XÂY DỰNG BẢNG HỎI VỀ VIỆC SỬ DỤNG CÁC CHIẾN LƯỢC HỌC KỸ NĂNG NÓI TIẾNG ANH TỰ ĐIỀU CHỈNH

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Nghiên cứu này nhằm xây dựng một bảng hỏivề việc sử dụng các chiến lược học kỹ năng nói tự điều chỉnh dựa trên Mô hình tự điều chỉnh chiến lược (S2R) của Oxford (2011). Nghiên cứu được thực hiện với 379 sinh viên (78 nam, 301 nữ) học tiếng Anh như một ngoại ngữ, lựa chọn ngẫu nhiên tại một trường đại học ở Hà Nội. Để xác định độ chuẩn xác về cấu trúc của thang đo, nhóm tác giả đã sử dụng phương pháp phân tích nhân tố khám phá (EFA) và phân tích nhân tố khẳng định (CFA). Theo kết quả EFA, bảng hỏi bao gồm 40 câu theo thang đo Likert 5 mức được chia cho 06 nhóm chiến lược với tổng phương sai trích đạt ,829%, hệ số tải của 40 nhân tố nằm trong khoảng từ 0,922 đến 0,691. Kết quả CFA đã khẳng định kết quả của EFA và các chỉ số cho thấy mô hình có độ phù hợp chấp nhận được (CMIN / df = ,424, CFI = 0,971, GFI = 0,884, RMSEA =0.033 và TLI =0,969). Hệ số tin cậy 0,82 cho thấy mô hình đáng tin cậy. Kết quả cho thấy bảng hỏilà một công cụ khả thi và đáng tin cậy, có thể được sử dụng để xác định các chiến lược học nói ưa thích và mức độ áp dụng các chiến lược đó của người học tiếng Anh như một ngoại ngữ.

Từ khóa: *Language Learning Strategies (LLSs), Self-Regulated Learning Strategies (SRLSs), Strategic Self-Regulation (S2R) Model, Questionnaire development.*

This study aims to develop a questionnaire on the use of self-regulated speaking L2 learning strategies based on Oxford's (2011) Strategic Self-Regulation (S2R) Model. The study was conducted with 379 (78 male, 301 female) participants. In order to determine construct validity, Explanatory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were applied. Depending on the results of EFA, the scale is composed of 40 items on a 5-point Likert scale embedded in 6 dimensions (the total variance explained is 69.829%, factor loadings of 40 items vary from .922 to .691). CFA confirmed the results of EFA, and the findings showed that the model had acceptable fit (CMIN/df = 1.424, CFI = .971, GFI = .884, RMSEA =.033 and TLI = .969). The overall reliability of the model demonstrated that the model is acceptable with a Cronbach's alpha of 0.82. The results show that the scale is a viable and reliable tool that can be used to determine which speaking strategies L2 learners prefer to use and how much they apply those strategies in the English language learning environment.

Keywords: *Self-Regulated Learning Strategies (SRLS), Strategic Self-Regulation (S2R) Model, Questionnaire development.*

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CONSTRUCTING A QUESTIONNAIRE FOR SELF-REGULATED ENGLISH SPEAKING LEARNING STRATEGY USE

1. Introduction

Approximately half a century ago, pioneering investigations by Rubin (1975), Stern (1975), and Naiman, Fröhlich, Stern, and Todesco (1978) sought to elucidate the processes by which proficient language learners acquire languages. These seminal studies yielded a key finding: successful language learners strategically employ effective learning strategies throughout their learning endeavors (Duong, 2012). Subsequently, researchers such as Chamot (2001), O'Malley (1987), and Oxford (1990), as referenced by Nguyen (2022), reported that learners could potentially enhance their language acquisition through the utilization of language learning strategies (LLSs). Following this initial wave of inquiry, numerous researchers globally, motivated by diverse research agendas, undertook investigations into LLSs. Nguyen (2022) observed that certain studies explored the correlation between strategy deployment and language proficiency, exemplified by the work of Griffiths (2003) and Prakongchati (2007), while others, including Yang (2007), Aljuaid (2015), and Duong (2012), conducted comparative analyses of strategy use across genders or examined the interplay between LLS utilization and a range of variables, encompassing gender, second language proficiency, socioeconomic status, academic majors, learning style, learning experience, and motivation, among others

The observed shift from LLS research to self-regulation (SR) studies reflects growing critiques concerning the definitions, categorizations, data collection instruments, and empirical findings within the LLS paradigm. These criticisms, notably articulated by Dörnyei (2005) and Tseng et al. (2006), challenged the validity and reliability of LLS research, thereby fostering increased interest in SR as a more comprehensive and robust framework. Those researchers claimed that the term *language learning strategy* is too vague, ambiguous, and inconsistent and the surveys created to evaluate language learning strategies are neither accurate nor reliable (Rose, 2011). Instead, the term *language learning strategy* was proposed by Dörnyei (2005) to be replaced by *self-regulation.* As such, self-regulation models have been introduced by different researchers, e.g., Dörnyei (2005) and Tseng et al. (2006). In line with this trend, much research has later been conducted using terms such as *strategic learning* and *self-regulation* to avoid the problems of earlier LLS research (Rose, 2012). However, self-regulation has also faced criticism like language learning strategies (Rose, 2011). Moreover, according to Gao (2006, cited in Rose, 2011), the two notions are not conflicting, as "self-regulation is

about looking at the initial driving forces, while strategy research examines the outcome of these forces" (Rose, 2011, p. 95). Therefore, later research should include both the learning strategy and self-regulation in a framework to appreciate the overall picture (ibid). This call has been answered by different researchers such as Rose (2011) and Oxford (2011).

Along with the development of the self-regulated learning (SRL) models, self-regulated learning instruments have been constructed. One of the most popular instruments is the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al. (1991), which focused on the learners' "motivational orientations, self-regulation, and their learning strategy types" (Koksal & Dundar, 2018, p. 340). Other researchers chose to validate the developed SRL instruments, for example, Chen and Lin (2018) or Ngo (2019). Researchers have increasingly integrated Oxford's (2011) Strategic Self-Regulation (S2R) model, a recent development, with the Strategy Inventory for Language Learning - SILL (Oxford, 1990) to develop customized questionnaires for their studies, including Habók and Magyar (2018) or Köksal and Dündar (2018). Each investigator based him/herself on the model and developed a questionnaire containing six sub-scales to investigate the strategy use of a group of participants in a specific context/ situation.

However, to date, there has been a lack of instruments for studying self-regulated strategies in learning specific English skills, particularly in acquiring speaking skills in an English as a foreign language (EFL) context, such as Vietnam. In response to this gap, this study was carried out with the aim of constructinga reliable questionnaire for researching self-regulated L2 speaking learning strategy use in the Vietnamese EFL context.

2. Literature review

2.1. Learning strategies versus self-regulated learning strategies

Across various scholars, the term 'strategies' has been conceptualized using diverse terminologies, including 'directions,' 'approaches,' 'techniques,' 'processes,' and 'methods' (e.g., Oxford, 1990; Rubin, 1975; Stern, 1975). These strategies, whether observable or unobservable, can be employed consciously or unconsciously by learners (Duong, 2012). Essentially, despite the terminological variations, LLSs are fundamentally tools learners utilize to process information and execute learning tasks, ultimately aiming to achieve specified learning outcomes. Common to these definitions is the understanding that LLSs serve to facilitate learning tasks and expedite the language learning process, thereby aiding learners in attaining their learning objectives. Nevertheless, the field still necessitates a more universally accepted definition of LLSs that meets rigorous scientific standards for research purposes.

Moreover, Ellis (1994, as cited in Oxford, 2017, p. 33) concluded that the learning strategy concept is "fuzzy" and that there is a lack of agreement on definitions and concepts. Dörnyei (2005) even suggested that all the studies on language learning strategies should be cancelled because there is no strategy existing, and the concept of *learning strategy* may be better replaced by the notion of *self-regulation,* which refers to how actively the individuals participate in their own learning. Another reason for Dörnyei's proposal of the replacement is that he saw no direct relationship between the use of a particular strategy and success in learning. Therefore, he concluded that the most crucial element of strategic learning is not the precise form of the tactics that students use, but rather their willingness to make a conscious decision to put up creative effort to further their own learning. Since then, many researchers including Nodoushan (2012), Oxford (2011, 2017), and Rose (2012) have paid more attention to the notion of self-regulation.

However, Dörnyei's (2005) proposal faced much criticism, because it "was based on many overgeneralizations" (Pawlak, 2011, p. 34) and "as fuzzy as the strategy concept" (Rose, 2012, p.34). Therefore, there was a need to integrate the notions of self-regulation and existing strategy paradigms.

Acknowledging the problem and recognizing the importance of self-regulation, given that it is a major goal of using L2 learning strategies, Oxford (2017) strongly supported self-regulation. Nevertheless, Oxford (2011) maintained the importance of learning strategies, introducing the concept of self-regulated L2 learning strategies.. The term showed a clear combination of learning strategy and self-regulation. According to her, self-regulated L2 learning strategies are "deliberate, goal-directed attempts to manage and control efforts to learn the L2" (Oxford, 2011, p. 26). She then reconsidered her original concept of learning strategy and then, decided to include self-regulation theory into her SILL (1990), constructing the S2R Model. In the new model, "self-regulated learning strategies have been specified as deliberate, goal-directed attempts to control and manage the foreign language learning process" (Habók & Magyar, 2018, p. 2). Oxford (2011) proposed a model comprising three core language learning strategy categories: cognitive, affective, and sociocultural-interactive. Cognitive strategies facilitate the construction, transformation, and application of L2 knowledge. Affective strategies support learner motivation by cultivating positive emotions and attitudes. Sociocultural-interactive strategies aid learners in communication, social interaction, and identity formation.There are six strategies in the cognitive category, two in the affective and three in the SI.

2.2. Self-regulated speaking learning strategy (SRSLS)

Typically, EFL students learn to speak primarily in classroom settings (Su, 2012) and they have only limited time and opportunities to practice in class with the help of teachers and the cooperation of their classmates. Moreover, both inside and outside of school, students, and even teachers, rarely have the opportunity to have a naturalistic English-speaking environment (Su, 2012. As such, if the students want to have good speaking skills, they have to use self-regulated learning strategies, which were proven to be very useful and important by many researchers.

In this study, we adopted the definition given by Nguyen (2022, p.22) which defined SRSLSs as "complex, dynamic thoughts and actions, selected and used by EFL learners both inside and outside the classroom to regulate multiple aspects of themselves (such as cognitive, emotional, and social) to (a) accomplish speaking tasks; (b) improve speaking performance or use; and/or (c) enhance long-term speaking proficiency". For EFL learners, SRSLSs are crucial because in an EFL environment, speaking is arguably the hardest ability to master (Su, 2012). Yet, results from many studies show that strategies are used differently from individuals to individuals in different cultures. For example, research has shown that of the two groups of learners, Bangladeshi and Japanese, the Bangladeshi learners preferred cognitive and interpersonal strategies (Moriam, 2005). Meanwhile Prabawa (2016) found that for Indonesian students cognitive, metacognitive, and compensation strategies are more useful in learning to speak English. Moreover, Japanese females use more cognitive strategies than males while no gender difference was noted in any strategy category used by Bangladeshi learners (Moriam, 2005). It can be seen that there have been conflicting results regarding the use of self-regulated speaking learning strategies by EFL students.

2.3. Assessment tools of language learning strategy (LLS) and self-regulated learning strategy (SRLS)

Regarding the assessment tools for measuring LLSs, it was noted that Oxford's (1990) SILL has been widely employed to investigate the use of strategies among learners of different languages and English as a second/foreign language (Amerstorfer, 2018). The first benefit is that the inventory was developed based on Oxford's taxonomy which is clear and comprehensive (Amerstorfer, ibid). Moreover, according to Oxford (1996), most of the inventories/ questionnaires made by other researchers done before the SILL possessed no reliable or valid data that had been published while the SILL seems to be the only questionnaire on language learning strategies that has undergone thorough reliability testing and

been verified in a number of different ways. Also, the SILL high reliabilities, ranging from .85 to .95, were shown by much research about both ESL and EFL learners (Oxford, 1996). Amerstorfer (2018) stated that the SILL owed its incredibly widespread use as a tool for self-evaluation and research study thanks to its three basic features of easy-to-understand design, suitability for L2 learners, and researcher-friendliness.

Concurrently with the evolution of self-regulated learning (SRL) models, instruments for measuring SRL have been developed. Notably, the Motivated Strategies for Learning Questionnaire (MSLQ), developed by Pintrich et al. (1991), assesses learners' motivational orientations, self-regulation, and learning strategy types (Koksal & Dundar, 2018, p. 340).. Other researchers chose to validate the developed SRL instruments, for example, Chen and Lin (2018) or Ngo (2019), while there has been an increasing tendency of incorporating Oxford's (2011) newly developed S2R model with the SILL (1990) to construct their own questionnaires, including Habók and Magyar (2018), Köksal and Dündar (2018). Each investigator based him/herself on the S2R model and developed a questionnaire containing six sub-scales to investigate the strategy use of a certain group of participants in a certain context/ situation.

In addition to the SILL (1990), Habók and Magyar (2018) and Koksal and Dundar (2018) developed questionnaires based on Oxford's (2011) hybrid Strategic Self-Regulation (S2R) model. These instruments underwent validity and reliability testing and were subsequently published in peer-reviewed scientific journals. The first questionnaire, the Self-Regulated Foreign Language Learning Strategy Questionnaire (SRFLLSQ), was developed by Habók and Magyar (2018) and contained 34 items, of which eight items are metacognitive, six cognitive, seven meta-affective, two affective, eight meta-sociocultural-interactive, and finally, three sociocultural-interactive. Confirmatory factor analyses (CFA) were conducted through structural equation modelling to see if the hypothesized model fit the S2R Model of Oxford (2011). The results, however, showed an unacceptable model fit "because the affective dimension indicated unfitted estimates" (Habók & Magyar, 2018, p. 7). Köksal and Dündar (2018) also developed a questionnaire to investigate the self-regulated strategy preferences of L2 learners. The authors based themselves on Oxford's (2011) S2R Model of language learning and finally came to the final questionnaire version of 53 questions, which was then distributed to 305 students for data collection. The results went, after that, through the exploratory factor analysis (EFA) for item reduction, and 18 items, which had factor loadings below .32, were excluded. The confirmatory factor analysis (CFA) was used, then, to check the model fit, and, finally, the internal consistency assessment

by using Cronbach's Alpha was to check the scale reliability. Finally, 35 items were embedded in six different groups of factors as in Oxford's S2R model.

Regarding the measurement of self-regulating speaking learning strategies, there seemed to be little research (Nguyen, 2022).. It is therefore necessary to conduct more studies in the field of SLSs and SRSLSs used especially by Vietnamese EFL learners.

3. Methodology

This study's objective is to develop an instrument to investigate self-regulated strategies to learn English speaking skills based on Oxford's S2R Model (2011). The questionnaire adaptation followed the four principles suggested by Mackey and Gass (2005, cited in Duong, 2012), to have straightforward, uncomplicated formats; to have clear, responsive questions; to be reviewed by a number of researchers; and to be tested on a sample that represented the entire population.

3.1. Participants

Participants of this study were 379 students of the English for Specific Purposes Department (ESPD) of a university in Vietnam in their first year. They were students of nine different majors in the three different faculties, including the Faculty of Information Technology (FIT), Faculty of International Studies (FIS), and Faculty of Management and Tourism (FMT) of the University. The students learnt English during their first year in the university, and then they had to meet the English requirements to continue studying their majors, in which English is used as a medium of instruction.

3.2. Questionnaire construction

Firstly, from the literature, a frame for the questionnaire was set following Oxford's (2011) S2R framework with 6 scales, namely cognitive strategies, metacognitive strategies, affective strategies, meta-affective strategies, sociocultural-interactive (SI) strategies, and meta-sociocultural-interactive (meta-SI) strategies.

The adaptation and construction of the SRLS part based on the theoretical framework and analysis of existing questionnaires and related materials, including the SILL (Oxford, 1990), Habók's (2018), Köksal and Dündar's (2018) questionnaires, which incorporated the S2R model of Oxford (2011) with the SILL, and Oxford's (2011).First, suitable items from the SILL were chosen and placed in the six categories. After that, the list of items available from the relevant literature, including Habók (2018), Köksal and Dündar (2018), and "examples of related tactics as reported by learners" (Oxford, 2011, pp. 123-168) were added. Finally, all the items were reviewed by the authors, and fitted to the construct involved in the research.

The developed questionnaire initially comprised 43 items and divided into six

categories: metacognitive strategies (10 items), cognitive strategies (07 items), meta-affective strategies (09 items), affective strategies (06 items), meta-SI strategies (06 items), and sociocultural-interactive strategies (05 items). This part used a 5-point rating scale like the SILL. The scale was valued 1, 2, 3, 4, or 5 in which:

1 = Never or almost never true of me.

2 = Generally not true of me.

3 = Somewhat true of me.

4 = Generally true of me.

5 = Always or almost true of me.

The questionnaire was written in English and then sent to five experts, who had also conducted studies on learning strategies, for informal reviews to check the content validity. After that, the wording was modified to be clearer. Moreover, some items were suggested to be deleted due to the level of clarity of the wording or being ambiguous. As a result, there were some modifications of seven items and deletion of three other items, including one meta-affective strategy item, one affective and one meta-SI. The final questionnaire contained 40 items. Next, all the questionnaire items were translated into Vietnamese which is the mother tongue language of the participants. The translation was proofread and approved by two translators.

In the second phase, the English questionnaire with items accompanied with Vietnamese translations was sent to ESPD students to obtain their comments.. Ten students took part in this stage andstated that it was understandable and that almost all the items were well-constructed. However, all the respondents suggested that the questionnaire was too long with the items both in English and Vietnamese. It was then decided that the questionnaire items would be in Vietnamese only. After being modified, the questionnaire was sent to 200 students from the target population, of which 92 were sent back completed. The results were used to check the reliability of the questionnaire. Cronbach's Alpha was used to check if there was internal consistency among the items. The results showed that Cronbach's Alpha coefficient values were also high, reaching .82. Cronbach's Alpha internal consistency coefficient was .94 for the first sub-dimension of Meta-cognitive Strategies, and the second one of Cognitive Strategies. The score for the third sub-dimension of Meta-Affective Strategies was .90; the fourth sub-dimension of Affective Strategies was .89; for the fifth sub-dimension of Meta-SI strategies was .92, and .93 for the last sub-dimension of SI Strategies. All the values demonstrated the high reliability of the instrument.

After the piloting, other modifications were made, and the questionnaire was sent by email to the target respondents with 401

being returned, 22 of which were then deleted due to several reasons. First, ten responses were excluded for they were sent repeatedly. Then, the other deleted questionnaires were due to the same answer choice for every question. Three other questionnaires contained missing values; however, the values were small (only in the question about the previous English study length), and therefore, those cases were included in the database. Ultimately, 379 questionnaires were deemed valid, a sample size considered adequate based on the criteria outlined by Comrey and Lee (2009).

3.3. Data analysis

Following recommendations by Hinkin (1998), the following analyses were conducted to provide valid evidence for the scale: (a) inter-item correlation analysis; (b) exploratory factor analysis (EFA); (c) confirmatory factor analysis (CFA); and (d) reliability check by Cronbach Alpha. If there were any items suggested for deletion from those quantitative analyses, they would be further investigated through item content analysis with theoretical explanation to reach a decision on item reduction. Last, Cronbach's Alpha was used to confirm the reliability of the scale.

Inter-item correlation analysis was firstly used to ensure that items within a construct are related and contribute to the overall reliability and validity of the measurement tool.

Factor Analysis (FA) was used to reduce a large set of related variables into a smaller, more manageable number of coherent subscales. This process involved EFA to identify the underlying factor structure and CFA to validate the hypothesized model. In EFA stage, criteria including factor loadings above .32 and eigenvalues above 1 were applied to determine significant factors. Following EFA, CFA was conducted to confirm the model fit using indices including CMIN/df ratio, RMSEA, TLI, CFI, and GFI.

Finally, to assess internal consistency, the authors calculated Cronbach's alpha for reliability.

4. Results and discussion

According to the inter-item correlation matrix (Appendix 1), all of the items in the scale showed good interrelations as all of them correlated more than .3 with others, according to the rule suggested by Tabachnick and Fidell (2007). Then, all the items were accepted. Before EFA was done, the factorability of each section in the scale was checked by obtaining the KMO value and Bartlett's Test of Sphericity. For this scale of learning strategies, the KMO value was .897, and Bartlett's test was significant (p =.000), therefore, factor analysis is appropriate.

Table 1: KMO and Bartlett's Test of the Self-Regulated English speaking learning strategies scale

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.897
Bartlett's Test of Sphericity	Approx. Chi-Square	10871.257
	df	780
	Sig.	.000

From the Total variance explained table, six components were extracted, explaining a cumulative 69.829% of the variance. Factor loadings are shown clearly in the Pattern Matrix below. It was noted that factor loadings of all the items met the requirement of being higher than .32. In addition, the loading values were high, ranging from .691 to .922.

Table 2: Pattern matrix of the self-regulated English speaking learning strategies scale

Pattern Matrix[a]						
	Component					
	1	2	3	4	5	6
MCS2	.830					
MCS5	.829					
MCS6	.826					
MCS7	.820					
MCS3	.818					
MCS8	.813					
MCS1	.805					
MCS4	.799					
MCS9	.786					
MCS10	.786					
MAS5		.870				
MAS3		.826				
MAS7		.766				
MAS8		.762				

MAS6	.761				
MAS4	.754				
MAS2	.736				
MAS1	.691				
SIS4		.922			
SIS5		.921			
SIS2		.885			
SIS3		.856			
SIS1		.813			
MSIS5			.919		
MSIS4			.917		
MSIS2			.883		
MSIS3			.834		
MSIS1			.818		
CS6				.878	
CS4				.870	
CS1				.863	
CS5				.862	
CS7				.860	
CS2				.819	
CS3				.786	
AS5					.900
AS4					.899
AS2					.832
AS3					.792
AS1					.747

Extraction Method: Principal Component Analysis.

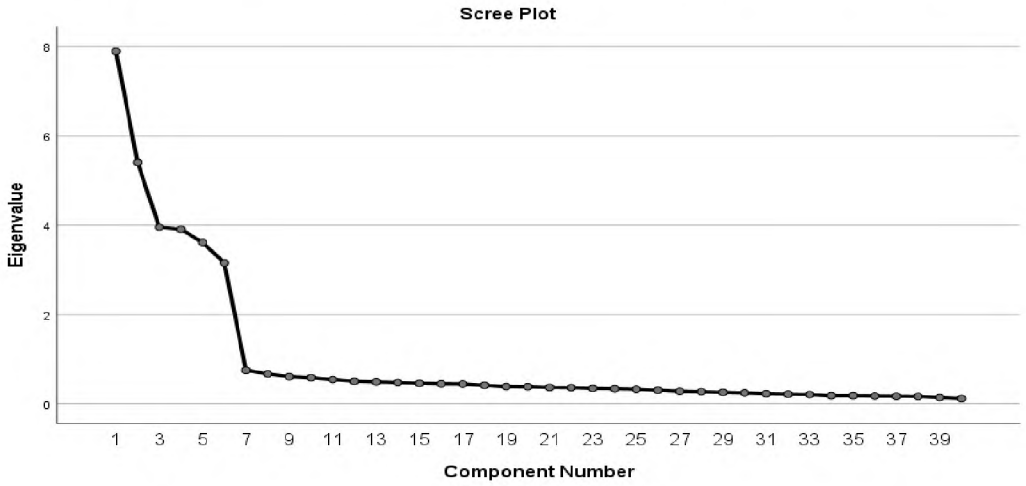
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Then, to confirm the decision, the Scree plot was used, showing a clear curve change at the seventh component. Therefore, six components were decided to

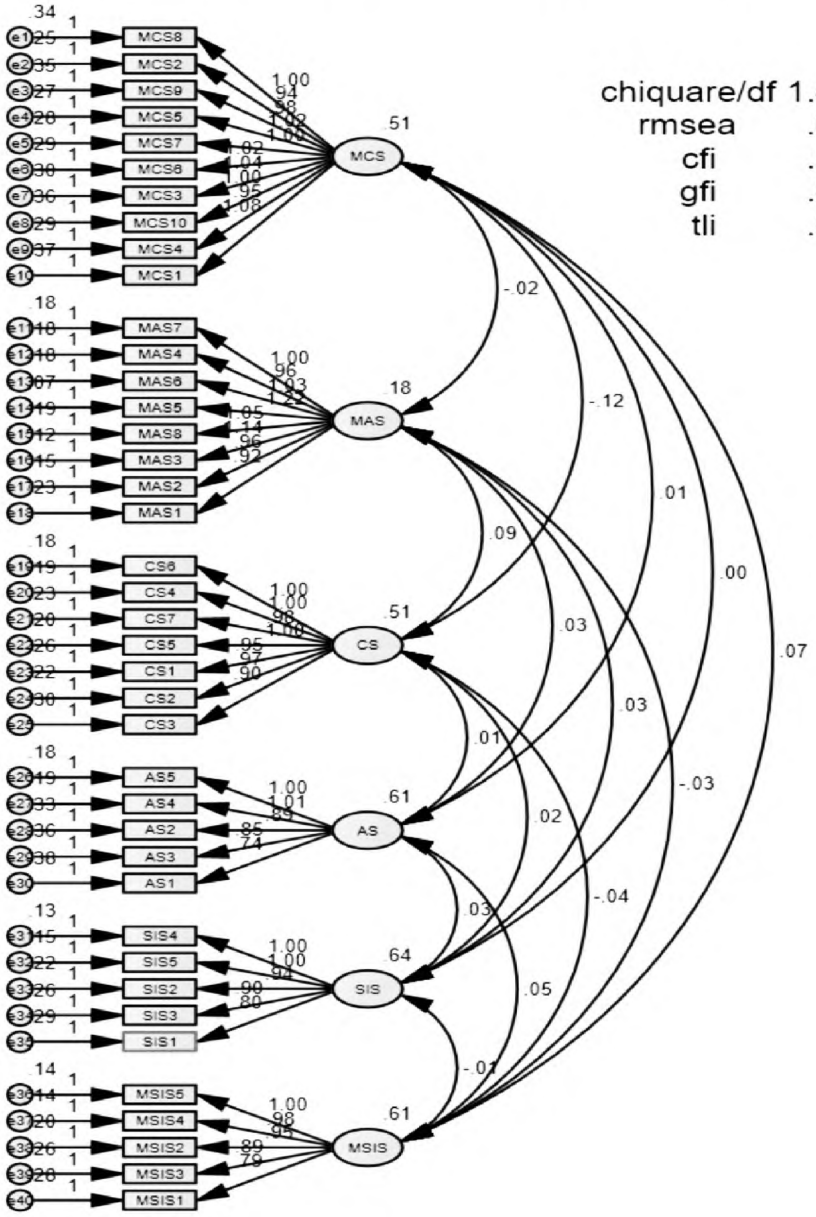
be extracted, which confirmed the decision made by the Eigenvalues. As a result, 40 items were loaded into six components, explaining 69.829% of the total variance, with Component 1 contributing 19.740%, Component 2 - 13.515%, Component 3 - 9.889%, Component 4 – 9.765%, Component 5 – 9.023%, and Component 6 – 7.888%.

Figure 1: Scree Plot for items of the Self-Regulated English speaking learning strategies scale



In the third step, CFA was conducted. The CFA of the Self-regulated speaking learning strategy scale showed a perfect fit as the CMIN/df was 1.424, CFI was .971, GFI was .884, RMSEA was .033 and TLI was .969. Based on the model fit requirement suggested by Hu and Bentler (1999), almost all the CFA results were good or acceptable, except for the GFI. However, according to Doll et al (1994), the questionnaire is acceptable if it has a GFI below .90 but above .80. Therefore, the GFI of .884 can be regarded as acceptable. As a result, it can be concluded that the scale has a satisfactory model fit.

Figure 2: Confirmatory factor analysis (CFA) of the Self-regulated English speaking learning strategies scale



Finally, Cronbach's Alpha of each tentative component was checked to make sure that the items in each component were internally consistent. The internal consistency coefficients of the scale are displayed in Table 3.

Table 3: Internal consistency coefficients for the Self-regulated speaking learning strategy scale

Self-regulated Speaking Learning Strategy Scale	Cronbach's Alfa
1. Metacognitive strategies (MCS)	.94
2. Cognitive strategies (CS)	.93
3. Meta-affective strategies (MAS)	.90
4. Affective strategies (AS)	.92
5. Meta-SI strategies (MSIS)	.87
4. SI strategies (SIS)	.93
Overall value of the Scale	.82

As can be seen, Cronbach's Alpha for the six components was .94, .93, .90, .92, .87, and .92 (>.7), respectively, and for the whole scale was also high, obtaining a value of .82. Therefore, Cronbach's Alpha for the six components and the whole was all acceptable, showing that the instrument was at a good level of reliability.

In comparison with previous studies, the results of the current study align with the findings of Koksal and Dundar (2018), providing additional support for the validation of Oxford's (2011) revised model. The findings of this study serve to further substantiate the proposed framework, demonstrating that the model effectively categorizes language learning strategies into six distinct groups. These include cognitive strategies, metacognitive strategies, affective strategies, meta-affective strategies, SI strategies, and meta-SI strategies. Consequently, the present study reinforces the validity of Oxford's model, confirming its applicability in categorizing and understanding various types of language learning strategies. This confirmation not only supports the robustness of the model but also offers further evidence of its relevance in contemporary language learning research.

5. Conclusion

Over the past 50 years, researchers all over the world have been investigating strategies to learn languages. However, the literature review showed that there was a lack of study on self-regulated strategies instruments, especially in the Vietnamese EFL context. This study, therefore, aimed at developing an instrument to the study of self-regulated L2 speaking learning strategy use in the Vietnamese EFL context.

The instrument with 40 items was developed based on Oxford's S2R Model (2011) and those reliable scales developed by previous studies such as SILL (1990),

Habók and Magyar (2018), Koksal and Dundar (2018). The instrument was checked through EFA for initial item deletion, CFA for model fit, and, finally, Cronbach's Alpha for reliability (Hinkin, 1998). The results showed that the scale is reliable and fits well with the model, embedding in six factors, including metacognitive strategies, cognitive, meta-affective strategies, affective strategies, meta-SI strategies, and sociocultural-interactive strategies.

In conclusion, the instrument appears to be a promising tool in the field of language learning and teaching despite the small sample size. Researchers and practitioners could use the instrument to collect data on their self-regulated learning strategies in different contexts to further see if Oxford's (2011) S2R model works.. Also, to obtain a more representative picture of students' use of self-regulated strategies in learning English speaking skills, a study with a larger sample size is recommended.. Additionally, researchers could check the tool external reliability in other settings. Future research studies could also include EFL major students to make use of this tool.

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