



Promoting Self-Regulated Learning of Reading Ability in University Students: EFL Lecturers' Perspective

Sakhi Herwiana¹, Oikurema Purwati², Syafiul Anam³

Universitas Negeri Surabaya

Corresponding email: ¹sakhi.21032@mhs.unesa.ac.id

ABSTRACT

Research that explored the SRL perspective on the reading ability of EFL lecturers in the English education department of Indonesian universities is under research. Thus, this study aims to observe EFL lecturers' knowledge and implementation of SRL instructions in the classroom setting particularly in reading ability. Self-regulated learning and literacy skills are required for students to be mastered in 21st-century education as stated in the Independent Curriculum of 2022. Moreover, University students in the English education department are strongly recommended to gain knowledge of SRL strategies because they will be teachers in the future. SRL strategies can be adopted and transferable, they may lead to creating critical thinkers and autonomous learners as 21st-century skills. Therefore, implementing SRL strategies in the classroom can give advantages for preparing potential teachers. This study used a qualitative survey method. The findings revealed that participants are familiar with and agree that SRL can give a positive impact to get better academic achievement. Nevertheless, they are unaware that they use SRL instructions in teaching activities. They do not recognize that they involve cognitive and metacognitive strategies of SRL. Furthermore, they never use motivational strategies.

Keywords: EFL classroom; perspective; reading ability; self-regulated learning.

First Receive:

08 November 2022

Revised:

01 December 2022

Accepted:

02 January 2023

Final Proof Received:

18 February 2023

Published:

1 March 2023

How to cite (in APA style):

Herwiana, S., Purwati, O., & Anam, S. (2023). Promoting Self-Regulated Learning of Reading Ability in University Students: EFL Lecturers' Perspective. *ELITE Journal*, 5 (1), 155-166.

INTRODUCTION

Learning strategies have been viewed as the key component of successful learners by researchers and educators around the world. The learning strategy is known as self-regulated learning or self-regulation (SRL). The minister of Education of Republic Indonesia published the newest Curriculum in 2022 (Independent Curriculum) Self-regulated learning and literacy are mentioned in the standard of graduate competence stated in the Curriculum for primary to high school education. Thus, literacy and SRL become the twenty-century skills that have to be acquired by the students. As they are stated as required competencies in the educational setting, it is also significant to investigate the lecturers' perspective of self-regulation understanding and its implementation in the classroom environment, especially in reading. Investigating educators' understanding of SRL may encourage a revolution in teaching

practice (Vosniadou et al., 2020). Moreover, preservice and practicing teachers may be directed by their beliefs about the knowledge and skill of teaching, by knowing these beliefs in the context of education and their relationship to other relevant outcomes (such as classroom practices, and student accomplishment) can influence the construction of learning experiences customized to the requirements of prospective and practicing teachers (Fives & Buehl, 2008).

Self-regulation is defined as the planning and adaptation of someone's moods, behaviors, and ideas to achieve one's objectives (Zimmerman, 2000). Self-regulation of behavior requires control over various resources including the study and time, self-regulation of motivation and emotion implies the alteration of motivational beliefs, and self-regulation of cognition entails the alteration of cognitive skills (Pintrich, 2000). While another self-regulation term comes from the foreign language learning point of view. In this view, self-regulated learning is known as learning strategies which involve several tactics that act as external auditors for language acquisition processes on cognitive, emotional, and sociocultural aspects (Oxford, 2003).

Literacy or reading ability for educational purposes is reading to gain knowledge and skills in enhancing academic achievement (Putro & Lee, 2017). This type of reading is different from reading for leisure, the goal is for entertainment. Someone has to use their cognitive ability to read to get a better understanding, particularly in reading English text. Indonesian students do not use English in their daily communication but they only use it in the educational environment. It will be a difficult task for them to understand the meaning. Therefore, as foreign language learners, they need to acquire some strategies to read the text. Moreover, the most significant detriment is that foreign language learners may encounter gaps in their previous knowledge and cultural diversity (Bouchard, 2005). To be a good readers, students must be able to control their comprehension (Minguela et al., 2015). In regard to assisting students' reading ability, the instructors have to know the theory and the implementation of SRL to improve their student's academic competence. SRL can be transferable and teachable in the classroom setting. Thus, EFL instructors can use it in reading tasks and activities (Morshedien & Hemmati, 2016).

Self-regulation plays a significant role in reading. SRL contains specific elements related to reading, such as (1) a use (activated) of prior knowledge, (2) the application of technique, (3) self-efficacy, (4) enthusiasm, and (5) achievement goal-oriented (Cirino et al., 2017). Additionally, Hu & Gao (2017) discovered that self-regulated reading techniques have a favorable impact on students' reading outcomes, students with high achievement were considerably better at self-regulating their reading when they used effective strategies, organized the reading process (e.g., defining targets, assigning time, and limiting efforts), and monitored understanding. Numerous researchers have examined that SRL can give a positive influence on increasing reading ability (Birgisdottir et al., 2020; Chu et al., 2020; Cirino et al., 2017; Harding et al., 2019; Mohammadi et al., 2020; Qi, 2021; Teng, 2020), and SRL also improve students' achievement through reading to write (Bai & Wang, 2020).

Students' understanding of SRL influences their learning goals. The study related to the SRL perspective that was conducted by Alvi & Gillies (2021) is essential to investigate students' perspectives and knowledge since this influences their approaches to SRL, as well as their participation and performance in active and responsible learning. They investigated primary students' perspectives of SRL, the various conceptualizations have significance for the needs and strategies of students in using SRL (Alvi & Gillies, 2021). In regard to the significance of the student's perspective in SRL. Empirical evidence shows that numerous students do not demonstrate the knowledge of successful self-regulation in learning (Bjork

et al., 2013; Ohst et al., 2015; Trevors et al., 2016). Importantly, the majority of educators do not offer very little specific teaching to enhance student self-regulation of learning (Bolhuis & Voeten, 2004; Ewijk, 2016; Spruce & Bol, 2015).

To comprehend why SRL strategies are seldom taught in the classroom, the researcher explored the lecturers' perspectives of SRL because their belief can have a significant impact on encouraging or hindering changes in teaching methods and innovation (Fives & Buehl, 2008; Lombaerts et al., 2009). The previous study has demonstrated that instructors' beliefs that SRL has a direct, beneficial impact on their self-reported SRL teaching practices (Ewijk, 2016; Lombaerts et al., 2009; Spruce & Bol, 2015). Most of the previous studies explored the students' perspectives and teachers' beliefs about SRL. Nevertheless, research that explored the SRL perspective on the reading ability of EFL lecturers in the English education department of Indonesian universities is under research. Thus, this current study aims to observe the knowledge of EFL lecturers and the implementation of SRL that will give positive impacts on the students' learning to get better achievement through SRL instructions in the classroom setting particularly in reading ability. Moreover, University students in the English education department are strongly advised to gain knowledge of SRL strategies because they will be teachers in the future. SRL strategies can be adopted and transferable, they may lead to creating critical thinkers and autonomous learners as 21st-century skills. Therefore, implementing SRL strategies in the classroom can give advantages for preparing potential teachers. According to the objective of the current study, the following research questions are defined;

1. How do EFL lecturers know about SRL strategies on reading ability?
2. How do EFL lecturers implement SRL strategies on reading ability in the classroom?

METHOD

The research methodology of this study is qualitative design. A qualitative survey method was used to collect data. Open-ended questions were used to gather information from participants, such as recommendations, views, and other responses (Creswell, 2012). The instrument for data collection was an open-ended question, which was adapted from (Seker, 2016) and was modified based on the objective of the present study. It was conducted to identify and find the information related to the perspective of self-regulated learning according to the individual participant and their perception of applying self-regulated learning of reading ability in the EFL classroom. The questions were sent by Google forms.

This study includes five participants of English lecturers who are studying for a doctorate program in language and literature education program at a state university in East Java, Indonesia. There are two male and three female participants who participated in filling out the questionnaire. The participants mostly have 5-10 years of teaching experience, one participant has experience under 5 years, and one participant has more than 10 years of teaching experience. All of the participants teach English at University.

A thematic approach was used to analyze the data. The researchers constructed a theme related to the research questions. A thematic approach is fundamental thing in qualitative analysis because it can provide rich and detailed information from the participants to reflect the reality and unravel the surface of "reality" (Braun & Clarke, 2006).

FINDING

The sections that follow are dedicated to displaying some similar themes that emerged from the content analysis of five participants, regarding the research questions.

Reading ability perception

The first question is asking about the perception of successful learners on reading. “How would you describe a successful learner on reading ability?”. Their answers were:

“Phoneme awareness, decoding, fluency, vocabulary, and comprehension”. (P.1)

“While students are able to apply the reading micro skill by Brown”. (P.2)

“A successful learner must possess critical reading ability led into academic reading ability” (P.3)

“Those who can relate the content to other aspects related to the topic”. (P.4)

“They comprehend the text”. (P.5)

They describe various answers to their perception of reading ability. Participant 1 responded that to succeed in reading the students must have competence like decoding and comprehension. It is similar to a previous study, where the majority of learners connected the reading process with the decoding process and comprehension as the goal of reading (Johns and Ellis, 1976 cited in Moses, 2015). Additionally, vocabulary or word recognition also becomes the purpose of reading likewise the study conducted by Moses (2015) and this ability differentiates them from less-skilled readers (Oakhill & Cain, 2016).

Other participants thought that students must have their background knowledge of the topic to relate to the content. Similarly, students have to combine their background information related to the topic (Birgisdottir et al., 2020). In summary, phonetics, decoding, vocabulary, comprehension, and background knowledge are the activities of reading in the cognitive system that links to highly skilled comprehending readers (Perfetti & Stafura, 2014).

Good L2 readers

The second research question. “What qualities and/or skills do language learners need to develop to be successful in reading?”. This section describes the participants’ knowledge about the skills that can improve the learners to be better readers. It found only three participants who give the answer related to the skills reading. Another two participants did not give suitable answers. It can be assumed that they did not have any knowledge to notice the highly skilled readers’ requirement and it does not represent whether they have been experienced in the short or long duration of teaching experiences.

“Vocabulary, phonetic”. (P.1)

“Lexical comprehension and critical thinking”. (P.4)

“Good comprehension, such as the ability to relate meaning to context”. (P.5)

It has been discussed above that vocabulary, phonetic abilities and lexical comprehension become the factors getting better comprehension in reading (Perfetti & Stafura, 2014). Word knowledge has a positive impact on reading comprehension for children and adults (Carroll, 1993 cited in Oakhill et al., 2003). Furthermore, Schoonen, Hulstijn, and Bossers (1998 in Pang, 2008) claimed that vocabulary acquisition influences L2 reading more than L1 reading. This is especially true at the lower processing levels but as L2 readers acquire higher levels of skill, metacognitive knowledge plays a bigger role in understanding (Pang, 2008).

In contrast, the word knowledge or vocabulary of children may not impact their comprehension ability. However, what matters most is the depth of a child's semantic representations. Better intelligence or vocabulary cannot be regarded to be the determining element for better comprehension (Oakhill et al., 2003).

Beliefs that learning is a constructive activity

The lecturers' beliefs about teaching and learning are important to their implementation of teaching SRL strategies in the classroom setting. The notion of self-regulation is rooted in a constructivist epistemology where the learners are viewed as active actors who evaluate the information they acquire in light of their prior knowledge and generate their interpretations (Vosniadou et al., 2020). According to this viewpoint, educators are more effective when they teach students techniques to improve their learning behaviors, as opposed to just delivering or displaying content-related information (Vosniadou et al., 2020).

This section describes the participants' responses to their implementation of SRL strategies to assist their students in reading skills. It is important to be explored because SRL instruction can increase students' reading ability (Maftoon & Tasnimi, 2014; Morshedien et al., 2017; Morshedien & Hemmati, 2016). The question is "How do you assist your learners in gaining reading skills?"

"Highlight and underline valuable information as they read". (P.1)

"Introduce critical reading skills and model them to students". (P.3)

"Retrieve their background knowledge and connect to the text". (P.5)

Highlighting and underlining valuable information is the identify key points which include the performance phase of the SRL cyclical process (Morshedien et al., 2017). Critical reading skill allows students to be critical thinkers which is also a part of self-regulation strategies (Lai, 2011; Phan, 2010; Qi, 2021). Activating prior or background knowledge is a part of SRL in reading (Cirino et al., 2017).

It is assumed that the participants do not recognize or are unaware of the use of SRL strategies. It shows that the lecturers do not promote SRL instruction in their teaching activities explicitly. On the other hand, implementing direct or explicit education of SRL methods is more successful than implicit instruction (Paris & Paris, 2001).

Beliefs in the importance of SRL for improving achievement

There have been several attempts to test students' and instructors' attitudes regarding the promotion of SRL, but researchers have not examined educators' opinions that SRL can increase student success (Vosniadou et al., 2020). Thus, the fourth question tried to observe the participants' points of view related to promoting SRL in improving students' achievement. The question is "are you familiar with self-regulated learning strategies? If yes, what do they imply for you?". Their responses were:

"Yes. It is the ability to learn autonomously. The ability to read critically without using others' assistance". (P.3)

"Yes, I am. It implies how we gain our self-competence and manage them to successfully achieve our particular purpose". (P.4)

"Yes, self-regulated learning makes me self-motivated as I set my own goals for a particular task and do the self-monitoring until it's done". (P.5)

The responses show that only three of five participants were familiar with SRL. Autonomous learning is one aspect of SRL which is in line with the prior study (Ewijk, 2016) that most responses focused on the autonomous environment not the instruction of strategy. The participant added that learners do not need to ask for help to become autonomous learners. In contrast to the theory that the ability to think critically and ask for help is part of the SRL strategy (Morshedien et al., 2017). Another assistance is needed in the process of SRL.

Other participants stated that SRL is related to self-management to get a particular goal. This perception is related to the definition of self-regulated learning that SRL is defined as a dynamic process in which learners individually activate and sustain cognitions, emotions,

and actions that are systematically oriented toward the achievement of personal objectives (Zimmerman, 2000).

Beliefs in the promotion of SRL teaching strategies in the classroom

The fifth question is about the belief in the use of SRL instruction in the classroom. lecturers' belief may influence their practice of SRL in their teaching activities in the classroom environment. The ability to self-regulate learning is crucial for educators' professional development throughout their careers and for their ability to promote SRL to students (Kramarski & Michalsky, 2009). The question is: "Do you integrate any tasks or activities into your classroom instruction to encourage your learners to become self-regulated learners? Why or why not?". The responses can be seen as follows;

"Students who have the ability to regulate their emotions and behavior are able to better engage with other students and respond to the varying activities of the day". (P.1)

"Yes, I always encourage my students to be autonomous learners through asynchronous activities in my blended course". (P.2)

"Yes, I do. Because self-regulated is a process for years. It cannot suddenly exist or be pushed". (P.4)

"I integrate tasks and activities to encourage my students because self-regulated learning will make them become autonomous learners. By first giving them steps on self-regulated learning, they will learn to learn autonomously even without under the teacher's supervision or instruction". (P.5)

The responses show that most of the lecturers believe in the use of SRL instruction in teaching activities. Similarly, the prior study that interviewed primary and middle school teachers showed that they have a positive belief in SRL in classroom practice (Spruce & Bol, 2015).

Nevertheless, this finding is in contrast to previous research on the interviews with primary school teachers revealed that the teaching of SRL instruction was uncommon (Dignath-van Ewijk & van der Werf, 2012).

DISCUSSION

The findings showed that most of the participants were unaware of the use of SRL instruction on reading ability. Their responses seem unfamiliar with SRL strategies. They explained the reading techniques used in their classroom in other words they do not explicitly give SRL instruction or maybe they are unaware that they use SRL strategies. Their responses indicate that there is the use of cognitive and metacognitive strategies in reading but they did not mention the use of motivational strategies.

The knowledge of SRL may influence the application of the teaching and learning activities in the classroom setting. As stated, the capacity of instructors to implement SRL was related to their pedagogical expertise and student-centered learning values (Kramarski & Michalsky, 2009). There are only three participants familiar with SRL. But in the next section, all five participants stated that they implement the SRL strategies in the classroom. It indicates that their answers are inconsistency or maybe they are confused. In summary, they did not recognize or do not have enough knowledge about SRL. Their teaching experiences as expert lecturers do not have any positive connection to their knowledge of SRL.

Even though they stated that they know what SRL is and believe in the importance of SRL in enhancing academic achievement, they do not know what kinds of strategies are used in the process of SRL. They also do not know how to give SRL instruction to the

teaching and learning activities in the classroom. Additionally, they cannot explain clearly how to encourage the learners in the process of SRL. These findings are in contrast to previous research that elementary and middle school teachers believe in the use of SRL in teaching practice and they also explain richly the use of metacognitive strategies (Spruce & Bol, 2015).

The findings of this current study are almost similar to the prior study in that many teachers are confused about how to help their students in becoming self-regulated learners, despite the widespread agreement with the notion if instructors do not know how to improve their students' self-regulation this might indicate where teacher training should begin (Perry et al., 2008). Based on the previous study and current study, many teachers or educators still do not have any proper capacity to know, implement and practice SRL in the classroom setting.

Numerous empirical evidence showed that educators' beliefs about teaching, learning, and education revealed that their beliefs may impact their behavior and teaching practice (Fives & Buehl, 2008). The lecturers' skills in SRL will impact the formation of their future students' views because these students will surely include some future teachers, the inclusion of SRL in existing teacher preparation programs would result in a long-term shift in teaching and SRL beliefs (Lombaerts et al., 2009).

CONCLUSION

Conclusion

It is important to observe lecturers' perspectives concerning their knowledge and practices of teaching. As SRL and literacy skills are required competence that is recommended by researchers to improve the students' ability of academic achievement. In addition, the Minister of Education of the Republic of Indonesia has stated it in the Independent Curriculum 2022 as the standard competence to create a better generation. It should be developed and started in primary education where it will give an impact on the next education.

The pedagogical knowledge of SRL may give a positive impact on their teaching practice on the student's achievement to increase reading ability. In fact, Indonesian students do not have any high desire to read. Additionally, this current research showed that the participants as lecturers never give any motivational effect to students to read. Where motivation is also included in the SRL strategies.

Suggestions

Due to the significance of twentieth-century education which involves SRL and literacy skills. It suggests to all lecturers help their students use reading strategies in self-regulated learning because the capability to self-regulate is the most critical factor in becoming a competent reader (Morshedian et al., 2017). Lecturers should promote SRL strategies and instruction to help students achieve better reading comprehension in their classroom setting.

Lecturers and all the stakeholders who are aware of these beliefs can foster it by encouraging educators to see teaching as a skill to be developed and needs to give training to them as suggested by Fives & Buehl (2008). Because investments in educators' training for self-regulation will have a direct impact on future recognition of self-regulated learning settings (Lombaerts et al., 2009). Therefore, the government should give training or workshop and give more knowledge of SRL to educators so that they can engage and implement SRL in the classroom setting.

REFERENCES

- Alvi, E., & Gillies, R. M. (2021). Self-regulated learning (SRL) perspectives and strategies of Australian primary school students: a qualitative exploration at different year levels. *Educational Review*, 00(00), 1–23. <https://doi.org/10.1080/00131911.2021.1948390>
- Bai, B., & Wang, J. (2020). Conceptualizing self-regulated reading-to-write in ESL/EFL writing and investigating its relationships to motivation and writing competence. *Language Teaching Research*. <https://doi.org/10.1177/1362168820971740>
- Birgisdottir, F., Gestsdottir, S., & Geldhof, G. J. (2020). Early predictors of first and fourth grade reading and math: The role of self-regulation and early literacy skills. *Early Childhood Research Quarterly*, 53, 507–519. <https://doi.org/10.1016/j.ecresq.2020.05.001>
- Bjork, R. A., Dunlosky, J., & Kornell, N. (2013). Self-regulated learning: Beliefs, techniques, and illusions. *Annual Review of Psychology*, 64(September 2012), 417–444. <https://doi.org/10.1146/annurev-psych-113011-143823>
- Bolhuis, S., & Voeten, M. J. M. (2004). Teachers' conceptions of student learning and own learning. *Teachers and Teaching: Theory and Practice*, 10(1), 77–98. <https://doi.org/10.1080/13540600320000170936>
- Bouchard, M. (2005). *Comprehension Strategies for English Language Learners*. Scholastic Inc.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Chu, L., Li, P. H., & Yu, M. N. (2020). The longitudinal effect of children's self-regulated learning on reading habits and well-being. *International Journal of Educational Research*, 104(April), 101673. <https://doi.org/10.1016/j.ijer.2020.101673>
- Cirino, P. T., Miciak, J., Gerst, E., Barnes, M. A., Vaughn, S., Child, A., & Huston-Warren, E. (2017). Executive Function, Self-Regulated Learning, and Reading Comprehension: A Training Study. *Journal of Learning Disabilities*, 50(4), 450–467. <https://doi.org/10.1177/0022219415618497>
- Creswell, J. W. (2012). *Educational Research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Dignath-van Ewijk, C., & van der Werf, G. (2012). What Teachers Think about Self-Regulated Learning: Investigating Teacher Beliefs and Teacher Behavior of Enhancing Students' Self-Regulation. *Education Research International*, 2012, 1–10. <https://doi.org/10.1155/2012/741713>
- Ewijk, C. D. (2016). Which components of teacher competence determine whether teachers enhance self-regulated learning? Predicting teachers' self-reported promotion of self-regulated learning by means of teacher beliefs, knowledge, and self-efficacy. *Frontline Learning Research*, 4(5), 83–105.

- Fives, H., & Buehl, M. M. (2008). What do teachers believe? Developing a framework for examining beliefs about teachers' knowledge and ability. *Contemporary Educational Psychology*, 33(2), 134–176. <https://doi.org/10.1016/j.cedpsych.2008.01.001>
- Harding, S. M., English, N., Nibali, N., Griffin, P., Graham, L., Alom, B., & Zhang, Z. (2019). Self-regulated learning as a predictor of mathematics and reading performance: A picture of students in Grades 5 to 8. *Australian Journal of Education*, 63(1), 74–97. <https://doi.org/10.1177/0004944119830153>
- Hu, J., & Gao, X. (Andy). (2017). Using think-aloud protocol in self-regulated reading research. *Educational Research Review*, 22, 181–193. <https://doi.org/10.1016/j.edurev.2017.09.004>
- Kramarski, B., & Michalsky, T. (2009). Investigating Preservice Teachers' Professional Growth in Self-Regulated Learning Environments. *Journal of Educational Psychology*, 101(1), 161–175. <https://doi.org/10.1037/a0013101>
- Lai, E. R. (2011). Critical Thinking: A Literature Review. In *Pearson* (Vol. 35, Issue 3). <https://doi.org/10.1046/j.1537-2995.1995.35395184278.x>
- Lombaerts, K., Engels, N., & Van Braak, J. (2009). Determinants of teachers' recognitions of self-regulated learning practices in elementary education. *Journal of Educational Research*, 102(3), 163–174. <https://doi.org/10.3200/JOER.102.3.163-174>
- Maftoon, P., & Tasnimi, M. (2014). Using self-regulation to enhance EFL learners' reading comprehension. *Journal of Language Teaching and Research*, 5(4), 844–855. <https://doi.org/10.4304/jltr.5.4.844-855>
- Minguela, M., Solé, I., & Pieschl, S. (2015). Flexible self-regulated reading as a cue for deep comprehension: evidence from online and offline measures. *Reading and Writing*, 28(5), 721–744. <https://doi.org/10.1007/s11145-015-9547-2>
- Mohammadi, R. R., Saeidi, M., & Ahangari, S. (2020). Self-regulated learning instruction and the relationships among self-regulation, reading comprehension and reading problem solving: PLS-SEM approach. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1746105>
- Morshedian, M., & Hemmati, F. (2016). The Impact of Training EFL Learners in Self-Regulation of Reading on their EFL Literal and Critical Reading Comprehension: Implementing a Model. *Journal of Teaching Language Skills (JTLS)*, 35(2), 2008–8191.
- Morshedian, M., Hemmati, F., & Sotoudehnama, E. (2017). Training EFL Learners in Self-Regulation of Reading: Implementing an SRL Model. *Reading and Writing Quarterly*, 33(3), 290–303. <https://doi.org/10.1080/10573569.2016.1213147>
- Moses, L. (2015). Perceptions about “Good Readers”: Analyzing Curricular, Linguistic, and Socioeconomic Differences. *Journal of Research in Education*, 25(1), 4–14.

Oakhill, J., & Cain, K. (2016). Supporting reading comprehension development: From research to practice. In *Perspectives on Language and Literacy* (pp. 32–40).

Oakhill, J. V., Cain, K., & Bryant, P. E. (2003). The dissociation of word reading and text comprehension: Evidence from component skills. *Language and Cognitive Processes*, 18(4), 443–468. <https://doi.org/10.1080/01690960344000008>

Ohst, A., Glogger, I., Nückles, M., & Renkl, A. (2015). Helping preservice teachers with inaccurate and fragmentary prior knowledge to acquire conceptual understanding of psychological principles. *Psychology Learning and Teaching*, 14(1), 5–25. <https://doi.org/10.1177/1475725714564925>

Oxford, R. L. (2003). *Language Learning Styles and Strategies : an Overview*. Learning, 1–25.

Pang, J. X. (2008). Research on good and poor reader characteristics: Implications for L2 reading research in China. *Reading in a Foreign Language*, 20(1), 1–18.

Paris, S. G., & Paris, A. H. (2001). Classroom Applications of Research on Self-Regulated Learning. *Educational Psychologist*, 36(2), 89–101. https://doi.org/10.1207/S15326985EP3602_4

Perfetti, C., & Stafura, J. (2014). Word Knowledge in a Theory of Reading Comprehension. *Scientific Studies of Reading*, 18(1), 22–37. <https://doi.org/10.1080/10888438.2013.827687>

Perry, N. E., Hutchinson, L., & Thauberger, C. (2008). Talking about teaching self-regulated learning: Scaffolding student teachers' development and use of practices that promote self-regulated learning. *International Journal of Educational Research*, 47(2), 97–108. <https://doi.org/10.1016/j.ijer.2007.11.010>

Phan, H. P. (2010). Critical thinking as a self-regulatory process. *Psicothema*, 22(2), 284–292.
Pintrich, P. R. (2000). The Role of Goal Orientation in Self-Regulated Learning. In *Handbook of Self-Regulation* (pp. 451–502). Elsevier. <https://doi.org/10.1016/B978-012109890-2/50043-3>

Putro, N. H. P. S., & Lee, J. (2017). Reading interest in a digital age. *Reading Psychology*, 38(8), 778–807. <https://doi.org/10.1080/02702711.2017.1341966>

Qi, X. (2021). Effects of Self-Regulated Learning on Student's Reading Literacy: Evidence From Shanghai. *Frontiers in Psychology*, 11(January). <https://doi.org/10.3389/fpsyg.2020.555849>

Seker, M. (2016). The use of self-regulation strategies by foreign language learners and its role in language achievement. *Language Teaching Research*, 20(5), 600–618. <https://doi.org/10.1177/1362168815578550>

Spruce, R., & Bol, L. (2015). Teacher beliefs, knowledge, and practice of self-regulated learning. *Metacognition and Learning*, 10(2), 245–277. <https://doi.org/10.1007/s11409-014-9124-0>

Teng, (Mark) Feng. (2020). Young learners' reading and writing performance: Exploring collaborative modeling of text structure as an additional component of self-regulated strategy development. *Studies in Educational Evaluation*, 65(April 2019), 100870. <https://doi.org/10.1016/j.stueduc.2020.100870>

Trevors, G., Feyzi-Behnagh, R., Azevedo, R., & Bouchet, F. (2016). Self-regulated learning processes vary as a function of epistemic beliefs and contexts: Mixed method evidence from eye tracking and concurrent and retrospective reports. *Learning and Instruction*, 42, 31–46. <https://doi.org/10.1016/j.learninstruc.2015.11.003>

Vosniadou, S., Lawson, M. J., Wyra, M., Van Deur, P., Jeffries, D., & I Gusti Ngurah, D. (2020). Pre-service teachers' beliefs about learning and teaching and about the self-regulation of learning: A conceptual change perspective. *International Journal of Educational Research*, 99(October 2019). <https://doi.org/10.1016/j.ijer.2019.101495>

Zimmerman, B. J. (2000). Chapter 2: Attending self-regulation A social cognitive perspective. In *Handbook of Self-Regulation* (pp. 13–39).

