

The Impact of Teaching Self-regulation in Reading on EFL Learners' Motivation to Read: Insights from an SRL Model

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Abstract

Self-regulation is the ability to regulate one's actions, behaviors and thoughts to achieve goals. In the same line, self-regulated learning (SRL) refers to plans and behaviors to reach one's learning goals. Therefore, this research probed into the effect of training English as a Foreign Language (EFL) learners according to Zimmerman and Moylan's self-regulated learning (SRL) model when directed at reading on their motivation for EFL reading. Moreover, the moderating role of the learners' proficiency level was investigated, as well. Self-regulation strategies which can be used while reading were taught to two experimental groups; they were trained to implement the three phases of Zimmerman and Moylan's cyclic SRL model while trying to make sense of the reading sections of their textbook. Meanwhile, two control groups received the traditional, routine reading instruction. The data of the study were collected through Mori's questionnaire of motivation for EFL reading before and after the treatment. A two-way analysis of covariance showed that self-regulation training, when directed at EFL reading, could significantly enhance the participants' motivation for EFL reading, but their level of proficiency did not have any moderating role in the outcome of self-regulation training. These findings can encourage teachers to train EFL learners in self-regulation strategies with the purpose of improving their motivation for reading.

Keywords: Language Proficiency, Motivation for EFL Reading, Self-regulation, Self-Regulated Learning (SRL), Zimmerman and Moylan's SRL Model

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1. Introduction

Reading in second language/English as a foreign language (L2/EFL) is a cognitive process that entails readers' employing some skills and strategies (Grabe, 2009), and teaching for strategic reading entails independent and autonomous use of the strategies by students (Grabe, 2014). Viewing autonomy as a fundamental goal in L2/EFL reading, researchers, as well as practitioners, seek ways to help readers to become as autonomous as possible (Brantmeier, Hammadou Sullivan, & Strube, 2014). One recommended way to promote independence and autonomy in students is self-regulation (Paris & Paris, 2001). L2/EFL acquisition theorists regard academic self-regulation as a broader construct than learning strategies, including reading strategies (Oxford, 2011, as cited in Chamot, 2014), and they believe that self-regulation "describe[s] learners who learn for their own purposes in spite of often adverse circumstances" (Chamot, 2014, p. 78). Self-regulation consists in self-generated and pre-planned feelings, thoughts, and behaviors that are adjusted during performance in order to attain one's goals (Zimmerman, 2000). In the same line, *self-regulated learning* (SRL), which entails self-regulation of motivation and affect (Pintrich, Smith, Garcia, & McKeachie, 1993), refers to the learning based on students' self-generated thoughts and behaviors with an eye to one's learning goals (Schunk, 2001).

Furthermore, an area that influences L2/EFL reading comprehension is motivation for reading (e.g., Grabe, 2009; Kern, 2003). In order to indicate the importance of the underexplored area of reading motivation (Kim, 2011), Grabe (2009, pp.191-192) raised these questions, "What sorts of unique L2 issues will impact L2 reading motivation, and what should be taken into account in efforts to promote motivation in the classroom?" Motivation for reading is said to be fostered by interactions of text topics and characteristics, and instruction (Nolen, 2001, 2007). In a rich instructional context where students are goal-oriented and use strategies effectively, they seem to be engaged in reading activities (Guthrie & Wigfield, 2000). Considering the fact that learners set goals and try to achieve them strategically during self-regulation (Zimmerman, 2000), probing into the effect of self-regulation training on motivation for reading seems justifiable in the Iranian EFL context.

Looking at the motivation for EFL reading from another perspective, L2 readers need motivational support from teachers and the curriculum (Grabe, 2009), and they must contribute their motivation, besides their knowledge and experience, to the reading process in order to make sense of the text (Kern, 2003). Accordingly, as stated by Khan, Sani, and Shaik-Abdullah (2017), instructional methods may increase motivation, and L2 reading researchers should also look into classroom-based procedures that

motivate reading. On the other hand, self-regulation and motivation predict and control each other mutually in the learning process (Zumbrunn, Tadlock, & Roberts, 2011). For instance, self-regulation of first language (L1) reading comprehension proved to improve motivation for L1 reading (e.g., James, 2012; Stoeger & Ziegler, 2008; Swalander & Taube, 2007; Vidal-Abarca, Mana, & Gil, 2010). Therefore, finding ways to improve motivation for reading among EFL learners through self-regulation of reading must be a concern for reading instructors and researchers.

Among the various SRL models, an up-dated one is Zimmerman and Moylan's (2009) cyclic SRL model. Moreover, motivation is an important component of Zimmerman and Moylan's (2009) SRL model. For example, in its forethought phase, for instance, when students consider the reason for doing an activity and the effort they should make toward that activity, their interests and values determine their decision. In addition, self-efficacy—an important sub-process of self-motivation beliefs in this model—and the use of self-regulatory strategies can mutually influence each other (Zumbrunn et al., 2011).

However, the studies conducted on self-regulation of L2/EFL reading (e.g., Koehler, 2007; Maftoon & Tasnimi, 2014; Mbato, 2013) have not addressed motivation for EFL reading. In addition, very few studies on the role of self-regulation in motivation for L2/EFL reading (e.g., Ammar, 2009; Ferreira & Simão, 2012) have not investigated the comprehensive SRL model of Zimmerman and Moylan (2009). Besides, the former utilized a self-developed questionnaire, and the latter was a qualitative case study. Meanwhile, the studies on motivation for L2/EFL reading – regardless of its self-regulation – mostly involves extensive reading (e.g., Chen, 2018; Fujita & Noro, 2009; Hartono, 2016; Mikami, 2017; Takase, 2007), so exploring the impact of self-regulated, intensive, in-class reading on motivation for EFL reading seems also warranted. Hence, these research questions are posed and addressed in this study:

1. Does self-regulation training through Zimmerman and Moylan's (2009) SRL model have any significant impact on the participants' motivation for EFL reading?
2. Does the participants' proficiency level moderate the effect of self-regulation training on the motivation for EFL reading?

2. Literature Review

2.1. Zimmerman and Moylan (2009)' SRL Model

Zimmerman and Moylan's (2009) SRL model is a cyclical strategic three-phase process: *forethought*, *performance*, and *self-reflection*. The forethought phase happens before the academic activity, the performance phase during it, and the self-reflection phase after it. It is the outcome of

revisions that the original model by Zimmerman (2000) has undergone (see Table 1).

Table 1

Zimmerman and Moylan's (2009) SRL model

Forethought phase	Processes	<i>Task analysis</i>	<i>Self-motivation beliefs</i>
	Sub-processes	Goal setting	Self-efficacy
		Strategic planning	Outcome expectations
			Task interest/value
			Goal orientation
Performance phase	Processes	<i>Self-control</i>	<i>Self-observation</i>
		Task strategies	Meta-cognitive monitoring
	Sub-processes	Help-seeking	Self-recording
		Self-instruction	
		Imagery	
		Time management	
		Environmental structuring	
		Interest incentives & self-consequences	
Self-reflection phase	processes	<i>Self-judgment</i>	<i>Self-reaction</i>
	Sub-processes	Self-evaluation	Self-satisfaction/ affect
		Causal attributions	
			Adaptive/defensive Inferences

According to Panadero and Alonso-Tapia (2014), in the forethought phase of Zimmerman and Moylan's (2009) SRL model and in the process of *task analysis*, *goal-setting* influences action, and *strategic planning* is to activate self-regulatory strategies or to set steps of performing the task. The second process of forethought phase—*self-motivation beliefs*—includes *self-efficacy* (i.e., beliefs about the personal ability to perform a task), *outcome expectations* (i.e., beliefs about ones' success in a task) (Zimmerman, 2011), *task interest/value* (i.e., the importance of a task for the learner' personal goals and the increase or decrease of the interest in a task), and *goal orientation* (i.e., his belief about the purposes of learning) (Zimmerman, 2000).

The second phase, performance, has two processes: *self-control* and *self-observation*. In self-control, the first six sub-processes are metacognitive and the last two ones are motivational (Panadero & Alonso-Tapia, 2014). *Self-instruction* consists in verbalizing the task at hand (Zimmerman, 2000). An example of imagery is a concept-map to organize the information and to

concentrate on learning, and *time management* is to finish the task at hand at a specific time (Panadero & Alonso-Tapia, 2014). *Environmental structuring* helps learners to create an environment with few distractions in order to pay attention to and take interest in the task (Corno, 2001). In the last metacognitive sub-process, i.e., *help-seeking*, refers to asking the teacher or a more capable classmate how to solve a learning problem (Panadero & Alonso-Tapia, 2014). The first motivational sub-process— *interest incentives*— consists of messages which remind learners of their learning goals or challenges during the task, and the second sub-process—*self-consequences*—give the learner feelings of progress, increases his effort and interest and urges him to use more strategies through self-reward or self-punishment (Corno, 2001). The other performance process is *self-observation* and includes *metacognitive monitoring*, or *self-monitoring*, in which the learner compares his/her performance against standards, and *self-recording* in which the learner writes down the processes and outcomes of his/her actions (Cleary & Zimmerman, 2004).

The third phase, i.e., *self-reflection*, “entails evaluating one’s performance and making modifications during future learning tasks (Cleary & Zimmerman, 2004). It includes *self-judgment* (i.e., assessing one’s performance) which contains *self-evaluation*, that is, judging how well one performs by comparing one’s performance with specific criteria, one’s earlier behavior, or others’ performance (Cleary & Zimmerman, 2004). It also includes *causal attributions*, through which the learner attributes errors to learning strategies not low ability level. This keeps motivation because until all possible strategies are tested, self-efficacy does not decrease (Zimmerman, 2000). In *self-reaction* (i.e., another process of this phase), *self-satisfaction/affect* refers to cognitive and affective reactions of the learner when judging him/herself (Zimmerman & Moylan, 2009). Likewise, *adaptive/defensive inferences* are decisions about how to modify one’s self-regulatory method in the future. By making adaptive inferences, the learner will do the task again through using either the same or new strategies in order to have better learning outcomes. On the other hand, through defensive inferences, the learner avoids the task in the future so that he may not fail again. This model is cyclic, so the learner is influenced by his previous performance and takes it into account for the next one (Zimmerman, 2011).

2.2. Motivation for Reading

Motivation for reading has been defined as “an individual’s goals and beliefs with regards to reading,” which influences his/her “activities, interaction and learning with text,” (Guthrie & Wigfield, 1999, p. 199). To explain L1 reading motivation, Wigfield (1997) proposed three components: competency and efficacy beliefs, achievement values and goals, and social aspects. Based on these categories, the Motivation for Reading Questionnaire

(MRQ) was developed by Wigfield and Guthrie (1995, 1997) to measure various aspects of students' motivation for reading, namely self-efficacy; intrinsic-extrinsic motivation and goals; and social aspects of motivation.

As for motivation for L2/EFL reading, which is a construct completely different from general L2 learning motivation (Grabe, 2009), in addition to anecdotal evidence of how EFL reading motivation can increase (e.g., Sheu, 2003, as cited in Apple, 2005), there are some empirical studies on the motivation for L2/EFL reading, mostly involving Japanese learners of English and extensive reading. For instance, Takase (2007), investigated motivation for reading of EFL Japanese high-school students who took part in an extensive reading program and read mostly graded readers, and found that there was a positive relationship between L2 reading quantity and intrinsic motivation for L2 reading. Fujita and Noro (2009) also investigated the impact of 10-minute extensive reading in regular English class hours on EFL high school students' reading motivation. They found out about the essential role of both L2 proficiency and L2 reading ability in motivation for L2 reading and stated that learners with higher reading ability showed increased intrinsic motivation, but those with low reading ability embarked on extensive reading with class-related extrinsic motivation. In the same line, Komiyama (2013) explored the factors involved in L2 reading motivation of English for academic purposes (EAP) for adult learners. Her findings corroborated the multidimensionality of L2 reading motivation and the important role of intrinsic motivation in it. Likewise, Mikami (2017) examined past and present extensive reading practices of EFL Japanese students and their motivation to it. The results showed that the participants' motivation was not fixed or stable, and that it was difficult for them to maintain positive motivation. Focusing on motivation for short in-class extensive reading, Tanaka (2017) studied factors in the reading motivation of Japanese university learners of EFL. She found out that feeling autonomous and engaging peers in extensive reading would improve motivation for it in the class.

Outside the EFL Japanese context but again on extensive reading, Ro (2013) conducted a case study entailing observations, questionnaires, and interviews to find out how extensive reading might change reading motivation levels of an unmotivated female adult EFL learner. Positive changes happened in motivation levels during the study. Similarly, Hartono (2016) investigated the correlation between EFL learners' reading motivation and their reading comprehension ability. Using a modified version of MRQ (Wigfield & Guthrie, 1995, 1997), she found that this correlation was positive but low. Addressing Spanish as L2, Hardy (2016) probed into the impact of an extensive reading course in college-level Spanish. Results showed an overall increase in intrinsic motivation, and a decrease in extrinsic

motivation to read in Spanish. Last but not least, Chen (2018) looked into an EFL reading program that integrated extensive reading with task-based learning and found that it could enhance the learners' motivation to read. They reported a sense of achievement when they shared what they read with peers and completed the tasks, and this motivated them to read more books. Interestingly enough, Cirocki and Caparoso's (2016) study did not involve extensive reading, and their analysis of quantitative and qualitative data indicated that Filipino secondary school students had different levels of motivation for reading in English, with female participants showing higher motivation level than male ones. Hence, it can be concluded that the available literature on motivation for L2 reading mainly entails extensive reading. Thus, the role of self-regulated, intensive, in-class reading in motivation for EFL reading is investigated in the present study.

3. Method

3.1. Participants

The participants were four groups of female Iranian EFL learners in the reading courses of an English language institute taught by the third researcher. They had been placed in intermediate and advanced levels at the outset of their program on the basis of the results of a placement test made and given in that institute. Nonetheless, a sample Preliminary English Test (PET: Hashemi & Thomas, 1996) was administered to the intermediate classes, and a sample Cambridge English: Advanced (CAE: Cambridge ESOL, 2003) to the advanced groups in order to be sure about their levels. Even though all learners in four classes (32 to 35 students) received the instruction and were given pretests and posttests, only the scores of 30 randomly selected learners in every class who were regarded as intermediate and advanced based on PET and CAE results were analyzed ($N = 120$). In other words, an equal number of participants was selected in each class to ensure that analyses of covariance (ANCOVA) could be conducted even though the assumption of equal variances or the assumption of equal regression slopes was violated, (Rheinheimer & Penfield, 2001). The participants' age range varied between 18 and 30 ($M = 22.30$, $SD = 6.10$). The third researcher provided the two experimental groups, one intermediate and one advanced, with self-regulation training in EFL reading comprehension based on Zimmerman and Moylan's (2009) SRL model, and she instructed the two control groups, one intermediate and one advanced, to read word for word for meaning and answer its comprehension questions.

3.2. Materials and Instruments

3.2.1. *The Instructional Materials*

In the intermediate classes, reading texts were chosen from *Mosaic 1 Reading* (Silver edition, by Wegman & Knezevic, 2007a), and the ones for the advanced classes from *Mosaic 2 Reading* (Silver edition, by Wegman & Knezevic, 2007b). These books include ten units, each with two reading selections, their exercises, activities and tasks, and an accompanying CD containing audio tracks of reading selections. The teacher worked on the reading materials in the expository mode for two reasons. First, empirical research has shown that text genre does not play an important part in L2/EFL learners' reading ability (Allen, Bernhardt, Berry, & Demel, 1988). Second, the expository genre includes various text types and involves use of numerous comprehension strategies simultaneously (Gersten, Fuchs, Williams, & Baker, 2001). It is also important to note that in all groups the students only answered the comprehension questions of the chosen reading selections and did not have to do reading exercises after or before the reading texts.

3.3.2. *PET Sample*

A sample PET (Hashemi & Thomas, 1996) was given to the intermediate groups, and a sample CAE (Cambridge ESOL, 2003) to the advanced ones in order to ascertain their levels. The reliability index reported for the total score of PET is .92, and that of the total score of CAE is .93 (Cambridge English Quality and Accountability, 2016). In addition, in order to assess the motivation of participants for EFL reading before and after the instruction, Mori's (2002) questionnaire of EFL reading motivation involving four factors (i.e., *intrinsic value of reading* in English, *attainment value of reading* in English, *extrinsic utility value of reading* in English, and *expectancy for success in reading* in English) was used (see Appendix). It is a 26-item seven-point Likert scale questionnaire with some reversed items, and its reliability estimated through Cronbach's Alpha was .93 in Mori's study. In the present study, the reliability estimates of the pretest and the posttest as calculated by a measure of internal consistency were also found to be $\alpha = .71$ and $\alpha = .75$ respectively. Mori developed and validated this EFL reading motivation questionnaire after consulting Wigfield and Guthrie's (1995, 1997) L1 reading motivation theory. Moreover, her questionnaire included some items from Gardner's (1985) integrative orientation concept. In Wigfield and Guthrie's (1995, 1997) MRQ, which is based on expectancy-value theories of motivation, the reading motives assessed included self-efficacy, intrinsic-extrinsic motivation and goals, and social aspects (Mori, 2002). In her study, Mori demonstrated that this framework of self-efficacy

and intrinsic and extrinsic motivation is a viable option for research on EFL reading motivation.

3.3. Procedure

At first and in the regular reading class meetings, the participants took Mori's (2002) questionnaire of EFL reading motivation as a measure of their motivation for EFL reading before the instruction. In order to implement Zimmerman and Moylan's (2009) SRL model in experimental groups, the teacher (i.e., the third researcher) implemented each phase of this model on sample reading texts in three briefing sessions before the treatment so that the learners would become familiar with the procedure in the instruction. Afterward, the treatment started and lasted for 15 sessions. The teacher encouraged the participants in the experimental condition to practice self-regulatory behaviors taken up from the Zimmerman and Moylan's (2009) SRL model as they were trying to comprehend the reading texts and answer their reading comprehension questions. The SRL procedures mentioned in the various studies that were in line with sub-processes of this model were tailored to reading and administered to the experimental groups. With each phase being executed in one session, the entire model was implemented five times during the instruction.

Starting with the forethought phase and in goal-setting sub-process which is a part of task analysis (i.e., the first process of this phase), the teacher used the guidance by Cleary and Zimmerman (2004) and Housand and Reis (2008), made the purpose of reading clear (e.g., finding the main idea of the reading text), and urged the participants to ask themselves: Do I have a goal when reading? In strategic planning, she referred to suggestions by Davis and Gray (2007) and had them write down their background knowledge about the reading text and answer this question: *What strategies should I use while reading?* In order to execute self-efficacy, she followed Cleary and Zimmerman's (2004) guidelines, encouraging the students to ask themselves how sure they would be to get a good mark in the next reading text. In practicing outcome expectations, she adapted two questions from Ruohotie (2000) and prompted the students to ask themselves whether they believed they would manage the reading task without others' help and what would be the reasons for their not understanding the reading text. In order to carry out task interest/value, she adapted questions from Cleary and Zimmerman (2004) and encouraged participants to ask themselves about how much the reading would interest them and give them enjoyment. Goal-orientation was practiced through teacher's urging the learners to think about Molenaar, van Boxtel, & Slegers's (2010) questions, that is, what they need to do and whether they know the reading goals.

In the performance phase, the teacher followed guidelines in Hoffman and Spatariu (2008, as cited in Housand & Reis, 2008), explicitly taught them reading strategies through modeling and urged the learners to use them (e.g., paraphrasing and identifying the main idea) in order to have them practice task strategies. In self-instruction, she followed Panadero and Alonso-Tapia (2014) and advised the participants to verbalize each reading strategy as they utilized them. She carried out imagery through using Panadero and Alonso-Tapia's suggestion and taught the learners to draw concept-maps of reading content. In order to have time management practiced, she followed Wolters Pintrich, & Karabenick (2005) and encouraged them to make good use of their time for reading in and out of the class and to have a schedule for reading. For environmental structuring to be executed, she used Panadero and Alonso-Tapia's advice and wanted the participants to keep away from anything that might distract them, for example, they had to turn off their cell phones in class and the TV/radio at home. Then, following Wolters et al.'s (2005) suggestions, she wanted learners to ask the teacher or skillful classmates for help whenever they had a problem with reading homework to implement the help-seeking sub-process. In order to assist the participants to practice interest incentives and based on the guidelines in Panadero and Alonso-Tapia, she encouraged them to tell themselves that they could solve their reading problems and they would not become distracted. Further, in order to train the participants in self-consequences, the teacher made use of Wolters et al.'s (2005) instructions and prompted the learners to promise themselves a reward if they could do their reading task. In metacognitive monitoring, she acted according to Davis and Gray (2007) and Wilawan's (2012) ideas and instructed the participants to ponder on these questions: *Does the text make sense to me? Do I have any problems with the section we just read? What is this reading selection about? What does the author mainly discuss? What does he mention most often?* In self-recoding, she showed self-regulatory behaviors as indicated by Reis and Greene (2003) and encouraged the participants to evaluate their reading progress by taking notes of their correct answers and listing their errors, for instance.

In the self-reflection phase, the teacher followed Davis and Gray's (2007) ideas and stimulated students to work with a partner to discuss their new knowledge and their understanding of reading texts and questions. Practicing causal attributions, she utilized what was mentioned by Ruohotie (2000) and wanted the learners to attribute their unsatisfactory outcomes in reading not to their incapability but to the wrongly chosen strategy or lack of practice. Next, she conducted self-satisfaction/affect in line with Cleary and Zimmerman's (2004) advice and had students ask themselves how satisfied they were with their performance on the last reading task. Finally, in adaptive/defensive inferences, as recommended by Cleary and Zimmerman,

she got participants to choose a more effective strategy in order to improve their next reading performance.

The participants in the control condition, for 15 sessions, read and comprehended the same reading texts on the basis of their levels (i.e., intermediate and advanced). They were instructed to read the texts word for word for meaning and answer its comprehension questions, i.e., the usual procedure followed in traditional reading classes. Finally, Mori's (2002) questionnaire of EFL reading motivation was given to all participants once more in order to gauge any probable enhancement of their motivation for EFL reading comprehension.

3.4. Data Analysis

In order to examine whether training EFL learners in self-regulation of EFL reading based on Zimmerman and Moylan's (2009) model affect the participants' motivation for EFL reading, and to probe into the possible moderating effect of the learners' proficiency level, a two-way ANCOVA was run by IBM SPSS Statistics 25 on the self-report scores of motivation for EFL reading. Preliminary checks were also conducted to make sure assumptions of the two-way ANCOVA have not been violated.

4. Results and Discussion

4.1. Results

Table 2 below portrays the results of the test of normality for the motivation for EFL reading self-report.

Table 2

Test of Normality for the Motivation for EFL Reading Self-report

	Groups	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Motivation for EFL reading pretest	experimental	.096	60	.200*	.963	60	.064
	control	.081	60	.200*	.952	60	.072
Motivation for EFL reading posttest	experimental	.085	60	.200*	.969	60	.133
	control	.076	60	.200*	.969	60	.126

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

As Table 2 suggests, no violation of the normality assumption was detected ($p > .05$). Afterward, the linearity assumption was examined. The results of the linearity test are shown in Figure 1 below.

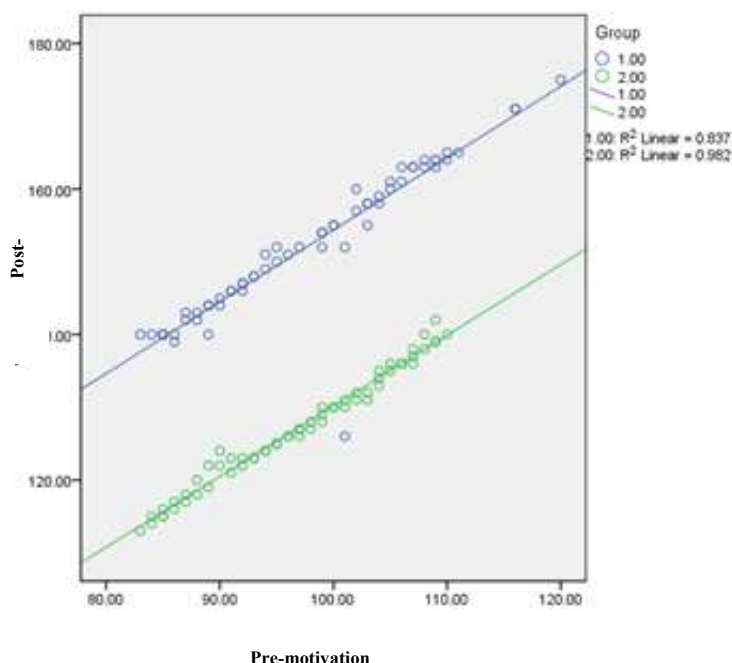


Figure 1. Test of Linearity for the Motivation for EFL Reading Self-report

As it can be seen in Figure 1, there is a linear relationship between the posttest and the pretest (experimental groups R^2 Linear = .837 & control groups R^2 Linear = .982). Then, the homogeneity of regression was tested, and its result are shown in Table 3 below.

Table 3

Test of Homogeneity of Regression Slopes for the Motivation for EFL Reading Self-report

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	27817.313 ^a	3	9272.438	1045.616	.000
Intercept	1775.569	1	1775.569	200.224	.000
Group	115.530	1	115.530	13.028	.000
Pre-motivation	8270.809	1	8270.809	932.667	.000
Group * pre-motivation	.518	1	.518	.058	.809
Error	1028.678	116	8.868		
Total	2375529.000	120			
Corrected Total	28845.992	119			

a. R Squared = .964 (Adjusted R Squared = .963)

As Table 3 depicts, no significant interaction was found between the pretest and the treatment in the motivation for EFL reading test, $F(1, 116) = .058$, $p > .05$. Finally, the homogeneity of variance was checked, and its results are illustrated in Table 4 below.

Table 4

Test of Homogeneity of Variance for the Motivation for EFL Reading Self-report

F	df1	df2	Sig.
2.225	3	116	.089

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

As Table 4 indicates, the assumption of the homogeneity of the variance was not violated, $F(3, 113) = 2.225$, $p > .05$. Therefore, it was concluded that the parametric two-way ANCOVA test could be run to detect the differences among the groups in the motivation for EFL reading posttest when the pretest scores were taken as a covariate. The means and standard deviations of both experimental and control groups on the motivation for EFL reading are shown in Table 5 below.

Table 5

Descriptive Statistics for the Motivation for EFL Reading Questionnaire

	Groups	Proficiency	M	SD	N
Pretest	Experimental	Advanced	99	5.65	30
		Intermediate	93.5	14.84	30
		Total	98.1	14.14	60
	Control	Advanced	96.9	11.31	30
		Intermediate	96.8	12.72	30
		Total	96.86	11.31	60
Posttest	Experimental	Advanced	153.63	9.27	30
		Intermediate	151.43	10.75	30
		Total	152.53	10.01	60
	Control	Advanced	126.93	7.92	30
		Intermediate	127.36	7.81	30
		Total	127.15	7.80	60

As shown in Table 5, the experimental condition ($M = 152.53$, $SD = 10.01$) gained the highest mean score in the posttest. Table 6 below displays the results of the between-subject effects for the motivation for EFL reading self-report.

As Table 6 indicates, after adjusting for pretest scores, the results of the two-way ANCOVA on the motivation for EFL reading questionnaire yielded significant differences between the performance of the participants in the experimental and control conditions in the posttest, with the experimental groups ($M = 152.53$, $SD = 10.01$) outperforming control ones ($M = 127.15$, $SD = 7.80$) in the posttest of motivation for EFL reading self-report with a very large effect size, $F(1, 115) = 1975.592$, $p < .05$; $\eta_p^2 = .94$. However, no

moderating effect was observed for the proficiency level of the participants with a very small effect size, $F(1, 115) = 1.811, p > .05; \eta^2 = .016$.

Table 6

Two-way ANCOVA: Test of Motivation for EFL Reading by Groups Proficiency*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-motivation	8428.730	1	8428.730	957.397	.000	.893
Group	17392.709	1	17392.709	1975.592	.000	.945
Proficiency	.823	1	.823	.093	.760	.001
Group* Proficiency	15.948	1	15.948	1.811	.181	.016
Total	2375529.000	120				

a. R Squared = .965 (Adjusted R Squared = .964)

4.2. Discussion

The results showed that the EFL reading motivation of experimental groups who received training in self-regulatory reading processes based on Zimmerman and Moylan's (2009) SRL model improved significantly compared with that of control groups. As the learners in the experimental groups were urged to be aware of their goals and use effective strategies, these findings are consistent with Guthrie and Wigfield's (2000) idea that in a rich instructional context where students are goal-oriented and use strategies effectively, they seem to be engaged in reading activities. In the same line, as the participants in this study practiced self-regulation of their EFL reading, and self-regulation could promote autonomy (Paris & Paris, 2001), the present findings empirically corroborate Garcia and Pintrich's (1996) assertion that when learners' autonomy is promoted, their intrinsic motivation enhances as well. Likewise, the obtained results empirically endorsed the theoretical postulations on the interrelation between self-regulation and motivation (e.g., Pintrich, 2000), the positive impact of the self-regulatory cycle on motivation to continue learning (Zimmerman Bonner, and Kovach, 1996), and the main role of using cognitive and metacognitive strategies in the development of academic motivation (Zimmerman & Kitsantas, 2005). Similarly, both Gersten et al.'s (2001) contention that the L1 reader-centered approach is intrinsically motivating and Woolley's (2011) idea that students' having their own purposes and questions during their reading has a significant role in their motivation for reading were empirically investigated and confirmed in the EFL context in this study. Last but not least, considering the prominent role of motivation in L2/EFL reading (e.g., Grabe,

2009), this study made a main contribution to the field in that it examined the impact of training EFL readers in SRL on their motivation for EFL reading.

Moreover, self-regulation processes such as planning, monitoring progress, and evaluating strategy choice (Woolley, 2011) as well as goal-setting, attributions of success and failure, self-judgments, and self-efficacy beliefs (Pintrich & De Groot, 1990) are said to enhance positive motivational beliefs in general. Thus, it is interesting that in this research which involves these processes, it was found that they could enhance EFL learners' motivation for EFL reading. Similarly, as Wolters and Pintrich (1998, as cited in Zumbunn et al., 2011) noted, it can be claimed that in the forethought phase of Zimmerman and Moylan's (2009) model the participants in this study possibly took their interests and values into accounts when finding a reason for reading and deciding how much effort they had to make toward reading. In addition, considering the previous findings that indicate the improved self-efficacy beliefs—a sub-process of motivation in forethought phase of Zimmerman and Moylan's SRL model—through using the self-regulatory strategies (Zumbunn et al., 2011), the obtained results in this study seem worthwhile.

The obtained results, furthermore, are in line with research findings that indicate that self-regulated learners have motivation (e.g., Cleary & Zimmerman, 2004; Perry, Turner, & Meyer, 2006), and that disability to self-regulate one's learning lowers motivation (e.g., Aksan, 2009). The findings are also consistent with those indicating that as a result of self-regulation, motivation for both L1 reading (e.g., James, 2012; Stoeger & Ziegler, 2008; Vidal-Abarca et al., 2010), and EFL reading (e.g., Ammar, 2009; Ferreira & Simão, 2012) was fostered. However, it should be mentioned that Ammar (2009) did not explore the comprehensive SRL model of Zimmerman and Moylan (2009) and used a self-devised questionnaire, and Ferreira and Simão's (2012) research was a qualitative case study.

The results also revealed that participants' proficiency level did not moderate the impact of self-regulation instruction on the EFL learners' motivation for reading. This shows that self-regulation processes can be utilized equally effectively at both intermediate and advanced levels in order to promote learners' motivation for reading in English.

5. Conclusion and Implications

The findings can encourage EFL practitioners to include the detailed self-regulatory instructions provided in this study in EFL reading books and courses so that EFL teachers can readily utilize them in their reading classes in order to create an atmosphere in the class that increases motivation for EFL reading. From what Schunk and Zimmerman (1997) asserted about the

general learning process, it can be concluded that the inclusion of self-regulatory tasks and activities in reading textbooks can promote learners' active participation in the reading process, assist them to see themselves as agents of their reading, and develop their autonomy and motivation. In so doing, it is also suggested that there should be pre-service or in-service programs to systematically train EFL reading teachers in self-regulation of reading.

As mentioned above, Zimmerman and Moylan's (2009) comprehensive SRL model has some theoretical self-regulatory sub-processes. Each self-regulation sub-process has been operationalized and put into practice by different researchers in various studies even in other academic fields than reading. Brought together and adapted to reading comprehension in this study, these practical self-regulatory strategies can provide explicit guidelines for teachers to improve the learners' motivation for EFL reading. From another perspective, the findings of this study seem worthwhile because various studies have shown that reading motivation contributes to the cognitive processes of L2/EFL reading and its development (e.g., Dhanapala, 2008; Khan et al., 2017). Hence, as a pedagogical implication, EFL reading instructors can clearly see how nurtured motivation may, in turn, help EFL learners sustain in their reading tasks and become better readers.

In addition, the participants in both intermediate and advanced groups equally benefited from self-regulation training in terms of enhanced motivation for EFL reading. This shows that EFL material developers and instructors need not be concerned about the students' proficiency level when including self-regulation processes in reading books and practices. However, further studies can delve into the possible impact of self-regulation instruction on starter and elementary levels.

Because only female learners took part in the research due to practical limitations, the obtained results should be generalized to male learners cautiously, and future studies are required with both female and male participants in order to confirm the findings of this study. In other words, some findings on the role of gender in SRL have not been conclusive (Pintrich & Zusho, 2007), while others showed that females mostly outperformed males in self-regulation (Bidjerano, 2005), so future studies seem necessary to investigate the moderating role of gender in self-regulation training and its impact on motivation for EFL reading. Likewise, considering Zimmerman's (2000) contention that when students are motivated to learn, they are more likely to spend the necessary time and energy to learn and use proper SRL strategies, future studies can be conducted to examine whether higher levels of motivation for EFL reading may lead to enhanced use of SRL reading processes. In addition, it remains to be tested whether similar

results can be obtained about motivation for reading English for Specific Purposes or English for Academic Purposes passages.

Last but not least, future research should utilize mixed methods to be able to enrich findings by showing ‘how’ and ‘why’ self-regulation of EFL reading motivate EFL learners to read. Moreover, reading is not merely a cognitive process, rather it is an activity that is connected with social groups and cultural practices, and teaching styles and preferences are likely to have a socio-cultural element (Huang, 2013, as cited in Khan et al., 2017; Khan et al., 2017), so social and cultural factors should be taken into account in the further studies on motivation for EFL reading involving self-regulation, especially in the form of case studies.

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Hemmati, Sotoudehnama, & Morshedian/ The impact of teaching self-regulation ... 153

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Appendix: Mori's (2002) Questionnaire of EFL Reading Motivation

	1	2	3	4	5	6	7	
	Strongly disagree	Disagree	Somewhat disagree	Undecided	Somewhat agree	Agree	Strongly agree	
1						1	2 3 4 5 6 7	
	By learning to read in English, I hope I will be able to read English novels.							
2						1	2 3 4 5 6 7	
	I get immersed in interesting stories even if they are written in English.							
3						1	2 3 4 5 6 7	
	Learning to read in English is important in that we need to cope with internationalization.							
4						1	2 3 4 5 6 7	
	I am learning to read in English because I might study abroad in the future.							
5						1	2 3 4 5 6 7	
	By being able to read in English, I hope to understand more deeply about lifestyles and cultures of English speaking countries (such as America and England).							
6						1	2 3 4 5 6 7	
	Even if reading were not a required subject, I would take a reading class anyway.							
7						1	2 3 4 5 6 7	
	Long and difficult English passages put me off.							
8						1	2 3 4 5 6 7	
	I would like to get a job that uses what I studied in English reading class.							
9						1	2 3 4 5 6 7	
	I am good at reading in English.							
10						1	2 3 4 5 6 7	
	I like reading English novels.							
11						1	2 3 4 5 6 7	
	I liked reading classes at junior and senior high schools.							
12						1	2 3 4 5 6 7	
	By learning to read in English, I hope to be able to read English newspapers and/or magazines.							
13						1	2 3 4 5 6 7	
	It is fun to read in English.							
14						1	2 3 4 5 6 7	
	I like reading English newspapers and/or magazines.							
15						1	2 3 4 5 6 7	
	English reading is my weak subject.							
16						1	2 3 4 5 6 7	
	Learning to read in English is important because it will be conducive to my general education.							
17						1	2 3 4 5 6 7	
	By learning to read in English, I hope to learn about various opinions in the world.							
18						1	2 3 4 5 6 7	
	My grades for English reading classes at junior and senior high schools were not very good.							
19						1	2 3 4 5 6 7	
	I enjoy the challenge of difficult English passages.							
20						1	2 3 4 5 6 7	
	I do not have any desire to read in English even if the content is interesting.							
21						1	2 3 4 5 6 7	
	Learning to reading in English is important because it will broaden my view.							
22						1	2 3 4 5 6 7	
	Reading in English is important because it will make me a more knowledgeable person.							
23						1	2 3 4 5 6 7	
	It is a waste of time to learn to read in English.							
24						1	2 3 4 5 6 7	
	I would not voluntarily read in English unless it is required as homework or assignment.							
25						1	2 3 4 5 6 7	
	I tend to get deeply engaged when I read in English.							
26						1	2 3 4 5 6 7	
	It is a pain to read in English.							

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