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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"SELF-REGULATED LEARNING TO ENHANCE READING COMPREHENSION IN EFL LEARNERS"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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Advisor's Approval

In my role as Advisor of the research paper under the title ''SELF-REGULATED LEARNING TO ENHANCE READING COMPREHENSION IN EFL LEARNERS'' prepared by Nuñez Carvajal Denisse and Reyes Suárez Sheily, undergraduate students of the Pedagogy of National and Foreign Languages Major, School of Educational Science and Language at Universidad Estatal Península de Santa Elena. I declare that after being oriented, studying, and reviewing the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

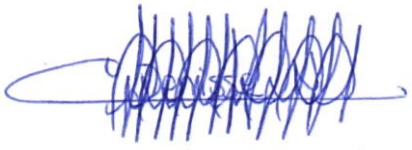
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Statement of Authorship

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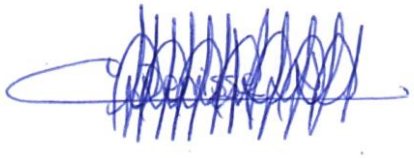


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Declaration

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Acknowledgment I

More than anything, I would like to start by thanking God for guiding me and giving me the strength I need to keep going, even though the journey has been difficult. I would also like to thank my professors, who, throughout my entire college career, have gradually provided me with the knowledge I needed to complete this research project through each of their lessons. Likewise, to our advisor, Miss Veronica, thank you very much for the advice and recommendations you have given us to help us continually improve this study. Finally, to my thesis partner, only you and I know how much effort this research has taken; thank you for your hard work and dedication.

-Denisse Michelle Nuñez Carvajal

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-Sheily Isabel Reyes Suárez

Dedication I

I dedicate this thesis to the two most important women in my life: my beloved mother and my beloved mami Hilda, my maternal grandmother, who have always been there for me whenever I needed them and who have made me the person I am today. This is also for you, grandfather. Even though you are no longer with us, I know you are watching over me from up there and seeing how your granddaughter is making her dreams come true.

With love, Denisse Michelle Nuñez Carvajal

Dedication II

I dedicate this thesis to someone very special, whose love, support, and presence have been a constant source of strength throughout this journey. I am deeply grateful for the trust and encouragement that have helped me move forward, especially during the most challenging moments.

I am also deeply grateful to my family for their unconditional presence and support, which have been fundamental in helping me persevere and achieve this goal.

Finally, I dedicate this achievement to myself, in recognition of my effort, commitment, and resilience throughout this process. The challenges I faced have allowed me to grow both personally and academically. I recognize the journey I have taken, the obstacles I have overcome, and how far I have come to reach this important milestone.

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With love, Sheily Isabel Reyes Suárez

Abstract

Reading comprehension is one of the four most important skills in learning English as a foreign language (EFL), as it enables learners of English as a second language (L2) to understand, comprehend, interpret, and construct meaning from different types of texts. However, many students struggle to improve this skill because they do not use learning strategies and lack autonomy in the learning process. This is why Self-regulated Learning (SRL) emerges as an effective alternative; it helps students set a study plan, follow the process, track their progress, and lastly, assess the learning based on what they planned. Therefore, the objective of this study is to analyze how SRL contributes to improving reading comprehension among EFL learners. This study employed a qualitative research method, which allowed for an exploration of the participants' experiences and opinions regarding the use of self-regulated strategies while reading. In addition, this study identified the most commonly used strategies for understanding English texts and analyzed the factors that facilitate or hinder the application of these strategies. The most frequently mentioned strategies were skimming and scanning, summarizing, and highlighting unfamiliar words. To close, the results showed that SRL enhances reading comprehension, as it promotes more active, autonomous, and conscious engagement through goal-setting, the creation of a study plan, and the identification of strategies to be used to enhance reading comprehension.

Keywords: Self-regulated learning, reading comprehension, metacognition, EFL, autonomy, learning strategies.

Resumen

La comprensión lectora es una de las cuatro habilidades más importantes en el aprendizaje del inglés como lengua extranjera (EFL), ya que permite a los aprendices del inglés como segunda lengua (L2) entender, comprender, interpretar y construir significado a partir de diferentes tipos de textos. Sin embargo, muchos estudiantes tienen dificultades para mejorar esta habilidad debido a que no utilizan estrategias de aprendizaje y carecen de autonomía en el proceso de aprendizaje. Es por esto que el aprendizaje autorregulado se perfila como una alternativa eficaz, ya que permite a los estudiantes planificar, monitorear y evaluar su propio proceso de aprendizaje, por lo que el objetivo de este estudio es analizar cómo el aprendizaje autorregulado contribuye a mejorar la comprensión lectora entre los estudiantes de inglés como lengua extranjera. En este estudio se empleó un método de investigación cualitativa, lo que permitió explorar las experiencias y opiniones de los participantes respecto al uso de estrategias autorreguladas durante la lectura. Además, este estudio identificó las estrategias más utilizadas para comprender textos en inglés y se analizaron los factores que facilitan o dificultan la aplicación de dichas estrategias. Las más mencionadas fueron la lectura rápida y superficial, los resúmenes y el subrayado de palabras desconocidas. Para cerrar, los resultados mostraron que el aprendizaje autorregulado favorece la comprensión lectora, ya que promueve una participación más activa, autónoma y consciente gracias al establecimiento de metas, a la creación de un plan de estudio y a la identificación de las estrategias que se emplearán al momento de mejorar la comprensión lectora.

Palabras clave: Aprendizaje autorregulado, comprensión lectora, metacognición, inglés como lengua extranjera, autonomía, estrategias de aprendizaje.

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Introduction

Learning English as a foreign language is a challenge for many students, as it requires developing numerous skills through continuous practice. This means that it is an ongoing process of practice, motivation, discipline, and self-regulation; even when learning is considered meaningful, it does not depend solely on the time spent studying, but also on the student's ability to set goals. Proficiency in English is considered essential due to its importance in academic, professional, and social contexts, and reading comprehension skills are fundamental, as it allows students to access a wealth of information, interpret texts, and acquire knowledge in various social contexts through English, which in turn improves academic performance.

Despite how difficult these skills may be, many students struggle to understand texts in English, which gradually affects their academic performance and limits opportunities to enhance language skills. For this reason, the objective of this study is to enhance strategies designed to strengthen reading comprehension and promote more independent learning. Among these, one of the strategies that has generated the most interest is self-regulated learning, which promotes the use of cognitive strategies-such as seeking out relevant and key information in a text, asking questions, taking notes, and evaluating one´s own performance.

The purpose of this research is to gather information using a qualitative approach to obtain, based on the personal perspective of 8th semester students, regarding the relationship between these variables, to understand the benefits that self-regulated learning offers in the development of reading comprehension and to highlight its importance as a strategy for fostering autonomous, meaningful, and ultimately, engaging learning. In this way, students not only enhance autonomy but also take responsibility for their own learning.

Chapter I

The Problem

Research Topic

Strategies and Reading Comprehension

Title of the Research

Self-Regulated Learning to Enhance Reading Comprehension in EFL Learners

Problem Statement

In a globalized world that is constantly growing and innovating, the interest in learning a new language to gain new opportunities and fit into the world nowadays, whether in a social setting, is becoming increasingly important in society, leading people to choose to learn the language spoken worldwide: English. Although it may not be the most widely spoken language in the world, 400 million people speak English, which is the official language of 53 nations. English is the most widely spoken second language worldwide, and it goes beyond simply being able to communicate with native speakers. (Ilyosovna, 2020)

In teaching English as a Foreign Language (EFL), four skills need to be developed: speaking, writing, listening, and reading. The latter is a major challenge for many university students, especially those who are just starting and learning the language as a second language (L2).

In Latin America, EFL learners face various challenges, such as limited exposure to the language outside the classroom and a culture where reading is not encouraged and is

underdeveloped. These challenges have a negative impact on English reading skills, which are essential for Higher Education, global competence, and knowledge in the fully digital world.

In many schools in Ecuador, English as Foreign Language (EFL) classes are taught to students with a low level of independent reading proficiency in English. Even teachers often focus exclusively on grammar, which is the primary and most important aspect of learning, when instead they could adapt their teaching approach to incorporate learning management strategies with proper organization, supervision, and assessment of the process, to facilitate students' learning and comprehension of English texts. (Bernal & Bernal, 2020)

Although education in Santa Elena province is gradually improving, there is little incentive to learn English, especially in public schools. Teachers, parents, and students alike believe that learning a new language is not essential in education, even though it is extremely important in the world outside the classroom. This lack of interest in the language prevents students from developing the necessary English language skills, especially in reading comprehension, leaving gaps among teenagers who graduate from high school to go to university, especially students who choose to study national and foreign languages.

The Universidad Estatal Peninsula de Santa Elena (UPSE) seeks to strengthen English language teaching in order to train students capable of meeting current academic and employment demands. However, without the foundations they were supposed to acquire in primary and secondary education, many EFL students at UPSE have and present various problems in understanding English texts independently, revealing a constant dependence on the teacher and limited application of metacognitive or self-regulated strategies during the reading process.

These problems limit their academic performance, as well as their access to scientific information and resources in English, which are vital for university education. Most university students have low levels of self-assessment and text comprehension assessment strategies, indicating difficulties in monitoring their own learning. (Burbano et al., 2021)

In this instance, it is relevant to investigate how UPSE university students can apply self-regulated learning strategies to improve their reading comprehension in EFL.

Research Questions

Problem Question

How does Self-regulated learning contribute to enhancing reading comprehension in EFL learners?

Specific Questions

What strategies do EFL learners use to self-regulate reading comprehension?

What are the experiences and perceptions that EFL learners have regarding the use of self-regulated learning and reading comprehension?

What factors and challenges do EFL students face when trying to self-regulate their learning through reading comprehension activities?

Objectives

General Objective

To analyze how self-regulated learning contributes to the enhancement of reading comprehension through interviews with university students.

Specific Objectives

To identify strategies that EFL learners used to self-regulate reading comprehension.

To describe the perceptions and experiences of EFL learners regarding the use of self-regulated learning and reading activities.

To analyze the obstacles the EFL learners face when attempting to self-regulate their learning during reading activities.

Justification

Reading comprehension is a fundamental skill for the academic development of students learning English as a foreign language (EFL), especially in a university context, where texts are often advanced. Therefore, this project proposes to investigate regulated learning, which in this field refers explicitly to the specific actions of each student, with the sole purpose of making student learning easier, faster, more enjoyable, autonomous, effective, and transferable.

In fact, recent research suggests that many students have difficulty reading long texts in English due to a lack of self-regulated learning strategies, which are necessary for planning, monitoring, and evaluating everyone's learning process. Reading performance depends largely on these strategies, but despite their importance, they are not always developed.

This study aims to identify the strategies being used by eighth-semester students at PINE to improve the use of strategies by first-semester students, who tend to have significant difficulty reading academic text in English because they do not know how to find regulated strategies for self-learning. Students often read without establishing why, how, or where they are reading something, which means that their reading can only be superficial and depends exclusively on

the teacher, leading to countless problems, such as understanding main ideas, inferences, or details.

Despite all the information these students have, it tends to be basic, which does not mean it is systematic or metacognitive. As a result, reading comprehension skills are extremely indispensable in the university environment. Further research on this topic is needed, as reading comprehension appears to be a fundamental skill for future language teachers. Students such as those show that the application of self-regulated learning strategies contributes significantly to these skills.

However, there is a gap in the literature on first-semester students, especially those studying education and pedagogy. Most studies have taken a first step, which is significant and should be reinforced independently; this project allow to understand, analyze, and visualize how eight-semester students participate in this project, providing valuable information to improve teaching from the beginning of the first semester of the PINE's career.

Chapter II

Theoretical Framework

Background

Self-regulated learning can transform educational development by allowing students to take full control of their studies. In this regard, every student's learning process must employ various cognitive, motivational, and behavioral strategies to achieve established goals (Wang, 2023). Academic development is grounded in student performance and reinforces autonomy, which is what truly prevails within their educational context.

Research indicates that everything is influenced by motivation; a lack of motivation can have negative effects on classroom performance. This research tends to demonstrate that self-regulated learning is the key tool for improving reading comprehension.

A recent study (Regatto-Bonifaz) examined the relationship between self-regulated learning and students' academic development. Once again, highlighting that students exhibit varying levels of autonomy, interest and participation in different learning activities. However, moral and institutional support also plays a role, as it reinforces the strategies employed. Consequently, these findings effectively contribute to improving outcomes in English language acquisition and enhancing reading comprehension.

From another perspective, Bouknify (2023) explored the importance of metacognitive strategies in the development of reading comprehension among English teachers.

This research indicates that, although the study focused on general strategies before and during the process, the total frequency with which students apply them, following that process, allows them to evaluate the outcome. They also establish that these strategies make the process

more efficient for student performance, as they strengthen autonomy, playing an important role in recommending the integration of strategies that can lead to autonomous and effective learning within the educational environment.

In different contexts, this study, (Lin He, 2023) investigated the potential impact of metacognitive strategies on the reading comprehension of a group of English learners. This study was designed to highlight the needs related to the fundamental skills involved, which are undoubtedly among the most challenging: cultural comprehension and meaning-making.

Therefore, an analysis of the data from this study shows that asking questions while taking notes also allows students to further strengthen their knowledge. Reading also allows for tracking progress and thus contributes to students' academic learning, as it can reinforce independent learning, although it may also lead to unfavorable outcomes.

Self-regulated learning involves directing your own studies-in other words, taking control of how you study. Mora (2021) found that reading comprehension skills are vital for learning English; a sample of 480 students took reading comprehension assessments. These yielded low scores due to a lack of appropriate strategies, caused by negative external factors affecting each student.

Once again, this research makes it clear that both the reader and the text influence cognitive, linguistic, and social aspects. However, proficiency in English also varies greatly with regard to vocabulary, which tends to become complicated when a student in unfamiliar with certain words and loses track of the context; this makes it necessary to apply pedagogical intervention strategies based on approaches that are effective for each student's reading comprehension.

Pedagogical Basis

Constructivism

Constructivism demonstrates that learning is the process that enables the creation of ideas based on experiences and interactions, depending also on how those experiences are interpreted. The acquisition of knowledge does not always occur passively but is rather associated with the integration of what is presented.

According to Nhung (2022), this idea simply demonstrates that student-centered learning is a process in which the teacher acts as a guide, and the student actively participates in the learning process. Constructivism fosters the development of meaningful critical thinking, leading to the conclusion that constructivism lays the foundation for understanding how these skills develop.

Student-Centered Learning

According to Goodwin (2024), argues that student-centered learning fosters student participation and autonomy, emphasizing that students play a more active and important role in the educational process, while the teacher acts as a facilitator to help students assume the role of learners. For example, the author demonstrates and points out that this method effectively fosters the development of skills such as communication, group work, and independent learning of English as a foreign language.

This methodology fosters greater student participation, autonomy, and commitment to self-regulated learning, which yields positive results. It helps lay the foundation for understanding, which in turn promotes the development of academic goals and strategies to enhance performance.

Metacognitive Strategies

Considering current strategies, according to Novri Pahrizal (2025), metacognitive strategies are very important and play a fundamental role in improving the reading comprehension of students learning English as a foreign language, as they enable students to plan, monitor, and evaluate the reading process. This leads to critical and constructive thinking, greater efficiency, and enhanced intellectual capacity for communication skills.

The authors of the article confirm that systematic use of these strategies enabled students to become more independent readers, which, in turn, enhanced reading comprehension performance and helped recognize the students' needs.

All of this information contributes to current research by highlighting the importance of metacognitive self-regulation strategies, as well as conflict resolution strategies and the ability to manage academic tasks.

Theoretical Basis

Being able to understand and read academic-level English texts is a fundamental skill that students of English as a foreign language (EFL) must acquire in order to complete important assignments. The ability to interpret written texts is an essential academic skill that is indispensable for college students (Rif'attullah et al., 2023). However, a lack of vocabulary, interpreting, or remembering the meaning of a written text are problems that come up frequently.

Reading comprehension skills can be developed through self-regulated learning, based on fundamental theories that help explain how students can enhance their comprehension by organizing, monitoring, and evaluating the student's learning process.

Social-Cognitive

The social-cognitive theory was developed by Albert Bandura who argues that learning results from the interaction of behavioral, personal, and environmental factors. Furthermore, he states that students learn best through observation, reflection, and self-regulation of the students' behavior. (Chen & Hu, 2021)

According to this theory, learning is acquired through cognitive processes such as motivation, personal reflection, and a sense of competence, without depending solely on the environment. By managing their behaviors, setting goals, and monitoring their academic progress, Bandura asserts that students play a fundamental role in learning. (Bakthiar & Hadwin, 2021)

Socio-cognitive theory is related to self-regulated learning, as it introduces similar ideas such as self-control, motivation, and self-efficacy, concepts that are essential for improving academic development and strengthening reading comprehension. (Schunk & DiBenedetto, 2021)

Likewise, recent studies have highlighted how self-efficacy influences readers' performance and students' ability to manage the learning process, emphasizing that reading comprehension skills can be improved through active participation in the planning, monitoring, and evaluation phases of their learning. (Chen & Hu, 2021)

Self-Regulated Learning

Self-Regulated Learning (SRL) is one of the primordial elements in this study. According to Barry Zimmerman, self-regulation is not considered a mental skill, nor should it be confused with academic success; rather, it is defined as a process through which learners diligently

manage cognitive, motivational, and behavioral processes in order to achieve academic goals. Zimmerman (2002) proposes a cyclical model consisting of three phases: forethought, performance, and self-reflection.

In the forethought phase, students explore and investigate what needs to be done, set goals or objectives, and plan strategies in advance for completing tasks. During the performance phase, learners begin to use the strategies established earlier (such as highlighting words, taking notes, and creating vocabulary) and monitor the learning process. In the final phase, self-reflection, the effectiveness of the learning process is evaluated, and adjustments are made for future tasks.

This cyclical model is important for reading comprehension because it enables students to plan or develop reading strategies, apply them while reading a text, and understand it; it also makes it possible to assess which aspects of the reading process proved challenging and to identify areas that needed improvement.

Similarly, Paul Pintrich highlights the role of motivation in self-regulated learning. According to Pintrich (2004), students can seek to regulate their emotions and feelings through the use of various coping strategies that help learners manage negative emotions such as fear and anxiety. With regard to reading comprehension, motivation plays an important role in determining whether students can engage deeply with texts or, conversely, opt for more superficial reading strategies.

Metacognition

Metacognition is another important component of this research. John Flavell (1979) points out and explains that metacognition is the knowledge and control that a person exercises

over cognitive processes; in other words, ‘‘thinking about thinking’’. Planning before beginning a learning process, monitoring, and evaluating one’s own results are skills that are part of metacognition.

Furthermore, recent research has shown that students who apply metacognitive strategies are more effective at recognizing comprehension problems and can implement the correct solutions immediately (Yang et al., 2026). Therefore, metacognition enables learners to regulate their thinking and reasoning and enhance their reading ability.

Reading Comprehension

The ability to comprehend and understand what one reads is essential for successful learning and teaching of a foreign language. This process involves simultaneous extraction and creation of meaning through interaction with and engagement in the written text. The connection between the text and the reader occurs within a broader social context. The goal is to grasp the text as a whole, rather than merely inferring meaning from specific words or phrases. Reading comprehension generates a mental representation of the text’s meaning, integrated with the reader’s prior knowledge. (Lan & Nguyen, 2022)

The capacity to understand what one reads increases when students use active strategies such as summarizing, paraphrasing, anticipating, and setting a purpose while reading. These strategies help learners focus on what is essential for improving reading comprehension, avoiding distractions that can be presented during a task.

Self-Regulated Learning and Reading Comprehension

Self-regulation and reading comprehension are interrelated since, in both, students need to be actively involved in the education. Due to self-regulation, students can manage behaviors,

motivations, and reflections aimed at achieving academic progress, which directly affects the ability to interpret texts.

There is a positive correlation between the use of self-regulated learning methods and reading comprehension. Students with strong reading skills tend to use a variety of strategies flexibly during the different stages of reading: before, during, and after. In contrast, readers with lower levels of comprehension tend to use a limited number of strategies without modifying or adapting them to the reading process. (Dong et al., 2026)

Studies suggest that to achieve strong reading comprehension, students must employ strategies that help them understand what they read. Among these strategies, metacognitive strategies are essential, since they enable students to organize, monitor, and assess their understanding throughout the reading process. (Rif'attullah et al., 2023)

Legal Basis

The research is guided by some legal basis from the Constitution of the Republic of Ecuador and the Organic Law on Intercultural Education (LOEI)

Constitution of the Republic of Ecuador

Art. 26.- Establece que la educación es un derecho que asiste a toda persona y que corresponde al Estado garantizar su ejercicio, lo que hace que el objetivo principal sea apoyar el crecimiento y el desarrollo de los ciudadanos en todos los ámbitos de la vida. Esto se relaciona con el aprendizaje autorregulado porque da a los estudiantes la posibilidad de controlar su aprendizaje y de ser participantes activos en el proceso. Asimismo, asegura el acceso a la educación permitiendo perfeccionar la lectura y la comprensión de lo que se lee (Asamblea Constituyente de Montecristi, 2008).

Art. 27.- Determina que la educación debe enfocarse en el ser humano, perfeccionando varios aspectos, instruyendo nuevas habilidades y asistiendo en el razonamiento individual. Esta manera de aprender tiene que ver con que los estudiantes asuman la responsabilidad de su propia educación y encuentren maneras de monitorear su desempeño académico. La habilidad de pensar críticamente y reflexionar facilita que los estudiantes entiendan lo que leen para que así sean capaces de comprender verdaderamente el sentido de las palabras y ponderar sobre ellas de manera profunda (Asamblea Constituyente de Montecristi, 2008).

Art. 343.- El propósito de este artículo es ayudar a las personas a aprender por sí mismos y hacerse responsables de lo que aprenden. El sistema educativo nacional lo logra garantizando que los estudiantes sean capaces de trabajar solos y se responsabilicen de su propio aprendizaje, fomentando el desarrollo de habilidades que contribuyan a aprender y entender las cosas (Asamblea Constituyente de Montecristi, 2008).

Organic Law on Intercultural Education (LOEI)

Art. 3.- Sostiene que la educación debe contribuir a desarrollar las habilidades y posibilidades de los estudiantes. El propósito es instruir a los estudiantes en el pensamiento reflexivo autónomo. Esto es comparable con el aprendizaje autorregulado, donde los estudiantes se responsabilizan de su propio aprendizaje, planifican sus acciones, evalúan su progreso y examinan lo aprendido (LOEI, 2011).

Art. 6.- Determina que el Estado tiene la obligación de ofrecer educación a los habitantes y de continuar perfeccionando el sistema educativo a través de métodos pedagógicos apropiados. Esta norma contribuye a poner en práctica estrategias enfocadas en el aprendizaje autónomo de las personas, porque estas técnicas les sirven para volverse más independientes (LOEI, 2011).

Art. 7.- Garantiza que los estudiantes reciban educación, convirtiéndolos en los protagonistas de su propio aprendizaje y ayudándoles a reflexionar sobre sus acciones y hacerse cargo de su propia formación. Cuando los estudiantes realizan esto, obtiene nuevas competencias que les facilitan una mejor comprensión de lo que leen (LOEI, 2011).

Chapter III

Methodological Framework

This research will employ a qualitative method. This approach is the most effective for analyzing the experiences and perspectives of students in their final semester of the PINE career regarding the use of self-regulated learning as a strategy to enhance reading comprehension among students learning English as a Foreign Language (EFL).

Methods

Qualitative Research

According to Oranga & Matere (2023), qualitative research is essential in the investigation because, unlike quantitative analysis, which uses numerical data, an exploratory study seeks to interpret the experience, thoughts, perceptions, and behaviors of the people through non-numerical data, using questions such as ‘‘how’’ and ‘‘why’’ phenomena occur, allowing for the analysis of factors such as beliefs, emotions, and social relationships from the perspective of the subjects of study.

Furthermore, this type of research analyzes data collection methods using techniques such as interviews, focus groups, observations, life stories, and documentary information, which are analyzed and organized through coding and categorization processes, helping to obtain a broader range of detailed information that is not easily obtained through numbers. (Lim, 2024)

Although other techniques can be used, the semi-structured interview is the best option. According to Wong et al. (2023), this type of technique allows for the collection of in-depth information while maintaining an organized structure. This enables the interviewer to delve

deeper and adapt the flow of the conversation; in this way, the interviewee can better express their ideas, feelings, and emotions when sharing experiences related to self-regulated learning.

Type of Research

Phenomenological Study

A phenomenological study focuses on understanding both the experiences of the research subjects and the meaning they attribute to those experiences. According to Pandin & Yanto (2023), the phenomenological study focuses on subjective experience; in other words, it helps understand how individuals interpret their experiences, thoughts, emotions, and what happens around them in their daily lives. This implies that it seeks not only to explain the phenomenon but also to understand what it means to those who experience it.

By adopting this methodology, the following study provides an opportunity for EFL learners who are just beginning academic careers to identify the use of self-regulated learning to develop reading comprehension skills, thereby offering insights into its application based on the experiences eight-semester students have had during their process of using it.

Data Collection Techniques

One-on-one Interview

According to Kallio (2016), one-on-one interviews are widely used and highly effective in qualitative studies. This is because they not only serve to collect data but also make it possible to obtain more detailed and in-depth information about each person's experiences regarding a topic of study. This method allows the study participants to describe their experiences in depth and the strategies they employ in their learning process.

Data collection for this study will be conducted through one-on-one interviews with eighth-semester students in the PINE career at Universidad Estatal Peninsula de Santa Elena, where they will share their experiences using self-regulated learning as a strategy to improve reading comprehension. The study will analyze the extent to which their reading skills have improved and how they employed this strategy.

Instruments and Type of Questions

Questionnaire/Open-ended Questions

For this study, a questionnaire is the best tool to use, as it allows us to gain a deeper understanding of what people think about the topic. The questionnaire allows to gather more detailed information from participants, thereby providing a wealth of shared experiences and insights from the interviewers without leaving any gaps and with the ability to clarify doubts. Furthermore, as supported by Taherdoost (2021), the use of questionnaires helps obtain reliable and relevant data in an organized and efficient manner.

The questionnaire will consist of a total of eight open-ended questions. It will be administered in person, as this allows for obtaining precise answers; the interviewers can speak directly with the interviewee, thereby obtaining responses while simultaneously clarifying any doubts about how they have approached self-regulated learning to improve reading comprehension skills. That way, the authors will know about the difficulties, problems, and experiences encountered during their learning process; furthermore, it will enable to understand the emotions and experiences of the individuals during the interview.

Data Collection Processing and Resources

Basic Questions	Explanation
What?	To collect data information
Where?	At ‘‘Universidad Estatal Península de Santa Elena’’
When?	May, 2026
How?	One-on-one interview using a questionnaire with eight open-ended questions.
What for?	To analyze students' perspectives on the use of self-regulated learning as a strategy to enhance reading comprehension.

Note: *All details about the technique, date, and purpose of data collection*

Population and Sample

The population for this study consists of eighth-semester students from the PINE career at Universidad Peninsula de Santa Elena during the 2026-1 academic year. From this group, a sample of eight students was selected who have demonstrated significant progress in text comprehension through the use of self-regulated learning as a learning strategy, thereby demonstrating that this strategy can be applied to students who are just beginning their degree program to improve this skill.

Chapter IV

Analysis of Findings

Brief Explanation of the Findings

This chapter analyzes students' perspectives on their own performance in learning English. Self-regulation is considered essential for planning, monitoring, and evaluating to determine which academic goals have been achieved. This section presents students' perspectives, which support the accuracy and reliability of the interpretation. In this interpretive analysis, all the information gathered from the respondents highlights the viewpoints that promote self-regulated learning among students of English as a foreign language. This is evidenced by students' experiences and the improvements they made during their college careers; therefore, a detailed analysis of the key points of each question and their corresponding responses will be presented, followed by an explanation and comparison.

Interpretation of Interviews

Question one: What self-regulated strategies do you use to improve your reading comprehension?

The interviewees mentioned various strategies for improving reading comprehension through self-regulated learning. Among those mentioned were cognitive strategies, such as understanding unfamiliar words, identifying sentences, using a dictionary to expand vocabulary, and referring to summaries to understand texts; as well as setting academic goals before beginning to read and dividing texts into sections using skimming and scanning strategies to gain insights into the content they are reading. These responses show that students apply the process of planning, monitoring, and evaluating while reading, which results in the use of self-regulated

learning; furthermore, students reflect that all of this sharpens the mind and fosters an unwavering curiosity as they identify information and expand their linguistic knowledge.

Having stated this, it is simply argued that the findings, as the author asserts, indicate that students self-regulate learning through innovative strategies and by means of planning and evaluation, which leads to a comprehensive process of identifying relevant information that promotes more effective reading comprehension. (Dong et al., 2026)

Question two: Can you describe how often you practice self-regulated learning to improve reading comprehension and how you organize and monitor your learning process?

Participants reported varying levels of frequency in the practice of self-regulated learning. One student recently began applying strategies more regularly and dedicates time to reading three times a week. On the other hand, four other participants noted that they practice self-regulated learning almost every day, taking the opportunity to read various materials and review what they have learned. Likewise, five students stated that consistent practice, especially when faced with academic reading daily, is even more effective for understanding text in different contexts. Overall, the responses reflect that participants recognize the importance of frequent practice to strengthen these reading comprehension skills, including the integration of reading comprehension and review activities as part of the process, which promotes the development of reading comprehension. (Mora et al., 2021)

Question three: What is your perception of self-regulation when learning English? How do you manage your time during the learning process?

Participants view self-regulated learning as a process that requires commitment, discipline, and responsibility. Similarly, five students mentioned that this form of learning

demands considerable dedication, planning, and proper management of time and available resources to achieve the intended goals. Similarly, five other participants noted that self-regulated learning involves taking full responsibility for their own learning process, which was considered an essential element for maintaining unparalleled focus and following an organized plan for its implementation. Regarding time management, the students mentioned using schedules to organize weekly activities and setting aside specific time for reading. (Wang, 2023)

Question four: When you use self-regulated learning, how many hours do you spend studying reading comprehension?

Participants mentioned different amounts of time devoted to developing reading comprehension. Four students indicated that they spend between three and five hours per week on activities related to reading in English, while four others spend more than five hours per week, including personal reading, academic assignments, and reviewing them. They have divided the time into 30- to 45-minute sessions and alternate techniques to avoid fatigue and maintain concentration. Finally, two students explained that the time they devote depends on the context of what they are studying and the complexity of the academic demands they face each week. In general, the responses suggest that students prefer to divide the study time into shorter sessions rather than engage in long, continuous study sessions. They also consider that their academic responsibilities may vary depending on the amount of time they invest. These findings suggest study habits to maintain consistency and promote better reading comprehension. (Lan et al., 2022)

Question five: What benefits have you noticed since you started using self-regulated learning to improve your reading comprehension?

Participants mentioned numerous benefits associated with the use of self-regulated learning. Among these, four students highlighted an expanded vocabulary, improved reading comprehension of English texts, and a greater ability to identify main ideas and relevant details. Furthermore, as a result of this process, they can now interpret unfamiliar words more easily based on the context and rely less on translation tools.

Likewise, five students noted improvements in their confidence when working with academic materials, which they said allowed them to develop skills complementary to the studies, such as creating a plan of activities and a greater ability to follow through on it. Finally, they emphasized that self-regulated learning allowed them to strike a balance between patience and perseverance, recognizing that acquiring knowledge takes time. Overall, the responses indicate that self-regulated learning has not only contributed to reading comprehension but has also demonstrated that consistent application of strategies can help promote active participation in learning. (Bakthiar et al., 2021)

Question six: What challenges have you ever encountered since you started studying and managing your self-regulated learning?

Participants mentioned that they identified various challenges related to the implementation of self-regulated learning. One of the most common obstacles was a lack of time, and academic responsibilities at the university continue to pose a challenge that, in some ways, remains difficult to manage, and as this is struck, a balance. Another challenge was maintaining consistency and discipline throughout the learning process. At first, this can be somewhat

difficult; avoiding distractions that interfere with the stated objectives requires extra effort to say motivated. (Goodwin, 2024)

Overall, the responses suggest that time management and consistency in studying are key factors in planning for the development of self-regulated learning, and that it is important to maintain study habits that allow students to continue strengthening their skills.

Question seven: What factors do you think have emerged that are affecting your self-regulated learning process to enhance reading comprehension? Could you be more specific about this?

Participants identified various negative factors that affect their self-regulated learning process. Among these, the most frequently mentioned are distractions, accumulated fatigue, and having limited time to self-regulate learning, which can even lead to burnout when there are too many colleague assignments, limiting available time. The same is true of social media, which causes momentary stress when you spend time on it and can directly affect your concentration and progress, making it even harder to stay focused and study. (Schunket al., 2021)

On the other hand, a lack of access to learning resources also affects self-regulated learning. This is evident in that maintaining consistent access to such resources could help sustain interest in learning, as it exposes students to constant change, which can be motivating and promote progress.

Question eight: What recommendations would you give to avoid shortcomings, reinforce self-regulated learning, and enhance reading comprehension?

The participants offered various recommendations for promoting the use of self-regulated learning to improve reading comprehension. One of the many suggestions is to

set an achievable goal and be realistic when putting it into practice, so that it is not a long-term effort, but rather something that can be sustained and yields results in line with each person's interests. Other participants recommended managing available time, reducing distractions, and adapting strategies to individual needs, which might mean engaging in short but meaningful study sessions rather than attempting long ones when tired or stressed.

In addition, several students also mentioned taking notes, underlining key ideas, writing summaries, looking up unfamiliar words, and keeping track of all this to maintain a consistent reading habit and access interesting materials within the framework of self-regulated learning. In general, the participants' recommendations indicate that strengthening self-regulated learning depends on the right setting, dedication to reading, and the ability to stay within the learning range.

Table 1

Student Perceptions and Experiences Regarding the use of Self-Regulated Strategies to Enhance Reading Comprehension.

Questions	In your experience, what is your perception of self-regulated learning in English? How do you manage your time during the	What benefits have you begun to notice since you started using self-regulated learning to enhance your reading comprehension?	What challenges have you encountered since you started studying and managing your self-regulated learning?	What factors do you think have emerged that are affecting your self-regulated learning process to enhance reading comprehension? Could you be more specific about this?

	learning process?			
Answers	The participants mentioned the perseverance required to carry out a meaningful process, which would involve taking on a great deal of responsibility in their time. Most students emphasized the importance of organizing a schedule, practicing regularly, and staying consistent to enhance reading comprehension.	The participants showed improvement in expanding vocabulary and using it effectively. They gained greater confidence in reading texts in English, improved the ability to identify main ideas, reduced reliance on translation, and improved the organization of activities, as well as the use of resources and adapting to new situations, all with the goal of enhancing reading comprehension.	The participants mentioned that among the challenges of not having access to resources due to external factors-such as academic overload-and the imbalance between that and self-regulated learning, which can be stressful, another challenge may be not knowing how to organize activities properly or for what purpose to carry them out in order to enhance reading comprehension. They also mentioned academic	The participants mentioned that a lack of time, academic stress, distractions from social media, and unfamiliarity with vocabulary can sometimes be tedious and lead to momentary boredom, as well as a lack of commitment to academics and a lack of interest.

			dependency between teachers and students in the learning process.	
Authors	(Charlotte Dignath, 2023) argue that tracking progress helps them enhance learning and allows them to adjust the strategies as needed.	(Maribbay, 2022) emphasizes that the habit of reading is essential for developing critical thinking and that an interest in reading is linked to better academic performance,	(Tran, 2024) mentions that students face challenges, identifies the most common patterns, and notes the need to strengthen the role of teachers and provide students with adequate resources.	(Juan Zheng, 2023) argues that negative factors have a significant impact on the learning process, reduce persistence and participation, and the use of self-regulated learning and that this occurs frequently.

Critical discussion

The results obtained in this study can be interpreted considering the theory of self-regulation, as mentioned by the students, who believe that this approach is effective when they are able to plan, monitor, and evaluate their own learning process. The interview results reflect this process, as well as time management, establishing routines, and tracking progress.

Similarly, learning planning involves setting specific reading activities and having students establish goals and organize strategies before completing the task. Recent

research (Adam J. Lekwa, 2025),- teacher acts solely as a facilitator or mediator who offers support.

Likewise, the student's the one who develops the plan and improves their autonomy and academic performance in learning English, including goal setting, monitoring, and self-reflection, which enables students to enhance reading comprehension and academic performance. This process is considered relevant to self-regulated learning because it adapts to the constant change in cognitive and metacognitive strategies.

In addition, using strategies such as "scanning" allows students to learn at their own pace, which highlights the development of specific cognitive strategies for reading comprehension argues that indicate that reading improves reading comprehension and fosters an interest in learning (Xiao-Wu Wang, 2022).

The participants even pointed out that consuming a variety of content contributes positively to improving language skills, academic performance, vocabulary acquisition, and general knowledge, all of which helps you gain a different perspective, indicating that there is less reliance on translation tools and contact with the instructor (Saad, 2025).

Therefore, this finding aligns with or is related to the emotional aspects, as participants reported feeling more secure or motivated when they have control over their own learning, which helps reduce academic stress, fosters a more related and cheerful outlook toward learning, and improves reading comprehension.

However, although the results show a positive trend toward self-regulated literature indicates that this is not an automatic process that occurs overnight; it depends on many factors, such as access to resources, pedagogical support, and student motivation. Self-regulated learning

must be viewed as a gradual process that requires guidance so that students can progressively build the skills.

Overall, it is confirmed that self-regulated learning involves not only individual responsibility in isolation but also interaction-specifically, the importance of continuous engagement with cognitive strategies, emotional regulation, the use of technological resources, and teacher support that fosters a safe environment and builds students' self-reliance.

Chapter V

Conclusions and Recommendations

This chapter presents the conclusions and recommendations based on research conducted on self-regulated learning to improve reading comprehension. The conclusions of this study address the general objective and the specific objectives established through the analysis and interpretation of the results obtained from one.on.one interviews with the participating students.

Conclusions

Regarding the overall objectives, which were to analyze, through one-on-one interviews with college students, how self-regulated learning can enhance reading comprehension, it was concluded that this type of learning significantly supports the development of reading skills. The participants stated that organizing activities, setting academic goals, and tracking their progress made it easier for them to understand English texts by taking on a more proactive and autonomous role in their educational process. Thus, self-regulated learning serves as an effective tool for strengthening reading comprehension and fostering students' responsibility for their academic performance.

Relating to the first specific objective, which aims to identify the strategies participants use to self-regulate reading comprehension, it is noteworthy that they employ various cognitive and metacognitive strategies mentioned, such as skimming and scanning, as well as underlining unfamiliar words, using a dictionary to expand vocabulary, dividing the text into sections, and summarizing texts to aid comprehension. This allowed students to better organize information, enrich their vocabulary, and achieve a more effective understanding, which highlights the importance of self-regulation in the process of learning English as a foreign language (EFL).

Concerning the second specific objective, which focuses on students' experiences and perceptions regarding the use of self-regulated learning, a favorable opinion emerged, highlighting some benefits they have gained in developing their reading comprehension. The students mentioned that using self-regulated learning requires commitment, discipline, and responsibility to achieve the established goals. They emphasized that the path is not easy due to various factors, such as college assignments and personal problems, but that the improvement they saw in their learning makes it all worthwhile. Benefits such as understanding long texts, identifying main ideas, expanding their vocabulary, and interpreting unfamiliar words are some of the benefits identified when evaluating their learning.

Regarding the third specific objective, which addresses the challenges students face when attempting to self-regulate learning in reading tasks, several negative factors that hinder self-regulation are highlighted. The most frequently mentioned factors are not having enough time, academic overload, a lack of discipline, stress, social media use, and not having a suitable place to study at home. These findings show that even though students understand the importance of self-regulation, its implementation depends on various circumstances that allow for organization, consistency, and concentration in the learning process.

Recommendations

Based on the results obtained, the following recommendations are proposed:

It is recommended that self-regulated learning be promoted among students learning English as a foreign language from the first semesters, as this allows them to gradually develop their autonomy and identify strategies and tools to improve their reading comprehension.

Furthermore, it helps them begin to plan, monitor, and evaluate their own learning process, thereby avoiding dependence on the teacher.

Based on the strategies identified, it is recommended that learners use certain self-regulation techniques and tools. This involves creating a vocabulary list of unfamiliar words, as well as identifying main ideas and underlining new words while reading. For this reason, it is recommended to use reading strategies such as skimming and scanning before beginning to read to grasp the general content of the text and locate specific information. These strategies enhance comprehension of English texts and boost academic performance.

Based on respondents' experiences and perceptions, it is recommended to cultivate study habits that include setting individual goals, managing time, and developing consistent study routines. These actions can boost students' motivation, confidence, and commitment to their education, encouraging more active engagement in learning English.

Regarding the obstacles identified, it is recommended that students begin to implement self-regulated learning gradually, as well as strategies that help improve reading comprehension. It is advisable to start with short readings and gradually increase the difficulty level as you progress in learning. This way, you create a habit that gradually becomes a discipline, something that, according to the results, most respondents found difficult at first: being consistent and disciplined.

That said, self-regulated learning remains a subject of study for future researchers who use larger sample sizes to determine whether or not this approach is effective.

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Annexes

Annex A: Certificate of Anti-Plagiarism

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “Self-Regulated Learning to Enhance Reading Comprehension in EFL Learners” elaborado por los estudiantes **Nuñez Carvajal Denisse y Reyes Suárez Sheily** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Lic. Limones Borbor Julieta Verónica, MSc.

TUTOR

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Tamaño del archivo original : 358,14 kB
Número de palabras : 7229

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Resumen (sección 1/2)

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Annex B: Questionnaire

Population: Students enrolled in the eighth semester of the Pedagogy of National and Foreign Languages who use self-regulated learning strategies during the English learning process.

Sample: Eight eighth-semester students from the Pedagogy of National and Foreign Languages who were selected to participate in the study based on their experience using self-regulated learning strategies to enhance their reading comprehension.

Questions addressed to the interviewees

1. What self-regulated strategies do you use to improve your reading comprehension?
2. Can you describe how often you practice self-regulated learning to improve reading comprehension and how you organize and monitor your learning process?
3. What is your perception of self-regulation when learning English? How do you manage your time during the learning process?
4. When you use self-regulated learning, how many hours do you spend studying reading comprehension?
5. What benefits have you noticed since you started using self-regulated learning to improve your reading comprehension?
6. What challenges have you ever encountered since you started studying and managing your self-regulated learning?

7. What factors do you think have emerged that are affecting your self-regulated learning process to enhance reading comprehension? Could you be more specific about this?
8. What recommendations would you give to avoid shortcomings, reinforce self-regulated learning, and enhance reading comprehension?

Annex C: Transcription of responses addressed to the students.

Interviewed: 1

1. **What self-regulated strategies do you use to enhance your reading comprehension?**

In my case, the reading process requires full concentration and dedicated time to discover new data, new experiences and new knowledge. All enhance our mind, makes us more like people capable to have the sense of curiosity undying. My strategies are while reading marking the unknown words or interested phrases, ensuring I really understand the content. Decoding the information is essential for everyone who likes to be critical, give opinions, take professional decisions and discuss arguments with a solid base.

2. **Can you describe how often you practice self-regulated learning to improve reading comprehension and how you organize and monitor your learning process?**

Recently, I begin to practice it with more regularity, and I am planning to add as part of my routine. Before, the only idea of reading sounds awful, similar as waste the time. But, it was an absurd thinking that thankfully I reject in my actual life. Of course, I do not consider myself as a ‘bookworm’ reading every hour, I mean reading only the necessary like twice a week.

3. **What is your perception of self-regulation when learning English? How do you manage your time?**

The self-regulated learning is not that easy that many people trying to convince us for decades, requires your total dedication, any distraction can drive you to frustration. As result, many hours and time that can not be recovered. So, the requirements could be analyzing what needs to be learn and what objective you are looking for, then with that clearly idea create a plan with the correct manage of time and resources respectively. I apply in this way, and I ensure is the best manner of take control of your time and responsibilities.

4. **When you use self-regulated learning, how many hours do you spend studying reading comprehension?**

It depends on the type of themes you are studying, the subject that probably need more practical presence can take more hours for example. On the other hand, I personally prefer activities and learning process that not take much time, caused I can feel overwhelming by the amount of information that the brain must process. For that reason, it just takes only four hours per week or ten hours in some important cases.

5. **What benefits have you begun to notice since you started using self-regulated learning to enhance your reading comprehension?**

At the beginning, I have still complications to comprehend the texts and readings, but taking it slowly, I discover the nature of patient. Unluckily, our society live a technology age which have a lot of fattest applications in many fields, that give you what you want in seconds. Then, that bad behavior creates a problem of concentration, make me incapable of watch something without doing others thing. However, I decided to take control over the content and

how much time take my activities, the patient was the key of my learning process, because the new content must be cared like a seed, the knowledge grows slowly in our bodies, once the plant is completed, do not forget to continue taking care of it. Since I started using this method I get more benefits in the way of planning my routines, choosing which options fit my expectative.

6. **What challenges have you encountered since you started studying and managing your self-regulated learning?**

Probably some of them were mentioned in the previous questions, so in summarize, the challenges I face in my learning process were the adaptation of time, that means I must change my lifestyle. No doubt, it was difficult adapt this with the other responsibilities, the suffocation was bigger. Another task to complete, requires my entire presence I thinking during the first days, but is the moment of stop and analyze which actions are affecting our lives, and maybe we do not know.

7. **What factors do you think have emerged that are affecting your self-regulated learning process to enhance reading comprehension? Could you be more specific about this?**

I want to remark one factor in special, the motivation. Before, I was looking for reasons why I must read, the reading was not calling my attention during a long time while I was suffering a depression of a sense of emptiness. As solution, the experts give me the opportunity of convert me in a better person by self-learning. I can choose what learn and how to do it. It was the first time I feel really motivated. Another factor that I learn was the manage of emotions, my depression provokes some frustration, worse in a young man that poorly can maintain a

conversation. Thanks to the readings, I can finally acquire more new topics to talk and share with other people.

8. **What recommendations would you give us to avoid shortcomings, reinforce self-regulated learning, and enhance reading comprehension?**

You should adjust them in the way you prefer and can fit your routine. That means you probably must change some habits which perhaps can interrupt your learning process, the constantly entertainment is not good for us, often you should be more responsible in how do you use your time. Another factor, it is the environment, if the conditions are not favorable, consider yourself change it. Your worries can affect your health, physically and mentally. For that reason, it is a good option look for places with silence, or surrounding by people with the same objective, and maybe they can become part of your motivation.

Interviewed: 2

1. **What self-regulated strategies do you use to enhance your reading comprehension?**

I mainly use goal setting and planning before I start reading. I actively break down the text into smaller, manageable sections, use skimming and scanning to get a general idea, and highlight keywords or unfamiliar vocabulary to look up later.

2. **Can you describe how often you practice self-regulated learning to improve reading comprehension and how you organize and monitor your learning process?**

I practice it consistently, almost every time I face an academic reading assignment or study independently. Integrating these strategies into my daily study routine helps me stay focused and ensures I am truly understanding the material.

3. **What is your perception of sel-regulation when learning English? ? How do you manage your time?**

In learning English, it entails taking full ownership of the process—moving away from passive learning to actively monitoring my own progress, correcting my syntax or vocabulary mistakes, and staying motivated. Regarding time management, I create weekly schedules, allocate specific hours to intensive reading, and use techniques like the Pomodoro method to maintain high concentration levels.

4. **When you use self-regulated learning, how many hours do you spend studying reading comprehension?**

On average, I dedicate about 4 to 6 hours per week specifically to targeted reading comprehension practices, usually dividing it into sessions of 1 to 1.5 hours to avoid cognitive fatigue and maximize retention.

5. **What benefits have you begun to notice since you started using self-regulated learning to enhance your reading comprehension?**

The most prominent benefit is a significant increase in my vocabulary retention and textual analysis skills. I have also noticed that I don't get overwhelmed by complex texts anymore because I now possess the tools to decode them systematically, which has significantly boosted my academic performance.

6. **What challenges have you encountered since you started studying and managing your self-regulated learning?**

The biggest challenge is maintaining consistency and overcoming internal distractions, such as procrastination. Sometimes, accurately evaluating my own comprehension levels can also be difficult, as it requires a high level of critical objectivity to identify where exactly my understanding is failing.

7. **What factors do you think have emerged that are affecting your self-regulated learning process to enhance reading comprehension? Could you be more specific about this?**

Both internal and external factors play a role. Externally, the complexity and length of the assigned texts, along with environmental noise, can disrupt focus. Internally, stress levels and digital distractions—like social media notifications—directly affect my cognitive stamina and self-monitoring capacity during reading sessions.

8. **What recommendations would you give us to avoid shortcomings, reinforce self-regulated learning, and enhance reading comprehension?**

I would highly recommend incorporating explicit metacognitive training workshops for students, teaching them how to monitor their reading step-by-step. Additionally, creating interactive reading logs or digital portfolios can help students visualize their progress.

Interviewed: 3

1. **What self-regulated strategies do you use to enhance your reading comprehension?**

To improve my reading comprehension, I always keep a dictionary handy, whether I'm reading a document, a reading passage, or any other text. When I find a word I don't know, I look it up in the dictionary, but in English, so I can connect the meanings better. This gives me the opportunity to learn new words and improve my vocabulary through texts. Another strategy that helps me a lot is writing a short summary at the end of what I understood. Reading quickly is useless if I don't understand the text, so taking time to summarize is essential for me.

2. **Can you describe how often you practice self-regulated learning to enhance reading comprehension and how you organize and monitor your learning process?**

In fact, I practice self-regulated learning almost every day. Whenever I have free time, I use it to read anything and review the vocabulary I learned previously.

3. **What is your perception of self-regulation when learning English? ? How do you manage your time?**

Self-regulated learning in English involves having a clear objective, a goal that you truly desire to reach, things I want to improve. In my case, it has always been to show that I can be the best in the language, not overshadowing anyone, but rather convincing myself that I can always learn more and that there is no limit. Managing my time is a bit difficult, but what I do is: when I am in class, I search for words I don't understand; and when I am at home with technology, I change everything I use to be in English: my phone in English, apps in English, and all my devices in English.

4. **When you use self-regulated learning, how many hours do you spend studying reading comprehension?**

I dedicate 2 to 3 hours as a maximum per day, but not all at once. I study it in separate times. It is divided into 30–45 minutes per session, distributed throughout the day.

5. **What benefits have you begun to notice since you started using self-regulated learning to enhance your reading comprehension?**

There are many benefits. Thanks to reading comprehension, I can say that my speaking is better. When I take classes, understanding unusual words is easier to interpret. It has also helped me create summaries in a very agile way.

6. **What challenges have you encountered since you started studying and managing your self-regulated learning?**

I think my biggest challenge has been time; I wish I could devote more time to my self-regulated learning. Sometimes, homework makes it difficult for me to set aside my daily study hours.

7. **What factors do you think have emerged that are affecting your self-regulated learning process to enhance reading comprehension? Could you be more specific about this?**

I believe the main factor affecting my self-regulated learning is the saturation of roles and responsibilities in my daily routine. My time is highly fragmented between afternoon classes, homework, working on my thesis, household chores, and helping my sisters with their schoolwork. On top of that, I try to maintain a balance in my personal life, dividing my remaining hours between exercising and the brief time I get to spend with my boyfriend before classes. To explain it in more detail, all these factors drastically limit my availability to study English the way I would like to. By the end of the day, the accumulated exhaustion from juggling

so many things at once is a huge obstacle to staying focused. This has forced me to be highly strategic: since I know my routine consumes almost all my time, I have had to learn to self-regulate within the small gaps that open up, dividing my study into 30-to-45-minute sessions and changing my device settings to English so I don't lose touch with the language despite my busy lifestyle.

8. **What recommendations would you give us to avoid shortcomings, reinforce self-regulated learning, and enhance reading comprehension?**

To truly reinforce self-regulated learning under a heavy workload, I recommend prioritizing quality over quantity. Trying to force long study sessions when you are already physically and mentally exhausted from other duties will only lead to burnout and poor concentration. It is much more effective to adapt your learning to your lifestyle rather than changing your whole lifestyle for your learning.

Another crucial piece of advice is to maximize your daily environment. Instead of adding more tasks to your already packed schedule, find ways to make English naturally coexist with your responsibilities and personal life. Ultimately, the best way to enhance reading comprehension is to ensure that every reading experience, no matter how short, is meaningful. Set personal benchmarks, compete only against yourself, and understand that self-regulation is a marathon, not a sprint.

Interviewed: 4

1. **What self-regulated strategies do you use to enhance your reading comprehension?**

I identify the words I do not understand and try to interpret their meaning based on the context of the text. If necessary, I look up their definitions to improve my understanding.

2. **Can you describe how often you practice self-regulated learning to enhance reading comprehension and how you organize and monitor your learning process?**

I practice self-regulated learning very often because many of my assignments and reading activities require me to understand new texts. I usually try to interpret unfamiliar words from the context and look up their meanings when necessary.

3. **What is your perception of self-regulation when learning English? How do you manage your time?**

In my experience, self-regulated learning means taking responsibility for my own learning. When I find unfamiliar words, I try to understand them from the context or look up their meanings. To manage my time, I organize my tasks and try to dedicate time to reading and completing my English assignments on schedule.

4. **When you use self-regulated learning, how many hours do you spend studying reading comprehension?**

I spend about 3 to 4 hours per week studying reading comprehension.

5. **What benefits have you begun to notice since you started using self-regulated learning to enhance your reading comprehension?**

Since I started using self-regulated learning, I have improved my understanding of texts and expanded my vocabulary. I can often infer the meaning of unfamiliar words from the context, which helps me read more confidently.

6. **What challenges have you encountered since you started studying and managing your self-regulated learning?**

One of the main challenges I have encountered is that I sometimes do not fully understand entire texts, especially when they are advanced. When I do not understand them, I get bored quickly and stop reading. In addition, it takes me a long time to understand even short paragraphs when the vocabulary is difficult or the content is too complex.

7. **What factors do you think have emerged that are affecting your self-regulated learning process to enhance reading comprehension? Could you be more specific about this?**

Some factors that affect my self-regulated learning process include the difficulty level of the texts, especially when they are advanced or contain complex vocabulary. When I do not understand the content, I lose motivation and get bored easily, which affects my concentration. Another factor is the time it takes me to understand short paragraphs, which sometimes slows down my learning process.

8. **What recommendations would you give us to avoid shortcomings, reinforce self-regulated learning, and enhance reading comprehension?**

I would recommend practicing reading regularly with texts that match the student's level and gradually increasing the difficulty. It is also helpful to use a dictionary or try to understand new words from the context. In addition, students should not give up when they do not

understand a text, but instead reread it and take their time to analyze it. Finally, making summaries can help improve understanding and reinforce self-regulated learning.

Interviewed: 5

1. **What self-regulated strategies do you use to enhance your reading comprehension?**

To improve my reading comprehension, I try to read in English regularly. As I read, I underline words I don't know, look up their meanings, and write them down to review later. I also tend to reread the parts I don't understand until I grasp the message better. In addition, I watch videos in English with subtitles to build my vocabulary and become more familiar with the language.

2. **Can you describe how often you practice self-regulated learning to enhance reading comprehension and how you organized and monitor your learning process?**

I practice self-directed learning almost every day. I try to make it a habit to read a chapter of the Bible in English, review new words, and supplement my learning with English-language videos with subtitles. Although some days I have more time than others, I try to be consistent because this helps me gradually improve my reading comprehension.

3. **What is your perception of self-regulation when learning English? How do you manage your time?**

In my experience, self-regulated learning involves taking responsibility for my own learning and finding ways to constantly improve. When it comes to English, I try to practice on

my own, expand my vocabulary, and use strategies that help me better understand texts. To stay organized, I usually plan my activities weekly based on my schedule, and when I have time during breakfast, I read my bilingual Bible, which allows me to stay in frequent contact with the language and continue to strengthen my reading comprehension.

4. **When you use self-regulated learning, how many hours do you spend studying reading comprehension?**

I estimate that I spend more than five hours a week on activities related to reading comprehension in English. This time includes my daily reading, academic assignments, and other activities that help me continue to develop my comprehension skills. Although reading my bilingual Bible usually takes me between five and ten minutes a day, the total time increases with the other activities I do throughout the week.

5. **What benefits have you begun to notice since you started using self-regulated learning to enhance your reading comprehension?**

Since I started studying more consistently, I've noticed that my English vocabulary has grown and that I understand the texts I read better. I also rely less on translation tools than I used to, since I can figure out the meaning of many words from the context. Plus, I feel more confident when doing academic work in English because it's easier for me to understand the information.

6. **What challenges have you encountered since you started studying and managing your self-regulated learning?**

One of the main challenges has been staying consistent, especially at the beginning, when I didn't yet have an established routine. I've also had to learn to deal with certain distractions and manage my time better to keep up with my academic work. In addition, I still come across texts with complex vocabulary or ideas that require more careful reading. However, with practice and the habits I've developed, I find it easier to understand the texts and stay on track with my learning process.

7. **What factors do you think have emerged that are affecting your self-regulated learning process to enhance reading comprehension? Could you be more specific about this?**

I think one of the things that has helped me the most in my learning is reading regularly and getting into the habit of jotting down new words to review later. Watching English videos with subtitles has also helped me, as they strengthen my vocabulary and comprehension. On the other hand, the factor that most affects my progress is a lack of time, especially when I have a lot of academic responsibilities. Even so, I try to organize my activities and maintain consistent practice to keep improving my reading comprehension.

8. **What recommendations would you give us to avoid shortcomings, reinforce self-regulated learning, and enhance reading comprehension?**

My recommendation would be to establish a realistic study routine and stick to it, even if you only have a few minutes a day. I also think it's important to choose materials that interest you, take notes, and review new vocabulary, and not to get discouraged when you encounter

difficulties. In addition, managing your time well and maintaining reading habits can help reinforce independent learning and gradually improve your reading comprehension.

Interviewed: 6

1. **What self-regulated strategies do you use to enhance your reading comprehension?**

I do underline vocabulary I do not understand while reading, but when I am reading, I do not get stuck on a word I do not understand; instead, I try to connect it to another word or look at the context of the sentence to figure it out. After I finish reading, I look up the meanings of the words I did not know to create a personal dictionary that helps me learn new vocabulary. Another strategy I use is skimming and scanning, which involves reading the text quickly to grasp the main ideas, and then reading it in depth. This helps you better understand what you are about read.

2. **Can you describe how often you practice self-regulated learning to enhance reading comprehension and how you organize and monitor your learning process?**

I practice about 3 to 4 times a week since I have a set schedule during the week for reading comprehension practice. Thanks to this, my reading comprehension has improved a lot, and I do not just justice with texts or reading comprehension to us the university-I also look for reading online to keep practicing.

3. **What is your perception of self-regulation when learning English? How do you manage your time?**

In my experience, self-regulated learning involves taking control of your own learning; it is not just about learning because you want to, but also about setting study schedules, techniques, and strategies to use before you start studying. In this way, self-regulated learning plays a major role in learning English because, by ready having a set schedule and knowing which tools you will use, you save time and I do not find yourself wondering what you need to do, you already know. When it comes to time management, I try to set my schedule during my free time, but also I always to stick to the same time and hours. I use Google calendar, which helps me manage my time and days effectively.

4. **When you use self-regulated learning, how many hours do you spend studying reading comprehension?**

When I use self-regulated learning, I spend about an hour and a half a day practicing reading comprehension, and I take 5-minute breaks so that my study sessions do not become too overwhelming. That way, I do not get bored and can keep reading without losing my focus.

5. **What benefits have you begun to notice since you started using self-regulated learning to enhance your reading comprehension?**

Well, the changes have been positive, I can read faster and understand what I read better because I do not get stuck waiting to remember the meaning of a word; instead, as I read the entire text, I can grasp the meaning of complete ideas. Also, my vocabulary has expanded a lot. By using my personal glossary, I remember what certain words mean and no longer get stuck on them.

6. **What challenges have you encountered since you started studying and managing your self-regulated learning?**

Well, for some, mostly procrastination. I am the kind of person who leaves everything to the last minute and gets easily distracted by my cell phone, so that is made it hard for me to practice self-regulation. When I first started reading long texts and gradually moved on to longer ones. But overtime, and by setting a schedule, my discipline has improved, and I do not procrastinate as much anymore. Another challenge was consistency. It was difficult for me because, as a college student, I have a lot of assignments in different classes, which work against me. But I had to learn how to manage my time and find space in my schedule to practice reading comprehension.

7. **What factors do you think have emerged that are affecting your self-regulated learning process to enhance reading comprehension? Could you be more specific about this?**

Well, it would be academic workload because, as I said, having several classes and studiung for different activities or project are what affect my ability to enhance my self regulation. So If I do not stick to schedule I set, I might not practice it for several day; and that affect my ability to enhance my reading comprehension. Another factor is the environment where I study at home but sometimes the noise or distraction from my family causes me to lose my concentration. I might be reading a text but not understand it, which leads me to read the same passage more than three times and still not grasp it.

8. **What recommendations would you give us to avoid shortcomings, reinforce self-regulated learning, and enhance reading comprehension?**

Start slowly; do not stress if you don't quite understand a text. Look for something shorter to highlight if you don't understand; create your own glossary and review it whenever you can.

Starting slowly helps your learning process progress steadily and without stress. That way, when you read the text again, you will understand it better and will be able to gradually increase the difficulty of reading material, and you will realize that you are improving your reading comprehension on your own. Remember that insulated learning, you can use various strategies to improve your skills, so if one doesn't work for you, you can try another.

Interviewed: 7

1. **What self-regulated strategies do you use to enhance your reading comprehension?**

I use various strategies to improve my reading comprehension. Before reading the text and identify I skim the tests and identify key vocabulary. As I read, I underline important ideas, take notes, and summarize each paragraph.

2. **Can you describe how often you practice self-regulated learning to enhance reading comprehension and how you organize and monitor your learning process?**

I practice self-regulated learning almost every day, especially when I have English homework. I try to set goals for reading activities and monitor and process regularly.

3. **What is your perception of self-regulation when learning English? How do you manage your time?**

In my experience the regulated-learning means taking responsibility for my own learning it involve planning many studies, section setting clear goals monitoring mass comprehension evaluating market performance

4. **When you use self-regulated learning, how many hours do you spend studying reading comprehension?**

I usually spend between 3:00 and 5:00 hours away from reading comprehension. The amount of time I devote to it depends on the difficulty and texts in my academic workload.

5. **What benefits have you begun to notice since you started using self-regulated learning to enhance your reading comprehension?**

Since I started using self-regulated learning strategies, I have improved my comprehension of tests expanding my vocabulary and gained more confidence when reading English I am also able to identify my ideas and supporting the time more effectively.

6. **What challenges have you encountered since you started studying and managing your self-regulated learning?**

One of the challenges has been staying consistently avoid distraction, especially when studying on my own. Sometimes I find it difficult to stay motivated in managing my time effectively when I have multiple academic responsibilities.

7. **What factors do you think have emerged that are affecting your self-regulated learning process to enhance reading comprehension? Could you be more specific about this?**

Several factors affect my self- regulation learning process. Positive factors include motivation and access to learning resources and support from teachers. Negative factors include lack of time, distraction from social media, and unfamiliar vocabulary that can make texts harder to understand.

8. **What recommendations would you give us to avoid shortcomings, reinforce self-regulated learning, and enhance reading comprehension?**

I would recommend setting realistic goals, creating a regular study schedule, minimizing distractions, and using reading strategies such as note-taking and summarizing. In addition, students should monitor their process, reflecting on their learning and their health when they are encounter difficulties.

Interviewed: 8

1. **What self-regulated strategies do you use to enhance your reading comprehension?**

In this part, I make heavy use of digital platforms. For example, there is a well-known app for reading English texts at all levels called “Test your English”. I also write down new vocabulary in a separate notebook. I do all of this with the specific goal of improving. Using strategies like scanning and skimming also helps a lot.

2. **Can you describe how often you practice self-regulated learning to enhance reading comprehension and how you organize and monitor your learning process?**

First, I set a goal-something achievable and decided what topic I would study for about a week. Then, I identified what I still needed to learn and where I needed to improve my study strategies. Finally, I evaluated my progress. For example, one week I studied nature-related vocabulary, which I completed; I had set a clear and achievable goal for myself.

3. **What is your perception of self-regulation when learning English? How do you manage your time?**

Ever since I heard about and learned what self-regulated learning is and have been applying all the strategies it entails. I have been managing my time within certain limits, while also balancing it with academic work, which has been helpful in the learning process.

4. **When you use self-regulated learning, how many hours do you spend studying reading comprehension?**

Ever since I started using self-regulated learning, I have been dedicating 3 hours a day to it, supplementing it with other skills to improve and keep myself from getting bored.

5. **What benefits have you begun to notice since you started using self-regulated learning to enhance your reading comprehension?**

My reading skills have improved; I understand advanced text better, and I can even use words I did not know before when I speak. It makes every day much easier, even if it is just a little. Everything falls into place when you are motivated to do it. Another benefit is that my academic assignments are now complemented quite well.

6. **What challenges have you encountered since you started studying and managing your self-regulated learning?**

First, implementing a new strategy is always a challenge. For example, my colleagues´ assignments were exhausting, and trying to keep up with them at home was difficult for me, but that is where this comes into play.

7. **What factors do you think have emerged that are affecting your self-regulated learning process to enhance reading comprehension? Could you be more specific about this?**

The factors that influence this include the incorrect use of study strategies, distractions caused by cell phones, the large number of stressful tasks at college, and the failure to follow the right rules to facilitate effective learning. One of the things that affected me the most was burnout from trying to do many things at once, which can gradually take a toll on your own learning process.

8. **What recommendations would you give us to avoid shortcomings, reinforce self-regulated learning, and enhance reading comprehension?**

My recommendation is that you continue to learn how to use self-regulated learning strategies; specifically, set goals, work toward them, and evaluate your progress. If you follow this approach, you will find it easier to learn English as a foreign language. Also, practice reading using various apps designed to improve your reading skills; as I mentioned earlier, “Test your English” can be an excellent tool for developing different skills at various levels.