

Investigating EFL Pre-Service Teachers ability in Promoting Self-Regulated Reading in Reading Class

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Abstract: Reading is a systematic activity involving many strategies, such as cognitive and metacognitive. Self-regulated reading exists when participants use metacognitive strategies to govern the reading process, such as preparation, performance monitoring, and evaluation. As future teachers, EFL pre-service teachers must be able to teach self-regulated learning in their future classes since self-regulated learning is teachable and equips practical activities for class instruction. This study investigates pre-service teachers' ability to design activities that promote self-regulated reading in their lesson plan. This study uses a qualitative method with a case study design. There were about 10 EFL pre-service teachers who participated in this study. The data was taken from the lesson plan made by EFL Pre-service teachers. The data analysis results show that EFL pre-service teachers do not have adequate ability to design activities that cover all processes (personal, behavior, and environment) in promoting Self-regulated reading. Hopefully, the findings of this study will benefit the English Education Department, which is responsible for training programs for future English teachers.

Keywords: EFL Pre-service Teachers; self-regulated Reading; Reading Class; Lesson Plan

INTRODUCTION

Reading is a critical activity; therefore, reading proficiency is highly influenced by the strategies employed during the reading process. Many research in educational psychology and language education has been conducted in recent years to study the role of reading methods for text comprehension, and substantial studies have been conducted to teach students how to learn. The findings of cognitive sciences reveal that the focus of study in second language acquisition and instruction has changed from teaching approaches to individual variations. As a result, examining language acquisition strategies has emerged as a prominent research topic in second language studies [1]. [2] believe that there is a significant relationship between students' reading ability and strategy usage; language readers can learn to apply higher-level cognitive strategies to enhance their reading abilities. It is proposed that teachers demand to use ways to assist ESL/EFL readers in activating and coordinating higher-order comprehension skills when reading in a second language. Besides, [3] investigated the effect of the reading strategy utilized in Taiwan EFL classrooms was explored. This research reported that encouraging an efficient reading strategy significantly impacted students' reading comprehension and autonomy. It is also proposed that second language teachers enhance students' reading strategy knowledge by promoting them to use adequate reading strategies. Furthermore, language teachers are encouraged to modify standard EFL teaching approaches by enabling students to build their own autonomous and suitable reading practices.

Reading involves the employment of various strategies such as metacognitive and cognitive. Self-regulated reading occurs when readers apply metacognitive strategies, such as progress monitoring, planning, and reflection, to control their reading process [4]. Students can be directed to strengthen their metacognitive strategies in the reading comprehension process, including becoming mindful of the nature of reading and the requirement of learning to read. Consequently, students are better at controlling their reading activity by selecting comprehension strategies that improve their comprehension of the text [5]. Individual learners' learning patterns differ naturally; some might be very motivated and perform well in their studies, while others may struggle. This situation may be affected by students' self-regulation [6].

Self-Regulated learning is defined as a process that helps students manage their thoughts, behaviors, and emotions as they navigate their learning experiences [6]. The topic of Self-Regulated Learning in Reading has attracted much interest. [7] found that utilizing Self-Regulated Approach Development (SRSD) as a strategy was adequate to increase high school students' reading comprehension. Furthermore, [8] conducted an experimental study to assess the impact of Self-Regulated Learning on students' reading motivation. This study discovered that students in the experimental group who were instructed to utilize Moylan and Zimmerman's Self-Regulated Learning phase boosted their motivation to read English texts much more than students in the control group who got standard reading instructions. Interestingly, [9] discovered a link between metacognitive reading techniques (global reading, problem-solving, and support methods) and Self-Regulated Learning. According to the findings of this study, Self-Regulated Learning has an average coefficient of reading ability, which means that participants with higher Self-Regulated Learning intervention scores had greater reading comprehension levels. Students who prepare reading activities will comprehend more than other students, according to the study results from [10], which suggest that Self-Regulated Learning plays an essential part in enhancing reading comprehension. Based on the advancement of research on Self-Regulated Learning, the application of the idea of Self-Regulated Learning in reading activities is referred to as Self-Regulated Reading (3).

Pre-service teachers should have two common aims in educational psychology classes [11]. The first is to prepare pre-service teachers to be better learners, and the second is to prepare them to be better instructors. These students require programs that address both their personal and academic requirements. If given the right skills and resources, students might be the most highly prepared teachers to serve in areas with a growing population of at-risk students. Furthermore, self-regulated learning processes have been linked to improved academic achievement [11]. The instructor should remain devoted to providing chances for self-learning in general [9]. Teachers/educators can effectively design classroom activities to promote self-regulated learning. It entails allowing students to learn for many purposes, engaging them in activities involving cognitive and metacognitive processes, and allowing them to learn in various methods [10]. Because students are typically self-regulating in one area of their academic history but not in another, all pre-service instructors can benefit from self-regulatory learning teaching. It may also be argued that flaws in teacher candidates' learning processes might interfere with their ability to effectively teach future students how to learn, necessitating the advocacy of a self-regulatory learning environment for all teacher candidates. [12] convey that self-regulation can be taught and can help students to increase their knowledge in learning. In regards to that, [13] states that reading activities based on self-regulation

can be taught to students. The reading activity is divided into three processes: personal, behavior, and environment.

Many researches have recently reported on how pre-service instructors engaged in self-regulated learning ([14]; [15]; [16]; [17]; [18]; [19]). These past investigations fall into two categories. First, proposing self-regulated learning to pre-service teachers using a Knowledge survey to investigate how pre-service teachers regulate their learning [18]; pre-service teacher self-report and its impact on their understanding of self-regulated Learning-based activities [16]; implementing a self-regulated learning framework in language learning [17], and using a self-report of self-regulated Learning with a latent profile approach. Second, preparing pre-service teachers to use self-regulated learning-based classroom instruction encompasses mentoring pre-service teachers in creating tasks and classroom activities that encourage self-regulated learning [12] and incorporating a self-regulated learning approach in designing instruction and TPACK skills in the classroom [13].

To be an effective self-regulating role models for their students, pre-service teachers must be able to self-regulate their learning. It is undoubtedly true that pre-service instructors must be skilled at self-regulating learning, so there is an urgent need to prioritize self-regulated learning in EFL pre-service teacher education [19]. However, there has been little progress in the critical analysis of self-regulated reading among pre-service teachers, particularly among EFL pre-service teachers. As a result, the current study intends to analyze EFL pre-service teachers' ability to design activities that promote self-regulated reading in their lesson plan.

METHOD

Research design

This qualitative research is designed as a case study. A case study is an empirical investigation of a current phenomenon (the case) within its real-life environment, mainly when the borders between phenomenon and context are unclear [20]. The purpose of this study was to provide a detailed description and analysis of how English pre-service teachers comprehend self-regulated reading methods as they are embodied in their lesson plans and teaching practice.

Population, Sample, Sampling

This study involved about ten participants who were English pre-service teachers in English Education programs from three different Universities in Jember. Participants in this research must meet specific requirements. They are in the sixth semester and are enrolled in or have completed the micro-teaching program, as well as subjects in English teaching methods such as ELT Curriculum, Basic TEFL, Modern TEFL, and Instructional Design. Another condition for ensuring that participants join reading class activities is that they have passed/taken a series of reading topics supplied by the study program, such as Basic Reading, Inferential Reading Comprehension, Interpretive Comprehension, and Extensive Reading.

Instrument

The main instrument used in this study was the lesson plan made by the English pre-service teachers. English pre-service teachers were asked to design activities in reading class. The activity that encouraged students to increase self-regulation learning while reading is the major data in the lesson

plan. The researcher used a list of self-regulated reading activities promoted by [13] to analyze the instruction and activities.

RESULTS AND DISCUSSION

The present study aimed to investigate EFL pre-service teachers' ability to design activities that promote self-regulated reading in their lesson plan. The main data was taken from the lesson plan made by the EFL Pre-service teachers. The lesson was analyzed to know whether the reading activities designed by the EFL pre-service teachers represented the activities that promoted self-regulated reading. The reading activities were then analyzed using self-regulated reading activities suggested by [13]. These self-regulated reading activities were divided into three processes they are personal, behavioral, and environmental. The result of this present study will be divided based on the triadic functioning of self-regulated reading.

a. Personal

The personal process of self-regulated reading includes *Organizing and transforming, Goal-setting and planning, Keeping records and monitoring, Rehearsing and memorizing, and Reviewing records*. the analysis result from the lesson plan showed that activities made by ten EFL pre-service teachers involved in this study, most of the activities covered:

Table 1. Example of activities offered in the lesson plan

Category process	Activities
<i>Organizing and transforming</i>	<i>"Students observe the text of short messages or announcements displayed by the teacher on the screen."</i>
<i>Goal-setting and planning</i>	<i>"Students listen to explanations related to learning objectives."</i>
<i>Keeping records and monitoring</i>	<i>" Students identify the contextual meaning contained in short messages or announcements."</i>
<i>Rehearsing and memorizing</i>	<i>"Students go back to reading short messages or announcements displayed by the teacher on the screen."</i>

However, the activities in Table 1 show that each of these processes still does not provide clear instructions to students on how they should proceed in reading the text. For example, in the organizing and transforming process, the teacher does not give clear instructions to students on how they should observe the written text. Such as by paying attention to the title, heading, sub-heading, or the first sentence in each paragraph. Also, in keeping records and monitoring activities, students are only asked to "identify" but are not given a way to identify the text that should be being read, for example, by out-lining the text's main idea and highlighting the unknown words or phrases then asked them to monitor which parts of the text they read were difficult for students to understand.

b. behavioral

the behavioral process of self-regulated reading, including Self-evaluation, Self-consequent. The analysis showed that a series of activities given by the teacher did not reflect any activities that made students self-assess what had been done in the reading process (self-evaluation). In addition, the activities provided have not allowed students to self-consequent, which means that students do not know what good things they will get if they complete all reading activities well; and what punishment will be called if they do not follow a series of activities. Most of what is stated in the activities designed by the EFL pre-service teacher in this study is that the teacher provides feedback to students (*“students listen to feedback from the teacher on answers from texts that have been read”*) so that students are not allowed to assess their own work.

c. environmental

environmental process of self-regulated reading, including *Seeking information, Environmental structuring, and Seeking social assistance*. In this process, reading activities made by EFL pre-service teachers only include *seeking social assistance*, such as students and teachers exchanging ideas about the text that has been identified together. However, in this process, the EFL pre-service teacher has not provided students with the opportunity to ask questions of fellow students or peers.

From the findings above, the ability of the English pre-service teachers to design activities based on self-regulated reading is still not adequate, and this can be seen from the provided activities that do not cover the entire process of activities that reflect self-regulated reading. Activities in personal processes, specifically the pre-service teacher, have not given students clear instructions, so the activities provided have not fully helped students function in personal processes in applying self-regulated reading. [21] mentioned that the teacher must give clear instructions and a clear choice of strategies in reading to students in applying the concept of self-regulated reading. Besides that, [13] also said that self-regulated reading could be given to students directly, which means: Self-regulation might well be explicitly taught by describing the strategies that could assist or impede the learning process. Furthermore, based on the findings of the data above, the EFL pre-service teacher does not accommodate process behavior. Even though the learning process is needed by students in the reading process, where students analyze and monitor the progress of their reading activities so that they will find it easy to assess the extent to which their reading goals have been achieved. As conveyed by [6], when students do self-evaluation and self-observation, they will find it easier to control success in their learning process. The last finding in the data analysis is that environmental structuring and information seeking are not facilitated. Environmental structure will help students identify conditions or circumstances that will or can interfere with their learning, and how they will overcome them, such as being disturbed by noise from outside the classroom. While seeking information means that students can seek additional information from several sources, both on the internet and in the library. According to [6], the context of learning, such as the task or environment, is essential.

Furthermore, [6] states that teachers should develop strategies to help students control personal, behavior, and environment so that students are able to control their learning activities, in this case, reading. [22] mentioned that Teachers/instructors should design activities covering all the self-regulated learning processes. Consequently, in this case, the EFL pre-service teacher should also provide activities involving all methods that can function personally, behaviorally, and environment for their future students in reading class. The process activities (personal, behavior, and environment) have a reciprocal relationship in the learning process.

This finding is also in line with the research from [23], which stated that prospective teachers should be given explicit training and knowledge to facilitate classroom activities that use the concept of self-regulation, particularly in reading activities. It is also in line with [14] stated that EFL pre-service teachers should experience in applying self-regulated strategy since they will model it to their future students. This is also supported by [24] that self-regulation does not appear by itself; self-regulation is teachable and observable, which is why a prospective teacher needs to be familiar and experienced in using the concept of self-regulated reading strategies in the classroom. Further, as stated by [10] that when students can control their reading by setting reading goals, evaluating their readings, knowing effective strategies that can help them complete reading assignments, and he has full awareness of the follow-up to be done, then the student it will be easier and better for the reading achievement. Moreover, [8] reported that students who were given more intervention on self-regulation activities showed increased motivation to read English texts.

CONCLUSION

This study aims to investigate the ability of EFL pre-service teachers to design self-regulated reading activities for the reading class. From the results of the lesson analysis that the participants in this study have made, it is known that the EFL pre-service teacher does not yet have sufficient ability to design activities based on the self-regulated reading. Therefore, study programs must pay special attention to providing explicit knowledge and good practice about self-regulated reading. This study also suggests that future researchers further analyze how EFL pre-service teachers implement Self-Regulated Reading into the EFL teaching practice.

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