ENHANCING SELF-REGULATED LEARNING STRATEGIES OF FUTURE ENGLISH LANGUAGE TEACHERS IN BLENDED OUT-OF-CLASS LEARNING ENVIRONMENTS

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Introduction

Recent developments in educational technology have increased the use of blended learning in higher education. Blended learning combines face-to-face instruction with online learning experiences, providing students with greater flexibility and opportunities for independent learning. In teacher education programs, especially TESOL, future English language teachers are expected to become autonomous and reflective practitioners capable of managing their own professional development. Despite the benefits of blended learning, students often struggle to organize their independent learning effectively. Many learners lack the necessary self-regulation skills to plan, monitor, and evaluate their learning activities. Consequently, understanding how blended learning can support self-regulated learning has become an important area of research.

Research Problem

Although blended learning environments offer numerous opportunities for independent learning, there is insufficient methodological guidance on developing self-regulated learning strategies among future English language teachers during out-of-class learning.

Research Aim

To investigate how blended learning environments can enhance self-regulated learning strategies among future English language teachers.

Research Objectives

1. To examine the concept of self-regulated learning in TESOL teacher education.
2. To identify challenges faced by future English language teachers in organizing independent learning.
3. To analyze the role of blended learning tools in supporting self-regulated learning.

4. To develop methodological recommendations for improving out-of-class learning through blended learning.

Research Questions

1. What self-regulated learning strategies are most frequently used by future English language teachers?
2. How does blended learning influence the development of self-regulated learning skills?
3. What challenges do students encounter during independent out-of-class learning?
4. What methodological approaches can improve self-regulated learning in blended environments?

Theoretical Framework

Self-regulated learning refers to learners' ability to actively control their cognitive, motivational, and behavioral processes during learning. According to Zimmerman (2002), successful learners set goals, employ learning strategies, monitor progress, and reflect on outcomes. Blended learning integrates online and face-to-face instructional methods. Research suggests that blended learning promotes flexibility, learner engagement, and independent learning opportunities. Out-of-class learning plays a crucial role in language acquisition. Activities such as online discussions, digital portfolios, reflective journals, and virtual collaboration enable learners to continue language development beyond classroom boundaries. Studies indicate that blended learning environments can facilitate self-regulation by providing opportunities for goal setting, self-monitoring, and reflection. Learning management systems can also support progress tracking and feedback mechanisms.

Methodology

Mixed-methods research design.

Participants

60–100 pre-service English language teachers enrolled in a TESOL program.

Data Collection Instruments

- Self-Regulated Learning Questionnaire
- Learning Management System (LMS) analytics
- Reflective journals
- Semi-structured interviews

Data Analysis

Quantitative

- Descriptive statistics

• Correlation analysis
• Regression analysis

Qualitative

• Thematic analysis of interview transcripts and reflective journals

Expected Findings

The study is expected to reveal that:

• Students with stronger self-regulation skills achieve better learning outcomes.
• Blended learning environments encourage greater responsibility for learning.
• Reflective activities improve learners' ability to monitor and evaluate their progress.
• Structured online tasks facilitate effective out-of-class learning.

Conclusion

The proposed research emphasizes the importance of self-regulated learning in organizing independent out-of-class learning among future English language teachers. By integrating self-regulation strategies into blended learning environments, teacher education programs can better prepare future educators for lifelong professional development and autonomous teaching practice.

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