

SELF-REGULATED LEARNING ACTIVITIES TO IMPROVE READING
COMPREHENSION IN THE FIRST SEMESTER OF ENGLISH AND FRENCH
PROGRAM AT UNIVERSITY OF NARIÑO

MILENA LIZETH CAICEDO GETIAL

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Submitted to the School of Human Sciences in Partial Fulfillment
Linguistics and Languages Department
English and French Teaching Program
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Nota de Responsabilidad

Las ideas y conclusiones aportadas en este Trabajo de Grado son Responsabilidad de los autores.

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Nota de aceptación

ASESOR

JURADO

JURADO

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I would like to dedicate this work to my loved ones for their unconditional support and encouragement. Equally, I express my gratitude to my advisor Mario Guerrero Rodrigues for his guidance, collaboration and timely wisdom.

Resumen

Esta tesis se llevó a cabo con el objetivo de aplicar algunas actividades del aprendizaje autorregulado (SRL) para mejorar la comprensión de lectura en el primer semestre del programa de inglés y francés de la Universidad de Nariño.

En primer lugar, se explicará qué es la habilidad de lectura y uno de sus principales componentes, la comprensión de lectura y su importancia para mejorarla. De la misma manera, se explicará qué es el aprendizaje autorregulado, sus componentes importantes, fases y diferentes teorías. Se toma SRL como marco teórico para la propuesta didáctica.

Más adelante, se explicará la propuesta didáctica y algunas actividades relacionadas con SRL en relación con el mejoramiento de la habilidad de la comprensión de lectura.

Palabras clave: Leer, Comprensión de lectura, Aprendizaje autorregulado.

Abstract

This thesis was carried out in order to apply some Self-regulated learning (SRL) activities to improve reading comprehension in the first semester of English and French program at University of Nariño.

Firstly, it will explain what reading skill is and one of its main components, reading comprehension is and its importance to improve it. In the same way, it will explain what Self-regulated Learning is, its important components, phases and different theories. It is taken as the theoretical framework for the didactic proposal.

Later, the didactic proposal and some activities related to SRL strategies will be explained in relation with the improvement of reading comprehension skill.

Key words: Reading, Reading comprehension, Self-regulated learning.

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Self-regulated Learning activities to improve Reading comprehension in the First semester of the English and French program at University of Nariño

Introduction

Reading skill is seen as an essential ability to function in our society. Reading is daily present in our lives and through it we acquire new information and internalize new knowledge that serves as base for communication (McNamara, 2009). It is necessary to understand that reading is a broad field that encompasses main components, for example reading comprehension which is the essence of reading; when we extract meaning from a text we really comprehend it (Durkin, 1993). According to Suleiman (2006) reading comprehension involves all actions that an EFL learner uses when he or she tries to go through a language for that reason it is important teacher and students adapt strategies to improve reading comprehension necessary to regulate and take control of their own language learning. According to Zimmerman (2000), Self-regulation refers to “self-generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals” (p.14). This author considers Self-regulated learning is a process that can supports learners in several academic fields through the action of managing their thoughts, emotions, and behaviors in order to effectively lead their learning process (Zumbrunn, Tadlock & Roberts, 2011). The aim of Self-regulated learning through reading comprehension is students may be able to use strategies to improve their abilities and subsequently can acquire, retain and retrieve new knowledge on their own, since reading is one of main sources of knowledge. Besides, being able to deal with difficulties and looking for ways to overcome them (Oruç & Arslan, 2016).

Objectives

General objective:

To improve reading comprehension skill through the use of SRL activities

Specific objectives:

To design activities to enhance the students' reading comprehension skill through SRL

To encourage the use of SRL activities to foster students' reading comprehension skill

To apply some activities based on SRL to develop students' reading comprehension.

Justification

In educational field reading is an essential part of learning and reading proficiency is an indicator of future academic achievement, if students are not able to manage reading skills, they are more likely to encounter academic difficulties (Musen, 2010). Reading is composed by main components, for example reading comprehension which is seen as the main goal of reading (Konza, 2010). This component is an active process which extracts and constructs meaning from a written language (Peterson, Baker & McGaw, 2010).

Despite the evident importance of reading, nowadays some learners do not like to engage with reading materials and content learning and they do not make much effort than watching, listening and taking notes and sometimes students find difficult some new vocabulary, lack of interest on reading, confusing in teacher demands, lack of previous knowledge, etc. In addition, some students are more likely to ignore their own learning difficulties. They tend to turn into passive receivers then; the output that students produce is limited, constantly not conscious and dependent on teachers (Hughes, 2013).

Responsibility for teaching and learning process is mainly centered on teachers and it is believed that if students are present in the lesson and listen to the teachers' explanations, they will be able to use the knowledge (Boumová, 2008). According to Nilson (2013), when some students are asked about factors they consider important in learning, they rarely talk about their own study methods or their own effort. In addition some students associate low scores with personal weaknesses or conditions that cannot be willed because some students think they do not have the ability or consider themselves as bad students to accomplish their activities and negative feelings or thoughts may appear, often not easy to

control. Besides, students' perception of learning is totally focused on institutions' responsibility which has to make knowledge takes place. When some students encounter difficulties and teaching content is not as comprehensible as teachers expect, students do not seek help by themselves more than the knowledge that they can obtain from classes. On the contrary, one of main goals related to this important skill, as reading is, mainly in education field, is to develop independent, self-directed and intentional learners not only for reading comprehension abilities but also for different learning skills. These are particular characteristics of self-regulated learners (Nilson, 2013). For these reasons it is important to know what Self-regulated Learning is and knowing that SRL strategies can assist students to implement different activities to control their own learning and learners may more conscious of their metacognitive, motivational and behavioral processes related to learning. In addition take advantage of Self-regulated Learning strategies may offer several options to face learning difficulties.

Literature review

Conceptual framework

Taking into account that one of main basis of this research is reading comprehension it is very important to understand this concept is an essential component of reading. For this reason, the reading concept is firstly explained below, including theories, types and main components.

Reading

The term "reading" has been defined by different authors. For example Konza (2010), agrees with the assumption that reading is a complex process which involves word recognition and comprehension directly related to perception and thought, since the reader associates written symbols to his or her spoken language knowledge. The reading capacity involves own knowledge which takes experience as primary sources of information (Aebersold & Field, 1997).

Stauffer (1969) explains reading is an active and dynamic mental process similar to thinking and cited Hodgson (1955) who offered a different definition by saying reading is seen as the process in which the reader receives the message that the writer wants to convey through written words. Cziko, Greenleaf, Hurwitz and Schoenbach (2000) agree by explaining reading is a skill which enables to get a written message developed by recognizing words through the written symbols and getting a meaning through understanding information from texts.

According to Longman Dictionary of Applied Linguistics (2010), reading is defined as:

“1. Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension. 2. Saying a written text aloud (oral reading). This can be done with or without understanding of the content.” (p.483). In this sense, other definition of reading is given by Pang, Muaka, Bernhardt and Kamil (2003), who explains reading is a complex activity that involves both perception and thought, since it is a dynamic interaction between information inferred on the written language, the reader’s background knowledge and the reading situational context.

Reading is a concept surrounded by different theories which provide its foundation through history (Tracey & Morrow, 2006). In order to understand more about nature of reading some theories are explained below.

Theories of Reading

There are different theories which explain the nature of reading. For example, the Traditional theory or *bottom up processing* which focuses on the text as printed symbols to decode. The Cognitive view or *top-down processing* that emphasizes not only in written text but also the reader’s background and knowledge. And the Metacognitive view which is the action of controlling text comprehension based on being aware what reader thinks while she or he reads (Pardede, 2006).

Traditional view: Following this theory, reading is the action of making sense through decoding written symbols in the text. A set of skills had to be learned in a progressive order obtaining as a result reading comprehension (Sheridan, 1981). According to Nunan (2003), this theory reading takes the name of “bottom up” process in which the author explains his

view by saying the sequence of the letters is seen in left to right order to be formed a word and its meaning has to be related with the sequential order of other words in the text and finally form logical phrases to obtain comprehension from the whole reading. According to Aebersold and Field (2008), Bottom-up theory refers to decoding, which is the process to construct the text from letters, words, phrases and sentences, in other words understanding the little units to complete meaning of the whole text.

Cognitive view: This theory of reading is known as “top-down” process. In this view, reading is not a passive and sequential activity but active and cognitive process in which the creation of meaning is directly connected with the reader’s background. The reader establishes an internal dialogue with the text in which written information matches with the reader’s knowledge and his or her expectations for making sense (Pardede, 2006).

According to Aebersold and Field (2008), in Top-down theory the reader fits their cultural, historical, linguistic etc. knowledge in the text and check back if new knowledge appears. Goodman (1967) agrees by saying reading is “a process in which readers sample the text, make hypotheses about what is coming next, sample the text again in order to test their hypotheses, confirm (or disconfirm) them, make new hypotheses, and so forth” (p.25).

Metacognitive view: Wardah (2014) explains metacognition is the process of thinking about what the reader is doing while he or she reads. The central point of metacognitive view is awareness of own thinking during the reading process. According to this view Authors like Klein, Peterson and Simington, L. (1991) and Shehu (2015) agree that strategic readers aim the following attempts:

- Identifying the purpose of the reading before reading

- Identifying the form or type of the text before reading
- Thinking about the general character and features of the form or type of the text.
- Projecting the author's purpose for writing the text (while reading it),
- Choosing, scanning, or reading in detail
- Making continuous predictions about what will occur next, based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages.

Types of Reading

According to MacLeod (2003), reading is categorized in different types such as: Intensive Reading, Extensive Reading, Scanning and Skimming. Now, these kinds of reading are explained:

According to this author, Intensive reading is used to focus attention especially on grammatical structures and theoretical implications in a short passage. The purpose of intensive reading is to teach specific reading skills and aims to build more language knowledge. On the other hand, Extensive reading focuses on comprehension of main ideas and not specific details. Extensive reading involves large quantities of academic, scientific, technical material or even simple pleasure for reading. MacLeod explains that another type of Reading is Scanning, the purpose of which is focusing in key details for locating specific information such as, dates, phrases, names, etc. In Scanning reading, it is assumed the information is not processed in long-term memory, as a piece of information is required, it is just necessary to locate the objective by simply matching meanings through a quick reading. On the contrary, Skimming reading requires organizing information to know general meaning of the text. This type of Reading involves questioning, surveying and

reciting. For that reason it is necessary the reader remember the information and structure from the text.

Components of Reading

Learning to read is a complex process that encompasses main components to be constructed. For that reason it is very important identifying and providing explanations in order to understand this process. Major components of reading are: Phonemic awareness, Phonics, Fluency, Vocabulary and Comprehension (Konza, 2010). The National Reading Panel (2001) suggests the following figure about the five essential components of Reading (para. 1):

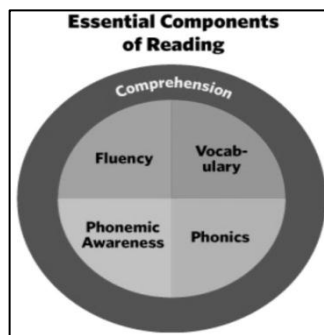


Figure 1. Essential Components of Reading

Phonemic awareness

According to Shanahan (2006), phonemic awareness can be defined as the understanding of separate units of sound (phonemes) that form words when they are pronounced together. It also can be seen as the ability to divide words in its separate phonemes. It refers not only the number of letters but distinct the number of speech sounds, identifying what sounds alike or different.

Phonics

Phonics involves making correspondences between sounds and letters, it foster using these relationships to read and spell words including how to blend the sounds together, stablishing letters represent different sounds, it depends on their position in the word and surrounding letters and understanding letters can sound alone and sometimes in groups (Shanahan, 2006).

Fluency

Rasinski (2013) explained “Fluency is the ability to read accurately, quickly, expressively, with good phrasing” (p.3). Reading fluency is composed of three key elements. The first element is Accuracy, in terms of phonemic awareness, sound knowledge connected with letters and recognition of words. The second is Rate which emphasizes the speed and fluidity while reading action. The third element is Prosody which is appropriation of reading expression. Prosody can reflect understanding focuses on interpretation of words in terms of Intonation, Punctuation and Phrasing (Bayetto, 2013).

Vocabulary

Sedita (2005) explains Vocabulary encompasses all the words we must know to communicate effectively to express ideas, learn about new concepts and accessing our background knowledge. Vocabulary is the knowledge that expands over time and is acquired through direct and indirect exposure to words. Vocabulary is seen as the key component of meaning. Knowing the meaning of a word is more likely to make sense of a sentence and being more able to understand a text. (Diamond & Gutlohn, 2006)

Reading comprehension

Konza (2010) express “The culminating goal of reading is, of course, comprehension” (p. 6). Reading comprehension is seen as an active process which extracts and constructs meaning from a written language (Peterson, Baker & McGaw, 2010). Its importance resides in the fact that comprehension is the essence of reading; when we extract meaning from a text we really comprehend it (Durkin, 1993). Armbruster, Lehr, Osborn and Adler (2009) agree by saying “Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.” (p. 41). Authors Pang, Kamil, Bernhardt and Muaka (2003) define comprehension by saying: “...is the process of deriving meaning from connected text” (p. 8). These authors explain reading comprehension is an active process that involves thinking and reasoning as well as word knowledge in terms of vocabulary and reader’s previous knowledge. Reading comprehension is a significant process in which readers create representations in their memory from semantic constructions of the text. These representations will be used as the basis for future cognitive conceptualization of reading. In other words, when someone reads a text, his or her memory representations of previous knowledge enable the reader to make understanding of the new information (National Reading Panel, 2001).

Elements of Reading Comprehension

Snow (2002) explains that comprehension involves three main elements: the Reader, the Text and the Activity. The author explains by saying “The reader who is doing the comprehending, the text that is to be comprehended and the activity in which

comprehension is a part” (p.11) Following Snow’s point of view these elements are explained.

The Reader: Is the individual who takes the act of reading through own knowledge like vocabulary, topic knowledge, linguistic knowledge, etc. and cognitive capabilities that include inferencing, memory, attention and so on, as well as level of motivation, experience, interest in content or comprehension strategies. These characteristics are different among readers and are essential from Reading Comprehension (p.14).

The Text: Around the world there are huge amounts of texts which vary not only in physic shape but in genre, content, reading levels, etc. This element is important since it foster engagement in reading. When an individual reads, he or she creates representations that are firstly connected with semantic part that refers every meaning word in the text then it connects with the text base which is presented in idea units called phrases which are the meaning connections in the text. And finally, meaning processing which is the mental recognition of information (p.15).

The Activity: The activity involves development of tasks and initial purposes of text processing and wanted outcomes from reading, all of which occur within different specific context that varies in each reader. Across the development of reading activities, the reader can find new knowledge, low or high level of reading proficiency, to resort the implementation of skills and strategies. Consequently, initial purposes can change because of new information from reading activity that can increase questioning and creating different goals. Outcomes like increasing in knowledge, mastering of reading skills, engagement with the text are connected with readers’ practices (pp.15-16).

Snow explains that these three elements define reading comprehension as a phenomenon that occurs within a sociocultural context. This author explains readers experience a frequent interaction with their social contexts in terms of classroom but also school, home, neighborhood and the entire society. And it influences the huge knowledge that readers bring to classrooms. Contextual factors such as economic resources, ethnicity, culture, etc. can be seen reflected in reading comprehension practices. Readers internalize experiences and new knowledge in self-concepts that influence learning. Snow proposes the following figure (p. 16):

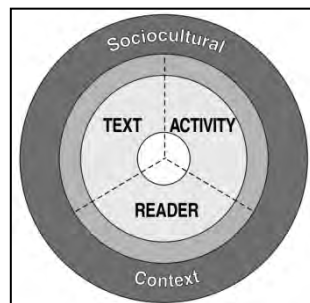


Figure 2. Elements of Reading Comprehension

Theoretical framework

Peñaranda (2015) explains reading comprehension plays a significant role in development of thinking skills like Reading, Writing, Listening and Speaking and in EFL context it is the capacity of understanding outcomes from a determinate language and expressing communicative competences abilities. This author agrees with the assumption that reading comprehension is directly connected with short and long term educative processes and has an inherent association with pedagogy, methodology, didactics and curricula. According to Suleiman (2006) reading comprehension involves all actions that an EFL learner uses when he or she tries to go through a language for that reason it is

important teachers and students adapt strategies to improve reading comprehension necessary to take control of language learning. For this author, reading comprehension is the opportunity to understand a determinate language context through a text and the knowledge of using words in different language contexts is essential to learn new concepts, ideas and principles. Students have to be aware of importance of reading comprehension and the necessity of taking control of reading practices. For these reasons, it is necessary that Self-regulated learning, its theories and strategies, which aim to make consciousness of learning processes, are explained in order to be adopted and applied in every learning practice. Following, Self-regulated learning is described through main theories and authors as the main basis of this research.

Self-Regulated Learning (SRL)

Through history different methods implied by different individuals to regulate their own learning had been used. For instance; recording daily progress, rewriting, comparing results with originals or correcting are different methods which important writers like Benjamin Franklin, Ernest Hemingway and Victor Hugo used to self-control learning. The beginning of research on Self-Regulated Learning (SRL) started between 1970s and 1980s, focusing on Self-regulatory Processes in which an individual focuses on setting goals, self-instructions, self-management, self-efficacy and strategy learning (Phillips, 2014). Authors like Monique Boekaerts, Lyn Corno, Steve Graham, Karen Harris, Mary McCaslin, Barbara McCombs, Judith Meece, Richard Newman, Scott Paris, Paul Pintrich, Dale Schunk, and others started formulating findings on SRL over the course of 1980`s (Zimmerman, 2008). Subsequently, as a finding of this new concept, “Self-regulated Learning,” these theorists differ from different perspectives but there was one that changed the way of seeing

students. SRL had to be inclusive, not only performance part but cognitive part too.

Zimmerman & Martinez (1986) point out:

“Self Regulated learning theorists view students as metacognitively, motivationally, and behaviorally active participants in their own learning process. Metacognitively, self-regulated learners are persons who plan, organize, self-instruct, self-monitor, and self-evaluate at various stages during the learning process. Motivationally, Self-regulated learners perceive themselves as competent, self-efficacious, and autonomous. Behaviorally, Self-regulated learners select, structure, and create environments that optimize learning” (p.308).

Self-regulated learning had many theoretical interpretations. However within several perspectives an important element was identified, it was the confirmation that emotions and performances are as important as the cognitive part. Bramucciv (2013) explains “students are self-regulating to the extent that they take an active part in their own learning processes not only in cognitive and metacognitive terms but also in motivational and behavioral terms” (p.3). According to this finding and following a social cognitive perspective Zimmerman (1989), proposes the Triadic Analysis of Self-Regulated Functioning. The author describes self-regulation as a cyclical process composed by personal, behavioral and environmental factors which have to be constantly monitored because these factors are changing all the time and their feedback make adjustments during connected constant efforts. This monitoring was developed using three self-oriented feedback loops: Covert Self-regulation, Behavioral Self-regulation and Environmental Self-regulation.

In general, these three components are reciprocal and represented an effect of interaction between them, which are involved in a mutual feedback. Covert Self-regulation is represented as a reciprocal process. It implies adjustment cognitive and effective circumstances through monitoring, for instance to use association or imagery to learn vocabulary, or strategies like relaxing to control anxiety. Behavioral Self-regulation implies constant self-observation in order to adjust performances processes for example checking homework to provide accuracy and a reciprocal representation. Environmental Self-regulation refers to adjust conditions and outcomes from environment, such as arranging a quiet study area, eliminating noise or adjusting light (Zimmerman, 1989).

Three component processes of SRL

In 1990, the definition of SRL had been familiar; researchers had identified different important procedures by which students self-direct their learning in acquisition of knowledge. It demonstrated the implication and correlation between students' learning ability, environments and personal processes. Following this view, Zimmermann (1990) reiterates that there are three component processes which are constantly active in self-regulated learning: The metacognitive process, the motivational process and the behavioral process (Bramucciv, 2013). Different authors and their findings have been taken in order to understand these three processes:

The metacognitive process: Pintrich, Smith, Duncan and Mckeachie (1991), provide the explanation for Metacognition by saying "refers to the awareness, knowledge, and control of cognition" (p.22). The authors explain that there are three general components of metacognitive self-regulatory activities: planning, monitoring, and regulating. First of all,

planning part establishes activities such as task analysis and goals setting to prioritize the most important aspects of a determinate knowledge in order students can organize and understand teaching content in an easier way. Monitoring part includes activities like: self-testing and questioning. It helps students to focus their attention on readings and select prior knowledge. Regulating part refers to assist students' behaviors in a determinate task by checking and correcting them.

The motivational process: Peklaj (2001) affirms: "The motivational component that also influences students' performance is affective component. It involves students reactions to the task (e.g. fear, pride, guilt, anger)" (p.10). Students who self-regulate their learning develop strategies to overcome discourage produced by failures. They keep control of their emotions by demonstrating awareness and finding opportunities to learn in terms of autonomous learning, self-efficacy and felling capability to solve their difficulties (Bramucciv, 2013).

The behavioral process: According to Williamson (2015): "A third component of self-regulated learning is behavior. This is to do with the decisions and actions made by learners in order to optimize their learning environment" (p.127). Individual's achievement have a strong influence of their environment. Self-regulatory strategies allow students to become conscious about creation of social/physical behavior and environment contexts that can optimize their learning (Kadhiravan & Suresh, 2008).

Self-Regulated Learning Models

Self-regulation has been investigated by different authors who have made very significant contributions in educational field. The following are different models on SRL,

which have been developed by important authors like, Boekaerts, Borkowski, Pintrich, Winne and Zimmerman (Bramucciv, 2013)

Boekaerts' Model: The Dual Processing self-regulation model

Boekaerts was one of the earliest authors in the SRL research. She started working on it since 1980. Important contributions have been developed by this author, for example, the Adaptable Learning Model. It was presented in 1992 and she has adapted it through different versions. In 2002, Boekaerts modified it with a new name “The Dual Processing self-regulation model” (Jakešová, Kalenda & Gavora, 2015). In 2011 Boekaerts presented an extended version of this model, which proposed three different purposes of self-regulation during learning process: a. Expanding knowledge and skills b. preventing Threat and Harm to the self and c. Protecting One's Commitment (Boekaerts, 2011)

The first purpose of SRL, Expanding knowledge and skills, is called by the author *Top-down self-regulation* for the reason that goals are driven by students' values, needs and they really feel them personal. For instance, some students can feel motivated to reach goals by interesting content from some learning tasks. Some others can have short term goals like pleasing their parents, or long term goals like obtaining certification goals. Then, students see tasks learning as instruments to reach these goals. In this part it is important to say, even students are motivated to increase their knowledge and improve skills; they need to regulate their learning process by seeking help from teachers or more advanced classmates. Boekaerts called the second purpose, preventing Threat and Harm to the self, as *bottom-up*. It represents strategies which try to prevent self from being damaged. In learning process, students may experience negative emotions which create difficulty in own internal learning

environment and their goals, needs, and aspirations can be affected. As a result students are more focused on self than on the task. These strategies allow identifying the obstacles and redirecting strategies to learning goals achievement. According to Boekaerts, the third and the last purpose of SRL is Protecting One's Commitment. This purpose occurs when students after have experienced difficulties and have implemented strategies to overcome them; they need to use volitional strategies to keep going and master learning process. These strategies can be external forces like teacher or classmates' pressure or internal forces like self- consequating thoughts. As a result, emotions are an essential part in Boekaerts' model. She explains positive or negative emotions will affect goals selection and they will activate bottom-up strategies (Boekaerts, 2011).

Borkowski's Model: Borkowski's process-oriented model of metacognition

Between the years 1985 and 2000 Borkowski and his colleges (Pressley, Muthukrishna, and Burke) made important contributions investigating the development of Self-regulation. Through a metacognitive theory Borkowski describes how people regulate cognitive process and make emphasis on the value of strategy selection. His model is known as Borkowski's process-oriented model of metacognition (Jacobson, Mulick & Rojahn, 2007). Borkowski (2000) describes his model by explaining Self-regulation is the result of a set of metacognitive processes. At first, a student is taught to use a learning strategy its effectiveness and how to use it with a variety of tasks. Secondly this student learns other different strategies such us repetition, organization, verbal elaboration, summarization, etc. and he or she applies them in several contexts in order to apprehend specific strategic knowledge in which student comes to understand when, where and how to develop each strategy. Thirdly this student progressively develops the ability to select appropriate

strategies for determinate task; this procedure is known as strategic and executive process and its function is to analyze the task and select the most appropriate strategies. At this point SRL starts as the basis for adaptive and planned learning and thinking through monitoring and revision. In fourth place, the student acquires a high domain and recognizes the importance of strategic and executive process which is expected to improve performance. Beliefs about efficacy and learning enjoyment are related with his or her strategy domains and student learns to attribute successful and unsuccessful learning outcomes to their own efforts, and he or she understands that learning competences can be achieved through self-directed actions. Fifthly, these attribution beliefs and learning outcomes provide the student with feedback from his or her performance and it energize selection of strategies and monitoring decisions. In sixth place, it is important to say that if the student has enough knowledge for a specific domain to solve problems, some metacognitive process like selection of strategies is not necessary but, motivational factors are still important. Seven, motivational factors or Self-system help students to create future expectations that are possible events which students are hoped for. These expectations motive achieving short and long term goals like being a competent student or becoming a lawyer. This self-system encourages selection of strategies and the entire metacognitive process (Borkowski, Chan & Muthukrishna, 2000).

Pintrich's model: Pintrich's General Framework for Self-regulated Learning

Pintrich's perspective aimed to integrate motivational factors in self-regulated Learning. His initial researches started by the 1980s with important contributions through 1990's and the development of the General Framework for SRL in year 2000. This framework is composed by assumptions that are common in others SRL models. It is composed of four

phases: 1. Forethought, planning and activation, 2. Monitoring, 3. Control, and 4. Reaction and reflection. The author proposes a set of self-regulated activities for each phase which belong to determinate areas such as, Cognitive, Motivation/affect, Behavior and Context (Moos and Ringdal, 2012).

Phase 1 involves activities like planning and goal setting. Student activates self-perception related with knowledge, task and context. Phase 2 represent monitoring processes in which students show evidence of metacognitive awareness and monitor their cognition. Phase 3 students select strategies to regulate different aspects of the context, task, and self. Finally, in phase 4 students' reactions create cognitive judgments and reflections. There are four regulation areas that students aim to control through self-regulated activities. The first is Cognitive area; it concerns different cognitive and metacognitive strategies that students use for learning and task performance for example, strategic knowledge. Motivation/affect is the second area. It involves students' motivational beliefs related with learning tasks like self-efficacy. This area covers the strategies used by students to control motivation and affect factors. At the same time, positive or negative reactions that can cause interest or lack of interest in learning processes. The third phase is Behavior. It represents students' learning efforts such as persistence or choice behaviors as well as strategies like help seeking. The fourth area is Context. It represents environment where learning takes place like classroom. This area control and change the context seen as adaptable factor. For this framework strategies used to control, monitor and regulate context is an essential part of SRL (Pintrich, 2000).

Winne and Hadwin's Model: Four-stage Model of Self-regulated Learning

A first version of this model was presented in 1995 with earliest ideas about conceptualization of SRL. Between years 1995 and 1997, Phillip Winne with contributions from different authors developed a theoretical review taking as basis goal aims, work monitoring and metacognitive aspects. In 1998 authors Winne and Allyson Hadwin presented a new version of this model which differentiates four stages of SRL. (Beishuizen and Steffens, 2011) Following this model, Self-regulated learning is an essential part of learning which metacognitively direct behavior through regulated actions. The first stage of this model is Task definition. In this stage students have perceptions about the task and check their own understanding in order to control metacognitive process for example, searching for more information to clarify task parameters. Goal setting and Planning is the second stage. Once students understand the task, they are ready to set goals and make plans to face them. The purpose of this stage is students can be more engaged with the importance of cognition planning because they recognize their strengths and weakness and achieving goals becomes a conscious procedure (Winne, 2011). The third stage is Enacting Study Tactics and Strategies. In this stage students perform plans made in the previous stage. Once these strategies are applied, students realize abilities and deficiencies and they generate personal attributions that can cause the creation of new learning tactics or students may quit the task. The fourth and the last stage is Large-Scale Adaptation. It occurs once the main stages are completed and students decide to modify their motivations, beliefs and strategies for future tasks and goals (Winne and Hadwin, 1998).

Zimmerman's Model: Cyclical phase model

From different theorists' views, Self-regulated Learning is an open-ended cyclical process. In 1998, Schunk and Zimmerman proposed three important phases which implies an active part of self-regulated student in learning process: Forethought, Performance or Volitional Control and Self-reflection. In 2000 the Cycle model was presented by Zimmerman. It had variations in its content compared with its previous version.

The author explained this cycle model involved three main processes but the main goal of it was the analysis of sub-processes which directly affect the development of Self-regulation and understand how these phases are cyclically interrelated. This model represented the relation between process and sub-processes of cyclical phases and Self-regulation as a continuous development with a reciprocal effect (Davidson and Sternberg, 2003) Finally, in 2009 Moylan and Zimmerman made some changes especially in Performance phase. It integrates metacognitive processes and key measures of motivation (Moylan and Zimmerman, 2009 p.235). The authors propose the following figure:

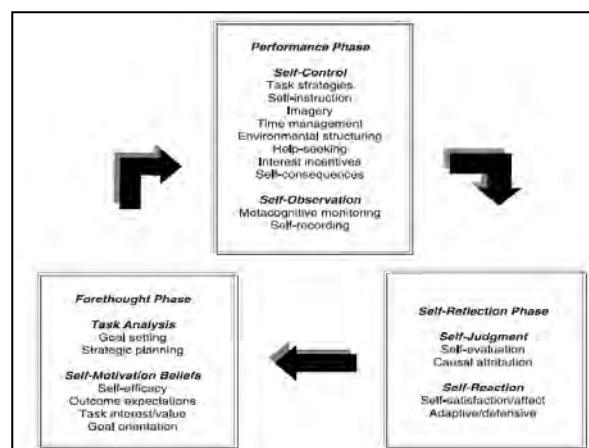


Figure 3. Cyclical phase model

Cyclical phases of Zimmerman's Model

This model made some adaptations and has become more complete over time, coming after a social cognitive perspective in which main loops are performance or outcomes whose feedback can be social like teacher's guidance or it can be environmental such as task context or it can be personal like mental outcomes (Moylan and Zimmerman, 2009). Forethought, Performance and Self-reflection are still the main three components of Cycle phases. Different authors have been taken in order to understand the different components and strategies of Cyclical phase model.

Forethought Phase: It represents individual's internal speech. It works as a shift that activates the action in terms of behavior planning that precedes learning efforts. Forethought involves analyzing different contextual features that can influence task development. The use of this internal or even external speech defines learners' goals and beliefs to themselves (Cambria, Klauda and Wigfield, 2011). Two categories of Forethought phase have been identified in Self-regulation researches: Task analysis and Self-motivation beliefs.

Task analysis consists of decomposing the elements of a learning task and constructing strategies that allow obtaining prior knowledge of these elements (Moylan and Zimmerman, 2009). Two important parts are taken by Task analysis: Goal setting and Strategic planning. Goal setting decides on specific outcomes of learning. Setting specific goals refers to the types of objectives learners set to be mastered and self-directed. Students who are self-regulated establish short and long-term goals in a hierarchical organization. Proximal goals allow persisting on difficulties and having more interest in working on problems until to achieve distal goals which are related to personal interest like to feel

fulfilling for completing tasks. Goals have to be sequential in order to attain increasingly higher evidence of progress (Trang, 2012). Strategic Planning is a second form of Task analysis. To optimally perform and master a skill is the purpose of Strategic Planning. A learner needs appropriate methods for a determinate task and, taking into account that no strategy works equally well for everyone, it has to be self-regulated and cyclical adjusted because a strategy stops working where another strategy becomes necessary in covert personal, behavioral and environmental components (Zimmerman,2000).

Self-motivation beliefs: Both components of forethought phase, Goal setting and Strategic planning are affected by motivation beliefs like: Self-efficacy perceptions, Outcome expectations, Intrinsic interest, and Learning goal orientation. (Moylan and Zimmerman, 2009)

Self-efficacy refers to the way in which individuals feel and think about own competence since these aspects influence behaviors. People who are self-efficacious set higher difficult tasks and challenges using their capability to recover after failures and taking control over threatening situations, obtaining as a result personal accomplishment (Bandura, 1998). Outcome expectations are beliefs created by the results obtained after a task performance. For instance, expectations like higher grades, recognition to finish high school or even a desirable employment (Schunk and Zimmerman, 1998).

Intrinsic interest is the behavior which is performed without any external regard. The assumption that everyone has unique abilities to master any domain is the intrinsic interest by which an individual assumes challenges paying their attention on knowledge that requires to be learned and abilities to stretch (Deci and Ryan, 1980).

Learning goal orientation is which produces the intentions to develop a behavior. It represents conceptions of effectiveness, involving cognitive and affective process, for

engaging in a task. Oriented goals let students to be aimed to improving their competence and maintaining willingness to engage learning (Ames, 1992).

Performance phase: Corno (1993) explains the term performance by saying "...can be characterized as a dynamic system of psychological control processes that protect concentration and directed effort in the face of personal and/or environmental distractions, and so aid learning" (p.16). This phase helps students to focus their attention on learning and improve performance. The authors Moylan and Zimmerman (2009), point out that this phase covers two major categories: Self-control and Self-observation.

Self-control: Controlling the own behavior on learning is something that requires efforts and the use of a set of activities, such as: Task strategies, Self-instruction, Imagery, Time management, Environmental structuring, Help seeking, Interest incentives and Self-consequences (Moylan and Zimmerman, 2009)

Task strategies: Strategies are conscious actions applied to attain a desired outcome. Strategies are also procedural ways to facilitate learning and enhance performance. The strategy is applied once the learner knows what kind of task he wants to develop and what skill he wants to reach and it requires will and constant effort. A strategy can be automatized, for example, every time when a student has to read academic topics, he or she underlines the most important parts (De Boer, Donker-Bergstra and Kostons, 2002).

Self-instruction: It refers to self-verbalization. It is the action in which the learner tells himself how to develop a task. This internal speech can have content like beliefs, rules, information to be remembered, strategies, abilities to learn, etc. Self-instruction is an important part in controlling behavior because it serves as a reinforcement that encourages wiliness and motivation. This content comprises the development of how to do something

for example students' cognitions that are relevant to solve an algebra assignment are the steps they learned in class and confronting if it is correct (Schunk, 1986)

Imagery: The action of creating mental images is imagery. Images represent and encode specific information about nonverbal, perceptual, and sensory-motor experiences.

(McDaniel and Pressley, 1987) Imagery is a self-control strategy that helps students to form mental pictures to assist learning process like memorization. These graphical representations enable students to collect information retrieved into visual tree diagrams, concept webs and flow charts (Moylan & Zimmerman, 2009).

Time management: Dembo (2004) defines this term by saying: "When we talk about time management, we are really talking about event or task management. After all, the purpose of time management is to ensure that we complete all of our important tasks each day" (p.140). The author explains this strategy implies effective time organization around goals and specific tasks. For instance, students can elaborate a plan for writing a paper in which 30 minutes are devoted to outline the paper and 30 minutes to determine what topics are relevant. Also, considering short and longer intervals to study, such as setting intermediary deadlines to write the different chapters of a research paper.

Environmental structuring: Environment is an external factor that indicates learners' efforts to select the most appropriate physical setting to make learning easier. For instance, to be isolated from anything or anyone that can be a distraction, like to turn the radio off or being apart from a classmate who talks so much (Effeney, Carroll and Bahr, 2013).

Help seeking: It is the act of seeking assistance from people or sources in order to facilitate achieving goals and obtaining the help necessary to over-come difficulties, such as asking for explanations. Seeking help involves direct contact with others; the student-teacher interaction is an example of direct relationship and even the contact through a

technology advice (Berge and Karabenick, 2013). Self-regulated learners are help seekers who have particular cognitive competencies, such as, knowing that help from others can be an effective support. They know the appropriate ways to ask questions and identifying who is the best person to approach for help (Newman, 2010).

Interest incentives: Auvinen (2015) proposes a definition, “Incentives are self-directed messages and verbalizations that remind of the goal and encourage continuing” (p.26).

Interest incentives also known as self-reinforcement involves strategies that enhance motivation in terms of willingness that influences learners’ efforts to be engaged and persist in a particular activity. These incentives can be thoughts like ·I can do it, I will find out how to solve it. It also can have modifications in the common procedure of task development to make it less repetitive or boring. For instance, some students create some kind of competitions between classmates such as reporting prior knowledge from lectures by asking random questions and making this task more enjoyable or challenging to complete (Wolters, 2003).

Self-consequences: This strategy consists of extrinsic reinforcements for completing a task associated with reaching goals. These kinds of punishments or rewards, which are self-provided by students, work as self-conditioning methods that show their own behavior can have positive or negative consequences and serve as stimulations. When a student says to himself “If I don’t finish reading this chapter I can’t go to the gym to work out as I had planned.” or “If I finish reading this chapter I can buy myself an ice cream cone on the way home.” These are clear examples of self-consequences (Wolters, 2003).

Self-observation: Authors Moylan and Zimmerman (2009) explain Self-observation is a very important part to self-control performance since it let learners realize and make consciousness about their own performance, if it needs reinforcement or some changes. In

order to implement Self-observation it involves two key forms: metacognitive monitoring and self-recording.

Metacognitive monitoring: This concept is also known as Self-monitoring. Schunk & Zimmerman (1998) explain that Self-monitoring indicates learners' progress, their weaknesses and strengths in order they constantly implement strategies and optimize learning skills. Self-monitoring occurs during learners' efforts and not at the end of the process. It has to be constant because since a skill is considered acquired by the learner, he or she pays less attention to monitoring intention and it becomes automatic or routine action. The authors give an example; "This occurs when a writer no longer has to worry about closely monitoring his or her grammar and can shift attention to the metaphorical qualities to create prose" (p.4)

Self-recording: The process in which information of learning procedures is reported in diaries or work sheets. This recording focuses on specific procedures and conditions in which learning takes place such as space, time, duration, distractions, etc. This strategy helps to monitor and reflect on task achievement including details such as, how much time a student spend reading an article (Bramucci, 2013).

Self-reflection phase: This is the last phase of the cyclic process of SRL. Self-reflection phase requires students to self-evaluate their efficacy in terms of make judgments from their learning outcomes; they feel negative and positive feelings and explain their effective and ineffective strategies (Flugman et al., 2011). Moylan and Zimmerman (2009) explain that Self-reflection phase is composed of two categories of response: Self-judgments and Self-reactions.

Self-judgments: Authors Tavakolizadeh, Moghadas and Ashraf (2014), offer the following definition, “Self-judgment: regular comparison of individual performance with the existing standards and goals” (p, 4). Students want to compare academic outcomes with their classmates but, it is not a formal standard of evaluation. Self-regulated learners evaluate their learning feedback regarding grades, test items and teachers guide. Self-judgment involves two sub-processes: Self-evaluation and Causal attributions. (Schunk & Zimmerman, 1998).

Self-evaluation: Self-regulated learners compare self-monitored information with some sort of established standards. Effeney, Carroll and Bahr (2013) point out a definition of Self-evaluation and offer an example: “...are statements indicating student-initiated evaluations of the quality or progress of their work, e.g., - I check over my work to make sure I did it correctly.” (p. 62). In this way, students self-evaluate how well they are doing academic tasks and this self-evaluation creates Causal attributions, the second sub-process of Self-judgment. Causal attributions: Attributions are the possible causes of obtained results for example insufficient effort or limited ability. Attributions are affected by personal and contextual factors. A student can be affected negatively by attributions to the point of giving up trying to improve. In contrast students who are self-regulated tend to act positively. They connect failures with correctable causes like the bad use of a learning strategy and the have the ability to use strategic attribution to have positive Self-reactions (Zimmerman, 1998)

Self-reactions: It is the second category of Self-reflection phase. It leads students to react from outcomes in a positive or negative way. Self-reactions to the learner’s goal progress motivate their level of satisfaction and adapt performance (Shih, 2012). These both terms,

Self-satisfaction and Adaptive/defensive decisions are the key parts comprised by Self-reactions (Moylan and Zimmerman, 2009).

Self-satisfaction: It comprises learners' cognitive and affective reactions from self-judgments. Reactions from evaluation cause satisfaction or dissatisfaction feelings. For example, some students make efforts to improve their self-efficacy as well as they think they are making progress. By other hand, when students believe that they are incapable and their strategies have not results, their motivation tends to decrease. (Pintrich, 2000)

Adaptive/defensive: This refers to decisions that students make as a result of satisfaction or dissatisfaction. This process lets learners to make systematic variations in their learning performance that can be adaptive or defensive (Wolters, 2003). Adaptive decision is learners' willingness to engage in learning and continue until they discover the strategies that work best for them. By contrast, learners who make defensive decisions, avoid efforts to learn in order to self-protect from future dissatisfaction and developing task avoidance. When students make positive self-evaluations of their performance and they find attributions have controllable causes, self-satisfaction will increase and they tend to make adaptive decisions (Moylan and Zimmerman, 2009).

Positive self-reactions cyclically improve positive forethought phase about oneself as a learner. The forethought phase prepares the learner and influences the effectiveness of the performance processes. The self-reflective phase influences subsequent forethought and prepare the learner for further learning efforts to achieve mastery of learning processes (Zumbrunn, Tadlock & Roberts, 2011).

According to Zumbrunn, Tadlock and Roberts, Self-regulated learning is a predictor of student's academic achievement and its importance lies in the fact learners assume control

over their leaning process. As was explained above, there are various models of Self-regulated Learning which offer a set of strategies that foster conscious learning paying plenty of attention to control metacognitive, motivational and behavioral components essential for any educative field.

Didactic proposal

Activities based on Self-regulated Learning strategies could be excellent tools to support reading comprehension. Zimmerman (2009) describes SRL within three main phases Forethought, Performance and Self-reflection that contains similar focus with different SRL models. Each model takes into account strategies that may be an excellent aim for reading comprehension, since SRL foster students to be more active in learning process and take more advantage of teaching, especially in reading comprehension that is seen as a great source of knowledge (Pang, 2003). Zimmerman and different authors identify SRL as a cyclical process with three main phases that offers several sets of strategies which students may engage with flexibility and adaptability. For example, most models establish strategies like goals setting and planning strategies that have their place in metacognitive part, monitoring performance and implementing plans and techniques which belong to behavioral part, and self-evaluation and management of emotions fitting in behavioral part (Harding, Galvao de Barba & Goh, 2016). Self-regulated Learning strategies may be seen as a great way to assist students in reading comprehension since SRL is practical in terms any student can apply and develop it without special capacities or abilities (Nilson, 2013) in different kind of environments. Teacher requires being prepared in advance for explanations and examples but SRL does not change teachers' academic purposes. At the same time SRL does not require expensive economic costs, it can be developed with teaching materials and content. SRL recognizes the learner as the main actor in learning context and teacher as a guide that offers options, models and examples to implement SRL strategies.

Following, some activities based on SRL strategies to foster reading comprehension are suggested:

Goal setting:

Reading goals: This activity is applied for students to establish achievable goals and teachers encourage students to focus on their desired outcomes.

- Students read once a reading assignment.
- Teachers ask questions like these: Do you like the reading? Why? What do you expect to learn from this reading? Are these outcomes attainable, challenging and realistic? Was the reading difficult or easy to understand? And students are required to talk it out and write their responses down.
- Students read the text twice then teacher asks again some general questions about the reading for example: Do you understand the words and ideas presented in the text? What is the reading about? Can you remember who the main character is? What do you think about the purpose of the reading? Could you tell the story on your own? And students must write down their responses in simple phrases.
 - Teacher asks students to think and give opinions about their initial expectations and their final outcomes.
 - Students are required to organize all responses in two categories “short and Long term goals” with the help of the teacher who explains that students may distinguish what are the most proximal and distal points to focus on. There are some goals that need more efforts and imply more strategies than others, for that reason it is important teachers clarify that goals have to be specific and attainable. For example: “my first goal is to learn the meaning of new words from the reading” that is a short term goal, instead of “my first goal is to do better at reading assignments” which is attainable but it is a long term goal.

Metacognitive monitoring /Self-monitoring:

Read, Stop and Face challenges: This activity may help students to face learning difficulties that can seem challenging situations. For example in reading comprehension as mentioned before, students may find difficult some new vocabulary, lack of interest on reading, confusing in teacher demands, lack of previous knowledge, etc. Teachers encourage students to realize these kinds of difficulties its time and duration. This activity has to be developed by taking notes exactly when learning barriers appear.

- Before beginning a reading assignment, teacher explains that identifying difficulties in reading (new vocabulary, lack of interest on reading, lack of previous knowledge, etc.) it is an important part of real learning.
- Students read a first part of the text, teacher stops the reading and ask basic questions related with the text content, some examples are: What words are new for you? What is the main idea of this part of the text? Does this part of the text make sense for you? Do you understand the whole part? What kind of reading do you think it will be?
- Students have to write down every difficulty presented in the reading .its time and duration
- Students read the second part of the text and the teacher asks again some questions while students take notes.
- Finally teacher asks for students to talk out about their notes and explains the importance of being conscious of own learning difficulties, do not ignore them and the most important to find possible strategies to solve problems. The teacher encourages students to repeat this process every time they read.

Self-Instruction

Complete the story: This activity may support internal speech that makes them aware of their difficulties and support students to externalize speech to seek help and confront his or her knowledge. Students may think about what makes sense and recognizing if they can make connections and inferences of when and how the story is developed.

- Teacher divides the whole class in small groups of students, and gives to each person a short part of a different text.
- Once the students read their part, each one has to tell it aloud to the rest of his or her group.
- Teacher asks students to form new groups and tell their part of the story again until they can find other students in order to complete the whole story.
- Once all students find their correct group with the same history they tell it aloud to the rest of the class.

Imagery

Cooperative imagination: Students may make a better comprehension of the sequence of events and important parts of a reading assignment while they self-control their behavior focusing on completing the task. In this activity teacher encourages the use of visual tree diagrams, concept webs or flow charts.

- Each student in the class is given a sheet with the same reading and have some time to make clarifications.
- Teacher asks students to return the sheets and explains the activity.

- The activity consists of the use of drawings, symbols, single words to construct a diagram that tell the events and important parts of the reading. One student is chosen to start but each one has to participate in the activity.
- The activity ends when the students and teacher agree that everybody can understand the reading just by seeing the diagram.
- One variation of this activity could be introducing competition between students. The teacher forms small groups and provides each one with the same or a different reading. And the most creative and clear diagram will be the winner.

Self-reflection

Reflective phrases: This activity can be developed at the end of one reading activity but it is preferable to develop it at the end of different reading assignments or after some period of reading activities. It may support students to self-evaluate their own outcomes from reading comprehension.

- Teacher motivates students to think about what were their expectations goals at the beginning of class or semester and compare it with their final learning outcomes and teachers' suggestions or their grades. Also thinking about feelings and thoughts that can describe their learning experiences and the strategies used in this process.
- Teacher asks students to list this information forming simple phrases. Some examples are suggested: -When I don't understand a word or even an entire phrase I feel confused and I often seek help from a partner or teacher. -When I make a mistake on answering questions I feel sad and sometimes I stop doing

the reading activity. – When I remember important facts from the reading I feel great and I reward myself with ice cream. – My greatest challenge was new vocabulary I feel none conform. - In order to understand events from the reading I prefer make a list and it makes me feel confident.

- Students select one of their phrases and write it on a little piece of paper.
- Teacher collects all the phrases and put them in a bag in order to select one.
- Teacher reads the phrase aloud and encourages students to express their opinions and think about their experiences, feelings and effective and not effective strategies. and the most important offer possible solutions

Conclusions

Self-regulation is the actions that individuals make all the time trying to achieve different purposes. For instance, actions like writing down a mathematical problem to solve it, saving money to buy a car or even thinking positive to find a job. SRL is a conscious procedure that can control metacognitive, behavioral and motivational part of any person. According to Zimmerman (2009) Self-regulation in academic contexts assists students to take control of their own learning. However it is important to mention there are some weaknesses related with SRL application. For example, SRL can be implemented through activities guide by the teacher but it cannot ensure students are as totally conscious of their own process as teachers expect to happen. Acquiring learning skills through SRL requires consciousness to be really engaged in learning experiences as it is seen as totally dependent on students' will. As mentioned above, internal factors must be taken into account. For instance, students may experience feelings of fear, pride, guilt, anger and assume causal attributions to personal disabilities. Students may also consider SRL as a tedious process that requires too much time to develop but the purpose of SRL is make it part of students' learning habits in order they are able to master different learning skills and it has the teachers support to be explained by the teacher. Despite the negative factors that can occur, SRL might be applied for students with teachers' guide. It can be seen according to Zimmerman (2009) Self-regulated Learning comprehends three main phases: Forethought, Performance and Reflection which may cover many learning difficulties from several aspects, teacher must encourage students to practice the most strategies they can until they find which work best for them.

To promote student self-regulated activities it is necessary teachers assist students to engage and recognize its importance, especially with metacognitive strategies like self-monitoring, task analysis, strategy selection, etc. It is also important to focus on how students adapt strategies to be more self-regulative, teachers may motivate SRL strategies making aware of experiences of greater success in academic achievement that may benefit students and teachers. SRL assume knowledge as an autonomous process that requires constant efforts to be mastered. Self-regulated students seek to have the ability to select the most effective strategies to solve problems related with learning processes and acquiring the ability to control different monitor and emotional states. At the same time, teachers who apply Self-regulated learning in classroom distinct students who lack independence, motivation, persistence and a positive sense of wellbeing and consider SRL offers essential tools to assist their students.

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