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## **SELF-REGULATORY STRATEGIES IN THE LANGUAGE CLASSROOM: PEDAGOGICAL PERSPECTIVE**

*The article discusses metacognitive awareness considered one of the key factors to foster language learners' performance in the language classroom in the English for Specific Purposes (ESP) field and to help shape students' attitudes, beliefs, motivation, while boosting their confidence in the academic context. The author elaborates on the core elements of metacognition, their relation to language learning and teaching, highlighting the necessity to develop language learners' self-regulatory skills in and outside the classroom. Self-regulation, viewed as an indispensable component of the learning process, aims at enhancing students' reflection on their studies to ensure meaningful language instruction and conscientious beneficial cooperation in language learning.*

**Key words:** *metacognition, metacognitive awareness, self-regulation, self-regulatory skills, language performance.*

**Чугу Світлана. Педагогічні перспективи використання саморегулятивних стратегій у навчанні мові.**

*У статті доводиться важливість урахування чинника метакогнітивності у процесі вивчення англійської мови спеціального вжитку для формування саморефлексії студентів, підвищення мотивації та усвідомлення принципів навчання у академічному контексті. Автор розглядає базові компоненти метакогнітивності у викладанні і вивченні мови, підкреслюючи необхідність формування само-регулятивних навчальних навичок у ході аудиторної та самостійної роботи студентів. Саморегуляція трактується як невід'ємний елемент процесу навчання, спрямований на усвідомлення студентами важливості критичного осмислення результатів власної навчальної діяльності, що забезпечує ефективність і творчу співпрацю у процесі вивчення мови.*

**Ключові слова:** *метакогнітивність, метакогнітивна обізнаність, саморегуляція, навички саморегуляції, володіння мовою.*

**Relevance of research topic.** Over the last decades, metacognition or ‘thinking about thinking’ has gained a significant role in the learning process, being described as a key guiding factor of successful learning as it is used to help students realize how to learn effectively. Thus the necessity to study metacognitive activities and develop metacognitive skills to help language learners apply their cognitive resources through conscientious metacognitive control is of great importance in the academic context (Bruen, 2001; Cohen & Macaro, 2007; Lam, 2009; Plonsky, 2011).

Due to numerous researches in the educational field metacognition is considered to be a complex phenomenon dealing with cognition, knowledge and regulation of the information processing in the learning environment through a number of conscientious mental activities related to thinking, knowing, and remembering. The objectives of the article are as follows: to critically revise a relevant number of currently written articles on metacognition to summarize research findings that might have an educational potential; to provide accurate definitions of the fundamental notions to further conceptualize the metacognitive model used in the ESP field; to give insights into the prospective area of self-regulatory skills development with the utmost aim to enhance language learning in the academic and professional settings. Metacognitive processes have been studied in cognitive psychology that dealt with the determinants and consequences of monitoring knowledge. The radical shift in developmental psychology led to extensive researches in education. The concept of metacognition in pedagogical sciences in general and in language teaching in particular has been studied deeply in recent decades. At present, metacognition is believed to refer to higher-order thinking which implies executing active control over cognitive activities in the learning process.

**Formulation of the problem.** Traditionally, it is believed that metacognition comprises metacognitive knowledge and metacognitive experiences (or regulation). Metacognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. In other words metacognitive knowledge means knowledge about the factors that affect the course and outcome of cognitive enterprises. In other paradigms, there are two groups of skills involved in the learning process: a) cognitive skills required to complete certain tasks, b) metacognitive skills that help to choose how to do the tasks (Schraw, 2009).

Further conceptualization of metacognition resulted in a number of terms including self-management, metamentation, meta-learning, metacomponents, used to represent the idea. Still, all of the definitions refer to learners’ awareness and management of their learning. Currently, metacognition is believed to compose two basic components: metacognitive awareness and metacognitive strategies. Metacognitive awareness is the learners’ knowledge about their learning, while metacognitive strategies refer to learners’ regulation and management of their learning through a variety of activities: selecting the most useful strategies for a particular task; planning, monitoring, regulation and evaluation of learning (Schraw, 2009).

Studies of metacognition over the last decades focused on the role of self-regulation in the development of different language skills due to the direct influence of metacognitive intervention on learners' language performance. The findings have proved that metacognitive training helps language learners to improve their performance (Spada & Tomita, 2010). Moreover, metacognitive instruction enhances language learners' metacognitive knowledge and self-regulatory strategies that results in more successful completion of learning tasks.

Self-regulated learning (self-regulation) is the process which learners personally activate and in which they sustain cognitions, affects, and behaviors that aim at the attainment of learning goals. On the other hand, self-regulation is an important aspect of learning and performance with its fundamental notions, instructional issues, methodological applications, and individual differences that calls for incorporating research findings in cognitive, educational, social, and psychological fields.

Metacognitive instruction appears to be an effective way to develop learner-centeredness and learner autonomy. Numerous studies have demonstrated that the instruction of metacognitive strategies helps learners to become more self-regulated, self-directed and successful in their learning (Nguyen & Gu, 2013). In this respect, another important factor to consider is the issue of metacognitive awareness and learning strategies (Plonsky, 2011; Zenotz, 2012) to have a better understanding of the correlation between metacognitive awareness, metacognitive skills and strategies.

**Presenting main material.** Originally, metacognition was viewed as the knowledge about and the regulation of one's cognitive activities in learning processes. Throughout the last decades both components have been specified in a more detailed way to include three groups of skills (strategies): planning, monitoring and evaluation. Accordingly, planning involves selection of proper strategies and the use of resources that affect performance. These primarily include making predictions, strategy sequencing and allocating time before starting doing a task. Monitoring refers to a learner's awareness of comprehension and task performance that is mainly comprehension checking while learning. Evaluation means appraising the learning outcomes and regulatory processes of learning mostly through reevaluating learners' goals and conclusions (Schellings, van Hout-Wolters, Veenman & Meijer 2013).

The core components of metacognition are metacognitive knowledge, experiences and processes. Metacognitive knowledge is divided into three categories: a) knowledge (knowledge of person variables); b) task knowledge (task variables); c) strategic knowledge (strategy variables). Proper understanding of these areas leads to a more thorough metacognition instruction in the ESP classroom. Moreover, metacognitive knowledge has a significant role in many cognitive activities concerning language use, such as oral communication of information, oral persuasion, oral comprehension, reading comprehension, writing; language acquisition; different types of self-instruction.

Apart from that, metacognitive knowledge ensures metacognitive awareness and correct application of metacognitive strategies while doing a task as the learner selects the most appropriate strategies from their repertoire of strategies to successfully complete the task. So metacognitive strategies are general skills through which learners manage, direct, regulate, and guide their learning. This way, metacognitive strategies ensure that a cognitive objective is reached. In its turn, metacognitive experience (or regulation) is the conscious cognitive experience that accompanies learning as an intellectual activity. Millis, following conventional assumptions, claims, which metacognitive experience involves conscientious use of metacognitive strategies that stimulate a lot of careful, highly conscious thinking. The other theoretical framework distinguishes four main categories of metacognitive skills: 1) orientation and planning activities; b) execution activities; c) monitoring activities; d) elaboration and evaluation activities. Activities such as concluding, connecting by reasoning and summarizing are considered to be elaborative. Metacognitive learning can be divided into five components: preparing and planning for learning; selecting and using learning strategies; monitoring strategy use; orchestrating various strategies; evaluating strategy use and learning (Millis, 2016).

Effective use of metacognitive skills empowers learners, making them more skilled in metacognitive self-awareness are more strategic and perform better. It is evident that metacognitive knowledge characterizes the approach of expert learners to learning, that enhances learning outcomes, facilitates recall, comprehension and completion of new types of learning tasks, improves progress in learning as well as the quality and speed of learners' cognitive engagement. Metacognitive knowledge shapes learning attitudes that affect motivation, direct behaviors, and result in better outcomes. Undoubtedly, understanding of the main principles of metacognition allows teachers to design and conduct lessons that meet students' needs more effectively ensuring meaningful learning experiences.

At present, researchers discuss the advantages of measuring metacognitive activities during the learner's learning (online) or apart from it (offline, which is when the learner is not learning). As teaching and assessing metacognitive activities are looked upon as important educational objectives teachers are calling for efficient instruments (Schellings, van Hout-Wolters, Veenman, & Meijer, 2013).

Nguyen & Gu highlight the main objectives of self-regulation and motivation in terms of measuring self-regulated learning to predict and assess students' academic outcomes as self-regulated learning is a growing pedagogical field (Nguyen & Gu, 2013). The assessing tools are traditionally divided in two major groups: offline and online measures. Offline methods usually include assessing self-regulatory processes before or after the learning activity, with the help of self-report questionnaire or interviews. But it is advisable to complete the offline measures by online ones to capture the learning processes when they occur (Chamot, 2005; Meijer, Veenman, & van Hout-Wolters, 2011).

Learning strategies play an important role in the success of language learning. Since research of language learning strategies has focused on successful learners it is logical to attempt to investigate the ways how different strategies for different tasks from a wide variety of effective techniques and tactics are selected to perform learning tasks in a given learning setting. Different taxonomies of learning strategies have received ample attention recently with Oxford's (Oxford, 2011) strategy framework which encompasses six categories (cognitive, metacognitive, memory, compensatory, social, and affective strategies) being one of the most influential ones (Plonsky, 2011; Greene, Costa & Dellinger, 2011). Still, despite numerous researches on learning strategies metacognition, language strategy instruction and language learners' self-regulatory skills still need deeper study as research reveals that systematic strategy instruction is an effective way to enhance learners' awareness in the EFL and ESP classrooms.

Continual exposure to the use of metacognitive strategies reinforces learners' self-regulatory skills, forms appropriate learning attitudes, causes better motivation and behaviors, and results in improved performance as students are able to manage their learning experiences as they are involved in cooperative learning tasks as well as in independent, reflective experiences on a regular basis.

**Conclusion.** Recent research on metacognition has shown that metacognitive knowledge leads to success in language learning. Learners who use metacognitive strategies conscientiously and are aware of their learning have the required skills and employ the most relevant strategies to accomplish given tasks effectively as they are able to plan their learning, monitor it during the task performance, and evaluate their learning after the task accomplishment. Moreover, learners equipped with metacognitive skills in their learning prove to be more self-regulated learners. The paper emphasizes the role of metacognition in shaping self-directed, autonomous learners and pedagogical implications on successful language learning and teaching. Considering the role of metacognition and self-regulation in education, teachers should design learning environments that incorporate such insights.

Learners' metacognition can be developed through pedagogical interventions, when learners are involved in the activities and process-based lessons designed to develop their metacognitive knowledge in language learning. To enhance students' metacognitive knowledge, language teachers should aim at teaching language content as well as shaping self-regulatory strategies through developing metacognitive strategies in the process of learning.

It is also important to consider metacognitive strategies in relation to individual differences such as personality traits, intelligence, gender, self-efficacy.

Due to the global rise in metacognitive and self-regulatory awareness further studies in the field are to address implications for educational practices, motivational sources and performance outcomes of self-regulated learning, self-regulatory training, use of hypermedia in self-regulated learning, developing self-regulated learners in different educational contexts and the like.

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