



IMPROVING THE METHODOLOGY FOR DEVELOPING SELF- REGULATED LEARNING SKILLS OF 8TH–9TH GRADE PUPILS IN ENGLISH LANGUAGE TEACHING IN GENERAL SECONDARY SCHOOLS”

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Abstract. The development of self-regulated learning skills is an important condition for improving the effectiveness of English language education among secondary school pupils. This study aims to improve the methodology for developing self-regulated learning skills of 8th–9th grade pupils in English language teaching in general secondary schools. The study employs a qualitative methodological approach based on the analysis of research on self-regulated learning, learner autonomy, and English language teaching. The findings indicate that pupils' self-regulated learning can be strengthened through goal setting, learning planning, self-monitoring, strategy selection, self-assessment, and reflection. The proposed methodology combines teacher guidance with gradually increasing learner independence. The study concludes that systematic development of self-regulated learning skills can improve pupils' learning autonomy, motivation, responsibility, and overall English language performance.

Keywords: *self-regulated learning, English language teaching, learner autonomy, secondary education, self-assessment, learning strategies, reflection.*

Introduction. Self-regulated learning is an important component of effective language education because successful learners need to take responsibility for their own learning process. In English language teaching, pupils are expected not only to acquire vocabulary and grammar but also to set learning goals, plan their activities, monitor their progress, identify difficulties, and evaluate their results. However, many secondary school pupils still depend



heavily on teacher instructions and have limited experience in independently organizing and evaluating their learning. Therefore, developing self-regulated learning skills should become an integral part of English language teaching in general secondary schools.

The purpose of this study is to improve the methodology for developing self-regulated learning skills among 8th–9th grade pupils. The study uses a qualitative methodological approach based on the analysis and synthesis of research related to self-regulated learning, learner autonomy, metacognition, and English language pedagogy. The methodology focuses on three interconnected phases of learning: planning, performance monitoring, and self-reflection.

The findings suggest that self-regulated learning can be effectively developed through systematic classroom activities. At the planning stage, pupils are encouraged to establish specific and achievable learning goals. For example, instead of setting a general goal such as “improve my English”, pupils can formulate a specific goal such as “learn and use ten new academic words in sentences by the end of the week”. Teachers can provide examples and guidance while gradually allowing pupils to formulate their own goals. During the performance stage, pupils learn to monitor their learning process. They can use checklists, learning diaries, vocabulary records, progress charts, and self-monitoring questions. For example, pupils may ask themselves whether they understand the new vocabulary, whether they can use a grammatical structure independently, or which aspects of a speaking or writing task remain difficult. Such activities help pupils become more aware of their learning strategies and difficulties.

The final stage involves self-assessment and reflection. Pupils evaluate their performance, identify successful strategies, and determine areas that require further improvement. Reflection questions such as “What did I learn?”, “What was difficult for me?”, “Which strategy helped me most?” and “What should I improve next?” can encourage metacognitive awareness. The teacher





can use pupils' reflections to provide individualized guidance and modify subsequent learning activities. The study also indicates that the role of the teacher should gradually change from direct controller to facilitator. At the initial stage, teachers provide clear instructions, models, checklists, and examples. As pupils become more experienced, teachers reduce the amount of external control and encourage learners to make their own decisions. This gradual transfer of responsibility is particularly important for 8th–9th grade pupils, who are developing greater cognitive and personal independence.

An effective methodology should also incorporate collaborative activities, project work, independent reading, vocabulary learning plans, peer assessment, and digital learning resources. These activities provide pupils with opportunities to make decisions, monitor their performance, and evaluate their progress. Importantly, self-regulated learning should not be treated as a separate lesson topic; rather, it should be integrated into regular English language activities.

The proposed methodological model can be represented as follows: *goal setting → planning → learning activity → self-monitoring → self-assessment → reflection → new learning goal*. This cyclical process allows pupils to continuously evaluate and improve their learning strategies.

In conclusion, the development of self-regulated learning skills can significantly contribute to improving the effectiveness of English language teaching among 8th–9th grade pupils. The proposed methodology emphasizes goal setting, planning, self-monitoring, self-assessment, and reflection while gradually increasing learner independence. The systematic integration of these elements into English lessons can promote pupils' autonomy, motivation, responsibility, and confidence. Therefore, improving the methodology of self-regulated learning should be considered an important direction in modern English language education in general secondary schools.

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