

EFL STUDENTS' REFLECTIONS ON SELF-REGULATED READING STRATEGIES

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ABSTRACT: This study explores the perceived impact of self-regulated reading strategies (SRRS) on non-English major university students' performance and confidence in TOEIC Part 7 reading tasks. Grounded in Pintrich's (2004) model of self-regulated learning, a two-week intervention was implemented with 20 participants, combining explicit strategy instruction and reflective activities. Data were collected through Likert-scale questionnaires and open-ended reflections. Quantitative results showed moderate use of SRRS, with higher scores for strategies such as predicting content ($M = 3.60$), monitoring comprehension ($M = 3.60$), and post-reading reflection ($M = 3.55$). Perceived usefulness was also generally positive, particularly in perceived reading improvement ($M = 4.0$), confidence ($M = 3.7$), and satisfaction with training ($M = 3.9$), though long-term strategy transfers received a lower score ($M = 2.9$). Qualitative data supported these findings, highlighting student preference for simple strategies (e.g., highlighting, time management), while metacognitive techniques (e.g., self-questioning) were seen as more challenging. Students also expressed a need for extended practice time to fully integrate these strategies into their reading habits. The findings suggest that SRRS can improve strategic reading awareness and confidence, but short-term interventions may be insufficient for full internalization. Recommendations include extending instructional time, scaffolding complex strategies, and embedding SRRS within the regular reading curriculum to support long-term autonomy.

KEY WORDS: Self-regulated learning; reading strategies; TOEIC Part 7; metacognition; EFL learners; learner perception.

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1. Introduction

Reading comprehension, particularly in standardized English proficiency assessments such as the TOEIC test, plays a critical role in evaluating language learners' academic and professional readiness. Among its components, TOEIC Part 7 stands out as the most cognitively demanding section, requiring test-takers to process extended texts and answer multiple-choice questions within strict time constraints. This section typically includes single, double, and triple reading passages that assess a wide range of skills, such as skimming for gist, scanning for details, recognizing paraphrased information, and making inferences.

For non-English major students, navigating Part 7 poses significant challenges. These learners often lack exposure to extended reading materials and strategic reading training, resulting in frequent difficulties managing time, understanding implicit meaning, and applying effective reading techniques. Despite completing foundational English courses, many students report low confidence and limited efficiency when approaching TOEIC reading tasks, especially under timed conditions.

To address these difficulties, the application of Self-Regulated Reading Strategies (SRRS) has emerged as a promising pedagogical approach. Grounded in self-regulated learning theory (Zimmerman, 2000; Pintrich, 2004), SRRS encourages learners to set goals, monitor their comprehension, adapt strategies during reading, and reflect on performance outcomes. Integrating SRRS into TOEIC reading instruction may empower students to become more autonomous, strategic readers and, consequently, improve their test performance.

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This study investigates how non-English major students perceive the usefulness and practicality of SRRS following a two-week intervention embedded in TOEIC Part 7 reading practice. By exploring students' reflections and self-evaluations, the study aims to provide insights into the potential of SRRS to enhance reading awareness, confidence, and strategic application in a test-preparation context.

2. Theoretical background

2.1. Self-Regulated Learning (SRL)

Self-Regulated Learning (SRL) is a well-established construct in the field of educational psychology, grounded in the premise that learners are not passive recipients of information but active agents who take control of their own learning processes. Central to this view are the theoretical contributions of Zimmerman (2000) and Pintrich (2004), whose models have shaped much of the contemporary understanding of SRL.

Zimmerman (2000) conceptualizes SRL as a cyclical and dynamic process comprising three core phases: forethought, performance, and self-reflection. In the forethought phase, learners engage in task analysis, set specific goals, and develop strategic plans based on their expectations and beliefs about learning. The performance phase involves the implementation of selected strategies while monitoring comprehension and engagement in real time. Finally, in the self-reflection phase, learners evaluate their performance, attribute success or failure to internal or external causes, and use these insights to modify future learning behaviors. This cyclical model emphasizes recursive strategy refinement, allowing learners to become more autonomous and effective over time.

Complementing Zimmerman's work, Pintrich (2004) offers a four-phase model that integrates cognitive, metacognitive, motivational, and behavioral components. His model consists of: (1) Planning and Activation, (2) Monitoring, (3) Control, and (4) Reaction and Reflection. What distinguishes Pintrich's model is its emphasis on the role of motivation and context in shaping how learners regulate their efforts. He posits that motivation (e.g., self-efficacy, task value, goal orientation) is not merely a backdrop but a central driver that interacts with cognitive and metacognitive processes during SRL. Moreover, his framework accounts for situational influences such as task difficulty, learning environment, and available resources, making it especially relevant for classroom-based language learning.

2.2. SRRS and Reading Comprehension in EFL Contexts

When applied to reading, Self-Regulated Learning (SRL) is operationalized through Self-Regulated Reading Strategies (SRRS)—a specific subset of cognitive, metacognitive, and motivational behaviors that guide learners to process texts actively and independently. These strategies typically unfold across three stages: pre-reading, while-reading, and post-reading, each corresponding to a phase of SRL as outlined by Zimmerman (2000) and Pintrich (2004).

In the pre-reading phase, learners engage in preparatory actions such as skimming titles or headers, previewing questions, and activating prior knowledge, all of which serve to construct an anticipatory framework and set clear purposes for reading. During the while-reading phase, strategies shift toward monitoring comprehension, including techniques like rereading confusing sections, making inferences, underlining key ideas, or self-questioning to track understanding. Finally, in the post-reading phase, learners may employ summarization, evaluating the success of strategies used, and adjusting future reading plans—practices that reflect the reflective dimension of SRL (Zimmerman, 2000).

In summary, SRRS play a foundational role in equipping EFL students with the tools needed to self-regulate their comprehension processes, particularly under test conditions where time constraints and unfamiliar content are significant hurdles. The integration of SRRS into TOEIC reading instruction not only enhances immediate test performance but also builds lifelong reading habits centered on autonomy, awareness, and strategic thinking.

2.3. The Role of SRRS in TOEIC Reading Performance

TOEIC Part 7 poses specific demands on EFL learners, requiring rapid comprehension of lengthy texts, identification of main ideas and details, and synthesis across multiple sources. Research suggests that SRRS significantly support performance on such tasks. For example, Takallou (2011) found that SRRS enhanced students' ability to locate information efficiently and answer paraphrased questions and students who engaged in pre-reading strategies and post-reading reflection outperformed their peers on reading comprehension tasks. Moreover, integrating SRRS into TOEIC preparation has been shown to improve not only performance but also learner confidence and autonomy (Tse, Dörnyei, & Schmitt, 2006).

2.4. Gaps in Research

Although a wide range of studies has confirmed the role of self-regulated learning (SRL) strategies in enhancing various aspects of L2 learning—including listening, writing, speaking, and reading—several important gaps remain. First, a large proportion of previous research has been conducted in Western or East Asian (e.g., Chinese, Japanese) contexts, often focusing on general or mixed populations. Little is known about how Vietnamese university students, particularly non-English majors, perceive and apply SRL strategies in academic reading contexts. This is a critical gap, as Vietnamese tertiary learners possess distinct cognitive, motivational, and contextual characteristics that may influence their engagement with self-regulation processes differently compared to other learner groups.

Second, from a theoretical perspective, there is a noticeable lack of research applying Pintrich's (2004) four-phase SRL model to examine self-regulated reading in EFL contexts. The model offers a holistic view of SRL, accounting for forethought, performance, self-monitoring, and reflection phases—components crucial for understanding how strategies are selected, adapted, and sustained over time. Despite its relevance, this model has rarely been employed in Vietnamese educational settings, especially in reading-focused intervention studies.

Finally, most previous interventions have emphasized long-term strategy training (spanning several weeks or semesters). While such studies provide insights into SRL development over time, they overlook the potential of short-term, targeted interventions, particularly in TOEIC-like environments. There remains a need to examine how even brief SRL training programs may affect learners' awareness, motivation, and strategy use—and most importantly, how students perceive and reflect on their own learning processes post-intervention.

In response to these gaps, the present study investigates Vietnamese non-English majors' perceptions of SRL strategies after a short-term reading intervention, adopting both quantitative and qualitative methods and grounded in Pintrich's (2004) model. This approach aims to offer a more contextually grounded, theoretically informed, and methodologically comprehensive view of SRL in EFL reading.

3. Methodology

3.1. Research Design

This study employed a qualitative case study design to explore students' perspectives following a short-term intervention focused on Self-Regulated Reading Strategies (SRRS) in TOEIC Part 7 reading tasks. A qualitative approach was chosen to gain rich, descriptive insights into learners' individual experiences, perceptions, and reflections, which quantitative scores alone cannot capture (Creswell, 2014).

3.2. Participants

Participants consisted of 20 second-year non-English major students at the University of Economics - Technology for Industries (UNETI). These students had completed two general English courses but had limited prior experience with TOEIC-specific reading instruction. All participants volunteered and committed to attending both weeks of the SRRS-based intervention and completing

reflection tasks. Their age ranged from 19 to 21, with mixed academic backgrounds including accounting, business, information technology, and engineering.

3.3. Intervention Procedure

The intervention lasted two weeks, consisting of four 90-minute lessons and integrated the following SRRS components: 1/ Goal-setting and previewing strategies; 2/ Monitoring comprehension during reading; 3/ Recognizing distractors and paraphrases; 4/ Reflecting on reading outcomes and adjusting strategies.

Instruction was based on materials from *Pass the TOEIC Test – Introductory Course* (Craven, 2019), specifically focusing on TOEIC Part 7 single and double passages. Tasks encouraged students to apply strategies during reading and reflect on their effectiveness after completion.

3.4. Data Collection Instruments

To capture students' perceptions after the intervention, two qualitative tools were used:

- *Student Reflection Form Open-ended questions* prompting learners to describe the strategies they used, those they found most effective or challenging, and how their reading process evolved.

- *Post-Intervention Questionnaire*: Included both Likert-scale items and open-ended questions on the perceived usefulness of SRRS in improving TOEIC reading comprehension.

Both instruments were administered immediately following the last session to ensure accurate recall of experiences.

3.5. Data Analysis

Data were analyzed using thematic analysis (Braun & Clarke, 2006). Responses were read multiple times to identify recurring patterns and categorized under emerging themes such as: 1/ Strategy awareness and application; 2/ Perceived benefits; 3/ Strategy challenges; 4/ Future intention to use SRRS. To increase trustworthiness, coding was reviewed by a second rater, and any discrepancies were discussed until consensus was reached.

4. Findings and discussion

4.1. The analysis of students' survey questions

Students' Reported Use of Self-Regulated Reading Strategies (SRRS) is shown in the following table:

Table 1. Mean Scores – SRRS Strategy Use (2-Week Intervention)

SRRS Item	Mean Score	Interpretation
S1 Goal Setting	3.35	Moderate use of goal-setting before reading
S2 Preview Questions	3.15	Lower familiarity with previewing questions
S3 Predict Content	3.6	High engagement with content prediction
S4 Keyword Highlighting	3.3	Occasional use of keyword highlighting
S5 Check Understanding	3.6	Strong tendency to monitor comprehension
S6 Reread Unclear	3.45	Common rereading behavior
S7 Compare Info	3.35	Moderate integration across texts/questions
S8 Time Management	3.35	Growing awareness of time control
S9 Reflect Strategies	3.55	Good reflective behavior after reading
S10 Adjust Strategies	3.5	Evidence of strategic adjustment

Quantitative data from Section 2 of the post-intervention questionnaire revealed varying degrees of student engagement with self-regulated reading strategies (SRRS) after the two-week TOEIC reading intervention. The mean scores for the ten SRRS items ranged from 3.15 to 3.60 on a 5-point Likert scale, indicating a moderate adoption of the targeted strategies and suggesting that students were in the early stages of internalizing SRRS practices. The highest-rated items included: S3: I try

to predict the content of the passage before reading ($M = 3.60$), S5: I pause to check if I understand the text during reading ($M = 3.60$) and S9: I reflect on what strategies worked best after reading ($M = 3.55$). These results reflect students' initial metacognitive engagement across the pre-, while-, and post-reading phases. Predicting content demonstrates goal-oriented behavior and activation of prior knowledge (forethought phase), while comprehension checks and reflection align with Zimmerman's (2000) and Pintrich's (2004) models of performance monitoring and self-evaluation. The high average for reflection also suggests students were beginning to recognize the role of post-reading thinking in improving comprehension. Mid-range scores were reported for items such as: S6: I reread unclear sections ($M = 3.45$), S10: I adjust my reading strategies based on past performance ($M = 3.50$), S1: I set a clear reading goal ($M = 3.35$) and S8: I manage my time effectively ($M = 3.35$). These results point to developing awareness of reading regulation strategies. While rereading and goal-setting are familiar behaviors for many learners, adjusting strategies based on experience represents a more advanced form of SRL, which students may not yet fully master within such a short intervention. The lowest-rated strategies were: S2: I preview questions to decide what information to look for ($M = 3.15$), and ($M = 3.30$). Surprisingly, these surface-level strategies—commonly S4: I underline or highlight keywords while reading considered accessible and effective in test-based reading—were not rated as highly. This may suggest either a lack of training emphasis or difficulty in transferring training into practice under timed conditions. Additionally, some students may not yet associate these tactics with deeper comprehension benefits, reflecting a gap between strategy use and metacognitive understanding.

These findings align with Zimmerman (2000) notion that SRL is cyclical and requires practice across phases of forethought, performance, and reflection. Although students showed progress in monitoring and reflecting, the ability to regulate strategy use adaptively and independently is still emerging. In Pintrich's (2004) model, strategy use must be shaped by motivation and contextual awareness—areas where further support may be needed.

In summary, the data indicate that the 2-week SRRS intervention initiated foundational awareness, particularly in comprehension monitoring and reflection, but students had not yet fully internalized the full SRRS cycle. To support strategic independence, instructional programs should emphasize extended practice, guided modeling, and ongoing feedback to help students move from initial awareness to autonomous, flexible use of reading strategies.

Next the perception of the responders is illustrated in the table 2:

Table 2. *Perceived Usefulness of SRRS – 2-Week Intervention*

SRRS Usefulness Item	Mean Score	Interpretation
Q11 Improve Performance	4.0	Moderate improvement reported
Q12 More Confident	3.7	Slight increase in reading confidence
Q13 Use in Future	2.9	Positive intention to reuse strategies
Q14 Satisfied with Training	3.9	General satisfaction with instruction
Q15 More Efficient	3.4	Moderate gain in time management

The results from table of the post-intervention questionnaire provide insights into students' overall perceptions of the usefulness of the Self-Regulated Reading Strategies (SRRS) taught during the two-week TOEIC reading intervention. The mean scores across the five items ranged from 2.9 to 4.0, suggesting a moderately positive reception, with some variance in how students evaluated the impact of specific strategies on their reading performance and confidence.

The highest-rated item was: Q11: The SRRS training helped me improve my TOEIC Part 7 reading performance ($M = 4.0$). This score indicates that students perceived a tangible improvement in their reading skills, particularly in managing time, focusing on key information, and navigating

TOEIC-style questions. This aligns with qualitative feedback in which students cited strategies like keyword highlighting and time allocation as helpful.

Other highly rated items included: Q14: I am satisfied with the strategies and support I received during the training ($M = 3.9$), Q12: I feel more confident when answering TOEIC reading questions ($M = 3.7$). These scores suggest that students not only valued the content of the strategy training but also appreciated the learning environment and support provided. The moderate increase in confidence reflects the psychological benefits of structured reading strategy instruction, as noted in the work of Pintrich (2004), who emphasized motivation and perceived control as central to SRL.

Moderate ratings were found for: Q15: The strategies helped me become more efficient when reading under time pressure ($M = 3.4$). This indicates partial success in addressing one of the key challenges of TOEIC Part 7: speed and accuracy. While some students noted increased efficiency, others may have struggled to fully implement timing strategies in a high-stakes, timed environment.

The lowest-rated item was: Q13: I plan to continue using these strategies in future English reading tasks or exams ($M = 2.9$). This lower score highlights a potential gap between short-term learning and long-term transfer. Although students recognized the value of SRRS during the intervention, they may not yet feel confident enough to independently apply these strategies beyond the classroom. This may also reflect the limited time available for deeper strategy internalization and the need for continued reinforcement beyond the initial training phase.

In light of Zimmerman's (2000) and Pintrich's (2004) models of self-regulated learning, these findings suggest that the intervention successfully activated students' performance and reflection phases, enabling them to experience some immediate benefits and feel more in control during reading tasks. However, the relatively low intent to transfer strategies independently in the future signals that forethought and strategic planning still need development, and that SRRS must be sustained over time for learners to fully internalize and generalize their use across tasks.

These findings underscore the importance of not only teaching SRRS, but also creating structured opportunities for repeated use, self-reflection, and feedback, which are essential for fostering autonomous and strategic readers in EFL test preparation contexts.

Besides, thematic analysis of open-ended responses from 20 students revealed five main areas of experience with the SRRS intervention.

In terms of perceived usefulness, the majority of students (12 out of 20) found highlighting keywords to be the most effective strategy. Several students (5) also appreciated previewing questions, while a few (3) reported that time management was particularly helpful for pacing through long passages. These strategies were viewed as concrete and easy to apply, consistent with students' quantitative ratings of surface-level strategy use.

When asked about difficulties, self-questioning was mentioned most frequently (9 students) as being confusing or time-consuming. Reflecting after reading (6 students) and adjusting strategies based on past performance (5 students) were also seen as unfamiliar or hard to implement. This supports the earlier finding that more cognitively demanding strategies, often associated with metacognitive regulation, are challenging for learners in short-term interventions.

Regarding changes in reading behavior, a noticeable shift was reported. Nine students said they now scan questions before reading; six mentioned increased attention to keywords, and five described better time allocation across passages. These changes suggest that the intervention helped trigger early signs of strategic awareness, particularly in planning and monitoring during reading.

On the topic of perceived improvement, seven students believed SRRS clearly helped them read more confidently and systematically. Eight described their improvement as moderate, mainly in time management, while five were unsure of the effect but acknowledged greater awareness of their reading habits. These perceptions align with the overall moderate-to-positive results seen in the quantitative data.

In the final reflection, 10 students explicitly stated that they would need more time or practice to become fluent in using SRRS. Others (6 students) noted that the two-week training was helpful but too brief, and four appreciated the sessions, especially those focusing on skimming and timing.

Overall, students showed early engagement with strategy use, particularly in the areas of planning and monitoring. However, the responses also indicate that deeper metacognitive behaviors such as reflecting and adjusting require longer instructional time and more structured support to become habitual.

4.2. Students' Reflections on Self-Regulated Reading Strategies

4.2.1. Qualitative Analysis

Analysis of students' responses to the open-ended reflection form revealed a range of perceptions about the implementation and perceived value of self-regulated reading strategies (SRRS) during the TOEIC reading intervention. Most notably, students expressed a clear preference for practical, easy-to-use strategies that produced immediate results. The most frequently cited helpful strategy was *highlighting keywords*, mentioned by over half of the participants (12 out of 20). One student stated, "*Highlighting keywords made it easier to locate answers*," reflecting a common sentiment that this technique helped improve reading efficiency by drawing attention to essential information. Other strategies such as skimming (5 mentions) and time management (3 mentions) were also viewed favorably, though to a lesser extent. These preferences suggest that students gravitated toward surface-level reading techniques that align well with the structure of TOEIC reading passages, which often emphasize locating discrete information rather than deeper interpretation.

In contrast, metacognitive strategies that required more advanced processing were perceived as less helpful or difficult to apply. *Self-questioning* was cited by 9 students as the most challenging technique, with typical comments including: "*Self-questioning was confusing and took too much time*." Other students noted difficulties with *note-taking* (6 mentions) and *making predictions* (5 mentions), indicating that strategies involving cognitive effort and reflection were not yet fully internalized. These findings reveal an initial discomfort with deeper learning approaches, likely due to students' limited exposure to strategy-based reading instruction in prior educational experiences.

Despite these challenges, a moderate number of students reported positive effects on their reading performance. The most common observation (11 students) was that "*I read a bit faster now and can find answers more quickly*." While this suggests some increase in processing efficiency, the repeated use of hedging expressions such as "a bit" underscores that perceived gains were still tentative. A smaller number of students acknowledged improved comprehension (5 mentions) or greater confidence (4 mentions), reflecting emerging—but not yet robust—metacognitive awareness.

When asked about future use, many students expressed an intention to continue applying the strategies, particularly those with cross-disciplinary relevance. "*I plan to use time management in other subjects too*," wrote one student, a view echoed by 8 participants. Additionally, strategies like highlighting (6 mentions) and skimming (6 mentions) were mentioned as transferable techniques for other reading tasks. However, this willingness to apply SRRS appeared to depend on the perceived ease and relevance of each strategy.

Finally, in their general comments, students revealed a mixture of curiosity and caution. "*It was new for me but I learned something*," shared 8 students, while others remarked, "*Some strategies were okay but I need more time to get used to them*," or "*I think more practice would help me use these better*." These responses suggest that while students were receptive to the intervention, they were still in the early stages of adopting a self-regulated reading mindset. Overall, the qualitative data portrays SRRS as a promising but unfamiliar approach for these learners—one that will likely require sustained support and reinforcement to achieve deeper and more lasting impact.

4.2.2. Quantitative Analysis: Students' Perceptions of SRRS Benefits

To complement the qualitative reflections, students' responses to the five Likert-scale items were analyzed to quantify their overall perceptions of the SRRS intervention. Each item was rated on a 5-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), which is expressed in table 3:

Table 3. *Students' perceptions of the Self-Regulated Reading Strategies (SRRS) intervention*

Evaluation Criteria	Mean Score	Interpretation
S1. Usefulness of the strategies	3.30	Above neutral; strategies seen as somewhat helpful
S2. Increased confidence after using them	3.55	Close to "Agree"
S3. Satisfaction with the learning process	3.35	Slightly above neutral; some hesitation remains
S4. Intention to apply the strategies	3.70	Fairly positive
S5. Willingness to recommend to others	3.85	Close to "Strongly Agree"; generally positive reception

The table shows that the average rating of 3.30 suggests that students generally found the strategies helpful, although the perceived usefulness remained somewhat tentative. This moderate score may be attributed to the short duration of the intervention or the novelty of metacognitive strategy training, which often requires more time for effective internalization.

With a mean score of 3.55, this item indicates a slightly stronger impact on students' confidence levels when reading TOEIC passages. This may reflect the psychological benefit of having structured strategies, even if students had not yet mastered their full application.

This relatively moderate score implies partial satisfaction with the SRRS-based instruction. While students recognized the value of the experience, their feedback suggests that they may have felt the learning process was either incomplete or not yet fully integrated into their regular reading habits.

This was one of the higher-rated items, indicating that students were open to using the strategies in future contexts, including other tests or academic subjects. The high score suggests that learners identified certain strategies (e.g., time management or keyword highlighting) as transferable and practically useful.

This item received the highest average score, pointing to a generally positive attitude toward the strategies. Even if students had not fully mastered them, they saw potential value and were confident enough to recommend them to their peers, reflecting growing acceptance of SRRS as a beneficial reading support tool.

The overall pattern of responses shows that while students did not express strong enthusiasm, they acknowledged moderate gains in confidence, usefulness, and future applicability. These results are consistent with early-stage exposure to SRRS, in which learners begin to see benefits but have not yet developed deep strategic competence.

The results from Section 3.1 indicate that students applied self-regulated reading strategies at a moderate level during the two-week TOEIC reading intervention. Mean scores for actual strategy use ranged from 3.15 to 3.60, with higher engagement in predicting content ($M = 3.60$), checking comprehension ($M = 3.60$), and reflecting after reading ($M = 3.55$). However, basic strategies like previewing questions ($M = 3.15$) and highlighting ($M = 3.30$) were used less frequently than expected.

In contrast, Section 3.2 showed generally positive perceptions of SRRS usefulness. The highest-rated item was perceived improvement in performance ($M = 4.0$), followed by satisfaction with the training ($M = 3.9$) and increased confidence ($M = 3.7$). Despite this, students reported relatively low

intention to apply the strategies in future tasks ($M = 2.9$), suggesting a gap between short-term appreciation and long-term strategic behavior.

The comparison reveals a discrepancy between students' attitudes and their practical application. While they valued SRRS and felt more confident, their use of more complex strategies remained limited. This indicates that metacognitive routines had not been fully internalized and may require more sustained instruction and practice.

In summary, the intervention raised awareness and motivation, but behavioral change was still emerging. Longer-term training and scaffolded support may be needed to help students transition from initial exposure to independent, flexible use of SRRS in academic and test settings.

The results of this study, derived from both qualitative reflections and quantitative evaluations, offer meaningful alignment with the theoretical frameworks of Zimmerman (2000) and Pintrich (2004). Both models emphasize that effective self-regulated learners are those who engage actively in goal-setting, strategy use, monitoring, and reflection—elements that were clearly observed, though to varying degrees, in students' responses during this short-term intervention.

From Zimmerman's perspective, the forethought phase was partially evident in students' open-ended responses, especially when they described how strategies such as highlighting keywords or previewing questions helped them set reading purposes. These are aligned with his notion of goal-setting and task analysis. Students who stated that they planned to apply time management in future tests also demonstrated basic strategic planning behaviors consistent with this phase.

The performance phase, which involves the use of strategies and real-time monitoring, was reflected in both data sets. For instance, the most commonly reported helpful strategies were highlighting and skimming—indicative of surface-level strategy use aimed at improving processing efficiency under time pressure. However, students struggled with more cognitively demanding techniques such as self-questioning or note-taking, highlighting that metacognitive monitoring (central to this phase) remained underdeveloped. This aligns with Pintrich's second and third phases—Monitoring and Control—which require learners to track comprehension and adjust strategy use. Many students admitted in qualitative reflections that these higher-order strategies were "confusing," "slow," or "hard to apply," suggesting they had not yet reached the level of cognitive flexibility emphasized in both models.

The reflection phase, critical in both Zimmerman and Pintrich's frameworks, was modestly present. While some students noted increased awareness of what worked and what didn't, most reflections were superficial (e.g., "I read a bit faster now" or "I think more practice would help"). In Zimmerman's model, this phase involves evaluating outcomes and attributing success or failure to specific strategies or efforts. However, such metacognitive evaluation was rarely detailed, implying that students are only beginning to develop the self-evaluative and adaptive capacities crucial for long-term SRL development.

Quantitative data reinforced these insights. Students rated the usefulness of SRRS at a moderate level ($M = 3.30$), reflecting recognition of value without full mastery. Their confidence improved modestly ($M = 3.55$), and their intention to reuse strategies was relatively high ($M = 3.70$), suggesting the motivational dimension—central to Pintrich's model—was successfully triggered. Indeed, motivation is a key driver in Pintrich's view, and findings suggest that even brief exposure to SRRS can spark interest and willingness to apply strategies, especially when those strategies are simple, tangible, and test-relevant.

However, the limited evidence of deep strategy integration and the students' preference for easily executable techniques indicate that the full SRL cycle (particularly metacognitive monitoring and strategic control) had not been fully internalized. This supports the idea—central in both models—that SRL is developmental and requires sustained practice, feedback, and reflection.

Furthermore, from a contextual perspective, Pintrich (2004) emphasizes that learning environments and available resources influence SRL behaviors. The fact that this study was

implemented within a time-bound, test-focused setting might explain the learners' prioritization of speed-oriented strategies over reflective or analytical ones. This aligns with Mokhtari and Reichard's (2002) findings that strategic readers are not those who use more strategies, but those who use them selectively and flexibly—a level of strategic competence yet to be observed in most participants of this short-term intervention.

5. Conclusion

This study set out to explore students' perceptions of self-regulated reading strategies (SRRS) following a short-term intervention within the context of TOEIC reading comprehension. Drawing on both qualitative and quantitative data collected from student reflections and Likert-scale self-evaluations, the research sought to understand the perceived usefulness, challenges, and potential long-term applicability of SRRS among non-English majors.

The findings revealed that while students generally responded positively to the intervention, their engagement with SRRS was still in its early stages. Quantitative data indicated moderate agreement that the strategies were useful, confidence-enhancing, and worth applying in future learning contexts. Students expressed the greatest enthusiasm for recommending SRRS to peers and continuing their use in other courses or exams, particularly those strategies perceived as easy to adopt—such as highlighting and time management.

In conclusion, the study concludes that SRRS holds promise as a pedagogical tool to enhance TOEIC reading comprehension, particularly when implemented with accessible strategies, reflective practices, and curricular integration. However, its success depends on thoughtful design, sufficient time allocation, and sustained reinforcement to support learners' transition from awareness to autonomy.

Recommendations and Limitations: To enhance the effectiveness of SRRS in TOEIC reading instruction, several key strategies are recommended. First, extend training duration to at least 4–6 weeks to allow learners time to internalize strategies and move beyond surface-level use. Second, scaffold complex strategies like self-questioning with step-by-step modeling, peer practice, and tools such as sentence starters or checklists. Third, begin with simple, transferable strategies such as highlighting and time management to build confidence. Fourth, integrate reflection activities (e.g., reading journals) to foster metacognitive awareness. Fifth, embed SRRS within the regular reading curriculum to ensure relevance and consistent practice. Lastly, offer follow-up coaching or strategy workshops to support ongoing development, particularly for students needing additional guidance. Together, these steps promote deeper engagement and long-term reading autonomy.

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Phản hồi của sinh viên không chuyên về chiến lược đọc tự điều chỉnh

Tóm tắt: Nghiên cứu này khảo sát tác động cảm nhận của sinh viên đại học không chuyên tiếng Anh đối với việc sử dụng các chiến lược đọc tự điều chỉnh (SRRS) trong phần đọc hiểu TOEIC Part 7. Dựa trên mô hình học tập tự điều chỉnh của Pintrich (2004), một chương trình can thiệp kéo dài hai tuần đã được triển khai cho 20 sinh viên, kết hợp giữa giảng dạy chiến lược cụ thể và hoạt động phản tư. Dữ liệu được thu thập thông qua bảng hỏi thang đo Likert và các phản hồi mở. Kết quả định lượng cho thấy sinh viên sử dụng SRRS ở mức độ trung bình, với điểm số cao hơn cho các chiến lược như dự đoán nội dung ($M = 3.60$), kiểm tra hiểu trong khi đọc ($M = 3.60$) và phản tư sau khi đọc ($M = 3.55$). Về mặt cảm nhận, sinh viên đánh giá tương đối tích cực về hiệu quả của SRRS, đặc biệt ở khía cạnh cải thiện kỹ năng đọc ($M = 4.0$), tăng sự tự tin ($M = 3.7$) và hài lòng với nội dung đào tạo ($M = 3.9$), trong khi ý định duy trì chiến lược trong tương lai lại thấp hơn ($M = 2.9$). Dữ liệu định tính củng cố những kết quả này, cho thấy sinh viên ưa chuộng các chiến lược đơn giản (như đánh dấu từ khóa, quản lý thời gian), trong khi các chiến lược có tính phản tư cao (như tự đặt câu hỏi) được đánh giá là khó áp dụng. Nhiều sinh viên cũng bày tỏ mong muốn có thêm thời gian luyện tập để tích hợp chiến lược vào thói quen đọc của mình. Kết quả nghiên cứu cho thấy SRRS có thể nâng cao nhận thức chiến lược và sự tự tin trong đọc hiểu, nhưng các chương trình can thiệp ngắn hạn có thể chưa đủ để giúp người học nội hóa hoàn toàn các chiến lược. Nghiên cứu đề xuất kéo dài thời gian đào tạo, xây dựng tiến trình giảng dạy có hướng dẫn từng bước và tích hợp SRRS vào chương trình đọc thường kỳ nhằm hỗ trợ phát triển khả năng tự chủ trong đọc hiểu lâu dài.

Từ khoá: Học tập tự điều chỉnh; chiến lược đọc; TOEIC Part 7; siêu nhận thức; người học tiếng Anh; cảm nhận của người học.