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Кваліфікаційна робота

РОЛЬ ВІДПОВІДАЛЬНОСТІ У НАВЧАЛЬНОМУ ПРОЦЕСІ: МОТІВАЦІЯ ТА САМОРЕГУЛЯЦІЯ

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Department of Philology

TAKING RESPONSIBILITY FOR THE LEARNING PROCESS: MOTIVATION AND SELF-REGULATION

Bachelor's Thesis

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ЗМІСТ

CONTENTS

INTRODUCTION

My thesis paper topic is: Taking responsibility for the learning process: motivation and self-regulation. It is important to deal with this topic as these factors can influence students being successful at foreign language learning.

The **subject matter** of this thesis **:** the importance of self-regulated learnig and motivation, and why it is needed to take responsibility in the learning process.

The **object** of this thesis is to describe the theoretical concepts of self-regulation and the role of motivation in self-regulated language learning.

The **purpose of work** is to discuss the concepts of motivation and self-regulation and why it is important during the learning process.

Hypothesis about the topic: students are responsible for their own learning, and students in this modern society pay more attention to foreign language learning and they attend extra lessons in foreign language. Girls are more responsible for their learnig than boys.

The **method** of the study is an analysis of the importance of self-regulation and taking responsibility of the learning process among English language teachers using interview.

The **theoretical value** of the study concept of self-regulation in the learning process and how teacher needs to motivate students during the learning process.

The **practical value** of the thesis is to emphasize importance taking responsibility in the learning process.

The **current thesis** consists of Introduction, Part 1, Part 2, Part 3, Conclusion. The first part is about theoretical concept of self-regulation. It gives us a brief overview of the definition of self-regulating. In this part there are discussed the levels of autonomy, types of English Language learners and the importance of self regulation in language learning.

The second part is about the role of motivation in self-regulated language learning. There will be discussed the definition of motivation, types of motivation and role of motivation in the learning process. At last we can read a brief overview about how the learning environment encouraging students responsibility.

The third part is a research about taking responsibility for the learning process: motivation and self-regulation. In this part interviews with English teachers and their opinion about responsibility are analysed.

Mainly Pintrich"s, Zimmerman"s and Duckworth"s investigated this topic. In addition, I used Kuhl"s, Erikson"sand Lynam writings to.

According to Rothbart self-regulation **is „the ability to inhibit a dominant response to perform a subdominant response, to detect errors, and to engage in planning"** [28, 575]. The

autonomy is not a congential ability, so developing learners autonomy takes a lot of time from the students and the students too. Many scientist thinks that self-regulated learning includes the processes of motivation and volition. According to them self regulated learners regulate their emotions during the learning and understand their thoughts. Self-regulated learners are always try to reach their goals and take responsibility for their own learning.

Motivation according to Likert, "It is the core of management which shows that every human being gives him a sense of worth in face-to face groups which are most important to him [29].

PART 1 THEORETICAL CONCEPTS OF SELF-REGULATION

Self-regulation plays an important role in our life. In this part there are definitions of self-regulation, what elements it consists of and what kind of role it has in language learning. Than we can read about the levels of autonomy. Different types of language learners are also discussed in this part.

1.1 Defining self-regulation

Self-regulation is a voluntary control of attentional, emotional and behavioral impulses in personally valued goals and standards. By specifying that goals and standards are personally valued, we do not mean that thez are necessarily selfish. Self-regulation is required to adhere to

goals and standards that are altruistic in nature as well as those that are not. We use the term „**self-regulation" interchangebly with the terms self**-control, self-discipline, and willpower-and

suggest that the terms impulsiveness and impulsivity consider deficits in self-regulatory competence.

Self-**regulation is „the ability to inhibit a dominant response to perform a subdominant response, to detect errors, and to engage in planning"**[28]. While self-regulation is most certainly multi-dimensional in the sense of involving more than one distinct psychological process [12], they suggest it is nevertheless a coherent high-order construct, and a profitable target of study alongside its component process.

In childhood temperament, self-regulation is typically distinguished from two factors that more reactive anada less voluntary in nature: negative emotionality, for example fear and surgency (positiv emotion) [28]. Many psychologists consider self-regulation to be identical with Big Five Consciousness (Conscienousness, Agreeableness, Extraversion, Emotional Stability, and Openess to Experience). According to Whiteside and Lynam [33] the tendency to think and plan before acting and the regulation behaviour in the face of frustration are both aspects of Big Five Consciousness, whereas the regulation of urgent, negative emotions corresponds to Big Five Emotional Stability, and the tendency to have strong impulses toward risky, exciting activities; which is make self-regulation more difficult, relates to Big Five Extraversion. [12]

1.2 Levels of autonomy

"Learner autonomy is characterized by a readiness to take charge of one"s own learning in the service **of one"s needs and purposes"** [12] Taking responsibility for our act or our learning process is sometimes very hard. Regardless of the fact that we are adults, it is sometimes as

difficult task to take responsibility as a child or a learner. The teachers also have a challenge, to draw students attention to take responsibility for their own learning process. The first and the most important task is to give the students autonomy. Thank to this, according to Eriksson [13], when a student uses autonomous abilities, the learning could be defined as self-directed or independent. The autonomy and differentation have been central in more recent educational paradigms. The Common European Framework of Reference for Languages one of the main task that [9] sets learner autonomy as one of the main goals of the action-oriented approach. This approach concentrate the formation of an autonomous learner and advocates a more learner-centred pedagogy [9].

Those students who perform well in school are better, than who performs not as good?. The reason is very simple. Every student is other and other and they are special one by one. Some student needs more help and some students less. So the learner autonomy is a good method to everyone can fully apply to the best of ther konwledge and ability.

The autonomy is not a congential ability, so developing learners autonomy takes a lot of time from the students and the students to. According to Dam [10], if the teacher wants to develop the students autonomy, the trust and respect indispensable between them.

Accordig to Holec, autonomy is the opposite of individualisation, and the learners are not taking responsibility for their own learning, learners are become dependent of the teacher. In the end of the 20th century, Dam discovered the advantages of giving learners a share of responsibility for planning and conducting classroom activities, resulting in better learning since the learners were more actively took part in the learning process.[10]. After it Huttunen highlighted that autonomy not just means that working alone. The collective work also has positive effect, because if the students work together in small groups they have better marks, and it is also connected to the learners autonomy. Autonomous learning is more effective than non-autonomous learning. Accordig to this, the autonomous learning implies better language learning. This is one of the three hypotheses which almost all research in the field of autonomy is based on, and has implications for [24]. As Benson [24] expressed, many advocates for autonomy are concerned primarily with the ability to learn effectively and to reach personal goals.

In the late 1990s a number of writers sought to operationalize the notion that autonomy is **a matter of degree. Nunan"s [23] attempt involved a model of five levels of „learner action" – „awareness", „involvement", „intervention", „creation" and „transcendence"** – which could inform the sequencing of learner development activities in language textbooks. These levels also **involved dimensions of „content" and „process". At the awareness level, for ex**ample, learners **would be „made aware of the pedagogical goals and content of the materials", „identify strategy**

implications of pedagogical tasks", and „identify their own preferred learning styles/strategies". At the transcendence level, learners would „make links between the content of classroom **learning and the world beyond" and „become teachers and researchers".**

There is an another model in autonomy. It is Littlewood"s [18] model, where he distinguishes a three-stage model which involved dimensions of language acquisition, learning approach and pesonal development. In this case of classroom organization, it involved learners ability to take responsibility for their own learning and to apply active, personally relevant strategies. At the same time, Macaro [19] proposed a somewhat similar three-stage model **involving „autonomy of language competence", „autonomy of language learning competence" and „autonomy of choice and action". Scharle and Szabo"s** [30] resource book for the development of autonomy was also **informed by a three phase model involving „raising awareness", „changing attitudes" and „transferring roles".**

Language learning is a lifelong process. If a student wants to acquire a language, than has to develop his language skills not only in the classroom. Developing learner independence has an important role in the theory of language learning.

The language learning consumes a considerable amount of time. Language learning not just begins and ends in the classroom. Learners have to develop their language skills at home too. The autonomy moves into a place, where students can direct their own learning. It is a learning process, which take place without the immediate intervention of the teacher. In this process the learner set their own goal and follow them. The student dedicated themselves to the strategies which they use. Thank to this procedure the learners will be more effective when they study independently. The autonom language learning demands student involvement, and this involvement can lead to deeper and better learning. Students must take responsibility for their own learning.

Autonomy in Foreign Language Learning does not mean that we leave the students to themselves. It is a structure, where the students can act and take control of their own learning. In the same way, this understanding of autonomy does not exclude the collaborative dimension of learning [30]. Learning together is a ccentral principle of the action-oriented approach and of its socialcultural backround. With this approach the students will work in groups to perform complex tasks with others. In the co-learning every learner brings his or her own knowledge and skills. The co-learning situated in interaction and through dialogue.

In the action-oriented approach learner autonomy is regarded as a way to empowerlearners and develop their ability to participate in collaborative action. An autonomous learner will be able to adapt to any type of situation and, in this way, become a responsible and supportive citizen [9].

Teachers play a central role in this process. They are the guides, they are not just give advice to the learners, but also giving them space to control their own learning. This is a good incentive for students to have more autonomy. When a teacher wants to develop the learners autonomy, first of all students need to be aware of the possibility of making decisions and choices.

1.3 Types of language learners

Young learners need to be given a wide variety of activities which relate to the different senses. Activities in a young learner classroom should be short. With adults it is possible to spend more time on learning tasks so it is possible to engage more deeply with the learning materials.

The teacher needs many objects, visuals and pictures to work with, and to create a possibility to use all of the school's surroundings. It is also important for the teacher to let the children play with the language, talk to themselves as much as it is possible, use songs, rhymes and tell stories.

Children's learning is based on imitation and having fun rather than on their awareness of learning. Imitation is the easiest way of introducing new vocabulary and its aim is to lead to correct articulation and intonation of sounds and their memorization. This is because of children's flexible larynx which allows for nearly ideal imitation of sounds and the most efficient brain which all together create a great opportunity for language acquisition.

The first step in creating an appropriate environment for young learners is to examine how young children learn and develop. Each stage of development has unique characteristics that influence how a child will experience his or her environment. The early environment where young children live will help determine the direction of their brain development. Children who have severely limited opportunities for appropriate experiences will be delayed; this may permanently affect their learning. But children who have the opportunity to develop in an organized and appropriate environment are challenged to think and use materials in new ways.

Teaching grammar and vocabulary some students of young learners find grammar very appealing, some find it intrinsically boring, and some find it useful but really hard work. In order to make grammar more interesting for young learners. **It„s recommend**ed a more inductive approach, i.e. students should be allowed to work out the meaning and the rules of the grammar for themselves. It is also thought **that the teachers „meta**-language **„(i.e. the language used to talk about the target language) should be kept to an absolute minimum. Furthermore, it"s crucial to** get young learners to use the target language in an authentic way about their own lives. And, in addition to such communicative work, young learners can be encouraged to do some analytical work, particularly where communicative outcomes are affected [14].

All English teachers who teach English to children face a big problem and that is **maintaining learners‟ interest throughout the** lessons. Teachers should always be creative in the **techniques they use. One interesting and funny way of maintaining learners‟ motivation and** interest is the use of stories, games and songs in English. Stories, games and songs have a great impact on the learner firstly because they present themes which are interesting for them, and secondly because they have a major input, and they are able to express what they want using what they were exposed to. Using stories it is a good technique to teach English. Stories can be a supplementary material when teaching English to young learners particularly when the stories can be integrated to the course. Teachers can read it to children from storybooks, memorize the stories then tell it to children, or play it on a tape. There are some activities that teachers can involve when they are telling stories. These activities are designed to engage students in the story telling time and to avoid a teacher-dominated classroom activity. The activities are:

a. The children draw characters or scenes from the story.

b. Teachers tell the story with puppets, children then retell the story with their own puppets.

c. Children arrange pictures from the scene of the story, or touch/jump on the correct pictures as teachers tell the story. This activity can also be modified by asking students to guess what the story will be by arranging pictures from the scene before teachers tell them the story.

d. Each child has a word card. When her word is mentioned in the story, she has to do something about it, like raising her card, make funny noise, or put up her hand.

e. The teacher stops sometimes during the story to ask students what they think is going to happen next.

When we teach young learners we have to pay attention to a few things. The most important, that activities should be short and it should include a lot of activities. Adults have more opportunities. They can use many different ways of studying and practicing language. They can engage more deeply with the learning materials, because adults spend more time on learning tasks.

The relevance of course is the students will engage their home and society environment into the activities in the book. In the exercises, most of activities given is case study. So, the students is allowed to think critically in group discussion.

The students are able to comprehend and explain the distinction learning system in three groups of English Learners and the impact of those distinction to the learning strategies [14].

The concept of young learners has been changedduring the century, in the past the concept of of young learners was refered to students between five and twelve years.

Today, the young learners startthe Pre-school (three years) to Elementary school (12 years). Different age is crucial to determine the teaching method, emphasizes the language competence and address the cognitive skills. Hammer classified three learner groups keeping in mind:

Young Learners: they respond although they do not understand. They like talking about themselves and respond to learning that uses their lives as the main topic. They love discovering things, making or drawing things, using their imagination, moving from one place to another, solving puzzles. They have a short attention span; they can easily get bored after 5-10 minutes. Teachers should have a rich repertoire of activities to help young children receive information from a variety of sources and plan a range of activities for a given time period. Teachers should work with students individually or in groups. Teachers need to be aware of the students interests to motivate them. The classroom should be colourful and bright with enough room for different activities. They understand mostly when they see, hear, touch and interact rather than from explanations. Abstract concepts are difficult to deal with. They generally display a curiosity about the world and an enthusiasm for learning a language.

Teenager: Despite their success in language learning, they are seen like problematic students. They search for identity and self-esteem; thus they need to feel satisfied with themselves and valued. Most of them shuld understand the need for learning. Attention span is longer as a result of intellectual development. They can talk about abstract issues to a certain point. They can use many different ways of studying and practicing language. They need a teacher and peer approval and are sensitive to criticism of their own age group. Teachers should link teaching to their everyday interests and experiences.

Adults: They can think in an abstract way. They have a whole range of (positive or negative) life and learning experiences. They have expectations about the learning process and they have their own patterns of learning. They are more disciplined than the other age groups and know how to struggle on despite boredom. Unlike other groups, they know why they are learning and what they want to have at the end. They sustain a level of motivation even for a distant goal, which is difficult for the other groups. They can be critical of teaching methods or they may feel uncomfortable with unfamiliar methods. Older ones worry that their intellectual powers diminish by age. They have a longer concentration span to continue an activity than the other groups. Teachers should consider their (positive or negative) learning experiences.

Most activities for children should consist of movement and involve their senses. The teacher needs many objects, visuals and pictures to work with, and to create a possibility to use

all of the school's surroundings. It is also important for the teacher to let the children play with the language, talk to themselves as much as it is possible, use songs, rhymes and tell stories.

The relevance of course is the students will engage their home and society environment into the activities in this book (as mention details in exercises). In the exercises, most of activities given is case study. So, the students are allowed to think critically in group discussion.

The students are able to understand and explain about the characteristics of young **learner‚s learning style connected to the learning theories of P**iaget, Vygotsky and Bruner [15].

Piaget‟s concern was how young children function in the world that surrounds them, and

how this influences their mental development. The child is seen as continually interacting with the world around her/him, solving problems that are presented by the environment.

Piagetian psychology differentiates two ways in which development can take place as a result of activity: assimilation and accommodation. Assimilation happens when action takes place without any change to the child; accommodation involves the child adjusting to features of the environment in some way. Accommodation is an important idea that has been taken into second language learning under the label `restructuring, used to refer to the re-organization of mental representations of a language [21].

From a Piagetian viewpoint, a child‟s thinking develops as gradual growth of knowledge

and intellectual skills towards a final stage of formal, logical thinking. However, gradual growth is punctuated with certain fundamental changes, which cause the child to pass through a series of stages. At each stage, the child is capable of some types of thinking but still incapable of others. In particular, the Piagetian end-point of development - thinking that can manipulate formal abstract categories using rules of logic - is held to be unavailable to children before they reach 11 years of age or more.

The experimenta**l studies used to support Piaget‟s theories have been criticized for not** being sufficiently child-friendly, and for underestimating what children are capable of. In a series of ingenious experiments, Margaret Donaldson and her colleagues have convincingly shown that when appropriate language, objects and tasks are used, very young children are capable of many

of the ways of thinking that Piaget held too advanced for them, including formal, logical thought [11]**. These results undermine some of Piaget‟s theor**etical views, particularly the notion of discrete stages and the idea that children cannot do certain things if they have not yet `reached

that stage. An example of how stage theory can lead to restricting children‟s learning occurred in

the UK in the late 1970s and early 1980s. Before children were allowed to start writing sentences, they had to complete sets of `writing readiness activities that worked on part-skills. In spending so long on writing patterns and bits of letter shapes, they were missing out on the more holistic experiences that also help children understand the purposes of writing as communication.

An important dimension of children‟s lives that Piaget neglects is the social; it is the child on his or her own in the world that concerns him, rather than the child in communication with adults **and other children. As we will see, Vygotsky‟s ideas give a much greater priority to social** interaction.

Vygotsky‟s views of development differ from Piaget‟s in the importance he gives to language and to o**ther people in the child‟s world. Although Vygotsky‟s theory is currently most** noted for his central focus on the social, and modern developments are often labelled **„sociocultural theory‟, he did not neglect the individual or individual cognitive developme**nt. The **development of the child‟s first language in the second year of life is held to generate a** fundamental shift in cognitive development. Language provides the child with a new tool, opens up new opportunities for doing things and for organizing information through the use of words as symbols. Young children can often be heard talking to themselves and organizing themselves as they carry out tasks or play, in what is called private speech. As children get older they speak less and less aloud, and diffe**rentiate between social speech for others and „inner speech‟, which** continues to play an important role in regulating and controlling behavior [32]. Adults sometimes resort to speaking aloud when faced with a tricky task, like finding the way to an unfamiliar place, verbalizing to help themselves think and recall: Turn left then right at the roundabout . . .

In considering the early speech of infants and its development into the language, Vygotsky distinguishes the outward talk and what is happening in the **child‟s mind. The infant** begins with using single words, but these words convey whole messages: when a child says **juice, she/he may mean I want some more juice or my juice has spilt. As the child‟s language** develops, the whole undivided thought message can be broken down into smaller units and expressed by putting together words that are now units of talk. Underlying Vygotskyan theory is the central observation that development and learning take place in a social context, i.e. in a world full of other people, who interact with the child from birth onwards. Where as for Piaget the child is an active learner alone in a world of objects, for Vygotsky the child is an active learner in a world full of other people. Those people play important roles in helping children to learn, bringing objects and ideas to their attention, talking while playing and about playing, reading stories, asking questions. In a whole range of ways, adults mediate the world for children and make it accessible to them.

Theories of Learning Development The field of teaching young learners particularly in teaching English, has expanded enormously in the last recent years. The major theorists in developmental psychology, Piaget, Vygotsky and Bruner, highlighting key ideas from their work that can inform how we think of the child as a language learner. The outcome of cognitive

development is thinking. The intelligent mind creates from experience generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions. Thus, children as they grow must acquire a way of representing the recurrent regularities in their environment. So, to Bruner, important outcomes of learning include not just the concepts, categories, and problem-solving procedures invented previously by the culture, but also the ability to invent these things for oneself. Cognitive growth involves an interaction between basic human capabilities and culturally invented technologies that serve as amplifiers of these capabilities. These culturally invented technologies include not just obvious things such as computers and television, but also more abstract notions such as the way a culture categorizes phenomena, and language itself. Bruner would likely agree with Vygotsky that language serves to mediate between environmental stimuli and the individual's response. The aim of education should be to create autonomous learners (i.e., learning to learn) [6]. In his research on the cognitive development of children, Jerome Bruner proposed three modes of representation:

a. Enactive representation (action-based)

b. Iconic representation (image-based)

c. Symbolic representation (language-based)

For Bruner, language is the most important tool for cognitive growth, and he has investigated how adults use language to mediate the world for children and help them to solve problems [4].Talk that supports a child in carrying out an activity, as a kind of verbal version of the fine-tuned help given in the baby feeding example above, has been labelled scaffolding. In experiments with American mothers and children, parents who scaffolded tasks effectively for children did the following: they made the children interested in the task; they simplified the task, often by breaking it down into smaller steps; they kept the child on track towards completing the task by reminding the child of what the goal was; they pointed out what was important to do or **showed the child other ways of doing parts of the tasks; they controlled the child"s frustration** during the task; they demonstrated an idealized version of the task. [34]

Bruner"s Three Modes of Representation Modes of representation are the way in which information or knowledge are stored and encoded in memory. Rather than neat age related stages (like Piaget), the modes of representation are integrated and only loosely sequential as they translate into each other.

Enactive (0 - 1 years)

This appears first. It includes encoding action based information and storing it in our brain. For example, in the form of movement as a muscle memory, a baby might remember the action of shaking a rattle. The baby represents past events through motor responses, i.e. an infant **will —shake a rattle** which has just been removed or dropped, as if the movements themselves

are expected to produce the accustomed sound. And this is not just limited to children. Many adults can perform a variety of motor tasks (typing, sewing a shirt) that they would find difficult to describe in iconic (picture) or symbolic (word) form.

Iconic (1 - 6 years)

This is where information is stored visually in the structure of images (a mental picture in **the mind,,s eye). For some, this is conscious; others say they don,,t have any experience**

According to this we can explain why is important and helpful to use im ages, illustrations and diagarams to entail verbal information when we are learning a new subject. Symbolic (7 years onwards)

This develops last. This is where information is stored in the form of a code or symbol, such as language. This is the most admisseble form of representation, for actions & images have a fixed relation to that which they represent. Dog is a symbolic representation of a single class. **Symbols are flexible in that they can be manipulated, ordered, classified etc., so the user isn,,t**

constrained by actions or images. In that stage knowledge is stored first of all as symbols, word, mathematical symbols, perhaps in other symbol systems.

Bruner's constructivist theory says it is succesful when they learn the new material to follow a progression from enactive to iconic to symbolic representation; this process should also be followed by adult learners too. A true instructional designer, Bruner's work also says that a very young learners are able to kearn any material so long as the instruction is organized appropriately, in sharp contrast to the beliefs of Piaget and other stage theorists.

Piaget drew attention how important is the childs environment, after that Bruner and Vygotsky emphasize the children social environment. They are agree that adults should play an active role in assisting the child's learning. Bruner and Vygotsky,focused attention on the social nature of learning, citing that other people should help a child develop skills through the process of scaffolding. The term scaffolding first appeared in the literature when Wood, Bruner and Ross described how tutors' interacted with preschooler to help them solve a block reconstruction problem [10]. The concept of scaffolding is very similar to Vygotsky's notion of the zone of proximal development (ZPD), and it's not uncommon for the terms to be used interchangeably. Scaffolding involves helpful, structured interaction between an adult and a child with the aim of helping the child achievetheir own goals. Scaffolding refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring'.

Obviously, there are similarities between Piaget and Bruner, but an important **difference is that Bruner ,,s modes are not related in terms of which presuppose the one that**

precedes it. Although sometimes one mode may dominate in usage, they are exist together. Bruner states that what determines the level of intellectual development is the extent to which the child has been given appropriate instruction together with practice or experience. So - the right way of presentation and the right explanation will enable a child to understand a word or phrase which is only understood by an adult. His theory stresses the importance of education adult and education. Although Bruner proposes stages of cognitive development, he doesn„t see them as representing different separate modes of thought at different points of development (like Piaget). Instead, he sees a gradual development of cognitive skills and techniques into more integrated ―adult cognitive techniques. Bruner views symbolic representation as crucial for cognitive development and since language is our primary means of symbolizing the world, Bruner attaches great importance to language in determining cognitive development.

1.4   Self-regulation in language learning

Many scientists think that self-regulated learning includes the processes of motivation and volition. According to them self regulated learners are regulate their emotions during the learning and understand their thoughts. Self-regulated learners always try to reach their goals and take responsibility for their own learning.

Self-regulated learning includes motivational and volitional behavior. Self-regulated learning involves observations of the various ways that students become conscious of learning environments and make those environments work for, rather than against, them. [35]

For most students the „dynamic moment of volition" [16] becomes apparent with the realization that:

•   here is a task I have to work on now

•   there are several things I would rather do and other things I would rather pay attention to;

•   therefore, a certain amount of effort is required for me to do this;

•   I try, I can probably get it done.

How students become self-regulated in the sense of actively using cognitive, motivvational, and volitional resources in school is a key issue for educational research. [36]

In the self-regulated learning there are four assumptions. The first assumption is the active constructive assumption. According to this assumption, students are active conssstructive participants in the learning process. The second assumption is the potential for control assumption. According to this assumption permitted regulation, control and monitoring. The assumptions recognize that there are developmental, individual, biological and contextual difference which can interfere with individual efforts at self-regulation.

The third assumption is the goal, criterion. According to this assumption learners can set goals to try for in their learning. In this assumption students can keep tabs on their progress and after it they can adapt and regulate their motivation and behavior to reach their goals.

The fourth and the last assumption are the self-regulatory activities are mediators between personal and contextual characteristics and actual achievement or performance. According to this assumption, also the learners sel-regulation processes can affect the achievement. Most models of self-regulation assume that self-regulatory activities are directly linked to outcomes such as achievement and performance, although much of the research examines self-regulatory processes as outcomes in their own right.

Models of self-regulated learning have four general domains that the learnerd can try to self-regulate:
- cognition
- motivation
- behaviour
- environment

The cognitive domain includes various cognitive strategies that students can use to help them understand, reason, problem solve and remember. This strategie they can use for example to take notes, learn something, or to write papers. A good self-regulating learner uses a lot of different strategies which helps reach him or her goal effectively. [25]

The motivation domain includes various strategies that learnes can use to try control their motivation and emotion. It is contain strategis for boosting self confidence or strategies to try control their interests. A good self-regulated learner do atttempt to control their motivation and emotion to reach their goal also effectively. [29]

The behaviour domain includes attempts to control our behaviour. This could invilve increasing or decreasing effort on a task or giving up. Good self-regulated learners would adjust their effort levels to the task and their goals. They always know when and what they need to do. For example when they need to ask for help, when to continue or when to stop dooing the task.

At last but not least self-regulated le**arneres can control the environment. They don"t** control everything, but a good self-regulated learner can try to control distractions by asking others to be quiet or by moving to another location. Self-regulated learners sensitive to the contextual demands and attempt to cope with them in an adaptive manner. But also sel-regulated learners can help the other students, how they can do the excercises morewholesome.

There are a lot of factors that can influence the development of self-regulation. Presumably the students begin to develop some of the important self-regulation strategies at late elementary school grades.

Self-regulated learning is also time-consuming and quite difficult for some students, even when provided with explicit instruction in self-regulation. Accordingly, it is important that students are motivated to be self-regulating. Research of Paul R. Pintrich [26] on the role of motivation in self-regulated learning has suggested three important generalizations about the relations between motivation and self-regulated learning. First, students must feel self-efficacious or confident that they can do the tasks. If they feel they can accomplish the academic tasks, then they are much more likely to use various self-regulation strategies. Second, students must be interested in and value the classroom tasks. Students who are bored or do not find the tasks useful or worthwhile are much less likely to be self-regulating than those who are interested and find the tasks important. Finally, students who are focused on goals of learning, understanding, and self-improvement are much more likely to be self-regulating than students who are pursuing other goals such as trying to look smarter than others, or trying not to look stupid. These generalizations have been found in a large number of studies and seem to be fairly robust, but of course there is a need for more research on the role of motivation in self-regulated learning.

The most important to develop students self-regulation skills, that learners have the opportunity to try to take control of their own learning and are given the chance to try tasks on their own. Students also need the opportunity to have guided practice with the use of these strategies, with support and guidance from knowledgeable others, whether they be parents, teachers, or peers. Students whose self-regulated learners they will be more succesful in school, to learn more and achieve their goals.

PART 2 THE ROLE OF MOTIVATION IN SELF-REGULATED LANGUAGE LEARNING

This chapter deals with motivation. There are general concept of motivation discussed. It also deals with the role of motivation in self-regulation. The relevants of learning environment is also presented in this chapter.

2.1 What is motivation?

Motivation according to Likert, "It is the core of management which shows that every

human being gives him a sense of worth in face-to face groups which are most important to **him….A supervisor should strive to treat individuals with dignity and a recogn**ition of their personal   **worth."**   [29]

A lot of teachers believe student motivation is a significant contributor to school performance. The motivation has aspects which are theoritically important, they are: motivation to reach our goals, interest and effort toward schoolwork, self-confidence in our ability and persistence. In the last century was a research which examined relationships among motivated behaviour, related processes and other student and school characteristics in classrooms. From this research turned

out, that motivation for schooling is an elliptical orbit around two points. On the one hand the **reward system is structured to make schooling an „exchan**ge of performances for grades" [5]. On

the other hand, a lot of schools tasks appeal learners, who take figuring out how it works as a major charge.

The learning oriented learners have more attentive behaviour, the use deeper learning

strategies and they feel better about themselves as students. [22] In addition, from this research we know, that some students are motivated to work hard, but perform poorly because of enviromental and personal factors.

Although there has been a decade of research in motivation, scant attention has been paid to another aspect of personal control that contributes to afective performance in school. Besides

motivation, the question of volition should be adressed as well. Colloquially, volition is taken to mean strength of will. To do something of one's own resources and sustained efforts,

independently of any external source or pressure. Volition connotes a kind of dilingence that goes beyond simple interest or goal directedness.

Recently, scientific psychology has tries to clarify what it means to have volition or apply volitional resources and to ask what these resources are. It has also rejected the historical connection between failures to apply volitional resources and weakness of moral character. What has been discoveres is that volitional resources are best viewed as strategic activitis students engage in to direct and control their own and others behaviour toward goals. Volition involves

the judicious application of strategies for managing complex tasks or protecting one's best laid plans for accomplishing task-related goals. [16] Where motivation denotes commitment, volition denotes follow-through

Many students for example encounter school situations in which confirming ability or appearing competent may be emotionally preferable to learning new material and extending their ability. The emotional preference may nit, however, be the goal students want, intellectually, to enact. Intellectually, students might well be commited to master the material. Engaging volition, then involves recognizing the need to raise the statue of the intellectual goal relative to the emotional goal in such situations and to actually follow through on the intellectual goal instead. [17]

2.2 The role of motivation in self-regulation

Motivation is plays an importent role in the learning. With motivation we can ecourage students and motivate them to take responsibility in the learning process.

There are a lot of models of mativation, that is important to student during their learning process [21]. But there sre three general types of motivational beliefs. They are:

a) self-**efficacy beliefs which is judgements of one"s capabilities to do the academic** task

b) task value beliefs which are beliefs about the umportence of interest in, and value of the task

c) goal orientations which arewhether the focus is on mastery and learning of the task, grades or extrinsic reasons for doing the task, or relative ability in relation to social comparisons with other students. [23]

The relations between these three general types motvational beliefs have been examined and the use of self.regulatory strategies in both middle school contexts as well as college and university contexts have been explored. [23] Research has shown that a child is better self-regulated when he or she is motivated. So the motivation and self-regulation strongly connected with each other.

Self-efficacy has been defined as individuals' beliefs about their performance capabilities in a particular domain [4].The construct of self-efficacy includes individuals' judgments about their ability to accomplish certain goals or tasks by their actions in specific situations [26]. Self-**efficacy also includes students" confidence in their cognitive skills to learn or perform the** academic course work. [31]

There is a strong relationship between sef-efficacy and self-regulated learning. Self-efficacy also referred to as grade expectation [20] is the specific grade students expect to obtain. Hence, whereas academic self-efficacy is a relatively general measure of expectations

concerning successful learning and performance, performance self-efficacy is more specific, focusing on the expected grade. Performance self-efficacy is the strongest predictor of academic performance to the best of our knowledge there is no research on performance self-efficacy under different assessment policies [27].

Task value refers **to a student**"s self-motivation for and enjoyment of academic learning and tasks [27].The importance component of the task value is a perceiving individuals about the **importance of the task or keeping it in mind. Interest isit is assumed that individuals "general** attitudes or preference for the task are somewhat stable over time and depend on personal characteristics. Useful value:the perception of individuals determines how useful the task is to them.For students, this may include the belief that the course will be useful to themimmediately in some way (e.g. help them cope at university), especially (e.g.this information is needed for upper-level courses) or for their careers and lives in general (e.g.it helps them in some way in graduating school). In the studies summarized in the tables1 and 2, the value of the task was **shaped operatively based on students "perceptionsthe importance, usefulness an**d interest of the subject for them. [26], Task value beliefs were correlated positively with cognitive strategy use including rehearsal, elaboration, and organizational strategy use. In addition, students who reported higher levels of interest and value were more likely to report that they were using more strategies to monitor and regulate their cognition.

The main aim of the goal-**orientation that a students" level of aspired grade.** A mastery goal orientation refers to a concern with learning and mastering the task using self-set standards and self-improvement. An extrinsic orientation includes a focus on getting good grades and pleasing others (teachers, parents) as the main criterion for judging success. Finally, a relative ability orientation has been included. This orientation refers to a concern with comparing one's ability or performance to others and trying to best them, to do better than them on the task. [25]

This work on goal orientation "its nicely with self-regulated learning theory because it is assumed that in order for students to self-regulate their learning, performance, and behaviour, they must have some goals or standard or criterion against which to compare their progress. Goal theory offers the idea that students have a general orientation to achievement tasks that can be described in terms of the three general orientations of mastery, extrinsic, and relative ability. If students adopt one orientation more than the others, then the setting of this general orientation or standard should be related to their use of various self-regulatory strategies [25].In fact, very consistent relations have been found between the different goals and self-regulation. This is the only case where there were some developmental differences in the pattern of relations between motivation and self-regulation. It may be that for American college and university students, who

do have much more choice and control over their time, their effort, their studying, and even class attendance, than middle school students, a concern about getting grades helps to motivate them to at least attend class and be somewhat involved in the course work [25].

2.3 The role of learning environment

Caring environment in which children feel secure and valued will allow them to express their thoughts, feelings and understanding. The classroom environment should promote language as a tool for learning across the curriculum. Teachers need to provide an environment which promotes active listening and purposeful talking, well designed writing and comprehensive reading. Creating safe and caring environments for children from linguistically and culturally diverse backgrounds involves establishing a tone of respect. This means that children, parents and community members should feel as though they are welcomed members of the learning community and that their diverse identities are valued [34].

Establish a welcoming environment by reflecting the linguistic and cultural diversity of all children in such things as classroom posters, pictures, props, tabletop toys, games, storybooks, media resources, musical instruments and foods served in the classroom providing opportunities for family and community members to share experiences with children in the classroom in their home language. As well as in English providing learning experiences such as field trips and other community outings to places where children and families can learn about the culture and history of themselves and others. Offering opportunities for children, assisted by their parents or other family and/or community members, to cook foods from a wide range of cultural backgrounds learning and using key words in the home languages of the children ensuring that all children are respected and valued, and that biases and discrimination are quickly and effectively dealt with when they arise. [14]

Play is the cornerstone activity for social, cognitive and language development in children Early childhood professionals should promote play as the leading activity for children. The relationship between language development and play is the following: language makes it possible for children to adopt roles, and to negotiate the rules and goals of play. Dramatic or pretend play stimulates the development of language. Play fuels development through imagination and symbolic functions. Symbolic functions are the ability to understand that objects, actions, words and people can stand for something else. Symbolic functions are at the core of pretend play and form the foundation for conceptual thinking, literacy and numeracy. For young children learning a new language, play provides a safe space to try out new words. Even if they do not know the exact word for something, children do not feel embarrassed by using a

different name for it since, as in play, everything can become anything- a stick can be a horse or a pen. [13]

When the teacher wants to create a good environment to students, he or she need to pay attention at first to create an environment of trust. And why is it important? Because if the student sees they are can trust the teacher, and the teacher care about their education, than the student will be more open to the teacher. For example when the students work independently, there is also a responsibility for teachers to support their learners.

The second important thing that the teacher need to build a holistic approach to student learning. It is important because students are our future. They will be doctors, teachers etc. And the teacher has to teach their students to take responsibility. It will ultimately provide that foundation knowledge students can utilize in later life.

If the teacher wants to create a good environment to students, than in some way she or he need to prepare the students for life beyond the classroom. Teacher need to re-enganging unmotivated student**s. Motivation helps us during the lesson. When we don"t motivate our** students, than learners will actively disengage from the classroom.

At last but not least the teacher need to develop students emotional intelligence as well as cognitive. Some researches say, the three combination of emotional and cognitive intelligence help in the succesful language learning. [16]

PART 3

RESEARCH ABOUT TAKING RESPONSIBILITY FOR THE LEARNING PROCESS:

MOTIVATION AND SELF-REGULATION

My hypothesis about this topic, that students are responsible for their own learning, and students in this modern society pay more attention to foreign language learning and they attend exta lessons in foreign language. My second hypothesis, that girls are more responsible for their learnig than boys.

I made an interview with ten Enlish language teachers who teach English at elementary and higher vocational schools. I have chosen these English teachers, because they taught me at elementary and high school too. So we know each other, and we could speak about this topic. These teachers have more than 5 years teaching experience, and they helped me a lot with their answers.

The purpose was with these interviews **to get acquainted with the teacher"s opinions and** point of views about this topic, what teaching strategies they are use, how they motvate their students.

3.1 The process of the research

I have chosen nine teachers to conduct my research. We arranged an appointment for each teacher to complete the interview. Due to the quarantine, we were unable to meet personally, so we did the interviews over the internet.

The interviews were in Hungarian. This research contain 10 questions. Interviews were made anonymously. Recordings of the interviews and questions can be found in the Appendix. Eight teachers allowed the recording of their voice, but one did not. She answered my questions in the form of an open questionnaire.

3.2 Data and analysis of the research

As I mentioned the interview containes 10 questions. The first question was, that „ As a eacher what is your responsibility in the language learning". Then my next question was, that „Should students be respon**sible for their own learning?". The third question was that „What is the main problem with students in this area?". The fourth question was to the teachers, that how they** motivate their students? The next question was, that what strategies do they use. The sixth **question was, that „What dificulties do they encounter with taking responsibility?". The next** thing I was wondering, that approximately how many students attend extra lessons in foreign language. Then my next question was, that does responsibility, ability and activities significantly

differ according to gender? And my last question was, that does responsibility, ability differ according to motivation levels?

Sz. E. was my first interviewee. She teaches English in elementary school. In her opinion the teacher has big responsibility in the learning process, because she is the person, who organizes it all, she who motivates the students, she passes on the knowledge and she directs the **student"s attention in the right direction. She believes that every** student responsible for their own learning regardlessof the age of the pupil, because no one can sit down to study, to practice or do their homework for them. This is the students responsibility. Students need to study during their

life taking responsibility. At first they are taking responsibility for their learning, it is the „work"

of the student. If the student is able to take responsibility for learning, he or she is also able to progress or get more. In her opinion students are often not mature enough to see what is

important to them in life. When they learn a foreign language, until they don"t experience on

their own skin how good it would to be to speak a foreign language they do not consider it important to be unable to do something, or sacrifice their time to learn it. She places an important emphasis on motivation. She thinks that every student has a different language of love. For example there arre students, whose gift is the language of love. So with smaller gifts, that are just a piece of candy or chocolate and she gaves them, if students is really getting ready for class or doing their homework. Of course, they occasionally receive such a smaller gift, not regulary. She **expresses her joy if the students prepare to the lesson. The other „method" which she motivates,**

that is to invite an american native speaker friend to give students an usual lesson when students can experience how much they know, or how little they know, or what they would still need to learn to be effective in everyday communication. Furthermore, the teacher tries to create situations for the students to recognize the importance of it being good for them to learn English. She also tries to motivate students with examples. She brings the example of older students, to observe what life they have and they are succesful because of their learning and diligence. Or she uses deterrent example. Because students have a choice to choose a jobwhere they can barely see

their family, or to bring the story of famous people that they didn"t have a good family

backround either. However, it is not this that matters, but willpower and diligence does. The teacher tries to understand her students. Because regularity is important to her, she uses organized teaching. She finds it important to organize her teaching process. It is also important to her, that students study on a regular schedule. Furthermore she is always moving from the simplest things to the harder ones in her lessons, constantly expending pupils knowledge. She thinks, that students are not overwhelmed. They have only one important task, it is to learn. Children are reluctant to invest enough energy or spend enough time learning. It can be observed with students, that they are often superficial. They say, that they learned, but in fact that learning

was not deepened, they did not devote the amount of time it would have taken to mastering the curriculum. Many t**imes they try to find a way out of why thy didn"tdo their „job".** Everyone communicates in their own language. Being visually minded, she taught her students visually for a long time. But then s**he realized that this wasn"t right for every child, so** she also uses the auditiv method in her lessons.

She often finds that boys have better logical thinking and they are sometimes more talented but less diligent. And girls are more diligent and in vain are not as talented as some boys, for example, but they can go beyond boys within their diligence. On the other hand, she thinks that if a child has a certain talent, but his or her diligence and willpower is stronger, pupils can achieve much more than one who is talented but not motivated or has no inner compulsion to focus. In her opinion, the students who are motivated, for example, have a goal in front of them, they also take responsibility and perform much better. She thinks that extra class is a very good thing. It also gives children a sense of regularity, as in the Ukrainian education system, most classes have two English lessons a week, which is very little for a learner to learn a language, even if they are talented and motivated. Because there is no possibility of group division or differentiated education. Nor do 10 percent of students in school take extra classes in a foreign language.

K. E. was my second interviewee. She teaches English in higher vocational school. According to her the teacher has a great responsibility in the learning process. The role of the **teacher is essential. If it were to be expressed as a percentage, perhaps 80% of the teacher"s role**

in the teaching process could be. Not exclusive but a very influential factor. She believes that the role of both student and teacher is important in taking responsibility. One does not exist without the other, the two must be in harmony with each other. As a result, the learning process will be successful. She considers it important for students to take responsibility for their own learning, as it is an essential factor in a successful learning process. And this does not happen otherwise. If **the student completely avoids the "work" part of it, he or she cannot be successful.** If they **don"t**

consciously take responsibility, it have not be a successful learning process. Sh**e sees the main problem with responsibility in the fact that a lot of students don"t realize that**

he or she has to take on the role, that they are students, that they can learn, and they have responsibilities in this comunity. However, they should realize that the teacher is his or her

assistant in the learning process. So students don"t realize that learning is their responsibility. If

there is no motivation, conscious commitment, they will not master the given subject with great success.Motivation usually starts with acquaintance.She tries to get to know the group where she is working with, analyze its composition. If the same age group, the group is still taken into account. After all, not all groups can use the same tool as motivation. She considers it important

to know the language level of the group and the attitudes of the students in the group. It is important to know their interests, as this will allow them to bring elements into the lesson that will motivate them to be even more open to the teacher. She enjoys using movies, music, short

little videos. If she sees that the group is committed to their profession, she already uses a lot of elements and tools related to their profession in high school teaching materials. She uses interactive play elements in the lesson because she thinks they learn best when they are liberated. If there is a positive connection to either a game or a guided conversation, it is much easier to motivate students because there is positive feedback from an earlier lesson. It builds trust and a positive relationship with your students. He tries to motivate each student so that the student does not feel

discriminated against. Don"t feel the grade is a failure.

The teacher uses several teaching strategies. Mostly the direct, indirect and interactive methods appear in her lessons. Because there is a topic that students need to learn and a specific

language level that students need to get to. Or she uses a combination of these three methods. According to the teacher responsibility, **ability and activities doesn"t** differ according to the gender. **The teacher believes that motivation and responsibility are closely related. You can"t always take responsibility if you don"t have the motivation to do so. The two must happen** in

harmony and in parallel. If both are reciprocal, the learning process will be successful. There are 5 out of 100 students who attend extra classes in a foreign language. However, they also have a goal with the English language for further learning. But it is conceivable that there are also several students about whom the teacher does not know information

My third interviewee was O.K.G. She teaches English in elementary school. The teacher believes that has an important role to take responsibility in the learning process. The teacher is the model that children need to follow. The teacher is the one who controls. She passes information, she asks for an account. Students are responsible for their own learning. Students need to be motivated. It is important that theirtheir purpose should be to learn the foreign language without it, they will not be able to achieve enough success. She believes that nowadays it is not only students who need to be convinced of their responsibilities, but parents as well.

According to the teacher, the biggest problem for students in taking responsibility is that they **don"t want** to learn. She sees this problem not in students motivation, but in modern technology that takes away students' time. Because of this, their attention is divided. She tries to motivate her students every lesson. Primarily, by talking about the importance of the English language, how many benefits do they have if they know the foreign language. She motivates her students with good grades and small things. They can even solve their favorite task, leading to a sense of success.On her lessons she also uses modern technology. She considers it important to develop

language skills. Encourage her students to watch movies in original language. She enjoys using worksheets and crossword puzzles in her classes. She teaches his students playfully, in either lower or upper classes. The teacher likes to check. Despite all this, students can work in pairs, in small groups. They are given research assignments. They get material for research, and where they can find materials. In her experience, boys and girls are equally diligent. She believes the level of responsibility varies depending on motivation.From the school where she teaches, only one student takes an extra lesson in foreign language. She believes that many students are not even need special classes in foreign language because they perform well in school.

K.K.M. was my next interviewee. She teaches Englis language in high school. In her view, teachers have a great responsibility to show students the way to what levels they can prioritize in the learning process and how to set the way they can learn most effectively. In her opinion, the teacher should be guided on how to start the learning process, what is easier for the students.If the teacher knows her students better, she can better suggest students that he or she should do more reading, or just repeating. Teacher can suggest students asking questions for the task, solve tasks. It also depends on the student's attitude and which topic or material requires more learning. In her view, it is important for students to take responsibility in the learning **process. Many times students don"t take this seriously, but they are definitely responsible for**

what they learn, what they master. Of course, this responsibility will pay off in the future. And the teacher needs to "guide" her students. The student should approach in such a way that he knows he or she is responsible for his or her tasks. Although traditional methods are obsolete due to modern technology, it is not so easy to find everything over the internet. And it is important for students to realize that they need to find their place without technology. According to the teacher, the biggest problem with students is their schedule. Today, a lot of things distract students attention from learning. In her view, students no longer learn responsibly, they just focus on just doing the task. They pay less attention to how important this is to them and how much they will use what they have learned in the future.

The teacher motivates her students depending on their age. She encourages her students to watch films in their original language. She takes the music to class. Missing words need to be filled here. She starts her lessons with an overview method, and then give her students assignments about the topic itself. Review it, come up with it, try to add it. Then comes the explanation, they do practice tasks in the form of practice. In reading comprehension tasks, the students are revived with practical questions, in the repetitive part the teacher emphasizes what the student noted, how he or she understood the given curriculum. For speech comprehension tasks, she uses multiple choice, supplementary, and image description tasks.In her opinion, girls are more active and prefer to learn. Of course, there are exceptions. Girls place more emphasis

on   taking responsibility. She **thinks that older students don"t care how much the teacher** motivates them. On the other hand, the young learners more interestingly motivated, than they will pay more attenton to the releated topic. So responsibility differ according to motivation levels. 1-2 people take extra classes in English. This year, the Start language school program started at the local school, and more people applied there.

G.K.I. was my fifth interviewee. She teaches English in elementary school. In her opinion i**t is the teacher"s responsibility to provide guidance, conditions, and curriculum.** She believes that students are definitely responsible for their learning. She observes that every child gets the same opportunity, but they are not as capable and willing to do it. In other words, students are fully responsible for their learning. According to her opinion, if the students understand that they need a foreign language and they are not learning for the teacher, but for themself, they have better results and more responsibility for things and tasks. But first, the student must understand that everything that is in the class is happening for him or her.The main problem acording to the teacher experiences is that students do not realize that their lives will be easier and better if they learn a foreign language. Lack of motivation often is also a problem.

She tries to motivate her students by teaching them a **"living language"**, the Oxford program. Being able to hear a native speaker, situations, can also be interesting to them. She also motivates children with his own travels. After all, they can understand themselves with the help of a foreign language. She believes that emphasis should be placed on all kinds of skills. She tries to improve communication, as he says, speaking skills among children is the "black bogey". Writing is what harder for kids, so teacher puts a lot of emphasis on that. Hearing assignments go well to students as they have been listening to native speakers for years. It is important for the teacher, that her students hear audio material in native English language. Whether boys or girls are more responsible varies from grade to grade. There is a grade where the boys. It is likely that this depends on the family background. So how important are parents to learning a foreign language. In her opinion, if the motivation is strong then the level of responsibility is higher.There would be a demand for it, but no one takes special classes from school.

B. Zs.was my sixth interviewee. She teaches English in elementary school. According to her opinion the teacher always has a great responsibility in the learning process, as the child needs to set an example that encourages students to learn. The teacher needs a professional knowledge as the child can assess whether the teacher knows as much as the student needs. The teacher is the leader of the learning process, she sees where the students have to go from. The teacher needs to build this process.She believes that students are responsible for their learning process.At their own level, each child is responsible for what and how they learn. In his view, we **should also expect students to take a responsible approach to learning. It is the "job" of the**

students to do this. Students can also take a responsible approach to learning if they want to.In her opinion, it is important for students to take responsibility for their learning, because when they leave schoolto the real life, a sense of responsibility remains in them. The student will already learn at school that he or she has to take responsibility for other things as well. If a child already learns during his or her student years that the decisions he or she makes will have consequences (either good or bad). The main problem, she says, is that someone would motivate them**. (Why I should study, if the teacher doesn"t care?)** At first, the child always learns to somebody else. However, they have to realize that they are not learning by the teacher, not by their parents, but for ourselves. Later, it only comes to the child to learn for himself. They will learn responsibility if there are those who motivate them.

Every child is different. Every student needs to be motivated differently. Motivation also depends on age and child. There are children who can be motivated by nice words, but there are also students who need to be talked about a little more forcefully and seriously. She believes that the most important motivation is consistency. So the teacher knows that what she asked for and what is she expects. If the children do not complete the task, there will be consequences. The other motivation is love. The child must be loved. The teacher loves the playfulness in her classes.The movement definitely put into her classes.She uses songs and rhymes on all topics. It is also important for older students to see things visually, so they get a better grasp of the topic in children.Use group work or pair work in your lessons. In this case, even children who do not have such a good ability can dissolve. And the experience of success here encourages them.The teacher did not find any abilities that differed by gender. The level of responsibility varies depending on motivation. Whichever child is better motivated and knows what he or she wants has a purpose. Then the student is more conscious, responsible for things. So motivation is directly proportional to taking responsibility.Not many children attend special classes in a foreign language. Rather lower class. And then one student goes to a special class if the other does.

My seventh interviewee was H. G. He was an English teacher in higher vocational school. According to his opinion as a teacher he finds it important to provide his students with the most useful information, that will ensure their development. Learners are responsible for their learning, because part of the work (learning) also depends on learning from home. It is important that learners take responsibility for their learning because otherwise they would not develop and would not take responsibility for other areas of life in the future. **He thinks it"s hard to motivate students, they"re not hungry for knowledg**e because they already have a smart phone in their pockets. The teacher strives to make his lessons interesting and enjoyable and rewards diligence. He uses the following teaching strategies in his lessons: summative assessment,

formative assessment, and active learning. Students have difficulty taking responsibility. According to the teacher for example when given a homework assignment, many do not do it and do not see it as their responsibility.Not many students take extra lessons. Teacher thinks, that girls are much moreresponsible, but much depends on what the child sees at home, what she learns at home. According to his opinion responsibility depends on age. When students are morerealize the importance of things, the more responsible and motivated the student will be.

My next interviewee was S. Sz. She teaches English language in higher vocational school and elementary school too.

In her opinion, the teacher has an important role in the learning process. The teacher prepares the student, gives homework, and last but not least, reclaims. Because if the teacher does not do these properly, in this case the student cannot be held liable. Students are, of course, responsible for their learning, this varies from age to age, as in a minor, not only the student is responsible for himself or herself, but also the parent. However, even at a high school age, the student is already responsible for himself or herself and his or her learning. According to her, it is important for students to take responsibility for their learning because the teacher does not teach to get paid, but the purpose of her work is to make the student know. Student need to know learn for themselves. The teacher performs a service, so she works for another, in this case the student. If the student does not interest and relieves him or herself of responsibility, then the educational process is meaningless.The main problem with students is that there is a world that distracts the student from his or her responsibilities in the real world. As a result, more serious problems can arise with their learning outcomes. On the other hand, older children choose preferences and dictate to themselves that they are not interested in this subject. In this case, they do not even study the given subject.

The teacher tries to motivate her students by choosing the curriculum to suit the needs of **current students. She works in ways in and out of class that try to target students "interests. They** should be provided with audiovisual materials, an interactive whiteboard, or digital curriculum that can motivate students.It is important that the curriculum should be interesting. It also highly motivates students. Alternatively, students can be motivated to use tools to make learning more playful. It is independent of age. They learn the curriculum through playfulness. The teacher teaches her students with visual aids. She uses the communicative method in her lessons as it is the basis of the English language. She believes that the most important strategy in teaching a foreign language is when moving from receptive skills to productive skills. For example, speaking cannot precede reading.The stereotype is true that girls tend to take responsibility like boys. In her opinion, this is true in many cases. However, this varies from gender to gender and cannot be distinguished. In her opinion, the level of motivation is directly proportional to

responsibility. The child expects to be motivated to see and communicate with the teacher. The student needs to be made to feel that his character is being built because if he or she is not, we may experience a resistance 50% of students take an extra lesson in a foreign language. The number of extra classes often depends on the family background. In the older age group, 30% of students attend an extra class in a foreign language.

K.A was my last interviewee. She teaches English in elementary school. According to the teacher, her responsibility is enormous. **Because it"s the teacher"s job to acquaint and ender the** language with the students. In her opinion, the student is responsible for his or her own learning. **It"s true it"s hard for them to admit to learning for themselves. Students als**o need to take responsibility. She thinks that responsibility is done in half. The teacher passes on the knowledge, the student has to accept and take responsibility to learn.Primarily because the teacher cannot take responsibility for the student. If the student is irresponsible not the teacher is therefore at fault.There are children who are diligent, "role models." Of course, the opposite also happens. In his view, one of the main problems is coercion.Many times the learner has no purpose.

The teacher always tries to create a friendly atmosphere. She motivates his students with a smile, good tickets and stickers. Unfortunately, this is not possible, but it would motivate children to learn different English customs and country studies. She always tries to smuggle a little of this into the lesson. This can motivate students to learn better. Students are receptive to novelty. Motivate students with lessons that are a little different than usual. They are motivated by everything that satisfies their curiosity. However, many things are not feasible due to the curriculum. The teacher in the lower class mainly uses the memory strategy. She places great emphasis on the practice of grammatical phenomena and the development of information and communication skills in his classes. In her view, the abilities to take responsibility do not differ according to gender. It depends on the class. It cannot be said that girls are more diligent than boys. There is a class where boys and girls have no responsibility. They are not interested in anything, there is nothing that motivates them.The teacher finds that whoever in the first grade started learning a foreign language and took it seriously will be persistent along the way. A student who has difficulty from first grade will be a weaker student all the way through. This often depends **on the students"** family background. No one in the upper class takes extra lessons in a foreign language. Three children of the lower grade attend extra lessons for a foreign language. They are a little weaker students. So they want to make up for what has been missed.

3.3 The results of the research

After I made these interviews I concluded that the teacher has a great responsibility in the learning process. The teacher is the one who hands over the material to the students,and bring to book for. The teacher is a "model" for the students. Students look up at the teacher and often look at him or her as a role model. The teacher is the person, who controls the students.

Students are also definitely responsible for their own learning. This is their primary task. Once they learn the importance of taking responsibility at school, they will get on with things later in life. It is important that the students themselves take responsibility for the learning process. Neither the parents nor the teacher can do this for them. Students learn for themselves and not for others. Taking responsibility is an essential factror in a successful learning process.

As everywhere, there can be problems with taking responsibility. Teachers see modern technology as the m**ain problem. It takes students"** time away from thelearning, not paying enough attention to the cl**ass. They don"t feel important the** learning. And the next problem is that there is no one to motivate children at home.Teachers think that motivation is very

important. They try to make their lessons interesting. Use tasks that capture children"s attention.

Every child is different, and every child is special, everyone has a different language of love. Teachers try to motivate thei**r students with tiny little "gifts," good tickets. They try to give**

examples from life of how good it is for those who have learned a foreign language and been able to take advantage of it. Yet I came to the conclusion that the most important motivation is love.

Diagram 3.3 Motivating students
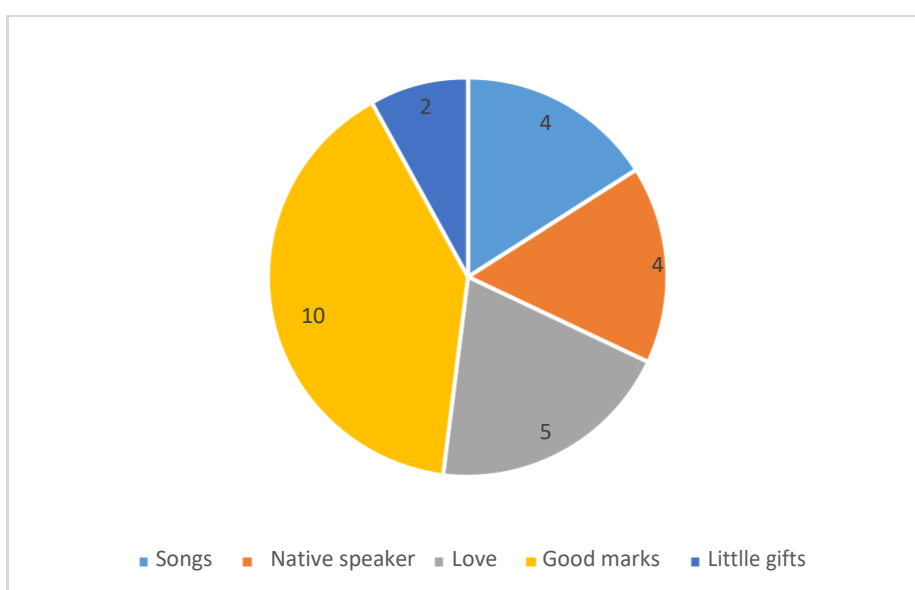
Each teacher uses different teaching strategies. Most teachers use the communicative method, as it is the basis for teaching a foreign language. They also use direct and indirect methods in their lessons. It is important that all four skills are developed appropriately during the lessons. Move from receptive skills to productive skills. In the development of speaking skills, native speaker audio material is used. There are teachers who teach visually and there are teachers who teach audiolingualistically. They also use active learning summative and formative assesment in their lessons. Many teachers also use the principle of playing games in their lessons. Thus, the student subconsciously acquires the curriculum. Teachers also face difficulties **in taking responsibility. The biggest difficulty, teachers say, is that students don"t spend enough**

time learning. For example, when a task is given up, students often do not do it and do not see it as their responsibility. That the ability to take responsibility differed by gender in response was variable. According to the stereotype, girls pay more attention and take responsibility than boys. There were teachers who agreed with this, there were those who said that boys are more responsible. But there were also teachers who said the abilities did not differ by gender, and it is equal. All teachers agreed that the level of responsibility varies from motivation. So a student who is not motivated enough will not take learning so seriously. Furthermore, I also learned from the research that not many students take extra lessons from a foreign language. There is a school where no child attends extra lessons. However, there are schools where 10 children attend extra lessons from the English language. According to the date, therefore not many children attend extra lessons from a foreign laguage. Mostly only those who want to continue learning English or take a language exam.

In conclusion, based on the teachers interviews, my hypothesis that that students are responsible for their own learning, and students in this modern society pay more attention to foreign language learning has been confirmed. But that hypothesises that a lot of students attend extra lessons from Enlish language and girls are more responsible in the learnig process than boys has not been proved to be ture. Only some learners attend extra lessons and sometimes the are boys more responsible for their learnig, sometimes girls.

CONCLUSION

When my thesis paper was finished it has been showed that self-regulation and motivation plays an important role in the learning process. The students are responsible for their learning. They are studying for themselves.

Many psychologists consider self-regulation to be identical with Big Five Conscientiousness (Conscienousness, Agreeableness, Extraversion, Emotional Stability, and Openess to Experience).

Taking responsibility for our act or our learning process is sometimes very hard. Regardless of the fact that we are adults, it is sometimes as difficult task to take responsibility as a child or a learner. The teachers also have a challenge, to draw students attention to take responsibility for their own learning process. The first and the most important task is to give the students autonomy. There are three types of Enlish language learners: young learners, teenagers and adults. All the three types have their own abilities. For example the young learners respond although they do not understand. Teenegers are start to understand the need of learning, and adults have an abstract thinking. Self-regulated learning includes motivational and volitional behavior. Self-regulated learning involves observations of the various ways that students become conscious of learning environments and make those environments work for, rather than against, them.

Motivation is „the core of management which shows that every human being gives him a sense of worth in face-**to face groups which are most important to him….**A supervisor should **strive to treat individuals with dignity and a recognition of their personal worth."**

Motivation has an important role during the self-regulated learning. If the student is motivated by his / her parents and teachers, he / she will pay more attention to learning and take responsibility for it. There are three main types of motivational beliefs. They are: self-efficacy belief, task value belief and goal orientation belief. Learning environment can encourage the students in taking responsibility.

In the third part I made my research, where I wanted to know how the teachersmotivate their students to take responsibility, why is important to take responsibility in the learning **process and what the teacher"s** responsibility is in the learning process. After I made this research I concluded, that the teacher has big responsibility in the learning process. The teacher **is a „model" and students are following him or her.** Students are also definitely responsible for their own learning. This is their primary task. Once they learn the importance of taking responsibility at school, they will get on with things later in life. Nowadays students do not take responsibility. They do not care the learning. Modern technology takes their time. And they do

not spend enough time with studying. The teachers motivate them with good marks, little gifts, interesting tasks etc. They use several teaching strategies. But most of them use the visual method. They use native speakers during the listening tasks. So after the research my hypothesis that that students are responsible for their own learning, and students in this modern society pay more attention to foreign language learning has been confirmed. But that hypothesises that a lot of students attend extra lessons from Enlish language and girls are more responsible in the learnig process than boys has not been proved to be true.

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РЕЗЮМЕ

Саморегуляція та мотивація відіграють важливу роль у процесі навчання. Студенти відповідають за своє навчання. Вони навчаються самі.

Саморегуляція - це добровільний контроль уважних, емоційних та поведінкових імпульсів в особистісно цінованих цілях та стандартах.

Багато психологів вважають саморегуляцію ідентичною сумлінності у великій п'ятірці (сумлінність, згодність, екстраверсія, емоційна стійкість та готовність до досвіду). Нести відповідальність за свій вчинок або наш навчальний процес іноді дуже важко.

Незалежно від того, що ми дорослі, іноді настільки складно взяти на себе відповідальність як дитина чи вчитель. Вчителі також мають виклик, щоб привернути увагу учнів до відповідальності за власний процес навчання. Перше і найважливіше завдання - надати учням самостійності. Існує три типи вивчення англійською мовою: Enoung, підлітки та дорослі. Усі троє мають свої здібності. Наприклад, молоді учні відповідають, хоча вони не розуміють. Підлітки починають розуміти потребу в навчанні, а дорослі - абстрактне мислення. Саморегульоване навчання включає мотиваційну та вольову поведінку. Саморегульоване навчання передбачає спостереження за різними способами усвідомлення учнями навчальних середовищ та змушення цих середовищ працювати, а не проти них.

Мотивація - це «серцевина управління, яка показує, що кожна людина дає йому почуття цінності в самих важливих для нього групах віч-на-віч». Керівник повинен прагнути ставитися до людей з гідністю та визнанням їх особистої цінності. "

Мотивація відіграє важливу роль під час саморегульованого навчання. Якщо студент мотивує своїх батьків та вчителів, він приділятиме більше уваги навчанню та візьме на себе відповідальність за це. Існує три основні типи мотиваційних переконань. Це: переконання в самоефективності, переконання в ціні завдання та переконання щодо орієнтації на ціль. Навчальне середовище може спонукати учнів до відповідальності.

У третій частині я провів своє дослідження, де хотів дізнатися, як викладачі мотивують своїх учнів брати на себе відповідальність, чому важливо брати на себе відповідальність у процесі навчання та яка відповідальність вчителя у процесі навчання. Після того як я зробив це дослідження, я зробив висновок, що вчитель несе велику відповідальність у процесі навчання. Викладач - «модель», і учні слідують за ним. Студенти також безумовно відповідають за власне навчання. Це їх основне завдання. Як тільки вони дізнаються важливість брати на себе відповідальність у школі, вони пітимуть на справи пізніше в житті. У наш час студент не несе відповідальності. Їм не байдуже

навчання. Сучасні технології займають свій час. І вони не витрачають достатньо часу на навчання. Вчителі мотивують їх хорошими оцінками, маленькими подарунками, цікавими завданнями тощо. Вони використовують декілька навчальних стратегій. Але більшість із них використовують візуальний метод. Вони використовують носіїв мови під час завдань із прослуховування. Тому після дослідження моя гіпотеза про те, що студенти відповідають за власне навчання, а студенти в цьому сучасному суспільстві приділяють більше уваги вивченню іноземних мов, має бути правдивою. Але ця гіпотеза про те, що багато учнів відвідують додаткові уроки з англійської мови, а дівчата відповідальніші за процес навчання, ніж хлопці, не виявилися впевненими. Тому що не багато учнів відвідують додаткові уроки, а іноді хлопці відповідають за навчання, іноді дівчатка, а іноді ця кількість дорівнює.

APPENDIX

Appendix 1

Interview questions

1. Tanárként milyen **felelőssége** van a tanulási folyamatban? (As a teacher what is your responsibility in the learning process?)

2. **Ön szerint felelősek**-e a tanulók a saját tanulásukért?(Should students be responsible for their own learning?)

3. Miért fontos, hogy a diákok **felelősséget** vállaljanak a tanulásukért?(Why is it important for students to take responsibility for their own learning?)

4. **Mi a legfőbb probléma a diákokkal ezen a téren?(What is the main problem with** students in this area?)

5. Hogyan motiválja a diákjait? (How do you motivate your students?)

6. Milyen tanítási stratégiákat alkalmaz?(What strategies do you use?)

7. **Milyen nehézségekkel szembesül a felelőségvállalás terén a diákoknál? (What** difficulties do you encounter with taking responsibility?)

8. **Megközelitőleg mennyi diák vesz különórákat idegennyelvből az osztályából?** (Appropximately how many students attend extra lessons in foreign language?)

9. A **felelősség** vállalásnál különböznek-e képességek és a tevékenységek a nemek szerint? (Does responsibility, ability and activities significantly differ according to gender?)

10. Változik-**e a felelősségvállalás szintje a motivációtól függően? (Does** responsibility, ability differ according to motivation levels?)

NYILATKOZAT

Alulírott, Megyesi Krisztina angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. **Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a** Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar **Főiskola** könyvtárának Kézirattárában helyezik el.