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THE RELATIONSHIP BETWEEN ESP STUDENTS' SELF-REGULATION AND MOTIVATION: A REVIEW OF LITERATURE

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ABSTRACT

There has always been debate on how to encourage students in learning what they are trying to learn. There has also been hard work to create students who solely take the responsibility of their own learning. It has been said that for a student to be self-regulated, which means a person who takes the responsibility of his learning and also thinks about the strategies to make in different situations, learners need to acquire 4 components, namely: standards of desirable behavior, motivation to meet the standards, monitoring Of situations and thoughts that precede breaking standards, and will power being the internal strength to control urges. Motivation being a very important factor in the creation self-regulated students is the main focus of this study.

INTRODUCTION

Infection A major goal of any education system is said to create lifelong, autonomous students who can acquire, retain knowledge and also learn new knowledge autonomously (American Association of Colleges and Universities, 2002, 2007 [1]. In order to study the autonomy of the students and mentioning that the responsibility of their learning is solely theirs, and their teachers are just facilitators, it is worth paying attention to the area of self-regulation. Self-regulation theory is a system of conscious personal management that involves the processing one's own thoughts, behaviors and feelings to reach his goals (Wikipedia, 2016). Self-regulation entails the ability to manage and monitor the people's cognitive processes a long with the ability to consciously controlling the feelings, emotions, behaviors and motivations [3]. Unfortunately, the students don't show an understanding of the fact that their own efforts play an important role in their attainment. A study done on 132 veterinary students to understand their ideas about the important factors in their learning revealed that most of the participants believed that the only important factors are their courses workload and the curriculum but not their own efforts [4]. The participants of the study revealed to believe that the learning just comes to them and this is the responsibility if their school and the faculty to bring learning to them. The study shed light on the fact that the students under research lack intention, independence and self-direction. Another study on younger undergraduate students showed that they also has little or no responsibility for their learning and what they blame as a hindrance to learning is the irrelevant and too complicated teaching materials [6] [5]. The interesting thing about some other student involved with other studies was that none of them were interested in learning for its own sake and lacked integrative motivation. They tended to show that learning does not at all needs effort [7]. Given their ideas and beliefs on the sources of attainment, it should be understood that our students are in a serious lack of specific kind of knowledge. They are not well aware of the learning strategies, cognitive tasks, and how their mind process input. In developing self-regulation and self-regulated learning our students seem to have little or no knowledge about the below classifications [8,9,10,11]

- Strategic knowledge, which includes the knowledge of several different learning strategies, problem solving strategies, plan, monitor and evaluate their learning and thinking.
- Knowledge about cognitive tasks, which involves the decision making about which strategy is useful and should be applied in which situation while learning and thinking.
- Self-knowledge, which studies and shows and understanding of one's strengths and weaknesses a long with the knowledge of which strategies work under which condition.

Study

As mentioned above, self-regulation is a system of conscious self-management which controls what we say, think and do. This states that students should acquire the ability to control their own feelings and behaviors and come to the understanding that they are the only responsible person for their learning. [22] said that self-regulation, "... refers to self-generated thoughts, feelings, and actions that [" are planned and cyclically adapted to the attainment of personal goals" Baumeister et al. (2007) described four components to self-regulation, namely standards of desirable behavior, motivation to meet the standards, monitoring Of situations and thoughts that precede breaking standards, and will power being the internal strength to control urges. In order to create self-regulated learners motivation plays an important role. This is more important when we are dealing with ESP (English for Specific Purposes). Many studies tried to reveal the relationship between motivation and self-regulation. It is believed that although the knowledge of cognitive and metacognitive strategies plays an important role in classroom setting, but it is not enough to increase the students' achievement. Students should be motivated too in order to use the strategies

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and take control of their thinking ability and effort (Paris, Lipson, & Wixson, 1983). This study shows the importance of motivation in that although everything in the classroom goes well, the students need a driving force to help them to be willing to apply the strategies they acquired before while learning. Motivation, according to [11] has got three components, namely: expectancy, which is the students' beliefs about their abilities to perform a task, value, which includes students' goals and beliefs about the importance and interest of the task, and affection which includes students' emotional reactions to the task. This study showed a positive relationship between motivation and self-regulation.

In addition to what Zimmerman suggested above, in another study by Katsara (2008), the researcher investigated the aspects of motivation in ESP courses in Greece. The study revealed that the Greek students' orientation toward learning is identified by performance rather than any learning goals. The study showed that the Greek students suffer a de-motivation of learning a foreign language at schools. Therefore, the researcher suggested that a need analysis of them be carried out and then give them language learning treatments. Additionally this study summarizes the reasons why the Greek students learn English. The investigation was done on 92 students, most of whom (84.87%) stated that they learn English, for they think English is useful for their job in the future. Therefore, it could be concluded that the Greek are instrumentally motivated towards foreign language learning. According to the study, there is a lost part in the area of education: sociological aspects of classroom. It was mentioned that in the Greek classes students suffer a lack of rich relationship with their teachers. As [16]:750 (as cited in Katsara, 2008) believes, it is a community which values not the end goal. Therefore, the teacher should be as helpful as possible to motivate the students by developing a rapport with students.

Creating self-regulated learners and self-regulated learning is the main focus on today's educational psychology. In order to label a learner this way, one should have a clear understanding of what self-regulated learning is. [17] believed that self-regulation is directed by metacognition which is defined as thinking about thinking, strategic action which includes planning the learning process, one's monitoring of his learning, and thinking of a standard to do an evaluation of personal progress. According to [18], self-regulated learners are aware of the fact that their practice of learning and doing challenging tasks and walking deep into the taught materials will lead to academic achievement. The self-regulated learners seem to be more successful, for they take control of their own learning and also monitor their learning, and they seem to have integrative motivation because they are participating actively in the classrooms. [19] believe that metacognition enable the students to deploy strategies they acquired in a situation in a similar but not the same situation which in turn means meaningful learning. This ability is valuable for the ESP students in that they not only know how to cope with a problem, but also how to behave in a similar situation. According to [20] metacognition is composed of two parts: knowledge about cognition and monitoring of cognition. There is a link made between metacognition, self-regulation and motivation. Garrison (2004), defined motivation as the property and the driving force that moves a person, to or not to do things. [21] defines the academic motivation as enjoying the learning at school with a taste of and orientation towards mastery and also involvement in doing the novel tasks. As mentioned before in the present study, one important component of self-regulation is motivation. Motivation and critical thinking can be considered the core elements of metacognition. Husman (2008) considers self-regulation as a more general concept and metacognition just an aspect of it, and specifically speaking, metacognition is the conscious control over our cognitive processes and reflecting on our experiences. [12], says that metacognition is the awareness and knowing how one's thinking works. Schraw (1998) defines metacognition as the thinking about how a person performs a skill. There are other ideas about metacognition. For instance [23] shed light on the idea that metacognition includes the ability to give feedback on our own learning and it is considered a necessary component of meaningful learning. Contrary to what has been said above about metacognition, careful distinction should be made between that and self-regulation in that the latter includes the ability to manage and monitor the thinking processes and also control of our emotion and, motivation, behavior and also the environment close to learning. In this concern, behavior includes self-discipline, hard-work, the ability to manage the time, and the ability to finding out about the time one needs help and how getting help from the teacher or peers [3]. Environment deals with the use of teaching aids, CALL activities and management of the tasks. Additional factor are temperature, place and background sounds.

A recall to the above mentioned ideas and reviews shows that motivation and self-regulation are interrelated in nature. Considering ESP courses one should account for several different orientations such as: development of communicative competence and performance, enriching the knowledge of several different subject matters and the ability to get certified both professionally and academically. In ESP classes there are three parties involved, namely: the teacher, the learner and the materials. Sifakis N.C. (2002) proposed a learning contract necessary to be made between the three above-mentioned parties. Sifakis's explicit learning contract can be summarized as follows:

1. A close coordination and cooperation between ESP teacher and student and also paying attention to the level of motivation among both.
2. To complete the learning cycle, it is essential that the learners be left with a sense of satisfaction and the understanding that they have learnt something valuable. This gives them the necessary motivation to keep learning.
3. There should be a link between known and unknown and their learning goals should be taken into account. If the link is made between the prior knowledge and the new information, students develop a feeling of

4. The ESP student should develop the understanding that the responsibility of learning is his and nobody else's responsibility. He should be aware of the learning objectives and also of the methodological aspects of learning. It is crystal clear that the active involvement of the whole learning process develops motivation and commitment.

CONCLUSION

This study as the name suggests aims at investigating a relationship between ESP students' self-regulation and motivation. Self-regulation is defined as the ability to take control and reflect on the process of learning. Recalls from the above investigations show that some scholars relate that to metacognition, and metacognition of cognition, metacognition being defined as the process of thinking about thinking. Conclusion can be made that self-regulated students are far more successful in their learning, for they take the complete responsibility of their own learning process. It also was shown that some students take their school and the situation for their learning. They are also not interested in learning at all. They actually lack motivation especially integrative sense of it. The study showed that in order to create self-regulated learners ESP courses should give them a sense of value. The courses should also be based on the needs of the students so that they tend to study them better, therefore to learn more meaningfully. ESP teachers should enhance their courses with sugar of motivation and hard-work to involve the students in what they are going to learn in the classroom. This study showed that there is relationship between self-regulation and motivation of the ESP students. Suggestions for further studies are that the investigations be made in a region-based and country-based manner so that a more comprehensive result is made available to the policy makers and ESP teachers and material designers so that the courses are more successful in motivating students and to create self-regulated learners.

CONFLICT OF INTEREST

There is no conflict of interest.

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None

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