

A DESCRIPTIVE STUDY OF SELF-REGULATED LEARNING STRATEGIES AMONG EFL LEARNERS IN HO CHI MINH CITY

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Abstract

This study explores self-regulated learning (SRL) behaviors among 102 EFL learners in Ho Chi Minh City. Four SRL dimensions—planning, monitoring, strategy use, and reflection—were examined through a structured questionnaire. Data analyzed with SPSS revealed generally high SRL levels, with strategy use and monitoring being the most prominent, while planning and reflection were less developed. No significant differences were found across gender, academic attainment, or major. The findings recommend integrating goal-setting, strategy training, and reflective activities to enhance learners' autonomy and self-directed English learning.

Keywords: *EFL learners, learners' autonomy, self-directed English learning, self-regulated learning.*

1. Introduction

In the context of English language education, self-regulated learning (SRL) has emerged as a critical determinant of learner success, especially in environments where English is taught as a foreign language (EFL). Self-regulation enables learners to take active control of their learning process by setting goals, selecting strategies, monitoring progress, and reflecting on outcomes (Zimmerman, 2000). In Vietnamese settings, the national plan for educational reform and digital transformation has focused on creating independent, self-directed learners who can learn for the rest of their lives. This emphasis is especially pertinent in Ho Chi Minh City (HCMC), a vibrant metropolitan hub where students face both possibilities and obstacles in English learning within technologically advanced and interactive classrooms.

Despite the growing attention to learner autonomy in Vietnam's language education policies, research on the actual self-regulatory practices of EFL learners in HCMC remains limited. Most studies have focused on motivation, learning strategies, or technology integration, leaving a gap in understanding how learners in different educational settings (e.g., colleges, universities, and language centers) self-regulate their English learning. Identifying the extent and nature of EFL learners' self-regulation in this context can provide valuable insights for curriculum designers, teachers, and policymakers to support students' independent learning and improve teaching practices.

Consequently, this descriptive study seeks to investigate the levels, dimensions, and patterns of self-regulated learning among EFL learners in Ho Chi Minh City. In particular, it looks into how students use goal planning, self-monitoring, effective strategies, and self-evaluation procedures when they study English. The results are anticipated to enhance the comprehension of EFL learners' self-regulation and propose pedagogical strategies for promoting self-regulated learning in Vietnamese classrooms.

In order to meet the research aims, the current study was conducted:

1. To describe the overall level of self-regulated learning among EFL learners in Ho Chi Minh City.
2. To identify the most and least frequently used self-regulation mechanisms in English language acquisition.
3. To investigate variations in self-regulation based on demographic variables including gender, educational attainment, and academic major.

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2. Literature Review

2.1. Conceptualizing Self-Regulated Learning

Self-regulated learning (SRL) refers to learners' proactive control over cognitive, motivational, and behavioral processes in pursuit of learning goals. It is conceptualized as a cyclical process in which learners plan, monitor, and evaluate their learning to optimize outcomes (Zimmerman, 2000; Pintrich, 2000). Unlike teacher-dependent approaches, SRL emphasizes learner autonomy and agency, allowing students to set goals, select strategies, track progress, and adjust behaviors for success. Effective self-regulation depends not only on cognitive competence but also on metacognitive awareness, motivation, and behavioral management (Boekaerts, 1999; Schunk & Zimmerman, 2012). Learners who develop SRL skills exhibit persistence, adaptability, and strategic awareness which attributes essential for lifelong learning.

Researchers frequently characterize SRL as consisting of three interconnected dimensions which are cognitive/metacognitive, motivational/affective, and behavioral/contextual regulation (Winne & Hadwin, 1998; Panadero, 2017). Cognitive and metacognitive regulation encompasses goal setting, strategic planning, monitoring, and self-evaluation that augment learning awareness (Flavell, 1979; Efklides, 2011). Motivational and affective regulation maintains engagement via self-efficacy, goal orientation, and emotional regulation (Bandura, 1997; Dörnyei, 2005; Pekrun, 2006). Behavioral and contextual regulation pertains to the management of time, effort, and learning contexts (Winne & Hadwin, 1998). These components create a dynamic, cyclical process in which cognition, motivation, and behavior interact to create learners who are independent and effective (Schunk & Zimmerman, 2012).

2.2. Self-Regulated Learning in EFL Contexts

In the realm of EFL education, SRL is extensively acknowledged as a fundamental factor influencing learner autonomy, academic success, and communicative proficiency (Tseng, Dörnyei, & Schmitt, 2006; Teng & Zhang, 2016; Ushioda, 2011). Studies show that learners who can regulate their own behavior are better at setting realistic objectives, keeping track of their progress, and staying motivated in all of their language skills.

The existing body of research underscores that self-regulated learning (SRL) plays a pivotal role in fostering learner autonomy, sustained motivation, and language proficiency across EFL contexts. Learners who actively plan, monitor, and evaluate their learning processes tend to achieve greater success in developing communicative competence and academic performance. For instance, Teng and Zhang (2016) demonstrated that Chinese EFL utilizing metacognitive methods attained superior writing proficiency. Another research by Kim (2013) discovered that Korean learners employing time management and self-evaluation procedures had enhanced oral fluency. Additionally, Dörnyei and Ryan (2015) underscored the significance of identity and emotional regulation in maintaining long-term motivation for language acquisition.

Nevertheless, despite the well-documented benefits of SRL, its implementation remains uneven across cultural contexts. In particular, learners in collectivist and examination-driven educational systems, such as those in many Asian countries, often face structural and cultural constraints that limit opportunities for independent and reflective learning (Gao, 2010; Littlewood, 1999). These insights highlight the need for pedagogical reforms that cultivate self-regulatory capacities through learner-centered approaches, reflective tasks, and supportive learning environments that empower students to take ownership of their language learning journeys.

2.3. Theoretical Framework

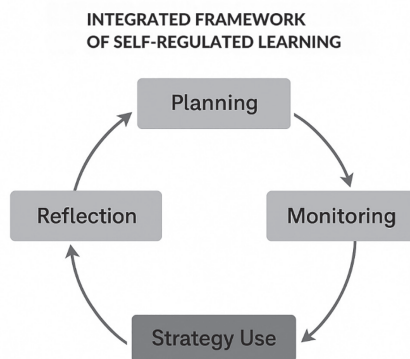
The theoretical foundation for SRL is based on social cognitive theory (Bandura, 1986), which asserts that learning occurs through the reciprocal interaction of personal, behavioral, and environmental factors. Within this framework, several foundational concepts have influenced SRL research and underpin the present study.

Zimmerman's (2000, 2002) cyclical model of SRL elucidates the continuous process of self-directed

learning, comprising three interconnected phases: the forethought phase, which encompasses goal setting, strategic planning, and motivational beliefs; the performance phase, where learners demonstrate self-control and self-observation while engaging with learning tasks; and the self-reflection phase, marked by self-evaluation and adaptive modifications in response to feedback. This model shows that SRL is a dynamic and self-renewing cycle in which reflection leads to continuing growth and learning that is flexible. Pintrich (2000) developed this conceptualization further by stressing the importance of combining motivational and contextual factors. He suggested four areas of regulation including cognition, motivation/affect, behavior, and context, which across four stages of planning, monitoring, control, and reflection. His paradigm emphasizes the ongoing and reciprocal interaction of learners' cognitive, affective, and behavioral processes within particular learning settings. In addition to these views, Oxford's (2017) Strategic Self-Regulation (S²R) model extended SRL theory to language learning by finding strategic regulation in cognitive, emotional, motivational, and social-interactional areas. This methodology is particularly prominent in EFL settings, where learners are required to govern not just linguistic and cognitive processes but also emotions, intercultural comprehension, and communicative interactions.

The current study synthesizes various theoretical contributions by adopting an integrated theoretical framework that defines SRL as a cyclical and multidimensional process comprising four interrelated domains: (1) goal setting and planning (forethought), (2) strategy use and self-monitoring (performance control), (3) time management and effort regulation (behavioral control), and (4) self-evaluation and reflection (self-reflection). This comprehensive framework establishes the conceptual basis for the study's instrument design and data analysis, offering a consistent perspective for the systematic examination and interpretation of the self-regulation behaviors of EFL learners in Ho Chi Minh City. The framework is illustrated in Figure 1.

Figure 1: Integrated theoretical framework of Self-regulated Learning



Note: Adapted from Zimmerman (2000).

2.4. Empirical Studies and Research Gap

The Vietnamese government's dedication to developing independent, self-directed, and digitally proficient English learners is seen in the National Foreign Languages Project 2020 and its 2025 expansion (MOET, 2021). However, despite this policy focus, empirical research has consistently shown that Vietnamese EFL learners frequently exhibit limited self-regulated learning (SRL) abilities, typically depending on teacher-centered instruction and rote memorization (Nguyen, 2020; Tran, 2022; Le & Vo, 2021). Nguyen (2020) discovered that although students recognize the significance of self-regulated learning (SRL), they often lack the requisite metacognitive skills to implement techniques like planning and self-monitoring effectively. In the same way, Tran (2022) found that most people relied on surface learning methods and didn't undertake much self-assessment or reflective practices. Pham and Le (2023) found that students at private schools showed stronger SRL behaviors than students at public

universities. They said this was because private schools have fewer classes, more interactive teaching styles, and more opportunities for students to learn on their own. These findings collectively indicate that Vietnamese learners acknowledge the significance of self-regulation; nevertheless, their capacity to execute it effectively is constrained and contingent upon circumstance.

Even with these new findings, there are still some important study gaps. First, there is an absence of thorough descriptive evidence delineating the general levels and patterns of SRL among Vietnamese EFL learners, as the majority of studies utilize correlational or experimental methods instead of complete descriptions. Second, the fragmented focus of previous research, often highlighting single components such as motivation or learning strategies, has restricted a comprehensive understanding of SRL as an integrated entity. Third, there is still a lack of localized research on SRL in Ho Chi Minh City, which is a significant educational center with a wide range of institutional settings. Lastly, demographic criteria including gender, proficiency level, and accupational aim have mostly been ignored, even though they could affect how students regulate their own behavior. To address these gaps, the current study systematically investigates the dimensions and variations of SRL among EFL learners in Ho Chi Minh City, thereby providing empirical insights that can guide curriculum innovation, teacher development, and the promotion of autonomous, reflective, and self-directed English learners within Vietnam's evolving digital landscape.

3. Methodology

3.1. Research Design

This study utilized a quantitative descriptive research approach to analyze the levels and attributes of self-regulated learning (SRL) among EFL learners in Ho Chi Minh City. The descriptive design was chosen to accurately depict learners' existing self-regulated learning practices without altering variables or determining causal linkages (Creswell & Creswell, 2018).

Descriptive research offers a structured and factual representation of phenomena in their natural state, making it appropriate for delineating the frequency and intensity of particular learning behaviors, attitudes, and perceptions. Within the framework of this study, it enabled the researcher to delineate patterns of goal setting, monitoring, strategy employment and self-evaluation among EFL learners and to discern differences influenced by demographic parameters, including gender, major, and proficiency level.

3.2. Participants and Sampling technique

A total of 102 EFL learners participated in the study. They were recruited from one private college and two private universities in Ho Chi Minh city. The instritutions offer both General and English for Specific Purpose (ESP) courses. Most of the participating students were elementary to intermediate-level learners (A2–B1+ in CEFR), as determined by their placement tests at their schools. The participants comprise diversity on academic majors which were divided into two main groups of English and Non-English majors. Furthermore, all participants were voluntary, and all respondents provided informed consent.

The study adopted a convenience sampling technique, which involves selecting participants based on availability and willingness to take part in the research (Etikan, Musa, & Alkassim, 2016). Convenience sampling restricts the generalizability of findings; yet, it was considered suitable for this descriptive study as the emphasis was on delineating present trends and variances rather than deriving generalizations applicable to the entire population. To improve representativeness, the researcher made sure that the sample comprised people of both genders and from different schooling majors. This was done to reflect the diversity of the EFL learner community in HCMC.

3.3. Research Instrument

The data were gathered by a structured Self-Regulated Learning Questionnaire (SRLQ), based from the foundational studies of Zimmerman and Martinez-Pons (1986) and Pintrich and De Groot (1990), alongside Oxford's Strategic Self-Regulation (S²R) model (2017). The customized version was tailored for Vietnamese EFL learners and evaluated by three applied linguistics experts to guarantee content validity.

The final instrument comprised 16 items distributed across four key SRL domains consistent with the integrated theoretical framework. The description for questionnaire design is presented in the table below:

Table 1: Description for questionnaire design

SRL Dimension	Description	Example Item	No. of Items
Goal setting & planning	Setting objectives and planning strategies before learning	"I set specific goals for what I want to achieve in English."	4
Monitoring	Monitoring during process	"I check my understanding while studying English."	4
Strategy use	Applying cognitive/metacognitive strategies	"I use different strategies (e.g., note-taking, summarizing, asking questions) to understand English."	4
Self-evaluation & reflection	Reviewing and assessing one's learning outcomes	"After learning, I evaluate how well I have achieved my goals."	4

All items were rated on a 5-point Likert scale ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree*. Higher scores indicated higher levels of self-regulation.

3.4. Data Collection Procedure

The process of collecting data took four weeks in April 2025, after getting permission from the appropriate institutional review boards. At first, institutional managers and English program coordinators gave approval for the questionnaire to be sent out. A pilot research with 20 EFL learners (who were not part of the main sample) was then done to see how clear the items were, how long it took to respond, and how reliable the tool was overall. Based on what the participants said, some small changes were made to make the language clearer and more appropriate for Vietnamese learners. After being improved, the final version of the questionnaire was sent out both online through Google Forms and on paper to make sure it could be used in a variety of learning situations. Each person who took part had clear instructions and was told that their answers would be kept private and that they might choose to take part. The process took about ten minutes. Finally, all the data that was collected was checked for completeness and consistency. After removing four incomplete submissions, a total of 100 valid responses were kept for further statistical analysis.

3.5. Data Analysis

Quantitative data were analyzed using IBM SPSS Statistics version 26 through a systematic multi-step procedure to ensure accuracy and interpretive depth. First, the data were cleaned and coded by looking for missing values and outliers in the responses. Then, negatively worded items were reverse-coded to keep things consistent. Next, we used descriptive statistics like means, standard deviations, and frequency distributions to get a full picture of how learners self-regulate across different areas and their overall SRL level. To investigate possible group disparities, inferential statistics were utilized, employing independent sample t-tests and one-way ANOVA to analyze variations in SRL levels across demographic characteristics, including gender and major. Furthermore, reliability and validity assessments were conducted, utilizing Cronbach's alpha coefficients to assess internal consistency reliability and Exploratory Factor Analysis (EFA) to confirm construct validity. Finally, bar charts and histograms were used to show the descriptive and inferential results, which made it easier to see SRL trends and patterns among EFL learners in Ho Chi Minh City.

3.6. Validity and Reliability

Validity and reliability of the research tool were carefully checked to make sure its accuracy and consistency. Three specialists in applied linguistics reviewed the questionnaire to make sure that the items were relevant, clear, and culturally appropriate. This showed that the content was valid. Based on their comments, small changes were made to the phrasing to make it more appropriate for Vietnamese EFL. We used Exploratory Factor Analysis (EFA) with the Principal Components approach and Varimax rotation to check the validity of the construct. The study yielded a four-factor structure consistent with the theoretical framework, validating that each subscale represented a unique component of SRL. The

Kaiser–Meyer–Olkin (KMO) value of 0.89 and a significant Bartlett’s Test of Sphericity ($p < .001$) showed that the data were good for factor analysis. Moreover, face validity was corroborated by favorable responses from pilot participants, who deemed the questionnaire clear, intelligible, and pertinent to their English learning experiences.

Cronbach’s alpha coefficients were used to test reliability for each SRL dimension and the whole instrument. The results showed that all of the subscales had strong internal consistency: goal setting and planning ($\alpha = 0.86$), self-monitoring ($\alpha = 0.88$), strategy use ($\alpha = 0.83$), and self- reflection ($\alpha = 0.87$). The overall SRLQ reliability was 0.91. These coefficients are higher than the usual reliability criterion of 0.70 (Nunnally & Bernstein, 1994), which shows that the tool is both reliable and consistent for measuring self-regulated learning practices among EFL learners in Ho Chi Minh City.

3.7. Ethical Considerations and Summary

This study strictly followed the rules for ethical research in schools. Everyone who took part in the study was told what it was about, promised that they may choose to take part, and reassured that their privacy and anonymity would be protected throughout the process. No personal identifiers were gathered, and participants had the liberty to withdraw at any point without repercussions. Data were securely held and utilized solely for academic purposes, hence assuring transparency and participant protection in accordance with institutional research ethics guidelines.

The technique was crafted to guarantee rigor, transparency, and ethical integrity in the analysis of the self-regulated learning practices of EFL learners in Ho Chi Minh City. This study offers a reliable empirical foundation for comprehending how Vietnamese learners manage their English learning across cognitive, motivational, and behavioral aspects, achieved through a validated instrument, systematic data collection, and rigorous statistical analysis.

4. Findings and Discussion

4.1 Descriptive Statistics

Quantitative data were collected from 102 valid respondents. Therefore, all analyses reported below use $N = 102$ and were conducted in IBM SPSS Statistics 26. Descriptive statistics for the four SRL dimensions are summarized in Table 1. Generally, participants reported a high level of self-regulated learning (Overall SRL $M = 4.106$, $SD = 0.803$) on the 1–5 scale. At the domain level, Strategy Use had the highest mean ($M = 4.186$, $SD = 0.840$), followed closely by Monitoring ($M = 4.181$, $SD = 0.842$) and Reflection ($M = 4.130$, $SD = 0.829$). Planning scored marginally lower but remained high ($M = 3.926$, $SD = 0.936$). These results indicate that students frequently employ learning strategies and actively monitor their learning, while planning is present but somewhat less pronounced relative to other domains.

Table 2: Descriptive Statistics for SRL Dimensions ($N = 102$)

SRL Dimension	Mean (M)	Std. Deviation (SD)	Interpretation
Planning	3.926	0.936	High
Monitoring	4.181	0.842	High
Strategy Use	4.186	0.840	High
Reflection	4.130	0.829	High
Overall SRL	4.106	0.803	High

Regarding reliability analysis, Internal consistency was assessed with Cronbach’s alpha for each 4-item subscale and for the full 16-item instrument (Table 3). All subscales exceeded the accepted reliability threshold ($\alpha > .70$), with particularly strong coefficients for Planning and Strategy Use. The overall instrument demonstrated excellent reliability.

Table 3: Reliability Coefficients (Cronbach’s α) for SRL Dimensions ($N = 102$)

SRL Dimension	No. of items	Cronbach’s α
Planning	4	0.921

Monitoring	4	0.886
Strategy Use	4	0.892
Reflection	4	0.826

Besides, exploratory factor analysis (Principal Components with Varimax rotation) supported a four-factor solution consistent with the theoretical framework. The KMO measure was 0.89 and Bartlett's test was significant ($\chi^2 = 853.26, p < .001$), indicating suitability for factor analysis. The four components accounted for a total of 82.6% of variance (Table 4), and rotated loadings aligned items as intended to the Planning (SR_P), Monitoring (SR_M), Strategy Use (SR_S), and Reflection (SR_R) domains. These findings provide empirical support for the instrument's construct validity in the Ho Chi Minh City EFL context.

Table 4: EFA/PCA Summary (4 components) — Explained Variance (N = 102)

Factor	Interpreted Dimension	Eigenvalue (approx.)	% Variance	Cumulative %
1	Monitoring/Strategy-related (dominant)	—	64.6%	64.6%
2	Planning	—	7.0%	71.6%
3	Strategy/Monitoring (secondary)	—	6.5%	78.1%
4	Reflection	—	4.5%	82.6%

4.2. Comparative Analysis by Demographic Variables

To investigate the relationship between learner characteristics and self-regulated learning (SRL), independent-sample t-tests and one-way ANOVA were performed based on gender, educational attainment, and academic major. There were no significant gender differences in total SRL ($t(100) = -1.37, p > .05$). Male students ($M = 4.00, SD = 0.78$) and female students ($M = 4.22, SD = 0.82$) exhibited similar levels of engagement in planning, monitoring, strategy utilization, and reflection. This indicates that SRL practices were not affected by gender within this cohort, consistent with prior research that attributes variability in SRL more to instructional and contextual factors than to gender (Zimmerman & Schunk, 2011).

The level of academic achievement is fundamentally assessed through the final results of the preceding English course from institutions. Based on their previous English grades, students were put into three groups: High (≥ 8.0), Average ($5.0 < 8.0$), or Low (< 5.0). The ANOVA indicated no significant differences among the three groups ($F(2, 99) = 0.36, p > .05$); however, higher-attainment students ($M = 4.22, SD = 0.74$) exhibited somewhat better self-regulated learning (SRL) tendencies compared to average ($M = 4.06, SD = 0.82$) and low ($M = 4.14, SD = 0.99$) achievers. This pattern indicates a slight correlation between educational attainment and metacognitive awareness, aligning with the findings of Teng and Zhang (2016); nonetheless, the differences lacked statistical significance.

Likewise, a comparison between English majors ($n = 10$) and Non-English majors ($n = 92$) demonstrated no significant difference ($t(100) = -0.93, p = .354$). Non-English majors ($M = 4.13$) exhibited slightly stronger self-regulated learning (SRL) compared to English majors ($M = 3.88$), however the difference was minimal. This research suggests that disciplinary background may not influence learners' self-regulation, which is probably influenced more by instructional setting and pedagogical techniques.

Overall, SRL levels were rather stable across demographic groups. This suggests that Vietnamese EFL learners, regardless of gender, educational achievement, or major, have similar self-regulatory profiles that are formed by similar educational contexts.

Table 5: Comparative Analysis of SRL by Gender, Proficiency Level, and Major (N = 102)

Variable	Group	n	Mean (SRL)	SD	Test Statistic	p value	Interpretation
Gender	Male	54	4.00	0.78	$t(100) = -1.37$.174	Not significant
	Female	48	4.22	0.82			

Attainment	High (≥ 8.0)	25	4.22	0.74	F(2, 99) = 0.36	.698	Not significant
	Average (5.0 – < 8.0)	73	4.06	0.82			
	Low (< 5.0)	4	4.14	0.99			
Major	English major	10	3.88	0.84	t(100) = -0.93	.354	Not significant
	Non-English major	92	4.13	0.80			

Note. n.s. = not significant ($p > .05$).

4.5. Discussion

The findings reveal that Vietnamese EFL learners exhibit a generally high level of self-regulated learning, with particularly strong performance in strategy use and monitoring. These results indicate that learners are confident in applying various cognitive and metacognitive strategies and actively track their understanding during learning. This pattern reflects a pragmatic learning culture where students rely on structured materials and teacher guidance while using digital tools and self-study resources to enhance comprehension, aligning with previous research emphasizing task-based and technology-supported strategy use (Teng & Zhang, 2016; Oxford, 2017).

Planning and contemplation, on the other hand, turned out to be weaker parts. Students often engage in purposeful actions throughout learning; nevertheless, they do not consistently establish explicit objectives before the learning process or assess their success subsequently. This mismatch indicates that learners' self-regulated learning (SRL) behaviors are predominantly action-oriented rather than reflective, potentially attributable to exam-centric educational methodologies that emphasize outcomes over metacognitive involvement (Littlewood, 1999; Gao, 2010). Improving these two areas will help students finish the whole SRL cycle, which includes planning before activities, monitoring and strategizing while learning, and reflecting once they are done.

Additionally, there were no significant differences based on gender, educational achievement, or major, which means that EFL learners in this environment all have the same SRL behaviors. This consistency indicates that interventions emphasizing planning and reflection can be extensively incorporated into language programs instead of being customized for certain groups.

5. Conclusions and Recommendations

5.1. Conclusion

This study examined the self-regulated learning (SRL) behaviors of 102 EFL learners in Ho Chi Minh City across four key dimensions of planning, monitoring, strategy use, and reflection. The findings revealed generally moderate to high SRL levels, with learners performing strongest in strategy use and monitoring, indicating effective application of learning strategies and awareness of learning progress. In contrast, planning and reflection were less developed, suggesting the need for greater emphasis on goal-setting and post-learning evaluation in instructional practice.

Comparative analyses across demographic factors, including gender, English proficiency, and academic major, showed no statistically significant differences in SRL levels. These consistent patterns imply that SRL behaviors may be influenced more by shared instructional environments and learning experiences than by demographic characteristics. At the same time, interpretations should be made with caution due to the use of convenience sampling and the unequal distribution of majors, particularly the small number of English majors, which may limit the generalizability and statistical sensitivity of the findings.

Overall, this study reinforces SRL as a multidimensional and dynamic construct that plays a critical role in English learning in the Vietnamese tertiary context. Targeted pedagogical efforts to strengthen planning and reflection, while building on existing strengths in strategy use and monitoring, are essential for fostering more balanced and sustainable SRL development among EFL learners.

5.2. Recommendations

Based on the findings of this study, several pedagogical recommendations can be proposed to enhance self-regulated learning (SRL) in Vietnamese EFL contexts. First, instructors should intentionally

strengthen the planning and reflection components of SRL by incorporating activities such as structured goal-setting tasks, reflective learning diaries, and self-assessment checklists after lessons or assessments. These practices can help learners become more aware of their learning objectives and evaluate their progress more systematically. Second, teachers can continue to build on learners' existing strengths in strategy use and monitoring by modeling effective learning strategies and embedding metacognitive prompts into communicative and task-based activities.

In addition, educational institutions are encouraged to integrate digital tools and AI-enabled feedback systems that support real-time tracking and personalized guidance, thereby facilitating continuous self-monitoring and motivation. Teacher professional development should also emphasize SRL-oriented pedagogy and formative assessment approaches that empower learners to take active responsibility for their learning trajectories.

Finally, future research should further explore SRL development through longitudinal or intervention-based studies, and incorporate more diverse and balanced samples to improve generalizability. Investigating how improvements in planning and reflection influence specific language outcomes will provide deeper insights for cultivating autonomous and sustainable English learning in the evolving digital landscape.

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