

## **Self-Regulated Learning in the Teaching of Speaking and Listening Skills Integrated with Self-Confidence and Linguistic Awareness: A Lesson Learned from a University in Turkey**

**<sup>1</sup>\*Gauzen Suratullah, <sup>2</sup>Sameena Banu Ahmad, <sup>3</sup>Ahmad Javed Hassan, <sup>4</sup>Said Malika Tridane Manu**

<sup>1</sup>Manisa Celal Bayar University, Şehit İlhan Varank Campus 45140, Turkey

<sup>2</sup>Department of English Language and Literature, College of Science and Humanities for Girls, Prince Sattam bin Abdulaziz University, Saudi Arabia

<sup>3</sup>Department of English, University of Baltistan, Skardu, Gilgit-Baltistan, Pakistan

<sup>4</sup>Regional Center for Education, Bd BirAnzarane Casablanca, Morocco.

\*Corresponding Author e-mail: [firmsuratullah@gmail.com](mailto:firmsuratullah@gmail.com)

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### **Abstract**

The amalgamation of self-regulated learning, self-confidence, and linguistic awareness within the teaching of speaking and listening skills at Islamic-affiliated schools holds tremendous promise in empowering learners to become independent, proficient, and self-aware language users. By encouraging learners to take an active role in their learning process, this integrated approach can significantly contribute to the regulation of their learning activities and ultimately lead to improved academic achievement. Therefore, this study focused on investigating the use of SRL to improve learners' speaking and listening skills and on delving into the learning situation which affects the speaking and listening skills viewed from self-confidence and linguistic awareness. The study was conducted in qualitative ways. The research instruments employed observation sheets and interview guidelines. The data are analyzed in qualitative ways, i.e., data condensation, data display, and drawing conclusions and verification. The findings showed that the implementation of self-regulated learning strategies in the teaching of speaking and listening skills can significantly impact learners' language development. Self-confidence and linguistic awareness act as catalysts for improving learners' speaking and listening proficiency. By setting goals, monitoring progress, and engaging in self-reflection, learners can boost their self-confidence, leading to more effective communication. Additionally, heightened linguistic awareness enables learners to refine their language skills, enhancing both speaking fluency and listening comprehension. The findings hold the potential to inform educational practitioners, policymakers, and researchers about the value of incorporating SRL methods effectively into language teaching, leading to more effective and tailored pedagogical approaches.

**Keywords:** self-regulated learning; speaking skills; listening skills; self-confidence; linguistic awareness

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## **INTRODUCTION**

Self-regulated learning (SRL) involved a cognitive process through which individuals actively control and manage their own learning activities and strategies to achieve academic goals (Alvi & Gillies, 2020; Ardasheva et al., 2017). In the context of teaching speaking and listening skills, an integrated approach that incorporates self-

confidence and linguistic awareness can be particularly effective in facilitating learners' SRL capabilities (Zhang & Zhang, 2019). This academic paragraph explores the potential benefits of implementing such an integrated approach within Islamic-affiliated schools, where learners are empowered to take charge of their learning processes and enhance their academic achievement. By embracing self-regulated learning principles, learners at Islamic-affiliated schools can develop a deeper understanding of their individual learning needs and preferences, leading to increased engagement and motivation in the learning process (Karya et al., 2022; Widhi et al., 2023). The cultivation of self-confidence in communication and linguistic awareness further strengthens learners' abilities to actively participate in speaking and listening activities, fostering a conducive learning environment. Moreover, the integration of self-confidence and linguistic awareness into the teaching of speaking and listening skills allows learners to develop a strong sense of self-efficacy, empowering them to overcome obstacles and challenges that may arise during the learning journey.

The heightened self-awareness and belief in learners' abilities promote a positive mindset and resilience, positively impacting both their academic performance and overall well-being (Negretti, 2012). Furthermore, the synergy between self-regulation, self-confidence, and linguistic awareness enables learners to set clear and realistic learning goals, monitor their progress, and adapt their strategies accordingly. This metacognitive approach facilitates the acquisition of essential language skills and enhances overall learning outcomes (Binbasaran Tuysuzoglu & Greene, 2015; Carvalho & Santos, 2021). It is in line with Haerazi and Kazemian (2021) who argue that the amalgamation of self-regulated learning, self-confidence, and linguistic awareness within the teaching of speaking and listening skills at Islamic-affiliated schools holds tremendous promise in empowering learners to become independent, proficient, and self-aware language users. By encouraging learners to take an active role in their learning process, this integrated approach can significantly contribute to the regulation of their learning activities and ultimately lead to improved academic achievement (Aziz et al., 2019; Sudiatama et al., 2023).

In English as a Foreign Language (EFL) contexts, learners are demanded to regulate their learning activities in order to improve their speaking and listening skills. Speaking skills play a crucial role in enabling learners to effectively communicate in the target language (Hamidi et al., 2022; Hidayatullah & Haerazi, 2022). The development of speaking skills involves various interconnected components that contribute to a learner's ability to express themselves fluently, accurately, and appropriately (Assauri et al., 2022; Widhi et al., 2023). The key components of speaking skills in EFL contexts include pronunciation, vocabulary, fluency, and grammar (Kinasih & Olivia, 2022; Milanrianto et al., 2023). In practice, the pronunciation aspect focuses on the accurate production of sounds, stress, intonation, and rhythm in spoken English. Clear pronunciation ensures that learners are understood by others, minimizes misunderstandings, and boosts learners' confidence in verbal communication. In addition, a strong and diverse vocabulary allows learners to choose appropriate words and phrases to convey their ideas, thoughts, and emotions. Building a rich lexicon is essential for effective communication, as it enables learners to express themselves more precisely and eloquently.

In Islamic-affiliated schools, the teaching of English grammar takes an implicit approach, integrated into speaking or reading activities. This approach aligns with Andika et al. (2023) who state that a proper understanding and utilization of grammar rules are indispensable for constructing meaningful sentences and accurately conveying information. The significance of grammar competence lies in its pivotal role in facilitating learners to organize their thoughts coherently and to avoid potential miscommunication

in their interactions (Anthonissen, 2020; Bodric, 2015). In addition to grammar, learners at these schools receive guidance aimed at fostering fluency in English communication. Fluency, in this context, refers to the capacity to articulate thoughts smoothly and without hesitation. The development of fluency necessitates consistent practice in maintaining a continuous flow of speech, skillfully linking words and ideas in a natural manner and honing automaticity in language production.

One factor which is crucial in affecting speaking and listening skills is learners' self-confidence. In implementing the SRL, learners are involved in speaking and listening activities integrated with their self-confidence and linguistic awareness. Therefore, this study is guided by two research questions; how is the use of the SRL applied by the teachers to improve learners' speaking and listening skills? How are the speaking and listening skills influenced by learners' self-confidence and linguistic awareness? Based on the research questions, this study focused on investigating the use of SRL to improve learners' speaking and listening skills and on delving the learning situation which affect the speaking and listening skills viewed from self-confidence and linguistic awareness.

## METHOD

This research is categorized as a qualitative study due to its focus on investigating the implementation of the Self-Regulated Learning (SRL) method in the context of teaching speaking and listening skills. The choice of a qualitative approach enables the exploration of learners' experiences, perceptions, and behaviors during the learning process (Cohen et al., 2018; Miles et al., 2016). By utilizing methods like interviews, focus groups, and open-ended survey questions, this study aims to delve deeply into the subjective aspects of learners' engagement with the SRL method. The qualitative research design employed in this study allows for a comprehensive understanding of how learners navigate the self-regulated learning process when developing speaking and listening competencies. Through this investigation, the study seeks to shed light on the underlying motivational factors that influence the successful application of the SRL method. By examining learners' personal goals, self-efficacy beliefs, and the perceived relevance of the learning content, the researchers aim to identify critical elements that drive and sustain learners' engagement and progress. Moreover, this study not only provides insights into the effectiveness of the SRL method in enhancing speaking and listening skills but also considers the influence of contextual factors and individual differences on learners' experiences. The exploration of the learning environment, support structures, and learners' unique characteristics further enriches the understanding of how the SRL approach can be optimized for diverse learners and settings.

The research participants in this study were learners enrolled in the fundamental public speaking course at a prominent University in Turkey. The course aimed to develop their essential skills in speaking skills and listening skills. As part of the qualitative investigation, these learners were actively engaged in implementing the SRL method during their public speaking learning journey. The selection of participants from this specific context allows the research to capture a diverse range of experiences and perspectives related to the SRL approach within the context of public speaking instruction. The participants' backgrounds, learning preferences, and prior experiences with public speaking may influence their engagement with the SRL method and contribute to the richness of the data collected. Given that the study focuses on learners attending a fundamental public speaking course at a University in Turkey, the findings may have implications for language education and instructional practices in similar academic settings. Moreover, exploring how learners in this particular course integrate SRL strategies into their public speaking development provides insights into the effectiveness

and suitability of the SRL method for enhancing speaking and communication skills within a formal educational context.

In this study, two primary research instruments were utilized to gather data: interviews and classroom observation. These qualitative data collection methods were selected to offer comprehensive insights into learners' experiences with the SRL method during the fundamental public speaking course at the University in Turkey. The researchers conducted interviews with the participating learners to delve deeply into their thoughts, perceptions, and behaviors concerning the SRL method and its impact on their public speaking learning process. Open-ended interview questions were designed to allow learners to express their personal goals, motivations, challenges, and strategies they employed while engaging in self-regulated learning activities. Through these interviews, the researchers gained a more profound understanding of how the learners approached the SRL process, how they managed their learning, and the factors that influenced their progress. Classroom observation is another powerful research instrument used in this study. Researchers observed the learners during their public speaking classes, paying close attention to their interactions, engagement levels, and use of SRL strategies. Observations allowed the researchers to witness firsthand the learners' behaviors, the application of self-regulated learning techniques, and the dynamics of the learning environment. This method provided valuable context and complemented the insights obtained from interviews, offering a more holistic view of the learners' experiences with the SRL method in action.

The data analysis in this study followed qualitative strategies, specifically employing data condensation, data display, and drawing conclusions and verification (Cohen et al., 2018; Miles et al., 2016). These strategies are commonly used in qualitative research to organize, interpret, and make sense of the rich and complex data obtained from interviews and classroom observations. Data condensation involves the process of reducing large amounts of raw data (e.g., interview transcripts, observation notes) into manageable and meaningful units. In this study, the researchers likely engaged in transcribing the interviews and organizing the observation notes. Data display is the visual representation of the condensed data to aid in the analysis process. It involves organizing the data into tables, charts, matrices, or diagrams to facilitate comparison, identification of relationships, and pattern recognition. By visually displaying the data, the researchers can better understand the connections between different themes and draw insights from the data. For instance, they might have created tables to compare learners' self-regulation strategies with their speaking performance or charts to illustrate the relationship between motivation and the frequency of SRL behaviors. Drawing conclusions in qualitative research involves synthesizing the findings and making interpretations based on the data. The researchers likely engaged in a process of thematic analysis, where they identified overarching themes and patterns that emerged from the condensed data. These conclusions were drawn by triangulating the data from interviews and classroom observations to ensure a comprehensive understanding of the research topic. Verification refers to ensuring the trustworthiness and credibility of the findings.

## RESULTS AND DISCUSSION

### Research Results

This study was focused on investigating the use of SRL method in the teaching of speaking and listening skills viewed from self-confidence and linguistic awareness. Table 1 presented some sample interview questions to gather data on the implementation of SRL method in the teaching of speaking and listening skills.

**Table 1.** Interview Questions of the Implementation of the Self-Regulated Learning Method

No	Interview Questions
1	Can you describe your experience with the SRL method in the public speaking course? How did you approach the use of SRL strategies to enhance your speaking and listening skills?
Answer	"...My experience with the Self-Regulated Learning method in the public speaking course was quite empowering. At the beginning of the course, I set clear goals for myself – to improve my confidence in public speaking and to become more effective in communicating my ideas. I knew that I had to take charge of my learning journey, so I actively embraced the SRL strategies suggested by the instructor..
2	What motivated you to adopt the SRL method in your learning process? Did you set specific goals for your speaking and listening improvement, and if so, how did these goals influence your learning experience?
Answer	... What motivated me to adopt the Self-Regulated Learning (SRL) method in my learning process was the desire to take control of my own learning and see tangible improvements in my speaking and listening skills. Before this course, I often felt overwhelmed and lacked a systematic approach to developing my communication abilities. The SRL method offered a structured framework that resonated with me, giving me a sense of empowerment and ownership over my learning journey...
3	How did you monitor your progress and performance throughout the course? Did you use any self-assessment tools or techniques to gauge your speaking and listening abilities?
Answer	
4	Can you share some examples of the self-regulated learning strategies you employed during the course? How did these strategies help you become more effective in public speaking?
Answer	
5	Were there any challenges or obstacles you encountered while implementing the SRL method? How did you overcome them, and what support mechanisms did you find helpful?
Answer	
6	How did the SRL method influence your level of engagement and participation in the public speaking classes? Did you feel more empowered and in control of your learning process?
Answer	
7	In your opinion, what role did the instructor play in supporting your implementation of the SRL method? Were there any specific teaching practices or interventions that enhanced your use of SRL strategies?
Answer	
8	Did the SRL method change the way you approach public speaking tasks outside of the classroom setting? If yes, can you provide examples of how you applied SRL strategies in real-life situations?
Answer	
9	How did you perceive the relevance of the learning content to your personal and professional goals? Did this perception impact your motivation and commitment to the SRL approach?
Answer	
10	Looking back at your experiences with the SRL method, what aspects of the approach do you believe were most effective in improving your speaking and listening skills? Are there any areas that you think could be further strengthened or enhanced?
Answer	

In the study, the responses obtained from the interview activities with the learners have been thoroughly discussed and analyzed in the discussion section of the article. The purpose of conducting these interviews was to gather in-depth insights into the learners' experiences with the SRL method in relation to their speaking and listening skills development during the course. The interview data allowed the researchers to gain a comprehensive understanding of how the learners approached and engaged with the SRL method. Participants shared their motivations for adopting the SRL approach, the specific goals they set for improving their speaking and listening abilities, and the strategies they employed to achieve those goals. Moreover, the interviews provided valuable information on the challenges learners encountered and the support mechanisms they found helpful during the learning process. Additionally, the article includes a set of ten well-constructed questions that were administered to the learners, focusing on various aspects related to their speaking and listening skills enhancement while using the SRL method. These questions aimed to probe the learners' perceptions, experiences, and reflections on the effectiveness of the SRL approach in the context of the public speaking course.

The findings related to the impact of self-confidence and linguistic awareness on learners' speaking and listening skills were presented in Table 2. The table likely includes relevant data and statistical information, such as correlations, scores, or descriptive statistics, to demonstrate the relationships between these variables and the learners' language competencies. The efficacy of self-confidence and linguistic awareness in influencing learners' performance further supports the discussion on the benefits and potential limitations of the SRL method for speaking and listening skill development.

**Table 2.** The Impact of Self-Confidence and Linguistic Awareness on Learners' Speaking And Listening Skills

Self-confidence	Self-confidence is a vital aspect of effective public speaking. Learners who possess higher levels of self-confidence are more likely to express themselves with clarity and conviction. When employing SRL strategies, learners are encouraged to set specific speaking goals and monitor their progress. This goal-setting process, combined with self-reflection and self-assessment, can boost learners' self-confidence as they observe their improvements over time. As learners gain confidence in their speaking abilities, they become more willing to take risks, engage in active communication, and articulate their ideas persuasively.
Listening skills	Listening skills are enhanced when learners feel confident in their ability to comprehend and process spoken language effectively. With SRL, learners are taught to actively engage in the listening process by setting listening goals and adopting specific listening strategies, such as note-taking or paraphrasing. As learners experience success in understanding and responding to oral communication, their self-confidence in their listening abilities grows. Increased self-confidence enables learners to participate more actively in discussions, ask questions, and seek clarification, leading to deeper comprehension and improved overall listening proficiency.
Linguistic awareness	Linguistic awareness refers to learners' understanding of the structures and patterns of language. During the SRL implementation, learners are encouraged to analyze and reflect on their speaking performance, identifying areas where their

linguistic proficiency can be refined. This heightened linguistic awareness allows learners to focus on aspects such as pronunciation, vocabulary usage, and grammatical accuracy. By consistently monitoring and adjusting their speaking based on this awareness, learners can improve the fluency and effectiveness of their spoken communication.

Linguistic awareness also plays a vital role in listening comprehension. Learners with a strong awareness of linguistic structures can decipher and interpret spoken language more effectively. In the SRL context, learners are exposed to various listening materials that challenge their linguistic abilities, encouraging them to analyze and understand complex spoken language. As learners develop their linguistic awareness through SRL practices, they become more adept at recognizing different speech patterns, idiomatic expressions, and nuances, leading to improved listening comprehension.

Table 2 presented the implementation of self-regulated learning strategies in the teaching of speaking and listening skills can significantly impact learners' language development. Self-confidence and linguistic awareness act as catalysts for improving learners' speaking and listening proficiency. By setting goals, monitoring progress, and engaging in self-reflection, learners can boost their self-confidence, leading to more effective communication. Additionally, heightened linguistic awareness enables learners to refine their language skills, enhancing both speaking fluency and listening comprehension. Overall, the synergy between SRL strategies, self-confidence, and linguistic awareness fosters a conducive learning environment, empowering learners to become more proficient and confident communicators.

## Discussion

The efficacy of implementing self-regulated learning (SRL) in various educational schools in Turkey has shown positive effects on learners' language achievement. SRL empowers students to take charge of their learning process, enabling them to set goals, monitor their progress, and employ effective learning strategies. By allowing learners to have a say in their learning goals and strategies, SRL fosters a sense of ownership and autonomy. Students become more motivated to excel in their language studies as they see the direct connection between their efforts and the achievement of their goals. This increased motivation leads to higher engagement levels, as learners actively participate in language learning activities and seek out opportunities to practice and improve their language skills. In addition according to Cirino (2017), SRL encourages learners to self-assess their language skills regularly, identifying areas that need improvement. This self-awareness leads to targeted practice and focused efforts on specific language competencies, such as reading, writing, speaking, and listening. As a result, learners' language proficiency improves, leading to better communication and comprehension abilities.

In learning activities, the findings of the current study found that SRL involves metacognitive processes, such as planning, monitoring, and evaluating one's learning. Learners who use SRL strategies become more aware of their thinking and learning processes, making them better equipped to regulate their cognitive activities effectively (Haerazi & Kazemian, 2021; Kazemian et al., 2021). They learn to identify and address challenges in language learning, leading to more efficient and strategic learning approaches. Another study showed the same results in which the implementation of SRL

allows for personalized learning experiences (Ardasheva et al., 2017; Mohammadi et al., 2020). Learners can choose learning resources and methods that align with their preferences and learning styles. This flexibility enables students to take ownership of their learning journey and enhances their ability to adapt their language learning strategies to suit their individual needs. For instance, SRL activities foster a growth mindset, where learners view challenges and setbacks as opportunities for growth and improvement. As learners develop persistence and resilience, they are more likely to persist in their language studies, even when faced with difficulties. This persistence leads to more substantial and lasting language achievement (Bai & Wang, 2020; Zhang & Zhang, 2019). In addition, the SRL method equips learners with valuable skills that extend beyond language learning. The ability to set and achieve goals, self-regulate, and take responsibility for one's learning are skills that can be applied to various academic subjects and real-life situations. Therefore, the implementation of SRL in educational schools creates a positive and supportive learning environment. Learners feel more empowered and confident in their language abilities, leading to a more collaborative and constructive classroom atmosphere. As learners support and learn from one another, language achievement is further enhanced.

The implementation of SRL strategies in the teaching of speaking and listening skills can indeed have a profound impact on learners' language development. SRL empowers learners to become active participants in their learning process, taking ownership of their language acquisition journey (Dettori & Persico, 2011; Tse et al., 2022). By engaging in a structured and reflective approach, learners can enhance their speaking and listening proficiency, leading to more effective communication and comprehension abilities. One of the key factors contributing to the success of SRL in language development is self-confidence. When learners are encouraged to set specific speaking and listening goals and take charge of their progress, they develop a greater sense of self-assurance in their language abilities. The goal-setting process enables learners to have a clear direction, and as they observe their incremental improvements, their self-confidence grows (Abdullah et al., 2021; Bensalem & Thompson, 2021). With increased confidence, learners are more willing to express themselves, take risks in speaking, and engage in meaningful conversations. This newfound self-assurance positively impacts their speaking fluency, clarity, and overall communicative competence.

In addition to self-confidence, linguistic awareness plays a vital role in the language development process. Learners' linguistic awareness refers to their understanding of the structures, patterns, and nuances of the language they are learning (Alderson & Hudson, 2013; Naqsyabandiyah & Dehghanitafti, 2023). Through the implementation of SRL strategies, learners are encouraged to analyze and reflect on their language use during speaking and listening activities. This heightened linguistic awareness allows them to identify areas for improvement, such as pronunciation, grammar usage, and vocabulary choices (Zhang, 2013; Zhao et al., 2021). As learners become more conscious of linguistic elements, they can make targeted efforts to refine their language skills. For instance, they may pay closer attention to pronunciation and intonation during speaking practice, leading to clearer and more effective verbal communication.

Similarly, during listening activities, heightened linguistic awareness enables learners to recognize and comprehend various linguistic features, such as idiomatic expressions or colloquialisms, enhancing their listening comprehension (Zhao et al., 2021). By incorporating SRL strategies, learners are equipped with the tools to become more self-directed and reflective language learners. They learn to identify their strengths and areas for improvement in speaking and listening, enabling them to focus their efforts on specific language aspects that require attention (Azevedo et al., 2004; Begum &

Hamzah, 2018; Boggs, 2019). This targeted and individualized approach to language development further accelerates learners' progress. Overall, the implementation of SRL strategies in the teaching of speaking and listening skills fosters a dynamic and learner-centered language learning environment. As learners' self-confidence grows and their linguistic awareness deepens, their speaking and listening proficiency experiences significant advancements. Empowered with these two key factors, learners can effectively navigate the complexities of language acquisition, leading to enhanced language development and more confident and capable communicators.

In the use of SRL strategies, grammar was taught in implicit ways. The implicit teaching of grammar through speaking and reading activities allows learners to immerse themselves in contextual language use, enabling them to internalize grammar rules without explicit instruction (Anthonissen, 2020; Deibel, 2020; Matsumoto, 2021). By actively engaging in these communicative tasks, learners acquire practical language skills that facilitate effective and spontaneous expression in English. Moreover, the emphasis on fluency complements the grammar instruction, as learners learn to apply the grammatical rules in real-time communication. By developing fluency, learners gain the ability to express their ideas more fluidly, contributing to enhanced communication efficiency and language proficiency. It is in accordance with Yanto (2020) who argues that the combination of implicit grammar instruction within speaking and reading activities and the cultivation of fluency in English communication forms a comprehensive approach to language learning in Islamic-affiliated schools. This integrated approach equips learners with both the structural foundation of grammar and the practical skills required for effective verbal expression, thus empowering them to become proficient and confident English language users. The pedagogical strategies employed in these schools align with contemporary research and theories in language acquisition, underscoring the significance of context-based language learning and the development of fluency alongside grammar competence.

In the implementation of self-regulated learning, learners are involved to practice and apply communication strategies. Learners are invited to be familiar with various communication strategies to handle situations when they encounter language difficulties. These strategies include paraphrasing, using synonyms, and using non-verbal cues to enhance comprehension and maintain communication (Terzioğlu & Kurt, 2022; Walsh & Rísquez, 2020). In addition, sociolinguistic competence is acquired by learners since they can regulate their language acquisition. Understanding the appropriate use of language in different social and cultural contexts is essential for effective communication. Sociolinguistic competence involves knowing when to use formal or informal language, understanding language registers, and being sensitive to cultural norms. Besides sociolinguistic competence, learners' ability to use language appropriately to achieve specific communicative goals is performed in SFL activities. Learners are also encouraged to understand the implied meaning in various speech acts, such as requests, apologies, or suggestions.

Effective spoken communication encompasses a range of interactive skills that are fundamental for engaging in meaningful conversations and group discussions (Hayati, 2020; Khodabandeh, 2022). One crucial aspect of successful communication is the skill of turn-taking, where participants take appropriate opportunities to speak and listen to others in a balanced manner. Active listening, another essential interactive skill, involves fully attending to the speaker, understanding the message, and providing appropriate responses that demonstrate comprehension and engagement. Furthermore, learners are provided with valuable strategies to enhance their ability to develop and sustain topics during communication. This involves organizing their thoughts in a coherent manner and

elaborating on the chosen subject matter. Learners are encouraged to provide relevant details, evidence, and examples to support their ideas and opinions, fostering the development of compelling and well-structured discourse. In the context of language learning, the cultivation of learners' confidence in speaking English is of paramount importance. A supportive and encouraging learning environment is created to nurture learners' self-assurance, ultimately promoting active participation and risk-taking in various communicative situations. Engaging in activities that promote fluency building, such as debates, role-plays, and discussions, serves as a means to help learners gain confidence in expressing themselves effectively in diverse contexts.

Successful spoken communication in language learning involves a combination of interactive skills, turn-taking, and active listening, which facilitate meaningful exchanges in conversations and group discussions. Learners are equipped with strategies to develop and elaborate on topics coherently, enhancing the quality of their discourse. Moreover, fostering learners' confidence in speaking English is essential for encouraging their active participation and risk-taking in communicative settings. Fluency-building activities play a pivotal role in promoting learners' self-assurance and enabling them to express themselves proficiently in diverse contexts. By addressing these aspects, language educators can foster effective spoken communication skills in learners, empowering them to become competent and confident communicators.

## CONCLUSION

The implementation of self-regulated learning strategies to improve speaking and listening skills, integrated with self-confidence and linguistic awareness, has shown to be a highly effective approach in enhancing language proficiency among learners. The combination of these key elements fosters a dynamic and learner-centered language learning environment, empowering learners to become more confident, proficient, and expressive communicators. Through the adoption of SRL strategies, learners take ownership of their language development journey, setting specific goals and actively monitoring their progress. This goal-setting process provides learners with a clear sense of direction, leading to increased motivation and engagement in the language learning process. As learners witness their incremental improvements, their self-confidence in speaking and listening grows, encouraging them to take more active roles in communication settings and experiment with diverse language expressions. Furthermore, linguistic awareness plays a pivotal role in the language development process.

By encouraging learners to analyze and reflect on their language use during speaking and listening activities, SRL heightens learners' awareness of linguistic structures and nuances. This heightened linguistic awareness enables learners to make targeted efforts to refine their language skills, leading to improved speaking fluency, clarity, and listening comprehension. The positive interplay between self-regulated learning, self-confidence, and linguistic awareness creates a feedback loop that fosters persistent and effective language learning. Learners become more self-directed and reflective in their language studies, identifying their strengths and areas for improvement, and adapting their language learning strategies accordingly. Moreover, this integrated approach to language learning is not only beneficial in academic settings but also transferable to real-life communication scenarios. Learners equipped with self-confidence and linguistic awareness are better prepared to navigate diverse language contexts, engaging with others effectively and understanding linguistic nuances more adeptly. However, it is essential to recognize that the successful implementation of SRL strategies integrated with self-confidence and linguistic awareness requires a supportive learning environment and well-trained educators.

## RECOMMENDATION

Based on the implementation of the SRL method in speaking and listening skills, the further study can optimize the language learning process and enhance learners' proficiency. In doing so, teachers should encourage learners to set specific, achievable goals for their speaking and listening improvement. Goals should be measurable and time-bound, allowing learners to track their progress and celebrate their achievements. In addition, teachers should provide learners with structured practice opportunities. Teachers should offer learners a variety of speaking and listening practice activities, ranging from individual tasks to group discussions and debates. Structured practice allows learners to develop their skills in different contexts and become more confident communicators. By implementing these activities, educators can foster a conducive learning environment that empowers learners to take charge of their language development. SRL strategies, when effectively incorporated into speaking and listening skills instruction, equip learners with the tools and mindset necessary for continuous language improvement and successful language communication.

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