise them as they proceed with completing the graphic organizer, offering support when necessary. Conducting experiments and organizing into small groups also provide opportunities for guided practice.

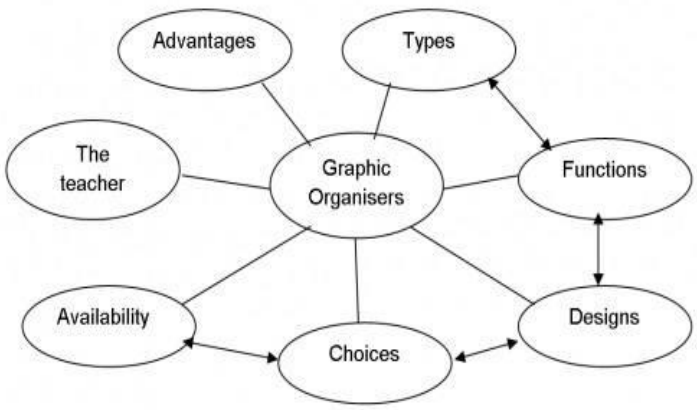

Figure 2.2: Graphic orgnaizers

collaborative learning, throughout this phase teacher start developing complex task, forming organizations on purpose ,and choosing a roles . Since collaborative

instructional settings encourage students to consider important concepts, then learners start sharing opinions with using academic language and solving issues and utilizing reasoning . this phase take 20min with all activities . Utilizing small group discussions in collaborative learning can lead to diverse beneficial educational results. However, these outcomes are contingent upon instructors establishing conditions that encourage students to actively participate in and prepare for interactive discussions (Michaelsen, 1997, p.1) and According to (Johnson et al., 2015, p. 87) collaborative learning entails grouping students into small teams, fostering collaboration to improve both individual and collective learning outcomes . Conducting discussions in small groups can help fill knowledge gaps among students, facilitate exploration of various perspectives, promote interactive exchange of ideas and experiences, aid in clarifying attitudes towards subject matter, encourage students to evaluate their own ideas against those of their peers, and foster a willingness to share ideas within an academic context.

Independent learning , this phase take only 10min. during this phase teacher start creating exercises for practice and application, and tracking the development of students on other hand, student finishing assigned tasks, organizing and keeping an eye on their own work Considering their own accomplishments. For example, Exit ticket this strategy help to assess students' understanding and insights at the end of a lesson. Before students leave for playtime, lunch, the end of the day, their next class or to another subject area, they must

reflection on their learning. These exit tickets help to assess whether students understand the subject given, enabling for more effective preparation of future sessions or units of instruction, or whether students' are able to understand and summarise key topics from the lesson, and how students can solve a problem or answer an important question based on the lesson.

2.2.6.1. Notes about the intervention

- Collaboration learning activities must be directly related to the content purpose, language purpose, and social goals for the lesson.
- Ensure that teaching methods are suitable for the students' age.
- Keep motivation consistently high.
- Independent learning empowers students to apply knowledge creatively.
- Methods should cater to both student needs and lesson objectives.
- Techniques aid teachers in assessing student comprehension and planning future instruction.
- techniques helps in collaborative learning activities and discussion among students, it helps students to discuss and think with their peers without teachers interventions.

2.3. Data analysis

2.3.1. The pretest and posttest

The researcher utilized Cohen's d, a measure of effect size, to assess students' progress in a quasi-experimental setting, as described in the previous section. The current subsections analyze data collected from pretests and posttests.

Table 2.4. provides an overview of the descriptive data from the pretest and posttest results, including the means, standard deviations, and sample size. The data show an increase in both the mean and standard deviation in the posttest compared to the pretest.

Table 2.4: Descriptive statistics

Phase	Mean	Std. Deviation	N
Pretest	2.45	0.17	20
Posttest	4.6	0.71	20

Data from the paired samples *t*-test are reported in table 2.4, where it highlights the difference between the two rounds of data collection in terms of means, standard deviations, and effect size (using Cohen's d). The table also, presents the *t*-statistic and the degree of freedom, and the confidence interval.

Table 2.5: Paired samples t-test results

Mean	Std. Deviation	95% Confidence Interval of the Difference		*t*	df	Sig.	*d*	CL
2.15	0.74	**Lower**	**Upper**	-13.06	19	0	4.16	0.998
		2.5	1.8					(99.8%)

As it is shown in table 2.4, data revealed that there is statistically significant increases in students' scores from pretest to posttest. The mean increase was 2.15 for self-efficacy with ($t(19)= -0.44$, $p<0.05$), a 95% confidence interval ranging from 2.5 to 1.8 and a very large effect size (Cohen's d =4.16) of more than four 4.000 pooled standard deviations (or four z-scores). Regarding the common language (CL), column eight, the data indicate that there is a 99.8 % chance that a randomly picked participant from the post-intervention round would have a higher score (self-efficacy) than a randomly picked participant from the pre-itervention

round, which is also, an indicator of a very large gap between students' self-efficacy in the two phases, in addition to the fact that d=4.16>0.8.

2.3.2. Teachers' interview

The researchers conducted structured interviews with three English language teachers from a middle school in Ghardaia city. The interview schedule comprised both closed- and open-ended questions, and sessions were recorded using a phone.

2.3.2.1. Analysis of the interview

The interviewers recorded the interviews with the teacher while also taking notes and setting down relevant information. I took notes during the interviews to use as quotes later. Data from interviews were analyzed qualitatively. The interview schedule includes two sections: the first asks about the interviewees' gender, career, and degree. The second section is intended for eliciting data about the impact of the Gradual Release of Responsibility .

section one: Personal Information

this section includes three personal questions including the interviewers' gender, experience, and degree.

1. **The interviewees'sex**

Of the teachers being questioned, two are female and one is male.

2. **What degree do you hold?**

Two of the questioned teachers holds a Master's degree in English, while one of them hold a License.

3. **How long have you been teaching English?**

The English language teaching experience of the middle school teachers varied from three to twenty years. The most experienced teacher had been teaching for ten years.

Section two: the impact of the gradual release of responsibility on student self-efficacy

This section includes fifteen items which seek information about how teachers at middle school consider the Gradual Release of Responsibility and about the process of using this approach in their classrooms.

4. What kind of structure do your lectures follow?

When teachers were asked about which kind of structure they use during their lectures, one participant mentioned that he usually follows "...the framework of instruction set for each skill... for example...presentation practice and use for grammar and pre-listening" and another one said that she "...starts by introducing the subject than going into details and explanation." Another one claimed that he uses "...question and answer, group discussions, and conclusion or pre-reading, during reading, and post reading."

5. Do your lectures include a stage of guided instruction?

When asked whether their lectures include a stage of guided instruction, all three teachers said that their lectures do include a guided instruction stage.

6. How can students benefit from guided instruction?

All the teachers believe that the guided instruction helpful to the learner and can play Crucial role in facilitating learning, where it "...offers learner the chance to see how the task is done, which lessens the pressure of having to figure thing out all by themselves" and that "... it helps them lay a solid basis, deconstruct difficult concepts, and provides them with clear advice" and that it "...helps them achieve the intended goals"

7. How does guided instruction impact students' self-efficacy beliefs about the doability of the task?

Teachers' answers to this question shows that teachers have positive beliefs about the the effect of guided instruction on students' self-efficacy, where they claimed that such type of instruction "offers learners the chance to see how the task is done before they do it on their own" "which gives them confidence to do the tasks" and that it allows them "to deconstruct complex concepts" where their learning is guided by guidance and advice from the teacher.

8. Are some of the activities that you implement in the classroom to enhance your students' sense of self-efficacy?

From answers to this question, it seems that all three teachers trust that self-efficacy increases through the implemetation of teacher-guided activities, where "...in reading for example, we can use words matching or reference identification to help them understand the text, these activities enhance students' efficacy."

9. Do you encourage your students to work independently in the classroom?

Answers to this question indicate that one of the respondents does not encourage independent work in the classroom by stating that he does not "...encourage them to work independently, but if certain students are confident enough ,I will allow them to work individually if they prefer to do so." On the other hand, two teachers claimed that they encourage independent work in the classroom.

10. Do you believe that independent work in the classroom encourage students to work independently at home?

Answering this question, two participants mentioned that they believed that independent work in the classroom encourages students to work independently at home, while one teacher said that he did not believe that.

If yes, please say why

When he asked to justify their answer, one of the respondents stated that "independent students are generally self-confident and they are keen to solve their problems by themselves at home or anywhere."

11. Do you include group work in your lectures?

Regarding this question, all teachers claimed that they do include group work in their lectures.

12. Do you encourage your students to teach and learn from peers during group work activities?

From answers to this question, it appears that all the interviewed teachers tend to encourage students to teach and learn from peers during group work activities.

13. How does that effect their beliefs about the difficulty of the task?

Responses to this question revealed that participants think that working together "may change students' beliefs about the difficulty of tasks as it is part of their experience... experience can change beliefs and attitudes about things"

14. Do you encourage your students to exchange and explain each other's lecture notes?

All teachers agreed that they encourage their students to exchange and explain each other's lecture notes.

Please, justify your answer:

one of the participants justified his answer by stating: "yes, I encourage such collaborative work as language learning is a social phenomenon",while another contenden that "it is effective, provided that the gap between students' levels is not too large."

15. Are you familiar with Gradual release of responsibility (GRR) model?

As to this question, two teachers claimed that they were familiar with the model of the gradual release of responsibility, where one of them said that "the GRR model offers a multitude of benefits for both teachers and students...for teachers, GRR provides a clear roadmap for structuring lessons and varying instruction to meet students' diverse needs", while one teacher said that he was not familiar with the concept.

16. Which of the following stages of GRR benefits students the most: focused instruction ,Guided instruction , collaborative learning , or independent learning?

When asked about the GRR stage that benefits students' the most, Respondents' answers revealed that guided instruction and collaborative work are regarded as the most beneficial stages, where "..they both involve the 'we do it

together' element" and that it depends on the learners' age, where, according to one of the respondents, "...10 and 11 year old learners confide in their teachers and depend on them them to do different tasks, unlike 12 to 14 year old learners, who value the interactions they have with their peers, where they may benefit from their peers more than they do with their teachers"

17. How effective is the Gradual Release of responsibility model in enhancing students' self-efficacy?

In this questions, while one of the teachers refrained from answering this question, due to his unfamiliarity with GRR, two teachers claimed that "the way GRR helps the students transition from relying on the teacher to relying on their own to learn, it is a very efficient tool that can boost students' self-efficacy and increase their confidence" and that "using a variety of activities like teacher-centered, collaborative, and independent tasks can guarantee that students with different preferences can engage in, at least, one of the stages."

18. Which stage of GRR effects students' self-efficacy the most?

Regarding this questions, according to two of the participants "guided instruction and collaborative learning are the most beneficial and the most similar stages", they both can help us achieve a guided instruction... the difference between them is who guides the instruction" (teacher or peers). while one teacher refrained from answering due to the lack of knowledge about the GRR model.

2.4. Discussion

In any language learning context, the teaching of a language needs to be carefully planned and systematically organized, and based on a strand that takes into consideration the psychological and affective aspects of language learning. The learnability of content needs to

be constantly assessed and so need to be identified the factors involved in the learning process, and, subsequently, need to be carefully chosen the method used to overcome those factors. For the longest, applied linguists have been struggling to resolve problems related to the affective variables that belie language learners' engagement and willingness to learn. One of these factors is self-efficacy, which was introduced by Albert Bandura in 1977. Self-efficacy stands for the individual's beliefs about his ability to achieve a certain goal or take a course of action. It represents one of the crucial factors that effects one's attitude, motivation, and, consequently, one's behavior. The lack of such beliefs about one's competence slows down one's learning process and effects negatively one's willingness to practice the language inside and outside the classroom due to related factors like low self-esteem, which causes one to have negative expectations about the outcome of undertaking an activity, which is a common problem in the EFL classroom. For this reason, the study at hand represents an endeavor to address this issue by suggesting the Gradual Release of Responsibility (GRR) model as a probable solution to tackle such problem. With the GRR gradually immersing the learners in the activity and allowing him or her to model and vicariously experiencing learning, through this study, the researchers assume that the language learner's beliefs about his or her ability can change gradually, from "only the teacher can do it" to "I can only do it with the help of my peers" to "I can do it alone".

This current section attempts to address the two hypotheses of the study, where the data marshalled by means of the data collection methods are to be discussed in order to answer the research questions of the study.

Regarding the first hypothesis of the study, which states that: "..." results from the pretest and posttest revealed that there was a significant increase in students' self-efficacy after the intervention took place. The most noticeable change was manifested through the mean increase of 2.15 after the intervention. The results where, also, highlighted through

significant values of the *t*-statistic ($t(19)= -0.44$, $p<0.05$), and a very large effect size (Cohen's d =4.16) of more than four 4.000 pooled standard deviations. Where the latter indicated that there was a 99.8 % chance that a randomly picked participant from the post-intervention round would be more self-efficacious than a randomly selected participant from the pre-intervention round, which is also, an indicator of a significant gap between students' self-efficacy in the two phases. This increase was due to the gradual manner of involving the student in the activities, which the GRR relies on as a premise.

During the intervention period, the subjects were exposed to lessons that followed the variety of instructions. The first stage of every lesson was a teacher-guided instruction, where students with low sense of self-efficacy only had to observe the teacher do the work. Such non-threatening type of instruction, made learners feel safer fathoming the content and concentrate more on observing and learning from the teacher's performance with less distracting factors like worrying about self-esteem and without being preoccupied by negative beliefs about their performance, where one of the interviewed teachers claimed that "guided instruction offers learners the chance to see how the task is done before they do it on their own". This method of thinking-aloud by the teacher helped the students copy the teacher's reasoning, and by doing so, they started to feel equipped with the thought process needed to handle similar tasks by going through vicarious experiences. Another element that was helpful during the intervention was the stage of collaborative work, where peers working together and sharing and explaining each other's notes, helped the less self-efficacious learners gain confidence by observing peers doing the tasks ans gradually altering their attitude about its difficulty, on the one hand, and about the adequacy of their ability to handle similar tasks on the other, where, according to respondents' answers to the interview, observing peers "may change students' beliefs about the difficulty of tasks" and here the new

experiences they gain through modeling their peers replace the ones they gained when struggling alone with he task.

From the aforementioned, data gathered by means of the pretest, posttest, and the teachers interview showed that GRR was successful in enhancing students' level of self-efficacy. therefore, the first hypothesis of the study, which states that: "The gradual release of responsibility model could be effective in increasing students' self-efficacy" was confirmed.

As to the second hypothesis of the study, which postulates that: "The stages of the gradual release of responsibility which effect EFL students' self-efficacy the most are the ones that involve guiding." Data gleaned using the posttest showed that items suggesting guided instruction and collaborative work gained the two higher scores, with the mean of 4.5 for guided instruction and 4 for collaborative work, respectively. This corroborates with findings from the teachers interview, namely item 16, where teachers opted for guided instruction as the most effective in enhancing students' self-efficacy, followed by collaborative work as the second choice, claiming that both stages "they both involve the 'we do it together' element", which goes in line with the second hypothesis of the study, which states that: "The stages of the gradual release of responsibility which effect EFL students' self-efficacy the most are the ones that involve guiding." Therefore, it can be said that the second hypothesis of the study was confirmed

GENERAL CONCLUSION

General conclusion

Using suitable lessons for language learners is one of the main responsibilities that burdens the language teacher. It is crucial for the learning environment to be engaging in order for learning to take place. One of the means to achieve that is by selecting teaching methods that consider the affective aspects of learning such as self-efficacy beliefs. The lack of self-efficacy is a common problem among Elf learners across the world and the Algerian schools are no exception. A key to foster and preserve the sense of self-efficacy among learners is to consider the sequencing and gradation of the content being taught, in terms of both the level of complexity of the content itself as well as the type of activities employed. The idea of starting with the easiest type of activity and gradually moving toward using the more complex ones is an efficient way of helping students with low self-efficacy gain more confidence and to gradually become more self-efficacious. Based on this notion the study at hand proposed the Gradual Release of Responsibility Model (GRR) as an effective way of instruction through which EFL students can become more self-efficacious.

The main purpose of this research was to examine how the gradual release of responsibility model (GRR) (Fisher & Frey,) influences students' self-Efficacy. The researchers proposed GRR as a useful strategy through which students approach a task in a gradual fashion through which they get to learn with less distraction (from factors like anxiety) and to preserve their sense of self-confidence and maintain positive attitudes and beliefs about their abilities.

The work commenced by providing a review of literature about the variables of the study. The first chapter included two sections, devoted to the two dependent and the independent variable of the study, Self-efficacy and GRR, respectively. The first section of Chapter One shed light on the concept self-efficacy, where it discussed its definition, its impact on students' learning, its sources, and its relationship with motivation and academic

achievement. Finally it highlighted some of the advantages and disadvantages of self-efficacy, assessment of self-efficacy, and then, variables effecting self-efficacy. The second section of the first chapter was dedicated to the gradual release of responsibility model (GRR). The section reviewed, briefly, the four stage of GRR, its benefits for, and impact on, language learning, its importance in education, and the role of the teacher and student in the GRR. The second section also discussed the impact of the GRR on students' motivation and the challenges faced by both teacher and student when applying such method of instruction. Finally, the section concluded with a discussion of some of the strategies that can be used to target students' self-efficacy.

The second chapter of the dissertation included two sections, which dealt with the practical part of the study. The the first section of this chapter, the research design, data collection methods, and the steps followed to carry the experiment and data analysis were detailed. The second section of chapter two dealt with data analysis and discussion of the results.

The research followed a quasi-experimental, one-group pretest-posttest, design, where a conveniently assigned sample of 20 fourth year students from Ali Ibn Abi Taleb middle school from Ghardaia city, received a treatment, which represented the implementation of The GRR during an intervention of five sessions, which took place after the pretest and lasted for five weeks. After the intervention, in order to assess the effectiveness of the treatment, the researchers administered the post-treatment questionnaire to measure the effectiveness of the GRR in enhancing students' self-efficacy. The researchers, also, conducted semi-structured interviews with a sample of three English teachers from the same middle school.

Regarding the first research question of the study, which is "How can the gradual release of responsibility effect EFL students' self-efficacy?". Results from the pretest and the

posttest, before and after the intervention, were contrasted to gauge the effect of the GRR on students' self-efficacy. In order to do so, the researchers conducted a paired-samples *t*-test, through which the mean difference, the *t*-statistic and significance value were used to highlight the findings. Since it is recommended to report effect-size values alongside *t*-test results, the effect-size measure known as Cohen's d (Cohen, 1987) was employed in order to measre the magnitude of the change in the dependent variable. To further assess the resuts, the effect-size value was converted and interpreted into percentiles of probablity using McGrow and Wong's (1992) Common Language Effect-Size (CLES).

Data from the t-test revealed that the mean difference between the pretest and the posttest distributions was 2.15 with a significant $t(19)= -13.06$ and $p<.05$ and an effect size $d=4.16$ with a corresponding CL of 0.998, which interpret as the probability that a randomly selected value (of self-efficacy) from the pre-intervention round would exceed 99.8 of the self-efficacy values from the post-intervention round. Based on the aforementioned data, the first hypothesis of the study, which assumes that "The gradual release of responsibility model could be effective in increasing students' self-efficacy" was confirmed.

As to the second research question, which is "Which stage of the Gradual Release of Responsibility effects students' self-efficacy the most?" the inference to be made from the data collected by means of the posttest and the teachers interview, is that, both students' and teachers agreed that the type of instructions that effect self-efficacy the most were guided instruction and collaborative work. This was highlighted through teachers' answers to item 16 from the interview and students' answers to the additional four items from the posttest questionnaire (where guided instruction and collaborative work got the highest scores, 4.5 and 4, respectively).

Throughout the process, the reaserchers faced two primary limitations. The first one was related to the limited sample size, which made impossible to generalize the findings over the whole accessible population. However, as it was disscussed in chapter 2.2.4.1, the researchers decided to report "Cohen's d" effect size as a metric for assessing magnitude of the impact of the intervention. The most rationale behind using this statistic is the fact that "Cohen's d" disregards the statistical significance that can be influenced by a large sample size, instead providing valid findings that are independent of sample size (Lipsey & Wilson,1993), unlike the probability values.

The second limitation encountered in this study was the time constraint. Were they not restricted by a time constrain the would have incorporated more data collection tools and would have conducted interviews with a larger number of teachers, and would have spend more time on the intervention. This time restriction necessitated the utilization of only two data collection tools, the pre- and posttest, and the teachers interview.

In conclusion, a consideration of including a variety of tasks that involve different types of instructions is recommended in order to reach a larger number of learners with varying individual differences, including affective factors like self-efficacy. This researchers, through, this study want to encourage EFL teachers, especially those who are reluctant to apply their research findings, to implement the GRR model in their classrooms to attract the low self-efficacious learners using a gradual fashion to introducing tasks that goes in the following order: “You do, We do, I do”.

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Appendices

Appendix A

The teachers Interview

Section One : Personal Information

1. Male

   Female

2. What degree (s) do you hold ? …….

3. For how long have you been teaching English ? ……..

4. What kind of structure do your lectures follow?

   ……

5. Do your lectures include a stage of guided instruction?

   ……

6. How can students benefit from guided instruction?

   ……

7. How does guided instruction enhance students' self-efficacy beliefs about the doability of the task?

   ……

8. What are some of the activities that you implement in the classroom to enhance your students' sense of self-efficacy?

   ……

9. Do you encourage your students to work independently in the classroom?

……

10. Do you believe that independent work in the classroom encourage students to work independently at home? If yes, please say why.

……

11. Do you include group work in your lectures?

……

12. Do you encourage your students to teach and learn from their peers during group work activities?

…….

13. How does that effect their beliefs about the difficulty of the task?

…….

14. Do you encourage your students to exchange and explain each other's lecture notes? Please, say why?

…….

15. Are you familiar with Gradual Release of Responsibility (GRR) Model?

…….

16. Which of the following stages of GRR benefits students' the most?

Focused instruction

Guided instruction

Collaborative Learning

Independent learning

Please explain

……

17. How effective is the Gradual Release of Responsibility Model in enhancing students' self-efficacy?

……...

18. Which stage of GRR affects students' self-efficacy the most?

……

Appendix B

The questions of pre-test and posttest

1. When I miss a class I can find another student who can explain the lecture notes as clearly as my teacher did.

   1 2 3 4 5 6 7

2. When I had trouble understanding my instructor's lecture, I can clarify the confusion before the next class meeting by comparing notes with a classmate

   1 2 3 4 5 6 7

3. When another student asks you to study together for a course in which I am experiencing difficulty, I can be an effective study partner.

   1 2 3 4 5 6 7

4. When I notice that I am getting behind in my homework during the week, I can catch up during • the next weekend

   1 2 3 4 5 6 7

5. I have missed several classes, I can make up the work within a week.

   1 2 3 4 5 6 7

6. When a teacher's lecture is over my head, I can find a way to get the information clarified before the next class meeting.

   1 2 3 4 5 6 7

7. When my last test results were poor, I can figure out potential questions before the next test that will improve my score greatly.

   1 2 3 4 5 6 7

8. When I find myself getting increasingly behind in a new course, I can increase my study time sufficiently to catch up.

1 2 3 4 5 6 7

9. When I am asked to write a concise, well-organized paper over night, I can find a way to do it.

1 2 3 4 5 6 7

10. When I think I did poorly on a homework I just finished, I can go back to my notes and locate all the information I had forgotten.

1 2 3 4 5 6 7

11. I believe that I can learn better when working with my partners.

1 2 3 4 5 6 7

12. I believe I understand the content better when the teacher is guiding the activity.

1 2 3 4 5 6 7

13. I believe I can learn better by observing the teacher handling similar tasks.

1 2 3 4 5 6 7

14. I believe that the best way for me to master the tasks is through independent work.

1 2 3 4 5 6 7

الملخص بالعربية

تتناول هذه الدراسة تأثير نموذج إطلاق المسؤولية التدريجي لفيشر وفري على قدرة الطلاب على تحمل المسؤولية ضمن الإعدادات التعليمية. وهو إطار تربوي متجذر في نظرية التعلم الاجتماعي التوجيهي،يهدف إلى تيسير نقل مسؤولية التعليم بشكل منظم من المعلم إلى الطالب، مما يعزز التعلم المستقل. تشير قدرة الفعالية الذاتية، كما صاغها باندورا، إلى الاعتقادات الفردية في قدرة الأفراد على إنجاز المهام وتحقيق النتائج المرغوبة. من خلال استعراض شامل للمراجع والبحوث التجريبية . تفحص هذه الدراسة تأثير النموذج على مستويات قدرة الفعالية الذاتية للطلاب. باستخدام نهج الأساليب المختلطة . يتم تعزيز القياسات الكمية لقدرة الفعالية الذاتية بتفاصيل نوعية حول تنفيذ نموذج إطلاق المسؤولية التدريجي في السياقات التعليمية. تشير النتائج إلى وجود علاقة إيجابية بين نموذج إطلاق المسؤولية التدريجي وقدرة الفعالية الذاتية للطلاب، حيث يظهر الطلاب زيادة في الثقة والدافعية والمرونة في مساعيهم التعليمية. يتم مناقشة تداعيات هذه النتائج على الممارسة التعليمية، مع التأكيد على أهمية البناء التعليمي الناعم في تنمية قدرة الفعالية الذاتية للطلاب. وتسليط الضوء على دور تمكين الطلاب في تعزيز النجاح الأكاديمي.

كلمات مفتاحية

نموذج اطلاق المسؤولية التدريجي , الكفاءة الذاتية , التحصيل الأكاديمي , بيداغوجية اللغة الانجليزية