MOTIVATIONAL REGULATION STRATEGIES IN EFL LEARNING: A SCOPING REVIEW

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WHAT EVIDENCE IS SUMMARISED

19 **peer-reviewed studies** from three databases

- Mainly **Asian higher education EFL** contexts.
- Focuses largely on **writing skills.**
- Uses **questionnaires, interviews, learner journals, language tests, and writing tasks**.

WHAT CAN I LEARN?

- **Five motivational regulation strategies** are identified.
- These strategies are linked to better language performance, especially in **writing and speaking**.
- Their effectiveness depends on **learner characteristics, context, and teacher feedback**.
- The review highlights **gaps in research**, including limited focus on other language skills and contexts.

WHAT DOES THIS MEAN?



EFL learners can **actively manage** and **develop** their motivation through **regulation strategies**.

HOW CAN I USE THE FINDINGS?

- Explicitly teach learners how to **regulate their motivation** through goal setting, emotional regulation, and task-value strategies.
- Help learners **organise their learning environment** and find personal meaning in learning tasks through self-reward and reflection.
- Provide **supportive feedback** and promote **peer collaboration** to strengthen motivational regulation strategies.

Motivation *can* be developed and regulated.
The right strategies can help EFL learners make progress.

- **goal regulation**
- **emotional regulation**
- **enviromental regulation**
- **task-value regulation**
- **self-consequating**

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