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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Self-regulated learning strategies and English language learning engagement
among superior basic education students at a public institution in Loja, school
year 2023-2024**

**Estrategias de aprendizaje autorregulado y compromiso con el aprendizaje del
idioma inglés entre los estudiantes de educación básica superior en una
institución pública de Loja, año lectivo 2023-2024**

**Trabajo de Integración Curricular,
previo a la obtención del título de
Licenciado en Pedagogía del Idioma
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AUTOR:

Edilson Javier Cañar Jiménez

DIRECTOR:

Lcdo. Mg. Sc. Hover Ismael Conza Armijos

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Certification

Loja, 14 de noviembre del 2024

Lcdo. M. Sc. Hover Ismael Conza Armijos

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

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Firma:



Cédula de identidad: 1105248742

Fecha: 14 de noviembre del 2024

Correo electrónico: edilson.canar@unl.edu.ec / edilson.canar@outlook.com

Teléfono: 0982263721

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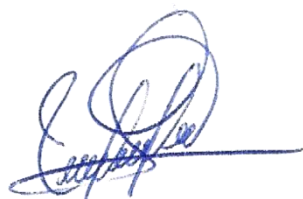
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Firma:



Autor: Edilson Javier Cañar Jiménez

Cédula: 1105248742

Dirección: Época -Loja- Loja- Ecuador

Correo electrónico: edilson.canar@unl.edu.ec / edilson.canar@outlook.com

Teléfono: 0982263721

DATOS COMPLEMENTARIOS:

Director del Trabajo de Integración Curricular: Lcdo. M. Sc. Hover Ismael Conza Armijos

Dedication

I dedicate this research work to my parents and siblings, who have been a fundamental pillar throughout every stage of my academic journey. Their unconditional support has been my source of strength during the most challenging times, and their constant presence has been my greatest motivation to overcome obstacles and achieve my goals.

To my dear mom, Ing. Miria Isabel Jiménez Jiménez, I extend a special recognition. Her strength and determination have been an example for me, and her unwavering support from day one has been invaluable. I owe her not only who I am today but also the confidence to pursue my dreams. I am profoundly grateful to have her by my side on this journey.

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1. Title

Self-regulated learning strategies and English language learning engagement among superior basic education students at a public institution in Loja, school year 2023-2024

2. Resumen

El inglés ha emergido como el idioma global para una comunicación efectiva en un mundo globalizado, y uno de los aspectos clave durante el proceso de aprendizaje del idioma inglés es el compromiso de los estudiantes. Por lo tanto, este estudio investigó el impacto de las estrategias de aprendizaje autorregulado (SRLS) en el compromiso de los estudiantes de inglés en la educación básica superior. Este estudio empleó un diseño de investigación acción exploratoria para recopilar datos tanto cuantitativos como cualitativos. Para los datos cuantitativos, se utilizó una versión adaptada del Cuestionario de Estrategias Motivadas para el Aprendizaje (MSLQ) al inicio y al final de la intervención para determinar qué SRLS usaron más los participantes. También se administró una versión adaptada del Cuestionario de Participación Escolar de los Estudiantes (SESQ) solo al final de la intervención en relación con el uso de SLRS en el compromiso en el aprendizaje. Además, para recopilar datos cualitativos, se utilizaron tres preguntas y notas de campo durante toda la intervención con el fin de documentar las percepciones de los participantes. Este estudio involucró una muestra por conveniencia de 17 participantes masculinos durante seis semanas. Los hallazgos indicaron que las estrategias de autorregulación del aprendizaje impactan principalmente en la dimensión cognitiva de la participación, y las dimensiones emocional y conductual mostraron un impacto mínimo. En cuanto al uso, las estrategias de gestión del tiempo y elaboración fueron las más reportadas. Sin embargo, la estrategia de organización no mostró ninguna mejora; por el contrario, mostró una disminución después de la intervención. Finalmente, los participantes percibieron como beneficioso el uso de estrategias de autorregulación del aprendizaje en su compromiso en el aprendizaje. En consecuencia, el estudio confirmó que, si bien las estrategias de autorregulación del aprendizaje mejoran la participación en el aprendizaje, su nivel de impacto puede variar dependiendo de factores individuales y contextuales.

Palabras clave: *aprendizaje autorregulado, compromiso de los estudiantes, investigación-acción exploratoria, percepciones de los estudiantes.*

Abstract

English has emerged as the global language for an effective communication in the globalized world, and one of the key aspects during the English learning process is the learners' engagement. Wherefore, this study investigated the impact of self-regulated learning strategies (SRLS) on the learning engagement of English language learners in superior basic education. This study employed an exploratory action research design to gather both quantitative and qualitative. Hence, for quantitative data an adapted version of the Motivated Strategies for Learning Questionnaire (MSLQ) at the beginning and at the end of the intervention to determine what SRLS the participants used most. Also, an adapted version of the Students Engagement School Questionnaire (SESQ) was administered just at the end of the intervention regarding the use of SLRS on learning engagement. Besides, to collect qualitative data were used three questions and field notes during the whole intervention in order to document participants' perceptions. This study involved a convenience sampling of 17 male participants during six weeks. The findings indicated that SRL strategies impact mainly on cognitive dimension of engagement and emotional and behavioral dimension shown a minimum impact. Considering the use, time management and elaboration strategies were the most reported. However, organization strategy does not display any improvement by the contrary showed a decrease after the intervention. Finally, participants perceived as beneficial the use of SRL strategies on their learning engagement. Consequently, the study confirmed that while SRL strategies enhance learning engagement, their level of impact could varies depending individual and contextual factors.

Keywords: *self-regulated learning, students' engagement, exploratory action research, students' perceptions.*

3. Introduction

Encouraging learner's engagement is crucial and this emphasis arises from the core idea that fostering student's engagement is a primary objective, motivating them to be proactive learners who are involved in their learning (Farizka et al., 2020) Engagement, characterized by students' active participation and commitment to the learning process, plays a significant role in effective education. For that reason, in Ecuador, the curriculum for English as a Foreign Language (EFL) underscores the development of students at superior basic education levels towards greater autonomy, besides as noted by Ministerio de Educacion (2016), those students can be encouraged to engage in self-monitoring and self-correction process and now they should be able of recognizing their errors enabling them to make necessary adjustments to achieve goals.

Despite its importance, during the practicum, the researcher observed that superior basic education students showed a lack of interest and hesitation during classes, which indicated that students encountered various challenges in maintaining their learning engagement. Other researchers have centered their studies on the aforementioned problem, (Jansen et al., 2019; Tosuncouglu., 2019) and identify similar challenges, attributing lack of interest and lack of motivation as the main causes of the low learning engagement.

This study proposed self-regulated learning strategies (SRLS) by providing activities based on the SRL strategies that motivate and increase interest on learning. Therefore, this investigation seeks to answer what is the impact of self-regulated learning strategies on English language learning engagement among superior basic education students at a public institution in Loja, school year 2023-2024? Furthermore, the following two sub-research questions were posited; the first sub-research question was which types of self-regulated learning strategies do superior basic education students use to increase their English learning engagement at a public institution in Loja, school year 2023-2024? , and the second sub-research question was what are students' perceptions about the use of self-regulated learning strategies to engage learners among superior basic education students at a public institution in Loja, school year 2023-2024?

Based on the aforementioned context, the primary objective of this study was to determine the impact of self-regulated learning strategies on English language learning engagement among superior basic education students at a public institution in Loja, school year 2023-2024. Moreover, it was supported by two specific objectives, the first was to identify the self-regulated learning strategies used by superior basic education students to increase their English learning engagement at a public institution in Loja, school year 2023-2024, and the second was to explore students' perceptions about the use of self-regulated learning strategies

to engage learners among superior basic education students at a public institution in Loja, school year 2023-2024.

This intervention is supported by some previous studies that have demonstrated that using self-regulated learning strategies can enhance students' learning engagement. In the study conducted by Jansen et al., (2019) the findings showed that SRL interventions effectively contribute to both academic achievement and engagement in self-regulated learning activities. Furthermore, the study conducted by Zheng et al., (2023) revealed that students often sought assistance from their parents, online teachers, and peers, especially during the pandemic. As a result, actively seeking help significantly increased online learners' engagement. Similarly, research by Hedeshi. (2017) highlights the positive effect of self-regulation strategies on enhancing academic engagement among high school students. Finally, Ghelichli et al. (2022) examined the mediating role of self-regulated learning in the relationship between student engagement and motivation in learning English as a foreign language (EFL). The study found that self-regulated learning did not significantly mediate this relationship. Still, it did show positive associations between self-regulated learning and behavioral, cognitive, and agentic dimensions of student engagement.

Although previous studies have addressed the aforementioned problem, as far as we know, most have focused on populations of only university students and have not carried out interventions in the classroom and there is almost no research that has implemented interventions in the classroom to directly observe the impact of self-regulation strategies on learner's engagement. Therefore, this study focuses on conducting research with classroom intervention, specifically with a population of students from superior basic education in a public institution in Loja during the school year 2023-2024.

Addressing this problem is essential as the observed lack of interest and hesitation could affect academic performance and the development of language skills. Furthermore, the research contributed to understanding the dynamics between self-regulated learning and student engagement, thus providing evidence for designing more effective educational lessons. The need to conduct this research arises from the identified discrepancy between the autonomy expectations set by the Ministry of Education and the difficulties observed during the preprofessional practicum.

The contribution of this research to the advancement of knowledge resides in its specific focus on the relationship between self-regulated learning, student engagement, and English language learning in the Ecuadorian context. Exploring this interconnection, it pretended give a unique perspective to the existing body of knowledge in educational pedagogy, mainly

English as a foreign language (EFL). The results of this study not only informed educational practices in Ecuador but can be applied in similar educational contexts.

The scope of this study was limited to determine the impact of self-regulated learning strategies on English language engagement in higher basic education students of a public institution in Loja during the 2023-2024 school year. However, due to external circumstances beyond the control of the researcher, the study was limited to a sample consisting only of male participants who volunteered to participate. Although the initial plan was to conduct an intervention for seven weeks but only six were executed, with two interventions per week. These limitations may have influenced the results and the generalizability of the conclusions.

4. Theoretical framework

4.1 Self-regulated Learning Strategies

Self-regulated learning strategies (SRLS) facilitate students' efficient learning (Anthonysamy et al., 2020a). By engaging in self-observation, students use SRLS to assess their progress, identify strengths and weaknesses in their learning strategies, and improve their overall awareness throughout the learning process (Anthonysamy et al., 2021). These strategies involve a dynamic interaction with cognitive and metacognitive components, also behavioral and motivational aspects, creating an active and adaptive learning approach (Anthonysamy et al., 2020b).

Students who employ these strategies demonstrate the ability to set personal goals, engage in effective planning, monitor and evaluate their progress, and adjust their actions and behaviors in response to the demands of the task and learning context (Winne & Marzouk, 2019). In short, SRLS empower students to take an active role in their learning process by fostering a holistic approach that integrates cognitive, metacognitive, behavioral, and motivational dimensions.

4.2 Self-efficacy

Self-efficacy is the belief in an individual's ability to plan and execute the actions necessary to achieve specific goals, especially in difficult or stressful situations (Graham, 2022). According to Bandura (1999), recognized as the leading theorist of self-efficacy, this belief significantly influences motivation, persistence, effort and self-regulation of learning. Self-efficacy is determined by four fundamental factors: mastery experiences, vicarious experiences, social persuasion, and emotional states. This concept is central to social cognitive theory, expectancy-value theory, and the self-regulated learning model (Graham, 2022). The psychologist Bandura (1999) introduced it as a vital element within the self-system, which encompasses individual's attitudes, skills, and cognitive abilities.

4.3 Self-regulation

Self-regulation, as defined by Zheng et al. (2023), is the intrinsic capacity of an individual to adequately manage and control his or her behavior, thoughts and emotions. According to the same source, this process is multidimensional and goal-oriented, and involves self-monitoring, self-evaluation and self-reinforcement strategies.

As Inzlicht et al. (2021) point out, self-regulation is crucial for physical, emotional, and mental well-being, as well as for success in learning and academic performance. Furthermore, Zheng et al. (2023) emphasize that self-regulation involves resisting impulses and regulating

emotional responses. It encompasses the ability to set goals, monitor progress, and adjust behavior accordingly. Jansen et al. (2019) underscore that this process requires constant awareness of personal behavior. Taken together, these perspectives highlight the importance of self-regulation in various aspects of life, including emotional management, goal attainment, and overall well-being.

4.3.1 Components of self-regulation

4.3.1.1 Self-monitoring

Self-monitoring plays a key role in the success of self-regulated learning (SRL). Defined as the deliberate and systematic process of paying attention to one's own learning behaviors and outcomes (Zimmerman, 2000), self-monitoring is a key component of prominent SRL models. Within Zimmerman's (2000) cyclical model, self-monitoring helps to the execution of task, and self-reflection phases, facilitating metacognitive awareness. Similarly, Pintrich's (2000) model emphasizes the role of self-assessment in monitoring progress toward goals and identifying areas for improvement. This awareness empowers learners to modify their goals, enhancing self-efficacy and fostering academic success.

4.3.1.2 Self-correcting

Within the scope of self-regulated learning (SRL), self-correction stands as a vital skill. It involves identifying, understanding and addressing errors during learning (Panadero, 2017). This aligns with the self-reflection and regulation phases emphasized in Zimmerman's (2000) and Pintrich's (2000) models in which mentioned that self-correction works with self-monitoring, form a feedback loop in which learners identify problems and take practical actions to rectify them. In addition, Self-correction helps develop a resilience mindset, focusing on improving rather than searching the perfection and fostering the confidence to face difficulties.

4.3.1.3 Self-awareness

It involves being aware of one's own thoughts, emotions, strengths, weaknesses, and the steps taken to learn (Zimmerman, 2000; Panadero, 2017). This metacognitive awareness is a fundamental component within SRL models (e.g., Zimmerman, 2000; Pintrich, 2000). By developing self-awareness, learners can assess how well they understand things and know when to ask for help. This awareness empowers learners to take responsibility for their learning process, set realistic goals, and achieve success.

4.4 Self-regulating Learning

Self-regulated learning (SRL) is a conceptual framework that facilitates understanding the cognitive, motivational, and emotional aspects of learning. It is based on the notion that

students play an active and constructive role in managing their learning process, guided by their goals and the environmental context (Panadero, 2017).

Students with SRL capabilities can establish learning goals, monitor progress, evaluate outcomes, and adjust their strategies (Lim et al., 2020). This self-regulation approach is a topic of interest for researchers in the field of educational psychology, as it has been demonstrated to have a positive impact on academic performance, motivation, and student satisfaction (Azhari et al., 2023) SRL entails the development of skills that can assist students in adapting to diverse learning environments and challenges (Azhari et al., 2023). The literature highlights that students shape their own learning, stressing the importance of setting goals, monitoring progress, and using adaptive strategies to succeed.

4.4.1 Factors influencing Self-regulated learning

Age and development level. They largely determine the emergence and refinement of self-regulated learning (SRL) abilities. Piaget's (1952) theory of cognitive development emphasizes the progression from concrete to abstract reasoning, which influences the learner's ability to plan, monitor and adjust his or her learning strategies. Vygotsky's (1978) sociocultural theory emphasizes the role of scaffolding and social interactions within the zone of proximal development as crucial elements in the development of SRL skills. Younger learners, particularly those in the early stages of cognitive development, often require more explicit guidance and support to develop effective self-regulation.

Prior knowledge. It is a fundamental basis for self-regulated learning. Constructivist theory posits that learners actively build on existing knowledge structures to integrate new information (Piaget, 1952). In the context of SRL, prior knowledge influence's goal setting, strategy selection, and comprehension monitoring (Dinsmore et al., 2008). Learners with a more prior knowledge base within a domain are better equipped to identify learning gaps, employ effective strategies, and make connections to facilitate understanding (Alexander & Murphy, n.d.)

4.4.2 Types of Self-regulated Learning Strategies

4.4.2.1 Elaboration

It is a cognitive learning strategy employed in the educational context. It is characterized by the deliberate extension and enhancement of understanding by making connections between newly acquired information and pre-existing knowledge or related concepts. (Broadbent & Poon, 2015).

Additionally, elaboration is a key strategy within self-regulated learning, which involves integrating new information with prior knowledge to improve comprehension and retention.

This technique allows learners to create meaningful connections between concepts, facilitating deeper and more enduring learning. According to recent studies, students who use elaboration strategies tend to show greater use of critical thinking and metacognition, which contributes to improved academic performance (Zimmerman, 2020; Pintrich, 2004). Moreover, elaboration enhances self-reflection and monitoring of one's own learning, key aspects of self-regulated learning (Schunk & Greene, 2018). In summary, elaboration as a learning strategy not only enhances comprehension of material, but also improves self-regulation skills, which are essential for long-term academic success.

4.4.2.2 Organization

The organization effectively arranges people and resources to achieve a common goal. It involves identifying and grouping tasks, assigning roles and responsibilities, and establishing relationships among the various units. Organization also refers to the structure and system that result from this process (Effeney et al., 2013).

Therefore, getting organized is a fundamental strategy within self-regulated learning, which involves planning and structuring time and resources to maximize learning efficiency. This technique allows students to set clear goals, prioritize tasks and manage their time effectively, resulting in improved academic performance. As mentioned Anthonyamy, Koo and Hew (2020), students who employ organizational strategies tend to show a greater ability to manage their work and reduce the stress associated with academic situations. In particular, organization fosters self-discipline and accountability, which are essential for success in self-learning environments (Mejeh and Held, 2022).

4.4.2.3 Time management

Time management is defined by (Claessens et al. (2007) as actions aimed at achieving efficient use of time while performing specific purpose-oriented activities. The definition emphasizes that the time management purpose of time management is not an end in itself and cannot be pursued independently. The focus is primarily on goal-directed activities, such as completing a work task or academic duty, to reflect the efficient use of time.

Therefore, time management is a crucial strategy in self-regulated learning, which consists of consciously planning and controlling the time dedicated to different academic activities. This technique allows students to establish priorities, organize their schedules and avoid procrastination, which translates into greater efficiency and academic success. As noted, Wolters and Brady (2021), time management is an important self-regulatory process by which students decide when and for how long they will engage in activities necessary to achieve their academic goals. Therefore, effective time management is associated with increased motivation

and engagement in learning, as well as reduced stress and anxiety related to academic demands (Aeon & Aguinis, 2017).

4.5 Self-regulated Learning Strategies in EFL Classroom

Self-regulated learning (SRL) plays a crucial role in English as a foreign language (EFL) learning experiences, enabling learners to be more aware and in control of their learning. Wijaya (2021) emphasizes that self-regulation effectively empowers EFL learners to manage their learning environments, resources, strategies, and time, leading to the achievement of the desired learning outcomes.

Yang et al. (2022) have presented a comprehensive conceptualization by introducing a wide range of multidimensional self-regulated learning strategies that include cognitive strategies such as word processing and knowledge rehearsal; metacognitive strategies such as goal-oriented monitoring and idea planning; socio behavioral strategies involving feedback management and peer learning; and motivational regulation strategies containing those included in motivated self-talk, interest enhancement, and emotional control.

On the other hand, Öztürk & Çakıroğlu (2021) identified a direct correlation between the combined strategy of self-regulated learning and Flipped EFL Classroom intervention and second language skill development. The integration of the platform improved performance in speaking, writing, reading, and grammar tests, favoring these combined and flipped strategies.

According to Öztürk and Çakıroğlu (2021), EFL teachers are instrumental in enabling their students to foster their self-regulated learning. Therefore, they should assist them with indispensable knowledge, skills, and strategies as powerful learning aids. Some of the methods identified by Wijaya (2021) to promote self-regulated learning in the EFL classroom are the facilitation of activities encouraged during open discussions, problem-solving learning enterprises, and the encouragement of enterprises to develop higher-order thinking skills.

4.5.1 Student Engagement

Student Engagement (SE) encompasses students' interest, attention, and curiosity throughout the teaching and learning process, a fundamental aspect crucial for academic success and cognitive development. Farizka et al. (2020) categorize this concept into three key dimensions: behavioral, emotional, and cognitive engagement.

As outlined by (Zheng et al., 2023), these dimensions encompass mental effort, active task participation, affective reactions, and student social interactions. It's essential to recognize that student engagement is dynamic, influenced by a range of factors, including personal, contextual, and technological elements, particularly evident in online learning environments.

In applied linguistics, the relevance of this concept extends to second language learning, impacting significantly on students' performance and motivation, as underscored by Zhou and Hiver, (2022). Moreover, findings by Wolters et al. (2023) highlight the close connection between "Student Engagement" and students' academic success and subjective well-being.

Scholars across diverse fields, such as psychology, sociology, and management, acknowledge that the multifaceted nature of student engagement involves many factors. Each contributes various definitions and conceptualizations based on their distinct research backgrounds (Xu et al., 2020).

4.5.2 Academic Engagement

Academic engagement is a global concept that encompasses the way in which students participate and invest their effort in educational and school activities and the relationships and support structures established to foster such involvement. This multidimensional construct comprises behavioral, emotional, and cognitive aspects, and reflects the degree and intensity with which students are involved and applied in the learning process, as indicated by Zheng et al. (2023). The influence of academic engagement is evident in the interaction between student characteristics and the conditions of the educational context. This academic engagement indicates participation and has positive effects on students' performance and well-being, as highlighted by Alrashidi et al. (2016).

From a more detailed perspective, academic engagement is conceptualized as a construct that combines academic identification, encompassing aspects such as the establishment of positive relationships with teachers, the demonstration of interest in the subject, and the adoption of other related behaviors and attitudes. In addition, it includes academic engagement, capturing student effort both inside and outside the school environment, as proposed by Perkmann et al. (2021); this encompasses factors such as dedication of time to assignments, meeting deadlines, and regular class attendance. This approach provides a comprehensive understanding of academic engagement and its importance in the educational context.

4.5.3 Dimensions of Engagement

4.5.3.1 Cognitive Engagement

This is a key psychological state (Li & Lajoie, 2022) in which students are not only motivated, but also desire to understand and apply knowledge. This engagement goes beyond simple knowledge acquisition; it drives learners to explore and overcome challenges. According to Li and Lajoie (2022), cognitive engagement is dynamic and modifies the learning process. It is influenced by contextual factors, cognitive strategies, and the mental effort

students put into them. Cognitive engagement includes the active mental processes essential for successful learning. Engaged learners maintain concentration, avoid distractions, and process information (Fredricks et al., 2004). They use elaborative strategies to connect new concepts to existing knowledge (Weinstein and Mayer, 1986). In addition, cognitive engagement involves metacognitive strategies in which learners plan, monitor, and regulate their learning, adjusting their approach as needed (Pintrich, 2000).

4.5.3.2 Behavioral Engagement

The behavioral dimension of engagement focuses on students' concrete actions to strive for learning, such as interacting with peers and seeking instructor assistance for learning tasks and activities (Park & Kim, 2022). This form of engagement is closely linked to emotional engagement; as Zhao & Cao (2023) suggest, it is a significant predictor of behavioral engagement. Specifically, behavioral engagement involves various activities, such as paying attention to learning, asking questions, and participating in discussions (Zhao & Cao, 2023). This engagement is reflected in positive behaviors, such as attending synchronous lessons, participating in discussion forums, completing assignments, and persisting in academic effort, as Bond & Bergdahl (2022) noted. It even extends to online technologies, whether positively or negatively, as highlighted by Anthonysamy et al. (2021).

Fredricks et al. (2004) expand the concept of behavioral engagement emphasizing that it ranges from simply completing tasks and following rules to actively participating in the student council. In this context, participation emerges as a fundamental element, encompassing academic and social or extracurricular activities. The same author, Fredricks et al. (2004), said this involvement level is crucial for achieving positive educational outcomes and preventing dropout. Nguyen et al. (2018) define behavioral engagement as the degree of students' participation and involvement in learning activities and tasks manifested through their effort, persistence, attention, questioning, seeking assistance, and avoiding interruptions during instruction.

4.5.3.3 Emotional Engagement

This dimension of engagement pertains to students' positive and negative emotional responses toward various aspects of their academic experience, including teachers, peers, academic tasks, and the overall school environment (Arnout, 2019). Indicators of emotional engagement encompass a range of feelings such as interest, happiness, boredom, anxiety, and sadness. According to Arnout (2019), emotionally engaged students experience these emotions and cultivate a sense of belonging within the school community, fostered by peer and teacher support.

Fredricks et al. (2004) further emphasize that emotional engagement involves positive and negative reactions to teachers, classmates, academics, and the school environment. This emotional engagement is believed to establish strong connections to the educational institution and significantly influence students' willingness to engage in academic tasks. From this perspective, Min and Foon, (2019) posit that emotional engagement encompasses interest, values, and emotions. In addition, Mulya Sari's (2020) research supports the idea that students demonstrate emotional engagement through various activities, including sharing daily experiences, providing comments and feedback during sessions, putting effort into their learning, and expressing positive intentions and feelings during academic sessions.

4.5.4 Factors Influencing English Learners' Engagement

According to Dwivedi et al. (2019), some of the crucial factors which affect English learners' engagement include the direct relationship between students' online time and instructor presence, the positive impact of prompt instructor responses to activities, the significance of high-quality and relevant content, a lower inclination for asynchronous interactions, the influence of the course delivery medium, and more online activity during exam periods. These findings highlighted the importance of instructor engagement, timely feedback, content quality, real-time interaction, and consideration of the course in enhancing English learners' engagement.

Classroom environment. A supportive and well-structured classroom cultivates a sense of autonomy, encouraging students to take ownership of their learning (Reeve, 2012). When teachers provide clear expectations, offer constructive feedback, and model self-regulated behaviors, students are better prepared to develop their SRL skills (Schunk & Zimmerman, 2008). Furthermore, a positive social environment that fosters collaboration and respect promotes a sense of belonging, enhancing motivation and engagement, which are essential for successful SRL (Bandura, 1999).

Task characteristics. Tasks related to learners' interests or future goals are more likely to arouse curiosity and motivation (Dörnyei, 2001). Authentic tasks that reflect real-world language use provide a sense of purpose and encourage deeper learning (Richards, 2006). It is important to find the right level of challenge, as tasks that are too easy or too difficult can reduce engagement (Beck, 1992). In addition, using a variety of task types helps maintain interest and allows students to use different skills and strategies, promoting self-regulated learning (Oxford, 2013)

4.5.4.1 Previous studies

A study conducted in China by Zheng et al. (2023) found that different aspects of online self-regulation, such as seeking help and time management, were significant predictors of learners' engagement in online education. The research highlighted the significance of these self-regulation factors in influencing the level of involvement in online educational activities. The study revealed that students often sought assistance from their parents, online teachers, and peers, especially during the pandemic. As a result, actively seeking help significantly increased online learners' engagement.

Along the same line, Jansen et al. (2019) conducted a study in the Netherlands to examine the impact of self-regulated learning (SRL) interventions on academic achievement in higher education. Their meta-analysis of 126 studies found that SRL activities partially mediated the effect of SRL interventions on academic achievement, accounting for 28% of the total effect. The study also showed that SRL interventions effectively contribute to both academic achievement and engagement in self-regulated learning activities.

Similarly, research by Hedeshi (2017) focused on the impact of self-regulatory learning strategies on high school students' academic engagement and task value. The study found that self-regulation training based on Pintrich's model significantly increased scores for all components of academic engagement and task value. This study highlights the positive effect of self-regulation strategies on enhancing academic engagement among high school students.

Another study by Penelitan and Rani Lidiawati (n.d.) explored the connection between self-regulated learning strategies and student engagement in distance learning during the COVID-19 pandemic. The study found a significant association between self-regulated learning and student engagement, with self-regulated learning impacting engagement. This suggests that students who use self-regulated learning approaches are more involved in the learning experience, even in online education.

Zaha (2022) investigated the correlation between self-regulation strategies, engagement, and perceived success in Saudi students learning English as a foreign language online. The study found that self-regulation strategies significantly predicted students' engagement and satisfaction with the course. It also emphasized the importance of providing guidance on monitoring and assessing learning processes to foster autonomy and satisfaction with learning outcomes. Additionally, the study highlighted the relevance of contextual factors, such as class size, in addressing engagement challenges in online learning environments.

Finally, Ghelichli et al. (2022) examined the mediating role of self-regulated learning in the relationship between student engagement and motivation in learning English as a foreign

language (EFL). The study found that self-regulated learning did not significantly mediate this relationship. However, it did show positive associations between self-regulated learning and behavioral, cognitive, and agentic dimensions of student engagement. This research challenges the assumption that students depend on self-regulated learning to enhance their engagement and motivation in language learning.

5. Methodology

This section presents a comprehensive summary of the research project, detailing the setting and participants, the procedures undertaken, the research design, data collection methods, techniques, instruments, and the data analysis process used to address the research questions of the research. Therefore, this section aims to improve the study's transparency and understanding of this research.

5.1 Setting and Participants

This research was conducted at a public institution in the city of Loja located at latitude: 3°59'44.00'' S longitude: 79°11'46.14'' W; Ecuador, a nation in South America between Colombia, Peru, and the Pacific Ocean. The city of Loja is located in the south of the country.

A formal request was submitted to the principal for permission to access the institution where this research was conducted. Additionally, to respect privacy and confidentiality, all participants and their legal representatives were duly informed of the objectives of the investigation and provided with informed consent ([see Annex 1](#)) to authorize their son's participation in the study. The intervention was applied to 35 male students; however, adhering to ethical principles of participation, only the data collected from students who agreed to participate in the research was used. Thus, the final sample consisted of 17 male students from tenth grade in basic higher education at a public institution in Loja, with an average age between 14 and 16 years, and an English level of A2.1, according to the proficiency levels of the Ministry of Education (2016). The selection of participants was made using convenience sampling, described by Creswell (2012) as a method where the researcher chooses participants based on their availability and willingness to participate in the study.

5.2 Procedure

The intervention plan was implemented in a period of six weeks at the end of the 2023-2024 academic year. According to the institution's schedule, sessions were held weekly in two periods, each lasting about 45 minutes. Data was gathered on how SRLS can impact the learners' engagement therefore various strategies, such as charts, summaries, and scale time were implemented, and finally, the data collection instruments were applied throughout the intervention.

5.2.1 Method

This investigation employed a mixed-method research design, which Jhonson et al. (2007) defined as a research approach that collects and analyses quantitative and qualitative data within a single study. Quantitative data was used to determine the impact of SRLS on

English learners' engagement, while qualitative data will primarily analyze learners' perspectives on how SRLS influence their engagement.

This mixed-method approach allows for a more comprehensive understanding of the research topic (Johnson et al., 2007). Furthermore, this investigation will adhere to the Exploratory Action Research model proposed by Smith and Rebolledo (2018)

5.2.2 Research Design

This investigation used exploratory action research (EAR); this investigation model was proposed by Smith and Rebolledo (2018) and has two big general stages: exploration and action.

Exploration: In this phase, general planning was carried out for the investigation.

Firstly, the title for the investigation was proposed and validated. Then the research questions and objectives to address the research were elaborated, and, the literature review was made to ensure the feasibility of the investigation, besides the problem was identified, and a possible solution was proposed and described in the problem statement section to establish the component of the theoretical frame to provide the context of the variables of the study. Finally, the methodology in which were described the methods, design and instruments for gathering quantitative and qualitative data were elaborated.

Action: In this phase, the intervention of the project was conducted.

The lesson plans were first elaborated following the Exploration, Study, Activate (ESA) lesson plan model. This lesson plan model is a student-centered lesson structure that maximizes learning outcomes. This model has three main stages. In the first "engage phase", teachers spark student interest and curiosity through activities that connect to prior knowledge (Harmer, 2007). The second "Study phase" introduced new material, focusing on explicit instruction and guided practice (Cameron, 2001). Finally, the "Activate phase" provides opportunities for students to apply their new knowledge and skills in meaningful ways, promoting deeper understanding (Murdoch & Wilson, 2004).

In the first intervention, the pre-questionnaire about the SRLS was for gathering quantitative data. In the upcoming week, the strategies (organization, elaboration and time management) were applied in the lessons. Moreover, field notes were used to document the students' perceptions about using SRLS.

5.2.3 Data Collection Sources and Techniques

The study used mixed-method research to gather both quantitative data and qualitative data. Specifically, the survey technique was used to obtain specific information about SRLS and learners' engagement. Therefore, the first instrument applied was a questionnaire before

and after ([see Annex 2](#)) the intervention to know the prior knowledge about SRLS and measure the changes at the end, this questionnaire was an adapted version of the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich et al. (1991), which used a frequency scale with three options: Always (3), sometimes (2) and never (1)

Additionally, the second instrument applied was another questionnaire, which was an adapted version of the Students Engagement in Schools Questionnaire (SESQ) (Hart et al., 2011) designed to capture participants' perceptions and opinions about SRLS and its impact on their language learning engagement ([see Annex 3](#)). This questionnaire included an adapted version of the Likert scale with three options: disagree (1), indifferent (2) and agree (3) with two sections, a list of items for quantitative data and three questions were designed to collect the students' perceptions. To further ensure the instruments' reliability and practical application, a pilot trial was conducted to identify and make any adjustments, in both cases, the questionnaires were administered in Spanish to ensure clarity of responses and minimize misunderstandings or inappropriate responses.

Additionally, to reinforce the qualitative data the researcher documented the perceptions and behaviors of the participants, and the observation technique was used. This technique encompasses various observational approaches, such as participant observation, where the researcher is actively involved in the observed community (Spradley, 1980). The instrument used was the field notes, described in ([see Annex 4](#)), which included semi-structured questions and this instrument allowed the systematic recording of observations, events and reflections, documenting the raw data that supported the research (Emerson et al., 2011).

5.2.4 Data Analysis

The quantitative data collected in the first and second applications of the MSLQ and the first section of the SESQ was analyzed using descriptive analysis, which involves summarizing and describing the characteristics of a particular database. The descriptive analysis identifies frequently studied topics, popular methodologies, or changes in research focus over time (Hox & Boejie, 2005). This analysis provides a valuable overview of the field and can serve as a starting point for further investigation, and this analysis was carried out in an Excel spreadsheet to facilitate the data interpretation and illustration.

In contrast, for qualitative data analysis from the field notes and closed-ended questions, the researcher used a thematic analysis to examine data, to identify common themes, topics, ideas and patterns of meaning that come up repeatedly, (Caulfield Jack, 2019).

6. Results

The purpose of this section is to present the results obtained from the analysis of the data collected during the research. A descriptive analysis of the quantitative results was conducted to provide a clear and accurate picture of the trends and patterns observed in the participants' responses. In addition, a thematic analysis of the qualitative data was conducted to identify and explore the most relevant emerging themes. To represent and communicate the information, figures and tables were used to facilitate the interpretation of the data and highlight the study's main findings more effectively.

Objective one: To identify the self-regulated learning strategies used by superior basic education students to increase their English learning engagement at a public institution in Loja, school year 2023-2024.

Specific question: Which types of self-regulated learning strategies do superior basic education students use to increase their English learning engagement at a public institution in Loja, school year 2023-2024?

Questionnaire results of the adapted version of Motivated Strategies for Learning (MSLQ)

This section presents the results obtained from the application of the adapted version of the Motivated Strategies for Learning Questionnaire (MSLQ). The questionnaire focused on three SRL strategies: elaboration, organization and time management. It was administered twice, at the beginning and at the end of the intervention. The objective was to determine which SRL strategies the participants used.

Questionnaire results on elaboration strategy

The table 1 and figure 1 in this section show the averages of the responses obtained in the first and second application of the questionnaire on self-regulated learning strategies (SRLS) focused on elaboration strategy.

Table 1. Means of Questionnaire results on elaboration strategy

Items	FA Mean	SA Mean
1. I try to relate what I learn in English classes to what I already know.	2.35	2.47
2. When I study English, I look for connections between what I am learning and my own experiences.	2.35	2.47
3. While studying English, I connect my new ideas with ideas I already know.	2.12	2.12

Note: First Application (FA); Second Application (SA)

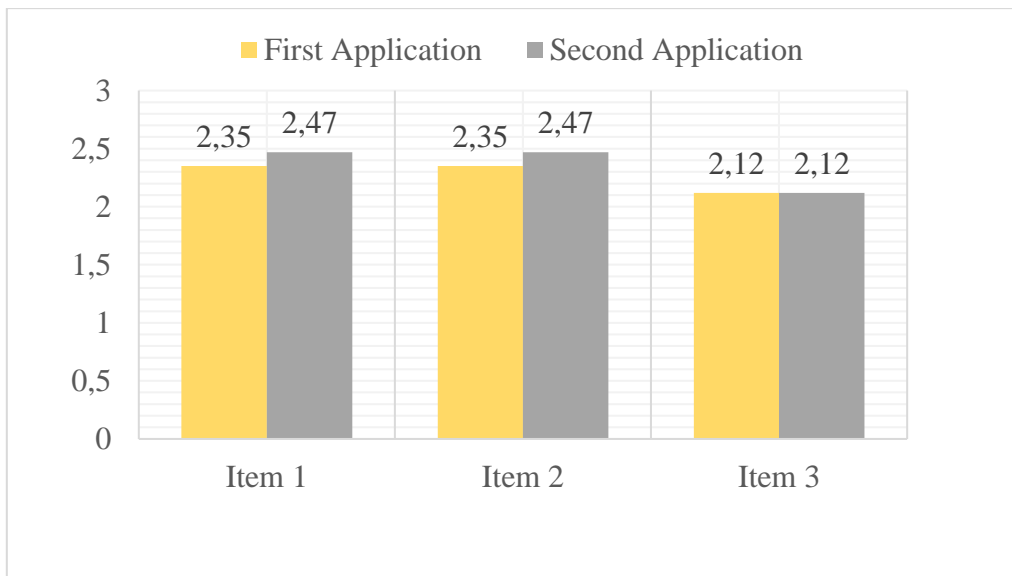


Figure 1. Questionnaire results on elaboration strategy

The results of the elaboration strategy questionnaire show that students have slightly increased their use of this strategy to improve their engagement in learning English. The mean of responses to item1 increased from 2.35 to 2.47, as did item 2, suggesting that students are making more connections between new material and their previous knowledge and experiences, promoting deeper and more meaningful learning. However, the mean of the responses to item 3 remained constant at 2.12, indicating that there has not been a noticeable improvement in this specific area. Additionally, observations from the field notes support these findings, noting that students who used elaboration strategies participated more actively in class and demonstrated better comprehension of the material.

In short, the results suggest that students are using the elaboration strategy to improve their learning of English. Increases in the means of items 1 and 2 indicate that students are making more connections between new material and their prior knowledge and experiences. However, the lack of change in item 3 suggests that more support or additional strategies may be needed to help students connect new ideas to their prior knowledge effectively.

Questionnaire results on organization strategy

This section presents the means obtained from applying the questionnaire on self-regulated learning strategies (SRLS), specifically focused on the organization strategy. Table 2 and Figure 2 below show the averages of the responses obtained in the first and second applications of the questionnaire.

Table 2. Means of the *Questionnaire results on organization strategy*

Item	FA Mean	SA Mean
4. When I study English, I try to organize and group the information in a way that is easier for me to understand.	2.53	2.24
5. I create summaries or diagrams that help me understand the content of English classes better.	1.94	1.82
6. When studying English, I try to identify main ideas and how they relate to each other.	2.47	2.41

Note: First Application (FA); Second Application (SA)

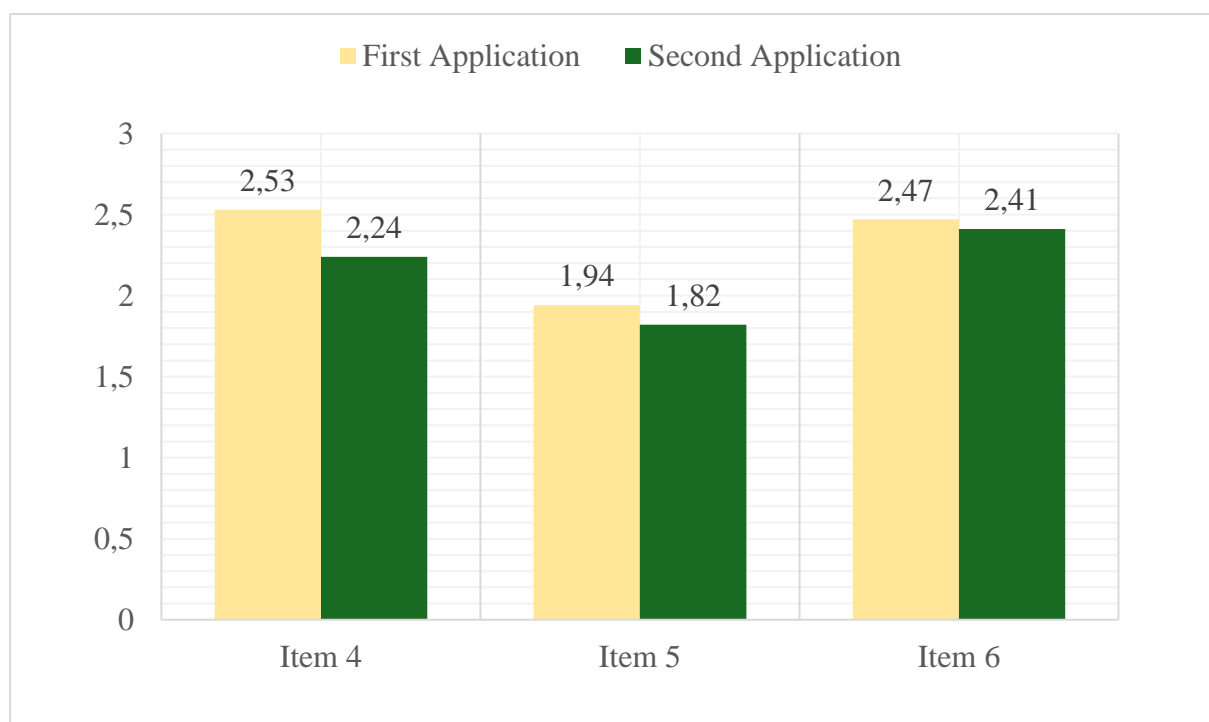


Figure 2. Means of the Questionnaire results on organization strategy

The results of the SRLS related to the organization strategy questionnaire show a decrease in the means of the responses between the first and second application, indicating a reduction in the frequency or effectiveness with which students use these strategies to improve their learning of English. The mean of item 4 decreased from 2.53 to 2.24, suggesting that students find it difficult to maintain a clear and organized structure in their learning. Similarly, the mean of item 5 decreased from 1.94 to 1.82, indicating less use of visual tools to facilitate content comprehension. Finally, the mean of item 6 decreased slightly from 2.47 to 2.41, indicating a slight reduction in students' ability to identify and relate main ideas.

The results indicate that, in general, students have shown a decrease in the use and effectiveness of the organization strategy, the reductions in the means of all items suggest that

students are encountering difficulties in organizing, grouping, and structuring information in a way that facilitates their comprehension and retention.

In addition, observations from the field notes also reflect these difficulties, noting that students who failed to adequately organize information tended to participate less actively in class and to have a more superficial understanding of the material. This analysis suggests that it is crucial to provide more support and resources to help students develop effective organizational skills, such as techniques for creating summaries and diagrams, and methods for identifying and relating main ideas.

Questionnaire results on time management strategy

This section presents the means obtained from applying the questionnaire on self-regulated learning strategies (SRLS), specifically focused on the time management strategy. Table 3 and Figure 3 below show the averages of the responses obtained in the first and second applications of the questionnaire.

Table 3. Means of the Questionnaire results on time management strategy

Item	FA Mean	SA Mean
7. During English classes, I set a time limit for each activity.	1.88	2
8. I set specific time goals to complete different parts of my activities during English classes.	1.88	2.18
9. I use tools like planners or other applications to help manage my time in English class.	1.82	1.76

Note: First Application (FA); Second Application (SA)

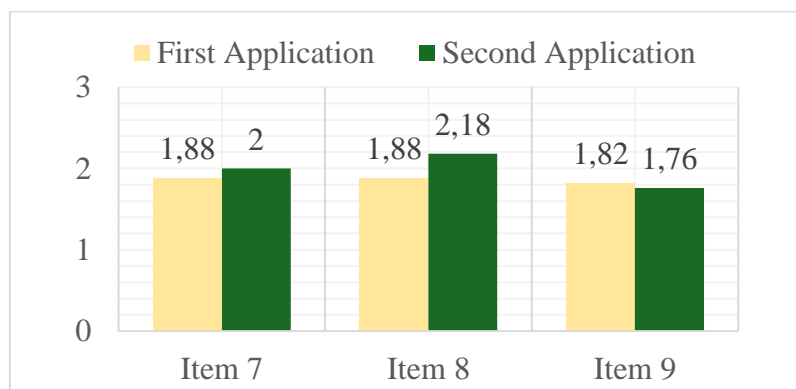


Figure 3. Means of the Questionnaire results on time management strategy

The data on time management in English classes show slight progress in some areas but also point to the need for improvement in others. In terms of setting a time limit for each activity, there is an increase from 1.88 to 2.0 between the first and second applications. Similarly, setting specific time objectives for completing different parts of the activities shows

an improvement from 1.88 to 2.18. However, the use of tools such as planners or applications for time management shows a slight decrease from 1.82 to 1.76.

Overall, these results suggest that, although students are beginning to implement basic time management strategies, there is still room to encourage using organizational tools that could enhance their efficiency and organization in English classes.

Table 4. Mean comparison of the self-regulated learning strategies

SRL strategies	FA Mean	SA Mean	Difference
Elaboration	2.27	2.35	+ 0.08
Organization	2.31	2.16	- 0.15
Time management	1.86	1.98	+ 0.12

Note: First Application (FA); Second Application (SA)

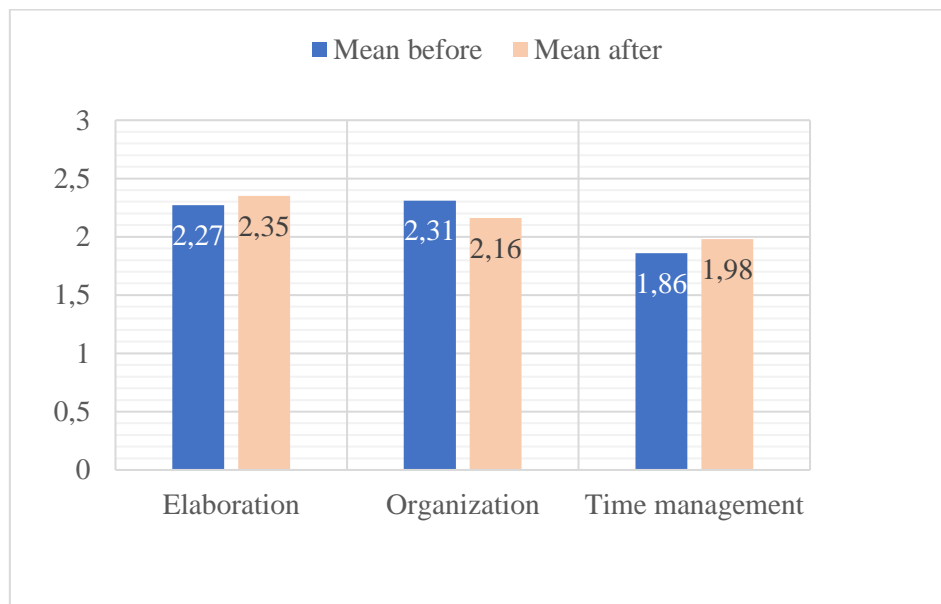


Figure 4. Mean comparison of self-regulated learning strategies

The table 4 and figure 4 show the comparison of means of the self-regulated learning strategies showcases variations in the use of these strategies before and after the intervention. The elaboration strategy showed an increase in mean from 2.27 to 2.35, with a difference of +0.08, indicating a minimum improvement in how students relate and connect new information to their prior knowledge. On the other hand, the organization strategy experienced a decrease in mean from 2.31 to 2.16, with a difference of -0.15, suggesting that students found it more difficult to group and structure information effectively after the intervention. Regarding time management, there was an increase in the mean from 1.86 to 1.98, with a difference of +0.12, pointing to minimum improvement in students' ability to set specific time limits and goals for their activities during English lessons.

Overall, these results suggest that, after the intervention, the strategies most used by the participants were time management and elaboration, showing a minimum improvement in their application. Students who improved in elaboration and time management participated more actively and completed tasks more efficiently. However, no improvement was reported in the use of the organization strategy, which led to those students who had difficulties with organization tending to have a minor understanding and less class participation.

Objective two: To explore students’ perceptions about the use of self-regulated learning strategies to engage learners among superior basic education students at a public institution in Loja, school year 2023-2024.

Specific question: What are students’ perceptions about the use of self-regulated learning strategies to engage learners among superior basic education students at a public institution in Loja, school year 2023-2024?

6.2 Questionnaire results of the adapted of Students Engagement School Questionnaire (SESQ) and field notes results.

This section presents the results obtained from the adapted version of the SESQ applied at the end of the intervention. Twelve items are included that address the three dimensions of engagement: cognitive, emotional and behavioral. For this purpose, an adapted version of the Likert scale was used with three options: disagree (1), indifferent (2) and agree (3). In addition, the second part of the questionnaire contains three questions on the use of self-regulating learning strategies (SRLS) in their engagement in learning, where participants could argue their perceptions. This section also incorporates results from field notes collected during the intervention, documenting the implementation of SRL strategies and their impact on their learning engagement.

Table 5. Means of the Questionnaire results on Cognitive engagement

Item	Mean
1. Making summaries or diagrams helped me understand the topics better in English classes.	2.72
2. Thinking about new things and how they are similar to what I already know makes learning in class more enjoyable.	2.53
3. When I connect what we learn with things I have done, it helps me understand and enjoy learning.	2.53

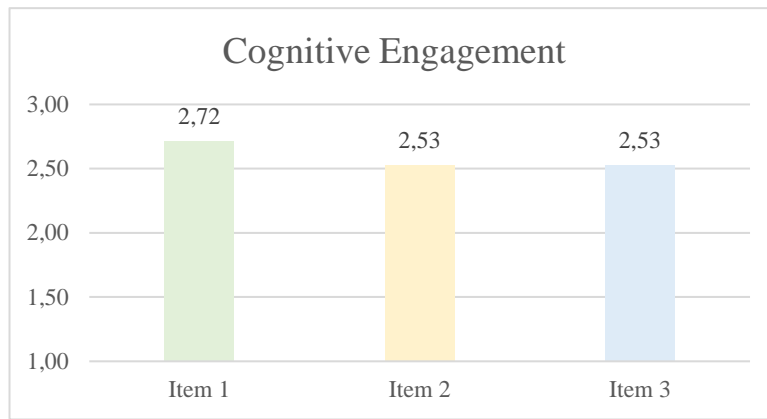


Figure 5. Questionnaire results on Cognitive Engagement

Item 1 obtained a mean of 2.72, implying that most students agreed that making summaries or synthesizing information helped them to better understand the topics since the creation of summaries for example facilitates the organization and synthesis of information, improving the retention and comprehension of the contents taught in class. Additionally, during observations, it was noted that students who create summaries and organize information effectively in charts participated more actively and solved tasks more quickly, this highlight that when participants used strategies for synthesize and organize information they were engaged in the class.

On the other hand, with a mean of 2.53, item 2 indicates that participants agreed that enjoy relating new knowledge to what they already know can make you feel happy and as a result more motivated and engaged in learning. This strategy can make learning more meaningful and relevant, allowing students to integrate new concepts into their existing knowledge structure, thus increasing their interest and enjoyment in the classroom. Moreover, during classroom observations, it was noted that students who related new knowledge to previous experiences showed great enthusiasm and active participation, managing to connect the ideas learned with practical activities showing a higher level of enthusiasm.

Similarly, item 3 also has a mean of 2.53, indicating that participants agreed and value the connection between what they learn in class and their personal experiences. By linking new content to previous experiences, students may find learning more accessible and rewarding, improving their engagement and participation in the educational process. Observations revealed that in lessons where this connection was encouraged, such as in the Science and Technology lesson, students showed greater collaboration and participation, completing activities within the allotted time and demonstrating a high level of engagement.

The data obtained reveal that learning strategies that involve making summaries and diagrams, as well as connecting new knowledge with previous experiences and existing knowledge, are

positively perceived by students in terms of improved comprehension and enjoyment of learning in English classes.

In short, making summaries and synthesize information stands out as the most effective strategy according to students, underlining the importance of visual and organizational techniques in the learning process. On the other hand, relating new concepts to previous knowledge and connecting learning to personal experiences are also valued as useful strategies, indicating the relevance of a constructivist approach in teaching.

In conclusion, encouraging the use of these self-regulated learning strategies could enhance students' cognitive engagement, improving their understanding and enjoyment of the educational process. Positive perceptions of these practices suggest that their integration into the curriculum design could be beneficial for students' academic development.

Questionnaire results on Emotional engagement

Table 6. Means of the Questionnaire results on Emotional engagement

Item	Means
4. Looking at helpful images and drawings made me feel happy and interested in the class.	2.41
5. Thinking about things I know and connecting them with what we are learning in class excites me.	2.17
6. When I finish organizing things or creating short stories about what we are learning, I feel proud and happy.	1.88
7. Feeling happy while learning makes me like school more.	2.00
8. When I notice that I am improving in understanding the things we are learning, I feel good and want to learn even more.	2.52

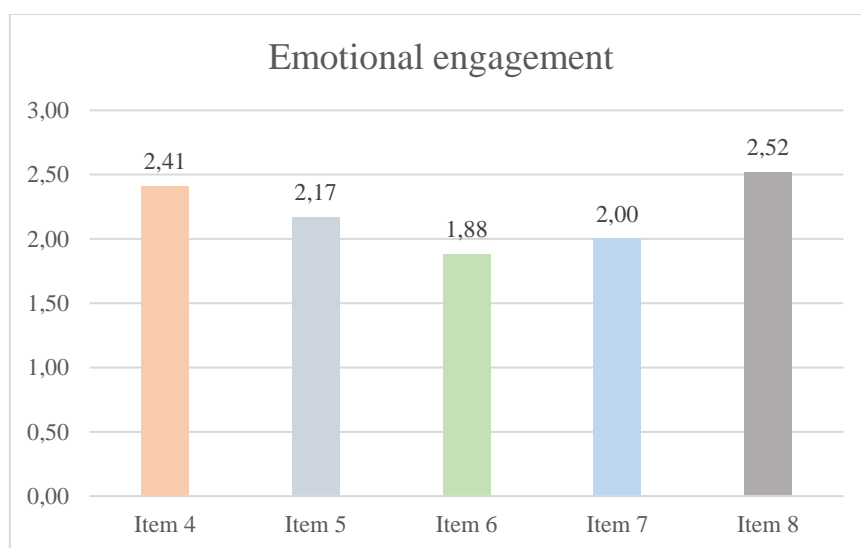


Figure 6. Questionnaire results on Emotional engagement

The results of the questionnaire on emotional engagement in English classes reflect students' perceptions of various strategies that influence their emotions and during learning.

In the same line the item 4 Looking at useful pictures and drawings also generated positive feelings mean of 2.41 implicate that the participants agreed, and these results indicate a noticeable interest in these visual elements that make the class more engaging and enjoyable.

Item 5 and 7 with a mean of 2.17 and 2.00 show that participants were indifferent and do not find some satisfaction in these activities, although not as intensely.

On the other hand, item 6 with a mean of 1.88 resulted in the lowest mean reported showing that participants feel indifferent, indicating that activities such as creating short stories did not generate as much enthusiasm compared to other strategies and it was also evidenced in the lower interest shown by the participants in the writing activities reported in the observations made by the researcher.

The item 8 with a mean of 2.52 indicates that most participants were in agreement that when they felt motivated and satisfied or when they noticed improvements in their comprehension, participants show more engagement and enthusiasm. Overall, these results suggest that positive emotions and perceptions of academic progress are key factors in fostering effective emotional engagement in English classrooms.

Table 7. Means of the Questionnaire results on Behavioral engagement

Item	Mean
9. In English classes, I work as best as I can.	2.29
10. I actively participate in activities during classes.	2.06
11. I pay attention in class.	2.41
12. I volunteered to help my classmates if they do not understand how to do an activity.	1.58

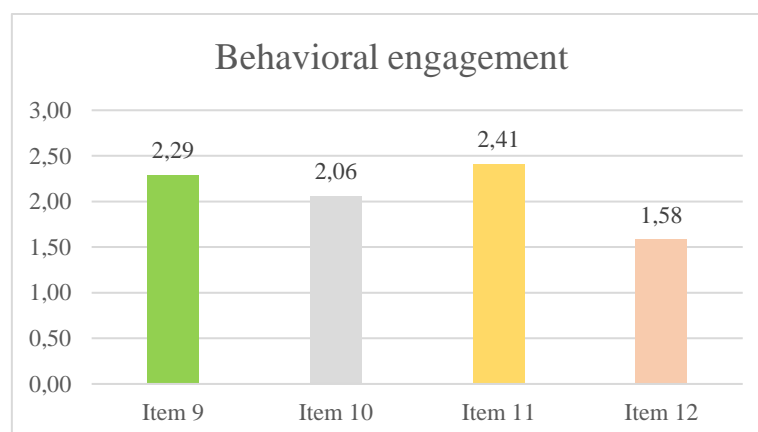


Figure 7. Questionnaire results on Behavioral engagement

The results of the questionnaire on behavioral engagement in English classes show different levels of student participation and attention of the four items related to time management strategy. First, item 9 with a mean of 2.29 implies that participants agreed and indicates that most students strive to perform their work to their fullest potential and this result are in line with the participants' opinions in which they noted that.

However, item 10 obtained a mean of 2.06, which reflects an attitude of indifference among the participants. This indicates that when students encounter difficulties in developing activities, their participation in class decreases. This lack of commitment could be due to frustration or demotivation when facing challenges that they consider too difficult to overcome.

On the other hand, item 11 showed a mean of 2.41, indicating that most students agreed that strategies such as summarizing and presenting useful pictures help them to stay focused and attentive during English lessons. This result suggests that incorporating visuals and summarization techniques can be an effective tool for improving students' concentration and engagement in the classroom.

In contrast, item 12 had the lowest mean, at 1.58, indicating a lower willingness of students to offer help to their peers when needed and these findings are supported by the participants' input in which they mentioned that the fact that each activity had a specific time frame made them work harder in the development of the activities. However, in terms of helping other participants, according to the observation, it was noted that the participants did not feel comfortable doing it and did not show interest in it.

These results suggest that, while students show considerable effort in their individual work and maintain attention in class, active participation and willingness to help peers could benefit from additional encouragement and motivational strategies. This could include collaborative activities that promote teamwork and mutual support among students, thus improving behavioral engagement in the English classroom.

Table 8. Means summary of the dimension of engagement.

Dimension	Mean
Cognitive dimension of engagement	2.59
Emotional dimension of engagement	2.20
Behavioral dimension of engagement	2.08

This means indicates above those activities such as show images and relate content or ideas with the things that you already know were the most helpful activities to improve the cognitive engagement on the participants since this dimension obtained a mean of 2.59

In terms of emotional engagement, it obtained a mean of 2.20 showing that when participants feel excited or feel happy when notice any improvement in their understanding of the topic and if they enjoy learning the feel more engaged and motivated in the class.

In behavioral engagement the mean of 2.08 implies that when participants are under time pressure to perform some activity, they feel less engaged with the class and do not put the best during the class.

The results show that cognitive engagement is the highest among the three dimensions assessed, followed by emotional engagement and finally behavioral engagement. Self-regulated learning strategies that include the use of imagery and connecting new ideas with prior knowledge are especially effective in improving cognitive engagement. On the other hand, fostering a positive learning environment that generates positive emotions can improve emotional engagement. Finally, it is crucial to manage time so that students do not feel overwhelmed, which can improve behavioral engagement.

Table 9. Strategies for improving cognitive engagement.

Question	Yes		No	
	f	%	f	%
Were these strategies (charts, graphic organizers, summaries) helpful in improving my cognitive engagement?	13	76%	4	24%

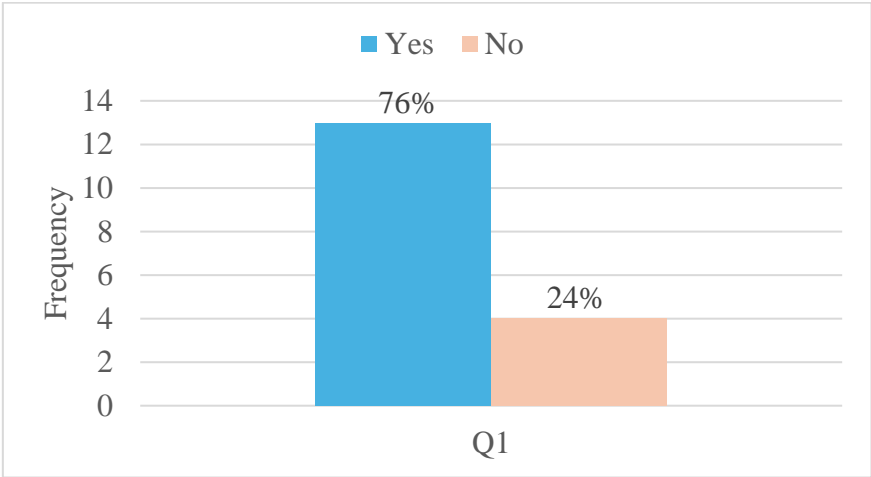


Figure 8. Strategies for improving cognitive engagement.

The results revealed that the majority of students perceived self-regulated learning strategies as beneficial. Specifically, thirteen students (76%) responded affirmatively, while only 4 students (24%) responded negatively. These results indicate that a clear majority of students found that the use of tools such as charts, graphic organizers, and summaries contributed positively to their cognitive engagement.

Additionally, participants mentioned that the use of this strategies was helpful topic because the arrangement of information in chart or summaries make more visual, didactic and facilitate the understanding of the topic. This perception of usefulness suggests that the strategies implemented were not only well received by the students, but also had a significant impact on their ability to cognitively engage with the study material.

Table 10. *Emotional responses for engagement.*

Question	Yes		No	
	f	%	f	%
Did experiencing positive emotional responses (kind words, thumbs up, happy faces) during the lesson from the teacher help me feel engaged?	12	71%	5	29%

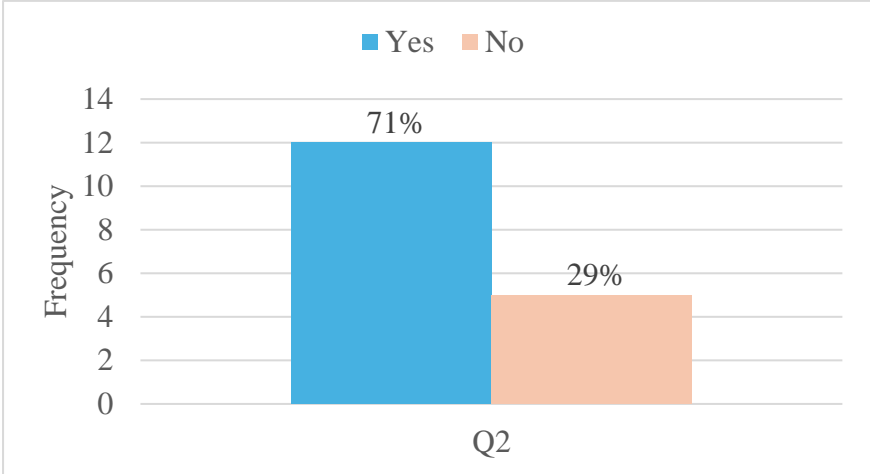


Figure 9. *Emotional responses for engagement*

The results of the question show that the majority of students perceived those positive emotional responses from teachers influenced their engagement. Specifically, twelve students (71%) responded affirmatively, while 5 students (29%) responded negatively. These results indicate that a significant majority of students felt that positive emotional cues, such as kind words and encouraging gestures, contributed to their sense of engagement during lessons.

In the same line with the aforementioned results the participants agreed that these kinds of actions were beneficial for their emotional engagement since they feel more motivated and engaged in learning when they experience a positive emotional response.

This finding underscores the importance of emotional support and positive reinforcement in the educational environment, highlighting how these interactions can enhance student participation and engagement. Therefore, the inclusion of positive emotional responses by teachers can be an effective strategy for increasing student engagement in the classroom.

Table 11. Time regulation during the lesson

Question	Yes		No	
	f	%	f	%
Did time allocation/regulation help me put more effort into activities during the lesson?	15	88%	2	12%

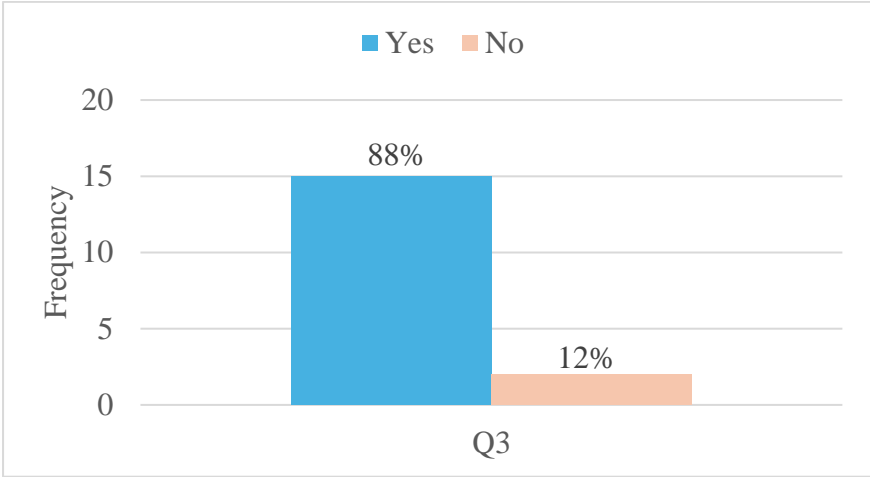


Figure 10. Time regulation during the lesson

The results revealed that a large majority of students felt that time management had a positive impact on their effort during the lesson activities. Specifically, fifteen students (88%) responded affirmatively, while only 2 students (12%) responded negatively. These results indicate that the vast majority of students perceived that time allocation and regulation enabled them to devote more effort and attention to the activities during the lesson.

Additionally, the researcher's observations indicate that students who managed their time effectively completed tasks more efficiently and with greater focus. However, some students struggled with the time allotted, resulting in delays in completing activities. It seems that although time management is widely recognized for its effectiveness, it is important to adjust planning tools and strategies to meet individual student needs.

Furthermore, some students mentioned that elaboration helped them understand the topic better and develop tasks more quickly. The observations made by the researcher support these findings, indicating that students who used these strategies participated more actively in class and demonstrated better comprehension. For example, students in the front of the classroom who used elaboration tools were more engaged and completed tasks faster.

7. Discussion

The present study was developed to determine the impact of self-regulated learning strategies on English learners' engagement among superior basic education students. This section provides an in-depth analysis of the findings of the study, comparing them with previous research and with the existing literature. It seeks to answer the main research question and sub-specific research questions and highlight the limitations identified during the development of the study and offer ideas for future research.

Therefore, to accomplish the general objective, the following research questions were addressed, the main research question was what is the impact of self-regulated learning strategies on English language learning engagement among superior basic education students at a public institution in Loja, school year 2023-2024? The results of the instruments highlight that the self-regulated learning strategies used in this study (organization, elaboration, time management) not all can have the same impact on students' learning engagement. Overall, within the three types self-regulated learning strategies used, elaboration strategy shown to have a positive influence on the cognitive dimension of engagement of English language learners, as reflected in the higher mean score of 2.59. These findings are in line with the ones obtained by Panadero (2017) which also found that SRL strategies significantly enhance cognitive engagement. Regarding emotional and behavioral dimension of engagement the findings indicate that organization and time management strategy activities such as summarizing, diagramming and set a limit time on each activity impact in minor level, showing lower mean scores of 2.20 and 2.08 and these findings are in line with the results of Zimmerman (2008) emphasized the role of emotional engagement and behavioral engagement in maintaining students' engagement.

Regarding, the first sub research question: Which types of self-regulated learning strategies do superior basic education students use to increase their English learning engagement at a public institution in Loja, school year 2023-2024? This question was supported through the application of the MSLQ. The findings, presented in Table 4, showed that the SRL strategies that reported minimal improvement in the frequency of use in time management and elaboration strategy in particular after the second application of the MSLQ, activities such as setting time limits for each task were especially frequent among participants, while the organization strategy showed a decrease. These results indicate that, among the three types of SRL strategies, time management and elaboration were the most used by participants. The effectiveness of these strategies varied depending on their application and similar findings

were found in Hedeshi (2017) which also in this study found that self-regulated learning strategies had a positive effect on strengthening engagement.

Concerning, the second specific question: what are students' perceptions about the use of self-regulated learning strategies to engage learners among superior basic education students at a public institution in Loja, school year 2023-2024? the findings were supported by the replies in the SESQ, the three questions and the field notes. Although, the results in the frequency of use and the impact do not reflect a significant improvement, participants showed a positive perception regarding the use of SRL strategies on their English language learning engagement as show table 8 and the field notes, the activities related to elaboration strategy such as the fact that connect the knowledge whit things that you already know or done were most perceived by the participants such as the most useful activities to keep emotional and cognitive engaged in class. As show table 10, time management strategy with activities such as set a limit time for each activity or process were perceived as helpful by the participants since it makes put more effort in each activity and keep behavioral engaged. In terms of activities related to organization strategy as shown table 9 were perceived as beneficial to make easier the understanding of the topics which help them to feel motivated for learning and cognitive engaged creating a dynamic and effective learning environment and these findings align with Penelitan and Rani Lidiawati, (2021) those who mentioned in his study that learners perceived the use of SRL strategies as positive to maintaining engaged during classes.

Although this exploratory action research study presents results that are valuable, several limitations must be acknowledged. First, the mixed-methods approach used in this research could benefit from methodological adjustments. For example, include other qualitative instruments by including additional data collection methods, such as interviews or focus groups, could provide deeper insight into students' experiences and perceptions during the intervention. Considering, the specific context of the study, the small sample size, and the exclusive inclusion of male participants from a single institution limit the generalizability of the results. Expanding the sample in a co-ed institution with girls and boys would improve the validity and reliability of the results. Moreover, the intervention period was relatively short, initially the research was planned for seven weeks, but for reasons beyond the researcher's control, only six weeks were executed due to delays in obtaining permission to enter the institution where the research was carried out. Hence, future research should consider conducting longitudinal studies to explore the long-term effects of self-regulated learning strategies on engagement in learning English.

8. Conclusions

The research was carried out with the objective of determining the impact of SRL strategies on the engagement of English language learners in higher basic education in a public institution in Loja, during the 2023-2024 school year. From the findings obtained from the application of the instruments during the intervention, the following conclusions can be drawn:

Overall, the three types of SRL strategies used (organization, elaboration and time management) proved to have an impact, especially on the cognitive dimension of engagement of English language learners and, to a lesser extent, in the emotional and behavioral dimension, although with variations in the effectiveness of different strategies. Self-regulation strategies help students manage their learning more autonomously and effectively, contributing to greater academic engagement and performance.

Participants reported that they used the three types of self-regulated learning strategies with a variation on the frequency of each one, time management with activities such as set a limit time on activity and elaboration activities like related the contents with previous knowledge being the most frequently used. Conversely, organization strategy showed an opposite variation in the use with a lower value in the second application of the questionnaire. These findings demonstrate that not all self-regulation learning strategies are equally used for the students, and that their frequency of use may depend on individual and contextual factors.

Finally, participants' perceptions underscore their positive attitude towards SRL strategies expressing that are beneficial to enhance their academic English language engagement. Indicating that the use of self-regulated learning strategies can increase interest and motivation which are fundamental aspects to keep engaged in the English learning process.

9. Recommendations

It is recommended that teachers incorporate classroom activities that require the creation of summaries, diagrams and other methods of elaboration to help students organize and synthesize information in order to help them to facilitate the understanding of the topics and reduce the frustration generated by the great amount of information presented in the text. Promoting the use of these strategies, students can develop critical thinking and analytical skills that are essential for effective learning.

Furthermore, teachers should teach students how to use tools and techniques for effective time management, such as the use of agendas, planners and study schedules to avoid procrastination and generate habits promoting an effective distribution of time and organization of the planned activities. Implementing these techniques can significantly improve students' academic performance and engagement with their learning.

Likewise, institutional policymakers should support the development of policies to promote the inclusion of self-regulated learning strategies in the higher basic education curriculum. These policies should be designed to encourage more autonomous and effective learning among students. By integrating SRL strategies into the curriculum, teachers can ensure that all students have access to tools and techniques that enable them to manage their own learning more efficiently and effectively.

Further research should consider conducting longitudinal studies with more measurements of each type of strategy applying the questionnaires with more frequency in order to explore the long-term effects of self-regulated learning strategies on students learning engagement. This approach will provide valuable insight into SRL strategies and its impact on engagement. Additionally, it is recommended to further investigate self-regulated learning strategies (SRLS) and their impact on engagement in learning English including more instruments to gather detailed data and explore more in-depth knowledge. This could involve interviewing participants, conducting surveys, and organizing focus groups to observe differences between those who use SRL strategies and those who do not.

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11. Annexes

Annex 1. Informed consent

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Señor/a

PADRE/MADRE DE FAMILIA

De la Unidad Educativa Fiscomisional “La Dolorosa”

Reciban un cordial saludo,

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo en la realización del proyecto de investigación titulado: Estrategias de aprendizaje autorregulado y compromiso en el aprendizaje del idioma inglés en los estudiantes de educación básica superior, llevado a cabo por Edilson Javier Cañar Jiménez estudiante de VIII ciclo de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja. El cual tiene un objetivo estrictamente académico lo cual servirá al estudiante practicante a realizar su trabajo de Integración curricular, como requisito para su titulación

Yo, _____, con cédula de identidad _____ representante legal del estudiante _____, he leído este documento de consentimiento informado que me ha sido entregado, he comprendido el tema y el proyecto que se va a realizar.

Además, declaro haber sido informado/a que mis datos personales y los de mi representado, serán protegidos y manejados por el anonimato y la confidencialidad por parte del investigador. Tomado ello en consideración, me sirvo consentir y autorizar la participación de mi hijo en la realización del proyecto de Integración curricular a cargo del estudiante de la Universidad Nacional de Loja con fines investigativos y de aprendizaje.

En la ciudad de Loja, _____ de mayo del 2024

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante legal.

Annex 2. Adapted version of Motivated Strategies for Learning Questionnaire

Motivated Strategies for Learning Questionnaire

Dear student, please answer the following questionnaire with sincerity and honesty.

Remember your answers will be anonymous and confidential.

Name:

Date:

1. Mark with (✓) in the square that you consider appropriate

Items	Always	Sometimes	Never
1. I try to relate what I learn in English classes to what I already know.			
2. When I study English, I look for connections between what I am learning and my own experiences.			
3. While studying English, I connect my new ideas with ideas I already know.			
4. When I study English, I try to organize and group the information in a way that is easier for me to understand.			
5. I create summaries or diagrams that help me understand the content of English classes better.			
6. When studying English, I try to identify main ideas and how they relate to each other.			
7. During English classes, I set a time limit for each activity.			
8. I set specific time goals to complete different parts of my activities during English classes.			
9. I use tools like planners or other applications to help manage my time in English class.			

Thanks for you collaboration!

Annex 3. Adapted version of Students Engagement School Questionnaire

Students Engagement School Questionnaire (SESQ)

Dear student, please answer the following questionnaire with sincerity and honesty.

Remember your answers will be anonymous and confidential.

Name:

Date:

1. Mark with (✓) in the square that you consider appropriate and argue your answer in the questions at the end

Items	Disagree	Indifferent	Agree
1. Making summaries or diagrams helped me understand the topics better in English classes.			
2. Thinking about new things and how they are similar to what I already know makes learning in class more enjoyable.			
3. When I connect what we learn with things I have done, it helps me understand and enjoy learning.			
4. Looking at helpful images and drawings made me feel happy and interested in the class.			
5. Thinking about things I know and connecting them with what we are learning in class excites me.			
6. When I finish organizing things or creating short stories about what we are learning, I feel proud and happy.			
7. Feeling happy while learning makes me like school more.			
8. When I notice that I am improving in understanding the things we are learning, I feel good and want to learn even more.			
9. In English classes, I work as best as I can.			
10. I actively participate in activities during classes.			
11. I pay attention in class.			
12. I volunteered to help my classmates if they do not understand how to do an activity.			

Were these strategies (charts, graphic organizer, summaries) useful for improving my cognitive engagement?

Yes No

Why?.....
.....
.....

Experiencing positive emotional responses (kind words, thumb up, happy faces) during the lesson by the teacher help me to feel engaged?

Yes No

Why?.....
.....
.....

The distribution of time helped me to put more effort on the activities during the lesson.

Yes No

Why?.....
.....
.....

Thanks for you collaboration!

Annex 5. Intervention Lesson Plans

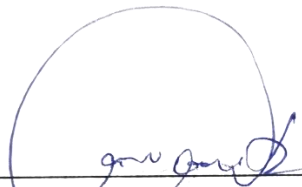
LESSON PLAN #1			
Institution Name:	Unidad Educativa Fiscomisional “La Dolorosa”		
Date:	May 6 th – May 10 th	School Year:	2023-2024
Type of Institution:	Public () Private () Fisco-Misional (X) Municipal ()		
Institutional Tutor:	Lic. Mg. Jessica Alexandra Granda Cisneros		
Academic Tutor:	Mgr. Edgar M. Castillo C.		
Thesis director	Mgr. Hover Ismael Conza Armijos		
Preservice Teacher:	Edilson Javier Cañar Jiménez		
Schedule:	10 th “B” – Thursday– 7:00-8:30		
Time per lesson:	90	Language level:	A2.1
Class / Number of Students:	10 th “B”-35		
Topic:	Greek comedy		
Contents:	Writing Steps Process		
Lesson Objectives:	<ul style="list-style-type: none"> • To discuss about Greek comedy using fragments of readings. • To write a summary of a reading following the steps of writing process. • To use happy smile stamps to motivate students in the class. • To use scale time to regulate the time in each step of the writing process. 		
Materials	<ul style="list-style-type: none"> • Projector • Laptop • Self-evaluation sheet • Minecraft 		
Engagement			Time
<p>Warm Up: Students will play “Hot potato game” in which each student with the ball must say a word with the last letter of the before word.</p> <p>Review: students will remember connectors playing the game in which the teacher writes some connectors, and the students have to create a story with the images using those connectors.</p>			10min
Study			Time
<p>Teacher presents an infographic with some tips and steps for a good writing. (See annex 1)</p> <p>Teacher introduces a Minecraft lesson about writing (Lets Write!) in which students have to follow the instructions, complete the words and select the answers in the dialog box.</p>			30min
Activate			Time
<ul style="list-style-type: none"> • In pairs students will read and analyze the fragment of reading the frogs by Aristophanes on textbook page 108 			10min 20min

<ul style="list-style-type: none"> • Students in pairs will write their answers to the open questions about before reading and then write a summary of the same reading in their own words. (activity 3 textbook page 109) 	10min
<ul style="list-style-type: none"> • Students will write their answers for the question 4 where they must give their opinion about previous reading and what things are necessary for a trip? (textbook page 109) 	5min
<ul style="list-style-type: none"> - Teacher checks the answer of the before activities with the whole class and using happy faces stamps (see annex 2.) Finally, the teacher elicits responses from students. 	5min
<ul style="list-style-type: none"> - Teacher asks some questions to make an overall review of the class such as: 	
<ul style="list-style-type: none"> - Is the first step of writing process “prewriting”? - Are there 5 steps in the writing process? - Is revising the last steps of writing? 	5min

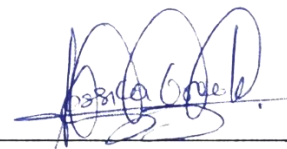
Observations

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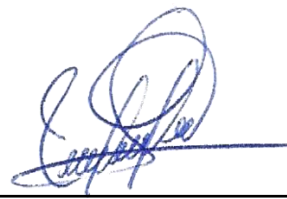
Signatures:




Academic Tutor
 Mgtr. Edgar M. Castillo C.



Institutional Tutor
 Lic. Mg. Jessica Granda



Preservice Teacher
 Edilson Cañar



Thesis Director
 Mgtr. Hover Ismael Conza Armijos

LESSON PLAN #2

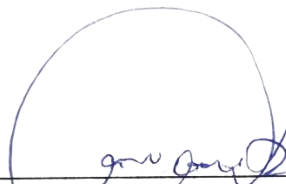
Institution Name:	Unidad Educativa Fiscomisional “La Dolorosa”		
Date:	May 13 th – May 17 th	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional (X) Municipal ()		
Institutional Tutor:	Mgr. Jessica Alexandra Granda Cisneros		
Academic Tutor:	Mgr. Edgar M. Castillo C.		
Thesis director	Mgr. Hover Ismael Conza Armijos		
Preservice Teacher:	Edilson Javier Cañar Jiménez		
Schedule:	10 th “B” – Thursday– 7:00-8:30		
Time per lesson:	90	Language level:	A2.1
Class / Number of Students:	10 th “B”-35		
Topic:	Greek comedy		
Contents:	Writing Process		
Lesson Objectives:	<ul style="list-style-type: none"> • To make corrections and rewrite the Comedy script. • To generate ideas for writing through the use of a Minecraft lesson. • To use happy smile stamps to motivate students in the class. • To use scale time to regulate the time in each step of the writing process. 		
Materials	<ul style="list-style-type: none"> • Projector • Laptop • Self-evaluation sheet • Time scale • Minecraft 		
Engagement			Time
<p>Warm Up: Teacher starts the class with a “counting game” in which students count but in 4, a number that contains 4 or a multiple of 4; instead of saying the number, they have to clap one time.</p> <p>Review: Teacher makes an overall review of punctuation marks playing a gameshow game in which students have to select the correct punctuation mark according to situation.</p> <p>https://wordwall.net/resource/10535076/english/punctuation</p>			10min
Study			Time
<ol style="list-style-type: none"> 1. Teacher will explain the steps and tips for writing a comedy script in the student’s book on page 110 and 111. 2. Teacher will present ideas of comedy script using in a website in which they have to fill the main characters and give some context and it generates a story. https://random-story-generator.drhowey.com/ 3. Teacher introduces Minecraft lesson to give students some ideas for their scripts. See annex 1 			25min
Activate			Time
<ol style="list-style-type: none"> 1. Students will make the revising step of their scripts, answer the proposed questions in student’s book on page 111, and check if any important idea 			10min

is missing, while also checking the spelling and making sure that they correct all mistakes.	
2. Students will make any correction and the draft and then rewrite the comedy script.	25min
3. Students have to start writing the final version of the Comedy script on the workbook on page 37.	10min
4. In a provide self-evaluation sheet students have to color the circle in to item about the class in order to verify if they achieve or not the proposed objectives for the class. See annex 2	5min
5. Teacher makes an overall review solving a match up activity of the writing process in which students have to match the step with the idea https://wordwall.net/resource/4721016/english/writing-process	5min

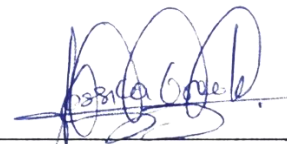
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