

Indonesian EFL Teachers' Perspectives of Self-Regulation in Reading

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Abstract

It has been a widespread belief that to be more successful readers, Indonesian EFL teachers are strongly suggested to inculcate a higher degree of self-regulation within their learners. Some researchers hold a strong belief that robust self-regulation construction will breed more proficient, well-organized, and autonomous L2 readers due to the presence of long-lasting reading learning endeavors. This present small-scale qualitative study was a further attempt to profoundly investigate Indonesian EFL teachers' perspectives of self-regulation in reading. One major research problem was formulated in this study namely what are Indonesian EFL teachers' specific perspectives toward the utilization of self-regulation in L2 reading activities? Responding to this proposed research problem, narrative inquiry manifested in 5 open-ended written narrative inquiry questions were addressed for 2 invited Indonesian EFL teachers graduating from English Education Master Study Program, Sanata Dharma University, Yogyakarta. The obtained research results highly prompted all EFL teachers to be more supportive reading learning facilitators by introducing their learners to self-regulation concepts to transfigure them to become more resilient, persistent, and competent target language readers.

Keywords: *self-regulation, EFL teachers' perspectives, narrative inquiry*

INTRODUCTION

One of the pivotal goals of educational enterprises is to enable all learners to know exactly how to engage in better learning dynamics as well as to attain more fruitful academic achievements. This transformative educational value is in agreement with Sholeh et al., (2019) stating that qualified education does not merely improve learners' learning competencies but also their resilient characters in a continual search of truth in their life. This identical objectivity also goes along with the existing nature of the ELT venture nowadays where EFL teachers are commissioned to introduce their learners to a vast range of indispensable life skills. In a similar vein, learners are also demanded to become more well-organized, persistent, and life-long knowledge seekers throughout their lifetime to better embody the above-said holistic educational values. One of the impactful EFL learning trajectories that can be embedded by language teachers within learners is through reading activities. It is worth highlighting that reading can allow EFL learners to be more independent, strategic, and tenacious academicians since they are strongly suggested to utilize a wider range of proper strategies applicable in their designated reading dynamics. This assertion is inextricably associated with the reading theory postulated by Grabe (2014) avowing that with the support of continuous reading activities, EFL learners can transfigure into more judicious decision-makers, efficient problem-solvers, and insistent knowledge seekers. Brantmeier, Sullivan, and Strube (2014) also mention that the ineluctability of reading learning venture is apparent in modern ELT enterprises resulted in intensive dissemination of reading learning strategies support that should be constantly imparted by language teachers.

To maximize all those aforesaid L2 reading learning outcomes, it is of crucial importance for EFL teachers to sustainably their learners' self-regulation in reading. It is noteworthy to be phrased here that the further activation of self-regulation can considerably foster language learners' reading autonomy and competencies since they can exert greater controls over the laborious learning circumstances. This argument is harmonious with the self-regulated learning theory adduced by

Oxford et al., (2014) believing that with the incessant internalization of self-regulation, EFL learners will be more capable of controlling their adverse reading vicinities resulted in more persistent learning characters while encountering taxing reading impediments. Another positive influence that can be probably grasped by EFL learners after nurturing their self-regulation is they will be strongly motivated to explore a wider array of texts outside of the classroom learning environments. This positive reading learning behavior takes place since EFL learners deem the existent reading challenges will promote them to more advanced learning levels resulted in a higher degree of reading endeavor to read plenty of texts. This perspective is mutually interlinked with the self-regulation and reading motivation theory devised by Nejabati (2015) asserting that highly self-regulated L2 readers have more liability to confidently face the current reading learning obstructions along with the challenging nature of reading processes since they believe that these pain-staking learning processes will make them become more proficient academicians. Anchored on these aforementioned conceptions, Zimmerman (2008) also argues that it is inescapable for language teachers to establish, nourish, and amplify their learners' self-regulation in various reading learning enterprises to transfigure them into more responsible, self-reliant, resilient, and highly-motivated readers longing to discover the underlying concepts in their texts constantly. However, to arm EFL learners with robust self-regulation constructions in a reading learning venture is never be an easy process. One thing is for sure, language teachers have to inculcate a more positive mindset within learners before activating their self-regulation by strongly conveying to them that they are competent in tackling varied reading challenges. This suggestion is closely intertwined with the theory of positive self-talk invented by Yeager and Dweck (2012) indicating that when language teachers persistently address positive sayings to their learners throughout reading activities, there will be a higher probability for them to elevate their self-regulation development into its utmost level. Further, it is also becoming progressively essential as well for EFL teachers to ingrain a more cogent growth mindset within their learners to corroborate their reading volition along with self-regulation.

The mutual interplay among these 3 constructs is proved to allow EFL learners to determine clearer desired reading objectives, monitor the ongoing reading learning processes, and better evaluate the reading learning outcomes resulted in the striking enhancement of self-regulation as well as reading skills. These advantageous values are in conjunction with the theory of growth mindset and self-regulation declared by Burnette et al., (2013) confessing that it is paramount for language teachers to integrate growth mindset in a process of increasing their learners' self-regulation and reading competencies to impart more obvious reading learning navigation for them in terms of planning, monitoring, and evaluating the strategies used along with obtained learning outcomes academicians persistently working out through all of the reading obstructions to fully achieve their reading outcomes. It is also worth highlighting here that the robust establishment of self-regulation can also allow EFL learners to be more proactive readers and learning community members both inside and outside of the classroom walls. This positive impact can be fully attained when language teachers have equipped them with a higher level of cognitive, metacognitive, behavioral, motivational, and emotional facets during engaging in L2 reading dynamics. In line with these above-recited benefits, Zimmerman and Schunk (2011) highly encourage globalized EFL teachers to activate and corroborate their self-regulation at the commencement of reading learning venture due to the significant degree of holistic learning advantages promoted by this psychological construct in terms of learners' positive cognitive, metacognitive, behavioral, motivational, and emotional aspects.

5 prior studies compatible with the current research theme had been carried out by the researchers in this archipelago. The brief explications will be depicted in the following lines. The first study was conducted by Weda, Samad, Patak, and Fitriani (2018) discovering that self-efficacy can reinforce university EFL learners' self-regulation growth due to the significant improvement of their behavior, attitude, and perceptions toward reading learning dynamics. In the second study, Akib, Haryanto, Iskandar, and Patak (2018) strongly prompted Indonesian EFL teachers to continuously maintain their learners' reading learning endeavor, proactive reading engagement, long-lasting reading attitude, and robust self-regulation growth by imparting clearer explicit reading instructions in diverse wide-ranging classrooms. In another identical study, Sultan, Akil, and Salija (2018) also found out that the majority of university EFL learners having been armed with decent reading learning strategies were more capable of managing the adverse reading activities and harness more suitable

strategies in their texts. Bria and Mbato (2019) showcased that most undergraduate and postgraduate university EFL learners were more able to take charge in their academic reading learning enterprises after being exposed to metacognitive as well as self-regulated learning strategies. In the last study, Wijaya (2021) unveiled that English Education Master Students were capable of overcoming various challenges hindering their conducive academic writing activities due to the effective deployment of efficient writing strategies and nourishment of self-regulation. Based on the above-explicated findings, it has been displayed that a higher level of self-regulation construction accompanied by effective language learning strategies can widely create more chances for Indonesian EFL learners to enhance their target language skills for a better purpose. In reverse, none of these previous studies have profoundly investigated the criticality of self-regulation incorporation in L2 reading activities based on Indonesian EFL teachers' perspectives. To fill this gap, this present aimed to further explore Indonesian EFL teachers' specific perceptions on the role of self-regulation in L2 reading learning enterprises to shed more enlightenment for all ELT experts, practitioners, educators, and policy-makers in designing more contextual reading programs sustaining our learners' self-regulation as well as reading skills development. To respond to this major research objectivity, one research problem was formulated in this study namely: (1) what are Indonesian EFL teachers' specific perspectives toward the utilization of self-regulation in L2 reading activities?

METHOD

To obtain more trustworthy and robust data from the research participants, this present small-scale qualitative study was conducted with the support of narrative inquiry. Clandinin and Caine (2013) argue that the major aim of narrative inquiry is to help the researchers to attain a more overarching portrayal out of the specific life events underwent by research participants. Two invited Indonesian EFL teachers graduating from English Education Master Study Program were invited in this study. The first teacher had experienced quite long-term ELT experiences when he was still a university student. In this present moment, he is still teaching lots of young learners at Jogjakarta Montessori Elementary School. The second participant had also experienced various ELT enterprises during his study journey. In this current moment, he taught English in one of the notable international institutions located in Yogyakarta named IONs International Education. The main reason why the researcher decided to involve these 2 aforementioned research participants was they have gained quite rich teaching experiences helping ELT parties in this archipelago to make a clearer discernment regarding the accurate internalization of self-regulation in L2 reading learning enterprises. Concerning this main research objectivity, 5 open-ended written narrative inquiry questions were administered via Whats App for the 2 invited research participants. For the data analysis processes, the researcher would subsume each obtained data into some specific themes and accompanied by some interrelated self-regulation theories and findings to generate more rewarding research results for the worldwide readers as well as educational experts. Thus, the researcher applied a thematic analysis procedure in order to better yield more robust and trustworthy research results. By applying this approach, more well-structured research themes can be clearly portrayed in order to deliver more comprehensible research findings rewarding to be internalized in manifold L2 reading enterprises.

RESULTS AND DISCUSSIONS

This part is going to further discuss 2 specific research themes obtained from the research participants. Those 2 themes are: (1) The robust establishment of EFL learners' self-regulation and reading skills are strongly affected by teachers' supportive roles and (2) A higher degree of self-regulation enabled Indonesian EFL learners to be more independent readers. As mentioned previously, all the delineations were accompanied by some interrelated theories and findings of prior self-regulation studies. More overarching depictions can be discerned in these following lines.

Teacher 1: The Robust Establishment of EFL Learners' Self-Regulation and Reading Skills are Strongly Affected by Teachers' Supportive Roles.

Based on the first teacher's stories, her EFL young learners' self-regulation and reading skills can thrive more prolifically when more insistent learning supports were continually imparted for them. Simply speaking, EFL teachers need to observe, guide, and monitor their learners' reading

learning enterprises constantly to enable them to become more independent academicians. One of the tangible effortful actions the first teacher had already instilled to erect a higher degree of self-regulation as well as reading skills within young learners is through the utilization of interesting digital reading learning activities. By harnessing this digital learning platform, EFL young learners will have wider opportunities to not merely become more competent readers but also autonomous academicians since they can practice their reading skills either independently or cooperatively with their trusted learning companions. In correlation with this first finding, Morshedian et al., (2016) discovered that the further internalization of reading learning resources containing a vast range of self-regulated learning practices could potentially lead EFL learners to become more self-reliant academicians. In another identical investigation, Khajavi and Abbasian (2013) strongly prompted globalized EFL teachers to incorporate varied captivating reading learning materials in which learners can vehemently forge their self-regulation along with targeted reading competencies to transform them into more successful readers. Tasnimi and Maftoon (2014) highly suggested all educational institutions equipping EFL teachers with adequate self-regulated skills through various engaging reading activities to promote more holistic reading learning dynamics where learners can achieve more fruitful reading outcomes. All these aforesaid perspectives hovered in the first teacher's mindset as well.

[The First Teacher: *Basically, in our school, we have literacy subject. It helps the students to improve their reading and writing skills.*]

[The First Teacher: *I also play some interesting audiobooks to improve their reading skills and keep their reading motivation.*]

Concerning the in-depth reading planning stage, the first teacher consistently commissions her EFL young learners to determine desired, clearer, and achievable reading learning objectives at the commencement of reading dynamics. In her academic lenses, the stronger inculcation of obvious reading goals will not only direct learners to improve their reading competencies to the utmost potentials or enable them to obtain more gratifying reading learning outcomes. Since the centrality of these aforementioned reading learning achievements intimately correlated with reading motivation ingrained by each learner, the first teacher forthrightly confessed that the major aim of vivid reading learning goals can preserve her learners' reading learning motivation sustainably even in the presence of laborious reading learning impediments. This positive reading learning benefit occurred due to the persistent reading learning volition possessed by learners to reach those pre-determined reading goals. These conceptions are closely interlinked with the previous self-regulation finding unfolded by Erdogan (2018) critically mentioning that the construction of apparent and attainable reading learning objectivities can redouble EFL learners' motivation to engage more proactively in the reading enterprises due to their persistent reading learning behavior to fully reach the reading goals set beforehand. By the same token, Amini, Anhari, and Ghasemzadeh (2020) highly advocated EFL teachers mold a more cogent self-regulation development within learners by requiring them to stipulate clearer reading goals to continuously cultivate their current reading learning motivation, emotions, and perspectives into a more positive way contributable to the significant enhancement of reading proficiency. Positively intertwined with these findings, Bandura (2015) also theorized that highly self-regulated EFL learners specifying their reading learning objectives in-depth details were more capable of becoming more proactive, resilient, and life-long learning readers since they always viewed that they are the masters of their learning processes. The first teacher's interview excerpts also resonated well with those above-explicated conceptions.

[The First Teacher: *I believe yes because clear reading goals can make us become more organized readers. As a result, learners' reading motivation and achievement can also increase at the same moment.*]

[The First Teacher: *We basically introduce the materials and apparatus to the students and let them try on themselves.*]

One of the pivotal reading cycles that EFL learners should also deal with is the monitoring stage. In this cycle, learners ought to be more cognizant of the specific major points, underlying conceptions, and distinctive points of view presented by readers. Meaning to say, highly self-regulated and competent readers are those who can intimately establish more interactive interactions with the targeted texts. Inevitably, the teacher's role is extremely crucial in this whilst reading activities since they are the figure responsible for navigating learners' reading venture in a better purpose. This belief is well-informed by the first teacher since she continually plays her role as a critical observer, supportive reading facilitator, and judicious learning counselor for young EFL learners to efficiently build up more potent self-regulation as well as reading skills at their young ages. Further, the first teacher released all these mutual reading supports to stimulate learners' curiosity toward the texts, conducting gradual comprehension monitoring, and explaining particular unfamiliar words for learners. Zarei and Hatami (2012) highly advised worldwide EFL teachers to arm their learners with a higher level of self-regulation and reading skills at the onset of reading learning dynamics by addressing continual moral, emotional, and motivational supports for them resulted in more meaningful reading learning dynamics. In consonance with this contention, Krashen (2016) also averred that in the light of insistent EFL teachers' mutual reading learning supports, appropriate reading learning activities, and meaning-making reading supervision, learners can be more satisfied with the obtained reading learning results since they have transfigured into more strategic, competent, and autonomous readers. Panadero and Alonso-Tapia (2014) alluded to the criticality for EFL teachers to incorporate more supportive reading learning circumstances where learners feel safe and recognized in searching for further reading learning assistances to direct them to get closer to the targeted reading achievements. Armed with these basic conceptions, the first teacher also argued similarly.

[The First Teacher: *In Montessori, teachers play role as instructors or observers. Thus, we tend to let the students to dig more and improve their sense of curiosity.*]

[The First Teacher: *The assistance is in the form of gradual checking on their work and explain some difficult words if it is needed.*]

Taking into our consideration the critical importance of evaluating the stage at the end of reading learning activities, it is worth highlighting here that addressing more constructive, structured and encouraging feedback will better navigate future reading learning processes undergone by learners. This is observable in the first teacher's frank confession. The first teacher fully professed that more supportive reading feedback had enabled her EFL young learners to elevate their reading competencies more effectively in future events. This may be due to the continuous reading practices done by all learners insistently eventually resulted in a more precise identification concerning their particular strengths and weaknesses they need to ponder more conscientiously before proceeding to another future reading learning occasion. Vaughn et al., (2019) believed that meaningful and constructive feedback from EFL teachers can work as one of the major driving forces to foster their learners' reading skills as well as strategies to be ready to engage with more advanced texts. In a similar vein, Denton et al., (2020) highly favored EFL teachers all around the globe to iteratively impart more constructive feedback for learners at the end of reading learning activities to familiarize them with the particular strengths and weaknesses beneficial to assist their future reading learning enterprises. Mezek, Berggren, McGrath, and Negretti (2021) strongly advised EFL teachers to internalize more supportive reading learning impetus by giving more motivating feedback for learners resulted in more efficient reading learning behavior along with the repetitions of identical reading learning success they attained before. It will be more sensible to juxtapose this vast array of arguments with the first teacher's interview excerpt.

[The First Teacher: In Montessori, the evaluation for reading is done through more practices. From the result of their reading or interpretation over the texts, the teacher can understand the students' comprehension and give proper feedback verbally or in written form.]

Teacher 2: A Higher Degree of Self-Regulation Enabled Indonesian EFL Learners to be More Independent Readers

Based on the second teacher's reading teaching experiences during 4 years, he forthrightly confessed that a higher degree of self-regulation ought to be instilled within Indonesian EFL learners at the beginning of reading learning enterprises. According to the second teacher, the introduction of self-regulation should not merely cover the superficial knowledge concerning the varied reading learning strategies learners have to harness but also the extent they can activate and prolong this learning characteristic both inside and outside of the classroom walls. By doing so, learners can choose the best learning environments, resources, interests, and preferences accurately matched with their reading learning enterprises. All these aforementioned conceptions are congruent with the theory of self-regulated learners' characteristics postulated by De Bilde, Vansteen Kiste, and Lens (2011) adducing that highly self-regulated EFL learners do not solely master a vast range of effective reading learning strategies but also judicious behaviors in selecting the best reading learning trajectories work best for them. Mezek et al., (2021) also uncovered that the majority of university EFL learners having been introduced to self-regulatory skills in reading activities had more tendency to become more strategic as well as competent readers, particularly in capitalizing on the chosen strategies or learning vicinities suitably suit them. In harmony with these findings, the second teacher's interview excerpt also raised identical perspectives.

[The Second Teacher: I always tell my students to deeply reflect on their used reading learning strategies and reading learning environments. By introducing them to regulate their learning strategies and learning surroundings continuously, I believe they will become more autonomous readers after leaving my classes.]

During the reading teaching-learning enterprises undergone by the second teacher, he frequently sanctioned that the majority of learners had self-regulation deficiency in reading. Concerning his perspective, this may be due to the nature of reading classroom circumstances he previously designed where all learners merely answer the comprehension questions passively. As mentioned previously, reading is an interactive process commissioning learners to infuse robust self-regulation construction to better comprehend the contents of their texts. After observing his learners' demotivating reading learning behaviors, the second teacher dramatically shifted his reading teaching-learning venture into more enjoyable, student-centered, and interactive activities. Through this encouraging reading learning dynamics, all learners start to establish their self-regulation gradually since they completely valued that this positive psychological construct can lead them to enjoy the beauty side of reading learning processes. These above-explained contentions are jointly connected with the finding of Heydarnejad, Fatemi, and Ghonsooly (2017) highly motivated all EFL educators to bring about more favorable reading learning activities in their diverse-wide ranging classrooms to ceaselessly preserve their learners' reading learning motivation impactful for their further self-regulation along with reading skills development. In like manner, Negari, and Heydari (2014) unveiled that university EFL learners possessing a higher level of self-regulation tend to better manage their taxing reading learning impediments since the enjoyable reading learning dynamics enacted by their teachers had mutually assisted them to motivationally, behaviorally, and psychologically engage with those difficulties. The second teacher's interview excerpt also goes along with these arguments.

[The Second Teacher: I gradually introduce my learners to the concepts of self-regulation through the enjoyable and interactive reading learning activities. I believe this one will be embedded successfully in their heart and mind as readers and language learners.]

[The Second Teacher: *For me, it is not wrong at all when we as teachers want to introduce self-regulation concepts to learners because they may think it as one of the tricky solutions to help them become more successful readers.*]

In his eventual remark, the second teacher also fully confessed that could potentially transform Indonesian EFL learners into more autonomous readers. This coveted reading learning outcome can take place since they will be more likely to explore a wide array of texts persistently even in the presence of adverse reading learning circumstances. This line of perception has shared a commonality with the ongoing reading teaching-learning processes experienced by the second teacher. He articulated that most of his learners had become more independent readers both inside and outside of the classroom learning surroundings since they could devise various probable effective solutions, strategies, and approaches in an attempt to overcome the specific reading learning obstructions. As a result, their resiliency, as well as self-regulation, can also last longer even after they have graduated from the school institution for they already noticed that reading can reveal a broader new world enriching their horizon. All these conceptions are also well-informed by the finding of Cheng et al., (2011) discovered that university EFL learners having successfully elevated their reading achievements, skills, and motivation are those capable of exerting better controls over their reading learning dynamics. Added to this, Kirmizi (2015) also advised EFL teachers to impart more continual self-regulation training at the onset of reading learning activities to jointly direct them to be more independent knowledge seekers, confident academicians, and high-achieving learners. Kumari and Chamudeswari (2013) unfolded that most university EFL learners possessing more robust development of self-regulation were more capable of managing the arduous reading learning obstructions since they were more intensively encouraged to take more proactive participation in their existent reading activities. These lenses of perspectives sit alongside these interviewee excerpts taken from the second teacher as follows.

[The Second Teacher: *By building strong self-regulation, I believe my learners can be more independent readers because they are motivated to read more. This is because they perceive the challenges as the opportunities for them to improve their reading skills more.*]

[The Second Teacher: *I see that most of the students can better take control over some difficult learning experiences they have. I mean they are not easily affected by these unpleasant learning conditions because they can manage their learning environments well.*]

CONCLUSION

To put it in a nutshell, it is worth underscoring here that a higher level of self-regulation ought to be inculcated at the beginning of L2 reading learning enterprises to breed more self-reliant, persistent, strategic, and critical readers readily confronting a wider array of reading learning hurdles. Nevertheless, some limitations of this present small-scale qualitative study need to be taken into account. Firstly, since this study only relied on one research instrument, it will be more rewarding for future researchers to make use of distinctive research instruments in investigating the identical topic namely questionnaire, classroom observation, reading logs journal, and interview questions. Secondly, since this study merely involved 2 Indonesian EFL teachers graduating from a similar institution, it will be more noteworthy for future researchers to invite at least 5 teachers deriving from distinctive institutions to yield more enriching, robust, and generalized data. The further implications of this current small-scale qualitative study were to better assist Indonesian EFL teachers to devise more constructive reading activities strongly corroborating their learners' self-regulation growth and reading competencies development in the future events.

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