

Analysis of China's English Curriculum Standards for Compulsory Education from the Perspectives of Self-regulated Learning

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ABSTRACT

This paper analyzes the English Curriculum Standards for Compulsory Education (2022 Edition) developed and implemented by the Ministry of Education in China. We used Self-regulated Learning as a perspective in analyzing the curriculum standard and identified several elements of Self-regulated Learning emphasized in the document. This paper further elaborates how an inclusion of self-regulation is aimed at enhancing the teaching and learning of English as a foreign language in China. It presents the stages and sub-processes of self-regulated learning, in analyzing the curriculum standard. In this qualitative text analysis, the findings have been reported on thematic basis using the self-regulated learning framework and the elements that facilitate self-regulation. The findings show that English education under the guidance of the Standards attaches high importance towards stimulating learners' autonomy and cultivating their self-regulated learning ability. This finding has an important implication for the future teaching and learning of English as a foreign language in China as such a policy focus on the self-regulation can lead towards an improved engagement of the English learners in schools.

Keywords: English curriculum standards, self-regulated learning, EFL, China

Introduction

In the present globalized world, English has been established as a global language of international trade, education and communication. From a macro perspective, for a country lacking human resource that can use English for communication will face difficulty in establishing a good international relationship, to connect to international community. This directly affects the interests and global engagement of a country in all aspects. From a micro perspective, a person without English skills will be restricted in terms of the opportunities for work and study in the global scale. Therefore, many countries have taken English education as

the key for citizen quality education. In China, English is one of the major courses taught from primary school to the university level. Learning a foreign language is not only useful for students as a language but also as a tool to learning of the culture associated with that language (Wang, 2018; Wu, 2020). In this context of English teaching and learning in China, this paper particularly focuses on analysis of curriculum standards of English education from the perspectives of Self-regulated Learning. Self-regulated learning (SRL) is a cycle process where learners are active and reflective agents their learning (Karlen, et al., 2023). Every country aims at improving the quality of learning



on the part of the students, and the focus on SRL shows their greater emphasis on developing metacognitive, cognitive, and motivational and emotional regulation in learning (Zimmerman, 2002). Some studies have also indicated that metacognitive aspects of SRL can predict students' academic achievements (Schneider & Preckel, 2017). In the subsequent sections we elaborate some background information about the importance of English curriculum standards (the *Standards* hereafter) and introduction of Self-regulated Learning components in education. Therefore, the main aim of the study was: How does the *Standards* incorporate the SRL components in English as a foreign language context in China?

English Curriculum Standards in China

In most of the English as a foreign language (EFL) learning context, English is taught as a part of the curriculum, and the curriculum expects certain standards as per the country contexts. The Compulsory Education curriculum that includes English Education *Standards* as one of the components, is guided by Xi Jinping thought on socialism with Chinese characteristics for the new era (MOE, 2022). As the major national goal of education is to foster virtue and enhance students' well-rounded development, the current curriculum standards prioritize moral education, inculcate intellectual education, and strengthen students' skills in arts and sports including physical work. In addition, the curriculum standards aim to establish a learning opportunity for students to enhance their understanding of the world while also continuing to strengthen values of Chinese characteristics. The *Standards* analyzed here highlight the dual characteristics of English curriculum, namely, instrumentality and humanity. For students, it deepens the view that English is a tool for communication, emphasizes the importance of cultivating students' cultural awareness, and is conducive to cultivating students' cross-cultural awareness. For teachers, China's English curriculum standards are programmatic documents guiding English education and teaching, which help teachers to fully understand the tasks of

English teachers and play a better role in teaching in the process of constant integration with practice. Therefore, the English curriculum standards are conducive to improving teachers' professional quality and ensuring the effective implementation of classroom teaching. China Government realizes that English is an indispensable communication tool for international exchanges and cooperation, and an instrument for China to go global and the world to understand China by building a global community for a shared future (MOE, 2022).

Self-regulated Learning and its Significance in English Education

Self-regulated Learning (SRL) refers to the process of learning engagement in which they are responsible for their own learning in activities such as independently solve various learning problems, make independent decisions, and formulate, implement, adjust learning goals and evaluate learning effects independently. The concept of AL challenges the traditional concept of teacher-centered education, which has attracted the attention and research of Chinese and foreign educators. The development needs of the times have given rise to educational reform, education reform has given rise to new training programs, and new training programs have given rise to AL research and application. The objectives of *English Curriculum Standards for Compulsory Education (2011 Edition)* are to cultivate students' language skills, language knowledge, emotional attitudes, learning strategies and cultural awareness, and the objectives of the *Standards* are: language ability, cultural awareness, thinking quality and learning abilities. The *Standards* pays more attention to the cultivation of students' learning ability by strengthening integrated structure, ensuring smooth transition and progression from low to high levels of learning English. AL takes learners as the main agents and focuses on meeting the individualized and diversified learning and development needs of learners, keeps pace with the changing times, contexts and national priorities. As the English Curriculum which is an important part of education in China, aims to develop an awareness and ability

to engage in cross-cultural communication and exchange, learn to perceive the world objectively and sensibly, the role of Self-Regulated Learning is crucial.

There has been a smooth shift in the focus of learning in the past decade in China's school education, which can be observed through the analysis of the Curriculum *Standards* on 2011 and the revised standards in 2022. According to the *Standards (2011)*, learning and using English important for absorbing the achievements of human civilization, learning advanced foreign science and technology, and strengthening the relationship between China and the world. The revised standards continue these focuses and added news priorities such as cross-cultural communication, formation of correct world views, life views and values that are fundamental to students' life-long learning and future success (MOE, 2011, 2022) This further highlights the ideas that learning English is a pivotal part for individual, societal and national prosperity. In this context promotion of independent learning has become an effective strategy to implement all forms of educational reforms. Helping learners not only acquire a language but also gain autonomy are the goals of AL (Holec, 1981).

Literature Review

Conceptualization of Self-regulated Learning

Self-regulated learning is a cyclical process that involves the learners in making decisions on their own learning. Self-regulated learning has three stages: the planning stage, the behavioral performance stage and the reflection stage in which the learners are proactively engaged in setting their learning goals, monitor, regulate and control their behavior to achieve their desired goals (Zimmerman, 2002). Henri Holec is considered the father of the study of "Self-regulated Learning". In his book *Autonomy and Foreign Language Learning*, Holec (1981, p.13) believed that "Self-regulated Learning" is the process in which the learner is "able to take responsibility for their own learning" and make decisions on various aspects of learning, especially the five aspects of setting

goals, determining learning content and progress, selecting learning methods, monitoring the learning process, and evaluating learning effects. These aspects are self-controlled and regulated, which makes them independent learners. Little's (1991) concept of independent behavior ability proposes that learners establish their own goals and create learning opportunities are instances of SRL. Several other studies in China researching on SRL from the perspective of sociology claimed that it has been effective in creating meaningful learning. SRL is an educational goal, which is an important ability that schools should cultivate gradually according to the current cognitive characteristics of learners; it is not equal to individual self-learning; Self-regulated Learning ability is not innate, and it is a dynamic and continuum of continuous development and change (Zhang, 2021). Some scholars pointed out that SRL is both a learning attitude and an independent learning ability. A self-regulated learner should be able to understand the teaching objectives, form their own learning objectives, select and use appropriate learning strategies, and monitor their own learning process (Karlen et al., 2020; Pintrich, 2002). This learning method requires learners to actively explore, think and solve problems, and constantly optimize their knowledge structure and thinking mode in this process (Bandura, 1997). SRL can also help learners cultivate self-confidence and self-motivation ability, so as to better deal with future challenges and opportunities. Hence, the *Standards* that has been analyzed here has this goal for preparing the EFL students to take their own proactive leadership to regulate their learning and setting goals for self-growth.

Framework for Self-regulated Learning

Self-regulated Learning is mainly learners' process of engagement which emphasizes their control and initiative in learning process. There is always a departure from a fixed mindset to a growth mindset in the SRL process (Zimmerman, 2002; Hartel & Karlen, 2021). It uses cognitive regulation and motivational strategies, and then has the characteristics such as self-directed and

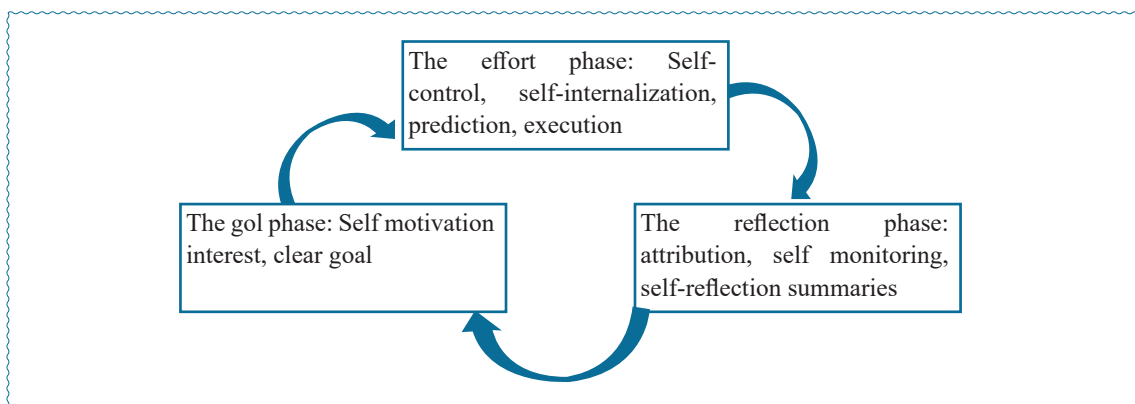
self-recording in the performance stage, followed by self-reflection, self-summary, and attribution, so that learners have the motivation and ability to participate in learning activities.

Cognitive regulation and motivational regulation play a decisive role in SRL, that is, the planning stage, learning objectives, self-efficacy, self-regulatory strategies and task analysis and other factors directly or indirectly affect the process of SRL. Learners need to analyze and set goals and strategic plans according to the amount of tasks, generate self-motivation and intrinsic interest, locate learning goals, and then show them in the next stage. According to the nature and characteristics of cognitive tasks, they should formulate practical steps to complete the

tasks, that is, self-control, imagination and vision. Standard internalization, transforming knowledge into intrinsic knowledge, executing task strategies, considering alternative strategies, and predicting the results of execution. Learning results make people form the memory map of learning activities (including experience, knowledge, interest, skill and self-controlled learning plan), which has an impact on learning tasks, attention, self-efficacy, outcome expectations, learning plans, learning monitoring and learning results. In turn, learning monitoring and learning results are fed back into the memory network, while modifying activities and competing tasks are regulated (Yang, 2010). Figure 1 below illustrates this.

Figure 1

Framework of Self-regulated Learning



This self-regulatory framework largely relates to Zimmerman’s (2002) SRL framework that presents SRL in three phases, i.e., the forethought phase, the performance phase and self-regulation phase. The first phase is related to goal setting while the latter two are related to making efforts for actions and reflection after an action has been completed. This concept drives our reporting of the findings in this paper.

New English Curriculum Standards

The Standards is divided into six parts: curriculum nature, curriculum philosophy, curriculum objectives, curriculum content, academic quality,

and curriculum implementation. The nature of the curriculum briefly describes the significance of English and the impact of compulsory education on students, as well as the dual nature of instrumental and humanistic English curriculum. In the process of mastering English, students should also be helped to broaden their horizons, form a correct view of the world, and improve humanistic quality. English teachers should establish new concepts of cognition, teaching and evaluation according to the overall education requirements proposed in the Standards, pay attention to the cultivation of students' core qualities, and transform the process in which students learn language knowledge and

skills into the cultivation process of core qualities, to achieve the purpose of education (Chen, 2023).

It is mentioned in the curriculum philosophy that the English curriculum should pay attention to the cultivation of students' core qualities, determine the learning content of each grade, better teaching curriculum arrangement, and develop students' ability to use knowledge while solving practical language problems. Focus on training students to establish new connections between new knowledge and already learned knowledge, so as to deepen their understanding of knowledge; adhere to the combination of formative evaluation and terminal evaluation to promote better teaching and learning; bring into play the role of information technology, innovate classroom teaching methods, meet students' personalized learning needs, and promote students' multi-faceted development. The curriculum philosophy emphasizes that the curriculum should be guided by core qualities. Centering on this pursuit of core qualities values, requirements are put forward on how to implement the pursuit of core values of the English curriculum from multiple dimensions such as course content, teaching methods, student development, evaluation mechanism and resource development (Wang et al., 2022).

The curriculum objectives introduce the connotation of core qualities and point out that it will promote the development of students to meet the needs of society. Core qualities of students to be cultivated in the English curriculum include language ability, cultural awareness, thinking quality and learning ability, which penetrate each other and develop simultaneously (Ministry of Education, 2022). The overall goal is also to cultivate students' core qualities. The education goal of the English curriculum, a complete blueprint of "human" development is constructed according to the sequence of curriculum accomplishment goals, section accomplishment goals, unit accomplishment goals and class hour accomplishment goals (Chen, 2023).

The *Standards* provides different learning scopes and requirements according to the three learning

sections, aiming at the six elements of English curriculum content: theme, discourse, language knowledge, cultural knowledge, language skills and learning strategies. Different learning activities and requirements are given according to the four sections of preparatory level (Grades 1 to 2), Level 1 (Grades 3 to 4), Level 2 (Grades 5 to 6), and Level 3 (grades 7 to 9). Each section focuses on different learning content, and each level from Level 1 to Level 3 mentions the importance of learning English.

The academic quality standards take core qualities as the main dimension, and put forward corresponding specific requirements for English learning (Shi, 2023). The great significance of the development of academic quality standards is that it allows teachers to grasp the depth and breadth of teaching, and provides a "measuring stick" for the compilation of textbooks, teaching implementation, examination evaluation, teaching and research activities (Wang, 2022). Integrating academic quality standards into teaching evaluation can help teachers effectively diagnose the degree of achievement of teaching objectives. In the selection or order of test questions, we should also refer to the academic quality standards, not only to test students' language understanding ability and expression ability, but also to test students' cultural awareness, thinking quality and learning ability (Jiang & Yang, 2022).

In terms of curriculum implementation, the *Standards* proposes that teachers are required to change their teaching methods from delivery of content knowledge to educating people as a whole and guide students to learn independently (Chen, 2023). The *Standards* aims to strengthen learning through a construct "goal-teaching-evaluation" system associated with the three dimensions of curriculum objectives, curriculum content and academic quality (Chen, 2023). The *Standards* proposes to guide students to enjoy learning and learn well, with the support of the teachers through activities inside and outside of their classroom contexts. The *Standards* proposes to improve the efficiency of information technology use. Teachers

can apply modern educational technology, adopt multi-modal teaching methods, create rich theme scenarios, design game-oriented and life-oriented language practice activities, so that students' nature of love to play, love to imagine and love to express can be released in learning activities and awaken their inner motivation (Chen, 2023). Compared with the *Standards* (2011), the revised *Standards* (2022) are more concrete and practicable, reflecting an overall concept of education: the teaching effect of teachers directly affects the education effect; the learning effect of students directly determines the education effect; the effect of evaluation directly determines the quality of education (Wang, 2022).

Research Method

This paper uses qualitative research method to analyze the elements of Self-regulated Learning in the *Standards*. The latest edition of English Curriculum Standards for Compulsory Education was published in 2022, and there are few materials and researches on the in-depth exploration of the hidden Self-regulated Learning elements in the *Standards*. In the process of analyzing the Self-regulated Learning elements of the *Standards*, researchers analyzed the main content of the *Standards* based on the interpretation of the *Standards* by other scholars, so as to deepen the understanding of the *Standards*. By referring to the papers related to Self-regulated Learning and studying the definition of Self-regulated Learning proposed by scholars at home and abroad so far, researchers of this paper came to the conclusion that the core idea of Self-regulated Learning is to emphasize learners' self-awareness and self-control.

Methodology: Text Analysis

This is a qualitative study, and it is related to the approach of policy through an in-depth-review of a policy. It used text analysis as a methodological approach that explores the contents in the policy document identifying themes and patterns of information (Lejano, 2013). The authors analyzed the policy text (i.e., the *Standards*) from Self-regulated Learning perspective. Text analysis is a

method for analyzing the information (intentional or unintentional) that inevitably comes out in the products created by human beings. Text analysis is a method for in-depth mining of text content on the basis of reading the text, from the surface layer to the deep layer of the text, so as to realize the deep understanding of the text from the surface understanding (Udo Kuckartz, 2017). The authors use text analysis because the *Standards* is a timely updated policy text and action guide. Text analysis can systematically analyze the content of the *Standards* by consulting, sorting and organizing, studying its content structure and related variables, and excavating the characteristics of Self-regulated Learning reflected behind it.

The Process of Analysis

Firstly, the authors conducted a quantitative text surface study on the *Standards*, preliminarily searched for the content of the article with the dominant element of SRL in the *Standards*, determined the scope of text analysis, and analyzed it in combination with several sub-stages of the SRL (Zimmerman, 2002). Secondly, by analyzing each sub-stage and characteristics of the SRL framework, the authors found the corresponding implicit elements of SRL from the text of the *Standards*, further interpreted the deep text and achieved another qualitative interpretation of the text analysis method. Finally, by collecting other literature and comparing texts, the characteristics of Self-regulated Learning elements in the *Standards* and their role and importance in the compulsory English teaching stage were studied. In this study, the authors analyzed the *Standards* by means of text analysis, and interpreted them step by step from surface text to deep text, so as to find the deep Self-regulated Learning elements, their characteristics and connotations in the *Standards*.

Findings

The results of this text-based qualitative study have been reported based on the SRL process that involves forethought (goal setting and planning), performance and reflection. Self-regulated learning stages and sub-processes (Zimmerman, 2002),

combined with text analysis, have been used to classify the independent learning elements in the Standards, and extract the elements of independent learning contained in Standards. The three key phases, their sub-processes and examples of the SRL in the standards have been presented separately in Tables 1, 2 and 3.

The Self-regulated learning in the planning phase

This study identified several elements of the Standards that are related to SRL in the planning phase. The Standards elaborates this in its objectives and implementation suggestions as shown in Table 1.

Table 1

Elements of SRL in the Planning Phase

Sub-process		New English Curriculum Standard Content	Self-regulated Learning factors explained
Task analysis	Goal setting	3. Course objectives a. Core qualities (p4) b. General objective (p. 5-6)	3. Course objectives Students should achieve the corresponding core quality requirements in different stages of compulsory education and develop in concert.
		6. Curriculum implementation a. Create situations and spaces for students to actively participate in, so that students can become the subjects of meaning exploration and active knowledge builders. (p50) b. Build an independent learning platform for students. (p52)	6. Curriculum implementation a. Create Self-regulated Learning situation, pay attention to mobilize their learning initiative, and help achieve goals. b. Promote the deep integration of information technology and students' English learning, breaking through the restrictions of teaching materials and time and space.
	Strategic plan	2. Curriculum concept a. Construction of formable structure based on hierarchical system. (p. 2) b. Subject-oriented selection and organization of course content. (p. 2) c. Practice a creativity-based view of English learning activities combining learning and thinking. (p. 2)	2. Curriculum concept It can help students give full play to their own advantages in the process of independent learning, and connect knowledge with reality in a strategic, methodist and gradual way.

Sub-process		New English Curriculum Standard Content	Self-regulated Learning factors explained
	Self-motivated beliefs	3. Course objectives a. Class goal: It is the presupposition or expectation of the academic achievement that the students should achieve by the end of this class period, and it is the embodiment of the overall goal in each class period. (p6-11)	3. Course objectives Students' presets and expectations for learning outcomes in different learning stages are conducive to enhancing students' self-learning motivation, so that students have stronger learning motivation.
Self-efficacy	Intrinsic interest	6. Curriculum implementation a. Each unit of the textbook should select discourse materials around the theme, and guide students to actively participate in and think positively. (p70) 7. Appendix I: a. Grade 3 to 4: become interested in English learning. Grade 5 to 6: interested in learning and exploring Chinese and foreign cultures. Grade 7 to 9: further stimulate their interest in English learning, independent learning, cooperative learning, inquiry learning.	6. Curriculum implementation a. Foreign language teaching should be organized. 7. Appendix I: a. Students have a strong interest in learning, students have a passion for active learning, thereby promoting independent learning.
		1. Nature of the course a. Learning and applying English helps students understand different cultures, compare cultural similarities and differences, absorb cultural essence, and gradually form the awareness and ability of cross-cultural communication and exchange. (p1)	The Standards advance the learning results of learning and applying English for students in the compulsory education stage, so that students can experience and perceive the value of learning English in the learning process.

Self-regulated Learning in Performance Phase

The second stage of SRL is the performance phase, in which the learners are engaged in activities. We analyzed how the Standards consider incorporation

of sub-processes and activities that relate to Self-regulated Learning. Table 2 presents them concisely.

Table 2

Self-regulated Learning in Performance Phase

Sub-process		New English Curriculum Standard Content	Self-regulated Learning factors explained
Self-control	Task Strategy	4. Course content a. Learning strategies: mainly include metacognitive strategies, cognitive strategies, communicative strategies, emotion management strategies, etc. (p. 31-34)	4. Course content According to different learning tasks, students can choose suitable learning strategies to solve the difficulties encountered in learning and improve the efficiency of learning.
		6. Curriculum implementation a. Create real learning situations and design various types of homework. Guide students to improve their language and thinking ability, exert their learning potential and promote independent learning in the process of completing homework. (p.57) b. English textbooks should guide students to carry out independent learning. The activities and exercises in textbook design should guide students to learn and use the language, and independently summarize the language rules. (p. 71)	6. Curriculum implementation a. Some tasks (such as role playing) help to provide students with creative learning opportunities, guide students to think independently, so as to promote independent learning. b. Students are required to use English to do things and comprehend and summarize language rule knowledge independently under the guidance of English textbooks and teachers so as to achieve using what they have learned to communicate.
		7. Appendix I a. Grade 3 to 4: try to see the world from different perspectives. Grade 5 to 6: learn to think in other people's positions, try to understand the world from multiple angles, look at things dialectically, initially think independently. Grade 7 to 9: recognize and understand the world from different perspectives, think independently of various points of view.	7. Appendix I a. Students gradually learn to think independently and self-expression, and can cultivate their independent learning and independent thinking ability step by step in learning activities.

Sub-process		New English Curriculum Standard Content	Self-regulated Learning factors explained
Self-observation	Metacognitive Monitoring	<p>7. Appendix I</p> <p>a. Grade 3 to 4: pay attention to phenomenon. Grade 5 to 6: actively observe the phenomenon. Grade 7 to 9: observe phenomena independently by adopting appropriate ways and methods.</p> <p>b. Grade 3 to 4: initially have a problem awareness. Grade 5 to 6: have a problem awareness. Grade 7 to 9: identify problems, analyze them and gradually creatively solve new problems, trying to ask reasonable questions.</p>	<p>7. Appendix I</p> <p>a. Cultivate students' progressive independent learning and self-observation thinking quality.</p> <p>b. Students ask questions and learn. If they find problems, they will take corresponding remedial measures and adjust cognitive strategies in time.</p>
	Self-recording	<p>5. Academic quality</p> <p>a. Connotation of academic quality: Academic quality is the academic achievement performance of students after completing the phased learning of the course, reflecting the core quality requirements.</p> <p>b. Description of academic quality: Describes the specific performance of the three levels of learning results. (p. 42-46).</p>	<p>5. Academic quality</p> <p>Both are an observational record of a student's learning process, graded, with different levels matching different performance. Students can adjust specific learning objectives according to their own performance to achieve the desired learning results.</p>

Sub-process		New English Curriculum Standard Content	Self-regulated Learning factors explained
Self-judgment	Self-evaluation	2. Curriculum concept a. Focus on "teaching-learning-evaluation" integrated design. (p. 3)	2. Curriculum concept Students can evaluate their own learning results and consciously improve learning.
		6. Curriculum implementation a. Guide students to evaluate and reflect on their own learning, adjust strategies according to needs, and effectively improve learning efficiency. (p. 51) b. Help students learn to carry out self-evaluation, actively reflect on and evaluate self-performance, promote self-supervised learning. (p. 53)	6. Curriculum implementation a. Require students to self-evaluate their learning and give full play to their main role. b. Students are required to actively carry out self-evaluation and enhance self-supervision and independent learning ability.

Self-regulated learning in self-reflection phase

Self-reflection is the third phase of the SRL that draws on self-regulated model of learning. In this phase, the learners are engaged in self-judgment

and self-evaluation. Table 3 outlines our analysis of how the Standards has incorporated the sub-processes of SRL pertaining to self-reflection phase.

Table 3

Self-regulated Learning in SELF-reflection Phase

Sub-process		New English Curriculum Standard Content	Self-regulated Learning factors explained
Self-judgment	Self-evaluation	2. Curriculum concept a. Focus on "teaching-learning-evaluation" integrated design. (p3)	2. Curriculum concept Students can evaluate their own learning results and consciously improve learning.

Table 3*Self-regulated Learning in SELF-reflection Phase*

Sub-process		New English Curriculum Standard Content	Self-regulated Learning factors explained
		6. Curriculum implementation a. Guide students to evaluate and reflect on their own learning, adjust strategies according to needs, and effectively improve learning efficiency. (p. 51) b. Help students learn to carry out self-evaluation, actively reflect on and evaluate self-performance, promote self-supervised learning. (p. 53)	6. Curriculum implementation a. Require students to self-evaluate their learning and give full play to their main role. b. Students are required to actively carry out self-evaluation and enhance self-supervision and independent learning ability.

The findings above show that there is adequate incorporation of the AL in The *Standards*. The *Standards* includes such elements in the preface and the catalogue. The preface mainly introduces the guiding principles, revision principles and major changes, and the catalogue includes the curriculum nature, curriculum concept, curriculum objectives, curriculum content, academic quality, curriculum implementation and appendixes. Tables 1, 2 and 3 summarized the SRL elements in the *Standards* by using Zimmerman's SRL framework (Figure 1)

First of all, it can be seen that the SRL elements in the *Standards* mainly reflect the first two sub-stages of the self-mediation stage, namely the planning stage and the performance stage. Elements in the planning stage of the self-mediation stage are more reflected in the curriculum nature, curriculum concept, curriculum objectives and curriculum implementation, among which the task analysis sub-process accounts for a larger proportion than the self-efficacy sub-process. Since then, it can be analyzed that the *Standards* are clearer in formulating relevant learning objectives for students in the compulsory education stage, but also reflect that the teaching should pay attention to stimulating students' learning interest and motivation. Elements in the performance stage of the self-mediation stage are mainly reflected in the

curriculum content, academic quality, curriculum implementation and appendix 1. According to Table 2, the self-control sub-process accounts for a larger proportion than the self-observation sub-process. Meanwhile, it can be seen that students at different levels in the compulsory education stage have different requirements on the selection of teaching materials, problem solving, and self-control and observation in terms of Self-regulated Learning strategies.

Discussion and Implications

Compared with the *Standards* (2011), the 2022 revised *Standards* has increased SRL elements. It provides more attention to stimulating students' subjectivity, indicating that the cultivation of SRL ability has significance for the improvement of students' English level. The emphasis on SRL can promote the improvement of students' English learning levels. On the one hand, by setting SRL tasks, students are provided with opportunities to use English, and at the same time, students' ability to solve problems in English is cultivated. In the process of understanding and completing tasks, students' English thinking ability and oral expression ability will be improved accordingly. On the other hand, the segmentation of SRL tasks reduces the difficulty of English learning

to a certain extent. The reasonable setting of task gradients enables "underachievers" to gain a sense of achievement from SRL tasks of lower difficulty, thus stimulating students' motivation for English learning and helping them achieve higher levels of English learning achievement. On the other hand, intermediate students and top students can choose the SRL tasks that meet their own level and learning needs. In this process, these students can realize the challenge and hone their English ability and make their English level better. In the process of completing the task, students not only achieve the purpose of learning and mastering the language, but also gradually learn how to self-regulate and self-motivate (Li, 2010; Zimmerman, 2002). To sum up, cultivating SRL ability is of great significance for students to learn English well. The findings of the study also associate with several other research studies conducted in China and elsewhere that the current educational systems have been revised and updated emphasizing learners' independent learning processes, their self-motivation and self-efficacy (Zou, 2023; Spruce & Bol, 2015; Bai & Gu, 2022)

Through the analysis of *Standards*, it can be seen that English education under the guidance of the *Standards* attaches great importance to the SRL (Zimmerman, 2002). First of all, combined with the SRL elements, the *Standards* mainly reflect the planning stage of the SRL stage. The emphasis on the planning stage of the *Standards* is reflected in the formulation of specific curriculum objectives (including general objectives and segment objectives) for students in the compulsory education stage. For example, the segment objective is the preset or expectation of the academic achievements that students should achieve by learning this course at the end of the semester. The segment objective shows that the objective can enable students in the compulsory education stage to find their own position and learn autonomously according to the corresponding learning strategies with the help of teachers. All in all, the main aim of incorporation of SRL in the *Standards* is the improvement of students' English learning in China.

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