

Abstract:

This study consists of Likert scale results and convenience sampling interviews with 12-13-year-old students in a search to determine if the explicit teaching of learning strategies, specifically in the context of the Strategic Action Cycle (Butler, 1998), helps students to build skills of self-efficacy. The study uses mixed methods to focus on the strategy-based instructional method of the Strategic Action Cycle with students in a Grade 8 English classroom in a secondary school in Delta, British Columbia. This project settles on three major aspects that affect students' self-efficacy as identified by Albert Bandura (1977): their desire to learn and their beliefs about the importance of learning; their beliefs about their own abilities as a learner; and their positive work habits. The complexity of the process of learning often means that these three aspects of a student are intertwined, and each plays a role in determining a student's sense of self as a self-reliant learner.

Keywords: strategies, Strategic Action Cycle, self-directed learning, strategy-based learning, inclusive learning, self-efficacy, independence