



The Facilitators and Barriers of Motivational Self-regulation within L2 Learning Contexts

Mohammad Hadi Mahmoodi¹, Rezvan Sadat Mousavi^{1*}

1. Department of English, Bu-Ali Sina University, Hamedan, Iran

Abstract

A critical component of second- or foreign-language (L2) learning, influencing learners' engagement, persistence, and achievement, is Motivational Self-Regulation (MSR). Despite its recognized importance, existing research on MSR is marked by inconsistencies, leading to fragmented insights into its potential facilitators and barriers, particularly in L2 learning contexts. In this respect, the present study synthesized existing research on MSR, focusing on the factors that facilitate or hinder its effectiveness. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, a systematic search was conducted across Web of Science (WoS), Scopus, and ProQuest databases. The studies meeting the predefined inclusion criteria were evaluated using the Mixed-Methods Appraisal Tool (MMAT). Thematic analysis, following Braun and Clarke's (2006) six-step approach, identified a total of three key facilitators (i.e., psychological, contextual, and skill-based factors) and four barriers (i.e., emotional, contextual, skills-based, and behavioral factors) affecting L2 learners' MSR. In conclusion, the study confirms the multifaceted and dynamic nature of MSR influenced by various factors. The findings offer valuable insights supporting further research and pedagogical practices aimed at fostering MSR within L2 learning contexts.

Keywords: Barrier, Facilitator, L2 learning, Motivational self-regulation, Self-regulation of motivation

Email: R.mousavi@litr.basu.ac.ir



The Second International Biennial Conference on the Science of Language & the Brain
(SOLAB 2025) 9-10 October