

## **Self-regulated Learning in Secondary Level English Textbooks in China**

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### **Abstract**

This paper explores the place of self-regulated learning in English language curriculum in China with a special focus on the analysis of English textbooks prescribed for secondary schools in Guangdong. Four textbooks prescribed for two semesters of grades 7 and 8 each, and curriculum of the same level were analyzed to explore to what extent the self-regulated learning has been adopted in the curriculum and textbooks. The findings reveal that both curriculum and textbooks promote self-regulation, which supports to achieve the curricular goals of learning a language. The implications are that such an exclusive focus on self-regulatory processes in the textbooks has a high potential to realize the goal of promoting self-initiated and independent learning in China's secondary education.

**Keywords:** Self-regulation, English language curriculum, secondary schools

### **Introduction**

Foreign language education in China has evolved as one of the major concerns of educational reforms. The Chinese government intends to promote the education system that addresses learners' self-awareness about their learning, self-initiation and independent learning (Ministry of Education, 2011). Although such values were also historically embedded in the Chinese cultural system, the government wished to implement this from the formal schooling system through methodological changes in the curriculum, textbooks and pedagogy. This has been aimed at the implementation of the self-regulated learning (SRL) approach.

The emergence of distant education in 1970s promoted the concept of autonomous learning, which was later recognized as an autonomous learning (Moore,

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1972). Holec (1981) initially defined SRL as "the ability to take charge of one's own learning" (p. 3). In this concept, SRL is not much different from self-directed learning approach, since both of them emphasized on the understanding of the importance of individual learner's engagement in independent thinking, self-paced learning supported by cognitive and affective factors. While such concerns were discussed in the academia, by several scholars Schunk (2001) defined it as "learning that results from students' self-generated thoughts and behaviour that are systematically oriented toward the attainment of their learning goals" (p. 125). Both authors focused on autonomy in the learning process, expecting that each individual engaged in the self-regulatory process while meeting their goals of learning. While doing so, the individual learners may develop control over the cognitive processes in making decisions about the tasks that they are doing. Pawlak and Csizer (2022) have pointed out the role of autonomy and the agency of learning in developing students' capacity and proactiveness in the learning process. The same understanding was continued by Pintrich (2000) claiming that learners' motivational orientation, their engagement in the learning process, and academic achievement are interrelated, all of which support SRL processes. The scholars mentioned above agree that learners use metacognitive knowledge while making decisions and they try to adjust according to their orientations. Students' orientations are shaped by their interaction within the educational settings. However, the institutional factors such as learning conditions, resourcefulness and other social-cultural elements influence the way learners take initiative in their autonomous learning process. Similarly, Teng and Zhang (2018) identified that teachers' and students' clear understanding of dynamic relations among metacognitive elements is necessary for furthering learner autonomy. Schunk (2001) claimed that students' social experiences and personal belief systems impact their interaction with teachers and peers within their educational settings. This also implies the importance of students' self-paced and intrinsically motivated engagement in learning that can promote their independent learning habit. The core of this is self-regulatory learning on the part of the students.

Although there is a growing interest in SRL in China, little is known about how the learning materials such as the school textbooks incorporate the SRL process. This study was situated within this research gap and aims to contribute to the body of knowledge on SRL and English language teaching in China.

### **Literature Review**

SRL has received growing attention in educational research and practice as it has been found useful in lifelong learning (Boekaerts, 1999; Zimmerman, 2002; Zimmerman & Schunk, 2011). As pointed out earlier, there is an ample amount of research literature in SRL in the context of China. These research studies are situated at different levels of education ranging from the primary level to university level.

Several studies have observed the metacognitive, motivational and behavioural aspects of participants in their learning process (An et al., 2021; Teng & Zhang, 2021; Zou, 2019). For instance, An et al. (2021) carried out their study in the context of Mainland China focusing on the technology supported SRL strategies used by university students. They found that technology assisted SRL strategies mediated self-efficacy, enjoyment and learning outcomes, thereby revealing the positive impact of SRL embeddedness in learning motivation and achievements. Self-efficacy refers to students' belief about their own abilities to perform their specific learning tasks. The curriculum in China has also emphasized development of students' self-efficacy, autonomy and motivational self-regulation. In Hong Kong, for example, the government curriculum focuses on actualizing 'learning to learn', alongside of enhancing students' independent learning, active engagement and self-management (Curriculum Development Council, 2002, 2014).

Paton and Lan (2010) claim that self-regulated learning skills have two focuses: individuals' academic achievement and enhancing individuals' academic achievement outcomes. Similar claims were also made by several other studies agreeing that the application of self-regulated learning strategies can develop learners' motivation by helping them to be stick to goal orientation, changing their values, beliefs, and expectancy for success and self-efficacy (Teng & Zhang, 2018; Zou, 2019). Another study by Zhou and Rose (2021) in first-year Chinese students after they enter to an EMI transnational university reported that students engaged in self-regulated listening strategies which developed their listening proficiency as well as their self-efficacy. This helped them cope with the challenges faced during the transition to EMI programmes.

These studies revealed that the use of SRL supported learners' engagement and independent learning, including their goal orientation and motivation. My own experience as a teacher educator showed that involving learners in self-regulatory processes positively impacted their engagement in construction of knowledge, skills and attitudes. This leads me to agree with the claims by the authors, especially those from the Chinese context that SRL in language education is beneficial for students' independent learning. Independent learning is also related to what Paris and Paris (2001) claim as an amalgam of constructivist, social, sociocultural and social cognitive orientations that collectively influence individuals' learning-related decision-making. Hence, the relatedness of SRL with several cross-disciplinary components makes it a multi-componential, dynamic activity constitutive of individual and social processes (An et al., 2021; Zimmerman & Schunk, 2001) and therefore becomes a subject of scrutiny from a curriculum and materials perspective. Understanding of how these components are integrated into the curriculum and materials is important to provide the basis for further improvement in current policies and practices, and this is one of the major concerns of this study.

## **The Role of SRL in Learning**

Several studies have shown that there is a significant predictive role of SRL process in students learning achievement and motivation. For example, Pawlak and Csiser (2022) found that SRL strategies predicted students' motivated learning behaviour. Further evidence is also available from Teng's (2016) study in university students in China that reported SRL-based teaching positively impacted students' writing performance and promoted their motivational beliefs and self-efficacy in writing. Similarly, Xu (2021) identified the positive impact of the SRL-based homework tutoring programme implemented in an afterschool setting in Hong Kong. She further concluded that learners made significant changes in time management, monitoring, motivation and managing the distractions in learning. These findings have also been echoed by Lai and Hwang's (2021) study in Taiwanese context. Lai and Hwang (2021) concluded that SRL had the highest positive impact on students' goal setting and planning and reviewing their pervious performance. All these findings relate to several aspects of the SRL process including metacognitive, self-control, and self-reflection strategies of students. Similarly, another empirical study carried out in China by Banisaeid and Huang (2015) demonstrated a significant relationship between self-regulation and language learning strategies. All these studies showed positive impact of SRL on students' learning, but there is lack of literature on how the SRL has been integrated in English language textbooks that are in practice in the mainland China to support learning. The present study addresses this research gap, as it is significant to understand the curricular and material support in bringing in SRL in the classroom in the context that studies have shown a positive and beneficial effect in students' learning if SRL is used properly.

### **Methods and Procedures**

#### **Research Design, Sample and Data**

This paper utilizes qualitative research method in which the data were obtained from the analysis of the English language curriculum and English textbooks of secondary level in China. While several textbooks are used across different provinces in China, two textbooks that are in use in Guangdong province (and in several other provinces across China) were purposively selected for review. These textbooks published by Cengage Publications were selected because they are widely used across China and have been in use since 2012. While reviewing the textbooks, focus was made on the SRL components, and their relatedness with the provisions of the national curriculum published in 2011 by the Ministry of Education of People's Republic of China.

Hence, this study included two main documents: the secondary school curriculum and the textbooks published for the implementation of the English language curriculum.

Regarding the former document, I have referred to the recently published secondary school curriculum circulated by the Ministry of Education in China. While analyzing the document (i.e., the English as a foreign language teaching curricula) specific focus was made on the aspects of SRL, both the ones that are explicitly presented and those indirectly incorporated in the curriculum and the policy. The second were the textbooks used for grades 7 and 8 of semesters one and two, which were analyzed drawing on the SRL process.

### **Analytical Procedures**

The secondary level curriculum of English and the chapters of the selected textbooks were critically analyzed to identify the contents and processes pertaining to SRL. Table 1 and 2 illustrate the analysis of the SRL contents and the processes, including examples of the tasks that aim at promoting SRL. I adopted thematic data analysis procedures that helped me to develop themes inductively and the same were presented as thematic findings. The analysis of the textbooks was also assessed from the curricular perspective where reference was made whether the textbook contents and activities reflected the goals of the curriculum. Hence, the findings were reported specifically related to curriculum and to textbook. Although this study did not draw specifically on a particular framework, as mentioned earlier, it drew on the ideas of Zimmerman's (2002) SRL framework that presents SRL process as a combination of three consecutive phases; forethought phase, performance phase and self-reflection phase which work in a cyclical relationship to enhance learning. These phases are used in the analysis as presented in Table 1. The paper did not focus on explicit analysis of these phases as the core objective was to examine the textbook contents and curricular goals of the English language in secondary level education in China.

### **Results**

Based on the analysis of data obtained from the review of the curriculum and the textbooks, the results have been presented and discussed in two broader categories: curriculum specific and textbook specific findings. Between the two, the second category has been extensively elaborated compared to the first one, as translation of curricular content in instructional materials has to be well-elaborated.

### **SRL in School Curriculum in China**

China has a relatively more centralized curriculum unlike the countries in the West. The English language in Chinese education system has been acknowledged as one of the important subject areas to be learnt. For instance, the curriculum standards published by the Ministry of Education of the People's Republic of China (2011) states, "Learning and using English is very important to absorb the achievements of

human civilization, learn from foreign advanced science and technology, and enhance the mutual relationship between China and the world” (p. 8). This broader goal values English not only as a foreign or international language but also as a means of importing the advanced technological developments as well as tool for advancing China’s relationship with the world. This motive, which has been grounded in the micro level of the Chinese society drives the craze for learning English. In other words, learning of English has been one of the great concerns of national development and China’s reach to the international community. While it has been emphasized as one of the core subjects of the curriculum in secondary education, it is sensible to explore how this subject has been taught, and whether the strategies used are meeting the requirements of the curriculum that aspires to develop human resources who are endowed with independent learning abilities. Hence, understanding of how SRL has been embedded in English curriculum and textbooks is important in this context. This paper focuses on this evolving concern.

The review of the curriculum showed that developing students’ understanding of the global culture is one of the major goals of English teaching. The analysis of the textbooks also resonated these concerns (see Nunan et al., 2012). For instance, the MOE (2011) states, “Learning English can help them form an open and inclusive character, develop the awareness and ability of cross-cultural communication, promote the development of thinking, and form a correct outlook on life, values and good of humanistic qualities” (p. 9). This statement not only shows the goal of Chinese school curriculum to promote the sense of national belonging and identity of the individuals, but also the individuals with capabilities of cross-cultural understanding and critical thinking. These are the values promoted by the SRL as well (Zimmerman, 2002), as it emphasizes the metacognitive, cognitive, social, and emotional aspects of individuals during the learning process to make sense of the cross-cultural issues and the issues underpinning individual’s self-paced learning capabilities. The curriculum also acknowledges language not only as a means of communication but also as a tool for thinking. One of the primary goals of English language learning intended by the curriculum was to engage students to participate, explore and cooperate to discover language rules, master language knowledge and skills, constantly adjust emotional attitude, form effective learning strategies, and develop autonomous learning ability (MOE, 2011). Hence is the justification that Chinese school curriculum intends to shift towards the promotion of lifelong learning experiences from the traditional teacher-centered instruction, which is a great leap in curricular reforms. This leap is one of the points of departure for reform in instructional practices in China. It promotes, though unstated, the use of SRL in pedagogical practices in school education.

## SRL in English Language Textbooks in Chinese Secondary Education

In China, English is taught as a compulsory subject from grade 4. English is taught six classes every week. In most cases, prescribed textbooks are the primary sources of data. In that case, the contents and methods suggested in the textbooks work as the major resources for teachers to facilitate their courses. With this case in the background, this study analyzed Chinese secondary level English language textbooks to explore the process and contents that promote SRL. The textbooks for two semesters for grades 7 and 8 each were analyzed using the SRL framework proposed by Zimmerman (2002) that includes three phases of SRL process; forethought, performance and self-reflection phases. Table 1 presents the SRL characteristics of the English textbook of grade 7. The results are organized in phases and sub-phases of SRL and are illustrated by relevant examples in the last column.

**Table 1**

*SRL Characteristics of PEP English Textbooks for Grade 7*

SRL phases		Examples	Remarks
Phases	Sub-phases		
Forethought	Goal setting and environmental structuring	<p>“Introduce yourself, greet people, ask for and give telephone numbers.” (Task in unit 1, term 1)</p> <p>“Talk about abilities” (term 2)</p>	Here, the aim is to create enabling learning conditions for students by simple activities, and that help to meet the goals.
	Strategic planning	“Topics – Functions – Structures” in the contents of the textbook.	Foreign language teaching to be done in a structured way.
	Self-efficacy		
	Outcome expectations	Be able to explain their plans.	
	Task interests and values	“Write English words for the things in the picture”. (Unit 1-Section A-1a, Term1)	A number of pictures and illustrations arouse interest in students, so that they can be self-paced.

Performance	Self-control:	<ul style="list-style-type: none"> <li>- “Listen and number the conversations” (Unit 1, section 1, A-1b, term 1).</li> <li>- “Role play the conversation” (Unit 1-Section A-2d, Textbook Term1)</li> </ul>	<ul style="list-style-type: none"> <li>- Students are expected to self-instruct and regulate their listening to complete the task.</li> <li>- Several tasks (such as role plays) are useful for creating creative learning opportunities for students.</li> </ul>
	Self-observation:		
Self-reflection	Self-evaluation	‘self-check’ (at the end of each unit of Section B)	Students are expected to self-evaluate their learning on the unit, by completing the exercises. It enhances independent learning.

Table 1 presented the representative summary of how SRL has been emphasized in English textbook of grade 7. It also illustrated that SRL has been an integral part of the curriculum, translated in practice through the textbooks. Although the policies do not state directly about SRL, several forms of learning emphasized in the textbook (contents and tasks) reveal an implicit embeddedness of SRL in foreign language education.

The contents in the textbooks emphasized several aspects of the SRL process such as monitoring, effort regulation by providing them clues expecting that students will be able to make plans to attain the set goals. These focuses originate from the curricular objectives that aim to promote students’ independent and autonomous learning. As presented on Table 1, most of the sub-categories of forethought and performance phases have been incorporated in the textbook contents, including the texts and tasks. However, there is relatively little focus on the final phase, viz. self-reflection which includes two sub-processes, i.e., self-evaluation and self-reaction. Although there are exercises for students to evaluate their performance, the activities for self-reaction are rarely found.

Table 2 presents an analysis of grade 8 textbooks based on the SRL goals. While grade 8 textbooks are relatively higher in terms of contents, the activities for foreign language learning are largely similar.

**Table 2***SRL Characteristics of PEP Textbook for Grade 8*

SRL phases		Examples	Remarks
Phases	Sub-phases		
Forethought	Goal setting and environmental structuring	<p>“Talk about your past events” (Task in unit 1, term 2)</p> <p>“Talk about health problems and accidents. Give advice”. (Unit 1, term 2)</p>	Here, the help to meet the goals of learning to express their past, and also present their current problems. This helped students relate the current learning with the past.
	Strategic planning	“Topics – Functions – Structures” in the contents of the textbook.	Foreign language teaching/learning taking place inductively.
	Task interests and values	<p>“Match the activities with the pictures”(Unit 1-Section A-1a, Term1).</p> <p>“ReadJane’ diary entries about her vacation and answerthe questions” (Unit 1-Section B-2b, term1).</p> <p>“Listen and number the pictures 1-5 in the order you hear them.” (Unit 1-A-2a, term2)</p>	A number of pictures and illustrations arouse interest in students, so that they can be self-paced.

Performance	<p>Self-control:</p> <ul style="list-style-type: none"> <li>- Self-instruction and attention focusing</li> <li>- Task strategies</li> </ul>	<ul style="list-style-type: none"> <li>- “Listen and number the conversations” (Unit 1, section 1, A-1b, term 1).</li> <li>- “Role play the conversation” (Unit 1-Section A-2d, Term1)</li> </ul>	<ul style="list-style-type: none"> <li>- Students are expected to engage in self-paced learning and regulate to complete the task.</li> <li>- Several tasks (such as role plays) are useful for creating creative learning opportunities for students.</li> </ul>
	<p>Self-observation:</p> <ul style="list-style-type: none"> <li>- Metacognitive monitoring and recording</li> </ul>	<p>“Do you think it comes from book or newspaper?” (Unit 1, 3a, term 2)</p> <ul style="list-style-type: none"> <li>- “Make notes about what he/she should/ should not do” (Unit 1, 2b term 1)</li> </ul>	<ul style="list-style-type: none"> <li>- students need to read and monitor the text to complete the task.</li> <li>- the recording activity followed by reading develops self-regulation.</li> </ul>
Self-reflection	Self-evaluation	‘self-check’ (Unit 1, 3b, term 2)	<p>Students are expected to self-evaluate their learning on the unit, by completing the exercises. It enhances independent learning.</p>

Table 1 and 2 illustrate that the English language textbooks aim at engaging students in planning their learning goals, thinking critically as well as evaluating their learning process and outcome. The textbooks are teaching the content to enable students to develop language abilities such as being able to listen to the conversations, speaking on certain topic, reading short English texts and writing descriptive paragraphs and

essays. The same has been emphasized by the curriculum. For instance, the School Curriculum- 2011 mentioned that English learning should establish mutual penetration and connection with other subjects, so as to promote “comprehensive development of students’ cognitive ability, thinking ability, aesthetic taste, imagination and creativity” (MoE, 2011, p. 29). These concerns relate to students’ metacognitive skills including their socio-emotional ones. Metacognition refers to cognition about cognition of individuals that helps them in decision-making in learning related task (Flavell, 1981). As mentioned earlier, SRL is the ability of learners to control their learning with their disciplined position, guided by their motivation and cognitive knowledge. Hence, the focus of curriculum and textbooks on enhancing learners’ SRL through several tasks develops SRL ability.

The textbooks also include language functions that require learners develop skills in using English for practical purposes such as making polite requests (e.g., grade 8, unit 3, term 2), write letters/emails to the place where they wanted to volunteer at (grade 8, unit 2, 3b term 2). Like this, there are several other language function elements taught in other units of the textbook. The goal of all of which is to enable students develop independent skills in using English for practical purposes. However, guidance of teachers is equally emphasized in the curriculum and textbooks. There are some limitations of this study as the findings drawn in this paper are only based on the analysis of the recent curriculum and currently used English textbooks. This analysis may not tell a complete story, but definitely presents a case that SRL has been established as a part of secondary education in China.

### **Discussion**

The aim of the study was to explore how the SRL has or has not been integrated in secondary level curriculum and textbooks in China. In China, English is taught as a foreign language and has been included as a subject in the secondary school curriculum. Despite its widespread presence in secondary education, it is still unknown to what extent and how it has been integrated in the curriculum and textbook. Several studies have also revealed the expansion of this trend in university education as well (Chen et al., 2021; Zeng & Zhang, 2018). The main motivation for expanding adoption of SRL in the education system is the independent or autonomous learning conditions that SRL processes can create in the classroom and outside of the classroom situation. Tse et al. (2022), in their study in bilingual students in Hong Kong primary schools, concluded that the use of SRL strategies (e.g., planning and monitoring) used in Chinese learning positively affected their corresponding strategies used in learning English reading. Another study by Xu (2020) also showed that the students who had SRL exposure in the schools were able to continue learning independently at home with the guidance of their parents. Many scholars (such as Zimmerman, 2000; Schunk,

2001; Teng & Zeng, 2018) believe that SRL facilitates the learners to gear up their autonomous learning process and enhances their learning motivation. In this process, the learners monitor their learning, direct their operations, and take actions to meet the previously set goals that help them to expand their knowledge and skills in the concerned areas (Paris & Paris, 2001). The textbook contents such as *'talk about your past incidents/events'*, *'listen and complete the conversation'*, *'match the pictures with the words/phrases'*, *'take notes while you listen or read'*, etc. emphasize and target those goals of learning. These activities support the very curricular goal of developing goal-orientated and independent learning habits on students. This also shows that the curriculum and textbooks collectively aim and address SRL. This process gradually contributes towards the enhancement of learners' self-regulatory competence.

The prescribed as well as suggested tasks in the textbooks substantially manage the students to be engaged in self-regulatory process, with the help of several underlying sub-processes such as group and pair works in foreign language education. Some tasks such as self-evaluation or assessment of their previous learning provide students with ample opportunities for revision of their learning. Chen et al. (2021) in their semi-experimental research conducted in a university in China with 102 students studying compulsory English writing course found out that the revision tasks improved their metacognitive knowledge in foreign language writing. Several scholars (e.g., Song & Ferretti, 2013) have agreed that SRL instruction has developed students' ability to revise and review the task, and subsequently improved the quality of the learning. The findings of this study also relate to these concerns and imply that the SRL content and methodology adopted in the selected textbooks contribute toward promoting SRL in the teaching learning process. Although the implementation of the content and the nature of the instructions vary depending on the professional skills, knowledge and awareness of teachers (Zou, 2019), SRL will be more likely to be practiced in the class if the materials also include the SRL components. This study found that the textbooks and curriculum included such components. A study conducted in Italy, Poland and Turkey also revealed significant relationship between students-initiated learning strategies and their self-regulation. While the intent of learning, proactiveness and individual agency play important role in the success of learning (Dornyei2005; Oxford, 2016), the role of curriculum and textbooks in creating appropriate learning environment is equally significant. The findings above illustrated that SRL has been embedded in school curriculum in China, including the textbooks which are the tools for curriculum implementation. Support through material resources would enhance the practice of SRL in this context of foreign language education.

The findings of this study also relate to the claims made by Heirweg et al. (2019) who state that due to beneficial effects of SRL in students learning, this approach of

learning has been increasingly adopted in the curricular processes, and subsequently has attracted scholarly attention in the recent decade. Developing students' independent and critical thinking abilities have been understood as core concerns of the curricular goals as well. The textbooks reviewed showed that SRL components have been part of the language learning strategies. The tasks provided aimed at facilitating students in managing and regulating their self-regulated learning, using their cognitive, affective, and metacognitive knowledge and strategies (also see, Oxford, 2016).

While there are claims about Chinese students being educated from Confucian-oriented learning style that rely heavily on teachers' instruction and memorization (Tse et al., 2022), the adoption of SRL in curriculum, textbooks and classroom instruction reflects China's focus on promoting independent learning habit in students. In this sense, there is an evolution of SRL in China as a methodological innovation and has been embedded in the education system. Lau and Chen's (2013) study comparing learning strategies of secondary school students from Beijing and Hong Kong found that students frequently used several SRL strategies to enhance their English reading that contradicted with the stereotypical belief about Chinese students being passive learners. Changes have been noticed in several forms, including the instructional practices and integration of contents that indicate national as well as global values, encouraging students to understand the self and others through multiple perspectives. Although SRL has been in existence in Chinese education system for long, it has been given higher priority by the contemporary curriculum and the textbooks in recent years, expecting Chinese students develop independent learning skills and confidence, especially in English language learning. For instance, both curriculum and textbooks emphasized development of self-regulated learning, aiming at promoting students' self-monitored self-controlled habit of learning. This skill helps them to engage in further learning process actively and guide them towards opportunities to develop creative abilities (Puustinen & Pulkkinen, 2001).

Hence, this paper illustrated that curricular provisions and textbook contents have a coherent relationship in promoting SRL strategies in China's secondary schools. Although the curriculum did not explicitly mention the SRL strategies and instructional procedures, the textbook tasks and contents illuminated and materialized the curricular goals of enhancing SRL skills in students by integrating the conceptual and methodological components that relate to the SRL process.

### **Conclusion**

This study concluded that Chinese secondary schools' curriculum and textbooks illustrates the embeddedness of SRL in a coherent way. This provision supports Chinese governments' goal of educating students for independent learning to enable them to

cope with the rapidly changing modes of learning. While there are research arguments favouring the positive impact of SRL on improving students' academic achievement, the emphasis on SRL in the curriculum and textbooks provides convincing evidence for attempts to realize the goals. The cultivation of SRL skills in achieving the educational goals of developing self-regulated individuals is essential, and the same has been aimed by the curriculum and textbooks developed for secondary level.

The findings of this research imply that although the SRL research in the mainland China is still in its infancy, there have been significant developments in incorporating this approach in the teaching and learning materials, such as curriculum and textbooks. The findings of this research contribute to strengthening the relationship between policy and practice of SRL in China's secondary schools, drawing on the data analyzed from careful reading of the secondary curriculum and English textbooks for grades 7 and 8. Given its limited data obtained from limited sources, for example from the reading of the curriculum and the two selected textbooks used in China's secondary schools, the findings may not be generalizable to all contexts of China. However, they are definitely the pointers of increasing trend of SRL practice in educational system, supported by the government initiatives through curriculum and textbook materials. The findings of the study pointed towards the implementation of the SRL in classroom instruction. It is necessary to explore further how the curricular and textbook focus on SRL has been put into practice by teachers and students in the secondary level.

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