



**Research Title: The Effect Of Using Self-Regulated Learning Strategies In Teaching Reading To EFL Secondary School Students On Their Critical Reading And Reading Comprehension Skills.**

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**The Effect Of Using Self-Regulated Learning Strategies In Teaching Reading To EFL Secondary School Students On Their Critical Reading And Reading Comprehension Skills**

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**Submitted by**

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## Abstract

Researchers have recently focused on self-regulated learning strategies as effective techniques of acquiring learning skills. The current study aimed to examine the effect of self-regulated learning strategies on improving reading comprehension and critical reading skills of Egyptian second secondary graders. Therefore, a quasi-experimental design was adopted; sixty EFL learners in two classes in Al-Farouk secondary school in Sadat city Menofya, in Egypt were selected. The study sample was split into two groups randomly. A control group that were instructed the targeted two reading comprehension units by the researcher but applying the conventional method of teaching, while the empirical group was instructed the same two units by the researcher but through the novel self-regulated-learning strategies. Having experienced the relevant intervention, the participants were subjected to a critical-reading comprehension test. The study used descriptive statistics and Pearson correlation to analyze the data. The results revealed that there is a significant relationship between the students' use of self-regulated learning strategies and their reading comprehension and critical reading performance.

The study results indicated that there were statistically significant differences at ( $\alpha \leq 0.05$ ) between the empirical group subjects' mean scores on the pre-reading comprehension skills test and the pre-reading critical reading test and their mean scores on the posttest in favor of the posttest. Likewise, there were statistically significant differences at ( $\alpha \leq 0.05$ ) between the experimental group subjects' mean scores on the post reading comprehension skills test and the critical reading test of the control group subjects. The study findings have theoretical as well as pedagogical implications in the field of foreign language teaching and learning.



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**Keywords:** self-regulated learning strategies, reading comprehension and critical reading

Reading is regarded as an efficient process that enlarges the horizon of human knowledge, frames their thoughts and beliefs, and improves personality. Realizing the significance of reading, the ex- American president Bush in the “new civil right” (The Bush - Kerry debate: on Education), (Saudi, 2007, p.2) stated that the knowledge individuals gain by reading has a great effect on developing their character comprehensively. He also added that reading is not only a means of fun, entertainment, problem solving, but also incentive for creative thinking. Having a look at the national standards for teaching English as a foreign language set by NAQAAE , by the end of the preparatory stage students should be able to link new ideas to background experience, make conclusions about context, incidents and read critically to interpret and assess the content of reading materials (NAQAAE, 2007, PP21-23).

Actually, reading is considered a complicated and sophisticated process that encompasses the processes of hearing, communication, realization, experimentation, contemplating, learning, association, influence and arrangement of elements (Kent, 2002). Also, reading comprehension is an essential technique to succeed professionally and academically (Pritchard, Romeo, & Muller, 1999). In order to succeed in some academic disciplines, learners need to know how to read, comprehend what was read, and use the content to future learning. Reading is a prerequisite and sometimes complementary skill in second/foreign (L2) language learning. In addition, Reading can be looked at as the most essential academic skill for learners (Noorizah Mohd Noor, 2006) Moreover, as Levine,



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Ferenz and Reves (2000, p. 1) stated that reading and understanding academic texts are perceived as one of the most important skills that learners of English as a second language (ESL) and English as a foreign language (EFL) need to obtain.

Readers are critical when they are aware of what they read, how and why it is written. Besides being aware of the writer's attitude and how useful, the material is (Akyol, 2011) Critical reading occurs when the reader can, according to pre-determined standard, make Judgments and question what he reads? (Harris & Hodges, 1981, pp, 74). Grabe (2002) put it clear that the reader is critical when he has the ability to interact with what he reads According to (Brookfield, 1987 cited in Karabay, 2012). Critical reading is linked with certain terms such as rational explanation, contemplative judgmental, proving assumptions, resolution of suspicion and confusion, data assessment, recognizing facts and opinions, resilience of thought besides ethics and honesty.

Critical literacy is regarded as the latest form of literacy which requires students to become strategic readers who self-manage, self-monitor, and self-modify, readers who are able to select comprehension texts they will read, engage in higher order thinking as they read, move from the stage of summarizing or telling to the stage of construction and critical reflection of a text. To do this, students are in need of acquiring effective reading comprehension strategies. (Kirmizi, 2009, Billmeyer, 2006)

Ismail, Yousef, AbdulRashid & Lin, (2015) confirmed that through critical comprehension, readers can infer anticipations and hypotheses beyond explicit meaning. In addition; opinions are formulated about the quality and precise of the text. It is analytic activity (Kurland, 2010) – Judging how a text is argued (Knott, Debrah, 2009) in a broader scope, critical reading abilities involve using critical



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thinking to the reading process by:

- 1-Questioning and deferred assessment,
- 2-Implementing logical inquest and problem solving,
- 3- Judging based on criteria (Russel, 1963): and (Smith, 1963).

Smith (1963) and Huus (1967) listed critical reading as the third category of reading comprehension behavior in their classification.

According to Zachary (1969), there are seven essential abilities help develop critical reading skills: reality distinguished from fancy, fact distinguished from opinion, identify sweeping statements, make comparisons, note incongruities and inaccuracies, discover author's qualifications, use logic.

With regard to the educational Egyptian situation, it has been found out that the previously mentioned strategies of teaching reading comprehension and critical reading seem to be completely overlooked. Teaching reading comprehension to EFL learners in Egypt is carried out in the light of traditional approaches. These approaches depend only on the criteria undertaken in the Ministry of Education Standards Document, which aims to assist EFL learners in the process of achieving certain proficiency, behavioral and civic goals (second secondary teacher's guide). These standards are taught without focusing on setting productive goals, teaching learners how to change ineffective strategies, how to monitor progress, manage intrusive emotion and other effective strategies, which are involved in self-regulated learning which the researcher realized throughout about eighteen years of teaching Egyptian EFL secondary learners.

Our EFL learners are badly in need of understanding how to learn and how to process information. They need to acquire the necessary information that helps them to get over what hinders them to achieve and perform better in learning.



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Having that in mind, Grabe,1997) thinks that EFL learners are in need of enhancing their reading (comprehension. They determine and select strategies to define a difficult situation and possessing more effective instructional strategies to be well-equipped to embark the significant task of EFL critical reading comprehension. Many researchers recommend SRL as an effective means to enhance reading comprehension because, as ( Schunk& Zimmerman, 1997) , it makes learners autonomous.

Hence, the urgent need to develop and enhance the current reading strategies practiced in the Egyptian reading classroom where learners need to develop attitudes and skills that allow them to plan, manage and evaluate their own reading. This enables them to achieve the ultimate aim of the education process, i.e. creating autonomous learners but in the light of modern trends of teaching that creates motivationally, behaviorally, metacognitively functional learners who can be responsible for their own learning process (schunk and Zimmermann, 1997)

Consequently, the current study is an attempt at introducing a self-regulated learning reading intervention as a means of fostering reading comprehension and critical reading skills of EFL second secondary learners in the Egyptian educational context.

### **Self-regulated learning**

With the advent of modern technology and the great information technology explosion, it has become inevitable for education to keep itself in isolation, not to cope with such influential advancement in our modern world today's learners must be well equipped with the necessary mental and educational skills which enable them to take the most advantages of such great modern development.



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One of the latest trends in the field of academic research is self-regulated learning which appeared as result of the modern call for and interest in the autonomous learning.

Over the previous thirty years, many studies discussed self-regulated learning theories and its constituents. Actually, self-regulated learning (SRL) has been known as a worthwhile matter in academic psychology for about three decades. Moreover, researchers have been so keen on self-regulated strategies that they started to think about the development of an appropriate theory of self-regulated learning. Furthermore, during the recent years, many interesting studies have been conducted on the basics, nature, and development of how learners can regulate and manage their own learning to facilitate the learning process.

It has been alleged that the concept self-regulated learning originated in the 1980's and came into existence as a result of the growing attention towards self-regulated learning in the field of academic subjects (Dinsmore, Alexander, & Loughlin, 2008) and the novel interest in independent language learning. In fact, the emergence of education technology and its effectiveness in improving learning has encouraged learners to continue their learning independently outside official instruction environment. Blended/ distance learning as well as computer/ mobile learning are good example of that.

That growing attention has come as a result of the useful educational effects which self-regulated learning aims at achieving such as attention, persistence, flexibility, motivation, and confidence. (Diamond et al., 2007) In fact, regulation enables individuals not only to monitor their performance, reflect on their own abilities, but also to deal with the assignment they are supposed to do (Zimmerman, 1998).



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The term self-regulation can be conceived as “the degree to which learners are active participants in their own learning process. (Zimmermann, 1994, p3). Pintrich (2000, p.435) put another comprehensive definition for self-regulated learning in which he considered self-regulated learning as a functional , deductive process that aims at enabling students to give goals for their instruction and then try think about, regulate and manage their learning process, motivation and learning behavior which all comes in accordance with the educational features of the learning setting. Schunk and Zimmerman (1997) introduced a three stage process of self-regulation. One stage includes self-supervision, self-assessment and self- reaction, another one encompasses planning, managing time and attending to and focusing on instruction. The third stage involves using cognitive and meta- cognitive strategies. Making a creative study environment and using social sources are important in this process.

According to Zimmerman (2002, p. 67) self-regulated learning processes can be organized under three recurrent stages: deliberation stage, performance stage, and self- reflection stage. By the first phase Zimmerman refers to the beliefs and procedures that take place prior to the learners’ trials to learn. In addition, this first stage includes goal setting and strategic planning and self-motivation. As for the performance stage it involves self-control which refers to selecting techniques and strategies during forethought stage, besides what he called self-observation that refers to self- experimentation to finding cause of such personal events. The self-reflection phase refers to self-judgment and self-evaluation.

### **Self-regulated learning as an effective learning strategy in critical reading and reading comprehension:**

It has been observed that some learners may be good at critically reading a text critically and making right



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conclusions from texts in the classroom while many other students find it difficult comprehending the reading text or categorizing ideas into comprehensible language. These contending learners are in need of certain instruction in reading comprehension (including comprehension strategy) to overcome challenges as they try to meet future demands of education. As Taylor, Pearson, Clark, and Walpole (2000) stated, L2 reading classroom lacks instruction that particularly focuses on reading comprehension. It cannot be denied that reading comprehension is often tested, but is scarcely taught. Thus, in search of effective reading instruction, some researchers have focused on self-regulated development (including SRSD).

According to Eshel and Khavi (2003) the urgent academic need to use the effective self-regulated strategies in reading emerges from the fact that language learners cannot continue acquiring their knowledge and skill within the walls of classrooms only as they need to learn how to continually adapt to new knowledge and skills throughout the stages of their life. It is academically true that SRLS can facilitate and enable learners to enjoy life-long learning due to its effective techniques.

### **Self-regulated learners' characteristics:**

According to Pintrich and De Groot (1990) learners can self-regulated if they obtain the essential knowledge and skill to choose and use cognitive, metacognitive, and behavioral strategies. Actually, training and instructing learners can help them control and manage their learning and performance. In addition, struggling learners can be helped overcome their learning disabilities. In general, studies show that self-regulating learners are privileged with specific qualities.



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First, self-regulated learners are familiar and know how to make use of a number of cognitive strategies (rehearsal, elaboration, organization) which help them to attend to, transform, organize, elaborate, and recover information (Winne, 1995; & Zimmerman, 2001).

Second, effective learners are self-regulating, analyzing task requirements, setting productive goals, and selecting, adapting or inventing strategies to achieve their objectives. These learners also monitor progress as they work thorough the task, managing intrusive emotions and waning motivation as well as adjusting strategies processed to foster success. (Paris & Paris, 2001).

Third, they know how to plan, control, and direct their mental process toward achievement of personal goals, i.e., metacognition (Corno, 2001).

Fourth, self-regulated students present motivational beliefs and adaptive emotions such as a sense of academic self-efficacy, the adoption learning goals, the development of positive emotion towards tasks (e.g. joy, satisfaction, enthusiasm) and the capability to control and modify them to the requirements of the preset task and the specific learning situation (Weinstein, Husman , Deirking, 2000 & Zimmerman, 2002).

Fifth, they plan and control the time and effort to be spent on tasks, and they know how to create and structure favorable environments, such as finding a suitable study place and seeking help from teachers and classmates when they encounter problems (Corno, 2001; Winne, 1995& Zimmerman, 2001).

Sixth, self- regulated learners show greater efforts to share in managing and regulating academic tasks, classroom context, and structure (Corno, 2001; Weinstein, 2000 & Zimmerman, 2002).

Seventh, self-regulated learners have the ability to implement a series of voluntary strategies to avoid inside



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and outside disturbance in order that they sustain their focus, effort and motivation in performing tasks (Weinstein, Husman, & Deirking, 2000; Zimmerman, 2001, 2002a).

To conclude, from what was mentioned above, it is concluded that self-regulated learning approach involves so many effective academic techniques which if employed in the learning process will certainly result in enhancing EFL learners; academic attainment because they work as good and useful ladders by which great instructional targets can be achieved. In fact, the previously stated literature indicate that self-regulated learning is a box of jewels full of great skills, cognitive and meta-cognitive which are precious enough to help make competent EFL learners.

### **Literature review for the present study:**

In this section, the researcher endeavors to provide an overview of the literature on self-regulation learning in the context of critical reading comprehension skills. Primarily, the researcher critically examines previous research on language learning strategies, and then introduces the construct of self-regulation as a framework to view learner strategies within. Next, previous studies that have examined self-regulation related to critical reading comprehension skills are reviewed with respect to their research goals as well as their definitions and measures of self-regulation learning. SRL means that kind of learning, which is controlled and managed by the learners themselves, but not motivated and regulated by outside circumstances and people. In fact, the students' management of their own learning, the leading and guiding of cognitive tasks and motivation to the achievement of learning goals are the main features of SRL (Woolfolk, 2010)



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Reviewing the related literature on the variables of the present study, it was evident that the self-regulation of cognition and behaviour are vital features of the learning process .in addition, the extent to which school students become self-regulators of their own learning impacts their educational success (Beishuizen & Steffens, 2011; Lyn, Cuskelly, O'Callaghan & Grey, 2011; Zimmerman, 2008; Zimmerman & Schunk, 2011). Also, self-regulation is essential to the learning process (Jarvela & Jarvenoja, 2011; Zimmerman, 2008. Effective self-regulated learners operationally put goals, select correct strategies, manage their time, organize and prioritize materials and information, shift approaches flexibly, monitor their learning by seeking feedback on their performance and make appropriate adjustments for future learning activities (Butler & Winne, 1995; Meltzer, 2007; Puustinen & Pulkkinen, 2001; Winne, 1995; Zimmerman, 1989, 2001).

In the same respect, Ekhlash and Shangarffam (2012) conducted a study on Iranian L2 learners to find out if there was a relationship between self-regulated strategies with the four language skills. Their findings showed that behavioral self-regulated strategies i.e., self-evaluation strategies which helped provide information about the learners and their language accuracy, positively correlated with four language skills, including reading. Moreover, one of the latest studies which examined the influence of self-regulated learning strategies on the achievement of learners was the one conducted in 2015 by Zhiru Sun in the Ohio state university.

### **The problem:**

1-Through his career as an EFL teacher for secondary students, the present researcher notice that critical reading skills of most Egyptian learners are inadequate and low. He realizes also



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that pre-university students are in dire need to acquire effective study skills which enable them to be successful during and after university.

2-The above mentioned literature also confirms this shortcoming of critical reading skills of secondary students and necessitates improving them and their lack of effective academic study skills. For example Mustafa,(2012 ), Ebada (2002) and Kamal (2011), Ismail Ammar (2003) , Ekhlash and Shangarffam (2012) ,El-Didi(2011), Abouhadid (2002) and Abdel-moaty (2002).

3. Strategic plan for pre-university education 2014-2030: which declared that the level of the students who join the university are not qualified enough and do not have the effective academic study skills which enable them to pursue their university education successfully.

### **1.2 The problem:**

The current study sought to discuss the impact of using self-regulated learning strategies in developing reading to EFL second secondary students on their critical reading and reading comprehension skills.

### **1.3 Objectives**

In this study, the aim was to determine whether self-regulated learning strategies can improve Egyptian second secondary EFL learners in reading comprehension skills.

It also aimed at showing the effective link between self-regulated learning strategies and improving critical reading skills. In other words, it aims at:

- 1- Identifying self-regulated learning strategies.
- 2- Identifying the skills of reading comprehension and critical reading.



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3- Identifying the effect of applying SRLS in improving the reading comprehension and critical reading skills of EFL second secondary Egyptian learners.

#### **1.4 Hypotheses of the current study:**

The following hypotheses will be tested:

1- A significant statistical difference favoring the empirical group between means of scores obtained by subjects of the experimental and control groups on the pre-post reading comprehension test.

2- A significant statistical difference favoring the empirical group between means of scores obtained by the subjects of the experimental and control groups on the pre- post critical reading test.

#### **1.5 Assumptions:**

1. Learning is an outcome of the learner's own activity.
2. EFL students are better engaged in reading when they use self-regulated learning.

#### **1.6 Study Limitations**

1. The study was delimited to graders of second -year EFL students at Sadat city secondary school for boys. The study focuses on those students for the following reasons:

2-They were more likely to self-manage and self-regulate their reading compared to younger EFL students.

3-They were in bad need of using an effective modern trend of teaching critical learning and reading comprehension to help them make use of new skills in their present and future.



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The study was confined to critical reading and reading comprehension skills and how to manipulate two units of the academic course of EFL second secondary course using self-regulated learning strategies.

### **1.7 Study Significance**

The study significance stems from the following consideration:

1. The study sheds light on a significant trend in EFL instruction that has not so far received due attention although proved effective in inducing desirable results in the area of language instruction: namely self-regulated language learning.
2. It is desired that the results of the study may contribute to overcoming deficiencies in existing techniques of teaching critical reading comprehension by providing insights regarding the relationship between SRL and academic achievement in the Egyptian context.

### **1.8 Experimental design:**

The researcher adopted quasi-experimental two groups' pretest/posttest design.

This study conducted a semi-empirical design. The participants will be randomly divided and assigned to the empirical group and the control one to explore the effectiveness of using self-regulated learning strategies in improving critical reading comprehension skill and reading comprehension skills of EFL second secondary learners in Egypt.

#### **1.8.1 Sample**

The participants of the research were second secondary graders from Al Farouk Secondary school for boys in Sadat City, Menofya Sity students were chosen and divided into a control group and an experimental group. The two groups were taught by the researcher.



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### **1.8.2 Treatment:**

The participants randomly assigned to the control group will not be exposed to the self-regulated learning strategies and will, instead, be treated during their reading comprehension and critical reading course sessions in the conventional ways followed by their instructor.

### **1.8.3 The instructor:**

The researcher will teach the subjects of the experimental group and the control group.

### **1.8.4 Instruments and tools:**

- 1- Two reformulated units taught using SLRS (conducted by the researcher)
- 2-A reading comprehension and critical reading checklist (prepared by the researcher)
- 3- A pre-post reading comprehension and critical reading test.
- 4-Teacher's guide (done by the researcher)

### **1.8.5 Variables:**

The research includes three variables: two dependent and one independent.

The two dependent variables are reading comprehension and critical reading skills and the independent one is self-regulated leaning strategies.

To ensure equivalence among the members of the groups, the following variables will be controlled:

- 1-Institute of Education: 2nd year EFL secondary students in sadat city, Menofya Governorate.
- 2-The socio-cultural background and the years of studying English.
- 3-The level of performance in a language proficiency test: the two groups will be.



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Submitted to a test in language proficiency.

### **1.9 Study Procedures:**

- 1- Checking the related literature to identify the basis of self-regulated learning so as to be able to design the two reformulated reading comprehension and critical reading units.
- 2- Stating the objectives of the study.
- 3- Designing the two reformulated units about reading comprehension and critical reading modifying the assessment questions of them both.
- 4- selecting the sample randomly from among Sadat city general secondary schools, 2<sup>nd</sup> secondary year graders.
- 5- Equating the treatment and non-treatment groups,
- 6- Pre-testing the empirical and the control groups,
- 7- Training the participants of the experimental groups in self-regulated learning skills in reading comprehension and critical reading passages.
- 8- Applying the self-regulated learning strategies in critical reading and reading comprehension on the experimental groups.

### **1.10 Definition of terms:**

#### **Strategy:**

The word strategy is derived from the ancient Greek word strategia, which refers to steps or procedures taken for the aim of conquering in wars. The warlike meaning of strategia has fortunately faded, but the control and goal guiding is still in the modern version of the word (Oxford, 1990).

#### **Self-regulation:**

To self-regulate means “to change oneself, or some aspect of oneself, so as to conform to some idea or concept.” (Forgas, Baumeister, & Tice, 2009, p. 4).



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Self-regulated learning is defined as functional, operational process that can help learners put goals for their learning and then try to observe, regulate, and manage their knowledge awareness process of motivating, and behavior, directed and confined by the goals they previously set in addition to the contextual features (Pintrich, 2004; Schunk, 2005).

### **Self-regulated learning:**

In the same line, Garcia (1995) defined self-regulated learning as an incorporated learning process through which individuals get control over their own motivation, cognition and conduct. It encompasses two minor processes: motivational beliefs and strategy use. Further, SRL can also be seen as the blending of “will” and “skill.” “Will” means the individual’s goal and expectations, whereas “Skill” means the learners’ various strategies of cognition, metacognition, and resource management.

### **Reading comprehension:**

Actually, literature is bound with definitions of reading. It could be noticed that most of these definitions seem to emphasize one common factor: the metacognitive feature of reading. As such, some researchers view reading as a complex structure of patterns of higher mental thinking which includes all types of mental processes such as assessing, judging, reflecting, thinking and problem-solving (Gates, 1949; Barnett, 1989)

### **Critical reading:**

Critical reading is defined as the adopting of superior thinking techniques such as analysis, synthesis, inference, and evaluation to reading in which the reader gets involved in an internal talk with the author to accurately and fairly understand written text through analyzing and assessing assumptions, major concepts and ideas, reasons and



justifications, supporting examples, parallel background knowledge, connotations and results introduced by the writer (Beyer, 1995: 20).

### 3 Reading comprehension levels

Lynskey, A (2009) stated that reading to know to be a complex mental process and an intellectual activity during which readers get engaged and interact with the text to obtain meaning. The literature refers to various complex levels of comprehension and they differ according to the degree or depth of understanding and interaction needed to deal with the text. Lynskey and Stillie (2009, p.43)

#### 2.8.1 Detecting main ideas.

Detecting the chief idea of a text is another essential skill proved to be effective in reading comprehension. Williams (1998) stressed the significance of the main idea confirming that identifying the main idea enables students not only to make inferences, read critically, summarize information, but also to memorize the important ideas in a text.

#### **2.8.2 Skimming.**

Liao (2011, p.2) stressed that skimming is done faster than usual reading. Alderton (2010) also referred to some useful ways to help make effective skimming of a text: concentrating on the objective of reading, highlighting key words and phrases besides Focusing on particular vital portions of the reading passage.

#### **2.8.3 Scanning**

Ulmi, Sundari, & Sukmaantara (2015) indicated that scanning and skimming can facilitate and enhance student's reading comprehension. Scanning is different from skimming. When scanning a text, readers do not focus on the general meaning of the text, but the detail (Sutz & Weverka, 2009). Students scan or survey a text searching for specific information like dates, names, and



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places, among others. Maxwell (1970) stated that scanning is the ability to locate specific facts and details quickly.

#### **2.8.4 Inferring**

Reading comprehension literature refers to two main levels of reading process: A lower one and another higher one. In the first level readers only decode language in a text whereas in the higher level they get more engaged with the text using their own knowledge and their personal information to detect new meanings implied between lines (Kendeou, van den Broek, Helder, & Karlsson, 2014).

#### **2.8.5 Summarizing**

Susar, F Akkaya, N. (2009) commented that applying Summarization strategies is effective at processing information and moving it to long-term memory, besides activating memory and comprehending through providing effective use of mental skills. Understanding and remembering are quite essential for academic proficiency. According to Z. Bahap .Z (2016) good command of summarization helps students succeed in reading comprehension.

#### **2.8.6 Paraphrasing**

Paraphrasing is another effective reading comprehension technique. It is abbreviated as RAP which means Read, Ask myself, and Put into one's own words or restating (Schumaker, Denton, & Deshler, 1984) In other words, these three steps of reading comprehension refers to learners' reading paragraphs, asking about main ideas and vital information and the restating then in their own words and phrases.

#### **2.9.2.1 Recognizing Text Organization**

William et all (2016) stated that text organization means the design of the information in a text for a certain aim which realizing it can improve understanding of that text. As viewed



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by Pyle (2017) realizing text organization can guide students to understand the architecture of information in a certain text which certainly helps them achieve better comprehension of the whole material.

### **2.9.2.2 Drawing Conclusion:**

According to Elder (2004, p.187) efficient readers usually need to make a conclusion about the reading material. In other words, they make a decision, form a specific opinion or judgment after they think carefully and understand better the information in the text. Truly, a conclusion often represents the key idea of a paragraph or a whole passage. A conclusion often comes at the end of a paragraph or a whole part.

### **2.9.2.3 Distinguishing Fact from Opinion**

To distinguish between facts and opinion, Mifflin (2003) said that information such as events, proper names and numbers represent facts that's because they are often considered true as a result of our own experience and observation.

## **3.6 Study instruments**

The researcher adopted the following tools for the purpose of the researcher.

1-Reading Comprehension and critical reading Skills Checklist

2-Reading Comprehension and critical reading pre-post achievement test for assessing students' EFL reading comprehension and critical reading skills before and after the experiment.

The following table contains the target skills.



Table (2) reading comprehension and critical reading skills.

Reading Comprehension Skills	Critical reading skills
Skimming	. Making conclusion
Scanning	. Identifying text organization
Paraphrasing	. Identifying the authors purpose
Summarizing	. Identifying cause and effect
Making inference	Distinguishing between facts and opinion
Detecting the main idea	Recognizing the author's attitude

The researcher applied the following procedures in the current research:

### 3.6.1 Test Description

Table (3) Description of the reading comprehension test items is in the following table:

Reading comprehension skills	No. of Items in the test	Skill weight in the test	Marks
Detecting main ideas	1	6 %	1
Scanning	4	23%	3
Inferring	3	18%	3
Paraphrasing	2	12%	2
Skimming	4	23%	3
Summarizing	3	18%	3
6 skills	17 items	100%	17

Critical Reading comprehension skills	No. of Items in the test	Skill weight in the test	marks
Recognizing cause & effect	3	24%	3
Identifying facts & opinions	1	8%	2
Identifying comparing & contrast	2	15%	3



Recognizing text organization	2	15%	2
Recognizing text purpose	2	15%	2
Identifying attitude	1	8%	1
Making conclusion	2	15%	2
7 skills	13	100%	13

The description of the critical reading comprehension test items is as follows in table (4)

### 3.6.2 First: The Reading Comprehension Test

#### 3.6.2.1 Test reliability and validity

The researcher submitted the test the set to a group of specialists, including professors, English language mentors, professional teachers of secondary graders in order to judge its content validity. They suggested some modifications and noted some mistakes. Accordingly, the researcher modified the test according to their valuable recommendations. They recommended:

- ❖ applying a larger passage than the one designed by the researcher;
- ❖ making sure that the skills to be tested are suitable for the academic level of the learners.
- ❖ Finally, they indicated that the test was a valid tool for the research to measure the targeted reading skills.

#### 3.6.2.2 The within consistency authenticity

Analyzing the pilot study of the 13-item test showed the following:

No. of test items	Sample	Pearson inter-rater value	Sig.
13	60	81.0	High

Table (5) inner consistency authenticity of the EFL reading comprehension experiment.

The table shows that correlations of the reading comprehension test items were significant at (0.05, 0.01) which indicates that there was a consistency between



the items and this means that the experiment was highly authentic for the study.

### 3.6.2.3 Reliability of the test

#### 3.6.2.4 The difficulty and discrimination of the reading comprehension test

Table (6) difficulty and discrimination of the reading comprehension test

Q No.	Corr	Sig.	Q No.	Corr	Sig.
1	0.73 **	At (0.01)	8	0.77 **	At (0.01)
2	0.85 **	At (0.01)	9	0.76 **	At (0.01)
3	0.82 **	At (0.01)	10	0.83 **	At (0.01)
4	0.94 **	At (0.01)	11	0.90 **	At (0.01)
5	0.74 **	At (0.01)	12	0.82 **	At (0.01)
6	0.93 **	At (0.01)	13	0.89 **	At (0.01)
7	0.86 **	At (0.01)			

The discrimination coefficient is a calculation determined between student responses to a particular test question and the students' percent score on the overall test.

### 3.6.2.5 Second: Critical reading comprehension Achievement quiz.

Analyzing the pilot study of the 13-item test was showed.

Table (7): the reliability of the EFL critical reading comprehension test

No. of test items	Sample	Pearson inter-rater value	Sig.
17	60	74.0	High

The table depicts that correlations of the reading comprehension test articles are significant at (0.05, 0.01) which shows that there is a uniformity between the items and this means that the quiz was highly authentic for the study. The internal uniformity validity.



### 3.6.2.8 Difficulty and discrimination of the critical reading comprehension test

The discrimination coefficient is a calculation determined between student responses to a particular test question and the students' percent score on the overall test. It is also an interaction between item discrimination and its difficulty. Table (8) difficulty and discrimination of the critical reading comprehension test

Q No.	Corr	Sig.	Sig.	Corr	Sig.
1	0.88 **	At (0.01)	At (0.01)	0.82 **	At (0.01)
2	0.79 **	At (0.01)	At (0.01)	0.79 **	At (0.01)
3	0.86 **	At (0.01)	At (0.01)	0.78 **	At (0.01)
4	0.83 **	At (0.01)	At (0.01)	0.84 **	At (0.01)
5	0.89 **	At (0.01)	At (0.01)	0.83 **	At (0.01)
6	0.84 **	At (0.01)	At (0.01)	0.80 **	At (0.01)
7	0.71 **	At (0.01)	At (0.01)	0.82 **	At (0.01)
8	0.94 **	At (0.01)	At (0.01)	0.77 **	At (0.01)
9	0.87 **	At (0.01)			

### 3.7 Controlling the reading test variable.

#### 3.7.1 First: reading comprehension experiment.

The author applied a pre reading comprehension quiz on the controlling and the experimental groups on 3/12/2019. The researcher applied T-test to show the mean and the standard deviation of each group in the pre reading achievement test as shown in the following table:

Table (9) A pre reading comprehension T. test results of controlling reading test variable.

Group	N	Mean	Std. Deviation	D F	T	Confidence Interval of the Difference
Experimental	3	3.53	1.5	8	0.64	Not Sig) 0.05)
Control	3	3.3	1.32			

### **3.7.2 Second: the critical reading comprehension experiment:**

The investigator applied a pre judgmental reading comprehension test on the controlling and the experimental groups on 8/12/2019.

Group	N	Mean	Std. Deviation	D f	T	Confidence Interval of the Difference
Experimental	3	3.83	2.1	58	0.63	Not Sig (0.05)
Control	3	3.53	1.5			

Table (10) A pre critical reading comprehension T. test results of controlling reading test variable

**The research findings** proved that using self-regulated learning strategies in teaching reading comprehension and critical reading lessons was effective; thereupon the hypotheses of the research were approved.

### **Suggestions:**

Some practical suggestions can be introduced in the light of the outcomes of the current study. It is hoped that the current study could add something new in the



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field of reading comprehension. It is hoped also that educationalists and learners can find this humble work useful for them.

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