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SeLF-REGULATED LEARNING AND READING SKILL

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SUPERVISOR APPROVAL

CERTIFY:

I, Lcda.Mg. Marbella Cumandá Escalante Gamazo, holder of the I.D No. 1802917250, in my capacity as supervisor of the Research dissertation on the topic:

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I Valeria Isabel Moreira Garcia declare this undergraduate dissertation entitled "SELF-REGULATED LEARNING AND READING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

God for enabling me to get this far, thanks to him for giving me the strength, wisdom and intelligence that made me never surrender and conclude my academic purposes. My work is also dedicated to my beloved parents Rosa Garcia and Beder Moreira, for their confidence in me and always encouraging me to be better every day, without their continuous support none of this would be possible, they have been my most important motivation in these years of study.

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Topic: Self-regulated learning and Reading skilll

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ABSTRACT

The study conducted analyzed students' perspectives on self-regulated learning in reading skill. For the study, 73 pre-service students (26 males and 47 females) participated in a descriptive non-experimental research. The data was collected using a survey that was composed of 3 sections, with 24 items on a frequency Likert scale, and included 2 open-ended questions. The survey was validated using Cronbach's Alpha coefficient (0.968). After the application of the survey, the results showed that the most used self-regulated learning strategy was selective help-seeking, that demands students to seek help from different resources when they need help. It was also revealed that the most promoted self-regulated learning phase in class was the performance phase, the phase of active participation of students. Finally, it was also reported that the most used reading comprehension strategy was to make predictions, which encourage active engagement with the text. Explicit instruction in self-regulated learning is vital for students to learn to become more aware of their learning and to take control of it, so that they gain a sense of responsibility and autonomy in their education.

Key words: Self-regulated learning, reading skill, SRL phases, SRL strategies,

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RESUMEN

El estudio realizado analizó las perspectivas de los estudiantes sobre el aprendizaje autorregulado de la destreza lectora. Para el estudio, 73 estudiantes de pregrado (26 hombres y 47 mujeres) participaron en una investigación descriptiva no experimental. Los datos se recogieron mediante una encuesta que constaba de 3 secciones, con 24 ítems en una escala Likert de frecuencia, e incluía 2 preguntas abiertas. La encuesta se validó mediante el coeficiente Alfa de Cronbach (0,968). Tras la aplicación de la encuesta, los resultados mostraron que la estrategia de aprendizaje autorregulado más utilizada era la búsqueda selectiva de ayuda, que exige a los estudiantes buscar ayuda en diferentes recursos cuando la necesitan. También se reveló que la fase de aprendizaje autorregulado más promovida en clase fue la fase de actuación, la fase de participación activa de los alumnos. Por último, también se informó que la estrategia de comprensión lectora más utilizada fue hacer predicciones, las cuales fomentan la participación activa con el texto. La instrucción explícita en el aprendizaje autorregulado es vital para que los estudiantes aprendan a ser más conscientes de su aprendizaje y tomen el control de este, de modo que adquieran sentido de responsabilidad y autonomía en su educación.

Palabras clave: Aprendizaje autorregulado, habilidad lectora, fases del SRL, estrategias del SRL,

CHAPTER I.- THEORETICAL FRAMEWORK

1.1 Research Background

For the development of this research, which is entitled Self-regulated learning and reading skill, several sources were gathered from different academic databases such as Researchgate, Eric, Taylor and Francis, Springer Open, Google Scholar, and Science direct.

Mohammadi et al. (2020) conducted a study with the primary aim of exploring the significant connections between self-regulated learning components, reading comprehension, and reading problem-solving. Additionally, their research delved into the impact of self-regulated learning (SRL) instruction on SRL strategies, reading comprehension, problem-solving, and the strength of the relationships among these variables. This study followed an experimental research design. The study involved 207 Iranian undergraduate junior students, comprising 125 males and 85 females. The research was structured as a quasi-experimental study, involving two distinct phases: a pre-test and a post-test. In the experimental group, participants received SRL instruction targeted at improving reading comprehension, while the control group received traditional reading instruction. The research employed several assessment tools, including a KET exam, the Motivated Strategies for Learning Questionnaire (MSLQ), a Solving Problem Scale (SPS), and a reading comprehension test. The findings of the study demonstrated that SRL instruction had a significant and beneficial impact on enhancing the abilities of English as a Foreign Language (EFL) learners, specifically in terms of SRL strategies, reading comprehension, and reading problem-solving.

Alvi (2021) conducted a research project with the primary objective of uncovering the beliefs and instructional practices of a Grade 1 teacher who actively promoted self-regulated learning (SRL) among students in a regular classroom setting. This qualitative study employed a case study design, gathering data through participant observation, semi-structured interviews, informal conversations, and physical artifacts to construct a comprehensive profile of the teacher's SRL-related beliefs and practices. The research was conducted at a state primary school located in a metropolitan city in Australia. The study involved multiple participants, including the focal teacher, 23 students (comprising 12 males and 11 females), and an additional 20 students

(consisting of 5 males and 7 females) from the teacher's class, who were interviewed as potential sources of information. The study characterized the teacher's overall approach, highlighting the strong connection between SRL and experiential learning, which encompassed linking learning to real-life experiences, fostering active engagement, motivating students, encouraging critical and reflective thinking, and promoting creative problem-solving. The findings of the study indicated a mutually supportive relationship between SRL and experiential learning, though it was acknowledged that further research is necessary to delve deeper into the connections between these two educational approaches.

Akdenis (2022) developed an experimental study with the primary objective of assessing the impact of self-regulated learning (SRL) interventions on students' utilization of SRL strategies and their performance in a design studio. This research employed a quasi-experimental design and adopted a mixed-method approach. The control group of students followed the standard studio process, while the experimental group of students engaged in SRL interventions, which included activities like setting goals, self-monitoring, self-evaluation, boosting self-efficacy, and seeking help and information within the design studio context. The study involved 26 third-year students majoring in industrial design, and data were collected through self-report questionnaires and interviews. The study's findings demonstrated that incorporating activities that promote self-regulated learning strategies can effectively enhance the utilization of these strategies by design students, leading to improvements in their design performance.

Sutiono et al (2022) conducted a study with the purpose of assessing the self-regulated learning levels of students in the context of reading comprehension. The research followed a cross-sectional design, comparing two distinct groups of students. The study included a total of 40 students from the English Language Education Study Program at Universitas Lambung Mangkurat, consisting of 19 second-semester students and 21 fourth-semester students. The primary data collection instrument employed was a questionnaire comprising various components related to memory strategies, goal setting, self-evaluation, seeking assistance, and environmental structuring. The questionnaire was administered using Microsoft Forms. The findings of the study indicated that both groups of students exhibited a connection between their

regulation of cognitive processes, motivation, and behaviors within an educational environment. However, it was suggested that since fourth-semester students might have more advanced organizational skills compared to their second-semester counterparts, tailored reading instruction should be implemented to enhance the self-regulation abilities of all students.

Katsantonis (2020) developed a study with the primary objective of assessing the impacts of self-regulated learning (SRL) elements, particularly metacognition and intrinsic motivation, on the proficiency of reading comprehension. To undertake this research, data was collected in 2018, involving the participation of 710,000 adolescent students from 79 different countries in an international survey organized by the Organization for Economic Cooperation and Development. The collected data encompassed information related to metacognitive knowledge of reading strategies, metacognitive experiences specific to reading tasks, intrinsic motivation, and reading comprehension for subsequent analysis. The outcomes of the study revealed that metacognitive experiences, metacognitive knowledge, and intrinsic motivation tied to the reading task all played a significant role in predicting reading comprehension performance. However, it was observed that metacognition acted as a mediator in the relationship between intrinsic motivation and reading comprehension performance.

Lee et al. (2023) managed a quasi-experimental research study with the primary objective of assessing the effectiveness of self-regulated learning interventions, guided by teachers, across three key subjects: writing, mathematics, and reading, based on Zimmerman's cyclical model of self-regulated learning. The study involved 214 upper elementary school students in South Korea who participated in a series of three interventions. The first intervention targeted self-regulated learning in the context of writing, the second focused on mathematics, and the third addressed reading. The research employed a range of tools, including a self-report survey, both pre- and post-tests, a writing task, and subject-specific programs aligned with self-regulated learning principles, tailored to each subject area (writing, mathematics, and reading). The study's findings demonstrated the effectiveness of the cyclical model of self-regulated learning phases in the three distinct thematic domains. The interventions were found to be compatible, effectively guiding and facilitating self-regulated

learning processes within elementary school classrooms. Additionally, the research underscored the significant role of teachers in these interventions.

Bouknify (2023) conducted a survey-based research study with the primary objective of examining the utilization of various metacognitive reading strategies among non-native English speakers enrolled at Bluefield State University (BSU). The research involved the participation of 34 students who were randomly selected and subsequently assessed using a comprehension test to gauge their reading proficiency. Additionally, they completed a questionnaire to indicate the frequency of their use of reading strategies, and a survey was employed to collect information regarding their thoughts and perspectives. The research process comprised four distinct sections: the first part focused on gathering demographic information, the second section pertained to strategies employed before reading, the third section addressed strategies utilized during reading, and the final part centered on strategies applied after reading. The research findings illuminated that students frequently employed metacognitive strategies both before and after reading, as well as during the reading process. They demonstrated a tendency to focus on critical elements within the text and evaluate their comprehension as they read. Ultimately, the research underscored the effectiveness of metacognitive strategies in enhancing learners' metacognitive comprehension skills, while also indicating that metacognitive awareness contributed to improved self-efficacy among the learners.

Amini et al (2020) conducted a study with the primary goal of evaluating the cause-and-effect relationship between three categories of metacognitive strategy awareness, specifically global, problem-solving, and support strategies, and reading proficiency. They explored this relationship while considering the mediating influence of self-regulation, employing structural equation modeling (SEM). The research applied SEM to examine the causal connections among the three types of metacognitive strategies. The study involved 311 participants, comprising 110 males and 201 females. They used two key instruments for data collection: The Metacognitive Awareness of Reading Strategies (MARS) survey, which assesses global strategies, problem-solving strategies, and support strategies, and a Self-regulated learning questionnaire that encompassed motivational orientation and beliefs. Additionally, a reading proficiency test was administered to gauge participants'

reading abilities. The study's findings provided added evidence supporting the significance of self-regulated learning and its practical implications, particularly regarding the complementary roles of metacognitive and self-regulatory interventions in enhancing reading development.

Alreshoud and Abdelhalim (2022) led a study with the primary objective of examining the influence of a self-regulated strategy development reading intervention on enhancing the reading skills and reading self-efficacy of female English majors in Saudi Arabia. To carry out this research, a quasi-experimental approach was employed, involving 80 first-year Saudi female students aged between 19 and 21. These students were divided into two intact groups, each comprising 40 participants, one serving as the control group and the other as the experimental group. This study was conducted at the College of Language and Translation at a university in Riyadh, Saudi Arabia. The experimental group was exposed to the self-regulated strategy development intervention, while the control group received traditional teaching methods. The research incorporated two reading comprehension tests, one administered prior to the intervention and one afterward (pre and post-test), along with a reading self-efficacy scale to measure students' self-confidence in their reading abilities. The results of the study revealed a significant improvement in the post-test scores favoring the experimental group. Furthermore, the findings indicated enhancements in the reading comprehension skills and subskills of the students in the experimental group, as well as improvements in their reading self-efficacy.

Winarti et al. (2022) held conducted a study with the primary objective of examining the impact of a problem-solving-based self-regulated learning strategy on students' metacognitive abilities in the context of simple harmonic motion material at the senior high school level. The study involved 216 students from six different classes within the Science and Mathematics program. To conduct this research, a quasi-experimental approach was employed, utilizing a pre-test and post-test control group design. The study incorporated various instruments, including pre and post-tests, an essay question sheet used as a test, a self-regulation journal as a non-test component, a student observation sheet, and interviews with both students and teachers to identify challenges faced during the study. The results of the study revealed that the self-regulated learning strategy centered on problem-solving had a positive influence on

the metacognitive abilities of the students. Additionally, the research suggested that this learning strategy could be effectively employed as a solution for modeling students' learning and cognitive activities in the context of solving physics problems.

These studies that had as a central focus the research of self-regulated learning and reading skill were very helpful for me to reach some conclusions, such as that self-regulated learning can be classified as a study model, an approach, or a learning technique which allows students to focus on their own learning process, where they are aware of their way of studying, where they themselves are the ones who control, evaluate or improve their academic performance, on the other hand these studies also helped me to know that reading skill is a very important skill to have a reach in the language, and reading skill is also a complex ability that requires a lot of effort by students and teachers to develop appropriately.

1.2 Theoretical foundation of the variables

Reading skill is of great importance and have extensive implications in various facets of life. Based on Pustika and Wiedarti (2019), the practice of reading positively influences reading and writing proficiency, information and knowledge acquisition, digital literacy, social competence and general well-being. Moreover, the authors emphasized that reading contributes to students' mental development, fosters creativity, facilitates learning, and stimulates exploration of new concepts.

Simultaneously, in the educational setting, it is important for students to regulate their learning autonomously. From the point of view of Oruç and Arslan (2016), when learners can regulate their own learning, they are actively involved in acquiring knowledge and engaging in activities that help them adjust the way they behave, understand things, and adapt to their environment to make sense of them. Considering reading skill, when reading, a student must determine the main idea, notice the parts he or she does not understand, and take action to understand them.

INDEPENDENT VARIABLE

English learning

Language learning refers to a process of internalizing a native or foreign language. Learning a language means being proficient in mastering the four basic language skills: listening, writing, reading and speaking, as well as other aspects of the language.

Villegas et al. (2016) pointed out that how English is learned may depend on both social and individual variables. On the one hand, the social context in which one learns may also shape learning success or failure. On the other hand, individual differences can be separated into two elements: the cognitive and the affective.

Within the cognitive, it was mentioned that factors such as intelligence, aptitude and the use of strategies are included. Certain skills, such as phonetic coding ability, grammatical sensitivity, memory or inductive learning, can help with the success of learning English or a second language (Villegas et al., 2016). On the other

hand, the author also stated that within the affective aspect, it was indicated that the attitudes one has when learning the language, such as self-esteem, empathy or anxiety, are of great importance, since the greater the learner's interest in the language, the smoother his or her learning will be.

The role of the teacher

Currently, the teacher ceased to be the protagonist and the only distributor of knowledge in the classroom to be now the role of guide for the students who, with the help of different methodologies, improve the learning of the learners (Beltrán, 2017).

The role of the student

Beltrán (2017) commented that nowadays, favorably, students fulfill the main role in classrooms, since they play an active, responsible and initiating role in the process and they would be the ones to verify the learning results themselves.

Research-Based Instruction

Research based-instruction refers to an approach which involves using educational strategies, teaching techniques, and curriculum materials that have been shown through research to be effective in promoting student learning and achievement. Based on Meesuk et al. (2020), research-based instruction is based on a teaching and learning process that empowers pupils to carry out their training by studying and investigating by themselves. Susiani et al. (2018) emphasized that research-based learning is a type of learning model which is closely aligned with activities, such as analyzing, evaluating, and synthesizing.

Research-based instruction permits students and teachers to achieve a better assimilation and improvement in the application of knowledge. This model also requires both teachers and students to reflect on their role. It promotes a deep and significant learning experience by engaging learners in the process of knowledge discovery. Susiani et al. (2018) indicated that this learning model is based on constructivism, which embraces aspects such as learning through the acquisition of prior knowledge, learning that includes a process of social interaction, and significant learning that is attained through real-world experience.

In research-based instruction, students actively participate in a research process. Vontz (2020) mentioned that through research the teaching strategies that have the most influence have been studied and these are: reinforcing effort and providing recognition, identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, homework and practice, nonlinguistic representations, generating and testing hypotheses, cooperative learning, cues, questions, and advance organizer. These strategies are designed to motivate and encourage students to take control of their own learning processes, set goals, monitor their progress, and adjust their learning strategies as needed.

Self-regulated learning

Panadero (2017) suggested that self-regulated learning has become a prominent topic of study in the field of educational psychology, it includes various cognitive, metacognitive, motivational or emotional aspects of the learning process. Self-regulated learning (SRL) is not attributed to a single founder or individual, but represents a range of research and theories developed by numerous psychologists and educators over time.

Bandura's Social cognitive theory

Devi et al. (2017) reported that Bandura's theory, denominated social learning theory, helps students and teachers in education. Watching others, known as modeling, can be a good way for teachers to learn new strategies. When students or teachers watch someone who is good at something, they learn and understand more.

The author further implied through his research that, in schools, self-efficacy means how confident a student or teacher feels about doing certain things that will help them reach their goals. Students learn to control themselves by watching others. Finally, in Bandura's theory, he talks about the important connection between a student or teacher, their surroundings, and their actions. This theory says that the relationships among these three things affect behavior and what happens in the future.

Self-regulated learning model by Paul Pintrich

Another major influencer, as demonstrated by Panadero (2017) is Paul Pintrich's model in the year 2000, who contributed that self-regulated learning (SRL) is made up of four parts: forethought, planning, and activation; monitoring; control; reaction and reflection. Each part has four different aspects to control: thinking, motivation/feelings, actions, and the situation. This mix of parts and aspects gives us a complete picture that includes many SRL processes, like remembering what you know, judging how well you can do something, and watching how you behave.

Forethought, planning, and activation

The area that is developed in this phase is cognition; cognitions that can be self-regulated during this phase include goals, prior knowledge of content, metacognitive knowledge, perceptions of difficulty and ease of learning, task value, and interest.

Monitoring

The area encountered in this phase is motivation. Motivational monitoring refers to being aware of one's self-efficacy, values, and attributions, as well as interests and anxieties. Behavioral monitoring also includes time and effort management and adjustment.

Control

The area of self-regulation in this phase is behavior. During this phase, learners attempt to control their cognitions, motivation, anxiety control, effort, seeking help when necessary, behaviors and other factors, based on their monitoring with the goal of improving learning.

Reaction and reflection

Context is the area of self-regulation in this phase. Learners during this phase include judgments and self-evaluations of performance. Context refers to evaluations of task demands and contextual factors, such as learners assess whether they will accomplish the task, whether the environment is favorable for learning, and what adaptations are necessary for better learning.

Zimmerman's Self-regulated learning process

Subsequently, another and considered the major contributor is the psychologist Barry J. Zimmerman, who is indeed a notable figure, known for his research in the field of self-regulated learning. Zimmerman (2002) indicated that in the 19th century, learning was predominantly considered a rigid and formal discipline, and poor academic performance was often linked to perceived deficiencies in an individual's intelligence or work ethic. He also reported that it was not until the late 20th century, when psychology emerged as an independent science, that various reformers began to propose methods for adapting the educational curriculum to the specific needs of learners. However, it was not until the late 1970s and early 1980s that the concept of metacognition came to the forefront.

Students who engage in tasks like setting goals, self-assessment, and reflecting on their learning tend to achieve higher success. As result, researchers suggest that individual differences in learning outcomes can be linked to students' levels of self-regulation and their understanding of their own strengths and limitations (Zimmerman, 2002).

Self-regulated learning (SRL) involves the ability of people to take control of their own learning processes, set goals, monitor their progress, and adapt their learning strategies to achieve those goals effectively. According to Zimmerman (2000), self-regulation is the self process in which students transform their mental capacities into academic capabilities. Winne (2017a) contributed that when students engage in self-regulated learning, they actively investigate their learning process and assess the effectiveness of their methods in achieving their goals by experimenting with different approaches to learning.

Zimmerman (2002) set that self-regulated students are proactive since they are aware of their weaknesses, strengths, goals, behavior, and they monitor all these and self-reflect on their growing effectiveness. This process improves students' satisfaction to continue improving their learning methods and will have not only academic success, also an optimistic view. Zimmerman also pointed out that self-regulated students are attentive to how they engage in, adapt, and maintain particular learning methods in both social and independent settings. In an age when many students lack these vital

skills for lifelong learning, the instruction of self-regulated learning processes becomes exceptionally pertinent.

Self-regulation of learning is not something simple, it requires specific processes that need to be adapted. The process incorporates setting goals, adopting strategies, monitoring self performance, restructuring self physical and social context to make it congruent, control self time efficiently, self-evaluating methods, attributing reasons to results, and modify or adapt new methods.

Zimmerman (2000) described that self-regulated learning is a process of three cyclical phases. The forethought phase, performance phase, and self-reflection phase. Likewise, Panadero (2017) referred Boekaerts' self-regulated cycle, but in two fragments: metacognitive components to growth, and affective components to notify sense of safety. These processes contain a different number of phases, but they are based on the same point where motivation, self-evaluation, and metacognition play the main role in obtaining effective results. In the next paragraphs, the Zimmerman's phases of self-regulated learning model, that are the most prevalent:

Forethought phase

Wangid (2020) postulated that the initial stage is the anticipation phase, which sets the learning process in action. It serves as motivation prior to the learning effort, influencing the learners' willingness and readiness to self-regulate their learning. Zimmerman (2002) stated that there are two primary types of forethought phase: task analysis and self-motivation. Task analysis implies strategic planning and goal setting. The second type of forethought that is self-motivation, involves components such as self-confidence, expectations of outcomes, interest or value in the task, and goal orientation (Wangid, 2017).

Based on Zimmerman (2002), this phase is the one that shows the main difference between self-regulated and non-self-regulated learners. Learners involved in this model begin their learning with this phase of anticipation. A self-regulated learner sets goals and has strategic planning for an expected outcome.

It may be worth noting that, according to Blackmore et al. (2021), the anticipation phase also takes into account other factors, such as self-efficacy, as intrinsic motivation is essential for success. Goal orientation reinforces outcome expectations. Students with a consistently high goal orientation tend to appreciate competition, expect success, and seek challenges, resulting in better academic records.

Performance phase

Khiat and Vogel (2022) proposed that the performance phase is characterized because it is the phase where learners apply strategies for their learning progress, collaborate with peers, teachers or models and monitor the use of these strategies and motivation to continue. Callan and Shim (2019) mentioned that during that period, learners who regulate themselves may utilize a range of strategies to handle challenges related to cognition, metacognition, behavior, environment, or specific tasks that they might face. Furthermore, Dignath and Veenman (2020) further contributed that in this phase, learners can also check errors and progress during task implementation.

Zimmerman (2002) reported that this phase is divided into two parts: self-observation and self-control. Self-observation involves self-monitoring or the self-recording of personal experiences to determine the cause of these events. For example, self-recording of time spent studying, way to study such as studying with a partner or studying alone. Self control involves the unfolding of specific strategies that were adopted during the anticipation phase, such as finding a place away from noises to study better.

Li et al. (2018) equivalently, noted that the performance phase stands out as a crucial stage in self-regulated learning. This phase holds significant importance as it exerts a more substantial impact on academic performance. This heightened influence is attributed to the diverse utilization of task strategies, metacognitive monitoring, and attention observed during this phase.

Self-reflection phase

Zimmerman (2002) commented that this phase contains two classes: self-evaluation and self-judgment. These phases mention that learners look for feedback, from either self-observation or from peers or teachers, on the achievement of the learning task objectives. Blackmore et al. (2021) pointed out that during the self-

judgment stage, learners compare their performance against standards, such as previous experience with the task, the results of peers, or extrinsic feedback. The author then commented that the reaction phase refers to the degree to which students are satisfied with their performance, thus deciding whether to adapt various learning strategies for better performance.

The self-reflection phase allows learners to deliberate on possible ways to support or improve their self-regulated learning processes, if required. Panadero (2017) noted that in this phase, students look at how well they did tasks and decide if they did successfully or not. These decisions can make students feel good or bad about themselves, and that can affect how they do the task the next time.

Self-regulated learning components

Apart from the strategies, it is important to mention the components that, although are terms that could be repeated, it is important to mention each one of them and their fundamental role in self-regulated learning. Winne (2017) reported that Self regulated learning includes three principle components, those are :

Cognition

Cognition plays an important role in self-regulated learning since it encloses the mental processes and cognitive strategies that learners utilize to take control of their own learning. Cognitive ability involves thinking, memorizing, understanding, learning, and remembering.

Metacognition

Metacognition is another essential component of self-regulated learning (SRL). It refers to the awareness that people have about their own cognitive processes, including thinking, learning, and problem-solving. Metacognition helps learners monitor, plan, and regulate their learning activities.

Motivation

Motivation is a central component of self-regulated learning (SRL), which plays a vital role, encompassing both the desire to engage in learning tasks and the

impulse to achieve specific learning goals. Motivation includes self-efficacy, goal orientations, and intrinsic motivation.

Self-regulated learning strategies

As reported by Biber (2022) through several Zimmerman's studies, self-regulated learning can be categorized into various dimensions, each encompassing a range of strategies. The six dimensions are motivational, Methodological, time, behavior, environmental, and social. The strategies in accordance are:

Goal setting

Goal setting is a crucial self-regulated learning strategy that directs and motivates the learning process. Specific goals help maintain focus, track progress, and improve the learning experience, providing purpose and structure for effective self-regulation. Ejubović and Puška (2019) reported that, when students create their own goals, they become more responsible and committed to their learning. This leads to students being more active, empowered, and motivated.

Self-efficacy

Code (2020) defines self-efficacy as a strategy in which students reflect on their personal efficacy, actions, thoughts, and their objectives. The author posited that self-efficacy contributes to interest, motivation, and performance. Self-efficacy is a self-regulated learning strategy based on the belief in one's ability to succeed. It strongly influences motivation, goal attainment, and overall learning effectiveness, enabling learners to regulate their learning and achieve educational goals. Self-efficacy following Blackmore (2021) varies depending on what learners seek to achieve because it refers to confidence in one's own ability to achieve the intended outcomes. The authors emphasized that students with high self-efficacy are more likely to believe that their intellectual abilities are adaptable and, therefore, persevere in the face of academic challenges and attempt to accommodate their learning.

Self-judgement

Self-judgment is a self-regulated learning strategy that entails self-assessment to understand strengths and weaknesses, guiding and enhancing the learning process for improved outcomes. Siegesmund (2017) defined self-assessment as a reflective

process in which students judge their performance and determine how to improve. Self-judgement empowers students to take responsibility for their learning process. Likewise, students become more competent in evaluating their progress, which is fundamental to self-regulated learning (Siegesmund, 2017).

Benraghda et al. (2022) in the same direction emphasized that the outcome of self-judgment is students' self-reaction by asking themselves how they feel based on their performance. Through self-judgment, students reflect on their performance, identify their strengths and areas for improvement, and eventually adjust their learning strategies as needed.

Task or study techniques

Task or study techniques refer to a range of strategies or techniques that students can use to manage their learning processes and achieve their academic goals. Study techniques eventually encompass distinct methods and strategies that learners utilize to enhance the acquisition and retention of knowledge. These methods, including active learning, note-taking, visualization, spaced repetition, flashcards, concept mapping, mindfulness, and mnemonic devices.

Dunlosky et al. (2013) mentioned that study strategies or homework would see according to their promise to improve student learning, their challenge, and of course and evidently the needs of the students. Study strategies also depend on factors such as the type of content to be studied, the level of difficulty, or the time available.

Imagery

According to Zimmerman and Kitsantas (2005), imagery refers to the ability to create or recall vivid mental images to aid learning and retention. Imagery is a self-regulated learning strategy that uses mental visualizations to enhance comprehension, memory, and engagement with the material, especially for tasks like memorization and problem-solving.

Pionera et al. (2020) explained that students can employ this strategy as a means of self-initiating positive emotions, thereby enriching their overall learning encounters. By adopting this technique, individuals can actively influence their emotional states positively, contributing to a more conducive and effective learning

environment. This approach empowers students to take an active role in shaping their emotional responses, potentially fostering a more enjoyable and successful learning journey.

Self-instruction

Self-instruction is a self-regulated learning strategy where individuals guide themselves, using self-talk or plans, to enhance understanding, manage progress, and efficiently achieve their educational goals, particularly in structured tasks. In accordance with Akpokiniovo (2022), self-instruction is a way for students to become truly engaged in their learning. It allows them to talk to themselves as they learn. This strategy makes students take an active role in learning, unlike traditional teaching, where the teacher is the center. It is therefore a learner-centered way of learning that pays attention to how students think and solve problems.

Time management

Time management is a strategy that optimizes learning by distributing and prioritizing tasks, creating schedules, adjusting activities, and increasing productivity to enhance overall achievements. Razali et al. (2018) by gathering information, demonstrated that time management is a tool to help to make better use of time. Through this strategy, time is managed with an explicit approach to decide what to do or the time spent on different activities. The authors also suggested that time management has a focus on solving common problems, such as the inability to deal with distractions, evidently procrastination and self-discipline, including task ordering or excessive social relationships.

Adams and Blair (2019) referred that students capable of appropriate time management and goal setting have a scope of self-regulation due to their focus, effort, and persistence. The author also suggested that there is a close relationship between time management and high academic performance.

Self-monitoring

Self-monitoring involves regularly assessing learning progress, strategies, and understanding. It enables students to evaluate comprehension, track progress, and adjust goals, promoting active involvement in their learning journey. Based on

Arslantaş and Kurnaz (2017), students observing themselves in an ideal self-monitoring can see what they are good at and where they may struggle. This helps them make decisions about themselves with fewer issues.

As explained by Kanani et al. (2017), self-monitoring helps both exceptional and non-exceptional students become more engaged, productive, and accurate in their studies. This improvement comes from such things as rewarding oneself, positive thinking, and personal agreements. Additionally, self-monitoring training helps students to not be passive and to seek the reasons for their success or failure. Comprehending this leads them to react and develop the tasks correctly.

Self-evaluation

Self-evaluation is a strategy involving a systematic review of personal performance, comprehension, and learning progress. It empowers learners to assess strengths, identify areas for improvement, set enhancement goals, and adapt learning strategies. Andrade (2019) commented that self-evaluation concerns when students' look at and judge their own work and abilities in school. It additionally involves using different ways to describe and decide how good their learning processes and results are.

Behavior regulation

Behavior regulation, as a self-regulated learning strategy that means consciously managing behavior, actions, routines, emotions, and focus for productive learning, fostering consistency and discipline. Ortega et al. (2019) claimed that self-regulation of behavior happens when learners can act on their own without relying much on others. The author also proposed that what learners do have an impact on how they will perform later on. Consequently, the author remarked that in the beginning, we depend on other people to tell us what is right or wrong, but over time, we learn to regulate ourselves on our own. It is important to keep in mind that this process is not the same for everyone and can vary in complexity.

Environmental structuring

Environmental control involves optimizing the learning environment by reducing distractions, setting up a dedicated study space, and adjusting conditions for

effective learning, recognizing the impact of the environment on focus and retention. Chaves et al. (2015) added that, when students are learning, they are immersed in a constantly changing environment. This environment demands that the person make continuous efforts to change. The author also suggested that students' ability to self-regulate their environment is essential to the learning process, as it allows them to control their thoughts, feelings, and actions to achieve their academic and social goals.

Noticing and removing distractions

Noticing and removing distractions is a self-regulated learning strategy that entails recognizing and eliminating elements diverting attention from studying, enhancing focus and productivity, especially valuable in the digital age. Distractions can seriously hinder students' ability to concentrate and retain information that impact their academic performance. By recognizing the harmful effects of distractions, students can take proactive steps to remove them from their study routine. Distractions of all types can cause a significant disruption to students' learning. Andrus et al. (2020) stated that distractions in the classroom prevent learners from being fully engaged in instruction. Distractions, although unavoidable and detrimental, it is feasible to create learning experiences that keep them attentive. By recognizing the harmful effects of distractions, students can take proactive steps to remove them from their study routine.

Selective help-seeking

Selective help-seeking is a self-regulated strategy where learners purposefully seek assistance when facing challenges, promoting autonomy and improving problem-solving skills. Won et al. (2019) conceptualized that seeking academic help requires students to realize their need for help, determine to ask for help, and put that help into action. In the same sense, Finney et al. (2018) pointed out that it integrates cognitive and social skills. Therefore, the process of seeking help involves a sequence of decisions, such as deciding to seek help, determining the source of help, and specifying the type of assistance needed.

Gonida et al. (2018) in an educational aspect, pointed out that seeking help in is now recognized as a crucial strategy for self-regulated learning (SRL). It can help

students overcome challenges in their learning, both inside and outside the classroom, and is linked to positive motivation.

Mbato and Cendra (2019) singled out that the ability to seek assistance empowers students to avoid potential failure, stay engaged, achieve task success, and enhance the likelihood of long-term mastery and independent learning. The degree of students' self-regulation corresponds to their engagement in academic help-seeking. This implies that students with a high level of self-regulation tend to seek help when facing challenges. Moreover, self-regulated learners can identify when they need assistance, make decisions about when to seek help, and choose whom to approach and what kind of help to request. Students who seek help when encountering learning difficulties have a greater chance of succeeding. Nguyen (2023) mentioned something extra, emphasised the importance of face to face requesting help, contributing that in a conventional classroom setting, students can seek assistance through in-person interactions, providing them with the opportunity to seek help directly.

Choose partner, model or teacher

Choosing a partner, model, or teacher as a self-regulated learning strategy involves learners selecting resources to enhance their learning. This enables collaboration with peers, learning from examples or experts, and seeking guidance from teachers. Chiaro (2022) communicated that the choice of partner, model or teacher is about empowering them to establish what they want to learn and how they want to learn it. It allows freedom and power in the classroom. It provides students with the autonomy to determine the route they want to take to learn new skills.

DEPENDENT VARIABLE

Language skills

Language is a term, which is not easy to provide specifically because it is a complex phenomenon (Fasold & Connor, 2016). Nevertheless, there are some points of view from different authors to try to clarify what is language. Sapir (1921) defined language as a method of communication which is uniquely human, not instinctive, that is useful to communicate ideas, emotions, and desires conveyed by means of a system. Likewise, Del Castillo (2015) emphasized that language is used for particular and

specific external purposes, and the most important is communication. Language can be investigated or examined at different points of view. The fundamental and basic ones are lexis, phonetics or phonology, syntax, semantics, stylistics and pragmatics (Iyabode, 2018).

Ajaj (2021) suggested that language is what distinguishes human beings from other creatures. It is the means of social communication and the medium of thinking using words. Ajaj also pointed out that language is considered by linguists to be the principal element of intelligence, thus it plays an essential role in the mental, social and psychological life of people.

Language teachers have embraced the four basic skills : Speaking, Listening, Writing and Reading as "macros-skills", which are the opposite to "micro-skills" such as vocabulary, pronunciation, grammar, and spelling. Each one of the four basic skills) are related, listening is a receptive skill when it refers to oral domain, likewise, speaking is a productive skill when it refers to oral domain, speaking domain is related to listening domain (Aydogan, 2014).

Consequently, it is of vital importance to teach these communication skills for different aspects of life, whether personal, professional or social. Marlina (2018) pointed out that teaching language skills is basically the main focus or key element when teaching languages. The practice and theory of the 4 basic skills (receptive and productive) in English is one of the key learning purposes of various teacher training programs, such as TESOL and others around the world.

To carry out the purpose of learning language skills, the use of learning techniques or strategies is essential. Taheri et al. (2020) specified that, to improve language skills, it is clearly evident that language learners need strategic instruction so that they can learn how and where to use learning strategies. Taheri additionally mentions that with these learning strategies, language learners can more effectively advance their language skills practices.

Receptive skills

Sreena and Iankumaran (2018) described that receptive skills are the ability to listen to and understand a language. These receptive skills correspond to reading and listening. Sreena and Iankumaran also reported that linguistic skills (receptive skills

and productive skills) are also known as active and passive skills. Receptive or passive skills are those that refer to listening and speaking, furthermore, active or productive skills focus on reading and writing. It is essential to mention that without receptive skills, it is not possible to develop productive skills, that is, they must all go in pairs.

Bandpay (2016) mentioned that learners may miss various learning opportunities when they do not acquire receptive skills adequately, which may cause delays in the acquisition of the spoken language. The author also explained that receptive skills can be acquired through the active participation of students and effort in learning the language, as well as it is essential that students develop their own learning strategies.

Teaching strategies for receptive skills is essential to achieve learning. Atmowardoyo (2018) described that a common strategy for getting students to read a written text (reading) or listen to a recording (listening) demands 2 types of tasks. Task 1 requires learners to read or listen with the goal of gaining a general understanding. On the other hand, task 2 requires students to look at the text or listen to an audio in much more detail, with the purpose of obtaining specific information. Jalolova also pointed out that the ideal procedure for teaching receptive skills usually begins with a lead-in activity. In this stage of the procedure, students are involved with the topic of reading or audio in order to activate their existing schema or knowledge of the world.

Reading skill

Reading is a fundamental skill, which allows people to access information, knowledge, communicate, learn and consequently participate in society. Spratt et al. (2005) documented that reading belongs to one of the receptive skill, reading implies making sense of words, a text. Additionally, reading skill is an interactive activity since readers have to link the message of the text to the information we have of the world (Bojovic, 2010).

Reading schema theory

When describing reading, it is important to clarify some vital theories to provide a foundational understanding of this skill. One of the theories that has a strong incidence on the reading is Schema theory.

In accordance with Al-Issa (2006), schema theory revolves around the acquisition, processing, and retrieval of knowledge. When students possess a deep familiarity with the subject matter of the text they are reading, are cognizant of the discourse level and the structural composition characteristic of the text's genre, and exhibit proficiency in decoding the necessary features for word recognition and understanding sentence structure, they are better equipped to comprehend the reading assignments they are given. Implementing Schema Theory in English reading instruction provides evident advantages. It enhances logical thinking by integrating both hemispheres of students' brains, cultivates a broader range of learning skills, fosters the creation of a comprehensive knowledge network from the entire textbook, encourages the organization of English knowledge in diverse formats (e.g., tables, outlines, mind maps), and fulfills the requirements of core literacy education by promoting autonomous learning and facilitating effective teacher-student communication to enhance the quality of English learning (Yang, 2023).

Reading comprehension

Reading encompasses the capacity for reading comprehension. Reading comprehension refers to the ability to understand and make sense and meaning from the text. Elleman and Oslund (2019) clarified that reading comprehension results from the combined processes of decoding individual words and comprehending linguistic elements. Spratt et al. (2005) adduced that to read, we have to comprehend the language on the text at different aspects, such as word level, sentence level, and complete text level. The authors besides pointed out that there are different text-types, main: novels, essays, short stories, diaries, newspapers and magazines, instructions, textbooks, etc.

Factors that affect reading

In accordance with Nurdianingsih (2021), there are several factors that impact reading comprehension, including the following:

Attention

Attention is an act in which the reader strives to focus on the text being read.

Background experience

The capacity to derive meaning from a printed page, encompassing the writer's skills and style, relies on the reader's prior familiarity with the subject. Proficient readers must be capable of connecting with their own background knowledge.

Language abilities

Reading is a language learning skill, and thus, all language skills are interconnected. When one possesses a strong grasp of the language, it is generally assumed that their reading skills will also be proficient.

Thinking abilities

Thinking abilities denote the reader's capacity to connect their current experiences with their prior ones.

Reading purpose

Reading comprehension serves two primary objectives: reading for enjoyment and reading for information.

Levels of reading comprehension

Reading comprehension can be distinguished into different levels, each of which represents a deeper understanding of a text. These levels provide a substructure for the reader's ability to understand and link with the text. Under Coronado and Miyashiro (2019), these levels can be classified into: literal comprehension level, inferential comprehension level, and evaluate comprehension level.

Literal comprehension level

This level refers to appreciation of the precise information, such as the principal idea of the text, secondary ideas, series of actions, also recognition of places, facts, dates, actors, or reasons. At this level, readers show comprehension and understanding of explicit content and information of the text.

Inferential comprehension level

In this level different three cognitive stages take place : infer, recapitulate or summarize information, and develop the meaning of the text by associating information to describe the text beyond the literal meaning of the text.

Critical comprehension level

Evaluative comprehension involves critical thinking about the text. In this level, readers advance the capability to make judgments of the text by argumenting, proposing, accepting, or rejecting.

Reading subskills

As mentioned by Spratt et al (2005), reading comprehension involves different ways in accordance with reader's purpose to do it. Reading subskills are classified as follows:

Reading for specific information

This subskill of reading for specific information focuses on a specific objective: understanding information students are seeking for, locating it, then reading carefully that part to get a detailed comprehension, rather than understanding the whole content.

Reading for gist

The purpose of reading for gist is to get a broad understanding of the entire text, to get an overall understanding, or its main ideas, rather than an comprehending specific details of the reading.

Reading for detail

The goal of this subskill of reading involves a careful examination of a text to extract specific information and fully understand details. The difference with reading for specific information is that reading for details emphasizes overall comprehension of all content, while reading for specific information focuses more on effectively locating specific details.

Inferring

Inference is a reading subskill that consists of drawing conclusions, making speculations or interpretations based on the information provided by the text and on the reader's prior knowledge.

Deducing meaning from context

Inferring meaning from context is a reading subskill that consists of understanding the meaning of unknown words or phrases from the preceding words, sentences or paragraphs.

Predicting

Prediction is a reading subskill that involves using clues from the text to predict what might happen next or to make a guess about the content that will follow. Readers draw on their understanding of the text, the author's writing style, and contextual information to make predictions. Although both inferring and predicting involve making speculations and drawing conclusions, The difference with inferring subskill is that inferring is more about understanding implicit meanings and filling in gaps in current information, while predicting is about anticipating future events or outcomes based on clues provided in the text.

Understanding text structure

Understanding the structure of a text is a reading subskill that consists of recognizing and understanding the organization of information in a written passage, since there are different types of text that have different structures, and it helps readers comprehend the content more effectively.

Extensive reading

Extensive reading, often referred to as reading for pleasure, entails the enjoyment of reading lengthy texts. Students' attention and interest naturally fluctuate as you engage with the material. It is frequently done independently, and the material is commonly chosen by the readers based on their interests and reading level.

Intensive reading

Intensive reading involves reading detailed, with specific learning objectives and tasks. This subskill involves reading more complex texts and is commonly done in the classroom.

Reading strategies

Reading comprehension involves a process in which people apply some strategies according to some specific purposes. Under Banditvilai (2020), the reading comprehension process encompasses a series of strategies, including the following:

Scanning

Scanning is a technique in which readers search for specific information quickly and thus know before starting what type of reading. Banditvilai (2020) found that the scanning strategy permits the reader to locate specific information quickly. Scanning is a technique that allows students to save time and search for relevant information. Banditvilai (2020) also noted that scanning helps readers learn to read and comprehend faster.

Skimming

Skimming is a strategy for speed reading. The main objective of this strategy is to obtain a general vision or main idea of the text. Banditvilai (2020) explained that in order to skim a text, readers read quickly and usually skip over details. Banditvilai (2020) described that the most common placement of the main idea is usually in the first sentence of the first paragraph, as well as in the first sentence of the last paragraph.

Making Predictions

Amin (2019) remarked that making predictions is one of the basic methods to develop reading comprehension. Banditvilai (2020) described that making predictions as a reading strategy in which readers use information through titles or images to make predictions about the text. The author also stated that proficient readers can make predictions about upcoming events in the narrative or the author's forthcoming arguments to bolster their discussion. Amin (2019) founded that this strategy creates a feeling of interest in learners, because the comparison between the actual text outcome

and the prediction will lead learners to the process of text comprehension. Based on the same idea, Sua (2021) alluded that making predictions help to give readers a reason to read. When people try to guess before reading, they feel more excited to read because they wanted to see if their guesses are right.

Mgijima (2021) indicated that making predictions while reading is an ongoing interactive process in which a reader obtains information from the text, makes predictions about future events, monitors his or her predictions, and then predicts again in a continuous cycle. It is essential to check predictions for accuracy.

Questioning

The questioning strategy entails readers asking themselves questions to construct meaning, deepen comprehension, seek answers, and uncover fresh insights. This approach aids students in monitoring their comprehension and maintaining their engagement and interest in the reading material. Amini (2019) highlighted that with this strategy, students are expected to continuously review the text throughout the reading process, that way they seek answers to their questions before, during and after reading and thus improve their comprehension.

Sari et al. (2018) introduced other strategies for reading comprehension as follows :

Visualizing

Visualizing is considered by De Koning and Van Der Schoot (2013) as creating mental or visual images (inside or outside the mind) of things or situations that are not directly present but are described in a text is the process known as visualization. The author also implied that visualizing the content of readings improves the ability to more accurately comprehend the events in the text. In the same vein, the author stated that nonverbal visualization appears to be a natural process, although less proficient readers do not automatically create visual representations. For educators, teaching or helping student readers to try to better comprehend text by incorporating visualization as a strategy involves stimulating students to activate perceptual as well as motor experiences that are within long-term memory (De Koning & Van Der Schoot, 2013). The author additionally, stated that stimulation can be

acquired by providing students with real experiences during reading, with physical representations.

Making connections

Making connections is a valuable reading strategy. It involves learners using their prior knowledge to relate the text's ideas to their own experiences and beliefs, making the reading more meaningful. Wahyuni and Jufri (2016) found through studies that there are several aspects that can be included in text-to-text connections, such as personal comparisons, reading events, lines, themes, writing styles or story messages.

Summarizing

Summarization involves condensing important information in students' own words. Nurhayati and Fitriana (2018) proposed that by reading a text and summarizing it, it can help students learn to identify or determine the main ideas and important details. Summarizing also helps readers focus on keywords or phrases that need to be remembered. The author also outlined that this reading strategy can bring with it some advantages, such as awakening creativity, motivation to read correctly, and acquisition of new vocabulary.

Inferring

The inferring strategy, in accordance with Küçükoğlu (2013), requires students to use their own knowledge along with information from the reading to draw their own conclusions, or make predictions, or identify underlying themes. The author also noted that readers can use various components for inferring, such as graphics, vocabulary, dates, illustrations, or titles.

Teaching reading strategies

Reading is a somewhat complex process since it involves a multitude of cognitive and linguistic skills, as well as the interaction of various mental processes and strategies or techniques for comprehension. In properly teaching reading comprehension, educators are the ones who lead learners to become good and competent readers. Educators use methods, strategies and skills according to the needs or learning styles of learners (Dwiningtiyas et al., 2020). The author besides stated that strategies could be distributed into three sections: cognitive, metacognitive, and socio-

affective. The cognition category encompasses behaviors, techniques, or actions to moderate knowledge faculty. Then, the metacognition category contains some points: being aware of the notion or concept of learning and knowing how to deal with and learning by planning, monitoring and evaluating the procedure of learning. Finally, the social affective category is about techniques that entail dominance of resources, time, effort and support.

Reading comprehension strategies are necessary and crucial since they impact readers' ability to understand texts efficiently. Brevik (2019) emphasizes that educators and teachers need to teach students effective and appropriate reading comprehension strategies and practice them in the classroom. Sofiana (2018) maintains that students' performance in reading comprehension develops and improves due to the implementation of reading comprehension strategies, such as previewing, doing, activating prior knowledge, and asking questions.

Factors affecting reading comprehension

Gilakjani and Sabouri (2016) suggested that reading comprehension is a process involving the recognition of printed symbols and the interpretation of their underlying meaning. Several factors influence an individual's reading comprehension ability. These include the complexity of the reading material, environmental influences, levels of anxiety experienced during reading, personal interest and motivation, the speed of decoding or word recognition, and health-related issues.

1.3 OBJECTIVES

GENERAL OBJECTIVE

To analyze the students' perspectives regarding self-regulated learning and reading skill.

SPECIFIC OBJECTIVES

- To define the self-regulated learning strategies that students use the most.
- To determine the phases of self-regulated learning that are most promoted in class.

- To recognize the strategies that students employ to enhance their reading comprehension.

RESEARCH QUESTIONS:

1. What self-regulated learning strategies students use the most?
2. What phases of self-regulated learning are most promoted in class?
3. What strategies do students employ to enhance their reading comprehension?

1.3 Fulfillment of objectives

Each objective was correctly accomplished using data collection through a survey that addressed the three research questions. Students were introduced to self-regulated learning. This step was vital to involve students with the topic. Students were involved with the different aspects of the theme, such as historical strategies, phases, and what reading skill entails.

The survey provided the analysis of the most used self-regulated learning strategies used by students. Furthermore, the phases of self-regulated learning that are most promoted in class. Finally, the strategies that students use to improve their reading comprehension. Additionally, receiving the students' opinions by the open-ended questions was essential.

CHAPTER II.- METHODOLOGY RESOURCES AND MATERIALS

2.1 Materials

To develop this research, a combination of technological and human resources was used. To elaborate the survey, some technological tools such as laptops and cell phones were used. Lastly, data was collected through Google Forms, and the analysis was carried out using SPSS (Statistical Package for Social Science) software.

2.2 Instruments

The research was developed by utilizing a validated survey, assessed with a Cronbach's Alpha that indicated a score of (0,968), consequently, it was administered to a group of 73 students. This survey was structured into two sections : Section 1 was about self-regulated learning phases that are most promoted in class, and self-regulated learning strategies that students use the most. Section two was about strategies that students employ to enhance their reading comprehension.

The survey was separated into two sections based on the objectives that are aligned with the research questions. The survey comprised 24 items and included two open-ended questions. In the first section related to self-regulated learning phases and strategies, there were 15 items including an open-ended question. Then, in the second and last section, there were 9 items with a corresponding open-ended question focused on strategies aimed at enhancing reading comprehension. The survey was rated by students using a Likert scale based on frequency (1-Never, 2-Rarely, 3-Occasionally, 4-Frequently, and 5-Always). In accordance with Fink (2003), a survey works as a structured mechanism for gathering data pertaining to individuals in order to delineate, contrast, or elucidate their comprehension, sentiments, and conducts. Surveyors can acquire information through direct means, such as posing questions to individuals, or indirectly, by examining written, oral, and visual records of individuals' beliefs and activities.

2.3 Descriptive

The research used a descriptive approach to evaluate and report data and results to analyze and describe the results to assess the students' perceptions about self-regulated learning and reading skill. It was applied in a real classroom setting to

guarantee an authentic reflection of student behavior. The methodology focused on administering surveys and carefully evaluating the responses, taking into consideration the different experiences and knowledge of the students to compile information. As reported by Atmowardoyo (2018), a descriptive research is a research approach employed to provide a precise depiction of current phenomena. In contrast to experimental research, which examines phenomena both before and after a specific treatment period, descriptive research solely focuses on the phenomena that already exist. In this type of research, the investigator's task involves the collection of existing data through various research tools, including tests, questionnaires, interviews, and even observations.

2.4 Quantitative approach

The research employed a quantitative approach, since it encompassed quantitative elements by incorporating numerical results derived from the previous survey. Goertzen (2017) mentioned that a quantitative research revolves around the gathering and examination of structured data that can be expressed in numerical terms. A primary objective is to establish precisely and dependable measurements suitable for statistical analysis. Due to its emphasis on measurable data, quantitative research excels at addressing the "what" or "how" aspects. Questions include phrases like "what percentage?" "what proportion?" "to what extent?" "how many?" and "how much?".

2.5 Population

The research included students enrolled in the higher levels of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The total participants were 73, consisting of 47 females and 26 males, all of them belonging to the mestizo group, with ages ranging between 21-23 years, and belonging to the urban area. These participants were specifically chosen because they were in the process of becoming teachers and had the necessary experience in learning and applying diverse methodologies and innovative strategies to learn by themselves.

Table 1

Population

Population	Participants	Percentage
Male	26	35.6%
Female	47	64.4%
Total	73	100%

Note: Pre-service teachers surveyed

2.7 Procedure

The study was carried out with a systematic, step-by-step procedure, to ensure a complete analysis of the topic. The first and main phase was a bibliographical review of the literature related to Self-regulated learning and reading skill through collecting relevant information and data from a wide variety of sources, such as books, articles, and academic databases from Multiple libraries and platforms, such as Research Gate, Taylor and Francis, Eric, E-book, and Google Scholar, all these sources were explored in depth to compile a broad overview of theories, ideas and viewpoints. One of the most crucial sources was of Barry J. Zimmerman, who was a prominent educational psychologist known for his work on self-regulated learning. Zimmerman has extensively has contributed to our understanding of how learners can take control of their own learning processes, set goals, monitor their progress, and make adjustments to their learning strategies to become more effective learners. Once the bibliographical review was completed, the next key step was to develop a survey aimed at exploring the connection between Self-regulated learning and reading skill. To formulate this tool, the specific objectives were transformed into three research questions, which encompassed the expected outcomes. Each of the research questions required close examination of the collected literature to identify essential themes, patterns, or term to finally turn this into survey questions. In addition, to motivate participants to share their individual perspectives, two open-ended questions were also provided. The intention behind these open-ended questions was to reach into unexplored areas beyond what is covered by the existing literature. During the survey

development process, multiple reviews and improvements were carried out to ensure that the questions were clear, relevant, and easy for participants to understand. After the survey had been carefully structured, it proceeded through a validation process to evaluate its reliability and validity. A pilot test was carried out involving (10) participants in their eighth semester, who completed the survey and provided feedback. The responses collected during the pilot test were reviewed, and necessary adjustments were made to enhance the survey's clarity and effectiveness. The data gathered from the pilot test were manually entered into the Statistical Package for the Social Sciences (SPSS) program for validation procedures, utilizing statistical measures as Cronbach's alpha coefficient. The significant coefficient value of (0,9) showed a strong consistency and reliability of the survey.

The research proceeded to the data collection phase with a previously validated survey; it consisted of distributing the survey to students in their seventh and eighth semesters. However, prior to distributing the survey, an intervention was performed to ensure that students were well introduced to Self-regulated learning. The purpose of this intervention was to engage potential areas in students' understanding of the topic, its practical use, and the importance of the strategy in improving reading comprehension. By imparting students with the crucial knowledge and context, the intervention increased their active involvement and meaningful participation in the survey.

To help administer the survey, its respective link was distributed to the presidents of the classes. The survey was carefully organized into segments, which included sections focused on general information and others related to the research questions. Participants were encouraged to provide sincere and reflective responses based on their individual experiences with self-regulated learning and reading comprehension. Then, the collected survey data were analyzed extensively with the SPSS program. Quantitative data were processed using appropriate statistical methods, including the calculation of the mean and the creation of data tables. In the same way, the data obtained from the open-ended questions were manually analyzed, applying analysis techniques to discern significant patterns, themes, and emerging ideas. Through the analysis of the processed data, valuable conclusions were derived and practical recommendations were elaborated. These results provided some aspects, the current knowledge base on self-regulated learning and reading comprehension, and

also provided significant guidance to educators and researchers. The research process, which included a careful literature review, survey creation, validation, data collection, and analysis, reinforced the rigor and strengths of the study, enhancing its relevance and credibility within the academic setting.

CHAPTER III RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The objective of chapter III is to show the data analyzed in order to answer the three research questions based on the objectives of the work. The results obtained after the survey are also presented. It is important to mention that the data was analyzed using SPSS to obtain the mean and to be able to tabulate the results. The analysis responds to self-regulated learning strategies students use the most, the phases of self-regulated learning which are most promoted in class and the strategies students employ to enhance their reading comprehension.

Table 2

Self-regulated learning strategies

Item	Mean
I set clear goals that I want to achieve at the end of my learning process.	3,73
I feel capable to complete any specific task.	3,78
I like to manage my time by creating schedules, setting priorities, or adjusting activities.	3,45
I create a focused study area and minimize distractions when studying a subject.	3,59
I try to work with classmates or teachers most of the time.	3,19
I take notes or use flashcards to improve my retention.	3,58
When learning, I try to imagine and interpret the new concepts.	3,73
During my educational process, I guide my own learning.	3,63
I continuously check my understanding, strategies, and progress to learn something.	3,45
I try to control my actions or emotion during my learning.	3,47
During my learning process, I try not to get distracted.	3,55
I like it when my teachers and classmates help me to learn something new.	3,89
When learning, I criticize my own progress and process.	3,82
I see my strengths or weaknesses to improve my learning.	3,67

Note : The scales 1 : Always, 2 : Frequently, 3 : Occasionally, 4 : Rarely, 5 : Never, were used to measure.

Analysis and interpretation

Research question: What self-regulated learning strategies students use the most?

The study revealed that the predominant strategy employed by students in self-regulated learning is to receive help or assistance from teachers or also from peers, scoring 3,89. Students may consider more sustainable working through cooperation of peers, teachers, or any type of guide. Then it was reported that some students create a focused study area to minimize distractions when studying, giving a mean of 3,59 being an intermediate strategy that students tend to apply. A well-organized and comfortable study area can contribute to a more favorable learning environment, and eventually to improve academic performance. Conversely, the study revealed that students rarely prefer to work with their peers and teachers collaboratively most of the time, giving a mean of 3,19 in the analysis, being the least used strategy.

Based on the results, it can be inferred that the majority of students prefer to ask for help and support from different resources, such as their peers and teachers, maybe because students prefer receiving assistance exactly when they need it. The findings also showed that a part of students like to create a concentrated study area probably because it helps to minimize distractions, encourages concentration, enhances productivity, or individual preferences, such as lighting or temperature. Finally, for students, working together collaboratively with their peers and teacher most of the time is less favorable, perhaps because each learner has their own way of working, their goals, objectives, needs, and styles of each one tend to be different.

Table 3

Self-regulated learning phases

Item	Mean
Forethought phase	3,78
Performance phase	3,89
Self-reflection phase	3,82

Note: The scales 1: Always, 2: Frequently, 3: Occasionally, 4: Rarely, 5: Never, were used to measure.

Analysis and interpretation

Research question : What phases of self-regulated learning are most promoted in class?

The analysis showed that the most promoted phase was the performance phase. This one is where students participate actively in the learning process, scoring a mean of 3,89. Then the intermediate phase that is promoted in class is the self-reflection phase, with a mean of 3,85. This phase involves students in reviewing their performance during their learning, reflecting on their own performance, self-evaluating the results in comparison with the objectives and thus adjusting new settings for a better result. Finally, the phase that is least emphasized in class is the forethought phase, with a mean of 3,78. This one requires students setting goals or programming strategies to plan their complete learning process.

The findings suggested that students exhibit higher levels of activity during class, might be because the nature of the performance phase itself, since this phase involves the learning process and requires the active management of their own learning through the application of various strategies to achieve their academic goal. Simultaneously, in class, students also used to reflect on their own learning, probably because this allows students to reflect on their learning, recognize areas for improvement, and identify what works and what does not work for them. In contrast, what is less often promoted in class by students is the planning of the learning process before starting the learning process itself, possibly because, for some students, this phase requires a high level of metacognitive awareness and planning skills.

Table 4

Strategies to improve reading skill

Item	Mean
When reading, I look for specific information.	3,85
I try to make a quick revision of a topic when I am reading a passage.	3,82
Before reading, I look at pictures or titles to know what the text is about.	4,22
When I read, I ask myself questions about the text to check my understanding.	3,58
While reading, I imagine the content of the text.	3,86
I try to connect what I am reading with my personal experience.	3,33
I put ideas into my own words to understand what I am reading.	3,78
I try to interpret the author's feelings whenever I read.	3,34

Note : The scales 1 : Always, 2 : Frequently, 3 : Ocasionally, 4 : Rarely, 5 : Never, were used to measure.

Analysis and interpretation

Research question: What strategies do students employ to enhance their reading comprehension?

The research revealed the most favored strategies for improving reading comprehension. Initially, the analysis showed that students find it beneficial to look at visual elements such as pictures, images, photos or titles before starting reading, giving an average score of 4,22. Making predictions as a strategy allows students to engage with the text and improve their understanding of the text. Moreover, students also usually paraphrase as a reading strategy, providing a mean of 3,78, being an intermediate used strategy to enhance reading. This technique involves expressing the text in one's own words, which requires reading it carefully, reflecting on it, and then expressing the author's message in a personalized way. On the other hand, in terms of reading strategies, what is least practiced among students as a reading strategy is to try to connect what they are reading with their personal experience, getting a mean of 3,33.

According to the results, the majority of students prefer to examine the content before starting reading, perhaps because this strategy has some benefits, such as it helps students to anticipate what will happen next in the story, ask questions, and interact with the text as well as allowing students to better understand the story. Likewise, students sometimes paraphrase as a reading strategy, possibly because this technique improves comprehension skills, it also helps students monitor their own comprehension, develop note-taking habits, expand vocabulary, and avoid accidental plagiarism. Then the least preferred method to improve their reading is to make connections from the text to personal experiences, might be because the challenges of this strategy, students may have difficulty making connections since it requires a certain level of abstract thinking, which some students may find challenging because probably the students are only capable to make superficial connections.

Table 5

Open-ended questions

Question 1	Answer	Total
	Work alone	22
	In groups	20
What other type of strategies do you use to learn?	Taking breaks	11
	Class participate	5
	Tutoring hours	3
	Other answers	12
	Total	73
Question 2	Answer	Total
What other strategies do you use to improve your reading comprehension?	Highlighting important information	38
	Using mental maps	22
	Other answers	13
	Total	73

Note : Qualitative findings derived from the open-ended questions

Analysis and interpretation

Table 5 provides the results of the open-ended questions for a better comprehension of the research questions.

The first open-ended question was: What other types of strategies do you use to learn? The results showed that students mostly prefer to work individually, having the highest number of responses. This may be because each student has his or her own pace, style and way of learning. Therefore, with a minimal difference to the most used strategy, students also like to work cooperatively with their classmates. This could be because students also find benefits in working in groups, such as unique skills and knowledge in each member of the group that can help them learn more effectively. Similarly, a part of students also prefer to take breaks as a learning strategy when working, probably because they can maintain attention, as well as reduce stress or perhaps it is useful to recharge energy. Alternatively, a minority of students tend to take tutoring as a technique to improve their understanding of their learning, possibly because there is a lack of confidence to ask for help, or fear of judgment.

The second open-ended question was: What other strategies do you use to improve your reading comprehension?

The results showed that most students underline important information when reading a text, being the response with the highest percentage. This may be because underlining or highlighting a text helps students to identify quickly the key parts of a text, or perhaps underlining helps to make the information look more organized. Consecutively, another part of the students use mind maps as a reading strategy. This could be possible because the use of mind maps allows them to organize concepts, ideas and details visually, which facilitates the comprehension of texts.

Discussion

The following three research questions were formulated with the purpose of exploring students' perceptions regarding self-regulated learning, focusing especially on its influence on students' reading comprehension.

Question 1: What self-regulated learning strategies do students use?

After the analysis, it was revealed that students use different strategies for self-regulated learning. However, the most influential strategy was selective help-seeking, which requires students to seek for help, support or guidance from teachers or peers according to their needs, and whenever they require it. In the same sense, Gonida et al. (2018) noted that help-seeking as a strategy for managing one's own learning is closely related to student motivation. Students who are talented and master the subjects tend to consider the benefits, the advantages and disadvantages of selective help-seeking. Furthermore, Mbato and Cendra (2019) added that, for learners, this technique results effective since for assignment performance, such as undergraduate thesis, self-regulation in learning allows college students to selective help-seeking and regulate their motivation. This strategy is quite effective for academic success. Similarly, Nguyen (2023) indicated that in the context of online classes, students have relatively good perceptions of selective help-seeking, in other words instructor support or peer support have positive relationships with dimensions of self-regulated learning, and also noted the importance of this help for metacognitive skills, perseverance, and a good academic environment.

On the contrary, Won et al. (2019) mentioned that selective help-seeking is a self-regulated learning strategy that is usually not often applied by students. This may be several reasons, such as lack of awareness of the benefits of help-seeking, for instance, fear of appearing incompetent in classrooms, or also students' lack of confidence in their own ability to effectively seek for help. Besides, Finney et al. (2018) also claimed that this strategy may not be fully competent because some students may feel that needing support results in a lack of competence a threat to self-esteem. They also highlighted that, on the other hand, students who seek help may become impatient with explanations because they seek assistance in order to avoid completing the work themselves.

Question 2: What is the phase of self-regulated learning that is most promoted in class?

The results of the analysis indicated that the most promoted phase of self-regulated learning in classes is the performance phase, in which students actively participate in the learning process, as well as monitor their progress and apply self-regulation strategies to improve their academic performance. In accordance with this, Khiat and Vogel (2022) suggested that the performance phase of self-regulated learning is promoted in class because learners utilize a combination of self-regulated learning facilitators and strategies while engaging in learning tasks. They adaptively employ planned strategies like reading, writing, listening, asking questions, note-taking, memorization techniques, and collaborating with peers to reach their learning objectives. Concurrently, they oversee and regulate their learning process by employing self-regulated facilitators, such as time management, minimizing procrastination, and regulating their emotions. Li et al. (2018) through a study were able to obtain similar results, they mentioned that the performance phase is a key phase, which plays an important role and derives critical in self-regulated learning because it has a greater effect on academic performance than the other phases due to the fact that here the varied use of task strategies, metacognitive monitoring, and attention can be observed.

In contrast, Dignath and Veenman (2020) suggested that the performance phase of self-regulated learning may be less enhanced in class due to some reasons. Lack of teacher understanding is an evident reason, since there is a possibility that some educators do not fully understand the concept of self-regulated learning and what it entails, strategies, components, or how to monitor this phase, which results difficult for educators to promote effectively in the classroom. In the same contrasting direction to the results of this study, Akdeniz (2022) found that there is no phase that should have more emphasis in classes because self-regulated learning strategies, such as goal setting that belongs to the forethought phase, self-monitoring that is within the performance phase, or self-assessment that belongs to the self-reflection phase can all help students improve their academic performance. Each phase of SRL includes a series of steps and strategies that an individual might use when attempting to acquire,

enhance, or demonstrate a skill. The expectation is that each phase will have an influence on, or contribute to, the subsequent phase.

Question 3: ¿What are the strategies that students employ to enhance their reading comprehension?

In accordance with the previous results, students find it beneficial to look at images or titles before reading, so they know what the text will be about. In the same vein, Banditvilai (2020) after an analysis, found that prediction as a reading strategy is quite assisted by students since this stimulated them to pay more attention to the text they heard to see if their predictions were correct or not. This reading comprehension strategy gave them purpose and motivation to read. Then Amin (2019) indicated conveniences using making predictions as a reading comprehension strategy. The author mentioned that making predictions is a strategy that permits students to interact with each other, which makes them interested and understand what they are reading. Additionally, comparing what the text says and what learners think help them to understand the text better. Finally, the author suggested that there are several ways to teach prediction, such as making predictions while reading, working with partners, using a graphic planner, or also putting sticky notes on the content. Adding to this, the author emphasized that the use of headings, indexes, images and keywords are also vital when students are trying to anticipate what will come next in the text. In contrast to the finding that making predictions can improve reading skill, Mgijima (2021) claimed that making predictions is not a simple technique, the reader must know how to predict, must have knowledge about this strategy, as well as there must be a constant review and monitoring in due time and parts during the reading. Correspondingly, although the strategy of making predictions has many benefits when it comes to reading comprehension, Sua (2021) also stressed that reading is a time-consuming activity that demands attention, requiring an extended effort to achieve improved outcomes and ensure students grasp the strategies. Despite a thorough explanation of making prediction strategy, students need ample opportunities for practice to fully comprehend and incorporate this technique.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After examining the results, the following conclusions were obtained: Students do use every self-regulated learning strategy, there is not a big difference between the choice of strategies. Nevertheless, the most common among them are the selective help-seeking, which requires students to seek support from different resources such as peers, teachers or a educational model whenever they find it specifically necessary to improve their learning and performance in the academic context. It is worth highlighting that through several pre-existing studies there is support for this strategy due to its different advantages and relevant connection with the improvement of self-regulated learning. Furthermore, another strategy that students find beneficial and common is self-judgment during their learning process. This strategy is valued in education as it contributes to the development of students' ability to regulate their learning and academic performance. Likewise, students usually also use the self-efficacy strategy as a self-regulated learning strategy which involves the beliefs that individuals have about their abilities to think and behave in ways that are oriented with their learning objectives. It should be noted that understanding the self-regulated learning strategies employed by students during reading comprehension could be helpful to provide valuable information for creating effective teaching.

In sequence, it was possible to identify that all the phases of self-regulated learning play a quite evident role in classes, since each of the phases is important for the subsequent operation of the other phases. However, the most promoted phase in classes was the performance phase, since it is a phase where the learners are in full action, they are actively working on their learning process, this phase requires students to monitor their learning, implement strategies or remove distractions in their environment. Secondly, the next phase promoted in classes is the self-efficacy phase, where students tend to check their learning and make the necessary changes for better academic performance. Finally, the least promoted phase, but of vital importance, is the forethought phase, where students establish their learning objectives, plan their strategies and activate the necessary motivation to begin their learning.

Lastly, learners do use different strategies for better reading comprehension. However, the main strategies that were chosen by students to improve reading comprehension are making predictions because it keep motivation in students, it also encourages learners to think about the future, make questions and mainly interact with the text constantly. It is essential to mention that it is a strategy that according to several studies needs explicit instruction because by explicitly teaching the skills and strategies involved in making predictions, students can understand the process step by step. Likewise, the students indicated that paraphrasing strategy is also beneficial to improve reading, since rephrasing the content in their own words, they are capable of expand on the material, which can improve retention and comprehension. In the same manner, imagery is another strategy that many students found viable as a reading aid, since creating mental images while reading allows them to connect the author's writing with personal experiences, which can improve comprehension.

4.2 Recommendations

Self-regulated learning is crucial for improving reading comprehension, which is why it is recommended that there be a deep explanation of this model, since for example defining reading objectives such as understanding the main ideas, identifying key details or making connections helps guide your reading and focus your efforts, or periodically reflecting on the effectiveness of reading strategies and making adjustments contributes to continuous improvement.

Promoting self-regulated learning strategies in the classroom is not only beneficial but also essential for developing independent and effective learners. To achieve this, it is recommended that educators play an active role in explicitly instructing students in the various facets of self-regulated learning, providing them with the tools necessary to navigate their educational journey more autonomously. Explicit instruction is key to ensuring that students understand the complexities of self-regulated learning strategies. By instructing self-regulated learning strategies, students are better equipped to understand how to set and achieve learning goals, monitor their progress, or make necessary adjustments along the way.

Educators should be encouraged to reinforce the forethought phase in class, since it was known that the least promoted phase was that one. The anticipatory phase is characterized by actively shaping learning processes by setting clear objectives, goals, timelines, and strategies. By fostering focus in this initial phase, educators help learners develop essential skills to set purposeful goals and create a proper process for their learning journey. This phase serves as a compass, guiding learners through the next stages of self-regulated learning. Educators should also promote the forethought phase by incorporating explicit instruction and providing students with tools and techniques for effective planning to let them take control of their learning processes, fostering a sense of ownership and responsibility for their academic journey.

Finally, it is recommended that teachers and students also be thoroughly instructed on the different reading strategies, as each student has different needs and preferences, so that they can adapt and work in a self-regulated manner. In the same way, each type of reading strategy increases motivation and interest in reading, which is why teaching different strategies allows them to choose the techniques that best suit their needs and interests. It is recommended to instruct students in strategies that require more metacognitive skills, such as in this study the strategy of making connections which was the least reported. Students may not have sufficient prior knowledge or experiences to make meaningful connections to the text, that is why teachers should provide explicit instruction on how to make connections.

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ANNEXES

Annexe 1

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 04 de octubre 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Self-regulated learning and reading skill" propuesto por el/la estudiante Moreira García Valeria Isabel, portador/a de la Cédula de Ciudadanía, 215004536-3 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Lcda. Sarah Jacqueline Iza Pazmiño, Mg.
Coordinadora de la Carrera
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Annex 2

OPERATIONALIZATION OF VARIABLES

Objective: To analyze the students' perspectives regarding self-regulated learning and| reading skill.

Instructions: For the following statements, select one of the options:

1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.

1. Self-regulated learning	Dimensions	Indicators	Items
<p>Self-regulated learning is a process in which students manage and take control or responsibility for their own learning.</p> <p>SRL involves 3 phases in which learners go through in order to achieve their objectives. These three phases are forethought phase, academic phase, then, self-reflection phase. Within these three phases there are a variety of strategies accordingly, such as setting goals in the forethought phase, self-monitoring in the performance phase, and finally self-evaluation in the self-reflection phase.</p>	Self-regulated learning strategies for the forethought phase	Goal-setting	1
		Self-efficacy	2
		Time management	3
		Environmental structuring	4
		Choose partner, model or teacher	5
	Self-regulated learning strategies for performance phase	Task strategies	6
		Imagery	7
		Self-instruction	8
		Self-monitoring	9
		Behavior regulation	10
		Noticing and removing distractions	11
		Selective help-seeking	12
	Self-regulated learning strategies for self-reflection phase	Self-judgement	13
		Self-evaluation	14
	What other type of strategies do you use to learn? For example class participate, in groups, work alone, in tutoring hours, or taking breaks.		
2. Reading skill	Dimensions	Indicators	Items
<p>Reading is one of the receptive skills, and is a process in which learners make meaning of words. Reading is one of the primary ways to acquire information or knowledge. Reading encompasses the capacity for reading comprehension, and this is achieved through a variety of techniques like scanning, skimming, and summarizing.</p>	Strategies for specific information	Scanning	16
	Strategies for gist	Skimming	17
		Questioning	19
	Strategies for predicting	Making predictions	18
	Strategies for inferring	Visualizing	20
		Inferring	23
		Making connections	21
		Summarizing	22
	What other strategies do you use to improve your reading comprehension? For example: using mental maps or highlighting important information.		

Annex 3
Cronbach's alpha validation

Reliability Statistics	
Cronbach's Alpha	N of Items
,968	22

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
When I want to learn something, I set clear goals that I want to achieve at the end of my learning process.	63,00	643,500	,916	,964
I feel capable to complete an specific task.	63,00	643,500	,916	,964
I like to manage my time by creating schedules, setting priorities, or adjusting activities.	63,00	677,500	,480	,969
I create a focused study area and minimize distractions when studying a subject.	63,00	651,500	,811	,965
I try to work with classmates or teachers most of the time.	63,00	742,500	-,296	,976
I take notes or use flashcards to improve my retention.	63,00	642,500	,929	,964
When learning, I try to imagine and interpret the new concepts.	63,00	642,500	,929	,964
During my educational process, I guide my own learning.	63,00	643,500	,916	,964

I continuously check my understanding, strategies, and progress to learn something.	63,00	650,500	,825	,965
I try to control my actions or emotion during my learning.	63,00	648,000	,857	,965
During my learning process, I try not to get distracted.	63,00	651,500	,811	,965
I like it when my teachers and classmates help me to learn something new.	63,00	646,000	,883	,965
When learning, I criticize my own progress and process.	63,00	650,500	,825	,965
I see my strengths or weaknesses to improve my learning	63,00	693,500	,282	,971
When reading, I look for specific information.	63,00	643,500	,916	,964
I try to make a quick revision of a topic when I am reading a passage.	63,00	650,500	,825	,965
Before reading, I look at pictures or titles to know what the text is about.	63,00	642,500	,929	,964
When I read, I ask myself questions about the text to check my understanding.	63,00	643,500	,916	,964
While reading, I imagine the content of the text.	63,00	643,500	,916	,964
I try to connect what I am reading with my personal experience.	63,00	651,500	,811	,965
I put ideas into my own words to understand what I am reading	63,00	650,500	,825	,965

I try to interpret the author's feelings whenever I read.	63,00	692,500	,294	,970
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Annex 4

Survey

Link:

<https://docs.google.com/forms/d/1kyQd4xbeAla4cMWFFQ13mtMuqp1v1Cy7UAV4UBzkGI/edit>

Section I

Dear students:

This survey will collect information that will be useful for the study titled 'Self-regulated learning and reading skill'. The data will be treated with strict discretion. (Esta encuesta recogerá información útil para el estudio titulado "Aprendizaje autorregulado y competencia lectora". Los datos se tratarán con estricta discreción.)

Thank you, I appreciate your voluntary participation. (Gracias, aprecio su participación voluntaria.)

I've reviewed the previous paragraph and I am willing to participate in the survey voluntarily. (He revisado el párrafo anterior y estoy dispuesto a participar en la encuesta voluntariamente.)

YES

NO

Section II

Gender (Género)

Male

Female

Specify your age range. (Especifique su rango de edad)

18-20

21-23

24 +

Nationality (Nacionalidad)

Ecuadorian (Ecuatoriana)

Other (otra)

Ethnicity/race (Etnicidad)

Mestizo

Indigenous

White

Afro-Ecuadorian

Other

Place of residence (Lugar de residencia)

Rural (Rural)

Urban (Urbano)

Section III

1. When I want to learn something, I set clear goals that I want to achieve at the end of my learning process. (Goal-setting) Cuando quiero aprender algo, me fijo objetivos claros que quiero alcanzar al final de mi proceso de aprendizaje.

(Fijación de objetivos)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

2. I feel capable to complete an specific task. (Self-efficacy) Me siento capaz de realizar una tarea específica. (Autoeficacia)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

3. I like to manage my time by creating schedules, setting priorities, or adjusting activities. (Time management) Me gusta gestionar mi tiempo creando horarios, estableciendo prioridades o ajustando actividades. (Gestión del tiempo)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)

- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

4. I create a focused study area and minimize distractions when studying a subject. (Environmental structuring) Creo una zona de estudio centrada y reduzco al mínimo las distracciones cuando estudio una asignatura. (Estructuración del entorno)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

5. I try to work with classmates or teachers most of the time. (Choose partner, model or teacher) Intento trabajar con compañeros o profesores la mayoría de las veces. (Elige compañero, modelo o profesor)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

6. I take notes or use flashcards to improve my retention. (Task strategies). Tomo apuntes o utilizo fichas para mejorar mi retención. (Estrategias de tareas)

- 5. Always (Siempre)

- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

7. When learning, I try to imagine and interpret the new concepts. (Imagery). Cuando aprendo, intento imaginar e interpretar los nuevos conceptos. (Imaginación)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

8. During my educational process, I guide my own learning. (Self-instruction). Durante mi proceso educativo, guío mi propio aprendizaje. (Autoinstrucción)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

9. I continuously check my understanding, strategies, and progress to learn something. (Self-monitoring). Reviso continuamente mi comprensión, mis estrategias y mis progresos para aprender algo. (Autocontrol)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

10. I try to control my actions or emotion during my learning. (Behavior regulation). Intento controlar mis acciones o emociones durante mi aprendizaje. (Regulación del comportamiento)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

11. During my learning process, I try not to get distracted. (Noticing and removing distractions). Durante mi proceso de aprendizaje, intento no distraerme. (Darse cuenta de las distracciones y eliminarlas)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

12. I like it when my teachers and classmates help me to learn something new. (Selective help-seeking). Me gusta cuando mis profesores y compañeros me ayudan a aprender algo nuevo. (Búsqueda selectiva de ayuda)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

13. When learning, I criticize my own progress and process. (Self-judgement). Cuando aprendo, critico mi propio progreso y proceso. (Autojuicio)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

14. I see my strengths or weaknesses to improve my learning. (self evaluation). Veo mis puntos fuertes o débiles para mejorar mi aprendizaje. (autoevaluación)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

15. What other type of strategies do you use to learn? For example class participate, in groups, work alone, in tutoring hours, or taking breaks. ¿Qué otro tipo de estrategias utilizas para aprender? Por ejemplo participar en clase, en grupos, trabajar solo, en horas de tutoría, o tomar descansos

Section III

16. When reading, I look for specific information (Scanning). Cuando leo, busco información específica. (Escaneo)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

17. I try to make a quick revisión of a topic when I am reading a passage. (Skimming). Intento hacer una revisión rápida de un tema cuando estoy leyendo un pasaje. (Skimming)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

18. Before reading, I look at pictures or titles to know what the text is about. (Making predictions). Antes de leer, miro las imágenes o los títulos para saber de qué trata el texto. (Hacer predicciones)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

19. When I read, I ask myself questions about the text to check my understanding. (Questioning). Cuando leo, me hago preguntas sobre el texto para comprobar si lo he entendido. (Preguntas)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

20. While reading, I imagine the content of the text. (Visualizing). Mientras leo, imagino el contenido del texto. (Visualizar)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

21. I try to connect what I am reading with my personal experience. (Making connections). Intento conectar lo que estoy leyendo con mi experiencia personal. (Establecer conexiones)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

22. I put ideas into my own words to understand what I am reading. (Summarizing). Pongo ideas en mis propias palabras para entender lo que estoy leyendo. (Resumir)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

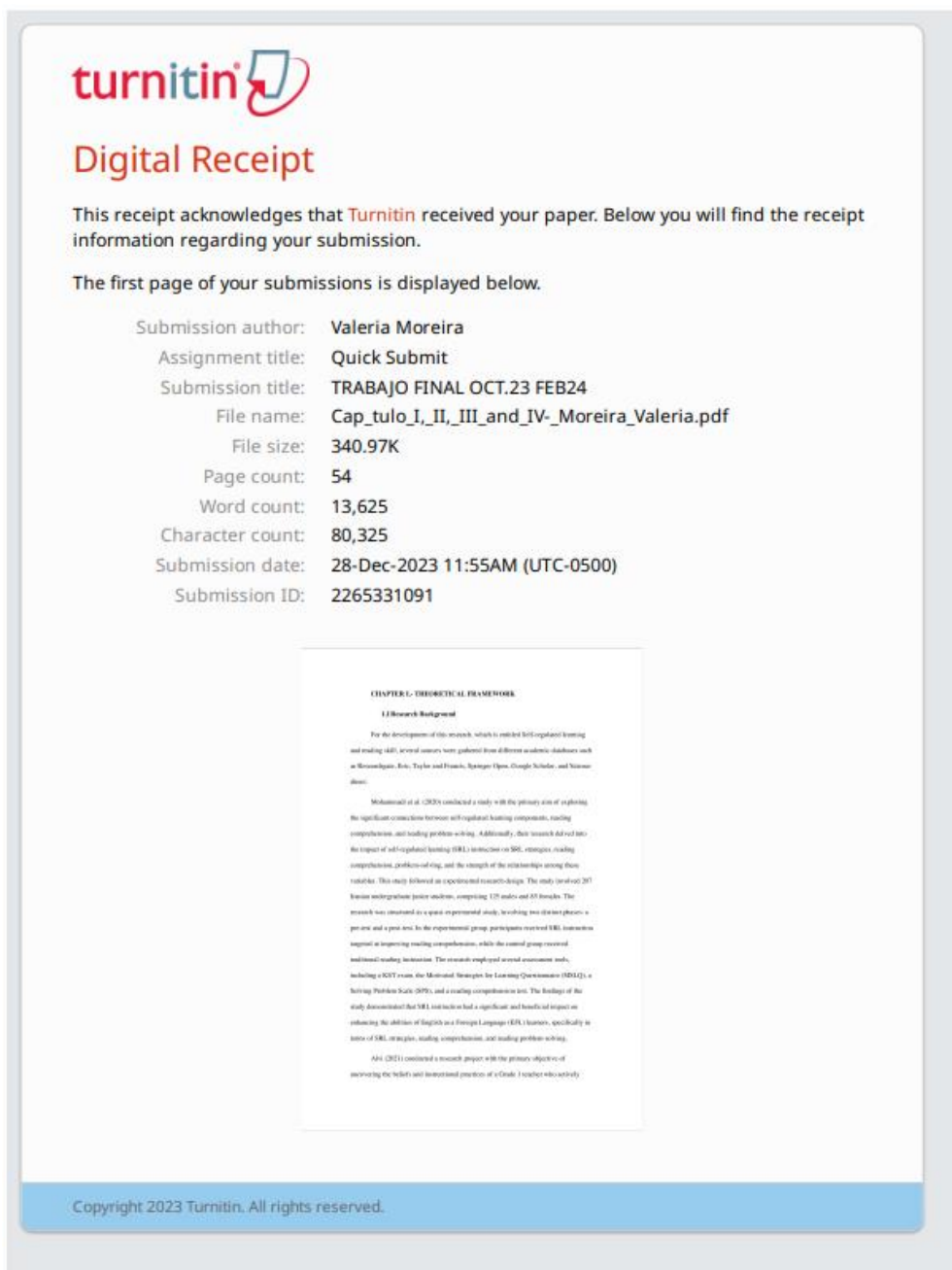
23. I try to interpret the author's feelings whenever I read. (Inferring). Siempre que leo trato de interpretar los sentimientos del autor. (Inferir)

- 5. Always (Siempre)
- 4. Frequently (Frecuentemente)
- 3. Occasionally (Ocasionalmente)
- 2. Rarely (Raramente)
- 1. Never (Nunca)

24. What other strategies do you use to improve your reading comprehension? For example: using mental maps or highlighting important information. ¿Qué otras estrategias utilizas para mejorar tu comprensión lectora? Por ejemplo: utilizar mapas mentales o subrayar información importante

Annex 5

Urkund report



The image shows a Turnitin Digital Receipt. At the top left is the Turnitin logo. Below it, the text "Digital Receipt" is displayed in a large, bold font. A paragraph states: "This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission." Another paragraph says: "The first page of your submissions is displayed below." A list of submission details follows, including author name, assignment title, submission title, file name, file size, page count, word count, character count, submission date, and submission ID. Below this list is a preview of the first page of the submission, which is a document titled "CHAPTER I: THEORETICAL FRAMEWORK" with a sub-section "1.1 Research Background". The preview text discusses the importance of reading comprehension and the role of self-regulated learning (SRL) strategies. At the bottom of the receipt, there is a blue bar with the text "Copyright 2023 Turnitin. All rights reserved."

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CHAPTER I: THEORETICAL FRAMEWORK

1.1 Research Background

For the development of this research, which is related to self-regulated learning and reading skills, several sources have gathered from different academic databases such as ResearchGate, Eric, Taylor and Francis, Springer Open, Google Scholar, and Science Direct.

Mohamed et al. (2023) conducted a study with the primary aim of exploring the significant connections between self-regulated learning components, reading comprehension, and reading problem-solving. Additionally, their research delved into the impact of self-regulated learning (SRL) instruction on SRL strategies, reading comprehension, problem-solving, and the strength of the relationships among these variables. This study followed an experimental research design. The study involved 207 female undergraduate junior students, comprising 125 males and 82 females. The research was conducted as a quasi-experimental study, involving two distinct phases: a pre-test and a post-test. In the experimental group, participants received SRL instruction regarding reading comprehension, while the control group received traditional reading instruction. The research employed several assessment tools, including a SOFT scale, the Metacognitive Strategies for Learning Questionnaire (MSLQ), a Self-regulation Scale (SRL), and a reading comprehension test. The findings of the study demonstrated that SRL instruction had a significant and beneficial impact on enhancing the abilities of English as a Foreign Language (EFL) learners, specifically in terms of SRL strategies, reading comprehension, and reading problem-solving.

Ali (2021) conducted a research project with the primary objective of assessing the beliefs and instructional practices of a Grade 1 teacher who actively

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