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**The Impact of Self-Regulated Learning on Enhancing the
Writing Skills: The Case of Third-Year EFL Learners at
Tlemcen University**

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Dedications

I dedicate this work to my dear mother—may Allah grant her healing—and to my beloved father, whose strength and accomplishments have always been my inspiration.

To my brother, Abderrazzak, and my sisters, Souad and Amel—thank you for your encouragement and support throughout this journey. I am deeply grateful for your presence in my life.

To my friend Wafa, with whom I shared the challenges and the joys of university life—thank you for walking beside me through every step of this research journey.

To all my friends.

NOR EL HOUDA

To my parents, whose unwavering support, unconditional love, and endless patience have been the foundation of all my achievements, thank you from the depths of my heart.

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This is for you all

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Abstract

This study investigates the strategies of self-regulated learning on enhancing writing skills among L3 EFL students in the Department of English at Tlemcen University. This research aims to examine the extent of SRL strategies usage in EFL context and analyze the challenges in implementing these strategies to enhance writing proficiency. To achieve this goal, two main objectives were set, first, examining the relationship between Self-Regulated Learning (SRL) strategies and writing development. Second, identifying which strategies best address students' writing difficulties. An exploratory case study was used by employing a mixed-method approach. The researchers selected a questionnaire was conducted with six teachers (06) of the Comprehension and Written Production (CWP) module, another questionnaire was administered to third-year students with twenty-five (25) responses, and six sessions of classroom observation was utilized to take more valuable insights for both teachers and students actions and interaction in educational setting. The obtained data were analyzed and interpreted quantitatively and qualitatively to achieve valid and reliable results. The findings of this research demonstrate that not all students engage in self-regulation during their writing tasks. This was due to their lack of strategy awareness, lack of motivation, and other factors. Yet, teachers' responses show positive attitude towards self-regulated learning strategies due to their experiences and encouragement to make their learners achieve positive outcomes. Ultimately, the researchers offered suggestions and recommendations for optimizing the integration of SRL strategies in writing classroom.

LIST OF ABBREVIATIONS AND ACRONYMS

CT: Critical Thinking.

CWP: Comprehension and Written Production.

EFL: English as a Foreign Language.

L3: Third Year Licence.

SMART: Specific, Measurable, Achievable, Relevant, and Time-bound.

SRL: Self-Regulated Learning.

SRSD: Self-Regulated Strategy Development

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

Teaching English writing as a foreign language (EFL) presents significant challenges. Compared to other language skills, writing demands greater creativity from learners, requires substantial time investment, and relies heavily on detailed teacher feedback. However, providing this essential feedback within the constraints of limited classroom time remains a major difficulty for educators, a challenge often cited in research as a reason studies in this area may be curtailed. This difficulty highlights the need for more effective instructional strategies.

One promising approach is fostering Self-Regulated Learning (SRL) among students. SRL equips learners with strategies to plan, monitor, and evaluate their own learning processes independently. This study aims to explore the specific writing challenges encountered by EFL learners at Tlemcen University and investigate how SRL strategies can help them overcome these difficulties. Specifically, the research seeks to examine: (1) the relationship between self-regulated learning strategies and writing development, (2) identify the most significant writing challenges faced by students.

At Tlemcen University, EFL instructors notice that their students struggle with improving their writing skills. While some students make progress, others do not. The instructors are aware of the concept of self-regulated learning, but they are not sure how to apply it in their classrooms or whether it will really make a difference for their students or not.

There is a lack of research specifically investigating the impact of self-regulated learning on the writing skills of L3 EFL learners at Tlemcen University. As a result, university instructors wonder how to effectively implement self-regulated learning strategies to support their students' writing development. This study attempts to answer the following research questions:

1. To what extent do EFL students use self-regulated learning (SRL) strategies in writing?
2. What challenges do EFL learners face in developing SRL skills in academic writing?

GENERAL INTRODUCTION

These research questions led to the following hypotheses:

1. EFL students exhibit varying levels of self-regulation in their writing process, with some demonstrating higher levels of goal setting, self-monitoring, and self-evaluation than others.
2. EFL learners commonly struggle with grammatical accuracy, vocabulary usage, and organization of ideas (limited language proficiency)/ planning, drafting, revising, and editing (lack of writing strategies). Many also lack awareness of SRL strategies, which affects their writing proficiency such as goal-setting, self-monitoring, and self-assessment (limited metacognitive awareness).

To fulfil the previous objectives the researchers undertook a descriptive case study with twenty five EFL (L3) students, and six teachers of written expression at Tlemcen University. This investigation will gather both qualitative and quantitative data using two research instruments: A questionnaire for teachers, another questionnaire for students, and a structured observation in L3 EFL classrooms.

Regarding the organization of the research, it is divided into two chapters. The first chapter is the theoretical part of the work. It includes definitions of SRL and writing and an overview of both concepts. The second chapter is the practical part which highlights the procedures used by the researchers. The research uses two research instruments to collect and analyze the data, with the findings then discussed to either confirm or refuse the hypotheses.

CHAPTER ONE: REVIEW OF LITERATURE

1.1 Introduction

In education, academic writing is considered as a complex skill that requires from learners not only their linguistic competence but their cognitive and metacognitive strategies as well. One of these learning processes is Self-Regulated Learning that helps learners to take control of their writing skills by planning, monitoring, and self-evaluation (Zimmerman & Risemberg, 1997). Therefore, this chapter will introduce the concept of self-regulated learning (SRL), identify the history of this concept, discuss SRL in language learning—including its cognitive, metacognitive, and motivational aspects, examine the role of self-regulated learning in academic achievement, and finally which strategies are more efficient for enhancing SRL.

Furthermore, writing as a part of this research, is a cognitively skill that encourage students to express their thoughts, feelings and even their experiences in appropriate way. As a result, according to recent researches, SRL strategies can help minimize the challenges of writing by offering organized methods for planning (e.g., outlining), drafting (e.g., self-monitoring for coherence), and editing (e.g., asking for particular feedback) (Bai et al.,2020). Therefore, the present chapter also sheds light on writing defined, discusses the process and product of writing, examines the writing mechanics, the relationship between SRL and writing process, and at the end the role of cohesion and coherence and its difficulties.

1.2 Self- regulated Learning Defined

Self-regulated learning is a concept that often confuses academics, as it is sometimes mistaken for related concepts such as self-control, autonomy, and self-directed learning. Consequently, the term holds different meanings depending on the perspective taken. Various scholars have approached self-regulation from distinct viewpoints, as reflected in the literature. From a broad perspective, Vancounter (2000, as cited in Kadri, 2019) defines self-regulation as maintaining

something in a regular, desired state. This implies that self-regulation involves directing and controlling one's intended actions.

Since this research is conducted within the field of education, its origins can be traced back to psychology, specifically cognitive psychology, although it has been applied in various contexts. Given that this study focuses on learning perspectives, it is essential to define self-regulated learning more precisely. Schunk (1996) describes self-regulated learning as the ability to understand and control one's learning environment. To achieve this, learners must set goals, select appropriate strategies, implement those strategies, and monitor their progress toward their goals. Expanding on this, Pintrich (2000, p. 453) offers a practical definition, describing self-regulated learning as "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment." Fundamentally, both Schunk and Pintrich agree that learners actively participate in the learning process. Since self-regulated learning requires learners to be fully engaged, responsible, and proactive, it can be regarded as a self-generated process.

In the field of education, self-regulated learning refers to learners' ability to control their own learning by setting goals, monitoring their progress, and adjusting their strategies to achieve positive outcomes. It fosters autonomy and independence while enhancing problem-solving and critical thinking skills. In this regard, Zimmerman, Bonner, and Kovach (1996, p. 141) define self-regulated learning as a learning approach that involves goal planning, strategy use, self-monitoring, and self-adjustment to acquire a skill. This definition highlights key processes that students use when regulating their learning, such as goal setting, self-monitoring, and metacognitive strategy application.

However, according to Zimmerman (1986), although definitions of self-regulated learning may vary depending on researchers' theoretical orientations, a common understanding has emerged: self-regulated learners are metacognitively,

motivationally, and behaviorally active participants in their own learning. These processes enable learners to be self-aware, knowledgeable, and decisive in their approach to learning. From a motivational perspective, self-regulated learners exhibit high self-efficacy, self-attributions, and intrinsic task interest (Borkowski et al., 1986; Zimmerman, 1985). Ultimately, all definitions of self-regulated learning share the fundamental goal of fostering active learner engagement, whether through cognitive skills (e.g., critical thinking), affective aspects (e.g., motivation and emotions), or behavioral factors (e.g., participation and interaction). Together, these elements demonstrate the close relationship between self-regulation and self-regulated learning.

Winner (1995) further defines self-regulated learning as an inherent aspect of goal-directed engagement. He argues that self-regulation is not a skill that must be learned separately but rather a constructive process inherent in all students. His perspective underscores the importance of learners taking control of their own learning by identifying what needs to be learned, setting goals, planning how to achieve them, monitoring progress, selecting strategies, and reflecting on how to adjust learning outcomes. In simple terms, he emphasizes the learner's role as an agent in their own learning.

Additionally, Winne and Hadwin (1998) highlight the role of the learning environment and feedback in influencing self-regulation. Factors such as available resources, social interactions, and contextual cues can either support or hinder a learner's ability to self-regulate. For instance, collaborative learning environments can provide opportunities for learners to support each other in their self-regulatory efforts. Similarly, feedback from peers, educators, and other sources can help learners refine their strategies and improve their performance. Overall, Winne and Hadwin's perspective integrates metacognitive (cognitive and affective) processes with behavioral and environmental factors (as illustrated in Figure 1), offering a comprehensive understanding of how learners can effectively regulate their learning across different contexts.

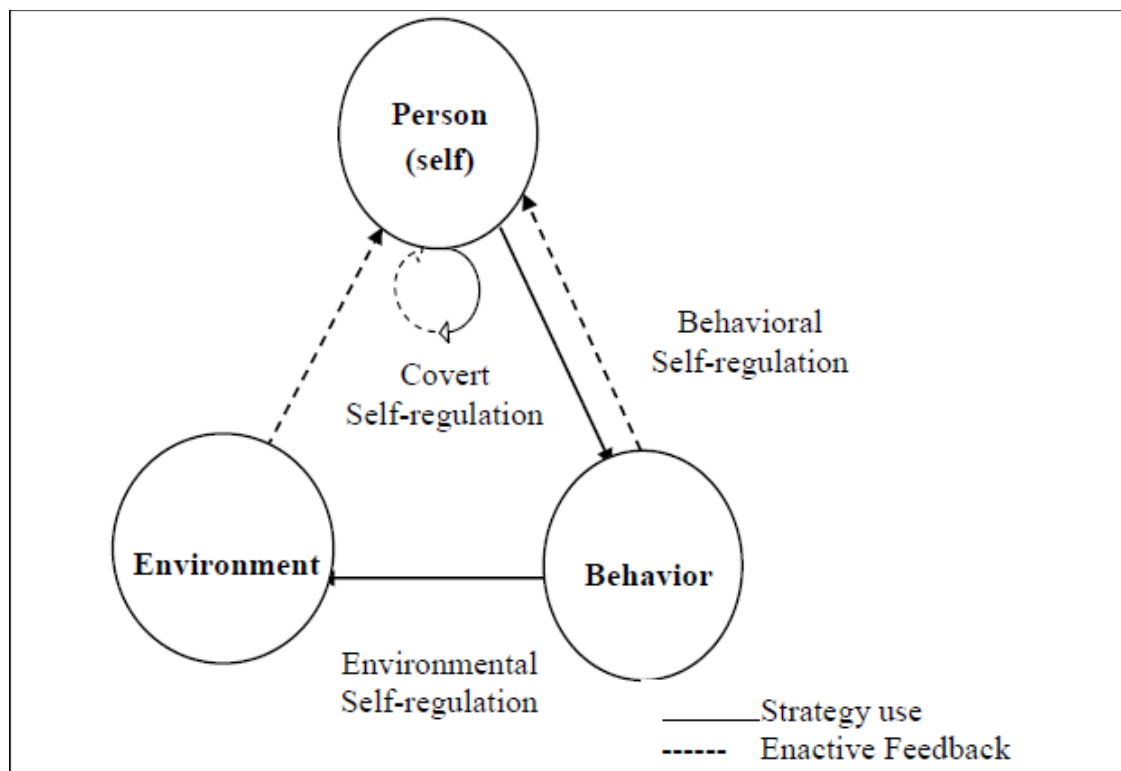


Figure 1.1: A Triadic Model of Self-Regulated Functioning (from Zimmerman, 1989, p. 330).

1.3 History of Self-Regulated Learning

The concept of self-regulated learning in educational psychology has evolved over several decades, progressing from classical theories to modern frameworks. Various models and theories of self-regulated learning in the literature illustrate how different scholars approach it from distinct perspectives, such as Zimmerman's model, Winne and Hadwin's model, and Pintrich's model, among others. This multifaceted and complex concept has continuously developed with the primary goal of understanding the learning process and fostering self-regulation among learners. Consequently, the fundamental question that arises is: How can students become masters of their own learning? (Zimmerman & Schunk, 1989).

1.3.1. The Social Cognitive Theory of Self-Regulation

This theory appeared in mid-20th century after the emergence of behaviorism and so on, when researchers shifted toward internal mental processes like cognition and memory. At that time, Albert Bandura's social cognitive theory introduced the

concept of self-efficacy and self-regulation. His study highlighted the importance of personal, behavioral and environment factors.

1.3.1.1 Zimmerman's Model

Zimmerman developed his model of self-regulated learning based on Bandura's work, particularly within the social cognitive framework. He built on the idea that learners are not passive recipients of information but active participants in their learning, influenced by cognitive and metacognitive processes. Bandura's research emphasized the concept of self-efficacy, which refers to students' belief in their ability to succeed in specific tasks. Zimmerman adopted this concept and defined self-regulated learning as a process that involves setting goals, monitoring progress, and reflecting on performance. He argued that self-regulation is essential for academic achievement, as it enables students to establish objectives, track their progress, and adjust their strategies to achieve desired outcomes (Zimmerman, 2000).

1.3.1.2 Zimmerman Cyclical Model

The model of self-regulated learning (Zimmerman model) is categorized into three prominent cyclical phases: forethought, performance, and self-reflection (Zimmerman, 2000).

-Forethought phase

The first phase, forethought, involves task analysis, which refers to how students prepare for tasks by analyzing the task requirements and understanding what is expected of them. Learners should also set SMART goals to effectively guide their learning process. Additionally, they need to plan these goals appropriately by selecting suitable strategies and resources.

This phase also emphasizes the importance of motivational beliefs and emotions, such as self-efficacy (belief in one's abilities), goal orientation, intrinsic interest, and outcome expectations, as illustrated in Figure 2. These factors play a crucial role in encouraging students throughout their learning process.

For example, when learners write an academic essay, they first reflect on and activate their prior knowledge about the topic. They then evaluate their understanding to determine the task requirements and estimate the time needed for completion. Afterward, they set specific goals and adopt appropriate strategies to successfully accomplish the task. This stage highlights the significance of students' self-perception of their abilities and their valuation of the task. In academic writing, this phase corresponds to the prewriting stage of the writing process.

-Performance phase

The second phase, performance, refers to the active engagement of learners in carrying out the learning task. In other words, students turn their plans into action and begin working on the task. During this phase, they must apply strategies and evaluate their effectiveness (Zumbrunn, Tadlock, & Roberts, 2011, p. 5). This pivotal stage involves several key components.

First, self-monitoring allows learners to track their progress as they complete the assignment, ensuring they remain on course to achieve their goals. Additionally, self-control is crucial, as it fosters motivation and persistence in completing the task. It enables students to stay focused, manage distractions, and apply cognitive strategies effectively.

Another essential component is self-observation, which plays a significant role in EFL learning. This sub-process involves self-recording personal performance or experiences to track specific aspects related to the task (Zimmerman, 2002, p. 68). Through self-observation, students can assess their progress, refine their strategies, and enhance their overall performance.

- Self-reflection

The self-reflection phase follows the performance phase, providing learners with a crucial opportunity for self-evaluation. During this phase, learners assess their performance by considering both the outcomes achieved and the methods employed. Additionally, attribution helps learners identify the causes of their

success or failure, which can influence their motivation and approach to similar tasks in the future. In this regard, Zimmerman (2002, p. 68) explains that self-evaluation involves comparing one's performance to a standard or objective, while causal attributions refer to individuals' perceptions of what contributed to their success or failure.

Furthermore, self-reaction plays a key role in shaping how students approach future tasks, either by increasing motivation or diminishing confidence. This concept encompasses two types of self-reaction: self-satisfaction and adaptive/defensive responses. Self-satisfaction refers to emotional responses to one's performance, such as feelings of excitement or disappointment. Following this, learners exhibit either adaptive or defensive responses.

Adaptive responses involve making constructive modifications to improve one's learning strategies, while defensive responses aim to protect one's self-image, often leading to avoidance of future tasks. Zimmerman (2002, p. 68) notes that defensive responses may result in disengagement, whereas adaptive responses promote self-improvement and effective learning strategies.

According to Zimmerman and Campillo (2003, p. 246), students' future behavior can be predicted based on their self-reaction phase. Negative self-reflection, such as dissatisfaction with one's performance, can lower self-efficacy and intrinsic motivation, whereas positive self-satisfaction strengthens self-efficacy beliefs and enhances goal orientation in learning (Schunk, 1996).

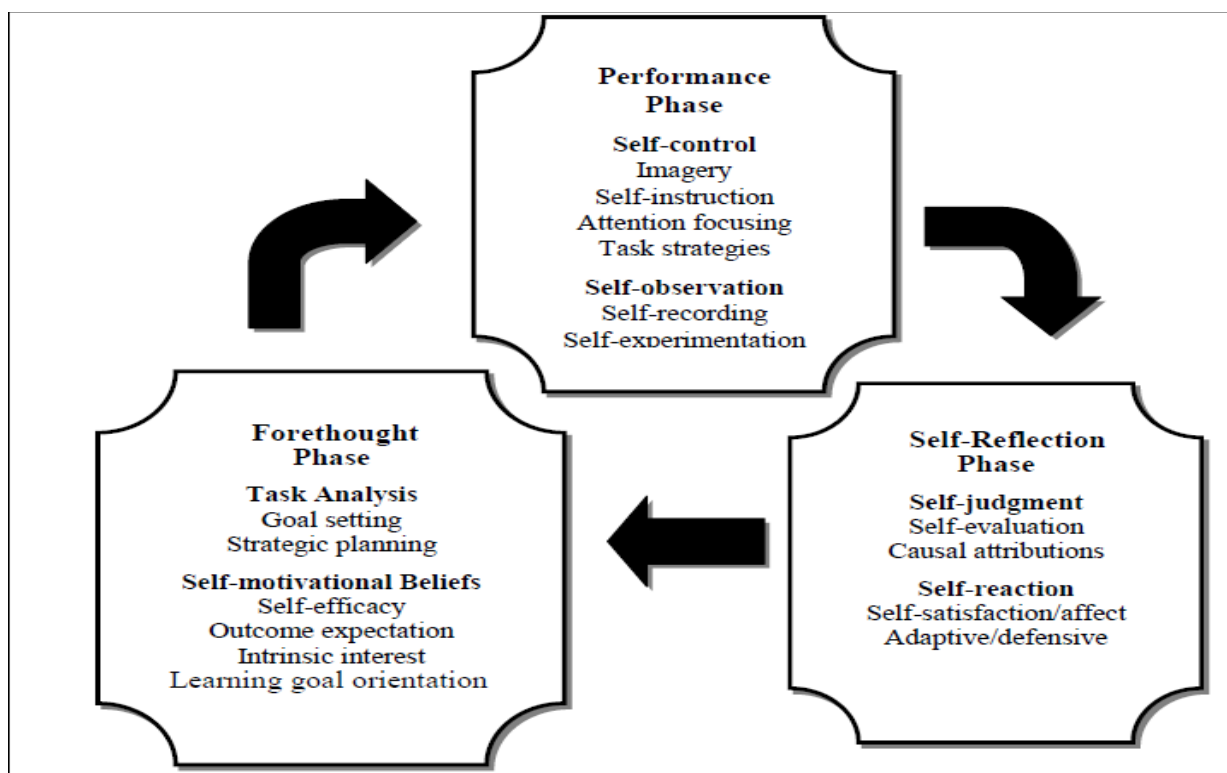


Figure 1.2 A Cyclical Phase Model of Self-Regulation that Integrates Metacognitive Processes and Key Measures of Motivation (from Zimmerman and Campillo, 2003, p. 239)

1.4 The Key Components of Self-Regulated Learning

In the field of educational psychology, the components of self-regulated learning (SRL) are essential for achieving positive learning outcomes. These key determinants interact dynamically throughout the learning process, particularly when completing academic tasks. Various SRL models in the literature, developed by well-known scholars such as Boekaerts, Borkowski, Pintrich, Winne, and Zimmerman, explore different aspects of self-regulation.

In academic settings, many learners struggle to perceive tasks as relevant and engaging. This difficulty may stem from challenges with self-regulation—that is, they have trouble setting goals, selecting appropriate strategies, and managing their performance effectively.

As a result, goal setting, self-monitoring, self-evaluation, and self-efficacy are crucial for students to develop self-regulation skills. Zimmerman (2008) explains that students who lack these skills often struggle with academic self-regulation, as they find it difficult to exercise self-control and maintain self-discipline when completing schoolwork. In contrast, academically self-disciplined students can stay focused and complete challenging or uninteresting tasks, even when more enjoyable alternatives are available (Blair, 2002).

1.4.1 Cognitive Strategies

Cognitive strategies are a crucial mental process in understanding self-regulated learning. According to Zarei and Gilanian (2014), cognitive strategies are one of the key components of self-regulated learning, helping students manage their learning processes. These strategies include rehearsal, elaboration, organization, and critical thinking. By applying these techniques, learners can effectively regulate their learning.

1.4.1.1 Rehearsal

It refers to recalling information and skills, such as drills and memorization of vocabulary, to use in appropriate contexts and essay structures. As Griffin and Clark (2014) emphasize, cognitive rehearsal has demonstrated potential as an effective teaching method in certain contexts. It helps students achieve better results in the learning process.

1.4.1.2 Elaboration

This strategy involves combining new information with prior knowledge to create a meaningful understanding of the learning material. According to Schunk (2012), elaboration is a cognitive strategy that enhances learning by adding information in a meaningful context. For instance, learners can use this strategy to support their ideas and provide illustrations when writing an academic essay.

1.4.1.3 Organization

Organization is another effective strategy in cognitive processes. It helps learners by structuring information and managing tasks more efficiently (Galbraith, 1979). This strategy enables students to save time and stay focused on their academic goals.

As a result, cognitive strategies play a crucial role in enhancing self-regulation. As Boekaerts (1996, as cited in Panadero, 2017, p. 06) describes, cognitive strategies are “cognitive processes and behaviors that lead toward achieving self-set goals and regulating an individual's activities.” These strategies represent mental processes that are closely aligned with learning goals.

1.4.2 Metacognitive Strategies

Metacognitive strategies are important components in self-regulated learning as Mahadi and Subramaniam (2013) explained that metacognitive awareness and self-regulated learning strategies have been associated with increased academic accomplishment and deeper learning. This means that metacognition involves awareness, knowledge, and control over cognition (Pintrich et al., 1991; as quoted in Chen, 2002). Thus, effective metacognitive strategies that work to enhance SRL among learners include: planning through setting goals first, self-monitoring or controlling their learning progress, and reflecting about their achievement via self-evaluating.

1.4.2.1 Goal Setting and Planning Strategies

Setting goals is one of the most crucial elements of self-regulated learning (Pintrich, 2000; Zimmerman, 2000, 2008) and is considered a motivational factor that impacts self-regulation. According to Schunk (2001, p. 1), goal setting is the process of defining a standard or aim that provides the rationale for one's desired activities or outcomes. In other words, goals can be defined as what a learner needs to achieve in order to complete a task. Identifying appropriate goals helps learners stay focused and engaged in their learning process.

Once goals are set, students can begin selecting strategies related to those goals (planning) and develop them to figure out how to approach the task effectively. For example, when writing an academic narrative essay, a student might use paraphrasing and summarizing to reference previous studies. By setting specific goals, students become more confident and motivated to continue working on tasks until they are completed (Bandura, 1997; Urdan & Midgley, 2001). Thus, goal setting and planning strategies guide learners in regulating their learning, managing difficulties, controlling their attention, and acquiring new skills and knowledge. As a result, they become problem-solvers by selecting tactics to adjust their efforts accordingly.

1.4.2.2. Self- Control

Self-control is one of the fundamental elements of self-regulated learning. After identifying goals and planning strategies, students need to control these strategies to stay motivated, sustain attention, and manage their time effectively. Self-control can be defined as the ability to regulate one's efforts, emotions, and behaviors to achieve positive outcomes during the learning process. According to McCann and Turner (2004, p. 1699), self-control is the capacity to maintain attention and effort on objectives despite competing distractions.

In academic contexts, self-control serves as "a dynamic system of psychological control processes that protect concentration and direct effort in the face of personal and/or environmental distractions, thus aiding learning and performance" (Corno, 1993, p. 16). Pintrich (2000) characterizes this concept as metamotivation. It refers to the shared characteristics of metacognitive strategies used to determine which strategies are appropriate for specific tasks (such as maintaining concentration) and motivational strategies used to set challenging goals and understand how to achieve them (maintaining interest). These two types of strategies contribute to self-control. For example, help-seeking is an effective method in self-regulation (Newman, 2008). It encourages students to interact with peers to better understand and

complete the task. Additionally, using rewards or self-directed encouragement can also help learners stay focused and remain on track to achieve their goals.

1.4.2.3. Self-Evaluation

Self-evaluation is a key component that occurs at the final stage when learners complete a task. It allows them to assess their performance and reflect on whether they have succeeded in their learning process. This process is closely intertwined with other determinants, such as goal setting, planning, controlling, and self-efficacy. As Schunk and Zimmerman (2012) emphasized, self-evaluation is a crucial part of self-regulation, involving goal setting, self-evaluation, learning procedures, metacognition, and self-efficacy, all of which impact learners' performance, cognition, attitudes, and emotions. Therefore, self-evaluation is a vital element that helps learners manage their thoughts, set goals, develop strategies, and adjust them if necessary.

Furthermore, according to McMillan and Hearn (2008), self-evaluation is essential for learning outcomes and motivation. It can encourage more meaningful learning, foster internally controlled effort, and enhance intrinsic motivation. In other words, self-evaluation motivates students to improve their achievement and maintain motivation throughout their academic journey. Through self-evaluation, learners can revisit their goals or standards, monitor their progress, and assess their strengths, weaknesses, and the effectiveness of their strategies. As a result, they become more responsible and autonomous in their learning process. Additionally, it provides valuable feedback, which can be shared among teachers or peers. As Carey et al. (1978) explain, "Feedback plays a crucial role in self-evaluation and performance improvement. Studies have shown that combining self-evaluation with instructor feedback on the evaluation process can significantly enhance students' ability to accurately assess their own performance."

1.4.3 Motivational Factors

Motivational factors or beliefs are a part of self-regulated learning. It encourages learners to be engaged and interested in their learning process. Ultimately, integrating motivational processes into SRL is critical for developing self-regulation skills and improving academic performance (Schunk & Zimmerman, 2008; Shuhaimi Jaafar & N. Awaludin, 2014). Among these factors found self-efficacy, intrinsic motivation and external motivation.

1.4.3.1. Self-Efficacy

Self-efficacy is considered one of the most important factors or components in self-regulation (Pajares & Schunk, 2001). Each author in social cognitive theory defines self-efficacy from their own perspective. Generally, it is defined as an individual's belief in their capacity to perform a particular task and achieve positive learning outcomes (Schunk, 1989). Self-efficacy fluctuates depending on the learner's engagement. When a learner is interested, their motivation increases, while if they lack belief in their abilities, their confidence decreases, which may result in failure.

Furthermore, studies in this context show that there is a relationship between self-efficacy and goal setting. Learners establish goals at the beginning of the learning process to guide them toward achieving them by the end. As Pajares (1996) notes, high self-efficacy helps individuals tackle difficult tasks, while low self-efficacy leads to excessive focus on errors, which reduces performance. This means that learners with high levels of self-efficacy are more capable of handling challenging tasks and achieving better results. According to Bandura (1997), self-efficacy is distinct from other forms of self-discipline; it is based on what a learner actually believes they can do, not on what they would like to do. Therefore, self-efficacy helps students become active participants and regulate their efforts more effectively.

1.4.3.2. Intrinsic/ Extrinsic Motivation

Motivation is a multifaceted component that enables learners to regulate their own learning process. For this reason, both motivational factors and self-regulation are interrelated and contribute to achieving positive learning outcomes. In this regard, motivation is generally divided into two types: intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to internal factors within the learner, such as personal needs and interests. In contrast, extrinsic motivation is driven by external factors, such as rewards or the avoidance of punishments. According to Kong (2012, as cited in 2015, p. 4), both types of motivation positively impact learners' achievements.

Additionally, to foster intrinsic motivation and self-regulated learning, Young (2005) argues that teachers should provide dynamic, application-oriented experiences, enthusiastic instruction, strong engagement, helpful feedback, and clear learning objectives. Therefore, intrinsic motivation not only helps engage learners but also allows them the opportunity to select and set their own learning goals. This fosters positive feelings toward their academic careers. On the other hand, extrinsic motivation arises from external influences (Vallerand & Bissonnette, 1992). For example, a learner may be motivated by rewards (e.g., prizes) or punishments (e.g., criticism). Hence, external motivation encourages learner engagement, such as through introjected regulation, which is a form of assimilated extrinsic motivation (Deci & Ryan, 1995).

1.5 The Role of Self-Regulated Learning in Academic Achievement

In the field of educational psychology nowadays self-regulated learning plays a significant role among EFL students to improve their academic achievement. Pintrich (1995) emphasizes the significant of SRL in learning and teaching process. In this regard, some studies show that this concept reinforces to achieve academic achievement (Zimmerman, 2008). Students begin learn self-regulation when their perception develop (adolescence) because before this phase they only believe that if they work hard those successes. However, as Schunk (2005) claims that skills and

capacities of learners are not sufficient in their academic achievement which is why self-regulated learning is pivotal factor in this sense.

Furthermore, as many scholars defined self-regulated learning as the way students cognitively, metacognitively, motivationally learn and achieve positive outcomes. Pintrich (1995) indicates that students learn self-regulation when they use their experiences and self-reflection in their learning. This means that learners' experiences can make them success and self-initiative can help them become critical thinkers and problem solvers. Intrinsic motivation is the main key for self-regulated learners that assist them to overcome their learning challenges and reach achievement as Pintrich, Smith, Garcia and McKeachie (1993) show that self-regulation is related to academic achievement.

In the same vein, self-regulated learners acquire the organization techniques to order themselves in appropriate time and identify their goals to accomplish it later. According to Zimmerman et al (1996, as cited in Houas and Malki, 2018) controlling actions among students is vital in learning self-regulation. Therefore, self-control is also make students perform how to progress their achievement of goals and adjust them if needed. As a result, the power of self-regulation is the key for success that should for learners take it into their account to reach positive and effective achievement in their learning.

1.6 Strategies for Enhancing Self-Regulated Learning

Investigation strategies of self-regulated learning are important for learners to improve their academic achievement. According to Bandura (1986) self-regulation strategies play a significant role in learning. He believes that strategy applications can help learners gain valuable self-efficacy information. Accordingly this research adopt three important techniques that can learners use in their learning typically and in writing skill precisely.

1.6.1 Time-Management

Time management is one of the effective strategies that help learners in organizing and controlling their progress. It can be defined as Chaudhary (2015) mentioned that time management can be considered as self-regulated process in the short term that aims at making efficient use of time while doing goal-directed tasks. It helps learners to identify their short term and long term learning objectives. This means that long term refers to the ability of learners to manage their time during the entire course, while short term pertains to organize of their time for a week of exam (Juvonen & Wentzel, 1996). Moreover, this strategy helps learners to determine where and when to study by using tools like calendars and computers. According to Bandura (1986), in his discussion of the triadic reciprocity, he mentions time management which involves behavioral influences like self-observation and self-reaction. Then, environmental influences as different tools that mentioned before alongside personal influences that refers to learning strategies for example: goal setting, attributions, and self-efficacy (Schunk, 1989).

1.6.2 Self-Assessment

Self-assessment has strong relation with self-regulation and academic achievement. One effective strategy to build self-regulation in students is to give them opportunity to regulate areas of their own learning and report on that practice. For this reason, self-assessment facilitates for learners to assess the gaps between internally defined task goals and the outcomes that they produce (both internal and external). It can be defined as a method that individuals and organizations can use it to evaluate their own knowledge, abilities, activities, and performance (Butler, 2021; Teo & Dale, 1997).

It assists learners to identify their strengths and weaknesses to better improvement. For instance, (McDonald and Boud (2003) showed that receiving instruction in self-assessment can increase students' performance in final exams. Through self-assessment with its different types learners become more aware of their learning (El Koumy, 2010). This concept encourages learners' reflection and

provides effective feedback on each other's work as Cowan (1999) describes this context when students reflect on their learning in different ways (short classroom activities and long projects) that may include questioning which particular feedback can use, pinpointing their strengths and areas of improvement before the teacher gives them feedback, selecting their best work to create a portfolio, and reflecting about their goals before the task to know the next stage later.

1.6.3 Critical Thinking

In the context of critical thinking there are different definitions of this concept depending on Kember et al. (2000, as cited in Phan, 2010, p.286) "is a high- order phase or level of reflective practices". This multifaceted process sometimes refers to it as reflective thinking, it play a significant role in self-regulation. In the field of self-regulated learning, CT refers to two fundamental practices: cognitive strategies are one of these practices that consist of critical thinking. This relationship between CT and cognitive aspect allows learners to use various strategies (e.g., using rehearsal, elaboration, and organizational strategies) to help them analyses, recall and understand classroom material. These cognitive strategies encourage learners to grow their critical thinking and enhance their ability to regulate effectively.

The second essential practice is related to metacognitive practices as Beitz (1996) suggests the crucial interaction between a person's critical thinking and reflection in practice and metacognitive processes. Critical thinking develops self-monitoring and reflection i.e., it engages learners to think about their learning strategies and outcomes. Critical reflection and unbiased information interpretation enable learners to become more mindful and educated about their own cognition (Diekelmann, 1993; Wilson, 1994). Further, CT can also positively influence students' academic success and motivation in the learning process. As Leung and Kember (2003, as cited in Phan,2010, p.284) highlight that "the practice of critical thinking has been shown to relate positively to students' academic success," indicating its essential role in promoting motivation within the teaching and learning framework.

1.7 Definition of Writing

Writing is a way of communicating thoughts and feelings through symbols, such as letters, in contrast to speaking, where people interact orally. G. Yule (2010) described writing as the process of using graphic symbols to represent a language, forming words, sentences, and organizing them into extended compositions. Writing is often regarded as the most difficult skill, especially for EFL learners, as it is an intricate and gradual process that requires a wide range of knowledge, skills, and strategies.

As Flower and Hayes (1981) stated, writing is a complex process involving problem-solving and decision-making, which are higher-order cognitive functions. According to them, process writing consists of several stages. The first stage is pre-writing, which is the foundation for writing, where goals are set and ideas are gathered. Next is composing, where the collected thoughts are translated into written words. In the editing stage, the writer focuses on improving word choice and sentence structure. Finally, revising entails reshaping or changing the flow of ideas to better fulfill the purpose of the writing.

Writing serves different purposes based on the writer's goal and audience, such as describing places or people to create mental images, expressing opinions and thoughts to share knowledge and feelings, informing to provide facts or explanations, reflecting, entertaining, persuading, and so on. Byrne (1991) argues that writing difficulties can be classified into three categories: psychological problems (lack of interaction and feedback between the writer and the reader), linguistic problems (expressing ideas grammatically), and cognitive problems (writing, which must be taught through formal instruction, where the writer masters the organization of ideas in written communication).

1.7.1 Writing as a Process and Product

Teaching writing has always been a challenging task for educators. Over the years, various approaches have emerged to address this difficulty, with the product and process methods being among the most commonly used to guide writing instruction in the classroom. These approaches influence the selection of strategies and activities used in teaching. While the product approach emphasizes producing correct final outputs, the process approach focuses on the steps and strategies needed to produce quality writing.

1.7.2 The Product Approach

The product-focused approach is commonly used in EFL classrooms and emphasizes the final result of the writing process, focusing on the correct use of vocabulary, grammar, and overall accuracy. Badger and White (2000) highlighted that students replicate a model text, learning the conventions and rules of a specific text type in the process. For example, when writing a narrative essay, learners analyze its structure and form.

This approach typically consists of four stages: familiarization, controlled practice, guided writing, and free writing. In the familiarization stage, the teacher introduces a topic and explains the model text, ensuring that students understand the key features of the genre. Next, students practice language structures from the model during controlled practice. During guided writing, students compose their texts with teacher support, which helps them organize their ideas. Finally, in the free writing stage, learners create their own texts, focusing on form rather than content.



Figure 1.3: The Stages of the Product Approach to Writing

The product approach has long been used in EFL education in Algeria, particularly in exam-oriented contexts. Teachers often favor this method as it aligns with standardized tests. Tribble (1996) noted that this approach is practical in contexts where clear, structured writing is assessed, such as in standardized exams. While the product approach has its advantages, it has also faced criticism. J. Robbins (2014) argued that its repetitive nature limits students' creativity, as they often perform the same tasks without room for exploration.

1.7.3 The process approach

Writing is considered both a process and a product. While the product approach focuses on the final result of writing, the process-based approach emphasizes the steps taken to create a written text. Focusing on the writing process allows learners to understand themselves and recognize the strategies that suit their individual learning styles. As Brown (2001, p. 336) states, writing is a thinking process, and through this process, a final written product will emerge. Kroll (1990) quotes Applebee (1986), who suggests that the process approach “provides a way to think about writing in terms of what the writer does (planning, revising, and the like)

instead of focusing solely on the final product, such as patterns of organization, spelling, and grammar” (p. 96).

This approach is learner-centered, focusing on learners' skills, knowledge, needs, learning styles, goals, and expectations as the primary focus.

The writing process generally involves several stages. Tribble (1996) states that the process approach is "an approach to teaching writing that emphasizes the stages involved in writing rather than focusing solely on the final product. It involves pre-writing, drafting, revising, and editing."

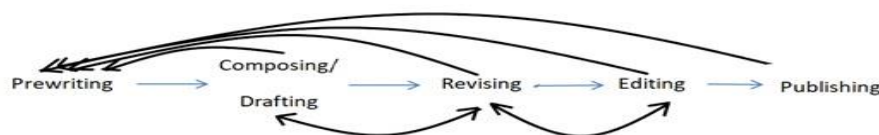


Figure 1.4: The Recursive Stages of the Process Approach to Writing

1.7.3.1 Pre-writing

The pre-writing stages, also known as the planning stage, in which learners generate and collect ideas. This stage follows a set of steps such as exploring the topic and determining the audience through different means such as brainstorming, questions, making notes, maps and plans...etc.

In this stage, learners read about the topic, listen to a related text, or even describe a picture. Richard (1992) noted that the more time spent on pre-writing practices the better the quality of writing. (as cited in Alodwan & Ibanian, 2014)

Pre-writing activities allow students to clarify their thoughts by developing a clear purpose and direction for their text, structure their work to ensure coherence

and cohesion in writing. Additionally, pre-writing saves time during drafting and fosters creativity by encouraging the brainstorming of different ideas and selecting the most relevant one. It also helps writers to focus on mechanics and style in later stages. Therefore, investing time in this step improves the writing process and contributes to more polished writing.

1.7.3.2 Drafting

In this stage students are expected to write down their ideas and translate them into sentences and paragraphs focusing on content not mechanics. The first draft does not need to be perfect; it is about expressing the writer's knowledge on the topic. As indicated by Gaber (2003), when students write their first draft, perfection should not be the goal. Instead it should be considered as a process for discovering ideas.

1.7.3.3 Revising

Literally 're-viewing' the written text with the goal of making changes by looking at the organization, main points, and connections between ideas. Revising takes place after the first draft is completed. Manzo and Manzo (1995) argued that revising is a thinking process through which students discover new connections and refine their ideas to communicate effectively with their audience. (as cited in Alodwan & Ibanian, 2014)

1.7.3.4 Editing

Once the revising stage is completed, writers move to editing where the focus is on sentence level concerns, such as spelling, grammar, punctuation, and sentence length. The goal of this stage is to come up with a final written product with a professional appearance, ensuring it is ready for publication. Furthermore, since the process approach to writing is a recursive and cyclic process by nature, the editing stage may also involve a kind of revision which can occur at any stage of the writing process.

1.8 Relationship between Self-Regulated Learning Strategies and the Writing Process

Self-regulation and writing skill are both multifaceted concepts in learning process. However, they are important to solve students' challenges and reach their needs. Hence, there is a relationship between self-regulated learning strategies and writing process as Zhou and Hiver (2022) emphasized that self-regulated strategies play a crucial role for enhancing writing competence, involvement, and decrease procrastination, through implementing these strategies in writing instruction. Therefore, among these strategies found planning, monitoring, and evaluating followed respectively with the stages of writing including pre-writing, drafting, and post-writing.

1.8.1 Pre-Writing/ Forethought Phase

The first stage that the learner starts in his writing is the pre-writing. This stage does not involve the real writing task, but the actual planning to how write and answer the exercise. The self-regulated strategies employed in this phase are setting goals and planning (metacognitive strategies) and motivation (motivational factors).

1.8.1.1 Planning

The self-regulated strategy "planning" is more helpful for learners to improve their writing. For example, Graham (2006) noticed that planning plays a crucial role in developing writing skills. Skilled writers take more time reflecting on how to planning rather than beginners. In pre-writing, this strategy can assist learners in different ways. As mentioned in homepage journal entitled "Influences of process-based instruction on students' use of self-regulated learning strategies in EFL writing", Bai (2018) said that before writing, writers can employ self-initiating tactics to gather resources, organize ideas, design an outline, and set goals.

1.8.1.2 Setting Goals

As it known that planning in writing is an essential cognitive process. Before writing, the writer sets specific goals for what he wants to reach particular outcomes later. Moreover, the writer should analyze his audience through knowing their experiences and background knowledge before writing. This may include the tone, vocabulary, and style of writing. For instance, the way English teacher prepares a lesson plan for teenager's students by using specific vocabulary. The teacher can also teach his learners during pre-writing to do a list of transitions and where to use them adequately. The learner should also know how to make his work organized like in writing his essay should first identify a clear topic sentence, supporting details, and a conclusion for each paragraph in order to follow logical flow.

1.8.1.3 Motivation

Motivation encourages learners to be engaged when do the exercise. During forethought phase the learner may ask questions like how much time and effort can give to complete the task. For this reason, motivational factors including self-efficacy are important for learners as Simons et al (2004) mentioned the role of interests and values factors to arrive to the specific decision. For example, before writing the learner may remind himself about the importance of coherence and cohesion during communication. Self-efficacy also when use it appropriately after setting goals and planning strategies to write, can lead to higher results and raises self confidence among students.

1.8.2 During Writing / Performance Phase/ Drafting

Performance is the second phase and the actual act of doing the task. It considers as a shift from setting goals and planning the task to try answering and drafting the task. During writing, the learner should monitor and control his progress as well he can ask for help from his peers or teacher's feedback.

1.8.2.1 Self-Monitoring

During this stage of writing, the learner starts do the task. Self-monitoring takes place to control the learner's thinking about his weaknesses and strengths. It helps the learner to select the suitable ideas and his previous knowledge that are aligned with writing task itself. He can also be aware about using lexical terms which make him reflect seriously about the adequate one related to the content. In the same context, Zimmerman (2004) explained that learner who is self-monitor must set his own goals, plan techniques and motivate himself to do the task at hand. It means that the learner should relate his writing with the specific goals, audience expectations and task requirements in order to avoid deflection and depart from the topic.

1.8.2.2 Self-Control

Self-control is also an essential strategy that should be taking it into account during writing. It assists learners to stay focused and manage their emotions and behaviors that might be exist during writing. During self-control, the learner be aware about how manage time to avoid procrastination and resist distractions. According to Graham (2021) research on self-control in writing highlights the role of executive control and self-regulation in developing writing skills. This executive control includes the interplay of writers' mental and physical development with the social situation. Thus, this indicates that writers must regulate their ideas and behaviors while responding to external feedback and contextual demands in order to write effectively.

1.8.2.3 Help Seeking

Finally, during writing help seeking is one part of successful self-regulated strategies. It helps learners in their writing for example when a learner struggles to accomplish a task in his own. He can ask his peer to help him when it is necessary. As Ryan et al (2001) noticed that what distinguishes self-regulated learners from their classmates is that they seek guidance from others with the intention of

becoming more autonomous. Even teachers can give their learners positive feedback to encourage them develop their writing and do adjustments if needed.

1.8.3 After Writing / Reflection Phase / Revising and Editing

During this stage, the learner was already complete the writing task. After that he starts reflect about what he gave by comparing his work with the goal that identifies at the beginning to see if he reaches the outcomes or not. Further, he can evaluate his own work to improve the weaknesses and adapt it.

1.8.3.1 Self-Evaluation

This strategy comes after self-monitoring when learner performs a task. Self-evaluation is a strategy that takes place at the final phase of writing. As self-evaluation considers as metacognitive strategy, in writing this concept refers to learners' judgment about their progress. It can be described as a verifying or checking if the learners' goal is reached the final results or not as Winne and Hadwin (1998) explained that self-regulated learners are the students who have the ability to evaluate their own learning, rather than receive their teacher summative assessment. It also helps learners by identifying their strengths and areas that need improvements either through adjusting their strategies or changing it. For example, they can check if their arguments convince the reader or they should give more examples about the topic.

1.8.3.2 Attribution

Attribution is one of effective strategies that should be used in writing. However, many students face difficulties about how to use it successfully. It considers as a part of self-reflection phase. It is used to avoid plagiarism and make the written work reliable and accurate as Adel et al (2006) provided that attribution has a pivotal role in academic writing including student papers, as it balances originality with respect for the academic community. For example, students may use it to give facts like in writing a hook for an essay to captivate the reader. It can

also utilize for giving statistics and define concepts by using quotations to support their ideas.

1.8.3.3 Adaptation

The concept of adaptation uses in writing to adjust the areas in which should make improvement I.e., it considers as revising phase when the learner re-read his work again to review and evaluate what is missing. It helps the learner to reflect about each element he use it before give the paper to his teacher. For example, he can ask himself questions like: Is I use appropriate vocabulary? Does my arguments are clear and follow logical flow?...etc. Hence, this strategy come at the end of writing “post-writing” to enhance the quality of work and achieve better outcomes.

1.9 Mechanics of Writing

“Writing involves not only the accurate use of grammar but also the effective application of mechanics, such as punctuation, capitalization, and formatting, to convey meaning clearly and appropriately” (Raimes, 1983). When discussing good writing, students often focus on the correct use of grammar and vocabulary diversity. However, mastering writing mechanics is essential for ensuring clarity, correctness, and coherence, which are crucial for academic success, particularly for EFL learners.

Writing mechanics refer to the rules that govern the technical aspects of writing, including punctuation, spelling, capitalization, and abbreviations. As Kessler (2021) notes, writing mechanics are the established conventions that should be followed when composing sentences. They make writing precise, systematic, and grammatically correct, and they work hand in hand with grammar. There is some debate about whether grammar is considered part of the mechanics of writing. While mechanics focus on the rules of the written language, grammar pertains to how the parts of speech combine to form complete sentences. Understanding both is essential for effective written communication (Lunsford, 2016). In this context,

grammar is considered part of mechanics, as it underpins structural correctness, while mechanics focus on surface-level accuracy.

1.9.1 Punctuation

Punctuation consists of symbols used in writing to separate structural elements, such as sentences, phrases, and clauses (Crystal, 2003). Truss (2003) further explains that punctuation is a system of symbols that governs how written language is read and understood. According to Blanchard and Root (2002), there are five main punctuation marks: periods (.), commas (,), question marks (?), quotation marks (“...”), and colons (:).

The system of punctuation serves two main purposes: first, it provides meaning to lengthy sentences, facilitating fluent comprehension of the text; second, it identifies key language features. For example, periods mark the end of a sentence, while question marks signal a question. Halliday (1989) outlines three steps in the functions of punctuation.

Division of Grammatical Units: Punctuation is used to separate sentences and create boundaries between different grammatical units. Full stops (periods) provide strong boundaries, while colons, semicolons, and commas indicate weaker boundaries.

- **Marking Status:** Punctuation also marks the sentence's speech function. For example, full stops signify the end of statements, while question marks signal the presence of a question.
- **Marking Relations:** Punctuation illustrates the relationships within the components of sentences. Hyphens are used to form compound words, such as "full-time." Apostrophes indicate possession (e.g., "learner's level") or contractions (e.g., "didn't"). Dashes are used to highlight contrast, and parentheses provide additional details.

1.9.2 Spelling

Spelling is the act of forming correct words using letters. When students cannot form words correctly, they produce weak pieces of writing. (Cook, 1999, as cited in Yuliah, 2020) highlights four different categories to classify spelling errors made by learners

- 1) Incorrect substitution: occurs when replacing a letter of a word by another letter such as /e/ in complement (compliment), and definately (definitely).
- 2) Omission error: occurs when a letter is missing in a word, such as occured (occurred), Febuary (February).
- 3) Insertion error: when adding a letter to a word; for example loose (lose), bussiness (business).
- 4) Transposition error: occurs when the order of two letters or more are reversed, such as “ei” thier (ther), and recieve (receive).

Furthermore, Smith (1973), Bahloul (2007), Al-Hassan (2011) and Jayousi (2011) mentioned that the main reason of spelling mistakes is the variations of the English pronunciation since English spelling needs more efforts of committing rules to memory. For example, the vowel /e/ is pronounced as /i/ in the word he and she. Similarly, /o/ is spelled as/a/ in the word come or /oo/ in the word move. (as cited in Al-Bereiki, ,2016,p23).

1.9.3 Capitalization

Capitalization refers to writing the first letter of a word in uppercase, while the other letters of the word are in lowercase. Blanchard and root (2004) outlined the eight rules of capitalization as follows:

The first letter of the first word in a sentence should be capitalized;

- Names and the title before the name
- Names of ethnic and social groups
- Names of places, days, months, holidays, religious names,
- Languages and nationalities

- All titles except prepositions, articles, and conjunction, unless they are at the start of the title or sentence.

1.10 Cohesion and Coherence

Coherence and cohesion are both crucial components (ingredients) to achieve good writing. Coherence refers to the association and progression of ideas. It pertains to the macro level features of a text which focuses on the clarity and ease of understanding the ideas. On the other hand, cohesion is the connection of ideas at the sentence level, and is related to the micro level of the text, i.e. the words and sentences and how they link together.

1.10.1 Cohesion Difficulties in EFL Writing

Research on cohesion and coherence reveals that English as Foreign Language (EFL) learners often face significant challenges. Dana Ferris (2003) has extensively researched the issues that EFL learners encounter in writing, including cohesion related problems, which are:

- Unclear Pronoun Reference: Students often use pronouns without clear antecedents, which leads to ambiguity. For example, “Serra told Maria that she was wrong” (who is “she”). This issue can be effectively avoided by applying SRL strategies such as self-monitoring, which helps learners to identify ambiguous pronoun references, and ensuring clear antecedents (Graham & Harris, 2000).
- Lack of Lexical Variety: EFL learners tend to repeat the same words instead of using synonyms or similar terms, making writing less cohesive. To avoid repetition, SRL strategies like using resources, such as lexical databases or thesauruses, enable learners to incorporate synonyms and enhance lexical cohesion (Oxford, 2011).
- Weak or Missing Transitions: Ferris (2003) highlighted the misuse or underuse of transitional words and phrases in writing, leading to incoherent texts. “She was sick, she went to the doctor” (missing transition like

“Therefore”). Checklists for self-instruction guide learners to use transitional phrases, improving logical flow (Swales & Feak, 2012).

1.10.2 Enhancing Cohesion through SRL Strategies

Table 1.1 Integrating SRL Strategies to Improve Cohesion in EFL Writing

SRL Strategies	Unclear Pronoun Reference	Lack of Lexical Variety	Weak or Missing transitions
Planning	Set specific goal to review pronouns during writing (e.g., I will all pronouns and ensure every “They” or “It” clearly refers to a noun). Then create a checklist for drafting, “circle pronoun underline their antecedents confirm clarity.	Learners plan to use different synonyms to replace repetitive. They can also use digital tools to create a word bank (e.g., “important”: pivotal, vital, crucial, essential, and significant).	Before writing learners plan to use specific transition types, for example “consequently, therefore, and as a result”. The writers can create a list of categorized transitions.
Monitoring (Drafting)	Learners pause while writing to ask “when I wrote ‘this’ does it clearly connect to the idea in the previous	During writing students check repeated words and replacing them with synonyms.	Using a checklist “Does each paragraph start with a transition word/phrase?” or asking “How this idea relates to the previous

	sentence?” Ferris (2003).		one?”
Evaluation (Revising and Editing)	Learners can exchange drafts with peers to identify ambiguous pronouns. Or they can use a highlighter to revise sentences where antecedents are vague/ missing.	Learners review the draft to reflect on vocabulary choices and count the repetitions.	Revising the written text to check if the transitions reflect accurately relationships.
Reflection	In order to improve learners track recurring pronoun errors and practice more.	Keeping track of newly learned words and using them in essays, helps students to improve their vocabulary choices and as a result their writing.	Reflecting on recurring issues and practice. (e.g.; replacing “and” which been repeated many times with “furthermore” or “additionally”.

However, it is much difficult to learn how to achieve good coherence than to achieve good cohesion, the problem with coherence is that there are so many ideas and different ways to organize them. Sometimes ideas seem clear for the writer, but can be confusing to the reader.

1.10.3 Coherence Difficulties in EFL Writing

Hyland (2003) discusses a wide range of challenges English as Foreign Language (EFL) learners often face with coherence, including

- The Lack of Familiarity with Cohesive Devices: (e.g. conjunctions, pronouns, transitional phrases). Haliday and Hasan (1976) emphasized the importance of cohesive devices in creating coherent texts. They argued that writers struggle with these devices because they are not explicitly taught or practiced enough. For example, a learner might write, “I like milk, I like coffee, I like tea” instead of “I like milk, coffee, and tea”, or misuse of words like “however”, and “therefore”, which can disrupt the logical flow of ideas.
- Weak Paragraph Organization: EFL learners may struggle to organize paragraphs logically (e.g., lack of topic sentences, and supporting details, which make it difficult for the reader to identify the main idea.
- Cultural Differences in Rhetorical Patterns: Connor (1996) explains that different cultures have different rhetorical styles, i.e., in some cultures, indirect communication is preferred, while English often values directness and linear argumentation. For instance, an Arabic learner might write in a circular manner, revisiting the same idea multiple times, which can seem incoherent to an English reader.
- Grammatical Errors: Grammatical mistakes can disrupt the flow and coherence of writing. Ellis (1994) pointed out that EFL learners often use incorrect verb tenses, make subject- verb agreement errors, or misplace modifiers due to insufficient mastery of English grammar rules.
- Difficulty with Audience Awareness: According to Johns (1997) EFL learners often struggle to adapt their writing to different contexts, such as using informal language in an academic essay.

1.10.4 Enhancing Coherence through SRL Strategies

The previous coherence issues identified by Hyland (2003) can be effectively addressed. For instance, learners can use strategies of planning to avoid weak paragraph organization and cultural differences in rhetorical patterns, such as outlining and analyzing model texts (Hyland, 2003; Flower & Hayes, 1981). During writing, monitoring strategies such as checking grammatical accuracy and cohesive devices help learners to overcome problems such as lack of familiarity with cohesive devices and grammatical errors. Finally, in order to improve learners’ audience awareness, they can use evaluation strategies including peer feedback, and self-reflection which ensures that their writing aligns with English rhetorical norms. By implementing these SRL strategies EFL learners can produce more coherent and logically structured texts.

Table 1.2 Integrating SRL Strategies to Improve Coherence in EFL Writing.

SRL Strategies	Cohesive Devices	Weak Organization	Cultural Differences	Grammatical Errors	Audience Awareness
Planning (pre-writing)	Learners identify and practice cohesive devices during pre-writing phase. For example: they make	Students learn to outline their essay before writing. (A clear topic sentence, supporting details and a conclusion).	Through model texts, learners will be exposed to rhetorical patterns (e.g., linear arguments). They also need to analyze how	Students focus on specific grammar rules (e.g., pronoun agreement, and verb tenses). During this phase they	Learners need to analyze their audience and purpose before writing. They should

	a list of transitions and plan where to use them.		ideas are organized in these texts.	can create a checklist of common errors to avoid.	consider the style, tone, and level of formality.
Monitoring (Drafting)	Learners check their drafts for proper use of cohesive devices. They can use checklists or peer feedback to ensure transition and pronouns are used correctly.	While writing learners can pause to check if each paragraph focuses on one main idea and supports the argument.	During writing learners can compare their work to model texts to ensure they are following English conventions.	They can check for grammatical accuracy, especially in complex sentences.	Learners ask themselves “will my audience understand this?” and adjust their language and explanations accordingly.
Evaluating (Revising and Editing)	After writing, learners can review their work to see if	After completing the draft learners can review their paragraphs to	Learners reflect on whether their rhetorical style aligns	Using grammar checking tools or peer feedback to identify and	Learners can review their work to ensure it

	cohesive devices improved the flow of ideas.	ensure they follow a logical structure and revise as needed.	with English norms and make adjustments.	correct errors.	meets the audience's needs.
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1.11 Conclusion

As final words, self-regulated learning and writing skill are pivotal processes that help students to empower their learning through implementing the different SRL strategies in writing as numerous studies shows the role of self-regulation in EFL learning in general and in writing in particular. Self-regulation is a self-directed process through which learners transform their mental abilities into skills. Whereby, they take control of their learning through identify specific goals, monitor their progress, and evaluate their work. Further, these SRL strategies facilitate for learners to overcome their writing difficulties as organization, coherence and linguistic challenges by understanding the role of writing process in terms of pre-writing, drafting, revising, editing. As a result, implementing self-regulation in writing improves academic achievement and gives students transferable abilities that are necessary for lifelong learning.

CHAPTER TWO: Data Analysis and Interpretation

2.1 Introduction

The study aims to collect information from Tlemcen University students and teachers of EFL L3 learners. It also attempts to figure out how to implement self-regulated learning strategies to develop students' writing skills. The chapter follows these headings: the type of research, description of the setting, sample population, and research instruments with their procedures. After that, the collected data will be analyzed and presented. Finally, the main findings will be interpreted in relation to the hypotheses in this research.

2.2 Research Objectives

Education systems are designed to nurture knowledge, skills and other factors to help learners achieve positive outcomes. However, many challenges can disrupt learners' to succeed in their learning process, and disappoint teachers to support their students. One of these issues is how to effectively implement self-regulated learning to support students' writing development. Accordingly, these research objectives are first to determine influence of self-regulated learning on improving writing process. Secondly, to check which self-regulated strategies the students use to overcome their challenges in writing. As a result, this chapter will explain these objectives by examining both teachers and students in educational contexts.

2.3 Research Design

This chapter presents the research paradigm, the sample population, the profiles of both teachers and students, the research instruments, the procedures for data analysis, and the interpretation and discussion of the main results.

2.4 Research Methodology

This research is designed to investigate the impact of self-regulated learning on writing skills and to identify which strategies are most effective for improvement. To develop a strong research design, an exploratory case study approach is adopted, as the primary aim is to explore the effects of self-regulated learning on writing skills and to analyze the strategies learners use to enhance their writing

performance. Accordingly, this study employs a mixed-methods approach, combining both quantitative and qualitative data collection techniques. Two questionnaires were administered: one to third-year Bachelor's students and the other to written expression teachers. In addition, a classroom observation was conducted to gain deeper insights into the issue and to gather perspectives from real classroom settings.

2.5 Sample Population

The research was conducted with third-year Bachelor's students from the English Department at Tlemcen University, within the Faculty of Letters and Languages. The participants consisted of twenty-five students selected from six different groups. The main reason for selecting this specific sample is that third-year students are expected to write accurately and effectively, as they have already studied the basic writing rules in their second and third years. At this stage of their academic journey, they are transitioning from guided instruction to more independent, self-directed learning. This shift encourages them to explore the impact of self-regulated learning (SRL) by applying strategies such as goal setting, self-monitoring, and self-evaluation, which empower them to take greater control of their writing process. In addition, six teachers also participated in the study to determine whether they incorporate SRL strategies into their writing instruction.

2.5.1 Students' Profile

The study involved twenty-five third-year (L3) students from Tlemcen University, representing various groups at the same academic level. The participants were chosen through random sampling, and their ages ranged from nineteen to thirty-five years. The sample consisted of a majority of female students (72%), while male students accounted for 28%. This specific sample was selected for two main reasons: first, to examine whether students implement self-regulated learning (SRL) strategies in their writing tasks; and second, to identify the difficulties that they face when completing writing tasks.

2.5.2 Teachers' Profile

Six teachers from Tlemcen University participated in this study. They teach the Comprehension and Written Expression (CWE) module to first-, second-, and third-year Bachelor's students, with one session per week dedicated to this module. The purpose of selecting this sample is twofold: first, to determine whether these teachers incorporate self-regulated learning (SRL) strategies in their writing instruction; and second, to identify the challenges they may encounter when implementing these strategies.

2.6 Research Instruments

This research employed two instruments to collect both quantitative and qualitative data, one of which was administered to both teachers and students. The data collected aimed to explore teachers' and students' perceptions of the impact of self-regulated learning (SRL) on improving writing skills, and to identify which SRL strategies are adopted or implemented in the classroom. The instruments included a questionnaire for teachers, specifically those teaching the Comprehension and Written Production (CWP) module. A students' questionnaire was also administered to determine whether learners use SRL strategies in their writing tasks, and to identify which strategies they find most helpful. In addition, a classroom observation was conducted to gain deeper insights into the actual use of SRL strategies and the challenges EFL learners face in developing self-regulation skills in academic writing.

2.6.1 Questionnaire

A questionnaire is a research instrument used to gather both quantitative and qualitative data. It is an effective method for collecting a wide range of information from respondents. As Bhandari (2023) defines it, a questionnaire is "*a set of questions or elements used to collect information from respondents about their attitudes, experiences, or opinions.*" In other words, it enables researchers to gather

relevant data about participants, such as their profiles, needs, interests, and perspectives regarding the teaching and learning process. This tool makes the research more realistic and the data more reliable.

2.6.1.1 Students' Questionnaire

In this research, the questionnaire was administered to both students and teachers. The students' questionnaire consisted of twenty questions, including a mix of open-ended questions, which allowed participants to freely express their views, and closed-ended questions, where they selected answers from the provided options.

The questionnaire was divided into four sections: The first section refers to the students' background, including their age, gender, and their English writing proficiency. The second rubric regards self-regulated learning strategies to see if these students are self-regulated learners. The third section addresses the writing skills in terms of how they work to improve it in relation to self-regulation. Finally, the last rubric examines students' perceptions of the impact of SRL on writing performance, along with their suggestions for additional strategies that could enhance writing skills.

2.6.1.2 Teachers' Questionnaire

The teachers' questionnaire includes different types of questions (close-ended, open-ended, and mixed). The researchers share the questionnaire with teachers of English department and only six teachers answered this questionnaire because they already teach written comprehension module. Further, this questionnaire contains eleven (11) questions divided into four (04) sections. Section one entitled teachers' profile, which is to collect information about the teachers' experience and how long they have been teaching written expression. Section two is about their understanding of the concept of self-regulated learning. Section three is about SRL strategies in writing instruction (i.e. which SRL strategies they focus on and what challenges they may face when implementing them). Finally, the last section is about their perceived impact of SRL on students' writing skills.

2.6.2 Classroom Observation

Classroom observation is another method that is used to gather data by observing people's behaviors and attitudes in a specific setting. There are four types of classroom observation;

- a- The degree of involvement: either participant or non-participant observation
- b- The organization of the observation: structured or non-structured
- c- The research ethics: overt or covert
- d- The nature of the observation: controlled or uncontrolled

In order to see how teachers deal with SRL strategies in the classroom, a non-participant, structured, overt, and controlled observation was conducted in three (03) sessions with two different teachers.

2.7 Data Analysis

The data were analysed using both quantitative and qualitative approaches. First, the questionnaires administered to both teachers and students were statistically analysed and presented in the form of tables, graphs, and charts. The open-ended questions were examined using thematic analysis, which involved classifying responses into relevant categories. Additionally, the researchers conducted classroom observations with both teachers and students to gather more detailed information and uncover hidden insights related to the study. This qualitative method also employed thematic analysis to identify recurring patterns and themes in the observed behaviors and classroom practices. Therefore, this section presents the findings derived from applying these different methods in academic educational context.

2.7.1 Students' Questionnaire Analysis

As it is mentioned before, the questionnaire consists of twenty questions which is a mixture of close ended, open ended and multiple choices addressed to English

students at the third year level. The aim behind using this instrument is to help the researchers to gather valuable information about the issue in hand i.e., to check if L3 EFL students use self-regulated learning strategies in their writing or not. Accordingly, the researchers will analyze each question alone to understand the problem better as shown in the section below.

Students’ Profile

Item One: How old are you?

The purpose behind this question is to determine students' age.

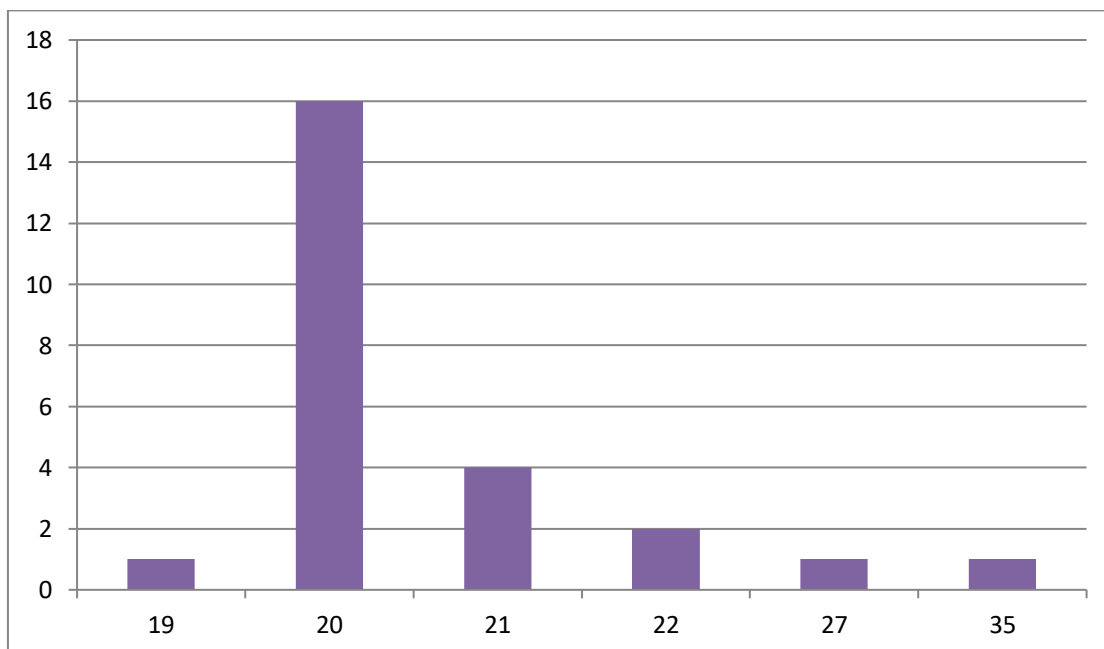


Figure 2.1 Students’ Age

The first question indicated that students’ age ranged from 19 to 35 years old, and the majority of them are 20 years old.

Item Two: Gender

The purpose of this study is to identify the number of males and females who participated in this study.

Table 2.1: Students’ Gender.

Options	A.F	RF
Male	07	28%
Female	18	72%
Total	25	100%

From the table it was noticed that the majority of participants were female, representing 72 % of the responses, while males were a minority of 28% in this randomly sample.

Item Three: How would you describe your English writing proficiency?

This question was asked to assess students' actual proficiency level in English writing skill.

Table 2.2: Students' Proficiency Level in Writing.

Options	AF	RF
Beginner	00	00 %
Intermediate	22	88 %
Advanced	3	12 %
Total	25	100 %

The analysis of this question indicates that the majority of students (88%) rated their English writing proficiency as intermediate, (12%) rated themselves as advanced. However, no one considers themselves as beginner.

Section 2: Self- regulated Learning Strategies

Item Four: Do you consider yourself a self-regulated learner?

This question was posed to determine whether L3 EFL students consider themselves as self-regulated learners or not.

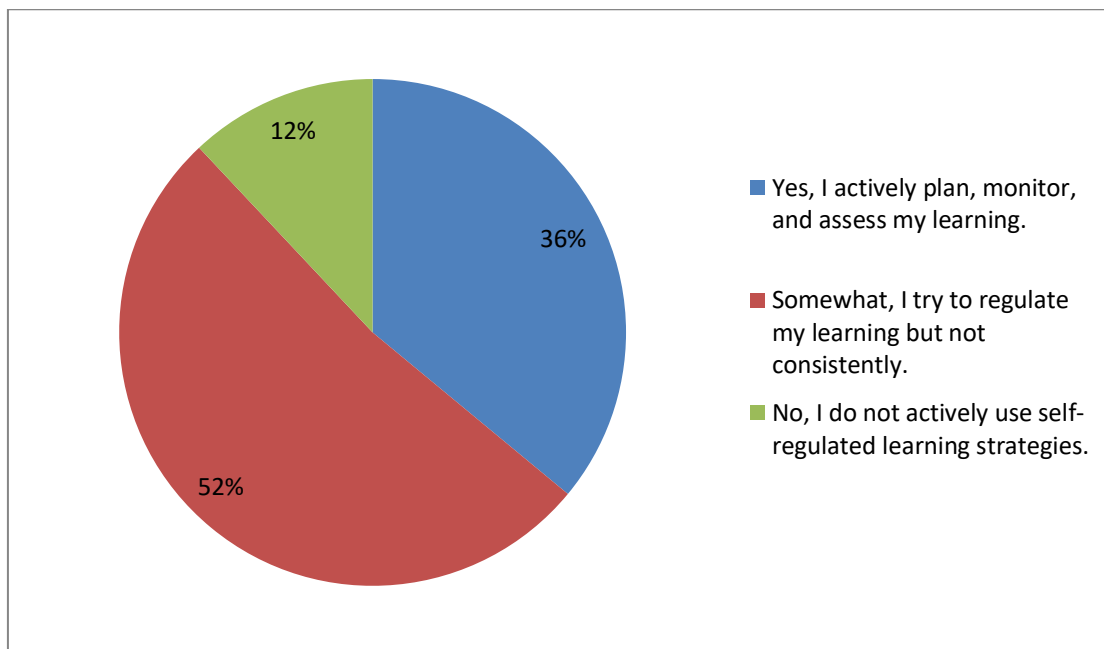


Figure 2.2 Students Awareness about Self-Regulation.

Figure 2.3 illustrates that (36%) from the participants actively plan, monitor, and assess their learning. Whereas, (52%) of students try to regulate their learning, but not consistently, which indicates that they are aware of the concept self-regulation in some way. However, (12%) of them do not use any self-regulated learning strategies.

Item Five: Do you plan your writing tasks before starting to write?

The informants in this item were asked if they plan their writing before drafting or not.

Table 2.3: The Importance of Planning in Writing.

Options	AF	RF
Always	05	20 %

Sometimes	11	44 %
Rarely	08	32 %
Never	01	04 %
Total	25	100 %

According to the data, (20%) of students always use planning strategy in their writing, whereas (32%) of the participants rarely plan before writing, and only one student has never used this concept at all. However, most students (44%) occasionally use planning.

Item Six: Do you use any self-regulated learning strategies in your writing?

By asking this question, the researchers wanted to verify whether L3 students use self-regulated learning strategies or not.

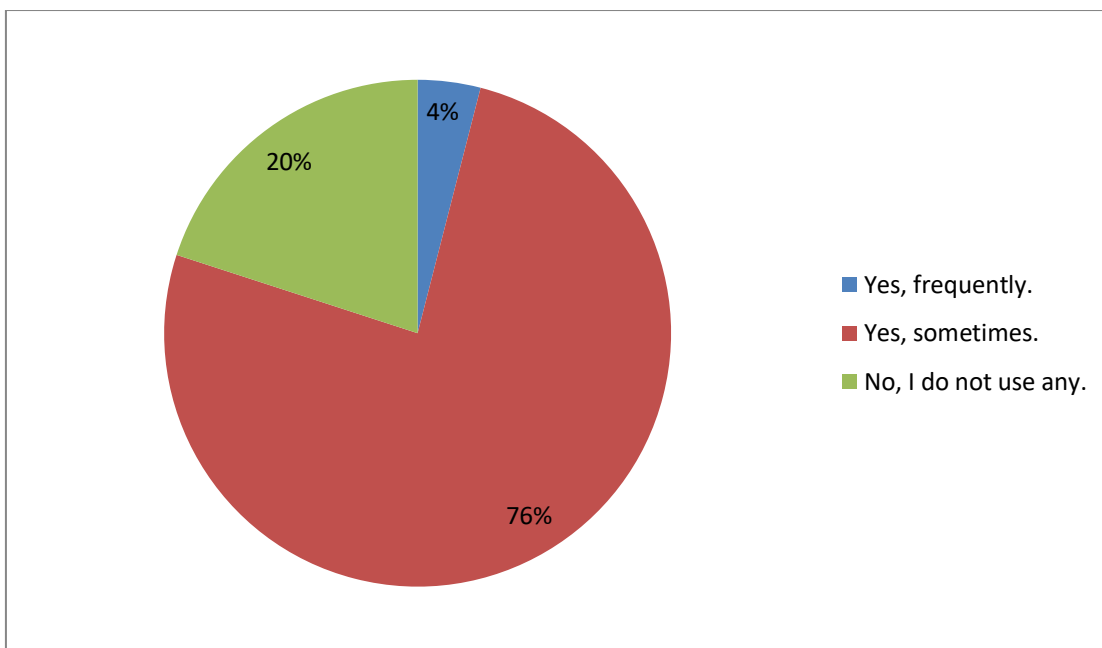


Figure 2.3 Self-Regulated Learning Strategies in Writing

The results indicate that the majority of informants (76%) once in a while use self-regulated learning strategies. Yet, one student (04%) utilizes them repeatedly.

At the same time, (20%) of students indicate that they do not use any self-regulated strategy.

Item Seven: If yes, which self-regulated learning strategies do you use to improve your writing?

This inquiry is closely related to the previous question; the purpose behind it is to specify which self-regulated learning strategies students employ to enhance their writing skills.

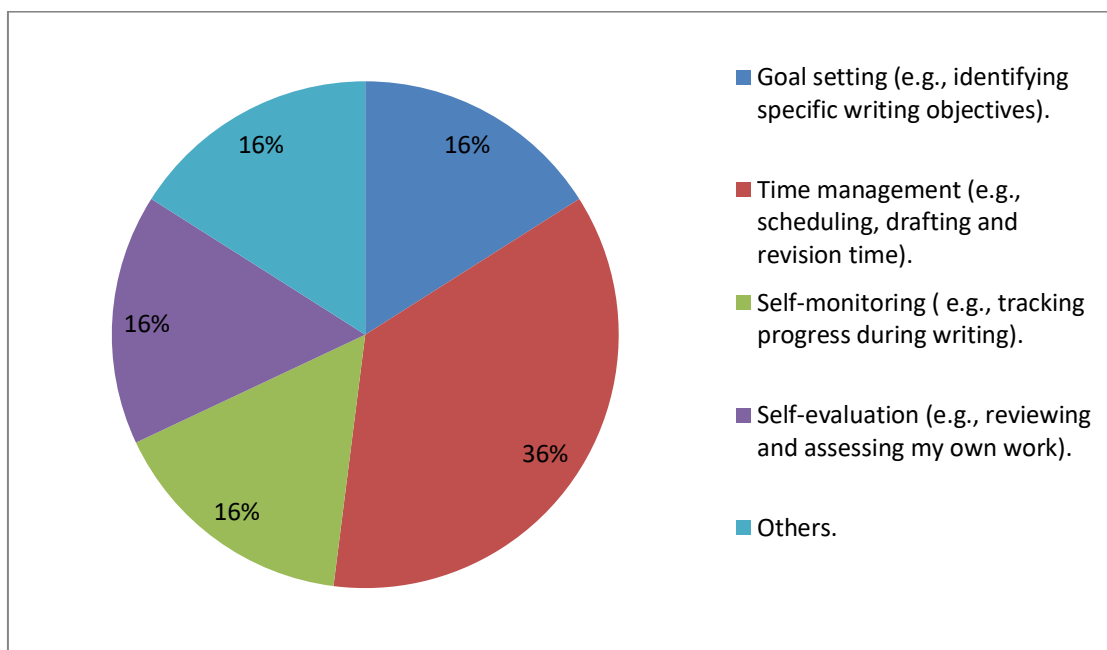


Figure 2.4 Improving Writing through Self-Regulated Learning Strategies.

As it is shown in the figure above, most of the students (36%) answer that time management strategies like scheduling, drafting, and revision time are more beneficial for improving their writing. Whereas the other self-regulated strategies, including goal setting, self-monitoring, and evaluation, are as well important as have the same amount of answers (16%).

Item Eight: How often do you set goals to improve your writing?

The purpose by asking this question is to assess the extent to which students set goals before engaging in writing activities.

Table 2.4 Setting Goals to Improve Writing

Options	AF	RF
Always	03	12 %
Sometimes	14	56 %
Rarely	06	24 %
Never	02	08 %
Total	25	100 %

According to the results, a significant portion of students (56%) responded with “sometimes,” this suggests that while goal-setting is a common practice somehow, it is not regularly used. Additionally, (24%) of the participants reported that they rarely set goals prior to writing, followed by smaller percentage (12%) of the respondents, stated that they always do so. Lastly, only (08%) indicated that they never set goals when writing.

Item Nine: Do you use online or AI writing tools (e.g., Grammarly, Chat GPT) to improve your writing?

This item sheds light on the use of online writing tools by students during writing tasks and whether they find them helpful or not.

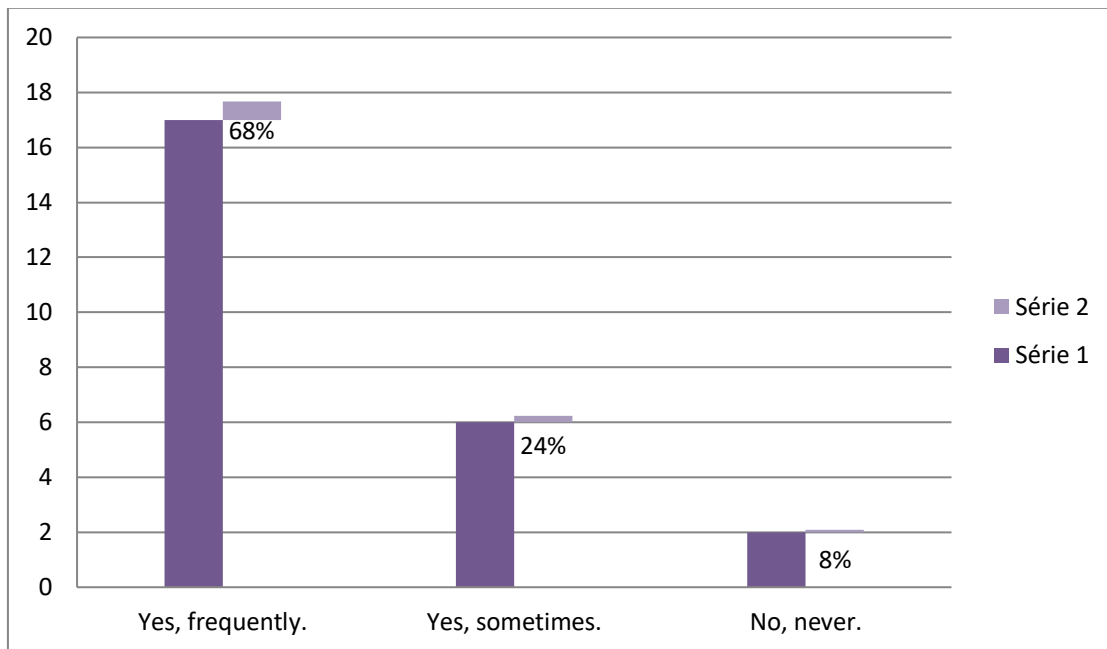


Figure 2.5 Using Online Tools to Improve Writing.

When asked about the use of AI writing tools, the greatest part of students (68%) denoted that they often use AI tools. At the same time, 24% of students' use these tools occasionally, while (08%) which represents a minority revealed that they never utilizes them.

Item Ten: Do you reflect on and revise your writing based on self-assessment after completing a task?

The intent of this question is to find out whether learners self-assess themselves after writing a task or not.

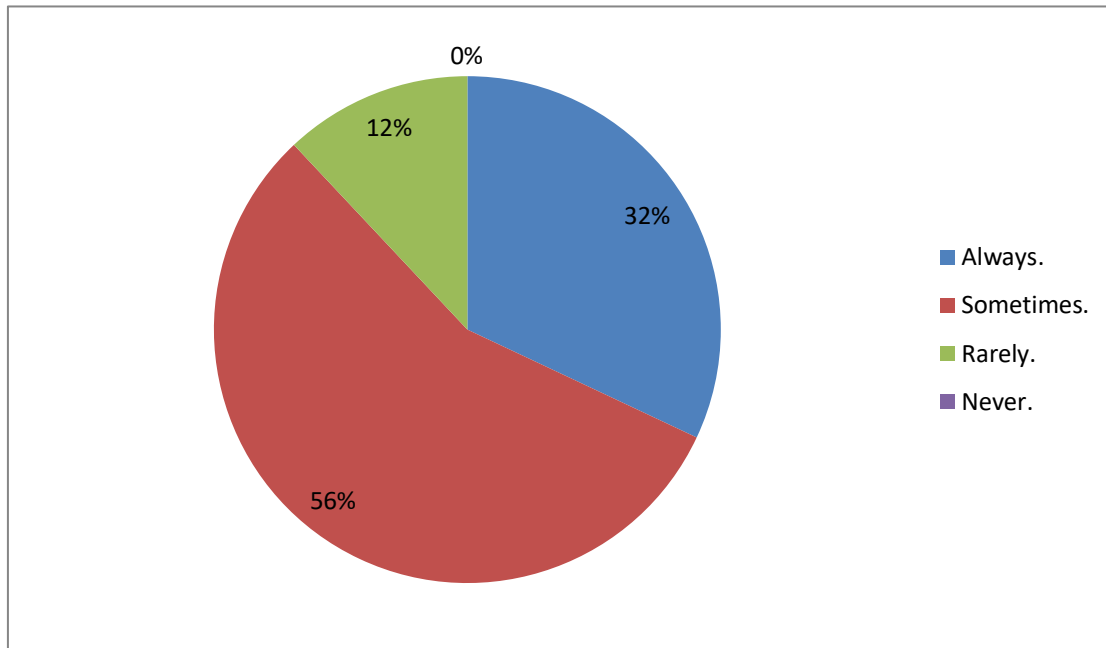


Figure 2.6 The Role of Self-Assessment in Completing a Writing Task.

The data regarding self-assessment after completing a writing task indicates that most of the students' _approximately 56% _sometimes engage in self-assessment. 12% of participants rarely evaluate themselves, and 32 % of students always self-assess their work after completing the task.

Section 3: Writing Skills Development.

Item Eleven: How often do you practice writing tasks (e.g., essays, paragraphs, reports)?

The objective of this item was to investigate how often students practice writing tasks.

Table 2.5 Statistics for Students who Practiced Writing Tasks.

Options	AF	RF
Daily	01	04 %
Weekly	07	28 %
Monthly	08	32 %
Rarely	09	36 %
Never	00	00 %
Total	25	100 %

The table above demonstrates that the majority of students either practice writing rarely (36%) or monthly (32%). Whereas a small minority practice writing weekly (28%), meanwhile, only (04%) of the participants practice composing on a daily basis.

Item Twelve: How would you rate your current writing level?

This prompt aimed to identify the students' writing proficiency level.

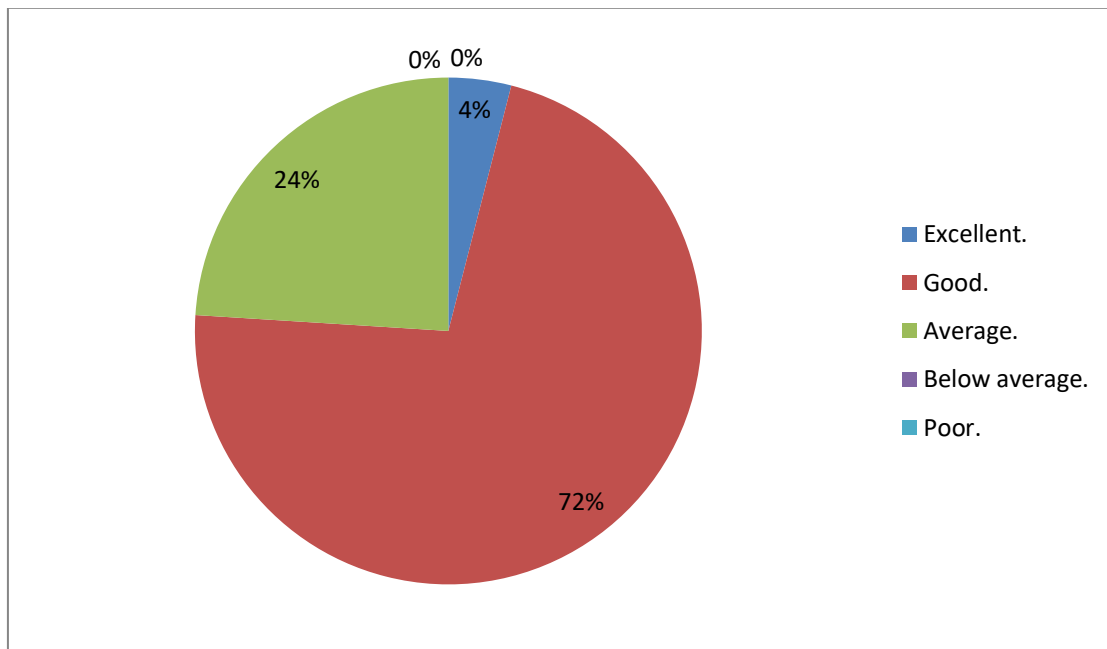


Figure 2.7 Students' Level in Writing

According to the data, there are several options available to the respondents: excellent, good, average, below average and poor. The study finds that the majority of students are good at writing (72%), while 24% of students' responses are average, and only one student is excellent. However, none of them has a below-average and poor level.

Item Thirteen: Which aspects of writing do you find most challenging?

This question was designed to identify the main challenges that most of students face when writing.

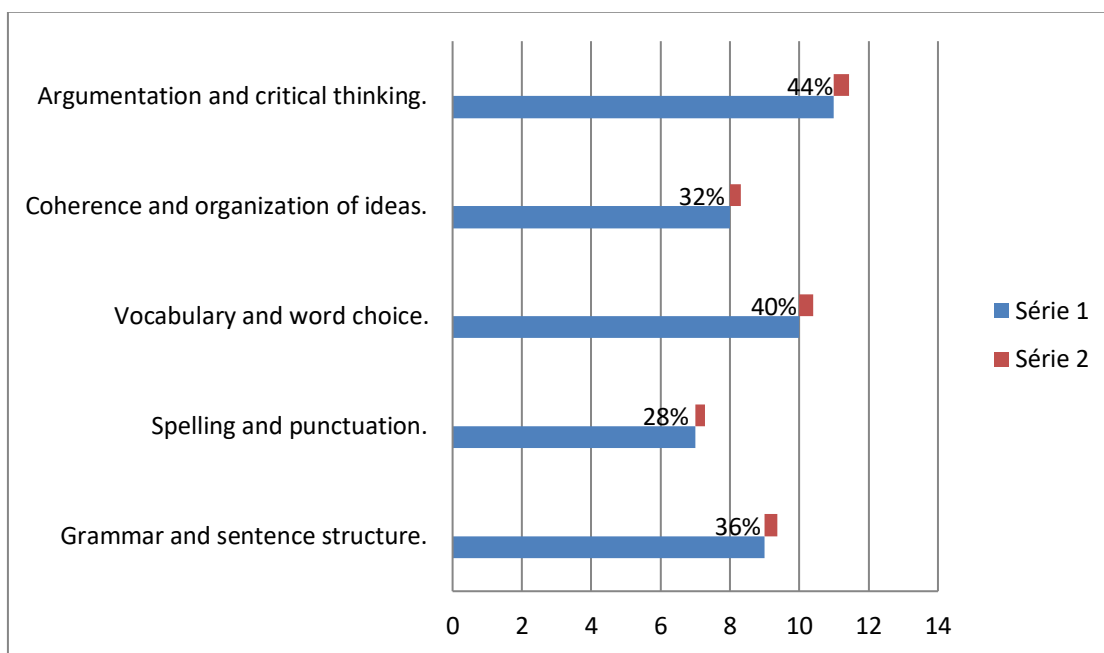


Figure 2.8 Challenging Aspects in Writing.

In this inquiry, the researchers give the participants the opportunity to select more than one answer as is apparent in the question. The findings point out that most of the students (44%) face difficulty convincing the reader and using critical thinking effectively. Besides, 40% of participants see that vocabulary and word choice as more challenging. When considering coherence and organization of ideas (32%) of the subjects believe that they are crucial for good writing, whereas, (36%) chose grammar and sentence structure, and (28%), believe that spelling and punctuation are the main difficulties in writing.

Item Fourteen: Do you believe self-regulated learning plays a significant role in improving your writing skills?

The aim of this question is to see the different perspectives of students about the importance of self-regulation in writing.

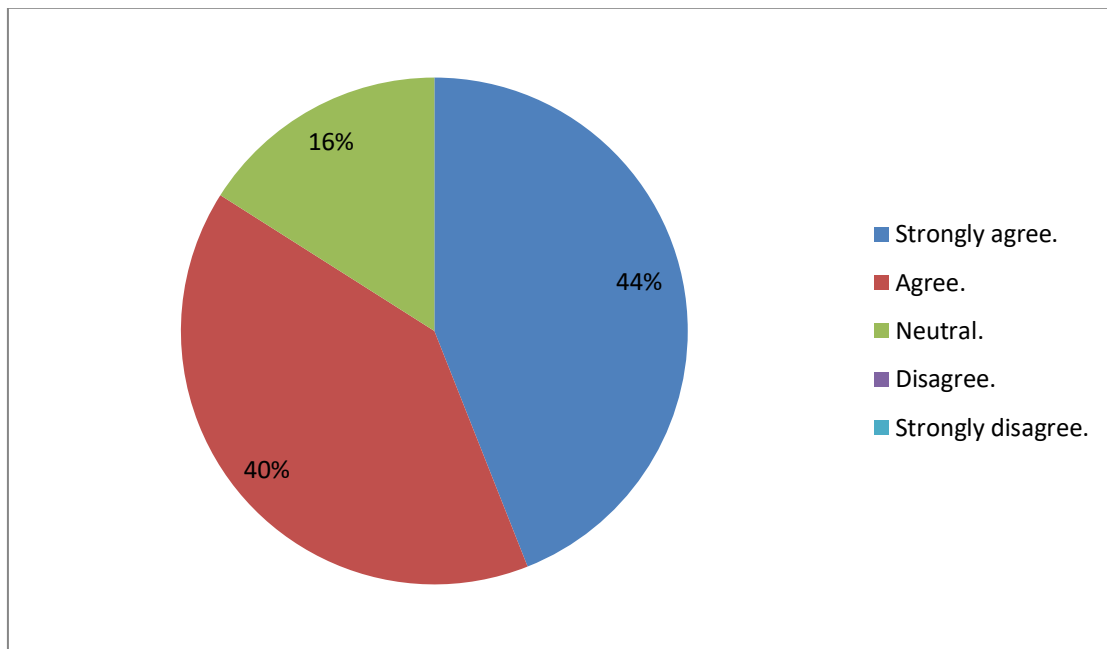


Figure 2.9 The Role of Self-Regulated Learning in Writing Skill.

When asked about the role of self-regulated learning in writing skill, (44%) of the students strongly agree that self-regulation is of paramount importance for improving writing skills, (40%) of the participants said that they agree with the statement, the neutral option was chosen by (16%) while no one opted for disagree or strongly disagree options.

Item Fifteen: Do you feel motivated when using self-regulated strategies in writing?

This question was posed in order to measure students' motivation when using self-regulated strategies during writing tasks

Table 2.6: Self-Regulation and Motivation.

Options	AF	RF
Yes, a lot.	08	32 %
Yes, sometimes.	12	48 %
Yes, a little.	04	16 %
No, not at all.	01	04 %
Total	25	100 %

The results indicate that (48%) of students are often motivated to apply self-regulated learning strategies during their writing tasks, (32%) answered with “yes, a lot”; which reflect that they totally agree with the statement. Whereas (16%) of the participants feel a little bit motivated, and the remaining (04%) of the respondents stated that they never felt motivated when writing using SRL strategies.

Item Sixteen: Do you engage in self-correction while writing?

The purpose behind this inquiry is to examine the use of self-correction during writing by third-year EFL students.

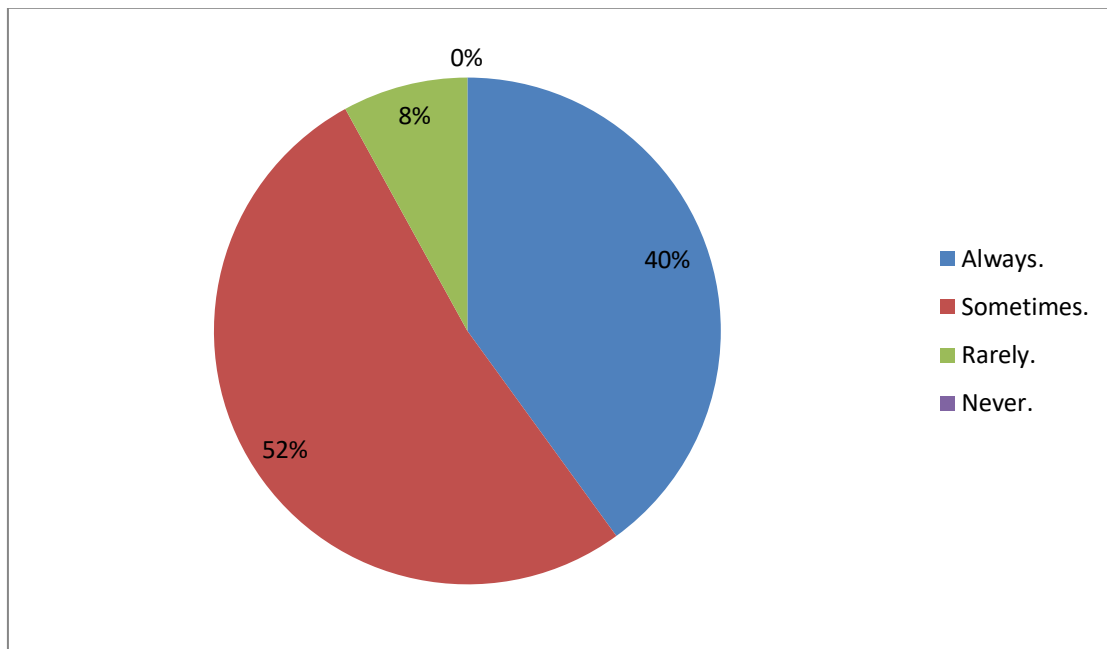


Figure 2.10 Students' Self-Correction Engagement while Writing.

According to the obtained results, the majority of students (52%) are usually engaged in self-correction during writing. Respectively, 40% of them were consistently applying self-correction, while (08%) of respondents demonstrates limited self-correction while writing.

Section 4: Perceived Impact of Self-Regulated Learning on Writing.

Item Seventeen: To what extent has self-regulated learning improved your writing skills?

This question examines whether self-regulated learning influences writing skills or not.

Table 2.7 Self-Regulation and the Improvement of Writing Skills.

Options	AF	RF
Very significantly.	04	16 %
Moderately.	17	68 %
Slightly.	04	16%
Not at all.	00	00 %
Total.	25	100 %

As shown in the Table 2.7, (68%) of students considered the impact of self-regulated learning strategies on writing as moderate. While the options “very significantly” and “slightly” had an equivalent proportion (16%) for each, with none opting for “not at all”.

Item Eighteen: What challenges do you encounter when using self-regulated strategies in writing?

The researchers utilize this question to understand the students’ challenges when using self-regulated strategies in writing.

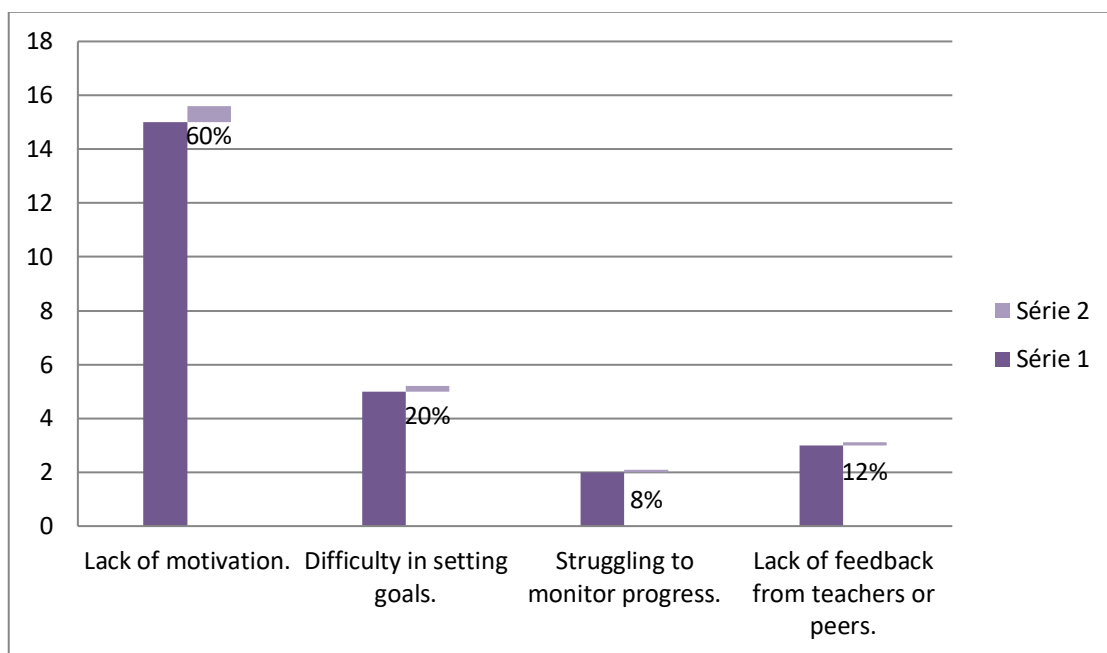


Figure 2.11 Students’ writing Challenges while Using Self-Regulated Learning Strategies.

From Figure 2.12, lack of motivation is said to be 60% of informants regarding lack of motivation are the most challenging aspect. Meanwhile, five students answered that difficulty in setting goals is more complicated when using self-regulation during writing and three students considered lack of feedback from teachers or peers is difficult in this subject. However, the minority of participants selected the option “struggling to monitor progress”.

Item Nineteen: Describe a specific experience where self-regulated learning helped you complete a writing task?

This question was asked to the informants to explore which SRL strategies they find most helpful and confirm whether they use them regularly in their writing tasks or just during exams.

From the responses; two students did not answer this question and four others mentioned that they had never used SRL strategies or were not sure if they had, while the rest agreed that SRL strategies were helpful during exams, especially time

management and self-assessment. This indicates that SRL strategies are only activated during exams and not consistently applied to everyday tasks.

Item Twenty: What additional strategies do you think could help enhance writing skills for L3 EFL learners?

The question aimed for additional suggestions concerning the role of SRL in enhancing L3 students' writing skills. Eight participants did not answer this question, while the rest gave multiple suggestions which will be listed below:

- Extensive reading: reading books, novels, and articles to build vocabulary, grammar, and style.
- Frequent writing practice to build fluency.
- Explicit instruction of SRL strategies; teach planning, outlining, and organizing ideas before writing
- Encourage peer review, teacher feedback, and collaborative writing activities.
- Encourage free writing and allow learners to select topics that interest them to boost motivation.
- Develop analytical skills through the integration of critical reading, and note-taking to inform writing
- Implement writing tasks that count toward grade.

2.7.2 Teachers' Questionnaire Analysis

This questionnaire was conducted for teachers who teach writing comprehension; as mentioned before that this instrument consists of mixed open-ended and closed ended questions. The purpose behind using this kind of instrument is to verify if teachers of English at Tlemcen University actually use self-regulated learning strategies during their teaching of writing or not. Moreover, the researchers try to understand their difficulties in implementing these strategies among their students.

Section 1: Teachers' profile.**Item One: Teaching Experience**

This question aims to discover experience differences between teachers.

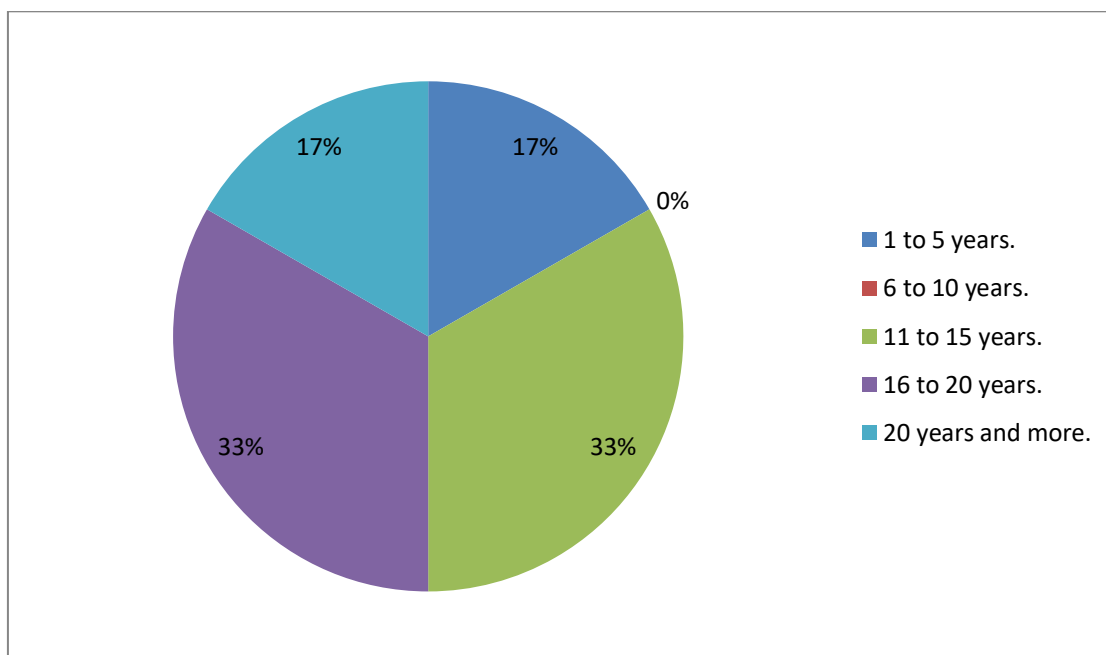


Figure 2.12 Teachers' Experience in Teaching.

As it is shown in the chart, the teachers that have participated in this questionnaire are generally ancients in the domain of teaching English as a foreign language. Data show that 33% of the informants had 11- 15 years of experience, and an equal proportion 33% fell into the 16-20 years category. Besides, 17% of teachers had 1-5 years of experience, and 17% possessed 20 years and more.

Item Two: For how long have you taught writing?

Since the research is related to writing, this question was asked to clarify how many years' teachers have been teaching writing in order to understand later if they really think or implement self-regulated learning strategies or not

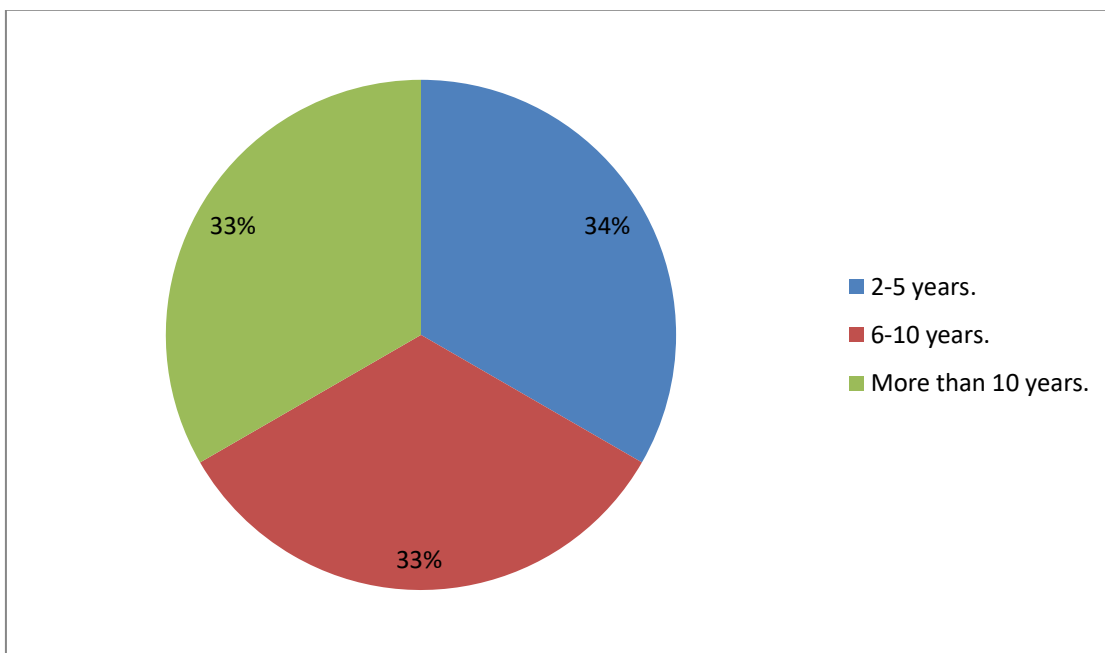


Figure 2.13 Teaching Writing Experience.

Experience levels were evenly split: 2 teachers had 2-5 years, another 2 reported 6-10 years, and a matching 2 possessed more than 10 years.

Section 2: Teachers’ understanding of the concept of Self-Regulated Learning (SRL).

Item Three: Do you use self- regulated learning strategies in teaching writing?

This question was asked to discover if the participants use SRL strategies in their teaching or not.

Table 2.8 Teachers Using SRS while Teaching Writing

Options	AF	RF
Yes, frequently.	03	50%
Yes, sometimes.	03	50%
No, I do not use any.	00	00
Total	06	100%

From the table above, results show that 50% of participants frequently use self-regulated learning strategies in their instruction, whereas the other 50% mentioned that sometimes they do use SRL strategies when teaching the module of written expression but not regularly.

Item Four: If yes, to what extent do you believe SRL strategies are important to enhance EFL students' writing skills?

This question is designed to see the different perspectives of teachers about the significance of SRL strategies to improve EFL students' writing skills.

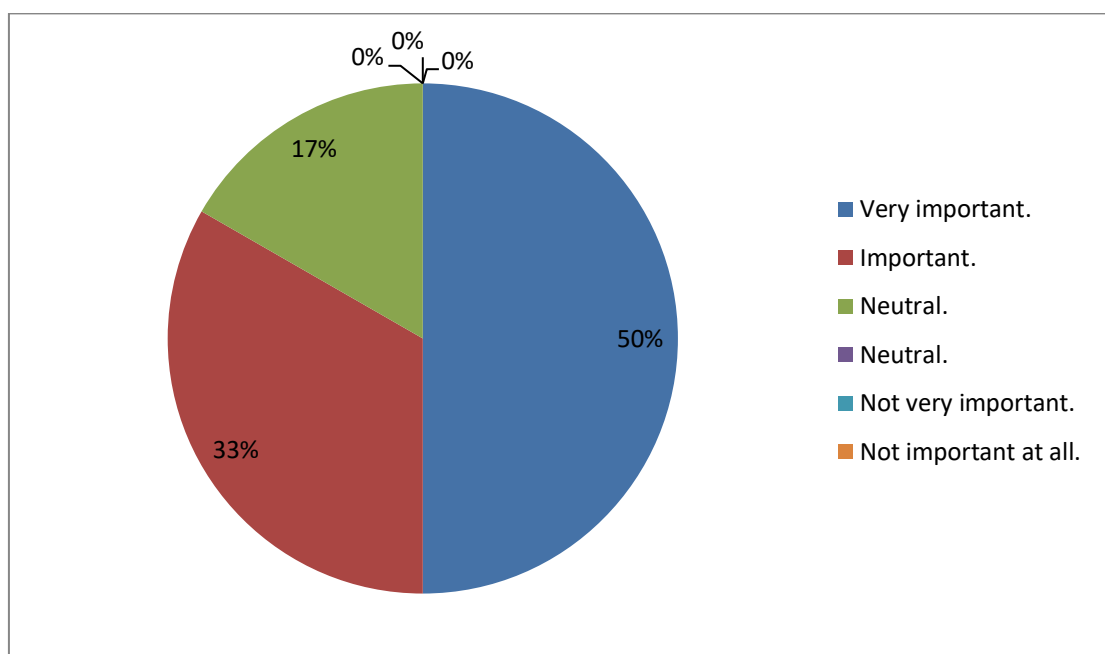


Figure 2.14 The Importance of SRL Strategies for Enhancing EFL Students' Writing Skills

According to the results, the vast majority of teachers (50%) consider SRL strategies significantly important to enhance for EFL learners' writing skills, (33%) of the participants agreed that those strategies are important, whilst (17%) chose to be neutral neither important nor irrelevant.

Section 3: Strategies in Writing Instruction.

Item Five: Which SRL strategies do you focus on most frequently when teaching writing? (Select all that apply)

This question is posed to precisely identify the SRL strategies used by teachers when teaching writing.

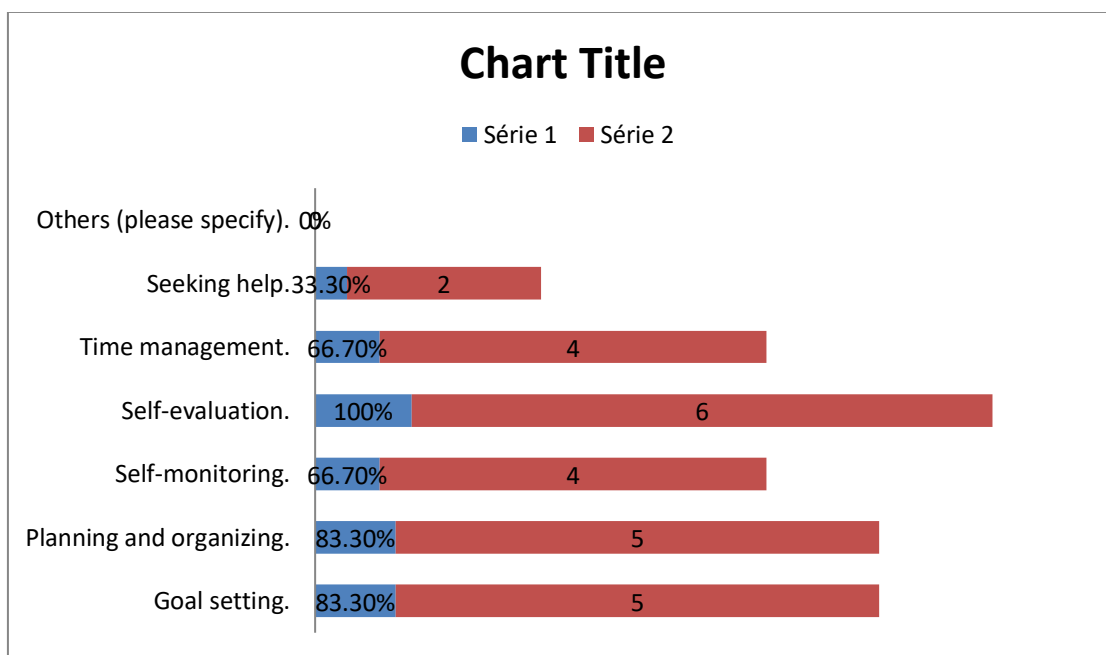


Figure 2.15 Teachers’ Most Used SRLS while Teaching Writing.

The findings demonstrate that all participants use self-evaluation when teaching writing. Besides, 83, 30% of the informants use goal setting, planning and organizing strategies. After this, participants, nearly 66,70% agreed that time management and self-monitoring strategies are a must when teaching the CWP module. Following, only 33,30% of the teachers chose help seeking strategy as one of their frequent used SRL strategy.

Item Six: How often do you encourage your students to use SRL strategies in their writing tasks?

This question was asked to see if teachers encourage their students most frequently to use SRL strategies in their writing tasks or not.

Table 2.9 Teachers Encouragement for their Students to Implement SRL Strategies in their Writing Tasks

Options	AF	RF
Always.	03	50%
Often.	02	33,3%
Sometimes.	01	16,7%
Rarely.	00	00%
Never.	00	00%
Total	06	100%

From the table above, 50% of the informants always encourage their learners to utilize SRL strategies in their writing, 33,3 % of the teachers often motivate their students such strategies. While, 16,7% answered with “sometimes”.

Item Seven: What challenges do you face when implementing SRL strategies in your writing classes? (If applicable)

This question seeks to identify the challenges faced by teachers when implementing SRL strategies in their classes. All the participants’ answers are in the table below:

Table 2.10 Teachers’ Challenges when Implementing SRL Strategies

	Challenges	Responses
a. Time constraints.	Lack of time to make students practice SRL strategies in writing activities.	Response 1, 2, 4,5 Suggest low teaching time, it is not enough to teach CWE/CWP only in 1 hour, and provide feedback on their writing endeavors.
b. Lack of motivation.	Teachers struggling with getting their students engaged in their learning.	Response 3,4 Keeping engaged in the process takes extra effort; use printed dictionaries or complete a timed-writing activity in the given time.
c. Lack of using SRL strategies.	Struggle with making students set goals and reflect on their progress.	Response 1,3 Students’ reluctance, difficulty to get students takes their ownership in their learning.
d. Students involvement.	Lack of participation among learners which discourage teachers to finish the lesson.	Response 4, 6 They are subject to hinder SRL efficacy that discourages teachers to implement it in future

		classes.
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Section 4: Perceived Impact of SRL on Students’ Writing Skills.

Item Eight: Which aspects of writing do you think SRL strategies improve mostly? (Select all that apply). Grade them from 1 to 4.

The purpose behind this question is to discover teachers’ perspectives about which facets of writing can SRL strategies improve.

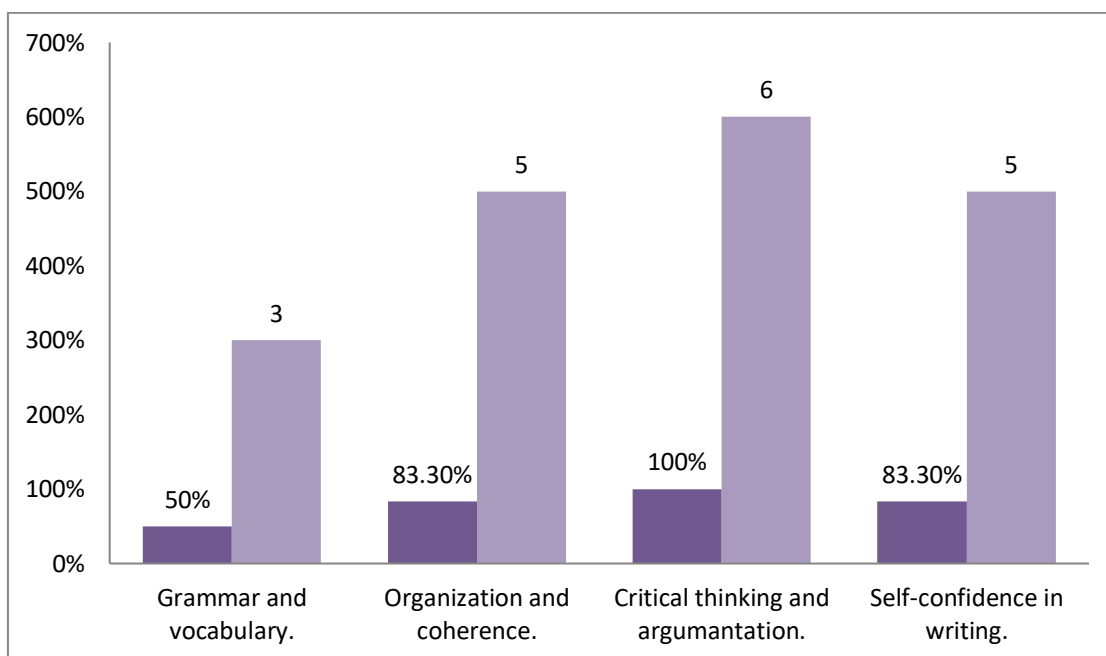


Figure 2.16 SRL strategies which Improve Most Students’ Writing Skills’.

As shown in the figure above, (100%) critical thinking and argumentation are said to be the most decisive SRL strategies which enhance learners writing skills. Results show that, (83,30%) of the informants indicate that organization, coherence, and self-confidence affect writing positively. Whereas Grammar and vocabulary takes (50%) of the informants’ rate

Item Nine: Have you observed any changes in students’ motivation in writing tasks after initiating SRL strategies (If applicable)

The informants in this item were asked if they observed any changes in students’ motivation after applying SRL strategies in their writing activities, whether their motivation has improved significantly, slightly, remained unchanged or decreased.

Table 2.11 Teachers’ Observation about Students’ Motivation when Using SRLS in their Writing Tasks.

Options	AF	RF
Yes, significantly improvement.	03	50%
Yes, slight improvement.	03	50%
No change.	00	00%
Decrease in motivation.	00	00%
Total	06	100%

This item reveals a clear division in participants’ perceptions of changes in students’ motivation after using SRL strategies during writing tasks, with 50% indicating that students’ motivation has improved significantly and the other 50% reporting that learners’ motivation improved slightly.

Item Ten: What additional support would you need to better integrate SRL strategies into your writing instruction?

This question investigated what kind of support teachers need in order to better incorporate the strategies of SRL into their writing instruction; of the six

participants, one teacher did not provide an answer to this question, while the other five teachers gave different answers as shown table 2.11 below:

Table 2.12 Additional Support Needed for Better Integration of SRL Strategies into Writing Instruction

	Additional support	Responses
Teacher Training	Teacher training on SRL implementation.	Teacher training on the use of SLR strategies. (1,6)
Instructional Time	Longer and More writing sessions	Time constraints as multiple teachers agreed that "...we should have at least two sessions of CWE/CWP per-week." (3,4,5)
Class size	Fewer students for effective interaction and support.	"...CWE should be though in small groups...15- 20 students maximum" (4,5)
Engagement	More practice and reinforcement.	Teachers recognize that theoretical knowledge isn't enough. Students need more hands-on activities to internalize SRL habits in writing. (6)

Item Eleven: Do you have any additional comments or suggestions regarding the role of self-regulated learning in improving L3 EFL students' writing skills?

The researcher asked the last question for additional suggestions concerning the role of SRL in enhancing L3 students' writing skills.

Two teachers left this question unanswered whereas the other participants gave the following responses:

- SRL is crucial for students' independent learning as it helps them prepare for future academic tasks like thesis writing.
- One of the teachers suggests that SRL should not be limited to the writing module but extended to all modules
- L3 students are mature enough to benefit from and apply SRL strategies effectively.
- The integration of digital tools for feedback which helps the self- evaluation aspect of SRL.
- Another participant suggests introducing SRL from the beginning of university studies, indicating that earlier exposure can build a stronger foundation for writing proficiency.

2.7.3 Classroom Observation Analysis:

After attending six sessions of the CWP module taught by two instructors, the researchers collected data on the use of self-regulated learning (SRL) strategies among L3 students and their teachers. The classroom observation process was structured around three main rubrics (as presented in Appendix 03). The first rubric, pre-observation, focused on identifying whether the teacher incorporated the phases of self-regulated learning in their lesson planning. The second rubric, observation, was divided into four key categories: writing skills, teacher actions, student engagement, and classroom environment. The final rubric, post-observation, involved the analysis of student work.

The purpose of using a checklist-based observation was to determine whether L3 teachers implemented SRL strategies, and if so, how they supported their students in becoming self-regulated learners. To ensure accurate and objective data collection, the researchers sat at the back of the classroom, allowing them to observe both teacher practices and student responses, as well as to evaluate the materials and activities used during instruction.

The following paragraphs show the results obtained from the classroom observation, where each title in each rubric will be analyzed separately.

- **Use of SRL Strategies:** The observer initially noted that students engaged in self-regulated learning (SRL) strategies unconsciously, often employing cognitive and metacognitive techniques—such as planning before writing—without explicit instruction from their teachers. The application of SRL strategies also varied depending on the type of lecture or task. For analytical activities like paraphrasing and summarizing, students tended to use goal-setting, planning, and help-seeking strategies. In contrast, when working with lectures involving primary sources, they relied more on memory retention and prior knowledge.
- **Writing Skills:** During the first session, students demonstrated a structured approach to writing. They engaged in brainstorming activities and adhered to paragraph composition principles, indicating that they were involved in iterative processes of idea generation, content revision, and editing with a clear focus on achieving specific writing goals.
- **Teacher’s Actions:** The teachers did not explicitly model or encourage students to set specific writing goals. However, they fostered self-reflection, facilitated pair work for certain tasks, and provided personalized feedback to assess students’ learning outcomes, offering some indirect support for self-regulation.
- **Student Engagement:** Most students showed a high level of engagement when prompted to initiate writing tasks. Notably, many made use of mobile

dictionaries, although teacher feedback and guidance remained central to keeping students focused. The U-shaped seating arrangement contributed positively to the classroom atmosphere, making it more dynamic and engaging. Moreover, the smaller class size in the first session (18 students) created a more conducive learning environment compared to the second session, which had 36 students.

- **Student–Teacher Interaction:** The researcher observed a notable difference in interaction levels between the two groups. One group was highly active, while the other appeared less motivated. This variation could be attributed to several factors, including the teacher's personality, teaching style, student-teacher rapport, students' intrinsic motivation, or even the timing of the lecture (e.g., 8:30 a.m.).
- **Student–Student Interaction:** Interaction among students was limited. The sessions were largely teacher-centered, focusing on explanation and feedback. This could be due to the time constraints of the course, which offers only 1.5 hours per week, leaving little opportunity for extended peer collaboration.
- **Motivation:** It was observed that motivation levels varied not only between the two groups but also among individual students within the same group.

2.8 Interpretation and Discussion of the Results

This study employed both quantitative and qualitative data to investigate the implementation of self-regulated learning (SRL) strategies in a third-year university writing course, as well as the challenges EFL students face in applying these strategies. The findings from the two questionnaires and classroom observations were previously presented and analyzed. This section offers a brief interpretation and an in-depth discussion of the key findings, aiming to underscore the significance of the study within the existing literature and to provide a clearer understanding of how SRL contributes to improving writing skills—particularly in

the Algerian context at the University of Tlemcen. The discussion is structured around the study's research questions and hypotheses.

2.8.1 Students' Attitudes towards Self-Regulated Learning

Hypothesis 01: EFL students exhibit varying levels of self-regulation in their writing process, with some demonstrating higher levels of goal setting, self-monitoring, and self-evaluation than others.

The data obtained from the students' questionnaire and classroom observation revealed a nuanced picture of the students' writing proficiency and their use of SRL strategies. As highlighted in Item 03 of the questionnaire, most students identified as intermediate writers, with a few reporting an advanced level. However, many demonstrated difficulty with key writing processes such as planning, revising, and editing, indicating a lack of strategic writing skills.

Despite these challenges, students did report using SRL strategies like goal setting, self-monitoring, and self-evaluation, though not consistently. The findings suggest limited awareness and irregular application of SRL strategies. For instance, while students were able to write well-structured paragraphs, they faced greater difficulty with analytical tasks, which require deeper cognitive engagement.

Items 4, 6, and 14 showed that students had some awareness of SRL and its role in improving writing, yet they often struggled to implement these strategies effectively (see Figure 2.10). These findings support the first hypothesis, confirming that EFL students use SRL strategies to varying degrees in their writing practice.

2.8.2 Effects of Motivation on Developing SRL Skills in Writing

Hypothesis 02: EFL learners commonly struggle with grammatical accuracy, vocabulary usage, and organization of ideas (limited language proficiency)/ planning, drafting, revising, and editing (lack of writing strategies). Many also they lack awareness of SRL techniques, which affects their writing proficiency such as

goal-setting, self-monitoring, and self-assessment (limited metacognitive awareness).

Although students expressed positive attitudes toward SRL, several obstacles were evident. Items 15 and 18 of the questionnaire revealed that a lack of motivation was a key barrier. Motivation is central to SRL; unmotivated students often struggle with initiating tasks (forethought phase) and reflecting on their work (self-reflection phase).

This lack of motivation may be attributed to:

- Cognitive overload: Writing in a foreign language is often perceived as overwhelming due to gaps in grammar and vocabulary.
- Low self-efficacy: Poor grades, frequent errors, and negative feedback can diminish confidence and willingness to self-regulate.
- Extrinsic orientation: Many students view writing as a required task rather than a meaningful opportunity for self-expression.

According to Zimmerman's (2002) SRL model, low motivation undermines goal-setting, planning, and self-monitoring behaviors. In Item 13, students identified effective argumentation and critical thinking as their most difficult writing challenges, followed by vocabulary, grammar, organization, and mechanics.

Academic writing demands higher-order thinking and metacognitive strategies (e.g., planning, evaluating arguments), without which SRL becomes difficult to implement. Furthermore, students tended to prioritize accuracy over fluency, which can inhibit the performance phase of SRL. A cycle emerged where persistent grammar and vocabulary struggles led to demotivation and reduced self-efficacy, further limiting SRL use.

These findings validate the second hypothesis, confirming that motivation, cognitive demands, and limited awareness hinder the development of SRL strategies in writing.

2.9 Strengths and Limitations

A key strength of this study lies in its focus on two critical elements of academic success: writing and self-regulated learning. It offers original insights into the use of SRL strategies in the Algerian context, particularly among third-year EFL students at the University of Tlemcen. Methodologically, the study employed triangulated data sources—student questionnaire, teacher questionnaire, and classroom observation—enhancing the credibility of the findings.

However, several limitations must be acknowledged:

-Conceptual challenges: SRL is a complex psychological construct involving cognitive and affective components, which vary across individuals.

-Lack of prior knowledge: Many students were unfamiliar with the concept of SRL and its strategies, which may have affected their questionnaire responses.

-Limited theoretical foundation: Some students found it difficult to complete the questionnaire due to insufficient theoretical background on SRL.

-Sample size: The study included only 25 students and 6 teachers, which may not be representative of the broader EFL population.

-Time constraints: The writing module was limited to 1.5 hours per week, and the research period lasted only six months—insufficient time to observe sustained SRL development.

Despite these limitations, many of the barriers identified (e.g., lack of motivation, awareness, autonomy) can be addressed with targeted interventions over time.

2.10 Suggestions and Recommendations

The findings of this study have proved the importance of self-regulation on language learning/teaching, and its benefits on different aspects of writing. One main conclusion is that: implementing self-regulation can be challenging and not all learners can do it immediately, as they need to explore, monitor, and control their own behavior in the pursuit of their learning goals. Teachers on the other hand,

should deal effectively with the difficulties students face when writing by following appropriate methods of instruction. In this light, the researchers aim to list a number of suggestions and recommendations based on the results of this study and previous research.

- **Students' centeredness and autonomy**

The first reform for implementing SRL strategies effectively in the classroom and particularly in EFL writing module; is to shift focus from teacher centered classroom to student centered and teacher guided one, i.e. students have to take responsibility of their own learning process. At the same time teachers should understand their role as facilitators and guides. Additionally, it is important to build a motivating and supportive environment for learners which encourage them to develop both language and the self in the process of learning.

- **Self-regulated learning instruction**

Students need to learn how to learn instead of what to learn. In the same context, students are reported to lack the skills and knowledge to regulate their learning. Thus, it is the teachers' responsibility to help scaffold those skills. The findings of this research suggest including self-regulated learning strategies into the instruction of writing. More specifically, learners need explicit instruction and modelling of the use of such strategies to overcome their writing difficulties. For instance, the Self-regulation Strategy Development (SRSD) model by Harris et al, (2013) is one of the highly recommended models of self-regulated learning instruction in the existing literature.

- **The role of teachers in developing writing abilities (the writing process)**

From this study the teachers need to start reconsidering their role in improving writing abilities of their students. The current teaching/learning approaches to EFL writing in the Algerian universities give much more importance to the product than the process itself, i.e., teachers in charge of the writing module focus only on the theories of text presentation and neglect the process of writing, particularly the pre-

writing stages. Moreover, the writing topics should include students' personal experiences and current social issues so that they find it relatable and enjoy composing.

- **Formative feedback to foster metacognition**

The implementation of self-regulated learning can be challenging for many students. Thus, it is the teachers' role to explicitly encourage students to engage in self-assessment, and self-reflection. As well as, responding to their learning through formative feedback, which targets metacognitive awareness, thereby helping them understand their strengths and weaknesses.

Table 2.13 SRL Phases Aligned with Metacognitive development

SRL phases	Feedback strategies	Metacognitive outcomes
Planning	The teacher provides feedback that prompts strategy selection and goal-setting	Which urges intentional planning (Zimmerman, 2002)
Monitoring	Mid-writing check with questions like "How your introduction aligns with your outline?"	This process-oriented feedback will lead to self-questioning and consequently builds awareness of progress (Butler & Winne, 1995).
Evaluating	Frame feedback to encourage reflection on outcomes	This strengthens self-reflection and self-evaluation (Hattie & Timperley, 2007)

- **Use of Technology**

There is no doubt that we are living in a technology dominated era, thus teachers need to integrate technological devices in their methods of instruction. For instance, using apps that gamify goal-setting or provide instant feedback

2.11 Conclusion

To conclude, this chapter has presented an extensive exploration of the quantitative and qualitative data obtained from teachers' questionnaires, students' questionnaire, and classroom observation. The numerical data attained from both questionnaires offered useful insights into the influence of self-regulated learning on the enhancement of writing performance among third-year EFL students. It aims to investigate the knowledge of students about this concept and whether they use it during their learning process or not. Yet, it identifies how teachers teach their students the SRL strategies to improve their writing skill further to which challenges they face when implement it. Therefore, the results demonstrate generally positive attitudes toward the use of SRL strategies both in teaching and learning process, where some of the students have already used SRL strategies unconsciously, while others are still struggled how to implement effectively to enhance their writing due to their lack of awareness about the effectiveness of this process, their lack of motivation and non-use of SRL strategies in all situations. Similarly, the teachers' questionnaire generated useful insights into the teachers' experiences and opinions regarding the use of SRL strategies to enhance students' writing performance. Thus, the teachers' viewpoints supported the beneficial influence of self-regulated learning on improving writing skills. Meanwhile, the qualitative data provided more valuable information further to the quantitative results, which facilitated the reliability and accuracy of the research. Thus, classroom observation done to observe the students involvement during writing expression and teachers actions when teach this skill specifically. Ultimately, the examination of these mixed methods has helped the researchers to list the main findings that support and confirm the expected hypotheses.

GENERAL CONCLUSION

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Mastering the four main language skills- listening, speaking, reading and writing - is pivotal for academic and professional achievement. Among these, writing is on the top due to its difficulty for students that holds not only linguistic competence but also cognitive and metacognitive abilities. For this reason, it is considered as the most challenging skill that requires from the learner sustained practice, self-discipline, and the ability to evaluate his own work. Therefore, self-regulated learning plays a significant role to enhance this particular skill by equipping the learner with effective strategies to plan, monitor, and reflect on his writing.

To summarize, this dissertation examined how self-regulated learning affect the improvement of writing skills of L3 EFL students in the Algerian contexts specifically at Tlemcen University. The study aimed to identify if third-year students are self-regulated and whether their teachers use these SRL strategies during their teaching process. The findings support the importance of self-regulation in enhancing the writing skill.

Furthermore, the research has started with a thorough examination of the literature to enhance the reader comprehension of self-regulation and academic writing. Besides, they dealt with the main phases of both concepts and the key terms to make the difference between them. Briefly, this chapter demonstrates the importance of some previous studies which can be considered as evidence to this current study. Afterwards, the second chapter had designed for the practical part which presented the field of work and how the methodology was done by using different instruments which are interpreted and discussed after in order to obtain the main results that supported and refused the expected hypotheses. In the end, the researchers identified the strengths and the limitations of this inquiry further they provided some suggestions and recommendations which could help both teachers and students in their future work.

In the same vein, the researchers have used an exploratory case study due to the nature of the subject that needs to explore the effects of self-regulation on

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enhancing the students' writing skills. Hence, they used a mixed method approach by utilizing three different instruments including teachers' questionnaire, students' questionnaire, and classroom observation. The teacher's questionnaire used in order to check if the teachers employ SRL instructions while teaching writing, while student's questionnaire aimed to assess their awareness and application of SRL strategies in writing tasks. Additionally, classroom observation allowed to examine both students and teachers interactions in a natural learning environment,

Furthermore, after collecting and analyzing the gathered data, the researchers have achieved a set of results that confirm the two research hypotheses. The first hypothesis that addressed the extent to which students use self-regulated strategies was supported, as the results of both students' questionnaire and classroom observation demonstrated varying levels of self-regulation in their writing process with some having a positive behavioral response to SRL strategies, while others still experience difficulties in sustaining consistent implementation of such strategies. Moreover, the second hypothesis which tackled SRL challenges in improving writing was also validated. According to the obtained data most students feel unmotivated and often struggle to initiate a task, which affect their ability to use SRL strategies more effectively. Other writing issues were identified such as effective argumentation, critical thinking, vocabulary, grammar, organization, and mechanics.

Finally, the present investigation does not cover all aspects of SRL due to various factors like time constraints, and limited sample population. Thus, future research can provide further valuable information about different SRL strategies that can help both teachers and students in their academic achievement precisely in writing skill. At the end, this study highlights for students to be aware about cognitive abilities and metacognitive strategies which can improve their writing performance successfully.

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APPENDICES

Appendix A (Teachers' Questionnaire)

Dear teachers,

This questionnaire is a part of a research study. It explores the impact of self-regulated learning on improving writing skills among L3 EFL students. We would be so grateful if you could answer the following questions and thank you in advance for your collaboration.

Section 1: Teachers' profile.

1. Teaching experience:

- 1 to 5 years.
- 6 to 10 years.
- 11 to 15 years.
- 16 to 20 years.
- 20 years and more.

2. For how long have you taught writing?

- 2-5 years.
- 6-10 years.
- More than 10 years.

Section 2: Understanding the concept of Self-Regulated Learning (SRL).

3. Do you use self-regulated learning strategies in teaching writing?

- Yes, frequently.
- Yes, sometimes.
- No, I do not use any.

4. If yes, to what extent do you believe SRL strategies are significant for enhancing EFL students' writing skills?

- Very important.
- Important.

- Neutral.
- Not very important.
- Not important at all.

Section 3: SRL Strategies in Writing Instruction.

5. Which SRL strategies do you focus on most frequently when teaching writing?
(Select all that apply).

- Goal setting.
- Planning and organizing.
- Self-monitoring.
- Self-evaluation.
- Time management.
- Seeking help.
- Others (please specify).

6. How often do you encourage your students to use SRL strategies in their writing tasks?

- Always.
- Often.
- Sometimes.
- Rarely.
- Never.

7. What challenges do you face when implementing SRL strategies in your writing classes? (If applicable)

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Section 4: Perceived Impact of SRL on Students' Writing Skills.

8. Which aspects of writing do you think SRL strategies most improve? (Select all that apply). Grade them from 1 to 4.

- Grammar and vocabulary.
- Organization and coherence.
- Critical thinking and argumentation.
- Self-confidence in writing.
- Others (please specify).

9. Have you observed any changes in students' motivation in writing tasks after initiating SRL strategies? (If applicable)

- Yes, significant improvement.
- Yes, slight improvement.
- No change.
- Decrease in motivation.

10. What additional support would you need to better integrate SRL strategies into your writing instruction?

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11. Do you have any additional comments or suggestions regarding the role of self-regulated learning in improving L3 EFL students' writing skills?

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Appendix B (Students' Questionnaire)

Dear Participants,

This questionnaire explores the impact of self-regulated learning on improving L3 EFL students' writing skills. Please answer the following questions honestly. Your responses will remain anonymous and will be used solely for research purposes.

Section 1: Students' profile

1. Age:

2. Gender:

Male

Female

3. How would you describe your English writing proficiency?

Beginner

Intermediate

Advanced

Section 2: Self-Regulated Learning Strategies

4. Do you consider yourself a self-regulated learner?

Yes, I actively plan, monitor, and assess my learning.

Somewhat, I try to regulate my learning but not consistently.

No, I do not actively use self-regulated learning strategies.

5. Do you plan your writing tasks before starting?

- Always
- Sometimes

- Rarely
- Never

6. Do you use any self-regulated learning strategies in your writing?

- Yes, frequently.
- Yes, sometimes
- No, I do not use any.

7. If yes, which self-regulated learning strategies do you use to improve your writing?

- Goal setting (e.g., identifying specific writing objectives)
- Time management (e.g., scheduling drafting and revision time)
- Self-monitoring (e.g., tracking progress during writing)
- Self-evaluation (e.g., reviewing and assessing my own work)
- Others

8. How often do you set goals to improve your writing?

- Always
- Sometimes
- Rarely
- Never

9. Do you use online or AI writing tools (e.g., Grammarly, ChatGPT) to improve your writing?

- Yes, frequently
- Yes, sometimes
- No, never

10. Do you reflect on and revise your writing based on self-assessment after completing a task?

- Always
- Sometimes
- Rarely
- Never

Section 3: Writing Skills Development

11. How often do you practice writing tasks (e.g., essays, paragraphs, reports)?

- Daily
- weekly
- Monthly
- Rarely
- never

12. How would you rate your current writing level?

- Excellent
- good
- Average
- below average

- Poor

13. Which aspects of writing do you find most challenging? (Select all that apply)

- Grammar and sentence structure
- Vocabulary and word choice
- Coherence and organization of ideas
- Spelling and punctuation
- Argumentation and critical thinking

14. Do you believe self-regulated learning plays a significant role in improving your writing skills?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

15. Do you feel motivated when using self-regulation strategies in writing?

- Yes, a lot.
- Yes, somehow
- Yes, a little.
- No, not at all

16. Do you engage in self-correction while writing?

- Always

- Sometimes
- Rarely
- Never

Section 4: Perceived Impact of Self-Regulated Learning on Writing

17. To what extent has self-regulated learning improved your writing skills?

- Very significantly
- Moderately
- Slightly
- Not at all

18. What challenges do you encounter when using self-regulated learning strategies in writing?

- Lack of motivation
- Difficulty in setting goals
- Struggling to monitor progress
- Lack of feedback from teachers or peers

19. Describe a specific experience where self-regulated learning helped you complete a writing task.

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20. What additional strategies do you think could help enhance writing skills for L3 EFL learners?

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Appendix C (Summary of Classroom Observation)

- (Teacher A) The first session

The researchers introduce their topic and objective of the observation to the teacher and students. The lesson was about: Writing a paragraph using sources (paraphrasing, and summarizing)

Table 2.13: Observation (First Session)

	No	Less	Somehow	Often
The use of SRL strategies			✓	
Writing Skills: pre-writing, drafting, revision, language use				✓
Teacher's actions		✓		
Student's engagement			✓	
Student-Teacher interaction				✓
Student- Student interaction	✓			
Motivation			✓	

Title of the Lesson: Writing and Using References (Print and Electronic Sources).

Table 2.13: Observation (Second Session)

	No	Less	Somehow	Often
The use of SRL strategies		✓		
Writing Skills: pre-writing, drafting, revision, language use			✓	
Teacher's actions			✓	
Student's engagement				✓
Student-Teacher interaction			✓	
Student- Student interaction			✓	
Motivation			✓	

- Title of the Lesson: A Revision for Examination

Table 2.14: Observation (Third Session)

	No	Less	Somehow	Yes/Often
The use of SRL strategies			✓	
Writing Skills: pre-writing, drafting, revision, language use			✓	
Teacher's actions			✓	
Student's engagement				✓
Student-Teacher interaction			✓	
Student- Student interaction		✓		

Motivation			✓	
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- **(Teacher B) The first session**

Table 2.13: Observation (First Session)

- **Title of lesson:** Using quotation.
- **The objective of this lesson is to use this type of sources in order to avoid issues in writing.**

	No	Less	Somehow	Often
The use of SRL strategies			✓	
Writing Skills: pre-writing, drafting, revision, language use			✓	
Teacher's actions		✓		
Student's engagement		✓		
Student-Teacher interaction			✓	
Student- Student interaction	✓			
Motivation		✓		

Title of the Lesson: Writing and Using References (Print and Electronic Sources)

Table 2.13: Observation (Second Session)

Title of lesson: Using different strategies in writing (summarizing, and paraphrasing).

- The objective of this lesson is in order to produce effective writing.

	No	Less	Somehow	Often
The use of SRL strategies		✓		
Writing Skills: pre-writing, drafting, revision, language use				✓
Teacher's actions			✓	
Student's engagement			✓	
Student-Teacher interaction			✓	
Student- Student interaction		✓		
Motivation			✓	

- Title of the Lesson: A Revision for Examination

Table 2.14: Observation (Third Session)

Title of the Lesson: Using references and writing bibliography.

- The objective of this lesson is to guide students write correct bibliography when doing a research.

	No	Less	Somehow	Yes/Often
The use of SRL strategies		✓		
Writing Skills: pre-writing, drafting, revision, language use			✓	
Teacher's actions			✓	
Student's engagement				✓
Student-Teacher interaction			✓	
Student- Student interaction		✓		
Motivation			✓	

- **(Teacher A) The first session**

The researchers introduce their topic and objective of the observation to the teacher and students. The lesson was about: Writing a paragraph using sources (paraphrasing, and summarizing)

Summary

This study examines the influence of self-regulated learning on improving writing skills of third-year EFL students at Tlemcen University. The researchers have used a mixed method research by employing teachers' questionnaire, students' questionnaire, and a classroom observation. The findings of this investigation revealed that self-regulated learning strategies are fundamental for enhancing students' learning and writing in particular. Hence, a set of suggestions were provided to improve the teaching and learning process.

Key words: Self-regulated learning, SRL strategies, writing skills.

ملخص

هذه الدراسة تناولت تأثير التعلم المنظم ذاتيا على تحسين مهارات الكتابة بين طلاب سنة ثالثة في جامعة تلمسان. لقد استخدم الباحثين اسلوب البحث المختلط من خلال استعمال استبيان للأساتذة، استبيان للطلبة، و مراقبة الفصل الدراسي. النتائج اوضحت ان استراتيجيات التعلم المنظم ذاتيا تعد اساسية لتعزيز تعلم الطلاب، لا سيما في الجانب الكتابي. وبالتالي مجموعة من الاقتراحات قدمت لتحسين عملية التدريس و التعلم.

الكلمات المفتاحية: التعلم المنظم ذاتيا، استراتيجيات التعلم المنظم ذاتيا، مهارة الكتابة.

Résumé

Cette étude a pour objective l'impact de l'apprentissage autorégulé des compétences rédactionnelles concernant les étudiants de la promotion troisième année universitaire de la fac de Tlemcen. On appliquant dans cette recherche une méthode mixte, on utilisant un questionnaire destiné aux professeurs, un questionnaire aux étudiants(es) et une observation de classe. Le résultat final a montré que les stratégies d'apprentissage autorégulé sont très fondamentales pour l'amélioration du niveau éducatif et l'écriture en particulier. A cet effet des suggestions ont été proposées pour améliorer le processus d'enseignement et d'apprentissage.

Les mots clé : l'apprentissage autorégulé, stratégies d'apprentissage autorégulé, compétences rédactionnelles.