



Exploring Secondary Efl Students' Motivational Beliefs Of Self-Regulated Learning Through Teacher's Speaking Task

Radenal Prihandy¹, Sumarta², Totoh Tauhidin Abas³

^{1,2,3}Universitas Singaperbangsa Karawang

Abstract

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This study aims to find out students' motivational beliefs in doing speaking tasks. The participants were six 11th graders in Jakarta who were categorized by low and high speaking proficiency. This study collected data from the Motivated Strategies for Learning Questionnaire (MSLQ) interview. The researcher adapted semi-structured interviews based on the indicators of MSLQ. The results showed students' motivational beliefs that Low-proficient students obviously have less motivational beliefs oriented on score values as their motivation, and high-proficient students have high motivational beliefs oriented on their ability to progress to their future goal orientation. These motivational beliefs demonstrated the importance of goal orientation in encouraging learners' motivation and the promotion of the important use of motivational beliefs on students in doing teacher-speaking tasks.

Keywords: *Student Motivational Beliefs, MLSQ, Teacher Speaking Task*

(*) Corresponding Author: 1910631060043@student.unsika.ac.id

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INTRODUCTION

Students' motivation and regulation are needed to maintain the learner in the study in achieving the student's goal orientation. It also serves to gain their interest in learning. According to Zimmerman (2002), students who know their concept of learning are more easily motivated than those who struggle with understanding. Somehow, it shows their interest in learning. More interesting learning will improve students' achievement in learning. Self-regulated learning seems as a mechanism to help explain achievement differences among students and as a means to improve achievement (2005). Motivation emphasizes the idea that potential students' behavior will depend on the achievement of students as well as the value of the target goal (Shin, 2018). In the scope of social-cognitive, Eccles & Wigfield (2002); cited in (Burić & Kim, 2020), stated in their research that in achieving their goal in learning, several important things can completely help the learner in their progress such as motivation, motivational beliefs, values, and goals.

Students' motivation can be shown based on some factors. Students will be highly got motivation in small-group learning, whereas the traditional whole-class (Ingle, 2007; Kwan, 2015). The other factor comes from teachers and parents. However, teachers and parents are the closest people that can boost the learner's confidence with attention and support. Teachers and parents who support active participation provide meaningful self-relevant decision-making opportunities, cultivating intrinsic motivation (Mageau et al., 2015; Reeve & Cheon, 2021; Bureau et al., 2022). The other common factor is the learner itself, known as self-efficacy. For example, the learner who had struggled with an experience of failure and feeling

unconfident to pass the exam. If students remind themselves that their peers are also struggling or that it was not their fault that they were struggling in an exam (Heckhausen et al., 2010; cited in Keyserlingk et al., 2022). Besides that, the success that the learner gets will boost confidence. Sharon (2011) concluded that self-efficacy and the use of self-regulatory strategies are reflexively positive. It shows that several factors motivate learners to become enthusiasts for achieving their goals.

In creating motivational fields, SRL can create values for students through the use of specific tasks. The suitable topic that students need will create motivation and positively impact the learner. Wigfield and Eccles (2020) define values concerning the qualities of different achievement tasks and how those qualities influence the individual's desire to do the tasks. For this reason, students are going to do the tasks without any pursuit and pressure and beliefs that they can perform well as long as they enjoy the tasks. Furthermore, the task value had reliability in anxiety. Somehow, anxiety is able to show the students' motivation according to the task. Anxiety influences the students' performance directly and indirectly (Lavasani et al., 2014; cited in Valle, 2021). In other words, the value components focus on the role of intrinsic, achievement, and utility values to the student and address the question, "Why do I want to do this task?" (Valle et al., 2021; Dietrich et al., 2017; Schunk et al., 2014). In this case, it's important for the learners to influence their task value and gain an interest in the task to understand their learning goals.

Some previous researches discuss about motivational beliefs of SRL which focused on technique, achievement, and also writing and reading tasks are popularly get researched. A recent study conducted by Romrome & Mbato (2022) focused on exploring EFL students' motivation in essay writing beliefs depending on three motivational indicators. The following research conducted by Bai & Wang (2021) focused on determining students' motivational beliefs and strategies in applying SRL in a writing class.

Despite the potential benefits of students' motivation beliefs in English language classrooms, there is a lack of research on students' motivational beliefs in doing speaking tasks. This research purposes to address this gap by exploring students' motivational beliefs of self-regulated learning in doing teacher speaking tasks.

METHODS

A qualitative design focused on a case study was used in this study design to find out a phenomenon about students' motivational beliefs in real situations. Nikolov (2001), to get learners' perspectives of various student motivations, qualitatively investigated is required to get the data depending on their learning experience. the case study was needed to help the researcher understand the case about how students' motivational beliefs of self-regulated learning through teachers' speaking tasks. In order to measure students' motivational beliefs of SRL,

the Motivated Strategies for Learning Questionnaire (MLSQ) will be used. It was adapted from Pintrich (1991) that revised by Fukuda (2019). The original MLSQ consists of 15 factors, six indicators from motivational beliefs, and nine learning strategies. This research, only the motivational beliefs elements have been used.

The participants were collected by one class from eleventh grade and sorted depending on their English proficiency. It was chosen because the participants want to know the difference of their point of view of the motivation beliefs. There are six students indeed for this research, three of the students being less-proficient learners and three being more-proficient learners

RESULTS & DISCUSSION

Results

The main findings of this research are explained thematically, including low-proficient and high-proficient motivational beliefs in doing teacher speaking tasks.

1. Low proficient learners' motivational beliefs of teacher speaking task

According to Fukuda (2018a), self-efficacy and goal orientation acquired by low-proficient students shows low score motivation. The data will provide in each indicator of value components.

Extrinsic Dominant in Value Components

The researcher found related data to intrinsic goal orientation that all of the low-proficient students feel challenged by the task given by the teacher. They didn't mention their reason for it. Intrinsic goal orientation shows students' intrinsic motivation for engaging in speaking tasks assigned by the teacher. Belonging to the student's motivation, it showed that low-proficiency students feel challenged. They still have the motivation to do the task even though it is difficult for them.

"Yes, it's challenging enough" (L1)

(Vignette 01)

"It's challenging enough" (L2)

(Vignette 02)

"This task is challenging enough to me" (L3)

(Vignette 03)

From the data above, the lack of motivation to learn from low-proficient students indicated they have less interest in the task given. The highlighted word "enough" means that they still have the capability to finish the teacher speaking task. The low-proficiency students indicated they have the motivation to do the teacher's task as well as others. In the observation field, it showed that they were willing to perform or answer the question when the teacher pointed and called to the students to speak, and they could answer it even had struggled to speak.

On the other side of goal orientation, the extrinsic goal orientation of low-proficient students is more dominant than their intrinsic goal orientation. Extrinsic goal shows students' external motivation to engage in the task. Depending on

extrinsic goal orientation, it indicated that low proficient students must have external factors that are considered as forced or voluntary encouragement to engage in tasks given by the teacher.

"Because task from the teacher" (L1)

(Vignette 04)

"Because the teacher asks me to answer the question" (L2)

(Vignette 05)

"To get the score, so I did the task" (L3)

(Vignette 06)

The interview sample above indicates that students seemed like they were being forced because of the educational demands that must be fulfilled to pass the task. From the data, it is known that the teacher's task plays an important role for the learner to prevent their motivation in learning. Besides that, the task given by the teacher builds their motivation to keep doing the task even if the learners are forced to get a score. According to the observation results, students with low-proficient levels rarely participate in classroom activities. Moreover, even being forced, the learners still deny that they can't do the task. It supports the interview data, which means the learner engaged in the classroom if they had a task to do or when the teacher asked them to answer the question given to them.

Static task engagement in Value components

The task value reflects how students respond to the task. The response's result can be the task's importance and usefulness to each individual. In low-proficient students, the task value has no deep usefulness or future impact. It is clear that the students understand the task is an opportunity to finish the task and their scores need. They have the same response that tasks are important to do to get grades.

"Get a good score and pass out" (L1)

(Vignette 05)

"That's for sure, I will fight to get the best (score)" (L2)

(Vignette 06)

The interview data above shows that low-proficient learners still being motivated to get good scores. But, the students with low proficiency did not care about the impact of doing the tasks given by the teacher in the future. It means that they have short-term motivation aimed at academic needs. This certainly cannot maximize the function of the tasks given by the teacher. However, they have the motivation to continue participating and doing the assignments.

Less effort in expectancy components

In control beliefs reflect the learner's perspectives on the importance of the relationship between their effort and learning outcomes. Low proficient students said their reason with similar meaning about the effort already taken towards the speaking task.

"Yes, because the more we try to learn, it will give us what we want." (L1)

(Vignette 07)

“Yes, I believe in my efforts. For example, I will try to give good grades” (L2)

(Vignette 08)

Refers to the responses above, students believe their effort will positively impact themselves. It seemed they gave their effort to the speaking task. The outcomes that L1 expect isn't described as well as L2. Based on their effort, the data shows the learners have expectancies towards the effort. Students feel they didn't waste their effort without any outcomes. In contrast to their response, based on the observation table of the appendix in control beliefs column. It displays the data that low proficient students were indicated used to deny a chance that the teacher gave to show their performance in the class. In brief, low proficient students didn't apply more effort.

Lack of confidence in expectancy components

Self-efficacy data collected from low-proficient students showed a lack of confidence in doing the task. Furthermore, they often seemed to participate in the task that they believed they could complete. Self-efficacy shows that student expectancies for success depend on the speaking task.

“Yes, after I learn I can do the task well on time.” (L1)

(Vignette 09)

“Because I study” (L2)

(Vignette 10)

Based on the data above, low-proficient students can reach self-confidence after they learn the lesson. In that case, they are less engaged to the task directly, and they seemed that they have to get an example of the task about how or what to do to complete the speaking task. They felt confident and believed they could do or apply the lesson after passing the speaking task. It is supported by the observation data in the self-efficacy column that shows the low proficient learner would like to participate after their friends raise a hand to perform. It can be concluded that low-proficient students have less confidence in their abilities. They convince themselves through their peers, who directly show them how to complete or perform the speaking tasks.

Students' Anxiety of Affective Component

This part concerns student anxiety, such as being worried or having negative feelings that may affect the student's performance in the speaking task. Based on the interviews, student responses provided information about their anxiety in doing or performing teacher speaking tasks.

“I have. When I did a presentation or story there were some words that were wrong in pronunciation.” (L1)

(Vignette 11)

“Yes, I often feel my friends have better pronunciation” (L1)

(Vignette 12)

“Yes, I ever felt like that” (L2) (L3)

(Vignette 13)

Low proficient learners indicated having high anxiety towards the speaking task. The anxiety that happens in L groups is commonly affected by external factors. They have worries that they can do the task as well as their friends. It also indicated that their worries make them afraid of being wrong. Negative feelings had an impact on their learning performance in doing the teacher speaking task. Based on the interview above shows that learners with low proficient levels have felt or even often feel have worries about being afraid of being wrong and not giving as good results as other friends.

2. High proficient learners' motivational beliefs of teacher speaking task

According to Fukuda (2018a), self-efficacy and goal orientation acquired by high-proficient students shows high motivation score. The data will provide in each indicator of value components.

Balance Intrinsic and Extrinsic Value Components

The researcher found related data to intrinsic goal orientation that all high proficient students feel challenged by the task given by the teacher. Belonging to the student's motivation, it showed that high-proficiency students feel challenged and are highly motivated to do the speaking task.

"It is quite challenging because not only it requires us to pronounce correctly, but also for us to speak, to think while we speak and we have to order the words. To order the words when we talk. So, it is a pretty challenging thing to do." (H1)

(Vignette 14)

"Quietly challenging, for example, like earlier I was in class in front of my friends, because sometimes what is in the brain and in the mouth is different, so sometimes it's not in sync." (H2)

(Vignette 15)

"The speaking task was quite challenging for me because, when speaking in front of many people, I felt worried and anxious if I made a mistake." (H3)

(Vignette 16)

The data above shows high motivation toward students' feelings about the task. From the data, the high proficient students are also interested in being engaged and completing the speaking task. They feel challenged because they realize their own struggle in speaking. They have high motivation to upgrade their ability by using the task. In the observation field, it showed when they started to speak. They seemed to think before they started to speak. As well as their engagement, they also indicated that they have a high interest in the speaking task. They always seemed to try to participate in the task.

As well as intrinsic goal orientation above. High-proficient students have a correlation between extrinsic and intrinsic goal orientation. Depending on extrinsic goal orientation, it indicated that high-proficient students have similar goals of extrinsic and intrinsic. They have high motivation towards their development in speaking.

“My main goal which is to improve my English because I don't want to be left behind as English has become a very important language to use nowadays.” (H1)
(Vignette 17)

“I keep doing this because in order to mastering this language, I gotta speak” (H3)
(Vignette 18)

“I keep motivates on speaking assignments is I want to be someone who is good at public speaking without making mistakes.” (H2)
(Vignette 18)

The extrinsic goal orientation of high-proficient students has widely goal targets than intrinsic. In intrinsic, they want to solve every problem that they have. In extrinsic, they create a target based on it. It is supported by the interview results data above which shows that the external factor that comes to them is their expectancies for the future. To achieve their goal, they keep improving their skill for speaking tasks.

Dynamic task engagement Value Components

In high-proficient students, the task value is useful for their future impact. The reason for the student's task is obviously for their improvement.

“The task is very important because it is like a great because it will be impactful for my future and also my daily use so this so the task is very important for me” (H1)

(Vignette 20)

“From my point of view, if I have studied it, this task will definitely help me improve my skills.” (H2)

(Vignette 21)

According to the interview data above, the research found that high-proficient learners are motivated to create a chance for themselves in the future. They really need the skill to afford the task. They believe that the importance of the task can provide for being good students, which mastering the skill that is related to the task, speaking. It also shows that they have motivation for their future aspect such as carrier, social, and academic. The observation data provided that they took participated frequently.

High effort in expectancy components

In control beliefs high proficient students reflect their perspectives on the importance of the relationship between their effort and learning outcomes. High proficient students have a lot of expectancy outcomes as well as the effort that they spend.

“I do believe that my effort will give me a positive outcome because I believe that when everyone does a full effort on their favorite things, it will not disappoint the outcome. It will exceed their outcomes. So, if I do it effortful, I believe that it will give me the undissapointing outcome that I wanted. Okay, so the example for it is when I do my English task with heartfully and genuinely.” (H1)

(Vignette 22)

“Yes, for example. My speaking skill much better than before” (H2)

(Vignette 23)

“I strongly believe that effort will produce positive results, just as I try to study for exams and get satisfactory grades.” (H3)

(Vignette 24)

Refers to the responses above, students believe their effort will positively impact themselves. It seemed they made an effort to do the speaking task. Based on their effort, the data shows that the learners have expectancies towards the effort. Students feel they will get outcomes as well as the effort. It is supported by the observation that they try to catch every chance to get practice, whether it's true or false.

High confidence in expectancy components

Self-efficacy data collected from high-proficient students shows high confidence in doing the task. Furthermore, they always try to participate in the speaking task. They believe that their ability can help them to complete the task well.

“Yes, I do believe because I believe that I am competent in improving and also developing my speaking skill. And by having the ability, I believe I will complete the task with a great result.” (H1)

(Vignette 25)

“Obviously” (H3)

(Vignette 26)

Based on the data above, high-proficient students have a high confidence in doing the teacher speaking task. They feel confident because they think they already learn enough and believe in their capabilities to finish the task. They also have confidence in the score that they will get later. Moreover, they always engaged in the classroom activities and finished all of the tasks perfectly; they seemed they did not regret taking the speaking task because they believed they could do it well. If the answer goes wrong, they learn something from their fault. It is supported by the observation data in the self-efficacy column that shows the high-proficient learner would like to take participate in a whole times classroom. It can be concluded that highly proficient students have high confidence in their abilities.

Students' Anxiety of Affective Component

This part concern of student anxiety, such as a feeling of being worried or negative feelings that may affect the student's performance in doing the speaking task. Based on the interviews, student responses provided information about their anxiety in doing or performing teacher speaking tasks. High proficient learners indicated having anxiety towards speaking. The supported data is retrieved below.

“I have, when I learn overnight, but the lesson that I take in the class isn't same as the exam.” (H3)

(Vignette 27)

“Yes, a few months ago, I think my friends did better than me” (H2)

(Vignette 28)

“To be honest, the answer to this is not really because not to brag or something, but most of my friends has the same, like not significantly different results compared to mine. And so, I feel like we all deserve the results that we got, but it is never enough. So yes, I ever feel that my result is not as good as my friends.” (H1)

(Vignette 29)

The anxiety that comes to high-proficient learners is from external factors such as worries of what they learn is not same as the test and friends. They have worries that they can't do the task as well as their peers. It also indicated that high-proficient learner has a competitive attitude. Their worries make them afraid of being unperfect. In case their friend can do the task perfectly. But the negative feelings didn't have a meaningful impact on their learning performance in doing the teacher speaking task. Based on the interview above shows that learners with high-proficient levels still have anxiety over their ability to do the task or even often feel that they are worried about being afraid that the result is not as good as friends.

Discussion

Looking at the students' motivational aspect, goal orientation, self-efficacy, test anxiety, task value, and control beliefs are factors that influence students' motivation. According to Zimmerman (2015), the forethought phase describes that self-efficacy, goal orientation, and task analysis are included in self-motivational beliefs. To measure students' motivational beliefs, Pintrich (1990) stated that self-motivational beliefs provide finding self-efficacy, test anxiety, task value, and goal orientation. This study serves different characteristics of students' motivation depending on students' proficiency level that involves self-motivational beliefs aspects of teacher speaking task. Based on the observations that the researcher has done and the interviews, the researcher has explored the motivation of less proficient and high-proficient students of teacher speaking tasks.

Heading to six indicators of motivational beliefs, low proficient students encountered low motivation regarding self-efficacy, goal orientation, task value, control beliefs, and test anxiety. Based on observation data, low-proficient students often need encouragement from their friends to get involved in the task. It is supported by interview data that low proficient students are concluded to be more dependent on extrinsic than intrinsic goal orientation. A study conducted by Fukuda (2019) also found similar results, which explained that extrinsic goal orientation was more prominent than intrinsic. The difference is the goal orientation of the students studied. Based on the data in this study, extrinsic goal orientation in low-proficient students deeply focuses on the scores they want to achieve on assignments and exams. In contrast with Fukuda (2019), some students focus on their needs of the job targets to be achieved.

Refers to findings, high-proficient students had balanced intrinsic and extrinsic goal orientation. Both complement each other to create a correlation that links the two. Intrinsic goal orientation owned by high-proficient students affects extrinsic.

When they have problems, they make it a reason to develop their abilities to get perfect results. In contrast with low proficient students, high proficient students' goals refer more to developing their abilities rather than grades. A Similar result was also found by Fukuda (2019) high-proficient students had strong intrinsic and extrinsic.

Between low and high proficient students shows how the students engaged and thought to the task. For low-proficient students, task value has a high correlation with extrinsic goal orientation. Because task value becomes a reference for low-proficient students so that they remain involved in classroom activities. Low-proficient students want good grades but need extrinsic factors such as teacher force or encouragement from peers. It can be concluded that the teacher speaking task does not provide changes to low-proficient students in motivational beliefs of SRL. Moreover, low-proficient students have low motivation when engaging in learning. It has a similar result in Valle, N (2021). The task didn't help the students to increase their motivation. Meanwhile, high-proficient students are motivated by the task. They considered that the task was impactful. In order to improve their skills, they realized the function of the task can help them even in or out of the classroom.

The students explained they are experienced in giving effort to the task of their academic achievement. According to Barry (2021), the results showed that students with higher effort earn good achievement. In this study, the data concluded that both groups have the same beliefs where they think if they are effortful will get what they want. But, based on real-time observation data, the effort that given by low proficient students isn't related to their opinion. As described in the findings, low proficient students often deny the teacher instruction to perform or do the task. In brief, the low-proficient student had low effort than the high-proficient students.

In that case, low proficient students indicated low confidence over high proficient students. The confidence indicated students' self-efficacy about how students' beliefs in their ability to complete the task. Confidence encourages high-proficient students for being participate while the class running. In contrast, low-proficient students who more passive belong to the task. Based on research by Fukuda (2019), the participant obviously showed the attitude of "can do" and "cannot do" between high and low proficient students. Eccles, J. & Wigfield, A. (2019) showed that interventions designed to increase students' task value and motivation can improve their academic performance and engagement.

Despite the positive motivation above, both groups have negative feelings which affect their self-motivational beliefs. They have anxiety about their speaking task performance. Moreover, each group had the same factor that caused anxiety, worrying that they did not get good results. The obvious anxiety that low-proficient had was afraid of making a mistake. It has similar data to Khosim (2020) and Fukuda (2019), which found high anxiety in every student.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that low and high-proficient students have different motivational beliefs in doing teacher speaking tasks. The differences have been shown in the value and expectancies components. In the value component, low proficient students show extrinsic, which is more dominant than intrinsic goal orientation. And have static engagement in the task given by the teacher. High-proficient students show a balanced goal orientation on intrinsic and extrinsic and dynamic task engagement. When doing tasks, they have high motivation, which causes their desire to always play an active role in order to be involved in the tasks given by the teacher.

In expectancy components, high-proficient students showed high effort and confidence toward the task. Somehow, they believe their ability will increase as well as they spend the effort to achieve their goal. Besides that, they have confidence in themselves that they can complete the task perfectly, in contrast to low-proficient students who show low effort and confidence. In control beliefs, their response to the interview does not reflect the observation data, which means they have low effort but wanted good outcomes. It also shows that they have low confidence because they feel worried about being at fault and do not give a good result as high proficient learners.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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