

LANGUAGE LEARNING STRATEGIES AND SELF-REGULATION

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Abstract

Self-regulation in language learning refers to the ability of learners to plan, monitor, and evaluate their own learning processes. This approach encourages learners to take control of their educational journey, making them active participants in their language acquisition. Language teaching that incorporates self-regulation strategies helps students set clear goals, reflect on their learning, and adapt strategies based on progress. Teachers play a crucial role in fostering self-regulation by creating supportive environments, providing constructive feedback, and modeling effective learning strategies. While self-regulated learning offers numerous benefits, such as improved proficiency, motivation, and lifelong learning habits, it also presents challenges, including lack of confidence, procrastination, and overwhelming content. This article explores the relationship between language teaching and self-regulation, highlighting effective strategies for both teachers and learners, and emphasizes the importance of promoting self-regulated learning for enhanced language acquisition and long-term success.

Keywords: Evaluate, supportive, environment, confidence, strategy, long-term success.

Introduction

Language teaching has evolved significantly over the years, moving from traditional teacher-centered approaches to more learner-centered methods that emphasize active engagement and autonomy. One of the key concepts in modern language education is self-regulation, a process through which learners take control of their own learning by setting goals, monitoring progress, and adjusting strategies as needed. Self-regulation fosters independent learning, enabling students to become more responsible for their language acquisition.

Incorporating self-regulation into language teaching is essential for promoting lifelong learning habits, particularly in an era where learners are expected to engage with vast amounts of information independently. Self-regulated language learners are not only better equipped to retain and apply new language skills, but they also develop the motivation and confidence to continue learning beyond formal education.

This shift towards self-regulation in language teaching presents both opportunities and challenges. While it empowers students to take charge of their own learning, it also requires



teachers to adopt new methods of instruction that emphasize goal-setting, metacognition, and reflective practices. This introduction explores the relationship between language teaching and self-regulation, highlighting the importance of fostering self-regulated learners and examining the roles of both teachers and students in creating an effective learning environment. Language learners assess their comprehension and calculate the amount of time needed to study and overcome obstacles in order to achieve the desired result by using metacognitive methods.

LITERATURE REVIEW

Language teaching has evolved significantly over the years, moving from traditional teacher-centered approaches to more learner-centered methods that emphasize active engagement and autonomy. One of the key concepts in modern language education is self-regulation, a process through which learners take control of their own learning by setting goals, monitoring progress, and adjusting strategies as needed. Self-regulation fosters independent learning, enabling students to become more responsible for their language acquisition.

Incorporating self-regulation into language teaching is essential for promoting lifelong learning habits, particularly in an era where learners are expected to engage with vast amounts of information independently. Self-regulated language learners are not only better equipped to retain and apply new language skills, but they also develop the motivation and confidence to continue learning beyond formal education. Teachers engage ELs more with SEP-aligned language tasks that use and practice the English language (receptive and productive tasks) than the language tasks (analytical) for scientific understanding while implementing language-based strategies. Teachers implement use of notebooks, scaffolding techniques, technology tools, and collaboration to support ELs in accessing the language demands in doing SEPs.

This shift towards self-regulation in language teaching presents both opportunities and challenges. While it empowers students to take charge of their own learning, it also requires teachers to adopt new methods of instruction that emphasize goal-setting, metacognition, and reflective practices. This introduction explores the relationship between language teaching and self-regulation, highlighting the importance of fostering self-regulated learners and examining the roles of both teachers and students in creating an effective learning environment.

METHODS

The methodology for exploring the relationship between language teaching and self-regulation involves a blend of theoretical frameworks and empirical research approaches. It focuses on understanding how self-regulation strategies can be integrated into language teaching and how they impact learners' autonomy, motivation, and overall language acquisition. This methodology encompasses qualitative, quantitative, and mixed-methods research, aiming to provide a comprehensive analysis of self-regulation in the language learning process.

1. Research Design

A mixed-methods research design is often appropriate for studying self-regulation in language learning because it allows for the integration of both qualitative and quantitative data. This approach enables researchers to capture a wide range of insights, from learner behaviors and attitudes to measurable learning outcomes.



Quantitative Methods

Quantitative methods can be employed to assess the impact of self-regulation on language learning outcomes.

Common tools include:

Pre-and post-assessment tests: These can measure language proficiency before and after the implementation of self-regulation strategies, providing data on the effectiveness of self-regulated learning techniques.

Surveys and questionnaires: Standardized instruments like the Self-Regulated Learning Questionnaire (SRLQ) or Motivated Strategies for Learning Questionnaire (MSLQ) can be used to assess students' self-regulation skills, motivation levels, and strategy use.

Statistical analysis: Researchers can use statistical techniques such as correlation analysis, t-tests, or ANOVA to examine relationships between self-regulation and various learning outcomes, including language proficiency, retention, and learner engagement.

Qualitative Methods

Qualitative methods are valuable for exploring the deeper, contextual factors that influence self-regulation in language learning. Techniques include:

Interviews: Semi-structured or in-depth interviews with language learners and teachers can offer insights into how self-regulation is practiced in real-world classroom settings. These interviews can explore learners' self-reflection processes, challenges they face in self-regulating their learning, and the ways in which teachers facilitate or hinder these efforts. Foreign language educators, like psychologists, view learning strategies as a component of self-regulated learning .

Classroom observations: Observing language classes allows researchers to study how teachers integrate self-regulation strategies into their teaching. These observations can identify teaching practices that promote or discourage self-regulation, such as goal-setting, feedback, and opportunities for self-assessment. Focus groups: Group discussions with learners can reveal their collective experiences with self-regulated learning, including shared strategies, challenges, and insights into how they manage their language learning autonomously.

Mixed-Methods Approach

Combining both quantitative and qualitative methods can provide a more holistic view of self-regulation in language learning. For instance, surveys can be used to measure learners' self-regulation tendencies, while interviews or focus groups can provide deeper insights into learners' perceptions of their ability to self-regulate and the role of the teacher in fostering this skill.

2. Participants

Participants in research on self-regulation and language teaching typically include:

Language learners: Students from various proficiency levels and cultural backgrounds, ranging from beginners to advanced learners. These learners might be studying a foreign language in a formal classroom setting or through independent study.

Teachers: Language instructors who are integrating self-regulation strategies into their teaching practices. Teachers' experiences, instructional methods, and perceptions of self-regulated learning are vital for understanding how self-regulation is supported in the classroom.

Educational institutions: The context in which the research is conducted, including the curriculum, resources, and pedagogical approaches, is an important factor influencing how self-regulation is developed.

3. Data Collection Techniques

Data collection methods vary depending on the focus of the study, but common approaches include:

Questionnaires and Surveys: Tools like the Self-Regulated Learning Questionnaire can be used to collect quantitative data on learners' self-regulation practices, attitudes, and motivation.

Interviews and Focus Groups: Semi-structured interviews or focus groups with learners and teachers allow researchers to gather qualitative data on individual experiences with self-regulation and its impact on language learning.

Observational Studies: Direct observation of language classrooms or study sessions provides a rich source of data regarding the implementation of self-regulation strategies. Researchers may observe interactions between students and teachers, note the use of self-regulation strategies, and assess how students engage in self-monitoring and self-reflection.

4. Data Analysis

The analysis of data depends on the research methods used:

Quantitative Analysis: Statistical analysis can be employed to assess the relationship between self-regulation and language learning outcomes. This might include calculating descriptive statistics, testing hypotheses using inferential statistics, or analyzing patterns in the use of self-regulation strategies and their effects on learners' proficiency.

Qualitative Analysis: For qualitative data, thematic analysis can be used to identify recurring themes and patterns from interviews, focus groups, or classroom observations. This approach involves coding and categorizing responses to understand learners' experiences with self-regulation, the challenges they encounter, and the strategies they employ.

Mixed-Methods Integration: In a mixed-methods study, researchers might use triangulation to compare and contrast the quantitative and qualitative findings, offering a more comprehensive understanding of how self-regulation functions in language learning.

5. Intervention-Based Research

Another methodology involves experimental or intervention-based research, where self-regulation strategies are directly introduced into the language classroom to observe their impact. In this approach, researchers might design a specific intervention, such as:

Goal-setting exercises: Introducing goal-setting techniques to help learners plan and evaluate their language learning.

Self-assessment tools: Providing learners with tools to assess their own progress and reflect on their learning strategies.

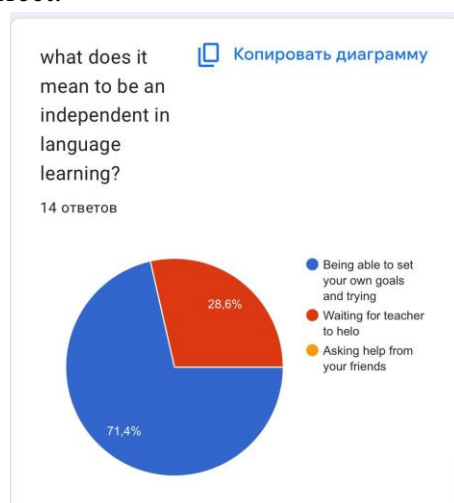
Reflection journals: Encouraging learners to keep journals in which they reflect on their learning experiences, challenges, and progress. Data from pre-and post-tests, observations, and learner feedback can then be analyzed to determine the effectiveness of these strategies in improving language learning outcomes.

A statistically significant positive relationship was found between students' use of technology-assisted English learning strategies and their perceived English self-efficacy beliefs. In addition, regression analysis results showed that goal setting and learner evaluation, motivational regulation, and technology-based song-movie learning strategies were strong predictors explaining the change in students' self-efficacy in four language skills.

RESULTS



In this survey 14 elementary school students took part in and gave their own answers for 10 questions in this pie chart. Their answers about improving speaking skills were asked and 14.3% of them thought just listening helps them improve speaking while 85.7% prefer imitating and listening which are correct.



This pie chart shows that 28.6% students think that being independent means waiting for teacher to take the lead and the other 71.4% think it is about everything on your own.



This one show 3 different answers of the participants. 21.4% participants do not know much about setting goals

21.4% participants do not want to learn about setting goals

But majority of them (57.1%) understand it very well with example of learning a language. This pie chart shows that many of the participants have a lot of information about self-regulation and 92.9% of them think that self-regulation is controlling your own learning while 7.1% think it only works with the help of teacher.

DISCUSSION

The study found that teaching young students with supporting environment and using different teaching techniques in school, and in our study the experimental group learned the words given by researchers which shows the effectiveness of teaching with these tools. While learning a language students should understand that self-regulation is very important part of the language learning. It is very important to know English words as a basic skills for the learners and in this stage as a young language learners students must know more words to back up their future language acquisition. The another finding was that the learners' motivation to study the language was increased, in comparison to the control group students. Classroom management also increased as that students liked the videos and understand better by visual means. The findings reveal the correlation between the participants' use of self-regulated learning strategies and the overall English language abilities and knowledge as well as the four aspects of them: grammar, reading, writing, and language function (speaking)

According to the survey that has been conducted through the English teachers, teachers do not always use that technologies tools because of the problems they face in their rural area.

The implication of this study is significant as there is increased results both in vocabulary acquisition and motivation, and management in learning. However, the students numbers are the limited it should be taught on the more students that may help to find out the other benefits of the study. The further researchs must focus more on the other effects of teaching with the help of the multimedia and visual aids. In conclusion, teaching vocabulary to young learners

can be more effective, students motivation to learn languages can be increased by the help of the visual aids such as flashcards and video-lessons that can help to visualize, correctly pronounce and increase learning speed.

CONCLUSION

To conclude, the methodology for studying language teaching and self-regulation is diverse and flexible, employing both quantitative and qualitative approaches to provide a well-rounded understanding of how self-regulation strategies can be integrated into language teaching practices. By combining data from surveys, interviews, observations, and intervention studies, researchers can gain valuable insights into how self-regulated learners approach language learning, the role of teachers in facilitating self-regulation, and the outcomes of self-regulated learning practices on language proficiency.

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