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The Contribution of Self-Regulation Strategy in Promoting EFL Students' Autonomy in Writing: The Case of Master One Students of English, University of 8 MAI 1945 –Guelma

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Master Degree in Language and Culture.

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I

Dedication

To the most wonderful people in my life; the ones who helped me from the beginning and gave me volition, determination and hope:

My beloved mother and dear father

To my lovely brothers and sisters

To the one I wished to be with me, my precious gone grandfather whom I still long for daily,

I dedicate this humble work.

To all those who cared and prayed for me.

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This dissertation could not have been completed without the help of my teacher and supervisor: Mrs. Ilhem Chekkat, to whom I would like to express my sincere gratitude. I owe her respect for her kindness, patience, encouragement and her valuable advice throughout the accomplishment of this work.

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I am immensely thankful for the contribution of Master One students, at the English Department at Guelma University; for their efforts in answering the questionnaire.

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Abstract

Self-regulated strategy is one of the most useful strategies that can be implemented in English foreign language classrooms. This piece of work aims, then, at identifying the significance of self-regulation strategy in creating autonomous learners. It also implies the awareness and contribution of the self-regulation strategy use to improve EFL students' autonomy in writing. In addition, this research study aims at directing students' awareness towards the use of self-regulation strategy through the questions addressed to them. The dissertation sheds light on gaining deep insights into autonomy in relation to writing to obtain the needed information about the important aspects worth considering while analyzing the results. Moreover, the study's hypothesis holds the assumption that, if learners are self-regulated, their autonomy in writing would increase. Therefore, the study is conducted through the quantitative descriptive method which aims at confirming the research hypothesis through the administration of students' questionnaire; devoted to first year Master one students of English Department at Guelma University. The hypothesis was confirmed based on the research's results; that is to say, the contribution of self-regulation strategy is substantial in promoting students' autonomy in writing. In other words, students' autonomy and writing proficiency are increased through the implementation of self-regulation strategy. Hence, students should be more exposed to self-regulation strategy in order to be autonomous writers and be more aware of its significant role in enhancing the writing skill.

IV

List of Abbreviations

EFL: English Foreign Language.

LLSs: Language Learning Strategies.

SR: Self-Regulation.

SRL: Self-Regulation Learning.

SRSD: Self-Regulated Strategy Development.

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Appendix

GENERAL INTRODUCTION

Learning styles and strategies are among the main factors that determine how well students learn a second or a foreign language. An important aspect within this field is the metacognitive strategies that include "self –regulation" strategy; which is very crucial throughout the learning process. A self –regulated learner possesses the ability to take charge of his learning process and engage effectively in it. It involves which processes students use, how frequently they use them, and how well they employ them. Students will control, monitor and reflect their own learning, and hence will be more autonomous in fulfilling their writing requirements, learning goals and tasks.

1. Statement of the problem

Many students come across some difficulties while carrying out their written tasks, because of the lack of awareness towards using self-regulation strategy. It is generally noticed that EFL students show a lack of self-regulation strategy use; even though, they encounter different writing tasks such as: essays or paragraphs. Yet, they do not fulfill the desired goals. This study attempts to highlight the contribution of self –regulation strategy to promote EFL students' autonomy in writing in order to achieve the goals of their writing tasks, and thus, sheds light on learners' lack of knowledge about how to use this strategy effectively. It is crucial that learners should be autonomous, have their own space to develop and raise their writing proficiency. Furthermore, they need to become more motivated when practicing the various phases of self-regulation; in terms of meta-cognitive, behavioral, and motivational aspects that lead to the control and shaping of given instructions.

2. Aims of the study

As a strategy, self-regulation is very effective in increasing learners' autonomy, if they become aware of its different phases that help to fulfill the required tasks. Self-regulated learners tend to be mentally active rather than being passive throughout the learning process; in order to maintain full control over setting and attaining the required learning goals.

Therefore, the aim of this research is two-folds:

1 – To direct learners and raise their awareness towards using self-regulation strategy.

2 - To promote their autonomy in writing through self-regulation strategy use.

3. Research Questions

Hence, our research addresses the main following questions:

- Should learners be more aware of the importance of self-regulation strategy?
- Does self-regulation foster learners' autonomy in writing and then enhance their writing proficiency?
- Does the use of the strategy of self-regulation lead learners to be more autonomous writers?

4. Research Hypothesis

1. If learners are self-regulated, their autonomy in writing would increase. (H_1)

The hypothesis suggests the possibility of making students more autonomous and engaged in writing, whenever they are aware of self-regulation strategy in carrying out different written tasks. Which means that using the strategy of self-regulation is an essential component in attempting to achieve an amount of autonomy in terms of writing.

2. If learners are self-regulated their autonomy in writing would not increase. (H_0**)**

The null hypothesis revolves around the assumption that, even though learners use self-regulation strategy in approaching a variety of written tasks, their autonomy will not increase since this strategy does not have the key factor that contributes to create self-independent learners who are able to monitor their way of learning in general and writing in particular.

5. Research Methodology and Design

5.1. Research Method

Our research has been conducted through the quantitative descriptive method; which aims at confirming the research hypothesis through administrating a students' questionnaire; as a data gathering tool. Thus, the questionnaire has provided students' views about how they manage to be self-regulated; in order to become autonomous competent writers.

5.2. Population of the Study

Our sample has been chosen randomly from Master I population, at the English Department of Guelma University which consists of 59 students. The selection of Master I students, as a population of study, was based on the assumption that they are supposed to have control over their meta-cognitive processing. In other words, since Master I students are usually asked to prepare their lectures, have written assignments, classroom presentations and pass exams, where they are asked to answer in an essay form that requires a given command of given writing criteria then, they are believed to have more developed meta-cognitive capacities. Thus, they are supposed to be self-regulated learners and autonomous writers.

5.3. Data Gathering Tools

To prove the research hypothesis, a questionnaire has been administered for the research sample students. The aim behind the questionnaire was to collect valuable information about students' ability to be self-regulated, and how they can manage to order their thoughts and ideas together via the use of this strategy; to be autonomous writers and thus produce good written tasks.

6. Structure of the Dissertation

Our dissertation has been divided into three chapters. The first chapter "Self-Regulation Strategy" has been devoted to discuss the literature of self-regulation strategy; in terms of its definition, description, and relation to other effective strategies used to achieve autonomy in writing; as well as, looking for the extent to which self-regulation can contribute to the promotion of autonomous writing learners. The second chapter "Autonomy in Writing" has explored the aspect of different writing tasks, definitions of autonomy, and characteristics of autonomous learners and factors that affect autonomy in writing; in addition to the issue of autonomous writing. The third chapter "Field Investigation" deals with the description, analysis and interpretation of the findings obtained from students' questionnaire according to both research hypothesis and research questions. Finally, some pedagogical implications and recommendations, as well as research perspectives and limitations are stated.

CHAPTER ONE

SELF-REGULATION STRATEGY

Introduction

Self-Regulation Strategy (SR) is considered to be one of most influential strategies in foreign language learning. It is essential to implement, especially in terms of writing. This chapter offers more insights in self-regulation strategy; it involves basic definitions, self-regulation different studies, followed by its components, phases and most importantly the relationship between self-regulation and autonomy in writing.

1. Basic Definitions

1.1.Strategy, Learning Strategies and Language Learning Strategies

1.2.Strategy

There has never been a decisive definition of the notion of 'strategy'. The term has had several meanings. Indeed, Oxford (1990), refers to strategy as "Strategia" that comes from the ancient Greek; where it meant "generalship or the art of war' and it involved 'planning, competition, conscious manipulation, and movement toward a goal" (p.1). In other words, a strategy is a general plan or set of plans that aims to gain an advantage or achieve a certain success. Moreover, Oxford (1990) stated that strategies are particularly important "because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p.1). That is to say, a strategy is a tool that involves complex thoughts, ideas, goals and the ability **t**o use the knowledge acquired effectively for actions in order to reach new conclusions.

1.3.Learning Strategies

Learning strategies, as a concept, have been extensively applied in educational fields; thus, various definitions have been provided; where each differs according to a certain point of view. (Oxford & Crookall, 1989, p.414). For instance, Schemeck (1988) claims that, a strategy is "the implementation of a set of procedures (tactics) for accomplishing something" and learning strategy is "a sequence of procedures for accomplishing learning" (p.5). Differently put, learning strategies are limited within the educational field. More specifically, Rigney (1978, p.165) defines learning strategies as a "cognitive strategy", which is "used to refer to operations and procedures that the student may use to acquire, retain, and retrieve different kinds of knowledge and performance". Here, learning strategies are classified under cognitive strategies; which may help students acquire new competences to be able to elaborate and organize ideas, in addition to having new knowledge, to process it and use it for effective learning.

1.4.Language Learning Strategies

Language learning strategies' research has increased since the 1970s because of the significance and the role they play in language learning. (Lee, 2010, p.135). Over the last twenty years, researchers focused on attempting to find which of language learning strategies (LLSs) is the most effective in language learning. Consequently, many scholars tried to provide different theories and taxonomies of language learning strategies. Rubin (1987), defined language learning strategies as behaviors, steps, or techniques that language learners apply to facilitate language learning. In other words, language learning strategies are considered to be a mean to enhance the learning process. Moreover, Richard drew attention to the importance to apply LLSs in different tasks (as cited in Lee, 2010, p.137) such as: those of reading and writing, because learners will be successful due the implementation of strategies in their given tasks. Simply put, LLSs are learner generated;

which means that, they help develop language competence and achieve a better level in language learning.

1.5. Self-Regulation

Much research about how students regulate and become autonomous in learning has been of a prior importance since 1970s (Wang, 2017, p.198). In terms of educational psychology, self-regulation emerged from the cognitive psychology (Nakata, as cited in Wang, 2017, p.199) which was affected by Bandura's in the 1970s who contributed to the development of self- regulation in relation to the social cognitive theory, which indicated that learning is the result of personal, environmental and behavioral factors. (Dinsmore, Alexander, & Loughlin, 2008). In other words, self-regulation has its starting point from already existing studies which paved the way for more research about it. However, the focus shifted from theory to the actual practice of self-regulation in educational domains (Graham et al., 1991, p.91). In 1980s, there was several attempts to exercise the new notion of Self-regulation learning (SRL) in educational practices using a variety of strategies such as Self-regulation strategy development in order to approach closely learners with difficulties in many areas of learning process (Wang, 2017, p.200). Which means, to shed light on particular areas in terms of the practice to investigate more about the use of self-regulation strategy, and how it may affect the targeted goals of academic learning.

1.5.1. Definitions Related to Self- Regulation Strategy

Self-regulation strategy may be generally defined as the abilities made by learners to expand, monitor, manipulate, and improve their own learning (Corno & Mandinach, 1985). In simple terms, students usually have some capacities and strategies that enable them to direct their learning, and apply the required efforts to reach the desired goals. Furthermore, SR (self-regulation) refers to "the self-directive process by which learners transform their

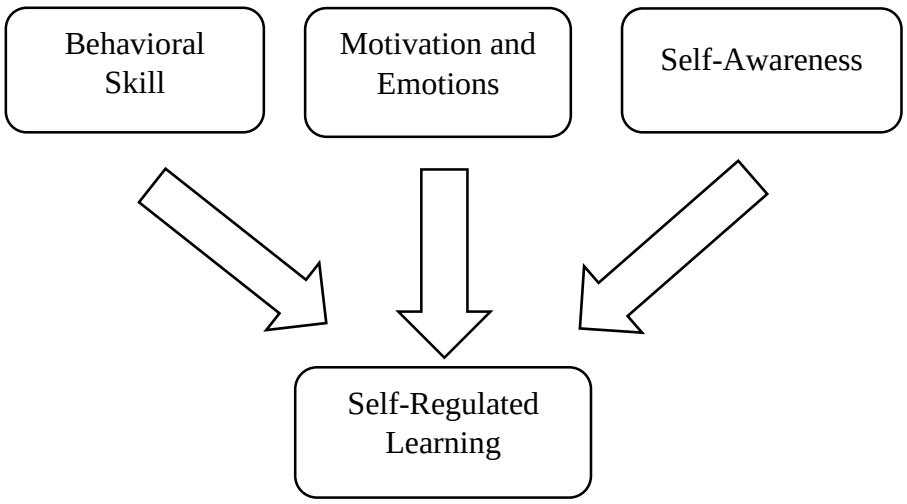
mental abilities into academic skills" (Zimmerman, 2002, p. 65). This means that, SR enables learners to use their cognitive abilities. In addition, it encompasses full attention and concentration, self-awareness, openness to change, genuine self-discipline, and acceptance of responsibility for one's learning (Pintrich, 2000; Zimmerman 2001, 2002; Zimmerman & Schunk, 2001). In other words, SR strategy aims at identifying one's weaknesses and strengths and evaluating behavior and learning process.

1.5.2. Self- Regulated Learning

Self-Regulated Learning (SRL) emerged in the field of educational psychology (Schunk& Zimmerman, 1998; Zimmerman, 1998; Zimmerman &Schunk 2001). Moreover, in the recent decades much research has been conducted in the field of SRL, which meets with different disciplines including: psychology, pedagogy, neuroscience, and technology-enhanced learning. In other words, SRL developed to gain other insights from different areas. Consequently, several definitions are given to self-regulated learning. (Schunk, 2010). According to (A. Paris, 2001) and (S. Paris, 2001), SRL refers to one's ability to autonomously monitor and regulate one's behaviors towards the setting goals of information acquisition, by understanding and controlling one's environment. In other words, SRL is a process in which learners are able to take control and make plans before starting to work. Self-regulation can be seen in terms of different points of view; Zimmerman **(**2002, p.66) highlights: "Self-regulation of learning involves more than detailed knowledge of a skill; it involves the self-awareness, self-motivation and behavioral skill to implement the knowledge appropriately." That is, SR encompasses everything that helps students to be aware of controlling their skills; for example, they can fail to set goals, and attribute this failure to deficiencies that cannot be tackled. However, other students may recognize when they have failed and provide the needed time to understand why they have failed, and how they can fix it.

To highlight what has been discussed above, it is obvious that self-regulation aids the learning process. Before the task is tackled, the learner needs to analyze, set goals, explore a variety of strategies, reflect on them, direct their learning toward the positive side and have the opportunity for feedback in order to achieve better outcomes; i.e., to be more autonomous.

Figure 1: Self-regulated Learnig, based on Zimmerman's definition (2002, p.66)



1.5.3. Components of Self-Regulated Learning

Self-regulated learning involves different elements that can foster the ability to regulate one's self in the process of learning without the assistance of external source or authority. Indeed, Pintrich and De Groot (1990) agreed that self-regulated learning includes three main components: metacognitive strategies, management and control of effort, and cognitive strategies. First, metacognition is one's ability to think of one's own thinking. It involves the ability to plan, monitor and modify one's process of thinking and learning (Pintrich, 1990, p.33). In other words, metacognitive strategies imply a set of behaviors used to arrange, plan and evaluate the learning process.

A successful self-regulated learner asks consistently him/herself about the progress of a certain task and tries to relate new information to already existing one. Second, management and control of efforts involve the ability to be more concentrated, self-reliant and more controlling of the surrounding environment. (Corno, 1986; Corno & Rohrkemper, 1985). In other words, management strategies incorporate the use of efforts, and to engage in different roles such as: help seeking. Third, cognitive strategies involve one's effort to support learning. These cognitive strategies include rehearsal, elaboration, and organizational strategies. (Weinstein & Mayer, 1986). To highlight, cognitive strategies are skills that allow students to better comprehend tasks such as summarizing. The implementation of these strategies, then, contributes to the development of self-regulated learners.

1.5.4. Phases of Self-Regulation Learning

Generally, models of SRL are separated into phases; one of these models is Zimmerman's cyclic phase model (2002), which is based on Bandura's social cognitive theory. (Schunk, Printrich, & Meece, 2008). This cyclic phase model has three phases as it is presented in (figure 2).

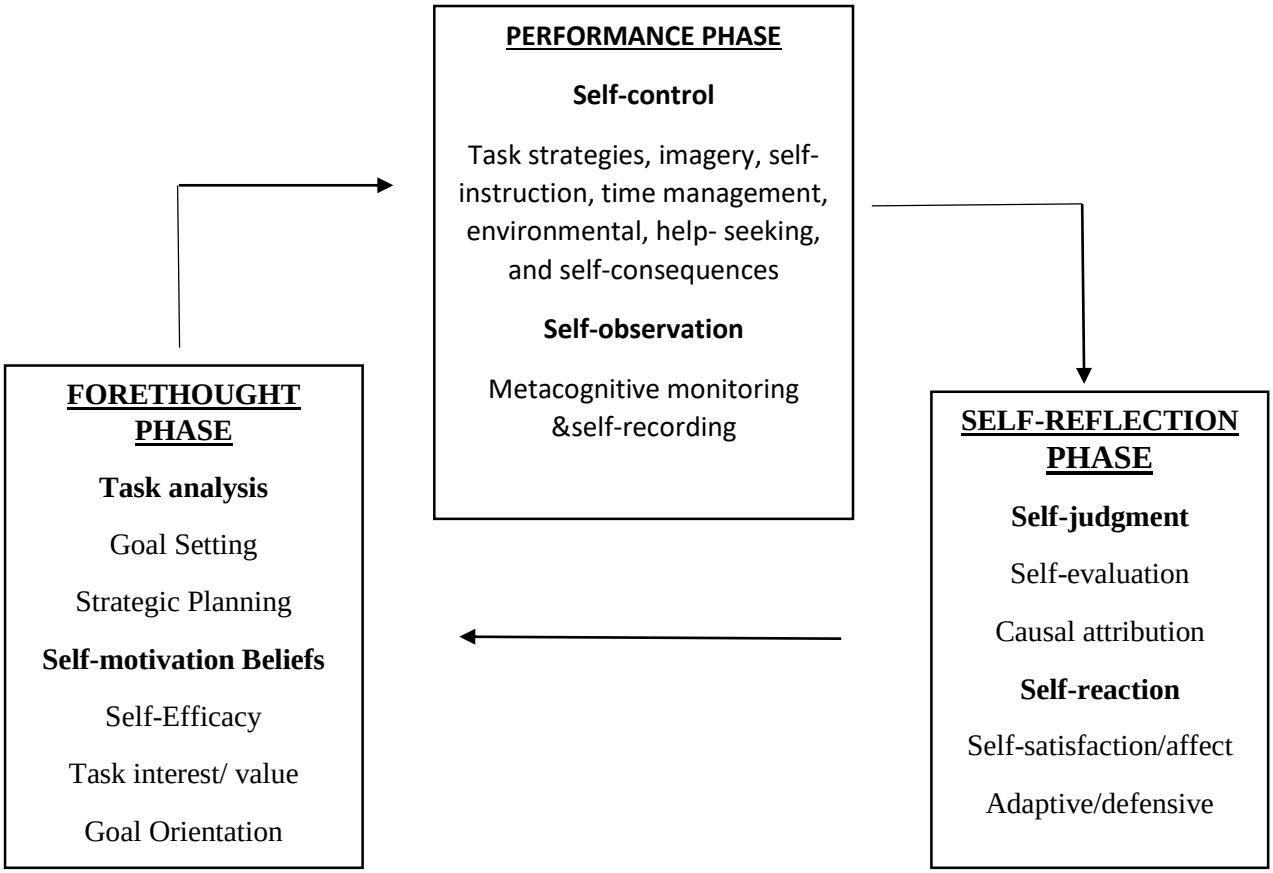
The first phase is the forethought phase. This phase is divided into two distinct categories: task analysis and self-motivational beliefs. (Zimmerman 2000). Task analysis is composed of both goal setting and strategic planning. Schunk (1995) Claims that, researchers have found that allowing individuals to set their goals enhances motivation and self-regulation; perhaps because self-set goals produce higher goal commitment; i.e., focusing on the attainment of already put goals. Also, strategic planning involves learner's need to select the appropriate strategy to use; for example, memorizing strategies. (Zimmerman, 2002).The next component in the forethought phase is self - motivational beliefs, which involve self-efficacy and goal orientation about one's

learning and expectations about the personal consequences of learning. Self-efficacy beliefs are about having the personal capability to learn for effective performance (Bandura, as cited in Kivinen,2003, p.13). However, setting goals implies estimating the process of learning for its own advantages, i.e., having personal goals and the possibility to stay committed to them. (Bandura 1991). Pintrich and Schunk (1996, p.211) believed that intrinsic interest can promote learning and achievement in a positive way. In other word, the fact that learners set a particular goal and end up by achieving it increases their intrinsic motivation. Performance phase (or volitional phase) processes fall into two major classes: self-control and self-observation. Self-control refers to the use of specific strategies that are selected during the forethought phase. Among the key types of self-control methods that have been studied are the use of imagery, self-instruction, attention focusing, and task strategies. (Zimmerman, 2002, p.57). Volition plays a mediating role between the use of learning strategies, which means cognitive engagement, and the intention to learn that is, the relation between motivation and self-control. (Garcia, 1996). The first process of self-control is self-instruction. According to Zimmerman (2002), self-instruction is about the way learners go through a particular activity. For example, asking themselves during an exercise about if the steps are correct or not; i.e., self-questioning. The second process is imagery; Zimmerman described it as a crucial element that enhances memorization through using mental images. In other words, they create a kind of visualization; for example, when the teacher tries to explain a particular object, the learner creates a mental image about it. (p.57). The third procedure is attention focusing. It is about maintaining learner's concentration toward a specific task. Thus, it is a strategy used inside classroom to help preserve concentration and control the environment. The final strategy is task strategies, which involves the use of different strategies, as reading for comprehension, which contributes to the academic performance.

(Weinstein & Mayer, 1986). In other words, task strategies help learners comprehend and recognize the aims of tasks easily. “Self-observation” is the other performance control process, which includes meta-cognitive monitoring that involves learners’ own observation about their way of evaluating information about various processes that affect their performance (Zimmerman, 1995, p.15). In other words, metacognitive monitoring is the monitoring of one's own thought processes and already existing state of knowledge in addition to self-recording. Self-observation has been defined as students’ systematically monitoring their own performance and continuous observation of particular aspects of performance (Zimmerman & Palsen, 1995). In other words, it is a strategy used to enhance and monitor reflection when the task has been done. Moreover, self-recording involves writing down the processes and outcomes of one’s actions. (Zimmerman, 2002, p.58). Which means, a successful self-regulated learner, will use a good strategic plan to evaluate and fulfill certain tasks. The last phase is self-reflection phase that includes self-judgment and self-reaction. Self-judgment has two forms: self-evaluation and causal attributions. According to Zimmerman (2002), Self-evaluation allows a person to have factors that lead to stimulating one’s performance to improve learning process. In simple words, to judge how well he or she performs by comparing one’s performance with earlier levels of one’s behavior, or against other’s performance. Causal attribution refers to a person’s perceived causes of the outcomes of some behavior or event (Weiner, 1986). In other terms, these attributions are the beliefs about the causes of one’s errors or successes. They can be regarded as the explanations (justifications) that students give to themselves about their success or failure in a task. The other main process of self-reflection phase is self-reactions, which include levels of adaptive inferences and satisfaction. Most of the attributions are related to self-satisfactions. (Bandura, 1979). In other words, learners will attribute their success or failure to their abilities and not other

factors. Concerning self- satisfaction, it is defined as the affective and cognitive reactions that students experience when they are judging themselves (Zimmerman, 2002). Which means, the activities that generate positive affect produce higher levels of motivation, and the vice versa. The second process is taking adaptive/defensive decisions. When students make adaptive decisions, they tend to think about maintaining the same task again either keeping the same strategies or using new ones. (Zimmerman, 2002). In other words, adaptive reactions refer to adjustments intended to increase the effectiveness of learner's methods of learning. While, defensive decisions are used when students attempt to avoid performing the task over again to avoid making the same mistakes. (Wolters et al., 2003) For example: task avoidance. In other words, defensive decisions decrease in learner's performance because of losing interest of particular activity fearing to experience new failures.

Figure 2: Phases and sub-processes of self-regulation (Zimmerman & Campillo, 2002).



1.6.Theories Related to Self-Regulated Learning

1.6.1. Social Cognitive Theory

Bandura (1991) developed the Social Cognitive Theory based on the idea that learning is affected by cognitive, behavioral, and environmental factors. According to Bandura (1986), learning phenomena occur by just observing people's behavior and its results. In other words, people learn from the surrounding environment. Social Cognitive Theory focuses on the assumption that observational learning is not only an imitative process; human beings are considered to be managers or agents of their own behaviors (Bandura, 2001**,** p.13). He believes that there are some crucial key concepts which lead to an effective learning, such as: self-regulation and self-efficacy.

Self-regulation refers to self-generated thoughts, actions, and feelings that are planned and cyclically adapted to the attainment of personal goals (Boekaerts, Pintrich, & Zeinder,2005, p.260)**.** That is, a self-regulated learner must know how to control his/her thoughts to achieve the required objectives. According to Bandura, self-regulation operates through self-monitoring and self-reactive influences (Bandura, 1991, p. 250). In other words, self-regulation is perceived in terms of psychological aspects that contribute to the judgment of particular aspects throughout learning process.

Another key concept which may influence learning is self-efficacy. It is about one's belief in his/her capacities to successfully control actions or events. These beliefs can affect motivation; since they stem from the individual's feeling of having the required cognitive abilities to complete the task. (Wood & Bandura, 1989). In simple terms, self-efficacy refers to learner's own judgments about his/her capabilities to accomplish actions for the achievement of specific tasks.

1.6.2. Meta-Cognitive Theory

One essential component related to self-regulated learning is meta–cognition. Zimmerman (2002**,** p.65) defines meta-cognition as going beyond knowledge; which means to be aware of one's own thinking. In other words, the act of reflecting on skills. There are two main components when considering meta-cognition; the first is meta-cognitive knowledge or (meta-cognitive awareness). Flavell (1979) defines metacognitive knowledge as knowledge about person's tasks, and strategies. (as cited in Handel, 2013, p.5). Therefore, it includes knowledge about the strengths and weaknesses of one's own memory, learning and effective methods of learning. In other words, it is what individuals know about themselves and cognitive processes; i.e., learners should be aware of their cognitive strategies and targeted goals. The second component is about meta-cognitive regulation; Brown (1987) claimed that this concept is regarded as spontaneous control of one's own learning process that may occur without being aware of it. In other words, learners may tend to arrange certain aspects of their learning unconsciously. Simply put, the use of meta-cognition helps guide learning and implement strategies into practice.

1.7.Self-Regulation Strategy Development

One element that has a close relation to self-regulation learning and autonomy in writing is "Self-Regulated Strategy Development (SRSD). As a part of SRL research, SRSD is a cognitive teaching strategy that allows students to spend time not only in composing written products, but also in thinking about what and how they are writing. (Harris & Graham, 1996, p.21). In other words, it helps students learn, use, and adopt the strategies used by skilled writers. It encourages students to monitor, evaluate, and revise their writing, which in turn reinforces self-regulation skills and independence. (Harris,

1996). It is then an effective instructional procedure for teaching students how to be autonomous writers.

Self-Regulation Strategy Development came as a reaction to writing difficulties. In 1980's, it was found that this strategy can be considered as an effective approach with those who are good at writing, and those who are not good at writing. Harris (1982) believed that this approach (Self-Regulation Strategy Development) has been proven to be very crucial to help learners who struggle in the writing process, especially in improving spelling and writing. However, learners are encouraged to use several processes such as: goal setting and self-reinforcement in order to achieve better results with the help of self-regulation strategy. SRSD offers practical strategies to help learners (writers, readers) strengthen their ability to be strategic and to regulate their thought processes (as cited in Harris, et al., 2008, p.5). Harris and Graham (2005) provide a framework for SRSD consisting of six crucial instructional stages.

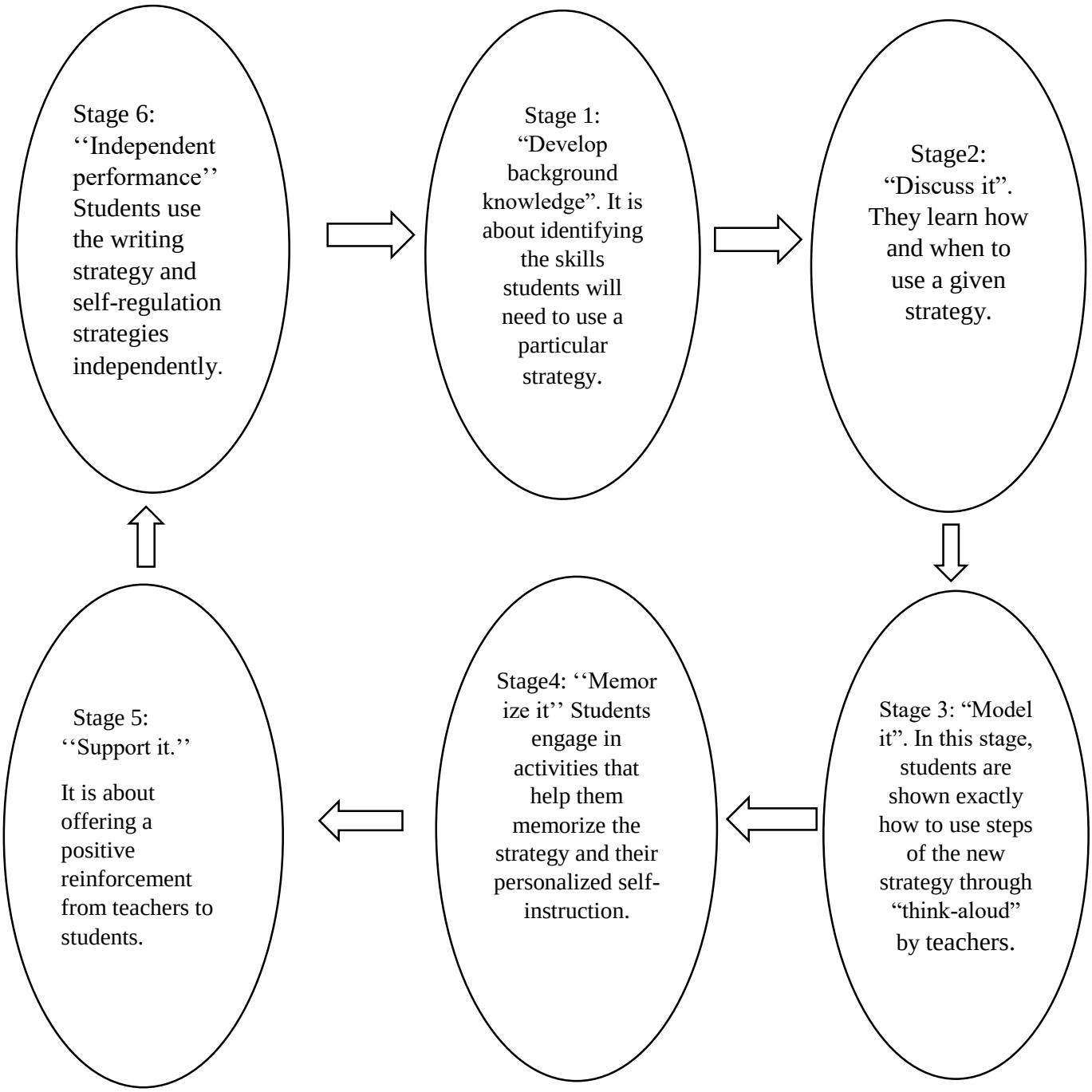
The first stage is development of background knowledge; where, the goal is to ensure that students will successfully understand, learn, and apply the strategy. For example, when the student is asked to write an informative essay (informative writing), he/she must understand its elements like organization, thesis statements, explanation and conclusion. (Harris, 2008, p.6).

The second stage is the discussion of the strategy. At this stage, students engage in a discussion about strategies they use to fulfill a specific task. Once they learn a strategy, they can use it during different kinds of activities and in different situations. In other words, the target writing strategies purposes should be introduced to reach a clear goal of learning. The third stage is the modulation of the strategy. It is used to show how to use positive self-statements to maintain motivation. Students should give their own feedback

about the strategy use whether to modify it or not in order to be more successful; which means, when students identify statements they will use throughout the writing process.

The fourth stage is the memorization of the strategy. In this phase students are familiar enough with the implementation of the strategy to the point in which they can use them automatically. In other words, they become fluent in the steps of a strategy so they can use them without having to stop and think about what step comes next. (Harris & Graham, 2005**,** p.21). The use of paraphrasing is allowed with keeping the original meaning. The fifth stage is the support of the strategy. Teachers offer constructive feedback guidance and positive reinforcement. In simple words, they make sure that they work toward attaining their initial writing goals. The sixth stage is the independent performance where students are encouraged to recognize how the strategy can improve their writing and in what settings it is beneficial to use it. In other words, students are able to practice the strategy freely without any constraints and explore its dimensions in different situations. The goal of using SRSD is to make sure that students use strategy overtime. According to Harris and Graham (2005), Students should be encouraged to recognize how the strategy improves their writing, know where else it would be beneficial and in what ways it can be modified. This means that, it is to allow students to maintain and generalize their new writing strategy skills in various settings and across several tasks using self-statement to manage motivation. In Other words, it helps students to replace negative thoughts with positive ones. The SRSD model and strategies have been shown to significantly improve students' strategic behavior, motivation, and writing performance. (Harris & Graham, 2005, p.25).

Figure 3: Self- Regulated Strategy Development (SRSD) Instructional Model. (Graham and Harris, 2005)



1.8. Self-Regulated Learning Strategies

One characteristic of self-regulated learners is that they use learning strategies to enhance their learning. The self-regulated learning strategies described by Zimmerman (1989) encompass three strategies that all students use to improve self-regulation: personal functioning, academic behavioral performance, and learning environment. Each strategy used contributes to the creation of self-regulated learner. Boekaerts (1997) provided a classification of the use of different strategies:

1- Cognitive strategies: they consist of elaboration strategies (connections are established between new material and what is already known), rehearsal strategies, (store information in the memory), and organization strategies (to visualize the material).

2- Meta-cognitive strategies, these are used in SRL phases as described by Zimmerman (2002) which they consist of forethought phase that involves the development of planning strategies, performance phase that takes place by using monitoring strategy aims to ensure whether the learner understands the material or not by consistent questioning. The last phase is that of self-reflection through evaluation (learner evaluates the learning process).

3- Management strategies: these strategies focus on the time and learning environment and they tend to create the most favorable learning conditions. For example, strategies that help learners overcome difficulties.

4- Motivational strategies: Pintrich (2003) claims that the enhancement of the motivation element should lead to a higher level of engagement in the task; i.e., learning objectives will enhance the goal orientation. In addition to maintaining a

positive attribution because it will improve their self-efficacy (when a student believes in his/her ability to effectively accomplish a certain task).

1.9. Self-Regulation Strategy and Autonomy in Writing.

There is a close association between learner autonomy and the employment of self-regulation strategies (Wenden, 1995). Some researchers consider autonomy synonymous with self-regulation. In other words, self- regulation and autonomy are used interchangeably. However, Little (1999) argued that it is not clear how the use of self-regulated learning may enhance EFL learners' autonomy. Which means autonomy cannot be achieved through the use of self-regulation strategy.

Zimmerman (2002, p.11) makes a distinction between self-regulated learning and learner autonomy. On the one hand, self-regulation learning is a concept that can be learned sometimes even from the surrounding circumstances (Zimmerman, 1989, p.232). That is, they facilitate the learning process. On the other hand, learner autonomy is an inborn capacity which can be developed within classroom settings. Hence, self-regulated learning strategies are essential in promoting autonomy.

Furthermore, according to different research studies, students who use self- regulated strategies prove to be autonomous learners and are more likely to be intrinsically self-motivated. In other terms, they rely on a planned learning and use more goal setting, planning, organizing, memorizing and self-monitoring. (Maxim, 2009; Zimmerman & Martinez-Pons, 1988). As a strategy, self-regulation is very effective in increasing learners' autonomy; specifically, when they become aware of its different phases which will help them fulfill the required tasks. Moreover, the instruction in self-regulatory strategies for academic writing is crucial (Langer, 2001). Students who are taught effective writing strategies, will be able to attribute their writing challenges to

inappropriate strategy use rather than having a poor level in writing. In other words, learners are able to develop autonomy in writing when they are aware of the implementation of self-regulated strategies.

Conclusion

This chapter discussed the main aspects related to self-regulation strategy and stated its importance and how it can contribute to the learning process. In addition, it made a clear distinction between self-regulation and autonomy in learning. Moreover, it focused on providing SRSD to teach learners how to regulate their thoughts and be strategic; via introducing several models that can lead to better understanding of how self-regulation strategy actually works.

CHAPTER TWO

AUTONOMY IN WRITING

Introduction

This chapter intends to examine the concept of autonomy in association to writing. Therefore, it will tackle different issues relevant to both autonomy and writing and how each one is considered in language teaching-learning process. It aims at highlighting the concept of autonomy and its different definitions, philosophies and how it is manifested in classroom context and practice. It also attempts to present the different approaches to teaching writing, different stages of writing and its relation to other skills. The chapter concludes with the relationship of autonomy in relation to writing.

2.1. Writing Skill

Brookes and Grundy (1998) believed that, despite the fact that writing was neglected because of the focus on the spoken language, writing remains as an important component in language Teaching. In other words, because of the concentration on the speaking skill, writing remained for a period of time to have a secondary importance. In addition, Bader (as cited in Harmer,2004, p.6) claimed that as an important skill, writing has some conventions that need to be organized, which relates letters to words and words to sentences to have a coherent text. This skill is not natural or innate; its rules must be practiced. Differently put, writing requires the writer to identify its various characteristics in order to convey his/her ideas to the reader in an effective way. In terms of pedagogy, writing is a vital skill in language teaching since students need it for fulfilling different tasks; as in exams and in note taking. Its importance was acknowledged after trying to investigate it more in foreign language classrooms.

(Harmer, 2004, p.8). In other words, writing is implemented more in classes and it is not determined by grammar or rules, it is a skill in its own.

Harmer (2007) stated that any of the four skills of the English language demand learner's considerable language knowledge because the brain is involved within the process of learner's own interaction with different texts learners interact with (p.26). He had integrated some aspects that should be considered in writing. According to him, a good writer pays attention to his/her spelling and punctuation in addition to the required information; in order to reach a clear message. Here, both spelling and punctuation should be mastered in an effective way to avoid misunderstandings in specific contexts.

Another aspect of writing is cooperative work; even though many students write individually, it is preferable to adopt the cooperative writing in classes, because group writing allows giving more detailed and constructive feedback. (Harmer, 2007, p.29). Hadfield (2008) provided a way of guiding students to manage and express their ideas; in which it consists of dividing the writing activity in multiple stages and incorporating the practice of important sub-skills in this process. He pointed the use of brainstorming which is also a good technique to do for writing. According to him, writing is better achieved when learners practice the division of this skill to different phases instead of practicing it directly; each with the involvement of sub-skills to facilitate its development and reach an effective product. In other words, major aspects of writing should not be taught in isolation.

2.2. Rules of Writing Skill

Writing as a means of communication requires certain characteristics and rules; among them clarity, word choice and coherence. Starkey confirmed their importance (as cited in Hamadouch, 2010, p. 26). Clarity is considered to be the basic rule in writing. It is achieved when learners use powerful and specific adjective and adverbs; and also, when avoiding words

or phrases that have more than one meaning. In other words, to avoid ambiguous words and sentences that may have one meaning or multiple interpretations.

Another important rule to consider is "word choice"; Starkey (2004) and Kane (2000) emphasized the use of both aspects of word meaning denotation and connotation. They refer to denotation as the literal meaning and connotation as the hidden meaning; in other words, explicit and implicit meanings of words, phrases and sentences. Starkey (2004) stated that *"*connotation is a word's implied meaning which involves emotions, cultural assumptions, and suggestions" (p.21). That is, the learner confirms that each word used denotes what is intended to say. According to what has been said, connotative and denotative meanings are important to implement when choosing words in writing; without the use of informal language to avoid confusing the readers.

Besides, in any type of writing coherence is a critical aspect; Murray and Hughes (2008, p.45) agreed that coherence is represented through the use of ideas in a correct and clear manner. It means that, the adequate arrangement of one's ideas and perspectives that are easily understood by learners. Coherence is simply related to how well learners can communicate their ideas in a logical and clear way.

2.3. Writing in Relation to Other Language Skills

Writing is not an isolated skill which is taught individually, each of the four skills work together for their development. Hartley (1990) Claimed that the inter-related natures of the four skills are presented clearly in other areas; that is to say, each skill contributes to the other in a certain way. For example, when students are asked to prepare a certain written task, they do not just write on the paper but they are asked also to come to the board and present what they have written. In addition, the same view of considering language skills as inter-related is manifested by Johnson (2008), who believed that

language skills enhance each other; i.e. the development of individual language skill improve the development of others. For example, reading can assist students to become better writers, and writing in return can enhance the reading fluency.

2.3.1. Writing and Reading

In fact, it seems that the two skills are separate when looking at the nature of writing and reading, because writing is a productive one and reading is a passive activity; however, these two language skills are inter-related and can be elaborated. That is, both skills are complementary and function together. Indeed, Johnson (2008, p.7) argued that the relationship between the preceding skills lies within the fact that reading aids students to be familiar with the rules of grammar, in order to develop their language structure and vocabulary and hence become good writers. Stotsky (1983) provides evidence to prove the relationship between the two skills (reading, writing). The study shows that there is a connection between the realization of reading and the adequacy of writing, i.e. good writers resort to be better readers. Also, the study proves that better writers read more than poorer ones; which means that, there is a mutual relationship between the trait of writing and the reading's experience. From the previous points, the inter-relation between writing and reading is reflected through the characteristics of each skill. (Stotsky, 1983, p.4).

2.3.2. Writing and Speaking

As productive skills, both writing and speaking can form language results similarly to listening and reading, which are both passive activities. Brown (1994) pointed out various differences between writing and speaking skills in regard to different factors. In terms of performance; for instance, written language is permanent and one can come back to it several times, while speaking demands a continuous process at actual moment. In other words, writers tend to have enough time to plan, review and revise their writings. In terms of orthography,

writing does not involve much of knowledge as opposed to speaking which encompass several means that are implemented to add value to the message conveyed such as: intonation and stress. (Brown, 1994, p.27). Another essential difference is that of complexity, writing can be considered as a complex skill that needs sufficient concentration; since it involves the use of a variety of long sentences and considers the use of appropriate structure of language. However, speaking language is about using short and simple sentences to convey the desired meaning and make it clear and understood for the listener. In other words, complexity as a component is encountered more in writing. Harmer (2004) focused on the fact that, despite the differences between writing and speaking, in some settings these differences no longer exist. For example, in terms of chatting and using texting writing is not a formal or well structured, but sounds more as an actual speech than as a cohesive and coherent writing. (p.7). In other words, writing can take an informal structure whenever it is put in specific contexts.

2.4. Stages of Writing Process

Writing is a procedure which consists of several stages. Flower and Hayes (1981) provided a model for writing that consists of pre-writing, drafting, and reviewing framework.

2.4.1. Pre-writing Stage

During this stage the writer tends to gather ideas and generate information, using brainstorming and clustering, in addition to other techniques. In other words, pre-writing identifies everything a learner should do before starting a draft. Parson (1985, p.29) claimed that students who are engaged in various pre-writing practices have better opportunities to achieve writing tasks than others who do not consider preparation. To explain, students who consider going through pre-writing stage are more successful in reaching the already put goals. The pre-writing stage is important and beneficial for students; since it directs the writing process and keeps it narrowed (just talk about certain topic). It also guides students

to develop their writing skill and organize the work and makes it clear by generating ideas and reflects writer's own confidence. Elsewhere, Murray (1988, p.16) believed that, it is essential to make students aware of the importance of the prewriting stage; which means that, teachers should encourage students to reflect more in this particular stage; since it guarantees the acceptability of the product. Activities concerning pre-writing stage could be carried out in groups or with the whole class; consequently, pre-writing stage makes students better writers through the use of effective plan.

2.4.2. Drafting Stage

During this stage, the writer jots down the ideas that come to mind. The beginning of this stage can be difficult, but with the necessary practice and repetition it will become easy. Drafting stage had been defined by Galko (2002, p.49) as ". . . It is a time to really focus on the main ideas you want to get across in your paper . . . As you draft, you do not need to worry about grammar, spelling, or punctuation. You will have time to refine these mechanical parts of your paper at a later stage." In other words, the definition about drafting stage implies paying attention to the content in general rather than different aspects of the language; what matters then is the successive process of generating the main ideas.

2.4.3. Reviewing Stage

The reviewing stage is the process of going back and discovering a new vision of the previous stage. Grenville (2001, p.153) stated that: "[while revising], you will be looking for changes that will help readers understand the information better or be more convinced by your argument. Once you have found the places that need fixing, you have to decide whether to cut, add or move." In other words, it is the stage when the writer tries to correct mechanical errors and make some changes in the use of words or structures of language. Johnson (2008) believed that reviewing is the essential of writing. In addition, peer review is an important practice for students because it enhances the students' ability to organize different aspects of

writing; which means to be more aware of his/her target readers in addition to the purpose of writing.

2.4.4. Editing Stage

Editing is considered to be the last step of writing; where the writer pays more attention to some aspects of the language; such as punctuation and spelling. Indeed, Johnson (2008, p.167) stated that: "editing' means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to read way." In simple terms, the writer keeps checking on errors of spelling, grammar and most importantly punctuation to ensure that his writing is clear with no misunderstandings.

2.5. Autonomy

Benson (2001, p. 18) assumed that autonomy in education has been claimed to be an ultimate goal for a long time. This assumption can be owed to the fact that autonomy drew attention to several issues concerning the process of learning, for example, to explore more learners' implementation of skills and capacities to direct their learning. Benson and Voller (1997, p. 2) agreed that autonomy is particularly used in situations where learners study by themselves through the use and implementation of unique and different skills considering the purpose and method of one's learning process; i.e., to enhance their current state of learning. He believed that, autonomy is "a capacity for critical reflection, decision making and independent action". (Little,1999, p .4). In other words, this refers to the process of critical thinking and the capacity to decide about what to learn, acquire and what to achieve. Moreover, Little (1994, p. 81) stated that autonomy is not something that teachers teach learners (as a kind of a method); since it is not about teacher's responsibility. However, it involves more than one's own independent action and reflection. He reflects on the idea that, being autonomous is seen in terms of the state of independence or acting separately from others.

2.6. Learner Autonomy

As a concept, the development of learner autonomy became significant as part of educational research. Indeed, Palfreyman and Smiths (2003, p.1) assumed that there are some principles that might be actually used to enhance and promote learner autonomy inside the classroom and language learning. They illustrated their claim by giving an argument, which held the idea that autonomy is considered as an effective approach for learners to follow; in order to control and guide their learning process; that is, to be self-independent.

Learner autonomy is a broad concept which includes many views and definitions. According to Benson (1997), there are three ways of defining learner autonomy within an educational area. First, learner autonomy is regarded as a psychological concept; in which it holds different learner's attitudes and abilities in order to direct his/her learning. In other words, it deals with the behaviors of learners and what makes them be able to learn independently. The second way to define what is meant by learner autonomy is the technical side. It highlights the use of specific language learning strategies that contribute to facilitate the attainment of specific goals. Simply put, to use strategies such as cognitive strategies in writing and practice them in order to use them inside or outside the classroom.

Moreover, Chan (2001), explores more the concept of learner autonomy identifying some basic characteristics within autonomous learners as: motivation, organized, active and opportunity seekers for better academic learning. In other words, autonomous learners attempt to keep their own learning based on their positive and focused criteria.

2.6.1. Learner Autonomy and Other Related Concepts

Autonomy refers to the ability or attitudes which enable learners to control their learning (Benson, 2001). The implementation of the concept of autonomy is often related

to other terms such as self-instruction, self-direction, and independent learning. In other words, autonomy can be associated with other close concepts that seem synonymous. According to Dickinson (1987, p.3), self-instruction refers to different situations learners tend to work (alone or with others) without teacher's role as a controller. In other words, learners are independently engaged in language learning. However, Nunan (1997, p.5) believed that a teacher remains as a guide throughout the learning process; hence, he/she is authoritative. This view does not reflect autonomy because learners have to be involved in making decisions; so they may not develop the skills and strategies necessary to foster their autonomy. To explain, learners are not involved in promoting their autonomy.

According to Dickinson (1987), self-direction is "a particular attitude to the learning task, where the learner accepts responsibility for all the decisions concerned with his learning but does not necessarily undertake the implementation of those decisions" (p.11). In other words, learners may lack the capacity to take responsibility; even though they are aware. Braman (1998) claimed that as opposed to autonomy, self-directed learning is based on one's individualistic attitudes and values; which means, there is a significant relationship between readiness for self -directed learning and individualism. Moreover, Tudor (1996) defined self-direction learning as "the strategic and attitudinal traits of a learner who is able, or who is in the process of developing the ability to make informed decisions relative to his language learning . . ." (p.26). Accordingly, this definition can be considered as synonymous to autonomy because learners are able to take decisions about their learning.

In autonomous learning context, there is a view that autonomy refers to total independence from the instructor, i.e. self-independence. However, autonomy involves more than set of skills that is why teacher's role is of major importance. In this respect, autonomy does not mean learning in isolation without teacher's guidance, but, as stated

by Little (1991, p.23), “it is a social construct that includes the ability to function effectively as a cooperative member in a group”. In other words, learners need to set some working principles and attempt to balance their roles as autonomous learners; in addition to teacher’s role in order to keep a balanced environmental support.

2.6.2. Conditions for the Development of Learner Autonomy

Fostering autonomy is not only related to learners but also to teacher who should be part of this process; through assisting them to achieve effective goals put by learners. In other words, the teacher is considered to be a crucial element in helping learners throughout their learning and act as a guide.

Dam (1995, p.22) suggested that the first condition that is crucial to the development of learner autonomy is “responsibility”. Responsible learners are those who have the willingness and the capacity to accept the idea that they should put a lot of efforts in order to ameliorate their learning. In other words, responsible learners are those who can plan, assess, monitor and focus on their progress. Moreover, an important element in the success of language learning is “motivation”. Autonomy is related to motivation in the sense that the more motivated the learners are, the more efforts they make in their language learning. Differently put, both autonomy and motivation are interrelated. Dickinson (1995, p.23) claimed that learners’ success or failure is related to their own efforts and motivation. In other words, motivation reflects autonomous learners.

Furthermore, the use of “metacognitive strategies” can also be a way of building up Autonomy. Oxford (1990, p.38) suggested that learners need to practice the use of these strategies because they can help them control the different skills they encounter while learning. So forth, the implementation and the constant use of various strategies can lead to make conscious decisions to determine and control what they can change in order to improve their learning.

2.7. Teacher's Roles that Promote Learner Autonomy

The traditional role of the teacher in teaching is being a figure of authority and an information provider. (Tudor, 1993). Additionally, an organizer is another role the teacher plays in setting up the activities, motivating the students and providing authoritative feedback on their performances. In other words, teacher's traditional role lies in terms of assisting learners and equipping them with the needed materials and setting up a plan; in order to facilitate their learning process.

Moreover, according to Gremmo and Riley (1995) a teacher possesses different roles; among which is being a counselor. Thus, he/she is supposed to assist learners to establish values, techniques and ideas in the language learning process. Simply put, the teacher as a counselor is able to raise the awareness of his or her language learning. Little (1999) believed that it is difficult for learners to accept responsibility immediately for their learning. He added that, it is teachers' responsibility to help them to do so by providing them with sufficient materials, resources and with chances to practice them. Therefore, teachers' awareness about their various roles toward learners is important in order to help students achieve responsibility toward their own education; through implementing different methods and techniques, because the more learners are aware of the learning process, the more they become autonomous.

2.8.Fostering Autonomy in Classroom

According to Little (2002) a learner can be considered as an autonomous learner when he can make sense of what he is learning (what he wants to reach as objectives), accept responsibility for what he is learning and try to evaluate his own learning (assess what to adopt and what to avoid such as: strategies). In other words, he emphasized that autonomy should be set on social norms; where there is a close

interaction between learners in terms of classrooms. This kind of setting, where learners share knowledge, is a useful resource in promoting autonomy in classrooms. Reinders (2010, p.49) provided different stages of sharing responsibility of learning by teachers in classrooms:

1- Identifying the needs (needs analysis) is critical because whenever the needs of students are identified (in other words, strengths and weaknesses), they can be related to different activities adopted inside the classrooms to reach the desired objectives.

2- Setting goals: it is about determining realistic goals and making learners aware about them; which means, to be specific about the outcomes they are aiming for.

3- Selecting resources: teaching learners how to select authentic, reliable texts and share them, instead of relying only on teachers (Benson, 1994). In other words, being autonomous in searching.

4- Selecting learning strategies: it is important to teach learners how to select appropriate strategies and reflect on them. For example: cognitive strategies (ways of memorizing vocabulary) and metacognitive strategies (being able to self-assess). In other words, how to cover this in term of practice.

5- Practicing: choice of carrying out activities or types of homework should be given to learners in order to be able to use the language in relevant ways. In other words, to enhance learner's abilities to purchase a variety of tasks.

6- Monitoring: learners can reflect on their learning experiences either by writing about them to share them with the class members or it can be in terms of small interaction between teacher and learner. In other words, to direct his/her own learning.

7- Revising: this can be done through learner's self-assessment or reflection (such as: checklists) and it should be also related to their previous work to practice what they have learned; for example, having a brief conversation with a native speaker.

2.8.1. Prompting Autonomy through Practice

There are some dimensions of learner autonomy performed by learners in different educational contexts to take more control of their learning. (Conole,2008). These dimensions involve the use of classroom activities, modifying curriculum, and innovating teaching methods. First, there are various practices which are used to upgrade learner autonomy, such as the use of classroom activities since they are essential to the process of language learning. (Conole et al.,2008). The activities used inside the classroom involve group work, debate activities, and extensive reading in order to reach a particular learning objective. Such practices can enhance interaction among students and make them more active. However, other activities encourage only individual efforts and generating personal ideas. In other words, each activity implemented in the classroom contributes to promoting autonomy. Second, curriculum sometimes needs to be modified in order to suit learner's needs and most importantly learner's autonomy, for example: incorporating additional components to an already existing program. Actually, Fonseka (2003) changed various sections of the course textbook with English songs and stated that its main goal is to enhance learner's communicative competence and motivation. Put differently, in language learning process, curriculum usually is modified to meet new materials and accomplish certain objectives. Third, learner autonomy is reflected through innovating teaching methods inside the classroom. In terms of learner-centered approach, Braine (2003) introduced peer feedback to students as a new method to enhance their learner autonomy. The results of using the new strategy, showed a change in student's behavior as they become active in terms of writing skill. Student's think that using peer

feedback helps conveying their ideas and engaging them more with their classmates, since they are able to evaluate each other's writing. In other words, students feel more comfortable expressing their thoughts and enhancing their styles in writing. As a result, their satisfaction with the course increased. Research done by Carson and Nelson (1996) demonstrates that despite the engagement of student's in writing tasks, avoid criticism and agree with what other have written. In other words, students differ according to their attitudes and personalities.

2.9. Autonomous Writing

Little and Dam believed that autonomy is considered to be a conscious process, where learners are aware of what, how and why they are learning (as cited in Kuswandono,2005, p. 16). In other terms, learners should be responsible towards their own learning, monitor and set out specific objectives in order to achieve them Moreover, Kuswandono (2005), claimed that learner autonomy can be related to writing skill; since the latter is a productive skill. In other words, its activities encompass more consideration to (grammar, punctuation, coherence…) rather than focusing on what is uttered orally. From the previous aspect, Kuswandono (2005, p.17) added that autonomy can be practiced using the strategy of peer correction to improve students' writing. In other words, learners are able to develop their self-evaluation skills independently and reflect on various compositions in an autonomous way. Kuswandono assumed that peer correction provision in classroom setting is essential for autonomous writing. Writing progress is monitored by learners; when they reflect on their written compositions critically and trying to compare them to detect errors. In other words, learners at each stage of writing process, provides for themselves constructive feedback in order to promote their autonomy. (2005, p.21).

Conclusion

This second chapter examined autonomy and writing skill individually. The chapter offers more explanations about writing as a skill and as a process via discussing its definition, rules, relation to other skills and stages. Moreover, it highlights the notion of autonomy, teacher's roles in promoting learners' autonomy, how to foster it in the classroom and via practice, in addition to other concepts believed to have a close relation to autonomy. The chapter ends with a description of autonomous writing; where autonomy development plays a crucial role in improving students' writing through some strategies; as peer correction, self-reflection, self-assessment and self-regulation.

CHAPTER THREE

THE FIELD OF INVESTIGATION

Introduction

This chapter aims at investigating students' perceptions and ideas in terms of the effectiveness of self-regulation strategy in relation to autonomy in writing. Therefore, it describes, analyzes and interprets the results obtained from students' questionnaire. In addition, the research findings are summarized and discussed as far as the research hypothesis is concerned

3. Research Design

3.1.Research Methodology

In this practical part of research, the Descriptive Method (DM) is adopted and followed throughout data analysis; since the aim of the research is to describe and understand accurately the events or behaviors in question. Additionally, this method is selected because it simply explores a phenomenon, mainly in correlation studies designed to test hypotheses.

3.2. Research Population and Sample

The research sample is composed of fifty-nine (59) students; randomly selected from the entire population of first year Master I students at the Department of Letters and English Language, University of Guelma, during the academic year 2017/2018. This selection is based on the assumption that Master one students are asked to do researches consistently and write different types of essays during class or home works and exams. Therefore, they are expected to be autonomous and have the required knowledge for the implementation of a variety of strategies; including self –regulation strategy.

3.3. Data Gathering Tools

In order to collect the research required data, a questionnaire has been designed for the sample students; to investigate the contribution of self-regulated strategy in promoting their autonomy in writing. Therefore, the questionnaire was organized into sections each of which consists of a set of a variety of questions.

3.3.1. Administration of the Questionnaire

The questionnaire was administered to Master I students at the English Department, University of Guelma. We select randomly 59 students from two groups. They were given different questions to answer and complete. The students under investigation took approximately 45 minutes to answer the questionnaire. In addition, the questions were clear and easily understood from students' part and their contribution was really significant for the research procedure. The actual administration of the questionnaire took place on Monday, April 29th, 2018 and Tuesday, April 30th, 2018.

3.3.2. Description of the Questionnaire

This questionnaire is largely conceptualized on the basis of the review described in the theoretical part of the present research. It is then composed of twenty-six (26) questions which are ordered logically (APPENDIX 1). The questions provided vary from open ended to close ended; with the objective of giving the sample students an opportunity to express clearly and easily their opinions about the contribution of self-regulated strategy in promoting students' autonomy in writing. The questionnaire was divided into three major sections.

Section One: Background Information

Students were asked to state their gender (Q1). In (Q2) students were asked to determine their English study career (including their Master 1 year), in addition to whether they have freely chosen to study English language at the University or not (Q3). Students were also asked to identify the most challenging skill to learn (Q4), and the last question sought to know about their thoughts concerning autonomy in learning a foreign language (Q5).

Section Two: Self-Regulation Strategy

This section aimed at gaining more information about the first variable of the research: Self-Regulation Strategy. It is comprised of ten (10) questions; in question (Q6), students are required to state how often they use strategies while writing. (Q7) aims at finding out if students are familiar with the concept of self-regulation or not and if they experienced it in any of their modules. The following question (Q8), was asked to have a brief definition of self-regulation concept. In (Q9), students gave their opinions of what a successful self-regulated learner might be. Concerning (Q10), students were asked to clarify how often they evaluate themselves after a particular learning task. (Q11), students have been required to state the goal behind using self-regulation strategy. In question (Q12), students had to indicate the order of various stages in terms of writing process (plan, monitor, set goals, etc). (Q13), attempted to know about students' classification of sub-strategies (self-efficacy, planning strategies, self-reflection…) according to their correspondents (cognitive, management, motivational and metacognitive) major strategies. (Q14) aimed at getting an idea about if the sample students do evaluate their way of learning or not. In question fifteen (Q15), students were asked to give their opinion about whether becoming an autonomous learner in writing is related to the implementation of self-regulation strategy or not.

Section Three: Autonomy in Writing

This section contains eleven (11) questions; investigating autonomy in writing. It started by addressing students' opinions about whether they consider themselves as autonomous learners or not (Q16). (Q17) sought to know about students' level in writing. In the next question (Q18), students were asked to judge the "written expression" module; in terms of being interesting or not. (Q19) addressed students' preference of classroom working activities: a) in pairs, b) alone, or c) with the class. While in (Q20) students ought to select more than one answer concerning their teachers' roles. (Q21) explored students' agreement about whether the teacher can be a source of help for independent learning. In (Q22), students were asked a direct question about the purpose of autonomy in learning. In relation to (Q22), question (Q23) required students to give the reason about the importance of the writing skill. Besides, (Q24) aimed at finding out students' preferences; in terms of teacher's applied techniques in the classroom. (Q25) sought to gain information about what students do when they revise their written tasks. Finally, (Q26) left for giving extra information about the topic.

3.4. Students' Questionnaire Data Analysis

3.4.1. Analysis and Interpretation of the Findings

Section One: Background Information

Q1- What is your gender?

Table 3.1

Students' Gender

Question one	Number of answers	Percentages%
Female	51	86,44%
Male	8	13,56%
Total	59	100%

As it is shown in the table above, the number of both genders varies from (51) female subjects to only (8) male subjects. Therefore, the majority of Master one students' sample was of female gender with (86, 44%) out of the total number (59). While (13, 56%) is are male students. This showed a diversity of gender in English language classes that may lead to a variation in learning strategies' use and level of autonomy.

Q 2- How long have you been studying English language?

Table 3.2

Students' English Study Background

Question two	Number of answers	Percentages%
4	3	5%
10	3	5%
11	49	83%
12	4	7%
Total	59	100%

The table above demonstrates students' English language learning background. Thus, the majority (83%) stated that they spent (11) years in studying English language; which implies that they have a sufficient amount of knowledge, and experience in dealing with different linguistic aspects as well as using a variety of strategies. However, the remaining percentages represent a small amount of the other stated study background years.

Q 3- Is it your choice to study English at the University level?

Table 3.3

Student's Choice of Studying English Language.

Question three	Number of answers	Percentages%
Yes	52	88,14%
No	7	11,86%
Total	59	100%

Concerning student's choice of studying English language, the majority of students (88,14%) approve that it is their choice to study English language at University (52 students). This can be interpreted in relation to their desire to be exposed to the world language of technology and communication. However, only (11, 86%) of students (only seven) claime that it was not their choice to study English language. The absence of choice may hinder students' academic achievement and promote difficulties throughout their learning process.

Q 4- According to you, what is the most challenging skill to learn?

Table 3.4

Student's Perception Concerning the Most Challenging Skill to Learn.

Question four	Number of answers	Percentages%
The speaking skill	20	34%
The listening skill	14	24%
The reading skill	3	5%
The Writing skill	22	37%
Total	59	100%

This question is devoted to detect the most challenging skill to learn for Master one students. (37%) of students (22 students) believe that writing is the most challenging skill. This skill can be hard to learn, may be because it needs a lot of time and effort to master it and enhance its quality. In addition, (34%) of students agreed that the speaking skill can be challenging; may be because they feel less confident while speaking, or they do not like to participate in classrooms. Moreover, (24%) choose listening skill. As a

receptive skill, it can be difficult may be because students lack the capacity of being attentive and get distracted easily or they do not recognize most of the important words uttered; which means they lack the needed vocabulary. In terms of reading skill, only (5%) consider it as a challenging skill to learn. This can be related to the fact that the texts which are provided to them are hard to grasp and may spend a lot of time to understand them.

Q 5- Do you agree that autonomy is essential component in learning a foreign language?

Table 3.5

Students' Perception of the Importance of Autonomy in Foreign Language Classes

Question five	Number of answers	Percentages%
Strongly agree	31	52,54%
Agree	27	45,76%
Disagree	1	2%
Strongly disagree	0	0%
Total	59	100%

The results from the table above suggested that the majority (52, 54%) of sample students (31 students) strongly agreed that autonomy plays a major role in learning a foreign language. This may be understood as they do not rely only on teachers to gain knowledge and enhance their proficiency level, but they tend also to control and direct

their own learning. However, (27) out of (59) of students, representing (45, 76%) agreed; may be because they think that autonomy contributes in foreign language classes. However, (02%) of students disagree; that is, they totally neglected the importance of autonomy in learning; which may be interpreted as being passive non autonomous learners.

Section two: Student's Views about Self-Regulation Strategy

Q 6- How often do you Use Strategies while Writing?

Table 3.6

Frequency of Students' Use of Strategies While Writing

Question six	Number of answers	Percentages%
Always	5	8,47%
Usually	16	27,11%
Often	11	18,64%
Sometimes	23	38,98%
Rarely	4	6,78%
Never	0	0%
Total	59	100%

The results displayed from the table above shows that (38, 98%) of the informants ensured that they sometimes use strategies while writing. In other words, they do not think that it is essential all the time to incorporate different strategies when carrying

written tasks. However, (27, 11%) of them usually utilize certain strategies, may be to facilitate and help them plan their writing and be limited to the topic. (18, 64%) often use strategies. In other words, they rely and think about implementing strategies to save time. Moreover, the table mentioned that only (8%) of students tend to always use strategies while writing. This can be the consequence of good time management and strategy use. (06, 78%) of them confessed that they rarely make use of strategies in writing; which can be due to the inconsistent practice of using such strategies.

Q7- Have you ever encountered the Concept of Self-Regulation in one of your Modules?

Table 3.7

Students' Knowledge about Self-Regulation Strategy

Question seven	Number of answers	Percentages%
Yes	32	54%
No	27	46%
Total	59	100%

The question aims at finding out whether students are familiar with the subject matter or not. As table 3.7 demonstrated, (54%) of the respondents answered with yes; i.e., they are aware of what self-regulation means. This indicates that they already have knowledge or come across it in a given module; for example, writing and linguistic modules. However, (46%) of students replied with no; i.e., they did not have any idea about this concept. In other words, it is a new concept for them.

Q8- Can you provide a brief definition of Self-regulation?

Table 3.8

Students' Definition of Self-Regulation

Question eight	Number of answers	Percentages%
Give Definition	36	61,02%
Close Definition	16	27,12%
No Answer	7	11,86%
Total	59	100%

The table 3.8 represents the analysis of a question about if the sample students can define the notion of self-regulation or not. Consequently, the majority (61, 02%) of them gave different definitions to the concept of self-regulation. Most of them defined it as an 'organizational and arrangement process that involves knowing how to monitor the learning process and behavior'. In addition, they thought that 'it is a guidance strategy that is used to determine success and failure'. Others added that 'it is about being self-independent and carrying out different tasks without the help of the teacher'. According to these definitions, students seem to be aware of what self-regulation is about; since they stated various important components of the concept and managed to define it correctly. However, (27,12%) of them regarded self-regulation as 'a way to give feedback and limit one's self in terms of the learning process' or it is simply 'to self- regulate thoughts and emotions'. It is 'a process to assess one's self inside and outside the classroom', and they stated that 'it has to do with student's motivation and personality'. These definitions may be related to the uncertainty of what is actually meant by self-regulation; the fact that they

keep stating (I believe, I think, I'm not sure…) confirms that they are trying to give a close meaning to the concept by approximating it to the real meaning and providing alternatives for example: self- correction. (11, 86%) of the rest of the target sample did not answer the question. This may be related to their lack of knowledge about this topic.

Q9- According to you, successful self-regulated learners are: a) aware of their strengths and weaknesses, b) attribute their success or failure to factors within their control, c) utilize metacognitive strategies to approach certain task?

Table: 3.9

Student's Description of a Successful Self-Regulated Learner Characteristics

Question nine	Number of answers	Percentages%
Aware of their strengths and weaknesses	36	61,02%
Attribute their success or failure to factors within their control	13	22,03%
Utilize metacognitive strategies	10	16,95%
Total	59	100%

The results in the table above show that the majority (61,02%) of the target sample students agreed that a successful self-regulated learner is aware of his strengths and weaknesses; which means that his learning is improved when he/she is able to identify the skills that are good, and what other skills demand extra efforts in order to ameliorate them. In addition, such a learner always commits mistakes and/or errors and each time he/she does, he tries to detect them and considers them as weaknesses. However, (22,

03%) of them considered that a self-regulated learner attributes his success or failure to factors within his control. This can be due to the fact that they have troubles in maintaining control over certain factors; such as, time management, while carrying out specific tasks. Hence, this will lead to their failure. As opposed to failure, success can be attributed to both organization and good planning in order to achieve the desired results. Only (16, 95%) of students confirmed that successful self-regulated learner utilizes metacognitive strategies. They believed that it is important to use a variety of metacognitive strategies such as self-monitoring, using contexts or setting goals in order to be self-regulated learner; which means that, they depend on certain aspects to remain organized.

Q10- How often do you evaluate yourself after a particular task? a). always, b) usually, c) sometimes, d) rarely, e) never.

Table 3. 10

Student's Self-Evaluation Frequency after Performing Particular Tasks.

Question ten	Number of answers	Percentages%
Always	11	18,64%
Usually	13	22,03%
Sometimes	29	49,16%
Rarely	4	6,78%
Never	2	3,39%
Total	59	100%

The target sample's responses about the frequency of their self-evaluation after particular tasks were different. The majority of them (49, 16%) only sometimes tend to evaluate themselves after carrying out specific tasks; may be because they want to improve their level and enhance their performanes. (22, 03%) of them ensured that they usually evaluate themselves because it helps them reflect more about their mistakes. (18, 64%) of the respondents claimed that they always evaluate themselves; i.e., they consider self-evaluation as a necessary step and an effective feedback to measure whether they accomplished the given tasks or not. However, (6, 78%) of the subjects under investigation declared that they rarely actually evaluate themselves; while only (3, 39%) of them opted for never. This can be interpreted in the sense that they lack self – reliance skills and are teacher or peer dependent students; in terms of evaluation.

Q11- According to you what is the goal of using self-regulation strategy?

Table 3. 11

Students' Goal behind Implementing Self-Regulation Strategy

Question eleven	Number of answers	Percentages%
To fulfill the required tasks	3	35,08%
To increase autonomy	23	38,98%
Help learners monitor their learning	22	37,29%
Make learners control the learning process	11	18,64%
Total	59	100%

The table above shows that (38, 98%) of students agreed that the goal behind using self-regulation strategy is to increase autonomy; they consider both concepts as being highly related. Moreover, (37, 29%) stated that self-regulation strategy helps learners monitor their learning; since self-monitoring is an important step in being self-regulated learner. While (18,64%) claimed that self-regulated strategy helps them control their learning process and (35,08%) of the participants attributed self-regulation strategy to fulfill only the required tasks; which means it has a direct goal.

Q12- Indicate the order for the following processes (in terms of writing): a) plan b) monitor c) set goals d) regulate your cognition, motivation and behavior

Table 3. 12

Student's own Ranking of Writing Processes

Question twelve	Number of answers	Percentages %
a. Monitor, plan, regulate cognition and set goals.	2	3,38 %
b. Plan, monitor, set goals and regulate cognition.	3	5,08%
c. Set goals; regulate cognition, monitor and plan.	12	20,34%
d. Monitor, set goals, plan and regulate cognition.	5	8,47%
e. Monitor, regulate cognition, plan and set goals.	15	25,42%
f. Monitor, regulate cognition, set goals and plan	2	3,38%
g. Regulate your cognition, set goals, monitor and plans.	5	8,47%
h. Set goals, regulate cognition, plan and monitor.	10	16,95%
i. Plan, set goals, monitor and regulate cognition.	3	35,08%
j. Plan, regulate cognition, set goals and monitor.	2	3,38%
Total	59	100%

The above question aims at finding out if Master one students use the same writing processes or not. Indeed, (25,42%)of the sample selected the option number five (e), i.e. whenever students are given a certain written task they monitor, regulate cognition, motivation and behavior, plan and set goals. From these results, students are not aware of the implementation of the processes. (20, 34%) of the students agreed upon this order setting goals, regulating cognition, monitoring and planning. (16, 95%) ordered the processes as: set goals; regulate cognition, plan and monitor. However, (08, 47%) of students stated that the first step is to monitor, followed by setting goals, planning and last regulate cognition. The same percentage (08,47%) shows that the first process to be adopted by students is regulation of the cognition, then setting goals, monitoring and

planning. (05, 08%) of the informants conveyed the idea that planning comes first followed by monitoring, then setting targeted goals and regulating cognition. Other (05, 08%) of students were in favor of the following order: planning, setting goals monitoring and regulating cognition. The remaining students (03,38%) declared that the supposed ranking of the processes starts with monitoring, planning, regulation cognition and setting goals. The exact same percentage (03, 38%) refers to those, who stated that they begin with monitoring, regulating cognition, setting goals and planning. Whereas, (03,38%) of the sample demonstrated the following order: plan regulate, set goals and monitor. These results showed that the majority of students are not aware of the writing processes that reflect to some extent self-regulation processes; that is, they do not make use of self-regulation strategy in their writings.

Q13- Classify the following sub-strategies according to their correspondents: 1. elaboration, 2. self-reflection, 3. Time, 4. Self-efficacy, 5. Organization, 6. Planning, 7. Positive and negative attributions 8. Monitoring strategies

Table 3. 13

Student's Classification of Various Sub-Strategies.

The question is addressed to reveal whether students can classify the given sub-strategies according to the main strategies or not; in addition to their ability to distinguish them.

Question Thirteen	Number of answers	Percentages%

- 36 out of 57 (two without answer) chose Elaboration strategy as Cognitive Strategies (63%) - 4 out of 57selected Elaboration strategy as Management Strategies (7%) – 5 out 57 chose Elaboration strategy as Motivational Strategies (9%) – 12 out of 57 opted for Elaboration strategy as Metacognitive Strategies (21%).The results obtained show that the majority of Master one students know that elaboration strategy is actually a cognitive strategy. However, other students are not aware of its classification.
- 18 out of 57 (two without answer) chose Self-Reflection as Cognitive Strategies (31,6%) 6 out of 57 Chose Self-Reflection as Management Strategies (10,5%) – 20 out of 57 selected Self-Reflection as Motivational Strategies (35%) – 13 out of 57 picked up Self-Reflection as Metacognitive Strategies (22, 8%). The majority of students considered self-reflection strategy as a Cognitive strategy which is incorrect; hence they failed to classify it correctly. While, others (22, 8%) agreed that it is a metacognitive strategy, may be because they are aware of it and use it while writing.
- No one selected Time/Learning environment as Cognitive Strategies (0%) – 28 out of 57 (two without answer) opted for it as Management Strategies (49,12%) – 19 out of 57 considered it as Motivational Strategies (33, 33%) – 10 out of 57 adopted for Metacognitive Strategies (17, 54%). The statistics implied students' awareness that time/learning environment is the ability to pay attention to the factor of time and arrangement; whereas, others fail to recognize it.
- 12 out of 55 (four without answer) chose Self-Efficacy as Cognitive Strategies (21,81%), 6 out of 55 classified it as a sub-strategy of Management Strategies (10,9%) – 23 out of 55 opted for it as Motivational Strategies (41,81%) – 14 out

of55 assumed to be related to Metacognitive Strategies (25,45%). Self- efficacy is classified under motivational strategies (1, 81%) mainly because students can identify its definition and relate it to the main strategy.

- 5 out of 55 (four without answer) opted for Organization Strategies as Cognitive Strategies (9,09%) – 38 out of 55 considered it as Management Strategies (69,09%) – 5 out of 55 related it to Motivational Strategies (9, 09%) – 7 out of 55 chose it as Metacognitive Strategies (12,72%). Organization strategy is put as management strategy 69,09% by students, may be because organization as a term is not far from the act of managing. However, only 9,09% succeeded in classifying it correctly as a cognitive strategy.
- 10 out of 55 (four without answer) referred to Planning Strategies as Cognitive Strategies (18,18%) – 37 out of 55 adopted it as Management Strategies (67,27%) – 3 out of 55 selected it as Motivational Strategies (5,45%), 5 out of 55 considered it as Metacognitive Strategies (9,09%). The results showed that planning strategy is selected as cognitive strategy (18, 18%), this can be due to the fact that students associate it with cognitive processes. While only (9, 09%) (5 students) agreed that it is a metacognitive strategy.
- 7 out of 54 (five without answer) selected Positive / Negative Attributions as Cognitive Strategies (12, 96%) 2out of 54 referred to it as Management Strategies (5, 55%) – 32 out of 54 opted for Motivational Strategies. (59, 25%) – 12 out of 54 chose it as Metacognitive Strategies (22, 22%). As indicated in the results, students are not able to classify positive and negative attributions (59, 25%) considered it as motivational strategies; may be because they understood the close relation between the two strategies.

- 18 out of 58 (one without answer) picked for Monitoring Strategies as Cognitive Strategies (31, 03%), 6 out of 58 choose it as Management Strategies (10,34%) – 5 out of 58 selected Motivational Strategies (8,62%) – 29 out of58 considered it as Metacognitive Strategies (50%). The statistics showed that (50%) of Master one students are able to recognize monitoring strategy as a metacognitive strategy, while others failed to classify it correctly.

In short, students could not classify sub-strategies under their correspondents.

Q14- Have you ever try to evaluate the way you are learning to find if there might be a better one or not?

Table 3. 14

Students' Evaluation of their learning

Question fourteen	Number of answers	Percentages%
Yes	32	54,24%
No	27	45,76%
Total	59	100%

Table 3.14 shows students' responses about evaluating their learning process seeking to find if there can be a better one or not. The majority of Master one students (54, 24%) answered with yes mainly because they reported when justified that they are looking for better learning that suits their abilities and develops skills to acquire new knowledge. They added that via evaluation of their actual learning process, they can explore new options (techniques) and be proficient in English language. However, (45, 76%) declared

that they do not seek out to find other ways to learn. This can be due to the fact that they are satisfied with the way they learn; hence, they do not opt for changes.

Q15- Do you think that becoming autonomous in writing is related to the implementation of Self-regulation strategy?

Table 3. 15

Students' Opinions about the Relationship between Autonomy in Writing and Self-Regulation Strategy

Question fifteen	Number of answers	Percentages%
Yes	41	69,49%
No	18	30,51%
Total	59	100%

The results shown above reveal that (69, 49%) of students agreed that the implementation of self-regulation strategy contributes to autonomy in writing. They justified their choice by stating that at some point autonomy in writing is carried out through the use of different strategies (setting goals, monitoring…) and processes in order to be effective. They believed that through the use of self-regulation strategy, they will be able to become autonomous in writing without the need of teachers' instructions. Whereas, (30, 51%) of students assumed that there is no close relation between the two; may be because they are not familiar with the various strategies used as a self-regulated learner or they do not implement them very often.

Section Three: Students' Perceptions Concerning Autonomy in Writing.

Q16- Do you consider yourself as an autonomous learner?

Table 3.16

Students' Considerations towards being Autonomous Learners

Question sixteen	Number of answers	Percentages%
Yes	35	59,32%
No	24	40,68%
Total	59	100%

The statistics above demonstrate that (59, 32%) of students considered themselves as autonomous learners. They believe to be autonomous because they can learn better alone and depend on themselves; since they rely so much on their own researches and self-evaluation. They state that they like to work individually and most importantly, they perceive teachers as only guiders in their learning process. However, (40, 68%) of students declared that they are not autonomous; mainly because they like being guided by teachers and do not have enough knowledge in terms of different learning strategies' use. Accordingly, they confessed that they do not know how to evaluate themselves and then rely on teacher's or peer feedback.

Q17- How can you describe your writing level? a) High b) above average c) average d) below average or e) low

Table 3. 17

Students' Description of their Writing Level.

Question seventeen	Number of answers	Percentages%
High	2	3,39%
Above average	15	24,42%
Average	38	64,41%
Below average	4	6,78%
Low	0	0%
Total	59	100%

According to the above table, the majority of students (64, 41%) describe their level in writing as being average; whereas (24, 42%) of them considered their writing level as above average. However, (06, 78%) of the respondents claim that their level in writing is below average, maybe because they do not have a good writing style or they face difficulties in identifying or précising what they are asked to write about exactly. Besides, students, who describe their level in writing as being high (03.30%) (2 students), seem to be competent and use to practice writing inside and outside classrooms; hence, they do not encounter any difficulties.

Q18- How can you assess / judge the module of "Written Expression"? a) Very interesting, b) interesting, c) not really interesting, d) I do not know.

Table 3. 18

Students' Assessment of Written Expression Module

Question eighteen	Number of answers	Percentages%
Very interesting	21	35,59%
Interesting	27	45,76%
Not really interesting	11	18,64%
I do not know	0	0%
Total	59	100%

The majority of students (45, 76%) consider written expression module as an interesting module while other students (35, 59%) agree that it is very interesting. This can be related to the fact that they like the diversity of its different tasks and they get the chance to explore new aspects of it. However, other students (18, 64%) think that the module of written expression is not really interesting. The reason behind this perception toward the module can be related to students who do not give much importance to elevating their level in writing Also, no one opt for the last option 0%.

Q19- Do you prefer working: a) in pairs, b) alone, c) with the class.?

Table 3.19

Students' Preference Regarding Working in Classrooms

Question nineteen	Number of answers	Percentages%
In pairs	27	45,76%
Alone	29	49,15%
With the class	3	5,08%
Total	59	100%

Through the examination of student's answers, (49, 15%) prefer to work alone in carrying out different assignments in the classroom. While (45, 76%) of them state that it is effective when they get to work in pairs; this may be due to the fact that they want to exchange ideas and help each other. (05, 08%) refer to students who prefer to work within the class; mainly because they feel more comfortable and have the chance to participate with others.

Q 20- According to you, a teacher is: a) A resource? b) An advisor? c) A helper? d) A model? e) An authority?

Table 3. 20

Student's Views of Teachers' Roles

Question twenty	Number of answers	Percentages%
A resource	4	7,56%
An advisor	7	11,86%
A helper	7	11,86%
A model	1	1,69%
An authority	1	1,69%
More than three	2	3,39%
a+ d	1	1,69%
b+ c+ d	2	3,39%
a+ b+ e	1	1,69%
b+ c	10	16,95%
b+ d	1	1,69%
a+ b+ c	8	13,56%
a+ b	6	10,17%
a+ c	7	11,86%
c+ d	1	1,69%
Total	59	100%

The table 3.20 shows student's perceptions towards teachers' performed roles in classrooms. Therefore, many students' opted for more than two options. For instance, (16, 95%) of them chose (b+ c); which means that they consider a teacher as an advisor and helper. Whereas, (13, 56%) of them tended to choose options (a+ b+ c). In addition, (11, 86%) of students selected options (a+ c); in other words, they considered that a teacher is a source of guidance and an information provider. The same percentage (11, 86%) represented the choice of those who perceive teachers as valuable advisors and helpers in order to upgrade their level in learning English language. To sum up the results above, one can say that there is a large difference between sample students' views concerning how the regard their teacher's performed roles.

Q21- Do you agree that the teacher should always help students to learn independently?

Table 3. 21

Students' Opinions about Teacher's Encouragement of Independent Learning

Question twenty one	Number of answers	Percentages%
Strongly agree	24	40,68%
Agree	30	50,85%
Disagree	5	8,47%
Strongly disagree	0	0%
Total	59	100%

The question aims at knowing about students' perspectives about their teacher's encouragement for their independent learning. As the table shows, the majority of the subjects (50, 85%) agree that they can be independent by their own and considered it as an essential step that the teacher gives them space to practice and explore new techniques. However, (40, 68%) of them strongly agree that it is compulsory that teachers incorporate students' ideas and let suggest alternative ways of learning; in order to foster their autonomy. (08,47%) of the target sample disagree with this idea and thought that they are always in need of teacher's help. It is noticed that no one opted for the last option.

Q22- What is the purpose of autonomy in learning?

Table 3. 22

Students' Identification of the Purpose behind Autonomy in Learning

Question twenty two	Number of answers	Percentages%
Be more attentive	2	3,38%
Take an active role in the learning process	26	44,06%
Learn independently and be self-reliant	31	52,54%
Total	59	100%

In this question, students are asked to state the purpose of autonomy. Looking back at the table, the majority (52, 54%) of the target sample opt for the third option; which means that, the purpose behind autonomy lies behind the fact that it facilitates the learning process and makes students self-reliant. While (44, 06%) of students believe that autonomy aims that permitting students to take a crucial role in being engaged in different

roles; in order to adopt an effective learning process. However, only (3, 38%) claim that the purpose of autonomy lies behind being more attentive; aware of what, why and how they are doing their learning tasks; which means, to have a certain goal.

Q23- Writing is important skill because: a) I learn to write mainly for the exams b) I like writing in English, c) I believe that I can push myself to improve my writing without supervisor.

Table 3. 23

Students' Belie about the Importance of Writing Skill.

Question twenty three	Number of answers	Percentages%
I learn to write mainly for the exams	10	16,95%
I like writing in English	16	27,11%
I believe that I can push myself to improve my writing even if there is no supervisor	33	55,93%
Total	59	100%

The results obtained in relation to this question show that (55,93%) of the sample students declare that writing is important; mainly because they can do better than their current level at writing and improve it without the help of the teacher; that is, they want to elaborate their own strategies and organization to reach the desired objectives. (27, 11%) of the respondents did not think the same and believed that writing is an important skill because it is an essential component of learning English even outside the classroom; it is more than just an activity because they chose to write sometimes just for pleasure. However, (16, 95%) among the sample students claim that writing is crucial because they

need it to pass exams; which can reflect their limited interest in grades than in their level in writing.

Q24- Do you prefer a) when the teacher explains the genre requirements of each writing task? b) when the teacher tells you what to write about? c) feel free to write about whatever you want?

Table 3. 24

Students' Preferences of the Way of Learning Writing

Question twenty four	Number of answers	Percentages%
When the teacher explains the genre requirements of each writing task	11	18,64%
When the teacher tells you what to do	13	38,98%
Feel free to write about whatever you want	35	59,32%
Total	59	100%

The table above demonstrates students' preferred learning ways for different written tasks. The majority (59, 32%) of them preferred to write about whatever they want and they do not like to be restricted to certain topics provided by teachers. However, (38, 98%) of the sample disagree and consider that setting different criteria of writing (as guidelines by the teacher) is essential to produce a quality work. (18, 64%) of students believed that it is much easier to carry out certain written activities when the teacher explains the genre requirements; in order not to go beyond those genres and facilitate the writing process.

Q 25- When you revise your written tasks, do you a) see the content and organization? b) make drafts? c) revise your writing until you are satisfied with it? d) do not revise your work?

Table 3. 25

Student's Perception of Revision Process.

Question twenty five	Number of answers	Percentages%
First check to see if the content and organization can be improved	9	15,25%
Always make drafts	25	42,37%
Revise your writing until you are satisfied with it	25	42,37%
Do not revise your work	0	0%
Total	59	100%

The examination of the statistics above showed that (42, 37%) of the sample has opted for the second choice; which means that, they always make drafts and stay organized. Also, the same percentage represented (42, 37%) those who selected the third option and tended to revise their writings until they are satisfied with its quality; in order to make sure that everything is well planned. (15, 25%) of students stated that they first check to see if the content and organization can be improved; in order to carry on with the rest of writing, i.e. they make sure that their outline is good so they tend to modify and arrange

their ideas to maintain coherence. In other words, students use sub-strategies while writing.

Q26- Please feel free to add information concerning the topic.

The questionnaire ends with an open question for learners. The majority of students believed that self-regulation strategy is an interesting and important topic which needs to be improved further improved, in order to be implemented in writing assignments to guarantee autonomy. Throughout this question, students tried to make it clear that they should not only rely on teachers, but also they need to enhance their learning level depending on themselves, i.e. to be self-independent by trying new techniques and strategies to maintain a high level in writing.

3.2. 2. Discussion of the Results and Findings from Students' Questionnaire

The questionnaire's analysis has showed different views about student's use of self-regulation strategy inside the classroom and their perspectives about various aspects of autonomy in relation to writing. From the obtained results, one may state that:

1. Concerning self-regulation strategy, the majority of Master one students agree that they sometimes use strategies while writing. This shows that their writing in general lacks the use of different strategies which help sustain better results. The reasons behind the poor use of strategies is probably due to the fact that they do not practice using strategies in order to improve their writings or students are unconsciously using those strategies without the ability to identify them appropriately. Therefore, their writings (such as essays) are not well structured and organized.
2. The examination of the questions, show that the majority of the target sample can provide a clear and correct definition of self-regulation. They can successfully incorporate key terms in their definitions, for example: organization, monitoring…etc. However, they are not able to categorize sub-strategies given to them. This reveal their inability to differentiate between sub-strategies, i.e. whenever students are given written tasks, they do not consider implementing them in their writings, and writing demands a well organization and certain strategies to follow them; from reading the questions to achieving the already put objectives of those questions.
3. Most of students believe that self-regulation strategy is effective for promoting autonomy in writing, although are not fully aware of this strategy and they do not practice using it. However, they show readiness to learn it alone or whenever the teacher gives them the opportunity to do so. In other words,

Master one students consider self-regulation strategy essential to be learned in foreign language classrooms.

4. Student's views about the topic revolve around their belief that self-regulation strategy is considered to be a crucial strategy in fostering autonomy in writing, i.e. the more they are aware of it and apply it correctly, the more they are independent.

Conclusion

In short, the results obtained from this study of the contribution of self -regulation strategy on autonomy in writing, have confirmed the already given hypothesis: student's awareness of this strategy is important. As a strategy, self-regulation is important concept that have been researched about a lot and studied in order to find exclusive ways to make it easier for learners to practice it in foreign language learning. In addition, learners' awareness about self-regulation strategy increases if teachers incorporate it as a lesson or as a part in modules, such as: writing. Therefore, learners will be more competent in using self-regulation strategy and use it within classroom or for further studies.

GENERAL CONCLUSION

1. Concluding Remarks

This study has highlighted major concepts and studies related to both research variables; self-regulation strategy and autonomy in writing. We have then argued the use of different sub-strategies related to self-regulation strategy and how these sub - strategies contribute to the organization and planning of different written tasks. This suggestion aimed at enhancing students' writing level and promoting their autonomy; since some of them do not have enough knowledge about self-regulation strategy and struggle to achieve a good style in writing; despite the large exposure to many written tasks (essays and paragraphs). Moreover, the study explores learners' own perceptions concerning self-regulation strategy and whether they make use of it in the classroom or not. The study is composed of three chapters. The first and second chapters are devoted for the descriptions of self-regulation strategy and autonomy in writing. Concerning self- regulation strategy, we have provided essential elements that were discussed in details such as: basic definition, self-regulation strategy development and its various phases. In terms of the second chapter, we have investigated student's autonomy individually in terms of its definitions and its conditions; in addition to writing as skill providing its basic components, rules and other related factors. The third and last chapter has been devoted to the collection of learners' own knowledge about the research variables; in the form of a questionnaire administered to Master one students in order to analyze the obtained data.

2. Pedagogical Implications

This study aims at directing and raising students' awareness toward using self-regulation strategy in order to achieve better level, i.e., be self-independent. Thus, it is important to be familiar with self-regulation strategy and be more exposed to it in different modules, not only

for students but also for teachers, because they need to be familiar with it and incorporate it in their teaching program. In this respect some pedagogical implications are suggested. We suggest models such as: the use of self-regulated strategy development model consistently in English courses. In addition, students need to be taught about self-regulated learning phases to improve the quality of their writing, and be able to detect their weaknesses in terms of carrying out different written tasks. Hence, the aspects which are considered as the most crucial factors for Master One students are the type of activities that encourage them to self-monitor and control their performance with a suitable environment in order to become more autonomous. Also, students will benefit more when they follow a certain approach of writing that aims at develop strategies in terms of: brainstorming, setting goals, and most importantly revising. Teachers then can offer special lessons or activities in writing with specifying students' own topics of interest, in order to generate more correct ideas and students will manage to edit, review their own writings. Other activities can encompass different processes and strategies for students to implement self-regulation strategy (such as in essays); in order to upgrade the writing level. Throughout the use and extensive practice of these strategies, students will develop spontaneously autonomy and direct their own learning in order to reach the desired goals. Self-regulation strategy involves the use of various processes (monitoring, regulating behaviors, planning, and setting goals) throughout the written tasks as discussed in the first chapter, in addition to the application of such processes to promote autonomy and facilitate the learning process. Therefore, in order to achieve autonomy in writing, students need to incorporate the use of various strategies while writing; in essays for example, students need to use time/ learning environment (management strategy) as a start to investigate what surrounds the learning process and be able to divide time according to task's requirements. Moreover, with sufficient practice, students will be able to identify and use strategies consistently in a way

that they will not waste time choosing strategies to see what suits best the given tasks and they will have their own initiations without teacher's guidance. Concerning this research, teacher's role and especially in writing is to make students aware of self-regulation strategy and manifest it in terms of allowing students to evaluate themselves after each written task or he/she gives a kind of constructive feedback to students; in order to enhance their writing styles. The teacher's role is seen in terms of giving students enough time to practice strategies (self-regulation strategy) and encourage them to implement such strategies in their writings (as an example, he/she will grade the steps of using strategies in writing) to keep them motivated.

The previous suggested implication aims at the actual implementation of those suggestions in foreign language learning in order to foster autonomy in writing throughout the use of self-regulation strategy. The reason behind conducting this research is to make learners aware of self-regulation's strategy contribution in promoting autonomy in writing; in addition, to the use of such a strategy with its different processes and components to achieve better academic goals.

3. Research Perspectives and Limitations

Overall, the research's findings confirmed that there is a significant relationship between self-regulation strategy use and autonomy in writing. However, a further investigation about this topic will promote a better understanding of how to use self-regulation strategy and its processes (monitoring, planning, setting goals) in classroom and raise learners' awareness about it. This research has several limitations, most notably research tools. The questionnaire to some extent did not reflect students' real knowledge about the topic because most of the answers were randomly put. Time limitation is also another factor in this research, because it could have offered more details about the self-regulation strategy as it is used inside the

classroom. Moreover, the topic needs a lot of time to explore because it is covered by many disciplines. Future research studies should examine a broader range of essay collections of students in various modules to find out if self-regulation strategy use actually shows in their writings or not.

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APPENDIX

APPENDIX 1

Student's Questionnaire

Dear Students,

This questionnaire is a part of a research for a Master degree. It aims at finding out the contribution of Self-Regulation Strategy in Promoting Autonomy in Writing. Your opinions as a Master I student are very important.

Be certain that your responses will remain strictly confidential and will not serve any other purpose than the one stated above. Please tick (√) the appropriate answer, and provide full answers when it is required. Thank you for your cooperation.

Section 1 : Background information

1. What is your gender?

- **a.** Male ☐
- **b.** Female ☐

2. How long have you been learning English (including this year)?

……years

3. Is it your choice to study English at the University level?

Yes ☐ No ☐

4. According to you, what is the most challenging skill to learn?

- **a.** The speaking skill ☐
- **b.** The listening skill ☐
- **c.** The reading skill ☐
- **d.** The writing skill ☐

5. Do you agree that autonomy is an essential component in learning a foreign language?

   a. Strongly agree ☐

   b. Agree ☐

   c. Disagree. ☐

   d. Strongly disagree ☐

Section two: Self-Regulation Strategy

6. How often do you use strategies while writing?

   a. Always ☐

   b. Usually ☐

   c. Often ☐

   d. Sometimes ☐

   e. Rarely ☐

   f. Never ☐

7. Have you ever encountered the concept of Self- Regulation in one of your modules?

   a. Yes ☐

   b. No ☐

8. Can you provide a brief definition of Self-Regulation?

   ……

   ……

   ……

   ……

9. According to you, successful self-regulated learners are:

   a. Aware of their strengths and weaknesses ☐

   b. Attribute their success or failure to factors within their control ☐

   c. Utilize metacognitive strategies (monitoring, questioning) to approach a certain task ☐

10. How often do you evaluate yourself after a particular learning task?

- **a.** Always ☐
- **b.** Usually ☐
- **c.** Sometimes ☐
- **d.** Rarely ☐
- **e.** Never ☐

11. According to you what is the goal of using self-regulation strategy?

- **a.** To fulfill the required tasks ☐
- **b.** To increase autonomy ☐
- **c.** Help learners monitor and regulate their learning ☐
- **d.** Make learners control their process of learning ☐

12. Indicate order for the following processes **(**in terms of writing) (write 1,2,3…).

- **a.** Plan ☐
- **b.** Monitor ☐
- **c.** Set goals ☐
- **d.** Regulate your cognition, motivation and behavior ☐

13. Classify the following sub-strategies according to their correspondents:

1. Elaboration strategies (relate new knowledge to existing one).
2. Self-reflection
3. Time / Learning environment
4. Self-efficacy
5. Organization strategies
6. Planning strategies
7. (Positive / negative attributions)
8. Monitoring strategies (consistent questioning)

Cognitive Strategies	Management strategies	Motivational strategies	Metacognitive strategies

14. Do you ever try to evaluate the way you are learning to find if there might be a better one or not?

a. Yes

b. No

If yes, say why

……

……

……

15. Do you think that becoming autonomous in writing is related to the implementation of Self-regulation strategy?

a. Yes. ☐

b. No. ☐

If yes, explain

……

……

……

Section 3: Autonomy in writing

16. Do you consider yourself as an autonomous learner?

a. Yes. ☐

b. No. ☐

Please, justify your answer

……

……

……

17. How can you describe your writing level?

a. High. ☐

b. Above average ☐

c. Average ☐

d. Below average ☐

e. Low ☐

18. How can you assess/ judge the module of "Written Expression"?

a. Very interesting. ☐

b. Interesting. ☐

c. Not really interesting ☐

d. I do not know ☐

19. Do you prefer working:

a. In pairs. ☐

b. Alone. ☐

c. With the class. ☐

20. According to you, a teacher is: (you can choose more than one)

- **a.** A resource ☐
- **b.** An advisor ☐
- **c.** A helper ☐
- **d.** A model ☐
- **e.** An authority ☐

21. Do you agree that the teacher should always help students to learn independently?

- **a.** Strongly agree ☐
- **b.** Agree ☐
- **c.** Disagree ☐
- **d.** Strongly disagree ☐

22. What is the purpose of autonomy in learning?

- **a.** To be more attentive ☐
- **b.** To take an active role in the learning process ☐
- **c.** To learn independently and be self-reliant ☐

23. Writing is an important skill because:

a. I learn to write mainly for the exams ☐

b. I like writing in English ☐

c. I believe that I can push myself to improve my writing even if there is no supervisor ☐

24. Do you prefer:

- **a.** When the teacher explains the genre requirements of each writing task. ☐
- **b.** When the teacher tells you what to write about. ☐
- **c.** Feel free to write about whatever you want. ☐

25. When you revise your written tasks, do you:

- **a.** First check to see if the content and organization can be improved ☐

b. Always make drafts (even if the teacher does not ask to do it) ☐

c. Revise your own writing until you are satisfied with it ☐

d. Do not revise your work ☐

26. Please feel free to add information concerning this topic.

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Thank you for your cooperation.

الملخص

يهدف هذا العمل إلى تحديد أهمية استراتيجية التنظيم الذاتي في إنشاء متعلمين مستقلين و تحسين استقلالية طلاب اللغة الإنجليزية، وعلاوة على ذلك ، فإنه يبحث ويحقق في معرفة الطالب والاستخدام الفعلي لاستراتيجية التنظيم الذاتي، و تهدف هذه الدراسة إلى توجيه الطلاب وإدراكهم بشكل غير مباشر لإستراتيجية التنظيم الذاتي من خلال الأسئلة الموجهة إليهم حيث تهدف الأطروحة إلى اكتساب رؤية عميقة حول الاستقلالية فيما يتعلق بالكتابة للحصول على المعلومات اللازمة حول الجوانب الهامة التي يجب أخذها في الاعتبار أثناء تحليل النتائج. إن فرضية الدراسة تفترض إذا كان المتعلمون منظمين ذاتيًا (استخدام إستراتيجية التنظيم الذاتي)، فإن استقلاليتهم في الكتابة ستزداد. لذلك، تمت هذه الدراسة من خلال المنهج الوصفي الكمي الذي يهدف إلى تأكيد البحث من خلال استبيان تم توجيهه لطلبة الماستر 1(59 طالب) من نظام ال.ام.دي اختصاص اللغة الانجليزية بجامعة قالمة حول أرائهم و الوصول إلى نتائج دقيقة و موثقة . تم تأكيد الفرضية استنادًا إلى نتائج البحث، مما يعني أن مساهمة إستراتيجية التنظيم الذاتي كبيرة في تعزيز استقلالية الطالب في الكتابة.او بعبارة أخرى،تتم زيادة استقلالية الطالب والكتابة من خلال تطبيق إستراتيجية التنظيم الذاتي. و بالتالي ، يجب أن يكون الطلاب أكثر عرضة لإستراتيجية التنظيم الذاتي أن يكونوا كاتبين مستقلين و أن يكونوا أكثر إدراكًا لأهميتها في تعزيز مهاراتهم الإنتاجية الكتابية.

Résumé

Ce travail vise à identifier la contribution de l'utilisation de la stratégie de self-régulation sur l'amélioration de l'autonomie des étudiants par écrit. En outre, il explore et étudie les connaissances des étudiants du Master 1 année de département d'anglais et l'utilisation réelle de la stratégie self-régulation. Cette étude vise à orienter et à rendre les étudiants indirectement conscients de la stratégie self-régulation à travers les questions qui leur sont adressées. En outre, la dissertation tente d'acquérir des connaissances approfondies sur l'autonomie par rapport à l'écriture pour obtenir les informations nécessaires sur les aspects importants à prendre en compte lors de l'analyse des résultats.

L'hypothèse de l'étude suppose que, si les étudiants utilisent les stratégies de self-régulation, leur autonomie en écriture augmenterait. Par conséquent, l'étude est menée à travers la méthode descriptive quantitative qui vise à confirmer l'hypothèse de recherche par l'administration de questionnaire concernant cinquante neuf du Master 1 du département d'anglais à l'Université de Guelma. L'hypothèse a été confirmée sur la base des résultats de la recherche, ce qui signifie que la contribution de la stratégie de self-régulation est substantielle dans la promotion de l'autonomie de l'étudiant par écrit. En d'autres termes, l'autonomie de l'élève et sa maîtrise de l'écriture sont renforcées par la mise en œuvre des stratégies de self-régulation. Par conséquent, les étudiants devraient être plus exposés à cette stratégie pout qu'ils deviennent des écrivains autonomes et plus conscients de sa signification dans l'amélioration de leur compétence productive, c'est-à-dire l'écriture.