Journal of Nusantara Studies 2025, Vol 10(2) 131-157
Universiti Sultan Zainal Abidin
ISSN 0127-9386 (Online)
http://dx.doi.org/10.24200/jonus.vol10iss2pp131-157

SELF-REGULATED SPEAKING STRATEGIES USED BY VIETNAMESE EFL LEARNERS

[1]Ha Thu Vu Nguyen & [*2]Huong Thi Bao Dinh

[1] Portuguese Department, Hanoi University, Km6 Nguyen Trai Road,
Nam Tu Liem District, Hanoi, Vietnam.
[2] Faculty of English Studies, Phenikaa University, Nguyen Trac Road,
Yen Nghia, Ha Dong District, Hanoi, Vietnam.
[*]Corresponding author: huong.dinhthibao@phenikaa-uni.edu.vn

Received: 05.03.2025 Accepted: 08.06.2025

ABSTRACT

Background and Purpose: The field of language learning strategies has evolved significantly since the introduction of Communicative Language Teaching (CLT). Recently, self-regulated learning strategies have gained attention, but self-regulated speaking strategies in EFL contexts remain underexplored. This study aims to address this gap by investigating self-regulated speaking strategies used by Vietnamese students at a university.

Methodology: The study employed a sequential mixed-methods approach, using a 40-item self-reported questionnaire based on the Strategic Self-Regulation (S2R) Model of Oxford (2011) for quantitative data collection with 379 non-English major students and semi-structured interviews for qualitative data collection with 10 students.

Findings: The findings show that overall, the participants are high users of self-regulated strategies to learn English speaking. In particular, three groups, including Meta-affective strategies, Cognitive strategies and Meta-cognitive strategies, are of high use frequency while the other three categories, including Affective strategies, Meta-sociocultural-interactive strategies and Sociocultural-interactive strategies, are of medium use by the students.

Contributions: The study helps confirm the S2R Model of Oxford (2011) and provide a reliable scale on self-regulated learning strategies. The study also confirms the decisive role of the learners in their learning English speaking skills.

Keywords: Self regulated, speaking learning strategies, EFL learners, university, Vietnamese.

Cite as: Nguyen, H. T. V., & Dinh, H. T. B. (2025). Self-regulated speaking strategies used by Vietnamese EFL learners. *Journal of Nusantara Studies, 10*(2), 131-157. http://dx.doi.org/10.24200/jonus.vol10iss2pp131-157

1.0 INTRODUCTION

Since the emergence of the Communicative Language Teaching (CLT) around 50 years ago, research on language teaching and learning in general and English language teaching and learning in particular has shifted their foci to language learning strategies (LLSs). The first studies were carried out to investigate how a language was learned by good language learners (Naiman et al., 1978; Rubin, 1975; Stern, 1975). Later research was conducted by Chamot (2001), Cohen (1998), O'Malley (1987), Oxford (1990) on whether learners used LLSs or not and with which frequency. There has also been research that investigated the relationship between the use of strategies and language proficiency, gender, socioeconomic status, majors, learning style, motivation, among others, or the use of LLSs in learning a certain language component such as vocabulary, pronunciation, or a particular skill such as writing, reading, listening and speaking, (Aljuaid, 2015; Griffiths, 2003; Intaraprasert, 2000; Khamkhien, 2010; Mistar & Umamah, 2014; Moriam, 2005; Oxford & Nyikos, 1989; Prakongchati, 2007; Oxford et al., 1988; Prabawa, 2016; Su, 2012; Szyszka, 2017; Tam 2013; Yang, 2007).

Later, LLS was suggested to be replaced by self-regulation by Dörnyei (2005) due to its fuzziness in definitions and classifications (Nguyen, 2020). Dörnyei (2005) claimed that self-regulation is "a multidimensional construct, including cognitive, metacognitive, motivational, behavioural, and environmental processes that learners can apply to enhance academic achievement" (p. 101). In his view, the most crucial element of strategic learning is not the precise form of the tactics that students use, but rather their willingness to make a conscious decision to put up creative effort to further their own learning (Tseng et al., cited in Ranalli, 2012).

By the year 2011, Pawlak (2011) advocated integrating learning strategies and self-regulation into a framework to make the self-regulated learning strategies (SRLSs) to avoid

overgeneralisation and fuzziness in the concept of the strategy (Rose, 2011). Since then, many researchers have paid more attention to the notion, e.g., De la Fuente et al. (2015), Nodoushan (2012), Oxford (2011, 2017), Rose (2012).

Regarding the field of English language teaching and learning, research shows that SRLSs were reported to help enhance the language learning of the students and their learning achievement (Köksal & Dündar, 2017; Wang et al., 2013; Yusuf, 2011). Research has also suggested that although the EFL students had low use of SRLSs, students with higher proficiency were revealed to have lower anxiety and apply more SRLSs to learn English (Tran & Duong, 2013). In addition, research has yielded different findings in terms of the relationship between the use of SRLs and gender. For example, Vujnović (2017) found no significant difference in the use of SRLs to learn vocabulary between males and females. However, Wang et al. (2013) reported that females were higher SRLS users.

When it comes to SRLs to learn English speaking skills, El-Sakka (2016) established that SRLS instructions helped the students develop their speaking achievement while lowering their speaking anxiety. Yet, studies on English self-regulated speaking learning strategies seem to receive little attention from researchers. For example, Morriam (2005, p. 48) claimed that "there have been relatively few studies investigating the use of speaking strategies of EFL learners". The same thing happens in Taiwan when "there is little research on SLSEs, if any" (Su, 2012, p. 43). The reasons may come from the fact that the results of previous studies cannot be generalized to learners of different nations though they were conducted in EFL environments due to the relatively small sample sizes or the conflicting findings of the studies (Nguyen, 2022).

All of these have resulted in the need to conduct further studies on self-regulated speaking learning strategies in the EFL environment, including in Vietnam. Accordingly, this study was conducted to investigate the self-regulated strategies that Vietnamese students use to learn to speak English at a university in an attempt to answer the following research question: *How frequently are the self-regulated speaking learning strategies reportedly used by EFL students*

2.0 LITERATURE REVIEW

2.1 Language Learning Strategies Definition and Categorization

There have been different ways to define language learning strategies (LLSs). One of the very first researchers in the area, Rubin (1975) defined LLSs as "the techniques or devices which a learner may use to acquire knowledge" (p. 43). In a later work, Rubin (1987) established that

LLSs were "strategies which contribute to the development of the language system which the learner constructs and affects learning directly" (p. 23). Another researcher of the earliest period, Bialystok and Frölich (1978), defined LLSs as "optimal means for exploiting available information to improve competence in a second language" (p. 71). These definitions all pointed to the relationship between LLSs and language development.

Many other scholars have also come up with LLSs definitions (Brown, 1994; Cohen, 1998; Ellis, 1997; O'Malley & Chamot, 1990; Oxford, 1990; Tarone, 1983; Wenden, 1987). Among the definitions, the one given by Oxford (1990) has been cited more frequently. This definition holds that LLSs are "steps taken by students to enhance their own learning" (Oxford, 1990, p. 1), and "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations", or "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information" (ibid, p. 8). The definition also considers strategies as tactics that the learner uses to complete a learning task, all suitable LLSs are focused on the overarching objective of communicative and strategies can help learners take part proactively in real-world communication (op. cit.). These definitions considered strategies as different things such as steps, actions, operations, or tactics.

Also, the categorisation of language learning strategies by Oxford (1990) is the most popular in the field of English language teaching. This categorisation, often referred to as the Strategy Inventory for Language Learning (SILL), categorises language learning strategies into direct strategies and indirect strategies. The direct strategies include Memory strategies (Creating mental linkages, applying images and sounds, reviewing well, and employing action); Cognitive strategies (practicing, receiving and sending messages, analyzing and reasoning, and creating a structure for input and output); and Compensation strategies (guessing intelligently, and overcoming limitations in speaking and writing). In addition, the Indirect strategies comprise Metacognitive strategies (centering one's learning, arranging and planning and evaluating one's learning); Affective strategies (lowering one's anxiety, encouraging, and taking one's emotional temperature); and Social strategies (asking questions, cooperating with others, and empathizing with others (Nguyen, 2022). The important contributions of Oxford (1990) to the classification are the division of strategies into two groups, direct strategies "that directly involve the target language" (p. 37) ... and indirect strategies… "provide indirect support for language learning" (p. 135).

However, the categorisation by Oxford (1990) faced criticism because it was fuzzy and therefore should be replaced by self-regulation strategies (Dörnyei, 2005). Later, Dörnyei's

proposal faced considerable criticism. One critique highlighted the numerous overgeneralizations present in the work (Pawlak, 2011, as cited by Oxford, 2017). Another pointed to the proposal's ambiguity, comparing its clarity to that of the "strategy concept" itself (Rose, 2012, p. 34). These shortcomings underscored the necessity of integrating self-regulation with established learning strategy frameworks (Rose et al., 2018).

2.2 Self-Regulated Language Learning Strategies

To answer the call for incorporating self-regulation and strategy use into a framework, Oxford (2011) reconsidered her original concept of language learning strategy and then, decided to include self-regulation theory into her Strategy Inventory for Language Learning (Oxford, 1990), constructing the Strategic Self-Regulation (S2R) Model. In the new model, "self-regulated learning strategies have been specified as deliberate, goal-directed attempts to control and manage the foreign language learning process" (Habók & Magyar, 2018, p. 2). The three core strategy categories in the new model are ***cognitive***, ***affective***, and ***sociocultural-interactive***. Cognitive strategies are strategies that assist in the construction, transformation, and application of L2 knowledge while affective strategies are those that assist the learner in maintaining motivation by fostering positive feelings and attitudes and sociocultural-interactive (SI) strategies assist the student with communication, social situations, and identity (Oxford, 2011). There are six strategies in the cognitive category, two in the affective and three in the SI. Differently from the old version (Oxford, 1990), in the new one (Oxford, 2011), metacognitive was not categorized as one of the main strategy components but was extended "into a whole layer of three *metastrategies:* ***metacognitive, meta-affective*** and ***meta-sociocultural-interactive***" (author's italics and bold) (Dörnyei & Ryan, 2015, p. 150). Language learners can control and manage their learning process by using those metastrategies appropriately due to their needs and the learning contexts/ situations, which is the characteristic of self-regulation. The resulting framework then consisted of six category domains: *Metacognitive, Cognitive, Meta-affective, Affective, Meta-Sociocultural-interactive and Socio-cultural interactive*.

2.3 Self-Regulated Speaking Learning Strategies

Typically, EFL students learn to speak primarily in classroom settings (Su, 2012) where they only have limited time and opportunities to practice with the help of teachers and the cooperation of their classmates. Moreover, both inside and outside of school, students, and even teachers, rarely have the opportunity to have a naturalistic English- speaking environment

(ibid). As such, if the students want to have good speaking skills, they will have to use self-regulated speaking learning strategies (SRSLSs), which were proven to be very useful and important by many researchers.

In this study, we adopted the definition given by Nguyen (2022) which defined SRSLSs as complex, dynamic thoughts and actions, selected and used by EFL learners both inside and outside the classroom to regulate multiple aspects of themselves (such as cognitive, emotional, and social) to (a) accomplish speaking tasks; (b) improve speaking performance or use; and/or (c) enhance long-term speaking proficiency.

The self-regulated speaking learning strategies can also be classified into six categories in the S2R Model by Oxford (2011), namely *Metacognitive, Cognitive, Meta-affective, Affective, Meta-Sociocultural-interactive and Socio-cultural interactive*.

2.4 Related Studies

There are research studies on speaking strategies conducted in different EFL contexts, yet they are not with some gaps. To begin with, some researchers in Indonesia sought which and how speaking strategies be used by students to develop speaking ability. Gani et al. (2015), for example, investigated the correlations between strategies used by EFL students and their speaking performance. It was found that students who performed well in speaking tasks used a variety of learning strategies more evenly and with more consciousness and appropriateness than the low-performing ones. The study followed a mixed-method research design, with a questionnaire adapted from the SILL, version 7.0 on six types of strategies such as memory, cognitive, compensation, metacognitive, and social strategies, and interviews to collect data from 16 students, eight with high speaking performance and the rest with low speaking performance. The results therefore might not be generalized to a bigger population of EFL students.

Another research study on SLSs among Moroccan university learners was conducted by Bouaassria (2016). The study employed the cognitive theory as its framework theory and qualitative method approach, also using a SILL (version 7.0) adapted questionnaire for data collection to explore the most frequently used strategies to promote the students' speaking skills and the relationship between the strategy use and some individual characteristics such as including gender, age, level of study and degree of liking English. 42 students, 21 being males and 21 females, participated in the study. It was established that the students used a wide range of strategies, with memory and metacognitive strategies as their most favored ones and affective strategies as their least favourite. Some individual factors, including gender, the

degree of linking English, and speaking proficiency, had significant effects on the use of strategies. Similar to the study in Indonesia, the small sample size makes it difficult to generalized findings to other contexts without further research.

In Vietnam, almost all the studies about language learning strategies, in general, and about self-regulation, in particular, have been conducted more recently. Ngo (2019b) chose the SRL theory in his study to find out the relation between SRL and listening competence. Participants of the study were 38 English-major students at a university in the central region of Vietnam. The Motivated Strategies for Learning Questionnaire (MSLQ), adopted from Pintrich et al. (1991), was utilized as the data collection instrument, and then, a listening test was adopted to assess participants' English listening ability. The results showed that students exhibited a modest degree of SRLs, which was linked to their L2 listening proficiency, and there were three SRL aspects that had a direct influence on their listening competence in an EFL learning environment, namely "metacognitive self-regulation, effort regulation, and critical thinking" (op. cit., p. 60).

Meanwhile, Tran and Nguyen (2020) conducted a case study on the use of self-regulated language learning strategies among Vietnamese English-majored freshmen at a university in Bac Lieu province. They applied a quantitative approach to the study, using the QESRLS developed by Wang and Pape (2005), and the participants were composed of 100 English-majored freshmen. The results showed that the students had medium use of SRLSs for keeping and monitoring records and seeking social assistance more often than for other purposes. It was, then, recommended that students should seriously take into account awareness of SRLSs to facilitate their learner autonomy.

In conclusion, LLSs, in general, and SRLSs have received attention from researchers in EFL contexts. However, because of small samples, not many findings could be generalized into contexts, including the Vietnamese. Also, none of the studies has used the hybrid model, the S2R model (Oxford, 2011), which emerged more recently and has been proved to be more comprehensive than the previous models on LLS. These are big gaps to be filled, and they are the focus of the current study.

3.0 RESEARCH DESIGN

3.1 Context and Participants

The study was conducted at a public university in Hanoi Vietnam. The university has a history of 65 years and is one of the most well-known universities in Vietnam for its Bachelors' courses in foreign languages departments and English as a medium of instruction (EMI) Computer

Sciences, Business Administration and Tourism and International Studies departments (University Website, 2025).

The participants were 379 non-English majored students, who were studying English to prepare for their EMI courses in different majors. Their majors ranged from International Studies (no=73), Development Studies (15), Business Administration (20), Accounting (45), Finance and Banking (37), Marketing (12), Multimedia Communication (28), Information Technology, both mainstream and advanced programs (67), and Tourism Management, both mainstream and advanced programs (82), among whom, 78 were males and 301 were females.

3.2 Research Methods

As the study applied a sequential mixed-methods approach (Creswell & Creswell, 2018), data were collected in phases with the purpose of using qualitative data to explain quantitative data. In detail, quantitative data on the EFL students' self-regulated speaking learning strategies were collected through a questionnaire and analysed in the first phase. In the second phase, qualitative data were gathered by means of a semi-structured interview to provide insight and explanation on the questionnaire findings.

The self-reported questionnaire on (SRSLS) was first developed following the S2R model of Oxford (2011). The specific questionnaire items were then adapted from different existing questionnaires, including the SILL (Oxford, 1990), Habók and Magyar's (2018), Köksal and Dündar's (2018), After a pilot, the questionnaire items were checked for validity and reliability, and some amendments were made. The final questionnaire consisted of 40 items divided into six categories: metacognitive strategies (10 items), cognitive strategies (07 items), meta-affective strategies (08 items), affective strategies (05 items), meta-sociocultural-interactive strategies (05 items), and sociocultural-interactive strategies (05 items) and given to 379 students. Then, a semi-structured interview was developed around the six themes, piloted and administered with ten students.

3.3 Data Analysis

In order to assess the hypothesised model of six themes developed following the strategic self-regulation model of Oxford (2011), confirmatory factor analyses (CFA) were first carried out using IBM SPSS AMOS 26.0. The model fit was assessed using the following goodness of fit indices: Tucker-Lewis Index (TLI), comparative fit index (CFI), chi-square test, root mean square error of approximation (RMSEA), and KMO index (Kline, 2015, as cited in Habok, 2018).

After that, the quantitative data analysis was performed with Statistical Package for the Social Sciences (SPSS) version 26. Descriptive statistics, including frequencies, mean and standard deviation were used to examine the most and the least frequently used strategy groups and items. If the mean scores were from 1.0 to 2.4, it was concluded that the use of strategy was low, from 2.5 to 3.4, the strategy use was medium and from 3.5 to 5.0, there was a high use of self-regulated speaking learning strategies.

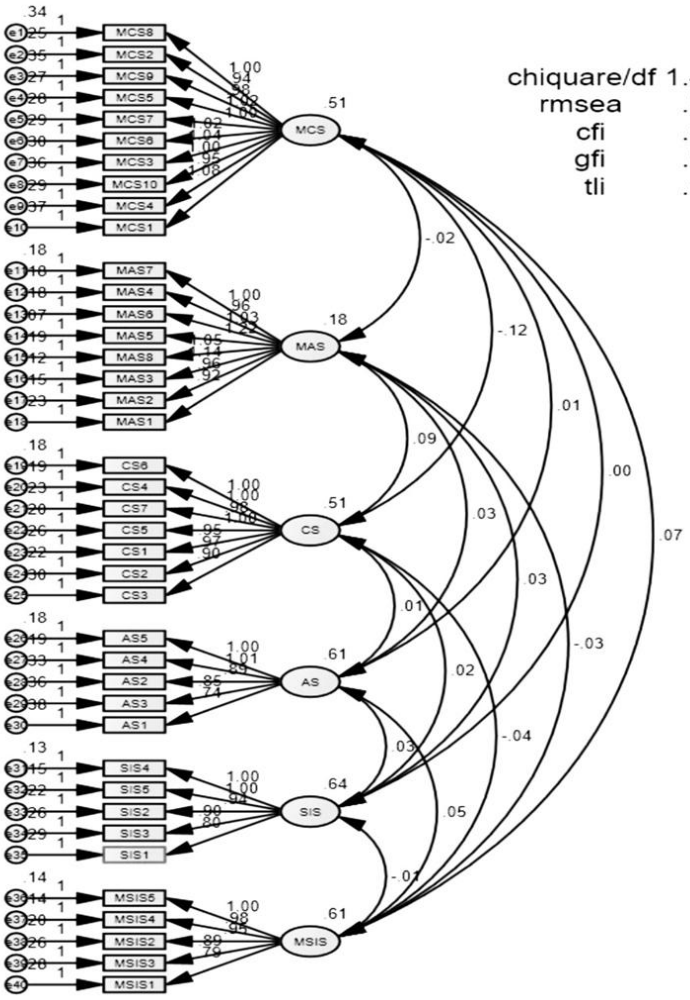
4.0 ANALYSIS AND DISCUSSION

4.1 Confirmatory Factor Analysis (CFA)

Initially, Bartlett's test and KMO score were first examined to confirm the suitability of data for a factor analysis. Bartlett's test was significant (p =.000) and the KMO score for this learning strategy scale was .897.

Then, the six-factor model (Figure 1), which was based on Oxford's (2011) theoretical design, was analysed. According to Habok (2018), two-headed arrows in the structured model indicate the correlation between two variables, in this case between strategy fields, while one-headed arrows indicate hypothesized one-way paths. Rectangles display observed variables (such as a questionnaire item), ovals represent latent variables (such as a questionnaire component), and tiny circles denote measurement errors unique to each of the observed indicators.

Figure 1: Confirmatory factor analysis (CFA) of the Self-regulated English speaking learning strategies scale



The CFA findings indicated a satisfactory model fit (RMESA = 0.033; TLI = 0.969; CFI = 0.971; Chi-square/df = 1.424). Figure 1 shows the six-factor model's standardized output. with each field displaying its own proper fit index. A summary of the questionnaire fields' fit indices is provided in Table 1 below.

4.2 Reliability

Table 1 shows internal consistency reliabilities of the six categories, which had appropriate Cronbach's alpha (α). On all six subscales, their scores fell between 0.87 and 0.94, indicating satisfactory dependability. While the cognitive and sociocultural-interactive fields showed high reliability (α = 0.93), the metacognitive strategy field showed the best reliability (α= 0.94). Both the affective (α= 0.92) and meta-affective (α= 0.90) areas had good Cronbach's alpha. The meta-sociocultural interaction field (α = 0.87) had the lowest but still highly acceptable

value. The overall questionnaire had the α value of 0.82, which showed a good level of reliability. In brief, the above findings showed that the questionnaire was model fit and helped confirm Oxford (2011)' s model.

Table 1: Internal consistency coefficients for the self-regulated speaking learning strategy scale

Self-regulated Speaking Learning Strategy Scale	**Cronbach's Alpha**
1. Metacognitive strategies (MCS)	.94
2. Cognitive strategies (CS)	.93
3. Meta-affective strategies (MAS)	.90
4. Affective strategies (AS)	.92
5. Meta-SI strategies (MSIS)	.87
4. SI strategies (SIS)	.93
Overall value of the Scale	**.82**

4.3 Frequency of Self-Regulated Speaking Learning Strategies Use Questionnaire Findings

Table 2 provides an overview of the students' reported strategy use in terms of overall strategy use. According to Oxford's (2011) interpretation of the Likert scale, if the mean score ranges from 1.0 to 2.4, it can be concluded that strategy use is low; if it ranges from 2.5 to 3.4, strategy use is medium; and if it ranges from 3.5 to 5.0, strategy use is high.

As shown in Table 2, the mean frequency score for overall strategy use is 3.64, which indicates that, in general, all 379 student participants reported using strategies to learn to speak English with high frequency. In other words, students frequently employ learning strategies to improve their English speaking skills. This suggests that students recognized the importance of using strategies in language learning and actively applied these strategies in their learning process.

Table 2: Frequency of students' overall strategy use

N=379	**Mean**	**S.D**	**Frequency Category**
Students' Reported Overall Strategy Use	3.64	.291	High use

The present findings contrast significantly with previous research conducted in Vietnam, where studies generally reported a medium level of learning strategy use among participants (e.g.,

Dang, 2012; Nguyen & Ho, 2013; Vu, 2016; Ngo, 2019a, 2019b). This divergence also extends to studies in other English as a Foreign Language (EFL) contexts. For instance, Gani et al. (2015) observed medium strategy use among Indonesian participants. Similar results indicating medium strategy use were reported by Azmi (2012), Patmawati et al. (2018), Safari and Fitriati (2016), and Wahyuni (2013).

Regarding the frequency of use of strategies in six main categories, Table 3 shows the information.

Table 3: Frequency of use of strategies in the six main categories

N=379	**Mean**	**S.D**	**Frequency Category**
Meta-affective Strategies	4.10	.46	High use
Cognitive Strategies	3.90	.72	High use
Metacognitive Strategies	3.72	.74	High use
Affective Strategies	3.21	.74	Medium use
Meta-sociocultural-interactive (Meta-SI) Strategies	3.21	.75	Medium use
Sociocultural-interactive (SI) Strategies	3.20	.77	Medium use

**M=Mean, S.D=Standard deviation*

Table 3 presents the overall use of different strategy groups. Three groups: Meta-affective (MA), Cognitive (CS), and Metacognitive (MCS)-emerged as highly utilized by the participants. Conversely, Affective (AS), Meta-sociocultural-interactive (MSIS), and Sociocultural-interactive (SIS) strategies were employed at a medium level. Importantly, no strategy group fell into the never used category, indicating that students employed a diverse range of strategies to support their English speaking development. This finding contrasts with Habók and Magyar's (2018) research, which reported moderate use across all strategy groups. This difference may point to variations in learner populations, learning contexts, or methodological approaches between the two studies.

A more granular view of individual strategy use is provided in Table 4. Twenty-five strategies were classified as highly used, while fifteen were categorized as medium use. No strategies were reported as low use. Notably, all highly used strategies belonged to the MA, CS, and MCS groups, reinforcing the trend observed at the group level. The medium-use strategies, on the other hand, were associated with the AS, MSIS, and SIS categories. This

distribution suggests a potential emphasis on cognitive and metacognitive regulation, alongside a conscious awareness of affective factors, in the students' approach to speaking English. Strategies related to social interaction and collaboration, while used, appear to be less prominent.

Within the Meta-affective Strategy group, '*I notice if I am tense or nervous when I am speaking English*' (MAS1) was the most frequently reported strategy (M = 4.12), highlighting the students' awareness of their emotional state during speaking activities. Following closely were '*I intentionally have a combination of both positive (i.e., why I want to learn to speak English) and 'threat' strategies (i.e., what will happen if I don't keep trying)*' (MSA8) and '*I organize my speaking content carefully so that I feel less nervous'* (MSA5). These strategies suggest that students actively manage their anxiety and motivation, employing both positive and negative reinforcement techniques to regulate their emotional investment in speaking English.

In the Cognitive Strategy group, '*I brainstorm aloud with a small group what we know about the topic before a speaking task'* (CS1) was the most frequently used (M = 3.93), indicating the students' reliance on collaborative pre-task activities to generate ideas and build confidence.

Finally, within the Metacognitive Strategy group, '*I plan my schedule so I will have enough time to study speaking English'* (MCS2) was the most prevalent (M = 3.78). This highlights the students' proactive approach to language learning through time management and planning, reflecting a degree of self-directed learning.

Table 4: Strategies of high use

	Strategies (N=379)	**M**	**S.D**
MAS1	18. I notice if I am tense or nervous when I am speaking English.	4.12	.614
MAS8	25. I intentionally have a combination of both positive (i.e., why I want to learn to speak English) and "threat" strategies (i.e., what will happen if I don't keep trying).	4.11	.618
MAS5	22. I organize my speaking content carefully so that I feel less nervous.	4.11	.577
MAS4	21. I look for resources to reduce my anxiety in English-speaking activities.	4.10	.585
MAS7	24. I implement my plan to calm myself down before I have to make a presentation.	4.09	.597
MAS3	20. I consider steps I can take to lower anxiety about doing speaking activities in English.	4.09	.589
MAS2	19. My goal is to find something valuable in the speaking lessons so that I can feel motivated.	4.09	.561
MAS6	23. I arrange for ways to minimize disruptions that annoy and upset me while I try to learn to speak English.	4.08	.610
CS1	11. I brainstorm aloud with a small group what we know about the topic before a speaking task.	3.93	.851
CS6	16. Before a speaking task, I organize my ideas, starting with the main categories and going to the details.	3.91	.833
CS5	15. In my notebook I categorize words by their features (e.g., nouns, verbs) and/or topics.	3.91	.842
CS4	14. Before a speaking task, I put ideas in a logical order.	3.89	.843
CS3	13. I try to apply the grammar rules I learned when I speak English.	3.89	.846
CS7	17. I synthesize the main points of what I have learned about the topic from multiple sources before a speaking task.	3.89	.852
CS2	12. I mentally scan what I already know about the topic before a speaking task.	3.89	.842
MCS2	2. I plan my schedule so I will have enough time to study speaking English.	3.78	.836
MCS7	7. When practicing speaking English, I remind myself of my plan to focus on pronunciation, intonation, and inherent messages.	3.75	.889
MCS4	4. I search for online resources to improve my learning to speak English.	3.74	.865
MCS3	3. I have clear goals for improving my English speaking skills.	3.74	.922
MCS6	6. I organize my learning materials so that I can have effective use of them for my learning to speak English.	3.74	.905

MCS5	5. I look for additional resources so I can know the exact speaking contexts in which the words or phrases are used.	3.73	.896
MCS8	8. While practicing speaking English, I focus on pronunciation, intonation, and inherent messages.	3.71	.922
MCS9	9. When I prepare to do a speaking task, I think about whether I've done something similar before.	3.70	.919
MCS10	10. I evaluate my learning strategies to choose the most suitable for my level of proficiency.	3.69	.930
MCS1	1. I focus on my goal of learning to speak English.	3.63	.985

**M=Mean, SD=Standard deviation*

The frequency with which students used different learning strategies in this study presented some interesting comparisons with previous research. Meta-affective, cognitive, and metacognitive strategies were employed extensively, a finding consistent with the work of numerous researchers such as O'Malley and Chamot (1990), Oxford (1990), Wharton (2000), Wahyuni (2013), Le (2017), and Ngo (2019b). These strategy types are clearly recognized as important tools for language learning.

However, the strong preference for meta-affective strategies observed here contrasts with some studies utilizing Oxford's (2011) strategy framework. Koksal and Dundar (2017) and Seker (2015), for instance, reported lower usage of these strategies among their participants. Notably, Habók and Magyar (2018) found meta-affective strategies to be the least frequently used, with meta-sociocultural-interactive strategies being the most common—a direct reversal of the present study's findings.

Meta-affective strategies, as described by Oxford (2017), involve attending to and regulating emotions through planning, organization, monitoring, and evaluation, ultimately aiming to reduce anxiety and cultivate positive feelings during learning. A plausible explanation for the observed high usage in this context may be the specific emotional challenges faced by Vietnamese learners of English. As highlighted by Tomlinson and Bao (2004), these learners may experience apprehension, fear of losing face, a lack of confidence, or feelings of inferiority when speaking. Consequently, the increased reliance on meta-affective strategies could be a response to these emotional difficulties, a means of managing and overcoming them.

Finally, while cognitive and metacognitive strategies were also prominent in this study, ranking second and third in usage frequency, Seker (2015) found them to be the least used in their research. Similarly, Koksal and Dundar (2017) reported lower use of cognitive strategies.

These variations underscore the complex interplay of factors influencing strategy use, suggesting the importance of considering specific learner populations and learning environments.

Strategies within the final three categories were employed with moderate frequency. A review of the ten least frequently used strategies reveals that seven belong to the Meta-sociocultural-interactive (Meta-SI) and Sociocultural-interactive (SI) groups. Specifically, items 37 (SI group) and 27 (Meta-SI group) exhibited the lowest mean scores, at 2.12 and 2.13, respectively. This lower usage can likely be attributed to the limited opportunities for Vietnamese learners to interact with native English speakers, despite increasing accessibility. This finding echoes Le's (2017) research, where participants also demonstrated less frequent use of social strategies, a phenomenon attributed to the need for easier "access to native speakers" (ibid, p. 105). Similar trends have been observed in other contexts. For instance, Azmi (2012) noted that few Indonesian participants utilized English in social interactions to practice speaking. Likewise, Mistar and Umamah (2014) found that students in their study did not frequently use English for communication, citing a lack of opportunities for such practice.

Table 5: Strategies of medium use

	Strategies (N=379)	M	SD
AS3	28. I purposefully try to avoid negative thoughts or feelings while doing a speaking task.	3.27	.897
MSIS3	33. I look for places where I can find people to talk to in English.	3.26	.863
AS1	26. I talk to someone I trust about my attitudes and feelings concerning speaking English.	3.26	.849
MSIS1	31. I look for opportunities to practice my English speaking with other people online.	3.25	.816
SIS3	38. If I don't know a word, I use gestures to signify the word physically.	3.25	.883
SIS1	36. If I do not understand something in English, I ask the other person to slow down or say it again.	3.25	.839
AS5	30. I give myself a reward or treat when I do well in an English-speaking task.	3.22	.891
MSIS5	35. I check how well I am imitating the native speaker, especially in terms of accent, posture, and stance.	3.22	.864
SIS5	40. I imitate how a native person communicates with the young, the old, and the opposite sex.	3.21	.894
MSIS4	34. When I try to speak English, I consciously choose a combination of tactics to improve my fluency.	3.20	.846
AS4	29. Telling myself it's OK to feel anxious about a speaking task helps me feel calmer.	3.19	.899
SIS4	39. I imitate the nonverbal language (e.g., accent or body language) of native speakers during a conversation in English.	3.19	.881
AS2	27. I use deep breathing as a way to relax before a speaking task.	3.13	.904
MSIS2	32. I look for people I can talk to in English.	3.13	.863
SIS2	37. If I don’t know the right vocabulary, I try to explain my idea in other words or phrases.	3.12	.890

**M=Mean, S.D=Standard Deviation*

4.3.1 Interview Findings

Qualitative data were gathered to provide a richer understanding of strategy use. All participants reported employing a range of strategies to address various challenges encountered in their English-speaking development. This widespread use of strategies appears to stem from a shared awareness among participants of the difficulties inherent in learning to speak English, coupled with a proactive approach to overcoming these challenges. Consequently, they frequently combined different strategies in their learning. For example, 08-F-IT-L described a

multi-faceted approach to managing speaking anxiety. This participant mentioned typically holding an object, such as a pen, to reduce stress. They also regularly discuss their feelings with a roommate, seeking both emotional support and guidance. Furthermore, during speaking tasks, observing supportive facial expressions from peers, such as smiles, reportedly had a positive impact. This example illustrates the integration of multiple strategies, including both meta-affective (MAS) and affective (AS) strategies. Differently, 01-F-BA-H uses MCS and CS:

> *Normally, I think of the activity and what I should do. At home, I practice a lot in front of the mirror, even one week before. The night right before the activity, I rehearse. And in the morning the next day, I stay in bed for about 5 or 10 minutes to remember what I rehearsed last night and think "I can do it". When doing the activity, I always think of my plan. I try to put my plan into action. I mean, stick to the plan. So, usually, I do not face up to the lack of vocabulary or ideas. Everything is in my mind.*

07-M-DS-M combines CS and SIS when he tries to learn more words and practice speaking in the speaking classes. He also notes down what the teachers and friends say. Before a presentation task, he brainstorms the ideas with peers, and then practices. He normally prepares a script and learns it by heart. If he forgets a word or an idea when speaking, he just speaks more quietly and skips it. He sometimes says it in Vietnamese or uses body language.
These answers help confirm the quantitative findings that the participants had a high use of strategies to learn English speaking.

Interviews with ten students provided further insight into the high usage of three strategy categories and the moderate usage of the other three. The prominence of meta-affective strategies suggests that emotional challenges constitute a significant obstacle for the ESPD students, prompting them to employ various coping mechanisms. Many respondents indicated that their pre-university English language learning primarily focused on grammar and reading, neglecting listening and speaking skills. This lack of prior practice contributed to feelings of nervousness when speaking English. One participant (08-F-IT-L) explained that her perceived lack of English proficiency fuels a fear of making mistakes and losing face, sometimes preventing her from speaking altogether. She described speaking classes as particularly stressful. Another participant (02-F-FB-L) also reported experiencing anxiety, noting that the silence and apprehension of classmates during speaking opportunities contributes to her own nervousness. Consequently, when called upon to speak, she struggles to articulate more than a

few words. These emotional struggles have led students to seek and implement various strategies, particularly those aimed at reducing anxiety.

> *Now I'm better but when I was in the first year, the language skill that I felt fear the most was my speaking skills. Until now, I sometimes still find myself a little bit nervous, especially when I have an important speaking task. But I try to find ways to overcome.* (01-F-BA-H)

This is the reason why meta-affective strategies was the most favored category and was used with the highest frequency.

In interviews, seven out of ten students identified metacognitive, cognitive, or meta-affective strategies as their most frequently used, confirming the quantitative findings. The interviews also provided insight into the lower usage of social interaction strategies. Participants explained that they had limited prior experience with developing speaking skills before entering university.

> *My first class at the university was a reading lesson, but the teacher spoke 100% in English. For a person like me who has never been exposed to a class 100% in English, I was really shocked. I felt a little scared, I was wondering if I could learn in this department. Moreover, I also had peer pressure because the one sitting next to me had 6.5 IELTS already.* (01-F-BA-H)

Furthermore, students reported difficulty finding native English speakers to converse with, despite recognizing the value of such interaction for improving their speaking skills (03-M-IS-H, 10-F-Ac-M).

Regarding individual learning strategies, the quantitative data indicated that three meta-affective strategies, including MAS1, MAS8, and MAS5, were most frequently used, while SIS2, AS2, and MSIS2 were least favored by the ESPD students. The qualitative data, however, revealed a wider range of individual preferences. For example, 01-F-BA-H selected CS7 '*I synthesize the main points of what I have learned about the topic from multiple sources before a speaking task*' and MAS8 '*I intentionally have a combination of both positive (i.e., why I want to learn to speak English) and "threat" strategies (i.e., what will happen if I don't keep trying)*'; 02-F-FB-L favored MAS1 '*I notice if I am tense or nervous when I am speaking English*'; 06-F-Mk-H preferred MCS1 '*I focus on my goal of learning to speak English*'; and

07-M-DS-M chose CS2 '*I mentally scan what I already know about the topic before a speaking task*' and MAS5 '*I organize my speaking content carefully so that I feel less nervous*'. This diversity in strategy selection highlights the value of qualitative methods for gaining a thorough understanding of individual strategy use. Nevertheless, the most frequently cited strategies in the interviews generally corresponded with the quantitative findings. When asked to explain her choices, 02-F-FB-L said that:

> *You know, good learners are kind of natural, much natural. Yes, much more natural than me. They may not care if they are afraid or not, and they just keep talking. In my case, I just pretend to be natural. (...) But, if there is an incident during my speech, I'll run into panic and forget everything. So I have to notice and think of that and try to prepare myself to surpass the panic.*

For 01-F-BA-H, she said that making plans, preparing the ideas, and rehearsing many times before the speaking task help her to be more confident.

Then, the explanation for the fact that MSIS2 '*I look for people I can talk to in English'* and SIS2 '*If I don't know the right vocabulary, I try to explain my idea in other words or phrases*' had the lowest mean score could be found in the qualitative data.

It was stated to be difficult to find native speakers to talk with even though the learners were conscious of the importance of interaction with native speakers in speaking improvement. The interviewees neither had native teachers nor contact with native speakers inside the university. Some of them said that they haven't met any foreigners, or maybe they have met some but did not know (03-M-IS-H, 10-F-Ac-M) while 08-F-IT-L told that although there have been many foreigners in the university, she hasn't tried to contact with them because she has been shy and a little bit lazy. Moreover, many students did not take the opportunity of speaking in English in the classrooms when they had pair or group work. They also showed not to have the habit of talking with each other in English.

> *Most of the students in our university are Vietnamese, so they prefer talking in their native language to understand each other better. So, among the students, I think that people don't speak English much. In the class, they only speak English when the teachers ask them to. When working in a group, students often choose to speak in Vietnamese, not English. Then if they have to present the group's opinion, they just try to translate the ideas from Vietnamese to English. It's not very effective. I mean, we have the opportunity to speak English but many of us choose another way. Therefore, when we don't know the right*

words, many students don't know how to do, some just stop, some even use Vietnamese. (04-F-IS-H)

In brief, this study's findings regarding self-regulated strategy use for speaking (SRSLSs) present a complex picture, both confirming and challenging existing research. The consistent theme of speaking being perceived as difficult by interviewees underscores the affective challenges inherent in oral language production. This perception likely explains the strong preference for meta-affective strategies, as students recognize anxiety as a major impediment to their speaking development. By prioritizing strategies that help manage emotions, such as planning, organizing, and self-monitoring, students appear to be proactively addressing this affective barrier. This focus on emotional regulation is a crucial aspect of self-regulated learning, allowing learners to control their emotional responses and create a more conducive learning environment.

However, the low usage of sociocultural-interactive (SI) strategies, despite their acknowledged importance, raises questions about the factors hindering their implementation. While students recognize the value of interacting with native speakers, their limited use of SI strategies suggests a potential gap between awareness and action. This gap could be due to a variety of factors, including limited access to native speakers, a lack of confidence in their own speaking abilities, or insufficient motivation to seek out interaction opportunities. Further investigation is needed to explore these potential barriers and identify ways to encourage greater use of SI strategies.

The overall high frequency of SRSLS use among the 379 participants stands in contrast to the medium levels reported in numerous studies conducted in Vietnam and other EFL contexts (Azmi, 2012; Dang, 2012; Gani et al., 2015; Le, 2017; Ngo, 2019a, 2019b; Nguyen & Ho, 2013; Patmawati et al., 2018; Safari & Fitriati, 2016; Vu, 2016; Wahyuni, 2013). This discrepancy highlights the importance of context in understanding learning strategy use. Several factors could contribute to this difference, such as variations in educational settings, cultural norms, or individual learner characteristics. It is also possible that the current study's focus on speaking-specific strategies might have elicited different responses compared to studies examining general language learning strategies.

The finding that meta-affective strategies were the most favored, while SI strategies were the least used, suggests a potential imbalance in students' strategic approach to speaking development. While managing anxiety is undoubtedly important, neglecting opportunities for social interaction could limit students' progress in developing fluency and accuracy. This

imbalance underscores the need for interventions that promote a more holistic approach to speaking development, encouraging students to utilize a broader range of strategies, including those that involve interaction and collaboration.

As Rose (2012) emphasizes, it is crucial to avoid overgeneralizing research findings beyond the specific context in which they were generated. Each learning environment possesses unique characteristics that influence learner behavior. Therefore, while this study provides valuable insights into SRSLS use among ESPD students, its findings should be interpreted within this specific context. Future research should explore the complex interplay of factors that contribute to strategy use in different EFL settings, paying particular attention to the interplay between affective, cognitive, and social dimensions of language learning.

5.0 CONCLUSION

Speaking is considered to be a crucial part of any second language learning and teaching (Hayrie Kayi, 2006). However, for many years, inappropriate attention has been paid to teaching speaking and many language teachers have still treated teaching speaking as little more than memorization of dialogues or drills. The teaching and learning context in Vietnam even creates more obstacles for Vietnamese EFL learners, especially in the study of speaking skills. In such a situation, it was proven to be pivotal that the students have self-regulated strategies to accomplish their speaking tasks, improve their learning of English speaking skills, and enhance their long-term speaking proficiency. Strategies are exactly “how to fish” as in an English old proverb: “Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime” (Wenden, 1987, as cited in Griffiths, 2003).

To answer the research questions, a sequential explanatory mixed methods approach was used. At the beginning of the quantitative phase, the SRESLSQ was sent to the target population, answers of 379 of which were used as the quantitative results. After that, the qualitative phase, using interviews (N=10), was conducted to give more insight into the quantitative findings.

The results indicate that the students under investigation used self-regulation strategies frequently, favoring the Meta-affective, Cognitive, and Metacognitive strategy groups over the other three groups of Affective, Sociocultural-interactive (SI), and Meta-sociocultural-interactive (Meta-SI) strategies. According to the findings of the study, it is advised that students self-regulate their learning by employing more strategies that are suitable for them, take advantage of every opportunity to learn English that comes their way, and receive explicit strategy training to become more aware of their SRSLS to enhance their speaking abilities.

REFERENCES

Aljuaid, H. T. K. (2015). *Language learning strategies used by a group of Saudi Arabian EFL learners* [Unpublished PhD thesis]. School of Education and Professional Studies, Griffith University.

Azmi, H. I. (2012). The students' language learning strategies in reading and speaking. *Jurnal Al-Ta'lim, Jilid 1*(1)*,* 122-133.

Bialystok, E., & Frölich, M. (1978). Variables of classroom achievement in second language learning. *Modern Language Journal, 62*(7), 327-336.

Bouaassria, F. (2016). *The use of learning strategies in developing speaking skills among Moroccan University EFL learners: Moulay Ismail University as a case study* [Unpublished Master thesis]. Université Mohammed V de Rabat.

Brown, H. D. (1994). *Principles of language learning and teaching*. Prentice Hall.

Chamot, A. U. (2001). The role of learning strategies in second language acquisition. In M. P. Breen (Ed.), *Learner contributions to language learning: New directions in research* (pp. 25-43). Pearson Education Limited.

Cohen, A. D. (1998). *Strategies in learning and using a second language*. Addison Wesley.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Dang, P. M. (2012). *An investigation into English language learning strategies employed by the 2nd-year students at Thai Nguyen University of Information and Communication Technology* [Unpublished Master's thesis]. Hanoi University.

De la Fuente, J., Zapata, L., Martínez-Vicente, J. M., Sander, P., & Cardelle-Elawar, M. (2015). The role of personal self-regulation and regulatory teaching to predict motivational-affective variables, achievement, and satisfaction: A structural model. *Frontiers in Psychology, 6*(1), 1-16.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates Publishers.

Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner: Revisited.* Routledge.

El-Sakka, S. M. F. (2016). Self-regulated instruction for developing speaking proficiency and reducing speaking anxiety of Egyptian university students. *English Language Teaching, 9*(12), 22-33.

Gani, S. A., Fajrina, D., & Hanifa, R. (2015). Students' learning strategies for developing speaking ability. *Studies in English language and Education, 2*(1), 16-28.

Griffiths, C. (2003). *Language learning strategy use and proficiency*. University of Auckland.

Habók, A., & Magyar, A. (2018). Validation of a self-regulated foreign language learning strategy questionnaire through multidimensional modelling. *Frontiers in Psychology, 9*(1), Article 1388.

Intaraprasert, C. (2000). *Language learning strategies employed by engineering students learning English at the tertiary level in Thailand* [Unpublished doctoral dissertation]. School of Education, University of Leeds.

Khamkhien, A. (2010). Factors affecting language learning strategy reported usage by Thai and Vietnamese EFL learners. *Electronic Journal of Foreign Language Teaching, 7*(1), 66-85.

Koksal, D., & Dundar, S. (2017). Factors affecting the use of self-regulated L2 learning strategies in Turkish FLE context. *Journal of Language and Linguistic Studies, 13*(2), 397-425.

Mistar, J., & Umamah, A. (2014). Strategies of learning speaking skill by Indonesian learners of English and their contribution to speaking proficiency. *TEFLIN Journal, 25*(2), 203-216.

Moriam, Q. M. (2005). Speaking strategies use by the EFL students in Japan and Bangladesh. *Journal of International Development and Cooperation, 12*(1), 47-61.

Naiman, N., Frohlich, M., Stern, H. H., & Todesco, A. (1978). *The good language learner*. The Ontario Institute for Studies in Education.

Ngo, C. L. (2019a). Language learning strategies among Vietnamese EFL high school students. *Indonesian Journal of English Language Teaching, 14*(1), 55-70.

Ngo, C. L. (2019b). Self-regulated learning and its relation to Vietnamese EFL learners' L2 listening achievement. *VNU Journal of Foreign Studies, 35*(4) 60-75.

Nguyen, T. N., & Ho, T. L. (2013). A comparison on the use of language learning strategies by male and female Vietnamese tertiary students of non-English majors. *Language in India, 13*(4), 185-210.

Nguyen, V. T. H. (2020). A review on EFL students' speaking learning strategies. *Journal of Foreign Language Studies, 64*(1), 21-33.

Nguyen, V. T. H. (2022). *EFL students' speaking learning strategies at a university in Vietnam*. [Unpublished doctoral dissertation]. Hanoi University.

Nodoushan, M. A. S. (2012). Self-regulated learning (SRL): Emergence of RSRLM Model. *International Journal of Language Studies, 6*(3), 1-16.

O'Malley, J. M. (1987). The effects of training in the use of learning strategies on learning English as a second language. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 133-143). Prentice-Hall.

O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Heinle & Heinle.

Oxford, R. L. (2011). *Teaching and researching: Language learning strategies.* Routledge.

Oxford, R. L. (2017). *Teaching and research language learning strategies: Self-regulation in context.* Routledge.

Oxford, R. L., Nyikos, M., & Ehrman, M. (1988). Vive la difference? Reflections on sex differences in use of language learning strategies. *Foreign Language Annals, 21*(4), 321-329.

Oxford, R. L., & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. *The Modern Language Journal, 73*(3), 291-300.

Patmawati, D., Amri, Z., & Fatimah, S. (2018). An analysis of speaking learning strategies used by proficient learner of English Language and Literature Department in Universitas Negeri Padang. *Journal of English Teaching, 7*(1), 141-150.

Prabawa, W. P. (2016). Speaking strategies used by Indonesian tertiary students. *English Review: Journal of English Education, 4*(2), 231-241.

Prakongchati, N. (2007). *Factors related to the use of language learning strategies by Thai public University Freshmen* [Unpublished doctoral dissertation]. Suranaree University of Technology.

Ranalli, J. (2012). Alternative models of self-regulation and implications for L2 strategy research. *Studies in Self-Access Learning Journal, 3*(4), 357-376.

Rose, H. (2011). Reconceptualizing strategic learning in the face of self-regulation: Throwing language learning strategies out with the bathwater. *Applied Linguistics, 33*(1), 92–98.

Rose, H. (2012). Language learning strategy research: Where do we go from here? *Studies in Self-Access Learning Journal, 3*(2), 137-148.

Rose, H., Briggs, J. G., Boggs, J. A., Sergio, L., & Ivanova-Slavianskaia, N. (2018). A systematic review of language learner strategy research in the face of self-regulation. *System, 72*(1), 151-163.

Rubin, J. (1975). What good language learner can teach us? *TESOL Quarterly, 9*(1), 41-45.

Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In A. Wenden & J. Rubin (Eds.). *Learner strategies in language learning* (pp. 15-30). Prentice Hall.

Safari, M., & Fitriati, S. (2016). Learning strategies used by learners with different speaking performance for developing speaking ability. *English Education Journal, 6*(2), 87-100.

Seker, M. (2015). The use of self-regulation strategies by foreign language learners and its role in language achievement. *Language Teaching Research, 20*(5), 1–19.

Stern, H. H. (1975). What can we learn from the good language learners? *Canadian Modern Language Review, 31*(1), 304-318.

Su, C. Y. (2012). *The strategies for learning to speak English employed by Taiwanese non-English majors: A phenomenographic Study* [Unpublished doctoral thesis]. Institute of Education, University of Warwick.

Szyszka, M. (2017). *Pronunciation learning strategies and language anxiety*. Springer.

Tam, K. C. (2013). A study on language learning strategies of university students in Hong Kong. *Taiwan Journal of Linguistics, 11*(2), 1-42.

Tarone, E. (1983). Some thoughts on the notion of "Communication Strategy". In G. Faerch and Kasper (Eds.), *Strategies in interlanguage communication* (pp. 61-74). Longman.

Tomlinson, B., & Bao, D. (2004). The contributions of Vietnamese learners of English to ELT methodology. *Language Teaching Research, 8*(2), 199-222.

Tran, Q. T., & Duong, M. T. (2013). The attitudes towards English language learning and use of self-regulated learning strategies among college non-English majors. *International Journal of Scientific and Research Publications, 3*(7), 333-340.

Tran, Q. T., & Nguyen, C. H. L. (2020). The use of self-regulated language learning strategies among Vietnamese English-majored freshmen: A case study. *VNU Journal of Science: Education Research, 36*(1), 50-63.

Vu, T. L. (2016). *An investigation into vocabulary learning strategies (VLSs) employed by English major students at school of foreign languages, Thai Nguyen University* [Unpublished Master's thesis]. Hanoi University.

Vujnović, M. (2017). *The role of self-regulation in EFL vocabulary knowledge* [Unpublished Master's thesis]. Faculty of Humanity and Social Sciences. J. J. Strossmayer University of Osijek.

Wahyuni, S. (2013). *L2 speaking strategies employed by Indonesian EFL tertiary students across proficiency and gender* [Unpublished doctoral dissertation]. University of Canberra.

Wang, C., & Pape, S. J. (2005). Self-efficacy beliefs and self-regulated learning strategies in learning English as a second language: Four case studies. *The CATESOL Journal, 17*(1), 76-90.

Wang, C., Schwab, G., Fenn, P., & Chang, M. (2013). Self-efficacy and self-regulated learning strategies for English language learners: Comparison between Chinese and German college students. *Journal of Educational and Developmental Psychology, 3*(1), 173-191.

Wenden, A. (1987). How to be a successful language learner: Insights and prescriptions from L2 learners. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 103-116). Prentice-Hall.

Yang, M. (2007). Language learning strategies for junior college students in Taiwan: Investigating ethnicity and proficiency. *Asean EFL Journal, 9*(2), 35-57.

Yusuf, M. (2011). The impact of self-efficacy, achievement motivation, and self-regulated learning strategies on students' academic achievement. *Procedia – Social and Behavioral Sciences, 15*(1), 2623-2626.