

The Positive Effects of Self-Regulation Strategy in EFL Reading Dynamics

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Abstract. Amidst complex reading learning enterprises, it is fair to be acknowledged that globalized EFL learners need to improve their reading competencies and activate a self-regulation strategy to experience a positively sound reading learning atmosphere and become more strategic L2 readers knowing the reading strategies working best for their particular reading dynamics. This present small-scale qualitative investigation was conducted with the support of a library study approach to generate more reliable and apprehensible research results beneficial for the betterment of future reading learning dynamics. To achieve this main research objective, the researcher selectively selected 20 previous studies focusing on discovering the positive influences of self-regulation strategy in EFL reading enterprises. Thematic analysis was simultaneously employed while analyzing the previously obtained research results to yield more accurate themes that were rewarding and to pave more meaningful reading pathways for worldwide second language reading instructors and EFL learners. Based on the obtained research results, the internalization of the self-regulation strategy has successfully promoted more enjoyable reading learning processes where they can progressively transform into more autonomous L2 readers. As a point, these specifically attained research results strongly suggested globalized second language reading instructors cultivating EFL learners' self-regulation growth at the onset of reading learning activities to gradually enable them to become high-achieving L2 readers.

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INTRODUCTION

Instilling a higher level of reading skills within EFL learners at the commencement of literacy enterprises is essential. It is fair to be repudiated that advanced reading competencies can enable EFL learners to achieve more satisfying academic success in the long run. This assertion is strongly supported by Amini et al. (2020) state that in supporting proper reading abilities, EFL learners will have broader opportunities to constantly obtain more gratifying academic achievements. However, embedding decent reading skills in EFL learners' academic lives is not a feasible business. To be considered proficient L2 readers, EFL learners have to be more strategic while comprehending their targeted texts. Strategic here refers to learners' capabilities to utilize a set of efficient reading strategies that can potentially assist them in fully comprehending the texts they read. Grabe (2014) states that it is of utmost importance for second-language reading instructors to equip their learners with a wide variety of effective reading strategies to make them more accustomed to engaging with a distinctive genre of reading texts.

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One of the promising ways to release this coveted L2 reading learning objectivity is through the continual internalization of a self-regulation strategy. It is strongly believed that in the light of self-regulation strategy, EFL learners will become more resilient L2 readers who are willing to cope with a vast range of taxing reading impediments. This belief is closely intertwined with Chamot (2014) theorizing that self-regulated learners are notably characterized by how they take on various obstacles hindering their comfy learning journeys. This commendable self-regulated learning characteristic took place as EFL learners have been more adept at organizing their thoughts, feelings, and performances in line with the specific learning circumstances they are currently facing. Cirino et al. (2017) aver that self-regulated learners readily and confidently confront varied challenges hampering their current learning processes by adjusting the desired emotions, thinking, and performances in accord with the current learning conditions they are experiencing.

In harmony with globalized EFL reading enterprises, the incorporation of self-regulation can simultaneously generate not only competent L2 but also lifelong readers who can decide the reading strategies working best for their reading learning contexts. Thus, it is crucially pivotal for second language reading instructors to hone learners' problem-solving and higher-order thinking skills, which are two fundamental aspects that can highly influence their self-regulation development. DiFrancesca et al. (2016) strongly prompted worldwide second language reading instructors to focus on elevating their learners' independent characters, problem-solving, and higher-order thinking skills to gradually transform them into more self-regulated L2 readers. In concord with the above-explained conceptions, second-language reading instructors can activate their learners' prior knowledge before participating in the main reading activities. By doing so, EFL learners' cognitive, metacognitive, and affective areas will be reinforced as well, which in turn enable them to become more motivated L2 readers. This contention has shared a similar value with Ping et al. (2015) frankly underlying the critical importance of reviving EFL learners' background knowledge of the specifically-given reading texts they are going to explore to arouse their particular reading interest cognitively and metacognitively.

Another probable reading strategy that is worthwhile to implement by second language reading instructors to sustain the robust growth of EFL learners' self-regulation is the continual use of learner-oriented reading activities. This strategy pertains to the adoption of interactive and engaging reading dynamics where EFL learners can make use of a repertoire of reading strategies to help them intensively monitor these selected strategies. By carrying out this action, EFL learners can develop their targeted reading competencies to the fullest level as they have noticed some specific reading strategies that are appropriate for their reading learning contexts. This suggestion agrees with Chamot (2014), avowing that second language reading instructors should introduce EFL learners to a series of meaningful reading strategies that can be harnessed in their reading learning circumstances, which effectively assists them to manage the ongoing reading learning dynamics through in-depth reading evaluations.

Speaking specifically, the nourishment of a self-regulation strategy can have a positive and influential impact on EFL learners' reading performance improvement. This ultimate reading learning outcome happened as self-regulated L2 readers sustainably employ a vast array of efficient reading strategies, stipulate the obtainable reading learning objectives before reading, monitor their reading comprehension, and reflect on their current reading learning processes whether they have met the desired reading learning goals or not. These aforesaid self-regulation behaviors align with Tran and Tran (2020) revealing the conspicuous differences between self-regulated and struggling L2 readers in terms of the efficient internalization of reading strategies, the enactment of achievable reading goals, intensive monitoring of reading comprehension, and

profound reading learning evaluations. With the continuous accompaniment of all these laudable self-regulation characters, EFL learners can potentially read their particular reading texts more confidently and comfortably which directly affects them to transfigure into more lifelong L2 readers longing to forge their reading skills outside of the formal classroom contexts. Jeon et al. (2016) believe that under the enlightenment of self-regulation, EFL learners can gradually transform into more highly-motivated and optimistic L2 readers by initiatively exploring a vast range of reading texts outside of the classroom walls.

Another notable advantage of reading learning imparted by the activation of a self-regulation strategy is that EFL learners can become more thoughtful and contemplative before executing the designated reading tasks. This conscientious action occurred since they noticed some particular strengths and weaknesses that can empower or impair their upcoming reading performances. Thiede and De Bruin (2017) have likewise noted that self-regulated L2 readers will be more selective in selecting specific strategies that are harmonious with their present reading learning contexts since they can make use of the plus along with minus aspects of their reading skills leading them to become more efficient L2 readers. Further, the complex and arduous implementations of self-regulation strategy in EFL reading enterprises are not futile since learners can infer the major information out of their texts effortlessly, make meaningful meanings from the specifically-obtained information, and critically apprehend a wide array of distinctive information. All these potential reading learning benefits echoed with Li et al. (2020) adducing that as L2 reading activities are deemed as one of the complex language learning enterprises EFL learners have to deal with, self-regulation can play a crucial role in continually assisting them to obtain their desired reading learning objectives by concluding the true meanings of their texts accurately, attain the particular information easily, and grasp the major points forming in their texts with a critical perspective.

Poon et al. (2020) proposed six major self-regulation strategy steps rewarding to be implemented in daily-based EFL reading learning situations. The first step, as alluded to before, refers to the activation of learners' background knowledge assisting them to possess more in-depth comprehension of the targeted texts. After activating their prior knowledge, EFL learners are intensively trained to adapt, apply, and adjust the chosen reading strategies in conformance with their reading learning needs. When learners have increased their self-confidence and adaptable reading behaviors, self-regulation strategy can be thoroughly infused as they already know how to comprehend their texts autonomously with lesser assistance from the second language reading instructors. In the fourth strategy, EFL learners are going to reinforce the utilization of these reading and self-regulation strategies by jotting down the significance of these readily-applied strategies in their personalized learning reflections. Moving forward, second language reading instructors are highly advocated to extend intensive support for EFL learners to ascertain that they have met the pre-determined reading objectives they have stipulated before in concordance with the currently-applied reading strategies. Upon establishing decent reading habits and substantiating EFL learners' self-regulation strategy, learners are altogether welcome to cultivate their reading skills and self-regulation strategy by exploring, comprehending, and evaluating the reading texts independently to fully ensure that they have traversed in the right pathways of becoming more skillful and life-long L2 readers.

Mbato (2019) highly suggested Indonesian university EFL educationalists to cultivating more robust critical thinking skills construction at the inception of second language teaching-learning dynamics to gradually transform our learners into more analytical, efficient, and proficient readers. Apart from this promising research result, it is necessary to be underscored here that there is still a dearth of investigation into the positive influences of self-regulation

strategy in EFL reading dynamics. These five previous investigations have not yet touched upon this essential psychological aspect. The first study was conducted by Mahastu et al. (2022) discovering that in support of SQ4R strategy, Indonesian university EFL learners have progressively improved their reading comprehension skills and reading test scores as they understood the assigned reading texts clearly. Nadirah et al. (2020) revealed that using interactive multimedia is of utmost importance since EFL learners have become more interested in reading activities developing their reading comprehension skills to the fullest potential. Budiman and Kania (2019) highly suggested that second language reading instructors train their learners' pronunciation skills before immersing them in the apparent reading activities to make them more well-prepared L2 readers. In the fourth study, Rahmawati (2021) unfolded that in the presence of a Team Game Tournament strategy, Indonesian EFL learners are strongly encouraged to read plenty of texts autonomously as they can locate similar reading learning responsibility with their group members and give their best reading efforts to be awarded as the best reading group. Lastly, Wijaya (2021) strongly advised Indonesian university EFL educators to constantly promote extensive reading strategies suitable for learners' reading needs, interests, and preferences to allow them to obtain more satisfying reading achievements. Practically speaking, this current small-scale qualitative study was initiated to investigate the beneficial impacts addressed by self-regulation strategy in globalized EFL reading enterprises. By conducting this study, it is hoped that the specifically-obtained research results can shed light for worldwide second language reading instructors to focus on nurturing EFL learners' self-regulation before commencing the specific reading activities to enable them to thoroughly achieve more fruitful L2 reading learning outcomes. To that end, one research problem was addressed to meet the aforementioned study objective namely: (1) what are the positive influences promoted by self-regulation strategy in EFL reading dynamics?

METHOD

The researcher conducted this present small-scale qualitative study with the support of a library study to yield more reliable and comprehensible research results. To this end, the researcher overviewed 20 previous studies of self-regulation strategy in EFL reading learning processes. Two major reasons prompted the researcher to select this topic. Firstly, globalized EFL learners often confront various reading obstacles while reading plenty of texts, which induces a low degree of reading motivation. Hence, second language reading instructors are advocated to introduce EFL learners to apply self-regulation strategy to become more avid L2 readers who may significantly elevate their reading achievements. The second reason is to foster the entire quality of reading learning dynamics in which EFL learners have transformed into more strategic L2 readers knowing a set of effective reading strategies working best for their current reading learning situations. Regarding these two underlying reasons, the researcher expectantly hoped that the yielded research results of this study can pave a more promising pathway for second language reading instructors to conduct more meaningful reading learning enterprises where EFL learners are capable of reading a wide variety of texts with the actual presence of robust self-regulation strategy and decent reading strategies. Particularly speaking, the researcher chose these 20 prior self-regulation strategy in EFL reading learning enterprises as the already-yielded research results have shed a rewarding enlightenment for globalized second language reading instructors to constantly conduct better-facilitated and emotionally supportive reading learning dynamics where language learners can meaningfully plan, monitor, and evaluate their existing reading learning activities. Furthermore, these specifically-chosen self-regulation researches have been published in a wide variety of reputable journal article platforms such as ERIC, AWEJ, ELSEVIER,

and Research Gate. Therefore, the reliability, relevancy, and adaptability of each single-handedly research result was assured. During the data analysis processes, the researcher employed a thematic analysis to generate more comprehensible, valid, and accurate research results that are closely correlated with the major theme of this study. To release this major study objective, the researcher subcategorized the most-appeared research results that resided in 20 prior self-regulation strategy investigations into some major-specific themes. After clustering these specifically-generated research themes, the researcher expounded the research results argumentatively with the support of relevant self-regulation theories and findings. By carrying out this last step, the obtained research results can potentially convey worldwide second language reading instructors and EFL learners to start internalizing self-regulation strategy at the onset of L2 reading learning activities to transform our learners into more proficient target language readers progressively. This present small-scale qualitative study was considered as a library research since in-depth research results data analysis were iteratively analysed and checked to generate more contextual, accurate, and relevant research results compatible with the specifically-investigated research topic. Creswell (2012) avows that under the limelight of a library analysis methodology, the researchers can potentially discern the interrelated connectivity amongst the scrutinized research results by which more precise research results are produced at the end of the previously-conducted analysis.

RESULT AND DISCUSSION

Based on the obtained research results generated by the in-depth thematic analysis, there were two major specific themes worth emphasizing here namely: (1) Self-regulation strategy promotes more conducive reading climates for EFL learners, and (2) Self-regulation strategy automatically turns EFL learners into more independent L2 readers. Concerning the first research theme, highly self-regulated EFL learners can potentially experience a more positively sound and emotionally-supportive reading learning enterprise as they have exerted better reading time, strategies, and environments management. As a result, they progressively transfigure into more skillful readers who inculcate a higher degree of reading motivation. In relation to the second research theme, it is worth stating that EFL learners having infused a higher level of self-regulation can become more autonomous readers by which they have been adept at adopting, adapting, and adjusting their particularly-chosen reading strategies harmonious with their currently-situated reading learning situations. By doing so, EFL learners are more likely to become more skilled readers capable of maximizing their utmost reading learning proficiency levels since they can flexibly shift their commonly-utilized reading strategies in agreement with their reading learning environments they are currently facing. The following data depictions and delineations can be discerned in these subsequent lines.

Theme 1. Self-Regulation Strategy Promotes More Conducive Reading Climates for EFL Learners

Theme 1	Authors
Self-Regulation Strategy Promotes More Conducive Reading Climates for EFL Learners	Alreshoud and Abdelhalim (2022); Amini et al. (2020); Denton et al. (2021); Ghavamnia (2022); Graham et al. (2020); Mohammadi et al. (2020); Nejabati (2015); Nejadihassan and Arabmofrad, (2016); Sanders et al. (2019); Roohani et al. (2017).

With a detailed observation of the above table, it is worth repudiating that self-regulation strategy can potentially promote more conducive reading climates for worldwide EFL learners. The major impetus of this supportive reading learning occurrence is due to the significant reading comprehension skills inculcated by EFL learners. As their reading comprehension abilities have been nurtured, they have progressively transfigured into more proficient L2 readers. There is a fine line between this contention with the previous result of Alreshoud and Abdelhalim (2022) uncovering that a great majority of Saudi Arabian university EFL learners have successfully transformed into more competent L2 readers since they have gained a more comprehensive understanding of their specifically-given texts. In the same line of argument, another promising reading avenue supportive for sustaining EFL learners' self-regulation strategy and reading skills is promoting more positively-sound reading climates where they are strongly willing to discover a vast range of texts in the light of strong motivation, emotion, and cognition. This conception is congruent with Amini et al. (2020) prompting second language reading instructors to constantly promote more emotionally-supportive reading circumstances where EFL learners' reading endeavors, skills, and emotions can significantly thrive to the utmost level.

By fully creating an anxiety-free reading learning atmosphere with the accompaniment of a self-regulation strategy, globalized EFL learners can simultaneously become more active and adaptable L2 readers as they have been more capable of utilizing a vast range of efficient reading strategies, sensibly stipulate their particular reading objectives, self-monitor the existing reading activities, and critically evaluate their specific reading learning outcomes. These aforementioned reading learning rewards coincide with Ghavamnia (2022) deducing that self-regulated L2 readers are closely identified with high-achieving academicians since they are more prone to participate proactively in their extant reading dynamics, set up obtainable reading learning goals, manage their reading processes well, make use of decent reading strategies, and reflect on their reading achievements. In a similar vein, Denton et al. (2021) strongly prompted second language reading instructors all around the globe to bring about more supportive reading vicinities at the commencement of literacy activities to ascertain all EFL learners are highly motivated to adjust their specifically-chosen reading strategies in accord with their current reading situations.

Theme 2. Self-Regulation Strategy Automatically Turns EFL Learners into More Independent L2 Readers

Theme 2	Authors
Self-Regulation Strategy Automatically Turns EFL Learners into More Independent L2 Readers	Bai and Wang (2020); Balashov et al. (2018); Berkeley and Larsen (2018); Connor et al. (2016); Hemmati et al. (2019); Kavani and Amjadiparvar (2018); Li et al. (2020); Roohani and Asiabani (2015); Sholeh (2019); Türkben (2019).

It is of foremost importance for second language reading instructors all around the hemisphere to internalize self-regulation strategy by not hastily propelling EFL learners to read the targeted texts cognitively. By carrying out this aforesaid initiative, EFL learners nationwide will have wide chances to explore, analyze, and reflect on their personalized reading learning enterprises by not relying too intensively on their reading instructors' guidance. This kind of coveted reading behavior is necessary as EFL learners can become more autonomous L2 readers who are highly desirous of elevating their reading competencies during their lifetime. This

perspective strongly affirmed the previous finding of Bai and Wang (2020) highly encouraging globalized second language reading instructors to introduce EFL learners to the critical importance of activating self-regulation strategy at the beginning of reading activities to make them become more lifelong L2 readers. By gradually becoming more autonomous L2 readers, EFL learners can simultaneously learn how to become more strategic decision-makers during engaging in the existing reading activities. Strategic decision-makers refer to L2 readers' profound awareness of utilizing the most appropriate strategies that are most suitable for their current reading situations. By inculcating this fundamental self-regulation element, EFL learners can gradually become more skillful L2 readers. These underlying reasons are consistent with Balashov et al. (2018) strongly recommending worldwide L2 reading instructors raise EFL learners' awareness of their personally-selected reading strategies to make them more strategic and advanced L2 readers.

To ensure all the above-explained reading learning benefits truly happen, second language reading instructors are also advised to provide EFL learners with thoughtful reasons for employing a self-regulation strategy at the onset of reading dynamics. These particular reasons should be expounded comprehensibly to extend more supportive reading learning assistance for EFL learners to be familiar with the influences, benefits, and shortages of their particularly-chosen reading strategies. The above-delineated suggestions are compatible with the previous study of Berkeley and Larsen (2018) highly advising second language reading instructors to expand EFL learners' existing understanding of the impacts, advantages, and drawbacks of their personalized reading strategies to help them to undergo more meaningful activities. Furthermore, self-reliant L2 readers are also ready to confront a wide array of reading impediments as they have infused more positive perspectives toward reading learning activities that may open up a brighter future for them. This conception hovers in the account of Hemmati et al. (2019) contending that with the enlightenment of self-regulated strategy, EFL learners can gradually transfigure into more resilient, persistent, and confident L2 readers highly committed to taking on every upcoming reading hurdle they are going to face.

CONCLUSION

As a final note, it can be safely inferred that through the burgeoning development of self-regulation strategy, globalized EFL learners can potentially endure better-facilitated L2 reading learning enterprises and gradually become more self-reliant L2 readers. These two positive reading learning values do not happen by chance. Rather, they are the apparent products of intensive self-regulated learning training imparted by the second language reading instructors wherein EFL learners possess equal opportunities to fine-tune their reading learning objectives, strategies, and efforts harmonious with the present reading learning situations they are engaging with. Irrespective of these promising research results, it is not acceptable to generalize the results of this current small-scale library study across L2 reading learning enterprises in other countries employing distinctive educational standards, national curricula, and reading learning approaches. The meaningful establishment, nourishment, and reinforcement of self-regulation strategy have to conform to the particular reading learning circumstances undergone by second language reading instructors and EFL learners. Thus, there is a further calling for prospective researchers to investigate other affective variables that may have influential impacts on advancing the reading learning qualities exposed to EFL learners. These affective variables comprise of metacognitive-regulation, self-efficacy, and emotional quotients. Eventually, these specifically-obtained research results can pave the way for second language reading instructors to immerse EFL learners into another crucial domain of affective reading strategy; self-regulation strategy, which can

potentially open up more holistic reading exposure to fully enjoy by all target language academicians.

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