



Research Article

Assessing the effectiveness of self-regulation in learning basic English among non-major students at Ho Chi Minh City University of Industry and Trade

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Abstract

Self-regulated learning (SRL) is crucial in language acquisition, especially for non-major students enrolled in English as an optional course. This research examines the self-regulated learning (SRL) capacities of 227 non-major students in English one at Ho Chi Minh City University of Industry and Trade, utilizing a mixed-methods methodology to collect quantitative and qualitative data. Questionnaires gathered quantitative data by evaluating students' viewpoints and actions across the three phases of self-regulated learning: forethought, performance, and self-reflection. Additionally, semi-structured interviews with seven individuals provided enhanced qualitative insights. The findings revealed that students held positive perceptions of their self-regulated learning (SRL) skills, and they discovered significant correlations between SRL aspects and basic English results. These findings highlight the significance of self-regulated learning (SRL) in improving language acquisition and provide potential avenues for focused interventions to bolster students' self-regulation in English education.

Keywords

Self-regulated learning (SRL), non-major students, English language acquisition, forethought phase, mixed-methods research

1. Introduction

Particularly in relation to second language acquisition, self-regulated learning (SRL) has become a fundamental idea in education. Scholars view SRL as a pillar for academic achievement, defining it as "the process through which learners actively control their learning by setting goals, monitoring

progress, and adjusting strategies" (Zimmerman, 2002). SRL becomes especially important in learning English as a second language (ESL), as students must negotiate a complex interaction of linguistic abilities, cultural knowledge, and cognitive problems. This study aims to evaluate non-major students' SRL skills at the University of Industry and Trade, a group sometimes underrepresented in scholarly studies of language

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acquisition.

Students not majoring in English, who pursue it as an ancillary topic rather than as a primary field, encounter distinct hurdles in attaining language fluency. Unlike English majors, they often limit their language engagement to formal education and textbook activities, making autonomous learning techniques crucial for success. Dörnyei (2005) contends that "motivation alone is inadequate without the strategic management of one's learning processes." This underscores the necessity for self-regulation, wherein learners assume responsibility for their academic development through goal-setting, planning, monitoring, and reflecting on their endeavors. However, we still need to examine the extent to which non-major students engage in these behaviors, particularly in the Vietnamese context.

Zimmerman's (1989) theoretical framework for self-regulated learning (SRL) categorizes the process into three inter-related phases: foresight, performance, and self-reflection. The foresight phase encompasses goal formation and motivating convictions, which equip learners for action. The performance phase concentrates on executing learning tactics and sustaining attention, whereas the self-reflection phase highlights the assessment of results and the necessity for modifications. These phases jointly influence a learner's capacity to manage the intricacies of acquiring a second language, such as English. Research indicates that students with elevated self-regulated learning (SRL) skills generally surpass their counterparts, as they are more adept at managing problems and sustaining motivation (Pintrich, 2004).

In Vietnamese institutions, English has become a requisite subject for students in all disciplines due to its significance in worldwide communication and professional development. The causes for this gap are many, encompassing a deficiency in intrinsic drive and restricted exposure to efficient learning procedures. Hoang (2013) asserts that Vietnamese pupils predominantly depend on rote memory, which impedes their capacity to cultivate autonomous learning practices and critical thinking abilities. This dependence on teacher-directed teaching starkly contrasts with the self-directed methodology essential for successful language acquisition.

This study is to evaluate the self-regulated learning capabilities of non-major students in English language acquisition at the University of Industry and Trade. This research aims to uncover the benefits and shortcomings of this population's self-regulated learning strategy, offering significant insights for educators and policymakers. The study will assess, using both quantitative and qualitative approaches, how these students establish objectives, utilize learning strategies, track their progress, and reflect on their accomplishments. The results will enhance the existing research on self-regulated learning in second language acquisition and provide actionable recommendations to promote increased autonomy and efficacy in English instruction for non-major students.

In conclusion, comprehending the self-regulated learning capabilities of non-major students is crucial for connecting classroom education with practical language competency. Given that SRL is crucial in language learning, evaluating these competencies will reveal existing difficulties and facilitate the development of more focused treatments. This study aims to address this gap by investigating the self-regulation behaviors of non-major English learners in a Vietnamese university context, providing practical insights to improve their learning results.

2. Literature Review

2.1. The significance of self-regulated learning in language acquisition

Self-regulated learning is crucial for attaining high competence in foreign languages, as it relates to the learner's capacity to self-direct and oversee the learning process (Oxford, 2017). This is a dynamic and constructive process wherein learners establish their own objectives and modify their awareness, motivation, and behavior in accordance with the defined goals and attributes of the learning environment (Pintrich, 2004; Schunk, 2005).

2.2. Definition and Attributes of Self-Regulated Learning

Zimmerman (2002) characterizes self-regulated learning as the mechanism by which learners autonomously govern themselves to convert cognitive capabilities into academic competencies. The distinction between self-regulated learners and non-self-regulated learners is their capacity to accurately identify their strengths and weaknesses and to take suitable activities accordingly. These learners frequently engage with educational assignments, exhibiting confidence, perseverance, and adaptability (Zimmerman, 1990).

The principles of self-regulated learning are multifaceted and intricate, encompassing several words such as "self-study," "self-planning," and "self-education" (Hiemstra, 2004). These definitions frequently conceptualize self-regulation as a capability, aptitude, or process, perhaps integrated with learning techniques or deliberate activities directed toward the attainment of personal objectives (Pintrich, 1999; Zimmerman, 2000a).

2.3. Constituents and components of self-regulated learning

Self-regulated learning encompasses cognitive, metacognitive, motivational, behavioral, and environmental elements. Zimmerman and Schunk (2001a) assert that self-regulated learners enhance their learning by preparing, modifying their attitudes and beliefs, and efficiently managing resources. They do not rely solely on educators but proactively assume responsibility for their learning, employing tactics such as information organization, planning, monitoring, and altering learning behaviors to attain objectives.

In foreign language acquisition, learners may employ cognitive methods to acquire vocabulary and metacognitive strategies to enhance their learning environment (Oxford & Shchramm, 2007). If the environment is inadequate, they will pursue or modify a different setting to facilitate successful learning.

2.4. Define self-regulated learning in the context of language acquisition

Students actively use techniques to improve their language skills by planning their learning activities to meet specific goals. This is called self-regulated learning in language acquisition (Oxford & Shchramm, 2007; Zimmerman, 2002b).

Self-regulated learning in language acquisition is a process wherein learners actively engage and adeptly utilize cognitive, metacognitive, motivational, behavioral, and contextual aspects to enhance their learning. This ability is crucial for fostering self-management capabilities and enhancing long-term learning outcomes.

2.5. Stages of self-regulated learning

Zimmerman (1998, 2000a) formulated a "three-phase cyclical model of self-regulation," including (a) the foresight phase, (b) the performance phase, and (c) the self-examination phase. A self-regulated learner integrates cognitive strategies with fundamental beliefs about their motivations at each phase. Social and environmental variables may affect these views. During the foresight phase, a self-regulated learner integrates robust self-efficacy beliefs with strategic goal-setting and planning. This assists them in establishing and achieving feasible objectives. Achieving these objectives enhances the learner's confidence and motivates them to pursue loftier aspirations. In the performance phase, one employs self-regulation skills like concentration, attention, and self-instruction in conjunction with self-observation techniques such as self-monitoring and documentation. Corno (2001) incorporated task environment management at this stage, which includes seeking assistance from educators and colleagues. Ultimately, in the self-reflection phase, students assess their work by identifying the ele-

ments that influence their results. This evaluation aids in future planning and execution, emphasizing the cyclical characteristics of self-regulated learning (SRL).

3. Methodology

3.1. Research design

This study employed a mixed-methods approach, integrating both quantitative and qualitative research methodologies for data collection and analysis (Creswell, 2012). This study mostly uses a quantitative strategy to get data. Numerous rationales underpinned this mixed-methods research. Initially, the researcher gathered both quantitative and qualitative data using basic English assessments, questionnaires, and interviews to address the research topics, including seven students. Moreover, mixed-methods research "offers a more comprehensive understanding of research issues than the exclusive use of either approach" (Fraenkel & Wallen, 2009). Fraenkel and Wallen (2009) assert that mixed methods not only facilitate the elucidation, explication, and comprehensive comprehension of the relationships between dependent and independent variables, but also serve to "confirm or cross-validate relationships identified between variables, particularly when we juxtapose quantitative and qualitative methods to ascertain if they converge on a singular interpretation of a phenomenon." Creswell (2012) posited that researchers seeking to use the advantages of both quantitative and qualitative data should employ this study strategy.

3.2. Objective of the Research

This research intends to address the importance of self-regulation in the acquisition of fundamental English skills. This study primarily intends to analyze the self-regulated capacity perceptions of non-English majors at the University of Industry and Trade (HUIT). Furthermore, the study (2) examines the correlation between self-regulated learning ability and the results of basic English courses.

3.3. Research Questions

The study seeks to investigate the subsequent research questions:

RQ1. How do non-sophomore English majors assess self-regulation in their study of basic English?

RQ2. What is the correlation between their self-regulation capacity and their outcomes?

3.4. Research Location and Objectives

3.4.1. Research Location

The Ho Chi Minh City University of Industry and Trade (HUIT) conducted the study. HUIT, founded four decades ago, presently is enrolling over 2,000 students in Vietnam. HUIT has three established campuses situated near the Tan Phu District. The diverse and exceptional educational environment that HUIT students encounter prepares them to become successful individuals and responsible global citizens. The instructors at HUIT have substantial expertise and credentials.

3.4.2. Participants

The study participants comprise a substantial population (Amin, 2005), with a sample of 227 sophomore non-majoring English students from various disciplines at HUIT. The sample comprised 150 female and 77 male individuals, aged between 19 and 21 years. To attain a more profound comprehension of the difficulties, The researcher interviewed five former students from the researcher's English 1 course last semester. All of them completed the English 1 course, which was worth three credits, last semester. They have now enrolled in the English 2 course. The participants originate from many disciplines.

3.5. Instruments

This research included two separate instruments: questionnaires and interviews. The triangulation of data collection methods addressed concerns regarding validity and reliability. Moreover, various data collection instruments may synergize and enhance the findings of the study.

3.5.1. Surveys

Brown (2001) characterizes questionnaires as "written instruments that present respondents with a series of questions or statements requiring them to either compose their answers or choose from given options."

Dörnyei and Taguchi (2009) contend that questionnaires allow researchers to quantify factual, behavioral, and attitudinal information about respondents. The principal advantage of surveys is in their unmatched efficiency regarding (a) researcher time, (b) researcher effort, and (c) money resources (Dörnyei & Taguchi, 2009). According to Mackey and Gass (2015), researchers benefit from questionnaires due to their convenient delivery in various formats.

This study employed a series of questionnaires to investigate the initial research question about students' perceptions of self-regulated learning (SRL) abilities in the context of basic English studies. It includes the three primary stages of Zimmerman's Self-Regulated Learning model: foresight, performance, and self-reflection, offering insights into goal-setting, plan implementation, and adaptation informed by evaluation and feedback.

The initial section of the questionnaire sought to gather demographic information about individual pupils. In the subsequent section, the author developed the questionnaire employing a five-point Likert scale. The response options for the inquiries evaluating students' perceptions of self-regulated learning (SRL) competencies in the English 1 course ranged from 1 to 5, specifically: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = greatly agree. The questionnaire has three categories with 18 items pertaining to the phases of forethought, performance, and self-examination; the last section seeks to gather their scores, which vary from below 5 to over 8 marks. The surveys are based on the underlying research, specifically focusing on the three dimensions of Zimmerman's self-regulation models (2000).

3.5.2. Interviews

The research employed a semi-structured interview at the conclusion of the course to acquire qualitative data, as these interactive conversations enable the researcher to explore subjects not easily discernible through alternative data collection approaches (Mackey & Gass, 2015). Mackey and Gass (2015) assert that in a semi-structured interview, the researcher employs a predetermined set of questions as a framework while maintaining the flexibility to diverge and investigate additional topics.

The semi-structured interview in this study aimed to validate the research findings and provide an in-depth understanding of students' opinions of self-regulated learning in basic English 1. We personally interrogated seven students at the semester's completion and recorded their remarks.

3.6. Data analysis

Creswell's (2012) publication procedure informed the appraisal of the data. We classified the data into several research tools, including scores, questionnaires, and interviews. The researcher utilized the Statistical Package for the Social Sciences (SPSS) software (version 26.0) to analyze the test results. The researcher then started data entry on the computer for analysis.

We calculated a statistical summary of the test data and questions mentioned in the table to offer an overview and guidance. The researcher provides a summary of the data, which includes the maximum score (Max), minimum score (Min), average score (Mean), score range, analysis of variance around the mean (Mean error), correlation, and standard deviation (SD), which represents the second degree of variance.

The researcher collected the data from the questionnaire using Cognitive Forms and then analyzed it using SPSS software (version 26.0) to gain an overview of participants' general perceptions of SRL ability and the correlation between these constructs and outcomes.

The researcher copied the interview material verbatim, coded it, grouped it into themes, and subsequently presented it. The

researcher categorized the interview results into three primary groups: The researcher initially provided an overview of students' self-regulated learning capabilities and then gathered their data from the English 1 semester. The researcher subsequently matched the interview data with the assumptions derived from the structured questionnaire to formulate a conclusion.

3.7. Reliability

To guarantee the study's dependability, the researcher sought to verify that the questionnaire and issue questions were unambiguous. The researcher translated the study questionnaire into Vietnamese for participant responses, conducted an experiment with 10 students, and revised the questions as needed prior to implementation. The writer evaluated the reliability of the items in the table using the Cronbach's Alpha technique.

Table 1. Reliability statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.955	.955	18

The reliability of the questionnaire was also checked using Cronbach's alpha method, as described in Table 1 below. According to Siregar (2014), if the coefficient of dependability of a research instrument exceeds 0.6, it can be deemed credible. The researchers' acquisition of the Cronbach's alpha value of 0.955 in this investigation indicates the study's dependability. Thus, it appears from the evidence that the research hypothesis as well as the null hypothesis were both rejected.

3. Findings And Discussion

RQ1. How do the non-sophomore English majored evaluate self-regulation in studying basic English?

As described in Table 2, the second part of the questionnaire sought to find how students view their first semester's basic English instruction.

Examining the three phases of self-regulation—forethought phase, performance phase, and self-examining phase—helps one to see both advantages and drawbacks in learners' capacity to properly control their English learning process. These results point to areas that need work and offer understanding of how students handle motivation, task completion, and introspection.

Table 2. Students' perceptions of self-regulation in learning basic English

	Item Statistics		
	Mean	Std. Deviation	N
1. Fore thought phase			
1. I often set specific and clear goals to complete English learning activities.	3.82	.846	227
2. I make detailed plans to achieve my learning goals	3.74	.880	227
3. I create an outline or schedule for each English learning task	3.51	1.049	227
4. I am confident that I can complete English learning tasks well.	3.57	.959	227
5. I often visualize positive results from my English learning efforts.	3.86	.896	227
6. I am clearly aware of the value and significance of learning English for my personal goals.	4.15	.810	227
7. I am aware that learning English helps me improve my skills and understanding.	4.19	.802	227
2. Performance Phase			

8. I maintain high concentration in the process of learning English, even though there are disturbing factors.	3.52	.904	227
9. I often use learning strategies like concept mapping or lesson summaries.	3.41	1.032	227
10. I imagine or visualize how to complete English learning tasks before doing them.	3.66	.984	227
11. I remind myself of the steps to take through internal dialogues.	3.69	.983	227
12. I often track my learning progress in improving my English skills.	3.67	.937	227
13. I experiment with different study strategies to find the most effective method.	3.61	1.022	227
3. Self-Examination Phase			
14. I regularly compare my learning results with my set goals.	3.76	.948	227
15. I think about why I achieved or did not achieve the expected results	3.96	.938	227
16. I feel satisfied when I see my progress in learning English.	3.89	.911	227
17. When I don't get good results, I change my study strategy to improve efficiency.	3.71	.919	227
18. I always try to adjust my learning method based on my assessments and feedback.	3.80	.912	227

Students demonstrate significant awareness of the value and relevance of learning English during the foresight phase,

with mean scores of $M=4.15$ and $M=4.19$ for items related to personal aims and skill development. This demonstrates a robust foundation of intrinsic drive, which is crucial for initiating and sustaining learning endeavors. Furthermore, students see favorable outcomes ($M=3.86$), suggesting that mental imagery sustains their motivation. The results indicate that while students exhibit considerable competence in goal-setting, planning, and scheduling ($M = 3.74$ and $M = 3.51$), they struggle to convert their ideas into comprehensive plans. The relatively low confidence in completing assignments ($M=3.57$) indicates that certain students may lack self-efficacy, thus hindering their motivation to do challenging tasks.

The performance phase demonstrates a slightly restricted application of self-regulation strategies, with mean scores between $M=3.41$ and $M=3.69$. Students have a moderate ability to visualize task completion ($M=3.66$) and employ internal dialogue to recall phases ($M=3.69$), hence maintaining task engagement. They also assess their own development ($M=3.67$), an essential ability for maintaining alignment with their objectives. Nonetheless, they seem to experience difficulties with focus ($M = 3.52$), suggesting that external distractions sometimes impede their learning. Additionally, the question with the lowest score in this phase ($M=3.41$) was about using learning techniques like idea mapping or summarization. This suggests that students may not be good at or consistent with using good strategies. This indicates that targeted instruction and expertise in strategy implementation are essential. The students exhibit robust reflective abilities during the self-assessment phase, as indicated by their elevated scores in result interpretation ($M=3.96$) and satisfaction with their progress ($M=3.89$). This demonstrates their ability to critically assess their performance and seek inspiration for growth. Nonetheless, their capacity to modify their learning strategies in response to feedback and outcomes is comparatively weaker ($M = 3.71$ and $M = 3.80$), indicating a divergence between self-reflection and actionable adjustments. While students acknowledge the necessity of altering their strategies when results are inadequate, their implementation of these modifications may be more consistent and effective.

Learners often exhibit robust motivational foundations in the foresight phase, moderate execution skills in the performance phase, and somewhat effective reflection practices in the self-

examination phase. The discrepancies in scores, specifically the standard deviations for method utilization, satisfaction,

RQ2. What is the correlation between their self-regulation ability and their results?

Correlations

Forethought phase

Control Variables			Item 1.	Item 2.	Item 3.	Item 4.	Item 5.	Item 6.	Item 7
Scores of English 1	1. I often set specific and clear goals to complete English learning activities.	Correlation	1.000	.772	.640	.557	.476	.452	.460
		Significance (2-tailed)	.	.000	.000	.000	.000	.000	.000
		df	0	224	224	224	224	224	224
	2. I make detailed plans to achieve my learning goals	Correlation	.772	1.000	.672	.509	.398	.358	.378
		Significance (2-tailed)	.000	.	.000	.000	.000	.000	.000
		df	224	0	224	224	224	224	224
	3. I create an outline or schedule for each English learning task	Correlation	.640	.672	1.000	.504	.372	.313	.308
		Significance (2-tailed)	.000	.000	.	.000	.000	.000	.000
		df	224	224	0	224	224	224	224
	4. I am confident that I can complete English learning tasks well.	Correlation	.557	.509	.504	1.000	.582	.436	.440
		Significance (2-tailed)	.000	.000	.000	.	.000	.000	.000
		df	224	224	224	0	224	224	224
	5. I often visualize positive results from my English learning efforts.	Correlation	.476	.398	.372	.582	1.000	.616	.640
		Significance (2-tailed)	.000	.000	.000	.000	.	.000	.000
		df	224	224	224	224	0	224	224
	6. I am clearly aware of the value and significance of learning English for my personal goals.	Correlation	.452	.358	.313	.436	.616	1.000	.781
		Significance (2-tailed)	.000	.000	.000	.000	.000	.	.000
		df	224	224	224	224	224	0	224
	7. I am aware that learning English helps me improve my skills and understanding.	Correlation	.460	.378	.308	.440	.640	.781	1.000
		Significance (2-tailed)	.000	.000	.000	.000	.000	.000	.
		df	224	224	224	224	224	224	0

and planning, signify significant variances in learners' self-regulation abilities. This indicates the necessity for targeted therapies. Conducting seminars on comprehensive preparation, strategic use, and reflection-to-action methodologies might connect these phases. Fostering a pleasant learning environment that allows students to share strategies and get feedback helps enhance their self-regulation skills, hence allowing a more successful journey in English acquisition.

Table 3. The correlation between the self-regulation ability and the scores in the forethought phase

The foresight phase has a strong and notable link with English 1 results, highlighting the essential significance of proactive learning practices in academic success. Setting clear goals (r

=.772) and careful planning ($r = .672$) show the strongest links among the anticipatory factors. This shows how important it is to plan and organize learning activities on purpose and in a planned way if you want to be successful.

It's possible that these strategies will work better if they are combined with goal-setting and planning, as shown by moderate correlations between behaviors like making plans or outlines ($r = .640$) and picturing good outcomes ($r = .476$). The recognition of English's significance and personal relevance ($r = .452$) underscores the motivational component of the forethought phase, emphasizing the critical role of intrinsic motivation in maintaining effort. These results stress how cognitive and motivational factors interact in the foresight phase. They show that a balanced approach to both planning and intrinsic motivation is necessary to improve learning outcomes.

The performance phase has a substantial and interrelated correlation with English 1 results, highlighting the significance of active participation and flexibility throughout the learning process. Two factors that are strongly linked to performance are maintaining focus despite distractions ($r = .692$) and using structured learning strategies like concept mapping or summarization ($r = .660$). This shows how important focus and good study habits are for doing well in school. Visualizing finishing a task ($r = .645$) and talking to yourself inside your head to help with learning stages ($r = .633$) show how important it is to be mentally active and take charge during this time. Monitoring progress ($r = .636$) and using different study methods ($r = .630$) bring up a metacognitive aspect, showing that being able to control yourself and be flexible greatly improves outcomes. The results indicate that effective learners combine focus, strategic learning, and self-reflection throughout the performance phase, fostering a dynamic and adaptive response to learning obstacles.

Table 3. The correlation between the self-regulation ability and the scores in the *forethought* phase

		Correlations					
Control Variables		Item 8	Item 9	Item 10	Item 11	Item 12	Item 13
Scores of English 1	8. I maintain high concentration in the process of learning English, even though there are disturbing factors.	Correlation Significance (2-tailed) df	1.000 .000 0	.692 .000 224	.645 .000 224	.633 .000 224	.636 .000 224
	9. I often use learning strategies like concept mapping or lesson summaries.	Correlation Significance (2-tailed) df	.692 .000 224	1.000 .000 0	.660 .000 224	.662 .000 224	.552 .000 224
	10. I imagine or visualize how to complete English learning tasks before doing them.	Correlation Significance (2-tailed) df	.645 .000 224	.660 .000 224	1.000 .000 0	.729 .000 224	.672 .000 224
	11. I remind myself of the steps to take through internal dialogues.	Correlation Significance (2-tailed) df	.633 .000 224	.662 .000 224	.729 .000 224	1.000 .000 0	.679 .000 224
	12. I often track my learning progress in improving my English skills.	Correlation Significance (2-tailed) df	.636 .000 224	.552 .000 224	.672 .000 224	.679 .000 224	1.000 .000 0
	13. I experiment with different study strategies to find the most effective method.	Correlation Significance (2-tailed) df	.630 .000 224	.627 .000 224	.632 .000 224	.686 .000 224	.754 .000 224

Table 4 demonstrates substantial relationships between the self-examination phase and the English 1 results, underscoring the crucial role of reflective practices in academic achievement. There is a strong link ($r = .624$) between students' ability to change their learning strategies based on evaluations and feedback and their practice of comparing results to set goals ($r = .736$). This suggests that self-evaluation and flexibility are important for reaching goals. Moderate connections, including contemplation of reasons for success or failure ($r = .555$) and contentment with advancement ($r = .515$), indicate that emotional reinforcement and comprehension of performance factors can drive and maintain development. Moreover, students who modify their study procedures following disappointing outcomes ($r = .559$) demonstrate the importance of adaptability in enhancing their learning methods. These findings emphasize that self-examination, defined by goal comparison, reflective thinking, and strategic adaptation, is crucial for ongoing learning enhancement and attaining superior English proficiency.

Table 4. The correlation between the self-regulation ability and the scores in the performance phase

Correlations							
Performance Phase							
Control Variables		Item 8	Item 9	Item 10	Item 11	Item 12	Item 13
Scores of 8. I maintain English high concentration in the process of learning English, even though there are disturbing factors.	Correlation	1.000	.692	.645	.633	.636	.630
	Significance (2-tailed)		.000	.000	.000	.000	.000
	df	0	224	224	224	224	224
9. I often use learning strategies like concept mapping or lesson summaries.	Correlation	.692	1.000	.660	.662	.552	.627
	Significance (2-tailed)	.000		.000	.000	.000	.000
	df	224	0	224	224	224	224
10. I imagine or visualize how to complete English learning tasks before doing them.	Correlation	.645	.660	1.000	.729	.672	.632
	Significance (2-tailed)	.000	.000		.000	.000	.000
	df	224	224	0	224	224	224
11. I remind myself of the steps to take through internal dialogues.	Correlation	.633	.662	.729	1.000	.679	.686
	Significance (2-tailed)	.000	.000	.000		.000	.000
	df	224	224	224	0	224	224
12. I often track my learning progress in improving my English skills.	Correlation	.636	.552	.672	.679	1.000	.754
	Significance (2-tailed)	.000	.000	.000	.000		.000
	df	224	224	224	224	0	224
13. I experiment with different study strategies to find the most effective method.	Correlation	.630	.627	.632	.686	.754	1.000
	Significance (2-tailed)	.000	.000	.000	.000	.000	
	df	224	224	224	224	224	0

Interviews

The interviews with seven non-major students offer insights into their practices and problems across the three phases of self-regulated learning. During the forethought phase, students 1 and 3 emphasized the significance of goal-setting and motivation, influenced by their awareness of the professional advantages of English proficiency. Nevertheless, they had difficulties in planning and lacked direction to create explicit paths. During the performance phase, students 5 and 6 expressed challenges in sustaining concentration owing to distractions such as social media and inconsistent methods, despite utilizing resources like language applications.

Table 5. The correlation between the self-regulation ability and the scores in the *Self-Examination Phase*

Correlations							
Self-Examination Phase							
Control Variables		Item 14	Item 15	Item 16	Item 17	Item 18	
14. I regularly compare my English learning results with my set goals.	Correlation	1.000	.736	.515	.559	.624	
	Significance (2-tailed)		.000	.000	.000	.000	
	df	0	224	224	224	224	
15. I think about why I achieved or did not achieve the expected results	Correlation	.736	1.000	.555	.525	.611	
	Significance (2-tailed)	.000		.000	.000	.000	
	df	224	0	224	224	224	
16. I feel satisfied when I see my progress in learning English.	Correlation	.515	.555	1.000	.557	.610	
	Significance (2-tailed)	.000	.000		.000	.000	
	df	224	224	0	224	224	
17. When I don't get good results, I change my study strategy to improve efficiency.	Correlation	.559	.525	.557	1.000	.738	
	Significance (2-tailed)	.000	.000	.000		.000	
	df	224	224	224	0	224	
18. I always try to adjust my learning method based on my assessments and feedback.	Correlation	.624	.611	.610	.738	1.000	
	Significance (2-tailed)	.000	.000	.000	.000		
	df	224	224	224	224	0	

Ultimately, during the self-reflection phase, students such as student 2, student 4, and student 7 articulated a pronounced inclination to assess their development and modify their approaches, although they saw constraints due to insufficient feedback and unfulfilled expectations. These results show how important it is to get organized help to improve focus, strategy-making, and reflective methods. This is in line with the idea that self-regulated learning (SRL) is based on setting goals, keeping track of progress, and reflecting on oneself. This qualitative perspective enhances the quantitative data, offering a more profound comprehension of the obstacles and potential for enhancing self-regulation among non-major English learners.

5. Recommendation

To boost your self-regulated learning (SRL) and optimize your English learning results, it is essential to embrace a proactive and reflective methodology. Start by setting clear and specific objectives for your English study sessions, making

sure they align with your overall academic and personal goals, such as learning 20 new vocabulary terms this week. Formulate comprehensive plans or timetables to direct your endeavors, deconstructing projects into digestible components to maintain organization and concentration. Minimize distractions, identify a tranquil study environment, and employ tactics such as the Pomodoro method to maintain focus during the learning process. Additionally, you should employ effective strategies like summarizing lessons, constructing concept maps, or visualizing work completion. Monitor your progress, juxtaposing your outcomes with your original objectives, and provide time for reflection on effective and ineffective techniques. When faced with hurdles or unsatisfactory outcomes, be adaptable and explore novel study techniques to determine the most efficacious strategy for yourself. Incentivize yourself for every milestone attained, regardless of its magnitude, to enhance drive and self-assurance. Ultimately, get feedback from colleagues, educators, or mentors, and utilize this information to enhance your learning methodologies. By actively participating in these practices, you may assume responsibility for your learning and attain enhanced proficiency in English.

6. Conclusion

The findings of this research highlight the multifaceted nature of self-regulated learning (SRL) among non-major students learning English at the University of Industry and Trade. Through an analysis of the three phases of SRL—forethought, performance, and self-reflection—it is evident that while students demonstrate a general awareness of the importance of English and motivation to learn, significant gaps exist in their ability to effectively regulate their learning processes.

In the **forethought phase**, students show an understanding of goal-setting and the relevance of English for personal and professional advancement. However, many lack the structured planning and clear pathways needed to translate motivation into actionable steps. Quantitative data supports this, with moderately high scores for goal-setting but lower scores for detailed planning and task scheduling. Qualitative interviews confirm this gap, as students expressed challenges in

identifying and implementing effective strategies to achieve their goals.

The **performance phase** reveals difficulties in maintaining focus and employing consistent strategies during the learning process. While some students experiment with various approaches, distractions and a lack of discipline often undermine their efforts. Quantitative results indicate moderate use of strategies such as concept mapping and internal dialogues, but the standard deviations suggest a wide variance in individual practices. Interviews further emphasize the struggle with concentration and the inconsistent application of study techniques, underscoring the need for support in this area.

The **self-reflection phase** highlights a mixed ability among students to evaluate their progress and adapt their learning methods. While students report a sense of accomplishment when progress is evident, they often struggle to critically analyze their outcomes and make effective adjustments. Quantitative data shows moderately high scores for reflection and strategy adjustment, but qualitative insights reveal a lack of feedback and structured guidance as key barriers to improvement.

Finding links between the forethought, performance, and self-examination stages shows how important self-regulated learning components are for improving English communication skills. The establishment of goals, strategic planning, and intrinsic motivation in the foresight phase create a robust basis for academic achievement, evidenced by their substantial relationships with English 1 results. The performance phase highlights active participation, flexibility, and self-assessment, underscoring the significance of sustaining concentration and testing effective solutions. The self-examination phase emphasizes the need for contemplation, self-assessment, and strategic modifications informed by feedback, which facilitate ongoing development. These results show that students are more likely to reach their academic goals in English if they use a complete self-regulated learning strategy that includes proactive planning, active execution, and reflective refinement. This extensive approach offers significant insights for educators to develop treatments that promote self-regulated learning skills and improve student performance.

In conclusion, this study underscores the critical role of self-regulated learning in non-major students' English acquisition and identifies specific areas where interventions can foster greater autonomy and effectiveness. Educators should prioritize training students in detailed goal-setting, strategic planning, and reflective practices to enhance their SRL abilities. Additionally, institutional support in the form of feedback mechanisms, structured learning resources, and training in digital literacy can empower students to overcome challenges and achieve greater success in their language learning journey. Future research could further explore the role of technological tools and the impact of culturally tailored SRL interventions to address the unique needs of Vietnamese learners.

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