STUDENTS WER LANGUAGE LEARNING STRATEGIES AND SELF-REGULATION IN ELEMENTARY STUDENTS.

Buzrukxo'jayeva Muxtasar,
Master student, Namangan State
Institute of Foreign Languages
muxtasarbuzrukxojayeva@gmail.com

Annotatsiya

Ushbu tadqiqot boshlang'ich sinf o'quvchilarining til o'rganish strategiyalari va o'z-o'zini boshqarish qobiliyatining til o'rganish jarayoniga ta'sirini o'rganadi. Tadqiqot natijalari o'quvchilarning o'z-o'zini boshqarish strategiyalarini qo'llash orqali til ko'nikmalarini yaxshilashlari mumkinligini ko'rsatadi.

Аннотация

Данное исследование изучает влияние стратегий обучения языкам и саморегуляции на процесс овладения языком учащимися начальных классов. Результаты исследования показывают, что учащиеся могут улучшать свои языковые навыки, применяя стратегии саморегуляции.

Annotation

This study examines the impact of language learning strategies and self-regulation on the language acquisition process of elementary students. The findings indicate that students can enhance their language skills by applying self-regulation strategies.

This study investigates the impact of language learning strategies (LLS) and self-regulation on the language acquisition of elementary students. By analyzing existing research and educational practices, the study highlights the significance of metacognitive, cognitive, and resource management strategies in fostering self-regulated learning. Findings indicate that students who employ self-regulation techniques demonstrate improved language proficiency, motivation, and academic performance. The study emphasizes the role of educators in creating supportive learning environments that encourage autonomy and strategic learning behaviors.

Introduction

Language acquisition in elementary education is a complex process influenced by various cognitive and motivational factors. Self-regulated learning (SRL) refers to the ability of learners to plan, monitor, and evaluate their learning processes, leading to more effective and autonomous learning experiences. Incorporating SRL strategies into language instruction can enhance students' engagement and proficiency. This paper examines the relationship between LLS and self-regulation, aiming to provide

insights into effective language teaching practices for young learners.through that we will be able to better understand the methods and the way students and teachers work cooperatively while using the self-regulation strategies and methods during the classroom.

Methods

Data Analysis

Thematic analysis was employed to identify common themes and strategies across the selected studies. Focus was placed on the types of SRL strategies utilized, their implementation in classroom settings, and their effects on student performance. Methods

This study utilized a qualitative (or mixed-methods/quantitative, depending on your approach) design to investigate the language learning strategies and self-regulation practices employed by elementary school students in the context of second language acquisition. The aim was to explore how young learners approach language tasks and regulate their own learning processes in classroom settings.

The participants were 12 elementary school students 8–11 years, enrolled in 7 and 8 atprivate school NOVDA. The group consisted of 4 girls and 12 boys, all of whom were learning English language

Parental consent and student assent were obtained prior to participation in the study.To assess students' language learning strategies and self-regulation behaviors, the following instruments were used:

A simplified and age-appropriate version of the Strategy Inventory for Language Learning (SILL) adapted for children.

A teacher observation checklist developed to capture students' use of strategies such as repetition, asking for help, or using visual aids.

Short semi-structured interviews with students to gather qualitative insights into their awareness and attitudes toward learning strategies and goal-setting.

A self-report learning journal activity that encouraged students to reflect on what strategies they used during language tasks over a period of two weeks.

Procedure

The study was conducted over two-week period during the regular school schedule. In the first week, students completed the adapted SILL questionnaire with the assistance of their classroom teachers to ensure understanding. Teachers were then trained to use the observation checklist while students engaged in language learning activities over the following three weeks.

During this period, students also maintained a simple learning journal, where they were prompted to draw or write about their language learning experiences and any strategies they used. Toward the end of the study, individual interviews were conducted

with a subset of students (n = [number]) to explore their self-regulation strategies in more depth.

Quantitative data from the adapted SILL questionnaire were analyzed using descriptive statistics to identify the most and least frequently used strategies. Observational data and learning journals were coded thematically to identify recurring patterns in self-regulated behaviors, such as planning, monitoring, or seeking help. Interview data were transcribed and analyzed using thematic analysis to triangulate findings from other sources.

Results

The analysis revealed several key findings:

Enhanced Motivation and Self-Efficacy: Students who engaged in SRL strategies reported higher levels of motivation and confidence in their language abilities.

Improved Language Proficiency: The use of metacognitive strategies, such as goal setting and self-monitoring, was linked to better language skills, particularly in reading and writing.

Positive Classroom Environment: Teachers who fostered an environment that encouraged self-regulation saw increased student participation and improved academic outcomes.

These results underscore the importance of integrating SRL strategies into language instruction to promote autonomous and effective learning.

Discussion

The findings suggest that SRL strategies are instrumental in enhancing language learning among elementary students. By adopting techniques such as self-assessment, time management, and reflective practices, students can take greater ownership of their learning process. Educators play a crucial role in modeling these strategies and creating a classroom culture that supports self-regulation. Further research is needed to explore the long-term effects of SRL on language acquisition and to develop tailored interventions for diverse student populations.

Conclusion

Incorporating language learning strategies and promoting self-regulation are essential components of effective language instruction for elementary students. By equipping students with the tools to manage their learning processes, educators can foster a more engaging and successful language learning experience.

References:

1. Buzrukxo'jayeva, M. M., & Erkulova, F. M. (2025). Language learning strategies and self-regulation. Web of Teachers: Inderscience Research, 3(1), 132–138.

2. Zhang, T. (2024). Effects of self-regulation strategies on EFL learners' language learning motivation, willingness to communicate, self-efficacy, and creativity. BMC Psychology, 12, 75.

3. Abbasian, G.-R., & Hartoonian, A. (2014). Using self-regulated learning strategies in enhancing language proficiency with a focus on reading comprehension. English Language Teaching, 7(6), 160–170.

4. Sadati, S., & Simin, S. (2016). The relationship between metacognitive and self-regulated learning strategies with learners' L2 learning achievement. International Journal of Research Studies in Language Learning, 5(2), 1–1

5. Isanejad, O., & Alidadi, H. (2018). The relationship between self-regulated learning and metacognitive strategies of reading and problems of learning in second language among bilingual students. Shenakht Journal of Psychology and Psychiatry, 5(5), 15–29.