



THE INTERACTION BETWEEN SELF-REGULATED LEARNING STRATEGIES AND EFL TEENAGER LEARNERS' POSTCARD WRITING AT ENGLISH CENTER IN MEKONG DELTA, VIETNAM

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Abstract:

The current study aims at investigating the possible interaction of EFL teenage learners' postcard writing performance (according to A2 level) and their self-regulated learning strategies at an English center. The research also helps to determine the level of interaction between EFL teenagers' self-regulated learning (SRL) strategies and their postcard writing performance. Thus, it also examined the frequency of use of SRL strategies in writing among those learners. A total of 74 learners completed 32 items in the self-regulated learning strategies questionnaire including six dimensions of three categories namely environmental processes, behavioral processes, and personal processes. Then, three successful writers and three less successful writers were invited into the semi-structured interview. The findings indicated that SRL strategies had a positive impact on EFL teenage learners' postcard writing. The more SRL strategies used in writing, the higher the learners' score. Among these strategies, environmental factors may have a stronger influence than behavioral or personal factors. Specifically, environmental structuring and help-seeking strategies are most frequently used. The findings also showed that EFL teenage learners use SRL strategies to a moderate degree when given writing tasks. Besides, the results of the interview reveal that successful learners self-regulated better than less successful ones. They also self-evaluated their writing more frequently than those who are less successful. Based on the findings of this study, pedagogical implications and recommendations for further study are presented.

Keywords: teenager learners, self-regulated learning (SRL) strategies, level of postcard writing

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1. Introduction

The role of English has been rising in the current global integration due to the need of breaking the language barrier among people having different mother tongues. Hence, Gradol (2004) once stated that English, regarded as the language for international communication, is one of the world's most important languages. As a result, learning English is now more concerning than ever before.

According to Paris and Newman (1990), while teacher's instruction in the classroom is important to help students improve their learning, students' self-regulated capacity also plays an important role in the learning process. Self-regulated learning has been identified by many researchers as a process that plays an important role to help students improve their performance and explaining the different achievement levels of students. Self-regulation can facilitate learners to improve their writing (Zimmerman and Kitsanas, 2007).

Teaching methods, in general, have been having a great shift from teacher-centeredness to student-centeredness. This means that learners have to direct their learning process and hence become independent. This alternative method requires learners to be familiar with some skills and strategies. As a result, the teacher's task is to help them to improve their self-regulatory skills (Zimmerman, Bonner, & Kovach, 1996). Specifically, self-regulation can facilitate learners to improve their writing techniques (Zimmerman & Kitsantas, 2007). According to Graham and Harris (2005), one way to increase writers' self-regulatory skills is to provide "*a writing environment or writing situations that increase the likelihood of self-regulation*" (p.109).

Even though there are more opportunities to be proficient in English, the outcome of English-speaking skills versus English writing skills is an imbalance in the context of the English center where this study was carried out. The reality of test results in this center revealed that the score for Speaking is usually higher than one for Writing. There is still a misunderstood concept that proficiency in one language can only be accessed by speaking ability. As a result, writing is now considered one of the less important skills in learning English. Specifically, this problem gets worse in A2 level classes (according to the CEFR framework). The learners of this level (A2) are mostly teenagers who know English and they start to learn how to write simple English writing forms- short paragraphs or informal letters. Those learners can speak well, but they are not confident in a good result in writing. There have been different solutions for this issue and thus some of them are successful in certain cases. Nevertheless, the journey of finding out an optimal method that can be integrated to better learners' English writing performance is continued.

Many studies have been carried out to examine self-regulated learning strategies in EFL writing in various educational settings. However, a few of these have been done in the context of Vietnamese education. On top of that, studies on self-regulation are mostly conducted in universities, so the participants have studied English before. For these reasons, it would be necessary and interesting to carry out more research

investigating the interaction between EFL teenage learners' self-regulated learning strategies and their writing performance in the Vietnamese learning environment. Thus, the study was conducted to answer the following question:

- 1) To what extent do EFL teenagers apply self-regulated learning strategies in their writing process?
- 2) To what extent do EFL teenagers' self-regulated learning strategies interact with their writing performance?

2. Literature Review

2.1 Writing

A. Definition

Writing has existed for thousands of years and is now more important than ever. (Coulmas, 2003). It not only provides us with a means of returning to the past, but it is also an important talent for influencing the future. At school, writing serves as a mechanism for students in all curriculum areas to generate meaning for themselves as well as to learn how to understand and communicate in their respective domains (Asaro, 2008; Hammann, 2005). Graham's (2005) study highlighted four critical elements in the writing process, including (1) knowledge of writing and writing subjects, (2) competence for generating and constructing text, (3) techniques for energizing and inspiring participants to write enthusiastically, and (4) guiding thinking and actions via tactics for archiving writing objectives. Writing is one of the most important and difficult abilities that students must develop during their academic careers. Writing, on the other hand, has long been used to keep individuals in touch as well as to restore information and knowledge.

B. Scales for rating writing

Rubrics are one sort of performance assessment, according to Airasian and Russell (2008), "*rubric is a set of specific standards or criteria used to assist instructors and students in focusing on what is valued in a subject, issue, or activity*" (p. 223) The two most common forms of writing rubrics are holistic and analytic rubrics. Most of them have two tenures: (1) a list of criteria or standards of evaluation, and (2) quality gradations with explanations of what those criteria look like at different degrees.

C. Second language and foreign language writing

Learning how to write a language is difficult, especially for those writing in a second or foreign language in academic contexts because they lack the knowledge and skills to generate writing ideas; thus, effective writing appears to be a problem for EFL and English as a second language (ESL) learners and educators (Negari, 2011). Furthermore, writing takes a significant amount of effort and skill in composition. Students writing in an FL will naturally confront cognitive issues connected to linguistic laming while arranging and evaluating thoughts (Negari, 2011) to compose must be able to establish

and implement a writing plan that includes producing material, arranging dens and text, targeting the proper audience, and rewriting and enhancing their work. Gaining writing abilities in an L2 or FL appears to be one of the most difficult language skills in the academic environment for both language learners and teachers. Teachers and students must thus acquire and practice writing skills and methods, as well as provide tools to aid them in becoming competent writers.

2.2 Teenager learners

According to Lewis (2007), most experts agree that the learners whose ages are between eleven and nineteen are named as teenage or young adolescent learners. Adolescence is a period of life with specific health and developmental needs and rights. It is also a time to develop knowledge and skills, learn to manage emotions and relationships, and acquire attributes and abilities that will be important for enjoying the adolescent years and assuming adult roles. When the ideas and experiences of adolescent learner teachers are considered, it is quite easy to categorize this age group of pupils as lazy, disrespectful, and difficult. Teenagers, on the other hand, are described as a marvelous bunch of people who are eager to learn, full of energy, interested, ready for adventure, and gregarious ("At the Turning Point: The Young Adolescent Learner," 2003). If they manage to be understandable, caring, and assertive at some point, then, it will be a pleasure to teach teenagers (as cited in Loukotková, 2011). Understanding the characteristics of adolescents, in general, aims to understand their thinking, particularly age. At the same time, understanding the relationship and interaction between adolescents and self-regulating learning strategies will be gained.

2.3 Self-regulated learning strategies

As defined by Zimmerman and Risemberg (1997), self-regulated learning strategies (SRLS) in writing are more than just the intentional management of one's cognitive performance; they also identify and elaborate on strategies to regulate one's motivational or affective states, behavior, and social environment. SRLS is intended to assist students to become autonomous, proficient, and self-regulated writers (Chen & Shang, 2009). According to Mocly et al. (1992), the phrase self-regulation method is used to describe real efforts to achieve a learning goal more effectively. Furthermore, Zimmerman (1989) said that the social cognitive view of SRL includes a triadic description of component processes as well as an assumption of mutual causation between personal, behavioral, and environmental triadic factors.

2.4 Self-regulated learning strategies (SRLS) and writing

There are some connections between SRLS, writing learning, and self-regulated writers. As a difficult developmental process, successful writing necessitates the capacity to handle several self-regulation mechanisms for various objectives. SRLS can assist skilled authors to complete certain writing jobs (Harris et al., 2002). At the same time, findings from Harris et al. (2010) study revealed that good writers are more self-regulated than

struggling writers, supporting the significance of self-regulated method development in increasing students' writing success. Furthermore, the findings of van De Hurt's (2006) study revealed that high achievers employ SRLS more than poor achievers. Students' comprehension of writing processes may influence how they plan their writing, including content production, use of library sources, and even whether they plan at all (Hammann, 2005). According to Harris, Graham, Mason, and Sadler (2002, quoted in Farsani, 2014), teaching self-regulation tools to students who are developing perceptions and skills in the writing process can help them become confident, autonomous, goal-oriented, and proficient writers.

Many investigations discovered that competent writers may utilize SRLS to assist them in completing certain writing tasks, and they can employ more SRLS during the writing process than unskilled authors. However, few researchers look into the association between English teenage learners' awareness of using SRLS and their writing performance in Asia, particularly in the context of English centers in Vietnamese. As a result, this study represents an effort of this kind.

3. Material and Methods

3.1 Participants

A number of 74 EFL teenage learners from the target center were invited to participate in this study (30 males, and 44 females). These students were chosen from four KET level classes (A2 according to the CEFR framework). They are all between the ages of 11 and 18. They are currently learning how to write informal letters, particularly postcards. As previously stated, they are at the A2 level and have previously studied English. They can be learners who have completed the Flyers level (equivalent to the A1 level) or newcomers who passed the KET placement test by the course requirements. Learners at this center can develop all four major English skills (listening, speaking, reading, and writing) at the same time.

3.2 Instruments

A. Questionnaire

Based on Zimmerman and Risemberg's (1997) Triadic Self-Regulatory Processes in Writing, a questionnaire on self-regulatory writing strategies was created. In addition, this questionnaire referred to some specific items in Phuong's "The Impact of PPP and TBLT on Vietnamese Students' Writing Performance and Self-Regulation" (Phuong, 2014). Furthermore, this questionnaire was created by combining questions from various questionnaires validated in various research studies (Honeck, 2013; Magno, 2009). Table 3.1 shows the six dimensions that comprised a conceptual framework for measuring self-regulated learning strategies. Those who used question items to create a questionnaire for the current study were primarily influenced by the social cognitive theory of self-regulated learning.

Table 1: Operational definition of self-regulated learning strategies

Dimensions	Scales	More information on the scales
Motive	Goal-setting, self-efficacy	"Specifying intended actions or outcomes" (Zimmermann, 1998, p.76) "Belief in one's own capabilities to"
Method	Task strategies	"Analyzing tasks and identifying specific, advantageous methods for learning" (Zimmermann, 1998, p.76)
Time	Time-management	"Estimating and budgeting use of time" (Zimmermann, 1998, p.77)
Performance	Self-evaluation, self-consequence	"Setting criteria and using them for judging oneself" (Zimmermann, 1998, p.76) "Making personal rewards or punishments contingent on accomplishments" (Zimmermann, 1998, p.76)
Physical environment	Environmental structuring	"Locating places to study that are quiet or not distracting" Dembo & Eaton, 2000, p. 483)
Social environment	Help-seeking	"Selection of particular models, teachers or books to help oneself to learn" (Zimmermann, 1998, p.76)

The main section of the questionnaire assesses participants' use of SRLS regularly. A 5-point Likert scale questionnaire ranges from 1, "Totally disagree," to 5, "Totally agree." Participants must read each item on this questionnaire one by one and rate it on the scale that applies to their self-writing. The questionnaire had six dimensions (see Table 2) and 32 items divided into eight subscales. Based on the principal component analysis, an 8-factor solution for the "SRL strategies" data was obtained.

Table 2: Detail on six dimensions and subscales of SRLS

Dimensions	Scales	Items	More information of the scale
Physical environment	Environmental structuring	1, 2, 3	"Locating places to study that are quiet or not distracting" Dembo & Eaton, 2000, p.483)
Social environment	Help-seeking	4, 5, 6, 7	"Selection of particular models, teachers, or books to help oneself to learn" (Zimmermann, 1998, p.76)
Method	Task strategies	8, 9, 10, 11, 12, 13, 14, 15, 16, 17	"Analyzing tasks and identifying specific, advantageous methods for learning" (Zimmermann, 1998, p.76)
Performance	Self-evaluation, self-consequence	18, 19, 20, 21, 22, 23, 24, 25	"Setting criteria and using them for judging oneself" (Zimmermann, 1998, p.76) "Making personal rewards or punishments contingent on accomplishments" (Zimmermann, 1998, p.76).
Motive	Goal-setting, self-efficacy	26, 27, 28, 29	"Specifying intended actions or outcomes"

			(Zimmermann, 1998, p.76) "Belief in one's own capabilities to successfully perform an activity" (Brown, 2007)
Time	Time-management	30, 31, 32	"Estimating and budgeting use of time" (Zimmermann, 1998, p.77)

*Validating and piloting the questionnaire

Prior to administering an authentic questionnaire, a piloted version was given to 31 learners at the same level as the participants. Both of these students came from the center. Cronbach's alpha was calculated after data collection to assess the reliability of the questionnaire before it was used to obtain data analysis. The overall reliability coefficient ($\alpha = .839$) of 31 participants was examined. The piloting questionnaire resulted in, indicating that this questionnaire is worthwhile.

Figure 1: Reliability statistics

Cronbach's Alpha	N of Items
.748	32

B. The English Postcard writing test

Following the completion of the questionnaire, a writing test was administered. A test was actually designed in the same way as their achievement writing test in the course, with a focus on writing a postcard. Using postcards as a test to engage students in a real-world context rather than just practicing or testing their writing ability. Because reading and writing are combined in most parts of the KET test, the researcher can only extract part 9 separately from the test to thoroughly assess learners' writing performance. The topic of this test is chosen from the course's current content. In twenty minutes, students were asked to write an informal letter (postcard) of 25 to 35 words. This writing score, along with students' self-evaluation of their writing proficiency and teachers' assessment of students' writing proficiency, would be used to clarify students' level of writing performance.

This writing sample is from the writing session of the Key English Test (KET), a test for speakers of other languages studying English. It assesses reading, writing, listening, and speaking abilities. The KET exam is at the Cambridge Level One level (Council of Europe Level A2).

Table 3: A2 Key for School Writing scale Scores

Band	Content	Organisation	Language
5	All content is relevant to the task. The target reader is fully informed.	The text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses every vocabulary generally appropriately, while occasionally overusing certain lexis.
4	Performance shares features of Band 3 and 5.		
3	Minor irrelevances and/or omissions may be present. The target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Use basic vocabulary reasonably appropriately. Use simple grammatical form with some degree of control. Errors may impede meaning at times.
2	Performance shares features of Band 3 and 1.		
1	Irrelevances and misinterpretation of tasks may be present. The target reader is minimally informed.	Production is unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces a few simple grammatical forms with only limited control.
0	The content is totally irrelevant. The target reader is not informed.	<i>Performance below Band 1.</i>	

C. The Semi-structured interview

In addition, a structured interview based on a qualitative approach was conducted to gain insight into the situation and rich information for the research questions. This interview form is based on Schraw's (1998) and Tanner's (2012) "Questions that Self-Regulated Learners Ask themselves." This interview, similar to a questionnaire, will continuously survey learners' Self-regulated learning strategies. Participants, on the other hand, can freely and deeply express their thoughts. In terms of self-regulated learning strategies, these questions will address three major stages of writing: planning, monitoring, and evaluating their writings. Six major interview questions derived from various research studies (Honeck, 2013; Magno, 2009) form a conceptual framework for measuring Self-Regulated Learning Strategies, which includes six dimensions (see Table 1).

4. Results

4.1 The overall participants' frequency use of SRLS writing

The overall reliability coefficient from 74 learners' responses was calculated ($\alpha=.75$) (Appendix 5). A descriptive statistic test was used to investigate participants' use of SRLS in writing and the results were reported in Table 4.

Table 4: Learners' use of SRLS in writing

	N	Min	Max	Mean	SD
Learners' use of SRLS in writing	74	1.91	4.28	3.47	.404
Valid N (listwise)	74				

Key: 1.0-2.4: low strategy use; 2.5-3.4: moderate strategy use; 3-5-5: high strategy use (see Oxford, 1990)

As shown in Table 4, the mean score of participants' use of SRLS in writing (M= 3.47; SD=.404) is above the average level of the 5-Likert scale. This mean score was near to the accepted mean score of M=3.6 which indicated a high level of frequency use of SRLS in writing. One sample t-test thus was conducted to confirm the conclusion.

One sample t-test was run to the mean score of teenage learners' frequency of use of SRLS in writing and the test value of 3.6. The results indicated that no significant difference between the mean score of teenage learners' frequency use of SRLS in writing (M=3.47) and the test value of 3.6 ($t=-2.70$; $p=.009$) was found. The analysis of the frequency of strategies used by the subjects in this study was based on the scale delineated by Oxford (1990) in which a mean score between 1 and 2.4 and was defined as low strategy use; between 2.5 and 3.4 was moderate strategy use, and between 3.5 and 5 as high strategy use. The results supported the conclusion that teenage learners on the whole reported using the SRLS in writing at a high-frequency level (M=3.47).

To conference with six dimensions of SRLS, the table presented that the strategies belonging to the Social Environment dimension (M=3.86, SD=.667) were used more frequently in comparison to the other dimension, particularly in the Motive dimension (M=3.027, SD=.619)

Table 5: The frequency use of SRLS according to six dimensions

	N	Min	Max	M	SD
Physical environment dimension	74	1.67	5.00	3.64	.802
Social environment dimension	74	1.25	5.00	3.86	.667
Method dimension	74	2.00	4.70	3.54	.499
Performance dimension	74	2.13	4.63	3.49	.438
Motive dimension	74	1.00	4.50	3.03	.619
Time dimension	74	1.00	4.67	3.11	.070

In the questionnaire, there were 32 items belonging to 8 SRLS used in writing. Therefore, it would be crucial to identify the frequent use of these 8 SRLS in participants' writing performance. The results were demonstrated in Table 6.

Table 6: The frequency use of 8 SRLS in writing

	N	Min	Max	M	SD
Environmental structuring	74	1.67	5.00	3.64	.802
Help-seeking	74	1.25	5.00	3.86	.667
Task strategies	74	2.00	4.70	3.54	.499
Self-evaluation	74	1.75	4.75	3.71	.512
Self-consequence	74	1.00	4.50	3.28	.619
Goal-setting	74	1.00	5.00	3.11	.909
Self-efficacy	74	1.00	5.00	2.94	.692
Time-management	74	1.00	4.67	3.11	.070

As can be seen in Table 6, it would be noticed that half of them, 4 out of 8 SRLS belonging to the high frequent use group (M=3.54-3.86), and the rest 4 SRLS ranged in moderate frequent use group (M=2.94 – 3.28). No items fell in low strategy use. Among these SRLS, the top three SRLS preferences were Help-seeking strategies (M=3.86, SD=.667), Self-evaluation (M=3.71, SD=.512), and Environmental structuring (M=3.64, SD=.802). The bottom SRLS preference was readers' Self-efficacy strategies (M=2.94, SD=.692). The results indicated that most of the participants asked for help during their writing period because they reported preferences for using help-seeking strategies. Also, participants personally self-rewards or self-published their writing outcomes since they showed their preferences for using self-cons equating strategies. Besides, they make efforts so as to pay attention to ease the distraction in the environment by preferences using environment structuring strategies. In addition, their efforts in writing could be found in how they plan to complete their writing assignment through preferences using task strategies.

4.2. The interaction between SRLS use and the English center teenage learners' writing performance

4.2.1 Participants' writing competence collected from questionnaire data, and writing score

Teenage learners' writing performance in the English center was mainly identified by collecting data from learners' writing scores. The scores were given based on the A2 Key for School Writing Scales (mentioned in Chapter 3). Since the test which was used to assess learners' writing performance was one section of the KET test (based on the Cambridge Framework Assessment), participants' writing performance was assessed by giving scores from 1 to 5 points, and 5 Point Numerical scale as grading for the whole test result in this center including Excellent (4.5- 5 points), Good (3.5-4), Fair (2.5-3), Average (1.5-2) and Poor (< 1.5).

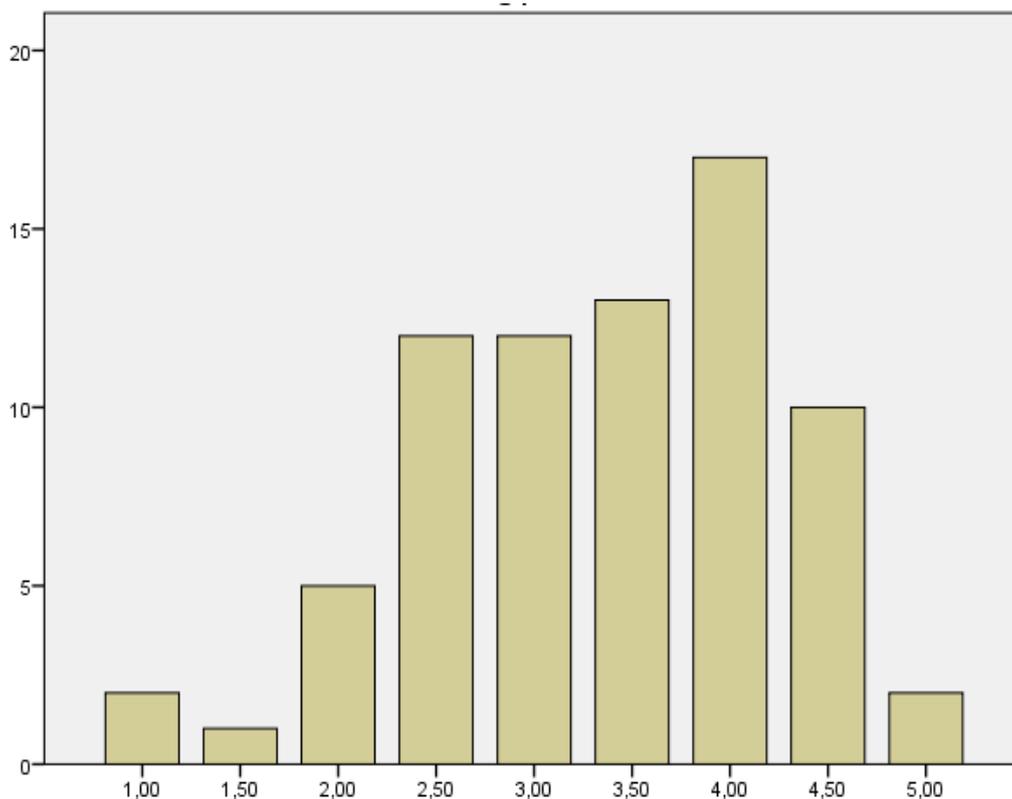


Figure 2: Students' writing performance

As can be seen from Figure 2, teenage learners' writing scores were quite high (mostly from 2.5 points to 4.5 points).

Table 7: Descriptive Statistics of Participants' level of writing performance

	N	Min	Max	M	SD
Students' writing performance	74	1.00	5.00	3.35	.906
Valid N (listwise)	74				

The Correlation Test was used to measure the relationship between the participants' use of SRLS in writing and their writing performance. The results were presented in Table 8 below.

Table 8: Results of Correlation Test

		SRL strategies	Students' writing performance
SRL strategies	Pearson Correlation	1	.363**
	Sig. (2-tailed)		.001
	N	74	74
Students' writing performance	Pearson Correlation	.363**	1
	Sig. (2-tailed)	.001	
	N	74	74

Key: $r = .10 - .29$: small correlation; $r = .30 - .49$: medium correlation; $r = .50 - 1.00$: large correlation (see Cohen, 1988)

The researcher used Cohen's (1988) classification of correlation strength. Cohen (1988) suggested that a correlation is considered small when $r = .10$ to $.29$, medium when $r = .30$ to $.49$, and large when $r = .50$ to 1.00 . The result indicated that participants' use of SRLS and their level of English writing performance medium correlate ($r = .36$, $p = .001$). Therefore, the findings support the hypothesis that there was a positive relationship between the teenage learners' ESL writing performance and their SRLS use.

5. Discussion

Findings from the current study are in line with those in the available literature. Firstly, this finding was consistent with Zimmerman's (2008) observation that self-regulating students actively employ a variety of learning behaviors or strategies to achieve a self-set goal. They are also trusted. When they first achieve their goals, they use affective, cognitive, motivational, and behavioral feedback to modify or adjust their behaviors and strategies. The findings of this study back up the findings of Shirin Abadikhah, Zahra Aliyan, and Seyed Hassan Talebi (2018), who found that participants used SRL strategies at a moderate to slightly high level. Furthermore, Alsamadani's (2010) and Hammann's (2005) studies revealed that participants actively use SRLS in their writing process.

Secondly, after careful synthesis and analysis, the environmental factors may have a stronger influence than behavioral or personal factors in some contexts. This could imply that Vietnamese EFL learners prefer to control environmental factors in their writing process.

Finally, the more SRL strategies used in writing, the higher the learners' score. The findings are consistent with the findings of Farsani et al. (2014) that found no significant relationship between SRL strategies and postcard writing performance among KET level teenage learners at this English center.

In semi-structured interviews, five questions focus on several SRL strategies used in writing to obtain more detail and a deep understanding of the awareness of SRL strategies use in the interview responses. Higher achievers use more environmental structuring strategies, help-seeking strategies, self-evaluation strategies, and task strategies than lower achievers. Higher-achieving students frequently pay more attention to environmental factors during their writing time, such as choosing a quiet space to best focus on and keep their thoughts on the writing. They are also better at organizing ideas, vocabulary, writing content, writing structure, and maintaining a positive writing attitude. They also self-evaluate their writing more frequently than those who are less successful. Nonetheless, none of the EFL adolescent students pays attention to scheduling time for writing. In short, the results reveal that successful learners self-regulated better than less successful ones.

6. Conclusion

The study's findings revealed that teenage learners' postcard writing performance interacted positively with their use of SRL strategies. On the other hand, the development of SRL strategies leads to improved writing performance in students. It can be concluded that using SRL strategies in the learning process could improve the writing performance of adolescent learners. In the current era of information technology development, the ability to self-regulate in learning will assist learners in developing active habits and coping with challenging problems in learning. That is a stepping stone for the selection of new vistas, as well as an unending source of useful knowledge.

Some suggestions for better improvement of self-regulated learning strategies and learning English writing that can be deduced from this research include (1) being highly aware of the importance of using SRL strategies in writing, (2) using strategic self-regulation instruction when teaching writing skills, (3) included SRL strategies in textbooks as tasks or activities that are meaningful and relevant.

7. Recommendations

The study should be conducted with a much larger sample size, and update fully 12 SRL strategies. Moreover, experimental studies should be carried out to investigate the impact of SRL strategies on writing skills and other language skills such as speaking, listening, and reading, or on language lessons, to provide researchers, readers, and instructors with insights into the effects of SRL strategies on EFL learning.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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Appendix: Questionnaire

Part 1: Personal Information

Your name:

Age:

Gender: male/ female

Where do you live? A. Urban B. Suburb

Which grade are you in?.....

Part 2: General Information on Learning English

1. How long have you studied English?.....year/years.

2. Where do you learn English? (you may choose more than one option)

- A. At your secondary school
- B. At English center
- C. At your home (with a tutor)
- D. Other:.....

3. How often do you learn English by yourself?

- A. Everyday
- B. About three times a week
- C. Once a week
- D. Never

4. To what extent do you like English writing skill?

- A. Very interested in writing
- B. Interested in writing
- C. Neutral
- D. Not interested in writing much
- E. Not interested in writing at all.

5. What do you think about postcard writing in your course?

- A. Very Easy
- B. Easy
- C. Normal
- D. Difficult
- E. Very Difficult

Part 3: Questionnaire on Self-regulatory writing strategies

Please put a tick (✓) on the following options based on your behavior when writing.

No.	Statements	Totally disagree	Disagree	Neutral	Agree	Totally agree
Physical environment dimension						
1	When I do my writing assignment, I find a quiet place which helps me concentrate on my writing.					
2	I turn off TV, radio, my mobile phone and computer games to avoid being disturbed when I write.					
3	I make sure that no one can interrupt me when I am writing by closing my room door, for example.					
Social environment dimension						
4	I read model postcards of similar topics to my writing assignments in order to pick up some interesting ideas or new vocabulary for my writing.					
5	I consult different writing books to look for the best way (postcard organization, vocabulary, ideas, etc.) to complete my writing assignments.					
6	I surf the internet for postcards of similar topics to my writing assignments and paraphrase some interesting ideas and structures to use them in my writing.					
7	I take my own note in writing sections.					
Methods dimension						
8	I count the number of words after finishing every draft.					
9	While writing and revising my writing, I consult grammar books or dictionaries to make sure that I have used a grammar point or a word in the correct way.					
10	I ask and answer myself WH-questions such as <i>who, what, when, where, how, why</i> , etc. when writing to get more ideas for my writing assignment.					

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 LEARNERS' POSTCARD WRITING AT ENGLISH CENTER IN MEKONG DELTA, VIETNAM

11	I build up a writing checklist for my writing so that I can make some changes on the first draft for a better writing product.					
12	After I write, I review my writing by comparing it to what I have learned about a good paragraph of that type (postcard) and make some changes on my first draft to make my writing better.					
13	I underline key words in my writing assignments to avoid writing out of topics.					
14	I make an outline for the paragraph I am going to write.					
15	I make a list of ideas for the topic that I am going to write.					
16	I use mind map to find ideas for my writing.					
17	After writing, I sometimes change the order of sentences to make my writing more cohesive.					
Performance dimension						
18	Once I finish my first draft, I ask someone (my friend, my family member, etc.) to read it and give me some feedback.					
19	When I finish my writing assignment as planned, I reward myself with something I like such as spending 30 minutes on my favorite computer games or going out with my friends.					
20	When I cannot finish my writing as planned, I will punish myself in some way such as not going out with my friends or not watching my favorite TV programs.					
21	I set myself a goal to get 10 marks for every writing assignment.					
22	I set myself a goal to get 10 marks or 9 marks for writing at the end of the course.					
23	I take the role of a reader and evaluate my own writing from the perspective of the reader.					
24	I listen attentively to people who comment on my writing.					
25	I am open to changes based on the feedback I received.					

Motive dimension						
26	I can write on an assigned topic without difficulty.					
27	I can write a well-organised postcard.					
28	I have a specific schedule for completing my writing assignment which includes time to revise what I have known about this type of writing, time to look for ideas, and time to draft an outline to write my paragraph.					
29	I put some notes on my calendar of the writing drafts I have completed.					
Time dimension						
30	I find it hard to stick to a writing schedule.					
31	I make good use of my study time (e.g. 6.00- 6.30 p.m) for writing assignments.					
32	I record the time I spend on my writing after every draft.					

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