Exploring the Relationship Between Self-Regulated Learning and Academic Performance in English Learning Among Secondary School Students in Bogotá.

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Abstract

Effective self-regulated learning strategies have been identified as a critical factor influencing academic performance, particularly in the context of language learning. This study aimed to explore the relationship between self-regulation skills and academic achievement among 13 secondary school students in Bogotá, Colombia, who were learning English as a foreign language. A mixed-methods approach was employed, collecting quantitative data from questionaries, self-assessments, and academic reports, as well as qualitative insights through student interviews.

The findings revealed a significant positive correlation between the use of self-regulated learning strategies and academic performance. Students who demonstrated proficiency in goal-setting, planning, self-monitoring, and self-evaluation techniques achieved higher grades, pass rates, and mastery in specific knowledge areas such as grammar and oral expression. Furthermore, the interplay between metacognition, cognitive skills, and motivational factors emerged as a crucial determinant of academic success. Students with strong cognitive abilities coupled with effective self-regulation strategies exhibited a distinct advantage in learning and classroom performance.

The study also highlighted the pivotal role of intrinsic motivation and engagement in driving the effective application of self-regulation strategies. Students who displayed higher levels of interest, commitment, and appreciation for the value of learning English were more likely to employ self-regulated learning approaches, ultimately leading to better academic performance.

Based on these findings, the study emphasizes the need for comprehensive pedagogical interventions that holistically address self-regulation skills, (meta)cognitive development, and motivational factors. Recommendations include explicit instruction in self-regulated learning strategies, integration of metacognitive practices, fostering intrinsic

motivation, tailored cognitive support, continuous assessment and feedback, collaborative learning opportunities, and ongoing professional development for educators.

Ultimately, this research underscores the importance of equipping students with self-regulation abilities, enabling them to take an active, strategic approach to their learning journey and maximizing their academic potential in language learning and beyond.

Keywords

Self-Regulated Learning, Academic Performance, English as Foreign Language Learning, Cognition, Metacognition, Motivation.

Introduction

English positions itself as the most learned language worldwide, being one of the most crucial mediums for transactions in the realms of economy, culture, and academia. With over 1.1 billion speakers, it has entrenched itself in international geopolitics over the past decades. In Colombia, according to the analysis by Orduz Matue (2021) for the Newspaper *El Tiempo*, a recent report assessed the English proficiency of 2.2 million individuals by measuring their reading and listening comprehension skills. Language proficiency was categorized into five levels: Very High, High, Moderate, Low, and Very Low, using a scoring scale ranging from 0 to a maximum of 800.

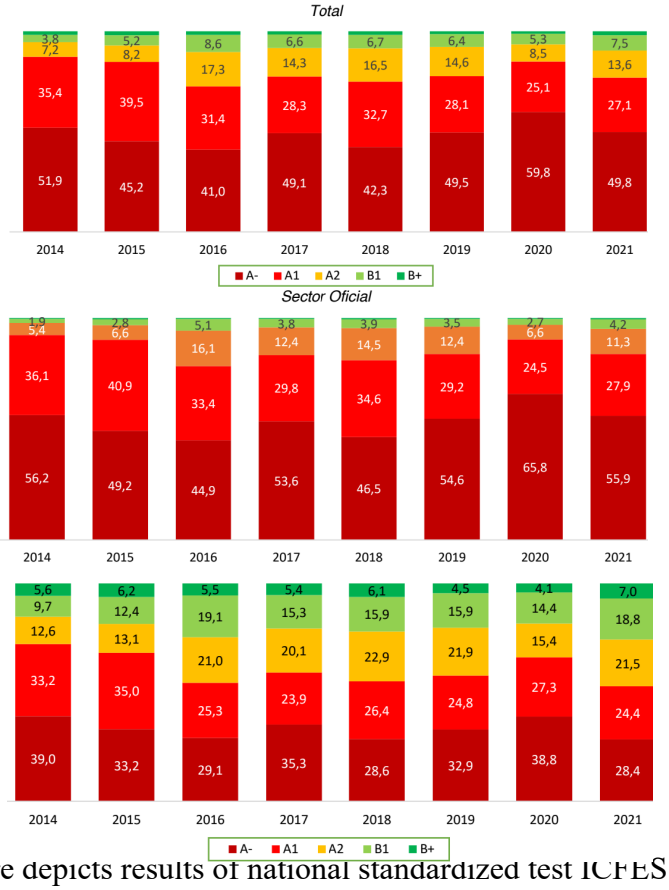
The results revealed that Colombia ranked 77th globally, falling into the Very Low category with a score of 448. This result signifies a setback compared to previous assessments, as in 2018 and 2019, the country had ranked 60th and 68th respectively. This implies a drop of 17 positions in the global ranking over 2020 and 2021 (Orduz Matue, 2021).

An intricate education system and unfavorable social conditions contribute to a landscape permeated by a lack of English proficiency and even a scarcity of statistics for analyzing and interpreting the reality of bilingualism in Colombia.

The most recent National Bilingualism Plan provides insight into the extent of widespread bilingual proficiency in the country. According to this standard, by the end of secondary education, students ideally should be capable of reaching a B1 level according to the CEFR. However, the figures to contrast this reality (mostly provided by the government-appointed entity for the strengthening and monitoring of national academic performance tests, ICFES) offer the following disparities;

Figure 1

ICFES Results 2014-2021



Note. This figure depicts results of national standardized test ICFES from 2014 to 2021 and shows specifically English proficiency.

The data shows students' performance according to their proficiency level in English, classified into the levels A-, A1, A2, B1, and B+. These levels are associated with different skills in the domain of the English language, ranging from basic to more advanced skills.

General performance trends: Overall, there appears to be a trend towards broad performance at levels A- and A1 compared to levels A2, B1, and B+. This suggests that on average more than 50% students are at the most basic levels of English proficiency.

Overall, this data provides valuable information about students' performance in the Saber 11 tests regarding English proficiency. However, it is important to interpret these results cautiously and consider other factors that could influence students' performance, such as access to educational resources, teaching quality, and educational policies.

While the results of the ICFES tests are not the only dimension teachers should focus on, they form the backbone of bilingual policies and serve as the basis for interpreting and researching the weighted English proficiency level of Colombians completing their schooling.

Additionally, according to the English Proficiency Index (EPI) of 2021, conducted by the language learning company Education First (EF), Colombia ranked 77th out of 111 countries in the ranking of English proficiency as a second language (EF, 2022). This index, considered the most comprehensive global ranking in terms of assessing English proficiency, offers a global and comparative insight into English language competency in different countries. In 2020, the country ranked 81st out of 112 in the same ranking. Regarding Latin America, Colombia ranked 17th out of 20 in 2021, indicating a low level of English proficiency.

The scarcity of available statistics to evaluate bilingualism in a country not only limits our understanding of its current situation but also makes it difficult to identify the possible underlying causes of challenges in English proficiency autonomously, especially among secondary school students. In attempting to address these difficulties, one of these obstacles lies in the lack of intrinsic and extrinsic motivation, as both types of motivation are necessary to elevate levels of autonomy (Dornyei, 2009).

In the school that was carried out the research, specifically in English class, a significant portion of students consistently exhibit a lack of engagement in activities designed to enhance their academic performance. At the beginning of the ten-week research I provided detailed instructions, a list of resources, and conducted a workshop on effective time management strategies (Shown in Annex). Despite these efforts, many students showed minimal initiative to search by themselves at home.

During the first week, several students were observed whispering and using their phones during class time allocated for project work. When I reminded the class of the

project's importance and the available resources, the students barely paid attention. Some casually remarked to each other that they could simply put something together at the last minute. This attitude persisted, with students opting to socialize or browse non-educational content on their phones instead of doing their assignments.

This pattern of behavior was common among the students. Despite having ample time and resources, many waited until the last minute, resulting in rushed and poorly executed workshops. This pervasive lack of engagement and proactive learning echoed the findings of Zusho (2017), suggesting that some students struggle with self-organization, planning, and independent learning.

The consistent behavior across the class underscored a broader issue within the classroom. It highlighted the need for an intervention that can foster better self-regulation and engagement among students to enhance their academic performance and promote lifelong learning skills.

The absence of this motivation can result in passive learning and a reduction in students' active participation. Furthermore, inadequate understanding of autonomy by teachers also poses a significant challenge. When educators do not fully understand the true essence of student autonomy, they may incorrectly attribute erroneous manifestations to the concept, which can hinder its development among students (Little, 1991).

Another possible factor is teaching methods such as the traditional grammar and translation approach, especially in foreign language learning, which can truncate the process of developing autonomous learning (Harmer, 2007). These approaches encourage passivity in students, focusing on memorization rather than active engagement and critical thinking, which are essential for autonomous learning.

These hindrances collectively create an environment where students are less likely to develop the necessary skills and attitudes for autonomous learning. Addressing these

challenges requires a concerted effort from educators to refine their understanding of autonomy and employ innovative teaching methodologies.

The lack of motivation (Dornyei, 2009), misunderstanding of the concept of "autonomy" (Little, 1991), traditional teaching methods (Harmer, 2007), and low commitment to autonomous activities (Zusho, 2017), as mentioned above, are some of the possible variables that threaten the quantity and quality of instructional processes in EFL considering the lack of reflective and independent processes generated towards the center of education, the student.

Teachers on many occasions have the will to subvert the discouraging results of secondary students in national tests and preponderantly in activities and exams at an institutional level although. Factors regarding motivation and autonomy contribute to a mindset among both English students and teachers when it comes to developing and creating favorable cognitive and metacognitive environments that enable students to enhance their AP in a second language.

With English becoming increasingly crucial for secondary students in Colombia, excelling in the language is no longer just an advantage, it's a necessity. This growing importance stems from several factors. Globalization has opened doors to international education and careers, both of which often require strong English proficiency. A study by the Laboratorio de Economía de la Educación (2023) titled " Informe No. 69. Inglés, el factor de competitividad pendiente en Colombia" that Colombian businesses are increasingly seeking employees with English communication skills, in 2015, 58% of job vacancies required English proficiency, rising to 78% in 2021. This demand translates directly to the education sector, where schools and universities are placing greater emphasis on English language skills acquisition.

This heightened pressure on Colombian secondary students to excel in English highlights the need for effective learning strategies. This research project delves into the

potential of Self-Regulated Learning Skills (SRLs harness students' metacognitive abilities, providing them with tools to plan, monitor, regulate, and evaluate their learning process effectively) to enhance the autonomy of the 13 participants of this study. Additionally, I investigated the impact of SRLs on Academic Performance -AP- as an indicator of English language proficiency. Through a mixed-method research design, this study endeavors to explore the effectiveness of SRLs in influencing both learning autonomy and AP.

The main goal of this study is to estimate if there is a potential correlation between SRLs and AP variables. Utilizing a diverse range of metrics beyond standardized test scores revealed a multifaceted landscape where student motivation, and SRL skills play pivotal roles, for example:

- Classroom Participation
- Homework Completion
- Class Projects and Presentations
- Critical Thinking and Problem-Solving Skills
- Creativity and Innovation
- Peer Collaboration
- Feedback and Reflection

The purpose of the research is to evaluate the effectiveness of a 10-week pedagogical study plan focused on SRLs by comparing AP variables and assessing the feasibility of using SRLs as a pedagogical model in secondary education.

Overall, each chapter contributes to explore the relationship between SRL and AP in English learning among secondary students in the private secondary school in research. The chapters progress systematically, beginning with an introduction and literature review, followed by the methodology, data analysis, and findings. The discussion chapter provides an in-depth interpretation of the results, while the conclusion chapter offers a concise summary and recommendations for future research and practice.

1.1. Background of the Problem

English holds significant importance in Colombia due to its role as a global lingua franca, facilitating international communication, trade, and educational opportunities, thereby enhancing the country's competitiveness and connectivity on the global stage. Of course, English language proficiency and its implications for competitiveness and connectivity on the global stage can be interpreted through a neoliberal framework, highlighting the ways in which economic and political ideologies shape educational priorities and outcomes.

It is no surprise that many schools worldwide, including those in Bogotá, place a strong emphasis on English language education. However, the process of learning a new language is often challenging, demanding, and may seem daunting to students. In this context, the ability to self-regulate one's learning becomes a critical factor in achieving success in EFL acquisition.

SRL in the context of English language acquisition refers to the multifaceted skills and strategies that students employ to take charge of their learning process. This approach is not solely about acquiring language skills but also encompasses a comprehensive understanding of cultural and social dimensions associated with EFL acquisition. Research from scholars like Zimmerman (2000) emphasizes that SRL involves goal setting, strategic planning, self-monitoring, and adaptive learning techniques, also he says SRL is a cyclical process involving cognitive and metacognitive skills as well, emphasizing the active role of the learner in this process.

Furthermore, it's essential to recognize that SRL within EFL acquisition, as observed by Oxford (2016), constitutes a multifaceted process integrating not just cognitive methods but also a confluence of personal and affective dimensions. Proficiency in a language such as English extends beyond the mere acquisition of vocabulary and grammar; it encompasses the intricate comprehension of diverse aspects, underscoring the complexity of SRL.

According to the same Oxford (1990) “The affective aspect of the learner is probably one of the greatest influences on the success or failure of language learning" (p. 141). This comment suggests that various affective variables play a crucial role in second language acquisition, such as motivation and self-confidence. An optimal combination of these variables includes high motivation, good self-confidence, positive self-image, and low anxiety (Krashen, 1988). Conversely, when there is low motivation, low self-esteem, and high anxiety, language acquisition is hindered by a blockage. (Olarte, Delgado, & González, 2019).

The intention of researching this topic emerged during my practicum stage at Universidad Distrital, I taught secondary students English language courses, each one of them facing their own set of challenges in mastering the language. Within this urban educational landscape, Stella Matutina secondary school emerged as a key site for exploring the complexities of English language learning and the factors that impact student success in language acquisition. One notable observation from my experience at Stella Matutina is the varying degrees of self-regulation among the students. Some students appear to navigate the learning process with ease, demonstrating proactive learning strategies and effective study habits. However, others struggle to manage their study habits effectively, exhibiting lower levels of self-regulation and facing challenges in their language learning journey.

Some examples I found along my practicum:

One participant consistently sets aside dedicated study time each evening to review English vocabulary and grammar. She creates flashcards for new words, actively seeks out additional resources for practice. This student demonstrated proactive learning strategies by taking ownership of her language learning process and actively seeking opportunities for improvement.

While another student frequently procrastinates on completing English assignments and often arrives unprepared for class. He exhibited a lack of organization and tends to rely

heavily on last-minute cramming before exams. Despite receiving feedback on areas for improvement, he struggled to implement effective study strategies and fails to take initiative in seeking additional support or resources.

I began to explore the concept of SRL and its potential implications for language acquisition. I noticed that students who exhibit strong SRL skills tend to perform better in their English learning, while those lacking such skills often face difficulties in making progress.

This context opens the door to a comprehensive exploration of the factors that influence students' SRL and their experiences with the process of EFL learning. The inquiry shed light on students' motivation, (meta)cognitive skills, as well as the role of external factors. This paper identifies both the strengths and challenges of SRL in English language acquisition in the context of 13 eleventh-grade students from Bogotá.

1.2 Research question

- ✓ How does self-regulated learning relate to the academic performance of secondary school students in English language learning in 13 eleventh grade students of Stella Matutina School?

1.3 Research objectives

General objective:

- ✓ To explore the relationship between Self-Regulated Learning and academic performance among 13 eleventh grade students of Stella Matutina School.

Specific objective:

- ✓ Implement an intervention program to teach Self-Regulated Learning skills in 13 eleventh grade students of Stella Matutina School and assess its effectiveness in influencing Academic Performance.

1.4 Statement of the Problem

The purpose of this document is to juxtapose alternative pedagogical models that seek to generate awareness in students of the (meta)cognitive, affective factors into learning English, as a foundation for outstanding AP and meaningful and enduring EFL learning, through the dissemination and individual student internalization of SRLs to achieve better AP and thus greater effectiveness in EFL learning.

This research report seeks to encourage students to learn autonomously in their English learning process, so to promote a successful individualized education that reflects a social project based on the skills of autonomy and individual responsibility over life processes.

SRL plays a crucial role in AP, particularly in the context of English language learning for secondary school students. However, many students struggle to develop and effectively utilize self-regulated learning strategies as mentioned previously, hindering their ability to succeed academically. This problem is particularly pertinent for the 13 eleventh-grade students at Stella Matutina School, where English language proficiency is essential for academic success and future opportunities.

The lack of self-regulated learning skills can have far-reaching consequences for these students. Ineffective learning strategies and an inability to manage one's cognition, behavior, and motivation can lead to poor academic performance, diminished confidence, and a decreased likelihood of pursuing higher education or career paths that require proficiency in the English language.

Addressing this problem is crucial not only for the academic success of these students but also for their personal and professional development. Equipping students with self-regulated learning strategies can empower them to take ownership of their learning, set achievable goals, monitor their progress, and adapt their approaches as needed. Furthermore, fostering self-regulated learning skills can cultivate lifelong learning habits, enabling students to navigate the challenges of an increasingly globalized and English-dominant world.

By investigating the relationship between self-regulated learning and academic performance in English language learning among the 13 eleventh-grade students at Stella Matutina School, this study aims to identify effective strategies and interventions to support these students in developing self-regulated learning skills. The findings of this study have the potential to inform educational practices, curriculum design, and support systems within the school, ultimately enhancing the English language learning outcomes and overall academic success of these students.

1.5 Justification

I focused on these particular aspects of EFL learning due to the fact that research suggests that SRL can influence AP and that SRLs can be taught and learned over time through the nurturance of cognitive, metacognitive and motivational aspects.

Understanding the nature of the relationship between SLR and AP can provide insights about how students can be better supported in their learning. As for the choice of studying secondary school students in the context of EFL learning in Bogotá, is led by the fact that Colombia is a country where English language is gaining its popularity in recent years and the promotion of bilingualism is receiving increasing attention. As it is important for students to develop good learning behaviors from their early stage of life and the habits of SRL can be enhanced with age and (meta)cognitive development, secondary school students, who are in their adolescent stage of life, provided me with a good target group for the study.

Last but not least, a better understanding of the relationship between SRL and AP in the context of English learning would shed light upon the effectiveness of alternative strategies in promoting EFL learning and may provide valuable reference to educators and policy makers on the design and implementation of learning strategies and curriculum in support of students' learning in a foreign language, by providing empirical evidence in the specific context of EFL learning in Stella Matutina context, hopefully represents a significant contribution to the field of study.

Literature Review

The practice of teaching EFL can lead to teach in a traditional model characterized by the unilateral transmission of knowledge. In this model, the teacher serves as the sole conveyer of information, transferring knowledge from point A to point B, where the students reside. This unidirectional approach, as described by Jayanthi (2014), is the process where students are positioned solely as recipients of knowledge, rather than active participants in their own learning process.

This is to focus only on certain content areas, such as grammar or literature, while neglecting others. This selective approach leads to a noticeable reductionism in the development of the English as an integral subject. As cited by Gil (2014), who was referencing MEN (Ministerio de Educación Nacional), in the mid-twentieth century, there was a prevailing belief that languages were primarily about grammar. However, twenty years later, there was a shift away from this grammar-centric approach. The emphasis was no longer solely on rhetoric, aesthetics, or grammatical correctness, but rather on the pragmatic ability to communicate, engage, and intervene effectively. This shift was influenced by educational directives that highlighted the primacy of communication over conscious knowledge of language structure through grammar.

The subsequent discussion in this chapter aims to explore the role of SRL as a pedagogical approach and its potential impact on AP. SRL offers a promising avenue for addressing the limitations of traditional English language instruction by empowering students to take control of their learning process. By fostering skills such as goal setting, time management, and self-monitoring, SRL encourages students to actively engage with the language beyond mere grammar and literature, thereby promoting a more holistic understanding and application of English language skills.

Additionally, I aim to connect the application and assessment of international and local studies grounded in SRLs to the correlation on AP and to identify specific gaps in the

existing literature. These gaps are crucial in proposing innovative pedagogical projects to identify and address needs within the framework of EFL teaching and learning.

Initially, the SRL model is not new, Bandura & Walters (1977) presents a theory that they call "Socio-Cognitive Theory" -SCT-, it is part of the Theories of Change, which are those that seek to investigate and shape an idea of what are the driving forces behind human behavior and how these behaviors can be influenced to serve specific purposes (Teng, 2024). Bandura & Walters (1977), created an element that will contribute to other theories of change, the concept of "Self-Efficacy" -SE-, which is intended to define the process by which a person can modify their behaviors and their environment, behaviors and the environment will do the same in return, a reciprocal process of internal and external modifications (Bandura, 1986, 2013). Schunk & Usher (2011) didactically state;

> Students who feel efficacious about learning should engage in self-regulation (e.g., set goals, use effective learning strategies, monitor their comprehension, monitor their goal progress) and create effective environments for learning (e.g., eliminate or minimize distractions, find effective study partners). In turn, self-efficacy can be influenced by the outcomes of behaviors (e.g., goal progress, achievement) and by input from the environment (e.g., feedback from teachers, and social comparisons with peers), (p.284).

In other words, SE, as described by renowned psychologists Bandura & Wessels (1994), refers to an individual's belief in their ability to accomplish specific tasks or achieve desired outcomes. Bandura defines SE as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura & Wessels, 1994, p. 71).

SE is a cornerstone of psychological theory posited by Albert Bandura (1997) who stated that SE is a critical determinant of AP. It encapsulates individuals' beliefs in their ability to navigate academic challenges and achieve success. This concept exerts a profound

influence on students' motivation and persistence. Those with robust self-beliefs are more likely to set ambitious academic goals and persist in the face of adversity. This confidence in their capabilities propels them forward, fostering to pursuit academic excellence.

Self-efficacious learners are more likely to set concrete goals, seek assistance when needed, and meticulously monitor their progress. These deliberate approaches to learning optimize their academic endeavors, facilitating deeper understanding of EFL use.

In addition to enhancing motivation and learning strategies, SE intertwines with emotional regulation. Students endowed with high SE possess the resilience to manage stressors effectively, reframing challenges as opportunities for growth, "self-efficacy beliefs contribute to self-regulatory mechanisms that guide thinking, motivation, and actions" (Bandura, 1997, p. 3). This emotional fortitude can foster a conducive environment for AP, mitigating the detrimental effects of academic stressors.

In summary, SE is a crucial element in SRL as a mediator of AP, as it shapes students' beliefs about their capabilities and influences their engagement and success in learning tasks.

2.1. Self-Regulated Learning

Self-regulated learning, or SRL, has emerged as a crucial concept in educational research over the past few decades. The work of prominent researchers like Barry Zimmerman, Paul R. Pintrich, Dale H. Schunk, and their collaborations have significantly advanced our understanding of this important topic.

According to Zimmerman's social cognitive perspective, SRL involves a cyclical process of planning, executing, and monitoring one's learning. This process is influenced by personal beliefs, environmental factors, and the use of cognitive and metacognitive strategies. Zimmerman's work highlights the importance of goal setting, self-monitoring, and feedback in guiding learners (Zimmerman, 1989).

Pintrich's model of SRL further expands on this concept by identifying four key components: cognitive strategies, metacognitive strategies, motivation and beliefs, and

affective states (Pintrich, 2004). Cognitive strategies refer to techniques students use to process information, such as summarizing and self-questioning. Metacognitive strategies involve thinking about one's own thinking, including planning and monitoring learning progress. Motivation and beliefs encompass factors like intrinsic motivation, self-efficacy, and task value, while affective states refer to emotional aspects that influence learning, such as anxiety and self-confidence.

Pintrich's framework suggests that by understanding and addressing these components, educators and students can work together to improve academic performance. This can involve developing cognitive strategies, promoting metacognitive awareness, boosting motivation and beliefs, and managing affective states.

The contributions of Schunk and Zimmerman have further advanced the understanding of SRL as a reflective practice. Schunk emphasized the vital role of self-reflection in the SRL process, as it allows learners to monitor their progress and make adjustments accordingly. Zimmerman complemented this perspective by exploring the role of self-reflection in strategic planning, monitoring, and regulation of cognitive processes and motivational states.

Overall, the importance of SRL as a cyclical process involving planning, execution, monitoring, and reflection and the models and theories proposed by researchers like Zimmerman, Pintrich, Schunk, and their collaborations provide valuable insights into the cognitive, metacognitive, motivational, and affective components of SRL. By promoting self-reflection and metacognitive awareness, educators can empower learners to actively engage in self-regulation, facilitating effective learning and academic success.

In more recent years, the understanding of self-regulated learning or SRL has evolved to encompass a broader perspective. As Dinsmore and Zoellner state in 2018, "SRL is understood to be the cognitive, metacognitive and affective processes involved in learners' active engagement in their learning."

This modern view recognizes SRL as a comprehensive framework where individuals can monitor, regulate, and control their own learning process. It involves the learner's use of various strategies to set goals, plan, monitor, evaluate, and adjust their learning behaviors and outcomes. Importantly, SRL is now seen as being influenced by both affective and cognitive factors such as self-efficacy, motivation, emotions, and social contexts.

This represents a shift from earlier perspectives that primarily focused on the application of specific study techniques, without fully considering the underlying cognitive and metacognitive processes involved, then modern understanding recognizes SRL as learners' active engagement in managing their own learning experiences.

In summary, the modern perspective views SRL as a rich framework involving learners' active engagement, cognitive and metacognitive processes, as well as the influence of affective factors like motivation and social contexts. This evolved understanding provides a more nuanced approach to supporting the development of self-regulatory abilities in learners.

2.2. SRL in correlation with AP

SRL as stated before, refers to the processes by which learners actively regulate and manage their cognition, behavior, motivation, and environment in order to achieve their academic goals (Zimmerman, 1986). SRL has been consistently linked to improved AP across various educational levels and domains (Pintrich, 2004).

One of the core aspects of SRL is the use of cognitive and metacognitive strategies. Cognitive strategies involve techniques to enhance learning, such as rehearsal, elaboration, and organization. Metacognitive strategies refer to the processes of planning, monitoring, and evaluating one's learning progress. Effective self-regulated learners are adept at selecting and deploying appropriate strategies based on the task demands and their own strengths and weaknesses.

Motivation and affect also play a pivotal role in SRL. Learners with high self-efficacy beliefs – the conviction in their capability to succeed – are more likely to persist in the face of challenges and setbacks. Intrinsic motivation, derived from genuine interest and enjoyment of the task itself, has been shown to foster deeper engagement and better strategy use. Conversely, negative emotions like anxiety can impair self-regulation by diverting cognitive resources away from the learning task.

Self-regulated learning is not a static trait, but rather a set of dynamic processes that can be developed and enhanced through appropriate instruction and support. Explicit training in SRL strategies, coupled with opportunities for practice and feedback, has been found to yield significant gains in AP. Modeling by teachers and peers can also help learners internalize effective self-regulatory behaviors.

Additionally, the contextual and social environment can either facilitate or hinder self-regulated learning. Collaborative learning environments that promote co-regulation and shared regulation of learning can scaffold SRL development. Conversely, highly competitive or controlling classroom climates may undermine students' sense of autonomy and intrinsic motivation, hampering self-regulation.

A substantial body of research has established the critical role of self-regulated learning in fostering AP. By equipping learners with effective cognitive, metacognitive, and motivational strategies, and creating supportive learning environments, educators can empower students to take charge of their own learning journeys.

2.3. SRL in correlation with EFL in Colombia

As posited in local research by Peinado (2021), a crucial aspect of her intervention in the *Programa de Bilingüismo del Ministerio de Salud y Protección Social*, lies in the empowerment that self-monitoring instills within adult learners. As evidenced by student feedback, the incorporation of dynamic learning tools such as videos and quizzes foster a sense of autonomy and confidence. Many students expressed a newfound belief in their

abilities, attributing it to the motivating nature of interactive learning experiences. By actively engaging with materials and independently tracking their progress, students feel a heightened sense of control over their learning journey. Moreover, the prospect of future opportunities, such as the potential for personalized tutoring and tailored assessments, further reinforces the value of self-regulation. Through this symbiotic relationship between EFL instruction and SRL strategies, students are not only equipped with language skills but also empowered with the tools to navigate their learning paths with confidence and purpose (Peinado, 2021).

SRL essence lies in the learner's ability to harness and deploy declarative knowledge with the aim of comprehending and internalizing theories pertinent to everyday existence. Particularly significant is the role of factual learning in constructing concepts through connections and fostering long-term memory retention. Moreover, the utilization of online resources emerges as a pivotal facilitator in attaining autonomy, enabling learners to navigate diverse realms of knowledge independently, such as English skills.

Research underscores the pivotal role of declarative and procedural knowledge utilization in fostering autonomy within EFL practices, as an example a Colombian researcher, Chica (2017), says that a proactive engagement with learning materials, driven by the desire to learn and problem-solve effectively hinges upon a positive attitude towards embracing study commitments, thereby cultivating intrinsic motivation to tackle academic and personal challenges head-on.

Through strategic utilization of memory and critical thinking skills, coupled with a proactive approach to EFL learning, students navigate challenges with resilience and emerge as autonomous learners equipped to thrive in diverse educational landscapes.

Several studies have also explored the impact of SRLs on English language performance in secondary school students. For example, Rodríguez, Gutiérrez, and Osorio (2021) found that self-regulated learners in Bogotá's public schools demonstrated higher levels of English proficiency compared to students who did not actively engage in SRLs

strategies. By setting goals, planning their learning, monitoring their progress, and reflecting on their performance, students can enhance their English language skills and achieve better AP.

In another local Colombian research study by Cuesta Medina, Anderson, and McDougald (2017), the significance of SRL in language teacher training is highlighted. The study sheds light on the disparity between the emphasis placed on SRL in teacher-training programs and its actual implementation in the field. Addressing this gap is crucial for fostering effective language teaching and learning practices.

The study's objectives encompass reviewing relevant literature on self-regulation, exploring the disparity between theory and practice, and proposing strategies to promote SRL development among language teachers and learners. This comprehensive approach underscores the need for bridging the divide between theoretical knowledge and practical application in teacher training.

The paper emphasizes the critical role of self-regulation and SRL in contemporary education. It identifies challenges faced by teachers who lack SRL skills and underscores the importance of understanding the unique needs of diverse learner populations (Cuesta Medina, Anderson, and McDougald, 2017).

Also, insights from Colombian teacher educators provide valuable perspectives on the challenges faced by student-teachers in developing SRL skills. Issues such as teacher-dependent behaviors and lack of critical thinking abilities underscore the need for ongoing support and training in SRL.

The doctoral research project undertaken by Rojas (2015) at a private university of Bogotá, Colombia, delves into the intersection of contemporary pedagogies, EFL teaching, and SRL. Over a four-year period, the study focused on a Bachelor of Arts program in teaching English as a Foreign Language at a private university in Bogotá.

A critical epistemological gap in the interpretation of the dialogic relationship between teachers and pre-service teachers engaged in EFL learning and teaching has been identified within the field of applied linguistics. Building upon previous research contributions, the project aims to bridge this gap by exploring dialogic tutoring as a means to foster autonomy and SRL in EFL learning.

The findings from Rojas (2015), suggest a positive correlation between SRL and EFL acquisition. Through dialogic tutoring and collaborative learning approaches, learners demonstrated increased autonomy, self-regulation, and engagement in their language learning journey. The study highlights the importance of fostering self-regulatory skills in learners to enhance their effectiveness in EFL acquisition, advocating for pedagogical interventions that empower learners to take ownership of their learning process.

Research by Marín (2016) also emphasized the importance of creating a supportive and stimulating learning environment that promotes student autonomy, encourages collaboration, and provides opportunities for self-assessment and reflection. Teachers who adopt instructional strategies that scaffold SRLs, such as explicit instruction in learning strategies and the provision of constructive feedback, can contribute to improved English AP among secondary school students.

English language performance of secondary school students in the local context is influenced by SRLs as the literature review allows to emancipate this hypothesis. Engaging in SRLs strategies, fostering motivation, and creating a space for encouraging students to manage their resources to succeed in EFL learning by themselves can contribute to improved English language proficiency.

2.4. Gap in Literature

While the study findings highlight the positive correlation between self-regulated learning strategies and academic achievement in language learning, there is a gap in the literature regarding the development and implementation of comprehensive interventions that

integrate self-regulation skill training with targeted support for cognitive and motivational factors.

Existing research has primarily focused on isolated components of self-regulated learning, such as strategy instruction, metacognitive training, or motivation-enhancing techniques. However, there is a lack of holistic frameworks that systematically address the interplay between self-regulation abilities, cognitive skills, and motivational influences within the specific context of language learning environments.

Moreover, while the study underscores the pivotal role of intrinsic motivation and engagement in facilitating the effective use of self-regulated learning strategies, there is a gap in understanding the most effective ways to foster and sustain these motivational aspects in language learning settings, which often involve unique socio-cultural dynamics and affective barriers.

Additionally, the study highlights the need for continuous assessment and feedback mechanisms to support the development of self-regulation skills. However, there is limited research on the design and implementation of tailored assessment tools and feedback systems specifically tailored for language learning contexts, which may differ from other academic domains.

Furthermore, while the study emphasizes the importance of collaborative learning opportunities and ongoing professional development for language educators, there is a gap in the literature regarding practical models and resources to promote collaborative self-regulation among language learners and equip teachers with the necessary skills to effectively facilitate self-regulation in their classrooms.

In summary, while the study contributes valuable insights into the relationship between self-regulation and academic performance in language learning, it also reveals gaps in the literature regarding the development and implementation of comprehensive, integrated pedagogical approaches that holistically address self-regulation skills, cognitive abilities, and

motivational factors within the specific context of language learning environments. Further research is needed to bridge these gaps and provide language educators with practical frameworks and tools to effectively foster self-regulated learning in their students.

Research Methodology

This study aimed to explore the relationship between SRLs and AP in EFL learning among 13 secondary school students in Bogotá, Colombia. Specifically, this study investigated the role of specific SRLs, such as goal-setting, self-monitoring, and self-reflection, in influencing AP in EFL learning.

Understanding the relationship between SRLs and AP in EFL learning is crucial for developing effective instructional practices and interventions to enhance student learning outcomes and promote AP. By investigating how SRLs influenced AP in the context of EFL learning, this study sought to provide valuable insights that can guide educators and policymakers in designing interventions that foster self-regulatory skills and improve educational outcomes.

3.1 Type of Study

This study employs a cross-sectional research design. A cross-sectional design involves the collection and analysis of data from a sample population at a single point in time, allowing for the examination of the relationship between two or more variables without any manipulation or intervention (Kesmodel, 2018). In this case, the cross-sectional design enables the investigation of the relationship between SRLs AP among the participating students, by simultaneously measuring and analyzing these two variables at a specific point in time.

By employing a cross-sectional design, we can capture a snapshot of students' SRLs and their corresponding AP in English at a specific moment (End of the 10-week intervention), providing valuable insights into the relationship between these two variables. This methodology will facilitate the identification of potential associations, contributing to a better understanding of how SRLs impact AP in EFL learning among the 13 participants.

For example, a cross-sectional study could reveal whether there are any differences in the use of SRLs among students with different levels of AP in EFL learning, which could inform targeted interventions to support struggling students. Overall, this kind of study would be a valuable addition to the literature on this topic, as it would provide important insights into the relationships between SRLs, and AP in EFL learning.

3.2 Context and Participants

The research was conducted at Stella Matutina, a secondary school located in Bogotá, Colombia (The school gave me the permission through an email to use its trade name in the investigation). Stella Matutina was chosen as the research site due to its reputation for academic excellence and its diverse student body, providing an ideal setting to explore the relationship between SRL and AP in EFL learning within a Colombian educational context.

The decision to select Stella Matutina was informed by its diverse student population, which encompasses individuals from various socioeconomic backgrounds, academic levels, and English proficiency levels. This diversity ensured that the research sample represented a wide range of perspectives and experiences, contributing to a more comprehensive understanding of the dynamics between SRL and AP in EFL learning (Allmark. 2004) Furthermore, the school administration at Stella Matutina demonstrated a strong interest in the study and provided valuable support for data collection and participant recruitment. Their collaboration facilitated access to resources and facilities, enhancing the research's feasibility and effectiveness.

In terms of participant selection, a purposive sampling strategy was employed to ensure the inclusion of students who could offer diverse insights into the research topic. This approach allowed the researcher to intentionally select participants based on specific criteria, such as socioeconomic background, AP, and EFL proficiency, thereby enriching the study's findings.

Ethical considerations were paramount throughout the research process, with parental consent (As shown in the Annexes), obtained for each participating student to ensure transparency and respect for participants' rights (Head, 2020). By conducting the study at Stella Matutina and involving a diverse group of participants, the research aimed to provide valuable insights into the complex interplay between SRL and AP in the context of EFL learning in Colombia.

3.3 Researchers Role

As the researcher of this study, I assumed multiple responsibilities in facilitating the data collection process. Firstly, I was responsible for clearly explaining the purpose and objectives of the study to the participants and their legal tutors, ensuring they have a comprehensive understanding of their involvement. Obtaining informed consent from the participants was an essential aspect of maintaining ethical standards and protecting their rights and confidentiality (Petrova et al, 2016).

Furthermore, I actively engaged in ensuring that ethical guidelines and principles were upheld throughout the study. This included guaranteeing the privacy and anonymity of participants sensible data, securely handling data, and adhering to any institutional or legal requirements related to research ethics. By strictly adhering to ethical guidelines, the study ensured the protection and well-being of the participants.

As an observer, I played a crucial role in collecting and recording data accurately and objectively. This involved being attentive to participants' responses, and interactions during data collection sessions. By maintaining an objective stance, I strived to minimize any potential biases that may influence the data collection process and the subsequent analysis.

Additionally, I was responsible for addressing any queries or concerns raised by the participants, ensuring a supportive and respectful environment throughout the research process. Clear communication and transparency were maintained to establish rapport with the participants and foster a positive research experience (Petrova et al, 2016).

By fulfilling these roles as a facilitator, and protector of ethical considerations, the research process was conducted with integrity and professionalism. This contributed to the validity and reliability of the data collected, ensuring that the findings accurately reflect the relationship between SRLs and AP among the 13 participants.

3.4 Data Collection Instruments and Procedures

The data collection process for this study was designed to encompass various instruments and methods aimed at comprehensively assessing the relationship between SRL and AP in English among 13 secondary school students. To ensure consistency and standardization across participants, all instruments were administered in a standardized manner during regular school hours.

One of the primary instruments utilized in this study was the Pre-administration test on SRLs, which served to gauge students' baseline levels of SRLs. This instrument was implemented at the outset of the study to establish a foundational understanding of students' SRL abilities.

In addition to the Pre-administration test on SRLs, a series of worksheets were adapted from TeachersPayTeachers.com to cover a range of SRL-related topics. These worksheets addressed key aspects such as smart goal setting, self-management, time management, study skills, critical thinking, test-taking strategies, and metacognitive skills. Each worksheet was administered to students at different intervals throughout the study, aligning with the specific topic being assessed. For instance, the smart goal-setting worksheet was administered at the beginning of the study to establish goal-setting practices, while the test-taking strategies worksheet was introduced in the sixth week to evaluate students' approach to test preparation and execution.

Furthermore, AP data were collected from school records to provide objective measures of students' performance in English. By triangulating data from questionnaires, pre-

administration tests, and AP records, this study aimed to offer a comprehensive understanding of the interplay between SRLs and AP in the context of EFL learning.

Moreover, an in-depth interview was conducted to gain deeper insights into students' perceptions, experiences, and strategies related to SRL and AP. These interviews provided qualitative data to complement the quantitative findings, allowing for a more nuanced understanding of the factors influencing students' learning and performance outcomes.

Overall, the multifaceted approach to data collection employed in this study facilitated a thorough examination of the relationship between SRLs and AP in English among secondary school students, contributing valuable insights to the existing literature on educational psychology and language learning.

3.5 Trustworthiness and Generalizability

To comprehensively explore the dynamics of SRL and its impact on AP, I employed a multifaceted approach to data collection. Quantitative survey data will be gathered through pre-administration tests on SRLs, providing quantitative insights into students' baseline levels of SRL strategies. These surveys will cover various dimensions of SRL, including goal setting, time management, study skills, and metacognitive awareness, allowing for a nuanced understanding of students' self-regulatory behaviors (Panadero & Alonso-Tapia, 2014).

Furthermore, to enhance the trustworthiness and validity of our findings, I employed data triangulation by combining quantitative survey data with qualitative student in-depth interview. Through an in-depth interview, I delved into students' lived experiences, perceptions, and challenges related to SRL and AP, uncovering rich qualitative insights that complement and enrich our quantitative findings.

3.6 Unit of Analysis

In the context of this research, the 'unit of analysis' refers to the level at which the data was analyzed and interpreted. For this study, the individual student was the primary unit of analysis. Specifically, I scrutinized each student's self-regulated learning behaviors,

motivation, cognitive strategies, and academic performance in English as a foreign language (EFL) learning. By examining these factors at the individual student level, I aimed to understand the intricate interplay between self-regulation skills, motivational influences, cognitive abilities, and eventual academic achievement in the EFL context. The data from questionnaires, pre-administration tests, and academic records were analyzed and interpreted at the individual student level to draw meaningful conclusions about the relationship between self-regulated learning and performance in EFL learning.

By isolating the individual student as the unit of analysis, I aimed to gain a comprehensive understanding of how their SRLs manifest and influence their learning outcomes within the EFL domain. This approach allowed me to explore the nuanced interplay between various factors such as cognition, metacognition and motivation.

Furthermore, focusing on the student as the primary unit of analysis enabled me to capture the diverse array of experiences, challenges, and achievements encountered by learners within the EFL context. Through examination at the individual level, I discerned patterns, trends, and correlations that may not be evident when considering aggregate data alone.

Instructional Design

In this study I aimed to develop self-regulated learning strategies (SRLs) through a series of lessons and assessments. The lessons focused on teaching students the specific SRLs that are most important for AP in English as a foreign language (EFL) learning, such as goal setting, planning, monitoring, evaluating, and self-reflecting about their learning. The assessments were used to measure students' progress in developing their SRLs and to provide feedback to students and teachers.

The intervention is based on the following principles:

- ✓ SRLs are essential for AP.
- ✓ SRLs can be learned and developed.
- ✓ Explicit instruction in SRLs can help students to develop their SRLs.
- ✓ Metacognitive reflection can help students to become more aware of their own SRL processes and to develop strategies for improving their SRLs.

The intervention was delivered in a 13 participant-group setting during regular English class hours. The lessons were highly interactive and engaging, and they incorporated a variety of activities, such as role-playing, presentations, debates, and problem-solving exercises. For this purpose, the following instructional objectives were proposed based on the research question: “How does self-regulated learning relate to the academic performance of secondary school students in English language learning in 13 eleventh grade students of Stella Matutina School?”

- Design and implement an intervention program to develop SRL skills in 13 secondary school students and assess its effectiveness in improving AP.
- Incorporate explicit instruction and practice on specific SRL strategies like goal setting, planning, monitoring progress, and self-evaluation into the intervention program for EFL learning.

- Foster the development of cognitive, metacognitive, and motivational skills alongside self-regulated learning strategies within the intervention program.

The following is a more detailed description of the key components of the intervention:

- Goal setting: Students were taught how to set specific, measurable, achievable, relevant, and time-bound goals for their English learning. They were also taught how to break down large goals into smaller, more manageable steps.
- Planning: Students were taught how to develop plans for achieving their English learning goals. These plans included specific strategies for learning new vocabulary and grammar, practicing English skills, and preparing for assessments.
- Monitoring: Students were taught how to monitor their learning progress through regular self-assessment activities incorporated into their coursework. These activities included reflective journaling, self-checklists, and progress tracking charts, where students could document their understanding of course materials, identify areas of strength, and pinpoint topics requiring further review.
- Evaluating: Students were taught how to evaluate their learning and identify areas where they had made progress and where they needed to improve.

In addition to these specific SRLs, the intervention also focused on developing students' metacognitive skills. Metacognitive skills are the skills that students use to think about their thinking (Muijs & Bokhove , 2020). They include skills such as planning, monitoring, and evaluating one's learning. Students were taught how to use metacognitive reflection to become more aware of their own SRL processes and to develop strategies for improving their SRLs. For example, students will be taught how to ask themselves questions such as:

- What are my goals for this learning task?
- What strategies will I use to achieve my goals?

- How am I progressing towards my goals?
- What areas do I need to improve?
- What strategies can I use to improve in these areas?

By explicitly teaching students about SRLs and metacognitive skills, the intervention aims to help students to become more self-regulated learners and to achieve greater success in their EFL learning.

4.1 Description of the Lessons

- **Analysis Phase:**

In the initial phase, the learning objectives were identified, emphasizing specific SRL skills such as goal setting, planning, monitoring, and reflection in the context of English language learning. Diagnostic tools, including surveys and self-assessment questionnaires, were utilized to assess students' current levels of SRL skills and academic performance in English.

- **Design Phase:**

Based on the analysis, an instructional plan was developed, outlining activities and resources to address the identified learning objectives. Interactive exercises were designed, focusing on SMART goal setting, study planning, progress tracking, and self-reflection, all tailored to English language learning.

- **Development Phase:**

Engaging instructional materials were created to support the learning activities. These included worksheets, graphic organizers, and multimedia resources specifically designed to enhance SRL in English language learning. The classroom setup was arranged to facilitate interactive learning experiences, with technology integrated to support instruction. Additionally, assessment tools such as rubrics and checklists were developed to effectively measure student outcomes.

- **Implementation Phase:**

The instructional program was delivered over a series of lessons, utilizing various teaching strategies such as direct instruction, group discussions, and hands-on activities. Students were actively engaged throughout the lessons, encouraged to participate and collaborate to deepen their understanding of SRL skills in the context of English language learning. Guidance and support were provided to students as they engaged with the learning materials and activities.

- **Evaluation Phase:**

Data collection occurred during the implementation phase, utilizing formative assessments (questionnaires), and student feedback to gather information on student performance and participation. Results were analyzed to evaluate student progress in acquiring SRL skills and achieving the learning objectives in English language learning. Areas for improvement and further support were identified for future implementation.

The instructional program addressed the research question by providing students with opportunities to develop and apply SRL skills in their English language learning. Through a structured approach and tailored instructional materials, students were able to work on their AP and proficiency in English. Further research and refinement of the program could lead to continued improvements in student outcomes.

4.2. Schedule of activities

Week 1 (Material can be seen in Appendices chapter)

☒ **Day 1:** Introduction to the study and informed consent process. The interviewer will explain the purpose of the study and provide students with informed consent documents to review and sign. Students will sign the informed consent documents.

Materials: Informed consent forms, pens.

Informed consent template; Annex 1

☒ **Day 2:** Pre-test administration. The interviewer will administer a pre-test to measure the baseline level of self-regulated learning skills of the students. Students will take the pre-test.

Materials: Self-regulated learning skills assessment test, pens.

Week 2 (Material can be seen in Annex chapter)

☒ **Day 3:** Introduction to self-regulated learning skills. The interviewer will provide an overview of self-regulated learning skills, including goal setting, time management, self-monitoring, and self-evaluation. Students will engage in group discussion to identify and define each skill.

Materials: Handouts on SRLs, whiteboard, and markers.

☒ **Day 4:** Goal setting. The interviewer will facilitate a goal-setting activity where students will learn how to set SMART (specific, measurable, achievable, relevant, and time-bound) goals. Students will set academic goals for themselves using the SMART goal framework.

Materials: SMART goal-setting worksheet, pens.

Week 3 (Material can be seen in Annex chapter)

☒ **Day 5**: Time management. The interviewer will facilitate a time management activity where students will learn how to prioritize tasks and manage their time effectively. Students will develop a weekly schedule to manage their time.

Materials: Time management worksheet, pens.

☒ **Day 6:** Self-monitoring. The interviewer will facilitate a self-monitoring activity where students will learn how to monitor their progress and adjust their strategies as needed. Students will track their progress toward their academic goals.

Materials: Self-monitoring worksheet, pens.

Week 4 (Material can be seen in Annex chapter)

☒ **Day 7**: Self-evaluation. The interviewer will facilitate a self-evaluation activity where students will learn how to evaluate their performance and identify areas for improvement. Students will evaluate their performance concerning their academic goals.

Materials: Self-evaluation worksheet, pens.

☒ **Day 8:** Study skills. The interviewer will provide an overview of effective study skills, including note-taking, active reading, and memorization techniques. Students will practice these skills through interactive activities.

Materials: Handouts on study skills, whiteboard, markers.

Week 5 (Material can be seen in Annex chapter)

☒ **Day 9**: Metacognition. The interviewer will introduce the concept of metacognition and its importance in learning. Students will engage in group discussion and reflective activities to develop their metacognitive skills.

Materials: Handouts on metacognition, whiteboard, and markers.

☒ **Day 10:** Reflection. The interviewer will facilitate a reflection activity where students will reflect on their learning and identify areas for improvement. Students will write a reflection essay on their progress so far in the program.

Materials: Reflection worksheet, pens.

Week 6 (Material can be seen in Annex chapter)

☒ **Day 11**: Test-taking strategies. The interviewer will provide an overview of effective test-taking strategies, including managing test anxiety, time

management during tests, and test question analysis. Students will practice these strategies through interactive activities.

Materials: Handouts on test-taking strategies, whiteboard, and markers.

☒ **Day 12:** Motivation and commitment. Discussion and practice of techniques to maintain motivation and commitment to learning.

Materials: Goal-setting worksheet, motivation worksheet, discussion guide.

Week 7 (Material can be seen in Annex chapter)

☒ **Day 13**: Critical thinking. The interviewer will provide an overview of critical thinking and its importance in learning. Students will engage in group discussions and activities to develop their critical thinking skills.

Materials: Handouts on critical thinking, whiteboard, markers.

☒ **Day 14:** Self-assessment of self-regulated learning skills. Administer a self-assessment questionnaire on self-regulated learning skills to the students to review the results and discuss individual strengths and areas for improvement.

Materials: Course materials, whiteboard, markers.

Week 8 (Material can be seen in Annex chapter)

☒ **Day 15**: Study Strategies. In this session, students will delve into effective study strategies, such as active learning techniques, effective note-taking, and problem-solving skills. They will practice these strategies through interactive activities.

Materials: PowerPoint presentation, handouts on goal-setting and planning strategies, group activity worksheet.

☒ **Day 16:** Progress Tracking. In this session, students will learn how to track and monitor their academic progress using various tools and methods. They will explore ways to measure their success and identify areas of improvement.

Materials: Progress tracking tools, and discussion materials.

Materials: PowerPoint presentation, and individual activity worksheet.

Week 9 (Material can be seen in Annex chapter)

☒ **Day 17**: Monitoring and evaluation. Presentation on monitoring and evaluation strategies for self-regulated learning. Small group activity for reflecting on progress toward goals and making adjustments as needed.

Materials: PowerPoint presentation, handouts on monitoring and evaluation strategies, group activity worksheet.

☒ **Day 18:** Academic Goal Adjustment. This session will focus on how to adapt and adjust academic goals based on ongoing progress and challenges. Students will engage in a group discussion to understand when and how to modify their goals for better academic outcomes.

Materials: Goal adjustment guidelines, and group discussion materials.

Week 10 (Material can be seen in Annex chapter)

☒ **Day 19**: Review and feedback. Review of the self-regulated learning strategies and their application to academic success. Small group activity for providing feedback and support to peers.

Materials: PowerPoint presentation, handouts on self-regulated learning strategies, group activity worksheet.

☒ **Day 20:** Final assessment and reflection. Administer a final assessment questionnaire on self-regulated learning skills to the students. Small group activity for reflecting on individual progress and setting future goals.

Materials: Final assessment questionnaire, scoring rubric, discussion guide.

4.3. Theory of Learning

The theory of language underpinning this research is grounded in Social Cognitive Theory (SCT), which emphasizes the interplay between personal, behavioral, and environmental factors in the learning process. According to SCT, language learning is a dynamic and reciprocal process where learners actively engage with their environment, internalize new information through observation, and regulate their own learning behaviors to achieve desired outcomes.

In the context of English as a Foreign Language (EFL), reciprocal causation implies that language acquisition is influenced by the interactions between students' personal attributes (such as motivation and self-efficacy), their language learning behaviors (such as practice and engagement), and the educational environment (including instructional methods and peer interactions). This model recognizes that students are not passive recipients of knowledge; instead, they actively shape and are shaped by their learning contexts.

Observational learning, a key component of SCT, plays a critical role in language acquisition. Students learn new linguistic skills and strategies by observing others, such as teachers, peers, or proficient speakers. This process includes watching and listening to how language is used in various contexts, which helps students internalize linguistic structures and vocabulary. By integrating observational learning into instructional design, I could provide students with ample opportunities to observe and model effective language use.

Self-efficacy, or the belief in one's capability to perform specific tasks, is essential for successful language learning. Students with high self-efficacy are more likely to set challenging goals, persist through difficulties, and employ SRL strategies. These learners are proactive in seeking out practice opportunities, monitoring their progress, and adjusting their learning tactics as needed. Enhancing self-efficacy in students involves providing positive feedback, creating a supportive learning environment, and helping students recognize their progress and accomplishments.

SRL is central to SCT and involves learners taking control of their own learning processes through goal-setting, self-monitoring, and self-reflection. In language learning, SRL strategies enable students to plan their study schedules, track their improvements, and reflect on their language use in various contexts. By fostering SRL skills, educators can help students become more autonomous and effective learners, capable of adapting to new language challenges and environments.

Incorporating SCT principles into instructional design for EFL involved creating interactive and collaborative learning environments where students can engage with peers, receive constructive feedback, and observe proficient language use. Researcher acted as a facilitator, modeling effective language strategies and scaffolding student learning. By emphasizing the development of self-efficacy and SRL skills, instructional design was meant to support students in becoming confident and self-directed language learners.

This theoretical framework served as the foundation for my research into the correlation between SRL and AP among secondary school students in Bogotá. SCT's emphasis on reciprocal causation, observational learning, self-efficacy, and SRL provided a comprehensive lens through which to examine how students' self-regulated learning behaviors impact their AP in EFL. By understanding the interplay between these factors, I was able to design the intervention that promoted effective SRL strategies, enhance self-efficacy, and create supportive learning environments. This, in turn, aimed to improve students' language acquisition and overall AP.

4.4 Theory of Language

I integrated insights from Sociocultural Theory (SCT) to inform my theoretical framework and research design. Drawing from Cherry (2022) and McLeod (2020), I emphasized the impact of social interactions on learning and cognitive development, particularly through the lens of Vygotsky's work on the Sociocultural Theory of Cognitive Development.

In exploring the Sociocultural Theory of Cognitive Development, I discovered how learning is a social process influenced by interactions with individuals possessing more knowledge, known as More Knowledgeable Others (MKOs). I underscored Vygotsky's concept of the Zone of Proximal Development (ZPD), which represents the space where learners can extend beyond their current abilities with the guidance of MKOs.

The Zone of Proximal Development, a key concept introduced by Lev Vygotsky, refers to the range of abilities that a learner can achieve with appropriate guidance and support from a more knowledgeable other, such as a teacher, peer, or expert. This zone represents the space between what a learner can accomplish independently and what they can potentially achieve with assistance.

During the goal-setting phase, I provided scaffolded support by modeling how to set SMART (specific, measurable, achievable, relevant, time-bound) goals related to their English learning. Students then worked in pairs to set their own goals with my guidance to ensure alignment with their ZPD.

Collaborative strategy development was facilitated through group activities where more proficient students mentored their peers in practicing various SRL strategies like time management and note-taking. This peer-to-peer interaction allowed learners to operate within their ZPD.

After completing tasks, I offered scaffolded reflections by providing structured prompts that guided students to analyze their learning process, identify strengths/weaknesses, and set new goals based on their reflections. Individualized feedback further supported refining their SRL approaches within their ZPD.

To account for varied SRL skill levels, I differentiated strategy instruction by providing explicit, targeted guidance to students struggling with specific strategies while challenging more advanced learners with higher-level SRL skills like self-evaluation. This tailored instruction ensured all operated within their respective ZPDs.

Through this systematic integration of ZPD principles into the pedagogical intervention, I aimed to create a supportive environment that fostered progressive development of SRL capabilities among the participant students.

4.5 Assessment

Assessment is an integral part of any educational intervention, and it is especially important in interventions that focus on promoting SRLs. Assessment in SRL-focused interventions serves two main purposes:

- To evaluate students' SRLs and identify areas for improvement.
- To provide feedback to students to support instructional decision-making for AP.

A variety of assessment methods are used to measure SRL skills, including self-report questionnaires, interviews, and observations. Questionnaires are the most common type of SRL assessment, and they ask students to rate their SRLs on a scale. Interviews and observation tasks allow for a more in-depth assessment of SRLs.

The research on SRLs on AP suggests that assessment should be an integral part of any intervention that aims to promote SRLs over AP. The researcher uses assessment to:

- Identify students' strengths and weaknesses in SRL.
- Provide feedback to students to help them improve their SRL skills.
- Make informed decisions about instruction.

To measure AP, students completed a standardized normal-class test at the beginning and end of the intervention. This test covered a variety of subjects, including in the EFL learning curricula of the Stella Matutina School called “Pruebas Bimestrales”.

The assessment data was used to evaluate the intervention and make instructional decisions. For example, the self-report questionnaire data was used to identify students who needed additional support in developing their SRL skills. The observation data was used to provide students with feedback on their SRL skills. The standardized test data was used to measure students' overall progress in AP.

The assessment results showed that the intervention was effective in promoting SRLs and improving AP. Students' scores on the self-report questionnaire increased significantly from the beginning to the end of the intervention. Additionally, students' scores on the standardized test increased significantly from the beginning to the end of the intervention.

One limitation of the assessment is that it relied primarily on self-report data. Self-report data can be biased, as students may not be accurate in their assessment of their skills. Additionally, the observation data was limited to a small number of grades, on the other hand, the assessment results suggest that the pedagogical intervention was effective in promoting SRLs and improving AP.

4.6 Evidence of Outcomes

The effectiveness of the intervention will be evaluated based on the following outcomes:

- ✓ Students' SRLs worksheets and assessment outcomes.
- ✓ Students' AP based on scores records of English subject.
- ✓ Students' metacognitive competence in EFL learning.

The evidence will be collected through pre- and post-tests, observations, and interviews.

Integrating Social Cognitive Theory (SCT) and Sociocultural Theory (SCT) into the instructional design for teaching English as a Foreign Language (EFL) among secondary school students in Bogotá provided a comprehensive framework to enhance both self- SRL and AP. By emphasizing the dynamic interplay between personal attributes, behaviors, and environmental factors, the intervention fostered an active and reciprocal learning process. Students were encouraged to engage in observational learning, develop self-efficacy, and employ SRL strategies effectively. The focus on these components created a supportive environment where learners could observe and model effective language use, set realistic and challenging goals, and reflect on their progress. This approach not only enhanced their

language acquisition but also empowered them to become more autonomous and confident learners.

The application of Vygotsky's concepts of the Zone of Proximal Development (ZPD) and scaffolding within the intervention further supported the students' cognitive and linguistic development. By providing scaffolded support during goal-setting, facilitating collaborative strategy development, and offering individualized feedback, the intervention tailored instruction to meet students' varying SRL skill levels. Assessment played a crucial role in this process, helping identify areas for improvement and providing valuable feedback to guide instructional decisions. The significant improvements in both SRL skills and AP, as evidenced by the assessment results, underscore the effectiveness of the intervention. Despite some limitations, such as the reliance on self-report data, the research demonstrates that a well-structured pedagogical approach grounded in SCT and Vygotsky’s principles can significantly enhance EFL learning outcomes.

Data analysis and Findings

This chapter presents the data analysis and findings of the study, which aimed to explore the relationship between Self-Regulated Learning (SRL) and academic performance among 13 eleventh grade students of Stella Matutina School. The chapter includes an analysis of the baseline data, the impact of the SRL intervention program, and the changes observed in SRL skills and academic performance over several weeks. The findings are structured to provide a comprehensive understanding of the effectiveness of the intervention program.

5.1 Research Context for Data Analysis

The study employed a mixed methods approach, utilizing both qualitative and quantitative data, and followed the ADDIE model to design and implement an intervention program. The intervention was designed to improve SRL skills by focusing on cognitive, metacognitive, and motivational aspects of learning.

The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) structured the intervention, with each phase contributing to a comprehensive understanding of the students' SRL skills and academic performance. Baseline data was collected in Week One, followed by periodic assessments in Weeks Three, Four, and Seven, to measure the impact of the intervention.

5.2 Data Management and Coding

The data collected during the study were managed and coded systematically to ensure accurate analysis and interpretation. Quantitative data were gathered through self-assessment scores and academic performance metrics, while qualitative data were obtained from student reflections and interviews. The coding process involved categorizing the data into relevant themes and sub-themes related to cognitive, metacognitive, and motivational aspects of SRL.

- Quantitative Data:

- Scores from self-assessment questionnaires
- Academic performance metrics (grades, test scores)

- Qualitative Data:
  - Student reflections
  - Interviews

The data were analyzed using descriptive statistics to identify trends and measure changes in SRL skills and academic performance. Qualitative data were coded thematically to identify common patterns and insights.

The overarching objective of this study was to explore the relationship between SRL strategies and AP, with a particular focus on how a pedagogical intervention grounded in these theoretical frameworks influences students' learning experiences.

Methodologically, the study employed a mixed-methods approach, combining quantitative and qualitative data analysis to examine the effectiveness of the intervention and qualitative analysis to delve into students' perceptions and experiences. The pedagogical intervention itself comprised various instructional strategies, including goal setting, self-reflection, metacognitive strategies, and self-assessment, all aimed at empowering students to take ownership of their learning process. This introduction sets the stage for a comprehensive examination of the data analysis and findings, shedding light on the efficacy of the intervention and its implications for EFL education.

5.3 Findings

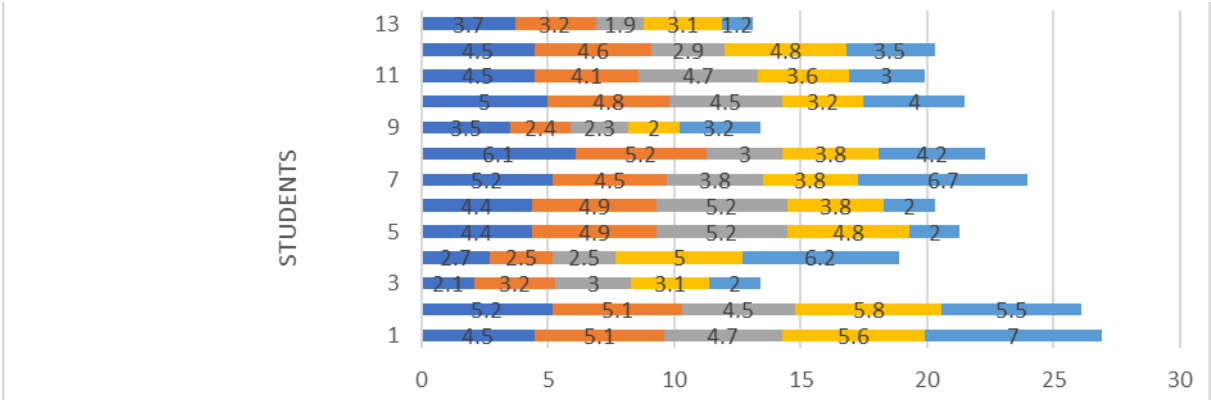
The findings of this study are structured into several key areas: cognitive aspects, metacognitive aspects, motivational aspects, variations in academic performance (AP), and causal attributions. Each area provides detailed insights into how the SRL intervention influenced the students' learning processes and academic outcomes. The comprehensive analysis of both quantitative and qualitative data offers a thorough understanding of the effectiveness of the intervention program.

5.3.1 Cognitive Aspects

Cognitive aspects refer to the mental processes involved in acquiring knowledge and understanding through thought, experience, and the senses. The SRL intervention aimed to enhance these cognitive processes by improving students' study dispositions, execution of study plans, and self-assessment skills.

Figure 2

Pre-administration test on SRL



	1	2	3	4	5	6	7	8	9	10	11	12	13
Study disposition	4.5	5.2	2.1	2.7	4.4	4.4	5.2	6.1	3.5	5	4.5	4.5	3.7
Execution/performance.	5.1	5.1	3.2	2.5	4.9	4.9	4.5	5.2	2.4	4.8	4.1	4.6	3.2
Self-assessment of study and learning planning.	4.7	4.5	3	2.5	5.2	5.2	3.8	3	2.3	4.5	4.7	2.9	1.9
Self-efficacy for study disposition.	5.6	5.8	3.1	5	4.8	3.8	3.8	3.8	2	3.2	3.6	4.8	3.1
Causal attributions.	7	5.5	2	6.2	2	2	6.7	4.2	3.2	4	3	3.5	1.2

Note. This figure depicts a five-point scale used to measure 13 students' SRLs before the intervention. The scale includes the following categories: execution/performance,

self-assessment of study and learning planning, self-efficacy for study disposition, and causal attributions. Maximum score was over 7.

Study Disposition:

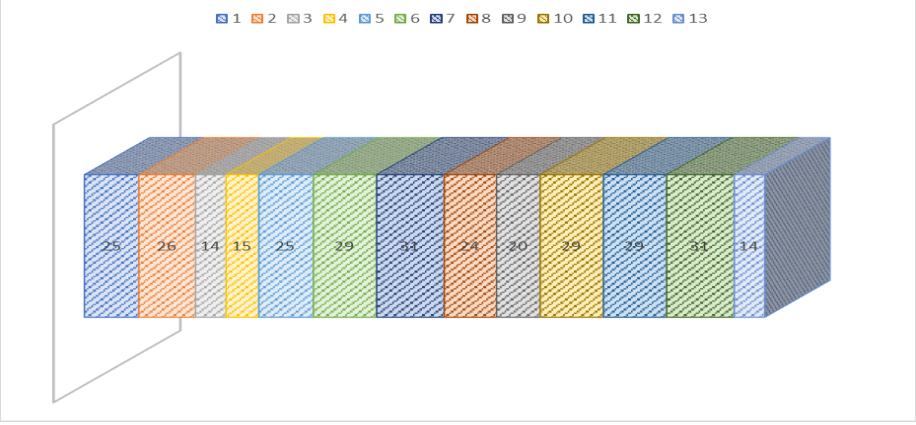
The baseline data indicated varying levels of study disposition among the students. The study disposition scores ranged from 2.1 to 6.2, reflecting diverse attitudes towards studying. Over the course of the intervention, the average score for study disposition increased from 4.3 in Week One to 5.0 by Week Seven. This positive shift suggests that students developed a greater appreciation for the importance of consistent study habits and proactive learning approaches.

The qualitative data supported these findings, with students reporting a more positive outlook towards their studies. Many students mentioned that they began to see studying as a more engaging and rewarding activity, rather than a tedious obligation. This change in perception was crucial for fostering a sustained interest in learning.

Execution/Performance:

Figure 3

Study skills assessment



Note. This figure depicts the study skills assessment scores of 13 students. The scores range from 14 to 31, with higher scores indicating better study skills.

Execution and performance scores also showed significant improvement, with averages rising from 4.6 to 5.3. This increase indicates that students became more disciplined and efficient in following through with their study plans. The structured guidance provided during the intervention helped students develop better time management and organizational skills.

Students reported that the intervention's emphasis on setting specific, measurable goals and creating detailed study plans greatly enhanced their ability to execute their study routines effectively. They found that breaking down larger tasks into smaller, manageable steps made their study sessions more productive and less overwhelming.

Cognitive Load Management:

Another critical aspect of the cognitive domain is managing cognitive load. The intervention helped students learn strategies to handle the amount of information they needed to process. Techniques such as summarization, chunking, and the use of mnemonic devices were introduced to help students retain and understand the material more efficiently.

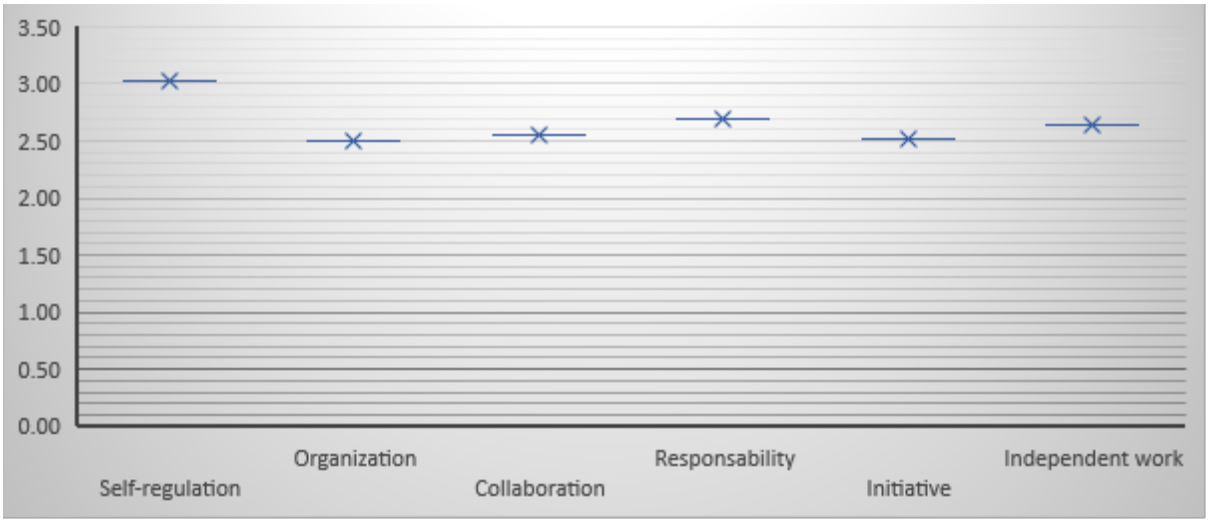
Students reflected that these techniques not only improved their memory and understanding but also made studying more enjoyable. By reducing cognitive overload, students were able to maintain their focus and concentration for more extended periods, which contributed to better learning outcomes.

5.3.2 Metacognitive Aspects

Metacognitive aspects of SRL involve awareness and control over one's learning processes, including planning, monitoring, and evaluating learning activities. The intervention aimed to enhance these metacognitive skills by encouraging students to reflect on their learning strategies and make necessary adjustments.

Figure 4

Student Self-Assessment of Learning Skills and Study Habits.



Note. This figure depicts a chart for a student to self-assess their learning skills and study habits. The chart includes six categories: self-regulated organization, collaboration, responsibility, initiative, and independence. Maximum score of 7.

Self-Assessment Skills:

The ability to self-assess improved significantly over the intervention period. Initial scores for self-assessment averaged 4.2, increasing to 4.9 by Week Seven. Students became more adept at evaluating their learning strategies, identifying strengths and weaknesses, and setting realistic goals. This metacognitive development is crucial for long-term academic success.

Students reported that the intervention helped them become more reflective and strategic in their learning. They learned to ask critical questions about their study methods and outcomes, such as "What worked well?" and "What could I do differently next time?" This reflective practice enabled them to make informed adjustments to their strategies, leading to continuous improvement.

Planning and Goal Setting:

Planning and goal setting are vital components of metacognitive regulation. The intervention provided students with tools and frameworks for setting specific, achievable

goals and developing detailed study plans. These plans included timelines, resource lists, and checkpoints to monitor progress.

The qualitative data revealed that students felt more in control of their learning processes due to these structured plans. They appreciated the clarity and direction that goal setting provided, which reduced anxiety and increased motivation. The ability to see their progress towards specific goals also boosted their confidence and sense of achievement.

Monitoring and Evaluation:

Monitoring and evaluation are essential for effective self-regulation. The intervention taught students how to track their progress and evaluate their performance against their goals. Techniques such as regular self-checks, peer reviews, and feedback sessions were incorporated to support this process.

Students reported that these monitoring activities helped them stay on track and identify areas needing improvement. The continuous feedback loop created a dynamic learning environment where students could promptly address issues and celebrate successes. This proactive approach to monitoring and evaluation fostered a growth mindset, encouraging students to view challenges as opportunities for growth.

5.3.3 Motivational Aspect

Motivation plays a critical role in SRL, influencing students' willingness to engage in learning activities and persist in the face of challenges. The intervention aimed to boost students' intrinsic motivation by fostering a sense of ownership and control over their learning.

Increased Engagement:

By Week Three, there was a noticeable increase in students' engagement with academic activities. The intervention encouraged students to spend more time on reviewing materials, completing projects, and participating in group discussions. This increased engagement was a positive indicator of the intervention's success in enhancing motivation.

Students reported that the intervention made learning more interactive and enjoyable. The incorporation of collaborative activities and practical applications of the material made the learning process more relevant and meaningful. This relevance was crucial for sustaining students' interest and motivation.

Confidence Boost:

The intervention also led to a significant boost in students' confidence. As they observed tangible improvements in their performance, their self-efficacy increased, motivating them to continue refining their SRL skills. The qualitative data from student reflections and interviews highlighted this increased confidence as a key factor in their sustained effort and perseverance.

Students expressed that the positive reinforcement and constructive feedback they received during the intervention played a significant role in building their confidence. They felt more capable and prepared to tackle academic challenges, which in turn motivated them to set higher goals and strive for excellence.

Intrinsic vs. Extrinsic Motivation:

The intervention aimed to shift students' motivation from extrinsic to intrinsic. While extrinsic motivation (e.g., grades, rewards) can drive short-term engagement, intrinsic motivation (e.g., personal interest, satisfaction) is more sustainable. The data indicated a positive shift towards intrinsic motivation, with students expressing a genuine interest in their studies and a desire to improve for personal fulfillment.

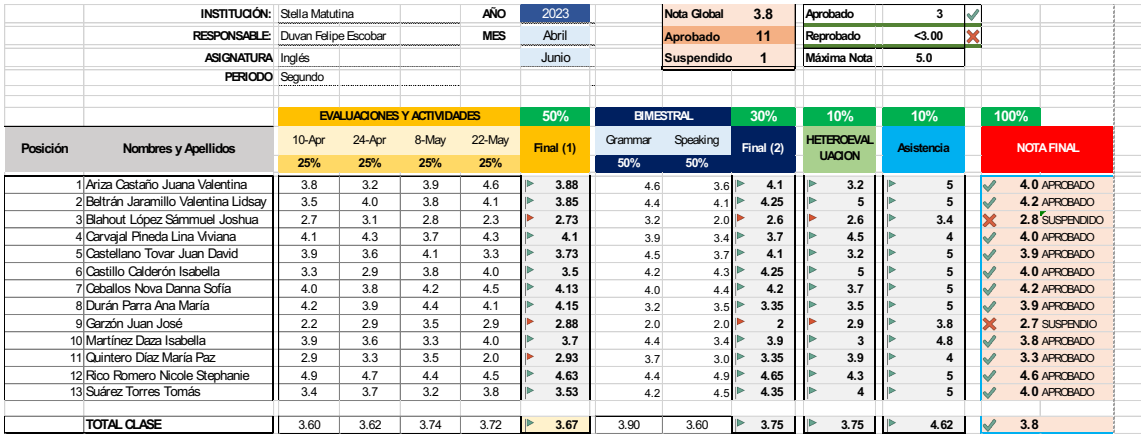
Students reported that they began to value learning for its own sake, rather than merely as a means to achieve good grades. This shift was evident in their increased willingness to explore topics beyond the curriculum and engage in self-directed learning activities.

5.3.4 AP Variations

Variations in academic performance (AP) were tracked to measure the impact of the intervention on students' grades and test scores. The data showed a clear correlation between improved SRL skills and academic performance.

Figure 5

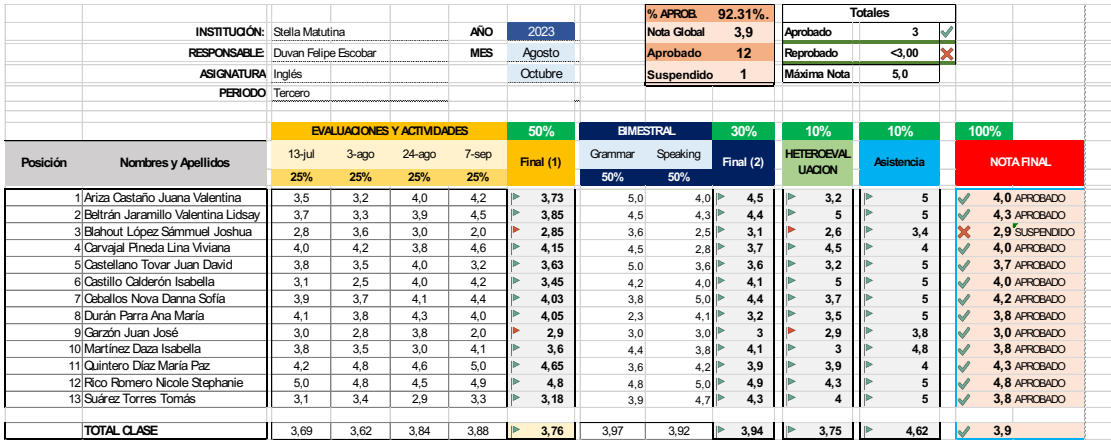
11th second period Grade sheet.



	INSTITUCIÓN:	Stella Matutina			AÑO	2023		Nota Global	3.8	Aprobado	3				
	RESPONSABLE:	Duvan Felipe Escobar			MES	Abril		Aprobado	11	Reprobado	<3.00				
	ASIGNATURA	Inglés				Junio		Suspendido	1	Máxima Nota	5.0				
	PERIODO	Segundo													
		EVALUACIONES Y ACTIVIDADES				50%	BIMESTRAL		30%	10%	10%	100%			
Posición	Nombres y Apellidos	10-Apr	24-Apr	8-May	22-May	Final (1)	Grammar	Speaking	Final (2)	HETEROEVALUACION	Asistencia	NOTA FINAL			
		25%	25%	25%	25%		50%	50%							
1	Ariza Castaño Juana Valentina	3.8	3.2	3.9	4.6	3.88	4.6	3.6	4.1	3.2	5	4.0 APROBADO			
2	Beltrán Jaramillo Valentina Lidsay	3.5	4.0	3.8	4.1	3.85	4.4	4.1	4.25	5	5	4.2 APROBADO			
3	Blahout López Sámmuel Joshua	2.7	3.1	2.8	2.3	2.73	3.2	2.0	2.6	2.6	3.4	2.8 SUSPENDIDO			
4	Carvajal Pineda Lina Viviana	4.1	4.3	3.7	4.3	4.1	3.9	3.4	3.7	4.5	4	4.0 APROBADO			
5	Castellano Tovar Juan David	3.9	3.6	4.1	3.3	3.73	4.5	3.7	4.1	3.2	5	3.9 APROBADO			
6	Castillo Calderón Isabella	3.3	2.9	3.8	4.0	3.5	4.2	4.3	4.25	5	5	4.0 APROBADO			
7	Ceballos Nova Danna Sofía	4.0	3.8	4.2	4.5	4.13	4.0	4.4	4.2	3.7	5	4.2 APROBADO			
8	Durán Parra Ana María	4.2	3.9	4.4	4.1	4.15	3.2	3.5	3.35	3.5	5	3.9 APROBADO			
9	Garzón Juan José	2.2	2.9	3.5	2.9	2.88	2.0	2.0	2	2.9	3.8	2.7 SUSPENDIO			
10	Martínez Daza Isabella	3.9	3.6	3.3	4.0	3.7	4.4	3.4	3.9	3	4.8	3.8 APROBADO			
11	Quintero Díaz María Paz	2.9	3.3	3.5	2.0	2.93	3.7	3.0	3.35	3.9	4	3.3 APROBADO			
12	Rico Romero Nicole Stephanie	4.9	4.7	4.4	4.5	4.63	4.4	4.9	4.65	4.3	5	4.6 APROBADO			
13	Suárez Torres Tomás	3.4	3.7	3.2	3.8	3.53	4.2	4.5	4.35	4	5	4.0 APROBADO			
	TOTAL CLASE	3.60	3.62	3.74	3.72	3.67	3.90	3.60	3.75	3.75	4.62	3.8			

Figure 6

11th third period Grade sheet



								% APROB.	92.31%.	Totales					
	INSTITUCIÓN:	Stella Matutina			AÑO	2023		Nota Global	3,9	Aprobado	3				
	RESPONSABLE:	Duvan Felipe Escobar			MES	Agosto		Aprobado	12	Reprobado	<3,00				
	ASIGNATURA	Inglés				Octubre		Suspendido	1	Máxima Nota	5,0				
	PERIODO	Tercero													
		EVALUACIONES Y ACTIVIDADES				50%	BIMESTRAL		30%	10%	10%	100%			
Posición	Nombres y Apellidos	13-jul	3-ago	24-ago	7-sep	Final (1)	Grammar	Speaking	Final (2)	HETEROEVALUACION	Asistencia	NOTA FINAL			
		25%	25%	25%	25%		50%	50%							
1	Ariza Castaño Juana Valentina	3,5	3,2	4,0	4,2	3,73	5,0	4,0	4,5	3,2	5	4,0 APROBADO			
2	Beltrán Jaramillo Valentina Lidsay	3,7	3,3	3,9	4,5	3,85	4,5	4,3	4,4	5	5	4,3 APROBADO			
3	Blahout López Sámmuel Joshua	2,8	3,6	3,0	2,0	2,85	3,6	2,5	3,1	2,6	3,4	2,9 SUSPENDIDO			
4	Carvajal Pineda Lina Viviana	4,0	4,2	3,8	4,6	4,15	4,5	2,8	3,7	4,5	4	4,0 APROBADO			
5	Castellano Tovar Juan David	3,8	3,5	4,0	3,2	3,63	5,0	3,6	3,6	3,2	5	3,7 APROBADO			
6	Castillo Calderón Isabella	3,1	2,5	4,0	4,2	3,45	4,2	4,0	4,1	5	5	4,0 APROBADO			
7	Ceballos Nova Danna Sofía	3,9	3,7	4,1	4,4	4,03	3,8	5,0	4,4	3,7	5	4,2 APROBADO			
8	Durán Parra Ana María	4,1	3,8	4,3	4,0	4,05	2,3	4,1	3,2	3,5	5	3,8 APROBADO			
9	Garzón Juan José	3,0	2,8	3,8	2,0	2,9	3,0	3,0	3	2,9	3,8	3,0 APROBADO			
10	Martínez Daza Isabella	3,8	3,5	3,0	4,1	3,6	4,4	3,8	4,1	3	4,8	3,8 APROBADO			
11	Quintero Díaz María Paz	4,2	4,8	4,6	5,0	4,65	3,6	4,2	3,9	3,9	4	4,3 APROBADO			
12	Rico Romero Nicole Stephanie	5,0	4,8	4,5	4,9	4,8	4,8	5,0	4,9	4,3	5	4,8 APROBADO			
13	Suárez Torres Tomás	3,1	3,4	2,9	3,3	3,18	3,9	4,7	4,3	4	5	3,8 APROBADO			
	TOTAL CLASE	3,69	3,62	3,84	3,88	3,76	3,97	3,92	3,94	3,75	4,62	3,9			

Note. These sheets contain second and third period student grades from Stella Matutina school, also, the information of students included in the intervention (e.g., course name, grading period), I got the permission to share this student information.

Baseline to Week Seven:

The baseline data provided a starting point for measuring academic performance. Initial academic performance metrics varied widely among students, reflecting different

levels of prior achievement and study habits. By Week Seven, there were significant improvements in grades and test scores across the board. Students who initially struggled with SRL skills showed the most substantial gains, suggesting that the intervention was particularly effective for those in need of support.

Quantitative data analysis revealed that the average grade point increased from 2.8 in Week One to 3.4 by Week Seven. This improvement was accompanied by higher test scores, with students performing better in both formative and summative assessments. The data indicated that students were not only mastering content but also applying their SRL skills to achieve better academic outcomes.

Correlation with SRL Skills:

The improvements in academic performance were closely linked to enhancements in SRL skills. Students who developed better study habits, execution plans, and self-assessment abilities also achieved higher academic outcomes. This correlation underscores the importance of fostering SRL skills to promote academic success.

The qualitative data supported this finding, with students attributing their improved performance to the skills and strategies learned during the intervention. They reported feeling more organized, focused, and capable of managing their studies effectively.

Subject-Specific Performance:

The intervention's impact on academic performance was not uniform across all subjects. Students reported greater improvements in subjects that required higher levels of self-regulation. These subjects often involve complex problem-solving and critical thinking, which are directly supported by strong SRL skills.

Conversely, subjects that relied more on rote memorization and less on active learning showed relatively smaller gains. This finding suggests that while SRL skills are beneficial across the board, their impact is more pronounced in areas that demand higher cognitive and metacognitive engagement.

5.3.5 Causal Attributions

Causal attributions refer to the students' perceptions of the reasons behind their academic successes or failures. Understanding these attributions is essential for developing effective interventions that address students' beliefs about their abilities and control over their learning.

Positive Attributions:

Students attributed their academic improvements to the skills and strategies learned during the intervention. They recognized the importance of self-regulation and felt empowered by their ability to control their learning processes. This positive attribution was reflected in their increased motivation and engagement.

Students reported that they felt more in control of their academic outcomes, attributing their success to their own efforts rather than external factors. This sense of empowerment was crucial for building a growth mindset, where students believe that their abilities can be developed through dedication and hard work.

The intervention also led to shifts in attribution from external to internal factors. Initially, some students believed that their academic performance was influenced by external factors such as teacher support or luck. Over time, they began to attribute their success to their own efforts and strategies, indicating a significant shift towards a more internal locus of control.

Students reflected that this shift in attribution helped them take more responsibility for their learning. They felt more accountable for their actions and motivated to take proactive steps to improve their performance. This change in mindset was critical for fostering sustained improvements in both their SRL skills and academic performance.

Impact on Resilience:

The shift towards internal attributions also impacted students' resilience in the face of academic challenges. Students who attributed their successes to their efforts were more likely

to view setbacks as temporary and controllable. This perspective helped them persist through difficulties and continue striving towards their goals.

Qualitative data from student interviews revealed that many students felt more resilient and less discouraged by setbacks. They reported that the intervention taught them to see challenges as opportunities to learn and grow, rather than insurmountable obstacles. This resilience was reflected in their willingness to seek help, try new strategies, and remain committed to their learning goals.

Consistency in Attributions:

Over the intervention period, there was an increasing consistency in students' causal attributions. Initially, students had varied explanations for their academic outcomes, often citing factors outside their control. By the end of the intervention, there was a noticeable trend towards consistent internal attributions, with students consistently recognizing the role of their own efforts and strategies in their success.

This consistency is important for developing a stable and enduring sense of self-efficacy. When students consistently attribute their success to their efforts, they are more likely to maintain high levels of motivation and engagement over the long term. The intervention's focus on reinforcing positive attributions played a key role in achieving this consistency.

Role of Feedback:

Feedback played a crucial role in shaping students' causal attributions. The intervention provided regular, constructive feedback that helped students understand the connection between their efforts and outcomes. This feedback reinforced the idea that their actions directly influenced their performance, thereby supporting the development of internal attributions. Students reported that the feedback they received was instrumental in helping them see the value of their efforts. They appreciated the specific, actionable suggestions for

improvement, which helped them make targeted adjustments to their strategies. The positive reinforcement from feedback also boosted their confidence and motivation.

The intervention program to teach Self-Regulated Learning (SRL) skills proved to be effective in improving the academic performance of the 13 eleventh grade students at Stella Matutina School. The program's structured approach, combined with continuous feedback and support, enabled students to develop better study habits, enhance their self-assessment skills, and ultimately achieve higher academic performance.

5.4 Summary of Key Findings:

- Cognitive Aspects: Students showed improved study dispositions and execution of study plans, leading to more effective learning outcomes.
- Metacognitive Aspects: Enhanced self-assessment, planning, and goal-setting skills contributed to better regulation of learning processes.
- Motivational Aspect: Increased engagement and confidence, with a shift towards intrinsic motivation, sustained students' efforts.
- AP Variations: Significant improvements in grades and test scores, particularly in subjects requiring higher levels of self-regulation.
- Causal Attributions: Positive shifts towards internal attributions and increased resilience, supported by consistent feedback and reinforcement.

The mixed methods research, supported by the ADDIE framework, provided a comprehensive understanding of the relationship between SRL and academic performance. The findings suggest that similar intervention programs could be beneficial in other educational settings, promoting self-regulation and academic success among students.

Conclusions, Pedagogical Implications, Limitations, and Further Research.

Self-regulated learning has emerged as a key factor influencing students' AP. As many educational approaches evolve towards a more student-centered model, students' ability to set goals, plan, monitor, and evaluate their own learning has become crucial for AP. In the context of learning English as a foreign language, self-regulation strategies play a critical role in the effective acquisition of language skills and mastery of specific knowledge areas.

This research focused on exploring the relationship between SRL strategies and the AP of secondary school students in learning English in Bogotá, Colombia. Through the collection and analysis of quantitative data on students' grades, assessments, an in-depth interview and self-evaluations, the aim was to gain a deep understanding of how cognitive, metacognitive, and motivational self-regulation skills influence AP in the specific context of language learning.

6.1. Conclusions

6.1.1. Importance of Self-Regulation Strategies

The findings clearly demonstrate that students who effectively employ self-regulated learning strategies, such as goal-setting, planning, self-evaluation, and progress monitoring, tend to achieve superior AP. These strategies appear to be instrumental in enabling students to take an active, strategic approach to their learning journey, allowing them to navigate academic challenges more effectively and maximize their potential. By setting clear objectives, devising actionable plans, regularly assessing their performance, and making necessary adjustments, these students were better equipped to tackle assessments, exams, and coursework, ultimately translating into higher grades and increased pass rates.

6.1.2. Impact on Specific Knowledge Areas

Notably, the data reveals that self-regulation strategies not only contribute to overall academic success but also facilitate mastery in specific knowledge domains. In the context of English language learning, students who demonstrated proficiency in metacognitive and monitoring strategies excelled in areas like grammar and oral expression. This suggests that self-regulation equips learners with the skills to identify their strengths and weaknesses, allocate their efforts effectively, and tailor their learning approaches to the unique demands of various subject areas. By maintaining a heightened awareness of their understanding and progress, students can pinpoint areas requiring additional attention and implement targeted strategies, ultimately leading to deeper comprehension and skill development.

6.1.3. Relationship with Cognitive Skills

While the study did not directly measure cognitive skills like general intelligence, memory, or attention, it is reasonable to hypothesize that these factors interact synergistically with SRL strategies to influence AP. Students possessing robust cognitive abilities coupled with effective SRLs may enjoy a significant advantage in the learning process and classroom settings. Their cognitive strengths could facilitate the acquisition and retention of knowledge, while self-regulation strategies ensure that this knowledge is strategically applied, consolidated, and reinforced. Conversely, students with weaker cognitive skills may find self-regulation strategies particularly beneficial in compensating for their limitations and optimizing their learning outcomes.

6.1.4. Importance of Motivation and Engagement

Beyond cognitive and metacognitive factors, the findings underscore the pivotal role of motivation and engagement in academic success, particularly in language learning contexts. Students who exhibited higher levels of interest, commitment, and appreciation for the value of learning English tended to achieve better grades and higher pass rates. This observation aligns with existing research, which suggests that intrinsic motivation and

positive expectations of success can act as powerful catalysts, driving students to persistently employ self-regulation strategies and maintain a growth mindset in the face of challenges. When students are genuinely invested in their learning goals and perceive the relevance of their efforts, they are more likely to remain engaged, resilient, and committed to their academic pursuits.

6.1.5. Need for Comprehensive Interventions

Collectively, these findings highlight the necessity for comprehensive pedagogical interventions that holistically address self-regulation skills, motivational factors, and cognitive aspects of learning. Implementing isolated or piecemeal approaches may yield limited success, as AP is influenced by a complex interplay of cognitive, metacognitive, and affective variables. By adopting a multifaceted approach that simultaneously strengthens students' self-regulation abilities, cultivates intrinsic motivation, and supports cognitive development, educational institutions can empower learners to embrace a strategic, self-directed approach to their education. This comprehensive strategy holds the potential to enhance AP, foster language proficiency, and equip students with transferable skills essential for lifelong learning and success.

In summary, the study's conclusions underscore the pivotal role of SRL strategies in driving AP and mastery of specific knowledge domains, such as EFL learning. By recognizing the interplay between SRL, cognitive skills, and motivational factors, educators can design and implement interventions that holistically support students' growth, ultimately contributing to their AP and overall development.

6.2 Pedagogical Implications

The findings of this study have significant implications for pedagogical practices and interventions aimed at enhancing students' AP, particularly in the context of English language learning. By recognizing the critical role of SRL strategies and their interplay with cognitive and motivational factors, educators can implement targeted approaches to foster a more

effective and engaging learning environment. The following pedagogical implications can be derived from the research:

Explicit Instruction in Self-Regulated Learning Strategies:

Given the strong connection between SRL strategies and AP, it is imperative to incorporate explicit instruction in these skills within the curriculum. Educators should dedicate time and resources to teaching students goal-setting techniques, time management strategies, study skills, metacognitive monitoring, and self-evaluation methods. By equipping learners with these tools, they can develop a more strategic and proactive approach to their studies, better navigating academic challenges and maximizing their potential.

Integrating Metacognitive Practices:

The findings highlight the importance of metacognitive strategies, particularly in mastering specific knowledge areas like grammar and oral expression in language learning. Educators should encourage students to engage in activities that promote self-reflection, self-monitoring, and self-assessment. This can involve techniques such as metacognitive journaling, think-aloud protocols, and peer feedback sessions, where students actively evaluate their learning processes, identify areas of strength and weakness, and adjust their strategies accordingly.

Fostering Intrinsic Motivation and Engagement:

As motivation and engagement emerged as crucial factors influencing academic performance, pedagogical approaches should aim to cultivate students' intrinsic motivation and commitment to learning. This can be achieved by emphasizing the relevance and practical applications of course content, providing opportunities for choice and autonomy, and creating an environment that celebrates effort, growth, and intellectual curiosity. Additionally, incorporating interactive and collaborative learning activities can further enhance engagement and foster a sense of community within the classroom.

Tailored Cognitive Support:

While the study did not directly measure cognitive skills, it is evident that these abilities interact with self-regulation strategies to impact academic performance. Educators should consider implementing differentiated instructional approaches that cater to diverse cognitive abilities and learning styles. This may involve providing additional scaffolding, visual aids, or multimodal learning materials for students who may require extra cognitive support, while offering enrichment opportunities for those with advanced cognitive abilities.

Continuous Assessment and Feedback:

Effective SRL relies on ongoing assessment and feedback mechanisms. Educators should establish regular check-ins, formative assessments, and opportunities for students to receive constructive feedback on their progress. This feedback loop can help students identify areas for improvement, adjust their strategies, and develop a more accurate understanding of their strengths and weaknesses, further enhancing their self-regulation skills.

Collaboration and Peer Learning:

Encouraging collaboration and peer learning can reinforce self-regulation strategies and foster a supportive learning community. By working in groups, students can share their approaches, provide feedback, and learn from one another's experiences. Additionally, peer tutoring or mentoring programs can create opportunities for students to practice their self-regulation skills while supporting their classmates' learning journeys.

Professional Development and Teacher Training:

Successful implementation of these pedagogical implications requires ongoing professional development and teacher training. Educators should receive comprehensive training on SRL theories, instructional strategies, and assessment techniques to effectively integrate these practices into their classrooms. Collaboration among teachers, sharing of best practices, and continuous learning can further enhance the effectiveness of these interventions.

By incorporating these pedagogical implications, educational institutions can create a learning environment that empowers students to take ownership of their learning, cultivates intrinsic motivation, and supports the development of essential self-regulation skills. This holistic approach has the potential to improve AP, foster language proficiency, and equip students with the necessary tools for lifelong learning and success in an ever-changing global landscape.

6.3 Limitations

Despite the valuable insights gained from this study, certain limitations should be acknowledged:

a) Sample Size and Demographics: The study's sample was limited to 13 high school students in Bogotá. While their perspectives are valuable, the findings may not be generalized to all students in Bogotá or other contexts. A more extensive and diverse sample, including students of different ages, backgrounds, and regions, would provide a broader perspective.

b) Self-Reported Data: The study relied on self-reported data obtained through interviews. While the participants' perspectives offer rich qualitative information, there might be some bias or social desirability effects in their responses. Additionally, self-reported data may not always align with observed behaviors.

c) Cultural Factors: The study did not delve deeply into the potential cultural factors that influence students' perceptions and experiences. Cultural aspects could play a significant role in shaping how students approach self-regulated learning. Future research should explore these cultural factors more comprehensively.

d) Temporal Considerations: The study's data is based on a particular time frame, and students' perceptions and experiences can evolve. Longitudinal research

would provide a more comprehensive understanding of how self-regulated learning strategies impact students' language acquisition and disposition.

e) Language Proficiency Levels: The study did not specifically consider the students' English language proficiency levels. Understanding how self-regulated learning strategies vary among students with different levels of English proficiency could yield additional insights.

f) Absence of Teacher and Parent Perspectives: The study focused exclusively on the students' perspectives. However, teacher and parent perspectives on self-regulated learning are also essential to gain a holistic understanding. Future research should include these stakeholders' insights to triangulate the findings.

g) Generalizability: While the findings of this study have pedagogical relevance, caution should be exercised when generalizing them to other contexts.

6.4 Further Research

While this study provides valuable insights into the relationship between SRL strategies and AP in EFL learning, there are still avenues for further exploration and research. Future studies could investigate the long-term impacts of implementing self-regulation interventions, examining how these skills translate to other academic domains or future educational and professional pursuits. Additionally, researchers could delve deeper into the interplay between SRL, cognitive abilities, and motivational factors, potentially identifying optimal combinations or mediating variables that maximize academic outcomes.

Another area of interest could be exploring the role of socio-cultural factors, such as family background, educational support systems, and cultural influences, in shaping students' self-regulation skills and motivation toward language learning. Cross-cultural comparisons or longitudinal studies tracking the development of self-regulation strategies over time could also provide valuable insights.

Furthermore, as technology continues to reshape the educational landscape, future research could examine the integration of digital tools and online learning environments in fostering SRL. This could include investigating the effectiveness of adaptive learning platforms, gamification techniques, or virtual collaboration tools in enhancing students' engagement, metacognitive awareness, and self-regulation abilities.

By continuously expanding the knowledge base and exploring new avenues of research, educators and policymakers can refine and optimize interventions, fostering a generation of self-regulated learners equipped with the skills and mindsets necessary for lifelong success in an ever-evolving global society.

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Appendices

Informed consent process.

Colegio Stella Matutina

Bogotá, 24 de Julio del 2023.

Estimados padres o representantes legales:

Yo, _____, con documento de identidad número _____, en calidad de padre/madre o representante legal de _____, quien es estudiante del Colegio Stella Matutina y menor de edad, por medio de la presente, doy mi consentimiento para que mi hijo/hija participe voluntariamente en la monografía titulada: "Exploring the Relationship Between Self-Regulated Learning and Academic Achievement in English Learning Among High School Students in Bogotá" que es la opción de grado del estudiante Duvan Jair Palacios cód. 20181265049 de la universidad Distrital FJC.

Objetivo de la Monografía:

El objetivo de esta monografía es investigar la relación entre el aprendizaje autorregulado y el rendimiento académico en el aprendizaje del inglés entre los estudiantes de secundaria en Bogotá. El estudio busca entender cómo la capacidad de los estudiantes para regular su propio aprendizaje afecta su desempeño en el área específica del inglés, identificando posibles patrones o factores influyentes.

Métodos de Recopilación de Datos:

Para llevar a cabo esta monografía, se utilizarán diversos métodos de recopilación de datos, que incluyen:

Encuestas: Se administrarán encuestas diseñadas específicamente para obtener información sobre las estrategias de aprendizaje autorregulado que utilizan los estudiantes y su percepción sobre su rendimiento académico en el aprendizaje del inglés.

Entrevistas: Se realizarán entrevistas individuales o grupales con algunos estudiantes para obtener una comprensión más profunda de sus experiencias personales con el aprendizaje autorregulado y cómo lo aplican en el contexto del inglés.

Análisis de registros académicos: Se revisarán los registros académicos y calificaciones de los estudiantes para analizar las tendencias y posibles correlaciones entre el aprendizaje autorregulado y el rendimiento en inglés.

Confidencialidad y Protección de Datos:

Toda la información recopilada se mantendrá en estricta confidencialidad y se utilizará únicamente para los propósitos de la monografía. Los datos serán almacenados de manera segura y solo los investigadores involucrados tendrán acceso a ellos. Los nombres de los participantes no serán revelados en el informe final, utilizando seudónimos o códigos para preservar su anonimato.

Participación Voluntaria:

Es importante destacar que la participación de su hijo/hija en esta monografía es completamente voluntaria. Si decide que no desean participar o si su hijo/hija decide retirarse del estudio en cualquier momento, no habrá ninguna consecuencia o repercusión negativa para ellos.

Firma de Consentimiento:

Al firmar esta carta, usted reconoce que ha sido debidamente informado sobre la naturaleza y los objetivos de la monografía, así como los métodos de recopilación de datos utilizados. También comprende que la participación de su hijo/hija es voluntaria y que tienen el derecho de retirarse en cualquier momento sin consecuencias. Su firma no es obligatoria, y la decisión de participar o no, no afectará la educación de su hijo/hija en el Colegio "Stella Matutina".

Agradezco su colaboración y apoyo en este estudio académico. Si tiene alguna pregunta o inquietud adicional, no dude en ponerse en contacto con los investigadores a través de la dirección de correo electrónico proporcionados a continuación.

Djpalaciosh@udistrital.edu.co

Firma:

Nombre: _____

Fecha: _____

Correo electrónico de contacto: _____

Teléfono de contacto: _____