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Universidad de El Salvador
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Research project:

The use of Self- regulation by students in the Advanced Intensive English I of the Bachelor in English with Emphasis in teaching at the Foreign Languages Department from the University of El Salvador, semester II, 2017.

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In honor to

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1. INTRODUCTION

This research provides a study related to the use of Self-regulation of Advanced Intensive English II course' students at the FLD (Foreign Language Department) from the University of El Salvador. It has been seen that Self-regulation plays an important role in student's life because it helps them to promote the need to acquire knowledge in a meaningful way. For this reason, it is important to be conscious of what is meant when referring to Self-regulation. By self-regulated learning strategy we mean actions directed at acquiring information or skill that involve agency, purpose (goals), and instrumentality self-perceptions by a learner (Zimmerman and Martinez-Pons, 1986). According to this, to be a self-regulated student means more than just taking a book and read it to memorize its content. In fact, there are many factors or situations that must be taken into account in order to help students to succeed in their learning.

Many parents, teachers, and most adults complain about students who always fail in their courses. However, the situation is that students' use of Self-regulation, which depends not only on them, because many experts on this field consider that Self-regulation does not depend only on each student, but also it may be influenced by other external factors. The learner contribution to the language learning process includes learner aptitude, beliefs, motivation, learner strategies, and personality (Cohen & Macaro, 2007; Dörnyei, 2005, 2009; Ellis, 2008). Thus, this research aims at identifying the strategies, situations, external and internal factors that play an important role in the process of promoting Self-regulation on students at the FLD at UES.

To make this research meaningful, many points of view from experts (sources such as journals, studies, theories, and thesis) will be the key to guide the construction of it. Therefore, a survey will be essential, but this will be carried out through questionnaires that will help to collect the data, which will be presented by using tabulation. At the end, it is expected that all the findings on this research will provide a contribution not only to students but also to teachers from the FLD on the relevance Self-regulation may have on the outcomes students got at the end of the semester.

1.1 STATEMENT OF THE PROBLEM

During many years people have been looking for ways to help students in their learning process. In most of the cases people questioned low outcomes students get on their courses, ignoring that students' outcomes maybe the result of some aspects or situations that have an impact on them. At the Foreign Language Department, some students, who study English as a major, are having problems with the grades they obtain or the courses they fail; but most of the time their teachers, parents and friends just criticize or get mad at them, because of that. As in many cases, people just focus on the results rather than in the causes of such outcomes. Unfortunately, few people pay attention to those causes and instead of taking a time to help the students, they just make things worse by accusing students of giving little effort on their learning. In fact, due to those situations it has become relevant to analyze a process called Self-regulation, which has been identified as important when taking about students' learning process.

Before graduating, students have to pass all the courses required and if they are lucky they will do it in five years. For some students who are studying English as a major, it is a difficult situation to get it, and the problem is that most of them have many difficulties in the English courses. Some teachers argue that most of the students fail due to the lack of effort and personal motivation. Self-regulation is considered as a key process in the academic achievement of students, because the more self-regulated students are, the higher outcomes they obtain. Then the following question emerges: What is the use of Self-regulation of students in the Advanced Intensive English I of the Bachelor in English with Emphasis in Teaching at the Foreign Language Department from the University of El Salvador?

1.2 OBJECTIVES

General objective

To determine the Self-regulation of students in the Advanced Intensive English II of the Bachelor in English with Emphasis in Teaching at the Foreign Language Department from the University of El Salvador.

Specific objectives

To identify if students make use of any kind of strategy in their academic courses in order to get better outcomes.

To specify to what extent students make use of Self-regulation.

To discover the importance that expectation has in students to make use of Self-regulation.

1.3 RESEARCH QUESTIONS

General research question:

1. To what extent students from the foreign Language Department make use of Self-regulation in their Advanced Intensive English II course?

Specific research questions:

1. To what extent students receive any influence from teachers making decisions to improve in the subject?
2. What kind of strategies students use to keep up when taking their courses?
3. How much student's expectations about the course make influence in their academic performance?

1.4 JUSTIFICATION

At the end of each semester, students obtain a good or bad grade, which also, in a way, reflects the amount of effort they have done during such period of time in their learning process. But, what it is behind a good or bad grade is something to pay attention on, because it can help us to understand what makes the difference between good and bad outcomes. There are students that self-regulate their learning process, and it seems to work positively with them. There are some students that do not make use of self-regulation, and at the end of the semester, they might get frustrated in case they get unexpected results. Most of the time, teachers, parents and students complain about students, who fail in their courses, but maybe it is not only their fault, because being a self-regulated learner does not depend only of the student, but also on some factors that may intervene in students' learning process such as family expectations or teacher's support.

Having observed and experienced this problem, where students are sometimes affected by low results in their respective courses, it is considered relevant to underline the Self-regulation process as a situation that may promote the improvement of students in their academic courses. Fairly, it is known that the first school we all attend in is at home, because we learn from our parents and relatives; therefore, it is crucial to point out all the aspects that may intervene in the cognitive process of learning. Naturally, all parents feel proud when their children are getting good results in their courses; but, when it is the opposite, parents get mad at their children and start yelling at them and asking for an explanation, without even taking a time to analyze those results more deeply.

Then, if parents do not teach their children how to improve in their learning process, it is nonsense to ask for excellent outcomes. As in any kind of discipline or degree, it is important to have internal and external motivation, because if we are not motivated enough to pursue an objective, then the results will not be highly meaningful, due to the lack of effort given. In addition, the environment around students plays an important role in their performance, since if they grow up in an environment where getting the minimum score to follow up the next course is just fine for parents, which it is not surprising that students get used to be just regular students.

Moreover, friends may promote either good habit such as reading, paying attention in class, doing homework on time or adopting a new strategy to improve the grades. On the contrary, friends may be a negative influence by inducing good students in bad habits such as smoking, breaking the rules at school or even suggesting students to be a gang member that is commonly in countries like ours. Sometimes, students are involved in situations where peer-pressure may force them to do a nonsense thing just to be part of the group in order to avoid bullying. Also, teachers are part of this process, because the students' rapport have with the teacher may give the first step to receive a bit of motivation, in case they do not feel capable of being better students.

To make this a consistent research, it becomes important to make a literature review in order to find reliable information that can help people to understand what those factors are that may intervene in the use of self-regulation and why it is important that students make use of it. Nowadays, it is easier to get access to many sources such as journals, articles, encyclopedias and databases that can be found through internet where many experts make publications and share their findings. For instance, in the University of El Salvador students

count on a database called EBSCO which allows them to get information in order to present reliable information in their respective courses. Self-regulation is not a matter of one simple thing, because there are many circumstances that may help students to succeed or fail in their courses. For this, it is important to present points of view from experts and theories that can give an important contribution to the research.

As it is explained before, what the impact Self-regulation has in students is very relevant, and it cannot be ignored all those factors in order to help students to achieve great accomplishment. This research would help to get a better learning and understanding of the factors involved in Self-regulation. It is considered this research might eventually be the one which encourage others to promote the use of Self-regulation inside and outside to the classroom. Certainly, all effort made on this research will make others think twice before judging students by their failure on a course and hopefully they will look for solutions, instead of getting mad at them for the outcomes. It is important to keep in mind that there is no better prize as the satisfaction of helping students to achieve their goals.

1.5 KEY TERMS

Self-regulation: Efforts to direct thoughts, feelings, and actions, toward the attainment of one's goals (Zimmerman, 2000).

Strategy: The Cambridge English Dictionary (2016) pointed out that “Strategy is the art and science of planning and marshaling resources for their most efficient and effective use. The term is derived from the Greek word for generalship or leading an army“.

Cognitive processes: The Reference World Wide Dictionary (2016) mentioned that it is the performance of a cognitive activity or a processing and movement that affects the mental contents of a person such as the process of thinking or the cognitive operation of remembering something. The cognitive process was a theory first developed by Carl Jung, and it is used frequently in the study of psychology.

Self-evaluation: According to the Cambridge English Dictionary (2017) Self- Evaluation is the looking at your progress, development and learning to determine what has improved and what areas still need improvement. Usually involves comparing a "before" situation with a current situation.

Motivation: Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal according to The Cambridge Dictionary (2015).

Intrinsic motivation: Searching the meaning in Cambridge Dictionary (2017) this is the stimulation that drives an individual to adopt or change a behavior for his or her own internal satisfaction or fulfillment. Intrinsic motivation is usually self-applied, and springs from a

direct relationship between the individual and the situation. It is very important factor in the design of learning or training course.

Extrinsic motivation: Drive to action that (as opposed to intrinsic motivation) springs from outside influences instead of from one's own feelings according to The Cambridge Dictionary (2016).

Development: Noun. The process in which someone or something grows or changes and becomes more advanced on the word of Broussard, S. C., & Garrison, M. E. B. (2004).The relationship between classroom motivation and academic achievement in elementary school-aged children. Family and Consumer Sciences Research Journal, 33(2), 106–120.

Zone: Noun. An area, especially one that is different from the areas around it, because it has different characteristics or is used for different purposes a meaning according to The Cambridge Dictionary (2017).

Proximal: Adj. Near to the center of the body or to the point of attachment stated by The Vocabulary Dictionary (2015).

Environment: Noun. The conditions that you live or work in and the way that they influence, how you feel or how effectively you can work according to The Cambridge Dictionary (2016).

Guide: Noun. Something that helps you forms an opinion or makes a decision about something else states The Cambridge Dictionary (2017).

2. LITERATURE REVIEW

2.1 THEORETICAL FRAMEWORK

When talking about Self-regulation, there is a chain of elements that must be taken into account. To make Self-regulation a complex process that should not be underestimated, students' academic achievement is a matter that makes the difference in the lives of those prominent future professionals. Nowadays, there are plenty of documents containing information related to Self-regulation. The reason is that many countries are interested on knowing how such process works in order to make their education systems a model for the rest of the world. Justly, education is a process worthy to invest on, and if there is a willing to help students get better academic results, taking some time to understand how Self-regulation works, is the first step to do.

During the last century, many experts (such as Plato, Aristotle, Arboleda, Bandura, Schunk and Zimmerman) from pedagogy, psychology and other social sciences have been interested on self-regulatory processes. But, it does not mean that it was just from that period of time that students started using such processes. As a matter of fact, humans have been self-regulating themselves from the moment they were expelled from "The Eden". Regarding to the academic field, it dates back to the ancient times when philosophers and other brilliant minds started educating children from the first civilizations of the world. Greece was one of those great civilizations where some of the big minds of all times were born. They were pioneers on establishing schools to different disciplines and also teaching students strategies to improve their learning significantly.

Plato founded “the Academy” around 388 B.C., and this was the first place where people could go to cultivate knowledge. He believed humans just think and analyze their context to realize about things that are in their subconscious. Plato was an important mind on that time, and he proposed the first theory of learning on the 5th century B.C., one of the best writings of all times, called “The Republic”. He was a wise person, but even after he died, his steps were followed by Aristotle. Nonetheless, Aristotle had his own perception of learning, which is described as a process, where people make use of association provided by the senses. Aristotle stated “knowing yourself is the beginning of all wisdom”. People must be conscious of what are their abilities so that they use them to obtain better results.

Through centuries, the term learning was defined in various ways depending on the theories or beliefs people were taught. People were looking for new ways to improve their learning and they adopted those that they considered very effective on them. Due to the need to know more about the processes that were making people obtain better results than others in the academic field, many researchers got interested on investigating all the aspects that were making some students more effective than others in terms of higher outcomes.

During the 20th century, there were many theories related to the acquisition of a meaningful learning. But, it was not until 1950 that the cognitive psychology started to have a great importance, because many psychologists were interested on observing and analyzing how people process information. Arboleda’s work (Orozco 2009) cognitive psychology aims to explain human learning as a comprehensive process working through complex mental mechanisms such as understanding, analysis and the proper application of knowledge in a social context.

Many researchers dedicated their time to know how mental processes worked in people and how this was related to the way people learned. Baumeister (2008) pointed out that “humans are able to control their behavior through a process known as Self-regulation.” In fact, he was one of the leading psychologists that were interested on self-regulation as a process involving personal controlling in order to achieve a goal. He gave important contributions to the psychology field, which later were taken into account by others experts such as Bandura, Schunk and Zimmerman. As a result of that, Bandura developed two important theories: Social cognitive Theory and Social Learning Theory. “They are able to control their behavior through a process known as self-regulation”.

Later on, Schunk and Zimmerman went deeply to Bandura’s work and they researched about the strategies students used in order to achieve specific goals. Certainly, all the researches regarding Self-regulation processes carried out during the last years have taken into account all the works done by those psychologists.

Another term to take into account is “motivation”, because it is considered as an important factor in the learning process of students. The concept of motivation can be drawn from ancient Greeks, Socrates, Plato and Aristotle ages. Greece was one of the significant nations of ancient times due to the level of education they reached. It is not surprising they had to deal with such concept, because they were interested in many fields of study. Socrates was the first person in establishing a new way of learning which was through the dialectic. Even when there are not many works of him, his major contribution may be attributed to his role of model for others interested in Philosophy and among them was Plato. He adopted Socrates’ Philosophy, but he went beyond and included a new aspect called Motivation, which he defined as important in order to create a better education system. Plato believed in

a grading organized such as two linked components: the emotional and the rational component. “In the Modern Era after the Renaissance, René Descartes pointed out a difference between inactive and active aspects of Motivation. Descartes devoted Motivation exclusively to the will of man for a first time. He provided the first great theory of motivation for philosophers” (59: p 1, Pakdel, 2013).

2.2 HISTORICAL BACKGROUND

According to the International Encyclopedia of the Social & Behavioral Science (2001) “An examination of the history of motivation reveals that the significance of the Motivation construct was acknowledged in the 1940s and 1950s, when interpretation problems plagued the study of goal achievement”. In the previous paragraph it was noted that Descartes was a pioneer on the study of motivation which later led to a theory, but it was not till the 20th century that researchers decided to assign it an important role in the process of learning.

In the process of learning, the Self-regulation of students becomes very important, but in order to be a self-regulated student, it is needed to have motivation, because it supports students to reach their goals. “Due to lack of learning, motivation cannot be stopped in the learning process of learners; they can be motivated during teaching and studying” (Pakdel, 2013). Students may have problems with their learning; however, it does not mean there is a lack of motivation during that process. It is just that some students learn at different speeds; therefore, motivation becomes important in teaching as well in studying.

Through the history, motivation has been studied and it has been divided in two different types of Motivation. In Self-Determination Theory we distinguish between different

types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between *Intrinsic Motivation*, which refers to doing something, which is inherently interesting or enjoyable, and *Extrinsic Motivation* refers to doing something, which leads to a separable outcome (SDT; Deci & Ryan, 1985).

The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors, even in the absence of reinforcement or reward (White, 1959). Even if some experiments were not carried out in humans, most of the results were then used to establish theories that could be applied to humans.

Intrinsic motivation has emerged as an important phenomenon for educators—a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices (Ryan & Stiller, 1991). Learning is a process involving internal emotions from students, and the control of such emotions may define the kind of effort given in learning. Furthermore, achievement is always related to learning depending on what learning is considered as a term. In some cases, most of the time teachers consider good results as synonyms of learning, but that is not the case for some students. An average at the end of a semester is not always a measurement of learning; however, this shows that if those students with low grades were more motivated, they could obtain higher results. Achievement as a term varies depending on each student, because for some of them the minimum is good if they can access to the next subject or semester.

On the contrary, other students consider high outcomes to be the most important part of their learning process and that is the reason why they always push themselves to obtain the highest results. Even when intrinsic motivation comes from the internal behavior of

students, parents try to stimulate their children, sometimes indirectly, in order to make them aware of the importance of getting good outcomes. This is because they want to raise the wish of autonomous learning on their children, and once children adopt it as a habit, there is no need of rewards from parent or teachers. Sometimes, a little talk to a student can make a change of behavior, since they may increase their own motivation, which is no weird once a student realizes how important is to get good grades. Thus, even when intrinsic motivation should come from the student itself, there are some models such as teachers and parents that can increase it. In general, learning does not always happen when students get good outcomes, but it is just much better when their learning occurs at the same time as they achieve great goals.

Even though that there are students intrinsically motivated, there are some others, that need motivation of external factors; so, it becomes necessary to make an understanding of a second type of motivation. “This problem is described within SDT in terms of fostering the internalization and integration of values and behavioral regulations” (Deci & Ryan, 1985).

Extrinsic motivation is relevant, when talking about students’ learning process; because it may impulse or reduce the intrinsic motivation they have. Sometimes, students try to get good outcomes just because their parents are pushing them to do it and not for their own willing. Then, parents must be aware what the ideas or plans their children have in order to guide them, because if their children are just doing something for satisfying others, no matter if they get good results or if they do not understand the importance of such outcomes. Rewards are sometimes worthy for promoting students engagement on their learning, but parents and teachers have to find other ways to motivate them, so that they value learning and high academic achievements as the most valuable prize ever.

Gottfried (1990, p. 525) defined academic motivation as “Enjoyment of school learning characterized by a mastery orientation; curiosity, persistence, task-endogen, and the learning of challenging, difficult, and novel tasks”. Consequently, mastery orientation is a relevant point, because it means students’ motivation is guided by models such as teachers, parents and even friends. At the same time, students learn that their determination to achieve an objective makes the difference, maybe not in the short time but in the long one. Also, the more students are involved in challenging activities, the more they learn to value the achievements obtained and this impels them to keep constantly learning of new things.

On the other hand, Turner, (1995, p.413) considered motivation to be a synonymous of cognitive engagement, which he defined as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring”. According to this, (Emily R. Lai, 2011), students make use of Self-regulation because they are motivated to reach an objective. There is a correlation between the motivation students have and the learning strategies they use, in order to become more successful by obtaining higher results than students with lack of motivation.

Furthermore, it is not possible to make a research related to learning without mentioning the Theory of the Zone of Proximal Development, which is a concept relatively new since Lev Vygotsky used it for the first time. It is important to mention that this theory has opened many fields in which different psychologists, educators, psychoanalysts, psychotherapists had the opportunity to increase and help in their different categories. Educators have had most of the time the understanding to know which the best option is in a specific case or student.

ZPD (referring to Zone of Proximal Development) appeared at the first time in 1962 in “Thought and Language” and it has been defined according to Vygotsky (1978) as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”. Since this concept appeared, there are many articles in which it has been mentioned for the importance that many researchers have given to it in the learning process”.

2.3 DEVELOPMENT OF THEORY

2.3.1 Strategies of Self- regulation

Nowadays, some students are adopting the use of Self-regulation as habit and therefore the use of a strategy, due to the help of their parents, who start promoting strategies of Self-regulation on them from an early age. It is clear that even if they receive help from others, at the end of the day, each student is responsible for developing a commitment toward the acquisition of knowledge. Developing strategies has been considered to be important, when talking about Self- regulation. Many studies have found that there is a close relationship between achievement and strategy use in Self- Regulation (Bandura, 1982; Schunk, 1984; Thoresen & Mahoney, 1974; Zimmerman, 1983). This may be due to the fact that the achievement gotten by students, who use a strategy, is highly meaningful compared to the one which is gotten by students, who do not use a strategy. Gardner (1963, p.21) pointed out that “the ultimate goal of the education system is to shift to the individual the burden of pursuing his own education”. Based on this, the way a country structures an education system may lead to promote the use of Self- regulation in student’s learning process, and likely this will reflect better academic results. Fortunately, Self- regulation does not refer to the use of

a specific strategy, because as well as the fingerprint of every human is different, the way to learn of everyone is different and thus the way to self-regulate will vary on each student.

2.3.1.1 Self- Evaluation

The way students self-evaluate may generate an impact on the performance of their courses, since if they consider themselves bad students due to a failure in a test or a subject; they may immediately think they are no capable of getting worthy outcomes, instead of learning from such fail and start doing a stronger effort. On the contrary, if their outcomes are excellent, their attitude toward the next challenge they face will be optimistic. Thus, following personal observations, individuals make a judgment of their progress toward their self-set goals. Based on these judgments, they alter their behaviors accordingly to attain these goals (Bandura, 1986).

Bandura's work (Mohd, 2012) personal standards, valuation of the activity, and attributions are the main components of the self-judgment process. Student's self-evaluation may also come from social environment, because sometimes a student might consider their outcome based on a general comparison from other students. In other words, if other students got an average similar to the obtained outcome by such student, then this student will consider the outcome as acceptable. It is necessary to mention that students may have their own way to value the facility or difficulty of an activity, as well as the average they consider satisfactory. What is considered a suitable average by some students is simply a low average for others. This is related to the attributions, because students make a relationship between the obtained outcome and the effort given.

2.3.1.2) Goal Setting and Planning

Among those, goal setting and planning is probably one of the most important strategies, because if they are set in short or long periods of time, the results gotten by students at the end of such time may either contribute to the continuity or quit of this strategy; but even in the use of Self-regulation. Bandura (1989) stated that “their heightened motivation is evident in their continuing tendency to set higher learning goals for themselves, when they achieve earlier goals, a quality called self-motivation.” Certainly, the more students feel when getting good results, the more motivated they feel to keep pushing themselves to take more challenges. On the contrary, if their results are not what students expected, this may lead to a desperate decision to abandon their efforts.

From any point of view, talking about Self- regulation implies more than what it is at the first sight. It is observable that to help students do a great achievement in their academic area, it is necessary to know that the personality and behavior of students may influence their use of Self- regulation as well as the environment where they live.

Dornyei’s diary (Mohd, 2012) concludes that “learning strategies constitute a useful kit for active and conscious learning and these strategies pave the way toward greater proficiency, learner autonomy, and self-regulation.”

2.3.1.3 Seeking for Social Assistance

Teachers can facilitate co-regulated learning by building social supports within classrooms, such as through creating opportunities for collaboration among students on tasks like pair and project group works or discussions (Perry, 2002). If students are kind of shy and they do not like to socialize, their opportunity to construct a better learning is very limited,

unless teachers promote activities oriented to improve student's behavior, in order to get better results. The interest that teachers show in their job is reflected in student's attitude, because if they keep a good environment in the classroom, students will feel less shy to ask for help. On the contrary, students would rarely ask for help, if they observe a rude attitude on their teachers and most of the time this reduce the probability of students to ask for assistance in the moments they feel confused.

Many students in higher education are reluctant to seek academic help for reasons that include low self-efficacy and threat to self-esteem, a competitive classroom climate, and teachers, who appear to be unresponsive, or inflexible (Kozanitis, Desbiens, & Chouinard, 2008). Some students prefer to obtain a low outcome, instead of asking for help, because they think that it would be considered as a synonym of weakness and in some cases, they do not ask or participate in class, because they probably had had bad experiences in the past. Also, some students, who get good outcomes, sometimes have the bad habit of laughing or bullying others with low outcomes and this action makes worse the situation.

Students with favorable motivational beliefs, such as a mastery goal orientation, are willing to seek assistance, because they are confident that it will lead to more adaptive cycles of learning (Newman, 2002). To have a goal involves that there will be the need of doing a huge effort to achieve it, and therefore it will require the help of someone else with more experience and knowledge. A highly motivated student is determined to overtake many obstacles in order to get a specific goal. Furthermore, confidence is fundamental when asking for help as it determines whether the student will trust on what others say. Those students with willing to learn are aware that asking for help does not mean just getting an answer to a

specific topic, since they go beyond and see it as an opportunity to learn from the skills of the person they are receiving the information from.

2.3.2 Expectations and Personal Motivation

Motivation is an essential part in human's life, every day and every moment we need to be motivated by something in order to develop different actions. There is always a goal and objective that inspires us to act. It does not matter where do we are; if it is, in our house, work, etc., it becomes a need to have motivation. "The term Motivation is derived from the Latin verb *movere* (to move). The idea of movement is reflected in such commonsense ideas about motivation as something that gets us going, keeps us working, and helps us complete tasks." (*Pearson Allyn Bacon Prentice Hall Updated on Apr 23, 2014*).

The learning process is probably the place where motivation plays the most important role. As it is known, to be a student is not an easy task, because a student has to develop a very good process of learning in order to make it meaningful. It implies, to be a hard worker student, to go to school or university every day, to develop all the tasks and homework assignments. Adding to that, the responsibility that students have; to be autonomous and plan different strategies that can help them to understand better all the contents studied in class.

"The Self- regulation is an important aspect of learning and the extent to which students become self-regulators of their own learning influences in their academic success" (Zimmerman, 2008; Bandura, 1991).

To be a self-regulated student does not come easy at all. In order to plan different strategies to get better results, students need to have a motivation; something that inspires them to do the best. But what happens when students do not receive the motivation needed is that they do not see any reason to do their best and consequently fail. To be motivated

means to be moved to do something. “A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated.” (Ryan and Deci, 2000). For that reason it is important to take motivation as one of the main parts of Self-regulation. Many studies that showed that motivation is an essential part of a successful self- regulated student have been developed through years. “As part of Self- regulation in education, motivation plays an important role to decide to do something influenced by a long variety of situations which occur in her envelopment”. (Ryan and Deci, 2000.).

Intrinsic motivation has been defined through different studies. “Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When a person is intrinsically motivated, that person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards” (White, 1959). There are many elements that motivate students every day.

As it is explained in the previous definition of intrinsic motivation, many students find inside them the motivation that they need. There are many situations in which intrinsic motivation has a big role to play in the success of students and what it is interesting is that they do not expect to be motivated by others to go beyond the probabilities and achieve great aims.

For instance, a student who goes to study very motivated does not need of much external motivation, because he really wants to learn. That student has her goals very clear since the beginning, and she knows that if she has an effective learning, she will achieve her goals. For that reason this student becomes a self-regulated learner. The student not only goes to the university and listens what the teacher explains, but she also goes to home and makes

some practices, until she is sure that everything is clear. It is important to take into account that there are students who find themselves as the main motivator to be successful in life. They have clear purpose and objectives, and they know the process that they have to follow in order to achieve their goals.

Even though the motivation can be intrinsic, there are students that are more likely to have the need of constantly motivation from people. They have the need to make feel others proud of their results. For example, there are students that are motivated by their parents, they are always given the best, because their parents are there with them, helping them and showing interest by what they are learning. “Because extrinsically motivated behaviors are not inherently interesting and thus must initially be externally prompted, the primary reason people are likely to be willing to do the behaviors is that they are valued by significant others to whom they feel (or would like to feel) connected, whether that be a family, a peer group, or a society” (Deci & Ryan, 2000).

“There are students that get motivated by themselves, there are some others that receive motivation from others that surround them (teachers, family, friends..., etc.) That is extrinsic motivation, which is developed by a person, who is interested in a specific outcome and sees the actions as an instrument to have an advantage of something that can be either avoid a situation or get some regards of her superiors”. (Deci and Ryan, 1985.) A student who is being motivated by someone or something is going to develop a good performance in classes, in order to get better results at the end of the year or the semester. Students will plan a workable method, with different learning strategies that will help her not only in classes, but also outside de classroom. Students want to have everything clear to be a successful student. But, what happens with those students that do not receive any kind of motivation?

They may assist classes, but they could show no interest on it, and if there is something that they do not understand, they would rarely look for extra information outside the classroom.

As a result, students fail subjects, because they do not have clear objectives about what they want to get. That happens most of the time for the reason that students do not enjoy what they are doing. For example, a student who is studying a major that he does not like it; that student is there just, because her parents decided for her. If a student is learning a second language, but she does not have the intrinsic motivation that is needed when learning a new language, the most probably is that this student is going to fail. Unfortunately, a student with low interest will dedicate few or no interest on learning. But, the student is not guilty at all, since motivation does not only come from a student; it also comes from the environment.

Motivation is an important part of a self-regulated learning, and it depends on what kind of motivation works better on students. Maybe they are motivated by their own need to be successful students or because they want to receive an outcome from others that surround them. “People have not only different amounts, but also different kinds of motivation. That is, they vary not only in level of motivation (i.e., how much motivation), but also in the orientation of that motivation (i.e., what type of motivation). Orientation of motivation concerns the underlying attitudes and goals that give rise to action—that is, it concerns the why of actions” (Deci & Ryan, 2000).

2. 3.3) Zone of Proximal Development ZPD

As it is explained before, motivation has a great part to play in the student’s use of Self- regulation and at the same time it helps students to develop different learning strategies to improve their learning process. There are many factors that intervene in the student’s

development of Self- regulation as well as there are various cognitive self-regulated learning theories.

Vygotsky's theory of Zone of Proximal Development provides a social constructivist account of Self- Regulation. Vygotsky (1934) claimed: "People and their cultural environments constitute an interacting social system." Through their communications and actions people in children's environments teach children tools (e.g., language, symbols) needed for developing competence. When this stage in the life of children has passed and they became students, they use these different tools; learners develop higher-level cognitive functions such as problem solving and Self- regulation.

Self-regulated learning includes the coordination of such mental processes as memorizing, planning, synthesis, and evaluation; even though students develop this ability of self- regulating their learning process, according to Vygotsky. "These coordinated processes do not operate independently of the context in which they are formed. A student's self-regulated learning process reflects those that are valued and taught in the culture of the student's home and school."

Vygotsky considered that people learn to self-regulate through control of their own actions. As it is known Motivation is very important to develop Self- regulation, and motivation can come from them-self, but also learners need motivation from the teacher as it said by Vygotsky "the primary mechanisms affecting Self- regulation are language and the Zone of Proximal Development (ZPD), or the amount of learning possible by a student given the proper instructional conditions. Initially children's actions are directed by the language

(speech) of others but children gradually internalize this self-directing language and use it to self-regulate.”

By focusing in the idea that ZPD is the process in which a competent person guides to someone else that is in a less condition, and by using a process of interaction, helping hand and support, the person that was in a less condition at the beginning is able to be independent to achieve the goal that was not able to get since the beginning. Chaikin (2003) presented three different common conceptions about the Zone Proximal Development which are the ability to perform, competence and properties to the learner.

In the first conception it refers to the ability to perform which can be alone or in collaboration. In this conception people confused the ZPD, because most of the time they think that since a task was done in collaboration with someone else, it is determined as a ZPD task.

The second conception is called competence and in this one it is necessary to mention that when ZPD appears in this conception is because there is an interaction between a child and a teacher (Guillen, 2000). In this case is not only the positive influence that the teacher or classmate will show to the child that will help to increase abilities, but also the process and the mastering about the topic that the guider has. It means, teacher will interact with the child to acquire both social interaction skills and academics.

The third conception involves the properties of the learner. In this, Chaiklin (2003) mentions that it will be possible to accelerate the learning process by using ZPD. In this conception, the teacher can accelerate and develop the abilities and skills in a student by using collaboration tasks. Teaching plays an important role to avoid frustration or loss of

motivation. In here, the teacher must use some techniques to control and monitor the interaction in the group in order to achieve the goal and increase the personal abilities that every single student must have. These conceptions show the way in which ZPD may influence a learning process not only in childhood, but also in adulthood. Since Vygotsky mentioned (1894) ZPD is required to be used to increase the use of Self- regulation in every single task that a student will face in any situation it is necessary to mention that Self- regulation is not a process without a connection to Zone Proximal Development. On the other hand, since ZPD is used to teach as a tool to increase the skills of a learner Self- regulation, it will be the outcome of this process.

Now, according to Dunphy and Dunphy (2003) the learning process to obtain the ability to use Self- regulation by using ZPD is divided most of the time in four stages which are:

2.3.3.1 Planning

According to Brunner (1983) in this stage Self- regulation takes place as a regulation, which is controlled by the teacher, but with a proportion of responsibility taken by the student. This step helps to transit from a regulation, which can be managed by a teacher, guider or trainer to Self- regulation controlled, proportionally, by the learner. In this point, the learner does not have any management of any process, but he is forced to take some responsibility in the process to achieve easier and faster the well use of tools, processes, cases or others to complete a specific task.

2.3.3.2 Assisted Performance

In this step the learner is autonomous to take decisions to achieve the goal of specific task. It does not mean that the teacher will be monitoring the activity, but she will be able to act if the student presents some doubts in a specific part of the task, only. By this time, the learner has acquired some control over the processes, but is not complete. It means that she can look for different options to get the goal, but only in the process that she has all control of the situation, if it were not be the case the guider will be required.

2.3.3.3 Place the Performance and Automatized

In this step the guider is not necessary at all. In this moment the learner is able to achieve the goal and get the purpose by herself in an automatized way, which means she is mastered in process and the performance is not being developed. At this point, all issues that the performance could show have been developed. A guider, teacher or expert is not required since the learner has finished the process to master tools, processes and others and she has complete control over them. The process of Self- regulation is shown as the way the student takes different options to get the goal without thinking about teacher's opinion. The learner is completely autonomous.

2.3.3.4 Recursion

In this last step the learner understands that she is able to perform and get the results that are expected to have, but she is aware that in some other processes she will need the assistance to some other individuals to achieve the knowledge. At this point, the learner knows that she can use Self- regulation in every single process that she does, but she also knows that there will be some situations in which she will not have the right answer to

complete the process; making the process to return to the first step. Recursion shows the best example in which Self- regulation is connected with ZPD, since the learner is able to decide to master her in another field to conquer the purpose or to ask for help to someone else who has the knowledge. This process helps a lot to understand the importance to link Self- regulation with Zone Proximal Development. In other words, ZPD influences in a significant way to Self- regulation, since there are tasks, activities, evaluations and goals that one single person will not be able to achieve by herself only.

To keep the objective and get the expected results, she will need to ask for help to someone else and begin the process to use Self- regulation by using ZPD as a teaching process. Self- regulation permits to the learner asks for mastering herself in some areas to get the results in every single situation that she faces, and she will search for some different solutions such as help, auditory, advisory and the like.

3. METHODOLOGY

The outcomes students get in their courses may have an impact on their academic and personal lives. The amount of students who are asking to study the Bachelor in English with Emphasis in Teaching at the Foreign Language Department is increasing every year; unfortunately, few students have the opportunity to be accepted. Nevertheless, their enthusiasm seems to go down very soon because they fail some courses and mostly the English courses. Then, it becomes essential to know the situation that is behind their outcomes. In order to obtain information to analyze the use of Self- regulation in students of Advanced Intensive English' students at the Foreign Language Department from the University of El Salvador, it is necessary to specify all the methods and techniques to use at the moment of collecting the data from the sample.

3.1 RESEARCH APPROACH

In order to analyze this study, the researchers will make use of the quantitative approach, which will allow examining the data collected and presenting it through graphs and tabs and also there will be a brief analysis related the data presented. The questionnaire will ask students to write the grade obtained in the previous English course and researchers will make a correlation based on the questions related to Self-regulation, and the grade they got in the previous course. Likewise, the motivational aspect will be analyzed and presented in graphics based on the answers given by students and the grade they got in the last English course. Regarding the last aspect of this research (Zone of Proximal Development) there will be an analysis relating the grade with the situations in which the students are involved in their environment.

3.2 TYPE OF STUDY

To conduct this research, it is important to state that the kind of study carried out is the descriptive study which is one of the different types of study of a quantitative research. It was chosen due to the characteristics it looks for to investigate. During this study, researchers will describe the different aspects that are part of the self- regulation process and the way those aspects affect or benefit students on their academic courses.

3.3 RESEARCH DESIGN

To carry out this research, it is essential to mention some points such as: the setting, participants, instruments, procedures and data analysis.

3.3.1 Setting

This research is going to take place in the main campus of the University of El Salvador, located in San Salvador. The questionnaires will be administered outside of the building of the Foreign Language and Philosophy building where the students of Advanced Intensive English I course take classes. The survey will be carried out outside the classroom to get the data randomly.

3.3.2 Participants

All the participants taken for this research will be students from English Advanced II course, semester I, 2017 from their second year of studying at the English Teaching major option. As all of them have the same level of English, the sampling procedure is going to be randomly and 40 students of the 5 groups of English Advanced I will be selected. Students will be selected in order to answer a questionnaire that will test not only their use of Self-regulation, but also their motivation toward their academic course which is strongly related to first one.

3.3.3 Measurement instruments

The measurement method that will be used for this study will be a survey, and the instrument will be a questionnaire. The answers of this questionnaire will help researchers to discover the use of Self- regulation by students. Adding to that, this questionnaire will be divided in sections, which are related with the use of Self- regulation. First, there will be a section of 10 general questions and students are going to answer some closed questions in order to determine some aspect that will contribute to the further analysis. Then, the second section will include 10 questions related to different strategies and other aspects related to self- regulation they make use of at the time of learning. Finally, 10 questions about expectations and environment. The answers gotten are going to help researchers to make a correlation with the use of self-regulation.

3.3.4 Procedures

The data collection instruments will be administered to the students individually in one day during the class time. During this day, the researcher will pass a survey to know how much students use Self- regulation and also which situations or factors promote or not such process. Before giving the questionnaires, researchers will give the instructions in English to the students, not forgetting to mention the purpose of the study. The administrators will be controlling the activity while students are completing the questionnaires. This will allow students to ask for help in case they have any doubt related to the material given. In addition, students will be given thirty minutes to complete the instrument. At the completion of the administration, questionnaires will be collected and analyzed by the researchers.

3.3.5 Data analysis

The data analysis will consist of a description of the information gathered among the students during the time established to carry the investigation. First of all, the researchers will analyze the 10 questions related to the use of Self- regulation and strategy use. Some questions will give 5 options that students will be able to choose, making the analysis easy to show by using a scale frequency. Some other questions will vary the number of options to choose due to the information needed to obtain.

Moreover, expectations and environment will be included in the same questionnaire in order to get results that will show what the importance Self- regulation is in students' academic outcomes. A third section will include questions related to analyze other factors (aspects related to the Zone of Proximal Development) in order to obtain more information which will enrich this research.

After having the results from the surveys, researchers will register them in a chart on the Excel software so that they can proceed to analyze that data following the next steps. First, researchers will analyze the frequency in the results and then take some conclusions about it. Second, by reading the results of general knowledge investigators will make some conclusions about what was gathered by the answers. Third, researchers will make some graphs to show the results of every single item from motivation, techniques and other situations related to Self- regulation. With this process, the research team will describe if students make use of Self- regulation in their English courses, and also the relevant strategies, motivation and other factors have in students.

4. FINDINGS

To answer the research questions presented before it was made a survey which was divided in five different sections. Findings will be explained section by section to clarify the results obtained by the students who answered the survey.

4.1 Personal information: With the purpose of collecting student's background and actual social status in their lives.

4.2 Academic background: this is basically to get information about students' performance during the actual and past English courses.

4.3 Strategies, the ones students apply for getting the performance during learning process and of course, the sort of techniques students have acquired, when they are studying.

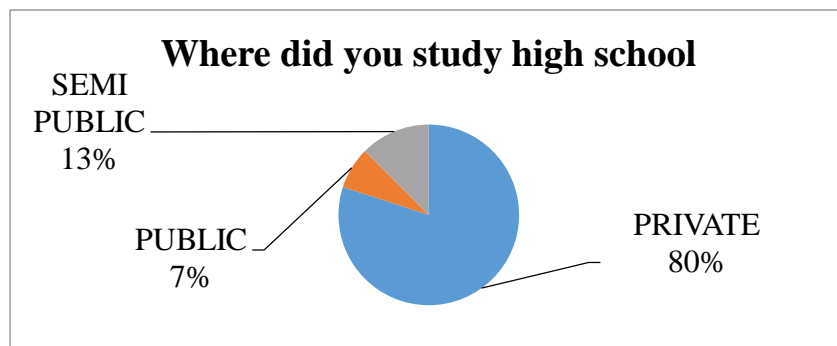
4.4 Intrinsic motivation and expectations, all those factors that make any influence in students' performance.

4.5 Zone of Proximal Development which talks about the environment students perceive and how it affects goals students.

4.1 PERSONAL INFORMATION

According to the results, since the surveys were done randomly 32% percent of the sample was male and 68% percent was female. Also following the randomly sample we got that the 67% percent are between 18-23 years old and only 33% percent of the result are in 23-27 years old showing that there are no students older or younger. As an important finding which helps a lot in the following data we discovered that 92% percent of people are single, 5% percent are in a free union and 3% percent are married that also takes a part to play in the results.

To review if family may play an important role in the research and results we observed that students of the sample in a 35% percent live with both, father and mother, 52% percent only with mother and 13% percent with the father as well. To continue with the investigation we discovered that 82% percent of the sample only studies, on the contrary 18% percent not only studying, but also working showing that most of students dedicate their time to study only, and as an unexpected finding, the results show that 80% percent of students came from a private school. 13% percent finished their high school in a semi public institution and only the 7% percent finished them in a public place being a result unexpected since the university is a public institution due to most of the students who cursing the English Teaching Major did not come from a public institution which influences the way they prepare themselves in a different manner of other students.



4.2 ACADEMIC BACKGROUND

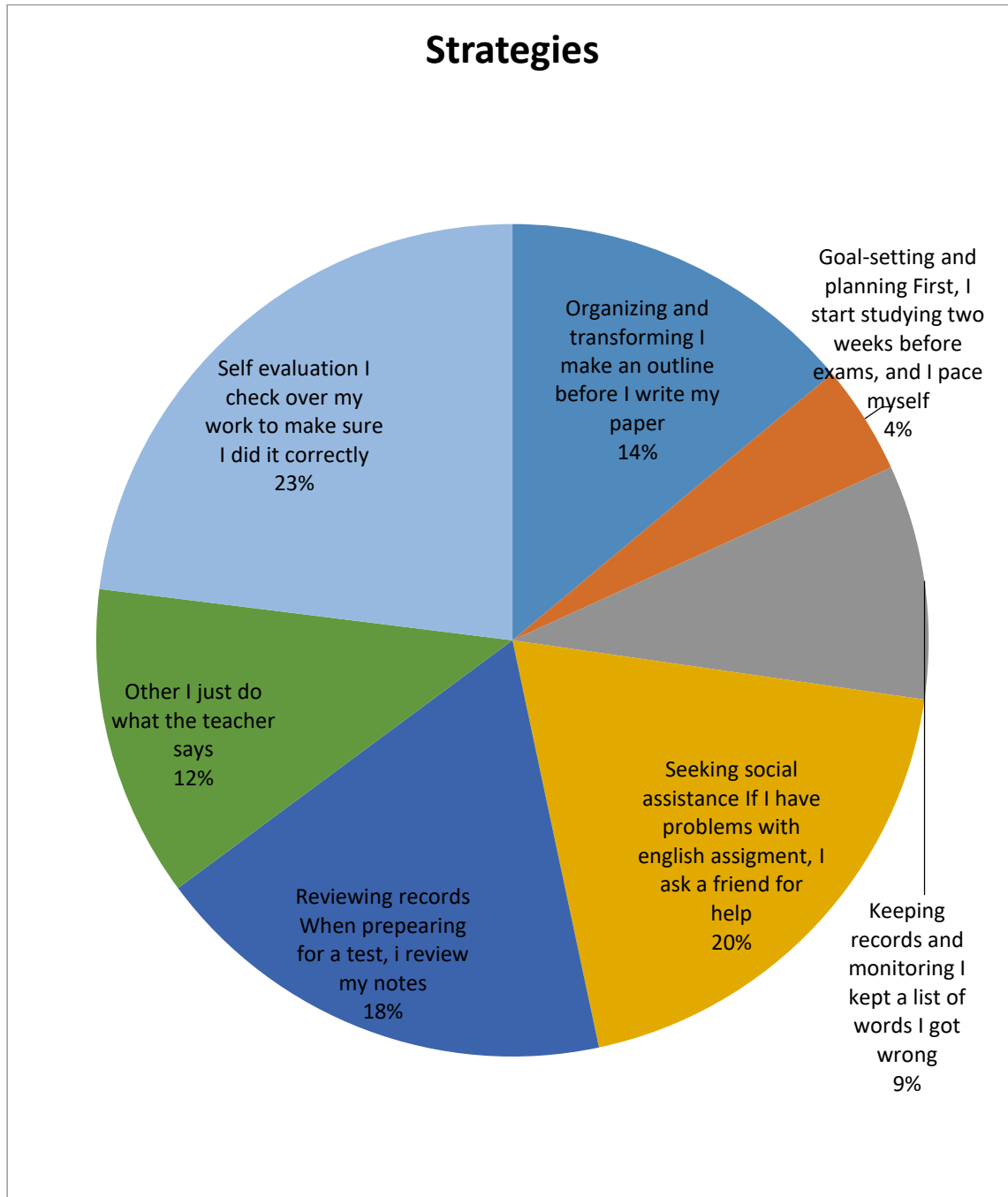
Moreover, based on this the results students got in the last semester we asked the grade they obtained in the last evaluation of the last semester and 45% percent received a grade between 7.01 and 8.00 showing that the results are kind of a usual grade, but 25% percent got an 8.01 or 9.00 showing that the difference are not as well; following the previous question, we asked students about the first grade they got in the semester to compare information, and almost the same results were got since 30% percent of student earned a grade between 8.01 and 9; on the contrary, 40% percent got a 7.01-8.00 as a grade. Since that, we can conclude that students do not change the habits they have through the semesters and they used the same techniques.

Indeed, taking into account the second section about academic background and, comparing results we asked about the results students got in the last semester that was not an English subject and we discovered that 50% percent of people received a 8.1-9.0 as a result, only 25% percent received a 7.01-8.0 and 9% percent was up to 9.00 showing that students received better results in other subjects following their strategies but not in English as course.

As a question directly focused on knowing if students are aware about Self- regulation as concept the information reveals that 80% percent of students do not know what Self-regulation is. To be aware if students know about strategies to learn we discovered that 60% percent of students are conscious that they use strategies but 40% of the sample does not know if they use any strategy or not. This result shows that regardless they are studying a major of teaching there are a big percentage of students that ignore about learning strategies or their use consciously. But 95% percent of students consider that using strategies in their courses is a good tool to get better results.

4.3 STRATEGIES

Talking about strategies, our third section, we can notice the next graph with statements that identifies students the most:



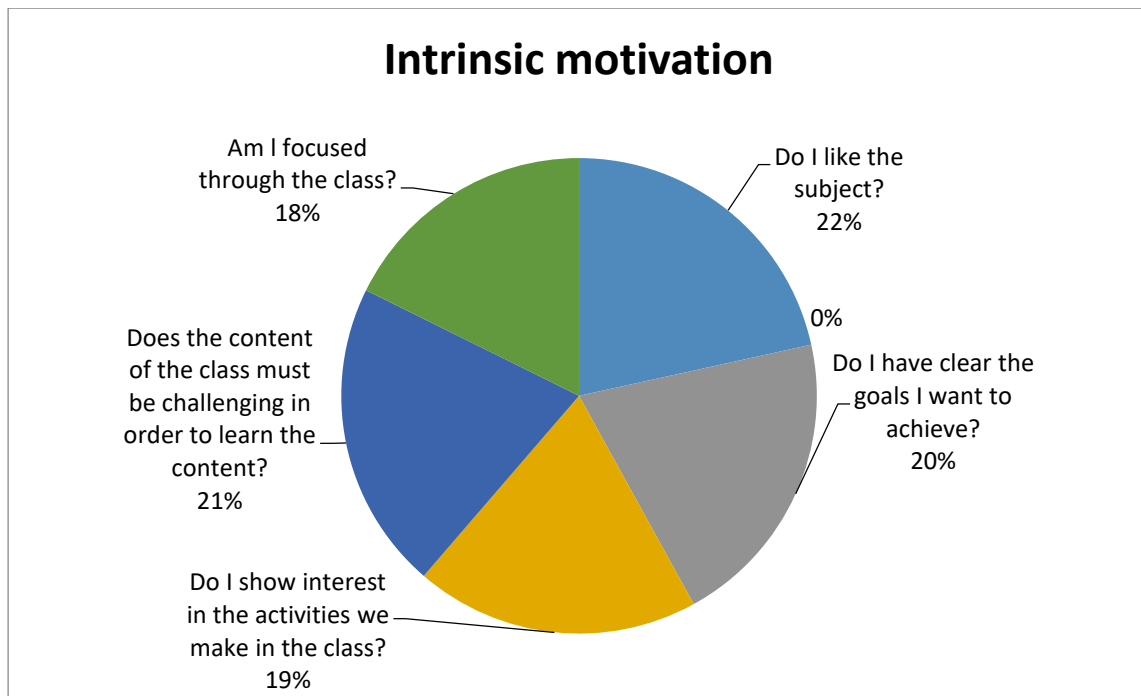
In fact, to answer if students make use of strategies to get better outcomes was asked to choose the strategies they used mostly showing that 23% percent of the sample used Self-evaluation as the first strategy to review information, also 20% percent of students feel comfortable when asking assistance to a third person as a classmate to compare results.

The other 18% percent of students check their notes before a test to review records, 14% percent of students decide to prepare outlines when starting their compositions and 12% percent of students only follows teachers' guidance.

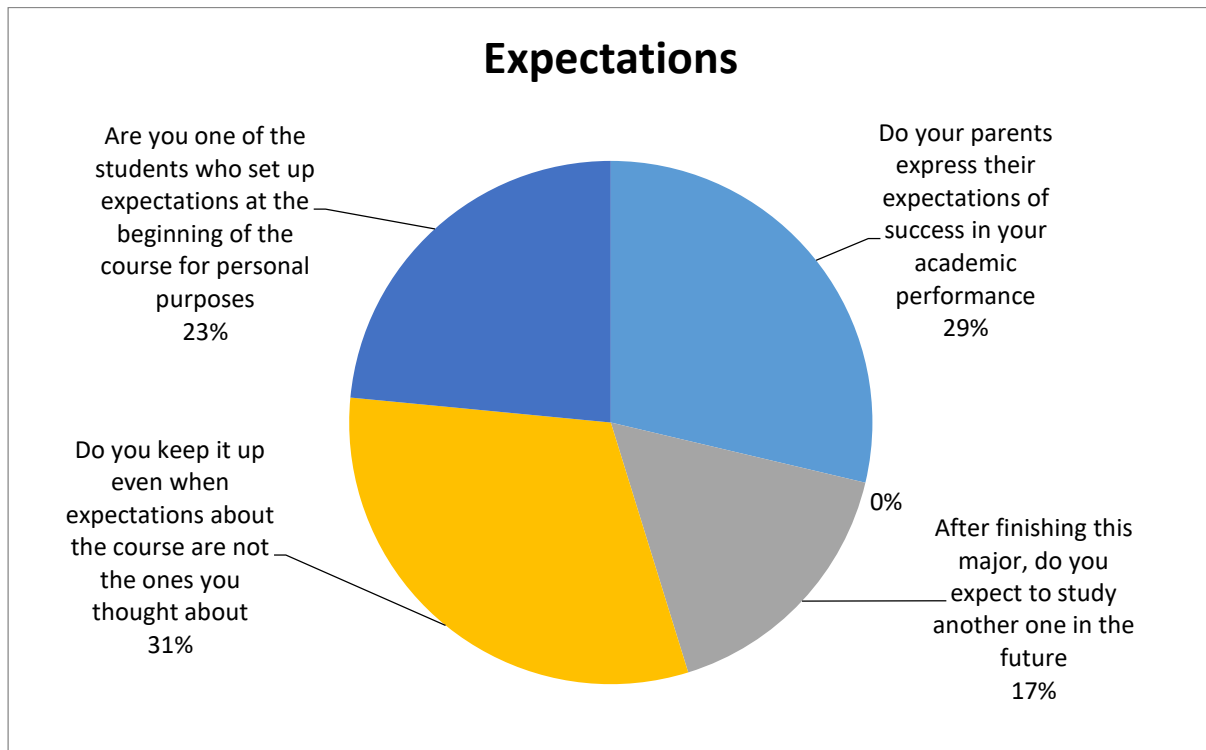
It is important to claim that the less used technique is to check records two weeks after making a test and with 4% and the 9% percent which answered that students rarely make a list to monitor the mistakes they got in a class. Otherwise, the result we can say that students do not goal-setting and planning according to 28% percent of the sample follow by 22% that do not keep records and monitoring and the third technique students used is organizing and transforming with 15% percent.

4.4 INTRINSIC MOTIVATION AND EXPECTATIONS

To follow with the fourth stage of the survey we asked about the expectations and motivation that students have when starting and coursing the semester to check is students receive any external motivation about parents or teacher or on the other way around the intrinsic motivation plays a more important role in the learning process. To check if students has intrinsic motivation and we received that 97% percent of students like English as subject. Also 92% percent of students have clear the goals they want to achieve. But 87% of the sample pay attention to the activities they made in the class on the other hand 95% percent a challenging content to learn the information and 80% of students are focused through the whole class.



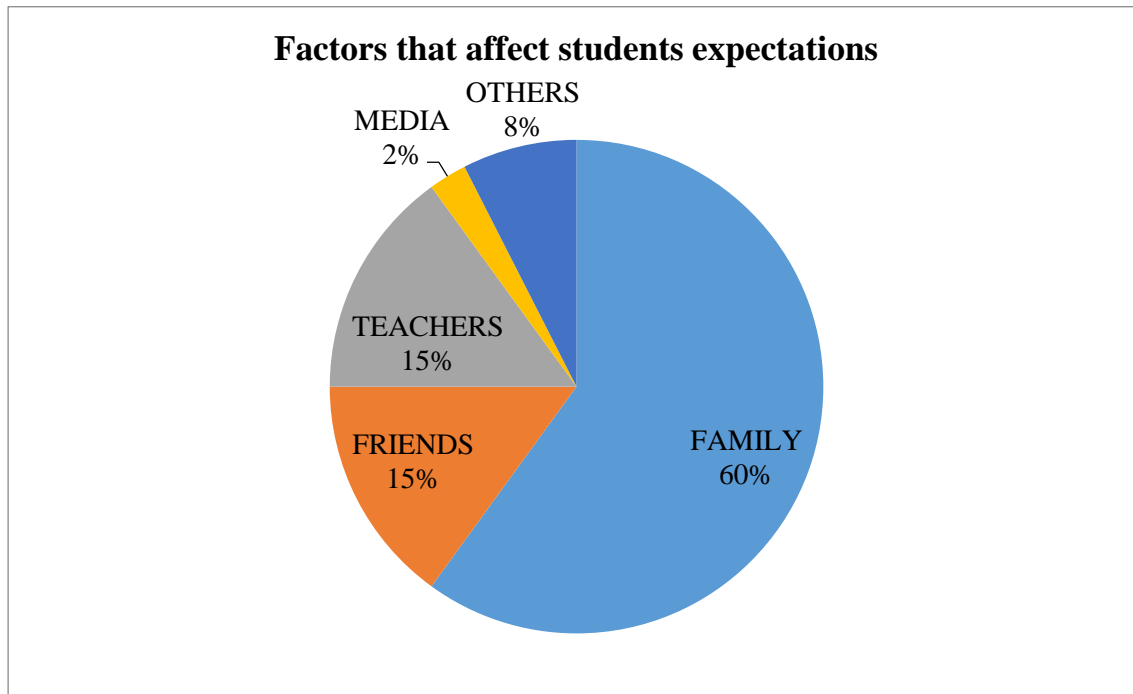
To review the expectations students have at the beginning of the semester we discovered that 82% percent of students receive the expectations their parents have about the next classes. Moreover, reviewing we discovered that 47% percent of student wants to learn another major after finishing this one showing that students do not have enough expectations about a future degree. Talking about the expectation inside the course, 90% percent are ready to face any situation in which the degrees at the beginning will not stop their intentions to aim the goals and only 27% percent of students have clear the expectations the results will show as a personal purpose.



4.5 ZONE OF PROXIMAL DEVELOPMENT

On the other hand, verifying which factors influenced students' expectation was discovered that parents are the most influent factor to continue studying at university with 86% percent, but it also was discovered that teachers play an important role in this situation since 14% percent of students continue their major because of a teacher.

Taking into account the role that family and teaches have in the results of student, 60% percent of Students are influenced by family to do the best in the semester, 15% percent by teacher as well, and surprisingly 15% percent of students answered that their friends motivate them to continue. Students feel comfortable and like the way teachers develop a class in an 85% percent. Finally, to check if Students feel comfortable in a noisy environment 80% percent of students prefer studying in a place with no noise.



5. DISCUSSION

After gathering the information collected through surveys to students it was discovered that most of students who decide studying English Teaching major at the University of El Salvador come from a private school which influences the way they prepare themselves to study the language. Also, it was seen that the majority of students when studying the subject of Advanced English II dedicate themselves to study only and are single as well. At the same time it is important to state that family plays an important role in the results students get since students live with both parents in more than 50% percent of the sample.

Focusing on the results, they gathered through the career we can say that students get grades between six and eight showing that students do not present a low score in their learning process but it can be enhanced using techniques that were presented in the instruments. According to the results, students may use the same ways to study in different subjects but the results in spite of they are the same in many subjects the results are not always the same showing that they perceive better results in other subjects but in English.

Techniques to improve the learning process are taught through the Didactics courses that students study before taking Advanced Intensive English II. Surprisingly, few students know about Self-regulation and most of them are not aware of the techniques they use in their learning process showing that students may not be taking Didactics courses when enrolling in English courses or students are not paying attention to the advantages strategies may provide at the moment of teaching and learning.

Following with the research it was asked about the strategies students use when studying an English course and which the most used is to obtain the results to answer the research questions.

In the survey appears seven different options to choose that were: Self-evaluation, Organizing and transforming, Goal-setting and planning, Keeping records and monitoring, Seeking social assistance, Reviewing records, and others.

To get better results, according to the sample, students decides to self- evaluate themselves to check their notes to clarify any doubt and to complete the task correctly showing that students take the results they get through the semester as the first option to improve their results. Following with the percentages obtain the second strategy students use most of the time is Seeking social assistance.

As we can see in the classrooms students who have doubts about the content decide to ask a friend or a classmate who shows a complete understanding about the content seen in class and they decide to choose this strategy since they do not feel enough rapport to ask teachers about the doubts they present. Another technique that students use when facing a test which is on the corner is reviewing records which appears as the third option but it is the most used when an evaluation is coming showing that students trust fairly in the notes they have about the content seen in class and that students usually prepare themselves when tests and evaluations will be done soon. This data is supported by the information that shows that the less used technique is goal-setting in planning.

As we can see in different levels of our education system students usually procrastinate their responsibilities and they do not define the goals they want to achieve at the beginning of the class and, rarely, they decide to study for a test two weeks after to prepare themselves better.

To complete the options students use in few occasions they keep records and monitor their fails and errors to check them later, and in a worrying percentage students do what teachers ask

with no asking for assistance or taking notes showing that there are a percentage of students that do not make use of strategies to improve their results being the major they are studying a teaching major in which knowing and putting in practice techniques to learn a vital part of the whole process.

Otherwise with the results obtain in the research it was studied about the expectations and motivation students have when starting the classes. Students claimed that they really like the subject and they agree when the content tries to be a challenge to them to force them to get better grades. It was also an interesting result to see that students have clear the aims they want to gain when starting the semester showing that students have clear that they are capable to get the results by themselves. Staying in the results, expectations appear as a motor to continue studying since parents are the most valuable group that express the expectation they have about their children showing that besides students are in an adult age parents, and family as well, are presented in the development of the students in every step they face.

This factor may have an important role in the learning process since some student feel the confidence to keep up when the results in the first part of the semester are not the ones expected. Family may play the role when students define their expectations since in an almost equal percentage of the students who answered the survey claimed that parents and them set up expectations at the beginning of the period. Something relevant that it is important to mention is that students do not want to study another major when finishing the one which they are studying now indicates that despite of students feel support by their families they do not want to continue preparing themselves in another field that university may offer.

As it was demonstrated in different sources influences the learning process. Following this conception, it was studied the Zone of Proximal Development in the instrument and students were

asked to show the impact they receive of different areas are media, friends, teacher and family. To strengthen that family shows the main impact in students' performance students answered that this sector is the one which affects the most their expectations at the beginning of the semester. Following with the data collected it was shown that both teachers and friends making an important impact in the expectations students have as the second place in this data. A result that take the attention was that as the same time that family motivates student to study a major; teachers can be an influence, in an inferior level of course, to keep students continue studying in a university. It can be taken into account since teachers should pay an important role when teaching and managing techniques to teach the content to students. This action can define the way students perceive the value learning has in their results.

Thus, the investigation of the use of Self- regulation it was discovered that students do not feel comfortable when studying or taking classes in a noisy environment. This result may not surprisingly because an environment with that characteristic may affect the concentration of a student it is a key point since in many occasions the environment in which a class in the department is being taught may be disrupted by building repairs that in a way affect the teaching- learning process.

6. CONCLUSIONS

Since we saw in this thesis Self- regulation is a set of techniques in which students can develop their skills basing their decision on their goals, expectations, motivation and environment which play an important role in the learning process.

As we can see in the results obtained by the research teachers may play an important role if they prepare their classes in a challenging way since students feel the support of family and teachers when they face a task that is not easy but reachable.

Moreover, with the data we can see that students use techniques to be prepared to make a test such as Self-evaluation, seeking social assistance and reviewing records showing that students feel comfortable taking the support of someone who shows a domain of the topic and the notes they made when taking classes.

Expectations of the students, motivation and the environment play a crucial role in the performance of students since the support of family, a clear environment and the way students see themselves define the decisions student will take when dealing with the tasks, evaluations and tests of a subject.

7. RECOMMENDATIONS

- It is recommendable that professors keep on using challenging activities that make students feel motivated to learn; they will benefit students, because they will develop their English skills in a reliable environment.
- It is advisable that professors can promote the use of Self-regulation strategies and its benefits in the classroom in classes since that, students will have a more effective learning process.
- It is recommended that authorities open some groups of skills learning strategies in which students can learn many strategies about how to use Self- regulation in their courses.
- It is a worthy option that authorities open some speeches in which professors that based their classes on motivation and expectations present options in which students can grow by themselves.
- For community in general, it can be a notable contribution if families decide to attend to some seminars in which specialists will explain the contributions of external motivation in the success of a degree.
- Also, a remarkable recommendation can be that students and parents attend to some family therapies to decide which the best option to manage the stress of a degree is.

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9) ANNEXES



UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE

The use of self-regulation of students in the Advanced Intensive English II of the Bachelor in English with emphasis in Teaching at the Foreign Language Department from the University of El Salvador, Semester I, 2017

Objective: To do research on what is the use of self-regulation of students from the Advance Intensive English II.

Directions: complete the questionnaire by marking each item with an X

PART I: PERSONAL INFORMATION

1. Gender: a) Male b)Female
2. Age: a)18-22 b)23-27 c)28-32 d)33-37 e)38+
3. Marital Status: a)Single b)Married c)Free Union d)Divorced
4. Whom do you live with? a)Mother b) Father c)Both
d) Spouse e) Alone f) Other: _____

5. What are you currently doing?
 a) Studying only b) Working and Studying
 If working, are you financially independent? a) Yes b) No
 If not working, who supports your school tuition and fees?
-

PART II: ACADEMIC INFORMATION

6. Where did you study high school? a) Private b) Public c) Semi-public
 7. What was your Grade in the last English course that you took?
 a) Below six b) 6.00- 7.00 c) 7.01-8.00 d) 8.01-9.00 e) 9+
 8. What was your grade in the first evaluation you took during this semester?
 a) Below six b) 6.1-7.0 c) 7.1- 8.0 d) 8.1-9.0 e) 9+
 9. What was your grade in the last evaluation you took during this semester?
 a) Below six b) 6.1-7.0 c) 7.1- 8.0 d) 8.1-9.0 e) 9+

PART III: STRATEGIES

10. Do you know what self- regulation is? a) Yes b) No
 11. Do you use any kind of strategy to get good grades? a) Yes b) No
 12. Do you consider important to use strategies in your courses?
 a) Yes b) No

Please, select all of the following strategies you use to get good outcomes

Do you make use of?	E.g.	Answers	
		Yes (a)	No (b)
14. Self-evaluation	I check over my work to make sure I did it correctly.		
15. Organizing and transforming	I make an outline before I write my paper.		
16. Goal-setting and planning	First, I start studying two weeks before exams, and I pace myself.		
17. Keeping records and monitoring	I kept a list of words I got wrong.		
18. Seeking social assistance	If I have problems with English assignments, I ask a friend to help.		
19. Reviewing records	When preparing for a test, I review my notes.		
20. Other	I just do what the teacher says.		

*Adapted from the Australian Journal of Educational & Developmental Psychology of The Australian Catholic University, The University of Queensland, and Queensland University of Technology (2013).

PART IV: PERSONAL SATISFACTION AND EXPECTATIONS

Section A: Intrinsic Motivation

21. Do I like this subject?

a) Yes b) No

22. Do I have clear the goals I want to achieve?

a) Yes b) No

23. Do I show interest in the activities we make in class?

a) Yes b) No

24. Does the content of the class must be challenging in order to learn new things?

a) Yes b) No

25. Am I focused through the class?

a) Yes b) No

Section B: Expectations

26. Do your parents express their expectations of success in your academic performance?

a) Yes b) No

27. After finishing this major, do you expect to study another one in the future?

a) Yes b) No If yes, why? _____

28. Do you keep it up even when your expectations about the course are not the ones you thought about?

a) Yes b) No

29. Are you one of these students who set up expectations at the beginning of the course for personal purposes?

a) Yes b) No

Part IV: Zone of Proximal Development

30. Who influenced you to study at University?

a) Parents b) Teachers

31. Which are the factors that influence you to do your best in your courses?

a) Family b) Friends c) Teachers d) Media e) Others

32. Do you like the way teachers develop a class?

a) Yes b) No

33. Does a noisy environment make any influence when you are studying?

a) Yes b) No

**Some items were incorporated on this section from the Development of Learning Strategies' Philosophy Doctorate thesis by Magaly de Regla Rodriguez Pineda from the University of Granada (2008).*