



Investigating The Extent of Cognitive Processes in Reading Skills Among Students at Suntisart School, Thailand

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Abstract: This study aims to explore the cognitive processes involved in reading text english and examine the factors influencing high school students' reading strategies at Suntisart School Thailand. A qualitative research approach was employed, involving semi-structured interviews, classroom observations, and a review of students' reading activities. The study focused on senior high school students, observing their performance in decoding, fluency, and comprehension tasks during reading sessions. Interviews were conducted to uncover the students' thinking patterns and strategies for tackling reading challenges text english. The data collected from the interviews and classroom observations were analyzed using the Miles and Huberman framework, which includes data collection, data reduction, data presentation, and drawing conclusions. The results found that more proficient readers applied strategies such as summarizing, making inferences, and reflecting on the text, which contributed to their understanding and retention of information. Additionally, students who struggled with reading often relied on external support from teachers or peers to manage their cognitive processes. The study concludes that students' ability to regulate their cognitive strategies plays a crucial role in their reading success and suggests that a combination of self-regulation and external guidance is essential for improving reading skills.

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Introduction

English language proficiency plays a critical role in academic and professional success, particularly in an increasingly globalized world where English serves as a lingua franca. For university students, mastery of English skills such as writing, speaking, and critical thinking is essential for effective communication, academic performance, and career advancement. In the context of higher education in Indonesia, integrating English language learning into subject-specific courses has become a promising approach to addressing linguistic challenges while fostering practical skills (Alawiyah & Santosa, 2022).

Reading skill is a cornerstone of educational success, acting as a crucial foundation for academic achievement and personal growth. The ability to read deeply and comprehend text involves a complex interplay of cognitive processes and mental activities that readers use to understand, interpret, and connect with the material they engage with (Sinaga, 2018). These processes include skills such as inferencing, summarizing, and connecting ideas, which enable a reader to construct meaning from written language (Chan et al., 2022). A deep and proficient reading skill is essential not only for academic performance but also for fostering lifelong learning and critical thinking. Despite the significance of these cognitive processes,



the extent to which students use them can vary considerably across different learning environments and educational settings.

Reading skills are essential for academic and personal development, encompassing abilities such as decoding, vocabulary recognition, comprehension, and critical thinking (Kelzang et al., 2023). Decoding involves recognizing written symbols, translating them into sounds, and constructing those sounds into meaningful words, requiring phonemic awareness, fluency, and a solid grasp of grammar and syntax. Vocabulary knowledge is critical here, as it helps readers understand new words they encounter in a text (Imbaquingo & Cárdenas, 2023). Beyond decoding and vocabulary, comprehension is central to reading skills, involving the ability to understand, interpret, and draw conclusions from what is read. Effective readers connect ideas, relate new information to prior knowledge, and make inferences about the content. They also summarize main ideas, identify the author's purpose, and critically evaluate the material. The development of these skills is influenced by various factors, such as decoding and the influence of external stimuli, where a reader's response is shaped by environmental cues or instructional contexts, in line with the behaviorist perspective that emphasizes the role of external factors rather than internal experiences or knowledge (Yang et al., 2022)

In the context of Suntisart School in Thailand, understanding the extent of cognitive processes used by students during reading is particularly important. Suntisart School serves a diverse student population, including those learning English as a Foreign Language (EFL) (Quimosing, 2022). Given the challenges posed by an unfamiliar language, students at Suntisart School need to employ effective cognitive strategies to make sense of English texts. This is crucial because reading in an EFL context demands not only linguistic proficiency but also the ability to use cognitive strategies such as making inferences, predicting outcomes, and integrating new information with prior knowledge (Solikhah, 2023). However, how these students utilize these cognitive processes remains underexplored, creating a gap in the literature that this study aims to address.

The challenges faced by students at Suntisart School highlight a significant gap in understanding the relationship between the cognitive processes students use and their reading outcomes. While there is a considerable body of research on reading comprehension strategies in general educational settings, there is a lack of studies specifically focusing on the cognitive strategies employed by students in non-native language contexts such as those found at Suntisart School. Previous studies have identified various cognitive, metacognitive, and affective strategies that enhance reading comprehension (Ghafar, 2024), yet these findings have predominantly been drawn from contexts where students read in their native language (Inding, 2020).

Cognitive processes refer to the mental activities involved in acquiring, processing, storing, and utilizing information. These processes are fundamental to how individuals learn, solve problems, and make decisions (Olayvar & Francisco, 2023). At their core, cognitive processes encompass a range of operations including perception, attention, memory, reasoning, problem-solving, and language comprehension. Perception involves the interpretation and organization of sensory information from the environment, which then feeds into attention the ability to focus on specific stimuli while ignoring others (Stingl & Geraldi, 2023). Memory, both short-term and long-term, plays a crucial role in retaining information and experiences, which can be consciously retrieved for later use. Reasoning and problem-solving involve logical thinking and creative processes, enabling individuals to draw conclusions from available information, plan strategies, and adapt to new challenges.



Language comprehension, another key cognitive process, involves decoding and understanding spoken or written language, which is essential for communication and learning (Tuaputty et al., 2021).

Based on previous research, numerous studies have explored cognitive strategies in reading skills, particularly within the context of first language learning. However, studies that specifically examine the cognitive processes employed by students in reading English texts as a Foreign Language (EFL) remain limited. Moreover, the specific challenges faced by EFL students in such contexts have not been thoroughly investigated, despite the well-established importance of these strategies in enhancing reading proficiency. This research gap highlights the need for further exploration to better understand the needs and strategies of students in developing their reading skills. Accordingly, this study aims to analyze the extent to which students at Suntisart School employ cognitive processes, such as inferring, summarizing, connecting ideas, and comprehending texts, when reading English texts.

Research Method

This study used a qualitative method with a descriptive approach to investigate the cognitive processes involved in reading skills among students at Suntisart School, Thailand. The study will utilize two main data collection techniques: semi-structured interviews and classroom observations. Semi-structured interviews will be conducted with 10 purposively selected students. Through these interviews, the researcher will explore how students monitor and regulate their reading processes, as well as the factors influencing their reading abilities. This technique allows for a deeper understanding of the metacognitive experiences of students in relation to reading texts english.

In addition to interviews, classroom observations will be carried out with four teachers who instruct reading classes. These observations aim to understand the instructional methods employed by the teachers and how the classroom environment contributes to the development of students' reading skills. The researcher will observe classroom dynamics, teacher-student interactions, and the teaching approaches used to support reading skills. The data collected from the interviews and classroom observations will be analyzed using the Miles and Huberman framework, which includes data collection, data reduction, data presentation, and drawing conclusions (Nanda, 2023). This analytical approach will enable the researcher to identify key themes related to reading strategies, students' metacognitive experiences, and the instructional and environmental factors that influence reading skills. as for the instructional activities of this study as in table 1.

Table 1. The instructional activities of research

Variable	Operational Definition	Measurement
Cognitive Processes	The students' ability to manage, regulate, and control cognitive strategies in reading (Clark, 2022)	1. Fact : State Fact
		2. Concept : State Definition
		3. Process : describe the stages
		4. Procedure : List The Steps
		5. Principle : List the Guidelines
Reading Skills	The students' skills in reading which include comprehension, decoding, and fluency in reading (Kumar, 2024)	1. Decoding and the Influence of External Stimuli: The reader focuses on the process of decoding information, where their responses are influenced by external stimuli, without considering the reader's personal experiences or knowledge.



		<p>2. Direct Instruction and Guided Reading: Instructional strategies that emphasize repetitive practice, direct instruction, and guided reading to reinforce reading skills.</p>
		<p>3. Reinforcement and Structured Learning: The behaviorist approach emphasizes the importance of reinforcement and structured learning to break down reading skills into smaller, more manageable tasks.</p>

Results and Discussion

To measure the reading skills of the 10 senior high school students, the study first employed a qualitative approach involving semi-structured interviews, classroom observations, and a review of their reading activities. Each student was observed during reading sessions, and their responses to comprehension questions, decoding tasks, and fluency exercises were recorded. The students were then asked to reflect on their reading strategies, such as how they approached new words, understood complex sentences, and managed to stay focused while reading. Based on these observations and their own reflections, the students’ reading skills were assessed, focusing on their decoding abilities, fluency, and comprehension. The approach was designed to capture both the cognitive processes involved in reading and the practical strategies they employed (Nuraeni & Syihabuddin, 2020).

The results revealed that all 10 students had varying levels of proficiency in decoding, comprehension, and fluency. Student A demonstrated strong decoding skills, often using context clues and phonemic awareness to break down unfamiliar words, but showed some difficulty with fluency when reading longer passages. Student B excelled in comprehension, quickly grasping the main ideas and making inferences, although their decoding skills were slower, often requiring re-reading of challenging words. Student C struggled with both decoding and comprehension, relying heavily on external stimuli from peers and teachers to understand the text. Student D, on the other hand, was highly proficient in decoding and fluency, consistently reading smoothly, but their comprehension was weaker, especially in identifying the deeper meanings of the text. Student E displayed excellent fluency, often reading aloud with confidence, but they had difficulties with complex vocabulary, impacting their overall comprehension. Student F demonstrated an impressive ability to regulate cognitive strategies, effectively summarizing and questioning the material, though they occasionally skipped over unfamiliar words. Student G showed a solid understanding of the text, frequently summarizing and asking clarifying questions, but struggled with maintaining fluency during longer reading sessions.

Student H, though capable of decoding efficiently, found it challenging to focus on comprehension due to distractions in the classroom. Student I used a lot of strategies to understand difficult texts, such as rereading and looking up words, but found it hard to maintain consistency in their reading pace. Finally, Student J excelled in all aspects, particularly in fluency, decoding, and comprehension, and often helped peers during group reading activities. These results highlight the diverse ways in which students approach and develop their reading skills, influenced by both cognitive processes and external instructional



methods. Here is the table summarizing the reading skill results of 10 students based on their decoding, fluency, and comprehension abilities:

Table 2. Result of The Study

Student	Decoding	Fluency	Comprehension	Additional Notes
Student A	Strong in decoding using context clues and phonemic awareness.	Struggles with fluency when reading long texts.	Good comprehension overall, but takes time to understand long texts.	Tends to read slowly in longer texts.
Student B	Slow in decoding, often requires rereading.	Fluent in reading, though somewhat slow.	Quick in understanding main ideas and making inferences.	Struggles with more difficult words.
Student C	Struggles with decoding and comprehension.	Hindered by comprehension, relies on external cues.	Understands only with help from teachers or peers.	Often needs outside help to comprehend texts.
Student D	Skilled in decoding, quickly understands unfamiliar words.	Very fluent in reading.	Weaker comprehension, especially in identifying deeper meanings in texts.	Focuses on fluency, but less depth in understanding.
Student E	Fluent in reading, but struggles with more complex words.	Confident and fluent in reading.	Limited comprehension due to difficulties with more complicated vocabulary.	Struggles with new and complex vocabulary.
Student F	Skilled in decoding and understanding new words.	Fluent, but occasionally skips unfamiliar words.	Good at summarizing and asking questions about the text.	Manages reading strategies well.
Student G	Understands text well, able to make connections to prior knowledge.	Fluent but struggles with long texts.	Good at summarizing and asking clarifying questions.	Struggles with long texts, though comprehension remains strong.
Student H	Decodes quickly but is distracted by external factors.	Fluent in decoding but struggles to focus on comprehension	Struggles to maintain focus to understand the entire text.	Classroom distractions often affect comprehension.
Student I	Handles difficult texts well by rereading and looking for word meanings.	Maintains decent fluency, but not consistent.	Comprehends well, though requires more time.	Needs to maintain consistency in reading speed.



Student J	Very skilled in decoding and understanding new words.	Very fluent and fast in reading.	Excellent comprehension, able to make conclusions and analysis.	Helps peers in group reading activities.
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To assess the cognitive processes involved in reading, the study utilized a combination of observational techniques and semi-structured interviews with the 10 selected students (Murdiyanto, 2020). The students were observed during reading activities to track their ability to manage, regulate, and control cognitive strategies. Additionally, interviews were conducted to gain insight into their thinking patterns, specifically how they monitor comprehension, apply prior knowledge, and adjust their strategies when faced with difficulties (Pahkeviannur, 2022).

This allowed the researcher to evaluate the students' understanding of reading processes and their ability to self-regulate, which are crucial cognitive skills for effective reading. The results indicated that the 10 students exhibited varying levels of proficiency in managing their cognitive processes during reading. While all students demonstrated some form of self-monitoring, those who were more skilled in adjusting their strategies and reflecting on the text showed better comprehension and retention. Students who struggled with comprehension or decoding often needed external support, either from peers or teachers, to stay engaged with the text english (Rizqon et al., 2021). The more proficient students effectively applied strategies such as summarizing, reflecting, and making inferences, which significantly contributed to their understanding of the material. In contrast, students who were less proficient in these areas had difficulties in maintaining focus and making connections, which hindered their overall reading comprehension.

Tabel 3. Research activities

Assessment Methodology	Findings
Observation: Monitoring students during reading activities to track cognitive strategies.	Students demonstrated varying levels of self-regulation. More proficient students adjusted their strategies, reflecting higher comprehension.
Interviews: Semi-structured interviews to understand students' thinking patterns, strategy use, and self-monitoring.	Students who applied strategies like summarizing and making inferences performed better in comprehension. Those who struggled needed more support.
Comprehension Check: Assessing students' ability to monitor and adjust strategies when comprehension faltered.	Proficient students monitored their comprehension and adjusted their approach, while struggling students had difficulties with comprehension and decoding.
Reflection: Evaluating students' ability to reflect on the text and relate it to prior knowledge.	More skilled students reflected on the content, which enhanced their understanding, while others found this step challenging.

This study aims to explore the factors influencing the cognitive processes employed by high school students at Sunitisart School and examine how these factors shape their reading strategies. The cognitive processes involved in reading are crucial for developing



proficiency in decoding, fluency, and comprehension, as they determine how learners process and understand texts. A qualitative approach was employed in this study, utilizing semi-structured interviews, classroom observations, and a review of students' reading activities to investigate these processes in detail. The study's findings indicate that students used a variety of strategies to cope with reading challenges, including context clues, re-reading, and asking for clarification. Sari et al., (2018) effective readers often rely on strategies such as summarization and making inferences, which enhance their understanding of complex texts. Additionally, Bilonozhko & Syzenko, (2020) emphasizes that learners who can effectively regulate their cognitive strategies, such as self-monitoring and adjusting their reading pace, tend to perform better in terms of comprehension and retention. Thus, this study aims to delve deeper into how these cognitive processes manifest in high school students and how they influence their reading performance.

The cognitive processes involved in reading were analyzed through observations and interviews with the students. These methods aimed to track how students regulated their cognitive strategies, such as self-monitoring comprehension, applying prior knowledge, and adjusting their strategies when encountering difficulties (Nuraeni & Syihabuddin, 2020). The findings indicated that students who were more skilled in managing their cognitive processes showed better comprehension and retention of the material. For instance, students who effectively applied strategies such as summarizing, reflecting, and making inferences demonstrated a higher level of understanding. cognitive factors such as self-regulation play a significant role in how well second language learners acquire and process information. highlights the importance of reflective strategies in language learning, suggesting that students who can reflect on texts and adjust their approaches are more successful in maintaining comprehension and fluency (Yu, 2023).

Moreover, the study revealed that students' reliance on external support also played a key role in their reading success. Some students, especially those with weaker decoding and comprehension skills, required additional help from teachers and peers to understand the texts. highlights that external academic support is essential for students who face difficulties in self-regulation, as it provides cognitive resources that assist in overcoming comprehension barriers (Teng & Zhang, 2022). observation that students who relied on external cues from teachers or peers often experienced challenges in decoding and comprehension but were able to engage with the text through assistance. This external support appears to be an essential factor for some learners in maintaining their engagement with reading material. In contrast, more proficient readers were able to monitor their comprehension independently and adjust their strategies without the need for constant external guidance, underscoring the importance of cognitive self-regulation in developing reading skills.

The study also found that the application of reading strategies, particularly those that encourage reflection and active engagement with the text, had a significant impact on reading performance. argue that older learners or those with more developed cognitive abilities are more likely to use sophisticated strategies such as making inferences and synthesizing information across multiple parts of the text. further suggests that the ability to adapt reading strategies to specific tasks improves over time and with experience. The findings in this study confirm this, showing that students who consistently applied a variety of strategies—such as rereading difficult sections, summarizing key points, and making connections to prior knowledge had stronger comprehension and retention. This supports the idea that proficient readers are not only skilled in decoding and fluency but also in strategically engaging with the material to enhance their understanding. Thus, fostering these reflective strategies among



students can contribute significantly to improving their reading comprehension and overall academic performance. (Ikhtiyorovna, 2023).

This study highlights the critical role of cognitive strategies in the reading processes of high school students at Suntisart School. The findings demonstrate that students with strong self-regulation skills, including the ability to monitor comprehension and apply strategies like summarization and making inferences, tend to perform better in reading tasks. External support also plays a crucial role for students who struggle with comprehension, providing them with the necessary resources to engage with the text. The study also emphasizes the importance of reflecting on the text and applying multiple strategies to improve reading comprehension (Pebriani et al., 2022). Emphasize the need for cognitive self-regulation and strategy application in effective reading. Therefore, encouraging students to develop self-regulation skills and utilize a range of reading strategies will help improve their reading proficiency and overall academic success.

This study conceptually emphasizes the critical role of cognitive strategies in reading activities, particularly students' ability to regulate and monitor their comprehension. Skills such as summarizing, drawing inferences, and connecting text content with prior knowledge are fundamental to enhancing understanding and retention of reading material. The findings also support the theory of self-regulated learning, which suggests that students who can evaluate and adjust their reading approaches tend to achieve better text comprehension. Additionally, the study highlights the importance of support from teachers or peers as supplementary assistance for students facing challenges in reading or understanding texts.

From a practical perspective, the findings recommend that educators design reading instruction programs focusing on strengthening students' self-regulation skills, such as training in active reading strategies and providing feedback that encourages reflection. Teachers should also foster a collaborative learning environment where students can share strategies or seek assistance when needed. This approach not only enhances student engagement with texts but also cultivates cognitive skills valuable in diverse learning contexts. Therefore, developing students' reading skills should integrate self-regulation, reflective strategies, and adequate learning support.

Conclusion

The study provides valuable insights into the cognitive processes involved in reading among high school students at Suntisart School. It shows that students' ability to regulate their cognitive strategies such as self-monitoring, summarizing, and making inferences plays a critical role in their reading comprehension. Moreover, the study highlights the varying levels of proficiency in decoding, fluency, and comprehension, and how external support and strategy application influence students' success in reading tasks. These findings suggest that a balanced approach, integrating both cognitive processes and external guidance, is essential for developing effective reading skills.

Recommendation

For future research, expanding the sample to include students from diverse educational and cultural backgrounds at both primary and secondary school levels is recommended. This approach would provide a broader understanding of students' reading strategies and metacognitive experiences in comprehending English texts. Additionally, conducting longitudinal studies is advised to gain insights into the development of reading



skills over time, particularly in examining how reading strategies and metacognitive experiences evolve as students' reading abilities improve.

Furthermore, it is essential to provide teachers with training on implementing effective reading strategies, such as contextual vocabulary instruction, discourse analysis, and the development of inferential skills in reading English texts. Teachers also play a crucial role in enhancing students' metacognitive awareness through activities that encourage students to monitor and reflect on their reading processes. In this way, students will not only be able to comprehend the content of the text but also develop critical thinking skills in processing the information within the text.

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