The Important Role of Self-Regulation in Worldwide EFL Learning Contexts

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Abstract

To better cultivate life-long learning characters within EFL learners, they should be well-trained in activating their utmost self-regulation potentials. By becoming more self-regulated academicians, EFL learners will be more capable of controlling their targeted learning environments, resources, strategies, and time in a better purpose to reach the desired learning outcomes. Concerning this belief, this present qualitative library study was run to exhaustively unearth the crucial role of self-regulation in worldwide EFL learning contexts. To fulfill this main research concern, 30 prior self-regulation studies were conscientiously selected to generate a new enlightenment for globalized ELT educators to nurture their learners' self-regulation growth in varied language learning situations. The obtained major findings unveiled that a higher degree of self-regulation enabled EFL learners to transform into more life-long knowledge seekers fully reaping more fruitful language learning outcomes. For the betterment of this pivotal psychological investigation, a considerable number of self-regulation literature in line with the interconnected nature of other psychological constructs are highly suggestive for future researchers aiming to conduct identical studies.

Keywords: self-regulation, library study, worldwide EFL learning contexts

INTRODUCTION

Responding to the ever-changing worldwide ELT enterprises taking place in this present era, EFL experts, educationalists, and practitioners are jointly commissioned to bring about a more profound connection between the targeted subject-specific fields in harmony with learners' tangible life contexts. Sholeh et al., (2019) postulate that the dramatic shift of ELT dynamics should be well-responded by educational parties. It can be done by promoting more favorable and student-centered learning activities where learners' learning independence is simultaneously elevated. In line with this holistic learning objectivity, EFL teachers are suggested to rehearsing some indispensable skills, knowledge, and strategies that increasingly serve as a means of powerful learning assistance for learners to achieve their pre-determined goals. As a part of actualizing this aim, learners should value all these pain-staking effortful actions by expanding their perseverance learning endeavor. This notion is inextricably associated with the theory of second language learning independence proposed by Nejabati (2015) asserting that to impart a more holistic EFL learning venture, all learning community members need to heed identical strong learning commitment in regulating all of the potential resources efficiently to reach the targeted learning objectives.

One of the learning autonomy characteristics which can favorably assist EFL learners to be more independent, resilient and life-long academicians is self-regulation. Through self-regulation, EFL learners will be more capable of stipulating clearer learning objectives,

monitoring their learning progress intensively, and relinquishing all rewarding learning actions to improve their learning competencies. This definition is well-calibrated with self-regulation theory propounded by Maftoon and Tasnimi (2014) believing that self-regulated learners are the types of knowledge discoverers vigorously designing well-constructed learning plans, dynamics, and ventures in a better purpose. The seminal theory of self-regulation remarked by Zimmerman (2008) affirming that self-regulated learners are better at shouldering ample learning responsibility by exerting greater learning actions, time, and commitment amid laborious learning challenges resulted in the full establishment of life-long and highly motivating learning characteristics. Thus, these learners have been more adept in navigating their learning trajectories since they noticed the precise learning strategies as well as efforts worthwhile to be incorporated in the ongoing learning processes. Another positive learning characteristic yielded by this psychological construct is learners can be transformed into more proactive learning participants as they successfully manage all potential resources to attain their learning targets. This rewarding learning outcome surged since self-regulated learners are more capable of managing their existing emotions, feelings, cognition, and motivation in a better direction. In other words, it can be phrased here that self-regulated learners can diminish their unnecessary negative feelings along with emotions to magnify the optimal utilization of their cognitive and motivation streams. This argument is supportively endorsed by the self-regulated learners' behavior theory adduced by Panadero and Alonso-Tapia (2014) mentioning that a higher degree of self-regulation levels will enable EFL learners to be better learning managers capable of exhorting more potent controls over their both cognitive and affective learning aspects. Hadwin et al., (2011) also disseminated a common ground with this innate nature of self-regulation. They accentuate the importance of corroborating EFL learners' self-regulation levels at the beginning of second language learning enterprises since they transfigure into better planners, managers, and evaluators proactively responsible for their learning enterprise.

To fine-tune EFL learners' second language learning enterprises with self-regulation characteristics, educationalists are strongly advocated to promote more pleasurable, engaging, and moderately challenging learning environments potentially elevating their learners' learning responsibility, positive emotions, and learning commitment. This suggestion is closely intertwined with the successful growth of self-regulation behavior theory devised by Zimmerman and Schunk (2011) arguing that when EFL educators have progressively elevated learners' self-regulation levels, it can be guaranteed that they will become better learning controllers in terms of time management, expendable appropriate learning actions, and resilient learning characters. In the long run, the further inculcation of self-regulated learning characteristics in the light of worldwide ELT enterprises had been one of the hottest second language learning issues in this modern age since there is a strong contention that the generation of self-regulated learners will be more successful in obtaining fruitful target language learning outcomes, persistently work out through the arduous learning impediments, and consistent in managing their cognitive, psychological, and affective learning behavior. This perspective shared a close linkage with the specific findings of the self-regulation study plied by Dornyei and Ryan (2015) exhibiting that the majority of EFL learners have been more successful in overcoming varied taxing learning obstructions resulted in the striking advancement of their language learning progression. Similarly, Ghonsooly and Ghanizadeh (2013) encourage globalized EFL educationalists to design more contextual second language enterprises directly forging their learners' self-regulation behavior to transform them into more persistent academicians easily adaptable toward the second language learning rapid shift. Another precious laudable learning behavior that can be potentially obtained by EFL learners after cultivating a higher level of self-regulation level is

they gradually transformed into more strategic decision-makers. Strategic decision-makers connote learners' conscientious awareness to select suitable, adaptive, and essential learning strategies that suit their existent learning situations. This definition is also in the perspective of Grenfell and Harris (2017) stating that a higher level of self-regulation concurrently enables EFL learners to be more judicious strategic makers, particularly while confronting a wide array of learning adversity. A higher degree of self-regulation development can also negate EFL learners' procrastination learning behavior since they have been more aware of controlling their learning vicinities, resources, and actions in a proactive attempt to embody more supportive as well as meaningful second language learning enterprises for them to reap fruitful merits. Anchored on this advantageous value, Goulao and Menedez (2015) avow that self-regulated learning behavior arms EFL learners with a higher degree of learning responsibility averting them from becoming procrastinated academicians eventually transfiguring them into more autonomous academicians committing to their learning onus. In obedience with this positive rewarding learning outcome, Savoji et al., (2013) prompt second language teachers to continuously foster their learners' self-regulation levels by introducing them to some paramount learning strategies finally leading these learners to be more responsible academicians since they have been capable of taking greater controls over their learning circumstances, periods, and commitment.

To restate, since a robust construction of self-regulation levels will lead EFL learners to fully obtain more gratifying language learning outcomes as well as achievements, it is of critical importance for language teachers to train their learners to be more strategic thinkers, planners, and managers for the ongoing learning dynamics. By becoming more strategic academicians, EFL learners will be more capable of exhaustively reflecting on their ongoing learning venture leading them to capitalize on various strategies beneficial to heighten their learning effectiveness. This argument is closely correlated with the advantageous value of self-regulation theory invented by Lavasani, Mirhosseini, Hejazi, and Davoodi (2011) arguing that the exuberant proliferation of self-regulated learning behavior can bring about a significant degree of benefits for EFL learners in terms of becoming more autonomous, responsible, and proactive academicians desirous of magnifying their learning outcomes by vehemently controlling their learning circumstances as well as expendable actions. As such, strategic EFL academicians can also be presumably assumed as the figures capable of harnessing a vast range of second language learning strategies more flexibly in responding to the current learning obstacles they are facing. This kind of adaptive attitude emerged since these self-regulated learners uphold a strong contention that diverse wide-ranging of employed learning strategies will lead them to be more innovative, creative, and perseverance academicians readily to adapt themselves toward following unpredictable learning situations. This above-explained perspective is compatible with self-regulated EFL learners theory devised by Yilmaz (2010) articulates that EFL learners infusing more robust growth of self-regulation are more liable to harness a considerable number of variegated language learning strategies harmonious with their existent learning vicinities since they strongly believe that these chosen appropriate strategies can guide them supportively to achieve the desired learning outcomes.

In accord with the above-explicated conceptions of self-regulation characteristics, it is worth underscoring in this following line that there are 3 major specific self-regulated learning strategies heavily affecting EFL learners' success in obtaining more satisfying target language learning outcomes and achievements namely carefully planning learning objectives, in-depth monitoring, and continual evaluation. In the beginning self-regulated learning stage, EFL learners are required to conscientiously create more constructed learning plans by

clearly discerning the learning tasks and processes they are going to engage. Abun et al., (2018) spur EFL educators to continually assist their learners in designing their learning objectives since the successful attainment of these specific pre-determined learning goals will augment learners' learning motivation to maintain their gratifying learning performances in future events. In the subsequent phase, EFL learners are assigned to carefully monitor their ongoing learning enterprises by profoundly considering the learning strategies along with efforts they have expended to accomplish the given learning tasks. Putri and Kuswandono (2019) have likewise noted that with the support of monitoring strategies, EFL learners will be better at navigating their learning processes in a better direction by adjusting their employed learning efforts and strategies in conformance with the learning situations they are confronting. In the ultimate cycle, more in-depth learning evaluation is also of critical importance since EFL learners can maximize other advantageous potentials of other probable learning strategies corresponding with their future learning enterprises. As a result, they will be able to gain a more overarching understanding of the targeted subject-specific skills and be more cognizant of unearthing various suitable learning strategies matched with their current learning dynamics. In partnership with this assertion, Annalakshmi (2019) theorizes that highly self-regulated EFL learners are also the efficient learning evaluators, reflectors, and judges toward the accomplished learning venture they have been participating in mutually ended in the complete attainment of targeted learning objectives as well as competencies.

Furthermore, it should be kept in mind that self-regulation is not a static or an innate psychological construct, yet it refers to a dynamic psychological dynamic functioning to assist EFL learners to address more potent controls over their targeted learning behavior, efforts, and strategies to fully reach the targeted learning objectivities. In a particular investigation of Chinese EFL learners self-regulation conducted by Lin and Gan (2014), it was unfolded that the majority of participants ingraining more robust self-regulation levels had more tendencies to be more motivated to discover a wider array of knowledge, foster their target language competencies, and participate more proactively in their learning community groups. This finding was substantiated by the prior finding of self-regulation study run by Hamedani (2013) revealing that highly self-regulated EFL learners are better to be in charge of the allotted learning responsibility, objectives, and challenges leading them to be more resilient academicians infusing stronger learning volition in their particular second language learning processes. In his exhaustive investigation of main pertaining self-regulated learning characteristics cogently influencing Indonesian EFL learners' target language learning volition, achievement, and outcomes, 6 major characteristics are highly suggestive for EFL learning communities attempting to generate more proficient future L2 academicians instilling autonomous learning behavior. The first characteristic that needs to be fully possessed by EFL learners is the strong desire to hone their cognitive target language skills intensively to help them thrive in the ongoing learning enterprises. Secondly, highly self-regulated learners have to profoundly plan, monitor, and evaluate their learning enterprises in accord with their pre-determined language learning goals. Thirdly, self-regulated learners should also be able to preserve their positive learning feelings, endeavor, and emotions amid adverse learning situations. Fourthly, EFL learners possessing a higher level of self-regulation are also able to instill adequate help-seeking behavior in response to the existing learning difficulties they are dealing with. Long-lasting as well as perseverance learning efforts also epitomized the ultimate means to be highly self-regulated EFL learners as they ceaselessly create varied attempts to accomplish the given challenging learning tasks. In the last stage, self-regulated learners can also be deemed as the knowledge strivers who are capable of preserving or magnifying their learning focus by not being externally disrupted

with other potential learning distractions. By committing to releasing all of these aforementioned self-regulated learning characteristics, our globalized ELT face will potentially yield competent future academicians holding life-long learning behavior in search of the fullest potential truth throughout their lifetime.

The major impetus for the researcher to run this present qualitative library study is to generally showcase the essential role of self-regulation in worldwide ELT contexts. Globalized ELT contexts were chosen since there are still self-regulation literature shortages lying in Indonesian EFL learning settings. Concerning this assumption, the researcher held a strong contention that the major results of this current library study would bring about more profound striking positive impacts for both worldwide and Indonesian future ELT enterprises in the lens of rewarding findings generated by global self-regulation studies. To a lesser extent, 30 prior self-regulation research types were being capitalized on this present study to generate more robust, reliable, and trustworthy research results significantly contributable for the further advancement of all ELT enterprise aspects in the light of self-regulation. One guided inquiry was presented in this current qualitative study namely: What is the important role of self-regulation in worldwide EFL learning contexts?

METHODS

The researcher plied this qualitative study in the light of library study. The main purpose of selecting this research method was to uncover renewable insights out of the prior studies. To fulfill this research objectivity, 30 previous self-regulation studies run in ELT contexts were chosen to motivate both globalized and Indonesian EFL educationalists to cultivate learners' self-regulation levels in accord with the second language learning enterprises they are dealing with. Needless to say, the researcher had 2 major considerations of not choosing self-regulation studies conducted in Indonesian EFL learning contexts namely there were still the drawbacks of investigation delving more exhaustively about the critical importance of self-regulation in this archipelago. The second consideration was some self-regulation studies held in Indonesian EFL learning settings repeatedly generated identical discoveries with the prior self-regulation researches. For the data analysis processes, the researcher acclaimed that some categorizations of each prior self-regulation research findings would be exhaustively analyzed and accompanied by some arguments to yield more reliable, robust, and generalizable research findings that can be pondered by ELT experts, educationalists, practitioners, and policymakers to continuously elevate their learners' self-regulation levels in the light of challenging second language learning circumstances. Ordinarily, 2 major themes were yielded to impart more obvious delineations out of the data analysis processes namely: (1) Highly self-regulated EFL learners transformed into more life-long academicians and (2) The robust establishment of self-regulation allows EFL learners to reap more fruitful learning outcomes.

RESULTS AND DISCUSSION

To reiterate, this subsection focused more exhaustively on expounding 2 major big take ways closely correlated with the important role of self-regulation in worldwide EFL learning contexts. All these obtained prior findings were derived from 30 prior self-regulation studies plied in globalized EFL learning settings. The further depictions of each theme will be in the light of argumentative styles to better convince the readers regarding the criticality of this psychological aspect in the overarching ELT realm.

Table 1: Highly self-regulated EFL learners transformed into more life-long academicians

Theme 1	Authors
Highly self-regulated EFL learners transformed into more life-long academicians	Rose et al., (2018); Su, Zheng, Liang, and Tsai (2018); Amini, Anhari, and Ghasemzadeh (2020); Morshedian, Hemmati, and Sotoudehnama (2017); Naseri and Motallebzadeh (2016); Canbay (2020); Zheng et al., (2018); McEown and McEown (2019); Hemmati, Sotoudehnama, and Morshedian (2018); Kiliroong (2020); Lem (2019); Tavallali and Marzban (2015); Wijaya (2021).

In tandem with the first major research theme, it is undeniably pivotal for worldwide EFL educators to sustainably cultivate their learners' self-regulation levels into the fullest potentials amid the challenging L2 teaching-learning enterprises to transfigure them into more life-long academicians. One of the notable laudable characteristics of becoming more life-long academicians is learners can overcome a vast array of laborious L2 learning barriers by strategically employing ample appropriate learning strategies. By possessing this positive learning behavior, they will also exhibit more persistent learning ventures amid varied unpredictable challenges. This finding is congruent with the prior self-regulation research finding uncovered by Rose et al., (2018) mentioning that EFL learners having been endowed by robust self-regulatory skills growth are more desirous of working through all formidable learning obstructions. With this conviction, it can also be postulated here that EFL learners infusing a higher level of self-regulation are also capable of conducting more in-depth planning, monitoring, and evaluating stages after participating in their current teaching-learning dynamics. By committing to carrying out all these exhaustive learning management cycles, these learners can also be handicapped as life-long academicians since they are strongly willing to rejuvenate their perspective autonomously outside of the classroom walls without merely waiting for their teachers to address the subject-specific learning materials. This contention can be tailored with the previous self-regulation research findings discovered by Su, Zheng, Liang, and Tsai (2018) reporting that the majority of Chinese EFL learners instilling more cogent self-regulation constructions are also capable of conducting more profound learning planning, monitoring, and evaluating streams significantly resulted in another striking enhancement of autonomous learning behavior.

Due to the multiple psychological complexities presented by the self-regulation aspect, it is worth advocating for globalized EFL teachers to continuously hone their learners' self-regulatory learning skills in the support of emotional, social, and motivational streams for them to infuse more positive feelings toward the targeted subjects strongly reinforcing their motivation to foster their target language competencies more efficiently. This finding is further supported by prior self-regulation research results discovered by Amini, Anhari, and Ghasemzadeh (2020) avowing that when EFL learners are fully armed with more holistic construction of self-regulatory learning aspects comprising of motivational, emotional, and social notions, they can potentially manage their potential learning resources, environment, time, and energy in a better purpose. Furthermore, it is vitally essential for EFL educators as well to promote more supportive, positive, and captivating learning circumstances boosting both learners' self-regulation along with target language competencies development. A vast

array of the most impactful self-regulatory learning activities can be manifested in the presence of open-ended discussion, problem-solving learning enterprises, and encouraging learning ventures intended to develop learners' higher-order thinking skills. These suggestive opinions seem to concur with Naseri and Motallebzadeh (2016) revealing that the majority of Iranian EFL learners had sufficiently improved their critical thinking skills, reading proficiency, and self-regulated learning behavior after being introduced to more enjoyable hand-on student-centered learning activities. In a similar view, Zheng et al. (2018) also highly accentuate the rigorous self-regulatory learning skills at the commencement of ELT enterprises by demanding learners to be more accountable toward their learning onus in the light of various favorable language learning activities endured altogether with other learning companions.

It is worth exclaiming as well that the robust establishment of self-regulation levels will simultaneously enable globalized EFL learners to confidently undergo varied arduous language learning hurdles by becoming more strategic planners, judicious decision-makers, and efficient problem-solvers. These positive self-regulated learning benefits fully surge since these highly self-regulated learners have gradually cast more optimistic, positive, and motivating perspectives toward the designated learning challenges they are going to confront. As they have been growing more prudent through this significant elevation of self-regulation, their maturity, confidence, and readiness to cope with varied abrupt learning barriers are also dramatically increased. This notion is paralleled with the prior self-regulatory skills research results disseminated by McEown and McEown (2019) repudiating that Japanese EFL learners having obtained more insistent external moral supports from their parents and teachers will be more capable of bringing about more positive learning climates in their classroom vicinities by outgrowing varied strenuous learning barriers. In conformance with the aforementioned research finding, Hemmati, Sotoudehnama, and Morshedian (2018) also repudiate that the holistic crystallization of successful self-regulatory learning skills inculcation heavily depends on EFL teachers' capabilities in designing more enticing, enjoyable, and positive target language surroundings substantiating their learners' current feelings, motivation, and confidence. Tavallali and Marzban (2015) strongly suggest EFL educationalists to heeding their mushrooming attention in enacting sustainable self-regulatory learning dynamics constantly cultivating their learners' strategic thinking, optimistic behavior habituation, and robust positive emotions for them to progressively transfigure into more life-long academicians as being stated in this first major theme.

Table 2: The Robust Establishment of Self-Regulation Allows EFL Learners to Reap More Fruitful Learning Outcomes

Theme 2	Authors
The Robust Establishment of Self-Regulation Allows EFL Learners to Reap More Fruitful Learning Outcomes	Mbato and Cendra (2019); Erdogan (2018); Sholeh (2019); Arkavazi and Nosratinia (2018); Yazdizadeh, Shakibaei, and Namaziandost (2020); Abbasi and Nosratinia (2018); Morshedian, Hemmati, Sotoudehnama, and Soleimani (2016); Siswanto and Mbato (2020); Zahra (2020); Kuswandono (2019); Kurniasari (2018); Marfu'i, Nurihsan, and Damaianti (2018); Al-Otaibi (2013); Cho and Kim (2019); Miatin and Wiedarti (2019); Waluyo (2018); Alanazi (2020).

A higher degree of self-regulation will allow EFL learners to reap more fruitful learning outcomes. This successful learning attainment is influenced by continual external moral supports addressed by their teachers along with educational institutions. Hence, it is highly suggestive for educational parties to enact more lively self-regulated learning activities closely interlinked with the apparent learners' learning contexts. In congruence with what has already been phrased above, Mbato and Cendra (2019) in their self-regulation study found out that the majority of Indonesian university EFL learners were capable of accomplishing their undergraduate thesis due to the continuous powerful learning assistances imparted by significant others; lecturers and learning companions. Further, it is also spotted that the full attainment of target language learning outcomes are also well-endorsed by diverse learning enterprises set by EFL teachers. In other words, educators progressively designing diverse wide-ranging language learning enterprises will be more successful in heightening their learners' motivation, persistence, and self-regulation eventually shown in the proliferation of their target language outcomes. This perspective is consistent with the prior self-regulation finding unveiled by Erdogan (2018) adducing that when EFL educationalists put a vast range of language learning variations, learners will exhibit more gigantic self-regulation level mostly assisting them to obtain more satisfying target language learning outcomes.

As we have known that proactive, confident, and tenacious characters are the inseparable parts of becoming self-regulated EFL learners, it is also of paramount importance for EFL teachers to exhaustively cast more attention in elevating their learners' self-regulation development by creating a stress-free as well as less-threatening second language learning dynamics. As these learners uphold a strong belief that they have been fully embraced in their particular learning communities, their learning endeavour will also be magnified. As a corollary, they have superseded their demotivated learning behaviour with more positive, optimistic, and spirited learning efforts to obtain more gratifying learning outcomes. This finding is intricately linked with the previous self-regulated finding uncovered by Sholeh (2019) encouraging Indonesian EFL educationalists to not merely focusing on fostering their learners' target language competencies but also self-regulatory skills as well to bring them closer to attain more fruitful learning outcomes. In another relevant study, Arkavazi and Nosratinia (2018) also unfolded that the continuous internalization of exhilarating target language learning vicinities enabled Indonesian university EFL learners to forge their learning competencies more rigorously. As a result, their second language learning achievements as well as outcomes will be proliferated as well. Since the resurgence of self-regulatory skills development can also be nourished in the light of external supports, EFL educators should also strive to ascertain that the lower level of second language learning anxiety is resided within their learners. During the long-lengthy enterprises in acquiring target language competencies, it will be unfair to claim that self-regulated EFL learners do not instil self-anxiety within themselves; even they have grown into more mature academicians. Conversely, it is worthwhile to be underscored here that highly self-regulated EFL learners generally inculcate a lower level of language learning anxiety preventing them from becoming frustrating, demotivating, and passive knowledge constructors. This belief hinged upon the prior self-regulation investigation conducted by Zahra (2020) confessing that EFL learners investing a higher degree of self-regulation levels will be more capable of managing their targeted second language learning resources, environments, and time whole-heartedly compared to those implanting lower level of self-regulation. Kuswandono (2019) in his exhaustive investigation on the role of self-regulatory skills in senior high school students learning settings also discovered that one major difference separating more self-regulated and less self-regulated EFL learners is they can tremendously exert more potent controls over

their current learning efforts, vicinities, and motivation to arrive at their ultimate learning destination. Furthermore, Kurniasari (2018) reported that a considerable number of Indonesian university EFL learners were more liable to take the plunge into the challenging language learning enterprises by putting a higher level of learning commitment in a proactive attempt to obtain their pre-determined learning goals.

The fullest maximization of self-regulatory skills also lies within the nascence of more supportive student-centred learning groups in which all learners can broaden each other's understanding of the subject-specific matters, maintain more cooperation, support learning progression, and create more conducive networking in attaining the approved classroom learning objectivities altogether. In the light of this solid learning community venture, EFL learners will have more extensive opportunities to significantly expand their target language competencies since they have highly addressed a higher degree of reverence toward other learning community members finally triggering them to dedicate all their heart, learning commitment, and vigorous learning actions in an tangible attempt to fruitfully enrich their knowledge as well as significantly foster their self-regulation growth. Some previous self-regulation studies have illuminated this finding. The first study conducted by Miatin and Wediarti (2019) unearthed that the majority of Indonesian university EFL writers were gradually improve their motivation, skills, and perspective in writing classes after being introduced to self-regulatory skills reciprocally ended up in more qualified writing products. The second study plied by Waluyo (2018) unfolded that supportive learning communities would potentially sustain EFL learners' self-regulation growth directing them to grasp more satisfying learning outcomes due to the expansion of positive learning moods entrenched within their mindset. In an eventual study, Alanazi (2020) urged Indonesian EFL educationalists to enact more supportive student-centred learning communities to invigorate learners' cognitive, affective, and psychological aspects as having been evinced by the prolific growth of their self-regulatory skills along with second language competencies.

CONCLUSION

Generally speaking, two major themes unmasked in this present library study consistently exhibited the significance of self-regulation internalization in globalized ELT enterprises due to the higher degree learning perseverance, commitment, and effortful actions attained by EFL learners. Through the trajectory of these laudable learning behaviors, learners possess more robust establishment of self-regulation development in which they can strategically implement a wide array of language learning strategies suit to their current learning conditions, strive more vigorously to overcome varied second language learning obstructions, and dedicate their higher degree of commitment to reach their desired target language achievements as well as outcomes. Irrespective of these rewarding research findings, 2 specific limitations of this present library study should be taken into account. Firstly, since this study merely involved 30 prior self-regulation studies conducted in worldwide ELT enterprises, it is of great importance for future researchers attempting to conduct an identical study to profoundly overview a considerable number of self-regulation researches to generate more generalizable research results. Lastly, more exhaustive investigation on the mutual interplay between self-regulation and other paramount psychological constructs like self-efficacy, self-confidence, and volition, and metacognition should be done by future researchers to yield better enlightenment for the further betterment of ELT venture taking place globally.

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