Self-Regulated Learning (SRL) in English Language Teaching

Cayandrawati Sutiono, **Elvina Arapah*** and **Novita Triana**

English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, 70123, Indonesia

*Corresponding author: elvina_arapah@ulm.ac.id

Abstract

Learning English in a foreign language context poses unique challenges for language learners, particularly due to limited exposure to the language. Students often struggle to find authentic opportunities to practice English outside of the classroom, which can hinder their proficiency despite years of training. This issue is especially critical for student-teachers who need a strong command of English for their teaching practices. Mastering English proficiency and teaching skills simultaneously present a dual challenge. Developing a high level of SRL may hold the key to addressing these challenges. This study aims to explore students' cognition regarding the use of seven domains of SRL. A total of 52 students are investigated for their Cumulative Graduate Point Averages and SRL Scales. Then, 11 students are selected for the qualitative study. Research instruments include the adapted Academic Self-Regulated Learning Scale, interviews, and focus group discussions, which provide in-depth insight into students' thoughts, experiences, and perceptions of seven domains of SRL. Thematic analysis is utilized to identify and interpret themes, patterns, and categories within collected data. The expected findings of this study are twofold. Firstly, it aims to uncover the perceived benefits of seven domains of SRL. Secondly, the study anticipates whether the SRL in ELT effectively aid students in maintaining focus, tracking progress, and prioritizing task. The findings have implications for educators, curriculum developers, and learners aiming to enhance an English proficiency and teaching skills. By shedding light on students' experiences and perceptions of seven domains of SRL, this research contributes to understanding the potential advantages of such tools in supporting an English language learning within a foreign language context.

Keywords: *Academic self-regulated learning scale, English proficiency and teaching skills, SRL.*

INTRODUCTION

Learning English in a foreign language context poses unique challenges for language learners, particularly due to limited exposure to the language. Students often struggle to find authentic opportunities to practice English outside of the classroom, which can hinder their proficiency despite years of training. This issue is especially critical for student-teachers who need a strong command of English for their teaching practices. Mastering English proficiency and teaching skills simultaneously present a dual challenge. Developing a high level of SRL may hold the key to addressing these challenges.

The field of SRL has developed significantly since 2001 (Panadero, 2017) proved by the existence of different and new SRL models in the educational psychology field, and a variety of established methods to evaluate SRL. This study aims to explore students' cognition regarding the use of seven domains of SRL.

What is Self-Regulated Learning?

Self-Regulated Learning (SRL) is the process by which individuals set goals for their learning, adopt strategies to achieve those goals, and monitor and adjust their efforts based on their progress and outcomes (Zimmerman, 1990).

Benefits of Self-Regulated Learning

According to Theobald (2021), Self-Regulated Learning Strategies might enhance academic performance (SRL learners are better able to set clear goals, develop effective strategies, and monitor their progress) and improve motivation and engagement (SRL learners are more likely to be intrinsically motivated, enjoying the learning process itself). Next is autonomy and independence where SRL learners rely less on external guidance and are more self-directed, which empower them to be independent learners (Saks & Leijen, 2014). Adaptability & flexibility means SRL learners can adjust their strategies and efforts based on feedback and changing circumstances. They are open to seeking help, seeking resources, and modifying their approach when needed (Panadero, 2017). Lifelong learning skills mean that Self-regulated learning skills are valuable beyond formal education. Individuals with strong self-regulation abilities are more likely to continue learning and acquiring new knowledge throughout their lives. They are equipped with the skills and strategies necessary to succeed in various learning environments and adapt to new challenges (Dignath, 2008).

Cyclical Phases of SRL

There are three Cyclical Phases of SRL according to Zimmerman (2000). Those are Forethought Phase, Performance or Volitional Control Phase, and Self-reflection or Self-evaluation Phase. Forethought Phase occurs before the actual learning takes place. Learners set their goals, establish a sense of self-efficacy (belief in their ability to succeed), and select strategies that are appropriate for the task at hand. They also develop a plan and generate motivational beliefs and attitudes to guide their learning. In Performance or Volitional Control Phase, learners implement their strategies and engage in the learning process. They put their plans into action, exert effort, and use various cognitive and metacognitive strategies to monitor their progress and make adjustments as needed. They maintain their motivation and manage their time effectively. Self-reflection or Self-evaluation Phase is when or after completing the task, learners reflect on their performance, evaluate their outcomes, and judge their own success. They assess

the effectiveness of their strategies and identify areas for improvement. They also develop a sense of self-satisfaction or self-disappointment based on their achievements or shortcomings.

What are the dimensions of SRL?

Zimmerman (1990) and Zimmerman and Schunk (2008) define these dimensions of SRL. First is metacognition which involves learners' awareness and control of their own thinking processes, including the learners' ability to plan, monitor, and evaluate their learning. It includes aspects such as goal-setting, strategy selection, and self-reflection. Second is motivation which encompasses learners' beliefs, values, and goals related to learning, as well as the learner's ability to regulate their motivation and maintain persistence in the face of challenges. Motivation can be intrinsic or extrinsic. Third is behavior which refers to the observable actions that learners take to manage their learning. It includes behaviors such as organizing study materials, managing time effectively, seeking help when needed, and engaging in deliberate practice. Fourth is environment which encompasses factors such as the availability of resources, support from teachers or peers, and the presence of distractions or facilitators that can impact learners' ability to regulate their learning effectively. Last is social interaction. Self-regulated learning can be influenced by social interactions with others. Collaborative learning environments, peer feedback, and discussions with teachers or classmates can provide opportunities for learners to reflect on their understanding, receive feedback, and adjust their learning strategies accordingly.

What are the SRL Strategies?

Zimmerman and Martinez-Pons (1986) presented a taxonomy containing categories on Self-Regulated Learning (SRL) strategies. The six characteristics of goal setting, learning environment, learning strategy, time management, seeking help, and self-evaluation are often used to characterize SRL in different frameworks or dimensions which help students to plan, monitor, and evaluate their own learning process. Memory Strategy focuses on learners' ability to employ various strategies to enhance their encoding, storage, and retrieval of information. Memory strategies can include techniques such as mnemonic devices, visual imagery, rehearsal, chunking, and elaboration. Goal Setting involves learners establishing specific, challenging, and attainable objectives for their learning. It includes identifying what they want to achieve, breaking down long-term goals into manageable short-term goals, and monitoring their progress towards those goals. Self-Evaluation refers to learners' ability to reflect on their own learning and assess their progress, strengths, and areas for improvement. It involves monitoring one's performance, identifying errors or knowledge gaps, and making adjustments to learning strategies or approaches based on self-assessment. Seeking Assistance emphasizes learners' willingness to actively seek help or support when needed. It involves recognizing when assistance is required, knowing where and how to access resources or guidance, and being proactive in seeking clarification or additional information from teachers, peers, or other sources. Environmental Structuring relates to learners' ability to create an optimal learning environment that promotes concentration, minimizes distractions, and supports their learning goals. It can involve organizing study materials, setting up a dedicated study space, managing time effectively, and creating a routine or structure for learning. Responsibility refers to learners' sense of ownership and

accountability for their learning. It involves taking initiative, setting priorities, and being proactive in managing one's learning process. Responsible learners take control of their own learning and are motivated to succeed. Organizing means pertaining to learners' ability to effectively manage and arrange information and materials for efficient learning. It includes categorizing information, creating outlines or summaries, creating study guides, and structuring content in a way that facilitates understanding and retrieval.

Overall, high SRL skills enable individuals to take control of their learning, achieve better outcomes, and develop skills that benefit them throughout their lives (Zimmerman, 2002) Learners monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning. Because of their superior motivation and adaptive learning methods, self-regulated students are not only more likely to succeed "academically" but to view their futures optimistically.

Different studies have investigated the role of self-regulated strategies and language learning and found a positive relationship between the application of self-regulated learning strategies and success in language learning (Mirhassani et al., 2007; Orhan, 2007; De Acedo & Iriarte, 2001; Tseng et al., 2006). In recent years, there have been exciting discoveries regarding the nature, origins, and development of how students regulate their own learning processes (Zimmerman & Schunk, 2001).

METHODS

A total of 52 randomly chosen students from TEFL Course are investigated for their Cumulative Graduate Point Averages (CGPA)s and SRL Scales. Then, 11 students are selected for the qualitative study. Research instruments include the adapted Academic Self-Regulated Learning Scale, interviews, and focus group discussions, which provide in-depth insight into students' thoughts, experiences, and perceptions of SRL in ELT. The adapted Academic Self-Regulated Learning Scale includes the seven domains of SRL Strategies: (1) Memory Strategy, (2) Goal Setting, (3) Self-Evaluation, (4) Seeking Assistance, (5) Environmental Structuring, (6) Learning Responsibility, dan (7) Organizing. Thematic analysis is utilized to identify and interpret themes, patterns, and categories within collected data.

RESULTS AND DISCUSSION

The expected findings of this study are twofold. Firstly, it aims to uncover the perceived benefits of seven domains of SRL. Secondly, the study anticipates whether the SRL in ELT effectively aids students in maintaining focus, tracking progress, and prioritizing tasks.

Based on the results of interviews and focus group discussions which involved only 11 subjects, the finding is quite surprising that some students have only little knowledge about SRL and some others have never heard of it.

Excerpt 1
Q : Have you ever heard the term "self-regulated learning" before?
A1 : Yes, in TEFL Class.
A2 : I don't think I have.
Q : A1, do you know then know how to self-regulate yourself?
A1 : A little.

Maftoon and Tasnimi (2014) concluded some strategies to enhance SRL. First is direct teaching in which Self-regulation can be taught directly by explaining the strategies that can help or hinder the learning process. Second is Modeling. Modeling is an indirect way of teaching self-regulation, in which learners observe the teacher performing self-regulation strategies. Third, practice. Practicing overt and covert strategies can be done through a variety of learning tasks. It can be done first guided and then independently. Overt strategies are those that can be seen, such as underlying and note taking, while covert strategies are referred to as internal mental processes, such as imagery or relating new information to prior knowledge. Fourth is Self-monitoring. Learners can self-monitor themselves by making use of internal and external factors, on the one hand, and setting short term realistic and specific goals, on the other hand. Last is Self-evaluating. Evaluating their own performance, learners will understand the benefits of self-regulated learning.

The question in Excerpt 2 is actually about Memory Strategy. Very minimum implementation of the strategies is reflected by the answer; that is learning the materials from the lecturer. The students might implement the strategies, but not as exactly as listed in the Memory Strategy. Unexpectedly, the answer was actually related to Seeking Assistance.

Excerpt 2
Question (Q): How do you study or learn new things?
Answer (A) : I usually learn from the lecturer and the materials shared by him/her. If I don't understand, I will search from the internet and ask my friends

Time management is closely related to Goal Setting (Excerpt 3). Another unexpected answer is that the students are deadline people. From this answer, the students imply very little implementation of Goal Setting strategies.

Excerpt 3
Q : How do you manage your time when you have assignment to complete?
A : It depends on the deadline of the assignment.

To make it more convincing, there is a direct question about setting goal for their studies (Excerpt 4). A consistent answer is shown about how they lack Goal Setting. Evidence is presented by showing how the influence of mastery achievement goals (CGPA) on specific task goals can be mediated by students' state of interest. Boekaerts' (2002) perspective on self-regulated learning was summarized in terms of students making personal meaning by establishing connections between personal goals and the demands of achievement tasks as they occur in specific learning contexts.

Excerpt 4
Q : How do you set goals for yourself in your studies?
A : I don't think I set a particular goal; I just follow what the lecturers teach and assign.

Next question is about Environmental Structuring (Excerpt 5). From the subjects' answer, it is not clearly shown that they regret being distracted. They did not really structure their environment so that it was conducive enough for studying.

Excerpt 5
Q : Do you ever find it difficult to stay focused or motivated while studying?
A : Yes, of course. There are a lot of distractions nowadays.
Q : How do you handle it?
A : I will just remember the task given by the lecturers

This question (Excerpt 6) is supposed to gather ideas on what kinds of efforts have been carried out to control their learning; however, the answer does not really reflect the subjects' self-regulated learning.

Excerpt 6
Q : Think of a time when you felt like you were in control of your own learning. What did you do in that situation?
A : When I really want to get an A. I will study hard.

As the last question asked to emphasize about the strategies of the seven domains of SRL, the answer in Excerpt 7 shows that a majority of the students might not apply any or certain strategies.

Excerpt 7
Q : Have you come across any study techniques or strategies that have helped you learn better?
A : I don't think I have quite specific strategies for learning. Sometimes, I just go with the flow.

Zimmerman (2002) believed that some students grasped important concepts easily and seemed highly motivated to study, whereas others struggled to understand and retain information and often seemed disinterested. These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies. Unfortunately, this condition does not occur in this study.

The next data obtained is the samples of Cumulative Graduate Point Averages (CGPA)s and SRL Scales from 52 samples selected randomly. Table 1 shows the calculation of the CGPA and the SRL Scales.

Table 1. A summary of Cumulative GPA (CGPA)s and SRL Scales

No	Initials	CGPA	SRL Scale	No	Initials	CGPA	SRL Scale
1	SMH	3,32	338	27	ABG	3,79	261
2	VRT	3,61	336	28	ADR	3,42	260
3	YFA	3,13	324	29	WAF	3,76	260
4	ASA	3,78	317	30	FQ	3,78	259
5	WAM	3,87	317	31	MM	3,67	259
6	MI	3,81	310	32	SH	3,46	257
7	NR	3,26	310	33	AK	3,6	256
8	Ab	3,75	300	34	Sa	3,73	255
9	An	3,03	299	35	NRH	3,5	254
10	RAAK	3,68	297	36	SNAS	3,39	250

No	Initials	CGPA	SRL Scale	No	Initials	CGPA	SRL Scale
11	EM	3,66	296	37	CAF	3,68	248
12	AKL	3,81	295	38	MRA	3,59	247
13	DAM	3,38	294	39	NTA	3,68	247
14	ADS	3,36	292	40	Ra	3,16	246
15	FR	3,51	292	41	KEE	3,65	244
16	HC	3,74	291	42	NA	3,07	243
17	SLA	3,63	285	43	Sy	3,5	234
18	ZNR	3,15	277	44	MR	3,47	232
19	AQR	3,45	276	45	AR	3,88	221
20	MAR	3,53	273	46	AA	3,74	215
21	ALH	3,45	272	47	Ha	3,49	215
22	TAJS	3,6	272	48	AAY	3,92	214
23	PR	3,49	270	49	AZF	3,35	206
24	YIK	3,09	267	50	MFR	3,25	182
25	AA	3,61	265	51	EW	3,61	168
26	RAR	2,94	264	52	MF	3,82	162

Referring to Table 3, almost all of the samples have CGPAs in the honor grade of Cum laude and Magna Cum Laude or with honors as well as very satisfactory. This means more than 90% of the samples have above 3.00 CGPA. This condition might apply to other TEFL classes students who do not become the samples of the study. In other words, most of the population obtains 'Very Satisfactory' and 'With Honors' CGPAs

Table 2. The Honors Grade Equivalence for Cumulative GPA (CGPA)s in Indonesia

CGPA	Latin honors grade equivalence	Honors Grade in ULM
4.00	Summa Cum laude: with highest praise	
3.80 – 3.99	Magna Cum laude: with great praise	with honors
3.51 – 3.79	Cum laude: with praise	
2.76 – 3.50	-	very satisfactory
2.00 – 2.75	-	satisfactory

Based on the data from Table 1, to determine a descriptive statistic is used for both variables -CGPAs and SRL Scales. For the CGPAs based findings from Table 1, the minimum score (Xmin) must be 2.94 and the maximum score (Xmax) is 3.92. The range is 0.98 with Mean of 3.34. The Standard Deviation (SD) is 0.16333. As it has been calculated for SRL Scales, in which there are 55 statements included with seven degrees of Likert Scale, it is obtained that Xmin is 162, Xmax is 338, the Range is 176, the Mean is 350, and the SD is 29,33333.

By using Microsoft Excell, the formula used for calculating the correlation of CGPA and SRL Scales is The Pearson formula as below:

$$r = \Sigma(X-M_x)(Y-M_y) / (N-1)SD_xSD_y$$

where:
r = correlation coefficient between two variables namely X and Y
M_x = average of X
M_y = average of Y

N = the number of samples
SD = Standard Deviation

The correlation coefficient obtained is -0,08757 which means that it is a completely negative correlation; in other words, it shows no correlation between Cumulative Graduate Point Average and Self-Regulated Learning Scales. The findings show contradictory situation with what the theories about SRL has emphasized. According to Dinata et al. (2016), self-regulated learning is a learning strategy that is able to make students independent in learning and improve their academic achievement. From the finding which shows no correlation, it can be inferred that the students might not become independent learners yet; as result, the academic achievement doesn't go hand in hand with the SRL.

This finding also proves that SRL isn't nature; it's nurtured. It means that the CGPA maybe high because the temporary Semester GPA is high as well and the knowledge taught or learned on that semester can easily be mastered. In fact, in the next semester, the achievement might be on the contrary because the students do not remember what has been taught and lack SRL strategies. Sutiono et al. (2022) found that the fourth-semester students might be more organized SRL students than the second-semester ones. However, the findings of this study imply that the students' SRL is not regulated by the calendar. The subjects of this current research are fifth-semester students whose SRL is supposed to be better than when they were in the lower semester if it is referring to the previous study (Li & Lajoie, 2022). In short, according to Lapan et al. (2002) and Orhan (2007), learners do not get self-regulated automatically, and self-regulated ability does not develop with age. All in all, the SRL in ELT is not yet effectively aiding students in maintaining focus, tracking progress, and prioritizing tasks for all the time they are studying in college.

CONCLUSION

The findings have implications for educators, curriculum developers, and learners aiming to enhance English proficiency and teaching skills. There must be other important factors to be investigated on what causes the negative and absence of correlation. Task-supported teaching which is based on the SRL strategies should be designed and proposed. By shedding light on students' experiences and perceptions of using the seven domains of SRL, this research contributes to understanding the potential advantages of such tools in supporting English language learning within a foreign language context.

ACKNOWLEDGEMENT

REFERENCES

Boekaerts, M. (2002). Bringing about change in the classroom: Strengths and weaknesses of the self-regulated learning approach – EARLI Presidential Address. *Learning and Instruction, 12,* 589–604.

De Acedo, M. L. S., & Iriarte, D. I. (2001). Enhancement of cognitive functioning and self-regulation of learning in adolescent. *The Spanish Journal of Psychology, 4*(1), 55-64.

Dignath, C. (2008). Components of fostering self-regulated learning among students. A meta-analysis on intervention studies at primary and secondary school level. *Metacogn. Learn, 3,* 231–264. Doi: http://doi.org/10.1007/s11409-008-9029-x

Dinata, P. A. C., Rahzianta, & Zainuddin M., (2016). Self Regulated Learning sebagai Strategi Membangun Kemandirian Peserta Didik dalam Menjawab Tantangan Abad 21 [Self regulated learning as a strategy for building student independence in responding to 21st century challenges]. In *Prosiding Seminar Nasional Pendidikan Sains*. 139-146.

Lapan, R. T., Kardash, C.A., & Turner, S. (2002). Empowering students to become self-regulated learners. *Professional School Counseling, 5*(4), 257-265.

Li, S., & Lajoie, S.P. (2022). Cognitive engagement in self-regulated learning: an integrative model. *Eur J Psychol Educ 37,* 833–852. Doi: https://doi.org/10.1007/s10212-021-00565-x

Maftoon, P., & Tasnimi, M. (2014). Using self-regulation to enhance EFL learners' reading comprehension. *Journal of Language Teaching and Research, 5*(4), 844-855. DOI: 10.4304/jltr.5.4.844-855

Mirhassani, A., Akbari, R.,& Dehghan, M. (2007). The relationship between Iranian EFL learners' goal-oriented and selfregulated learning and their language proficiency. *Journal of Teaching English Language and Literature Society of Iran, 1*(2), 117-132

Orhan, F. (2007). Applying self-regulated learning strategies in a blended learning instruction. *World Applied Sciences Journal, 2*(4), 390- 398.

Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Front. Psychol.* 8(422). doi: 10.3389/fpsyg.2017.00422

Saks, K & Leijen, Ä. (2014). Distinguishing self-directed and self-regulated learning and measuring them in the e-learning context. *Procedia - Social and Behavioral Sciences*, 112. 190 – 198. Doi: http://dx.doi.org/10.1016/j.sbspro.2014.01.1155

Sutiono, C., Triana, N., & Arapah, E. (2022). Reading comprehension and self-regulated learning: A cross sectional study of university student. *Premise: Journal of English Education and Applied Linguistics, 11*(3), 219–237. https://doi.org/10.24127/pj.v11i3.4747

Theobald, M. (2021). Self-regulated learning training programs enhance university students' academic performance, self-regulated learning strategies, and motivation: A meta-analysis. *Contemporary Educational Psychology*. 66, 101976. Doi: https://doi.org/10.1016/j.cedpsych.2021.101976

Tseng, W., Dornyei, Z., & Schmitt, N. (2006). A new approach to assessing strategic learning: The case of self-regulation in vocabulary acquisition. *Applied Linguistics, 27*(1). 78-102.

Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist, 25*(1), 3–7. Doi: https://doi.org/10.1207/s15326985ep2501_2

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39). Academic Press. https://doi.org/10.1016/B978-012109890-2/50031-7

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview, theory into practice, 41(2), 64-70. DOI: 10.1207/s15430421tip4102_2

Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing student use of self-regulated learning strategies. *American Educational Research Journal, 23(4),* 614–628. Doi: https://psycnet.apa.org/doi/10.2307/1163093

Zimmerman, B. J., & Schunk, D. H. (Eds.). (2001). *Self-regulated learning and academic achievement: Theoretical perspectives* (2nd ed.). Lawrence Erlbaum Associates Publishers.

Zimmerman, B. J., & Schunk, D. H. (2008). Motivation: An essential dimension of self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 1–30). Lawrence Erlbaum Associates Publishers.

APPENDIX
Academic Self-Regulated Learning Scale

Disclaimer: This Academic Self-Regulated Learning Scale (A-SRL-S) is employed for research purpose only. The detail information you give in this questionnaire is kept confidential and will not be revealed to other people except the research team.

Name: _____   **Cohort**: _____
Institution: _____

Directions: Please rate the following items based on your behavior. Your rating should be on a 7-point scale where 1 = not at all true of me, and 7 = very true of me.

Memory Strategy

1.	I use note cards to write information I need to remember.	1	2	3	4	5	6	7
2.	I make lists of related information by categories.	1	2	3	4	5	6	7
3.	I rewrite class notes by rearranging the information in my own words.	1	2	3	4	5	6	7
4.	I use graphic organizers to put abstract information into a concrete form.	1	2	3	4	5	6	7
5.	I represent concept with symbols such as drawings so I can easily remember them.	1	2	3	4	5	6	7
6.	I make a summary of my readings.	1	2	3	4	5	6	7
7.	I make outlines as guides while I am studying.	1	2	3	4	5	6	7
8.	I summarize every topic we would have in class.	1	2	3	4	5	6	7
9.	I visualize words in my mind to recall terms.	1	2	3	4	5	6	7
10.	I read aloud the answers to questions on the topic that I made up.	1	2	3	4	5	6	7
11.	I record the lessons that I attend to.	1	2	3	4	5	6	7
12.	I make sample questions from a topic and answer them.	1	2	3	4	5	6	7
13.	I read aloud my notes while studying for an exam.	1	2	3	4	5	6	7
14.	I write messages for myself to remind me of my assignment.	1	2	3	4	5	6	7

Goal Setting

1. I make a detailed schedule of my daily activities.   1   2   3   4   5   6   7
2. I make a timetable of all the activities I have to complete.   1   2   3   4   5   6   7   7
3. I plan the things I have to do in a week.   1   2   3   4   5   6   7
4. I use a planner to keep track of what I am supposed to accomplish.   1   2   3   4   5   6   7
5. I keep track of everything I have to do in a notebook or on a calendar.   1   2   3   4   5   6   7

Self-Evaluation

1. If I am having difficulty, I look for a help from an expert.   1   2   3   4   5   6   7
2. I welcome my friend's evaluations for every output.   1   2   3   4   5   6   7
3. I evaluate my accomplishments at the end of each study session.   1   2   3   4   5   6   7
4. I ask others how my work is before submitting it to my lecturers.   1   2   3   4   5   6   7
5. I take note of the improvements on what I do.   1   2   3   4   5   6   7
6. I monitor my improvements in doing certain task.   1   2   3   4   5   6   7
7. I ask feedback of my performance from someone who is more capable.   1   2   3   4   5   6   7
8. I listen attentively to people who comment on my work.   1   2   3   4   5   6   7
9. I am open to feedbacks to improve my work.   1   2   3   4   5   6   7
10. I browse through my past outputs to see my progress.   1   2   3   4   5   6   7
11. I ask others what changes should be done with my assignments, papers, etc.   1   2   3   4   5   6   7
12. I am open to changes based from the feedbacks I received.   1   2   3   4   5   6   7

Seeking Assistance

1. I use a variety of sources in making my research papers.   1   2   3   4   5   6   7
2. I use library resources to find the information that I need.   1   2   3   4   5   6   7
3. I take my own notes in class.   1   2   3   4   5   6   7
4. I enjoy group works because we help one another.   1   2   3   4   5   6   7
5. I call a classmate about the homework that I missed.   1   2   3   4   5   6   7
6. I look for a friend whom I can have an exchange of questions.   1   2   3   4   5   6   7
7. I study with a partner to compare notes.   1   2   3   4   5   6   7
8. I explain to my friends what I have learned.   1   2   3   4   5   6   7

Environmental Structuring

1. I avoid watching TV and browsing my gadget if I have a pending assignment.   1   2   3   4   5   6   7
2. I isolate myself from unnecessary noisy places when studying.   1   2   3   4   5   6   7
3. I don't want to hear a single sound when I'm studying.   1   2   3   4   5   6   7

4. I can't study nor do my homework if the room is dark.   1   2   3   4   5   6   7
5. I switch off my TV and gadgets for me to concentrate on   1   2   3   4   5   6   7
    my studies.

Learning Responsibility
1. I recheck my assignment if I have done it correctly   1   2   3   4   5   6   7
    before submitting.
2. I do things as soon as the lecturer gives the task.   1   2   3   4   5   6   7
3. I am concerned with the deadlines set by the lecturers.   1   2   3   4   5   6   7
4. I prioritize my assignments over other activities.   1   2   3   4   5   6   7
5. I finish all my assignments first before doing unnecessary 1   2   3   4   5   6   7
    things.

Organizing
1. I highlight important concepts and information I find in   1   2   3   4   5   6   7
    my readings.
2. I imagine how the test will look like based on previous   1   2   3   4   5   6   7
    tests.
3. I put my past notebooks, handouts, and the like in a   1   2   3   4   5   6   7
    certain container.
4. I study at my own pace.   1   2   3   4   5   6   7
5. I fix my things first before I start studying.   1   2   3   4   5   6   7
6. I make sure my study area is clean before studying.   1   2   3   4   5   6   7