The Correlation between Self-Regulated Learning Strategies and Reading Proficiency

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Abstract : This semi-experimental research investigated the correlation between 42 English as a foreign language (EFL) sophomores' self-regulated learning strategies (SRL) use and their reading comprehension in the Vietnamese context. The analysis from TOEIC reading tests with SPSS 25.0 indicated that there are substantial differences between the post-test reading scores between the experimental group and the control group; therefore, SRL impacts the reading comprehension of EFL participants. Contrary to the alternative hypothesis, teaching learners SRL approaches had a statistically significant influence on reading comprehension. The findings may aid educators in teaching reading comprehension as an essential skill and in using SRL to improve reading comprehension and achievement and enhance reading comprehension aids for language students and instructors. They should equip educators with a variety of instructional strategies which assist academics in preparing learners for lifetime language study and independence. Moreover, the results might encourage educators, administrators, and policymakers to capitalize on the effects of teaching SRL strategies by providing EFL teachers with preparation programs and experiences that help them improve their teaching methods and strategies, especially when teaching reading comprehension.
Keywords : correlation, reading proficiency, self-regulated learning strategies, SRL, TOEIC reading comprehension
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