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FUTURE ENGLISH TEACHERS' USE OF SELF-REGULATED LEARNING STRATEGIES IN DEVELOPING LANGUAGE PROFICIENCY

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Abstract. One of the main goals of education is to develop students' ability to learn on their own. To achieve this, students need to develop effective self-regulation strategies in learning. Self-regulation plays a major role in learning English for achieving setting goals. It is significant to monitor and control the behaviors and motivation in the learning process. The purpose of this study was to explore English pre-service teachers' use of self-regulated learning strategies in developing language proficiency. The participants were 70 undergraduate students enrolled at the Foreign Languages Teaching Department of Khoja Akhmet Yassawi International Kazakh-Turkish University in Turkestan. This study used a quantitative descriptive research design. A survey method using a questionnaire was used to collect necessary data and analyzed descriptively using Statistical Package for Social Sciences (SPSS) version 23.0. The result of this study showed that pre-service teachers use different types of self-regulated learning strategies in different situations. The record-keeping and monitoring strategies were found to be used more often than the strategies such as rehearsal and memorization, seeking social assistance, goal setting and planning, seeking opportunities to practice English and self-consequences strategies. The results of the present study might be useful for pre-service as well as in-service teachers in making decisions to use different types of self-regulation strategies in language classrooms.

Keywords: self-regulation, EFL pre-service teachers, self-regulated learning strategies, quantitative research, survey, foreign languages teaching.

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БОЛАШАҚ АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ БІЛІМ АЛУДА ӨЗІН-ӨЗІ РЕТТЕУ СТРАТЕГИЯЛАРЫН ПАЙДАЛАНУ АРҚЫЛЫ ТІЛДІК ҚАБІЛЕТІН ДАМЫТУ

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Аннотация. Білім берудің басты мақсаттарының бірі – оқушылардың өздігінен білім алу қабілетін дамыту. Бұл мақсатқа жету үшін оқушылар оқуда өзін-өзі реттеудің тиімді стратегияларын дамытуы қажет. Алға қойған мақсаттарға жету үшін ағылшын тілін үйренуде өзін-өзі реттеу үлкен рөл атқарады. Оқу процесінде мінез-құлық пен мотивацияны бақылау өте маңызды. Бұл зерттеудің мақсаты болашақ ағылшын тілі мұғалімдерінің тілді меңгеруде өзін-өзі реттейтін оқыту стратегияларын пайдалануын зерттеу болды. Қатысушылар Түркістан қаласындағы Қожа Ахмет Яссауи атындағы Халықаралық қазақ-түрік университетінің педагогикалық шетел тілдері бөлімінде білім алып жатқан 70 студент болды. Бұл зерттеуде сандық сипаттамалық зерттеу дизайны қолданылды. Қажетті деректерді жинау үшін сауалнама әдісі қолданылды және Әлеуметтік ғылымдарға арналған статистикалық пакеттің (SPSS) 23.0 нұсқасы арқылы сипаттамалық талдау жасалды. Бұл зерттеудің нәтижесі болашақ ағылшын тілі мұғалімдері әртүрлі жағдайларда өзін-өзі реттейтін түрлі оқыту стратегияларын қолданатынын көрсетті. Қайталау және есте сақтау, әлеуметтік көмек іздеу, мақсат қою және жоспарлау, ағылшын тілін тәжірибеде қолдану мүмкіндіктерін іздеу және өзіндік салдарлар стратегияларына қарағанда, есепке алу және бақылау стратегиялары жиі қолданылатыны анықталды. Осы зерттеудің нәтижелері ағылшын тілі сыныптарында өзін-өзі реттеудің әртүрлі стратегияларын қолдану туралы шешім қабылдауда қызметке дейінгі мұғалімдерге де, қызметтегі мұғалімдерге де пайдалы болуы мүмкін.

Түйін сөздер: өзін-өзі реттеу, EFL даярлық мұғалімдері, өзін-өзі реттейтін оқыту стратегиялары, сандық зерттеу, сауалнама, шет тілін оқыту.

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ИСПОЛЬЗОВАНИЕ СТРАТЕГИЙ САМОРЕГУЛИРОВАНИЯ В РАЗВИТИИ ЯЗЫКОВОГО МАСТЕРСТВА БУДУЩИМИ УЧИТЕЛЯМИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. Одной из основных целей образования является развитие у обучающихся способности самообучения. Для этого обучающимся необходимо развить эффективные стратегии саморегулирования в обучении. Саморегулирование играет важную роль в изучении английского языка для достижения поставленных целей. Важно отслеживать и контролировать поведение и мотивацию в процессе обучения. Целью данного исследования было изучение использования будущими учителями английского языка стратегий саморегулирования в обучении для развития языковых навыков. Участниками были 70 студенты бакалавриата, обучающихся на факультете преподавания иностранных языков Международного казахско-турецкого университета имени Ходжи Ахмета Яссави в Туркестане. В данном исследовании использовался количественный описательный исследовательский дизайн. Метод опроса с использованием анкеты использовался для сбора необходимых данных и был проанализирован с помощью статистического пакета для социальных наук (SPSS) версии 23.0. Результат данного исследования показал, что будущие учителя используют различные типы стратегий саморегулирования в обучении в разных ситуациях. Было обнаружено, что стратегии ведения записей и мониторинга используются чаще, чем такие стратегии, как повторение и запоминание, поиск социальной помощи, постановка целей и планирование, поиск возможностей для практики английского языка и стратегии самопоследствий. Результаты настоящего исследования могут быть полезны как для будущих, так и для нынешних учителей при принятии решений об использовании различных типов стратегий саморегулирования в языковых классах.

Ключевые слова: саморегулирование, будущие преподаватели английского языка как иностранного, стратегии саморегулируемого обучения, количественное исследование, опрос, преподавание иностранных языков

Introduction. One of the main purposes of the education is to teach students how to learn in learning. To reach this purpose, the teachers need to teach the required knowledge, skill and also effective and suitable teaching strategies. Self-regulated learning is an active process through which students control their behaviors, motivation and set goals to achieve desired outcomes in their learning process. With the help of self-regulated learning strategies students can achieve higher results in their learning process, as they control and monitor their own learning process. Teachers' duty is to teach learners the skills, knowledge and strategies for the purpose of reaching the aim in learning process. Students' duty is to retain the skills, knowledge and strategies that help them to be skilled long-term students. These processes connected to Zimmerman's self-regulated learning theory which he introduced in 1980s (Nejabati, 2015). With the help of self-regulation students realize, what they are capable of and what they are not capable of in learning. Students know their own strength and weaknesses with the help of self-regulated learning strategies. From 1980's several educational realms have been investigated the self-regulated learning (Palalas, 2020). Anthonysamy et al. (2020) suggested to aid students to learn effective self-regulated learning strategies by using them in the classroom by the teachers themselves.

Over the past 20 years, self-regulated learning has become an essential factor for the learners. Self-regulation strategies are considered as one of the personal skills. To develop their personal skills, for the purpose of being successful in their lives, learners should be able to memorize, understand and manage (Denat et al., 2017). Many students do not know how to study and how to control their learning, because they do not learn self-regulated learning strategies in school. Many students enter university without knowing how to study effectively. Students need to be familiar with self-regulated learning strategies for the purpose of using these strategies not only in their study but also in everyday life. That is why teachers need to teach them to facilitate their students' learning process. According to Qadaristin (2021) students should be familiar with self-regulated learning strategies from elementary school, and teachers should not only pay attention to content but also to the process of learning. Students who are able to use self-regulated strategies are able to manage their time; therefore, they do not waste their time for useless things. Self-regulated learning is pliant and flexible, and students can make their own repertory of strategies. Self-regulated learning helps students to regulate their own behavior. For example: to ask help from their teachers, to create a peaceful place for study and to switch their phone off, since they cannot concentrate their attention to study.

According to Zimmerman's theory self-regulated learning contains 3 phases. They are planning, performance and self-reflection. Firstly, students investigate a given task, then define aims and plan it, how to achieve the aims in the planning phase. Then in second performance phase students perform tasks and use self-control strategies to be motivated to complete the task. At the last third self-reflection phase students evaluate how they executed the task (Qadaristin, 2021). In self-regulation "the learner is in charge" (Winne, 2018, as cited in Lawson et al., 2019, p.40).

This means that in self-regulation the learner is senior person, and the learner take responsibility of their own learning. According to Fauzi et al. (2018) self-regulated students will take responsibilities in their own learning process. Students will be aware of their own obligations concerning when and what they should study with the aid of self-regulation (Shing, 2020).

Obviously, for university students the role of self-regulated learning is significant. As, university students should be responsible for their own learning. Moreover, a student who has low self-regulated learning is less successful than a student who has high self-regulated learning (Xiao et al., 2019). To increase knowledge students, need to practice self-regulated learning skills, that's why it is important to support self-regulated learning at university (Waluyo, 2018). Moreover, self-regulated learning cannot develop automatically. Therefore, teachers have crucial role, since they can teach self-regulated learning and support their students (Manso-Vázquez et al., 2018). Schunk et al. (2013) in their study indicated that if self-regulatory processes connect with academic content, students will know the usage of these processes in learning. Students who apply self-regulated learning strategies become independent students, because they know which strategies is useful and effective as they control their own learning process.

Self-regulation enhances the quality of knowledge. Moreover, self-regulation learning strategies enlarge students' motivation, scores and effort for learning a foreign language. Self-regulated students view their future lives hopefully and know how self-regulatory learning effective and how and why they should be utilized. Students who have very poor self-regulation cannot pay attention to the areas which they need the most. Self-regulated learning benefits all kind of students, for instance: adults, college students, elementary students, disable students, and university students. While students use these self-regulated learning strategies, they will know their progression and which strategies to use.

The purpose of the study was to investigate ELT pre-service teachers' use of self-regulated learning strategies in developing language proficiency. The present study aimed to answer the following research questions:

1. To what extent do the pre-service English teacher use self-regulated learning strategies in learning English?

2. How do self-regulated learning strategies in learning English differ according to the students' gender?

3. How do self-regulated learning strategies in learning English differ according to the students' years of study?

Methodology. *Research Design.* The present study used a quantitative method using questionnaire. Questionnaire is an instrument that used to collect the quantitative data (Aithal et al., 2020). Thus, the present study is regarded as a descriptive research design. Descriptive study is the study where the researcher gathers needed information from samples and without trying to change the environment. The main peculiarity of the descriptive study is that the researcher only informs what current situation (Mishra et al., 2022).

Participants and setting. The participants of the present study were 70 undergraduate students of Philology faculty of Khoja Akhmet Yasawi International Kazakh-Turkish University in Turkestan. All the participants were students of Foreign Languages Teaching Department. The participants of this study consisted of 34 junior (48.6%) and 36 senior students (51.4%). Female participants comprised 85.7% (n=60), whereas 14.3% (n=10) were male participants.

Research Instrument. The Questionnaire of English Self-regulated Learning Strategies (QESRLS) developed by Wang et al. (2005) was employed to gather the data. The original questionnaire includes 68 items divided into 11 categories. The researchers adopted 24 questions out of 68, which according to the researchers precisely measures what was intended to measure. 24 items in turn comprise 6 subscales of the questionnaire: 1) Rehearsal and memorization (6 items); 2) Seeking social assistance (2 items); 3) Seeking opportunities to practice English (8 items); 4) Record keeping and monitoring (2 items); 5) Self-consequences (2 items); 6) Goal setting and planning (4 items). The first subscale "rehearsal and memorization" assesses the students' capability of memorizing information through reading. The second subscale "seeking social assistance" assesses students' ability of seeking help from their groupmates or family members to understand the material. The third subscale "Record keeping and monitoring" measures the students' ability of monitoring their learning process and recording errors that made in the lessons. The fourth "Goal setting and planning" subscale assesses the learners' ability of setting the objective in order to achieve the desired results and plan the entire study period (Alotaibi et al., 2017). Next fifth subscale "Seeking opportunities to practice English" measures ability of learners seeking possibilities to learn or practice English. And the last sixth subscale "Self-consequences" measures students' ability of rewarding oneself for hard working. Participants were asked to answer for questions that coincided their employ of these strategies on a 4-point Likert type scale 1= "I never use it", 2= "I seldom use it", 3= "I sometimes use it", and 4= "I often use it". Cronbach's alpha results are demonstrated in table 1.

Table 1 – The results of Cronbach's alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
,837	24

The Cronbach's alpha of this questionnaire was α=837 with 24 items. This shows that the Questionnaire of English Self-regulated Learning Strategies (QESRLS) is a reliable instrument.

Data collection procedure and analysis. The questionnaire was conducted among third and fourth ELT students in the middle of the autumn semester of the 2022-2023 academic years. The questionnaire was created using Google forms and sent via "WhatsApp" application by the researchers. The samples were chosen randomly. Random sampling is a type of sampling which a researcher selects participants from

a random set. Each element of the population has an equal chance of being included in the sample (Mishra et al., 2022). However, the convenience sampling method was used in this study. Convenience sampling method is a type of sampling which participants are chosen on the basis of desire and accessibility to participate (Wang et al., 2020). With the permission of the teachers, during the lessons the researchers explained the aim of the survey and asked students to complete the questionnaire. The data was analyzed using the Statistical Package for Social Sciences (SPSS) version 23.0. In this study the researchers conducted descriptive statistics as well as inferential statistics in the form of Mann-Whitney U-test.

Findings. *Test of normality.* At the first step a test of normality was carried out. According to the Kolmogorov-Smirnov test significant value showed that distribution is non-normal $p<0.05$. Therefore, it was decided to implement non-parametric tests during the analysis.

Research Question 1. Preliminary descriptive statistics was applied to receive the answer to the first research question 'To what extent do the pre-service English teacher use self-regulated learning strategies in learning English?' The findings related to descriptive statistics are shown in table 2.

Table 2 – Descriptive Statistics of the Questionnaire of English Self-regulated Learning Strategies

	Self-regulation strategies	N	Minimum	Maximum	Mean	Std. Deviation
1	Rehearsal and memorization	70	1,17	4,00	2,7643	,59891
2	Seeking social assistance	70	1,00	4,00	2,7000	,87394
3	Seeking opportunities to practice English	70	1,25	4,00	2,6304	,58221
4	Record keeping and monitoring	70	1,50	4,00	2,9286	,73369
5	Self consequences	70	1,00	4,00	2,7429	,70064
6	Goal setting and planning	70	1,25	4,00	2,8536	,64197
	Total	70	1,75	4,00	2,7411	,48487

The highest score is regarded as 4.00, the total outcome showed that participants have moderate level of self-regulated learning strategies in learning English ($\bar{x}$=2.74). According to the results, among subscales the highest mean score was found on the subscale "record keeping and monitoring" ($\bar{x}$=2.92); on the "goal setting and planning" mean score was found ($\bar{x}$=2.85); on the "rehearsal and memorization" subscale ($\bar{x}$=2.76); and the "self-consequences" subscale ($\bar{x}$=2.74); on the "seeking social assistance" mean score of participants was ($\bar{x}$=2.70). Compare with other subscales' mean score, on the "seeking opportunities to practice English" subscale was found the lowest mean score ($\bar{x}$=2.63).

Research Question 2. To answer the second research question 'How do self-regulated learning strategies in learning English differ according to the students' gender?' Mann-Whitney U-test was accomplished. The results are presented in table 3.

Table 3 – Mann-Whitney U-test results for the comparison by male and female students' use of self-regulated learning strategies

Self-regulation strategies	Gender	N	Mean Rank	Sum of Ranks	U	p
Rehearsal and memorization	male	10	30,60	306,00	251,000	,409
	female	60	36,32	2179,00		
Seeking social assistance	male	10	38,35	383,50	271,500	,628
	female	60	35,03	2101,50		
Seeking opportunities to practice English	male	10	34,90	349,00	294,000	,920
	female	60	35,60	2136,00		
Record keeping and monitoring	male	10	21,45	214,50	159,500	,016*
	female	60	37,84	2270,50		
Self-consequences	male	10	37,40	374,00	281,000	,744
	female	60	35,18	2111,00		
Goal setting and planning	male	10	39,75	397,50	257,500	,472
	female	60	34,79	2087,50		
Total	male	10	33,85	338,50	283,500	,782
	female	60	35,78	2146,50		

*p<0,05

As demonstrated in table 2, total outcome showed that there were no statistically significant differences between male and female undergraduate students according to the results concerning the self-regulated learning strategies (U=283.5, p=.782). Since, p-value is .782 which is greater than >.05. Despite that, mean rank of female students was MR=35.78, which was a little higher than male students MR=33.85. There was no statistically significant difference between male and female undergraduate university students according to their results regarding the first subscale "rehearsal and memorization" (U=251.0, p=.409). However, results showed that males mean rank was MR=30.60, whereas the mean rank was MR=36.32 for female, which was higher as compared with male. There was no statistically significant difference between female and male undergraduate university students according to their results concerning the second subscale "seeking social assistant" (U=271.5, p=.628). Nevertheless, "seeking social assistant" subscale evaluated a little higher by the males with the mean ranking of MR=38.35 than the females with the mean ranking of MR=35.03. Statistically significant difference was not found on the third "seeking opportunity to practice English" subscale between female and male undergraduate university students (U= 294.0, p=.920). The mean rank of the male students was MR=34.90, while the mean rank was MR=35.60 for the female students, which was slightly higher as compared with male. There was only statistically significant difference between males and females according to their results concerning the fourth subscale "record keeping and monitoring" (U=159.5, p=0.016). Results indicated females mean rank was MR=37.84 and mean rank of males was MR=21.45, which was lower as compared with female students. Results showed that on the fifth subscale "self-consequences" there was no statistically significant difference between females and males (U=281.0, p=.744). However, mean rank of male students was slightly higher than female students (male, MR=37.40; female, MR=35.18). Simultaneously, it was observed that there were no statistically significant differences between male

and female according to their results regarding the last sixth subscale "goal setting and planning" (U=257.5, p=.472). However, mean rank of male was higher than female students (male, MR=39.75; female, MR=34.79).

Research Question 3. To answer the third research question 'How do self-regulated learning strategies in learning English differ according to the students' years of study?' Mann-Whitney u-test was applied. Results are demonstrated in table 4.

Table 4 – Mann - Whitney U-test results for the comparison junior and senior students' use self-regulated learning strategies

	Self-regulation strategies	Grade level	N	Mean Rank	Sum of Ranks	U	p
1	Rehearsal and memorization	3rd year students	34	34,72	1180,50	585,500	,754
		4th year students	36	36,24	1304,50		
2	Seeking social assistance	3rd year students	34	32,04	1089,50	494,500	,162
		4th year students	36	38,76	1395,50		
3	Seeking opportunities to practice English	3rd year students	34	35,66	1212,50	606,500	,948
		4th year students	36	35,35	1272,50		
4	Record keeping and monitoring	3rd year students	34	31,56	1073,00	478,000	,107
		4th year students	36	39,22	1412,00		
5	Self-consequences	3rd year students	34	35,28	1199,50	604,500	,928
		4th year students	36	35,71	1285,50		
6	Goal setting and planning	3rd year students	34	35,74	1215,00	604,000	,925
		4th year students	36	35,28	1270,00		
	Total	3rd year students	34	34,57	1175,50	580,500	,711
		4th year students	36	36,38	1309,50		

As shown in table 3, according to the total result, it was found that there was no statistically significant difference between junior and senior students concerning the self-regulated learning strategies (U=580.5, p=.711). Mean rank of junior university students was MR=34.57, whereas senior university students' mean rank was MR=36.38.

Statistically significant difference was not discovered between third- and fourth-year students' regarding the first subscale "rehearsal and memorization" (U=585.5, p=.754). However, results showed that mean rank of junior university students was MR=34.72, whereas the mean rank was MR=36.24 for senior university students, which was higher as compared with junior students.

The results revealed that there was no statistically significant difference between junior and senior students concerning the second subscale "seeking social assistance" (U=494.5, p=.162). Though, the results showed mean rank of senior students was higher than junior students (junior, MR=32.04; senior, MR=38.76).

Moreover, there was no statistically significant difference between junior and senior students regarding the third subscale "seeking opportunities to practice English" (U=606.5, p=.948). However, slight differences were found between junior and senior students mean ranks (junior, MR=35.66; senior, MR=35.35).

Further, statistically significant difference was not found between junior and senior university students according to their results concerning the fourth subscale "record keeping and monitoring" (U=478.0, p=.107). Mean rank of junior students was MR=31.56 and senior students' mean rank was found to be MR=39.22, which was higher as compared with junior students.

There was no significant difference between junior and senior university students on the fifth subscale "self-consequences" (U=604.5, p=.928). Results showed that mean rank of junior university students was MR=35.28, whereas the mean rank was MR=35.71 for senior university students.

Finally, it was discovered that there was no statistically significant difference between junior and senior students according to their results concerning the last subscale "goal setting and planning" (U= 604.0, p=.925). Anyway, results indicated that mean rank of junior students was MR=35.74, while mean rank of senior students was found as MR=35.28.

Discussion. The present study aimed at exploring ELT pre-service teachers' use of self-regulated learning strategies in developing language proficiency. The QESRLS scale was employed to measure participants' level of using self-regulated learning strategies. Results of descriptive statistics showed that ELT pre-service teachers use different types of self-regulated learning strategies in different situations, since the results indicated medium level of mean scores. It was discovered that ELT pre-service teachers mostly apply record keeping and monitoring strategy more than other types of strategies.

Moreover, statistically significant difference was not discovered between female and male undergraduate university students regarding their use of different self-regulation strategies. Anyhow, according to results only difference was found in the use of record keeping and monitoring strategy between males and females in which mean rank scores of female students were higher than males. This indicates female students keep records and monitor their learning process better than male students. The results indicated that there was no significant difference between female and male undergraduate students regarding their use of rehearsal and memorization strategy. Nonetheless, female students mean rank was higher than male students. It denotes that female students memorize information through reading better than male students. According to the findings, there was no significant difference in the use of seeking social assistant strategy between female and male undergraduate university students. Nevertheless, mean rank of male students was higher than females. It explains that male students seek more help from social assistant, for instance: from parents, group mates or friends to understand the materials. Statistically significant difference was not found on seeking opportunity to practice English strategy between female and male undergraduate university students. However, the mean rank of the male students

was slightly lower than females and it means females seek more opportunity to learn or practice English rather than male students. Statistically significant was not found on self-consequences strategy between female and male undergraduate university students; anyway, male students' mean rank was higher than female students, which indicates that male students use self-consequences strategy more than female students. There was no significant difference between female students and male students' use of goal setting and planning strategy. However, if to look at the mean rank scores, male students indicated a little bit higher results than females. It means that males set goal and plan their learning process better than females.

When the results of the present study were interpreted, it was discovered that there was no significant difference between junior and senior university students in the use of self-regulated learning strategies. If to look at the results participants related to all strategies, significant difference was not found between junior and senior students. However, the senior students demonstrated higher mean rank on the rehearsal and memorization, seeking social assistance and record keeping and monitoring strategies than junior students. It showed that in learning English senior students memorize materials through reading; seek help from their friends, group mates or parents in order to understand materials and they monitor their learning process more than junior students. According to the findings it was found that there was no statistically significant difference between junior and senior students in the use of self-consequences strategy. Moreover, it was noticed there was slight difference in mean rank between senior and junior students, it explains that junior and senior university students have the same level of ability of rewarding oneself for hard working and seeking possibilities to learn or practice English. Similarly on the goal setting and planning and also seeking opportunities to practice English strategies there was no significant difference between junior and senior undergraduate students and there was slight difference in the mean rank results between junior and senior students. We found junior and senior university students have the same level of ability of setting goals and planning their own learning process and seeking opportunities to practice English.

Shmais's (2003) study results are in line with the results of the present study, in her study significant difference was not discovered between female and male students' use of self-regulated learning strategies. However, there are some other researchers who discovered that female students are more self-regulated than male students. Good examples is Shing et al.'s (2020) study, in which they investigated that female students are more self-regulated than male students in learning English. Chen et al. (2018) in their study discovered that female students showed higher results than male students, it means female students use self-regulated learning strategies more often than male students.

With the help of self-regulated learning strategies students can enhance academic achievements and get higher grades on language proficiency tests. Mirhassani et al. (2007) in their study they found that students who self-regulate their learning process get higher grades on language proficiency tests.

Overall, students cannot know self-regulated learning strategies automatically, thus teachers should teach them. Teachers' role is essential, they should assist their students in learning and support their students. With the help of self-regulated learning strategies students can see their own progression in learning and can get higher results.

Conclusion. In the present study, ELT pre-service teachers' use of self-regulated learning strategies in developing their language proficiency was explored. Based on the results, it was found that ELT pre-service use different types of self-regulated learning strategies in different situations. Self-regulated students facilitate their learning process rather than other students who are not self-regulated. Anyway, students may not know how to regulate their own learning, that's why they need guidance from their teachers. Thus, it is essential for teachers to familiarize self-regulation techniques to students who are not familiar with self-regulation techniques. Overall, students who are more self-regulated achieve better results.

The study examined the pre-service teachers', who are soon-to-be English language teachers. Since the nature of the relationship between the teacher and the students changes, in which student is a full subject of activity in solving educational tasks (Bazarbayeva, Mubarak & Mirichi, 2024), receiving the necessary assistance from the teacher in terms of developing different self-regulation strategies for self-education is of crucial importance. Therefore, the results might be useful for in-service teacher educators in preparing future teachers of English language, since the results may be generalized to pre-service English teachers. There are some suggestions from researchers for future researchers. It may be suggested to find out the influence of self-regulated learning strategies on students' developing different professional competences, which might be very useful for pre-service teachers in their future professional life as teachers.

Conflict of Interests

On behalf of the authors, the corresponding author declares that there is no conflict of interest.

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