

SELF-EFFICACY AND LANGUAGE LEARNING STRATEGIES IN RELATION TO ENGLISH LANGUAGE PROFICIENCY OF SENIOR HIGH SCHOOL STUDENTS, UNIVERSITY OF BOHOL

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ABSTRACT

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Keywords— Academic self-efficacy, language learning strategies, English proficiency, educational interventions, PISA, Filipino students, senior high school, University of Bohol.

This study investigates the interplay between academic self-efficacy, language learning strategies, and English proficiency among senior high school students in the Philippines, framed by the findings of the 2022 Programme for International Student Assessment (PISA). Despite various educational reforms, Filipino students continue to perform below global averages in key academic areas, underlining persistent educational challenges. The research focuses on the University of Bohol's senior high school students, examining

how their self-efficacy and language learning strategies correlate with their English language skills. The study employs a descriptive quantitative-correlational design, utilizing both self-made and modified questionnaires to assess these attributes among 252 participants. Results suggest a significant



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relationship between students' confidence in their academic abilities and their English proficiency, which is vital for their future academic and professional endeavors. The findings are expected to inform targeted educational interventions aimed at enhancing language skills and overall student outcomes in a global educational context.

INTRODUCTION

English proficiency remains one of the most important competencies among senior high school students, particularly in an increasingly globalized and technology-driven society. Proficiency in English influences students' academic achievement, communication skills, access to information, and future employability. However, in the Philippine educational system, despite ongoing improvements in the curriculum and other language-related programs, concerns remain about students' English proficiency. The 2022 Program for International Student Assessment (PISA) results revealed that Filipino learners continue to lag behind the global average in reading literacy, mathematics, and science, highlighting persistent problems in language comprehension and academic readiness among students (OECD, 2023).

Much research has shown that language competence is based not only on cognitive skills but also on motivational and psychological variables, particularly academic self-efficacy and language learning strategies. Academic self-efficacy is defined as learners' belief in their capacity to organize and execute academic assignments successfully (Bandura, 1997). Students' academic self-efficacy is linked to greater tenacity, confidence, motivation, and resilience in the face of academic challenges. Self-efficacy has been connected with increased involvement in learning activities, stronger self-regulation, and greater academic accomplishment in language learning environments (Sun & Wang, 2020).

Language learning strategies likewise play an important role in the acquisition and development of English proficiency. These strategies include cognitive, metacognitive, compensatory, affective, memory, and social approaches that learners use to process, retain, and apply language knowledge effectively. According to Oxford (2017), language learning strategies help learners become more autonomous and active participants in the learning process. Students who regularly utilize strategic learning approaches are more likely to develop stronger comprehension, communication, and writing skills. Moreover, the integration of self-regulated learning strategies has been found to significantly enhance students' English writing proficiency and overall language performance (Bai & Guo, 2021).

Academic self-efficacy and language learning have been the focus of intensive investigation in educational studies. Students' self-efficacy positively affects academic achievement by increasing learning engagement (Luo et al., 2023). Similarly, Doménech-Betoret et al. (2017) demonstrated

that students' expectancy-value beliefs moderate the association between self-efficacy and academic performance, indicating that students with high self-efficacy are more motivated to participate in meaningful academic assignments. In second language acquisition, Shi (2018) also found that learners with stronger self-efficacy beliefs tended to use a wider range of language-learning strategies and thus achieved better language outcomes. Research has also shown that contextual and instructional factors matter in language learning. Based on the research of Fauzan et al. (2020), high-scoring English learners tend to have adaptable learning styles and strategic learning practices that can boost their academic performance. Meanwhile, Armea et al. (2022) found that English proficiency has a substantial impact on the literary competency of Filipino students, thereby underscoring the need to enhance language instruction in secondary and higher education. Although there is an increasing body of literature on language learning and self-efficacy, only a few studies have investigated the combined effects of academic self-efficacy and language learning strategies on the English proficiency of senior high school students in the Philippine context, especially in Bohol. Most local research either focuses on overall academic performance or on specific aspects of learning English, without exploring the relationship between psychological and strategic learning variables. This disparity suggests the need to explore the relationship among students' opinions about their academic ability, their use of language-learning strategies, and their English proficiency.

The study is grounded on Bandura's Social Cognitive Theory (1997), Ajzen's Theory of Planned Behavior (1991), and Cummins' Threshold Hypothesis (1979) to examine the relationship among academic self-efficacy, language learning strategies, and English language proficiency of the senior high school students in the University of Bohol. Understanding these links may provide useful insights into the development of evidence-based interventions and English-enhancement programs that could enhance students' language competence, academic achievement, and preparedness for the global demands of the academic and professional world.

RESEARCH METHODOLOGY

Design. The study employed a quantitative correlational design to examine the relationships among academic self-efficacy, language learning strategies, and English proficiency among senior high school students. This design was chosen to quantify the strength and direction of the relationships between these variables.

Research Environment. The research was conducted at the University of Bohol, specifically within the senior high school department. This environment was selected for its accessibility to respondents and the relevance of the research topic to students' educational outcomes.

Respondents. The study involved 252 senior high school students selected through purposive sampling to ensure they fit specific criteria relevant to the research questions. This sample size was determined to be sufficient for the analytical methods used and to provide a representative cross-section of the student body.

Research Instrument. Data were collected using a combination of self-developed and previously validated questionnaires. These instruments were designed to measure variables such as academic self-efficacy, language learning strategies, and English proficiency. Before the main study, the instruments underwent a pilot test among a smaller subset of students to ensure reliability and validity. To ascertain the responses, the following scale is observed.

Table 1. *Interpretation for Academic Self-Efficacy*

Scale	Numerical Value	Description	Interpretation
3.25 to 4.00	4	Always	Very High Self-Efficacy
2.50 to 3.24	3	Often	High Self-Efficacy
1.75 to 2.49	2	Sometimes	Low Self-Efficacy
1.00 to 1.74	1	Never	No Self-Efficacy At All

To ensure the responses were definitive, a 4-point Likert Scale was utilized, as indicated below.

Table 2. *Interpretation for Language Learning Strategies*

Scale	Numerical Value	Description	Interpretation
3.25 to 4.00	4	Always	The strategy is always used.
2.50 to 3.24	3	Often	The strategy is often used.
1.75 to 2.49	2	Sometimes	The strategy is sometimes used.
1.00 to 1.74	1	Never	The strategy is never used.

To categorize the respondents' reading skill levels, the scoring system was applied.

Table 4. *Scoring Scale*

Scoring Scale	Description	Interpretation
31-42	Very Good	Reading skills are very high.
21-30	Good	Reading skill is high.
11-20	Fair	Reading skills are low.
0-10	Poor	Reading skills are very low.

Data Gathering Procedure. Data collection was systematically conducted over a period of three months. After obtaining the necessary permissions from

the school authorities and informed consent from the participants, researchers administered the questionnaires in a controlled environment to minimize variables that could affect responses. The process was closely monitored to ensure adherence to the planned procedure.

Ethical Considerations. The study adhered to ethical standards in educational research, including obtaining informed consent from all participants and ensuring the anonymity and confidentiality of responses. The research was approved by the institutional review board at the University of Bohol, which ensured that all procedures followed ethical guidelines.

Statistical Treatment of Data. The collected data were analyzed using SPSS software. Descriptive statistics (mean, standard deviation) provided an overview of the data distribution. Pearson correlation coefficients were calculated to explore the relationships between the variables. Multiple regression analysis was then used to assess the predictive power of academic self-efficacy and language learning strategies for English proficiency.

RESULTS AND DISCUSSION

The respondents were predominantly senior high school students aged 17 to 18, with female students comprising the majority. The distribution between Grade 11 and Grade 12 learners was relatively balanced, while the STEM strand represented the largest proportion of respondents. The diversity of academic strands reflected the varied educational interests and academic orientations of the participants within the senior high school department.

The findings revealed that students generally demonstrated high levels of academic self-efficacy across the domains of knowledge, skills, and attitude. This suggests that learners possess confidence in their ability to accomplish academic tasks and manage learning-related challenges. Strong academic self-efficacy is important because it encourages persistence, motivation, and active engagement in academic activities. The findings support the work of Albert Bandura and subsequent research by Luo et al. (2023), which emphasized that students' confidence in their academic capabilities positively influences achievement by increasing learning engagement.

Students were also found to frequently use various language-learning strategies, particularly metacognitive strategies for planning, monitoring, and evaluating their learning processes. The regular use of cognitive, compensatory, affective, and social strategies further suggests that learners actively employ multiple approaches to enhance language acquisition and comprehension. The findings align with the work of Sun and Wang (2020), who highlighted the importance of self-regulated learning strategies and self-belief in improving English language performance, particularly in writing tasks.

In terms of English proficiency, students demonstrated stronger performance in reading comprehension than in writing. While reading skills were generally assessed at a satisfactory level, writing proficiency remained

comparatively low, indicating ongoing difficulties with written expression, Organization of ideas, and language mechanics. This disparity suggests that students may possess adequate comprehension skills yet still struggle to apply their language knowledge effectively in written communication. Similar findings were reported by Kim et al. (2018), who observed that reading comprehension and writing proficiency, although related, do not always develop at the same rate and may require distinct instructional interventions.

Despite the relatively lower writing proficiency, the respondents generally demonstrated very satisfactory academic performance in the Reading and Writing subjects. The findings imply that strengths in comprehension, classroom participation, and academic engagement may support students' overall academic achievement. Nonetheless, the weaker writing performance underscores the ongoing need for targeted instructional strategies and language-enhancement activities to strengthen students' written communication skills. As emphasized by Nyarko et al. (2018), reading proficiency significantly contributes to academic success, reinforcing the importance of sustained literacy development in improving educational outcomes.

The findings suggest that academic self-efficacy and strategic language-learning behaviors play important roles in students' English-language development and academic achievement. The results further underscore the need for interventions that strengthen writing proficiency while sustaining students' confidence and active engagement in language learning.

Significant Relationship Between the Profile of the Respondents and English Proficiency. The findings revealed that age was not significantly associated with English proficiency, suggesting that learners across age groups demonstrated relatively comparable levels of reading and writing competence. In contrast, sex, grade level, and academic strand showed significant relationships with English proficiency, indicating that these demographic factors may influence students' language performance and literacy development.

Table 3. *Relationship Between Respondents' Profile and English Proficiency.*

Variables	Statistical Test	Test Value	<i>p</i> -value	Decision	Interpretation
Age and English Proficiency	Pearson Chi-Square	3.200	.525	Fail to Reject Ho	Not Significant
Sex and English Proficiency	Pearson Chi-Square	13.943	.001	Reject Ho	Significant
Grade Level and English Proficiency	Pearson Chi-Square	13.942	.001	Reject Ho	Significant
Strand and English Proficiency	Pearson Chi-Square	97.882	< .001	Reject Ho	Significant

Note. Significant at $p < .05$.

The significant association between strand and English proficiency may reflect differences in academic exposure, language demands, and learning experiences across curricular specializations. Similarly, variations across grade levels may suggest the influence of increased academic engagement and language exposure as students' progress through senior high school. The findings support the study of Nyarko et al. (2018), which emphasized the important role of literacy skills in academic achievement and educational development.

Significant Relationship Between the Profile of the Respondents and Academic Performance. The results indicated that sex and academic strand were significantly related to academic performance, while age and grade level were not significantly associated with students' achievement in Reading and Writing subjects. These findings suggest that demographic and academic specialization factors may contribute to variations in students' classroom performance and learning outcomes.

Table 4. *Relationship Between Respondents' Profiles and Academic Performance*

Variables	Statistical Test	Test Value	<i>p</i> -value	Decision	Interpretation
Age and Academic Performance	Pearson Chi-Square	2.548	.863	Fail to Reject Ho	Not Significant
Sex and Academic Performance	Pearson Chi-Square	31.247	< .001	Reject Ho	Significant
Grade Level and Academic Performance	Pearson Chi-Square	1.234	.745	Fail to Reject Ho	Not Significant
Strand and Academic Performance	Pearson Chi-Square	65.866	< .001	Reject Ho	Significant

Note. Significant at $p < .05$.

The significant relationship between strand and academic performance may be attributed to differences in curricular focus, learning demands, and language-related competencies across strands. Meanwhile, the influence of sex on academic performance may reflect differences in learning behaviors, engagement, or study practices among students. The findings are consistent with the study of Ahmed El Refae et al. (2021), which reported that demographic characteristics may contribute to variations in academic achievement across different learning contexts.

The findings highlight the importance of considering demographic and academic factors when developing instructional interventions and language-enhancement programs to improve English proficiency and academic performance among senior high school students.

Correlation Between Academic Self-Efficacy and Language Learning Strategies, English Proficiency, and Academic Performance. The findings revealed a significant relationship between academic self-efficacy and

language learning strategies, suggesting that students with greater confidence in their academic abilities are more likely to use effective language learning strategies.

Table 5. *Correlation Between Academic Self-Efficacy and Language Learning Strategies* $N = 252$

Variables	Statistical Test	p -value	Decision	Interpretation
Academic Self-Efficacy and Language Learning Strategies	Spearman's rho	< .001	Reject Ho	Significant Correlation

Note. Significant at $p < .05$.

Learners who demonstrate greater self-belief tend to engage more actively in planning, monitoring, and regulating their learning behaviors. This supports the findings of Bai and Guo (2021), who emphasized that self-efficacy and self-regulated learning strategies contribute significantly to improved English language performance.

The results showed a significant correlation between academic self-efficacy and English proficiency, indicating that students with higher academic confidence tend to demonstrate stronger language competence.

Table 6. *Correlation Between Academic Self-Efficacy and English Proficiency* $N = 252$

Variables	Statistical Test	p -value	Decision	Interpretation
Academic Self-Efficacy and English Proficiency	Spearman's rho	.014	Reject Ho	Significant Correlation

Note. Significant at $p < .05$.

The findings revealed that self-efficacy may influence students' persistence, motivation, and willingness to engage in language learning activities. This observation aligns with Albert Bandura's Self-Efficacy Theory, which emphasizes that learners' beliefs in their capabilities affect academic behavior and performance.

Table 7. *Correlation Between Academic Self-Efficacy and Academic Performance* $N = 252$

Variables	Statistical Test	p -value	Decision	Interpretation
Academic Self-Efficacy and Academic Performance	Spearman's rho	.044	Reject Ho	Significant Correlation

Note. Significant at $p < .05$.

The findings further indicated a significant relationship between academic self-efficacy and academic performance. Students with stronger confidence in

their academic abilities tended to achieve better classroom performance and learning outcomes. The result highlights the importance of fostering students' self-belief, motivation, and engagement as part of academic development initiatives. Similar findings were reported by Fauzan et al. (2020), who noted that high-achieving learners often demonstrate stronger academic self-efficacy and more adaptive learning behaviors.

Correlation Between Language Learning Strategies and English Proficiency. The findings revealed no significant correlation between language-learning methodologies and English proficiency. This implies that the tactics students employed may not necessarily transfer into higher levels of linguistic competency in the context of the study.

Table 8. *Correlation Between Language Learning Strategies and English Proficiency N = 252*

Variables	Statistical Test	ρ (rho)	p-value	Decision	Interpretation
Language Learning Strategies and English Proficiency	Spearman's rho	.034	.584	Fail to Reject Ho	Negligible, Not Significant Correlation

Note. Significant at $p < .05$.

Variations in students' learning environments, consistency of strategy use, and individual learning differences may have influenced the results. Although previous studies have reported positive associations between language learning strategies and language achievement, the present findings imply that other factors, such as motivation, instructional quality, or self-efficacy, may play a more substantial role in students' English proficiency.

Correlation Between Language Learning Strategies and Academic Performance. The results likewise indicated no significant relationship between language learning strategies and academic performance. The findings suggest that the use of language learning strategies alone may not be sufficient to predict students' academic achievement in Reading and Writing.

Table 9. *Correlation Between Language Learning Strategies and Academic Performance N = 252*

Variables	Statistical Test	ρ (rho)	p-value	Decision	Interpretation
Language Learning Strategies and Academic Performance	Spearman's rho	.117	.064	Fail to Reject Ho	Low Positive, Not Significant Correlation

Note. Significant at $p < .05$.

Academic performance may instead be influenced by broader factors, including study habits, classroom engagement, instructional support, and

learners' confidence in their academic abilities. Similar observations were noted in studies emphasizing that self-efficacy and motivation often exert stronger influence on academic achievement than the mere use of learning strategies.

Correlation Between English Proficiency and Academic Performance.

The data showed a substantial association between English proficiency and academic achievement; students' higher language proficiency is associated with greater academic success.

Table 10. *Correlation Between English Proficiency and Academic Performance*
N = 252

Variables	Statistical Test	ρ (rho)	p-value	Decision	Interpretation
English Proficiency and Academic Performance	Spearman's rho	.153	.015	Reject Ho	Low Positive Significant Correlation

Note. Significant at $p < .05$.

The low, positive, significant correlation ($\rho = .153$, $p = .015$) suggests that students with higher English proficiency tended to demonstrate better academic performance in Reading and Writing subjects. English proficiency may enhance students' comprehension, communication, and ability to process academic content effectively, thereby improving classroom performance. The findings support existing literature emphasizing the important role of language proficiency in students' academic success and overall educational development.

CONCLUSIONS

Based on the summary of findings, the study reveals several key insights:

The findings of this study provide important insights into the academic profiles, self-efficacy, language-learning practices, and English competence of senior high school students in the Philippines. Most of the respondents were aged 17-18, and a large proportion were female (159; 63.1%). The pupils were almost evenly distributed throughout Grade 11 and Grade 12 and across several senior high school streams. The respondents showed high levels of academic self-efficacy in knowledge, skills, and attitude, indicating that they are confident in their academic ability. The students regularly employed a wide range of language learning methods, including memory, cognitive, compensatory, metacognitive, affective, and social strategies, reflecting their proactive attitude towards improving their language skills.

The respondents showed good proficiency in reading comprehension but only fair proficiency in writing, indicating a particular need for improvement in writing skills among the students. The students' academic performance in both reading and writing was generally very satisfactory, with most students performing well.

The study found significant correlations among academic self-efficacy, language learning strategies, English language proficiency, and academic performance. However, no significant correlation was found between language learning strategies and English language proficiency or academic performance. The study's results reveal the need to strengthen the writing skills of senior high school students to achieve a more balanced development of English language skills. It highlights the need for additional support and strategies to improve academic self-efficacy, which is positively associated with English language competence and academic achievement. Further research is needed on other elements that may contribute to the outcomes, offering a broader view on how to support students in their academic and language learning journeys.

RECOMMENDATIONS

Anchored on the findings and conclusions, the following recommendations are offered:

1. The findings and output of this study should be disseminated to the school for the benefit of the students and the academe.
2. The department and English language area coordinator, together with the English language teachers, could conduct workshops and writing activities to improve writing proficiency among senior high school students. This includes regular writing workshops anchored in the DepEd competencies for the Reading and Writing subjects, as well as explicit instruction in writing strategies, given that most respondents have fair proficiency in writing.
3. The subject teachers for Reading and Writing subjects could implement different activities, like a strategy swap, where students will be exposed to various language learning strategies and gain insights into how to use them effectively to promote balanced language learning strategies. This is because respondents demonstrated a strong tendency to use memory, cognitive, compensatory, metacognitive, affective, and social strategies. Moreover, no significant correlation exists between these strategies and English language proficiency or academic performance. Therefore, an enhancement program could promote a balanced use of these strategies to improve language learning outcomes.
4. The guidance center must develop interventions like counseling, mentorship programs, and workshops that focus on building confidence and positive attitudes toward academic tasks. Since academic self-efficacy is positively associated with English language proficiency and academic performance, it is essential to support and enhance students' academic self-efficacy.
5. The Reading and Writing instructors should execute tailored interventions to enhance students' capacity to recall and apply knowledge on Fridays. These tactics encompass frequent, low-stakes

assessments and flashcards; the use of mind maps and concept maps to connect new concepts with existing knowledge; and instructing pupils to respond to complex questions in multiple formats. Supplementing reading comprehension with guided reading sessions, summarization exercises, and vocabulary-enhancement activities will facilitate students' understanding of textbooks. Consistent, formative feedback on students' classroom contributions and written assignments can enhance their confidence and self-efficacy. By focusing on these tactics, students can enhance their recall, understanding, and overall academic self-efficacy.

6. The study indicates that future research may investigate other variables affecting English language competency and academic achievement. Future research could examine the impact of pedagogical approaches, classroom settings, or extracurricular programs on these outcomes to yield a more thorough comprehension. The Proposed English Language Enhancement Program (EEP) from this study should be embraced and implemented alongside the creation of an EEP committee headed by an EEP coordinator.

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