Challenges of Lecturers in Material Selection to Foster EFL University Students' Self-Regulation

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ABSTRACT

This study investigates EFL university lecturers' challenges when selecting resources to facilitate students' self-regulation. Using a mixed-method design with 89 participants from Thai universities in this research sheds light on lecturers' difficulties, such as time constraints and limited access to reliable resources. It underscores the importance of considering diverse perspectives and practical strategies, such as adapting existing materials and involving students in the selection process. Furthermore, it highlights the direct impact of material choices on students' self-regulation outcomes. The study provides strategies to enhance self-regulation among EFL university students and suggests improvements for resource selection procedures. Despite its limitations, this research contributes valuable insights and pedagogical recommendations. Future avenues of study may explore the influence of digital learning resources, teacher-student collaboration in material selection, and cross-cultural perspectives on self-regulation and material choice.

Keywords: material selection, self-regulation, EFL university students, challenges, teaching strategies

Introduction

In EFL (English as a Foreign Language) university settings, fostering self-regulation, a vital process involving students' independent management of their learning, profoundly impacts language acquisition (Broadbent & Poon, 2015). Self-regulation entails setting goals, monitoring progress, and adapting learning strategies (Broadbent & Poon, 2015; Kauffman, 2004). This universal phenomenon has been extensively studied across educational contexts (Kauffman, 2004). In EFL, instructional materials significantly promote self-regulation (Kauffman, 2004; Park & Kim, 2022). These materials provide platforms for students to engage with information, a process closely tied to self-regulation (Park & Kim, 2022). Kauffman (2004) highlights the intrinsic link between self-regulation and web-based learning environments, emphasizing the importance of designing teaching resources that support cognitive strategies, metacognitive processes, and motivational beliefs for self-regulated learning. Recognizing these dynamics is essential for enhancing language learning outcomes in EFL university settings, as they underscore the interplay between self-regulation, instructional resources, and pedagogical contexts. Since these researches emphasize the link between self-regulation, instructional resources, and pedagogical circumstances, understanding the dynamics of these interactions is essential to enhancing students' language learning outcomes in EFL university environments. These discoveries lay the groundwork for more investigation into the difficulties and approaches to promoting self-regulation in teaching English, especially in university settings.

The use of instructional tools in web-based settings to support cognitive strategies, metacognitive processing, and motivational beliefs, all of which contribute to self-regulated learning, has been examined in educational research (Kauffman, 2004). Recent research has concentrated on university students' performance, engagement, and self-regulation, particularly concerning novel teaching strategies like flipped learning (Park & Kim, 2022). Studies have also examined how university students self-regulate their learning, revealing the difficulties and factors that affect this process (Balapumi et al., 2016). Additionally, it has been investigated how resources support self-regulation in online learning settings, offering suggestions for improving student self-regulation (Wandler & Imbriale, 2017). Although previous research has shed light on several areas of self-regulation and content choice in educational environments, gaps exist. The difficulties novice teachers have in selecting, creating, and using materials show this

process's complexity (Mukundan, 2022). This study intends to investigate the challenges lecturers have while choosing materials to promote EFL university students' self-regulation to fill these gaps. As in the Thai context, several studies have addressed the issue in recent years.

These studies mainly focus on self-regulated English learning among university students, particularly in online and EFL settings. Here's a summary of each study. Puntularb et al. (2021) emphasize the necessity for additional research concerning the characteristics and self-regulation of undergraduate students in online English learning and how these factors impact learning outcomes. Similarly, Yossatorn et al. (2023) identify a gap in understanding motivational beliefs concerning online self-regulated English learning among university students. They advocate for exploring the motivational aspects of self-regulated learning more comprehensively. While not explicitly stated, Polrak et al.'s (2023) study focuses on developing a measurement tool, signaling a gap in available instruments for assessing language self-efficacy among EFL undergraduate students in Thailand. Canbay's research (2020) highlights the need for further investigation into the interplay between self-regulation and language learning strategies among secondary school students, indicating a gap in comprehending how self-regulation influences language learning processes. Abe et al. (2021) underscore the gap in understanding the role of self-regulation skills in enhancing English proficiency among Asian EFL learners in a flipped online classroom, emphasizing the necessity for more research in this domain. In summary, the concept of self-regulatory has been focused on in recent years.

Literature Review

Self-regulated learning is essential in EFL instruction, enabling students to set goals, track progress, and adapt strategies, which is particularly vital in EFL university settings with individualized learning tasks. Previous research emphasizes its role in performance and satisfaction (Azari Noughabi et al., 2022), even enhancing academic outcomes in online higher education (Broadbent & Poon, 2015). EFL university students, often engaging in autonomous learning, benefit significantly from self-regulation. It equips them to organize knowledge, set goals, and persevere through academic challenges like time management, motivation, and distractions (Broadbent & Poon, 2015). Efficient learning techniques and deep language processing are more likely to enhance self-regulation (Seker, 2016). Factors influencing self-regulation include motivation, self-efficacy, language competency (Zhang & Zhang, 2019), the learning environment, and instructional materials (Bergström et al., 2023).

Lecturers are vital in promoting self-regulated learning by teaching techniques such as goal setting and reflection (Chen et al., 2019; Zhang & Zhang, 2019). They guide students in acquiring these skills, making the process explicit and empowering students to set objectives and reflect on their learning (Chen et al., 2019). Effective teaching methods, including goal setting and reflective practices, foster self-regulation and create positive learning environments (Chamot, 2018). Incorporating relevant and authentic information into materials can enhance students' interest and engagement (Nabijanovna et al., 2021). Materials that offer opportunities for self-evaluation and self-reflection can contribute to developing students' metacognitive processes and self-regulation (Vasu et al., 2020). While highlighting metacognitive abilities and self-reflection, Pradana et al. (2021) pointed out areas for development in the self-regulation preparatory stage. According to Lynch's (2013) research, dedication to lifelong learning and active involvement are predicted by self-efficacy beliefs. Do (2022) states a gap exists between self-regulation and GPA. Still, there is also a high degree of self-regulation and a link between cognition knowledge and cognition regulation. Thai EFL university students exhibit self-regulation and metacognitive abilities, with room for improvement.

Using appropriate learning materials can aid the development of self-regulation abilities, increasing motivation and engagement (Bergström et al., 2023). However, there is limited discussion on university lecturers' challenges when selecting materials and how this impacts students' self-regulation outcomes. Investigating lecturers' perspectives and experiences is crucial to inform effective teaching techniques. However, there is a noticeable gap in our knowledge of the particular difficulties lecturers have when choosing materials and how this, in turn, affects students' self-regulation results, despite the recognized significance of lecturers in fostering self-regulated learning and the function of materials. Examining lecturers' viewpoints and experiences in the context of EFL university settings is essential to developing successful teaching strategies. Phothongsunan (2006) highlights the significance of social strategies such as communicating primarily in English and interacting with native English speakers. However, Pannak (2014) leaves an opportunity for more research because it does not provide particular data on teaching strategies.

The existing literature reveals several gaps in our understanding of how material selection can help EFL university students develop self-regulation (e.g., Azari Noughabi et al., 2022; Bergström et al., 2023; Su et al., 2023). First, there is limited research on the difficulties lecturers encounter when choosing resources to promote self-regulation (e.g., Mukundan, 2022; Murray, 2021). Additionally, there is a lack of research on how material selection affects students' self-regulation outcomes and what insights and

experiences EFL university lecturers bring to this area (e.g., Mukundan et al., 2020; Murray, 2021). Contextualization, student requirements, and the profiles of potential students are just a few considerations for choosing instructional materials for EFL university students. Scholars such as Wuttisrisiriporn et al. (2020) emphasize the significance of curriculum congruence, content, quality, and cost when choosing textbooks. The absence of systematic textbook evaluation impacts the results of teaching and learning. Rahmawati and Jamil (2021) also emphasize the need to employ genuine e-materials, emphasizing the contents' kind, substance, and preparation time. In general, content selection techniques in Thai EFL university settings differ and need to be improved in a few areas.

The impact of material choice on students' self-regulation development in EFL university settings remains insufficiently explored (e.g., Bergström et al., 2023; Mukundan, 2022; Wilby, 2022). Lastly, there is limited knowledge of how lecturers can effectively select materials to facilitate the development of self-regulation abilities (e.g., Nipaspong, 2022; Tazhitova et al., 2022). Addressing these knowledge gaps through further research is essential to enhance students' language learning outcomes and deepen our understanding of the intricate interaction between materials and self-regulation. Suthasinee (2016) discovered a modest relationship between self-efficacy, goal orientation, and self-regulated learning. Task value and intrinsic goal orientation were shown to be connected with English proficiency by Imsri and Sangpoom (2022), but more test anxiety was associated with poorer ability. Samruayruen et al. (2013) emphasized the value of online and hybrid learning environments for managing one's studies.

In contrast, Pratontep and Chinwonno (2008) discussed the role of self-regulated learning in academic success. Self-regulated learning involves students actively monitoring, controlling, and adapting their learning processes to achieve desired results. This study is grounded in two primary frameworks that emphasize cognitive and metacognitive approaches to assist lecturers in fostering self-regulation. The theoretical framework by Zimmerman (2000), known as the social cognitive perspective on self-regulation, is firmly rooted in Bandura's Social Cognitive Theory (Bandura, 1986). Each of these theories will be briefly explained in the following sections.

Zimmerman's theoretical framework, the social cognitive perspective on self-regulation, is rooted in Bandura's Social Cognitive Theory. This perspective views self-regulation as a dynamic, integral part of the learning process. It involves an ongoing cycle in which students establish clear objectives, monitor their progress, and employ self-regulation strategies to adapt their learning approaches. Central to Zimmerman's framework is self-efficacy, representing an individual's confidence in their ability to perform a

task effectively. Students with high self-efficacy are more likely to set challenging goals and persist in their pursuit despite challenges. Goal-setting is another fundamental component, providing students with motivation and direction. Zimmerman emphasizes setting specific, challenging goals to guide educational endeavors.

Self-monitoring is also crucial, involving active performance assessment, identifying areas for improvement, and necessary adjustments. Planning, organization, and time management are other essential self-regulatory techniques that empower learners to take control of their learning processes. Intrinsic and extrinsic motivation play vital roles in influencing students' self-regulatory behaviors within this framework. Zimmerman's work offers valuable insights into how individuals can proactively regulate their learning, with self-efficacy playing a pivotal role in this process.

Pintrich's (2000) work delves into goal orientation's significance in self-regulated learning, highlighting two fundamental directions: mastery and performance. Mastery orientation fosters a genuine desire for knowledge and active deep learning techniques, while performance orientation prioritizes outperforming peers and often relies on surface learning methods. Pintrich underscores the importance of promoting mastery goal orientations to facilitate effective self-regulated learning. These concepts align with our study on EFL university lecturers, emphasizing material selection's role in self-regulated learning. Like Pintrich's and Zimmerman's, self-regulation models offer valuable insights for EFL self-regulated learning. Our study integrates these theories to enhance lecturers' understanding of material selection's impact on self-regulation processes. We address gaps in knowledge by exploring lecturers' challenges and their effects on students' self-regulation. By examining lecturers' perspectives, we shed light on factors influencing material selection and effective self-regulation promotion, contributing to understanding material choice and self-regulation in EFL university settings. This research offers practical implications for educators, curriculum designers, and education decision-makers. This study pursues three primary objectives.

First and foremost, it tries to comprehend the challenges EFL university instructors face in selecting resources to assist students in developing more self-regulation. Second, this study tried to get insight from these instructors' perspectives and experiences on how their material selections affect their students' capacity for self-regulation. Finally, our goal is to identify valuable approaches for choosing resources that actively help EFL university students develop self-regulation. These goals guide this investigation on the connection between educational resources and self-control in university environments.

Research Questions

This research paper delineates its questions based on the introduction and literature review objectives. These questions are

1. What are EFL university lecturers' specific challenges when choosing materials to promote self-regulation among their students?
2. How do the perspectives and experiences of EFL university lecturers influence their choices of instructional materials, and how do these selections affect their students' self-regulation outcomes?
3. What are the effective strategies for selecting materials that actively contribute to developing self-regulation skills in EFL university students?

Methodology

Design

This study used a mixed-methods approach to examine the difficulties experienced by EFL university lecturers in material selection and its effects on students' outcomes for self-regulation. It included a questionnaire survey and semi-structured interviews. By using both quantitative and qualitative data, this method enabled a thorough grasp of the research issue.

Participants and Setting

EFL university lecturers with prior expertise in instructing English to college students were the participants in this study. For the quantitative data collection, a purposive sampling method was used to choose university lecturers with various backgrounds and teaching experiences. As a result of this sampling technique, 89 participants were selected to participate in the study. Of the 89 participants, 76 were Thai, and 13 were foreigners of different nationalities. However, the participants in this study were selected based on specific criteria, including a minimum of 5 years of teaching experience, a mix of Thai and foreign lecturers, and a requirement that they had taught the same course for at least three semesters from various universities (four private and three public), representing a variety of teaching contexts and different geographic locations in Thailand. This representation's diversity sought to cover a range of viewpoints and difficulties with material choice. Additionally, the sample includes lecturers who used various strategies for material selection, such as using the required course materials, altering existing materials, or creating their materials. A thorough comprehension of

the difficulties and decision-making processes involved in material selection was made possible by including participants' various material selection methods.

Instruments

An online questionnaire survey (through Google form) was undertaken to acquire quantitative information about the difficulties EFL university lecturers experience in material selection and their opinions on how material selection affects students' self-regulation results. Based on the goals and research questions, the questionnaire was created. Other than the demographic data, it was composed of Likert-scale items in three main sections: a) Challenges faced by lecturers in material selection; b) Perspectives and experiences of lecturers regarding material selection; and c) Strategies used by lecturers to select materials that support the development of self-regulation skills. A few lecturers participated in an instrument try-out to check the questionnaire's clarity, validity, and reliability. In the research, a group of experienced EFL lecturers participated in an instrument try-out (pilot study) to assess the questionnaire's clarity, content validity, and reliability. Their feedback was crucial in refining the questionnaire, enhancing its content validity, and ensuring it effectively addressed the research objectives.

Data Collection and Analysis

Semi-structured interviews were conducted with nine respondents who had completed the questionnaires, allowing for a deeper exploration of lecturers' perspectives. The interviews were audio-recorded, transcribed, and checked with participants for accuracy. The triangulation involved integrating the thematic analysis of the interview data with the quantitative data obtained from the questionnaire survey. Various statistical methods, including chi-square tests and correlation analysis, were used to analyze the quantitative data, providing valuable insights into the challenges faced by lecturers in material selection and their impact on students' self-regulation.

The qualitative data obtained from the interviews were analyzed thematically (Braun & Clarke, 2006). Braun and Clarke's framework for thematic analysis is widely used and well-regarded due to its flexibility and systematic process. It offers researchers a clear step-by-step guide, from data familiarization to theme development, which aids in organizing and interpreting qualitative data. There are several reasons why thematic analysis is beneficial for analyzing qualitative data. It offers a systematic and controlled way to find and arrange essential themes and patterns in qualitative data. Using this approach, researchers may fully comprehend the data and unearth

subtle insights, guaranteeing that the intricacy and variety of the participants' experiences are accurately reflected. Thematic analysis is a flexible option for qualitative research as it can be applied to various study situations and data types.

Additionally, it provides transparency in the analytical process, enabling precise record-keeping and repeatability of findings. Theme analysis is helpful for academics looking to extract deep and significant insights from qualitative data. In the context of the provided text and Braun and Clarke's Framework, the process would involve reading and coding the text to identify key concepts (such as challenges in material selection, self-regulation, and academic success).

Ethical Considerations

In this study, validity and rigor have been thoroughly considered. Through pilot research, the instruments have completed assessments for validity and reliability (as previously mentioned). The approach's quantitative and qualitative phases were conducted per established protocols, which included theme analysis for the qualitative data and data screening for the quantitative data. This methodological decision supports the study's goals and guarantees a methodical examination of both quantitative and qualitative data, strengthening the reliability of the results. The study used a systematic data analysis method with various coding and interpretation phases and member verification at the end to ensure the validity of the research findings. Recognizing that qualitative research frequently concentrates on in-depth investigation within a particular context is essential to evaluate if the results may be applied or generalized. Consequently, the results' applicability could vary depending on the situation. More thorough validation and generalizability of these results can be established by future research or replications in various contexts.

Regarding ethical issues, the study shows a solid dedication to moral principles. Every participant gave informed consent, guaranteeing voluntary participation and data privacy. The study maintained the confidentiality and integrity of the data by adhering to ethical guidelines for data storage, preservation, and anonymity maintenance.

Results

This study's analysis was planned to use a dual strategy, including both quantitative and qualitative categories, to answer the research objectives. In the quantitative phase, responses about the difficulties faced by EFL university lecturers while choosing materials were examined, along with their

viewpoints and experiences about the influence of material selection on the outcomes of students' self-regulation. Chi-square testing was used to achieve this. The quantitative and qualitative results and any possible limitations are presented and discussed in the following sections to give a thorough understanding of how these two datasets work together to inform our research.

To answer research question one, "What are the specific challenges encountered by EFL university lecturers when choosing materials to promote self-regulation among their students?" quantitative and qualitative results are integrated and reported. The chi-square test was used to ascertain if there was a significant correlation between the difficulties experienced by EFL university lecturers in selecting materials and the participants' replies. The findings demonstrated a significant relationship (N = 89 = 158.25, p .001) between the difficulties and the participants' responses. The Cramer's V value suggested a modest effect size of 344.

Table 1

Challenges in Material Selection

Challenges	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total (N = 89)
Time constraints	8	17	35	42	26	89
Availability of resources	5	12	29	45	37	89
Matching material with students' level	6	13	28	51	30	89
Lack of training in material selection	9	19	34	40	26	89
Limited access to updated materials	7	16	30	47	28	89

This investigation makes it clear that choosing resources to encourage students' self-regulation presents a variety of difficulties for EFL university professors. *Time constraints* were seen as a significant barrier, with 47% of respondents agreeing or agreeing that they struggle when choosing materials. This result emphasizes how much time restrictions affect lecturers' ability to select appropriate materials that encourage students to practice self-regulation. Another significant obstacle was the *availability of resources*, as 51% of respondents acknowledged their difficulties in this area. This high proportion suggests that many instructors have trouble finding relevant learning resources, making it harder to encourage self-regulated learning.

A comparable difficulty was found in *matching resources with students' competency levels*, as indicated by the 57% of respondents who agreed or strongly agreed that this is a complicated process. This finding demonstrates the complexity of ensuring the selected resources meet the wide range of student ability levels. Furthermore, it was found that a significant problem was the *lack of training in material selection*, as indicated by 45% of respondents who said they lacked this kind of training. This result emphasizes how important it is for lecturers to get professional development and coaching to improve their material selection skills. More than half of respondents, 53%, expressed concerns about *limited access to updated materials*, indicating the difficulties lecturers encounter in keeping abreast of new educational resources, which is essential for effective teaching.

During the interviews, the participants clarified their difficulties while choosing resources to help their students develop self-regulation. It was discovered that the participant interview replies matched the research questions. These firsthand observations from the participants highlighted several significant difficulties faced by EFL university lecturers. Some of these difficulties were time restrictions, limited resource availability, difficulty matching materials to students' competence levels, lack of training in material selection, and restricted access to newly updated materials. These difficulties illustrate lecturers' challenges and limitations when deciding on the right resources to encourage self-regulated learning.

Table 2

Challenges in Material Selection for Fostering Self-Regulation

Theme	Interview Verbatims
Time Constraints	Thai respondent: "I frequently have trouble choosing materials because of time restrictions. There is much information to cover, and locating resources that follow the curriculum and encourage independent study is difficult. Finding appropriate resources and then modifying them to match the requirements of the children might take some time."
Scarcity of Resources	Foreign respondent: "The scarcity of resources is one of the main problems. It is challenging for our department to offer a variety of exciting learning resources since we frequently lack the most recent textbooks and additional materials. It is frustrating when we wish to provide a range of tools to facilitate self-regulated learning but are constrained by what is available."
Matching Resources to Student Levels	Thai respondent: "Matching resources to student competence levels is difficult for me. It's critical to give the pupils resources just right in a classroom with different ability levels. Many considerations and occasionally trial and error are necessary to strike the correct balance

Lack of Training in Material Selection	and guarantee that everyone may participate in self-regulated learning."
	Thai respondent: "Selecting materials has been difficult because I haven't had any instruction in that area. Most of the time, I feel like I'm speculating. Guidance on how to select resources that successfully encourage self-regulated learning would be beneficial. Both teachers and students, in my opinion, might substantially benefit from training in content selection."

These difficulties significantly impact the results of students' efforts at self-regulation. The efficacy of students' self-regulated learning experiences may be affected when lecturers have challenges choosing their course materials. The accessibility and suitability of the resources are critical factors in encouraging students' involvement, motivation, and independence in the learning process. As a result, dealing with these issues and coming up with workable solutions is essential for improving students' self-regulation abilities and promoting their academic performance. According to the study, selecting materials for EFL university lectures presents several challenges for lecturers, including limited time, a lack of resources, matching resources to students' proficiency levels, a lack of training in material selection, and restricted access to updated materials. The influence of these challenges on students' self-regulation is highlighted and discussed in detail, indicating that the question has been addressed in the research results.

Quantitative and qualitative data are combined to address the second research question, which explores how the viewpoints and experiences of EFL university lecturers shape their decisions regarding instructional materials and the resulting impact on their students' self-regulation outcomes. The chi-square test for independence was used to see if there was a significant correlation between the participants' replies and the viewpoints and experiences of EFL university lecturers about the choice of content and its effect on students' self-regulation outcomes. The findings revealed a significant relationship (N=89 = 129.91, p .001) between the viewpoints and experiences of the participants and their replies. The Cramer's V value suggested a modest effect size of 356.

Table 3

Perspectives and experiences of EFL university lecturers on material selection

Perspectives and experiences	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total (N = 89)
students' self-regulation	3	5	21	55	44	89
personal preference	9	23	48	31	17	89

| teaching experience | 7 | 14 | 44 | 39 | 24 | 89 |
| student feedback | 6 | 18 | 41 | 44 | 19 | 89 |

The participants agreed that material selection considerably impacted *students' self-regulation*, with 55% approving and 44% strongly agreeing. This group's perspective emphasizes how necessary educational resources are in forming students' ability to control their learning. Furthermore, the selection of materials is heavily impacted by *personal preferences*, which is a position held by a significant proportion of participants: 48% are indifferent, 31% agree, and 17% strongly agree. This discovery implies that instructors could occasionally choose the materials according to their tastes, which could add subjectivity to the process. In addition, individuals had differing opinions on whether or not *teaching experience* influences the choice of materials; 44% remain neutral, 39% agree, and 24% strongly agree. This difference suggests that although some educators take their teaching experience into account when selecting resources, there isn't a general agreement on how much of an impact this has. Crucially, most participants (19% strongly agree, 44% indifferent, and 41% neutral) place a high importance on *student feedback* when choosing materials. This finding emphasizes the importance of including student input and acknowledging their needs and opinions as essential considerations when making decisions. Most participants concur that the choice of materials is critical in influencing pupils' self-regulating ability. This choice is heavily influenced by personal tastes, which might introduce subjectivity. Views on how teaching experience affects students differ. The significant weight placed on student input highlights its importance when making decisions.

Regarding the choice of materials and their effects on students' self-regulation results, participants expressed various viewpoints and experiences. While most participants agreed that the choice of content affects self-regulation, others thought that personal taste or teaching experience greatly impacted their choices. Others underlined the need to consider student comments and customize materials to match their unique requirements. These viewpoints reflect lecturers' many methodologies and perspectives while choosing their course materials.

Table 4

Lecturers' Perspectives on Material Selection

Theme	Interview Verbatims
Importance of Material Selection	Foreign respondent: "I believe that material choice is essential to children's self-regulating ability. It establishes the tone for their educational career."
Experience as a Resource	Thai respondent: "I draw on my teaching experience to select materials that I believe will strengthen self-regulation skills."
Student Input and Modification	Thai respondent: "It's critical to pay attention to student input and modify content as necessary. Their opinions can significantly influence their ability to learn independently."
Student Engagement and Empowerment	Foreign respondent: "I've found that when kids have a say in the materials utilized, they are more engaged and self-controlled. They feel more in control of their learning process as a result."

The results show a strong correlation between the perspectives and experiences of EFL university lecturers and the choices they make about teaching materials and how those choices affect students' outcomes related to self-regulation. Table 3 summarizes the participants' viewpoints, bolstered by the interview transcripts in Table 4. Overall, the findings demonstrate that lecturers' perspectives and experiences regarding the choice of content and how it affects self-regulation are not all the same. Some draw on their teaching experience, take student feedback into account, or highlight the significance of material choice, while others concentrate on student empowerment and involvement.

A combination of quantitative and qualitative data is employed to answer the third research question, which delves into practical strategies for selecting materials that actively foster the development of self-regulation skills in EFL university students. The chi-square test for independence was used to ascertain if there was a significant correlation between the tactics used by lecturers to choose resources that help the development of self-regulation abilities and the participants' replies. The findings revealed a substantial correlation between the techniques and the participants' responses (N=89 = 154.71, p .001). The Cramer's V value suggested a modest effect size of 338.

Table 5

Strategies for Selecting Materials

Strategies	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total (N = 89)
Adapting existing materials	6	16	34	45	27	89
Developing own materials	5	12	26	53	32	89

Using multimedia resources	7	18	37	46	20	89
Incorporating real-world examples	4	15	32	49	28	89
Collaborating with colleagues	8	20	39	42	19	89

To encourage self-regulation in their students, EFL university lecturers use a variety of selection strategies for their materials. A preferred approach is to *modify current materials*; 45 respondents agreed with its efficacy, and 27 strongly agreed. Furthermore, it was noted by 53 participants that *creating original items* is advantageous. Twenty individuals expressed significant agreement with the *usage of multimedia tools*, while 46 people agreed overall. There was substantial support (77 participants) for *using real-world examples*. Nineteen people highly agreed, and forty-two participants felt that *collaborating with colleagues* to pick materials was a beneficial experience. These varied strategies strongly emphasize cooperation, creativity, and adaptation as essential components of improving students' capacity for self-regulation. According to the report, EFL university lecturers choose teaching materials using various techniques to help students develop their capacity for self-regulation. The implication is that lecturers modify their approaches to match their unique teaching situations and the requirements of their students rather than adopting a one-size-fits-all strategy. Tactics such as creating original content and modifying already-existing resources receive strong support, while those involving working with coworkers receive mixed reviews. The main takeaway is that students' self-regulating ability may be significantly enhanced through cooperation and that flexibility and inventiveness in material choices are crucial.

Different strategies for choosing resources that help develop self-regulation abilities among EFL university students are beneficial. These techniques included customizing materials to address particular learning objectives, adapting existing materials to meet the needs of students, incorporating multimedia resources to improve engagement and understanding, using real-world examples to encourage authentic learning experiences, and working with colleagues to share knowledge and resources. These techniques emphasize the significance of adaptability, creativity, and teamwork in selecting resources that effectively support self-regulated learning.

Table 6

Strategies Employed by Lecturers for Material Selection

Theme	Interview Verbatims
Modifying Existing Materials	Foreign respondent: "I find that modifying already-created materials enables me to cater to my student's unique needs and foster their self-regulation."
Developing Own Materials	Thai respondent: "Making my materials allows me to align them with the learning objectives and encourage independent learning among my students."
Using Multimedia Resources	Thai respondent: "I keep my students engaged and support their self-regulation by using multimedia resources, such as videos and interactive exercises."
Incorporating Real-World Examples	Foreign respondent: "Using real-world examples in the lessons helps my students connect their learning to real-world applications and improve their self-regulation skills."
Collaborating with Colleagues	Thai respondent: "Collaborating with colleagues allows us to share ideas, resources, and best practices in material selection, ultimately benefiting our students' self-regulated learning."

The study found a consensus among participants regarding lecturers' methods for selecting readings to foster self-regulation abilities, with most agreeing. Creating original content and modifying existing materials were the most agreed-upon methods, alongside positive feedback for multimedia materials and real-world examples. However, it's important to note some disagreement among participants, indicating varying perspectives. The findings in this section answer the third research question, which examines practical strategies for selecting materials that actively promote the development of self-regulation abilities in EFL university students. The results show that EFL university lecturers use a variety of strategies when choosing their materials, such as creating their materials, changing already-existing ones, utilizing multimedia resources, adding real-world examples, and working with colleagues. These strategies strongly emphasize flexibility, creativity, and collaboration as essential elements in selecting materials that successfully assist students' self-regulated learning.

Limitations

Although the study provides insightful information on how EFL university lecturers choose their materials and how it affects students' ability to self-regulate, it is essential to recognize any potential shortcomings that may call for more research. First, sampling bias may still exist even if the

study's sample size of 89 individuals is appropriate for its breadth. This restriction shows that more extensive and more varied samples are required to improve the generalizability of the results. Second, using self-reported data raises the possibility of self-report bias, especially regarding social desirability, which might lead to overestimating the self-regulation support efforts provided by lecturers. Although this is a possible drawback, it does not significantly lower the paper's quality; researchers should be aware of this bias in future work. Last but not least, the study's scant description of the shortcomings of the statistical techniques employed, including the chi-square test, highlights the significance of thorough methodological discussions in further studies, especially about how these tests could be affected by sample size. Although significant, these shortcomings highlight areas that might use improvement and further research rather than detracting from the paper's overall quality.

Discussion

The study's findings shed important light on the connections between students' self-regulation and the choice of lecture materials and larger patterns in the body of research (Bergström et al., 2023; Su et al., 2023). It is crucial to go further into the reasons behind the results and their implications for potential limitations rather than merely restating the findings.

Quantitative research revealed a significant relationship between participant responses and the challenges encountered by EFL university teachers in selecting materials. This result is consistent with earlier research, such as Murray's (2021) and Mukundan (2022) studies. The issues raised, including lack of training in material selection, time constraints, resource availability, matching materials to students' proficiency levels, and restricted access to updated materials, highlight the significant obstacles lecturers face in encouraging self-regulated learning (Mukundan, 2022). It is essential to acknowledge that the availability and appropriateness of resources are critical in promoting student motivation, autonomy, and engagement in their learning process—all of which directly affect self-regulation (Tazhitova et al., 2022). It is also essential to recognize the potential limitations of the study. Although 89 individuals is a suitable sample size for this investigation, sampling bias is worth mentioning. As such, the generalizability of the results to a broader population may be limited, which can be addressed with more comprehensive and varied sample sizes that could be used in future studies to improve the findings' applicability.

Further discussing the findings, participants agreed that the selection of materials significantly impacted how well students manage their behavior. However, the participant's viewpoints on the factors influencing the choice of content varied. Some underlined the value of considering student feedback, while others stressed the significance of teaching experience and personal preference. This range of opinions highlights the need for a practical strategy considering lecturer experience and student input when choosing materials (Vasu et al., 2020). Additionally, a significant correlation was found in the quantitative analysis between participant responses and the strategies lecturers used to choose their materials. Most participants preferred techniques like editing pre-existing materials, creating original content, using multimedia, adding real-world examples, and working with colleagues. These preferences highlight the importance of being flexible, creative, and collaborative when choosing materials to help students develop their capacity for self-regulation (Bergström et al., 2023; Chen et al., 2019; Nabijanovna et al., 2021). Because these materials significantly impact student's engagement and autonomy in their learning process, the choice of materials directly affects students' capacity for self-regulation (Bergström et al., 2023). To improve students' self-control and academic achievement, it is critical to tackle the issues raised, consider different viewpoints, and use efficient strategies when choosing reading material (Yossatorn et al., 2023). Furthermore, as another potential limitation, it is essential for future research to approach statistical analysis cautiously, particularly concerning the possible effects of sample size on these quantitative tests, Chi-square. These discussions can provide a more robust foundation for interpreting the results and their implications.

In line with quantitative data, the qualitative results identified several consistent themes and challenges in material selection for self-regulated learning in education (Mukundan, 2022; Murray, 2021). Time constraints were a recurring issue for lecturers, making it difficult to source and adapt materials aligning with self-regulated learning principles and curriculum requirements. Resource scarcity also posed a significant obstacle to the diversity of available learning materials. Additionally, matching resources to students' ability levels emerged as a crucial concern, emphasizing the need for tailored materials to support self-regulated learning effectively. Educators underscore the importance of educator professional development and access to updated learning materials and material selection training to address these challenges. The study further revealed varying perspectives on content selection, with some emphasizing the impact of students' choices on self-regulation and others focusing on teacher preferences. Highlighting the

involvement of students in material selection and the consideration of their input emphasized its importance. These differing viewpoints underscore the complexity of factors influencing material selection. The study acknowledges the potential for self-report bias, particularly related to social desirability, as a limitation and suggests strategies to minimize this bias in future research.

The strategies in the qualitative investigation aligned with the choices made clear by the quantitative results. Popular strategies included developing new materials and altering pre-existing ones, emphasizing the need to tailor resources to each student's requirements. Other strategies included real-world examples and multimedia resources to increase student engagement and encourage real-world learning. Through the facilitation of peer sharing of ideas, resources, and expertise, collaboration with colleagues has evolved as an approach that supports a collaborative and supportive learning environment. This study emphasizes the necessity of lecturers working together and providing help when selecting adaptable and exciting content. By addressing these issues and implementing practical solutions, educational institutions may foster a supportive learning environment that supports students' self-regulation and overall academic accomplishment.

Conclusion

This discussion has clarified the relevance of content selection procedures for lecturers and methods for encouraging self-control in EFL university students. This study has shed light on how important it is for teachers to choose their materials carefully and how to help EFL university students develop self-regulation. The results highlight university lecturers' challenges, such as adapting materials to students' competency levels and time and resource restrictions. They stress how important it is to take into account different points of view and put into practice valuable techniques, such as personalizing resources, altering already-existing materials, using multimedia, adding real-world examples, and encouraging cooperation among coworkers.

The study emphasizes the importance of selecting instructional materials that raise students' motivation, autonomy, and engagement since these factors eventually affect their self-regulating skills. This point emphasizes how university instructors must carefully consider how resources are presented and what they cover to help students develop their capacity for self-regulation. The study results demonstrate a clear relationship between students' self-regulation outcomes and the resources they choose, underscoring the importance of teachers comprehending how material selection may impact students' capacity to control their learning effectively. Encouraging student participation in selecting materials emphasizes the importance of providing a learning environment customized to each student's

requirements and interests. Notable are the implications for the Thai setting. To improve English language competency, educational institutions should consider implementing practices that foster self-regulation abilities among EFL learners, especially in classroom settings. Additionally, secondary school students' experiences learning English in higher education may be improved if Thai colleges acknowledged the potential advantages of helping them build self-regulation abilities. The study results can be a helpful guide for tailoring English language courses to meet the unique demands of undergraduate students in terms of self-regulation.

The study makes significant contributions by illuminating the crucial roles that self-regulation promotion techniques and material choice play for EFL university students. It provides educators with valuable suggestions to improve their teaching strategies. Notwithstanding the study's limitations—such as its particular environment and possible individual student variations—further investigation is required to confirm these results and investigate other variables influencing self-regulation in diverse educational contexts. Subsequent studies should explore the effects of digital learning resources on the choice of materials and students' self-regulation in the digital age. Examining how student-teacher cooperation in material selection affects self-regulation and student-centered learning might shed light on the benefits of letting students participate in decision-making. Furthermore, a cross-cultural analysis of self-regulation and material choice can offer a thorough grasp of successful tactics in various learning contexts. These research directions will improve teaching strategies and help students become more adept at self-regulation.

About the Author

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