

A STUDY ON SELF-REGULATORY CAPACITY IN LEARNING ENGLISH GRAMMAR OF HIGH SCHOOLERS IN GIA LAI PROVINCE

Le Nguyen Thanh Uyen¹, Nguyen Thi Quynh Hoa^{2*}

¹Master Student of the Course in Theory and Methodology in English Teaching 40 (2020-2023), Danang, Vietnam

²The University of Danang - University of Foreign Language Studies, Danang, Vietnam

*Corresponding author: ntqhoa@ufl.udn.vn

(Received: May 16, 2023; Revised: July 12, 2023; Accepted: July 12, 2023)

Abstract - This article is aimed at studying the self-regulatory capacity (SRC) of the 10th graders in Gia Lai province (10th GGP) in learning English grammar based on Dornyei [1]'s theoretical framework. This study focuses on five sub-capacities of the SRC (Commitment control (CMT), Metacognitive control (MTC), Environmental control (ENV), Emotional control (EM) and Satiation control (ST) with differences and similarities in SRC demonstrated by male and female 10th GGP in the process of learning English grammar. The findings show that the CMT and the ENV are the two most prominent abilities demonstrated while the ST and the EM are the two least prominent ones. While the male and female 10th GGP shared similarities in CMT, ENV and ST, the male 10th GGP have demonstrated the positive aspects of their MTC and EM more clearly than the female ones.

Key words - Self-regulatory capacity; learning English grammar; commitment control; metacognitive control; environmental control; emotional control; satiation control

1. Rationale

Grammar is regarded as a crucial aspect of learning a language, especially English. Grammar has a very large impact on different linguistic skills such as listening, speaking, and writing. As a result, we cannot dispute the significance of grammar in learning English.

SRC is obviously an enormous sector that has grown in importance in the sphere of language learning as well as instruction. As Schunk and Greene [2] suggested, there are several theoretical approaches centered on self-regulation (SRL) that are relevant to the field of education. The influence of SRC is undeniably immense, and grammar is no exception. The point made by Pawlak [3, p.109 & 4, p.264] and Oxford [5, p.245] is that the relationship of SRL and grammar terrain is evidently neglected.

With the intention of preparing and enhancing the grammatical ability of the 10th GGP for the remaining two years of their high school education, the 10th graders are chosen as participants in this research. As in the role of an English teacher for the high schoolers, I'm concerned whether Gia Lai high-school students can self-regulate their English grammar learning. These inquiries provide the impetus for me to carry out an examination of high schoolers' SRC in English grammar learning in Gia Lai province.

2. Theoretical Background

2.1. Self-regulation

2.1.1. Definitions

SRL in Carver and Scheier's [6] view is how people monitor their states in relation to goals and how they

modify their temporary state.

Vohs and Baumeister [7] suggest yet another definition is that "SRL encompasses any efforts by the human self to alter any of its inner states or responses".

Tseng, Dornyei, & Schmitt [8] present a novel assumption on the SRL in language learning that language learners control their strategies use for pursuing learning goals.

At last, SRL can be defined as people's capability in terms of two aspects. In terms of daily life, people regulate their thoughts, emotions to improve task performances. In terms of language learning, SRL is the capacity to self-regulate oneself in order to attain a goal.

2.1.2. Characteristics and types of self-regulation

According to Dornyei [1], the SRL is split into five key components: CMT, MTC, ST, EM and ENV. Dornyei's renowned taxonomy of self-regulatory frameworks has been employed in most earlier SRL research and is also highly trustworthy. In fact, Dornyei is a well-known professor in the field of psychology of language. Various SRL scales have been designed to examine the SRL of language learners, based on his idea.

2.1.3. Self-regulatory process

Schunk [10] proposed that SRL consisted of three subprocesses, based on Bandura's [9] social foundation: self-observation, self-judgment, and self-reaction.

Pintrich [11] categorized the SRL into four stages in accordance with the four assumptions shared by most SRL models: defining objectives, monitoring learning processes, managing learning activities, and carrying out actions.

Zimmerman [12] classified the SRL process into three stages following the principles of social cognitive theory: planning, volitional control, and self-reflection.

Finally, after making a comparison and generalization from the three models of Schunk [10], Pintrich [11], and Zimmerman [12], there are three major phases in the SRL process: setting targets, examining, and taking action.

2.2. Grammar

2.2.1. Definition

Singh [13], who is the author of a couple of articles on ELT Today, presents a classical definition of 'grammar' as a set of normative, prescriptive principles for establishing a standard of accurate 'use,' and it was regarded as both the art and science of language.

Sekelj & Rigo [14], the author of 'Teaching English grammar in Primary school' - an article in the journal of

Tabula 9, defined 'grammar' in the widest sense as being dependent on the meanings 'a structure is carrying, not simply the rule'.

In short, grammar can be adequately defined as the grammatical rules that students have to follow in learning English grammar without the neglect of the meanings of the structures.

2.2.2. *The role of grammar*

In Singh [13]'s opinion, 'grammar describes and shapes the language in four major domains (phonology, morphology, syntax, and semantics), and learning a language has a connection with grammar studies. As a result, comprehending grammar would result in the intended result for language learners in reading and writing.

2.3. *Grammar learning*

2.3.1. *English grammar learning in the Vietnamese context*

With regard to Ministry of Education and Training (MOET) [15], two main English curricula implemented in Vietnamese schools are 7-year and 10-year. The average results in English of students from the national graduation exam (2017-2019) are considered varied among different regions in Vietnam. While the highest number is recorded from the big or capital cities in Vietnam, that of the mountainous areas are relatively low. According to a survey of MOET, the average score of the students educated following 10-year English curriculum is higher than the ones taught following the 7-year.

2.3.2. *English grammar learning of high schoolers in Gia Lai province*

Regarding the textbook 'Tieng Anh 10' of Vietnamese Education Publishing House, the 10th GGP have acquired essential tenses as well as several syntactic structures (reported speech, infinitive and gerund, passive voice, conditional sentence, relative clause, conjunctions, adjective and adverb comparison, etc.).

According to Van Dao [16], students struggle with memorizing the forms and evaluating the contexts of English tenses. When there are no time markers in the sentences, some pupils encounter difficulties with discerning between the simple and progressive aspects.

2.4. *Grammar teaching*

2.4.1. *Instructional modes in teaching English grammar*

Pawlak [3] examines various articles on form-focused instruction and splits them into *implicit* and *explicit* approaches. From there, he partitioned the *implicit* method into two parts: *focus on meaning* (avoid using grammar in the classroom) and *focus on form* (pay attention on forms in the dialogues). The *explicit* approach is classified into *focus on forms - explicit inductive mode* (forms are emphasized and learners have to figure out the rules by themselves) and *focus on forms - explicit deductive mode* (Learners provided with rules and structures are asked to apply them in specific situations).

2.4.2. *English grammar teaching in Gia Lai province*

With respect to Son [17], [18], despite some policies

implemented to encourage teaching English communicatively, the emphasis remains on form in some Vietnamese schools and Vietnamese English teachers primarily use textbooks as the main source of teaching materials because they lack the knowledge and capacities to create their own resources. This is regarded as the same method used to teach English grammar in Gia Lai province.

2.5. *High schoolers*

2.5.1. *Definition*

In the view of Pinter [19] and Nunan [20], high schoolers are the pupils between the ages of 16 and 18 at high school, belonging to the older language learners' group.

2.5.2. *Features of high schoolers*

In the view of Pinter [19], high schoolers are not only successful academically over time but also accustomed to school routines. In addition to having the skill in analysing language, high schoolers demonstrate other capacities like having a greater understanding of abstract language concepts, their language learning process and their duties within it.

3. *Research Methods*

Some of the research methodologies used in this study to achieve the primary aim of analyzing the SRC of the 10th GGP in learning English grammar include *deductive analysis*, *descriptive analysis* and *statistical analysis*.

According to Kyngäs and Kaakinen [21], *deductive analysis* is effective for testing concepts, categories, or hypotheses in a new context. This approach was used in this study to analyze the SRC of the 10th GGP using Dornyei [8]'s hypothesis.

Sloman [22] approved that the *descriptive analysis* for research requires monitoring behavior and environmental events on a regular or continuous basis. This approach is appropriate to discover how 10th grade pupils displayed their SRC in English grammar study in Gia Lai province.

As suggested on Ali & Bala [23], the *statistical analysis* is the employment of quantitative data to draw meaningful interpretation and report the findings. This approach is used to investigate the SRC of the 10th GGP in their English grammar learning process through the use of the quantitative data acquired from the questionnaire.

Two main instruments, a 6-point Likert-scale questionnaire including 25 multiple response questions and a semi-structured interview, are used for collecting the data in this research. The questionnaire is printed out and administered to the 10th GGP.

In respect of Nemoto & Beglar [24] and Likert [25], a 6-point Likert-scale includes six-point response options ranging from 1 to 6 presented in Figure 1. The Likert scale is considered as a numerical scale that has equal intervals between adjacent values (from 1 to 6). So, the interval value of this scale could be measured with a calculation: $(\text{Maximum} - \text{Minimum})/n = (6-1)/6 = 0.83$. If the mean score ranging from 1 to 1.83, it tallies with *St.D*; from 1.84 to 2.7 - *D*; from 2.8 to 3.5 - *S.D*; from 3.6 to 4.3 - *S.A*; from 4.4 to 5.2 - *A*; from 5.3 to 6.00 - *St.A*.

1	2	3	4	5	6
Strongly Disagree (St.D)	Disagree (D)	Slightly Disagree (S.D)	Slightly Agree (S.A)	Agree (A)	Strongly Agree (St.A)

Figure 1. A sample of 6-point Likert scale

The quantitative data would be collected from the questionnaire and then be inputted into the SPSS software to conduct the descriptive analysis dealing with categorical data ((1) *St.D* - (6) *St.A*) for the purpose of calculating the total percentage of the 10th GGP who manifests their SRC. Because the SPSS can only deal with numerical data when it comes to make a comparison between the *independent variable* (gender), all students' responses in the questionnaire would be transformed into the numerical data in the range from 1-6 as in Figure 1 and then the mean score would be calculated. The qualitative one is recorded and transcribed from the interview. Finally, both types of data would be compared so that the researcher could give more comprehensive explanation about the SRC of the 10th GGP in learning English grammar.

High schoolers are my targeted population group owing to their superior English comprehension skills. Participants in the study will be picked from 13 tenth grade classes at a high school in the center of Gia Lai province with the total of 611 students (317 males and 284 females).

To identify specific distinctions in learning methods, English awareness, logical reasoning, and linguistic capabilities between male and female 10th graders, I also carefully inspected the differences and similarities between the two gender groups. In this vein, the researcher could suggest some necessary improvements in teaching methods which is suitable for each gender group.

Understanding the SRC of students from different gender groups would be advantageous to teachers with the aim of assisting and instructing students in their learning process.

4. Findings and Discussion

4.1. SRC of Gia Lai high schoolers in learning English grammar

4.1.1. In terms of commitment control

Table 1. Results for CMT of 10th GGP in learning English grammar

Items Students' Answers	Items					
	CMT1	CMT2	CMT3	CMT4	CMT5	CMT
Agree	83.3%	85.5%	67.3%	70.4%	71.5%	75.6%
Disagree	16.7%	14.5%	32.7%	29.6%	28.5%	24.4%

In the CMT, there are five items with distinctive characteristics described in Table 1 above. 75.6% of the 10th GGP state that they frequently use CMT in their English grammar study. Although there are some students who cannot reflect their CMT clearly, this is just a small number ranging from 14.5 to 32 percent of the total of each item.

As it is presented in Table 2 above, the 10th GGP can all establish their own personal goals for learning English grammar. Setting a specific period of time in advance and maintaining their daily or weekly learning schedules are

some ways applied by the 10th GGP to keep reaching for their goals.

Table 2. Students' responses to the CMT in learning English grammar

Students' responses to their CMT	
CMT1 (Setting goals)	"Entering my favourite university is my prime goal at this time." - (Audio recording 4 - A female student)
CMT2 (Try insistently to achieve goals)	"Setting goals beforehand, ... helps me follow the right direction... gives me the purpose of learning English grammar..." - (Audio recording 14 - A male student)
CMT3 (Setting a specific period of time for their goals)	"...in the period of one to two years, I will be able to achieve my goal" - (Audio recording 5 - A male student)
CMT4 (Attaining goals according to learning schedules)	"Giving myself different English grammar tests every week..." - (Audio recording 14 - A male student)
CMT5 (Consciously monitoring progress in learning grammar)	"...after each lesson and depending on the results of the tests I will see how much progress I have made" - (Audio recording 13 - A male student)

4.1.2. In terms of metacognitive control

Table 3. Results for MTC of 10th GGP in learning English grammar

Students' Answers	Items				
	MTC6	MTC7	MTC8	MTC9	MTC
Agree	71.1%	73.1%	64.1%	63.1%	67.9%
Disagree	29.1%	26.9%	35.9%	36.9%	32.1%

Table 4. Students' responses to the MTC in learning English grammar

Students' responses to their MTC	
MTC6 (Suffering procrastination)	"...every grammatical structure has its own usage which is quite puzzling and not easily applicable" - (Audio recording 11 - A female student)
MTC7 (Getting distracted)	"The noises surrounding me often get me distracted..." - (Audio recording 2 - A male student)
MTC8 (Overcoming procrastination)	"...study in groups in which there are the friends who have got better skills than me in learning English" - (Audio recording 3 - A female student)
MTC9 (Adopting methods to focus on learning)	"...I usually use an app which sets a specific period of time to track my learning process..." - (Audio recording 18 - A female student)

The typical features of four main items in the MTC are illustrated in Table 3 above. The number of 10th GGP who are confident in their ability to resist procrastination or distraction when they learn English grammar is approximately 67.9%. Besides, about 32.1% of them cannot handle with the barriers like distracting factors or hesitation.

As in Table 3, approximately 71.1% to 73.1% of the 10th GGP reported have experienced the procrastination and distraction during their English grammar learning. Around 26.9% to 29.1% of them report that they can avoid the distracting tendency.

A large number of the 10th GGP, roughly 63.1% to 67.9%, can utilise effective methods for avoiding procrastination and maintaining their focus on learning. Due to the difficulties of dealing with procrastination and distraction, about 32.1% to 36.9% of the 10th GGP cannot figure out any solutions for these problems.

4.1.3. In terms of environmental control

Table 5. Results for ENV of 10th GGP in learning Grammar

Items Students' Answers	ENV 10	ENV 11	ENV 12	ENV 13	ENV 14	ENV 15	ENV
	Agree	75.7%	55.4%	70%	69.4%	72.6%	67.5%
Disagree	24.3%	44.6%	30%	30.6%	27.4%	32.5%	31.6%

Table 6. Students' responses to the ENV in learning English grammar

Students' responses to their ENV	
ENV10 (Devising methods for controlling over the learning environment)	"...have my headphones on and listen to relaxing or study music..." - (Audio recording 2 - A male student)
ENV11 (Eliminating negative and reinforcing the positive factors)	"...an appropriate learning environment is where there are the friends supporting each other in learning..." - (Audio recording 12 - A female student)
ENV12 (Adjusting to new learning environments)	"...study in groups in which there are the friends who have got better skills than me in learning English" - (Audio recording 3 - A female student)
ENV13 (Finding or creating optimal learning environments)	"...study in the places like the school library or at home" - (Audio recording 14 - A male student)
ENV14 (Identifying and eliminating distractions in the learning environment)	"... learning in a noisy environment..., I will find another place which is more peaceful and less noisy to study" - (Audio recording 1 - A male student)
ENV15 (Identifying and fixing the problems in the learning environments)	"...distracting factors like smart phones, notifications ... I usually turn off my phone..." - (Audio recording 19 - A female student)

The ENV includes six items (ENV10- ENV15) explained clearly in Table 5. The proportion of 10th GGPs who believe they can control their learning environment in learning English grammar ranges from 55.4% to 75.7%, whilst 24.3% to 44.6% of them are not confident about their ability to regulate their learning environment.

As shown in Table 6, the 10th GGP is capable of devising actions to have control over their learning environment or adapt to the unfavourable ones. They can also eradicate the negative determinants in their learning environment, but they cannot strengthen the positive ones. However, they are able to select the most beneficial learning environment for them.

4.1.4. In terms of emotional control

Table 7. Results for EM of the 10th GGP in learning English grammar

Items Students' Answers	EM16	EM17	EM18	EM19	EM20	EM
	Agree	58.7%	73.3%	66.9%	60.8%	70.2%
Disagree	41.3%	27.7%	33.1%	39.2%	29.8%	34%

Table 8. Students' responses to the EM in learning English grammar

Students' responses to their EM	
EM16 (Getting disappointed and giving up learning)	"...I easily get disappointed, lose interest and I even want to give up" - (Audio recording 16 - A female student)
EM17 (Managing feelings)	"...take a short break every time I feel too stressed" - (Audio recording 18 - A female student)
EM18 (Adopting effective methods to cope with stress)	"...I will choose soft music to listen to every time I feel stressed..." - (Audio recording 16 - A female student)
EM19 (Immediately overcoming stressful feelings)	"...start with the easy or favourite parts...then move to the more complicated sections" - (Audio recording 20 - A female student)
EM20 (Making my grammar learning more enjoyable and effective)	"...find a way to entertain myself such as drawing, listening to music, playing games in a short time..." - (Audio recording 18 - A female student)

The EM consists of five items expressed concisely in Table 7. When it comes to stress in studying English grammar, the number of 10th GGPs who demonstrate their capacity to regulate their moods goes from 60.8% to 73.3% while about 27.7% to 39.2% of them cannot handle it.

Despite the fact that a very high proportion of 10th GGP believes that their methods of dealing with stress in English grammar study are successful, some of them cannot deal with stress for reasons of adopting ineffective methods.

Even though most of the 10th GGP supposed that they can quickly overcome the bad sensations associated with studying English grammar, some female and male 10th GGP are unable to deal with them instantly. A large number of the 10th GGP are really good at making their learning more interesting.

4.1.5. In terms of satiation control

Table 9. Results for ST of 10th GGP in learning English grammar

Items Students' Answers	ST21	ST22	ST23	ST24	ST25	ST
	Agree	69.4%	66.8%	63.7%	70.2%	61.1%
Disagree	30.6%	33.2%	36.3%	29.8%	38.9%	33.8%

Table 10. Students' responses to the ST in learning English grammar

Students' responses to their ST	
ST21 (Restoring interest in learning)	"... I will watch interesting English videos on YouTube" - (Audio recording 4 - A female student)
ST22 (Minimizing boredom in learning)	"... pick the easy parts to learn first and then continue with the harder parts" - (Audio recording 13 - A male student)
ST23 (Confidently overcoming satiation)	"... communicate with the foreigners effectively as well as assisting me in pursuing my future goal of becoming a tour guide ..." - (Audio recording 2 - A male student)
ST24 (Consciously managing satiated feeling)	"...find out what my main purpose of learning English grammar...I can feel interested in what I am studying" - (Audio recording 18 - A female student)
ST25 (Sorting out the problems in learning)	"If I feel bored..., I will change my study method" - (Audio recording 3 - A female student)

The features of five items in the ST are clarified in Table 9 above. The percentage of 10th GGP who exhibit ST during the English grammar learning process is statistically significant, ranging from 61.1% to 70.2% while about 30.6% to 38.9% of them do not explicitly exhibit this competence.

The majority of 10th GGP respondents can give their own methods to minimize boredom and stimulating interest in their English grammar learning.

A large number of the 10th GGP participants can not only show a strong interest in mastering English grammar but also be aware of the benefit and their aims, which proves that they can definitely continue to pursue their goal without being affected by satiation.

Nineteen of the twenty interviewees can recommend appropriate solutions to sort out the problems when they study English grammar.

4.2. Similarities and differences in SRC between male and female 10th GGP in learning English grammar

4.2.1. Similarities

a. In terms of environmental control

Table 11. Mean scores of ENV according to gender

Mean score of ENV							
Items	ENV 10	ENV 11	ENV 12	ENV 13	ENV 14	ENV 15	ENV
Male	4.4	3.8	4.1	4.1	4.2	4.1	4.1
Female	4.3	3.7	4.2	4.1	4.2	4.1	4.1

The mean score of the male and female 10th GGP ENVs is 4.1, which is considered slightly agree on a 6-point Likert scale. Both genders can suggest methods to adjust to the uncomfortable environment like listening to study music for relaxing or finding more peaceful places.

Both genders can recognize negative variables in their learning surroundings, such as sounds from their friends' conversations or from the public but they cannot propose the solutions to deal with the problems.

Both male and female 10th GGP students can not only modify their disadvantageous learning surroundings to more supportive ones, but also look for an appropriate location to study English grammar (at home, at friends' houses). Furthermore, they can tackle the issues in the learning environment by turning off any kinds of gadgets causing interruption or choosing the right time of the day to study.

b. In terms of satiation control

The mean score of the ST group is recorded as 4, corresponding to *slightly agree* - the fourth point on the 6-point Likert scale. This number is exactly the same between the two gender groups of male and female 10th GGP.

When the male and female 10th GGP get bored during English grammar learning, both groups can carry out some actions to arouse their interests in learning English grammar (listening to music, taking a break, changing their learning methods). Most of students from the two gender groups can overcome satiation in learning English grammar thanks to their awareness of the role of learning in the future.

Table 12. Mean scores of ST according to gender

Mean score of ST						
Items	ST21	ST22	ST23	ST24	ST25	ST
Male	4.2	4	4.1	4.1	4	4
Female	4.1	4	4	4.1	4	4

4.2.2. Differences

a. In terms of commitment control

Table 13. Mean scores of CMT according to gender

Mean score of CMT						
Items	CMT 1	CMT 2	CMT 3	CMT 4	CMT 5	CMT
Male	4.6	4.6	4	4.1	4.2	4.3
Female	4.8	4.7	4	4.1	4.2	4.4

The mean score of the CMT between the male and female 10th GGP is quite dissimilar (4.3 - *slightly agree* and 4.4 - *agree*). While there are lots of female students usually track their progress in learning English grammar, some male 10th GGP don't know how to assess their progress. During English grammar learning process, the male students seem to be confused when it comes to reaching for their goals.

b. In terms of metacognitive control

There is a tiny disparity between the mean score of the male and female 10th GGP, reported as 4.3 and 4.1, respectively, matching the fourth point on the 6-point Likert scale, which is slightly agreed. This indicated that the males tend to manifest their MTC more frequently than the females.

Although most of the male and female 10th GGP usually procrastinate or being distracted while they are learning English grammar, a small number of females can overcome these tendencies easily as opposed to the males.

Table 14. Mean scores of MTC according to gender

Mean score of MTC					
Items	MTC6	MTC7	MTC8	MTC9	MTC
Male	4.4	4.4	4.5	3.8	4.3
Female	4	4.1	3.9	4.2	4.1

The females 10th GGP are actually not good at dealing with the procrastination in comparison with the males. Females are more likely to use more effective ways to increase concentration in learning English grammar than the males. Though a tiny number of men can also recommend a few ways for concentrating on their studies.

c. In terms of emotional control

Table 15. Mean scores of EM according to gender

Mean score of EM						
Items	EM 16	EM 17	EM 18	EM 19	EM 20	EM
Male	4.1	4.4	4.5	4.4	3.9	4.3
Female	4.5	3.8	4	3.9	4.5	4.1

The EM group's mean score from the male 10th GGP (4.3) is a bit higher than that of the females (4.1). Although the mean score of the EM from the male and female group both presented their *slight agreement* with the employment

of EM during their English grammar learning, the higher mean score from the male group witnessed in Table 15 in comparison with the female one demonstrated that males seem to be better at handling their emotions than females.

Despite the fact that both are affected by the negative feelings in learning English grammar, most of the male 10th GGP confidently can deal with stress while some females cannot. On the contrary, the females are better in making their English grammar study more entertaining than the males. The males 10th GGP tend to adopt more useful methods of dealing with stress, but the ones that some females using are ineffective for their English grammar learning.

5. Conclusion

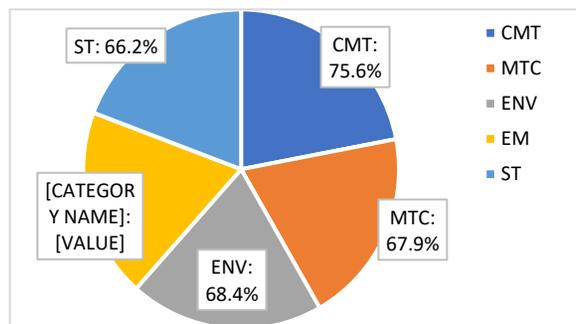


Figure 2. Percentage of the utilization of the 10th GGP's five sub-SRCs

One general finding is that the CMT and the ENV are the two most prominent SRCs demonstrated during the 10th GGP's English grammar learning process. The MTC stands at the third place and the EM and the ST are the two least in the utilization rate.

In terms of CMT, most of the 10th GGP can put forward their prime goals, assess their own progress and maintain regular learning schedule. With regard to MTC, the 10th GGP can overcome the procrastination tendencies and keep on learning. Regarding the ENV, the 10th GGP possess the capacity to modify their learning environment. In terms of EM, the 10th GGP could cope with the negative feelings. When it comes to ST, the 10th GGP could maintain their interests in their English grammar learning.

The male and female 10th GGP all set clear goals, establish regular progress assessment and maintain daily learning schedules. A significant number of male and female 10th GGP influenced by sounds or distracting elements in their study environment often pick the peaceful places for studying. Listening to English songs, changing the learning methods or thinking of the benefits of their learning to deal with boredom and satiation are popular among both male and female 10th GGP students.

In terms of MTC and EM, there are certain discrepancies between male and female 10th GGP's SRC. Some female 10th GGP students are unsure on how to prevent procrastination whilst the males can get over it. Female 10th GGPs, on the other hand, perform better than men in adopting appropriate ways for increasing focus. Males, on average, can overcome bad emotions, but females cannot. Some female 10th GGP can make their learning become more interesting as opposed to the males.

In conclusion, the findings of this research can be

beneficial for teachers in gaining deeper insights into their students' SRC in learning English grammar and for high schoolers in practicing controlling these abilities in order to facilitate their learning. It is also hoped to contribute to the improvement of teaching and learning English grammar of Vietnamese high schoolers.

REFERENCES

- [1] Z. Dornyei, *Motivational Strategies in the Language Classroom*, Cambridge University Press, 2001.
- [2] D. H. Schunk and J. A. Greene, *Handbook of Self-Regulation of Learning and Performance*, Routledge, 2018.
- [3] M. Pawlak, *Investigating English Language Learning and Teaching*, Faculty of Pedagogy and Fine Arts and Adam Mickiewicz University Press, 2008.
- [4] M. Pawlak, *New Perspectives on Individual Differences in Language Learning and Teaching: Second Language Learning and Teaching*, Springer, 2012.
- [5] R. L. Oxford, *Teaching and researching language learning strategies: Self-regulation in context*, Routledge, 2017.
- [6] C. S. Carver and M. F. Scheier, *Attention and self-regulation: A control theory approach to human behaviour*. Springer-Verlag, 1981.
- [7] K. D. Vohs and R. F. Baumeister, *Handbook of Self-Regulation: Research, Theory, and Applications*, The Guilford Press, 2004.
- [8] W. T. Tseng and Z. Dornyei and N. Schmitt, "A new approach to assessing strategic learning: The case of self-regulation in vocabulary acquisition", *Applied Linguistics*, Vol. 27, No. 1, 78–102, 2006.
- [9] A. Bandura, *Social foundations of thought and action: A social cognitive theory*, Prentice Hall, 1986.
- [10] D. H. Schunk, *Self-regulated learning and academic achievement*, Lawrence Erlbaum Associates, 2001.
- [11] P. R. Pintrich, "A conceptual framework for assessing motivation and self-regulated learning in college students", *Educational Psychology Review*, Vol. 16, No. 4, 385-407, 2004.
- [12] B. J. Zimmerman, *Handbook of self-regulation*. Academic Press, 2000.
- [13] R. Singh, "Controversies in Teaching English Grammar", *Academic Voices: A Multidisciplinary Journal*, Vol. 1, 56–60, 2011.
- [14] A. Sekelj and I. Rigo, "Teaching English Grammar in Primary School", *Tabula, Journal of the Faculty of Humanities*, Vol. 9, 188–199, 2011.
- [15] Center for Educational Communication, "Ministry of Education and Training", 2019, [Online]. Available: <https://moet.gov.vn/tintuc/Pages/tin-tong-hop.aspx?ItemID=6123> [Accessed 10/05/2023].
- [16] D. Van Dao, "Some Vietnamese students' problems with English grammar: A preliminary study", *HPU TESL Working Paper Series*, Vol. 6, No. 2, 37-55, 2008.
- [17] T. V. Son, *English in Primary Education in Sweden and Vietnam: Teaching practices, learner outcomes and out-of-school exposure*, Centre for Languages and Literature, 2018.
- [18] T. V. Son, "Procedural and Declarative Knowledge: The Swedish and Vietnamese learners' acquisition of knowledge in English grammar, and Pedagogical Implications", *International Journal of TESOL & Education*, Vol. 2, No. 1, 238-250, 2022.
- [19] A. Pinter, *Teaching young language learners*. Oxford University Press, 2006 & 2017.
- [20] D. Nunan, *Teaching English to young learners*. Anaheim University, 2010.
- [21] H. Kyngäs and P. Kaakinen, *The Application of Content Analysis in Nursing Science Research*, Springer, 2020.
- [22] K. N. Sloman, "Research trends in descriptive analysis", *The Behaviour Analyst Today*, Vol. 11, No. 1, 20–35, 2010.
- [23] Z. Ali and B. S. Bala, "Basic statistical tools in research and data analysis", *Indian journal of anaesthesia*, Vol. 60, No. 9, 662-669, 2016. doi:10.4103/0019-5049.190623
- [24] T. Nemoto and D. Beglar, "Likert-scale questionnaires", *JALT 2013 conference proceedings*, 2014.
- [25] R. Likert, "A technique for the measurement of attitudes", *Archives of psychology*, Vol. 22, No. 140, 5-55, 1932.