People's Democratic Republic of Algeria

Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of English Language and Literature

MASTER THESIS

Letters and Foreign Languages

English Studies
Sciences of the Language

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Exploring the role of self-regulation learning on learners reading skill the

case of first year learners at the department of English at Biskra

University.

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A dissertation submitted to the department of foreign languages as partial fulfillment of the requirements for the degree of master's in sciences of the language.

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Academic Year: 2023-2024

Dedication

I dedicate this dissertation with gratitude to my beloved parents, whose support have been my inspiration throughout this journey.

To my brothers and sisters, who have always been there to motivate and encourage me whenever I needed it, thank you.

To my dear friends and classmates, who have stood by me and offered their assistance you made this journey more meaningful and enjoyable.

Finally, to everyone who helped me complete this work your contributions have been invaluable and deeply appreciated.

Acknowledgements

First and foremost, I express my gratitude to Allah for granting me the opportunity and strength to complete this dissertation.

I extend my heartfelt thanks to my supervisor, Mr. Laala Youcef. I am deeply grateful for his valuable feedback and unwavering motivation, Thank you for your constant support and guidance.

I also wish to thank the examiners, Dr.Segeuni, Dr.Nasri, and MRS.Djouamaa for dedicating their precious time to read and provide feedback on my work.

My sincere appreciation goes to all the teachers and students who participated in my questionnaire and contributed to this research.

I am grateful to the community of my university, with whom I have shared the past five years of my life.

Abstract

This study investigates the role of self-regulation learning strategies on the reading skills of first year EFL learners at Biskra University. Reading is considered as an important skill for first year EFL learners, however many of first year EFL learners face obstacles when it comes to improving their reading proficiency. Mainly because of poor reading habits and lack of self-regulation strategies. The lack of self-regulation strategies hinders the academic performance of first year EFL learners. the essential objective of the study is to discover how effectively can self-regulated learning strategies enhance the reading skills of first year EFL learners at Mohamed Khider University of Biskra. The study adopted a qualitative design by using two online questionnaires. The first questionnaire was administered to 26 first-year EFL learners at the University of Mohamed Khider Biskra and the second to 6 teachers in the department of English at Biskra University. the initial findings imply that self-regulation learning strategies offer a considerable enhancement to the reading proficiency of first year EFL learners at Biskra University. The findings of the research showcase the importance of self-regulation learning strategies in EFL educational contexts and deliver insights for educators to improve the reading skills of first year EFL learners.

Keywords: Reading, L1 EFL learners, Self-Regulation, Strategies.

List of Abbreviations and acronyms

EFL: English as a Foreign Language.

EFLL: English as a Foreign Language Learner.

FLT: Foreign Language Teaching.

GPA: Grade Point Average.

MSLQ: Motivated Strategies for Learning Questionnaire.

SR: Self-Regulation.

SRL: Self-Regulated Learning.

SRLS: Self-Regulated Learning Strategies.

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Introduction

Foreign language teaching (henceforth FLT) is primarily dedicated to fostering the proper acquisition of knowledge. Hence the significant emphasis on the teaching of reading skills as an essential element of linguistic acquisition. However various factors diminish and reduce the reading process outcomes such as poor reading habits, lack of time management and the absence of goal and objective setting. Researchers from diverse disciplines have proposed a variety of effective techniques and remedies aimed at enhancing the reading proficiency of learners of English as a foreign language (henceforth EFLL) such as (Shaywitz et al., 1999; Holmes et al., 2009; Torgesen et al., 2012. Daniels, 2002; Boss, 2011). The proposed techniques range from simple tasks such as repeated reading, chunking and pacing and word recognition games. As well as cognitive stimulation while incorporating critical thinking, project-based learning and literature circles being complex remedies to enhance reading.

To better serve the process of enhancing the reading skill self-regulation learning strategies (henceforth SRLS) are employed. Self-regulation learning (henceforth SRL) opts for the autonomous interventions to augment learning and acquisition of knowledge. To enhance student's performance SRL offers students insights and strategies such as Goal setting, planning and self-monitoring which construct the core of SRL. The goal is to make the necessary adjustments based on the mentioned strategies to regulate learning or in this case reading. This study seeks to determine its potential in enhancing the reading abilities of L1 EFL learners at Biskra University. In essence, this research seeks to understand how incorporating SRL and SRLS can impact the reading skills of L1 EFL learners at Biskra university.

1- Statement of the problem:

reading is considered as one of the main tools for learning foreign languages either in academic or real-life contexts. Developing effective reading skills is crucial for English as a foreign language learners to achieve their academic goals. Many learners may find it hard to perform readings on foreign texts simply because of a lack in one of the reading skills. While many factors contribute to these difficulties, the lack of self-regulation learning strategies plays a key role. The goal of self-regulation learning is to promote learners' self-regulatory behaviors and deepen their understanding of the learning process, it addresses different levels of self-regulation, such as task level and process level. Self-regulation learning involves learners actively monitoring their performance and identifying their strengths and weaknesses.

Therefore, this study aims to explore the effects of using self-regulation learning strategies on the reading skills of L1 EFL learners at Biskra University.

Through exploring the impact of self-regulation learning on various aspects of reading this study seeks to determine its potential in enhancing the reading abilities of L1 EFL learners.

 In essence, this research seeks to understand how incorporating self-regulation learning strategies can impact the reading skills of L1 EFL learners at Biskra University.

2- Significance of the study

The pivot of the investigation is to analyze an Indispensable skill such as reading. Since the early years of human development reading served as the torch of prosperity and literacy. The work of philosophers, artists, and authors made sure to relay the required material for an efficient learning experience. this study can contribute to the educational field by providing insights into the effectiveness of using SRLS to enhance EFL learner's reading skills. The

results of the inquiry can help educators make informed decisions on incorporating SRLS in the classroom to enhance learning or specifically reading.

3- Research questions

RQ1: Does the use of self-regulation strategies improve the reading skill of first year EFL learners?

RQ2: What are the major reading obstacles that face L1 EFL learners?

4- Aims of the study

This study seeks to display the use of self-regulation learning specifically the use of self-regulation learning strategies amongst L1 EFL learners while reading. These are the essential aims and goals of the study:

- To Highlight the importance of reading for L1 EFL students.
- To Raise students' awareness on the use of self-regulation strategies.
- To Explain how self-regulation strategies could enhance L1 EFL learner´s reading skill.

5- Research hypothesis

Based on the mentioned questions, we hypothesize:

If first year EFL students at Biskra university use self-regulated learning strategies to enhance their reading skill, they will display better proficiency to reading.

6- Research methodology 6.1 Method:
To gather data for this study, we adhered to qualitative research methods, aiming to enhance the objectivity of our research findings. To achieve this goal, we administrated a questionnaire to L1 EFL learners in the department of English at Biskra University and teachers' questionnaire to teachers of various English

modules in the department of English at the University of Mohamed Khider Biskra . Such data collection methods are deemed suitable for addressing our research inquiries.

6.2 Population

The population used to conduct this study consists of (683) learners of First Year at the Department of Foreign Languages, English Division at the University of Biskra of the academic year 2023/2024.

The sample used for the current research consists of (26) learners registered in the First-year English studies. They were chosen randomly; also, we have selected (6) teachers who have been teaching different modules from the population, in order to help us to fulfill our study with valid and reliable data.

6.3 Research Tools

Throughout this investigation, we intend to implement the descriptive method that requests data gathering tools which are used to investigate the effect of self-regulated learning in enhancing student's reading skill; the tools consist of a learners' questionnaire and a teachers' questionnaire.

7- The Structure of the study

The inquiry at hand is divided into three main chapters. The first chapter is concerned with the definition and overview of reading and its types and strategies. in addition to the major reading difficulties and the importance of reading.The second chapter is devoted to discussing self-regulated learning by providing an overview of self- regulated learning and its definitions, techniques and construct. As well as a display of self-regulated learning modules. Succeeded with a contextualized look on Self-regulated learning and reading comprehension. Finally, chapter three is concerned with the data analysis of the learner's

questionnaire and the teacher's questinnaire. The aim is to validate or challenge our hypothesis and offer insights into the research questions.

Chapter I:
Reading an Overview

Exploring the Effect of Self-Regulation Learning on the Reading Skills of EFL Learners

Introduction

Reading as a skill is one of the most indispensable perks of EFL learners, it paves the way to knowledge, linguistic acquisition and cognitive practice. Hence the extensive adoption of reading in different EFL classrooms across several levels with the aim of enriching information and promoting cognitive thinking. learners are urged to partake in continuous reading activities weather reading as a part of classroom instruction, reading for personal growth or simply reading for entertainment. Additionally academic officials tend to deliver and construct many opportunities for learners to practice reading such as creating book clubs and organizing reading tournaments. As a process reading offers a multifaceted approach to fortifying learners' academic prowess, where it enables them to analyze texts and acquire professional and academic forms of speaking and writing production. This chapter will provide an overview of the main components and the key concepts related to the term reading. Firstly, we will start with the definition of reading, explaining its types. Moreover, we will discuss what is the essence of reading. Then, we will present the various purposes and strategies of reading. In addition, we will analyze the major difficulties that learners face when reading, and we will conclude the chapter with the importance of reading.

I.2 Definition of Reading:

It is of a complex nature to define reading using words only. Different scholars from a variety of disciplines put forward substantial efforts to define and analyze reading. One of several reasons that makes it hard to define reading is the fact that the purpose of reading differs from one reader to another. Some read for leisure while others read for academic achievement. Nevertheless, this did not stop researchers from showcasing what is reading. From a psycholinguistic point of view Goodman in Wray (2004: 8) argues that reading can

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be considered as a guessing game where our thoughts and language interact. Simply put good reading is not solely about identifying every single detail perfectly. Instead, it is about being good at choosing the most important clues to make accurate guesses right away. As per Johnson (2008: 3), "reading is the practice of using text to create meaning". This means that reading is all about understanding text. It is important for reading activities to be interesting so that readers pay attention and enjoy reading. A simpler approach into defining reading is illustrated in the view of Moreillon (2007.p.10) where reading involves utilizing both written and visual elements to comprehend the intended meaning or message within a text, in other words reading is the process of making sense from print. Reading is considered as an individual practice. It is an act that could be performed in private, public or even in incarceration. Also as suggested by McKee (2012, p.45). "Reading is both a receptive and active process" an active process where a reader deploys several attained abilities and a receptive process where the reader derives meaning from written discourse. A successful reading session is usually performed by combining several skills and strategies of reading as highlighted by Anderson (1999) "reading is … an active fluent process which involves the reader and the reading material in building meaning" (p.1). "Reading is about understanding written texts. It is a complex activity that involves both perception and thought" (Pang, Muaka, Bernhardt& Kamil, 2003, p.6). this goes further to emphasize that reading is directly correlated to the reader, Where Rumelhart (1977.p.5) claims that "reading involves the reader, the text ". Furthermore, Grabe&Stoller (2002), define reading as "the ability to draw meaning from the printed page and interpret this information appropriately" (p. 9). In addition, it is pertinent to mention that the brain is responsible for most of our linguistic functions. However, the human brain is not equipped with the reading ability since birth. We are required to use other parts of our brains that developed to do other things. This leads us to the conclusion that in order to develop the reading ability we need to adjust the

functions of certain brain parts. Studies showed that reading happens by combining three parts of the brain. According to Shaywitz et al. (2002) The left frontal lobe of the brain activates to understand letters and words. As per Price and Devlin (2003) The anterior temporal lobe then analyzes the flow of words and their tense. Pursuant to Kensinger and Corkin (2003) the limbic system activates emotions for you to accept and retain information.

I.3 Types of reading

I.3.1 Extensive Reading

Supplementary reading or as it is referred to now extensive reading is the kind of reading that emphasizes quantity over depth. Simply put extensive reading focuses on reading large quantities of texts rather than diving deeply in each detail of the text. According to Day and Bamford the main aim of extensive reading is 'to get students reading in the second language and liking it' (p.6). According to (Rendaya et al) as mentioned in Day et al. (1998) reading extensively is all about reading lots and lots of print material. Even though we do no not know how much reading is required to attain the most learning gain, we are aware of the fact that the more learners read the more benefits they get. As per Day et al. (1998) extensive reading "can be defined as the independent reading of a large quantity of material for information or pleasure." According to Day and Bamford (1998) there are 10 elements that constitute what goes on in extensive reading:

1. Students read large amounts of printed material.

2. Students read a variety of materials in terms of topic and genre.

3. The material students read is within their level of comprehension.

4. Students choose what they want to read.

5. Reading is its own reward.

6. Students read for pleasure, information, and general understanding.

7. Students read their selection at a faster rate.

8. Reading is individual.

9. Teachers read with their students, thus serving as role models of good readers.

10. Teachers guide and keep track of student progress.

I.3.2 Intensive Reading

As a reading activity intensive reading is carried out in the classroom with the teacher being a facilitator of the activity. Macalister (2011) describes what goes on in intensive reading as 'Learners are provided with support, typically by the teacher, to make sense of texts that are too difficult for the learners to read successfully by themselves. After reading, learners are usually expected to answer a series of comprehension questions.' What is noted here is that usually when students intensively read, they read material that exceeds their level of comprehension. Therefore, aid by the teacher is necessary to maintain elaboration. According to Richards and Schmidt (2010), intensive reading involves progressing in language learning with the guidance of a teacher. It is carried at a slower pace and requires a deeper level of comprehension. As per Brown (1988), intensive reading is considered with classroom activities with the goal of analysing grammatical forms, discourse markers, and other structural details of language. The aim is to study various aspects of language in depth. A simple definition is put through by (Koay, 2015) stating that Intensive reading means reading every word of a text very carefully and thoroughly. It's about diving deep into short texts with clear goals in mind. Intensive reading requires significant mental concentration and attention. Therefore, learners who perform intensive reading should stick to specific guidelines to avoid boredom and burnout, as highlighted by Lampariello (2017).

I.3.3 Critical Reading

Critical reading opts for a comprehensive assessment of material, which stands for the reader's ability to deduct the necessary information to describe, challenge or fully understand the material at hand. This task is done through the application of certain processes such as the interpretation of text. Models, questions and theories are also considered as main factors to achieve clarity and realization of a given text or in other words critically read. Critical reading offers means to construct a clear identification of the different viewpoints on a certain topic where the reader should be able to consider the topic from different angles. Critical reading offers the perquisite of identifying biases of both the reader and text constructor. As well as discovering similarities and differences between viewpoints. As per Deborah Knott from the university of Toronto 'To read critically is to make judgements about how a text is argued. This is a highly reflective skill requiring you to "stand back" and gain some distance from the text you are reading.' Knott emphasizes the bird's eye approach when critically reading allowing the reader to analyse text through multifaceted approaches. Thus, maintaining a holistic picture of text.

According to Daniel J. Kurland goals of critical reading are as follows:

- To recognize an author's purpose

- To understand tone and persuasive elements

- To recognize bias

Notice that none of these goals refers to something on the page. Each requires inferences from evidence within the text:

- Recognizing purpose involves inferring a basis for choices of content and language.
- recognizing tone and persuasive elements involves classifying the nature of language choices.
- recognizing bias involves classifying the nature of patterns of choice of content and language.

I.3.4 Reflective Reading

As an element in the reflective method of teaching and learning reflective reading encourages learners to revisit their past experiences, actions, and decisions, while also refurbishing their choices and beliefs (Hussein, 2018). This goes on to highlight that learners are encouraged to question the text and their prior knowledge after reading the text. Huge emphasis is set on reflection during reading where analysis and evaluation are crucial to increase understanding and absorb the information displayed in text. As per Larking (2017, p. 58), Usually when learners reflect on reading texts, they summarize the key and main ideas of the text and discuss what they deem interesting, surprising, or confusing. Wu (2015) emphasizes the importance of the use of reflective reading strategies to improve academic literacy. The strategies urge students to establish direct links of their own beliefs and experiences with the texts they read. Suspicion, questioning, and discussion is What follows naturally after conducting reflective reading. Therefore, certain strategies proved fruitful when carrying out reflective reading. According to Nourdad (2017, p. 268), the strategies consist of:

a. Think-aloud: Students remember what they've learned by talking through their thoughts out loud.

b. Writing journal: learners are encouraged to create a basic journal to document their reflections on what they learnt and experienced during reading. The journal helps learners structure their inquiries and integrate new knowledge acquired from their reading materials.

c. Self-evaluation: Students can dedicate a short period of time to reflect on all that has happened during reading. This strategy can be carried independently, as they review what they learnt or with the guidance of teachers for additional support.

d. Reflective peers: Learners are encouraged to work in pairs or groups to discuss the challenges and obstacles encountered during reflection, as well as exchanging questions and discussing perspectives on the topic at hand.

I.3.5 Interactive reading

As an approach to reading interactive reading is defined as reading aloud children's books as part of a structured plan implemented by a practitioner (Meller et al., 2009). Interactive reading is characterized by the active involvement nature of the reader. Where the reader interacts with the text through asking questions, making predictions, discussing themes and ideas, or even physically interacting with the text (by highlighting, annotating…etc). when carrying out interactive reading the reader is not simply absorbing information According to Fu (2016) 'the interaction between the reader and the reading text is a process in which the reader can manipulate textual knowledge and cognitive skill. In other words, it is an active learning process of which the basic approach is to engage the reader in understanding the text.' Rather than simply absorbing the information the reader actively manipulates it using his or her cognitive abilities to make sense of the text. The goal of active reading is to make sure that the reader comprehends and understands the text by actively participating in the reading process.

I.3.6 Choral Reading:

The pivot of choral reading is unison. 'Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.' (Choral Reading | Reading Rockets, n.d.). in this group activity multiple readers read aloud from the

same text simultaneously. The readers read in unison following a pace set by the leader of the group or the educator. In rural conditions choral reading proves to be widely efficient according to Hamel as mentioned in Robert, 1954:

> choral reading solves one of the baffling problems of the rural school where small classes, perhaps only one or two in a grade, are a handicap in simulating interest and ability. Many selections recommended for choral reading are about as good for the whole school to read together, or at least several grades, as they are for the grade to which they are assigned. (Robert,1954)

Furthermore, according to Khairiah (n.d.) 'Choral reading helps build students' fluency, self-confidence, vocabulary knowledge, motivation, and enjoyment of literature'. The collective activity of choral readers crates a harmonic environment for the readers, this non discriminating act instils a sense of equality which diminishes students' differences and fosters group work.

I.4 Purposes of reading

The reasons why learners engage in reading vary in purpose and in context. Their purposes vary widely based on personal, academic or professional needs. Nunan (1999, p. 251) highlights the compilation by Rivers and Temperley (1978, p. 187), who identified seven primary purposes for reading:

1. To obtain information for some purpose or because we are curious about

some topic.

2. To obtain instructions on performing some task for work or daily life (e.g.,

understanding how an appliance works).

3. To act in a play, play a game, or complete a puzzle.

4. To keep in touch with friends by correspondence or to understand business

correspondence.

5. To know when or where something will take place or what is available.

6. To know what is happening or has happened (as reported in newspapers,

or magazines).

7. For enjoyment or excitement.

Highlighting a purpose for reading helps learners to identify proper reading materials, strategies and critical thinking approaches. According to Elliott, (2021) Reading with a purpose increases motivation which is a key element in the learning programs as well as being a crucial construct of successful readings.

I.5 Reading Strategies

In order to fully grasp what is read learners tend to develop tailored reading strategies. According to Elliott, (2021) these strategies are mainly taught by instructors and applied by learners to maximize reading comprehension. As per Grabe and Stoller (2020, p.10), "reading strategies are most evident and important when readers look for ways to address a

problem or a specific goal while reading (usually with more advanced and more challenging texts)." It is safe to say that reading strategies help learners to navigate more challenging texts and increases the comprehension potential. Nunan (1999, p.265–266), puts forward a list of the common strategies used by readers as follows:

1. Having a purpose: it is important for students to have a clear purpose and to keep in mind what they want to gain from the text.

2. Previewing: conducting a quick survey of the text to identify the topic, the main idea, and the organization of the text.

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3. Skimming: looking quickly through the text to get a general idea if what is about.

4. Scanning: looking quickly through a text in order to locate specific information.

5. Clustering: reading clusters of words as a unit.

6. Avoiding bad habits: avoiding habits such as reading word by word.

7. Predicting: anticipating what is to come.

8. Reading actively: asking questions then reading for answers.

9. Inferring: identifying ideas that are not explicitly stated.

10. Identifying genres: identifying the overall organizational pattern of a text.

11. Identifying paragraph structure: identifying the organizational structure of a paragraph, for example whether it follows an inductive or a deductive pattern.

12. Identifying sentence structure: identifying the subject and the main verb in complex sentences.

13. Noticing cohesive devices: assigning correct referents to proforms and identifying the function if conjunctions.

14. Inferring unknown vocabulary: using context as well as parts of words (e.g., prefixes, suffixes, and stems) to work out the meaning of unknown words.

15. Identifying figurative language: understanding the use of figurative language and metaphors.

16. Using background knowledge: using what one already knows to understand new ideas.

17. Identifying style and its purpose: understanding the writer's purpose in using different stylistic devices, such as a series of short or long sentences.

18. Evaluating: reading critically and assessing the truth value of textual information.

19. Integrating information: tracking ideas that are developed across the text through techniques such as highlighting and notetaking.

20. Reviewing: looking back over a text and summarizing it.

21. Reading to present; understanding the text fully and then presenting it to others.

All of this goes to prove that reading strategies are too good to be ignored during reading instruction as highlighted by Farrell:

> Research suggests that effective reading strategies can be taught to ELLs and that our students can benefit from such instruction. Strategy instruction also develops student knowledge about the reading process, introduces ELLs to specific strategies, and provides them with opportunities to discuss and practice strategies while reading. (2009, p.9)

I.6 Major obstacles when reading

Hornby (1986), states that the word obstacle refers to something in the way which impedes progress to make it difficult. Wood, (2001:29) suggests that 'reading is a very complex process and that this reason is not surprising to find students encounter problems in learning to read '. According to Alderson, (2000) while reading a text, learners may face many factors that assist in being one of the obstacles that causes difficulties in text comprehension. One of those factors is language knowledge. Where if the readers are not familiar with language texts, they will encounter obstacles in decoding the text. Another obstacle is highlighted in the words of Krashen, (1998) where he asserts that if a passage is constructed of a plethora of unfamiliar words it will result in difficulties of comprehension. Difficulties may also be the bit by bit or word by word decoding procedures for the purpose of aligning the overall text. Montes, Botero and Pechtalt (2009, p.55), suggest that learners "struggle during the reading process with how to decipher a text in English, grasping isolated bits which, in the

end, are not harmonized.". a further hurdle that obstructs readers is dyslexia it can be categorized in the inherent deficiency to phonologically process texts and decode words not only in L2 texts but even in L1 texts. Wood states that:

> Dyslexia is one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflect insufficient phonological processing. In addition to, problems with reading are problem acquiring proficiency in writing and spelling. (2001. P, 35)

A simple foul choice of topic may cause reading difficulties. The selection of a non-suitable genre for the learners by an instructor result in ambiguous texts that are incomprehensible by the learners as highlighted by Harmer, (2001) "many receptive skills activities prove less successful than anticipated because the topic is not appropriate or because students are not familiar with the genre they dealing with". Another reading obstacle can be drawn to poor reading fluency. A bad language reader will not be able to read texts swiftly while paying attention to punctuation and intonation. Micheal et al, stated that:

> Non fluent reader can find reading punishment. they may be so unmotivated to read that they do not choose to read and, therefore, do not enjoy the benefits of reading such as increased vocabulary and fluency. This is a vicious cycle that can result in a trajectory of poor achievement that is difficult to reverse. (2007:83)

I.7 The importance of reading

According to Universitas Teknokrat Indonesia reading serves as a tool to expand vocabulary, increase knowledge, and stimulate mental processes. These benefits emphasize the importance of reading be that is it may for pleasure knowledge or learning, such positive effects fuel the reading instruction to expand across contexts and disciplines. Since reading exceeds the classroom context learners who partake in off-classroom readings acquire information that would prove to be beneficial during learning. Hudson as cited in Ariyanto, (2011) suggests that:

> "Only by reading, the people can acquire the speed and skill he will need for practical purpose when he leaves the school. In our literate society, it is so hard to imagine any skilled work that does not require the ability to read".

Exceeding cognitive dimensions reading offers major health benefits. As per Staff (2023) reading as little as six minutes per day serves as a tool for stress reduction. Staff goes on to highlight that reading serves as a potential element to increase memory. On a psychological level Staff suggests that reading decreases loneliness and increases readers empathy.

Conclusion

This chapter addressed earlier research on the subject of reading and its types. The chapter also presented a review of the essence of reading highlighting its purposes and strategies. in addition to addressing related ideas about reading, the presented literature reinforces the crucial nature of teaching reading and its importance to foster on and off-classroom reading activities. In summary, the literature review on reading and reading instruction strongly supports that reading is of a paramount importance to EFLLs and strongly compels them to partake in comprehensive reading sessions.

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Chapter II:

Self-Regulation Learning

Exploring the Effect of Self-Regulation Learning on the Reading Skills of EFL Learners

Introduction

Alongside being self-oriented, humans are also goal oriented. Either fulfilling personal goals, work goals or even entertainment goals, the need to set goals and strive to achieve them produces a clear vision to what we need to do next or what we will achieve through the journey. Those who set their own goals and plan to achieve said goals are also referred to as self-regulated people. Self-regulated people are those who invest in autonomous planning and intervention to achieve objectives. In an educational context EFL learners can incorporate an inherent course of action, that is optimized to serve as their autonomous learning system or as their self-regulated learning system. The self-regulated learning systems provides learners with an arsenal of strategies such goal setting, planning, and self-monitoring to approach their studies. The ultimatum is to provide learners with a framework that allows to monitor and adjust their learning as they deem fit. This chapter will provide an overview of the main components and the key concepts related to the self-regulated learning (henceforth SRL). Firstly, we will start with the definitions and background of SRL, explaining its strategies. Moreover, we will discuss what is the essence of SRL. Then, we will present the various models of SRL. In addition, we will discuss the major mechanisms and constructs that shape SRL, and we will conclude the chapter with SRL and reading instruction.

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II.1 The Definition of SRL

To put things in perspective, the first person who sparked self-regulation into learning was Gardner (1963). Zimmerman, (1990) highlighted that Gardner "recognized the importance of personal initiative in learning" where Gardner suggested that the ultimate goal of education systems was to "shift to the individual the burden of pursuing his own education" (1963, p. 21). It was of the utmost importance to Gardener that learners are directly engaged, responsible, and involved in their own learning. Broadly speaking Zimmerman and Moylan, (2009) suggested that Self-regulation (henceforth SR) is a psychological concept that encourages individuals to partake in the autonomous generation as well as the adjustment, planning, and modification of their ideas, behaviors, and feelings based on the received feedback to accomplish self-set goals. Aswell as in (2002) Zimmerman addressed SR as "self-generated thoughts, feelings, and behaviors that are oriented to attaining goals.". Speaking of cross-context situations of SR in this situation learning, Panadero and Alonso-Tapia (2014) explored the multifaceted nature of SRL where they defined it as "goal setting, preparation, strategy selection and application, self-evaluation, and self-monitoring.". also, from a learning perspective SR is identified "as the degree to which students are metacognitively, motivationally, and behaviorally active participants in their own learning processes." Zimmerman (2013, pp. 137). self-regulated learning involves learners being actively involved in their own learning process in terms of monitoring and controlling their thinking, staying motivated, and engaging in behaviors that support learning. Similarly, Pintrich (2000) emphasized the construct of active planning and initiation of goals by learners who aim to be self-regulated, he defined SRL as:

> Active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features of the environment.

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> These self-regulatory activities can mediate the relationships between individuals and the context, and their overall achievement. (p. 453)

SRL learning allows learners to become "masters of their own learning" (Zimmerman and Schunk 1989) by providing strategies that helps them set personal goals and plans of action that are dynamic and customizable along the learning journey. As per Panadero, (2017):

> Self-regulated learning (SRL) includes the cognitive, metacognitive, behavioral, motivational, and emotional/affective aspects of learning. It is, therefore, an extraordinary umbrella under which a considerable number of variables that influence learning (e.g., self-efficacy, volition, cognitive strategies) are studied within a comprehensive and holistic approach.

Therefore, SRL is an asset that helps learners "transform their mental abilities into academic skills." (Zimmerman, 2002). Panadero (2017) goes on to explain that SRL encompasses aspects that directly intervene with learners' efficiency and performance where he highlights that:

> Self-regulated learning (SRL) includes the cognitive, metacognitive, behavioral, motivational, and emotional/affective aspects of learning. It is, therefore, an extraordinary umbrella under which a considerable number of variables that influence learning (e.g., self-efficacy, volition, cognitive strategies) are studied within a comprehensive and holistic approach.

According to Pintrich, (2000) there are four common assumptions about self-regulated learning. First, self-regulated learners are more than passive consumers of information, when learning they actively create strategies, goals, and meaning. Second, self-regulated learners can to some extent, monitor and influence their actions. Third, self-regulated learners create goals or standards to evaluate the efficiency of their learning and make changes if necessary. Fourth, the learners employ self-regulation techniques to manage external factors and personal traits in order to improve their academic success and performance. The ultimate goal of self-regulated learning (SRL) is to empower individuals to become independent, effective learners who can take control of their own learning processes. It involves learners

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actively monitoring, controlling, and regulating their cognition, motivation, and behavior in order to achieve academic, personal, and professional goals.

II.2 Constructs of SRL

According to Dutton (2020)" Self-regulation does not arise by itself; like some other soft skills, it must be nurtured and trained across education." Therefore, setting a clear definition of SRL constructs or components is crucial to explain to learners the nature of SRL.

II.2.1 Meta-Cognition

Schunk (2005) defined cognitive processes in self-directed learning as cognitive strategies that focus on the learner's use of strategies by which to process information or knowledge gained from lectures or textbooks. Whereas Meta-cognitive strategies involve the strategies that learners use to monitor or control their own cognition (their own thinking), such as goal planning or the monitoring of one's comprehension. Metacognition involves awareness and understanding of one's own thought processes, learners who are skilled in metacognition are able to monitor their thoughts, evaluate their understanding of matters, and regulate both themselves and their learning strategies. Zimmerman (2000) suggested that metacognition comprises every element of cognitive self-regulation, where learners who are metacognitively aware are able to set plans, priorities and detect deficiencies of learning performance.

II.2.2 Motivation

Motivation and self-regulated learning are interrelated, Motivation is crucial for academic success and personal development. As per Zimmerman, (1990) "self-regulated learning requires more than cognitive skill; it requires a will or motivational component as well.".

Motivation portrays the willingness to engage in learning and desire to learn the course content (Noe, 1986; Noe & Schmitt, 1986; Pintrich, Smith, Garcia, & McKeachie,1993). Learners' awareness of the fact that they are responsible of their own development serves as the fuel to their initiation of self-regulatory behaviors. Where Zimmerman, (1990) asserts that "when students understand that they are creative agents, responsible for and capable of self-development and self-determination of their goals, their self as an agent will provide the motivation necessary for self-regulation". (P, 11)

II.2.3 Planning

In a learning context planning is where learners create a roadmap for their learning journey. The core of this step is to set goals of dynamic nature in both timeframe and realization. When learners engage in planning activities, they contemplate through what they need to learn and set task-specific goals (Pintrich, 2000; Zimmerman, 2000). Usually when facing unusual tasks and situations individuals come up with plans to figure out how to navigate their way through these situations, and these plans help them decide what ways they can use to achieve what they want. (Locke & Latham, 2002).

II.2.4 Monitoring

Monitoring involves actively observing one's own performance and comprehension of the course material (Kanfer & Ackerman, 1989). Monitoring is an essential element of self-regulation because it allows individuals to comprehend their own knowledge level, which then leads to the alteration of the individual's emotions, thoughts, and actions. (Pintrich, 2000). Zimmerman, (2000) asserts that thorough monitoring increases the regulation of learning due to its effect of identifying what individuals already know and highlights where they need to focus their efforts.

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II.2.5 Attention

Attention stands for the extent to which individuals maintain their mental engagement and focus during training (Zimmerman, 2000). Being attentive is a pivot of acquiring weather soft skills or more complex skills and perks.

II.2.6 Learning strategies

The selection of proper learning strategies is concerned as pivotal in controlling cognitive activities. Learning strategies are of high importance when it comes to dissecting and reorganizing complex tasks (Zimmerman, 2000). According to Cohen, (1998) language learning strategies are:

> Those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language. (p. 4)

Oxford (1989) defines language learning strategies as "the often-conscious steps of behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information" (p. 4).

II.2.7 Persistence

When learning most learners are subject to lack of attention, boredom, or hindered progress towards goals. However, persistence allows learners to learn and concentrate at the material at hand (Elliot et al., 1999). Goal setting and feedback are agents that increase persistence, also persistence is linked to self-efficacy where the more persistent the individual is the efficient his efforts will be (Bandura,1977; Frese & Zapf, 1994; Locke & Latham, 2002).

II.2.8 Time management

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Drucker suggested that "Time is the scarcest resource and unless it is managed nothing else can be managed." Allocating enough time for each task and activity of learning as well as creating schedules is a necessity for each learner. As per Steel, (2007) The direct opposite to time managing is procrastination where individuals intentionally delay the course of actions even though they aware of the fact that the delay will result in worse outcomes.

II.2.9 Environmental structuring

Environmental structuring is concerned with choosing a place that is supportive of learning. The location should be quite and free from distractions (Pintrich, 2000). As a component of SRL environmental structuring opts for monitoring of the learning environment and the removal of any agents that cause distractions or shifts in the attention of learners (Zimmerman, 1998).

II.2.10 Help seeking

Help seeking is related to the extent individuals pursue assistance when they encounter obstacles of comprehending concepts when training (Pintrich et al., 1991). A good self-regulated learner is aware of when, why, and to whom he/she should request assistance of (Pintrich, 2000).

II.2.11 Emotion control

Emotional control is involved with the learner's ability to monitor, manage, and regulate their emotions effectively during the learning process. Additionally, Emotion control constrains the interference of performance anxiety and negative emotions when performing tasks (R. Kanfer, Ackerman, & Heggestad, 1996).

II.2.12 Effort

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Learners' exertion of time, mental, and physical energy to achieve a certain goal is considered as efforts to learn. Pintrich, 2000 asserts that individuals regulate their devoted efforts to learning by inspecting behavior and feedback on their performance.

II.2.13 Self-evaluation

Zimmerman, (2002) defines self-evaluation as "self-evaluation, refers to comparisons of self-observed performances against some standard, such as one's prior performance, another person's performance, or an absolute standard of performance.". Also, Kanfer and Ackerman (1989) self-evaluation is measuring the initiated progress towards goals by comparing the individual's current level of knowledge with the goal state.

II.2.14 Self-efficacy

Self-regulated learners are expected to conjure up cognitive agents to perform tasks. According to Zimmerman (2000) self-efficacy is concerned with learner's "innate abilities and capacities whether or not he or she can succeed or achieve competence in a prospective academic task". Also, Santrock (2007) asserts that learners with optimal self-efficiency will utilize self-regulated learning skills that include setting goals for performance, planning and managing time, having positive beliefs about their abilities, paying attention and concentrating on instructions, organizing effectively, repeating and coding information, defining a conducive environment, utilize social resources effectively, focus on positive influence, make attributions of failure and success. Duncan & McKeachie (2005) suggest that self-efficacy is the individual's conviction of having the knowledge, skills, and abilities required to perform well in a certain course or on a specific task. Being a self-regulated learner is being able to "activate, alter, and sustain specific learning practices in solitary as well as social settings, in informal as well as formal instructional contexts" (Zimmerman, 1986).

II.3 Models of SRL

II.3.1 Zimmerman's Cyclical Phases Model

Zimmerman's view of SR as the interaction of personal, behavioral, and environmental processes lead him to construct the cyclical phases model. As per, Khan-Galaria (n.d.) the model has three characteristics "(1) it is triadic in nature, (2) it conceptualizes SRL as a cyclical process, and (3) it acknowledges the key influences on SRL from physical and social resources in the environment". The model is organized in three phases:

A- The forethought phase: EL-Henawi et al (2010) assert that it refers to the processes and beliefs that happen before learners start to learn. the learners analyze the activities, set goals, and plan a course of action to achieve these goals. Also, this phase is characterized with the learners' motivational beliefs that fuels the process and initiates learning strategies. The two major processes in the forethought phase are task analysis and self-motivation. Task analysis "involves goal setting and strategic planning." (EL-Henawi et al, 2010). Whereas self-motivation "stems from students' beliefs about learning, such as self-efficacy beliefs about having the personal capability to learn and outcome expectations about personal consequences of learning." (EL-Henawi et al, 2010).

B- Performance phase: "It refers to processes that occur during behavioral implementation." (EL-Henawi et al, 2010). While learners are performing the task they monitor their progression as well as using self-control strategies to guarantee the optimum cognitive engagement and motivation for the task.

C- self-reflection phase: "It refers to processes that occur after each learning effort." (EL-Henawi et al, 2010). As per Panadero, (2017) in self-reflection phase "Students

assess how they have performed the task, making attributions about their success or failure. These attributions generate self-reactions that can positively or negatively influence how the students approach the task in later performances."

Using the model in a study DiBenedetto and Zimmerman (2010) studied 51 high school seniors that were partaking in science courses the investigation found that higher achievers showcased more use of subprocesses from Zimmerman's model. Additionally, according to Panadero, (2017) using the model "Cleary and Zimmerman (2001) studied the SRL skills showed by adolescent boys who were experts, nonexperts and novices in basketball, finding that experts performed more SRL actions."
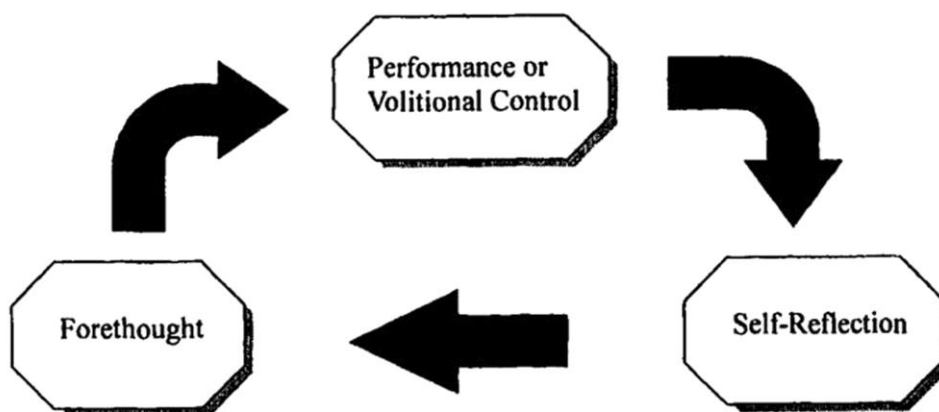
TABLE 1   Phase Structure and Subprocesses of Self-Regulation

Cyclical self-regulatory phases		
Forethought	Performance/volitional control	Self-reflection

Task analysis
  Goal setting
  Strategic planning
Self-motivation beliefs
  Self-efficacy
  Outcome expectations
  Intrinsic interest/value
  Goal orientation
	Self-control
	  Self-instruction
	  Imagery
	  Attention focusing
	  Task strategies
	Self-observation
	  Self-recording
	  Self-experimentation
		Self-judgment
		  Self-evaluation
		  Causal attribution
		Self-reaction
		  Self-satisfaction/affect
		  Adaptive-defensive

Figure 1: Cyclical phases model (1st version). Adapted from Zimmerman (2000).
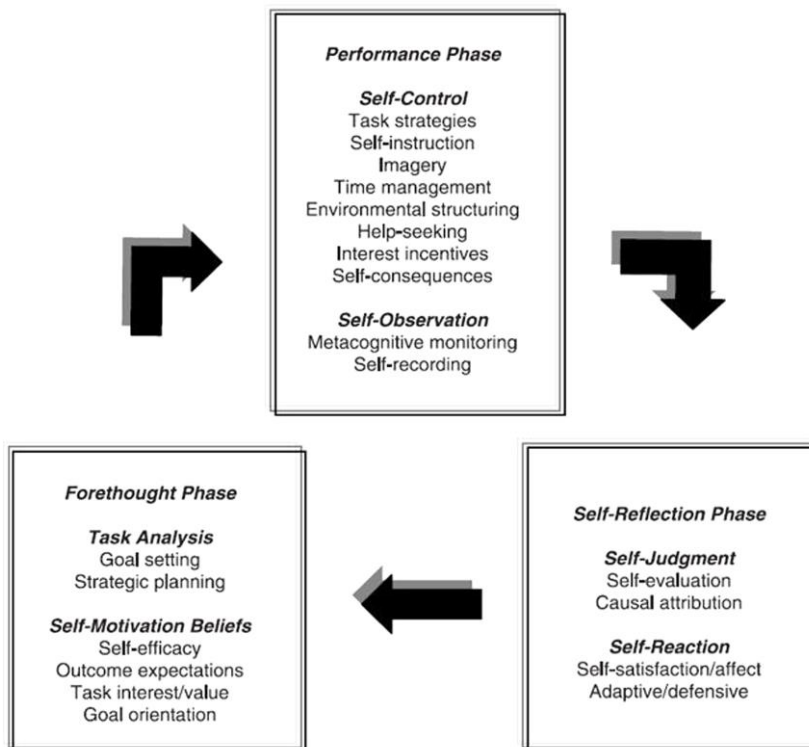
Figure 2: Current version Cyclical phases model. Adapted from Zimmerman and Moylan (2009).

II.3.2 Pintrich SRL Model:

Pintrich is one of the pioneers to analyze SR in relation to motivation. Pintrich presented his model in the first handbook of SRL (Pintrich, 2000), the model is distinguished due to its emphasis on goal orientation and motivational processes. As per Khan-Galaria (n.d.) "The model consists of four phases of self-regulation and, for each phase, four possible areas for self-regulation (see Table 1)." Based on his model of SR Pintrich developed tools to evaluate the development of SR such as (MSLQ) the motivational strategies learning questionnaire (McKeachie, Pintrich, & Lin, 1985).

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Phases of Self-Regulation	Areas for Self-Regulation
Forethought, planning, activation	Cognition
Monitoring	Motivation
Control	Behaviour
Reaction, reflection	Context

Table 01: conceptual framework of self-regulation. Adapted from Khan-Galaria (n.d.).

II.3.3 Winne and Hadwin SRL Model

Winne and Hadwin model is of metacognitive emphasis. The model views self-regulated learners as the ones that are active and managing in their learning, through the monitoring of their performance and the use of metacognitive strategies (Winne and Hadwin. 1998).

> According to Winne and Hadwin's model…studying is powered by SRL across four linked phases that are open and recursive and are comprehended in a feedback loop. These four phases are…: (a) task definition: the students generate an understanding of the task to be performed; (b) goal setting and planning: the students generate goals and a plan to achieve them; (c) enacting study tactics and strategies: the use of the actions needed to reach those goals; and (d) metacognitively adapting studying: occurs once the main processes are completed and the student decides to make long-term changes in her motivations, beliefs and strategies for the future. (Panadero, 2017).

Figure 3: First version of Winne's SRL model. Adapted from Winne (1996).

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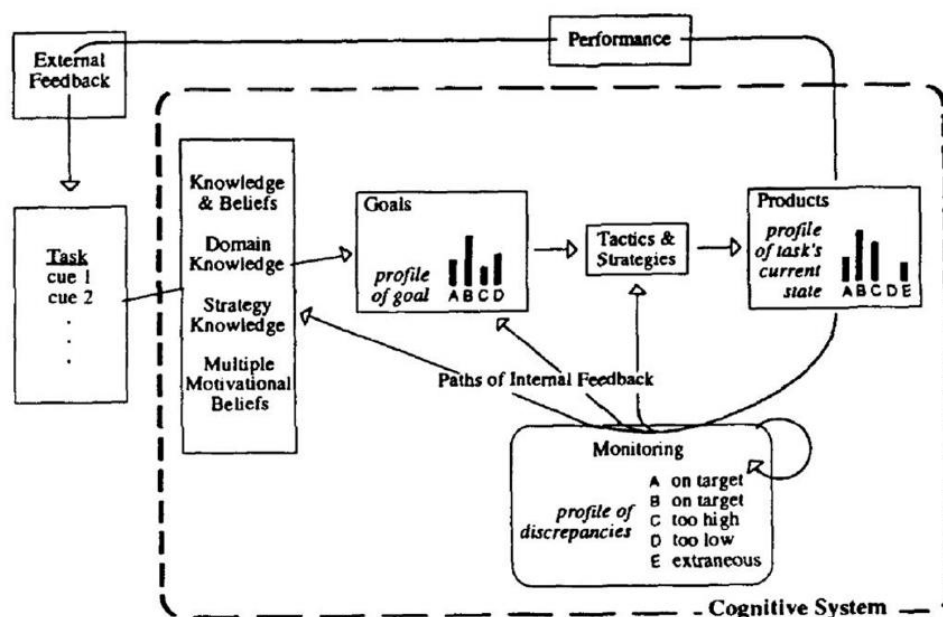## II.4 Self-Regulation, Learning success, and Reading

On a large scale "It is really important for learners to regulate their own learning because learning occurs not only in the classroom but everywhere." (Burak and Gölge, 2021). SRL directly impacts the learning process, as well as being an agent to success. Butarbutar, et al (2022) further supports the latter by suggesting that SRL has a "significant impact on students' ability to learn. One of its effects is on our ability to select and synthesize components of our cognitions.". Also addressing the influence of SRL on learning Panadero, (2017) asserts that:

> Self-regulated learning is a broad field that provides an umbrella to understand variables that influence students' learning. Over the last two decades, SRL has become one of the major areas of research in educational psychology, and the current advances in the field are a signal that its relevance will continue. One conclusion from this review is that the SRL models are beneficial.

In accordance with learning Bandura, (2006) encourages learners to use three pivotal processes (self-observation, self-judgement, and self-reaction). Bandura suggests that these self-regulation constructs allow learners to monitor and adjust their learning and behaviors accordingly. Therefore, giving learners opportunities and enough time helps them self-regulate what they learn resulting in success (Rockwell, 2017). A 2013 study by Inan showcased significant positive correlations between three SRL strategies (motivation and action to learning, planning and goal setting, strategies for learning and assessment) and GPA scores of the participants emphasizing the incorporation of SRL strategies in learning. Research also unveiled that SR facilitates reading comprehension. In a 2010 study Nash-Ditzel highlighted that using teaching techniques based on self-regulation and reading strategies could significantly result in improved reading abilities. Also, McMahon and

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Dunbar, (2010) study showcased that fostering learner's autonomy through self-regulated online learning rather than traditional learning approaches develops the learners' independent skills in reading and understanding academic texts. Additionally, Tasnimi in a 2013 study narrowed down the concept of SR to eight strategies in reading. The strategies were based on Zimmerman's work that focuses on personal, behavioral, and environmental influences. Participants belonging to the self-regulated groups, were shown how to control their own learning. They learned strategies and practiced them while reading different texts. The findings showed that self-regulated learning had a significant effect on EFL learners' reading comprehension and reading fluency. Several studies discovered direct relations between self-regulation and success, as a specific example Vrugt and Oort revealed that there is a correlation between academic success and self-regulated learning strategies. Also, El-Henawy, et al (2010) asserted that "self-regulated learners, self-regulated learning strategies, and self-regulated processes. Such processes are associated with academic success and performance and can be considered valuable to educators when designing and developing learning environments that support self-regulated learning". Additionally, Syahniar, (2018) conducted a study that investigates the correlation between self-regulation and learning achievement of 87 underachievers using self-regulated instruments. The results indicated that a positive and significant correlation is existent between self-regulation and learning achievement of the underachievers. This all goes to solidify the position of SR as an agent that is present in aiding, adjusting, and improving reading.

II.5 Conclusion

This chapter addressed earlier research on the subject of self-regulated learning and its constructs. in addition to addressing the related constructs of SRL, the presented chapter of

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literature showcases different modules of self-regulation. Aswell as shedding light on the dimensions of SRL, learning success, and SRL and reading merged. In summary, the literature review on SR and SRL strongly supports that SRL is of a paramount importance to EFLLs and strongly compels them to partake in learning activities that are outlined through SRL constructs.

Chapter III

Field Work

Exploring the Effect of Self-Regulation Learning on the Reading Skills of EFL Learners

Introduction

The present study investigates the impact of using self-regulation learning strategies on the reading skills of L1 EFL learners at Biskra university. This chapter showcases the results and explains the methods used in this inquiry. Additionally, it discusses the data collection methods, and sample methodologies. The results of the investigation will be summarized, as well as presenting conclusions and suggestions based on the analysis and interpretation of the data. This study seeks to offer insights for the possible advantages of incorporating self-regulation learning strategies into language learning and teaching.

III.1 Research design

The study followed a descriptive research methodology to get results and answer the study's research questions. this qualitative research uses two online questionnaires. The first online questionnaire is for a random sample of the first year EFL population at the department of English in the University of Mohamed Khider Biskra, whereas the second online questionnaire is meant for EFL teachers at the department of English in the University of Mohamed Khider Biskra. the main focus of this study is to explore the impact of self-regulation learning strategies on the reading skills of L1 EFL learners.

III.2 Population and Sample

The targeted population in this study consist of first-year learners in the Department of Foreign Languages, English Division, at the University of Biskra during the academic year 2023/2024. In this study a distribution of an online questionnaire to L1 EFL learners took place. This approach resembles random sampling it provides an equal opportunity for all first-year EFL learners at Biskra University to respond, making sure that a representative and unbiased sample is treated. Additionally, an unstructured online questionnaire was

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administered to teachers who teach various English modules in the Department of Foreign Languages, English Division, at the University of Biskra, to contribute to the study. This selection manner aims to enrich our research with valid and reliable data from educators in the field.

III.3 Data Collection

For the purpose of fulfilling research objectives, confirming hypothesis, and answering research questions we used two questionnaires as a data collection tools. a Learners' questionnaire and a teachers' questionnaire to collect in-depth insights about the impact of SRL on the reading skills of L1 learners. Both questionnaires were administered online allowing for broad participation and accessibility.

III.4 learners' Questionnaire

III.4.1 description of learners' Questionnaire

The questionnaire was designed for first-year EFL learners in the Department of Foreign Languages, English Division, at the University of Biskra. Out of the total (683) Learners population, a sample of (26) Learners answered the questionnaire to provide insights, experiences, and perspectives into their reading skills and their engagement with self-regulation learning. The semi-structured questionnaire included both open-ended and closed-ended questions, allowing for detailed responses and in-depth analysis.

III.4.2 Section One The Reading Skill.

The first section of the questionnaire consists of five questions that aim to determine the learners' reading proficiency, frequency of engagement in reading activities, whether they plan their reading sessions, and if they face difficulties when reading.

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III.4.3 Section Two Self-Regulation Learning.

The second section of the questionnaire consists of five questions that aim to collect learners' information about their level of self-regulation, insights of its importance on their reading skills, and their take on whether the teachers provide strategies of SRL. The last two questions of section two measure the learners' agreement on whether the use of SRL techniques would improve their reading skills, as well as if they agree that it is important for them to receive teaching on SRL techniques.

III.4.4 Administration of The Questionnaire

The final and official version of the questionnaire is edited and distributed online to the L1 population via google forms to be answered during the second semester.

III.4.5 Analysis of the learners' Questionnaire

Section One: The Reading Skill

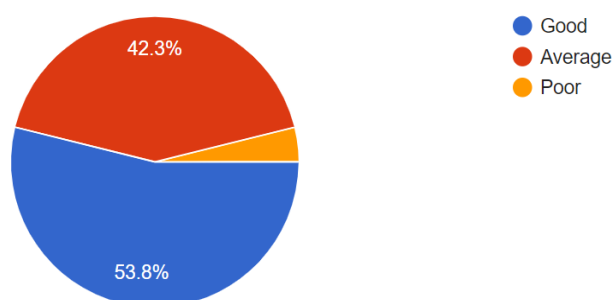**Item 1: How do you consider your reading proficiency?**

Figure 4: Students' Reading Proficiency Levels

based on the results in Figure 1, the majority of learners, 53.8%, consider their reading proficiency to be good. 42.3% rate their proficiency as average, 3.8% rate it as poor. The

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results showcase that most learners view their reading skills to be acceptable but not exceptional, showing that strategies of self-regulation might improve their reading.

Item 2: How often do you read?

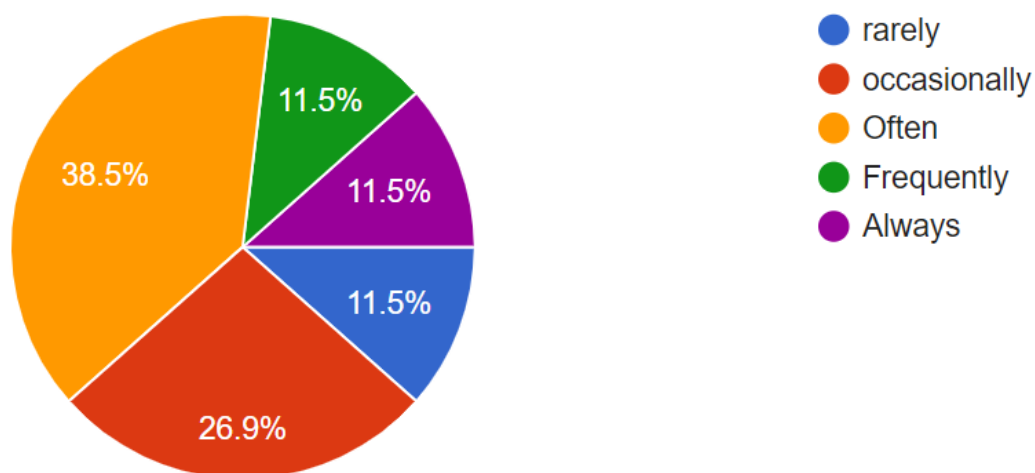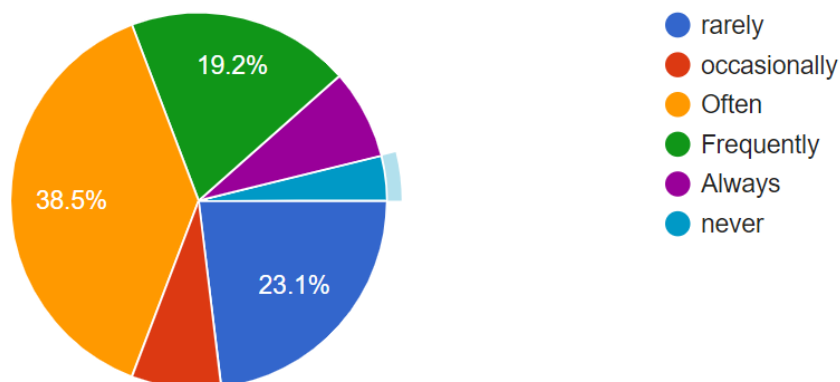*Figure 5: Frequency of Reading*

data shows that 26.9% of learners read occasionally, 38.5% often, 11.5% frequently, 11.5% always, and 11.5% rarely. This shows different levels of engagement with reading, a number of learners engage in reading activities less frequently than what could be considered as great to develop good reading skills.

Item 3 How often do you face difficulties when reading?

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Figure 6: Frequency of Reading Difficulties

The responses show that 38.5% of learners often face difficulties when reading, 7.7% occasionally, 19.2% frequently, 23.1% rarely, 7.7% always, and 3.8% never. 57.7% of respondents either often or frequently face difficulties when reading. These high percentages showcase the challenges EFL learners face, requiring a need for strategies to solve these difficulties.

Sub-Item State some of the difficulties you face when reading (two if possible) Common difficulties mentioned include

Pronunciation of some words, New vocabulary, Understanding vocabulary, Only when found new complicated words, Long words, Never, I can't pronounce some words, I can't, understand some words, Understanding new vocabulary, Understanding the new vocabularies, The new or difficult words, Everyone is looking at you, Yes in pronouncing some words and understanding the subject sometimes, New word, it is difficult for me to pronounce just some complex words, When I find a long or new word for me, The new difficult words or in the conflict ideas, I have pronunciation problems.

These responses show that new vocabulary and unfamiliar pronunciation issues are significant problems that hinder the learners effective reading. Understanding new and complex words is also mentioned indicating the need for strategies that enhance vocabulary comprehension and pronunciation skills.

Item 4: How often do you plan for your reading sessions?

Exploring the Effect of Self-Regulation Learning on the Reading Skills of EFL Learners
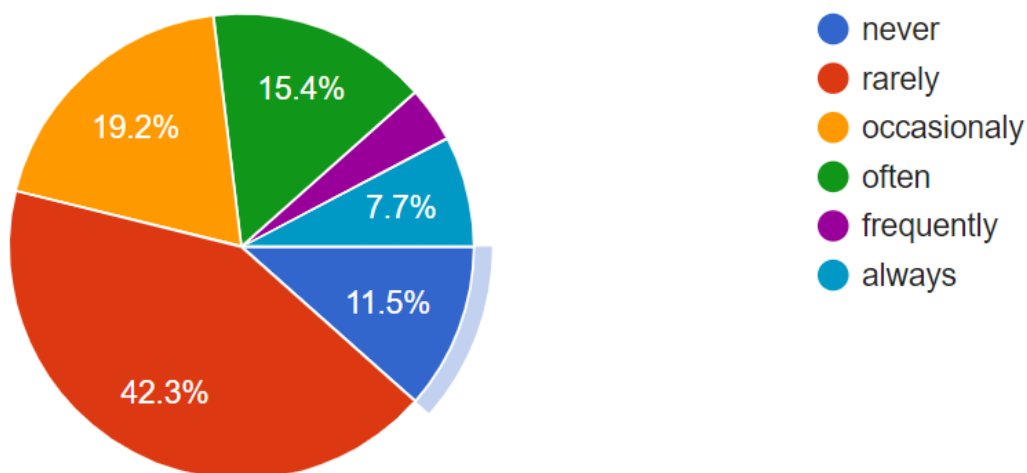
Figure 7: Frequency of Planning for Reading Sessions

The results show that 42.3% of learners rarely plan their reading sessions, 19.2% occasionally, 15.4% often, 3.8% frequently, 7.7% always, and 11.5% never. The lack of planning offers an area where self-regulation strategies could be implemented to gain beneficial learning outcomes.

Item 5 Are some of the difficulties you face when reading due to

Figure 8: Causes of Reading Difficulties

Poor planning for reading sessions: 23.1%

Lack of realistic goals and objectives for reading: 23.1%

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Dislike of reading: 11.5%

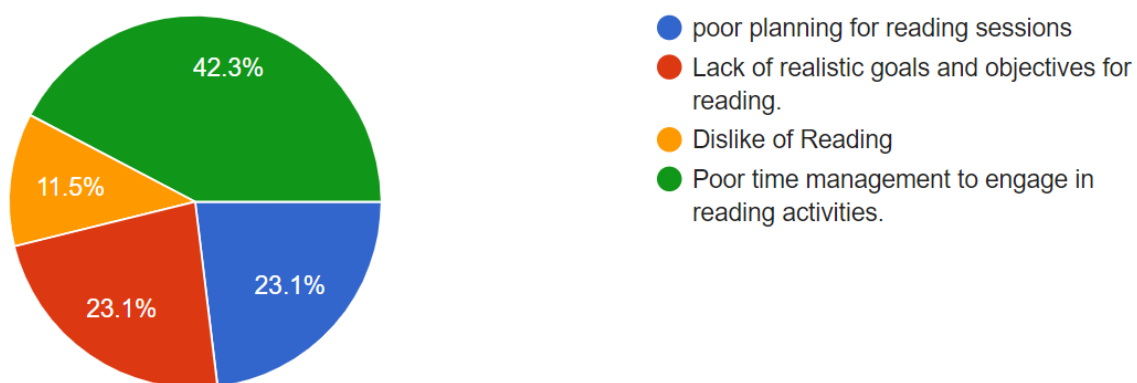Poor time management for reading activities: 42.3%

The data shows that poor time management is the most chosen reason for reading difficulties, followed by poor planning and lack of realistic goals. This emphasizes the importance of incorporating self-regulation strategies to help learners set goals, plan effectively, and manage their time.

Section Two Self-Regulation

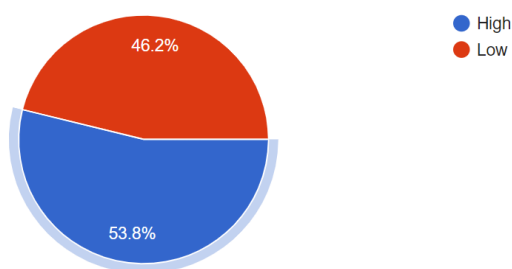**Item 6: How do you consider your level of self-regulation?**

Figure 9: Students' Self-Regulation Levels

based on Figure 9, 46.2% of learners state their level of self-regulation to be low, while 53.8% rate it as high. This shows a remarkable portion of L1 EFL learners that could benefit from self-regulation skills.

Item 7 Do you think that self-regulation is important in improving your reading skill?

Exploring the Effect of Self-Regulation Learning on the Reading Skills of EFL Learners
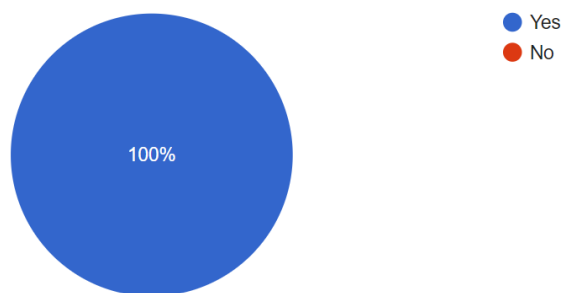
Figure 10: Importance of Self-Regulation in Improving Reading Skills

a 100% of learners believe that self-regulation is important for improving their reading skills, while 0% do not. This shows that L1 EFL learners have a great level of awareness of the potential benefits of self-regulation for reading.

Item 8 Are your teachers providing you with various strategies of self-regulation learning?
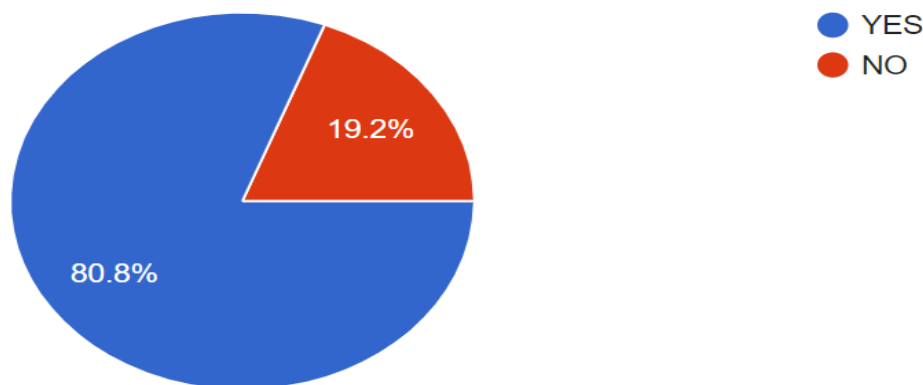
Figure 11: Teacher Support for Self-Regulation Strategies

80.8% of learners state that their teachers provide self-regulation strategies, while 19.2% say they do not. This shows a gap in the teaching processes, nearly one in five learners is missing out on beneficial instructional SRL support. this gap should be treated to improve the learners' reading skills.

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Item 9: Do you think using techniques of self-regulation such as planning, goal setting, self-motivation, and persistence will improve your reading skills?
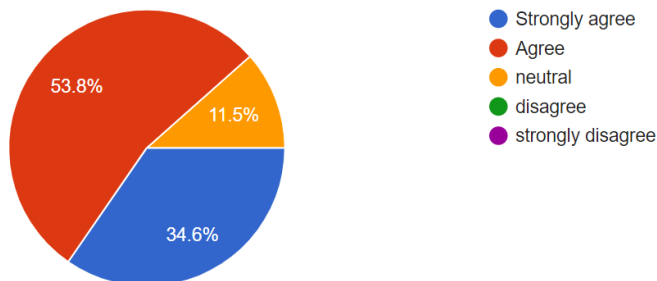
Figure 12: Effectiveness of Self-Regulation Techniques

Strongly Agree: 34.6%

Agree: 53.8%

Neutral: 11.5%

Disagree: 0%

Strongly Disagree: 0%

total of 88.4% of learners agree or strongly agree that self-regulation techniques can improve their reading skills. This consensus shows the value of these techniques in improving academic proficiency of L1 EFL learners.

Item 10 Do you think it's important to learn about self-regulation techniques as a part of your academic instruction?

Exploring the Effect of Self-Regulation Learning on the Reading Skills of EFL Learners
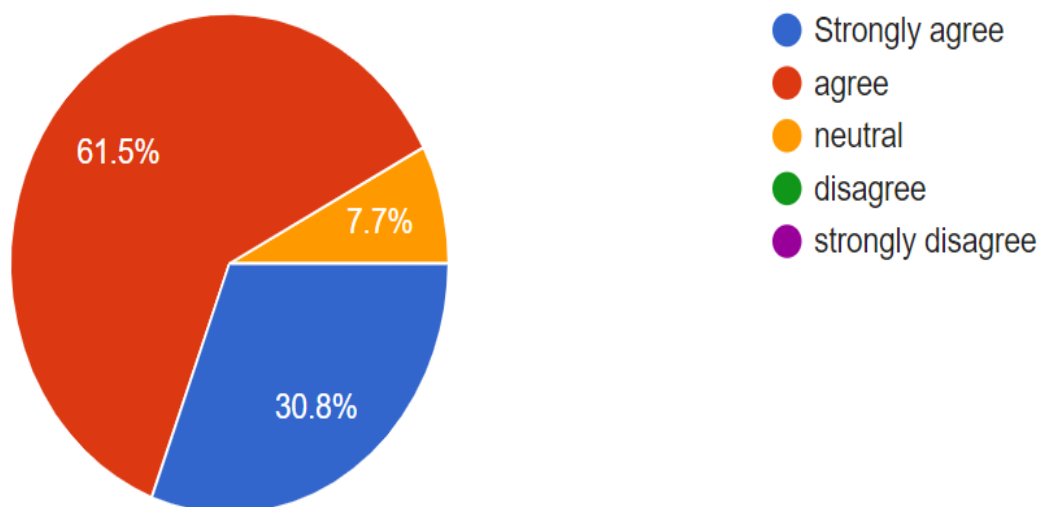
Figure 13: Importance of Learning Self-Regulation Techniques

Strongly Agree: 30.8%

Agree: 61.5%

Neutral: 7.7%

Disagree: 0%

Strongly Disagree: 0%

92.3% of learners agree or strongly agree that learning about self-regulation techniques is important in their academic career. This shows a essential need for integrating these skills into the curriculum to support their academic success.

III.5 Teachers' Questionnaire

III.5.1 Description of Teachers' Questionnaire

The teachers' questionnaire was designed to collect the perspectives of teachers of English modules in the Department of Foreign Languages, English Division, at the University of

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Biskra on the use of self-regulation learning strategies to improve reading skills among L1 EFL learners at Biskra University. The questionnaire dealt with aspects of self-regulation and its implementation in teaching. The questionnaire of six questions aims to discover the educators' insights of their familiarity with the SRL processes, how do they perceive the relationship between SRL and the development of L1 EFL learners' reading skills, and what are some effective SRL strategies that could be employed by learners to enhance their reading skills. The next three questions meant to collect the teachers' thoughts on some the of the challenges that might face learners when trying to implement SRL strategies to improve their reading skills. Aswell as, investigating how the teachers would effectively integrate SRL techniques into EFL reading instruction. We concluded the questionnaire by asking the teachers to provide a piece of advice for EFL learners on the use of self-regulation processes to enhance their reading skills.

III.5.2 Administration of the Questionnaire

The final and official version of the teachers' questionnaire is created, edited and distributed online to the teachers via google forms to be answered during the period of the second semester.

III.5.3 Analysis of the Teachers' Questionnaire

Item One: Are you familiar with the use of self-regulation learning processes that help students to plan, manage, and adjust their learning and potentially develop their reading skills in the academic field?

Teacher A: Yes

Teacher B: Yes

Teacher C: Yes

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Teacher D: Yes

Teacher E: Yes

Teacher F: Yes

All teachers confirmed their familiarity with self-regulation learning processes. This shows that teachers have a clear understanding regarding the SRL dimensions. The consensus on the familiarity with the SRL processes shows that there is an academic basis in the teaching community to incorporate self-regulation techniques to enhance learners' experiences. Additionally, the responses shows the teachers' awareness of the importance of self-regulation in enhancing the learners' academic prowess, especially in the context of reading skills. This agreement highlight the potential chances of using of self-regulation strategies in EFL instruction.

Item Two How do you perceive the relationship between self-regulation learning and the development of reading skills among EFL learners?

Teacher A: a student who possesses self-regulation skills has clear objectives of what they want to attain by the activity of reading. They are also aware of the skills needed to do the activity, and what they need to improve.

Teacher B: The cycle process and repetition are important to develop the reading skill.

Teacher C: The relationship is very strong.

Teacher D: Both aim to develop autonomy and benefit the maximum from that content.

Teacher E: It is a causal relationship.

Teacher F: Highly related.

the teachers emphasized the role of self-regulation in facilitating goal-oriented learning where learners set clear objectives for their reading. Additionally, the importance of cyclical processes for example processes of resemblance to Zimmermans' cyclical view was

highlighted, showcasing how self-regulation helps in solidifying reading skills over time. educators stressed the autonomy that self-regulation offer learners, enabling them to take charge of their reading activities. Some respondents highlighted a causal relationship between self-regulation and improvement of reading proficiency showing how SRL and reading are interrelated.

Item Three Based on your experience, what are some effective self-regulation strategies that can be employed by EFL learners to enhance their reading skills?

Teacher A: The skills of reflection on one's experience and learning monitoring.

Teacher B: Plan, self-engagement, self-regulation & set goals.

Teacher C: A good preparation before reading, a well engaging during reading, and a valuable reflection after reading.

Teacher D: Selecting short and interesting texts, varying content and topics.

Teacher E: It depends on the learner's learning preferences and styles.

Teacher F: Planning, monitoring, self-assessment.

the teachers provide a plethora of insights of effective self-regulation strategies for improving EFL learners' reading skills. They emphasized the importance of reflection and monitoring, encouraging learners to evaluate their learning experiences and track their progress. the importance of goal setting and planning before engaging in reading activities was emphasized, showing that the learners' need to make clear objectives and strategies for achieving them. Additionally, the teachers emphasized active preparation and reflection for the reading activities, encouraging learners to fully engage in the reading process. The teachers also mentioned that it is important that learners select interesting and diverse content to maintain levels of motivation and personalize strategies that is suitable to their learning

preferences. Overall, the responses provided a suitable framework for integrating self-regulation techniques into EFL reading instruction.

Item Four What challenges do you think EFL learners may encounter when attempting to implement self-regulation learning strategies to improve their reading skills?

Teacher A: Their lack of awareness of the importance of setting goals for reading and their lack of skills needed to achieve the tasks such as text analysis, skimming, and scanning.

Teacher B: Setting goals is not clear for most students.

Teacher C: Having difficulties in reading and a lack of motivation.

Teacher D: Lack of experience and time management, underestimating the types of reading.

Teacher E: Consistency and perseverance.

Teacher F: Lack of knowledge.

the teachers highlighted the lack of awareness among learners about the importance of goal setting and the skills needed for effective reading. the teachers showcased certain challenges related to motivation and problems when performing the reading activities. Which could create issues when trying to use SRL techniques. The teachers also highlighted the problem of unfamiliarity of SRL techniques by the learners especially time management. The teachers suggest that learners may need support in dealing with these obstacles. The responses show that challenges might occur when learners try to incorporate techniques of SRL. Thus, Encouraging the need to create interventions to solve these issues.

Item Five How do you think educators can effectively integrate self-regulation learning techniques into EFL reading instruction?

Exploring the Effect of Self-Regulation Learning on the Reading Skills of EFL Learners

Teacher A: Focusing on improving learners' metacognitive skills in class.

Teacher B: Providing them with a regular amount of reading during regular time. In addition, having a regular session to debate and discuss the given work.

Teacher C: By varying reading strategies from one session to another. Encouraging students to read out of the classroom.

Teacher D: Through training them by using reading strategies appropriately.

Teacher E: At an earlier stage before university, these strategies can be included in the syllabus.

Teacher F: Through planning special activities and tasks.

the teachers offer several takes on how self-regulation techniques can be effectively incorporated into EFL reading instruction. The suggestions ranged from focusing on improving learners' metacognitive skills within the classroom to providing reading tasks and sessions for discussion and debate. Additionally, the teachers emphasized the importance of using reading strategies and encouragement of learners to read outside the classroom to enhance their proficiency. The teachers called for effective Training of learners to use reading strategies effectively and incorporating self-regulation techniques early in the educational career of learners. Overall, the responses provided valuable insights into realistic ways of incorporating self-regulation techniques into EFL reading instruction, Thus, constructing foundation for enhanced reading instruction.

Item Six Any piece of advice for EFL learners concerning the use of self-regulation processes to enhance their reading skills?

Teacher A: Improving their metacognitive skills, self-regulation skills by attending classes and workshops, using self-study books, or AI-powered tools.

Teacher B: Make near and future plans.

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Teacher C: Students must take benefit from self-regulation strategies and choose the one that suits their needs to enhance their reading skills.

Teacher D: Thanks.

Teacher E: I encourage them to learn first about them, then to highly employ them in every activity they encounter.

the teachers listed recommendations that helps learners to take ownership of their learning. The recommendations included improving metacognitive and self-regulation skills through attending classes, and workshops, also the teachers emphasized the importance of goal setting and planning. educators encouraged learners to make both near-term and future plans when doing reading activities. the education specialists stressed that learners should use SRL strategies that are personalized for their individual learning. these insights offer guidance for EFL learners who would want to use self-regulation techniques to enhance their reading skills, helping them to become more autonomous and effective readers.

III.6 Synthesis and Discussion of the Findings

The aim of this passage is to summarize the findings of the learners 'questionnaire Aswell as the teachers' questionnaire. All in all, the hypothesis that states that if 'L1 EFL learners at Biskra University use self-regulated learning (SRL) strategies to enhance their reading skill they will display better proficiency than students who do not', have been confirmed. The analysis of the responses from the learners' questionnaire showcases the key themes and patterns in the perceptions regarding reading skills and self-regulation of L1 EFL learners at Mohamed Khider University of Biskra. The findings imply that while learners are aware of the importance of self-regulation, there is a need for more intervention in the teaching processes to help them develop these skills. Additionally, the analysis of the teachers' questionnaire shows the awareness and encouragement of SRL processes by the teachers at

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the department of English in Mohamed Khider University of Biskra. The teaching specialists emphasize the importance of goal setting, planning, and reflective practices. They also state certain challenges faced by learners, such as lack of awareness, motivation, and time management skills. As per the educators to effectively incorporate SRL strategies into EFL instruction we should encourage learners to improve their metacognitive skills, Aswell as using variety of reading strategies, and introduce SRL techniques early in the educational process. The advice provided by educators encourages learners to become more autonomous and proficient readers. The awareness and support for SRL techniques among educators suggest a promising potential for enhancing the reading skills of L1 EFL learners at Biskra University through the systematic implementation of SRL strategies.

Conclusion

In conclusion, the pivot of this chapter was to state the research design, data collection methods, and describe said methods. Aswell as analyzing and discussing the results and findings from the data collected by the learners' questionnaire and the teachers' questionnaire. All in all, L1 EFL learners at the department of English at the university of Mohamed Khider biskra were given a questionnaire that measures their perceptions, experiences, and thoughts on their reading skills and their use of SR processes. Additionally, an online questionnaire was administrated to discover the teachers' perceptions, thoughts, and insights on the use of self-regulation techniques and whether they have future implications when used in academic instruction.

Pedagogical Implications and Recommendations

The purpose of this study was to understand how incorporating self-regulation learning strategies can impact the reading skills of L1 EFL learners at Biskra University. The results

of this study have significant consequences for improving reading instruction for L1 EFL
learners, including the following:

- Based on the conclusions of this study, further experimental research could be
  designed to delve deeper into the specific challenges faced by L1 EFL learners in
  reading comprehension.
- Teachers of EFL should place greater emphasis on self-regulation techniques to
  enhance learners' reading skills, introducing them to goal setting, planning, and
  reflective practices.
- Integrating self-regulation strategies within the classroom can assist in addressing
  the various difficulties learners face, especially with vocabulary and pronunciation.
- Educators should teach learners how to apply self-regulation techniques critically,
  such as planning their reading sessions and setting realistic goals, to improve their
  reading proficiency.

General conclusion

This research is conducted to explore how incorporating SRL (Self-Regulated Learning)
and SRLS (Self-Regulated Learning Strategies) can impact the reading skills of L1 EFL
learners at Mohamed Khider University of Biskra. The inquiry aims to investigate the
reading skill and discover the main issues that L1 learners encounter during reading.
Additionally, this study explored several dimensions of Self-regulation learning its
constructs, models, and its effects on several academic settings.

The study was founded on a qualitative design for collecting data, where we submitted a
learners' questionnaire to First-year learners in Mohamed Khider University of Biskra. The
questionnaire was about the reading skill and the use of SRL strategies. Additionally, an

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online questionnaire was published to capture the insights, perceptions, and experiences of EFL teachers in the Department of English at Mohamed Khider University of Biskra regarding the dimensions of SRL techniques and their incorporation in instructional settings. This research population comprised of L1 EFL learners (N=26) and an online questionnaire of six (N=6) teachers from the department of English at the University of Mohamed Khider Biskra as a sample. Concerning results, this study helped in confirming the hypothesis of this research.

Ultimately, the study's results revealed that incorporating SRL techniques, strategies, and processes to enhance the reading skills of L1 EFL learners would eventually result in positive effects. Thus, allowing learners to achieve better proficiency, time management, and long-lasting favourable learning outcomes.

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Appendix 1:

University Mohamed Khider of Biskra

Faculty of Letters and Languages

Department of English and Literature

Students' Questionnaire

Dear Students,

We kindly request you to complete the following questionnaire, which aims to gather data for a master's dissertation titled: ***Exploring the Effect of Self-Regulation Learning on the Reading Skills of EFL Learners: The Case Study of L1 EFL Learners at Biskra University***. The information obtained from this survey will be utilized solely for research purposes. We appreciate your time and input.

Self-regulation learning is the ability to plan your learning tasks, set learning goals, and monitor your learning progress. It helps create more realistic objectives that can be realized within fixed timeframes.

Section One: The Reading Skill

Tick the box that corresponds with your answer.

1. How do you consider your reading proficiency?

   Good □ Average □ Poor □

2. How often do you read?

   Rarely □ Occasionally □ Often □ Frequently □ Always □

3. How often do you face difficulties when reading?

   Rarely □ Occasionally □ Often □ Frequently □ Always □

State some of the difficulties you face when reading (two if possible):

………………………………………………………………………………………..

………………………………………………………………………………………..

4. How often do you plan for your reading sessions?

   Often ☐ Frequently ☐ Always ☐

5. Are some of the difficulties you face when reading due to:

   a) Poor planning for reading sessions. ☐

   b) Lack of realistic goals and objectives for reading. ☐

   c) Dislike of reading. ☐

   d) Poor time management for reading activities. ☐

Section Two: Self-Regulation Learning

6. How do you consider your level of self-regulation?

   High ☐ Low ☐

7. Do you think that self-regulation is important in improving your reading skill?

   Yes ☐ No ☐

8. Are your teachers providing you with various strategies of self-regulation learning?

   Yes ☐ No ☐

9. Do you think using techniques of self-regulation such as planning, goal setting, self-motivation, and persistence will improve your reading skills?

   Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

10. Do you think it's important to learn about self-regulation techniques as a part of your academic instruction?

    Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

Thank you for your cooperation.

Appendix 2:

University Mohamed Khider of Biskra

Faculty of Letters and Languages

Department of English and Literature

Teachers' Questionnaire

A teachers' questionnaire that investigates: *the Effect of Self-Regulation Learning on the Reading Skills of EFL Learners: The Case Study of L1 EFL Learners at Biskra University*.

Dear Dr

We kindly request you to complete the following survey. The information obtained from this survey will be utilized solely for research purposes. We appreciate your time and input, Thank you for your time and valuable insights.

Self-regulation: is the ability to plan learning tasks, set learning goals, and monitor learning progress. self-regulation helps us as learners to create more realistic objectives that could be realized in fixed timeframes.

Questions:

Q1. Are you familiar with the use of self-regulation learning processes that help students to plan, manage, and adjust their learning and potentially develop their reading skills in the academic field?

Exploring the Effect of Self-Regulation Learning on the Reading Skills of EFL Learners

Q2. How do you perceive the relationship between self-regulation learning and the development of reading skills among EFL learners?

Q3. Based on your experience, what are some effective self-regulation strategies that can be employed by EFL learners to enhance their reading skills?

Q4. What challenges do you think EFL learners may encounter when attempting to implement self-regulation learning strategies to improve their reading skills?

Q5. How do you think educators can effectively integrate self-regulation learning techniques into EFL reading instruction?

Q6. Any piece of advice for EFL learners concerning the use of self-regulation processes to enhance their reading skills?

Thank you for your time and valuable insights.

ملخص

تبحث هذه الدراسة في دور استراتيجيات التعلم ذاتية التنظيم على مهارات القراءة لدى متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى في جامعة بسكرة. تعتبر القراءة مهارة مهمة لمتعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى، ولكن العديد من متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى يواجهون عقبات عندما يتعلق الأمر بتحسين كفاءتهم في القراءة. ويرجع ذلك أساسا إلى عادات القراءة السيئة والافتقار إلى استراتيجيات التنظيم الذاتي. يعيق الافتقار إلى استراتيجيات التنظيم الذاتي الأداء الأكاديمي لمتعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى. الهدف الأساسي من الدراسة هو اكتشاف مدى فعالية استراتيجيات التعلم ذاتية التنظيم في تعزيز مهارات القراءة لمتعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى في جامعة محمد خضر في بسكرة. اعتمدت الدراسة تصميما نوعيا باستخدام استبيانين عبر الإنترنت. تم توزيع الاستبيان الأول على 26 من متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى في جامعة محمد خضر بسكرة والثاني على 6 مدرسين في قسم اللغة الإنجليزية في جامعة بسكرة. تشير النتائج الأولية إلى أن استراتيجيات التعلم ذاتية التنظيم تقدم تعزيزا كبيرا لكفاءة القراءة لمتعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى في جامعة بسكرة. تظهر نتائج البحث أهمية استراتيجيات التعلم ذاتية التنظيم في السياقات التعليمية للغة الإنجليزية كلغة أجنبية وتقدم رؤى للمعلمين لتحسين مهارات القراءة لمتعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى.

كلمات مفتاحية: القراءة، متعلمو اللغة الإنجليزية كلغة أجنبية في السنة الأولى، التنظيم الذاتي، الاستراتيجيات