THE BENEFITS OF ACTIVATING SELF-REGULATION BEHAVIOR IN WORLDWIDE EFL SPEAKING-FOCUSED LEARNING CONTEXTS

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Abstract

Transforming worldwide EFL learners into more proficient L2 speakers is a challenging mission as speaking is not merely about the meaningful communication occurrences among interlocutors but also the strong willingness shouldered by EFL learners to regulate their certain behaviors and actions to achieve the targeted learning objectives fully. The previous research results strongly suggested that EFL educators establish, nurture, and reinforce their learners' self-regulation at the commencement of speaking-focused learning activities in order to make them more confident L2 speakers who are willing to share their thoughts with other classroom learning community members. This present small-scale library study was a little attempt initiated by the researcher to investigate the potential benefits of activating EFL learners' self-regulation behavior in worldwide speaking learning contexts. To fulfill this main study objective, the researcher conducted a thematic analysis by reviewing 30 previous self-regulation studies conducted globally to obtain more comprehensible research results. The publication years of these 30 published self-regulation articles ranged from 2013 until 2022 to produce more reliable research results. Based on the thematic analysis, there were two major themes yielded namely: (1) Highly self-regulated EFL learners can become more organized L2 speakers, and (2) highly self-regulated EFL learners can transform into more successful L2 speakers. In conformance with these research results, second language-speaking learning instructors are strongly encouraged to cultivate self-regulation behavior within EFL learners at the beginning of learning activities to gradually make them become more high-achieving and self-reliant speakers defining the best strategies suitable for their current speaking learning situations.

Keywords: *Self-regulation behavior, L2 speaking, Library study*

INTRODUCTION

To be able to speak by using the target language, English is deemed one of the necessary missions that should be accomplished by EFL learners nowadays. Kelsen (2019) argued that EFL learners are labeled as competent academicians when they are capable of delivering their thoughts, ideas, and argumentations comprehensibly to the targeted interlocutors. However, this productive second language skill is not absent from a wide variety of taxing challenges. One notable obstacle commonly experienced by the majority of EFL learners is that they experience a higher level of nervousness while delivering their speeches in front of the classroom. This aforementioned impediment is strongly supported by the prior finding of Nurjanah et al. (2021) uncovering that the predominant number of Indonesian university EFL learners were not able to convey their intended ideas to the entire learning community members due to the constant anxiety they underwent This aforesaid Obstruction does not merely emanate from the learners' psychological side but also the target language educators. Most speaking learning instructors frequently experience unpleasant and burdensome challenges while designing the specific speaking learning materials that are going to be performed by EFL learners. This event occurs since all the pre-determined speaking learning materials should be designed interestingly and authentically to fully promote more meaningful student-to-student interactions. This argumentation is further corroborated by Burns (2019) arguing that both worldwide and Asian EFL educationalists oftentimes face unpleasant hindrances while preparing relevant, interactive, and hands-on speaking activities before initiating the speaking learning activities. All these mental and speaking materials preparedness is further compounded by the fact that a vast majority of EFL learners still heavily rely on their teachers' intensive speaking learning assistance. Meaning to say, they instill a higher level of fear to step up toward achieving more advanced speaking learning encounters unless they are rigorously instructed by their teachers. Doubtlessly, the product of this learning process mode is spoon-feeding academicians dwelling in their most comfortable zone. Mazenod et al. (2019) discovered that a great number of EFL learners have more tendency to patiently wait for further learning instructions addressed by their teachers resulting in low academic performances and achievements. In line with all these facts, it is clear that the major mission for modern speaking learning instructors is to constantly nurture EFL learners' self-confidence, resilience, persistence, and independence to showcase more satisfying speaking performances, which in turn, are influential for their academic achievements and future careers.

One of the promising trajectories to achieve this coveted dream is exercising self-regulation behavior. It has been a consensus that during the continual emergence of self-regulated learning behavior, EFL learners can gradually transform into more proactive agents toward the particular learning processes they have been into. This belief is in agreement with Fadlelmula et al. (2015) believing that highly self-regulated learners are the ones who are responsible for undergoing a wide array of challenging learning activities since they are the self-initiators dedicated their whole heart to those kinds of learning. Self-regulation behavior consists of cognitive, metacognitive, and ample ideas to utilize those efficient strategies. Theobald (2021) subsumed the self-regulated learning model into cognitive, metacognitive, and efficiently applied strategies employed by the learners. Upon maximizing all these triadic fundamental principles, EFL learners are believed to progressively transfigure into more proficient and mature target language academicians. This rewarding learning outcome took place since learners are strongly willing to expend their utmost learning efforts, activate the relevant background knowledge, and exert more control on the ongoing learning processes to fully receive the desired academic

achievements. This above-explicated conception is closely interlinked with Zimmerman (2013) contending that highly self-regulated learners tend to possess a higher degree of probability of achieving greater learning success as they are extremely desirous of releasing their best learning actions cognitively, metacognitively, and mentally. In L2-speaking learning contexts, it is strongly believed by educationalists that by boosting EFL learners' self-regulation behavior, they are more liable to regulate their efforts, strategies, behavior, motivation, and emotion to select the most appropriate strategies harmoniously fit within their specific speaking learning enterprises. This benefit is meaningfully associated with Howlett et al. (2021) propounding that EFL learners possessing the robust development of self-regulation are more prone to manage their learning efforts, motivation, behavior, strategies, and emotion to perform their intended learning performances according to the chosen strategies. Through self-regulation, EFL learners can transform into more proactive speaking learning participants as they actively employ various efficient communication strategies best fitting their speaking activities. Pawlak et al. (2020) described self-regulated EFL learners as clusters of academicians continually casting an optimistic view on their ongoing learning enterprises by confidently and actively disseminating their cognitive, mental, and metacognitive efforts signified by gratifying learning outcomes. Self-regulated EFL learners are willing to embrace adverse speaking learning hindrances hampering their conducive communication enterprises. Sun et al. (2020) contended that self-regulated EFL learners are courageous in handling varied speaking learning obstacles as they are adept at determining the most efficient communication strategies that fit compatibly with their speaking learning conditions. Therefore, the job of second language-speaking instructors in this globalization age is to introduce the learners to a certain set of comprehensible guidelines on how to cultivate their self-regulation behavior amidst challenging speaking learning activities faced by them. By carrying out this action, EFL learners begin to infuse a higher level of speaking motivation, select the most appropriate speaking strategies, and sincerely embrace the present speaking challenges with a higher level of responsibility. All these valuable speaking learning outcomes are identically highlighted by Wandler and Imbriale (2017) adducing that in the support of understandable self-regulated learning guidelines, EFL learners will become more encouraged, strategic, and open-minded while confronting a vast range of speaking learning impediments.

There were five prior studies conducted globally in harmony with the proposed research title above. The majority of these five previous studies accomplished by Asia countries insistently capitalizing on self-regulation behavior in EFL speaking learning dynamics. Those countries comprised of Iran, Indonesia, and Saudi Arabia. The first study was initiated by Mahendra et al., (2020) revealing that during the activation of self-regulation behavior, EFL learners begin to transform into more active, responsible, and confident L2 speakers. The second study run by Larasati (2020) unfolded that a great number of university EFL learners have become more strategic planners and prudent decision-makers after being exposed to a self-regulated learning approach. In another study, Linur and Mubarak (2022) highly advised worldwide L2-speaking learning instructors to incorporate a self-regulated learning strategy to gradually instill a higher level of willingness within the learners to communicate by using the target language. de Rooij (2022) noted that under the emergence of self-regulation behavior, EFL learners have become more comfortable while practicing their speaking skills as they can accurately respond to various speaking obstacles by utilizing relevant communicative strategies. Lastly, Safitri et al. (2022) strongly suggested that Indonesian EFL educators nurture learners' self-regulation behavior to significantly foster their targeted speaking competencies leading them to attain more

fruitful L2 speaking learning outcomes. Given the insufficient investigation into the benefits of self-regulation in worldwide EFL speaking contexts, it is, therefore, necessity to explore some previous relevant literature heeding more profound attention to the significance of this psychological learning approach within globalized L2 communicative learning circumstances. On such grounds, the potential yielding results of this study can encourage worldwide EFL-speaking learning instructors to start prioritizing the importance of self-regulation behavior activation amidst complex communicative learning issues oftentimes confronted by our learners. To this end, one research problem was raised namely: what are the benefits of activating EFL learners' self-regulation behavior in worldwide EFL-speaking learning contexts?

METHODS
Research design
The researcher conducted this small-scale library study with the help of a thematic analysis. With the support of a thematic analysis, the researcher can potentially generate more reliable, comprehensible, and sound findings as each identical finding is grouped into identical research themes. Braun and Clarke (2021) argued that with the accompaniment of a thematic analysis, the researchers will successfully yield more credible, understandable, and robust results since all the targeted data are grouped into similar research categories. An open-coding approach was internalized to corroborate the optimal use of a thematic analysis. With the incorporation of a thematic analysis, the researcher can minimize unintended bias forming in the thematically-subsumed findings. This valuable outcome took place as the researcher was assisted in discovering various kinds of unwanted data discrepancies. Nowell et al. (2017) stated that with the endorsement of an open-coding method, the researchers are more likely to produce accurate research outcomes in which they are skilled at spotting a wide variety of incongruities forming in the specifically generated data. Two major reasons were motivating the researcher to conduct this present small-scale qualitative study. Firstly, EFL-speaking learning instructors dealing with day-to-day communicative learning obstructions are still in search of efficient strategies that can help their learners improve their targeted communicative competencies. Thus, by conducting this study, educators will be supportively assisted in conducting better-facilitated speaking learning dynamics since they entrench the robust construction of self-regulation growth among EFL learners. Secondly, worldwide EFL learners are still accustomed to becoming passive recipients of knowledge in their regular speaking classroom activities. Hence, it is expectantly hoped that by reading the specific research results yielded by this present study, EFL learners will be more committed to gradually changing their existing paradigm by becoming more responsible academicians willing to take risks and manage their specific speaking learning enterprises independently.

FINDINGS AND DISCUSSION
The research results were generated after conducting the thematic analysis based on the previous findings emanated from the 30 previous studies on self-regulation in worldwide EFL speaking contexts. Speaking specifically, there were two major themes yielded by the thematic analysis approach namely: (1) Highly self-regulated EFL learners can become more organized L2 speakers, and (2) Highly self-regulated EFL learners can transform into more successful L2 speakers.

Table 1: Highly Self-Regulated EFL Learners Can Become More Organized L2 Speakers

Theme 1	Authors
Highly Self-Regulated EFL Learners Can Become More Organized L2 Speakers	Aregu (2013); A'yuni and Arifa (2022); Dasa et al. (2021); El-Sakka (2016); Mahendra et al. (2020); Mahjub and Mahjoob (2015); Menggo et al. (2022); Mohammadzadeh and Sark-hosh (2018); Nurjanah et al. (2021); Nurjanah et al. (2021); Sukma (2022); P. P. Sun, (2022); Vahedi (2022).

Through the examination of the above table, it is declared that by possessing self-regulation behavior, EFL learners can transfigure into more organized L2 speakers. Self-regulation has importance in the processes of enabling EFL learners to exert greater control of their speaking learning processes. This habituation can gradually lead them to become high-achieving L2 speakers as they are willing to hone the targeted communicative competencies apart from a wide range of impediments hindering their speaking learning processes. Aregu (2013) has likewise noted that self-regulation behavior inculcated by EFL learners could pave their speaking learning pathway such a better purpose due to the rigorous speaking efforts they put in. By becoming more organized L2 speakers, EFL learners can significantly diminish their excessive speaking anxiety. The gradual diminution of this psychological disruption occurred since they have infused a higher degree of independent learning behavior, are able to incorporate varied effective speaking strategies, and elevate the desired speaking areas constantly. These rewarding speaking learning rewards strengthened the study of A'yuni and Arifa (2022) who found that an overwhelming majority of university EFL learners have progressively alleviated their existing foreign language speaking anxiety levels after becoming more self-regulated speakers who are more sagacious in applying various efficient speaking strategies, managing their speaking learning dynamics, and continually improve their speaking skills.

All these commendable self-regulation characteristics do not happen by chance. Rather, they are also highly affected by the subsequent efforts addressed by second language-speaking instructors. Simply put, EFL learners' self-regulation behavior can prolifically thrive when the target language-speaking instructors are strongly committed to cultivating self-regulated learning habituations by internalizing self-discovery learning activities and increasing persistent characters. This conception seems to concur with Dasa et al. (2021) believing that self-regulation behavior can be developed more efficiently only if second language-speaking learning instructors are strongly determined to allow EFL learners to explore a wide array of meaningful speaking materials autonomously and advocate for them to become more resilient knowledge seekers. Another possible way that can be carried out by L2 speaking learning instructors to embed self-regulation behavior and well-planned characters within their learners is to design more authentic, suitable, and learner-oriented speaking activities. It is of utmost importance for second language educationalists to embody this initiative EFL learners are more encouraged to acquire the targeted L2 communicative competencies and involve actively in the particular speaking learning dynamics they have been into. Mahendra et al. (2020) postulated that highly self-regulated EFL learners are more prone to master the speaking competencies they have been targeted to and become more proactive speakers who are confident to conduct trials along with errors amidst speaking learning activities. Similarly, Nurjanah et al. (2021) strongly advocated that Indonesian EFL speaking learning instructors start designing more interactive, appropriate,

and student-centered speaking learning activities where learners' L2 communicative competencies can advance to the fullest potential.

Table 1: Highly Self-Regulated EFL Learners Can Become More Organized L2 Speakers

Theme 2	Authors
Highly Self-Regulated EFL Learners Can Transform into More Successful L2 Speakers	Ahmadpour et al. (2021); Alotumi (2021); Bademcioglu et al. (2017); Heriansya et al. (2021); Kusuma (2020); Larasati (2020); Linur and Mubarak (2022); Nugroho et al. (2021); Palermo et al. (2017); de Rooij (2022); Safitri et al. (2022); Sari (2022); Saputra et al. (2021); Tavallali and Marzban (2015); Tee et al. (2022); Uztosun (2020); Uztosun (2021).

The full internalization of self-regulation behavior is tightly interwoven with L2 speaking learning success experienced by EFL learners by the end of speaking learning activities. This substantial speaking learning success happened as EFL learners have become cognizant of adapting and adjusting the specific speaking learning strategies in line with their speaking learning situations. As a result of this noteworthy action, EFL learners have become more proficient L2 speakers. This contention is in partnership with Ahmadpour et al. (2021) unraveling that EFL learners having been armed with self-regulation behavior are more able to incorporate a wide array of effective speaking strategies impactful for them to transform into more competent L2 speakers. The further nourishment of self-regulation behavior can shed meaningful enlightenment for EFL learners to become highly motivated L2 speakers while confronting relentless speaking learning hindrances. This coveted self-regulation characteristic took place as they observed some improvements occurred during the speaking learning activities. This argumentation is congruent with Alotumi (2021) theorizing that self-regulation behavior is positively linked with EFL learners' motivation in which they are more eager to expend more effortful actions in elevating their current speaking skills due to the noticeable speaking learning improvements they have experienced.

To fully actualize the above-mentioned self-regulation behaviors, it is worthy of attention for second language-speaking instructors to promote more emotionally supportive and positively sound speaking learning environments where EFL learners feel confident in communicating their thoughts, ideas, and argumentations by using the target language. In the presence of this supportive speaking learning atmosphere, second language-speaking learning instructors and learners can undergo more meaningful speaking learning dynamics where they have a higher level of the tendency to advance other learning community members' communicative competencies. This suggestion is consistent with the findings of Nugroho et al. (2021) revealing that through the dissemination of more supportive speaking learning vicinities, Indonesian university EFL learners are strongly prompted to confidently forge their speaking skills and simultaneously undergo solid learning bounds in which all learning community members are willing to work cooperatively in fostering each other's speaking competencies.

Self-awareness concerning the significance of self-regulation behavior also plays another key role for EFL learners to obtain satisfying speaking learning achievements repeatedly. Bearing this in mind, it is of critical importance for second-language-speaking learning instructors to

help their learners gain more profound awareness regarding the criticality of activating self-regulating learning strategies whenever they are crammed with taxing speaking learning obstacles. After they have fully gained this awareness, second language teachers are also advised to train learners on how to regulate their emotions while encountering specific speaking learning issues to become more mature, strategic, and high-achieving L2 speakers. This advice also hoovers in Uztosun (2021) adducing that a predominant number of university EFL learners have attained more satisfying speaking learning achievements along with outcomes after they realized the importance of utilizing self-regulated learning strategies to overcome various speaking learning barriers and managing their emotions positively to give better responses toward those speaking learning hurdles. Anchored on all these notions, second language-speaking learning instructors are simultaneously encouraged to teach EFL learners about why, when, and how to harness a particular set of self-regulated learning strategies while participating in the speaking learning activities. This initiative needs to be actualized since EFL learners will not merely become more high-achieving L2 speakers but also considerate academicians knowing the best ways for their speaking learning enterprises. Tavallali and Marzban (2015) strongly prompted second language educationalists to gradually introduce EFL learners to why, when, and how to make use of a set of self-regulated learning strategies to transfigure them into more capable L2 communicators. In a similar vein, Tee et al. (2022) highly advised EFL speaking learning instructors worldwide to train their learners on maximizing the fullest potential of their speaking learning activities, environments, and materials to concurrently enable them to become more high-achieving L2 speakers and attentive academicians deciding the most appropriate pathways for their current speaking learning dynamics.

CONCLUSION

With the prolific cultivation of self-regulation, EFL learners are more prone to transfigure into more well-organized and successful speakers. The inculcation of these two commendable speaking attributes is affected by the activation of autonomous learning behavior. Self-regulated EFL learners are accustomed to deploying a vast array of efficient communication strategies independently. It means they do not passively wait for the specific commands and guidance derived from their teachers in order to resolve some particular speaking learning obstructions. In effect, self-regulated EFL learners can probably attain more fruitful speaking achievements since they have succeeded in exerting more potent control towards their personalized communication enterprises. For the significant betterment of the prospective studies, future researchers ought to review a great number of self-regulation scientific works. By actualizing this suggestion, more meritorious speaking learning rewards can be potentially obtained as educational parties can optimize the fullest utilization of their learners' self-regulation growth in daily speaking learning activities. Irrespective of the above-mentioned inadequacy, the thematically categorized research results imparted a glimpse of hope and a promising pathway for globalized educational stakeholders aspiring to provoke a more emotionally supportive and positively sound speaking learning atmosphere amongst heterogeneous second language learners.

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