"A STUDY OF RELATIONSHIP BETWEEN MOTIVATION AND SELF REGULATED LEARNING PROCESSES IN ENGLISH LANGUAGE LEARNING"

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ABSTRACT

English language in India is a lot more than just an official language. It has been the language of diplomacy, higher administration, higher education, superior judiciary and Information technology. Students learn better English if they control their learning and learn a language in a positive manner with a better utilization purpose, thus achieving higher social status. Learning that happens through desire, satisfaction and self-generated behavioral willfulness systematically oriented towards attainment of their higher goals and help the subjects to acquire, store and transform new knowledge and information effectively and efficiently. The present study tries to find out a relationship between motivation and self-regulated learning process and English Language Learning. The objective of the study is to find out the relationship between motivational and Self-Regulated Learning Processes in English Language Learning of secondary school students. For this study, the investigator has taken a survey method with correlation design and selected 400 students of both government and private schools including boys and girls. For investigation, researcher constructed a self-made tool; motivation scale and a self-regulated learning process 5 point scale and administered on students. In order to analyze the data, the methods of central tendency put in use were mean, Standard deviation and coefficient of correlation. The results of the study show that there is a significant correlation between motivation and Self-regulated Learning Process in English Language Learning.

Keywords

Motivation, Self-regulated learning process and English language learning

Introduction

"Language is a blood of the soul into which thoughts run and out of which they grow".

Oliver Mendel Homes

English language work as window for us to discover, identify and learn about the outside world through a better perspective. English Language Learning requires a high level of regular memory maintenance and recall over a long period, but in India the second language learners are less likely to be motivated to practice English regularly and efficient instructions or learning strategies do a very little help unless the students have more freedom. The idea of motivation and self-regulation throws light on why some students succeed in controlling their English learning whereas others do not. Theories of education play a crucial role in facilitating learning outcomes. Motivated individuals expend effort to learn the language and want to learn the language. Researches show that SRL strategies play an important role in the students' academic achievement. Learning strategies constitute a useful kit for active participation and concurs language learning leading towards greater proficiency, learner's autonomy and self-regulation. Self-regulated learning for second language learners refer to the process during which learners proactively use strategies to improve a specific language skill by managing their learning activities in order to achieve language learning goals. Social cognitive view of self-regulation and learning processes focus on five learning processes which self-regulated learners adopt to raise their academic achievement.

STATEMENT OF THE PROBLEM

"A study of relationship between Motivation and Self-Regulated Learning Process in English Language Learning.

Define Terms:

1. Motivation:

A reason or reasons for acting or behaving in a particular way. It is the force that pushes us to do things, an interior power that triggers, leads and preserves actions consistently.

2. Self-Regulated Learning Process (SRLP):

Self-regulated learning is a self-directed process in which students monitor, control and evaluate not only their cognition but also their affects, behavior and certain aspects of environment. Self-regulated learning is a cyclical process, wherein the students plan for a task, monitor their own performance and then reflects back on the outcome.

3. English Language Learning:

English language learning is an ability to communicate in second/foreign language, ability to use target language as a medium of understanding and expression. It is a cognitive process that includes acquiring skill or knowledge 'the child acquisition of knowledge'

OBJECTIVES OF THE STUDY:

1. To study the relationship between Motivation and English Language Learning

2. To study relationship between Self-Regulated Learning Process and English Language Learning

3. To study Motivation and Self-Regulated Learning Process in English Language Learning

HYPOTHESIS:

There is no relationship between Motivation and Self-Regulated Learning Process in English Language Learning.

RESEARCH DESIGN:

Survey method is used in this study. Survey is an effective tool for systematically collecting data from a broad spectrum of individuals as it is more popular because of its versatility, efficiency and relatedness.

SAMPLE FOR THE PRESENT STUDY:

The present study has been conducted with sample of 400 students of secondary classes including both boys and girls. The students with higher performance (60% and above in Class IX) were selected deliberately.

RESEARCH TOOL:

1. Self-made five point rating scale for Motivation in English Language Learning

2. Self-made rating scale for Self-Regulated Learning Process in English Language Lea

DATA ANALYSIS AND INTERPRETATION:

Objective 1: To study the relationship between Motivation and English Language Learning

TABLE 1

Comparative analysis of motivation and English Language Learning in government and private school students

S. No.	Dimensions	Government		Private		Difference	T Value
		Mean	SD	Mean	SD		
1.	Instrumental Motivation	77.58	11.81	79.76	8.40	2.18	2.62
2.	Integrative Motivation	76.37	11.89	81.93	8.14	5.56	6.41
	Total	**76.97**	**11.91**	**80.84**	**8.37**	**3.87**	**4.57**

The table shows that there is significant difference between government and private school students in respect to motivation. It shows that private school students are more motivated and they have a higher inclination towards English to search for information over internet and to get a better job in their future than students of the government school.

TABLE 2

Comparative Analysis of Motivation of Boys and Girls

S. No.	Dimensions	Government		Private		Difference	T Value
		Mean	SD	Mean	SD		
1.	Instrumental Motivation	79.13	9.76	78.21	10.75	0.92	1.89
2.	Integrative Motivation	78.83	9.92	79.46	11.17	0.63	1.23
	Total	**78.98**	**9.84**	**78.84**	**11.03**	**0.14**	**0.80**

This table indicates that there is no significant difference between boys and girls in the context of motivation. Both groups are motivated enough and believe that English is mandatory for their career and to master all the required skills of English Language.

Objective 2 : To study the relationship between Self-Regulated Learning Process and English Language Learning

TABLE 3

Comparative analysis of Self-Regulated Learning Process of students of government and private schools

This table indicates that there is a significant difference between the students of government and private schools in the context of Self-Regulated Learning Process in English Language Learning. It shows that private school students use Self-Regulated Learning Process more and spend more time, set regular hours, have inclination towards quality, quantity and originality of their performance than Government school students to raise their academic achievement.

TABLE 4

Comparative analysis of Self-Regulated Learning Process of Boys and Girls

This table indicates that there is a significant difference between boys and girls in using Self-Regulated Learning Process which indicates that boys have a belief in their ability and positive reactions in order to enhance their ability more than the girl students.

Objective 3: To find out relationship between Motivation and SRLP in ELL

TABLE 5

Relationship between Motivation and Self-Regulated Learning Processes in English Language Learning

SRLP → Motivation	Self-reaction	Self Judgment	Goal setting	Self-efficacy	Self-observation	Total
Instrumental	-0.0089	0.0109	0.0779	0.1326	0.0016	0.0546
Interrogative	0.1401	0.0781	0.0471	0.0988	0.0997	0.1655
	0.0539	0.1221	0.0057	0.633	0.1810	0.1885

This table indicates that there is a positive correlation between Motivation and Self-Regulated Learning Process concluding that students who are motivated also use Self-Regulated Learning Process to raise their academic performance. It shows that students who set higher and challenging goals assess their work based on its quality and test their knowledge regularly.

FINDINGS:

The main findings of the study are as follows:

- The present study indicates that private school students have more interest and desire to master all s kills of language and take learning English as challenge to be fluent in its skills than government school students.
- Boys and girls of both govt. and private schools are enough motivated to learn English to meet and converse with people all around the world and for the purpose of higher studies in reputed universities throughout the world.
- The present study indicates that private school students more believe in their potential and capabilities to learn English and set more difficult goals to raise their efforts to attain higher skills than the govt. school students.
- Govt. and private school self-regulated learners are enough motivated to learn English and take persistent efforts and believe in quality work and have positive attitude towards learning English language.

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