

## “Self-efficacy, Task value and Metacognitive Self-regulation as Predictors of English Language Achievement”

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**Abstract :** The purpose of this study was to determine whether self-efficacy, task value, and metacognitive self-regulation predict students' English language achievement among Vietnamese high school students. In this non-experimental quantitative study, 403 Vietnamese random participants were required to fill out the Motivated Strategies for Learning Questionnaire to measure self-efficacy, task value and metacognitive self-regulation. Criterion for English language achievement was the final grade that students themselves reported. The results revealed that, unlike metacognitive self-regulation, self-efficacy and task value were significantly correlated with language achievement. Moreover, the findings showed that self-efficacy was the only significant predictor of language achievement.

**Keywords :** language achievement, metacognitive self-regulation, predictor, self-efficacy, task value

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