

## **STRESZCZENIE DOKTORATU W JĘZ. ANGIELSKIM**

WPŁYW SAMOREGULACJI, METAPOZNANIA I STRATEGII UCZENIA SIĘ NA NAUKĘ  
JĘZYKA ANGIELSKIEGO NA POZIOMIE SZKOLNICTWA WYŻSZEGO:  
STUDIUM POLAKÓW I JEMEŃCZYKÓW UCZĄCYCH SIĘ JĘZYKA ANGIELSKIEGO  
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THE EFFECT OF SELF-REGULATION, METACOGNITION AND LEARNING  
STRATEGIES ON ENGLISH LANGUAGE LEARNING AT THE TERTIARY LEVEL:  
A STUDY OF POLISH AND YEMENI EFL LEARNERS

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The focus of the dissertation is centred around three main concepts: self-regulation, metacognition, and language learning strategies. In her Strategic Self-regulation Model of language learning, Oxford (2017) includes the meta-level of learning strategies, specifically by introducing meta-strategic regulation, which incorporates the concepts of metacognition and self-regulation into her model. In light of these closely interrelated concepts, i.e., metacognition, self-regulation, and language learning strategies, the dissertation focuses on collectively examining these concepts in the field of English language learning. The study is uniquely important because it comparatively investigates these concepts between Polish and Yemeni learners in the context of learning English as a foreign language at the tertiary level.

The dissertation aims to comparatively explore the differences between Polish and Yemeni EFL undergraduate learners with respect to their metacognitive awareness (MA), self-regulated learning (SRL) and language learning strategies (LLS), examine how the different learning contexts could affect the MA, SRL, and their choices of LLS, investigate the influence of the level of metacognitive awareness on their SRL and their LLS choices, and explore the relationships between concepts of metacognitive awareness, self-regulated learning and language learning strategies and how they can impact each other. Each of these goals is formulated into one main research question. To answer the research questions, the study employs a combined research instrument called Metacognitive Awareness Self-Regulated Language Learning Strategies (MASRLLS). The MASRLLS consists of the Metacognitive Awareness Inventory (MAI) as a measurement of metacognitive awareness, the Motivated Strategies for Learning Questionnaire (MSLQ, Strategy section) to measure self-regulated learning, and the Strategy Inventory for

Language Learning instrument (SILL) to measure language learning strategies, in addition to the background questionnaire.

In a casual comparative method, the **first research question** examines the differences between Polish and Yemeni students with respect to their MA, SRL and LLS. The participants (231 Polish students and 189 Yemeni students) responded to the research questionnaire. In terms of MA, both groups reveal an overall average level of MA. However, Yemeni students declare a significantly higher score of MA specifically in planning, monitoring, and evaluation, while Polish students score significantly higher in declarative knowledge. Similarly, in SRL Yemeni students score significantly higher than Polish students in critical thinking, metacognitive self-regulation, and peer learning. Elaboration and rehearsal are the most preferred SRL strategies among Polish students, and effort regulation and metacognitive self-regulation are the most preferred strategies among Yemeni students; however, both groups employ peer learning the least. Polish students employ cognitive and compensation strategies significantly more often than Yemeni students, and Yemeni students utilize memory and metacognitive strategies significantly more often than Polish students.

The **second research question** investigates the Polish and Yemeni contexts separately. In the Yemeni context, the focus is on examining the differences between students at the Faculty of Arts and students at the Faculty of Education with respect to MA, SRL and LLS. The analyses of the data show no significant differences between both groups in most of the sub-categories of MA, SRL, and LLS with the exception of cognitive and metacognitive self-regulation where students at the Faculty of Arts score significantly higher than students at the Faculty of Education. In the Polish context, the aim is to investigate differences between one In-Class session and three Online sessions with respect to MA, SRL, and LLS. In-Class session data were collected prior to COVID-19 outbreak and data from the three Online sessions were collected after the COVID-19 outbreak. Respondents at the In-Class session reveal higher results in the overall MA compared to all other Online sessions; however, they scored lower in the overall SRL with no significant difference. In terms of LLS, students at the Online sessions significantly increased their use of memory and metacognitive strategies, and at the same time they significantly decreased their use of affective strategies.

The **third research question** aims to explore the differences between MA level groups (low, medium, and high) with respect to the use of SRL and LLS usage. There are significant

differences between the three groups in both SRL and LLS use. Students with a higher level of MA are more self-regulated learners and employ LLS more often than others. It is also worth noting that the orders of the most preferred strategies differ considerably among the three groups. The **fourth research question** investigates the relationships between MA, SRL, and LLS, and how they can impact each other. The results of the correlational analyses show a significant positive and relatively high correlation ( $r = .55$ ) between MA and SRL, a significant positive and relatively high correlation ( $r = .50$ ) between MA and LLS, and a moderate positive and significant correlation ( $r = .40$ ) between SRL and LLS. The results of SEM analyses show that MA significantly impacts SRL in which 70% of SRL's variance is explained by MA, MA significantly impacts LLS as it explains 65% of LLS's variance, and SRL significantly impacts LLS in which 60% of LLS's variance is explained by SRL.

In sum, the questions raised in the dissertation have empirically proved a few points. First, there are significant differences between Polish and Yemeni students with respect to their MA, SRL, and LLS. The learning context may affect the general metacognition, self-regulation, and use of LLS. Second, the sudden shift from face-to-face learning mode to online learning mode within the Polish context has resulted in unexpected results in skills such as planning, evaluation, elaboration, and compensation strategies. At the same time, noticeable increases are observed in memory, metacognitive, critical thinking, and peer learning skills. Third, the level of metacognition significantly impacts students' self-regulated behaviour and their choices of LLS. Fourth, there are significant relationships between MA, SRL, and LLS.

**Keywords:** metacognition, metacognitive awareness, self-regulation, self-regulated learning, language learning strategies, Poland, Yemen