

The Role of Self-Regulation in Second Language Learning

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دور التنظيم الذاتي في تعلم اللغة الثانية (اللغة الانكليزية)

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Abstract:

Self-regulation has emerged as a prominent topic in education, as it enhances learners' capacity to control their own learning processes.

The beliefs, anxiety, and motivation of learners are three critical characteristics, while self-regulation is essential for sustaining learners' capabilities and productivity, as well as enhancing their learning outcomes. There exists a limited body of research exploring the relationships among these learner characteristics—namely, beliefs, anxiety, motivation, and self-regulation in the context of learning language. This study seeks to address this gap by performing structural equation modeling analyses to investigate these relationships. The results showed that while the learner's anxiety was negative, their beliefs predicted favorably. The motivation for studying English was mediated by self-organized English learning.

According to the findings, learning motivation and self-regulation were enhanced by learners' increased perceptions of their own abilities and the worth of learning English. On the reverse side, learners' motivation and self-regulated English learning were negatively impacted by higher levels of learning anxiety, such as test anxiety and receiving a poor grade.

Key Words: self-efficacy, learner beliefs, self-regulation.

 الملخص

أصبح التنظيم الذاتي موضوعاً يتم مناقشته على نطاق واسع في التعليم لأنه يسهل قدرة المتعلمين على إتقان التعلم الخاص بهم.

معتقدات المتعلم، قلقه وداعيته تعتبر ثلاث خصائص مهمة لدى المتعلمين. يُعد التنظيم الذاتي مهماً جدًا في الحفاظ على استمرارية قدرات المتعلمين، وعلى الرغم من تزايد عدد متعلمي اللغة الإنجليزية، إلا أن هناك عدداً رمزاً فقط يهتم بالدراسات التي توضح العلاقات بين خصائص المتعلم (معتقدات المتعلم وقلقه وداعيته) والتنظيم الذاتي في سياق اللغة وتعلمها، وتهدف هذه الدراسة إلى سد الفجوة من خلال إجراء بعض التحليلات لفحص علاقتها.

أشارت النتائج إلى أن معتقدات المتعلمين تؤثر بشكل إيجابي، بينما القلق يؤثر سلباً. التنظيم الذاتي يعتبر عاملاً وسيطاً. حيث أن تعزيز ثقة المتعلمين بأنفسهم وإدراكهم لقيمة تعلم اللغة الإنجليزية عزز داعية التعلم وتنظيم الذات، بينما أضر قلق التعلم العالي مثل قلق الاختبار والخوف من التقييم السلبي بداعية المتعلمين وتعلمهم الذاتي المنظم للغة الإنجليزية.

I. Introduction

Since the mid-1980s, there has been an extensive amount of research on self-regulation, especially its function in learning (Zimmerman, 2001). Researchers and practitioners agree that learners' ability to self-regulate significantly improves their performance results, which is the basis for the growing emphasis on the significance of self-regulated learning. As a learning state, self-regulation encompasses learners' motivation to learn, metacognition, and strategic action (Butler & Winne, 1995; Perry, Phillips, & Hutchinson, 2006; Winne & Perry, 2000; Zimmerman, 1990, 2001). Many researchers have examined the efficacy of self-regulated learning in a range of subject areas, including science (Sinatra & Taasoobshirazi, 2011) and mathematics (De Corte, Mason, Depaepe, & Verschaffel, 2011). Empirical evidence indicates that learners who proactively establish reasonable learning goals and successfully attain them through effective learning strategies typically exhibit superior performance outcomes compared to their peers.

The number of students studying English as a foreign language (EFL) at the postsecondary level has increased significantly in recent years. A recent development trend is the introduction of electronic activities for learning into foreign language courses. It is true that mastering a foreign language is quite difficult. In order to attain a continuous learning outcome, learners typically resort to sophisticated techniques that incorporate cognitive, affective, and behavioral elements when faced with challenges during the English language learning process. These include self-regulation, motivation, anxiety, and learner beliefs, all of which are thoroughly researched. Combine behavioral, affective, and cognitive elements to produce a learning outcome that is ongoing. These include self-regulation, motivation, anxiety, and learner beliefs, all of which are thoroughly researched. Learner beliefs, anxiety, and motivation are the three learner traits that are frequently and reliably found to be responsible for foreign language acquisition performance. Specifically, language learning attitudes are important because they have a significant influence on how students assess and apply language learning techniques. For example, different language learners may have different ideas on what makes learning a foreign language successful. Some argue that speaking and using English in a suitable linguistic setting is crucial, while others believe that mastering the grammar and vocabulary of English is the main goal. Uncomfortable feelings when speaking or learning a foreign language are a part of foreign language learning anxiety. Chinese learners of English as a foreign language (EFL) with varying levels of ability frequently experience this kind of worry. The majority of English language learners, particularly those at the beginning level, experience increased anxiety when they are asked to speak or answer to the instructor in English during class. Higher levels of foreign language anxiety in English speakers might cause a mental barrier that significantly reduces their ability to learn a foreign language. Additionally, it was discovered that speaking and hearing in a foreign language causes more anxiety than typing and listening in the same language. Language learners' feelings about their language are just as much a part of motivation as the reasons they are learning it. For instance, although some university

students view English as a tool and anticipate using it in their future careers, others learn it only to fulfill the language requirements needed to earn their academic degrees. People who study English for professional purposes (process-focused motivation) might be more motivated than those who study it purely for test-taking purposes (outcome-focused motivation).

II. Literature Review

2.1 Self-Regulation in Language Learning:

In essence, self-regulated learning (SRL) consists of a number of fundamental components, including self-generated thoughts, feelings, strategies, and behaviors, all of which should be integrated to help achieve objectives. The idea of self-regulation originated in educational psychology and has recently sparked scientific curiosity about second language acquisition (SLA).

Three main parts make up the cyclical process known as SRL: planning, monitoring, and evaluation. Because it connects advanced learners' metacognitive knowledge—what they know—with self-regulation—what they do and the way they get ready for learning—self-reflection is essential from a single phase to the next. This implies that reflection occurs naturally during the (SRL) process rather than as a fourth phase that is distinct from the other phases. According to psychological theory, self-regulation in foreign language learning refers to a self-directed process that language learners use to initiate and maintain their thoughts, feelings, and behaviors in order to achieve their particular learning objectives. The transition from learners' mental capacities to their language learning-related skills is part of this self-directed process, which involves a variety of interconnected micro processes. However, present a five-dimensional model that explains the self-regulation techniques used by English language learners. The self-regulation of English language learners was further suggested to encompass dedication control, mental control, fulfillment control, emotional and cognitive control, and interpersonal management, based on earlier research framed in SRL. Later, the structural relationships between the five dimensions mentioned above were verified.

Although self-regulation is defined differently by various theoretical models, numerous practical and theoretical investigations have agreed that it is a complex and socio-educational construct that encompasses behavioral, self-motivational, cognitive, socio-cultural, and metacognitive elements. According to related study, a number of universal methods—such as affective strategies, comprehension monitoring strategies, organizational strategies, elaboration strategies, and rehearsal strategies—were frequently used to become an expert learner. Reflective thinking abilities (self-questioning) were used to build these techniques, which necessitated a great deal of practice along with constructive criticism.

2.1.1 The Importance of Self-Regulation

The significance of self-regulation has become more apparent as educational practices have changed. Self-regulated learning methodologies have gained recognition in the field of language instruction since the Council of Europe (2001) published the Common European Framework, which places a strong focus on concepts like "learning how to learn" and "lifelong learning." According to Afflerbach et al. (2008), self-regulated L2 strategies for learning are intentional, goal-oriented endeavors to govern and manage L2 learning efforts.

Students' success level and their ability to self-regulate are related. Studies conducted in higher education have demonstrated a connection between academic achievement and self-regulated learning practices (Lindner and Harris, 1992; Vrugt and Oort, 2008). Using questionnaires and interviews as data collecting methods, other scholars (Pintrich et al., 1993; Zimmerman & Martinez-Pons, 1986) have also conducted studies that demonstrate a substantial association between students' use of self-regulatory strategies and their academic achievement. They demonstrate that students with high self-regulation abilities contact their parents, teachers, and peers more frequently than their classmates with low self-regulation skills. As a result, people gain more knowledge and greatly profit from this teamwork and cooperation. It was demonstrated in the study by Zimmerman and Bandura (1994) that students' effective verbal abilities are mirrored in their written performance through the use of self-regulation skills.

2.2 Learner Beliefs:

Belief is a complicated thing. Its contradictory nature and the divergent goals of scholars contribute to its complexity, which makes it challenging to define. According to Kalaja and Barcelos, belief is a way of thinking that encompasses both things that are considered real at the time but may be challenged later, as well as things about people who had no prior information yet were highly confident in acting.

Regarding language learner attitudes, this concept includes, but is not limited to, the amount of time needed to become fluent, the challenges associated with language acquisition, the right age to begin learning a language, and the function of grammar rules, lexical resources, and oral communications during the language learning process. Successful language learners consistently hold firm and perceptive opinions about learning a foreign language. On the one hand, language learning efficiency will be facilitated by learners' aptitudes and the use of efficient learning techniques. However, incorrect, ignorant, and pessimistic ideas can lead to anxiety related to learning a foreign language, poor self-concepts, and unproductive learning practices.

In order to gauge language learners' beliefs, Horwitz subsequently created the Attitudes about Language Learning Assessment Questionnaire. This survey covered a wide range of topics and debates related to learning a foreign language, and it was subsequently widely used in the

applicable studies. Yang modified the survey to look at how Chinese EFL student opinions and their use for instructional tactics relate to one another. Self-efficacy and expectations, the perceived nature and worth of English, attitudes in foreign language proficiency, and views in formal structure studies are the four subsets of Chinese EFL student opinions that Yang compiled and identified. Self-efficacy specifically refers to individual assessments of one's own proficiency in language acquisition. EFL learners are more motivated to work hard when they believe they are proficient in the language enough to master a particular skill. But when they believe that the ongoing studying of languages activity is beyond their capabilities, they slow down or even quit.

Opinions regarding, individual readiness for, and acknowledgment of learning English are simply referred to as perceived value and character of English. According to beliefs about foreign language aptitudes, learning a foreign language is a reasonably stable talent that can predict an individual's ability to master a foreign language in specific circumstances. Translation, memorizing, reading, writing, and corrections are all emphasized in formal structural studies, which acknowledge grammar and vocabulary as two of the most crucial aspects of learning a foreign language.

Setting goals, using effective learning strategies, creating the perfect learning environment, managing one's time well, asking for help when needed, and—above all—maintaining positive beliefs about one's own abilities, expected learning challenges, learning values, and the sense of pride, accomplishment, and fulfillment that comes from consistent effort were the six components that made up self-regulation. In this way, self-regulated learning will be influenced by positive learner beliefs. According to the concept of social cognition, Bandura and Zimmerman claimed that self-efficacy in applying different learning techniques to become proficient in a foreign language was a prerequisite for efficient self-regulation. In the past, learner beliefs' primary subscale was self-efficacy. The effectiveness of a learner is derived from their performances, observations, convincing data, and bodily responses.

When it comes to learning a foreign language, student performance is a good indicator of self-efficacy. While unsuccessful learning outcomes reduce efficacy, successful learning outcomes increase it. Comparing their performance to that of others helps language learners become more effective. Similar peers' triumphs and failures in foreign language learning situations increase (decrease) their efficacy. The convincing data gathered from educators, parents, and fellow students acknowledges students' aptitude for completing a foreign language learning assignment. A string of performance setbacks could reduce efficacy, but this information might increase it. The sweating and respiration are examples of physical reactions that give language learners a sense of self-efficacy. More (less) anxiety-related symptoms point to a deficiency (abundance) in language proficiency. In general, self-efficacy works throughout the whole self-regulated learning process.

2.3 Changes in the Learners' Responsibilities

The responsibilities that students play both within and outside of the classroom have naturally changed as a result of changes in language classrooms and the philosophy behind language teaching and learning. Because of these new changes, students must consider and assume responsibility for their own learning process. They will be independent students who do not rely exclusively on their instructors as a source of information as they are in command of their own education. For over thirty years, language learning and teaching have been heavily influenced by the emphasis on individual students, their decisions, and their obligations (Brindley, 1989; Holec, 1981, 1987; Holec et al., 1996; Nunan, 1988; Rubin, 1975; Tudor, 1996).

Individual language learning is a result of these recent developments in the area that place greater responsibility for learning on the part of the individual student. According to White (2008), some of its tenets include maximizing or expanding student choice, putting the necessities of individual students ahead of those of an institution or instructor, and distributing decision-making authority to students. Therefore, greater learner-centered language learning that takes into account the needs and rights of language learners is a result of independent language learning. According to Anderson and Garrison (1998), kids should be given the options from which they can select the one that best suits their requirements, preferences, and language proficiency. This will allow them to make their own decisions regarding their education. Dickinson (1994) contends that the best approach to establish such an autonomous language learning context is for teachers to encourage their students to consider their requirements and the goals they must achieve.

When students consider their requirements, they will make their own decisions that will lead to the achievement they have been pursuing. As a result, a successful language learner should be the person who decides to follow the correct course that will lead him or her to the objectives that have been defined. According to Chapelle and Roberts (1986), proficient learners of languages are more adaptable and can modify their learning style to suit a task or goal, whereas less proficient language learners adamantly reject changing their learning styles regardless of the work or goal. The learners may become more autonomous as they gain independence in the process of learning a language. There is a small distinction between these two names, though. According to Little (1991), autonomy prioritizes dependency above independence. Dickinson (1994) distinguishes between these two ideas quite clearly. While autonomy necessitates learning on one's own, he links independence to taking responsibility for one's own education. "An ability to operate independently with the language and use it to communicate personal meanings in real, unpredictable situations" is how Littlewood (1997) defines autonomy (p. 81). This implies that in order to become an autonomous learner, you should be working on your own. A thorough explanation of autonomy is required in order to comprehend the problem more fully.

2.3.1 Autonomy

In the literature, autonomy is defined in a number of ways. As per Raz (1986, p. 369), it might be regarded as "the free choice of goals and relations as an essential ingredient of personal well-being." As a result, kids choose their own path to follow. According to Young (1986), autonomy "is that of authoring one's own world without being subject to the will of others" (p. 35), which is consistent with this definition. These two researchers attest to the fact that students make the decisions regarding their own learning in autonomous learning environments.

When the phrase "life-long learning" was coined in the 1970s as part of the Council of Europe's Modern Languages Project, the significance of autonomy in language learning and instruction gained widespread recognition (Council of Europe, 2001).

Selfdirected learning has become more important since then, and according to Allwright (1988), it has a significant impact on the language learning process, which is now "associated with a radical restructuring of language pedagogy, a restructuring that involves the rejection of the traditional classroom and the introduction of wholly new ways of working" (p. 35).

As a result, children will be active learners in and out of the classroom, demonstrating that language acquisition is not limited to the classroom setting. As a result, classrooms will no longer be the conventional settings where teachers impart knowledge; rather, students will actively participate in obtaining information throughout class. Accordingly, autonomy is "the ability to take charge of one's own learning" (p. 3) according to Holec (1979/1981). He adds to his definition by listing the essential components of autonomy, such as "choosing methods and techniques, monitoring acquisition, evaluating what has been acquired, determining objectives, content, and progression" (p. 3).

Certain topics in the field are mistaken for autonomy. As a result, Little (1990) clarified a few concepts that are incompatible with autonomy. "Autonomy is (a) not a synonym for self-instruction, (b) not about letting students do their best work, (c) not a teaching method, (d) not a single easily described behavior, and (e) not a steady state," he contends (p.7). Therefore, it is clear that autonomy and independence are two very separate concepts that should not be employed interchangeably. Someone who assumes responsibility for their own education is known as an autonomous learner. Autonomy is defined as "the situation in which the learner is totally responsible for the decisions concerned with his/her learning and the implementation of these decisions," as stated by Dickinson (1987). Although this dramatic definition may imply that teachers do not play a role in helping their students become independent, in reality, teachers play a role in this process because without their direction, guidance, and appropriate instructions, students may feel lost and unable to figure out how to become independent. As a result, Dickinson (1992) presented ways for educators to help their pupils become more independent. There are some arguments supporting the idea that autonomy is a prerequisite for independence, meaning that autonomous learners make all of the decisions regarding their own

learning process. However, this does not imply that teachers or other experts will not be involved in the language learning or teaching process. The use of "self-directed language learning," which is defined as "behaviors directed at the amelioration of the learner-teacher and learner-learner style conflicts, and at the individual's need for learner autonomy," and "requesting and requiring substantive changes to every aspect of the course, and especially to the course content and structure," are two examples of how Rivers (2001) believes that students can be deemed autonomous. "Autonomy is a prerequisite for self-directed language learning," according to Rivers (p. 286).

However, as many other elements influence learners' autonomy, the term of autonomy can't be oversimplified or overgeneralized. Pennycook (1997), for example, identifies three distinct factors that influence autonomy: (a) technical, which includes situational requirements for autonomy; (b) mental, which involves the identity of the individual, including attitudes and actions; and (c) political, which deals with conflicting ideologies. However, Pennycook's model is criticized by Oxford (2003) because it ignores the sociocultural perspective entirely and places greater emphasis on the political aspect of autonomy. Learning strategies are an additional essential aspect that has a significant impact on students' autonomy, according to Oxford (2003). According to Pennycook, learning strategies are only present in the technical component of education, but they ought to be incorporated into all of its components. Furthermore, Pennycook leaves out other elements that influence students' autonomy, such as situation, agency, and motivation in relation to other definitions of autonomy. High motivation, self-efficacy—defined by Bandura (1997) as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p.3). A sense of agency, a desire to find meaning (Frankl, 1997), positive attitudes, a need for achievement, and a combination of extrinsic and intrinsic motivation are other qualities that Oxford (2003) adds autonomous learners must possess (Deci and Ryan, 1985; Wigfield et al., 1998).

Toohey and Norton 2003 highlight a few other characteristics that impact learners' autonomy in addition to those listed by Oxford (2003) and Pennycook (1997). They contend that different motives, learning styles, cognitive characteristics, tactics, and personality orientations are necessary for independent learners to succeed or fail in language acquisition. For language learners, autonomy leads to success. According to a significant study through Dam and Legenhause (1996), Danish students in independent classrooms improve their vocabulary, grammar, and oral communication skills more than those in more conventional settings.

There is, however, "little evidence to suggest that learners who have followed a program that promotes greater learner responsibility develop greater language proficiency than those who do not" (p. 97), according to some studies, such as the one conducted by Sinclair (1999). There are undoubtedly additional elements that influence the independence and environment of a productive classroom that need to be taken into account when assessing students' performance.

We'll go into greater detail about these elements that have an impact on language classroom efficiency due to recent advancements in teaching and learning language methodology.

2.3.2 Motivation

Language acquisition is significantly impacted by motivation in as well as out of the classroom. Based on how aware and receptive they're to the instruction, it is easy to differentiate between motivated and uninterested students. Because English is one of the languages that renders studying it a little harder than learning another one, Turkish language learners must be driven to learn it.

Pimsleur (1980) divided the languages into four groups based on the level of difficulty they present to English language learners. As the difficulty level rises from group one (the simplest) to group four (the hardest), Turkish is placed in group 3. This implies that Turkish users of English will inevitably encounter some challenges, so they must be extremely motivated to overcome these obstacles. Therefore, one of the teachers' duties is to encourage the students to study English. Dörnyei & Murphey (2003) provide a number of elements that educators can take into account in order to raise their students' motivation levels:

- 1) Getting to know one another
- 2) Interaction, proximity, and contact
- 3) A challenging admittance
- 4) A common collective past
- 5) How rewarding group activities are
- 6) Group mythology
- 7) Public dedication to the group
- 8) Group investment
- 9) Extracurricular activities
- 10) Collaboration toward shared objectives
- 11) Competition between groups
- 12) Setting the group versus another

These are a few of the things that need to be considered when encouraging kids to acquire the language. Dörnyei (2001) offers a variety of methods for inspiring pupils in his book, but in a nutshell, he recommends that educators focus on the needs, interests, personalities, and desires of their students. Teachers will be better able to motivate their students if they have a deeper understanding of their profiles.

In one of his publications, Dörnyei (1994) develops a three-level model of L2 motivation.

- a) The learner level, which includes individual characteristics like achievement requirements and linguistic self-confidence (where autonomy resides);
- b) The language level, which reflects social and cultural views towards the language and involves integrative and instrumental causes of language learning;
- c) The learning situation level, which includes course, teacher, and group factors.

2.3.3 Cultural Context

Language methods of instruction and learning are also influenced by the environment in which they are conducted. It is referred to as the "culture of learning language" by Cortazzi and Jin (1998), who define it as "culturally based ideas about teaching and learning, about appropriate ways of participating in class, about whether and how much to ask questions" (p. 100). This does not imply, however, that the "culture of learning language" just affects activities that take place in the classroom; it also affects activities that take place outside of it, such as in more casual settings (Diouf et al., 2000) or in self-access centers (Jones, 1995).

The kind of language learners that is appropriate for the setting of learning is determined in part by the features of the learning context. Teachers should, however, make every effort to help their students choose the approach that works best for them. As a result, Pennycook (1997) cautions that it necessitates a procedure that is "just a matter of handing over the reins, of giving students greater control over the curriculum, of giving them greater control over or access to resources, of letting them negotiate what, when, and how they want to learn". Freire (1972), however, disagrees with him, arguing that it is wrong to give pupils complete control over their own education since they may get disoriented. Littlejohn (1997) provides an illustration of self-access centers, which are designed to increase students' independence and accountability for how they learn. These locations may occasionally exclusively assign scripted, low-level, uncreative, and non-communicative L2 assignments, which are completely ineffective for students and necessitate constant teacher supervision. Since each environment has its own special characteristics, some locations where students will find great value. According to Karlsson et al. (1997), the University of Helsinki's self-center, for instance, offers its students the resources and opportunities necessary to enable them to take an active role in their own education.

2.3.4 Individual Differences

Before creating their classes, teachers should be aware of the profiles of their pupils because they cannot create an effective lesson if they don't know anything about them. According to Crozier (1997), teachers ought to be aware of the variations in their students' learning styles .

Every action teachers take will affect their students, either favorably or unfavorably. Therefore, depending on the way students learn (Ehrman, 1996; Reid, 1998) and goals (Dörnyei, 2001), the lesson design may either be encouraging or demotivating. Teachers will therefore plan activities appropriately if they have knowledge of the preferences and goals of their students .

Learning methods and choices are influenced by current interests and goals, but teachers should also take into account the backgrounds that students bring from their prior educational experiences. This is because students accustomed to traditional classroom settings will find it challenging to adjust to learning environments that use new and modern techniques. As an example, Levine et al. According to (1996), learners who have lived in Israel for five years or longer are more likely to favor "communicative" tactics, whereas immigrants from the Soviet Union tend to favor "traditional" strategies, such as memorizing syntax and doing grammar exercises. This is due to the "cultural educational" elements that influence these two distinct learner profiles' inclinations. "Students studying in a highly structured and uniform educational system would develop learning strategies reflecting that system," according to Levine et al. (1996) (p. 45). This indicates that learners' decisions to employ learning-facilitating practices are undoubtedly influenced by the educational system to which they have been exposed or forced. Learning techniques, the primary focus of this study, are another significant aspect that influences language acquisition.

2.4 Self-Efficacy

For the sake of this study, consideration should also be given to the equally significant phrase "self-efficacy," in addition to the terms "self-regulation" and "language learning strategies." "People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391) is how Bandura (1986) defines self-efficacy. It indicates that students who have a high level of self-efficacy are able to quickly decide what they want to do and the best way to do it in terms of learning a language and using strategies. Therefore, raising students' self-efficacy levels should be the goal of our education because, according to Bandura (1997), students who have strong self-efficacy attitudes set higher goals, put forth more effort, and persevere through challenging academic situations in order to succeed—all of which are closely linked to self-regulated learning methods. However, in order to achieve a desirable level in both self-efficacy and self-regulation, learners ought to learn about the learning techniques that they should employ in order to raise their levels of self-efficacy. Therefore, so long as the course's goals are to be met, these ideas cannot be divorced

from one another. Usher (2009) highlights the significance of the interplay between self-efficacy and self-regulation.

The connections between self-efficacy as well as self-regulation were also made clearer by qualitative research. The fact that the majority of pupils with high self-efficacy actively use a repertoire of self-regulatory techniques when learning math may not be shocking. Low self-efficacy students found it difficult to handle their arithmetic assignments and infrequently asked teachers for assistance (p. 309).

The quote asserts that a learner's self-efficacy increases with their level of self-regulation. Additionally, students who have a higher level of self-efficacy will employ learning tactics far more frequently than those who have a lower amount. Additionally, Pintrich and De Groot (1990) attest to the strong correlation between elementary school pupils' self-regulation and their success beliefs. The similar trend is shown by their study, which was carried out with college students. Therefore, learners who are self-regulated typically have higher levels of self-efficacy than others in their age group.

According to Wolter (1998), learners' efficacy beliefs can be used to predict the usage of self-regulated learning practices by students. The learner's degree of self-efficacy can be used to determine whether or not they are actively and successfully applying learning strategies to advance their own learning process. According to a different study by Stoeger and Ziegler (2007), those students who employ self-regulation strategies are those who have a high sense of their own abilities. Additionally, they found a strong correlation between a gain in math proficiency and the factors of self-efficacy beliefs, educational orientation, and time-management skills.

Numerous previous research have noted the strong correlation between achievement, self-efficacy, and self-regulation (Pajares & Miller, 1994; Wang & RiCharde, 1987; Zimmerman & Martinez-Pons, 1990; Zimmerman & Ringle, 1981) .

Self-efficacy is also closely related to how learners view themselves, including their traits, performance, and character. According to Bong and Shaalvik (2003), "perception of academic capability is the major common denominator between the two, and there is a least significant overlap in the make-up of academic self-concept and academic self-efficacy" (p. 11). This implies that pupils who have a low level of self-confidence will have a lower level of self-efficacy than those who have a high level of self-esteem regarding their academic abilities and potential. In order to increase self-efficacy, which in turn leads to academic achievement, we should endeavor to instill in our students a strong sense of confidence in their own abilities and potential. In order to experience the taste of accomplishment in a skill or field in which they're more effective than others, this can be done if the pupils recognize their own linguistic talents and capabilities. For example, rather than making a student feel hopeless about their shortcomings, teachers should notify them that they are greater successful in writing while not

as successful in listening. Another topic that needs to be covered at this stage is the significance of developing students with high levels of self-efficacy.

2.4.1 The Importance of Self-Efficacy in Education

The learners' self-efficacy affects them in a variety of ways. Accordingly, a number of elements, including learning performance, emotions, and academic achievement, also affect students' self-efficacy. Several researchers work on these problems. Wang and RiCharde (1987) assert that learning achievement has a significant impact on students' self-efficacy. A student's self-efficacy rises in proportion to their realization that they can achieve their goals and succeed in the end.

Furthermore, students' self-efficacy beliefs have an impact on their academic performance (Pajares & Miller, 1994; Zimmerman & Martinez-Pons, 1990). According to Pajares and Miller's (1994) research, students' assessments of their aptitude for solving mathematical problems can predict their success in doing so more accurately than other factors. According to another study conducted Zimmerman and Bandura (1994), students' self-efficacy in the context of how they write is favorably connected with both the grades they have earned in their writing course and the grade targets they have set themselves themselves. Therefore, it may be argued that learners' self-efficacy is positively reflected in their effective performances. Bandura (2006) describes the significance of self-efficacy and how it affects students' academic performance: Whether people think deliberately or haphazardly, optimistically or pessimistically, depends on their efficacy beliefs. Additionally, they have an impact on the actions people take, the obstacles and objectives they set themselves and how committed they are to them, the amount of effort they put into specific tasks, the results they hope their efforts will yield, the length of time they persist in the face of difficulties, their ability to adapt to adversity, the state of their emotional lives, the amount of depression and stress that they endure when coping with demanding environmental demands, the decisions they make in life, and the achievements they achieve (p. 309).

It is clear that a person's self-efficacy beliefs influence not only their academic career but also the decisions they make regarding their whole future. Therefore, it has been emphasized that if an instructor wants their students to overcome all of the challenges they encounter throughout the lengthy language learning process, he or she must try his or her best to give students a high level of self-efficacy to handle all of the aforementioned difficulties. Additionally, this will assist the students prepare for their social and professional lives.

People's self-efficacy is influenced by a number of things. People's self-efficacy can be influenced by their past experiences since those who have had successful past experiences are

more likely to believe in their own skills. Wang and Pape (2005) concur that "scaffolding from parents and teachers can enhance students' self-efficacy beliefs through positive feedback and successful past experiences" (p.76). As a result, the learners' development of high self-efficacy will be aided by both positive prior experiences and instructor support. To put it another way, educators should constantly inspire their students to reach their greatest potential and give them hope that they can accomplish anything if they so want. Students will develop the self-efficacy necessary for success in this way. Teachers play a crucial role in this situation since they should give their pupils experiences that will boost their sense of self-efficacy. To give each student the confidence they need to succeed in language acquisition, they may offer projects based on their level of skill. As a result, learners' self-efficacy will rise in tandem with their increased confidence. However, teachers also need high self-efficacy in order to be able to teach students to have it. Studies have also demonstrated the significance of teacher self-efficacy. The findings of Ashton's (1994) study on teacher self-efficacy indicate that teachers who have high levels of self-efficacy respect themselves and their instruction. Furthermore, they invest their time, energy, and efforts in their pupils' education since they believe they have a big influence on their education. As a result, they make every effort to create efficient teaching methods. In a different study, eight teachers with varying levels of self-efficacy are observed for Gibson and Dembo (1984).

They discovered that those with high levels of self-efficacy are more adept at managing the classroom and the allotted teaching time. When faced with challenges in their classrooms, these teachers who have a high level of self-efficacy appear more assured and less irritated. In order for instructors to influence their students, it is crucial that they have a high level of self-efficacy.

III. Conclusion:

In addition to discussing the primary learner characteristics—beliefs, anxiety, and motivation—this study clarified the connections between self-organizing learning .

In contrast to the learner's anxiety, which was negatively predicted, the learner's beliefs predicted positively, and the learner's motivation acted as a mediator for these relationships. It supports a number of earlier conclusions regarding such correlations between traits.

Therefore, in order for the findings to be beneficial and successful for self-organized learning of the English language, more learner beliefs, less learner anxiety, and increased willingness to study were needed.

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