

Teaching Approaches and EFL Students' Self-Regulated Learning Capacity

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Abstract – This study investigates the relationship between teaching approaches and EFL students' self-regulated learning capacity in a Chinese university setting. The research explored the characteristics of teaching approaches, including student-centered independent inquiry learning, teacher-centered direct teaching, student-centered cooperative learning, and teacher-centered questioning, and assessed EFL students' self-regulated learning capacity in terms of commitment control, metacognitive control, satiation control, emotion control, and environmental control.

The study found that while EFL students generally appreciated their teachers' use of questioning, direct teaching, and cooperative learning methods, they perceived a lack of opportunities for student-centered independent inquiry learning. Furthermore, students exhibited strong self-regulatory skills in managing satiation, commitment, emotions, and the learning environment, but demonstrated weaker metacognitive control abilities.

The research revealed a significant positive correlation between student-focused independent inquiry and cooperative learning approaches and students' self-regulated learning capacity. This suggests that student-centered teaching methods, particularly those emphasizing independent exploration and collaborative learning, effectively enhance EFL students' self-regulated abilities.

The study concludes with recommendations for policymakers, teachers, and students to promote effective self-regulated learning in EFL contexts. These include providing more opportunities for independent inquiry learning, fostering a supportive classroom environment, and developing students' metacognitive skills. The findings highlight the importance of a holistic approach to self-regulated learning that addresses both cognitive and affective dimensions.

Keywords – Teaching Approaches; EFL (English as a Foreign Language); Self-Regulated Learning; Independent Inquiry Learning; Cooperative Learning

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INTRODUCTION

In today's rapidly evolving global landscape, the interconnectedness between nations and cultures has grown exponentially, blurring the traditional boundaries and fostering a new era of international cooperation and exchange. This growing interconnectedness has made proficiency in English as a foreign language (EFL) paramount for Chinese college students. As the world shrinks and international communication becomes the norm, English proficiency has become a prerequisite for success in a wide range of fields, spanning from business negotiations to academic pursuits. For Chinese college students, mastering EFL not only opens up a world of opportunities but also prepares them for the challenges of the 21st century. However, attaining EFL proficiency is not a straightforward process. It is not merely a matter of linguistic skills; it is a multifaceted journey that requires a conducive learning environment, appropriate teaching methods, and the cultivation of self-regulated learning capacity.

The significance of appropriate teaching approaches in enhancing English as a foreign language (EFL) acquisition cannot be overstated. When discussing these approaches, it is essential to define them as the precise and tailored combination of techniques and procedures utilized by educators during their instructional endeavors [1]. These methods are formulated and implemented by teachers, drawing from specific educational theories and frameworks, to achieve predetermined and targeted instructional goals. The selection and utilization of these methods are critical in fostering an environment conducive to EFL acquisition, as they are tailored to the unique needs, abilities, and learning styles of the individual students.

Moreover, the cultivation of self-regulated learning capacity is essential for Chinese college students to achieve long-term success in EFL acquisition. It is referred to as the ability of an individual to actively and intentionally manage their learning processes to achieve personal learning goals and objectives. It involves the ability to set learning goals, monitor progress, and adjust strategies accordingly. It also encompasses the ability to seek out learning opportunities, reflect on learning

experiences, and maintain motivation and perseverance throughout the learning process [2]. By fostering this capacity, Chinese college students can take control of their learning and ensure that they are continually progressing toward their language proficiency goals.

EFL learning in China has a long and rich history, dating back to the early 20th century when English was first introduced into the Chinese educational system [3]. Over the years, English has become an integral part of the Chinese curriculum, with students from primary school to university level engaging in various forms of EFL learning. China's EFL learning landscape is vast and diverse, reflecting the country's commitment to internationalization and globalization. English is not only taught as a subject in schools but also as a language of international communication and cultural exchange. As a result, EFL learning in China has evolved to meet the changing needs of society and the development of English language education worldwide.

In the development of language competence, both input and output are thought to be essential. While input enables learners to be exposed to the target language in context, the output makes it possible to produce spoken or written language. However, in some cases, foreign language contexts do not offer enough rich input/output opportunities with the result that learning languages in these contexts becomes more challenging and requires learners to exert more learning effort. It is believed that one of the ways to deal with the complexities of learning foreign languages is through self-regulated learning, which connects the learner, the learning process, and the learning outcome, ensuring the progress of the learner, the fulfillment of learning tasks, and predicts students' foreign language academic achievement, researchers have done a great deal of study about teaching and intervention training for students' self-regulation in language class. It has been found that although foreign language teachers recognize the importance of self-regulated learning, they do not integrate the teaching of self-regulated learning strategies into their daily classroom instruction. As early as 1967 Siegel proposed a Gestalt structure for teaching and learning, stating that the structure of teaching and learning should include four separate elements: curriculum, learners, learning environment, and educators [4], among which learning environment is revealed to play a major role in students' social, emotional, and cognitive development [5]. Foreign language teaching takes place in the school and many situations in the school can constrain the effectiveness of learning. The differences in the teaching and learning environment have a direct impact on the

intellectual development and motivation of the students in the foreign language teaching system. Apart from the classroom environment, prior studies indicated that differences in teaching approaches in classes can also have an impact on the learning outcomes. For instance, teaching approaches were proven to affect students' mental effort level [6], which in turn affected their learning outcomes [7]. However, few studies have been conducted to find out the connection between teaching approaches, and self-regulated learning.

Therefore, to bridge the gap, the present study focuses on exploring the characteristics of the teaching approach, and Chinese EFL college students' self-regulated learning ability, then further investigate the relationship among these factors. Accordingly, a proposed language learning program may improve the self-regulated learning abilities of Chinese EFL college students.

Studying the teaching approach, and self-regulated learning ability may address practical problems in English learning and teaching. On the other hand, for students, understanding and working within their self-regulated learning abilities encourages active engagement with the learning material and the learning process. When learners know how to regulate their learning, they can align their efforts, accordingly, leading to more focused and practical learning. Effectively managing one's learning can boost intrinsic motivation, which is crucial for sustained English learning.

OBJECTIVES OF THE STUDY

This study examined the relationship among EFL classroom environments, teaching approaches, and EFL students' self-regulated learning ability and to propose an EFL learning program for Chinese EFL college students.

Specifically, it described the profile of the Chinese EFL students regarding sex, grade level and major, determined the classroom environment covering teacher's support, teacher's leadership, classroom discipline, interest and satisfaction, assistance and cooperation, classroom involvement, and task orientation, identified the teaching approaches including student-centered independent inquiry learning, teacher-centered direct teaching, student-centered cooperative-learning and teacher-centered questioning, assessed the students' self-regulated learning capacity in terms of commitment control, metacognitive control, satiation control, emotion control and environmental control, tested the difference of responses when grouped according to profile variables, tested the relationships

among EFL classroom environment, teaching approaches, and EFL college students' self-regulated learning ability and proposed a language learning program for Chinese EFL students.

MATERIALS AND METHODS

Research Design

This study utilized a quantitative approach, which is a scientific method focused on measuring and quantifying specific aspects of a subject. This involves expressing problems and phenomena through numerical data, which are then analyzed, tested, and interpreted to derive meaningful conclusions. The data for this study were collected through questionnaire surveys and processed using the Statistical Package for the Social Sciences (SPSS) version 27.0. The questionnaires were distributed to participants via Wenjuanxing, an online survey and data collection platform in China that allows users to create questionnaires and distribute them via the Internet.

The research design involved assessing Chinese college students' perceptions of their teaching approaches, and their self-regulation abilities in EFL studies. Pearson correlation analysis was used to explore the relationships among these two variables. Based on the statistical findings, a language learning program was proposed to enhance EFL students' self-regulated learning skills.

Participants

The study was carried out at Anhui Jianzhu University in China and involved 4980 first-year and second-year college students who studied English as a foreign language from majors of Engineering, Science, Law, Management, and Economics, with 2500 freshmen and 2480 sophomores.

The recommended sample size, as calculated by the Rao soft online sample size calculator, was 389, with a 5 percent margin of error, 96 percent confidence level, and 50 percent of the response distribution. The study systematically selected 389 freshman and sophomores, who submitted their data through an online survey on Wenjuanxing after affirming that they had been fully informed of the nature and purposes of the research and voluntarily agreed to participate.

Data Gathering Instrument

In this study, three questionnaires were utilized. At the top of these questionnaires, the personal information of the respondents was collected including sex, major, and grade level.

Questionnaire 1 was used to assess teaching approaches perceived by the EFL students. The Teaching Approach Scale was developed by Zhang and Lu [8] The scale includes two sub-scales with 20 items. One sub-scale is the student-focused teaching approach part which contains two dimensions of student-focused independent inquiry learning and student-focused cooperative learning, while the teacher-focused approach sub-scale consists of another two dimensions: teacher-focused direct teaching and teacher-focused questioning. The questionnaire is on a 4-point scale ranging from 1 to 4: 1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree. The questionnaire demonstrated a high level of overall consistency reliability, with a coefficient of 0.883. The 4 dimensions exhibited consistency reliability coefficients varying between 0.948 and 0.966.

Questionnaire 2 tested EFL students' self-regulated learning capacity in EFL learning. The questionnaire on self-regulated learning capacity developed by Wen-Ta et al. (2006) was adapted. It has 20 items, and the items are categorized into five dimensions. They are commitment control, metacognitive control, satiation control, emotion control, and environmental control. Commitment control refers to the persistent and goal-oriented behavior exhibited by learners in the process of learning English. Metacognitive control refers to the learner's cognition and management of their English learning process. Satiation control refers to the strategies and methods adopted by learners when facing boredom during the process of learning English. Emotion control refers to a series of strategies and methods adopted by learners to manage their emotions in the face of pressure, anxiety, or other negative emotions in English learning, to maintain a positive learning attitude and the ability to keep learning. Environmental control refers to the evaluation, selection, and adjustment of the learning environment by learners during the process of learning English, to create an external environment conducive to learning. This scale has a total of 20 items and is rated from "1" (strongly disagree) to "4" (strongly agree) using the Likert 4-point scale. The higher the score, the stronger the self-regulated learning ability the student has. The overall consistency reliability value of this scale in this study was 0.984. The consistency reliability values of each subscale ranged from 0.924 to 0.966.

Data Gathering Procedure

Upon the panel's approval of the research title, the researcher began to consult some experts in English studies about the questionnaires. This was followed by a

pilot study involving 30 participants, which was conducted to establish the reliability and content validity of the instruments before the distribution of the questionnaires on a large scale.

Subsequently, the researcher got the list of freshmen and sophomores from the five majors of Engineering, Science, Law, Management, and Economics at Anhui Jianzhu University. The students within each major were arranged in ascending order based on their student numbers. Utilizing a systematic sampling technique, every 10th student from the commencement of each list was designated for participation in the survey, resulting in a total of 389 selected students.

Having ascertained the participants, the researcher conveyed the survey invitation to the 389 students via Xuexitong, a learning platform facilitating instructor-student interaction at Anhui Jianzhu University. The students were invited to take the survey at a predetermined time in a specified classroom, where the researcher sent them the link to the online questionnaires through Xuexitong.

Before the respondents answered the questionnaires, the researcher clarified the purpose of the study and made it clear that the result did not have any effect on the student's grades in the English courses they were taking and told them that there was no time limit in completing the questionnaires, aiming to alleviate any potential anxiety that might affect participant engagement.

Furthermore, the researcher explained the details of the questionnaires to guarantee that the participants comprehended the items with precision.

Upon the conclusion of the data collection phase, the researcher retrieved the final results from the Wenjuanxing platform. She examined, translated, and en-coded the data in Excel form, which was transferred to the research center for further analysis and encoding utilizing SPSS statistical software.

Data Analysis

After the data collection, the analysis of frequency distribution, means, differences in demographic variables, and Pearson's correlation were used to describe and conclude the characteristics of every variable and the relationship among the three variables with the tool SPSS.

In the process of data analysis, the composite mean was first presented and stated to describe the respondents' replies to each dimension. Then, each indicator was analyzed orderly according to their rank and weighted mean. In addition, an analysis was conducted to examine the respondents' different responses on the three

variables when grouped by their profile, and the correlations among the three variables.

Finally, a development plan was designed based on the research findings to assist EFL teachers in developing their classroom environment and teaching approaches and students in improving their self-regulated learning ability.

Ethical Considerations

To maintain the confidentiality and anonymity of the participants, the questionnaires were designed to omit any identifying information like the names of the respondents. Instead, the questionnaires solely included demographic information about the participant's sex, major, and grade level. At the outset of the survey, the participants were provided with an informed consent form, which outlined the measures taken to ensure their privacy and the non-disclosure of their personal information and claimed that the data gathered was confined to the research objectives. Throughout the data collection process, the investigator refrained from expressing any personal opinions that could potentially bias the respondents. Additionally, ethical clearance for the study was obtained from the Research Center of the Lyceum of the Philippines University in Batangas.

RESULTS AND DISCUSSION

Table 1
Teaching Approaches

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Student-focused independent inquiry Learning	1.79	Disagree	4
2. Teacher-focused direct teaching	3.13	Agree	3
3. Student-focused cooperative-learning	3.14	Agree	2
4. Teacher-focused questioning	3.15	Agree	1
Composite Mean	2.80	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 1 shows the descriptive statistics on teaching approaches in terms of four variables, with a composite mean of 2.80, showing that the EFL students' overall evaluation of these teaching methods tends to be satisfactory, but overall, their satisfaction with these methods was not particularly high.

The dimension of teacher-focused questioning had the highest mean of 3.15, followed by student-focused

cooperative learning, with a score of 3.14. This indicates that students generally believed that EFL teachers used teacher-focused questioning and student-focused cooperative learning in their classes.

The third-ranked method was teacher-focused direct teaching, with a score of 3.13. This reflected the fact that many students thought that teachers also preferred to use teacher-focused direct teaching.

Student-focused independent inquiry learning approach had the lowest mean of 1.79, far lower than the other three methods. This indicates that students believed that teachers rarely used this independent inquiry learning method.

According to Shum et al. [9], teachers have a preference or habit for student-centered teaching methods, which usually involve direct knowledge transfer and guided learning processes. This preference is related to the English learning environment in China, where the importance of grammar and exams is overemphasized while speaking and communication skills are neglected. Additionally, it may also be related to the professional level of teachers. In China, there is a great demand for English teachers. In the context of globalization, the Chinese government recognizes the importance of English for international communication, education, and economic development, and therefore, English is a compulsory subject in the education system. As the country with the largest population in the world, China has a vast education system with a large number of students. Chinese educational policies have long emphasized English learning, from primary school to university, making it one of the core subjects and requiring a large number of English teachers to meet the educational needs [10].

Additionally, the student-centered independent inquiry learning approach of ten involves more student autonomy and group cooperation [11], requiring teachers to have superior classroom management skills, to encourage active student participation and interactive communication while maintaining classroom order. Teachers need to balance the freedom and structure of the classroom to ensure that learning activities are orderly and can inspire students' creativity. In actual teaching, teachers may face limitations in time and resources, which can affect the frequency with which they adopt a student-centered independent inquiry learning approach.

In summary, the survey results showed that EFL college students had a positive perception of their teacher's use of various teaching methods, with the highest ratings for teacher-focused questioning, student-focused cooperative learning, and teacher-focused direct

teaching. However, the low score for student-focused independent inquiry learning indicated that this approach was not commonly used by the teacher. To enhance student learning and engagement, the teacher may consider incorporating more inquiry-based learning activities into the curriculum, while continuing to utilize the other effective teaching methods identified in the survey.

Table 2
Self-Regulated Learning Capacity

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Commitment Control	3.16	Agree	2
2. Metacognitive Control	2.17	Disagree	5
3. Satiation Control	3.17	Agree	1
4. Emotion Control	3.15	Agree	3
5. Environmental Control	3.10	Agree	4
Composite Mean	2.95	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 2 presents the EFL college students' self-regulated learning capacity with 5 dimensions. The composite mean of 2.95 indicates that the EFL students were satisfied with their self-regulated learning abilities.

Specifically, the top-ranked indicator was satiation control, with a mean of 3.17, indicating that students had a strong ability to regulate their satisfaction and motivation levels in EFL learning, particularly when the learning become monotonous or boring. They were able to maintain patience with their studies and found ways to rekindle their enthusiasm for learning English. This indicates their capability to overcome the dullness and repetition inherent in the learning process. This self-motivational ability is crucial for maintaining long-term learning efforts and helps students maintain momentum during learning plateaus [12].

The second-ranked indicator was commitment control with a mean of 3.16. This indicates that students demonstrated strong willpower and perseverance in their EFL studies. That is they can persevere in the face of difficulties and challenges rather than giving up. This persistent attitude is essential for mastering a language, as language learning typically requires long-term dedication and effort [13].

The third-ranked indicator was emotion control with a mean of 3.15, showing that students were able to recognize the pressure they face in their studies and took

measures to alleviate it. Excessive stress can impair students' attention, memory, and thinking abilities. By taking steps to reduce stress, students can maintain a clear mind and better focus on their study tasks, thereby enhancing learning efficiency. Prolonged exposure to high-stress levels may also have negative effects on students' mental health, such as anxiety, depression, etc. [14]. Through effective stress management, students can maintain good mental health, which is beneficial for their long-term learning and personal development.

The fourth-ranked indicator was environmental control with a mean of 3.10, indicating that students were aware of the impact of the learning environment on their academic performance and took active steps to improve and optimize their learning environment to enhance learning efficiency.

Ranked last was metacognitive control, with a mean of 2.17, implying that students might have weaker abilities in planning, monitoring, and evaluating their learning processes. Metacognitive strategies refer to students' abilities to monitor and adjust their learning processes, including setting learning goals, monitoring progress, evaluating outcomes, and adjusting learning strategies [14]. Students feel they lack effective techniques to prevent procrastination and maintain focus in their studies. This suggests that there is room for improvement in students' self-management and self-regulation, and they need to further develop their metacognitive skills to enhance learning efficiency and outcomes.

The self-regulated abilities mentioned in the questionnaire are crucial for students to maintain their motivation and commitment to learning English. The commitment control ability, that is, the students' willpower and perseverance, is the key to maintaining long-term motivation and dedication in the English learning process. This ability enables students to persevere through difficulties and challenges in their EFL studies rather than choosing to abandon them [13].

When the learning content becomes monotonous or boring, the satiation control ability allows students to maintain patience with learning and find ways to reignite their passion for learning. This ability helps students to remain focused and engaged when faced with repetitive and boring learning materials. In addition, good emotional control can enhance students' commitment and saturation control abilities [12], as emotionally stable students are more likely to adhere to their learning goals and overcome difficulties.

Furthermore, students improve their learning efficiency by optimizing their learning environment,

which helps to reduce external distractions and make the English learning process more focused and enjoyable. A good learning environment can reduce the sense of saturation in learning and also contribute to emotional stability [15], thereby enhancing students' satiation control and emotion control abilities.

Metacognitive control ability is the core of students' self-regulated ability, including setting learning goals, monitoring progress, evaluating effects, and adjusting learning strategies, etc. It affects how students plan their studies, cope with challenges, and reflect on and adjust their learning processes. The lack of meta-cognitive control may weaken students' self-regulated abilities in other areas, as the lack of effective self-monitoring and strategic adjustment can affect commitment, patience, emotion, and environmental control in learning [18].

In summary, the survey results revealed a mixed picture of EFL students' self-regulated learning abilities. While students generally held a positive attitude toward their self-regulatory skills, with particularly strong recognition in Satiation Control, Commitment Control, Emotion Control, and Environmental Control, they expressed less confidence in their Metacognitive Control abilities. This highlighted the need for educators to provide targeted support and interventions to help students develop their metacognitive skills, which were crucial for effective self-regulated learning. Overall, the findings underscored the importance of fostering a holistic approach to self-regulated learning that addresses not only students' motivational and emotional dimensions but also their cognitive and metacognitive abilities.

Table 3 presents the association between Teaching Approaches and Self-Regulated Learning Capacity. The computed r-values indicated a strong direct correlation however, only student-focused independent inquiry and comparative – learning showed a significant relationship to self-regulated learning capacity. This was observed since the obtained p-values were less than the alpha level. The result showed that a significant relationship exists and implies that the better the teaching approaches, the better is the self-regulated learning capacity.

Conducive teaching methods, especially those that adhere to a student-centered teaching approach, can profoundly inspire students' intrinsic motivation to learn [11]. The core of this teaching strategy lies in satisfying students' basic psychological needs for autonomy, a sense of competence, and social connection, which are key drivers of personal initiative and deep engagement in the learning process. Student-centered teaching is designed to respond to individual student needs, interests,

and potential, thereby more effectively activating their inner motivation to learn [16].

Table 3
Relationship Between Teaching Approaches and Self-Regulated Learning Capacity

Student-focused independent inquiry Learning	r-value	p-value	Interpretation
Commitment Control	.655**	0.000	Highly Significant
Metacognitive Control	.867**	0.000	Highly Significant
Satiation Control	.661**	0.000	Highly Significant
Emotion Control	.654**	0.000	Highly Significant
Environmental Control	.657**	0.000	Highly Significant
Teacher-focused direct teaching			
Commitment Control	0.063	0.216	Not Significant
Metacognitive Control	0.038	0.456	Not Significant
Satiation Control	0.064	0.205	Not Significant
Emotion Control	0.06	0.239	Not Significant
Environmental Control	0.088	0.084	Not Significant
Student-focused cooperative-learning			
Commitment Control	.914**	0.000	Highly Significant
Metacognitive Control	.764**	0.000	Highly Significant
Satiation Control	.956**	0.000	Highly Significant
Emotion Control	.938**	0.000	Highly Significant
Environmental Control	.932**	0.000	Highly Significant
Teacher-focused questioning			
Commitment Control	-0.046	0.362	Not Significant
Metacognitive Control	-0.066	0.196	Not Significant
Satiation Control	-0.023	0.649	Not Significant
Emotion Control	-0.011	0.831	Not Significant
Environmental Control	-0.014	0.776	Not Significant

Legend: Significant at p -value < 0.05

This approach encourages students to pursue their interests and explore learning at their own pace, giving them a greater sense of control over the learning process and enhancing their abilities to learn independently,

make decisions, and manage themselves. Through interactive and experiential learning activities, students not only experience the joy of success and progress but also gain a sense of capability, believing they can master new skills and knowledge through self-regulated learning. This teaching strategy not only promotes academic growth but also cultivates students' self-regulated abilities for lifelong learning.

The student-centered teaching philosophy originates from constructivist theory, emphasizing the central role of students' learning and development. Its core is the shift from a teacher-centered to a learning-centered approach, from a transmission mode to a learning mode, and from a focus on "teacher, textbook, classroom" to "student, outcome, experience" [17]. In a student-centered teaching model, the teacher's role transforms from a traditional information dispenser to a designer and facilitator of classroom activities, an encourager and collaborator in student practices, and an analyst and solver of student problems. In this classroom environment, teachers typically act as guides and supporters, providing emotional encouragement and assistance to students, which helps them maintain a positive attitude in the face of learning challenges and enhances their self-regulated abilities.

The heart of the student-centered independent inquiry teaching approach is the transition from a passive learning role to an active, self-driven learner [18]. This transformation requires students to set their own learning goals, plan their learning paths, monitor their progress, and evaluate their out-comes. These activities gradually cultivate self-regulated habits, increase aware-ness of responsibility, and enhance consciousness in learning. Additionally, dur-ing independent inquiry and collaborative learning, students are encouraged to continuously reflect on their learning strategies and outcomes, engaging in meta-cognitive practices that help them identify suitable learning methods and adjust their strategies accordingly, thus improving learning efficiency.

Student-centered collaborative learning emphasizes the agency, initiative, and interactivity of students in the learning process [19]. By balancing cognitive, emotional, and skill objectives, EFL students not only advance in lan-guage knowledge and skills but also develop emotionally and socially, which helps enhance their overall self-regulated abilities. The collaborative learning model considers both individual student needs and the importance of group coop-eration. EFL students have the opportunity to learn at their own pace and style while also improving their language

proficiency through collaboration, combining individual and group efforts to better self-regulate [20]. Collaborative learning, through group activities, satisfies students' needs for a sense of belonging and influence, boosting their confidence and self-efficacy, and thereby promoting self-regulation in language learning.

In terms of evaluation mechanisms, student-centered collaborative learning shifts the focus from individual to group competition, emphasizing overall group performance and creating a model of "inter-group competition, intra-group cooperation" [21]. This teaching method encourages students to work together and contribute to group achievements, fostering learning through cooperation and establishing positive mutual aid and supervision mechanisms within groups, while also stimulating self-regulated learning behaviors in pursuit of group success.

In summary, the student-centered teaching model, particularly when combined with independent inquiry and collaborative learning methods, effectively enhances EFL students' self-regulated abilities, helps them manage their learning process more effectively, and simultaneously enhances their academic growth and their ability for lifelong learning.

CONCLUSION AND RECOMMENDATION

Among the respondents, the number of male students exceeded twice the number of female students. The distribution across grade levels was equitable, with a near-equal representation of freshmen and sophomores. In terms of majors, the majority of respondents were enrolled in engineering and science majors, while the number of students majoring in Law, Management, and Economics was notably lower. The EFL students generally appreciated their teachers' use of questioning and direct teaching methods, as well as cooperative learning methods. However, the findings also highlighted a need for teachers to provide more opportunities for student-centered independent inquiry learning. EFL students demonstrated strong self-regulatory skills in managing satiation, commitment, emotions, and the learning environment. However, there was a clear need for improvement in the area of metacognitive control. No substantial differences were observed in perceptions of the classroom environment, teaching approaches, or self-regulated learning capacity among students when categorized by gender, grade level, or major. In terms of correlations, there was a strong direct correlation between the Teaching Approaches and Self-Regulated Learning Capacity, only student-focused independent inquiry and comparative – learning showed

a significant relationship to self-regulated learning capacity.

Policymakers may support the implementation of the proposed learning program aimed at enhancing the teaching approaches and students' self-regulated learning capacity. Teachers may focus on providing additional support to EFL students, and provide more opportunities for independent inquiry learning, allowing students to take ownership of their learning and explore topics of personal interest. Students may actively seek support from their teachers when needed, and work on developing their metacognitive skills by setting specific learning goals, monitoring their progress, and reflecting on their strategies. Future research may investigate the impact of different teaching strategies on students' motivation and engagement in EFL courses, and academic performance.

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