AN INVESTIGATION OF SELF-REGULATION TO ENHANCE FIRST-YEAR STUDENTS' AUTONOMOUS LEARNING ABILITY AT YUNNAN NORMAL UNIVERSITY

JIAOYING JI

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
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RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP
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Author Jiaoying JI
Major Master of Arts (Education and Society)
Advisor Assistant Professor Dr. Saifon Songsiengchai

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Director of the Institute of Science Innovation and Culture
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ABSTRACT

This study focused on first-year students at Yunnan Normal University. The research objectives were threefold: (1) to investigate the role of self-regulatory methods in enhancing students' autonomous learning ability, (2) to study the differences between the control group and the experimental group, and (3) to determine if students are satisfied with self-regulatory methods. The research group was drawn from the 9,000 first-year students in the 2023 academic year. There were 48 classrooms, each consisting of 180-187 students. Students from two randomly selected classrooms were studied. The study employed stratified random quantitative analysis. Statistical analysis used mean average value ($\bar{X}$), standard deviation (S.D.), and variance to interpret the data. The main research tools were questionnaires, lesson plans, and a satisfaction questionnaire. The results showed: (1) The overall mean score was 4.11 with a standard deviation of 0.4, indicating a generally high recognition of autonomous study strategies among the students in the experimental group, reaching the "agree" level; (2) for the experimental group $\bar{X}$ was 94.57, while the control group had an $\bar{X}$ of 75.15. The experimental group exhibited less variability in scores, with an S.D. of 2.82 compared to 9.49 for the control group, indicating more consistent and concentrated performance among the experimental group of students. The variance for the experimental group was 7.98, whereas the control group was 90.13, demonstrating the stability and reliability of the experimental group's performance. (3) By comparing the experimental and control groups' results, it is evident that self-regulatory methods significantly enhance students' satisfaction with their autonomous learning experiences. The experimental group had higher satisfaction levels, with an $\bar{X}$ of 4.71, very satisfied, and an S.D. of 0.23, compared to the control group, which had an $\bar{X}$ of 2.72, dissatisfied, and an S.D. of 0.71. This study's results indicate that self-regulatory methods significantly enhance students' autonomous learning ability, with noticeable differences between the experimental and control groups. Future research could further explore the application of self-regulatory methods across different educational stages and subjects.

Keywords: Self-regulatory, Autonomous Learning, Student satisfaction

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CHAPTER I
INTRODUCTIONS

1.1 Background and Rationale

There is an old saying in China: *If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for a lifetime*. The proverb emphasizes teaching people skills and empowering them to be self-sufficient rather than providing temporary assistance. The same is true in learning. If the learning is classroom-bound, then the learning time is limited. However, suppose teachers show students how to learn; students can continuously learn outside the classroom. In that case, college students can adapt to the workforce more smoothly after graduation with these skills.

1.1.1 College Students Need to Have the Ability to Self-regulate Their Learning

In September 2016, the "Core Competencies for the Development of Chinese Students" was released, which pointed out that "Self-regulated development" is a measure of "all-round development".

"Learning to learn" is an important part of the six major competencies and the pathway by which students achieve self-regulated development, given that college students have good metacognitive potential. For students in the era of information technology, information is updated very quickly. Learning how to self-direct knowledge acquisition is very important for modern college students. The increasing demand for compound talents today requires college students to be capable of autonomous learning.

In an ever-changing world, traditional teaching methods have become insufficient to prepare students for their futures, both in the workforce and their lives beyond school, a belief generally supported by the public (Partnership for 21st Century Skills, 2007). As the employment landscape changes rapidly, classroom content becomes obsolete just as quickly. University students need to shift their focus from teacher-imparted knowledge to developing skills and competencies, which better prepare students for work and roles that do not exist yet. To address these challenges

and better prepare students for the dynamics of life beyond school, a recognition has begun to place a greater emphasis on autonomous learning skills.

1.1.2 Social Development Requires People with Autonomous Learning Ability

When presiding over the fifth collective study session of the Political Bureau of the CPC Central Committee, General Secretary Xi Jinping emphasized the need to accelerate the construction of an educational environment to provide strong support for the great rejuvenation of the Chinese nation. The General Secretary pointed out that education is the key to building a powerful country, and higher education is the leader. "College students should possess the necessary character and key abilities to adapt to lifelong, social development needs." The subject of "lifelong development" is the individual, and the subject of "social development" is society. Personal development enhances social development, and social development provides a better environment and possibilities for personal development.

From a national and social level, personal and social development are closely linked in a feedback loop. The "Decision of the Central Committee of the Communist Party of China and the State Council on Deepening Education Reform and Comprehensively Promoting Quality Education" promulgated in 1999 explicitly proposed "lifelong education" for the first time, highlighting the importance of autonomous learning. The current "exam-oriented education" model does not prepare students for university and self-regulated learning, so students have low autonomous learning abilities.

Change can be unsettling. Transitioning from high school to college can place significant demands on young adults (Tinto,1982, 1993). College life can be demanding and stressful for a new student (Noel et al.,1985) and requires higher levels of independence, initiative, and self-regulatory practices (Bryde & Milburn, 1990).

Statement of the Problem

At Yunnan Normal University, the self-regulated reading of first-year students has received some attention. Using "Alice in Wonderland" as a text, a classic literary work, not only has literary value but also contains profound philosophical insights and has a positive role in promoting new students' reading ability and thinking

development. However, in the process of cultivating self-regulated reading among freshmen, we face a series of problems:

Reading motivation: First-year students are not motivated to read classical literary works. They may be more inclined to read for pleasure, magazines, and social media, or they may be affected by course pressure and lack initiative and interest in reading.

Reading Comprehension: Since the language and plot of literary works may be unfamiliar from their past reading experiences, new students may face comprehension barriers and be unable to grasp the profound connotation and significance of the works.

Initiative and critical thinking: Freshmen lack sufficient initiative and critical thinking in the reading process and cannot conduct in-depth analysis. They only read generally instead of thinking deeply.

Reading ability improvement: Currently, first-year students usually lack guidance and planning for self-regulated reading. Establishing a systematic reading ability improvement plan is necessary to guide freshmen in gradually improving their reading level.

Therefore, in response to the above problems, we took a series of measures to assess the self-regulated reading ability of the students. At Yunnan Normal University, the focus is on cultivating the self-regulated reading ability of students through the Self-Regulated Method. Taking "Alice in Wonderland" as a text, we can use the following steps to guide students to read more deeply:

Step 1: Prepare before reading: Before starting to read, guide the new students in understanding the author, background, and topic to stimulate their interest.

Step 2: Set Reading Goals: Help new students clarify the purpose and expected gains of reading, such as understanding the plot and analyzing the characters.

Step 3: Read in sections: It is recommended that students read in sections or paragraphs to help them concentrate and understand the content.

Step 4: Actively participate: Encourage students to ask questions, take notes, and record their thoughts during the reading process to enhance their sense of participation and depth of thinking.

Step 5: Use Reading Strategies: Guide new students to use different reading strategies, such as prediction, inference, and comparison, to improve reading efficiency and comprehension.

Step 6: Discuss and Share: Organize reading groups and classroom discussions to allow students to share their reading experience and understanding to enhance communication and learning.

Step 7: Guide deep thinking: By raising challenging questions in guided discussions, we guide freshmen to think deeply about the meaning and value behind the works and cultivate critical and creative thinking.

Through the above steps of the Self-Regulated Method, students can gradually develop their self-regulated reading ability, improve their reading comprehension, and at the same time enjoy the fun and gains of reading.

Students' autonomous learning ability is one of the most important abilities for college students in the learning process, and teachers play a vital role in cultivating students' autonomous learning ability. Therefore, it is necessary to study how teachers can enhance college students' autonomous learning abilities through self-regulation.

This study explores self-regulating methods: Self-Evaluation, Goal Setting, Strategic Planning, Strategy Implementation and Refinement, and Monitoring the improvement in students' ability to learn through self-regulated learning. Through this research, teachers can be provided with practical strategies to help them better guide students and enhance their autonomous learning abilities, thereby improving their academic achievement and self-development.

Yunnan Normal University school statistics show that students cannot engage with self-regulated learning because they lack goals and motivation, lack clarity as to why they study specific content, lack sufficient motivation to learn, and lack self-discipline. Lack of time management skills and the inability to effectively manage time leads to the failure of study plans. Failure to allocate a reasonable time to study makes it difficult to maintain self-discipline. Inattention and lack of concentration lead to inefficiency in learning and an inability to focus on learning tasks.

Lacking self-control, students may be susceptible to temptations and unable to control their impulses, such as excessive use of social media, playing games, or other recreational activities, and cannot concentrate on their studies.

Lack of effective learning strategies. If people do not master a learning strategy that suits them, they may feel frustrated and lose interest and motivation.

Lack of self-confidence may lead to doubts about one's abilities, thus affecting self-discipline in learning.

Environmental factors, such as the quality of the learning environment, family support, and social pressure, also affect whether a person is able to maintain self-discipline when learning.

Statistics from Yunnan Normal University show that students' lack of autonomous learning capabilities includes a lack of clear learning goals, motivation, and effective time management skills. This leads to the failure of study plans, affecting students' self-discipline. In addition, factors such as inattention, lack of self-control, lack of effective learning strategies, and self-confidence will also affect students' autonomous learning ability.

Successfully adapting to school requires students to develop self-regulation, activate and sustain cognition, behavior, and emotions, and be oriented toward goal achievement. Academic self-regulated learning includes planning and managing time, focusing on teaching, strategically organizing, reciting, and encoding information, establishing a good learning environment, and effectively utilizing social resources. By developing self-regulated study skills, students can better overcome learning challenges and improve learning efficiency to achieve personal and academic goals.

Successful adaptation to university life requires students to develop self-regulated study skills processes that activate and sustain cognitions, behaviors, and effects and are oriented toward goal attainment (Zimmerman, 1989, 1990). Academic self-regulated processes include planning and managing time; attending to and concentrating on instruction; organizing, rehearsing, and coding information strategically; establishing a productive work environment; and using social resources effectively (Kanfer & Kanfer, 1991; Karoly, 1993; Pressley et al., 1990; Zimmerman, 1994).

With the expanding information landscape across various fields, educators in each discipline may feel compelled to incorporate more content into their curricula. This trend often results in overloaded curricula, leaving students facing information overload. The classroom is frequently seen as the primary venue for efficiently

disseminating vast amounts of information in the shortest possible time—a sentiment echoed by some college students who express feeling overwhelmed by the sheer volume of material they are expected to remember.

Research supports these observations. A study by Smith and Jones (2018) found that students often struggle to recall a significant portion of the information presented in lectures, especially when faced with exams that require extensive memorization. This phenomenon, known as information attenuation, highlights the limitations of traditional lecture-based instruction in facilitating long-term retention and meaningful learning experiences. Furthermore, as noted by Brown and Smith (2019), the rapidly changing nature of knowledge means that much of the content taught in schools may become obsolete or irrelevant. Therefore, fostering autonomous learning skills becomes imperative as students transition into post-graduate life, where they must navigate a world without structured lectures, syllabi, or prescribed reading assignments.

Considering these challenges, educators must prioritize the development of problem-solving and autonomous learning abilities. While teachers are crucial in providing guidance and support, empowering students to take ownership of their learning journey is essential for long-term success (Johnson et al., 2020). By integrating problem-solving and autonomous learning skills into the curriculum, schools can better prepare students for the dynamic demands of the modern world, where adaptability and autonomous learning are increasingly valued.

There is an increasing emphasis on student-centered learning and taking a proactive role in constructing knowledge. The teacher's role is to guide and mentor the process. There has been, over time, a change in the way of looking at the learning process. In this sense, an emerging shift displaces the process's emphasis on the teacher to a perspective that focuses on the learner. This means it is increasingly recognized that the learner's active role in learning is crucial to success. The demands placed on learners at this point to succeed require learning new skills such as flexibility, responsibility, independence, and proactive engagement. A new predictor of academic success is the ability to manage the learning process itself (Macejka, 2014). Autonomous learning requires self-management competencies, proactive self-knowledge, and self-control.

According to Bjork et al. (2013), for a learner to become a competent participant in the learning process, the student should be able to assess the state of their learning and manage their learning and activities in response to such monitoring. Autonomous learning is important in actively controlling the learning process and, consequently, in students' academic activities. According to Zimmerman (1986), autonomous learning in education is based on the premise that students use metacognitive, motivational, and behavioral processes. Autonomous learning involves the selective use of specific elements tailored to each task learning (Zimmerman, 1998, 2002).

1.2 Research Questions

1. How does self-regulation enhance students' autonomous learning ability?
2. What is the difference between the control and experimental groups?
3. Are the students satisfied with self-regulated study and their autonomous learning ability?

1.3 Research Hypotheses

Research Hypotheses are:

1. Self-regulated study enhances students' autonomous learning ability.
2. The results of the experimental group are better than the control group.
3. Students are satisfied with self-regulated study methods for promoting autonomous learning.

1.4 Research Objectives

The research methods of this paper are qualitative and quantitative. Through a questionnaire survey, we investigated the problems in autonomous learning among freshmen of Yunnan Normal University, the student's lack of motivation, difficulty in implementing learning plans, procrastination, and failure to cultivate autonomous learning habits. To solve the above problems, the research objectives of this paper are as follows:

1.4.1 To investigate Self-Regulated Methods to enhance students' autonomous learning ability.

1.4.2 To study the difference between the control group and the experimental group.

1.4.3 To study whether the students are satisfied with the self-regulated method to enhance students' autonomous learning ability.

1.5 Scope and Limitations of the Research Study

1.5.1 Scope of the Study

This study explored the self-regulated reading of first-year students at Yunnan Normal University and conducted experimental research on intervention measures using "Alice in Wonderland" as the text. The research subjects were 368 students at Yunnan Normal University,184 in the control group and 184 in the experimental group.

The control and experimental group: The 368 students participating in the study were randomly divided into a control group and an experimental group, each of 184 students. The control group received conventional teaching, while the experimental group received an intervention to develop self-regulated reading strategies using "Alice in Wonderland" as the text.

Design of intervention measures: For students in the experimental group, a self-regulated reading training program included seven steps: pre-reading preparation, setting reading goals, reading in sections, actively participating, using reading strategies, discussing and sharing, and guiding in-depth thinking. These steps were designed to stimulate students' interest in reading, improve reading comprehension, and enhance thinking development.

Data collection and analysis: During the experiment, the reading data of students in the control and experimental groups were collected, including data on reading interest, reading comprehension level, and thinking ability. The data were analyzed using statistical methods to compare the differences in the self-regulated reading ability between the control and the experimental group.

Result evaluation and summary: Evaluate the effectiveness and implementation of the self-regulated reading ability development intervention. This paper summarizes the research results and suggests suggestions and improvements for first-year students at Yunnan Normal University to cultivate self-regulated reading ability.

The research aims to provide an empirical basis and effective strategies for first-year students at Yunnan Normal University to cultivate self-regulated reading ability and improve their reading and thinking.

1.5.2 Limitation of the Research Study

This study's significant limitation lies in the potential sample bias that may impact the research findings. The sample size employed in the study is relatively small, and the selection of participants is subject to certain constraints, resulting in an inadequate representation of the broader population. For instance, participant recruitment is restricted to specific geographical areas and institutions, limiting the sample's diversity.

Due to sample bias, caution must be exercised when extending the study's conclusions to the entire population. The limitations in sample selection may raise questions about the applicability of the research findings in other regions and demographics. To gain a more comprehensive understanding of the universality of the study results, future research should consider enlarging the sample size and incorporating a more diverse range of participants to investigate the studied phenomenon's characteristics thoroughly.

Although measures have been taken, such as employing random sampling to ensure the sample's representativeness during the recruitment process, the voluntary nature of the participants' involvement introduces potential bias. In interpreting the study results, it is crucial to approach these limitations cautiously and acknowledge that sample bias might have implications for the generalizability of the conclusions.

1.6 Research Framework

Data analysis: A Likert satisfaction survey from each class and the autonomous learning ability questionnaire before and after were conducted.

Successful adaptation by schools requires that students develop self-regulatory processes that activate and sustain cognitions, behaviors, and outcomes and are oriented toward goal attainment (Zimmerman, 1989, 1990). Academic self-regulated processes include planning and managing time; attending to and concentrating on instruction; organizing, rehearsing, and coding information strategically; establishing a productive work environment; and using social resources effectively (Kanfer & Kanfer, 1991; Karoly, 1993; Pressley et al., 1990; Zimmerman, 1994).

Self-regulated study also incorporates motivational processes such as setting activities, goals, and outcomes; holding positive beliefs about one's capabilities; valuing learning and its anticipated outcomes; and experiencing positive effects (e.g., pride, satisfaction) with one's efforts (McCombs, 1989; Schunk, 1994). The development of self-regulated study is affected by many factors, but an important set comprises socialization influences. Several years ago, researchers hypothesized that children's exposure to socializing agents (e.g., models) influences their behavioral and cognitive development to include the acquisition of concepts, attitudes, preferences, and standards for self-reward and self-punishment (Bandura & Walters, 1963; Hartup, 1978; Mischel, 1968).

Concepts of Autonomous Learning: According to Knowles (1975), autonomous learning is a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes". Brookfield (1986) provided a similar definition of autonomous Learning. Greg (1993) argued that autonomous learners should have the ability to collaborate with peers and see peers as learning resources.

In conjunction with Research Methods in Education, student satisfaction is often considered an important indicator in educational research for assessing the quality of education and students' perceptions of their educational experience. Manion (2007) emphasized the importance of understanding and meeting the needs of students to improve the quality of education. Factors such as quality of teaching, course content,

self-regulatory methods, and school environment are important in improving student satisfaction（Louis,2017）.

Self-Regulatory Method
(Zimmerman ,1985;Kanfer & Kanfer , 1991 ; Karoly , 1993 ; Pressley et al , 1990 ; Zimmerman ,1994).
Step 1:Prepare before reading and Set Reading Goals
Step 2:Read in sections
Step 3:Actively participate
Step 4:Use Reading Strategies
Step 5:Discuss and Share
Step 6:Guide deep thinking
Step 7:Summary and Reflection

Autonomous Learning
Ability (Knowles,1975)
1) Goal setting and planning skills
2) Information acquisition and analysis capabilities
3) Reading comprehension and critical thinking skills
4) Problems solving and self-learning skills
5) Cooperation and communication skills
6) Ability to reflect and adjust
7) Continuous learning and autonomous exploration capabilities

Students' satisfaction(Cohen et al., 2018)
1)Activities during reading
2)Conduct student self-evaluation or peer evaluation
3) Conduct discussions or interviews with students
4) Analyze students' reading works, notes or summaries to assess their reading comprehension and critical thinking skills;
5)Activities in teamwork or group discussions and evaluate their cooperation and communication abilities.

Figure 1 1.1 Research Framework

1.7 Definition of Key Terms

1. Self-regulation refers to the self-regulated cycle that gives students a sense of personal control, a major source of intrinsic motivation to continue learning independently (Zimmerman, 1985). The self-regulated study consists of

Step 1: Prepare before reading

Step 2: Set Reading Goals

Step 3: Read in sections

Step 4: Actively participate

Step 5: Use Reading Strategies

Step 6: Discuss and Share

Step 7: Guide deep thinking:

Step 8: Summary and Reflection

2. Students' autonomous learning ability refers to students' autonomous English learning ability, which covers seven aspects:

1) Goal-setting and planning skills

2) Information acquisition and analysis

3) Reading comprehension and critical thinking skills

4) Problem-solving and self-regulated skills

5) Cooperation and communication skills

6) Ability to reflect and adjust

7) Continuous learning and self-regulated exploration capabilities

3. Student satisfaction involves the evaluation of the following aspects:

1) Activities during reading

2) Student self-evaluation or peer evaluation

3) Discussions or interviews with students

4) Analyze students' reading, notes, or summaries to assess their reading comprehension and critical thinking skills;

5) Activities in teamwork or group discussions, and evaluate their cooperation and communication abilities

CHAPTER II
LITERATURE REVIEW

This chapter provides an overview of the relevant literature and key concepts related to the research topic. The following concepts and contents are introduced：

2.1 Self-regulation

2.1.1 Definition of Self-regulated Methodology

2.1.2 The Importance of the Self-regulated Methodology

2.1.3 Steps to Self-regulated Learning

2.2 Autonomous Learning

2.2.1 The Definition of Autonomous Learning

2.2.2 The Importance of Autonomous Learning

2.2.3 The Steps of Autonomous Learning

2.1 Self-Regulation

2.1.1 Definition of Self-regulated Methodology

Self-regulation is an important concept in human psychology. It refers to the individual adjusting their emotions, behaviors, or thinking through internal and external means to adapt to the environment and cope with pressure. Self-regulation strategies use psychological, behavioral, and cognitive strategies to help individuals better manage emotions, cope with challenges, and improve their quality of life. This section discusses the types of self-regulated methodologies.

(1) Types of self-regulated learning.

1) Emotional adjustment strategy

Emotional adjustment is how individuals change, adjust, or control emotional responses. These strategies can be divided into cognitive reconstruction, emotional expression, and emotional transfer. For example, individuals can change their emotional state by re-explaining the situation or emotions or expressing emotions

through artistic creation, sports, and other methods, thereby realizing emotional regulation (Gross, 1998).

2) Behavioral adjustment skills

Behavioral adjustment refers to adjusting emotions and dealing with stress by changing behavior. This includes exercise, relaxation skills, and social activities. For example, regular physical exercise is considered an effective self-regulated strategy, enhancing physical health and releasing stress, thereby improving emotional state (Hofmann et al., 2012).

3) Cognitive adjustment strategy

Cognitive adjustment includes understanding and changing thinking models and skills to deal with negative self-evaluation. Through cognitive reconstruction and positive thinking, individuals can objectively assess problems and challenges and reduce emotional distress. In addition, psychological relaxation, meditation, and other techniques can also help individuals regulate thinking and enhance mental health (Beck, 1979; Tang et al., 2015).

4) Social support and communication

Social support plays an important role in self-regulation. Individuals relieve stress and gain support through interaction with others and sharing emotions. Communicating with friends and relatives and participating in social group activities provide emotional support for individuals, improving self-regulation and psychological health (Cohen & Wills, 1985).

The study of self-regulation is significant for understanding individuals' stress and challenges and improving mental health. Through the comprehensive use of emotional, behavioral, and cognitive regulatory strategies, combined with social support and exchanges, individuals can better adapt to life challenges and improve their mental health. Future research should continue to explore the interactions and outcomes between different self-regulatory strategies and the impact of individual differences on self-regulating ability to guide clinical practice and psychological health intervention better.

(2) The Cyclical nature of the self-regulatory method

Self-regulation refers to a series of behaviors and strategies individuals take when dealing with pressure and adapting to the environment to maintain psychological

balance and adaptability. Self-regulation is not a one-time process but a dynamic cycle involving multiple stages and strategies.

1) Pressure recognition stage

When facing pressure, individuals first need to identify the source and influences of stress. At this stage, it involves the awareness and understanding of the source of pressure and awareness of one's emotional response. Individuals may recognize the source of pressure through self-observation, have an emotional response and environmental factors, and cause self-regulation to start (Lazarus & Folkman, 1984).

2) Reaction and emotional regulatory phase

Once the pressure source is recognized, the individual enters the emotional response and adjustment stage. At this stage, individuals may experience emotional reactions, such as anxiety, anger, and frustration, and need to cope with these emotions through self-regulated strategies. Emotionally regulated strategies include emotional expression, cognitive reconstruction, and relaxation skills to reduce emotional load and restore emotional balance (Gross, 1998).

3) Adjustment and problem-solving stage

Individuals enter the behavioral adjustment and problem-solving stages as emotional adjustments are made. At this stage, the individual considers which actions are necessary to deal with the source of stress and find a way to solve the problem. It may include changing habitual behavior, seeking help and support, and formulating response strategies. Individuals flexibly adjust their behavior according to the situation and resources to deal with different challenges (Carver & Connor-Smith, 2010).

4) Adaptation and recovery stage

Finally, individuals enter the stage of adaptation and recovery. During this phase, individuals gradually return to their normal psychological state, adapt to changes brought by the source of pressure, and rebuild psychological balance. (Lazarus, 1999)

5) Reflection and adjustment stage

The last stage of the Self-regulatory cycle is reflection and adjustment. At this stage, individuals review the entire self-regulatory process, evaluate the strategy's effectiveness, understand their emotions and responses, and reflect on adjusting future self-regulatory strategies based on experience. This stage helps individuals to

continuously learn, grow, and improve their ability to cope with pressure (Aldao et al., 2010).

2.1.2 The Importance of Self-regulation

University students face the pressure of academic, interpersonal relationships, and future planning. In this case, a good self-regulatory ability is essential for college students' mental health and academic success.

(1) Improve academic activities

Studies have shown that good self-regulatory ability is positively related to academic activities. Through effective self-regulation, college students can better manage time, handle learning pressure, and maintain their motivation to improve their academic achievements (Ferrari et al., 2012).

(2) Relieve psychological pressure

College students face many psychological pressures, such as academic and interpersonal pressure. Through self-regulatory strategies such as emotional and cognitive reconstruction, college students can better cope with stress, reduce anxiety and depression, and maintain psychological health (Salmela-Ro & Upadyaya, 2014).

(3) Enhance interpersonal relationships and social capabilities

An ability to self-regulate helps college students deal with interpersonal relationships and enhance social capabilities. Through positive social behavior, emotional management, and the ability to resolve conflicts, college students can establish good interpersonal relationships, gain social support, and enhance satisfaction (Yusainy & Lawrence, 2014).

(4) Cultivate a positive attitude and self-growth

Self-regulatory strategies help college students cultivate a positive attitude and enhance self-awareness and self-growth. Through cognitive reconstruction and active thinking, college students can better cope with challenges and difficulties, enhance self-confidence and self-efficacy, and achieve personal growth and development (Lee-Bagley et al., 2005).

This study discusses the social cognitive perspective of autonomous learning, exploring the roles of self-monitoring, self-evaluation, and self-regulated strategies in academic learning. This paper studies the autonomous study processes students use to initiate and direct their efforts to acquire knowledge and skills. The

social cognitive conception of autonomous learning presented here involves a triadic analysis of component processes and an assumption of reciprocal causality among personal, behavioral, and environmental influences.

This theoretical account posits a central role in constructing academic self-efficacy and three self-regulatory processes: self-observation, self-judgment, and self-reactions. Research support for this social cognitive formulation is discussed, as is its usefulness for improving student learning and academic achievement.

For over two decades, social learning researchers have conducted research on such self-regulatory processes as self-reinforcement (e.g., Bandura et al., 1967; Bandura & Kupers, 1964), standard setting (e.g., Mischel & Liebert, 1966), delay of gratification (e.g., Mischel, 1981; Mischel & Bandura, 1965), goal setting (e.g., Bandura & Schunk, 1981; Schunk, 1985), self-efficacy perceptions (e.g., Bandura, 1982; Schunk, 1984; Zimmerman & Ringle, 1981), self-instructions (Schunk, 1986; Schunk & Rice, 1984), and self-evaluation (e.g., Bandura & Cervone, 1983, 1986). During this period, several researchers have tried to integrate this research into general models of self-regulation (e.g., Bandura, 1991, 1986; Thoresen & Mahoney, 1974; Zimmerman & Ringle, 1981; Zimmerman, 1983).

Many of these accounts show Bandura's seminal role in proposing and studying the components of self-regulation, their determinants, and their interrelationship. An initial formulation of self-regulatory academic learning incorporates many social learning constructs and assumptions.

Motivational beliefs and learning strategies are key theoretical mechanisms of academic achievement of interest to social scientists and educators. Recent research in these areas has increasingly grappled with findings that motivational variables (Fong et al., 2019; Meece et al., 2006) and learning strategies (Deemer, 2004) often behave differently across sociocultural contexts and identities.

This study presents a replication of Muis and Franco's (2009) study of the associations between goal orientation theory and learning strategies, with extended analyses focused on determining the extent to which these associations are moderated by contextual (course type, assignments) and demographic (gender, underrepresented minority status) variables.

Goal orientation theory has been a productive way of understanding academic motivation by examining students' goals because of their background and classroom context (Meece et al., 2006). In its most common formulation, goal orientation theory highlights that students can be oriented toward two types of goals (mastery or performance) and that the goals can be positively or negatively balanced (approach or avoidance), thus creating four general goal orientations: performance-approach, mastery-approach, performance-avoidance, and mastery-avoidance.

Levels of self-reported goal orientations correlate with higher student performance (Senko et al., 2011) and, in the case of intervention studies (e.g., Fuchs et al., 1997), can result in better student performance (Kaplan & Maehr, 2007). Target goals are positively associated with performance, regardless of whether performance or mastery is in orientation. Both goals can simultaneously contribute to academic achievement (Harackiewicz et al., 1997; Senko et al., 2013).

Although the broader association between target goals and academic achievement appears relatively robust across studies (Harackiewicz et al., 1997; Senko et al., 2013), less is known about the mechanism by which motivational states cause higher performance. Some researchers, such as Tabak et al. (2009), have proposed that motivational beliefs influence academic performance primarily through increased time-on-task (“task engagement,” “persistence,” “effort regulatory,” and "effort management"； Liem et al., 2008). This hypothesis is supported as time-on-task has been a key predictor of achievement in academic and non-academic domains (Lee, 2018; Macnamara et al., 2014).

Researchers, particularly those studying motivation using a goal orientation framework, have argued that motivated students will use more beneficial strategies (Engels et al., 2017; Senko et al., 2011): increased motivation benefits both the quality and quantity of study. Students with higher target goals (mastery and performance) will preferentially engage in deeper learning strategies linked with higher achievement (Muis & Franco, 2009). Deeper learning strategies engage students in critical thinking, monitoring comprehension, organizing information, and drawing connections between educational materials, which are beneficial for long-term learning (Dunlosky et al., 2013).

Several studies have tested this hypothesis using the Motivational Strategies for Learning Questionnaire (MSLQ; Pintrich et al., 1991). The MSLQ subscales of critical thinking, elaboration, and metacognitive self-regulation are classified as deep strategies, whereas rehearsal is typically classified as shallow. Senko et al. (2011) reviewed studies reporting associations between goals and strategies. They found that the average association between performance-approach goals and surface strategies was r = 0.20, and between mastery-approach goals and surface learning was also r = 0.20, indicating that both goal types were similarly predictive of surface learning.

Most studies of these associations have been conducted in single institutions and classrooms, often over-representing psychology courses. Liem et al. (2008) conducted a notable national study of Singaporean ninth graders. They found that mastery-approach goal orientations predicted increased use of deep and surface learning strategies as measured by the MSLQ. Performance-approach goals were linked only to deep learning, while performance-avoidance goals were linked to surface learning.

In another sample of undergraduate students using the MSLQ, Senko et al. (2013) found that mastery-approach goals predicted deep but not surface learning, while performance-approach goals predicted only surface learning.

This study builds on Muis and Francos' (2009) work by examining associations between motivational variables (goal orientations) and study strategies across a more extensive and diverse sample of undergraduate students from multiple universities. By comparing these associations across various course types (STEM, Social Sciences, Humanities) and demographic sub-groups (underrepresented minority status, gender), the study aims to determine whether these relationships are consistent across different demographics.

2.1.3 Steps in Self-regulated Strategies

College students' self-regulation steps are consciousness, identification, analysis, understanding and formulating response strategies, implementation leading to action, and feedback adjustments. By implementing this series of steps, college students can more effectively cope with undergraduate life's stress and challenges, maintain mental health, and attain academic success. Future research can explore the effects and

mechanisms of different self-regulating strategies and provide a more in-depth theoretical foundation and practical guidance for college students' psychological health.

(1) Consciousness and recognition phase

Before facing stress and challenges, college students must be aware of their emotions and identify the pressure source. This step engages individuals' emotional perception and self-awareness, helping college students understand their problems and challenges (Brackett & Rivers, 2014).

(2) Analysis and understanding stage

Once the source pressure is recognized, college students need to analyze and understand the nature and influence of the problems further. This step involves in-depth thinking and analysis of the problem, necessitating helping college students understand the reasons and possible solutions for the problem to provide the foundation for subsequent self-regulated strategies (Compas et al., 2017).

(3) Formulate a response strategy

To understand the problem, students need to formulate specific response strategies. These strategies include emotional, behavioral, and cognitive adjustment. Students can choose the appropriate adjustments according to their situation and needs and formulate specific implementation plans (Garnefski & Kraaij, 2006).

(4) Implementation and action stage

After formulating the strategy, students need to put it into practice and become proactive. This step involves the ability of individuals to act. It requires students to overcome inertia and delay by actively engaging with problems and implementing an adjustment strategy (Zimmerman, 2000).

(5) Feedback and adjustment phase

During the implementation process, students need to continue to reflect and adjust. Based on the effects and feedback, students can adjust their strategies to improve and optimize their learning. This step helps students continuously learn and grow and improve the efficiency and adaptability of self-regulation (Aldao et al., 2010).

2.2 Autonomous Learning

2.2.1 The Definition of Autonomous Learning

With the evolution of educational concepts and innovative teaching models, greater attention has been placed on the importance of students' autonomous learning. Students' autonomous learning refers to their proactive participation in learning activities through self-directed planning, self-control, and self–evaluation. Actively leading the learning process improves outcomes and the quality of learning. This strategy emphasizes individual autonomy, initiative, and self-management ability, helping to cultivate students' interest and motivation and enhancing students' comprehensive development (Zimmerman, 2000).

(1) The characteristics of students' autonomous learning

1) Activeness

Students' autonomous learning emphasizes students' initiative and self-control. Students are no longer passive recipients of knowledge but actively engage in learning. Choosing content strategies and allocating time according to their interests and needs to achieve learning goals effectively (2001).

2) Independence

Students need to develop independence and an ability to self-manage the learning process. Students need to think, learn to self-control the learning process, and solve problems. Self-regulated learning does not depend solely on the guidance and support of teachers or others. It requires cultivating their autonomous learning and self-development skills (Cheng & Chau, 2016).

3) Feedback

Students 'autonomous learning emphasizes feedback and evaluation skills. Students must reflect and evaluate their learning progress in real-time, understand their learning status and outcomes, and adjust their learning strategies and plans to improve learning efficiency and results (Panadero, 2017).

(2) Factors influencing autonomous learning

1) Individual factors

Students' autonomous learning is affected by an individual's characteristics, gender, age, motivation, and attitude. Studies have found that students with positive attitudes and high motivations are more inclined to adopt autonomous learning methods and achieve learning goals (Zimmerman & Schunk, 2011).

2) Environmental factors

Students' autonomous learning is also affected by everyday environmental factors, family environment, school atmosphere, and self-regulatory strategies. A good family, education, and school atmosphere help cultivate students 'autonomous learning consciousness and ability, provide learning resources and support, and enhance autonomous learning and development (Deci & Ryan, 2012).

3) Learning tasks

Autonomous learning by students is also affected by the characteristics of the learning tasks, task complexity, task clarity, and task significance. Studies have shown that the tasks with clear, challenging, and meaningful learning tasks are more conducive to stimulating students 'autonomous learning motivation and interests,

2.2.2 Autonomous Learning

Autonomous learning refers to taking the initiative to participate in, master learning goals and resources, self-manage time, and evaluate learning results during the learning process. This learning strategy emphasizes students 'autonomy, initiative, and self-management ability, and it is essential to cultivate students' self-directed learning and interest in lifelong learning.

(1) Improve students' academic achievements

Students' autonomous learning plays an important role in improving their' academic achievements. Studies have found that students with a higher autonomous learning ability can better control the learning process and participate in activities more proactively to achieve better academic outcomes (Zimmerman, 2000).

(2) Cultivate students' self-management ability

Students 'autonomous learning helps to cultivate students' self-management ability. In autonomous learning, students formulate learning plans, arrange study times, and evaluate learning outcomes. This requires students to have good time and task management skills and the ability to self-monitor (Panadero,2017).

(3) Stimulate motivation and interest in learning

Students 'autonomous learning helps to stimulate students' learning interests and motivation. Compared to the dominance of traditional teachers' self-regulatory methods, autonomous learning can better meet students' personalized learning needs, allow students to choose learning content and learning methods more freely, and improve students' learning enthusiasm and initiative (Deci & Ryan, 2012).

(4) Enhance students' self-reflection ability

Students 'autonomous learning helps enhance students' ability to reflect on themselves. In autonomous learning, students must reflect and evaluate their learning status and effects in time, understand their advantages and deficiencies, and adjust their learning strategies and plans to improve their self-regulating ability and learning effects (Panadero, 2017).

(5) Cultivating lifelong learning

Students 'autonomous learning is an important way to cultivate students' lifelong learning. In the process of autonomous learning, students are not only studying for the examination but also to master knowledge and improve their skills. This attitude to learning and way of learning can help students cultivate lifelong learning to continue to meet the needs of society and career development in the future (Paris & Paris, 2001).

2.2.3 Autonomous Learning

Students' autonomous learning necessitates that during the learning process, students actively choose learning content, learning methods, and learning time according to their needs and effectively achieve their learning goals through self-management and self-evaluation. Autonomous learning is not only a way of learning but also a reflection of learning attitudes and learning ability. This section analyzes and discusses the steps to autonomous learning.

(1) Set learning goals

The first step of autonomous learning is to set clear learning goals. Students need to clarify the results and goals they want to achieve and the time and energy required for these goals. This helps students clarify their direction and improve learning efficiency (Pintrich, 2000).

(2) Planning and learning process

After setting goals, students need to make detailed plans. Students can formulate daily, weekly, or monthly learning plans according to their goals and

demands on their time. This helps students manage study time reasonably and improves learning efficiency (Zimmerman, 2008).

(3) Choose learning resources

After planning the learning process, students need to choose the appropriate learning resources. Students can choose study materials, tools, and educational platforms suitable for their needs and preferences, such as textbooks, coursework, and network resources. This helps students access knowledge and information more efficiently (Chiu & Churchill, 2016).

(4) Implementation of learning plans

After choosing good study resources, students must implement learning activities according to the plan. To improve learning outcomes, students can adopt different learning methods, such as reading, listening, discussion, and practice. During the process, students need to maintain concentration and patience, overcome learning difficulties, and sustain their motivation (Zimmerman & Schunk, 2011).

(5) Self-evaluation and reflection

After study, students need to self-evaluate and reflect on their learning processes and outcomes. Students can review the benefits and deficiencies in the process, analyze the effectiveness of outcomes and study strategies, make timely adjustments to their strategies and plans, and improve study outcomes and quality (Panadero, 2017).

(6) Continuous improvement and feedback

Finally, students need to continue to improve their study methods and plans based on the results of self-evaluation and reflection. Students can seek the opinions and suggestions of others, accept feedback and guidance, and continuously improve their ability and level. This helps students to improve their study skills and lifelong learning (Deci & Ryan, 2012).

2.3 The Relationship between Autonomous Learning and Self-regulation

(1) Autonomous learning is a prerequisite and the foundation of self-regulation

Only after the students have developed autonomous study skills and self-management abilities can they effectively regulate themselves, better control their emotions, behaviors, and cognitive processes, and adapt to different learning and living environments (Zimmerman, 2000).

(2) Autonomous learning to enhance the development of self-regulation

Autonomous learning helps to enhance the development of students' self-regulation. In autonomous learning, students need to choose the appropriate method and strategies according to their learning goals and need autonomous management of study time and tasks, which helps to cultivate students' self-regulatory and self-control skills (Panadero, 2017).

(3) Self-regulation and improvement in autonomous learning

Self-regulation helps improve autonomous learning. Through self-regulation, students can better control their emotions and attention, handle tasks and solve problems more effectively, improve learning efficiency and quality, and achieve autonomous learning goals (Garnefski & Kraaij, 2006).

(4) The interaction between autonomous learning and self-regulation

Autonomous learning and self-regulation are interactive. Autonomous learning requires students to have certain self-regulatory skills, and self-regulation can improve the learning outcome by promoting autonomous learning. The interaction between the two helps form a benign learning cycle and enhances the comprehensive development of students (Deci & Ryan, 2012).

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

A quantitative research method was used for this research. Before the students began to receive autonomous learning training in English reading, a series of characteristics were observed, reflecting their lack of experience and ability in autonomous learning.

First-year students show a strong dependence on teachers. When teachers guide students to read in English, they wait for the teacher to provide answers rather than trying to understand the article's content or ask questions themselves. When they encounter new words or complex sentences, they seek help from teachers or classmates instead of trying to solve the problem through context, root affixes, or logical relationships.

Additionally, first-year students demonstrate passivity. They passively accept teacher guidance in class and lack signs of active participation and in-depth thinking. They read the article passively without actively asking questions, expressing opinions, or participating in discussions. Students cannot apply the knowledge and information from reading to real life and learning, such as writing, speeches, and classroom discussions.

Students cannot actively use reading strategies or flexibly use various strategies, such as prediction, scanning, skimming, and in-depth reading, to help them understand the article more effectively. They cannot independently understand English articles' themes, ideas, arguments, and structures and require excessive external help or explanations.

A questionnaire was used to gather information about first-year students' autonomous learning ability when reading in English. The questionnaire included students' attitudes, habits, and skills related to reading English. First-year students showed limited understanding and skills when reading in English. They tended to rely on the teacher or other learning resources to understand the text rather than trying to solve problems independently.

The questionnaire ensured the anonymity of the respondents, allowing students to confidently express their genuine opinions and experiences, thereby obtaining more accurate survey results. Clear options and scales were provided in the questionnaire so that students could clearly express their opinions and experiences. A 1-5 rating scale was used for questions, allowing students to choose the best option for their situation. The questions were clear and concise, avoiding complex or vague language so students could understand and answer the questions accurately.

3.2 Research Population and Samples

3.2.1 Population

The study population was drawn from the first-year students at Yunnan Normal University in 2023. According to the data provided on the official website of Yunnan Normal University, there were about 9,000 new students in the 2023 academic year. There were 48 classrooms. Each classroom consisted of 180-187 students.

The age range for first-year students at Yunnan Normal University in 2023 was 17 to 24. The majority are 18-19 years old. Most of the students came from the Yunnan region.

3.2.2 Samples

Simple random sampling was used in this study. The researcher drew the number of classrooms as in Custer's random sampling to select the experimental and control groups. The subjects were from 48 classrooms of freshmen at Yunnan Normal University. One hundred eighty-four (184) students were divided into control groups from classroom no. 34 and 184 students from classroom no. 12 were the experimental group.

3.2.3 Sampling Methods

Testing the questionnaire students were invited to fill in the test to ensure the accuracy and validity of the questionnaire. Students received a questionnaire to establish their autonomous learning status before the autonomous learning training. At the end of the semester, the behavioral activities and questionnaire results of 368 students on their self-regulatory reading abilities were recorded. A comparison between the experimental group and the control group was undertaken. The t-test data were

analyzed. By comparing the reading ability and questionnaire results, we tested whether the self-regulatory methods of the experimental group can significantly improve students' autonomous learning ability.

At the beginning and end of the semester, the number of times students went to the library and study room was counted and compared with the experimental and control groups' data.

3.3 Data Collection

Table 1 3.1 Timetable for Collecting Data

Tentative Date	Data Collection Process
April	Getting the permission from Yunnan A college
May	Questionnaire content validity
May	Translation check
June	Thesis proposal defense presentation

3.4 Research Instrument

Part 1. To answer research question 1

Questionnaires

The questionnaire was designed to assess skills and capabilities among first-year university students, specifically tailored to the context of reading "Alice's Adventures in Wonderland," using the autonomous Learning Ability framework (Knowles, 1975).

1. Goal Setting and Planning Skills（5 items）

Questions related to how students set goals for their reading, create plans to understand the text and follow through with their objectives.

2. Information Acquisition and Analysis Capabilities（5 items）

Items focus on gathering information from the text, interpreting its meaning, and analyzing the underlying themes and messages.

3. Reading Comprehension and Critical Thinking Skills（5 items）

Questions assessing the ability to understand the content of "Alice's Adventures in Wonderland" and critically evaluate the characters, plot, and themes.

4. Problem Solving and Autonomous Learning Skills（5 items）

Items examine how students approach and solve problems encountered while reading and their capacity for autonomous learning and understanding of the text.

5. Cooperation and Communication Skills（5 items）

Questions related to discussing the book with peers, effectively communicating interpretations, and working together to deepen understanding.

6. Ability to Reflect and Adjust（5 items）

Items focus on self-reflection regarding the reading process, adaptability in approaches to understanding the text, and the ability to modify one's interpretation based on new insights.

7. Continuous Learning and Self-regulatory Exploration Capabilities（5 items）

Questions assessing the motivation and ability to engage in ongoing learning about the book, its context, and related literature, as well as self-regulatory explorations of themes and ideas presented in the text.

Multiple items in the questionnaire cover each topic to ensure a comprehensive assessment of the respective skills and capabilities pertaining to first-year university students reading "Alice's Adventures in Wonderland" autonomously.（see the Appendices）

Data Collection

Questionnaire for answer RQ1(Table 3-4-5)

A rating of 5 means "strongly agree."

A rating of 4 means "agrees."

A rating of 3 means "neutral."

A rating of 2 means "disagrees."

A rating of 1 means " strongly disagree."

Data Analysis

1. Qualitative data collected through Field notes coded as in grounded theory and content analysis

2. Quantitative data are analyzed by means $\bar{x}$ and S.D, and the mean value of the suitability score of expert opinions is calculated and compared with the following criteria:

A mean score of 4.51- 5.00 means “strongly agree.” （interpreted as very high）

A mean score of 3.51- 4.50 means "agree "（interpreted as high）

A mean score of 3.01 - 3.50 means "moderately agree "（interpreted as moderate）

A mean score of 1.51 – 3.00 means "disagree (interpreted as low）

A Mean score of 1.00 - 1.50 means "strongly disagree "（interpreted as very low）

Part 2 for answering research question 2

1. Lesson plans

The Lesson plans （experimental group）

The four components of the self-regulatory model：

Class Plan 1: Introduction and Reading Preparation

Time: 90 minutes

Content: Introduction and reading preparation of Alice's Adventures in Wonderland

Import (15 minutes):

Introduce the background of "Alice's Adventures in Wonderland" and stimulate students' interest in the novel.

Step 1: Preparation before reading (25 minutes):

Provide background information on Lewis Carroll and Alice's Adventures in Wonderland to give students an understanding of the novel.

Step 2: Set a reading goal (20 minutes):

Discuss and help students set reading goals, such as understanding the main plot, grasping the main characters, and analyzing symbolic meanings.

Step 3: Read in segments (30 minutes):

Divide the novel into appropriate chapters and have students read them in sections. Conduct a brief discussion and summary after each reading.

Class Plan 2: Active Participation and Reading Strategies

Time: 90 minutes

Content: Active participation and reading strategies of Alice's Adventures in Wonderland

Import review (10 minutes):

Review the previous lesson's content and emphasize the importance of reading objectives and segmented reading.

Step 4: Active participation (25 minutes):

Encourage students to actively participate in reading by asking questions, taking notes, and recording important events and characters.

Step 5: Use Reading Strategies (30 minutes):

Guide students to use different reading strategies, especially imagination and exploratory thinking, to understand novel fantasy elements.

Summary and feedback (25 minutes):

Discuss students' experiences and gains in using reading strategies, emphasizing the importance of reading strategies in understanding and analyzing texts.

Class Plan 3: Discussion and Thinking

Time: 90 minutes

Content: discussion and thinking of Alice's Adventures in Wonderland

Import review (10 minutes):

Review the content of the previous lesson and emphasize the importance of active participation and use of reading strategies.

Step Six: Discussion and Sharing (30 minutes):

Organize group or class discussions where students share their reading experiences, understandings, and perspectives.

Step 7: Guide deep thinking (30 minutes):

Guide students to think about some deep issues, such as the author's intention and the symbolic meaning in the text.

Summary and feedback (20 minutes):

Discuss students' deep thinking and understanding of texts, emphasizing the importance of deep thinking in understanding and appreciating literary works.

Class Plan 4: Summary and Application

Time: 90 minutes

Content: Summary and application of Alice's Adventures in Wonderland

Import review (10 minutes):

Review the content of the previous class and emphasize the significance of discussion and in-depth thinking.

Step 8: Summary and reflection (30 minutes):

Help students summarize and reflect on their reading experience and gains and improve their Self-regulatory reading ability.

Reading practice (30 minutes):

Give students some reading exercises to apply the reading strategies and thinking skills they have learned.

Course summary and outlook (20 minutes):

Summarize the course content, encourage students to continue reading and thinking, and look forward to the direction and goals of future reading. Through such a classroom arrangement, students will have sufficient time to participate in reading, discussion and communication, in-depth thinking, and apply what they have learned to actual reading in the four classes, thereby cultivating more solid self-regulatory reading abilities.

Cooperation and communication skills: Students can actively communicate and discuss with peers or teachers, share reading experiences, interpret opinions, and participate in teamwork.

Reflection and adjustment ability: Students can reflect on and evaluate their reading process and adjust reading strategies and methods promptly to improve reading effects and experience.

Continuous learning and Self-regulatory exploration ability: Students have the motivation to continue learning and the spirit of self-regulatory exploration and can continuously explore and learn content and themes related to "Alice in Wonderland".

Control Group

The control group used traditional teaching strategies. The teacher lectures, gives class notes, and after-class homework. The learning is teacher-led, in which students passively receive knowledge, as in pouring knowledge from a jug into empty glasses. Secondly, the control and experimental groups used the same reading material, "Alice in Wonderland," to eliminate the influencing factor of the content. The control group had the same class time and frequency as the experimental group to eliminate the impact of class time and the amount of time receiving education on the results. The control and experimental groups were evaluated in the same way to ensure fairness and comparability of the evaluation. Ensure that the learning environment of the control group is as consistent as possible with the experimental group. Through the control of these factors, the difference between the control and experimental groups is the difference in self-regulatory strategies employed, in which the experimental group uses self-regulatory learning skills. In contrast, the control group uses traditional passive learning strategies. This allows for a clear assessment of the impact of self-regulatory learning strategies on students' reading ability.

2. Paper test for answer RQ.2, 30 items

The paper test consists of multiple-choice questions designed to evaluate the comprehension and critical thinking skills of first-year university students who have read "Alice's Adventures in Wonderland." This test aims to measure the effectiveness of autonomous learning strategies on their reading comprehension and critical thinking abilities. Each question provides four options (a, b, c, and d) from which the students must choose the correct answer.

The questions covered aspects of the book, including plot details, character analysis, thematic exploration, and interpretation of the author's intent. The results of this test helped assess the impact of autonomous learning techniques on the student's ability to understand and analyze literary texts. （see the Appendices）

Part 3 For answering research question 3

1. Satisfaction question

Likert's (1932) scale was one of the most fundamental and frequently used psychometric tools in educational and social sciences research.

Likert scales use either five or seven options. The options on each end are called response anchors. The midpoint is often a neutral item, with positive options on one side and negative options on the other. Each item is given a score from 1 to 5.

2. Student satisfaction evaluated of the following aspects: （25 items）

1) Students' activities in the reading process, including goal setting, reading comprehension, problem-solving, and skills (5 items）

2) Students' self-evaluation or peer-evaluation to assess their understanding and reflection on their learning abilities (5 items）

3) Discussions and interviews with students to explore their reading experiences, difficulties, and solutions.（5 items）

4) Students' reading works, notes, and summaries to assess their reading comprehension and critical thinking skills (5 items）

5) Students' teamwork, group discussions, and evaluating their cooperation and communication abilities.（5 items)（see the Appendices）

Data Analysis

1. Qualitative data collected through Field notes by coding as in the grounded theory and content analysis

2. Quantitative data were analyzed by means $\bar{x}$ and S.D, and the mean value of the suitability score of expert opinions was calculated and compared with the following criteria:

A mean score of 4.51– 5.00 means “very satisfied”.

A mean score of 3.51– 4.50 means "satisfied".

A mean score of 3.01– 3.50 means "neutral".

A mean score of 1.51 – 3.00 means "dissatisfied".

A Mean score of 1.00– 1.50 means "very dissatisfied".

3.5 Content Validity and Reliability

To ensure the content validity of the research instruments, a panel of experts in education research reviewed the questionnaire.

1. Questionnaire

(1) The development process of the lesson plans to explore self-regulatory strategies to enhance students' autonomous learning ability for first-year students at Yunnan Normal University.

(2) Studied the concept and development process of the questionnaire in investigating self-regulatory strategies to enhance students' autonomous learning ability for first-year students at Yunnan Normal University.

(3) Drafted questionnaire: rating scale of Likert (1932) scale 5 levels (Likert, 1938) with very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied.

(4) Verified questionnaire by advisers.

(5) Modified the questionnaire according to the suggestion.

(6) Verified the validity of the questionnaire by three experts.

(7) Modified the questionnaire according to suggestion and selected 30 items.

(8) Data Collection

Coordinate three experts in compulsory education through a questionnaire.

(9) Data Analysis

Rating is +1. There is an opinion that “Corresponds to definition.”

Rating is 0. There is an opinion that Not sure it corresponds to the definition.

Rating is -1. There is an opinion that “Inconsistent with definition.”

Find the IOC (Index Objective Congruence). The content consistency standards index greater than or equal to 0.5 was considered suitable for use in research. The analysis result of the IOC (Index Objective Congruence) is 1.00

2. Lesson Plan

(1) Drafted questionnaire: rating scale of Likert (1932) scale 5 levels (Likert, 1938) with very satisfied, satisfied, neutral, dissatisfied, very dissatisfied have 30 questions.

(2) Verified paper test by advisers.

(3) Modified the paper test according to the suggestion.

(4) Verified the validity of the questionnaire by three experts.

(5) Modified the questionnaire according to suggestion and selected 30 items.

(6) Data Collection

Coordinate with three education experts regarding the questionnaire.

(7) Data Analysis

Rating is +1. Corresponds to the definition.

Rating is 0. Not sure it corresponds to the definition.

Rating is -1. Inconsistent with definition.

Find the IOC (Index Objective Congruence). The content consistency standards index greater than or equal to 0.5 was considered suitable for use in research. The analysis result of the IOC (Index Objective Congruence) was 1.00

3. The Satisfaction Questionnaire

(1) The development process of the Satisfaction questionnaire

(2) Studied the concept and development process of the Satisfaction questionnaire

(3) Drafted questionnaire: rating scale of Likert (1932) scale 5 levels (Likert, 1938) with very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied.

(4) Verified questionnaire by advisers.

(5) Modified the questionnaire according to suggestions.

(6) Verified the validity of the questionnaire by three experts.

(7) Modified the questionnaire according to suggestion and selected 30 items.

(8) Data Collection

Coordinate with three experts in compulsory education as to the questionnaire,

(9) Data Analysis

Rating is +1. Corresponds to the definition.

Rating is 0. Not sure of the correspondence to the definition.

Rating is -1. Inconsistent with definition.

Find the IOC (Index Objective Congruence). The content consistency standards index greater than or equal to 0.5 was considered suitable for use in research. The analysis result of the IOC (Index Objective Congruence) was 1.00

Check the reliability, difficulty, and discrimination of understanding, which is 0.52, according to Cronbach's alpha.

CHAPTER IV
ANALYSIS RESULT

4.1 Research Findings

Comparing the experimental group, students using the Self-Regulatory Method, and the control group. (Zimmerman, 1985; Kanfer & Kanfer, 1991; Karoly, 1993; Pressley et al., 1990; Zimmerman, 1994). This comparison revealed the differences between the experimental group and the control group in the use of the Self-Regulatory Method (Zimmerman, 1985; Kanfer & Kanfer, 1991; Karoly, 1993; Pressley et al., 1990; Zimmerman, 1994) reading of Alice in Wonderland in English, to provide useful insights into the teaching of self-regulated reading in English.

As an educational philosophy and strategy, the autonomous learning approach is centered on learners' active participation in the learning process through autonomy, self-motivation, and self-monitoring to achieve their personal learning goals and skills. This learning mode emphasizes the learner's subjective position and encourages them to choose what and how to learn based on their interests, needs, and learning abilities.

The questionnaire results showed that the self-regulatory method significantly promoted students' autonomous learning abilities. The experimental group mastered reading strategies better than the control group. Students in the experimental group exceeded expectations, had no problems or deficiencies, were very satisfied with the learning process, and were relatively uniform in their responses.

Figure 4.1. Seven self-regulatory strategies that play a key role in promoting students' autonomous learning ability:

1. Goal setting and planning skills
2. Information acquisition and analytical skills
3. Reading comprehension and critical thinking skills
4. Problem-solving and autonomous learning skills
5. Cooperation and communication skills
6. Ability to reflect and adjust
7. Continuous learning

These methods not only help students better master reading skills but also improve their comprehensive learning ability and enthusiasm for Self-regulatory learning.

Research Question 1：

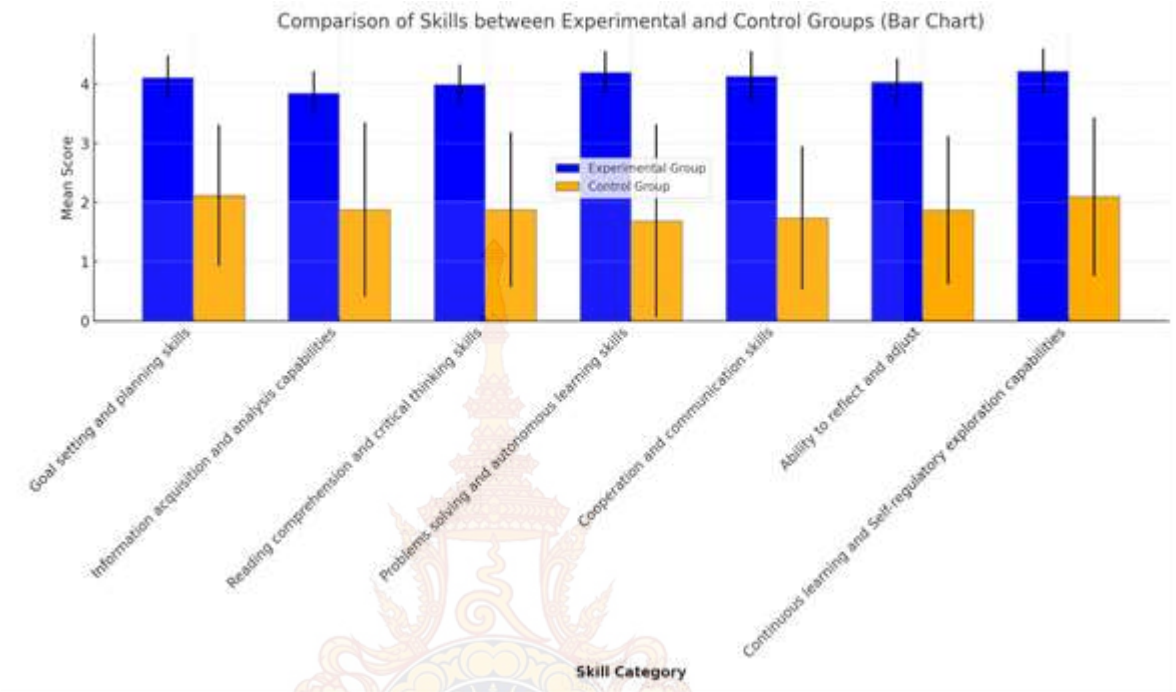

Figure 4.1. Seven Self-regulatory Strategies that Play a Key Role in Promoting Students' Autonomous Learning Ability

Figure 4.1 Self-regulatory methods significantly enhance students' self-regulated learning skills. The result for the experimental group was $\bar{X}$ = 4.11, S.D. = 0.40. The interpretation was "agree."

The experimental group reported that:

（1） *I can effectively communicate and collaborate with team members*: $\bar{X}$ = 4.89, S.D. = 0.50. The interpretation was "strongly agree."

（2） *I often proactively seek new problem-solving strategies*: $\bar{X}$ = 3.63, S.D. = 0.5. The interpretation was "agree."

（3）In team projects, *I can usually handle differences and conflicts with others*: $\bar{X}$ = 4.13, S.D. = 0.5. The interpretation was "agree."

The Control Group

The overall result for the control group was an $\bar{X}$ = 1.91, S.D. = 0.60. The interpretation was "disagree."

The control group reported that:

1. *I can quickly identify and resolve any issues encountered during the information retrieval process*: $\bar{X}$ = 1.13， S.D. = 1.5. The interpretation was "disagree."

2. When analyzing information, *I can identify key points and potential trends*: $\bar{X}$ =1.04, S.D. = 1.31. The interpretation was "disagree."

3. *I can usually predict the challenges that tasks or projects may face and develop contingency plans*: $\bar{X}$ = 2.46, S.D. = 1.8. The interpretation was "disagree."

By comparing the results of the experimental group and the control group, self-regulatory methods have a significant effect on enhancing students' self-regulatory learning abilities.

Research Question 2：

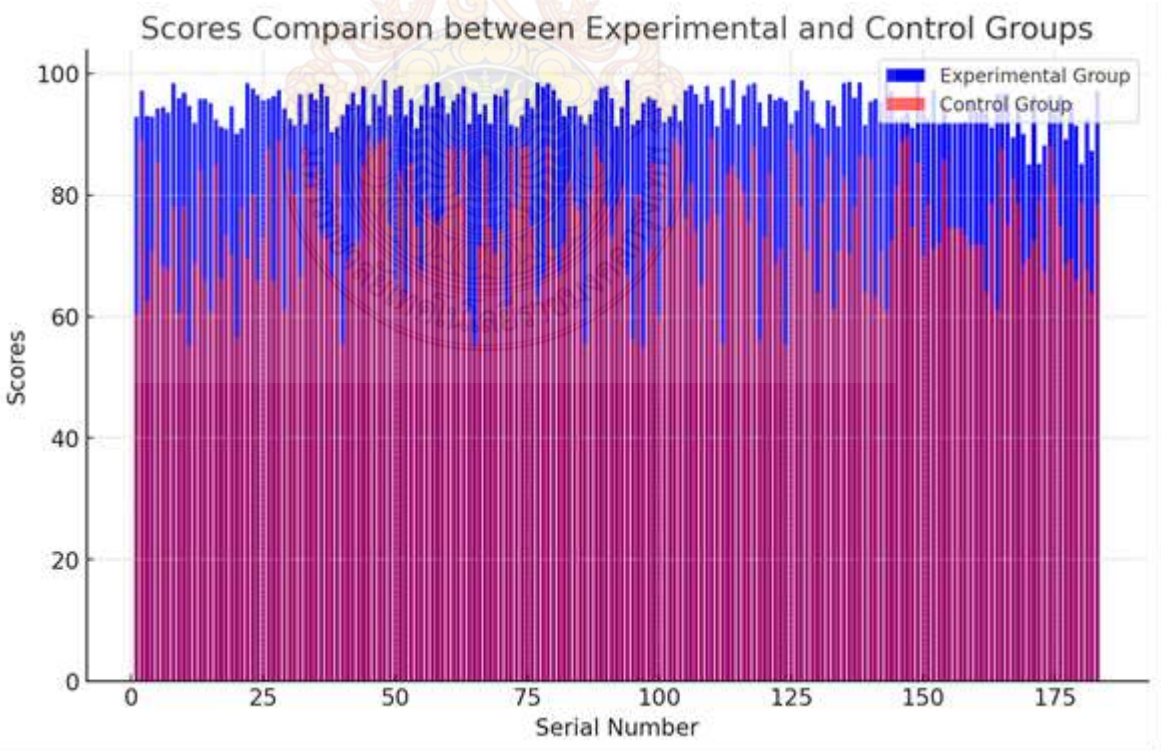

Figure 4.2 Scores Comparison between Experimental and Controlled Groups

The experimental group demonstrated significantly higher scores than the control group across all aspects.

From Figure 4.2：

1. Average Score: The average score for the experimental group was 94.57, while the control group was 75.15, with a difference of 19.42 points.

2. Standard Deviation (S.D.): The S.D. for the experimental group was 2.82, whereas for the control group, it was 9.49. This indicates that the scores in the experimental group had less variability.

3. Variance: The variance for the experimental group was 7.98, while for the control group, it was 90.13. Lower variance indicates that the scores in the experimental group are closer to the mean, showing more consistency in performance.

These data results further support that the experimental group performed better on average and had more concentrated and consistent scores than the control group.

Figure 4.3:

（1）Goal Setting and Planning Ability:

Experimental Group Average Score: 94.57

Control Group Average Score: 75.15

The experimental group outperformed the control group by 19.42 points, indicating better goal-setting and planning skills.

（2） Information Acquisition and Analytical Abilities:

Experimental Group Average Score: 97.20

Control Group Average Score: 89.13

The experimental group scored 8.07 points higher, demonstrating a superior ability to acquire and analyze information.

（3） Reading Comprehension and Critical Thinking Skills:

Experimental Group Average Score: 93.04

Control Group Average Score: 62.71

The experimental group exceeded the control group by 30.33 points, reflecting better comprehension and critical thinking.

（4） Problem-solving and Autonomous learning Abilities:

Experimental Group Average Score: 92.91

Control Group Average Score: 70.74

The experimental group was 22.17 points ahead, indicating stronger problem-solving and autonomous learning capabilities.

（5）Cooperation and Communication Skills:

Experimental Group Average Score: 94.29

Control Group Average Score: 85.57

The experimental group outscored the control group by 8.72 points, suggesting better cooperation and communication skills.

（6）Ability to Reflect and Adjust:

Experimental Group Average Score: 94.44

Control Group Average Score: 68.34

The experimental group scored 26.10 points higher, indicating a greater ability to reflect and adjust.

（7）Continuous Learning and Self-regulated Exploration Capabilities:

Experimental Group Average Score: 93.55

Control Group Average Score: 67.67

The experimental group outperformed the control group by 25.88 points, demonstrating stronger continuous learning and self-regulated exploration abilities.

Research Question 3

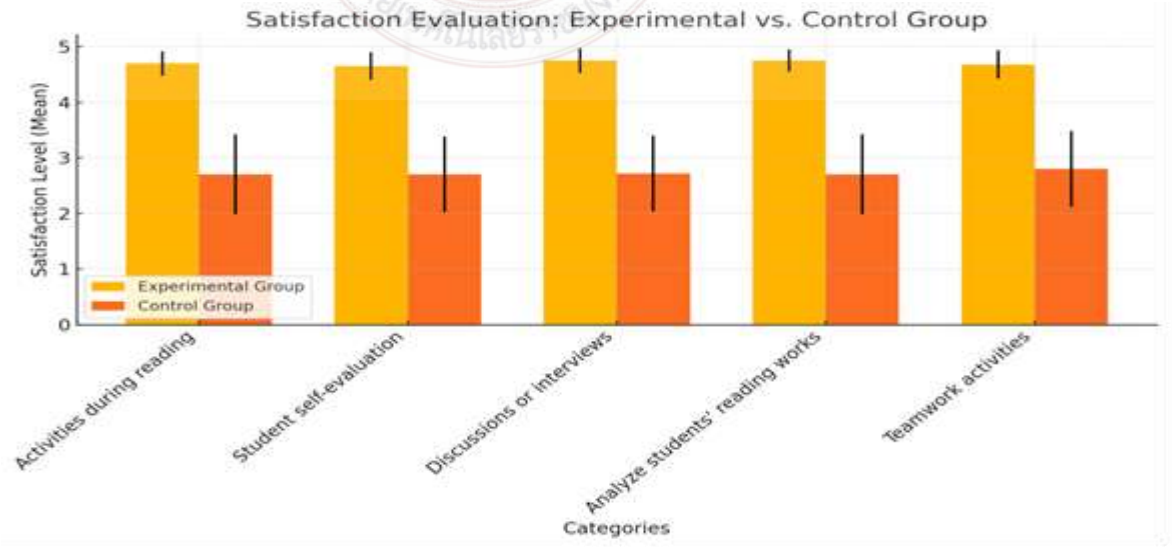

Figure 4.3 Satisfaction Evaluation

Conclusion for the Experimental Group

Self-regulated skills can significantly enhance students' self-regulated learning abilities. The overall result for the experimental group was an $\bar{X}$ = 4.71, S.D. = 0.23. The interpretation was "very satisfied."

The experimental group reported:

1. *I am satisfied with my activities in this reading task*: $\bar{X}$ = 4.8, S.D. = 0.3. The interpretation was "very satisfied."

2. *I feel satisfied that the interviews and discussions in this activity enhanced learning needs and interests*. $\bar{X}$ = 4.9, S.D. = 0.1. The interpretation was "very satisfied."

3. *My satisfaction with the methods used to assess reading comprehension and critical thinking skills through analyzing reading, coursework, notes, and summaries*: $\bar{X}$ = 4.8, S.D. = 0.2. The interpretation was "very satisfied."

Conclusion for the Control Group

The overall result for the control group was an $\bar{X}$ = 2.72, S.D. = 0.71. The interpretation was "neutral."

The control group reported:

1. *I am satisfied with my activities in this reading task*: $\bar{X}$ = 2.62, S.D. = 0.7. The interpretation was "neutral."

2. *I feel satisfied with my participation in the discussions and interviews in the activities:* $\bar{X}$ = 3.06, S.D. = 0.6. The interpretation was "neutral."

3. *My satisfaction with my ability to express myself clearly in teamwork and group discussions*: $\bar{X}$ = 3.00, S.D. = 0.8. The interpretation was "neutral."

By comparing the results of the experimental group and the control group, self-regulatory methods have a significant effect on enhancing students' satisfaction with their learning experiences.

CHAPTER V
CONCLUSION AND DISCUSSION

5.1 Conclusion

Research Question No. 1

Self-regulatory methods significantly enhance students' autonomous learning abilities. The experimental group performed well in preparation before reading, setting reading goals, segmented reading, active participation, using reading strategies, discussion and sharing, deep thinking, summarizing, and reflecting. In contrast, the control group was weaker in these areas.

Research Question No. 2

The experimental group consistently outperformed the control group across all measured aspects. The experimental group scored higher in goal setting and planning, information acquisition and analysis, reading comprehension and critical thinking, problem-solving and autonomous learning, cooperation and communication, ability to reflect and adjust, and continuous learning and self-regulatory exploration. This validates the effectiveness of self-regulatory methods in promoting autonomous learning.

Research Question No. 3

Students' satisfaction with self-regulated and autonomous learning abilities significantly improved their scores. Students in the experimental group had higher satisfaction levels in their reading tasks, themes, content of reading activities, discussions and interviews, teamwork, and group discussions than the control group.

These findings are significant for English language teaching as they validate the effectiveness of self-regulated learning in improving reading ability and autonomous learning ability. These findings strongly support teachers' engagement with self-regulatory strategies in reading instruction. These strategies help improve students' reading abilities and cultivate critical thinking and deep-thinking skills, laying a solid foundation for their future learning and life.

Future research can further explore the impact of different teaching strategies on students' autonomous learning abilities, especially in different subjects and educational stages, and further refine related teaching strategies.

5.2 Discussion

Part 1

1. How can self-regulatory methods enhance students' autonomous learning?

Figure 4.1 indicates that self-regulated learning skills significantly enhance students' self-regulated learning abilities. The descriptive analysis shows significant differences between the experimental and control groups regarding implementing Autonomous Learning Ability (Knowles, 1975). The experimental group exhibited high performance and utilization of all aspects of autonomous learning.

In preparation before reading and setting reading goals, the experimental group had a mean score of 4.11 and an S.D. of 0.37, indicating extensive use of predictive strategies during reading. Other aspects, such as reading in sections, active participation, using reading strategies, discussion and sharing, guiding in-depth thinking, and summarizing reflections, also showed mean values higher than 4.11. The overall result for the experimental group was an $\bar{X} = 4.11$, S.D. = 0.40. These results are consistent with the findings of Zimmerman (2002), who emphasized the importance of self-regulated strategies in enhancing academic performance.

The experimental group scored highest in the following areas:

1. Effective Communication and Team Collaboration:

$\bar{X} = 4.89$, S.D. = 0.50

Interpretation: "Strongly Agree"

This high score indicates that students can effectively communicate and collaborate with team members. Pintrich (2000) noted that self-regulation plays a crucial role in collaborative learning environments, helping to improve team efficiency and cohesion.

2. Problem-solving and Autonomous Learning Skills:

Satisfaction with problem-solving ability: $\bar{X}$ =4.8, S.D. = 0.21

This high score suggests that students possess strong problem-solving and autonomous learning skills. Schunk and Zimmerman (1998) found that self-regulated learning skills help students perform better when facing challenges and effectively utilize autonomous learning resources to acquire new knowledge.

3. Reading Comprehension and Critical Thinking Skills:

Understanding and grasping the main ideas and key points of reading material: $\bar{X}$= 4.26, S.D. = 0.34

This high score indicates that students can use critical thinking to analyze and evaluate the reliability and value of information during reading. Bandura (1991) emphasized the importance of autonomous learning and critical thinking skills for academic and professional success.

These high scores demonstrate that the experimental group excels in these key areas, effectively leveraging the advantages of self-regulated learning. In contrast, the control group performed poorly in these aspects:

Control Group

1. Effective Communication and Team Collaboration:

Mean value $\bar{X}$ = 1.28, S.D. = 1.2

Interpretation: "Disagree"

The control group's poor performance in team collaboration is due to a lack of effective communication skills and collaborative strategies. Johnson and Johnson (1989) pointed out that the lack of teamwork skills significantly impacts learning outcomes.

2. Problem-solving and Autonomous Learning Skills:

Satisfaction with problem-solving ability: $\bar{X}$ = 1.37, S.D. = 1.78

The control group had significant deficiencies in problem-solving and autonomous learning abilities, as they lacked self-regulated strategies to address problems effectively. Schunk and Zimmerman (1998) also noted that students without self-regulatory skills perform poorly when facing challenges.

3. Reading Comprehension and Critical Thinking Skills:

Understanding and grasping the main ideas and key points of reading material: $\bar{X} = 1.04$, S.D. = 1.31

The control groups had low reading comprehension and critical thinking scores, indicating difficulties analyzing and evaluating information. Paul and Elder (2006) stressed that critical thinking skills are crucial for academic and professional success, and the lack of these skills leads to poorer academic performance.

These results show significant deficiencies in the control group's key self-regulatory learning abilities, primarily due to the lack of systematic self-regulatory strategies. This further emphasizes the importance of incorporating and strengthening self-regulatory strategies in teaching.

By comparing the results of the experimental group and the control group, self-regulatory strategies have a significant effect on enhancing students' self-regulatory learning abilities. The comprehensive analysis combines qualitative and quantitative data, providing a thorough understanding of the impact of self-regulatory methods on student learning. Future research should continue to explore these methods in diverse educational settings to validate these findings further and extend their applicability.

The experimental group demonstrated higher autonomous learning abilities (Knowles, 1975), while the control group showed significant deficiencies. This highlights the value of autonomous learning ability in the English reading process and its substantial impact on students' reading performance. To improve the reading scores of the control group, teachers need to focus on enhancing students' use of autonomous learning strategies, helping them better understand and master English reading materials. This recommendation is supported by Bandura (1991), who emphasized that educators must foster self-regulatory practices to improve student outcomes.

Research Question No. 2

What is the Difference Between the Control Group and the Experimental Group?

The experimental group consistently outperformed the control group across all measured aspects. The use of self-regulatory methods significantly enhanced students' autonomous learning abilities, as reflected by higher scores in goal setting and

planning, information acquisition and analysis, reading comprehension and critical thinking, problem-solving and autonomy, cooperation and communication, ability to reflect and adjust, and continuous learning and self-regulatory exploration. The substantial differences in scores between the experimental and control groups underscore the effectiveness of self-regulatory methods in promoting autonomous learning among students (Zimmerman, 2000; Cheng & Chau, 2016; Bandura, 1991).

Goal Setting and Planning

The experimental group had an average score of 94.57, while the control group had an average score of 75.15, with a difference of 19.42 points. The experimental group students performed better in setting clear goals and planning their learning paths. This aligns with Zimmerman's (2000) theory on self-regulatory learning, which emphasizes that setting specific and achievable goals is key to effective learning. Schunk (1990) also noted that goal setting is crucial for motivation and self-efficacy in learning. Setting and achieving goals helps students stay focused and organized, essential for academic success (Locke & Latham, 2002).

Information Acquisition and Analysis

The experimental group had an average score of 97.20 compared to the control group's 89.13, with a difference of 8.07 points. The experimental group students were more effective in collecting, processing, and analyzing information, indicating that self-regulatory methods help improve students' information literacy and analytical skills. Winne and Hadwin (1998) suggested that self-regulatory learners better organize and transform information. This capability is vital in today's information-rich environment, where the ability to discern relevant from irrelevant information is critical (Kuhlthau, 2004).

Reading Comprehension and Critical Thinking

The experimental group had an average score of 93.04, while the control group scored 62.71, with a difference of 30.33 points. The experimental group students performed significantly better in understanding complex texts and engaging in critical thinking. Cheng and Chau (2016) also found that self-regulatory learning can enhance students' reading comprehension and critical thinking skills. Paul and Elder (2006) emphasized the importance of critical thinking in academic success, highlighting that self-regulation fosters deeper cognitive processing. Critical thinking skills are essential

for problem-solving and decision-making in academic and real-world contexts (Facione, 2011).

Problem-solving and Autonomous Learning

The experimental group had an average score of 92.91, compared to the control group's 70.74, with a difference of 22.17 points. The experimental group students were better at autonomously solving problems and engaging in self-directed learning, which aligns with the emphasis on autonomy in self-regulatory learning (Zimmerman, 2000). According to Paris and Paris (2001), self-regulatory learners are more adept at applying strategies to overcome obstacles and achieve learning goals. This autonomy is crucial for lifelong learning and adapting to new challenges (Candy, 1991).

Cooperation and Communication

The experimental group had an average score of 94.29, while the control group scored 85.57, with a difference of 8.72 points. The experimental group students performed better in teamwork and effective communication, indicating that self-regulatory methods also help improve students' social interaction skills. Johnson and Johnson (1989) found that cooperative learning environments enhance communication and collaboration. Effective communication is vital for academic collaboration and professional success (Goleman, 1995).

Ability to Reflect and Adjust

The experimental group had an average score of 94.44, while the control group scored 68.34, with a difference of 26.10 points. The experimental group students were better at reflecting on their learning process and adjusting their strategies based on feedback, which is crucial for continuous improvement in learning outcomes (Zimmerman, 2000). Schön (1983) argued that reflection is key to professional growth and effective practice. Reflection allows students to assess their learning strategies and outcomes, making necessary adjustments to improve (Dewey, 1933).

Continuous Learning and Self-Regulatory Exploration

Finally, the experimental group had an average score of 93.55, while the control group scored 67.67, with a difference of 25.88 points. The experimental group students showed a stronger willingness for autonomous learning and continuous exploration, which aligns with the lifelong learning aspect emphasized in self-

regulatory learning. Boekaerts (1999) noted that self-regulatory learning supports ongoing personal and academic development. Lifelong learning is essential in a rapidly changing world where new knowledge and skills are constantly required (Candy, 1991).

These findings are consistent with Zimmerman (2000) and Cheng & Chau (2016), indicating that self-planning, self-control, and self-evaluation are crucial factors in improving student learning outcomes. Zimmerman (2000) highlights that the core of self-regulatory learning is the ability to set goals, monitor progress, reflect, and adjust strategies to achieve optimal learning outcomes. Cheng and Chau (2016) further suggest that self-regulatory learning improves academic performance and enhances students' motivation and autonomy. Additionally, Bandura (1991) underscores the role of self-efficacy in noting that students who believe in their capabilities are more likely to engage in self-regulatory behaviors and achieve success.

These results align with the research of Boekaerts (1996), which found that self-regulatory strategies enhance students' intrinsic motivation and ability to manage their learning processes effectively. Pintrich (2004) also emphasized that self-regulatory learning is associated with higher student engagement and academic achievement. The significant differences between the experimental and control groups demonstrate that self-regulatory methods effectively improve academic skills and foster a proactive and autonomous learning mindset.

The experimental group demonstrated higher autonomous learning abilities (Knowles, 1975), while the control group showed significant deficiencies. This highlights the importance of autonomous learning ability in the English reading process and its substantial impact on students' reading performance. To improve the reading scores of the control group, teachers need to focus on enhancing students' use of autonomous learning strategies, helping them better understand and master English reading materials. This recommendation is supported by Bandura (1991), who emphasized that educators must foster self-regulatory practices to improve student outcomes.

Integrating self-regulatory methods into educational practices will significantly improve students' learning experiences and outcomes, supporting their development as independent, motivated, and effective learners.

Research Question 3

How Satisfied Are Students with the Self-regulatory Method and Students' Autonomous Learning Ability?

Tables 4.4 and 4.5 indicate that self-regulatory methods can significantly enhance students' satisfaction with learning experiences.

Self-regulatory methods significantly enhance students' self-regulatory learning abilities. The overall result for the experimental group, with an $\bar{X} = 4.71$ and S.D. = 0.23, was interpreted as "very satisfied." Students in the experimental group reported high satisfaction with various aspects of their learning experience. They were very satisfied with their activities in the reading task, highlighting the engaging nature of self-regulatory methods. The belief that reading activities could improve their interest and ability in reading was also rated very high, suggesting that self-regulatory strategies enhance motivation and enjoyment.

Students expressed high satisfaction with the methods used to assess their reading comprehension and critical thinking skills, indicating an appreciation for the feedback and evaluation processes integral to self-regulatory strategies. Including teamwork and group discussion sessions in their learning activities was another area of high satisfaction, demonstrating the value of collaborative learning in enhancing engagement and satisfaction.

These findings align with Deci and Ryan's (2000) self-determination theory, which emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. According to this theory, self-regulatory learning supports intrinsic motivation, which is crucial for student engagement and satisfaction. The high satisfaction levels reported by the experimental group suggest that self-regulatory methods contribute to a more engaging and fulfilling learning experience. Additionally, Zimmerman (2002) found that self-regulated learners are more likely to experience positive emotions toward learning tasks, further supporting the findings of this study.

In contrast, the control group reported moderate satisfaction, with an overall $\bar{X} = 2.72$ and S.D. = 0.71. Their satisfaction with activities in the reading task was moderate, suggesting that traditional methods may not engage students as effectively as self-regulatory strategies. Participation in discussions and interviews received

moderate satisfaction, indicating that these activities are not as effectively conducted using traditional classroom practices.

The ability to express themselves in teamwork and group discussions was rated moderate, suggesting a need for more effective communication strategies. Additionally, the theme and content of the reading activities were only moderately satisfying, implying that the content may not be delivered in an engaging or relevant form to the students.

The moderate satisfaction levels in the control group highlight the need for improved instructional strategies. Hattie (2009), in his meta-analysis, emphasizes the importance of feedback and student engagement in enhancing learning outcomes. The lower satisfaction in the control group can be attributed to the lack of effective self-regulatory techniques, which are critical for fostering an engaging and satisfying learning experience. Dignath and Büttner (2008) reviewed interventions to improve self-regulatory learning and found that teaching self-regulatory strategies significantly improves academic performance and student satisfaction. Their findings support the need for incorporating self-regulatory techniques into regular teaching practices to enhance student engagement and satisfaction.

Zimmerman (2002) emphasizes that self-regulatory learning involves self-generated thoughts, feelings, and actions systematically oriented toward attaining goals. This framework helps explain why students who employ self-regulatory techniques report higher satisfaction and better academic performance. When students set their own goals and monitor their progress, they are more likely to feel in control of their learning, leading to increased satisfaction (Schunk & Ertmer, 2000).

According to Deci and Ryan's (1985) self-determination theory, autonomy, competence, and relatedness are key factors that foster intrinsic motivation. Self-regulatory techniques align well with these factors by giving students control over their learning (autonomy), helping them develop skills and knowledge (competence), and encouraging collaboration and communication (relatedness). This intrinsic motivation enhances their engagement and satisfaction with learning activities.

Hattie and Timperley (2007) assert that feedback is one of the most powerful influences on learning and achievement. Effective feedback helps students understand their current performance, identify areas for improvement, and develop

strategies to achieve their goals. The higher satisfaction levels in the experimental group can be attributed to the regular, constructive feedback they received as part of the self-regulatory process.

Johnson and Johnson (1999) highlight the benefits of cooperative learning, where students work together to achieve shared goals. This approach improves academic outcomes and enhances social skills and satisfaction. The experimental group's higher satisfaction with teamwork and group discussions underscores the importance of incorporating collaborative elements into self-regulatory learning.

The significant differences in satisfaction levels between the experimental and control groups demonstrate the effectiveness of self-regulatory methods in enhancing students' learning experiences. Self-regulatory strategies promote intrinsic motivation, provide constructive feedback, and encourage collaboration, all of which contribute to higher satisfaction and better learning outcomes. Educators should consider integrating self-regulatory strategies into their teaching practices to improve student engagement and satisfaction, ultimately leading to enhanced academic performance and lifelong learning skills.

5.3 Implications for Practice

These findings are significant for English education, as they verify the effectiveness of self-regulatory methods in improving reading and autonomous learning ability. They provide valuable insights for teachers to consider students' differences and adjust teaching methods in reading instruction. Applying these strategies cultivates students' self-regulatory learning ability, critical thinking ability, and deep-thinking ability, laying a solid foundation for their future learning and life.

Bandura's (1982) self-efficacy theory supports this, suggesting that students who believe in their capabilities are more likely to engage in self-regulatory practices and persist in facing challenges. Moreover, Pintrich (2000) found that students' self-regulatory strategies are closely linked to their academic performance and motivational beliefs. Teachers should thus incorporate self-regulatory strategies into their pedagogy to enhance students' learning experiences and outcomes.

Future research should continue to explore the impact of self-regulatory methods across different subjects and educational stages and investigate how these methods can be tailored to meet the diverse needs of students. Additionally, longitudinal studies will provide deeper insights into the long-term benefits of self-regulatory learning on students' academic and personal development.

By integrating these findings into educational practice, educators can better support students in developing the skills necessary for lifelong learning and success in various academic and professional contexts.

Study Limitations:

Sample: The study sample is limited to one region and may not fully reflect the situation in other regions and schools.

Methodological: Due to time and resource constraints, the study relies on questionnaires and observations, lacking diversified data collection methods such as interviews and computer-assisted methods.

Observation bias: During the observation process, students' responses may be affected by the researcher's expectations, affecting the objectivity of the observation.

Despite these limitations, this study provides valuable references for educational practice and suggests directions for future research to enhance the generalizability and credibility of the research results.

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APPENDICES

An appendix presents some information related to the article's research and is consolidated into an appendix, such as questionnaires, tests, and information from interviewers.

Questionnaire for answer RQ1 (Table 3-4-5)

A rating of 5 means "very agree."

A rating of 4 means "agree."

A rating of 3 means "moderation."

A rating of 2 means "disagree."

A rating of 1 means "very disagree."

Table 4.5 Questionnaire for Answer RQ1

No.	**Questions**	**Level**					**Remarks**
		5	4	3	2	1	
1	Goal-setting and planning skills						
(1)	I can set and achieve individual or team goals effectively.						
(2)	When planning tasks or projects, I consider various possible outcomes and scenarios.						
(3)	I can usually predict the challenges that tasks or projects may face and develop contingency plans in advance.						
(4)	I ensure that resources, time, and personnel are allocated reasonably when making plans.						
(5)	I believe that my goal-setting and planning skills are very helpful for my work or study.						
2	Information acquisition and analysis capabilities						
(1)	I can quickly identify and resolve any issues encountered during the information retrieval.						

Table 4.5 Questionnaire for Answer RQ1 (continued)

No.	Questions	Level					Remarks
		5	4	3	2	1	
(2)	When analyzing information, I can identify key points and potential trends.						
(3)	I often use multiple channels to collect and analyze information to ensure accuracy and completeness.						
(4)	I can use tools or techniques to process and analyze large amounts of information more effectively.						
(5)	I believe that my ability to obtain and analyze information is crucial for solving problems and making decisions.						
3	Reading comprehension and critical thinking skills						
(1)	I can quickly understand and grasp the reading material's main idea and key points.						
(2)	I can identify and evaluate the author's viewpoints, arguments, and reasoning process when reading.						
(3)	I can use critical thinking to analyze and evaluate the reliability and value of the information I read.						
(4)	When understanding complex or abstract concepts, I can apply my knowledge and experience to explain and apply them.						
(5)	I believe that reading comprehension and critical thinking skills are crucial for academic and professional success.						
4	Problems solving and autonomous learning skills						
(1)	I am very satisfied with my problem-solving ability.						
(2)	I can utilize autonomous learning to acquire new knowledge effectively.						
(3)	When encountering problems, I can quickly find suitable solutions.						
(4)	I often proactively seek new methods or strategies to solve problems.						
(5)	I feel that I am highly efficient in solving problems.						
5	Cooperation and communication skills						
(1)	I am very satisfied with my communication skills.						

Table 4.5 Questionnaire for Answer RQ1 (continued)

No.	Questions	Level					Remarks
		5	4	3	2	1	
(2)	I can communicate and collaborate with team members effectively.						
(3)	I can accurately convey my ideas and viewpoints and ensure team members understand.						
(4)	I can usually handle differences and conflicts with others in team projects properly.						
(5)	I believe that my communication skills can help improve the overall efficiency and cohesion of the team.						
6	Ability to reflect and adjust						
(1)	After completing the task, I often reflect and summarize.						
(2)	I can adjust my methods and strategies based on feedback and results.						
(3)	I can calmly analyze and adjust my mentality and actions when facing failure or setbacks.						
(4)	I believe that the ability to reflect and adjust is an important part of personal growth.						
(5)	I can usually learn from failures and avoid the same mistakes next time.						
7	Continuous learning and Self-regulatory exploration capabilities						
(1)	I have a very positive attitude towards continuous learning.						
(2)	I often proactively seek new learning resources and opportunities.						
(3)	I enjoy self-regulation and exploring new knowledge and fields.						
(4)	I believe that I have sufficient self-discipline and perseverance to engage in continuous learning.						
(5)	I have made significant progress in my studies and work in the past period.						

Table 4.6 Questionnaire for answering RQ1(IOC)

		The index of item-objective congruence		
No	**Content**	**+1**	**0**	**-1**
1	Goal-setting and planning skills			
(1)	I can set and achieve individual or team goals effectively.			
(2)	When planning tasks or projects, I consider various possible outcomes and scenarios.			
(3)	I can usually predict the challenges that tasks or projects may face and develop contingency plans in advance.			
(4)	I ensure that resources, time, and personnel are allocated reasonably when making plans.			
(5)	I believe that my goal-setting and planning skills are very helpful for my work or study.			
2	Information acquisition and analysis capabilities			
(1)	I can quickly identify and resolve any issues encountered during the information retrieval.			
(2)	When analyzing information, I can identify key points and potential trends.			
(3)	I often use multiple channels to collect and analyze information to ensure accuracy and completeness.			
(4)	I can use tools or techniques to process and analyze large amounts of information more effectively.			
(5)	I believe that my ability to obtain and analyze information is crucial for solving problems and making decisions.			
3	Reading comprehension and critical thinking skills			
(1)	I can quickly understand and grasp the reading material's main idea and key points.			
(2)	I can identify and evaluate the author's viewpoints, arguments, and reasoning process when reading.			

Table 4.6 Questionnaire for answer RQ1(IOC) (continued)

		The index of item-objective congruence		
No	**Content**	**+1**	**0**	**-1**
(3)	I can use critical thinking to analyze and evaluate the reliability and value of the information I read.			
(4)	When understanding complex or abstract concepts, I can apply my knowledge and experience to explain and apply them.			
(5)	I believe that reading comprehension and critical thinking skills are crucial for academic and professional success.			
4	Problems solving and autonomous learning skills			
(1)	I am very satisfied with my problem-solving ability.			
(2)	I can utilize autonomous learning to acquire new knowledge effectively.			
(3)	When encountering problems, I can quickly find suitable solutions.			
(4)	I often proactively seek new methods or strategies to solve problems.			
(5)	I feel that I am highly efficient in solving problems.			
5	Cooperation and communication skills			
(1)	I am very satisfied with my communication skills.			
(2)	I can communicate and collaborate with team members effectively.			
(3)	I can accurately convey my ideas and viewpoints and ensure team members understand.			
(4)	I can usually handle differences and conflicts with others in team projects properly.			
(5)	I believe that my communication skills can help improve the overall efficiency and cohesion of the team.			
6	Ability to reflect and adjust			
(1)	After completing the task, I often reflect and summarize.			

Table 4.6 Questionnaire for answer RQ1(IOC) (continued)

		The index of item-objective congruence		
No	**Content**	**+1**	**0**	**-1**
(2)	I can adjust my methods and strategies based on feedback and results.			
(3)	I can calmly analyze and adjust my mentality and actions when facing failure or setbacks.			
(4)	I believe that the ability to reflect and adjust is an important part of personal growth.			
(5)	I can usually learn from failures and avoid the same mistakes next time.			
7	Continuous learning and Self-regulatory exploration capabilities			
(1)	I have a very positive attitude towards continuous learning.			
(2)	I often proactively seek new learning resources and opportunities.			
(3)	I enjoy self-regulation and exploring new knowledge and fields.			
(4)	I believe that I have sufficient self-discipline and perseverance to engage in continuous learning.			
(5)	I have made significant progress in my studies and work in the past period.			

Table 4.1 Experimental Group Table

No.	**Questions**	**Level**		
		$\bar{X}$	**S.D.**	**Results**
1	Activities during reading			
(1)	I am satisfied with my activities in this reading task.	4.8	0.3	Very Agree
(2)	I think my reading activities are satisfactory for achieving my learning goals.	4.7	0.2	Very Agree

Table 4.1 Experimental Group Table (continued)

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
(3)	I think the organization of this reading activity is satisfactory.	4.6	0.3	Very Agree
(4)	I am satisfied with the theme and content of this reading activity.	4.8	0.2	Very Agree
(5)	Through this reading, I believe that reading activities can improve the satisfaction of reading interest and ability.	4.9	0.1	Very Agree
(6)	I am satisfied with the teacher service attitude of this reading activity.	4.7	0.2	Very Agree
2	Conduct student self-evaluation or peer evaluation.			
(1)	My level of satisfaction with my participation in this activity of learning Self-regulatory reading methods.	4.6	0.3	Very Agree
(2)	My level of satisfaction with my performance in reading the relevant books carefully during the activity.	4.7	0.2	Very Agree
(3)	I am satisfied with the progress or gains I have made in the Learning Self-regulatory Reading Method activity.	4.8	0.2	Very Agree
(4)	My satisfaction with the evaluation of my classmates' or friends' attitudes toward participation and performance in the activity of learning Self-regulatory reading methods	4.5	0.3	Agrees
(5)	The satisfaction of my classmates' or friends' evaluation of my performance in learning Self-regulatory reading methods is consistent with my performance.	4.6	0.3	Very Agree
(6)	I am satisfied with my active participation in discussing, sharing, and exchanging experiences during the activity.	4.7	0.2	Very Agree

Table 4.1 Experimental Group Table (continued)

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
3	Conduct discussions or interviews with students.			
(1)	I feel satisfied with my participation in the discussions or interviews in the activities of the Learning Self-regulatory Reading Methods program	4.8	0.2	Very Agree
(2)	I feel satisfied with the content and format of the discussions or interviews	4.7	0.3	Very Agree
(3)	I feel satisfied that the interviews and discussions in this activity enhance learning needs and interests.	4.9	0.1	Very Agree
(4)	I feel satisfied that the discussions or interviews enhance understanding and improvement of reading methods.	4.8	0.2	Very Agree
(5)	I was satisfied that I could fully express my opinions and ideas in the discussions or interviews.	4.7	0.2	Very Agree
(6)	I am satisfied with how well the discussion or interview enhances communication and interaction with my classmates.	4.6	0.3	Very Agree
4	Analyze students' reading works, notes, or summaries to assess their reading comprehension and critical thinking skills;			
(1)	My satisfaction with the methods used to assess their reading comprehension and critical thinking skills by analyzing reading works, notes, or summaries	4.8	0.2	Very Agree
(2)	The difficulties faced in making reading notes or summaries and satisfaction with the methods taught by the teacher.	4.7	0.3	Very Agree
(3)	I am satisfied with the steps teachers take during the assessment process.	4.9	0.1	Very Agree
(4)	I am satisfied with continuing to analyze reading works, notes, or summaries to assess reading comprehension and critical thinking skills.	4.8	0.2	Very Agree
(5)	My satisfaction with my reading skills and reading habits has improved.	4.7	0.2	Very Agree

Table 4.1 Experimental Group Table (continued)

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
(6)	I am satisfied with your reading comprehension and critical thinking skills, assessed by your teacher.	4.6	0.3	Very Agree
5	Activities in teamwork or group discussions and evaluate their cooperation and communication abilities.			
(1)	I am satisfied with including teamwork and group discussion sessions in my Self-regulatory reading and learning activities.	4.8	0.2	Very Agree
(2)	I am satisfied with including teamwork and group discussion to improve my cooperation and communication skills in Self-regulatory reading and learning activities.	4.7	0.3	Very Agree
(3)	I am satisfied with my performance in teamwork and group discussion.	4.6	0.2	Very Agree
(4)	I am satisfied with my ability to express myself clearly in teamwork and group discussions.	4.7	0.3	Very Agree
(5)	I am satisfied with my ability to listen in teamwork and group discussions.	4.6	0.2	Very Agree
(6)	I am satisfied with my problem-solving and teamwork skills in teamwork and group discussions.	4.7	0.3	Very Agree
	$\bar{X}$	4.71	0.23	
	S.D.	0.1	0.07	

Table 4.2 Control Group

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
1	Activities during reading			
(1)	I can set and achieve individual or team goals effectively.	1.75	1.3	Disagree
(2)	When planning tasks or projects, I consider various possible outcomes and scenarios.	2.9	1.1	Moderation
(3)	I can usually predict the challenges that tasks or projects may face and develop contingency plans in advance.	2.46	1.68	Disagree
(4)	I ensure that resources, time, and personnel are allocated reasonably when making plans.	2.2	1.44	Disagree
(5)	I believe that my goal-setting and planning skills are very helpful for my work or study.	1.31	1.12	Very Disagree
2	**Information acquisition and analysis capabilities**			
(1)	I can quickly identify and resolve any issues encountered during the information retrieval.	1.31	1.5	Very Disagree
(2)	When analyzing information, I can identify key points and potential trends.	1.12	1.03	Very Disagree
(3)	I often use multiple channels to collect and analyze information to ensure accuracy and completeness.	2.73	1.91	Moderation
(4)	I can use tools or techniques to process and analyze large amounts of information more effectively.	2.2	1.26	Disagree
(5)	I believe that my ability to obtain and analyze information is crucial for solving problems and making decisions.	2.42	1.66	Disagree

Table 4.2 Control Group (continued)

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
3	**Reading comprehension and critical thinking skills**			
(1)	I can quickly understand and grasp the main idea and key points of the reading material.	1.04	1.31	Very Disagree
(2)	When reading, I can identify and evaluate the author's viewpoints, arguments, and reasoning process.	2.94	1.52	Moderation
(3)	I can use critical thinking to analyze and evaluate the reliability and value of the information I read.	2.66	1.55	Moderation
(4)	When understanding complex or abstract concepts, I can apply my knowledge and experience to explain and apply them.	1.42	1.18	Very Disagree
(5)	I believe that reading comprehension and critical thinking skills are crucial for academic and professional success.	1.36	1.97	Very Disagree
4	**Problem-solving and autonomous learning skills**			
(1)	I am very satisfied with my problem-solving ability.	1.37	1.78	Very Disagree
(2)	I can utilize autonomous learning to acquire new knowledge effectively.	1.61	1.94	Very Disagree
(3)	When encountering problems, I can quickly find suitable solutions.	2.05	1.89	Disagree
(4)	I often proactively seek new methods or strategies to solve problems.	1.86	1.6	Disagree
(5)	I feel that I am highly efficient in solving problems.	1.58	1.92	Very Disagree
5	**Cooperation and communication skills**			
(1)	I am very satisfied with my communication skills.	2.22	1.09	Disagree

Table 4.2 Control Group (continued)

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
(2)	I can communicate and collaborate with team members effectively.	1.28	1.2	Very Disagree
(3)	I can accurately convey my ideas and viewpoints and ensure team members understand.	1.58	1.05	Very Disagree
(4)	I can usually handle differences and conflicts with others in team projects properly.	1.73	1.33	Disagree
(5)	I believe that my communication skills can help improve the overall efficiency and cohesion of the team.	1.91	1.39	Disagree
6	**Ability to reflect and adjust**			
(1)	After completing the task, I often reflect and summarize.	2.57	1.27	Moderation
(2)	I can adjust my methods and strategies based on feedback and results.	1.4	1.83	Very Disagree
(3)	When facing failure or setbacks, I can calmly analyze and adjust my mentality and actions.	2.03	1.36	Disagree
(4)	I believe that the ability to reflect and adjust is an important part of personal growth.	2.18	1.28	Disagree
(5)	I can usually learn from failures and avoid the same mistakes next time.	1.09	1.54	Very Disagree
7	**Continuous learning and Self-regulatory exploration capabilities**			
(1)	I have a very positive attitude towards continuous learning.	2.22	1.14	Disagree
(2)	I often proactively seek new learning resources and opportunities.	1.34	1.8	Very Disagree
(3)	I enjoy self-regulation and exploring new knowledge and fields.	1.13	1.07	Very Disagree

Table 4.2 Control Group (continued)

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
(4)	I believe that I have sufficient self-discipline and perseverance to engage in continuous learning.	2.9	1.99	Moderation
(5)	I have made significant progress in my studies and work in the past period.	2.93	1.77	Moderation
$\bar{X}$		1.91	1.48	
S.D.		0.6	0.31	

Paper Test for Answer RQ.2

For the test for reading the topic, choose the correct answer: a, b, c, or d.

1. Who is the author of Alice in Wonderland?
A. Mark Twain
B. Lewis Carroll
C. Daniel Defoe
D. Selma Lagerlöf

2. Why did Alice start her journey to Wonderland?
A. Chasing a talking rabbit
B. Jumping into a deep hole
C. Following a flying cat
D. The effect of a magic potion

3. Which animal did Alice meet first in the story?
A. Mad Hatter
B. Cheshire Cat
C. Mr. White Rabbit
D. March Hare

4. What did Alice drink in Wonderland that made her smaller?
A. Shrinking potion
B. Enlarging potion
C. Croquet ball
D. Magic candy

5. What did Alice eat in Wonderland that made her bigger?
A. Shrinking potion
B. Enlarged cake
C. Croquet ball
D. Magic candy

6. What game did Alice participate in in Wonderland?
A. Football game
B. Running race
C. Croquet game
D. Swimming competition

7. Who always appears and disappears mysteriously in the story?
A. Mr. White Rabbit
B. Mad Hatter
C. Cheshire Cat
D. March Hare

8. Which queen did Alice meet in Wonderland, who always said she wanted to chop off other people's heads?
A. Queen of Hearts
B. Queen of White Peaches
C. Queen of Yellow Peaches
D. Queen of Blueberries

9. Which animal did Alice help find her lost fan and gloves in the story?
A. Mr. White Rabbit
B. Mad Hatter
C. Cheshire Cat
D. March Hare

10. Which hat maker did Alice meet in Wonderland, who always had a messy schedule?
A. Mad Hatter
B. Mr. White Rabbit
C. Cheshire Cat
D. March Hare

11. In the story, who mistook Alice for her maid?
A. Queen of Hearts
B. Queen of White Peaches
C. Queen of Yellow Peaches
D. Queen of Blueberries

12. Which animal who loves poetry did Alice meet in Wonderland?
A. Mad Hatter
B. Cheshire Cat
C. Gryphon
D. Unicorn

13. In the story, why was Alice sentenced to court?
A. Stealing the Queen's pie
B. Growing too tall
C. Growing too small
D. Talking back to the Queen

14. Which cat who always laughs did Alice meet in Wonderland?
A. Cheshire Cat
B. Mad Hatter
C. Mr. White Rabbit
D. March Hare

15. At the end of the story, how did Alice return to the real world?
A. drank the shrinking potion
B. found an exit
C. woke up and found it was a dream
D. was sent back to the real world by the queen

16. why did Alice fall into the rabbit hole in the story?
A. Because she was curious and chased the rabbit
B. Because she slipped
C. Because she heard the rabbit's call
D. Because she deliberately wanted to explore

17. After Alice became smaller, which animal did she meet and talk to?
A. Mouse
B. Rabbit
C. Cheshire Cat
D. Mad Hatter

18. In the story, who told Alice how to grow bigger?
A. Mr. White Rabbit
B. Mad Hatter
C. Cheshire Cat
D. The words on the enlarged cake

19. Who are the members of the "Mad Tea Party" that Alice met in the story?
A. Mad Hatter, March Hare and Dormouse
B. Mr. White Rabbit, Mad Hatter, and Cheshire Cat
C. Cheshire Cat, March Hare, and Dormouse
D. Mr. White Rabbit, March Hare, and Dormouse

20. What was Alice asked to do at the "Mad Tea Party"?
A. Drink tea
B. Sing
C. Dance
D. Tell stories

21. In the story, how did Alice know that she was dreaming?
A. She met talking animals
B. She saw strange visions
C. She tried to wake up but failed
D. She met a character who told her the truth

22. Which animal did Alice meet in the story that always said "why"?
A. Mad Hatter
B. Cheshire Cat
C. Gryphon
D. Parrot

23. In the story, how did Alice meet the Knight of Hearts?
A. In the palace of the Queen of Hearts
B. In the forest
C. By the river
D. At the Mad Tea Party

24. What challenges does the Knight of Hearts offer Alice in the story?
A. A race
B. A croquet match
C. A sword fight
D. A puzzle game

25. Why does the Queen of Hearts always want to chop off other people's heads in the story?
A. Because she has a bad temper
B. Because she wants to show her power
C. Because she has a habit of doing so
D. Because she thinks it is a form of punishment

26. Why does Alice cry at a certain part of the story?
A. Because she feels lonely
B. Because she feels scared
C. Because she feels confused
D. Because she feels sad

27. In the story, who helps Alice find the exit to the real world?
A. Mr. White Rabbit
B. The Mad Hatter
C. The Cheshire Cat
D. Alice herself

28. In the story, which animals does Alice participate in the croquet match with?
A. The Mad Hatter and the March Hare
B. The Knight of Hearts and the Jack of Hearts
C. The Cheshire Cat and the Gryphon
D. Mr. White Rabbit and the Dormouse

29. When Alice wakes up at the end of the story, where does she find herself?
A. On the riverbank
B. In her sister's room
C. In the rabbit hole
D. In the forest

30. What is the main theme or message of Alice's Adventures in Wonderland?
A. The difference between dreams and reality
B. Growth and self-discovery
C. Adventure and courage
D. Friendship and help

Table 4.7 Paper Test for Answer RQ.2 (IOC)

No.	**Content**	**+1**	**0**	**-1**
1	Who is the author of Alice in Wonderland?			
	A. Mark Twain			
	B. Lewis Carroll			
	C. Daniel Defoe			
	D. Selma Lagerlöf			
2	Why did Alice start her journey to Wonderland?			
	A. Chasing a talking rabbit			
	B. Jumping into a deep hole			
	C. Following a flying cat			
	D. The effect of a magic potion			
3	Which animal did Alice meet first in the story?			
	A. Mad Hatter			
	B. Cheshire Cat			
	C. Mr. White Rabbit			
	D. March Hare			

Table 4.7 Paper Test for Answer RQ.2 (IOC) (continued)

No.	Content	+1	0	-1
4	What did Alice drink in Wonderland that made her smaller?			
	A. Shrinking potion			
	B. Enlarging potion			
	C. Croquet ball			
	D. Magic candy			
5	What did Alice eat in Wonderland that made her bigger?			
	A. Shrinking potion			
	B. Enlarged cake			
	C. Croquet ball			
	D. Magic candy			
6	What game did Alice participate in in Wonderland?			
	A. Football game			
	B. Running race			
	C. Croquet game			
	D. Swimming competition			
7	Who always appears and disappears mysteriously in the story?			
	A. Mr. White Rabbit			
	B. Mad Hatter			
	C. Cheshire Cat			
	D. March Hare			
8	Which queen did Alice meet in Wonderland, who always said she wanted to chop off other people's heads?			
	A. Queen of Hearts			
	B. Queen of White Peaches			
	C. Queen of Yellow Peaches			
	D. Queen of Blueberries			
9	9. Which animal did Alice help find her lost fan and gloves in the story?			
	A. Mr. White Rabbit			
	B. Mad Hatter			
	C. Cheshire Cat			
	D. March Hare			

Table 4.7 Paper Test for Answer RQ.2 (IOC) (continued)

No.	Content	+1	0	-1
10	10. Which hat maker did Alice meet in Wonderland, who always had a messy schedule?			
	A. Mad Hatter			
	B. Mr. White Rabbit			
	C. Cheshire Cat			
	D. March Hare			
11	In the story, who mistook Alice for her maid?			
	A. Queen of Hearts			
	B. Queen of White Peaches			
	C. Queen of Yellow Peaches			
	D. Queen of Blueberries			
12	Which animal who loves poetry did Alice meet in Wonderland?			
	A. Mad Hatter			
	B. Cheshire Cat			
	C. Gryphon			
	D. Unicorn			
13	In the story, why was Alice sentenced to court?			
	A. Stealing the Queen's pie			
	B. Growing too tall			
	C. Growing too small			
	D. Talking back to the Queen			
14	Which cat who always laughs did Alice meet in Wonderland?			
	A. Cheshire Cat			
	B. Mad Hatter			
	C. Mr. White Rabbit			
	D. March Hare			
15	At the end of the story, how did Alice return to the real world?			
	A. drank the shrinking potion			
	B. found an exit			
	C. woke up and found it was a dream			
	D. was sent back to the real world by the queen			
16	In the story, why did Alice fall into the rabbit hole?			
	A. Because she was curious and chased the rabbit			

Table 4.7 Paper Test for Answer RQ.2 (IOC) (continued)

No.	Content	+1	0	-1
	B. Because she slipped			
	C. Because she heard the rabbit's call			
	D. Because she deliberately wanted to explore			
17	After Alice became smaller, which animal did she meet and talk to?			
	A. Mouse			
	B. Rabbit			
	C. Cheshire Cat			
	D. Mad Hatter			
18	In the story, who told Alice how to grow bigger?			
	A. Mr. White Rabbit			
	B. Mad Hatter			
	C. Cheshire Cat			
	D. The words on the enlarged cake			
19	Who are the members of the "Mad Tea Party" that Alice met in the story?			
	A. Mad Hatter, March Hare and Dormouse			
	B. Mr. White Rabbit, Mad Hatter, and Cheshire Cat			
	C. Cheshire Cat, March Hare, and Dormouse			
	D. Mr. White Rabbit, March Hare, and Dormouse			
20	What was Alice asked to do at the "Mad Tea Party"?			
	A. Drink tea			
	B. Sing			
	C. Dance			
	D. Tell stories			
21	In the story, how did Alice know that she was dreaming?			
	A. She met talking animals			
	B. She saw strange visions			
	C. She tried to wake up but failed			
	D. She met a character who told her the truth			
22	Which animal did Alice meet in the story that always said "why"?			
	A. Mad Hatter			
	B. Cheshire Cat			
	C. Gryphon			

Table 4.7 Paper Test for Answer RQ.2 (IOC) (continued)

No.	Content	+1	0	-1
	D. Parrot			
23	In the story, how did Alice meet the Knight of Hearts?			
	A. In the palace of the Queen of Hearts			
	B. In the forest			
	C. By the river			
	D. At the Mad Tea Party			
24	What challenges does the Knight of Hearts offer Alice in the story?			
	A. A race			
	B. A croquet match			
	C. A sword fight			
	D. A puzzle game			
25	Why does the Queen of Hearts always want to chop off other people's heads in the story?			
	A. Because she has a bad temper			
	B. Because she wants to show her power			
	C. Because she has a habit of doing so			
	D. Because she thinks it is a form of punishment			
26	Why does Alice cry at a certain part of the story?			
	A. Because she feels lonely			
	B. Because she feels scared			
	C. Because she feels confused			
	D. Because she feels sad			
27	In the story, who helps Alice find the exit to the real world?			
	A. Mr. White Rabbit			
	B. The Mad Hatter			
	C. The Cheshire Cat			
	D. Alice herself			
28	In the story, which animals does Alice participate in the croquet match with?			
	A. The Mad Hatter and the March Hare			
	B. The Knight of Hearts and the Jack of Hearts			
	C. The Cheshire Cat and the Gryphon			
	D. Mr. White Rabbit and the Dormouse			
29	In the story, who helps Alice find the exit to the real world?			
	A. Mr. White Rabbit			

Table 4.7 Paper Test for Answer RQ.2 (IOC)

No.	Content	+1	0	-1
	B. The Mad Hatter			
	C. The Cheshire Cat			
	D. Alice herself			
30	What is the main theme or message of Alice's Adventures in Wonderland?			
	A. The difference between dreams and reality			
	B. Growth and self-discovery			
	C. Adventure and courage			
	D. Friendship and help			

Table 4.8 Table for Student Satisfaction

Questionnaire for Answer RQ.3

No.	Questions	Level					Remarks
		5	4	3	2	1	
1	Activities during reading						
(1)	I am satisfied with my activities in this reading task.						
(2)	I think my reading activities are satisfactory for achieving my learning goals.						
(3)	I think the organization of this reading activity is satisfactory.						
(4)	I am satisfied with the theme and content of this reading activity.						
(5)	Through this reading, I believe that reading activities can improve the satisfaction of reading interest and ability.						
(6)	I am satisfied with the teacher service attitude of this reading activity.						
2	Conduct student self-evaluation or peer evaluation.						
(1)	My level of satisfaction with my participation in this activity of learning Self-regulatory reading methods.						
(2)	My level of satisfaction with my performance in reading the relevant books carefully during the activity.						
(3)	I am satisfied with the progress or gains I have made in the Learning Self-regulatory Reading Method activity.						
(4)	My satisfaction with the evaluation of my classmates' or friends' attitudes toward participation and performance in the activity of learning Self-regulatory reading methods						
(5)	The satisfaction of my classmates' or friends' evaluation of my performance in learning Self-regulatory reading methods is consistent with my performance.						
(6)	I am satisfied with my active participation in discussing, sharing, and exchanging experiences during the activity.						

Table 4.8 Table for Student Satisfaction (continued)

Questionnaire for Answer RQ.3

No.	Questions	Level					Remarks
		5	4	3	2	1	
3	Conduct discussions or interviews with students.						
(1)	I feel satisfied with my participation in the discussions or interviews in the activities of the Learning Self-regulatory Reading Methods program.						
(2)	I feel satisfied with the content and format of the discussions or interviews.						
(3)	I feel satisfied that the interviews and discussions in this activity enhance learning needs and interests.						
(4)	I feel satisfied that the discussions or interviews enhance understanding and improvement of reading methods.						
(5)	I was satisfied that I could fully express my opinions and ideas in the discussions or interviews.						
(6)	I am satisfied with how well the discussion or interview enhances communication and interaction with my classmates.						
4	Analyze students' reading works, notes, or summaries to assess their reading comprehension and critical thinking skills;						
(1)	My satisfaction with the methods used to assess their reading comprehension and critical thinking skills by analyzing reading works, notes, or summaries						
(2)	The difficulties faced in making reading notes or summaries and satisfaction with the methods taught by the teacher.						
(3)	I am satisfied with the steps teachers take during the assessment process.						
(4)	I am satisfied with continuing to analyze reading works, notes, or summaries to assess reading comprehension and critical thinking skills.						
(5)	My satisfaction with my reading skills and reading habits has improved.						
(6)	As assessed by your teacher, I am satisfied with your reading comprehension and critical thinking skills.						

Table 4.8 Table for Student Satisfaction (continued)

Questionnaire for Answer RQ.3

No.	Questions	Level					Remarks
		5	4	3	2	1	
5	Activities in teamwork or group discussions and evaluate their cooperation and communication abilities.						
(1)	I am satisfied with including teamwork and group discussion sessions in my Self-regulatory reading and learning activities.						
(2)	I am satisfied with including teamwork and group discussion to improve my cooperation and communication skills in Self-regulatory reading and learning activities.						
(3)	I am satisfied with my performance in teamwork and group discussion.						
(4)	I am satisfied with my ability to express myself clearly in teamwork and group discussions.						
(5)	I think I am satisfied with my ability to listen in teamwork and group discussions.						
(6)	I think I am satisfied with my problem-solving and teamwork skills in teamwork and group discussions.						

Table 4.3The Score Results

Serial Number	Score (experimental group)	Score (control group)	Difference
1	92.88	60.18	32.7
2	97.2	89.13	8.07
3	93.04	62.71	30.33
4	92.91	70.74	22.17
5	94.29	85.57	8.72
6	94.44	68.34	26.1
7	93.55	67.67	25.88
8	98.38	78.08	20.3
9	95.98	60.66	35.32
10	96.79	78.34	18.45
11	94.74	55.25	39.49
12	91.93	68.84	23.09

Table 4.3 The Score Results (continued)

Serial Number	Score (experimental group)	Score (control group)	Difference
13	95.84	83.97	11.87
14	95.87	66.15	29.72
15	95.16	60.87	34.29
16	92.49	84.91	7.58
17	91.23	66.35	24.88
18	90.85	73.5	17.35
19	94.57	70.19	24.38
20	90.13	56.65	33.48
21	90.95	77.93	13.02
22	98.4	69.54	28.86
23	97.53	80.16	17.37
24	96.45	65.97	30.48
25	95.61	73.01	22.6
26	95.85	87.69	8.16
27	96.25	65.88	30.37
28	97.27	88.94	8.33
29	94.23	61.14	33.09
30	92.58	84.27	8.31
31	91.49	80.25	11.24
32	96.61	66.47	30.14
33	91.67	87.7	3.97
34	96.75	81.63	15.12
35	95.70	84.52	11.18
36	98.36	73.58	24.78
37	96.25	73.23	23.02
38	90.35	66.57	23.78
39	91.17	85.12	6.05
40	93.11	55.48	37.63
41	94.97	68.85	26.12
42	96.89	71.64	25.25
43	94.79	72.41	22.38
44	97.85	84.67	13.18
45	91.54	88.95	2.59
46	96.59	87.34	9.25
47	94.72	88.59	6.13
48	98.95	89.52	9.43
49	93.12	75.36	17.76
50	97.43	65.87	31.56

Table 4.3 The Score Results (continued)

Serial Number	Score (experimental group)	Score (control group)	Difference
51	97.97	83.91	14.06
52	93.13	63.79	29.34
53	95.74	85.45	10.29
54	90.97	74.88	16.09
55	94.73	67.4	27.33
56	98.19	79.14	19.05
57	94.6	76.77	17.83
58	98.55	75.28	23.27
59	96.25	76.43	19.82
60	93.49	87.19	6.3
61	95.46	88.06	7.4
62	96.73	79.85	16.88
63	97.87	87.26	10.61
64	91.74	60.84	30.9
65	96.8	55.18	41.62
66	93.36	71.69	21.67
67	94.88	86.51	8.37
68	91.75	74.73	17.02
69	96.49	70.27	26.22
70	96.24	74.28	21.96
71	97.36	61.62	35.74
72	91.54	88.06	3.48
73	91.22	78.21	13.01
74	93.17	88.02	5.15
75	95.96	87.9	8.06
76	94.39	75.14	19.25
77	98.55	63.15	35.4
78	97.8	66.61	31.19
79	98.43	88.34	10.09
80	97.28	71.16	26.12
81	95.73	67.35	28.38
82	92.98	71.98	21
83	94.57	82.36	12.21
84	94.65	78.79	15.86
85	93.18	77.51	15.67
86	91.7	55.73	35.97
87	93.41	80.56	12.85
88	95.61	88.07	7.54

Table 4.3 The Score Results (continued)

Serial Number	Score (experimental group)	Score (control group)	Difference
89	97.65	85.6	12.05
90	98.01	78.25	19.76
91	95.95	73.26	22.69
92	91.29	78.53	12.76
93	94.43	81.32	13.11
94	98.94	66.71	32.23
95	91.56	56.35	35.21
96	92.35	80.06	12.29
97	95.2	55.1	40.1
98	96.18	70.71	25.47
99	95.67	85.63	10.04
100	94.41	60.13	34.28
101	91.99	84.92	7.07
102	92.88	74.54	18.34
103	94.87	89.68	5.19
104	92.21	88.24	3.97
105	97.14	76.21	20.93
106	98.13	82.01	16.12
107	96.58	74.14	22.44
108	95.01	65.28	29.73
109	97.99	75.77	22.22
110	95.6	89.26	6.34
111	91.31	76.88	14.43
112	97.87	55.71	42.16
113	94.28	83.53	10.75
114	98.96	84.76	14.2
115	91.67	82.57	9.1
116	96.34	80.56	15.78
117	98.11	75.78	22.33
118	98.46	87.8	10.66
119	95.23	56.14	39.09
120	91.36	73.16	18.2
121	96.66	83.7	12.96
122	95.62	68.65	26.97
123	96.01	71.21	24.8
124	95.46	55.46	40
125	91.81	89.32	2.49
126	93.95	86.9	7.05

Table 4.3 The Score Results (continued)

Serial Number	Score (experimental group)	Score (control group)	Difference
127	98.85	78.14	20.71
128	97.32	70.91	26.41
129	95.54	89.62	5.92
130	91.82	63.94	27.88
131	91.13	78.89	12.24
132	95.63	86.35	9.28
133	94.67	61.32	33.35
134	91.37	70.97	20.4
135	98.43	83.12	15.31
136	98.6	70.29	28.31
137	96.09	78.15	17.94
138	98.53	86.41	12.12
139	91.52	63.95	27.57
140	95.43	86.07	9.36
141	95.83	63.3	32.53
142	95.41	70.74	24.67
143	98.63	61.06	37.57
144	97.1	72.6	24.5
145	92.48	81.57	10.91
146	92.82	88.77	4.05
147	93.55	89.73	3.82
148	91.16	74.73	16.43
149	98.69	85.37	13.32
150	93.8	70.02	23.78
151	92.53	78.59	13.94
152	97.34	71.16	26.18
153	91.62	72.13	19.49
154	94.78	85.78	9
155	91.79	74.55	17.24
156	91.79	74.55	17.24
157	91.79	74.55	17.24
158	92.13	73.38	18.75
159	95.82	71.7	24.12
160	93.67	71.86	21.81
161	93.67	71.86	21.81
162	93.45	63.91	29.54
163	91.08	78.59	12.49
164	96.57	61.15	35.42

Table 4.3 The Score Results (continued)

Serial Number	Score (experimental group)	Score (control group)	Difference
165	96.68	87.58	9.1
166	96.82	75.19	21.63
167	89.58	82.77	6.81
168	94.78	78.59	16.19
169	90.08	68.57	21.51
170	85.06	69.78	15.28
171	96.41	72.51	23.9
172	85.1	79.27	5.83
173	88.13	67.38	20.75
174	96.43	87.84	8.59
175	94.28	81.59	12.69
176	96.55	75.02	21.53
177	89.2	68.59	20.61
178	95.31	69.47	25.84
179	91.44	66.08	25.36
180	85.11	78.71	6.4
181	92.59	67.72	24.87
182	87.3	63.91	23.39
183	97.18	78.55	18.63
average score	94.57	75.15	19.42
S.D.	2.82	9.49	
variance (statistics)	7.98	90.13	

Table 5.1 Table Student Satisfaction Questionnaire

		The index of item-objective congruence		
No.	**Content**	**+1**	**0**	**-1**
1	Activities during reading			
(1)	I am satisfied with my activities in this reading task.			
(2)	I think my reading activities are satisfactory for achieving my learning goals.			
(3)	I think the organization of this reading activity is satisfactory.			

Table 5.1 Table Student Satisfaction Questionnaire (continued)

		The index of item-objective congruence		
No.	**Content**	**+1**	**0**	**-1**
(4)	I am satisfied with the theme and content of this reading activity.			
(5)	Through this reading, I believe that reading activities can improve the satisfaction of reading interest and ability.			
(6)	I am satisfied with the teacher service attitude of this reading activity.			
2	Conduct student self-evaluation or peer evaluation.			
(1)	My level of satisfaction with my participation in this activity of learning Self-regulatory reading methods.			
(2)	My level of satisfaction with my performance in reading the relevant books carefully during the activity.			
(3)	I am satisfied with the progress or gains I have made in the Learning Self-regulatory Reading Method activity.			
(4)	My satisfaction with the evaluation of my classmates' or friends' attitudes toward participation and performance in the activity of learning Self-regulatory reading methods			
(5)	The satisfaction of my classmates' or friends' evaluation of my performance in learning Self-regulatory reading methods is consistent with my performance.			

Table 5.1 Table-Student Satisfaction Questionnaire (continued)

		The index of item-objective congruence		
No.	**Content**	**+1**	**0**	**-1**
(6)	I am satisfied with my active participation in discussing, sharing, and exchanging experiences during the activity.			
3	Conduct discussions or interviews with students.			
(1)	I feel satisfied with my participation in the discussions or interviews in the activities of the Learning Self-regulatory Reading Methods program.			
(2)	I feel satisfied with the content and format of the discussions or interviews.			
(3)	I feel satisfied that the interviews and discussions in this activity enhance learning needs and interests.			
(4)	I feel satisfied that the discussions or interviews enhance understanding and improvement of reading methods.			
(5)	I was satisfied that I could fully express my opinions and ideas in the discussions or interviews.			
(6)	I am satisfied with how well the discussion or interview enhances communication and interaction with my classmates.			
4	Analyze students' reading works, notes, or summaries to assess their reading comprehension and critical thinking skills;			

Table 5.1 Table-Student Satisfaction Questionnaire (continued)

		The index of item-objective congruence		
No.	**Content**	**+1**	**0**	**-1**
(1)	My satisfaction with the methods used to assess their reading comprehension and critical thinking skills by analyzing reading works, notes, or summaries			
(2)	The difficulties faced in making reading notes or summaries and satisfaction with the methods taught by the teacher.			
(3)	I am satisfied with the steps teachers take during the assessment process.			
(4)	I am satisfied with continuing to analyze reading works, notes, or summaries to assess reading comprehension and critical thinking skills.			
(5)	My satisfaction with my reading skills and reading habits has improved.			
(6)	As assessed by your teacher, I am satisfied with your reading comprehension and critical thinking skills.			
5	Activities in teamwork or group discussions and evaluate their cooperation and communication abilities.			
(1)	I am satisfied with including teamwork and group discussion sessions in my Self-regulatory reading and learning activities.			

Table 5.1 Table-Student Satisfaction Questionnaire (continued)

		The index of item-objective congruence		
No.	**Content**	**+1**	**0**	**-1**
(2)	I am satisfied with including teamwork and group discussion to improve my cooperation and communication skills in Self-regulatory reading and learning activities.			
(3)	I am satisfied with my performance in teamwork and group discussion.			
(4)	I am satisfied with my ability to express myself clearly in teamwork and group discussions.			
(5)	I think I am satisfied with my ability to listen in teamwork and group discussions.			
(6)	I think I am satisfied with my problem-solving and teamwork skills in teamwork and group discussions.			

Table 4.4: Experimental Group Satisfaction Evaluation

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
1	Activities during reading			
(1)	I am satisfied with my activities in this reading task.	4.8	0.3	Very Satisfied
(2)	I think my reading activities are satisfactory for achieving my learning goals.	4.7	0.2	Very Satisfied
(3)	I think the organization of this reading activity is satisfactory.	4.6	0.3	Very Satisfied
(4)	I am satisfied with the theme and content of this reading activity.	4.8	0.2	Very Satisfied
(5)	Through this reading, I believe that reading activities can improve the satisfaction of reading interest and ability.	4.9	0.1	Very Satisfied
(6)	I am satisfied with the teacher service attitude of this reading activity.	4.7	0.2	Very Satisfied
2	Conduct student self-evaluation or peer evaluation.			
(1)	My level of satisfaction with my participation in this activity of learning Self-regulatory reading methods.	4.6	0.3	Very Satisfied
(2)	My level of satisfaction with my performance in reading the relevant books carefully during the activity.	4.7	0.2	Very Satisfied
(3)	I am satisfied with the progress or gains I have made in the Learning Self-regulatory Reading Method activity.	4.8	0.2	Very Satisfied
(4)	My satisfaction with the evaluation of my classmates' or friends' attitudes toward participation and performance in the activity of learning Self-regulatory reading methods	4.5	0.3	Satisfied

Table 4.4: Experimental Group Satisfaction Evaluation (continued)

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
(5)	The satisfaction of my classmates' or friends' evaluation of my performance in learning Self-regulatory reading methods is consistent with my performance.	4.6	0.3	Very Satisfied
(6)	I am satisfied with my active participation in discussing, sharing, and exchanging experiences during the activity.	4.7	0.2	Very Satisfied
3	Conduct discussions or interviews with students			
(1)	I feel satisfied with my participation in the discussions or interviews in the activities of the Learning Self-regulatory Reading Methods program	4.8	0.2	Very Satisfied
(2)	I feel satisfied with the content and format of the discussions or interviews	4.7	0.3	Very Satisfied
(3)	I feel satisfied that the interviews and discussions in this activity enhance learning needs and interests.	4.9	0.1	Very Satisfied
(4)	I feel satisfied that the discussions or interviews enhance understanding and improvement of reading methods.	4.8	0.2	Very Satisfied
(5)	I was satisfied that I could fully express my opinions and ideas in the discussions or interviews.	4.7	0.2	Very Satisfied
(6)	I am satisfied with how well the discussion or interview enhances communication and interaction with my classmates.	4.6	0.3	Very Satisfied
4	Analyze students' reading works, notes, or summaries to assess their reading comprehension and critical thinking skills;			
(1)	My satisfaction with the methods used to assess their reading comprehension and critical thinking skills by analyzing reading works, notes, or summaries	4.8	0.2	Very Satisfied

Table 4.4 Experimental Group Satisfaction Evaluation (continued)

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
(2)	The difficulties faced in making reading notes or summaries and satisfaction with the methods taught by the teacher.	4.7	0.3	Very Satisfied
(3)	I am satisfied with the steps teachers take during the assessment process.	4.9	0.1	Very Satisfied
(4)	I am satisfied with continuing to analyze reading works, notes, or summaries to assess reading comprehension and critical thinking skills.	4.8	0.2	Very Satisfied
(5)	My satisfaction with my reading skills and reading habits has improved.	4.7	0.2	Very Satisfied
(6)	As assessed by your teacher, I am satisfied with your reading comprehension and critical thinking skills.	4.6	0.3	Very Satisfied
5	Activities in teamwork or group discussions and evaluate their cooperation and communication abilities.			
(1)	I am satisfied with including teamwork and group discussion sessions in my Self-regulatory reading and learning activities.	4.8	0.2	Very Satisfied
(2)	I am satisfied with including teamwork and group discussion to improve my cooperation and communication skills in Self-regulatory reading and learning activities.	4.7	0.3	Very Satisfied
(3)	I am satisfied with my performance in teamwork and group discussion.	4.6	0.2	Very Satisfied
(4)	I am satisfied with my ability to express myself clearly in teamwork and group discussions.	4.7	0.3	Very Satisfied
(5)	I think I am satisfied with my ability to listen in teamwork and group discussions.	4.6	0.2	Very Satisfied

Table 4.4 Experimental Group Satisfaction Evaluation

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
(6)	I think I am satisfied with my problem-solving and teamwork skills in teamwork and group discussions.	4.7	0.3	Very Satisfied
	$\bar{X}$	4.71	0.23	
	S.D.	0.1	0.07	

Table 4.5 Control Group Satisfaction Evaluation

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
1	Activities during reading			
(1)	I am satisfied with my activities in this reading task.	2.62	0.7	Dissatisfied
(2)	I think my reading activities are satisfactory for achieving my learning goals.	2.81	0.8	Dissatisfied
(3)	I think the organization of this reading activity is satisfactory.	2.33	0.7	Dissatisfied
(4)	I am satisfied with the theme and content of this reading activity.	2.84	0.6	Dissatisfied
(5)	Through this reading, I believe that reading activities can improve the satisfaction of reading interest and ability.	2.99	0.8	Dissatisfied
(6)	I am satisfied with the teacher service attitude of this reading activity.	2.6	0.7	Dissatisfied
	Conduct student self-evaluation or peer evaluation.			
(1)	My level of satisfaction with my participation in this activity of learning Self-regulatory reading methods.	2.76	0.7	Dissatisfied

Table 4.5 Control Group Satisfaction Evaluation (continued)

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
(2)	My level of satisfaction with my performance in reading the relevant books carefully during the activity.	2.55	0.7	Dissatisfied
(3)	I am satisfied with the progress or gains I have made in the Learning Self-regulatory Reading Method activity.	3.04	0.6	Moderation
(4)	My satisfaction with the evaluation of my classmates' or friends' attitudes toward participation and performance in the activity of learning Self-regulatory reading methods	2.44	0.7	Dissatisfied
(5)	The satisfaction of my classmates' or friends' evaluation of my performance in learning Self-regulatory reading methods is consistent with my performance.	2.75	0.7	Dissatisfied
(6)	I am satisfied with my active participation in discussing, sharing, and exchanging experiences during the activity.	2.65	0.7	Dissatisfied
3	Conduct discussions or interviews with students			
(1)	I feel satisfied with my participation in the discussions or interviews in the activities of the Learning Self-regulatory Reading Methods program	3.06	0.6	Moderation
(2)	I feel satisfied with the content and format of the discussions or interviews	2.47	0.8	Dissatisfied
(3)	I feel satisfied that the interviews and discussions in this activity enhance learning needs and interests.	2.91	0.7	Dissatisfied
(4)	I feel satisfied that the discussions or interviews enhance understanding and improvement of reading methods.	2.66	0.6	Dissatisfied

Table 4.5 Control Group Satisfaction Evaluation (continued)

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
(5)	I was satisfied that I could fully express my opinions and ideas in the discussions or interviews.	2.75	0.7	Dissatisfied
(6)	I am satisfied with how well the discussion or interview enhances communication and interaction with my classmates.	2.46	0.8	Dissatisfied
4	Analyze students' reading works, notes, or summaries to assess their reading comprehension and critical thinking skills;			
(1)	My satisfaction with the methods used to assess their reading comprehension and critical thinking skills by analyzing reading works, notes, or summaries	2.69	0.7	Dissatisfied
(2)	The difficulties faced in making reading notes or summaries and satisfaction with the methods taught by the teacher.	2.58	0.8	Dissatisfied
(3)	I am satisfied with the steps teachers take during the assessment process.	2.87	0.7	Dissatisfied
(4)	I am satisfied with continuing to analyze reading works, notes, or summaries to assess reading comprehension and critical thinking skills.	2.93	0.7	Dissatisfied
(5)	My satisfaction with my reading skills and reading habits has improved.	2.64	0.7	Dissatisfied
(6)	As assessed by your teacher, I am satisfied with your reading comprehension and critical thinking skills.	2.49	0.8	Dissatisfied
5	Activities in teamwork or group discussions and evaluate their cooperation and communication abilities.			
(1)	I am satisfied with including teamwork and group discussion sessions in my Self-regulatory reading and learning activities.	2.69	0.6	Dissatisfied

Table 4.5 Control Group Satisfaction Evaluation (continued)

No.	Questions	Level		
		$\bar{X}$	S.D.	Results
(2)	I am satisfied with including teamwork and group discussion to improve my cooperation and communication skills in Self-regulatory reading and learning activities.	2.54	0.7	Dissatisfied
(3)	I am satisfied with my performance in teamwork and group discussion.	2.88	0.7	Dissatisfied
(4)	I am satisfied with my ability to express myself clearly in teamwork and group discussions.	3	0.8	Moderation
(5)	I think I am satisfied with my ability to listen in teamwork and group discussions.	2.74	0.7	Dissatisfied
(6)	I think I am satisfied with my problem-solving and teamwork skills in teamwork and group discussions.	2.95	0.7	Dissatisfied
	$\bar{X}$	2.72	0.71	
	S.D.	2.16		

Assessor：……**Position：**…….……..……

Workplace：…….……

BIOGRAPHY

NAME	Ms.JIAOYING JI
TELEPHONE	+8613294971682
EDUCATION BACKGROUND	Major: Tourism Management
	Yunnan University China
GRADUATION APPROVAL DATE	June 19, 2018
WORK EXPERIENCE	Teacher
	Yunnan Open University