

EFL Students' Motivation in English Learning and Self-regulated Language Learning Habits: A Study at Hanoi Law University

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ABSTRACT

Motivation and Self-Regulated Learning are two fundamental components that have consistently been found to account for learning achievement. Few studies have identified the assumed relationships between learner motivation and self-regulation in English language study. This study aims to investigate motivation in English learning as well as self-regulated language learning habits among EFL students from different majors of study at Hanoi Law University, and make some suggestions to improve students' learning motivation and SRLLB. A total of 138 EFL junior and senior students from five majors at Hanoi Law University took part in the study. The research utilized an online questionnaire with sufficient reliability to gather data. The valid responses collected were analyzed to achieve the desired aims. The results indicated that the surveyed students had more intrinsic motivation than extrinsic motivation, showing that they had high self-efficacy and most of them were positively motivated and promoted to regulate English learning behaviors. In addition, some significant conclusions have been drawn from the research.

Keywords: Self-regulated learning; motivation, EFL students; English Language Learning; Hanoi Law University

1 Introduction

In today's world, English has become more than a medium of communication, but a useful instrument for international commercial activities. As a result, a number of private and international schools have been established to keep up with the growing worldwide English trends, and an increasing number of students have enrolled in English classes to improve their English for different purposes. However, the main problem students are facing is the lack of motivation in English learning and self-regulated language learning habits in classroom. It is evident that many of them are not always willing to take part in class activities or make effort in completing learning tasks, thus failing to achieve learning goals. This problem can be attributed to them not having enough learning interest and persistence in fulfilling assignments and study projects. In addition, they do not know how to properly manage their time and learning environment, evaluate their learning activities and effectively apply learning strategies. Another issue among the students is they are unable to self-regulate their learning habits, thoughts or feelings and administer their assessment before and after the process of learning. As a consequence, they fail to obtain the required level of English proficiency.

In the context of HLU (Hanoi Law University), if the students do not have true love and passion, they would not have enough perseverance to face difficulties that might lead to depression. It has been observed that using mobile phones or talking during class still happens frequently during English lessons. Students are also likely to be distracted because of having to sit all day in front of a computer screen when learning online. They can be disturbed by online games in a virtual learning environment without any supervision and rigid management from teachers or parents. To be more specific, many students do not volunteer to answer the teacher's questions. Most of them keep silent during class without expressing their own opinions



or asking further questions. In fact, these students are shy to speak in public in order to avoid feedback from the teacher and peers. Jackson (2002) identifies that some of the reasons why students remain silent include unease and concerns about wrong responses, indolence, reluctance to participate in student-centered learning, shyness, roadblock, sacrilege, and preferring larger group practice. Regarding their behaviors in learning English, most of the students learn English in a stereotyped and compulsory way. In particular, they are often afraid when being asked about their English proficiency, and possibly have a negative attitude towards learning English when having to cram grammar and vocabulary to take the exams. Besides, they might feel disappointed if not seeing the immediate benefits of learning English or studying progress, leading to the fact that they end up losing interest and attention in their studies. In reality, the students often set unrealistic goals beyond their learning capabilities. If they spend little time studying English, they could not realize such goals as speaking English like a native person or going abroad to study.

2 Literature Review

2.1 Motivation

Long ago, many people paid attention to the emotions and behaviors of humans in different situations in life. For instance, many psychologists considered that human activities expressed emotions and preferences to achieve their goals. However, these activities come from a definition called "Motivation" - a word with various definitions.

Abraham Maslow (1943, p.69) supposed that a person's attempt to meet five essential needs: physiological, safety, social, esteem, and self-actualization, resulted in motivation, which creates internal pressure to behaviors. Following the achievement of Maslow, Lance Armstrong (1996) exemplified and described motivation as the influences that account for the initiation, direction, intensity, and persistence of behavior. However, Woodworth stated that motivation is "the state of the individual that predisposes him to certain conduct in pursuit of a goal." So, what is the most basic and comprehensive definition of "motivation"? Motivation has as many faces as there are human desires. According to Wasserman T, Wasserman L (2020, p.93-101), they consider that motivation is what explains why people or animals begin, continue, or stop doing something at a specific time. Motivational states are typically viewed as internal forces that cause an agent to want to engage in goal-directed activity. Different mental states are said to compete with one another, and only the strongest state dictates behavior." This indicates that people can be motivated to accomplish something yet not follow through. The most prevalent mental state that motivates humans is desire. Motivation can also come from other states, such as thoughts about what one should accomplish or goals. Motivation is also the process by which goal-oriented behaviors are initiated, guided, and maintained. It is what motivates people to take action, whether it is to quench their hunger with a drink of water or to obtain information by reading a book.

The biological, emotional, social, and cognitive variables that activate behavior are all part of motivation. The term "motivation" is widely used in ordinary speech to describe why someone does something. It is the force that propels human behavior.

Motivation encompasses not only the elements that activate behaviors, but also those that direct and maintain these goal-directed activities (though such motives are rarely directly observable). As a result, scientists may easily infer the reasons why people behave the way they do based on observed actions. (Nevid JS, 2013.)

2.2 Intrinsic Motivation and Extrinsic Motivation

2.2.1 Intrinsic Motivation

There exists a wide diversity of motivation systems in living organisms and humans in particular which conclude intrinsic motivation. Intrinsic motivation is used for distinguishing between internal and external rewards. Similar to motivation, intrinsic motivation has many different definitions which depend on other fields and other scientists. "Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence, it is not due to any anticipated reward, deadline, or outside pressure. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (Ryan & Deci, 2000, p.56). More simply, Coon D and Mitterer JO offered a definition: "Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potential". intrinsic motivation appears in many aspects of life which sometimes is not clear that people can not realize. Consider the time when someone reads a new article. If they are reading it because they are interested in the field of the article or simply want to know more about the content of the one, it expresses that they are acting upon intrinsic motivation.

Intrinsic motivation may be used in all areas of life and is a powerful tool for improving performance. People can better inspire themselves and others by focusing on the internal rewards of an activity, such as satisfaction and happiness. Here are 5 studies that describe intrinsic motivation's potency.

- Intrinsic motivation aids persistence: Prosocial motivation is defined as a desire to defend or enhance the well-being of others without seeking personal advantage. When intrinsic motivation is high, prosocial drive and persistence are affected. This study implies that it does, as it strengthens the two's bond. In the study, firemen who reported high levels of both prosocial and intrinsic motivation went on to work significantly more overtime hours per week over the course of two months, demonstrating greater perseverance. The desire to help others has led to increased effort and perseverance.
- Intrinsic motivation boosts employee engagement: According to a 2012 study by Cho and Perry, intrinsic reasons have three times the influence on employee engagement as extrinsic motives. Intrinsic motivation was found to be positively associated with employee happiness and, predictably, adversely associated with leave. That correlation became significantly stronger when there were higher degrees of managerial trustworthiness and goal orientation. Other studies have found that intrinsically motivated employees are more likely to be highly engaged and involved in their work, as well as to be more willing to step up and take responsibility. For example, Kuvaas & Dysvik (2009) found that intrinsically motivated employees were more likely to be highly engaged and involved in their work, as well as to be more willing to step up and take responsibility.
- Learning that is intrinsically motivated is more effective: One of the outcomes of Grand Valley State University's research was that the level of intrinsic motivation and how much the student wants to learn are linked. It improves the entire learning process if kids learn because it is meaningful and pleasurable for them, rather than because they are concentrated on achieving high grades or impressing someone. This does not have to be the case, according to Thomas Malone and Mark Leeper (1987). They identify a number of distinct approaches to creating intrinsically fulfilling learning environments. People are intrinsically motivated to engage in activities for the sake of engaging in them, rather than to get an external reward or avoid an external penalty. The terms "fun," "interesting," "captivating," "enjoyable," and "intrinsically motivating" are all used to characterize these activities.

2.2.2 Extrinsic Motivation

Extrinsic motivation is derived from outside influences. Organismic integration theory (OIT) was established by Deci and Ryan (1985) as a sub-theory of SDT to explain how extrinsically motivated behavior is governed.

Extrinsic motivation occurs when people are motivated to perform a task or engage in an activity in order to receive a reward or avoid punishment. In contrast to intrinsic motivation, which arises from within the individual, extrinsic motivation is focused purely on outside rewards. Extrinsic motivation manifests itself in the following behaviors:

- Studying to achieve a decent grade.
- Participating in sports to win prizes.
- Participating in a scholarship competition.
- Using a store loyalty card to earn points, discounts, and prizes while shopping
- Providing a reward, such as a special treat or a toy, for youngsters who complete their schoolwork.
- Maintaining a consistent wage while performing things that individuals despise at work.

People that are extrinsically motivated will continue to do something even if it isn't fun or rewarding in and of itself—for example, doing something at work that isn't enjoyable or gratifying in order to make a living. Each of these actions is driven by a desire to receive a reward or avoid an undesirable outcome. People engage in an action not because it is enjoyable or rewarding, but because they want something in return or to avoid something unpleasant.

Extrinsic motivation may be more effective than intrinsic motivation for some people. This form of motivation may also be more appropriate in some circumstances. For some people, the benefits of external incentives are enough to motivate them to keep performing a good job. Others are more motivated by cost-benefit analysis.

Extrinsic incentive works best when the reward is used sparingly enough to keep its effectiveness. The value of the gift may be reduced if the reward is given in excess. The over justification effect is a term used to describe this phenomenon.

The over justification effect occurs when pupils are rewarded for an activity, they already enjoy so frequently that they lose interest. In one study, researchers assessed how 20-month-olds reacted to material gifts against social praise or no reward. The group that received monetary rewards was found to be less inclined to perform the same acts of kindness in the future. As a result, the over justification effect could start as early as childhood.

During the study, some children were awarded for using felt-tip pens. This was something they had already expressed an interest in. The participation of other youngsters in this activity was not rewarded. After being rewarded several times, the reward group no longer wanted to play with the pens. Those who were not rewarded for their participation in the study nonetheless enjoyed playing with the pens.

A meta-analysis from 1994 found little evidence to support the conclusions of the 1973 study. The long-term enjoyment of activities was found to be unaffected by extrinsic motivation. However, a follow-up meta-analysis published in 2001 found evidence to back up the 1973 theory.

2.3 Self-Regulated Learning Behavior

Self-regulated learning is an active, constructive process in which students define learning goals and then seek to monitor, regulate, and control their cognition, motivation, and behavior, led and constrained by their goals and the environment's contextual elements.

According to Berger, Kofman, Livneh, and Henik (2007, p.257), the idea of self-regulation has been defined in a variety of ways in the literature, depending on the theoretical viewpoints from which it has been

investigated. They believe that a broader definition would be that self-regulation refers to "the ability to monitor and modulate cognition, emotion and behavior, to accomplish one's goal and/or to adapt to the cognitive and social demands of specific situations." This term refers to a group of monitoring systems that underpin the ability to self-regulate, rather than a single process. Self-regulation of emotion differs from self-regulation of cognition, which may or may not include overt behavior management.

Self-regulation, according to Zimmerman (2002, p.65), is not a mental capacity or a skill for academic success; rather, it is the self-directed process by which learners transform their mental abilities into academic skills. Learning is considered a proactive activity that students engage in rather than a concealed event that occurs as a result of teaching. Self-regulation is defined as the ability to control one's own thoughts, feelings, and behaviors in order to achieve one's objectives.

Furthermore, Wolters, Pintrich, and Karabenick (2003, p.2) define self-regulated learning as an active, constructive process in which learners set learning goals and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and environmental features. According to Nückles, Hübner, and Renkl (2009, p.259), self-regulated learning is the ability to positively govern and impact one's learning processes. Learners take personal initiative, use strong tactics to achieve personally meaningful learning goals, and assess their understanding to identify and eliminate any comprehension issues.

2.4 Research Questions

The survey was designed to answer the following research questions in order to meet the study's objectives:

1. How motivated are Hanoi Law University students about learning English?
2. What are the self-regulatory learning habits of Hanoi Law University students?

3 Methodology

3.1 Pedagogical Setting & Participants

HLU is considered one of the top-ranked universities training law and legal matters. To satisfy the requirement of teaching and learning and to help students regulate their learning behaviors and develop their desire to improve their English learning standard, lecturers are obliged to use appropriate teaching approaches and grasp learners' psychology. English is a compulsory subject at university for both English-major and non-English-major students, with such modules as General English, Basic Legal English, and Advanced Legal English. English lecturers at HLU find it difficult in teaching the students without learning motivation, regardless of the teaching approaches they applied. As a result, especially among non-English majors, lecturers must support their students' attitudes and beliefs in order to develop their sense of acceptability or comfort and order.

The research sample includes 138 students at Hanoi Law University, aged between 18 and 24 years old. The participants include 72.5% female and 27.5% male, from 5 different majors: General Law (39 students), Economic Law (20 students), International Trade Law (20 students), Legal English (39 students), High-quality program (20 students). The convenience sample, according to Creswell & Creswell (2018, p.212), is a non-probability sample "in which respondents are chosen based on their convenience and availability". In this research sample, students who participated in the survey were voluntary and satisfied with the quality of the survey.

3.2 Design of the Study

The quantitative research approach was created as a tool to evaluate students' motivation and self-regulated language learning habits in order to throw light on the research issues. Quantitative research is a type of

research that emphasizes the quantification of data collection and analysis. It is based on a deductive methodology that emphasizes theory testing and is influenced by empiricist and positivist philosophies. Quantitative research aims to create and use mathematical models, theories, and hypotheses to explain occurrences. According to Creswell and Creswell (2018, p.207), survey research renders “a quantitative description of trends, attitudes, and opinions of a population, or tests for associations among variables of a population, by studying a sample of that population”.

The above study uses a questionnaire (Google Form) to survey students at Hanoi Law University. Google Form is an online web-based application that supports creating forms with the main purpose of collecting data for a survey or registering for an event. The questionnaire of this research consists of three parts: Student demographics, desire for English language learning, and self-regulated language learning practices. In the first part, the researcher surveys students' personal information such as age, gender, major at university and period of time learning English. In the second and third sections, the researcher employed close-ended questions with a five-point Likert scale from 1 to 5 ((1 = completely disagree (CD), 2 = disagree (D), 3 = neutral (N), 4 = agree (A), 5 = completely agree (CA) to examine the students' motivation for learning English as a second language and their ability to self-regulate their language learning activities.

3.3 Data Collection & Analysis

The researchers proceed to collect responses from students after constructing the questionnaire on Google Form and ensure that there are no difficulties with content or form. By publishing surveys on forums and sending mail to Hanoi Law University student groups, students can access the survey questions easily. The researchers encouraged and asked students to log into their Google accounts, reminding them that they only needed to do so once and with complete honesty. After collecting more than 100 responses from students of different majors at Hanoi Law University, the responses were automatically saved and examined on the researcher's Google Drive.

4 Results and Discussion

4.1 Results from the Survey about the Motivation in Learning English of Students at HLU

Table 1 illustrates the students' ratings for 8 items connected with motivation in learning English with five different levels: SD = Strongly Disagree, D = Disagree, N = Neutral, A= Agree, SA = Strongly Agree.

Table 1: *Items of the students' motivation in learning English*

Items	N=138 (F/%)				
	SD	D	N	A	SA
Reading and understanding a new language makes me feel interested	0,7 (1/138)	5,1 (7/138)	15,2 (21/138)	22,5 (31/138)	56,5 (78/138)
I am motivated to learn English because I want to improve my grades.	8 (11/138)	11,6 (16/138)	23,9 (33/138)	23,9 (33/138)	32,6 (45/138)
I want to learn English well because it will be an advantage for future work.	0 (0/138)	1,4 (2/138)	2,9 (4/138)	18,8 (26/138)	76,8 (106/138)

Learning English well helps me prove my ability to family and friends.	8,7 (12/138)	8,7 (12/138)	29,7 (41/138)	21,7 (30/138)	31,2 (43/138)
Learning English makes me confident in communicating with foreigners.	1,4 (2/138)	1,4 (2/138)	9,4 (13/138)	23,2 (32/138)	64,5 (89/138)
I still complete the assigned assignments no matter how difficult it is	4,3 (6/138)	18,1 (25/138)	37,7 (52/138)	18,8 (26/138)	21 (29/138)
I've never stopped learning English because of my grades.	3,6 (5/138)	9,4 (13/138)	26,8 (37/138)	16,7 (23/138)	43,5 (60/138)
I am confident that I can understand the knowledge that the English teacher teaches	2,9 (4/138)	11,6 (16/138)	32,6 (45/138)	26,1 (36/138)	26,8 (37/138)

As can be seen from the table, the items that received a high percentage of rankings for SA (Strongly Agree) are item 1 (56.5%), item 3 (76.8%), and item 5 (64.5%). It indicates that the majority of HLU students, regardless of age and major, are well aware of the importance of English in everyday communication and their future jobs. In addition, survey participants show their interest in learning English when they are likely to read and understand English properly.

It is also clear that the motivation in learning English of HLU students originates from both intrinsic goal orientation and extrinsic goal orientation. However, most of the students derive their motivation in learning English from intrinsic goal orientation. The items on intrinsic motivation such as item 1, item 5, and item 7 have a high proportion of students choosing SA (Strongly agree) and A (Agree). When we behave without any visible external incentives, this is known as intrinsic motivation. We either like a particular activity or regard it as an opportunity to learn, grow, and realize our full potential. When someone is intrinsically motivated, they will finish a difficult work because it is enjoyable and interesting to them. In contrast, extrinsic motivation accounts for a lower percentage with only 2 items: item 2 and item 3. A high percentage of the respondents (76.8%) ranked item 3: "I want to learn English well because it'll be an advantage for future work" as SA (Strongly Agree), while none of them strongly disagreed with this statement.

In brief, the participants show positive attitudes toward their English learning motivation with high figures for A (Agree), SA (Strongly Agree), and N (Neutral) options; as opposed to small percentages of D (Disagree) and SD (Strongly Disagree) ones. It can be concluded that HLU students are motivated to learn English for a variety of reasons.

4.2 Results from the Survey about the Self-regulated Learning Behaviors in Learning in English of HLU Students

Table 2 provides information about the self-regulated learning behaviors of HLU students according to 20 items with five different levels: SD = Strongly Disagree, D = Disagree, N = Neutral, A= Agree, SA = Strongly Agree.

Table 2: Items of self-regulated learning behaviors

Items	N=138 (F/%)				
	SD	D	N	A	SA
I always finish my homework before going to class.	4,3 (6/138)	9,4 (13/138)	29 (40/138)	31,9 (44/138)	25,4 (35/138)
After completing the exercise, I listen to the teachers and friends to receive their comments and ideas	2,2 (3/138)	8 (11/138)	15,2 (21/138)	35,5 (49/138)	39,1 (54/138)
I always read the material before going to class.	5,1 (7/138)	18,1 (26/138)	39,9 (55/138)	22,5 (31/138)	13,8 (19/138)
I actively look for more vocabulary about the topic I'm studying	5,1 (7/138)	13,8 (19/138)	21 (33/138)	29 (49/138)	24,6 (30/138)
I apply the grammar I just learned to make sentences for practice.	7,2 (10/138)	18,1 (25/138)	21 (29/138)	29 (40/138)	24,6 (34/138)
I listen to the radio and watch TV in English to improve my listening and speaking skills.	2,2 (3/138)	5,8 (8/138)	11,6 (16/138)	32,6 (45/138)	47,8 (66/138)
I plan my own schedule to study English	4,3 (6/138)	10,9 (17/138)	20,3 (41/138)	35,5 (31/138)	29 (43/138)
I write words on sticky notes and keep them in easy-to-see places around the house.	16,7 (23/138)	22,5 (31/138)	21,7 (30/138)	17,4 (24/138)	21,7 (30/138)
I take notes on the things I don't understand in English class.	4,3 (6/138)	10,9 (15/138)	20,3 (28/138)	35,5 (49/138)	29 (40/138)
I actively review my documents and notes before each English exam.	3,6 (5/138)	8 (11/138)	21 (29/138)	26,8 (37/138)	40,6 (56/138)
After each test, I often review my answers and underline the mistakes I made	2,2 (3/138)	9,4 (13/138)	21,7 (30/138)	31,9 (44/138)	34,8 (48/138)

Whenever I write an essay in English, I often check for spelling and grammatical errors.	3,6 (5/138)	7,2 (10/138)	16,7 (23/138)	27,5 (38/138)	44,9 (62/138)
I expect perfection in learning English	5,1 (7/138)	6,5 (9/138)	23,9 (33/138)	23,9 (33/138)	40,6 (56/138)
I will not hide my limitations in learning English.	0,7 (1/138)	5,1 (7/138)	21 (29/138)	25,4 (35/138)	47,8 (66/138)
I ask English learners for help when I have problems.	1,4 (2/138)	5,1 (7/138)	15,2 (21/138)	28,3 (39/138)	50 (69/138)
I practice English communication with friends and people around me whenever I have free time.	7,2 (10/138)	20,3 (28/138)	31,2 (43/138)	18,8 (26/138)	22,5 (31/138)
I actively participate in English courses taught by foreigners.	10,9 (15/138)	21,7 (30/138)	37 (51/138)	12,3 (17/138)	18,1 (25/138)
I often go to famous tourist destinations to communicate with foreigners.	23,9 (33/138)	23,2 (32/138)	31,2 (43/138)	8 (11/138)	13,8 (19/138)
I subscribe to English-language channels to improve my English learning.	5,8 (8/138)	5,8 (8/138)	16,7 (23/138)	26,8 (37/138)	44,9 (62/138)
I download English entertainment apps so that I can both entertain myself after stressful studying hours and learn new vocabulary.	9,49 (13/138)	10,9 (15/138)	19,6 (27/138)	21,7 (30/138)	38,4 (53/138)

Looking at Table 2, the majority of students prefer to do their homework before going to class (57.3% for both agreeing and strongly agreeing). 35.5% of the surveyed students agree with the item of preparing vocabulary for the topic of the next lesson, which is the same as those who agree with taking notes of new words in class. In comparison, the students have a neutral attitude about reading materials before going to class, which accounts for about 40%. It is noticeable that the highest percentage of students choosing “strongly agree” as their ranking (47.8%) was for approaching English through social media. Meanwhile, a small percentage of participants do not review mistakes after English tests (2.2% and 3.6% for disagreeing with item 11 and item 10, respectively). The students at HLU generally place a high value on English, as evidenced by the fact that 40.6% of them strongly agree with this statement. It is clear that they often strive for perfection when learning English, which explains why half of them are not hesitant to seek assistance from those who are stronger at English in order to overcome their language barriers.

On the other hand, it could be seen that HLU students do not focus enough on their English skills, especially speaking skills. The figures for those who engage in English communication with their peers and actively participate in courses taught by foreigners were merely 22.5% and 18.1%, respectively. In terms of visiting tourist attractions to communicate with foreigners, most of the respondents indicated a neutral attitude and negative attitude toward this statement. By contrast, the percentages of participants strongly agreeing with subscribing to English channels and downloading English entertainment apps were massive, which suggests that they love activities that have a lot of fun while learning. Overall, HLU students tend to do various activities which are suitable for their English skills.

4.3 Discussion

4.3.1 Summary of Major Findings

There are several limitations to the students' process of learning English that can be drawn from the research. First, HLU students are generally not confident about their English ability. It can be shown by item 8: "I am confident that I can understand the knowledge that the English teacher teachers, which received 32.6% of responses as N (Neutral). Another evident limitation of HLU students is many of them are not really interested in this subject. For item 6: "I still complete the assigned assignments no matter how difficult it is", a pretty high percentage of students chose their response as N (Neutral), which means that they still face obstacles in solving complex English exercises.

Regarding self-regulated learning behaviors, there are two major limitations among HLU students. The first limitation is in the preparation for lessons by reading materials before going to school. Most students maintain a neutral attitude toward this, showing that they do not read documents before class on a regular basis. The second limitation is studying with peers, which is not done much by surveyed students. Johnathan G. Tullis and Robert L. Goldstone (2020, p.36) indicated that when students limit their time studying with friends on their own, they will lose their opportunities to verbalize explanations, which may generate new knowledge. To be more specific, they also do not have a chance to create a common representation of the problem and answer which is essential to practice critical thinking.

4.3.2 The implications of the Research

It can be concluded that most of the motivation of HLU students comes from intrinsic goal orientation. For the reason that intrinsic motivation comes from positive emotions such as joy, confidence, and excitement when doing something; building a positive learning environment is extremely important and necessary for students. It is primarily because they could generate passion and interest in English instead of feeling constrained and depressed.

The researcher found out that the students at HLU have different learning backgrounds, contexts, personalities, and interests. It turned out that not all of the students understand how to effectively monitor, regulate, and control their English learning. Thus, some measures should be implemented to improve their self-regulated learning behaviors in English. Some effective solutions are to set goals for learning English and accomplish these goals, manage time wisely when learning English, and complete English learning tasks independently without anyone's support.

5 Conclusions

The study's most striking conclusion is that a large number of HLU students were extremely driven and self-reliant in their efforts to learn English. Most of them were eager in learning English and well aware of its importance in today's world. It should be highlighted that their intrinsic goal orientation was higher than

extrinsic goal orientation. In other words, HLU students seemed to study due to internal factors rather than external ones. In terms of the findings of the second research question, the students were fully conscious of managing their thoughts, behaviors, or emotions in order to stay on track with their studies. Nevertheless, they did not have good habits of reading materials before going to school, reviewing mistakes after doing tests and learning with their classmates. The research indicated that they did not pay enough attention to practicing their English skills, especially speaking skills. Therefore, a positive learning environment and a strong relationship between teachers and students, and students with other classmates should be built to create favorable conditions for their skills development.

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