Exploring the Effectiveness and Challenges of Implementing Self-Regulated Learning to Improve Spoken English

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Abstract : To help learners overcome their struggle in developing proficiency in spoken English, self-regulated learning strategies seem to be promising. Students in the private universities in Bangladesh are expected to communicate with the teachers, peers, and staff members in English, but most of them suffer from their inadequate oral communicative competence in English. To address this problem, the researchers adopted a qualitative research approach to answer the research questions. They employed the learner diary method to collect data from the first-semester undergraduate students of a reputed private university in Bangladesh who were involved in writing weekly diaries about their use of self-regulated learning strategies to improve speaking in an English speaking course. The learners were provided with prompts for writing the diaries. The thematic analysis method was applied to analyze the entries of the diaries for the identification of themes. Seven strategies related to the effectiveness of SRL for the improvement of spoken English were identified from the data, and they include goal-setting, strategic planning, identifying the sources of self-motivation, help-seeking, environmental restructuring, self-monitoring, and self-evaluation. However, the students reported in their diaries that they faced challenges that impeded their SRL strategy use. Five challenges were identified, and they entail the complex nature of SRL, lack of literacy on SRL, teachers' preference for controlling the class, learners' past habit of learning, and students' addiction to gadgets. The implications the study addresses include revising the syllabus and curriculum, facilitating SRL training for students and teachers, and integrating SRL in the lessons.