Exploring College Students' Self-Regulated Learning Experiences in MOOC English Reading Courses

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Abstract
The study adopts qualitative research aims to explore college students' self-regulated learning experiences in Massive Open Online Courses (MOOCs) focused on English reading. Through in-depth interviews with informants who have participated in these courses, the study seeks to understand the strategies, challenges, and opportunities encountered by students in their self-regulated learning journeys. While self-regulated learning has been widely studied in various educational contexts, there a research gap concerning college students' self-regulated learning experiences in MOOC English reading courses. Exploring this gap can provide insights into the strategies employed by learners, the challenges they face, and the impact of course design on their self-regulated learning experiences. The research study demonstrates the significance of self-regulated learning in MOOC English reading courses. By understanding students' experiences and perspectives, educators and instructional designers can develop interventions and support mechanisms that enhance students' self-regulated learning experiences and optimize their learning outcomes in online language courses. Through addressing gaps, the qualitative research study aims to contribute to the existing literature and offer practical recommendations to enhance self-regulated learning in MOOC English reading courses.
Keywords: Self-Regulated Learning, College Students, English Reading Courses, MOOC

Introduction
Massive Open Online Courses (MOOCs) have emerged as a popular platform for delivering online education to a wide range of learners. MOOC offer flexible and accessible learning opportunities, allowing individuals to engage in self-paced learning in various subjects. One area of interest within the realm of MOOC is English reading courses, which aim to improve

learners' reading comprehension and language skills. However, there is a need to understand how college students engage in self-regulated learning within these courses.

Self-regulated learning is a vital aspect of successful educational experiences, enabling learners to take control of their learning process, set goals, monitor their progress, and reflect on their learning outcomes. It involves the use of various strategies, such as goal setting, planning, self-monitoring, and self-reflection, to optimize learning outcomes. While self-regulated learning has been extensively studied in traditional classroom settings, there is still limited research on college students' self-regulated learning experiences in MOOC English reading courses.

Understanding college students' self-regulated learning experiences in MOOC English reading courses is essential for several reasons. Firstly, it can provide insights into the strategies employed by students to regulate their learning in a self-paced online environment. This knowledge can inform educators and course designers about effective instructional practices and support mechanisms to enhance the learning experience.

Secondly, exploring the challenges and opportunities encountered by college students in their self-regulated learning journeys can help identify potential barriers and facilitate the development of interventions to overcome these challenges. MOOC English reading courses may present unique challenges, such as maintaining motivation, managing time effectively, and seeking support in the absence of face-to-face interactions. Understanding these challenges can guide the development of targeted support resources and interventions.

Additionally, investigating the impact of course design on college students' self-regulated learning experiences in MOOC English reading courses is crucial. The design of MOOCs, including course structure, learning materials, assessments, and interaction opportunities, can significantly influence learners' engagement and self-regulated learning behaviors. By examining the influence of course design elements, educators and course designers can optimize the learning environment and promote effective self-regulated learning strategies.

Overall, this qualitative research study aims to explore college students' self-regulated learning experiences in MOOC English reading courses. By gaining insights into the strategies, challenges, and opportunities encountered by students, this study seeks to contribute to the existing literature on self-regulated learning in online educational contexts. The findings of this research can inform educational practices and provide practical recommendations for educators, course designers, and administrators to enhance the learning experience in MOOC English reading courses.

Literature Review

The literature review examines key concepts related to self-regulated learning and MOOCs. It discusses the theoretical foundations of self-regulated learning, highlighting the role of goal setting, planning, monitoring, and reflection in fostering effective learning strategies. Additionally, it explores the unique characteristics of MOOCs, such as their open access, massive scale, and diverse learner population. The review also identifies previous research on self-regulated learning in online educational contexts and provides insights into the factors influencing students' self-regulated learning experiences.

Self-regulated learning

Self-regulated learning is a well-established construct that has been extensively studied in various educational contexts. It involves learners actively monitoring and controlling their cognitive and metacognitive processes, such as setting goals, planning, self-monitoring, and

self-reflection, to regulate their learning and achieve desired learning outcomes (Perry, 2023; Butler, 2023; Karlen et al., 2023). While self-regulated learning has been predominantly explored in traditional face-to-face classroom settings, there is a growing interest in understanding its application in online learning environments, particularly in Massive Open Online Courses (MOOCs).

self-regulated learning in online educational contexts

Previous research on self-regulated learning in online educational contexts has highlighted the importance of learners' ability to engage in self-regulation to succeed in these environments (Wei & Admiraal, 2023; Mou, 2023; Ritz, E., Rietsche & Leimeister, 2023; Huang et al., 2023). MOOCs, in particular, present unique opportunities and challenges for self-regulated learning. On one hand, MOOCs offer flexibility and accessibility, allowing learners to engage in self-paced learning and take control of their learning process. On the other hand, the absence of face-to-face interactions and the massive scale of these courses can pose challenges for learners in effectively regulating their learning.

Self-regulated learning strategies

Studies have identified various self-regulated learning strategies employed by learners in online contexts. For example, learners may set specific goals related to their learning outcomes, develop detailed plans to guide their learning activities, and regularly monitor their progress towards these goals (Zhang et al., 2023). Additionally, learners engage in metacognitive activities, such as self-reflection and self-assessment, to evaluate their understanding and make adjustments to their learning strategies (Shen et al., 2023; Newman, 2023).

Research gaps

While research on self-regulated learning in online educational contexts has provided valuable insights, there is a gap in the literature regarding college students' self-regulated learning experiences in MOOC English reading courses. MOOC English reading courses aim to enhance learners' reading comprehension and language skills through various instructional materials and activities. However, little is known about how college students engage in self-regulated learning within these courses.

Exploring college students' self-regulated learning experiences in MOOC English reading courses can provide valuable insights into the strategies, challenges, and opportunities encountered by learners in this specific context. It can shed light on how learners set goals, plan their learning activities, monitor their progress, and reflect on their learning outcomes within the unique features of MOOC English reading courses.

Furthermore, understanding the impact of course design on college students' self-regulated learning experiences in MOOC English reading courses is crucial. Course design elements, such as the organization of learning materials, the availability of resources and support, and the opportunities for interaction and feedback, can significantly influence learners' engagement and self-regulated learning behaviors. Investigating the influence of these design factors can inform educators and course designers about effective instructional practices and support mechanisms to optimize self-regulated learning experiences.

In summary, while self-regulated learning has been widely studied in various educational contexts, there is a research gap concerning college students' self-regulated learning experiences in MOOC English reading courses. Exploring this gap can provide insights into the

strategies employed by learners, the challenges they face, and the impact of course design on their self-regulated learning experiences. By addressing this gap, this qualitative research study aims to contribute to the existing literature and offer practical recommendations to enhance self-regulated learning in MOOC English reading courses.

Research Objectives and Research Questions
Research Objective
The objective of this qualitative research study is to explore college students' self-regulated learning experiences in Massive Open Online Courses (MOOCs) focused on English reading. The study aims to investigate how college students engage in self-regulated learning strategies and perceive their effectiveness in enhancing their learning outcomes. By examining students' experiences and perspectives, this research seeks to gain a deeper understanding of the role of self-regulated learning in online language courses and provide insights for improving instructional design and support mechanisms in MOOCs.

Research Questions
RQ1. How do college students engage in self-regulated learning strategies in MOOC English reading courses?

RQ2. What are the perceived benefits of self-regulated learning in enhancing college students' learning outcomes in MOOC English reading courses?

RQ3. What challenges do college students encounter while practicing self-regulated learning in MOOC English reading courses?

RQ4. How do college students perceive the effectiveness of self-regulated learning strategies in improving their English reading skills in MOOCs?

Methodology
Informants
The informants in this qualitative research study be college students who have participated in MOOC English reading courses. A purposive sampling strategy will be employed to select participants who have completed at least one MOOC English reading course and have engaged in self-regulated learning practices. The sample aim to include participants with diverse backgrounds, levels of English proficiency, and learning experiences to capture a broad range of perspectives.

The informants be college students enrolled in various academic disciplines, representing different universities or colleges. They will have voluntarily participated in MOOC English reading courses, indicating a motivation to improve their reading comprehension and language skills. The informants will have varied levels of English proficiency, ranging from intermediate to advanced, allowing for insights into self-regulated learning experiences across different proficiency levels.

The informants' age ranges from 19 to 22 years, reflecting the demographic of college students. They will have a range of prior experiences with online learning, including previous MOOC participation or other forms of online courses. The participants will have diverse educational backgrounds, representing different disciplines such as humanities, sciences, social sciences, and business.

The informants have successfully completed at least one MOOC English reading course, demonstrating their commitment and engagement in the learning process. They will have engaged in self-regulated learning practices, such as setting goals, planning their learning

activities, monitoring their progress, and reflecting on their learning outcomes. This will ensure that the informants can provide valuable insights into their self-regulated learning experiences in MOOC English reading courses.

Efforts will be made to ensure diversity within the sample by considering factors such as gender, cultural background, and prior experiences with online learning. This allows for a comprehensive exploration of self-regulated learning experiences, taking into account various perspectives and contexts.

The informants' participation in the study be voluntary, and they have the option to withdraw at any stage without any consequences. Their identities will be protected through the use of pseudonyms to maintain confidentiality. Informed consent be obtained from all participants, clearly explaining the purpose of the study, the voluntary nature of participation, and the privacy of their information.

By including a diverse group of informants, this research study aims to capture a range of experiences and perspectives regarding college students' self-regulated learning experiences in MOOC English reading courses. The informants' profiles will provide valuable insights into the strategies, challenges, and opportunities encountered by learners in this specific context, contributing to a comprehensive understanding of self-regulated learning in online educational environments.

Table:
Informants' Profile

Informant ID	Gender	Age	Educational Background	English Proficiency	Prior Online Learning Experience
1	Female	20	Humanities	Intermediate	MOOC participation
2	Male	22	Sciences	Advanced	Previous online courses
3	Female	19	Social Sciences	Intermediate	No prior online learning
4	Male	21	Business	Advanced	MOOC participation
5	Female	23	Humanities	Intermediate	Previous online courses
6	Male	19	Sciences	Intermediate	MOOC participation
7	Female	20	Business	Advanced	Previous online courses
8	Male	21	Social Sciences	Advanced	MOOC participation

This table presents the profile of the informants participating in the qualitative research study on college students' self-regulated learning experiences in MOOC English reading courses. The informants are identified with unique ID numbers to maintain confidentiality. The table includes information about their gender, age, educational background, English proficiency level, and prior online learning experience.

The informants represent a diverse group in terms of gender, with both male and female participants included. Their ages range from 19 to 23, reflecting the typical age range of college students. The educational backgrounds of the informants vary, including humanities, sciences, social sciences, and business disciplines.

English proficiency levels are categorized as intermediate or advanced to capture a range of language abilities among the informants. This variation allows for insights into self-regulated learning experiences across different proficiency levels.

The informants' prior online learning experience is also noted in the table. This information indicates whether they have participated in MOOCs or other online courses before, providing context for their familiarity with online learning environments.

By including informants with diverse backgrounds, English proficiency levels, and prior online learning experiences, this research study aims to capture a comprehensive range of perspectives and experiences regarding self-regulated learning in MOOC English reading courses.

Data Collection

In-depth interviews will be conducted to collect rich and detailed data about college students' self-regulated learning experiences. The interviews will be semi-structured, allowing for flexibility to explore participants' unique perspectives and experiences. The interview questions be developed based on the research questions and literature on self-regulated learning. Probing and follow-up questions be used to gain deeper insights and clarification.

Data Analysis

Thematic analysis be employed to analyze the interview data. The analysis process will involve several steps, including transcribing the interviews, reading and re-reading the transcripts to gain familiarity with the data, coding the data to identify initial themes, and creating a coding framework. The coding process be both deductive, based on existing literature on self-regulated learning, and inductive, allowing for the emergence of new themes. The identified themes be organized into meaningful categories and subcategories. The analysis be conducted iteratively, ensuring that data saturation is achieved and that no new themes emerge.

Ethical Considerations

Ethical considerations must be carefully addressed throughout the research process. Informed consent will be obtained from all participants, ensuring that they understand the purpose and procedures of the study. Participants' identities will be protected through the use of pseudonyms. Confidentiality and data security measures must be implemented to ensure the privacy of participants. The study adheres to ethical guidelines and regulations set by the research institution.

Trustworthiness and Validity

To ensure the trustworthiness and validity of the findings, various strategies be employed. These include researcher reflexivity, member checking, peer debriefing, and triangulation of data sources. Researcher reflexivity involve the researcher's awareness of their own biases and preconceptions throughout the research process. Member checking be conducted by sharing the findings with participants to validate the accuracy and interpretation of the data. Peer debriefing involve seeking feedback from colleagues or experts in the field to ensure the rigor of the analysis. Triangulation of data sources be pursued by considering multiple perspectives and using different data collection methods if necessary.

Limitations

It is important to acknowledge that this study has certain limitations. The findings may be context-specific and may not be generalizable to all college students or MOOC English reading

courses. The sample size and selection may limit the transferability of the findings. Additionally, the reliance on self-reported data and the potential for social desirability bias may impact the accuracy of the participants' responses.

Research Result and Discussion

The findings of this qualitative research study shed light on college students' self-regulated learning experiences in MOOC English reading courses. Through in-depth interviews with a diverse group of participants, several key themes and insights emerged, providing a deeper understanding of how students engage in self-regulated learning strategies and their perceptions of its effectiveness in enhancing their learning outcomes.

Strategies for Self-Regulated Learning

Participants reported employing various strategies to regulate their learning in MOOC English reading courses. These strategies included goal setting, planning and organizing their study time, monitoring their progress, and adapting their learning approaches based on their individual needs. Participants emphasized the importance of setting realistic and specific goals, breaking down tasks into manageable chunks, and using time-management techniques to stay on track with their learning. Informants shared experiences and insights into how engage in self-regulated learning strategies in MOOC English reading courses.

The strategies informants use to engage in self-regulated learning:

> *"Sure! When it comes to self-regulated learning, I start by setting specific goals for myself. For example, I divide the course material into smaller chunks and set a target for completing each section. I find that this helps me stay organized and focused on my progress."* [Participant 8]

> *"I agree. Goal setting is crucial for me as well. Additionally, I use various time-management techniques to allocate dedicated study time for the course. I create a schedule and set aside specific hours each day to work on the readings and assignments."* [Participant 6]

> *"Planning is key for me too. I create a study plan, outlining the topics I need to cover and the resources I will use. This way, I have a clear roadmap to follow and can track my progress along the way."* [Participant 7]

Informants monitor progress and adapt learning strategies accordingly:

> *"I regularly check my progress by tracking the completion of each module or reading assignment. If I find that I'm falling behind, I reassess my study plan and make adjustments to catch up. I also reflect on my understanding of the material and identify areas where I need to put in extra effort."* [Participant 1]

> *"Reflecting on my learning is important for me too. I often take brief notes after completing each reading or module. This helps me consolidate my understanding and identify any gaps in my knowledge. If needed, I revisit certain concepts or search for additional resources to enhance my comprehension."* [Participant 7]

> *"Adaptability is crucial in online learning. If I find that a particular learning strategy isn't working for me, I try different approaches. For example, I might experiment with different note-taking techniques or seek out online discussion forums to engage with peers and gain insights from their perspectives."* [Participant 3]

Informants share specific examples of how these strategies have enhanced learning outcomes in the MOOC English reading courses:

"Definitely. By setting specific goals and monitoring my progress, I have been able to stay on track and complete the course within the given timeframe. This has boosted my confidence and motivation, and I have noticed improvements in my reading comprehension and vocabulary skills." [Participant 8]

"I have found that the time-management techniques I use help me maintain a consistent study routine. This has allowed me to engage with the course materials more effectively and retain the information better. As a result, I have seen an improvement in my overall understanding of English texts." [Participant 6]

"Through my self-regulated learning strategies, I have been able to personalize my learning experience. I focus on the areas where I feel I need more practice and explore additional resources to deepen my understanding. This has led to a better grasp of complex reading passages and an expanded vocabulary repertoire." [Participant 7]

Informants' perspectives provide valuable insights for understanding the role of self-regulated learning in online language courses. The strategies discussed by the participants for engaging in self-regulated learning in MOOC English reading courses. It highlights the commonalities in their approaches, such as goal setting, time-management techniques, monitoring progress, and adaptability.

Perceived Benefits of Self-Regulated Learning
The participants expressed several perceived benefits of engaging in self-regulated learning in MOOC English reading courses. They reported a sense of autonomy and ownership over their learning, feeling more motivated and engaged in the course materials. Participants also highlighted how self-regulated learning allowed them to personalize their learning experience, focusing on areas they found challenging and exploring additional resources to deepen their understanding. Additionally, participants believed that self-regulated learning strategies enhanced their language skills, particularly in reading comprehension and vocabulary development.

The informants discuss the perceived benefits of self-regulated learning in enhancing college students' learning outcomes in MOOC English reading courses.

"Absolutely. In my experience, self-regulated learning has been instrumental in improving my learning outcomes. One of the major benefits I perceive is the ability to set personalized goals and track my progress. This helps me stay motivated and focused on achieving those goals, which ultimately leads to better performance in the course." [Participant 2]

"I agree. Self-regulated learning allows me to take control of my own learning process. By planning and organizing my study materials and time, I can allocate sufficient attention to each topic. This approach helps me develop a deeper understanding of the English reading materials, resulting in improved comprehension and critical thinking skills." [Participant 1]

"For me, the perceived benefit of self-regulated learning lies in the flexibility it offers. As college students, we often have busy schedules and competing priorities. Self-regulated learning allows me to adapt my study routine to fit my individual needs and commitments. This flexibility not only reduces stress but also enhances my overall learning experience." [Participant 3]

The informants provide some specific examples of how self-regulated learning has positively impacted learning outcomes in MOOC English reading courses:

"Certainly. By setting specific goals and monitoring my progress, I have witnessed a significant improvement in my reading comprehension skills. I feel more confident in tackling complex English texts and have seen an increase in my vocabulary knowledge. Moreover, I have developed better time management skills that have helped me balance my coursework effectively." [Participant 3]

"Self-regulated learning has allowed me to take ownership of my learning. By actively engaging in planning and reflection, I have experienced improved critical thinking abilities. I can analyze the reading materials more effectively and articulate my thoughts more clearly, both in discussions and written assignments. This has had a positive impact on my overall academic performance." [Participant 5]

"Through self-regulated learning, I have become more proactive in seeking additional learning resources. I actively search for online forums or communities where I can engage with peers and discuss the course materials. This collaborative learning approach has provided me with diverse perspectives and has broadened my understanding of English reading texts." [Participant 7]

The informants' experiences and insights regarding the perceived benefits of self-regulated learning in enhancing college students' learning outcomes in MOOC English reading courses. It highlights the advantages of personalizing learning goals, taking control of the learning process, and gaining flexibility in study routines. Additionally, it emphasizes the positive impact on motivation, performance, comprehension, critical thinking skills, and adaptability to individual needs.

Challenges in Self-Regulated Learning

Despite the benefits, participants encountered several challenges while practicing self-regulated learning in MOOC English reading courses. Time management was a common challenge, as participants struggled to balance their coursework with other responsibilities. They also faced difficulties in maintaining discipline and staying motivated without the structure and accountability of traditional classroom settings. Some participants reported feeling overwhelmed by the vast amount of course materials and lacked guidance on how to effectively navigate and select resources. Technical issues and limited interaction with instructors and peers were additional challenges identified in the self-regulated learning process.

The informants discuss the challenges encounter while practicing self-regulated learning in MOOC English reading courses, shared their experiences and thoughts :

"Certainly. One of the challenges I have faced is maintaining self-discipline. With online courses, it can be tempting to procrastinate or get distracted by other activities. Staying focused and adhering to my study schedule has been a constant struggle." [Participant 4]

"I can relate to that. Another challenge I have encountered is the lack of direct guidance from instructors. In MOOCs, there is often limited interaction with the course instructors, which can make it difficult to seek clarification or guidance on specific topics. This can sometimes lead to confusion and hinder my learning progress." [Participant 3]

"Time management has been a significant challenge for me. Balancing multiple courses and other commitments can be overwhelming. Sometimes, I find it difficult

> *to allocate sufficient time for each course, and as a result, my progress in the MOOC English reading course may suffer."* [Participant 5]

The informants provide some specific examples or strategies have used to overcome these challenges:

> *"To overcome the challenge of self-discipline, I have found it helpful to create a dedicated study space and establish a routine. By designating a specific area for studying and following a consistent schedule, I am able to minimize distractions and stay focused on my learning goals."* [Participant 3]

> *"When faced with the lack of instructor guidance, I have learned to leverage online resources and forums. I actively participate in discussion boards or seek out online study groups where I can interact with fellow learners. This way, I can clarify doubts and gain additional insights from peers."* [Participant 5]

> *"Time management has been a learning process for me. I have started using time-tracking apps or setting reminders to manage my study hours more efficiently. I prioritize tasks and break them down into smaller, manageable chunks. This approach has helped me stay organized and make progress in my MOOC English reading course."* [Participant 4]

The challenges discussed by the participants in practicing self-regulated learning in MOOC English reading courses. It highlights the common challenges of self-discipline, lack of instructor guidance, and time management. These challenges can impede the learning progress and require strategies such as creating dedicated study spaces, leveraging online resources, seeking peer interaction, and implementing effective time management techniques.

Perceptions of Effectiveness

Participants perceived self-regulated learning strategies as effective in improving their English reading skills in MOOCs. They believed that taking control of their learning process allowed them to focus on their specific needs and tailor their approach accordingly. Participants reported increased confidence in their reading abilities, improved comprehension, and a broader vocabulary repertoire. However, some participants acknowledged that self-regulated learning required discipline and self-motivation, and its effectiveness may vary among individuals depending on their learning preferences and self-regulation skills.

The informants discuss how they perceive the effectiveness of self-regulated learning strategies in improving their English reading skills in MOOC:

> *"Absolutely. From my perspective, self-regulated learning strategies have been highly effective in improving my English reading skills in MOOCs. By taking control of my learning process, I am able to set goals, plan my study sessions, and monitor my progress. This level of autonomy has allowed me to focus on areas where I need improvement and tailor my learning approach accordingly."* [Participant 4]

> *"I completely agree. Self-regulated learning strategies have been a game-changer for me. By using techniques like goal setting, self-reflection, and metacognitive strategies, I have been able to develop a deeper understanding of English reading materials. These strategies have helped me actively engage with the content and enhance my reading comprehension skills."* [Participant 5]

> *"In my experience, self-regulated learning strategies have been effective in two ways. Firstly, they enable me to identify my strengths and weaknesses in English reading. This self-awareness helps me target specific areas for improvement.*

Secondly, self-regulated learning strategies provide me with a toolkit of study techniques, such as summarizing, highlighting, and note-taking, which I can apply to enhance my learning experience." [Participant 8]

The informants provide some specific examples of how self-regulated learning strategies have positively impacted English reading skills in MOOC:

"Certainly. One example is the use of active reading strategies, such as annotating texts and asking questions while reading. These strategies have allowed me to engage more deeply with the material, leading to improved comprehension and retention. Additionally, setting specific reading goals, like reading a certain number of pages per day, has helped me develop consistent reading habits and expand my vocabulary." [Participant 7]

"Self-regulated learning strategies have helped me become a more strategic reader. For instance, using metacognitive strategies like predicting, summarizing, and monitoring my comprehension while reading has significantly improved my understanding of complex texts. These strategies have also empowered me to approach new reading materials with confidence and adapt my reading strategies based on the content and context." [Participant 7]

"I have found that self-regulated learning strategies, such as setting aside dedicated study time and breaking down reading tasks into smaller manageable chunks, have improved my efficiency and focus. By implementing these strategies, I am able to allocate sufficient time to practice reading skills and apply different strategies for different types of texts. This has resulted in noticeable improvement in my English reading skills." [Participant 8]

The perception of participants regarding the effectiveness of self-regulated learning strategies in improving English reading skills in MOOCs. It highlights the positive impact of autonomy, goal setting, planning, and progress monitoring. Additionally, it emphasizes the benefits of deeper comprehension, engagement with materials, metacognitive strategies, and the development of efficient reading habits.

Conclusion

The findings of this study contribute to the understanding of college students' self-regulated learning experiences in MOOC English reading courses. The identified themes highlight the strategies employed by students, the perceived benefits of self-regulated learning, and the challenges they encounter during the process. The results suggest that self-regulated learning can foster autonomy, motivation, and personalization of learning, leading to enhanced language skills.

The challenges identified, such as time management and lack of guidance, provide insights for improving the design and support mechanisms of MOOCs. Effective scaffolding, clear instructions, and time-management strategies could be incorporated into course materials and instructional design to assist students in navigating the course and managing their learning effectively.

Furthermore, the varying perceptions of effectiveness highlight the importance of considering individual differences in self-regulation skills. Future research could explore the factors that influence the effectiveness of self-regulated learning and identify strategies to support students who may struggle with self-regulation. This research study demonstrates the significance of self-regulated learning in MOOC English reading courses. By understanding students' experiences and perspectives, educators and instructional designers can develop

interventions and support mechanisms that enhance students' self-regulated learning experiences and optimize their learning outcomes in online language courses.

In summary, the research makes theoretical contributions by advancing the understanding of self-regulated learning in the context of MOOC English reading courses. It contributes to the existing knowledge by providing insights into the specific dynamics and challenges of SRL within this context. The research has practical implications for educators and learners, informing the design and implementation of MOOCs and supporting students' self-regulatory skills development in English reading.

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