CASE STUDY

SELF-REGULATED LEARNING IN ADVANCED LISTENING SKILLS: PERCEPTIONS OF ENGLISH-MAJORED STUDENTS AT HUFLIT

Ly Hoang Nghiem, Tran Vu Diem Thuy*

Faculty of Foreign Languages, Ho Chi Minh City University of Foreign Languages – Information Technology

22dh713354@st.huflit.edu.vn, thuytvd@huflit.edu.vn

ABSTRACT— Listening skills are widely recognized as one of the most challenging English language skills for learners, requiring consistent and intentional practice for improvement. As a core component of language proficiency assessment, developing listening skills is essential for all learners. One of the major approaches to learn listening better is self-regulating and self-regulated learning (SRL) strategies, have been considered an effective way to enhance learning outcomes. Accordingly, this study aims to investigate the perceptions of English-major students toward their self-regulated learning (SRL) strategies when learning listening. A mixed-methods research design was employed, using questionnaires to collect quantitative data and reflective journals and semi-structured interviews to collect qualitative data. A sample of 50 English-majored students was from an Advanced Language Skills Course at Ho Chi Minh City University of Foreign Language – Information Technology (HUFLIT). The results revealed that the students utilizing SRL strategies had positive attitudes, motivations, and behaviors toward learning listening. Moreover, those who managed metacognitive strategies were likely more aware of their strengths and weaknesses in their learning. Students who effectively self-regulated felt more confident in learning listening and showed gradual improvement in their performance during listening lessons.

Keywords: self-regulated learning, strategies, attitudes, behaviors, motivations

I. INTRODUCTION

In the modern era, when communication has become increasingly popular, mastering a common language has become a crucial task for students. English gradually collides with lectures that students usually learn at school, making it essential for them to have the ability to listen to such a language to perform efficiently in their studies Tatiana and Natalia [1]. Being able to use another language becomes increasingly essential, as it not only helps people perform well in school, but also helps them get more opportunities due to the demand for the ability to communicate and understand the context in English. For those who study English linguistics, such a requirement becomes essential, as they will use the language for their main careers in the future. In fact, to learn a language efficiently, completing lessons and extra exercises from teachers at school plays only a partial role. Improving English abilities depends heavily on the way students manage their time and plan to learn, as well as the way they recall their errors and improve themselves gradually, which is also called self-regulated learning (SRL). Self-regulated learning is a learning method in which students set up their learning objectives, make plans and strategies to accomplish them, supervise their learning processes, and evaluate the effectiveness of their productivity for further adjustments. This learning technique is considerably efficient for many subjects including language learning. With self-regulated learning, students can actively learn the language without too much assistance from teachers, which is important to help them develop their English skills gradually. The SRL learning process includes three main features: making plans, performing observations, and self-evaluating Zimmerman [2]. Listening is a daily task that plays a significant role in receiving information from others Nushi and Orouji [3]. Certain languages are used to comprehend and communicate with other people. Listening is part of our daily habits. Regarding a widely used language such as English, being able to listen to and understand different contexts is also important. Listening is one of the main language skills that determine learners' comprehension of language. In Ho Chi Minh City University of Foreign Language – Information Technology (HUFLIT), English linguistics requires students to perform well in all the four language skills. However, among these skills, listening is one of the most challenging skills that many students encounter. Listening is highly demanding, as it depends on many different factors, including its complexity and the features of the listeners, speakers, and listening content Brown and Yule [4]. Additionally, learners are influenced by many different aspects, including psychological barriers, the learning environment, and a shortage of learning materials and self-learning strategies. These aspects are considered problematic as listeners must keep track of the meaning of the context, vocabulary, grammar, stress, and intention when listening, according to Tatiana and Natalia [1]. Furthermore, taking casual lessons at school without further practice sessions at home is not sufficient to enhance students' listening abilities. Not all language learners have the ability to control themselves with great discipline to constantly learn the language at home. Akar [5] measured undergraduate students' disengagement in online learning. This study investigated this factor among 772 undergraduate students taking an online course. The results showed that most of the participants were disengaged due to being distracted by technology while taking the course online. In general, the school

---

curriculum does not teach students how to actively learn and thrive after school. This situation caused most of the students to experience a lack of listening comprehension and ability.

Students at HUFLIT, particularly those who were English majors, had to acquire certain language levels as they were essential for their career path. However, many students did not pay enough attention to developing their language skills while studying at school. Many students were affected by procrastination and distractions from their surroundings, such as social media, jobs, and enjoyable activities. Additionally, some learners tried to put their efforts into practicing the language, but could not improve their language skills as expected. The learning strategies that they were trying to use may not be appropriate for effectively promoting language skills. Alzamil [6] conducted a study to measure student comprehension when listening to spoken English and investigated whether they found this task difficult. A total of 87 female university students participated in this study, and they went through a list of statements that were made to evaluate the four different aspects related to their attitudes when it comes to studying language skills in general (a), learning listening skills in particular (b), their attitudes toward listening activities (c), and (d) their attitudes toward improving their listening skills. The findings of this study showed that most students found listening and speaking to be their most important abilities. Furthermore, according to the results of this study, listening was the most challenging skill. Listening requires learners to have great dedication and determination to learn and gradually improve. Nishanthi [7] states that language is an important source of communication. This is the way people share ideas, opinions, and thoughts with each other. This study also mentioned that learning English requires learners to practice relentlessly and always be patients. Self-regulated learning (SRL) is a learning strategy that has been widely investigated but is not widely used by HUFLIT language learners. Furthermore, among the four language skills, students found listening the most challenging and complicated skills to learn and develop. Because of such problematic situations, this study determined the perception of language learners when they implemented self-regulated learning strategies to learn Advanced Listening Skills. The findings evaluated the role of SRL in learning advanced listening skills and measured the effectiveness of such learning methodologies in learning listening skills through English-major students at HUFLIT.

However, these studies have significant results that can support further research on SRL. Research conducted by Longos and Regidor [8] discovered a correlation between SRL and learner attitudes. Kosnin's [9] study found that with metacognitive methods, students are more likely to self-regulate their learning through planning, observing, and evaluating their performance based on their grade point average (GPA). Lindner and Harris [10] have found a significant relationship between self-regulated learning and academic achievement. Mahrufah and Rijanto [11] found that SRL has a significant and positive impact on the critical thinking and learning outcomes of learners. Another study conducted by Lestariningsih et al. [12] concluded that learners with a high level of self-regulated learning could understand the concept more than those with a low SRL. However, when it comes to the impact of self-regulated learning, few studies have investigated the correlation of such learning methodologies and language skills, such as listening skills. Additionally, few studies have investigated students' perceptions, including their motivation, attitudes, and behaviors.

Therefore, this study focused on investigating university students' perceptions of SRL in terms of advanced listening skills. To bridge these gaps, this study attempts to answer the following research question:

> RQ1. What are the perceptions of English-majored students in the Advanced Listening Skills course?

> RQ2. How do the English-majored students self-regulate their learning in advanced listening skills?

> RQ3. What are the challenges that English-majored students face in their learning advanced listening skills?

II. LITERATURE REVIEW

This study was conducted based on Zimmerman's [2] theoretical background information regarding self-regulated learning (SRL). Zimmerman [2] explained that the learning methodology is structured based on a learning procedure consisting of three main stages. To better understand the effectiveness of this learning method, this study explored the perception of language learners and their metacognitive changes regarding the use of such learning strategies to learn listening skills and the challenges that learners may encounter.

Self-regulated learning (SRL) is a process in which learners set plans, target what they learn, and observe their performance for further adjustments. According to Zimmerman [13], SRL comprises three main stages: forethought, performance, and self-reflection. Students who use this learning technique will have the opportunity to evaluate their productivity and adjust themselves to improve gradually. Moreover, SRL is widely employed as a learning strategy when students acquire knowledge and skills in a self-awareness process regarding motivation, metacognition, and behavior. Therefore, this is a good strategy for learning to develop a certain knowledge of

their profession. Pintrich [14] stated that SRL is a learning process in which learners set objectives and observe and control their performance in terms of cognitive, motivational, and behavioral aspects. This procedure is limited by certain goals and environmental factors. Carrillo et al. [15] defined self-regulated learning (SRL) as the ability of students to control their learning behavior and concentrate on lesson content, skills, and task attainment. According to this research, the concept of self-regulated learning is related to the ability to self-control, both cognitively and emotionally. Harahap [16] conducted a study aimed at improving learners' self-regulated learning abilities through self-regulation-related learning methodologies. This study stated that self-regulated learning is a way of learning that learners plan to achieve brilliant learning results. Navyola [17] conducted a study to explain and define the concept of self-regulated learning when it comes to studying mathematics. The study defined self-regulated learning as a factor that exists within each learner and educator. Such a factor has the goals of achieving improvement in learning and educating. Khotimah et al. [18] conducted a study to identify the factors of online mathematics learning that strengthen and weaken learners' abilities of self-regulated learning. In this research, they defined self-regulated learning as the skill in which learners self-direct and self-control their thoughts, actions, and ability to feel emotionally independent of others.

The metacognitive impacts of self-regulated learning are complicated concepts that require extreme efforts to evaluate the effects of such learning methods. According to Pintrich [19], the use of cognitive and metacognitive methodologies to regulate learners is one of the most common definitions of self-regulated learning. According to Vandergrift [20], implementing metacognitive strategies could significantly develop listening language acquisition for students, while metacognitive learning strategies are some of the predictors of self-regulated learning, which could promote the effectiveness of SRL and therefore enhance academic achievement Kosnin [9]. A study conducted by Lindner and Harris [10] investigated the extent to which SRL can affect the academic performance of undergraduate learners. They suggest that metacognition is a component that needs to be integrated and utilized when it comes to SRL. The study also concluded that self-regulated learning is essential for academic success. Perry [21] stated that self-regulated learning is related to metacognitive processes, inner motivation, and performance regarding effective and independent learning. Rebovich et al. [22] found a positive correlation between cognitive and metacognitive learning methodologies and learning success. Furthermore, Saini and Vig [23] showed that secondary school students' academic achievement can be promoted significantly by making use of metacognition and self-regulation.

There has been much critical research on each of these perceptions. Branchi [24] stated that behavior represents a distinguished degree of research on the comprehension of brain activity and organization. Behavior is the primary controller and orchestrator of neurological processes. Furthermore, behavior is a special degree of regulation of brain activity. Manik and Nasution [25] conducted a study to explain the term human behavior used through the review of economic philosophy in Islam by using secondary data to perform descriptive qualitative research. In this study, they defined a person's behavior as a psychological reaction to that person's surroundings. Such reactions were classified into two different categories, active and passive, based on the existence of real or concrete actions. The behaviors of humans are created based on their way of thinking. This research also brought about a philosophical view of behavior and human behavior. The term "behavior" is a series of actions or human actions to react to something and turn it to practice due to a belief existence of value. According to this study's philosophical view, human behavior is, in essence, an action or multiple actions of people. These actions may be monitored by human interactions in the environment and expressed through knowledge, attitudes, and actions. Hodgson [26] stated that human behavior is formed based on a sophisticated interaction of many influences that originate from both the outside and inside aspects of the brain. It is the way these interactions were made by those influences from the past to modern human cognition that enlightens possible future developments through human efforts. The psychology dictionary written by Doron and Parot [27] defined the term "behavior" as how an organism acts in an interaction with its environment. Popescu [28] conducted a study to examine some of the most crucial behavioral psychology information and the meanings of the term behavior itself. In this study, behavior is defined as the overall response of an organism to its surroundings based on stimulation from the environment and tension from the inside through successive movements that are organized and directed in a significant way. Regarding the relationships between behavioral aspects and SRL, Tatiana and Natalia [1] stated that learners' behavior is one of the features of SRL. This component is essential for the development and adaptation of students to meet their needs. Hindradjat et al. [29] measured the effect of achievement motivation and self-regulated learning on students' learning behaviors when it came to online learning in Indonesia. The results showed a significant impact of both achievement motivation and SRL on learners' behaviors, both simultaneously and partially. A study conducted by Yamada et al. [30] measured the correlation between self-regulated learning awareness, learning behaviors, and learning performance in different learning situations. The researchers collected psychometric information on self-regulated learning, as well as log data, such as slide pages that were read, marked, and annotated by students. Furthermore, path and correlation analysis approaches were implemented using data classified into high and low performers to examine device access to the learning

management system. The findings of this research showed that those who read slide pages from 240 s to 299 s experienced a great effect on fostering their annotating abilities and directly improving learning performance. Additionally, although it was indirectly affected, students' self-efficacy was improved by other aspects of SRL.

According to Selvaraj and Alagupandi [31], attitudes are evaluations of individuals, events, objects, activities, ideas, or anything in an individual's surroundings. These evaluations can be positive or negative. Kathiresan et al. [32] conducted a study that measured students' learning attitudes regarding the learning program "Diploma in Agri Inputs (DAI)," which is operated through Open and Distance Learning (ODL) methods at the Tamil Nadu Agricultural University (TNAU). defined attitude as an evaluation that is stable and general to an object, person, group of people, problem, or concept, ranging from positive to negative. Attitudes play an important role in persuading human behavior toward a specific psychological object. Zulfikar et al. [33] investigated English Department students' attitudes toward English learning using a qualitative approach. In this research, they stated that attitudes play a role as one of the success aspects of language learning, which includes learners' emotions, beliefs, and behavioral tendencies. Şen [34] conducted a study to measure undergraduate students' attitudes toward different variables using screen modeling. In this research, the researcher stated that attitudes are important aspects of learning, as they determine learners' abilities in goal setting and problem solving, as well as their beliefs toward learning, inner and external motivations, and academic performance. Çetin [35] defined attitudes as a tendency to help people develop ideas, emotions, and behaviors regarding a psychological object in an orderly manner. Longos and Regidor [8] found a positive relationship between Online SRL and students' learning attitudes toward the development of their skill proficiency. Self-regulated learning improves students' learning attitudes, which is essential for promoting learners' performance. Oruç and Arslan [36] conducted a study that measured the impact of SRL on students' reading comprehension, attitudes toward the Turkish course, and metacognitive thinking. The results showed that, although not significant, self-regulated learning methodologies increased students' attitudes toward the Turkish course. The findings also indicated that SRL strategies strongly promoted reading understanding and metacognitive thinking. Fong-Silva et al. [37] conducted research that aimed to discover the correlation between self-regulated learning, learning attitudes, provenance, and the age of learners who studied engineering. The study collected data from 960 regular students studying engineering programs at different universities in the city of Cartagena in 2014 and 2016. The results of this study indicate that students who come from public schools and have a high degree of learning attitude generally have a great ability for self-regulated learning. Abdullah et al. [38] conducted a study to discover the correlation between self-regulated learning, information literacy, and attitudes toward learning information technology among smart learners. This study collected data from a group of 322 participants using three main research instruments: the Motivated Strategies of Learning Questionnaire (MSLQ), the Attitudes toward IT Scale, and the Information Literacy Scale. The results of this study showed that self-regulated learning had a positive and significant correlation with students' information literacy and attitudes toward IT. Ocak and Yamaç [39] conducted a study to investigate the predictors and explanatory correlations between self-regulated learning methodologies, motivational beliefs, and attitudes toward learning math among fifth-grade students. A total of 204 students were selected from primary schools in the Afyonkarisar Province. The study implemented two main research instruments, the Motivated Strategies for Learning Questionnaire (MSLQ) and the Mathematics Attitude Scale (MTÖ), to collect data from a group of participants. According to the results of this study, metacognitive self-regulation, self-efficacy, task value, and intrinsic goal orientation were the four predictors of students' attitudes toward mathematics learning, whereas self-efficacy and test anxiety were predictors of achievement. Valiente-Barroso et al. [40] conducted a study to clarify whether there are differences in the use of SRL methodologies regarding different degrees of school stress and academic achievement. The study selected 620 students from the fifth and sixth grades, who ranged in age from 10 to 12 years, to participate in a cross-sectional study using a multivariate approach, which was non-experimental, descriptive, correlational, and inferential. According to the findings of this study, there were noticeable differences in both support and complementary approaches toward learning as well as differences in attitudes toward study and academic self-concept related to three levels: low, medium, and high school stress.

Geetha and Venkatramaraju [41] defined the term "motivation" as the energy that individuals spend on working regarding their behaviors. Motivation can act as a behavioral predictor. Schunk, Meece, and Pintrich [42] stated that motivation is a desire or tendency to engage and maintain a certain task. Farghaly [43] defined motivation as a psychological force that pushes an individual to take action. Implicit in this concept is the movement performed to meet a requirement or achieve a goal. According to this study, motivation has two different categories: intrinsic and extrinsic. While intrinsic motivation is related to the way an individual performs an action for individuals' own sake, extrinsic motivation is the motivation that pushes people to reach certain objectives. According to Oseyomon and Ojeaga [44], the term motivation is derived from the Latin word "movere," which means to move. Ramondo [45] defined the term "motivation" as the internal drive that stimulates behaviors and directs them. Gareth et al. [46] defined motivation as the psychological force that directs an individual's organizational

behavior, degree of endeavor, and degree of persistence when dealing with obstacles. According to Pintrich [19] and Zimmerman [13], motivation is an essential component for learners to achieve effective academic performance. Research conducted by Pintrich et al. [47] investigated the motivational factors for SRL. This study concluded that there is a relationship between internal motivation and academic achievement. This motivational aspect is essential to developing SRL, as without it, the strategy becomes inefficient Schunk and Zimmerman [48]. A study conducted by El-Adl and Alkharusi [49] investigated the relationship among SRL, motivational aspects of learning, and mathematics achievement. The results of the study showed positive correlations between intrinsic and extrinsic motivation, as well as learning beliefs, self-evaluation, and academic achievement. Self-regulated learning (SRL) plays a fundamental role in learning. This learning approach promotes students' academic environment in an ideal condition of having essential tools and methods by helping them develop a significant level of self-efficacy [49]. Zhou and Wang [50] investigated the relationships between SRL, academic achievement, and motivated learning methodologies. Overall, the study found positive relationships between these aspects and SRL. Cengiz-Istanbullu and Sakiz [51] examined the influence of self-regulated learning strategies (SRLS) on the academic self-efficacy, science motivation, academic worry, and achievement of fourth-grade pupils. The results of this study showed that SRLS had positive effects on academic self-efficacy, motivation, and achievement, but negative impacts on academic worry. However, according to the results, continuous SRL stimulation is necessary to acquire remarkable advantages for learners' outcomes. Cheng [52] conducted a study to understand the correlation between students' learning motivation and their willingness to continue education. The researcher gathered 249 data points for confirmatory factor analysis and structural equation modeling. The findings of this study showed that learners' learning motivation correlated with their self-regulated learning. Furthermore, SRL use can positively predict readiness for continuous education.

According to Gangula and Eliah [53], listening is defined as the ability to register and understand what other individuals say. This activity includes information analysis and reconstruction as well as providing meaning to the context. Listening is an active process Gangula and Eliah [54], in which individuals actively register information that other people say. Zeka [55] showed that listening is the primary skill of young learners. This ability is complex and includes many stages. During this process, individuals aim to understand the spoken language. MingFoong and Ab Halim [55] defined listening skills as the ability to obtain information into the mind and interpret it accurately during communication. Listening is considered a crucial ability in daily life that is used everywhere, from home to school and the workplace. Such a skill plays a primary role in ensuring that the information exchanges between the deliverer and receiver go effectively as they communicate. Lynch [56] defined academic listening skills as the ability to either operationally (one-way) listen to lectures or interactively (two-way) listen to what others say (dialogue) between pupils and educators within an academic setting. According to Loan et al. [57], listening is a cognitive activity in which people actively participate in the process of information understanding and interpreting in order to acquire the meaning that is left behind in the delivered information. Many studies have investigated listening skills, their features, and their impact on many different aspects of learners. Research conducted by Owca et al. [58] investigated whether promoting listening skills could improve students' academic performance. The results of this research showed that when students paid more attention and listened to the lectures carefully, educators would not have to repeat themselves many times. Anggraeni et al. [59] conducted a study that measured the relationship between listening strategies and listening achievement for learners in a high school in Toboali, Bangka Belitung. The findings of this study show a substantial correlation between listening methodologies and listening achievement. Loan et al. [57] conducted a study examined the importance of listening skills in promoting communication ability. This study concludes that the ability to listen is a crucial aspect of efficient communication skills. It was also concluded that such communication skills and the overall quality of communication could be promoted through engagement in listening activities. Regarding the correlation between listening skills and communication skills, Kansızoğlu and Yıldız [60] examined the correlation between linguistic variables, including listening skills, attitudes toward reading habits, speech self-efficacy, and writing disposition and communication abilities. In total, 566 Turkish educators were selected. The findings of this study showed that listening skills had a moderate impact on communication abilities. Demir's study [61] aimed to establish the correlation between listening and speaking skills and to study how listening predicts speaking ability and arranges it in a cognitive way. The research instrument implemented in this study had a qualitative correlational pattern. This instrument was used to collect data from a group of 662 students studying at a secondary school in Aksaray, Turkey. From the statistical data collected from the study, it was stated that listening skills could effectively predict speaking ability.

It is undeniable that even though the learning methodology holds advantageous potential, there are significant challenges that learners encounter when implementing it that learners encounter. Del Mario J. and Tran [62] examined and found six main challenges that self-regulated learners encounter: a shortage of time, disregard for curriculum and assessment, a lack of education for using the learning strategies, the opposing views of teachers, and resistance toward SRL from learners. These barriers hamper self-regulated learners, thereby affecting their

proficiency. Students lacking knowledge of how to implement SRL may find it challenging to keep up with the process of long-term learning. Regarding the use of time, many self-regulated learners may not effectively manage their time to promote the highest potential of this learning strategy. According to Lobos et al. [63], some of the new obstacles that self-regulated learners encounter include distractions from social media and technologies. These modern aspects significantly affect learners' focus and intention toward their studies.

III. METHODOLOGY, DATA COLLECTION, AND DATA ANALYSIS

This study was conducted at the Ho Chi Minh City University of Foreign Language and Information Technology (HUFIT) in Ho Chi Minh City, Vietnam. This study focuses on the perceptions of English-majored undergraduate students at HUFLIT regarding the implementation of self-regulated learning to learn listening skills. This study investigated a group of 50 junior students learning an Advanced Listening course. A mixed approach of both qualitative and quantitative methods was implemented to collect data from the participants, including reflective journals, questionnaires, and semi-structured interviews.

This study employed a mixed-methods research design to investigate students' listening performance gradually when they implemented the self-regulated learning strategy. A questionnaire was administered to collect data from the participants, as it was a handy research instrument that could collect large amounts of data [64] and was built based on the structures of Zimmerman (2000) [2] and Vandergrift et al. 's (2006) [65] questionnaire. Students were asked to evaluate their learning retention before and during SRL implementation. Additionally, participants were asked to join a four-week journal writing program to collect qualitative data. Furthermore, some of the participants of the group were selected to conduct semi-structured interviews, as this instrument is widely used to collect qualitative data [66] and is flexible and easy to conduct [67]. There were 50 students participating in the study, who were junior students from the language faculty and were currently taking the Advanced Language Skills Course at Ho Chi Minh City University of Foreign Languages – Information Technology (HUFLIT).

There were 50 questionnaire responses, 17 fully 4 weeks written reflective journals, and 10 semi-structured interviews were collected from the group of participants with agreement. After four weeks of writing and turning in reflective journals, the students joined a 2-week of questionnaire responses collection. Finally, some students were selected to interview the researchers to provide detailed information regarding their learning experience with self-regulated learning.

All questions from the three research instruments were built to ask for students' perceptions, metacognitive strategies that they used, and how they self-reflected their learning while engaging in listening exercises.

Data from reflective journals and semi-structured interviews were transcribed, underlined, categorized into different themes, and finally analyzed into students' tendencies when learning listening skills. Numerical data from the questionnaire were synthesized and analyzed using SPSS to illustrate tables showing different values, including the minimum, maximum, mean, and standard deviation values for each item of the questionnaire.

IV. FINDINGS AND DISCUSSION

To answer the first and third research questions, "*What are the perceptions of English-majored students in the Advanced Listening Skills course?*" and "*What are the challenges that English-majored students face in their learning advanced listening skills?*" Numerical data from the questionnaire and recordings of semi-structured interviews showed the following results:

Table 1*. Attitudes, Motivation, Behaviors of Students in Self-regulated Learning*

Item	N	Minimum	Maximum	Mean	Std. Deviation
I plan and organize my learning of listening lessons effectively.	50	1	5	3.82	1.024
I feel confident when managing my listening skills.	50	1	5	3.74	1.121
I expect that setting clear goals helps me to get better results.	50	1	5	3.68	.935

I am motivated to set personal learning goals beyond what is required.	50	1	5	3.76	.960
Valid N (listwise)	50				

Table 1 illustrates the attitudes, motivations, and behaviors of students in self-regulated learning listening in the forethought (Zimmerman, 2000) [2]. Students tended to plan and organize their learning of listening to lessons effectively (Mean=3.82). This helps students to set clearer goals in the task analysis process of the forethought stage of self-regulated learning. The high standard deviation (SD) value (SD=1.024) indicated that the participants' responses varied, and several participants might not have fully agreed with the statement.

Regarding strategic planning, the students felt confident when managing their listening skills (Mean=3.74; SD=1.121). The standard deviation value was the highest in this section, which was 1.121 (SD =1.121), showing that even though most of the students might agree with the statement, many participants seemed to disagree with it, as the minimum value of this statement was 1 (Min=1). In terms of the outcome expectations of the forethought stage, many participants expected that they were likely to achieve better results when they set clear goals (Mean=3.68; SD=.935). Furthermore, participants seemed to have less varied responses to this statement according to the standard deviation value, which indicated that several participants chose to disagree with it (Min=1). Most participants were motivated to set personal goals beyond what was required (Mean=3.76; SD=.960). Additionally, participants' responses also fluctuated less compared to the first two statements according to the standard deviation value (SD=.960). However, this number also indicated a wide range of answers.

Table 2. *The Metacognitive Impacts of Self-regulated Learning*

Item	N	Minimum	Maximum	Mean	Std. Deviation
Before I start to listen, I have a plan in my head for how I am going to listen.	50	1	5	3.54	1.092
As I listen, I quickly adjust my interpretation if I realize that it is not correct.	50	1	5	3.54	.908
After listening, I think back to how I listened, and about what I might do differently next time.	50	1	5	3.68	.999
As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	50	1	5	3.60	.969
As I listen, I gradually adjust my listening strategies depending on my level of comprehension.	50	1	5	3.60	.990
Valid N (listwise)	50				

Table 2 illustrates the metacognitive impact of self-regulated by Vandergrift et al. (2006) [65]. Most students agreed that, as they started to listen, they had a plan in their heads for how they were going to listen (Mean=3.54). However, the standard deviation value for this statement was quite high (SD =1.092), which indicated that the participants' responses were not mainly focused on one point but were widely distributed, as shown by the maximum and minimum values (Max=5; Min=1). Regarding students' problem solving, most participants reported that as they listened, they quickly adjusted their interpretation if they realized that it was incorrect (Mean=3.54) The standard deviation value of .908 (SD=.908) displayed varied answers from participants, and some participants did not fully agree with the idea. In addition to planning and evaluation, many students expressed that after listening, they thought back to how they listened and about what they might do differently next time (Mean=3.68; SD=.999). The standard deviation value is quite high (SD=.999), which indicates that the responses varied, and some of those did not agree with this idea. Additionally, students tended to ask themselves periodically if they were satisfied with their level of comprehension, as they listened to (Mean=3.60). The standard deviation of this idea was 0.969 (SD=.969), which illustrates that the participants' responses varied.

Furthermore, most students shared that as they listened, they gradually adjusted their listening strategies depending on their levels of comprehension (Mean=3.60; SD=.990). The standard deviation value of this idea was also high (SD=.990), which means that some students disagreed with the statement.

Regarding the challenges that students encountered, many participants reported that self-regulating their learning was a difficult task, as there were many things to do while learning. Furthermore, without proper skills and guidance from educators, many students expressed that they had witnessed disorientation when self-regulating their listening learning. Furthermore, many students reported that they experienced distractions during learning, which affected their listening performance. Distractions such as noise from students' surroundings significantly affected their concentration. Additionally, some students find time management to be an obstacle that affects them while they self-regulate their listening learning. Another challenge that some students encountered was their laziness and lack of discipline while learning, which prevented them from listening productively.

Semi-structured interviews were conducted with English-major students at HUFLIT. Interview sessions were conducted from June 27 to July 25, 2025. All participants had taken different language courses and were currently taking an advanced language skills course at HUFLIT. Transcription of these interview sessions was rigorously performed. All meaningful responses are underlined and noted as specific themes, which are organized and illustrated as follows:

All participants shared that they witnessed a positive change in their learning behavior as they self-regulated their learning. One of the participants, Student P, expressed that when they were able to "choose time, place, and content that is suitable to learn," it could make them "feel more comfortable when learning listening skills."

Other participants also expressed the same opinions, as they experienced a positive change in their listening learning behaviors. Student V expressed that their attitudes shifted from discouraged to proactive when it came to learning listening. They expressed their experiences as follows.

"Before then, I used to get discouraged easily when listening without understanding the whole content clearly, but when I start setting goals and adjusting suitable strategies, I feel more proactive and find it no longer difficult when learning listening."

When it comes to setting clear goals and proper strategies, students tend to feel more active and find listening learning less challenging. This was also stated by student D, as they explained that: "this is a positive change when I can be proactive when learning, such as proactively choosing a time to learn, places to learn, and exercises to learn on that day, so that I can focus on a certain skill."

On the other hand, students expressed themselves as lacking motivation when it comes to learning listening. Student H expressed that they became "more motivated and aware of listening skills" and felt "responsible" for their "own progress." The same situation went to student A, who shared her experience as follows: "I find myself lacking motivation and my listening level has not been improved a lot."

However, as they started to self-control themselves when learning, they "became more disciplined, and I proactively controlled my learning schedule, which required me to listen daily, improving my listening skills, so I feel more interested in listening every day." This change in attitudes also appeared in student N's situation, as they said that they have "become more disciplined."

Student TB expressed their experience when learning listening had got a positive change in learning attitudes, as they could "controlling the amount of content," which could help them "reduce burden and stress."

Another student also said that they felt like they could control themselves "without relying on anyone else." Student LV shared their learning experience as "difficult and boring," and also expressed themselves as "lacking willingness when learning listening. However, since they started to control themselves when learning, they "become more active in learning" and "take more responsibility in learning."

Although some of the participants were not sure, all agreed that there were positive changes related to their learning behaviors when it came to learning listening. Some students said that they experienced an increase in their motivation and interest. As student P stated, "I feel that self-learning helps me focus more and I also feel more interested when learning listening skills."

Other students such as student V expressed that they started to learn listening daily from different source to improve their listening abilities "When I learn English every day, I also learn listening from different sources." The same situation went to student H, who said, "I start listening to English daily using podcasts and videos more purposefully instead of passively."

Student A expressed a change in their disciplines and learning activities as they became more "disciplined, as I started to make plans more clearly, setting objectives for the lesson. I also observed my progress regularly throughout my learning process."

Student PT2 expressed that they became less reliable on their educator and improved their concentration as follows: "When I start self-regulated learning, I find myself a lot more concentrated, and my listening has improved since then'."

Student PD witnessed a positive change in their learning behavior as they became more aware of their abilities and started to make changes to it: "I am aware of my ability and level more clearly, I can change my learning methods, especially when it comes to listening, I change the way I approach and prepare the listening exercises."

Overall, all of the participants found that their learning behaviors changed in positive ways, as they started to be more engaged when it came to learning listening.

Most students reflected that their listening learning habits had changed positively. They expressed that they started to practice listening to English more frequently to improve their listening skills by listening to multiple sources and creating clear plans and schedules.

Student P stated their learning experiences regarding changes in their learning habits as follows:

"I started to actively practice listening more frequently, so I feel that I got used to listening to English, and my English listening has become better compared to when I am not self-learning."

Student H also shared the same idea, as they said they have started to "develop a regular listening schedule" and "include listening practice" in their "daily routines." This was also stated by Student A when they learned by following their schedule, as "I force myself to listen every day. From that, I developed a habit of practicing listening at a certain timeframe."

Student PT2 made a change in their learning habits by starting an activity of reminding themselves to listen daily: "I always remind myself to learn and listen every day. For example, I always remind myself every day that it is time to learn listening."

Student PD managed to adjust the learning frequency that they thought was suitable for them to improve their listening ability. They shared that, "I usually do two listening exercises per week, but now I know I need to improve. I might do 3, 4, or 5. I also focused on some specific parts to listen to slowly improve, so it did change my learning habits."

Student LV expressed that they had changed their learning habits to make it more frequent and put it on a daily basis: "I usually learn whenever I want to, maybe in a week, but now, I spend 15-20 minutes per day listening to English, such as shadowing, dictation, and podcasts, and it becomes much better."

Student PT shared that their learning habits changed in such a way that they would skip some of the part of the listening and focus on the parts that were important to develop their listening skills: "I can self-regulate to listen to important parts for my learning."

However, there were some students who were not sure about the changes in their learning habits but somewhat agreed that there might be some changes that happened to them without noticing it. Student D expressed that there might be a little change in their learning habit, but they were "not really paying attention to it, because I have already been active when it comes to self-learning listening skills." Another case from student N, when they shared that they were somewhat thinking there might be a change in their learning habits as follows: "Maybe yes, back then I used to listen to keywords that fit to what I was trying to listen to, but not listen to the whole section."

Regarding the change in productivity, most students reported that their learning productivity increased when they controlled their listening learning. Student P shared that as they got used to practicing English frequently, their listening skills improved. They stated, "I started to actively practice listening more frequently, so I feel that I got used to listening to English, and my English listening has become better compared to when I am not self-learning."

Student V stated that they gradually improved their listening ability over time by practicing: "At first, I was very slow, but when I work hard, I feel like I can listen and understand more quickly and start to become less dependent on checking the script. I also feel more concentrated."

Other students shared that their listening accuracy, concentration, and comprehension had improved. Some noticeable responses from the participants included Student D: "Yes, absolutely. My listening exercises that I have done all reached around 90-95% accuracy," student H "Yes, gradually and positively. Over time, I could

concentrate better and understand more without feeling tired or bored," and student A "I can listen better than before and understand the content of the listening exercise."

Other students also said that their scores on listening exercises and tests improved when they controlled for themselves while learning. Student PD stated, "I see that my score in mock listening tests have been improved." Another response from student N also stated an improvement in listening score "Yes, there was a positive change. For example, back then, my English entry score was quite low, but now it is okay." Student LV also saw an improvement in their listening performance, as they stated that "It definitely improved my learning productivity, as I used to not learn actively at all. I feel more focused on and realize its effectiveness. like some studies are better than no studies, and I felt like I had some slight improvements."

However, there was one participant that experienced the opposite with the rest of the group. Student PT expressed that their productivity changed a bit negatively as they self-regulated their learning; If I self-regulated, I divided my learning time into smaller parts, which sometimes takes longer than the amount of learning time I initially expected."

Overall, the group of participants showed improvement in their learning productivity. Although one student could not achieve as expected, the general development of the group regarding their listening learning was positive.

Students' awareness of what they need to improve to develop their listening skills. All participants recognized their weaknesses, as they self-regulated their learning. Most students experienced a lack of vocabulary, concentration, and self-discipline. These aspects affected listening performance, as the participants could not perform the task well. Some notable responses from the participants are as follows:

Student P: "there was a problem that I need to improve, which is the way I choose more suitable materials because at first, I had chosen some materials that were too difficult compared to my ability, later, I have learned a lesson which I will choose easier materials so that I won't feel too overwhelmed when learning listening skills."

Student V: "I think I need to improve my vocabulary. I think that when I lack vocabulary, it would be difficult for me to do more advanced exercises that make it hard to develop my listening skills."

Student D: "it could be the demand for improving self-discipline since the development of phones or social media can make it easier to be distracted, so I would recommend turning off the notification of social media as it is better."

Student H: "Yes, I did. I realize that I need to improve my vocabulary, concentration, and notetaking to become better at listening."

Student A: "I see that I need to improve my concentration and I also need to expand my vocabulary. Because, during my listening practice, I sometimes listen to topics that were too hard compared to my level, some parts make me lose my concentration, so I think I also need to improve both my concentration and vocabulary."

Regarding listening performance, the demand for having certain knowledge related to vocabulary is essential, as without knowing the words mentioned in the listening tasks, students were unlikely to do the tasks correctly. Furthermore, concentration was considered a critical issue, as many students reported that they were distracted or not sufficiently concentrated when performing listening tasks.

Furthermore, some participants expressed that they needed to adjust their listening strategies to improve their performance. Student N stated that they should listen to keywords less and get used to fast speech to improve listening, "the first thing is I started listening to keywords less, and the second thing is I started listening faster because sometimes when speakers say too fast, I could not catch up with them." Student LV shared that they need to practice listening and guessing the meaning based on the context if they could not listen to the words clearly, "I realize there were many weaknesses, such as vocabulary, listening, and reflex skills. Therefore, I need to foster those aspects, and I also need to practice guessing the meaning based on the context when I am not able to hear every word clearly." Student PD also wanted to improve the ability to recognize vocabulary when listening, "I was bad at vocabulary and word recognition, like there are words that I knew but I could not recognize them when listening."

Overall, all participants encountered the similar problems that affect their listening performance.

Most participants reported experiencing changes related to their emotions. Student P said that they felt more interested when self-learning "I feel more interested and no longer felt forced when self-learning because I have more choices from the time and the topics that I want to listen, which is not too restrictive compared to when I study listening in classes."

Student V expressed feeling pressured when self-regulating their learning. However, they gradually feel more confident over time, and there is a change related to emotions. At first, I feel very pressured, because I were not used to this kind of learning, but gradually, I practice every day. I get better and feel more confident, and I can see my improvement and reduce my nervousness when doing listening tests and exams in class."

Student D said that they experience a sense of satisfaction when learning listening as they stated that "Excitement when I did the test in class correctly and when I were able implement the skills of self-learning, it makes me feel very satisfying."

Other students reported feeling more confident and motivated gradually during learning. Student H shared "At first, I felt frustrated, but as I progressed, I became more confident, motivated, and proud of my improvement." As time progresses, the students might experience changes related to their feelings. Student A also said, ' Well, yes. At first, I felt pressure because I was not used to it. But gradually, I find that implementing the method has been improved, so I become more pleasant and confident." The other students expressed the following:

Student PT "Yes, thanks to self-regulated learning, I can control my time. Therefore, I feel less stressed."

First, I feel a bit pressured when realizing that I still make many mistakes, which offended me more than when my teachers pointed out. In exchange, afterward, I have more motivation to improve myself, so I think those emotions are positive to me."

Student LV "Maybe yes. At first, I feel nervous and doubtful because I thought this method would not be effective, similar to other methods. However, over time, I started to feel more confident and less stressed as I could learn actively, and I could gradually improve myself."

However, some participants did not experience changes in their emotions or they did, but were not very significant. Student PT2 expressed that there were not many changes in their emotion when they learn listening "I think there were not many emotional changes. When I learn listening, I always take it seriously, and my face always shows seriousness, but not happiness, sadness, or any expression at that moment. Generally, my emotions will ll not change and remain serious." This student fully focused on the learning process and did not pay attention to their emotions when learning. Additionally, Student N expressed that "Back then, when listening, I felt a little scared, like when doing exams, I tended to lose focus. For example, when the audio was talking about Question 2, I already looked at Question 3, which made me miss Question 2. Generally, I still feel scared, but less than before." This indicated that they did experience some changes in their emotions, but they were not significant compared to the others.

Overall, even though some of the students might not find any effectiveness regarding the change in emotions, most of the students had been positive about it.

To answer the second research question, "How do the English-majored students self-regulate their learning in advanced listening skills?", the participants were asked to join a four-week reflective journal writing. All data were collected and analyzed by highlighting noticeable responses and categorizing them into different themes, which illustrated different features of students' responses after four weeks of observing and writing journals.

Regarding setting goals, most students set certain goals for their listening exercises because they expected to perform better with objectives that were set before entering the lessons. Many students recognize their weaknesses before entering the listening lessons, and they set goals to help them learn more about listening and how to address those weaknesses. A student expressed their reason for setting goals in week 2 that "I usually get distracted and miss some sentences while performing the task. I hope these objectives will help me improve my weaknesses." Another student explained that "Because I wanted to be more concentrated on the lesson and solves my mistake." Additionally, one student said they set goals for the lesson because they wanted "to improve overall listening comprehension skills."

Furthermore, some students set goals because they wanted to perform better on their subsequent tests or language examinations. A student from the group expressed that "Get a higher score in listening test, and I want to understand what other people are saying while I am talking to them," while another student stated that they set the goals "because I want to get high score in the coming exam in a more scientific and systematic way."

Overall, even though the participants had different reasons for setting goals for their listening lessons, they shared some similarities regarding the demand for better understanding and performance in their listening learning experiences.

In terms of emotional changes within four weeks of journal writing, participants' responses were somewhat positive as many students became more confident and less worried about learning listening as they progressed. A student expressed that they were "a bit worried" at week 2 before learning listening, but the feelings soon

turned to "normal, not worried at all" at week 4. However, it is clear that their emotions can fluctuate depending on their performance on that day. A student at week 4 reported to be confident before getting into the listening lesson but ended up felt "very bad" because they did not perform well during the listening sessions. Some of the other participants also showed their emotions fluctuating from one week to another as they progressed and tried to improve their listening skills.

Most participants were distracted during the listening sessions, which affected their listening performance. However, some participants managed to improve their concentration over time and no longer experienced the same problem. A student reported in week 2 that "I usually get distracted and miss some sentences while performing tasks. I hope these objectives will help me improve my weakness," but they addressed that problem in week 4, as the student reported that they were not distracted while learning listening. However, not all students managed to solve this problem, as some still needed to improve their concentration. Regarding challenges, some students reported that they found listening audio were too fast, or because of the accent of the speakers, that made it difficult for them to listen clearly, as one student reported that "audio is too fast, I can't follow," or another student stated that "understanding different accents, processing fast paced speech. Missing numbers or spelling." Furthermore, some students reported experiencing challenges in listening comprehension.

Regarding listening strategies, most participants were aware that they needed to make adjustments or changes related to how they listened to improve their overall listening performance. A student mentioned that they "underline keywords, predict answers," and then reported that "They are pretty effective which help me get easier to identify the correct answer." Other strategies include notetaking, focusing, and memorizing. Additionally, there were many different listening strategies that the participants mentioned, and from each time, most of them recognized what they wanted to improve by the next time they had listening sessions for the lesson. However, not all students' performance changed positively. According to a student's journal, their accuracy increased over time as they wrote that "almost, I got 3 answers wrong" in week 2, to "Yes, I got the majority of the answer correct" in week 3, and "Almost, I only got 1 answer wrong" in week 4. Another student reported that they could not reach their goals by the end of the listening lessons, as reported in their reflective journals. However, since there were only four weeks of collecting reflective journal writing, the amount of time might have been too short for some of the participants to experience any major changes in their listening performance.

V. CONCLUSION

Most participants experienced positive changes in their learning attitudes when it came to self-regulating listening learning. As the students progressed, they developed a positive attitude toward learning listening skills. Some students reported that they became more confident and less pressured when learning their listening skills. This result supported the findings of Longos and Regidor [8], who found a significant relationship between online self-regulated learning and students' learning attitudes. Additionally, when it comes to learning attitudes toward language courses, this result supported Oruç and Arslan's study [36], which found that self-regulated learning had a slight impact on students' learning attitudes toward Turkish courses. From this result, it is more likely that the use of SRL can shift learners' attitudes, making them more willing to learn.

The findings also revealed that many students felt more motivated when they self-regulated their learning. Students were more eager to learn and develop listening skills. This result supports the study of Cheng (2004) [52], as this study found that there was a correlation between SRL and students' learning motivation. Furthermore, it also supports Cengiz-Istanbullu and Sakiz's study [51], in which they investigated the positive correlation between SRL and science motivation. Learning motivation is likely to positively affect learning motivation.

Many participants reported that they were more proactive when learning listening skills; some students started to practice listening more frequently and set goals to perform better. Thus, the use of SRL has a positive impact on students' learning behaviors. This result supported Hindradjat et al.'s study [29], which found that self-regulated learning had a significant impact on students' behaviors. Additionally, the findings also stated that students who had good learning behaviors could perform better when they self-regulated their learning, particularly those who were likely to give clear responses regarding filling journals or answering interview sessions, which supported Tatiana and Natalia's research [1], in which they stated that learners' behavior is one of the features of SRL. Student behavior is one of the components needed to develop their learning.

The findings of this study showed that many students paid attention to adjusting their learning methodologies over time and recognized their weaknesses each time they practiced listening. This gave them the opportunity to gradually develop their listening abilities. Additionally, students also got an idea of what they should do next time as they progressed. Consequently, many students experienced improvements in learning. Some of them became more confident and many students saw improvements in their listening performance. Overall, these

metacognitive strategies affected student performance, while they self-regulated their listening learning as they became more aware of their strengths and weaknesses. Compared with previous studies, these results support Vandergrift's (1999) research [20], as the researcher stated that metacognitive strategies had a significant impact on developing listening language acquisition for learners. Furthermore, compared to Perry's (2002) study [21], which stated that self-regulated learning is related to the concept of the metacognitive process, and Saini and Vig's (2018) [23] study, which found that students' achievement can be promoted when making use of metacognition and self-regulation, the results from this study shared some relevance.

According to the findings, many students reported that their academic performance improved as they began self-learning. As the students learned, monitored, and self-reflected on their abilities, they gradually understood what they needed to improve and promote their academic achievement. This result supports the study of Zhou and Wang (2019) [50], who found that there were correlations between self-regulated learning, academic achievement, and motivational learning methodologies. This also supported Cengiz-Istanbullu and Sakiz's study (2022) [51], which found that self-regulated learning had a positive impact on academic achievement. Overall, students who could self-regulate their learning gradually improved their academic achievement when it came to learning listening skills.

In conclusion, this study found correlations between self-regulated learning (SRL), attitudes, motivation, behaviors, metacognitive strategies, and academic achievement. Self-regulated learning is an essential aspect that helps students' learning attitudes, motivation, and behaviors when it comes to learning and listening. Furthermore, the metacognitive impacts of self-regulated learning had an impact on students' learning, gradually developing their listening performance. As a result, many students' academic achievements have been promoted. Self-regulated learning could significantly improve academic achievement through the use of learning strategies to promote language listening skills.

The main aim of this study was to investigate students' perceptions of SRL use in learning advanced listening skills. Therefore, the language learners were the group of individuals who benefited the most from the results of this study. The results of this study may serve as valid evidence to encourage language learners to use such learning methodologies to promote their listening abilities. Language learners can develop such learning methodologies to improve their language skills more productively. Such learning strategies can help learners become more aware and responsible for learning a language, helping them organize their work and promote their productivity gradually over time. Language educators can encourage students to use self-regulated learning by providing clear and supportive guidance on how to implement such learning strategies on a daily basis. Educating students on how to promote their language skills can significantly improve their academic performance, which promotes their learning experience and the overall teaching quality of teachers. Language institutes can approach different ways to get students' attention to self-regulated learning, making it more popular among the language learner community so that students can have more ways to be exposed to the language they are learning. This action not only encourages students to be responsible for learning English but also embraces those who have a hard time developing their overall language skills. Researchers can use the findings of this study to draw valuable conclusions and promote future studies. In addition, these findings are valuable and reliable sources that could contribute to the overall learning and teaching knowledge of learners and educators.

VI. REFERENCES

[1] Tatiana, L., & Natalia, S. (2017). Fostering economics students' listening skills through self-regulated learning. *Journal of Language and Education*, Vol. 3, No. 3, pp. 60-67.

[2] Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of educational psychology*, Vol. 81, No. 3, pp. 329.

[3] Nushi, M., & Orouji, F. (2020). Investigating EFL teachers' views on listening difficulties among their learners: The case of Iranian context. *Sage Open*, Vol. 10, No. 2, pp. 1-16.

[4] Brown, G., & Yule, G. (1983). *Teaching the spoken language*. Cambridge University Press.

[5] Akar, S. G. M. (2025). Students' disengagement in online courses: Validity and reliability of an instrument. *Journal of Education and Learning (EduLearn)*, Vol. 19, No. 1, pp. 506-514.

[6] Alzamil, J. (2021). Listening skills: Important but difficult to learn. *Arab World English Journal (AWEJ)*, Vol. 12.

[7] Nishanthi, R. (2018). The importance of learning English in today world. *International Journal of Trend in Scientific Research and Development*, Vol. 3, No. 1, pp. 871-874.

[8] Longos, K. C. O., & Regidor, R. M. (2022). Self-regulated online learning and students' attitude as predictors of skill proficiency development in mathematics. *JME (Journal of Mathematics Education)*, Vol. 7, No. 1, pp. 23-35.

[9] Kosnin, A. M. (2007). Self-regulated learning and academic achievement in Malaysian undergraduates. *International Education Journal*, Vol. 8, No. 1, pp. 221-228.

[10] Lindner, R. W., & Harris, B. (1992). Self-Regulated Learning and Academic Achievement in College Students. *AERA annual convention*, pp. 2-15.

[11] Mahrufah, M., & Rijanto, T. (2024). Pengaruh self-regulated learning terhadap kemampuan berpikir kritis dan hasil belajar siswa. *Jurnal Pendidikan Madrasah*, Vol. 9, No. 2, pp. 213-218.

[12] Lestariningsih, D., Nurlaela, L., & Mariono, A. (2018). The impact of self-regulated learning to wards on the ability to understand a concept of pratical chemical engineering operation. In 1st International Conference on Education Innovation (ICEI 2017) *Atlantis Press*, pp. 90-92.

[13] Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. *In Handbook of self-regulation (pp. 13-39). Academic press.*

[14] Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 451–502). Academic Press. https://doi.org/10.1016/B978-012109890-2/50043-3

[15] López Carrillo, M. D., Calonge García, A., & Lebrón Moreno, J. A. (2024). Self-regulation of student learning in a STEAM project. *Education Sciences*, Vol. 14, No. 6, pp. 579.

[16] Harahap, D. P. (2023). Meningkatkan self-regulated learning pada siswa melalui strategi belajar berdasar regulasi diri. *Journal on Education*, Vol. 5, No. 3, pp. 7056-7068.

[17] Navyola, V. (2022). Literature review: self-regulated learning dalam pembelajaran matematika. *J-PiMat: Jurnal Pendidikan Matematika*, Vol. 4, No. 2, pp. 497-506.

[18] Khotimah, H., Aini, L. N., & Sari, T. H. N. I. (2022). Profile of self-regulated learning of students on online mathematics learning: profil self-regulated learning siswa pada pembelajaran matematika secara daring. *Mathline: Jurnal Matematika dan Pendidikan Matematika*, Vol. 7, No.2, pp. 229-235.

[19] Pintrich, P. R. (1999). The role of motivation in promoting and sustaining self-regulated learning. *International journal of educational research*, Vol. 31, No. 6, pp. 459-470.

[20] Vandergrift, L. (1999). Facilitating second language listening comprehension: Acquiring successful strategies. *ELT Journal*, Vol. 53, pp. 168–176.

[21] Perry, N. E. (2002). Introduction: Using qualitative methods to enrich understandings of self-regulated learning. *Educational Psychologist*, Vol. 37, No. 1, pp. 1-3.

[22] Silagyi-Rebovich, J., Brooks, G., & Peterson, E. (1998). Efficacy of an assessment instrument to measure affective and cognitive learning domains of students enrolled in food or nutrition courses. *Journal of human nutrition and dietetics*, Vol. 11, No. 6, pp. 519-527.

[23] Kaur, P., Saini, S., & Vig, D. (2018). Metacognition, self-regulation and learning environment as determinant of academic achievement. *Indian Journal of Health & Wellbeing*, Vol. 9, No.5, pp. 735-739.

[24] Branchi, I. (2022). Recentering neuroscience on behavior: The interface between brain and environment is a privileged level of control aof neural activity. *Neuroscience & Biobehavioral Reviews*, Vol. 138, 104678.

[25] Manik, M. R. E., & Nasution, M. Y. (2022). The concept of human behavior in a review of Islamic economic philosophy. *Jurnal Ekonomi Syariah, Akuntansi dan Perbankan (JESKaPe)*, Vol. 6, No. 2, pp. 366-382.

[26] Hodgson, D. (2012). The consequences of human behavior. *Humanities*, Vol. 1, No.3, pp. 205-228.

[27] Doron, R., & Parot, F. (1999). *Dicţionar de psihologie*, Ed. Humanitas, Bucureşti.

[28] Popescu, G. (2014). Human behavior, from psychology to a transdisciplinary insight. *Procedia-Social and Behavioral Sciences*, Vol. 128, pp. 442-446.

[29] Hindradjat, J., Hambali, I., Atmoko, A., & Livana, P. H. (2022). The effect of achievement motivation and self-regulated learning on student learning behavior in the time of online learning in Indonesia. *Open Access Macedonian Journal of Medical Sciences*, Vol. 10, No. A, pp. 262-272.

[30] Yamada, M., Shimada, A., Okubo, F., Oi, M., Kojima, K., & Ogata, H. (2017). Learning analytics of the relationships among self-regulated learning, learning behaviors, and learning performance. *Research and Practice in Technology Enhanced Learning*, Vol. 12, No. 1, pp. 13.

[31] Selvaraj, N., & Alagupandi, V. (2019). A study on customers attitude towards the core banking services offered by banks in Madurai city. Vol. 2, No. 2, pp. 19–22. Retrieved from http://www.sryahwapublications.com/journal-of-banking-and-finance-management/pdf/v2-i2/3.pdf

[32] Kathiresan, S., Balasubramaniam, P., Sriram, N., Gangai Selvi, R., & Shanmugam, P. S. (2024). Developing a learners' attitude scale for the'Diploma in Agri Inputs (DAI)'program in open and distance learning (ODL), *Plant Science Today*, Vol. 11, No. 4, pp.1625-1631.

[33] Zulfikar, T., Dahliana, S., & Sari, R. A. (2019). An exploration of English students' attitude towards English learning. *English Language Teaching Educational Journal*, Vol. 2, No. 1, pp. 1-12.

[34] Şen, H. Ş. (2013). The attitudes of university students towards learning. *Procedia-Social and Behavioral Sciences*, Vol. 83, pp. 947-953.

[35] Çetin, Ş. (2006). Establishment of the profession of teaching attitude scale (The study for validity and confidence). *The Journal of Industrial Arts Education Faculty of Gazi University*, Vol. 18, pp. 28-37.

[36] Oruç, A., & Arslan, A. (2016). The impact of self-regulated learning on reading comprehension and attitude towards Turkish course and metacognitive thinking. *Educational Research and Reviews*, Vol. 11, No. 8, pp. 523-529.

[37] Fong-Silva, W., Severiche-Sierra, C., Pitre-Redondo, R., Vargas-Ortiz, L., & Espinosa-Fuentes, E. (2017). Association between self-regulation of learning, student attitude, provenance and age in engineering students, *Contemporary Engineering Science*, Vol. 10, No. 14, pp. 665-672.

[38] Abdullah, M. N. L. Y., Bakar, K. A., Luan, W. S., & Roslan, S. (2008). Self-regulated learning in IT-integrated learning environment: Its relationships with information literacy and attitudes towards IT. *Pertanika Journal of*, pp. 203.

[39] Ocak, G., & Yamaç, A. (2013). Examination of the relationships between fifth graders' self-regulated learning strategies, motivational beliefs, attitudes, and achievement. *Educational Sciences: Theory and Practice*, Vol. 13, No. 1, pp. 380-387.

[40] Valiente-Barroso, C., Suárez-Riveiro, J. M., & Martínez-Vicente, M. (2020). Autorregulación del aprendizaje, estrés escolar y rendimiento académico. *European journal of education and psychology*, Vol. 13, No. 2, pp. 161-176.

[41] Geetha, A., & Venkatramaraju, D. (2013). Role of motivation for improving organisational development. *Zenith International Journal of Multidisciplinary Research*, Vol. 3, No. 10, pp. 64-71.

[42] Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). Motivation in education: Theory, research, and applications (4th ed.). Upper Saddle River, NJ: Pearson.

[43] Farghaly, A. (2012). A glimpse at student motivation. *Suez Canal University Medical Journal*, Vol. 15, No. 2, pp. 1-10.

[44] Oseyomon, E. P., & Ojeaga, J. O. (2011). Motivation, an essential ingredient for optimal performance in emerging markets. *African Research Review*, Vol. 5, No. 1.

[45] Ramondo, R. (2011). Motivation theory. http://theoriestechniquesmotivation.blogspot.com/2011/03/motivation-theory-by-richardromando.html

[46] Gareth, R.J., M.G. Jennifer and Charles, W.L.H (2003). *Contemporary Management*, Boston: Irwin McGraw-Hill.

[47] Pintrich, P. R., Smith, D. A., Garcia, T., & McKeachie, W. J. (1993). Reliability and predictive validity of the Motivated Strategies for Learning Questionnaire (MSLQ). *Educational and psychological measurement*, Vol. 53, No. 3, pp. 801-813.

[48] Schunk, D. H., & Zimmerman, B. J. (2007). Influencing children's self-efficacy and self-regulation of reading and writing through modeling. *Reading & writing quarterly*, Vol. 23, No. 1, pp. 7-25.

[49] El-Adl, A., & Alkharusi, H. (2020). Relationships between self-regulated learning strategies, learning motivation and mathematics achievement. *Cypriot Journal of Educational Sciences*, Vol. 15, No.1, pp. 104-111.

[50] Zhou, Y., & Wang, J. (2019). Goal orientation, learning strategies, and academic performance in adult distance learning. *Social Behavior and Personality: an international journal*, Vol. 47, No. 7, pp. 1-20.

[51] Cengiz-Istanbullu, B., & Sakiz, G. (2022). Self-regulated learning strategies impact fourth-grade students' positive outcomes in science class. *Journal of Baltic Science Education*, Vol. 21, No. 2, pp.192-206.

[52] Cheng, T. Y. (2004). The correlation study of learning attitude, self-regulated learning, and the willingness of continuing education. *Advances in Education* 教育进展, Vol. 4, pp. 48-52. Retrieved from https://www.researchgate.net/publication/270612825_The_Correlation_Study_of_Learning_Attitude_Self-Regulated_Learning_and_the_Willingness_of_Continuing_Education

[53] Gangula, A., & Eliah, P. (2015). The role of effective listening to enrich the communication: a brief study. Retrieved from http://www.ijelr.in/Vol.2.S1/1-7%20Dr.%20ANJANEYULU%20GANGULA.pdf

[54] Zeka, K. (2015). Learning Listening Skills in English Language. Retrieved from http://euacademic.org/UploadArticle/1690.pdf

[55] MingFoong, L., & Ab Halim, F. (2019). Exploring the listening skills among the engineering and non-engineering undergraduates. *Sciences*, Vol. 9, No. 13, pp. 77-86.

[56] Lynch, T. (2011). Academic listening in the 21st century: Reviewing a decade of research. *Journal of English for Academic Purposes,* Vol. 10, No. 2, pp. 79-88.

[57] Loan, T. T. T., Tuoi, P. T. K., & Hoa, H. T. M. (2024). Significance of listening skills in enhancing the communication skills. *International Journal of English Language Studies*, Vol. 6, No. 2, pp. 194-196.

[58] Owca, S., Pawlak, E., & Pronobis, M. (2003). Improving Student Academic Success through the Promotion of Listening Skills.

[59] Anggraeni, M., Sugiarto, D., & Rasuan, Z. B. (2023). The correlation between listening strategy and students' listening achievement. *EEdJ: English Education Journal*, Vol. 3, No. 1, pp. 11-20.

[60] Kansızoğlu, H. B., & Yıldız, E. A. (2022). Examining the relationship between prospective teachers' listening skills, reading habits, effective speech self-efficacy, writing dispositions and communication skills: Structural

equation modeling approach. *International Journal of Contemporary Educational Research*, Vol. 9, No. 2, pp. 412-431.

[61] Demir, S. (2017). An evaluation of oral language: The relationship between listening, speaking and self-efficacy. *Universal Journal of Educational Research*, Vol. 5, No. 9, pp.1457-1467.

[62] Del Mario, J., & Tran, H. (2024). A literature review: Analyzing barriers hindering the implementation of self-regulated learning in science classrooms. *In Frontiers in Education*, Vol. 9, 1330449. Frontiers Media SA.

[63] Lobos, K., Cobo-Rendón, R., Bruna Jofré, D., & Santana, J. (2024). New challenges for higher education: self-regulated learning in blended learning contexts. *In Frontiers in Education*, Vol. 9, 1457367. *Frontiers Media SA.*

[64] Srivastava, D. A. K. (2024). Questionnaire & interview in research: tool & technique. *Legal Research Methodology*, Dr. Ashish Kumar Srivastava (Ed.), Satyam Law International, New Delhi.

[65] Vandergrift, L., Goh, C., Mareschal, C., & Tafaghodtari, M. (2006). The metacognitive awareness listening questionnaire: Development and validation, *Language Learning*, Vol. 56, No. 3, pp. 431-462.

[66] Monday, T. U. (2020). Impacts of interview as research instrument of data collection in social sciences. *Journal of Digital Art & Humanities*, Vol. 1, No. 1, pp. 15-24.

[67] Kajornboon, A. B. (2004). Creating useful knowledge: A case study of policy development in e-learning at Chulalongkorn University Language Institute. *University of Melbourne, Faculty of Education*

HỌC TẬP TỰ ĐIỀU CHỈNH TRONG HỌC PHẦN KỸ NĂNG NGHE NÂNG CAO: NHẬN THỨC CỦA SINH VIÊN CHUYÊN NGÀNH TIẾNG ANH TẠI HUFLIT

Lý Hoàng Nghiêm, Trần Vũ Diễm Thúy

TÓM TẮT — Kỹ năng Nghe được xem là một trong những kỹ năng khó nhất trong việc học tiếng Anh, đòi hỏi sự luyện tập thường xuyên và có chủ đích để cải thiện. Là nhân tố cốt lõi trong đánh giá năng lực ngôn ngữ, việc phát triển kỹ năng nghe là điều thiết yếu đối với mọi người học. Một trong những cách tiếp cận quan trọng để học nghe tốt hơn là sử dụng các chiến lược tự điều chỉnh và học tập tự điều chỉnh (SRL), vốn được xem là phương pháp hiệu quả để nâng cao kết quả đầu ra. Do đó, nghiên cứu này nhằm tìm hiểu nhận thức của sinh viên chuyên ngành tiếng Anh về việc áp dụng các chiến lược SRL trong quá trình học Nghe. Thiết kế nghiên cứu hỗn hợp được sử dụng, với bảng câu hỏi để thu thập dữ liệu định lượng và nhật ký phản tư cùng phỏng vấn bán cấu trúc để thu thập dữ liệu định tính. Mẫu nghiên cứu gồm 50 sinh viên chuyên ngành tiếng Anh từ khóa học Kỹ năng Ngôn ngữ Nâng cao tại Trường Đại học Ngoại ngữ – Tin học TP. Hồ Chí Minh (HUFLIT). Kết quả cho thấy sinh viên áp dụng chiến lược SRL có thái độ, động lực và hành vi tích cực đối với việc học Nghe. Hơn nữa, những sinh viên quản lý tốt các chiến lược siêu nhận thức thường nhận thức rõ hơn về điểm mạnh và điểm yếu của bản thân trong học tập. Các sinh viên mà tự điều chỉnh việc học một cách hiệu quả đều cảm thấy tự tin hơn khi học Nghe đồng thời thể hiện sự cải thiện dần trong kết quả học tập qua các bài học Nghe.

Từ khóa: học tập tự điều chỉnh, chiến lược, thái độ, hành vi, động lực

Ly Hoang Nghiem is currently a senior student majoring in English Language Pedagogy as his main major at Faculty of Foreign Languages, Ho Chi Minh City University of Foreign Language – Information Technology (HUFLIT). His interests include Second Language Acquisition and English Language Skills.

Dr. TRAN, V. D. Thuy (Tran Vu Diem Thuy) earned her Ph.D. in Applied Linguistics from Khon Kaen University – Thailand, under a fully-funded ASEAN-GMS scholarship. She has over 22 years of English teaching experience at university level. Since 2012, she has served as a teacher trainer in Technology Integration in ELT, delivering training courses for high school teachers of English in Ho Chi Minh City and Mekong Delta such as Long An, Ben Tre, Dong Thap, and An Giang provinces (before the merger). She currently serves as Head of Applied Linguistics Section, Chair of the Faculty's Scientific Council, Secretary Member of the University Scientific Council, and academic coordinator of the master's programme in English Language Studies at Ho Chi Minh City University of Foreign Language – Information Technology (HUFLIT). Her teaching and research interests include English language pedagogy, teacher education, technology integration in ELT, English Linguistics, and ESP.