The People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University Abderrahmane Mira of Bejaia

Faculty of Arts and Languages

Department of English

The Effect of Self-regulated Strategies on Students' Procrastination in the Writing Process

Case study: Third Year LMD, LSD Students at the Department of English at the University of Bejaia

A dissertation submitted in partial fulfilment for the requirement of the Master Degree in Didactics of English

Submitted by:

Miss Nawal KADRI

Members of the Jury:

Chair: Mrs. Sonia IMERZOUKENE

Supervisor: Dr. Nadia AHOUARI-IDRI

Examiner 1: Mr. Chafa OUALI

Examiner 2: Mrs. Linda KHENOUNE

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Dedication

I dedicate this work to my family.

A special feeling of gratitude to my loving parents who have supported me all the way since the beginning of my studies.

My sisters and my brother who have never left my side and are very special.

I also dedicate it to everyone who really loves me.

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Abstract

The present study investigates the effect of self-regulated strategies on students' procrastination in the writing process. Subjects are third year LMD, LSD students at the Department of English at the University of Bejaia. To reach this aim, this research project is based on a review of relevant literature and on data collected through a mixed methodology based on both quantitative and qualitative methods. The qualitative method consisted of a pre-experiment with a pre-post test and the qualitative method was based on text analysis and classroom observation. This makes our methodology triangulated. Findings revealed that our participants face many difficulties when writing at the level of both structure and content. Second, our participants reported procrastinating because of their difficulties, affect and poor time management. However, their degree of procrastination remains indefinite. Finally, the comparison between the pre and post questionnaires demonstrated that self-regulated strategies do not have an effect on our participants' procrastination.

Keywords: EFL Writing, The Writing Process, Self-regulation, Academic Procrastination.

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List of Abbreviations

ESL: English as a Second Language

EFL: English as a Foreign Language

SLL: Second Language Learning

FLL: Foreign Language Learning

LMD: Licence/Master/Doctorat

LSD: Language Sciences and Didactics

SPSS: Statistical Package for Social Sciences

SD: Standard Deviation

%: Percent

Glossary of Terms

To carry out this study, it is important to define the key concepts related to our investigation.

Writing. It is defined by Zimmerman and Reisenberg (1997) as '*a goal oriented and self-sustained activity requiring the skilful management of the writing environment; the constraints imposed by the writing topic; the intentions of the writer(s), and the processes, knowledge, and skills involved in composing'* (as cited in Anderman, 2009: 564)

The writing process. It is defined as "*the strategies, procedures and decision-making employed by writers as they write*" (Richards & Schmidt, 2002: 592).

Strategy. It is defined by Oxford (1990: 8) as "*a plan, step or conscious action toward achievement of an objective."*

Self-regulation. It refers to '*self-generated thoughts, feelings, and actions that are directed toward attainment of one's education goals.'* (Zimmerman, Bonner & Kovach, 1996: 141)

Self-regulated learning. It is defined "*as an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior guided and constrained by their goals and the contextual features in the environment."* (Pintrich, 2000: 453). Another definition is given by Zimmerman et al. (1996: 141). They define self-regulated learning as "*an approach to learning involving goal setting, strategy use, self-monitoring, and self adjustment to acquire a skill."* Therefore, self-regulation is the interaction of cognition, affect and behaviour.

Procrastination. According to Steel (2007: 66), to procrastinate means "*to voluntarily delay an intended course of action despite expecting to be worse off for the delay*." That is, a student knows what he has to do, but decides not to do it and may prefer to do other things even if they are less important.

General Introduction

Introduction

Many foreign language learners aim at developing their communicative competence in English by developing their speaking skill, but this is not enough in the study of a foreign language because language is spoken as well as written. As writing is almost present in all students' university courses, students need to develop their writing skill in order to improve their performance and progress in their Foreign Language Learning (FLL).

I. Sources of Inspiration

Through our experience as an English as a Foreign language (EFL) learner at the Department of English at the University of Bejaia for five years, we have observed that students have struggled with the foreign language in order to achieve good results and acquire knowledge and skills. We have further noticed the important role students play in their learning and this is shown either in the classroom or in exam results. Good students generally devote all their time to their learning, they ask questions in the classroom and answer teachers' questions too; they make further research about all courses and practise all skills. In other words, they are self-regulated. However, not all students learn the same way; they have different motivations, perceptions and different learning styles. In addition, they face difficulties in the different language skills, mainly in the writing skill which is our interest. According to our teachers' experience and our observation of the learning process, we have noticed that many students have difficulties in writing. Procrastination is among the problems that students face at university. For this, we recognise the students' need to regulate their time, efforts and resources in order to improve their performance and cope with their difficulties. However, neither procrastination nor self-regulation have been investigated at the University of Bejaia. Therefore, the importance of self-regulated learning and the complexity of procrastination motivate us to conduct this study to contribute to the understanding of the factors affecting foreign language writing and bring change to the Algerian Universities, mainly the University of Bejaia.

II. Statement of the Problem and Research Questions

Because writing is perceived as the most difficult skill (Al-Badwawi, 2011) and is a highly complex and demanding process (Graham, Harris & Schmidt, 1997), it is not surprising that

many students struggle with the writing process (Graham, Harris & Santangelo, 2008). In the classroom, we observe them to be passive; they avoid writing, neglect their classroom assignments and invest few efforts in their learning; in addition, they avoid extensive practice. Besides our observation, a pre-study was conducted at the beginning of the academic year (on September) based on a questionnaire and an interview with third year LMD (licence, master, doctorat), LSD (Language Sciences and Didactics) students at the Department of English at the University of Bejaia. The study revealed that most of the students face problems in writing which lead them to procrastinate. However, delaying their works and assignments, that is procrastinating, influences their progress.

Taking into consideration this, learners should give more importance to writing and invest more efforts in order to develop their competences and overcome their procrastination's habits; and this can be achieved by being responsible for their learning and taking an active role, that is, being self-regulated. According to Graham et al. (1997), self-regulation of the writing process is critical; the writer must be goal-directed, resourceful and reflective. Self-regulation permits the learners to set goals and use the appropriate strategies and then design their schedules to reflect about their writing. In short, this is a way for students to regulate their learning and diminish postponing when writing.

Given these points, the central problem of this research is investigating the effects of self-regulated strategies on students' procrastination in the writing process, the case of third year LMD/LSD students at the Department of English at the University of Bejaia. In other words, is students' procrastination in the writing process related to lack of self-regulation? Or do self-regulated strategies have effect on students' procrastination in the writing process?

To carry out this study, the following research questions are addressed:

1. What are third year LSD students' difficulties in writing?
2. To which extent do third year LSD students procrastinate in the writing process?
3. Do they regulate their learning? If, yes, what are the strategies they use to develop their writing skill?
4. What effects do self-regulated strategies in the writing process have on students' procrastination?

III. Hypothesis

As procrastination is among students' problems in writing, overcoming this problem can help students improve their writing. We relate students' procrastination in the writing process to lack of self-regulation. Thus, we are interested in investigating the effects of self-regulation on procrastination which means that we have an independent variable to manipulate in order to test its effect on the dependent variable. Accordingly, self-regulation is the independent variable, whereas procrastination and the writing process represent the dependent variables of this study. This effect relationship needs a cause/effect hypothesis to be tested in order to find an answer to our problem. Based on this, we are likely to hypothesise that:

'If third year LMD, LSD English students at the University of Bejaia use self-regulated strategies in the writing process, they would procrastinate less.'

IV. Aims of the Study

The aim of the present work is first, to explore students' problems in essay writing. Then, we intend to implement self-regulated strategies in the writing process to help our students improve their writing and be active since self-regulatory activities are directly linked to outcomes such as achievement and performance (Pintrich, 2000). That is, learners who use self-regulated strategies are more likely to progress and get good results because of the efforts they invest in and the time they spend in reflecting and caring about their studies. Last and not least, we are interested in investigating the effects that those implemented self-regulated strategies have on our students' habits of procrastinating in writing. In this concern, Park (2008) states that academic procrastination is related to low use of regulated strategies i.e. learners procrastinate because they are not self-regulated. At the end, our students will be able to be self-regulated and to procrastinate less.

V. Methodology

V.1. Data Collection Methods and Procedures

In order to test our hypothesis which is based on causality, our design is pre-experimental. To reach this aim, our choice of methodology is the use of a mixed methodology consisting of a quantitative and a qualitative method of data collection.

Our quantitative method consists of a pre-experiment based on a pre and post test with an experimental group only. In our pre-experiment, we implement self-regulated writing strategies on one group with a pre and post questionnaire to compare the results. For the qualitative method, we take a sample of students' essays and evaluate them according to the following criteria: coherence, cohesion, essay organisation, language and creativity. In addition, we use classroom observation. This latter serves as a teaching tool more than a research tool. To explain, the aim of the observation is to observe students' behaviour and reactions and record all that happens in the classroom in each session in order to develop our instructional plans.

V.2. Data Analysis Procedures

After collecting data, they are analysed using Excel 2007 and the statistical package for social sciences (SPSS) software version 18 which provide us with the descriptive statistics needed for the interpretation of the findings.

V.3. Population and Sample

The population of this study is third year LMD, LSD students at the Department of English at the University of Bejaia. The total number of LMD, LSD groups is ten with a total number of 438 students, but only one group is chosen as our sample based on random sampling which is the easiest method and it ensures equal chances of being selected (Kothari, 2004). In addition, it minimises bias.

Before taking the decision about our population, we have collected some information in our pre-study about our students' attitudes and behaviours regarding essay writing and their capacities. Then, we have concluded that third year LMD, LSD students perceive writing as a difficult skill, but at the same time they want to develop it in order to be able to express themselves and their ideas. Moreover, third year students are supposed to acquire basic knowledge concerning sentences and paragraph writing which are needed for conducting our experiment.

VI. Significance of the Study

Although many researchers suggest that procrastination is a failure of self-regulation (e.g. Senécal, Koestner & Vallerand, 1995; Park, 2008), few studies have examined procrastination explicitly in relation to models of self-regulation (Park, 2008). Therefore, the objective of our

study is to investigate the influence that self-regulation has on learners' academic procrastination aiming at examining the reality and the kind of relation between these two variables as both of them are related to academic achievement. That is, both self-regulation and procrastination can affect students' progress and may be an important factor behind their success or failure. The present research will contribute to the existing literature in many ways. First, it will shed light on EFL students' difficulties in writing. Second, it will explore the reasons behind their procrastination. Last but not least, we will demonstrate the effects of self-regulated strategies on students' writing and procrastination. Park (2008) shows that procrastination may have a strong negative effect on students' academic success; thus, educators should prevent it. He further adds that procrastinators seem to be less competent at employing successful cognitive and metacognitive strategies. At the end and by using self-regulated strategies, students will be able to stop delaying and postponing their writing assignment; therefore, they will enhance their results and develop their writing competence.

VII. The Organisation of the Work

Our research paper is divided into two chapters. The first chapter is theoretical; it represents an overview of the existing literature about our variables and it is further divided into three sections. In section one, we introduce EFL writing, section two is about self-regulated learning and the last section covers the main research findings about procrastination. The second chapter is practical; it is all about the data collection procedures and analysis as well as the findings and the results. Then, it is concluded with limitations of the study, implications and suggestions for future research.

Chapter One: a Brief Overview about Self-regulation and Academic Procrastination in EFL Writing.

Introduction

The present research work aims at providing a clear answer to our central problem. Specifically, we intend to determine the effect of self-regulated strategies on students' procrastination in the writing process. Thus, in this study, we have three main variables: self-regulation, academic procrastination and the writing process. Understanding these three variables and the factors that have explicit or implicit impact on them is crucial. So, this theoretical chapter aims at exploring the literature and developing a deep understanding of these variables.

Section One: Introducing EFL Writing

Language learning involves students' communicative competence not only in speaking but also in writing, so students need to get their ideas and thoughts into words. Thus, writing is an important skill that foreign language students should develop. Regarding this, understanding the nature of writing and the processes it involves helps students develop their competence. For this, this section covers the most important literature foundations concerning EFL writing.

I. Definition of Writing

There is no single definition about writing, but rather it can be defined differently according to the different views that emerged concerning its nature (product, process or genre). In our study, we define writing from the process approach which views language as a personal process that calls for two important skills: creativity and critical thinking (Elbow, 2000: 7). In L2 writing, the individual engages in the discovery and expression of meaning (Silvia, 1990). That is, students are free to think and express their ideas and thoughts.

According to Zamel (1983), writing is a process of discovering and making meaning. She further argues that through the act of writing, ideas are explored, classified and elaborated and then as this process continues, new ideas and thoughts suggest themselves and become integrated into the developing pattern of thought (as cited in Ferjani, 2010: 9). To explain, writing is not the act of just combining words and sentences to form a text, but it involves students' reflection. That is, what matters is how the writer translates his abstract thoughts and

ideas into a meaningful written down text though knowledge about grammar and the mechanics of writing are also crucial.

Another definition is provided by Zimmerman and Reisenberg (1997) where they define writing as '*a goal oriented and self-sustained activity requiring the skilful management of the writing environment; the constraints imposed by the writing topic; the intentions of the writer(s), and the processes, knowledge, and skills involved in composing'* (as cited in Anderman, 2009: 564). It means that the student has to approach foreign language writing from different angles taking into consideration the topic, linguistic knowledge and the processes involved in the writing process.

To sum up, in addition to knowledge about language, writing involves the active role of the student who engages in writing as a process of thinking and evaluation through different cognitive and metacognitive processes.

II. The Writing Process in EFL

Many researchers argue that when writing, students go through different stages which are recursive and cyclical (Bae, 2011). To illustrate, White and Arndt (1991:3) describe writing as *"a form of problem-solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning."* (as cited in Alves, 2008: 5). This description highlights different cognitive processes (planning, goal setting, evaluating …) that students use when writing.

Moreover, Zamel (1990) claims that skilled writers seem to be aware of the writing process as exploring ideas and constructing meaning (as cited in Ferjani, 2010). In other words, writing is a complex task that involves many processes such as thinking, evaluating and monitoring one's thoughts. This is explained by the writing process.

Many models have emerged to describe the writing process; specifically, we adopt Tompkins' and McKenzie's (1984) five stages model which is originally designed for students. In short, they have mentioned five stages through which students engage in writing: pre-writing, drafting, revising, editing and finally sharing. These stages are discussed in detail in the coming lines of thought.

II.1. Pre-writing. This is the first step students engage in before starting to write. The focus at this stage is on stimulating students' creativity and letting them think and reflect about what to write and how to approach the chosen topic (Bae, 2011: 18). In this stage, planning and goal setting are central. Regarding this, Graham et al. (2008) argue that students engage in writing by first outlining and planning before starting composition where they develop goals to guide their actions and thoughts; then, they generate content. That is to say, students first define the writing task's goal (for instance describing, contrasting); then, they develop a plan accordingly. Concerning the latter, students can use outlines, schemes, or maps in order to accumulate knowledge related to the topic. In short, this represents a reflection stage; the more students think about the topic, the clearer and more precise their thoughts are.

However, Williams (2003) argues that this stage maybe the most challenging because student have to brainstorm and to plan carefully to facilitate the other stages. Moreover, at this stage, they need time and effort and these call for students' self-regulation to manage the writing process.

II.2. Drafting. After planning for their writing, students translate their ideas and thoughts (plan) into a meaningful text, that is, they give more organisation and order to their plan and develop it. To illustrate, Coffin, Curry, Goodman, Hewings, Lillis and Swann (2003) state that the writer's focus is to develop meaning using the ideas gathered in the pre-writing stage (p.38). Besides, an important feature of this stage is flexibility as mentioned by Williams (2003), meaning that the first draft has not to be perfect. To clarify, the first draft is not the final product. When writing their first drafts, students place greater emphasis on content with little concern on punctuation, spelling and other mechanics (Tompinks & McKenzie, 1984).

II.3. Revising. Since we have said above that the drafting stage is flexible, critical reviewing and evaluation of the text are needed. Concerning this, Tompkins and McKenzie (1984: 4) state that students have the chance to refine their works during the revision stage and they describe it as follows: *"… Revision is not just polishing writing, it is meeting the needs of readers through changing, adding, deleting and rearranging material."*

To clarify, Nation (2009) states that revision involves students to reread their draft and think mainly about content and organisation of ideas. Thus, it is an important stage for foreign language students, for it involves self-evaluation, an important component of self-regulated learning. However, poor writers do not review their works (Nation, 2009: 120); they rely on their first draft.

To put it in a nutshell, when revising their compositions, students enhance their production/performance. They take time to reflect about their writing, they concentrate on what they write and check whether it matches their goals and the task's demands or not. Therefore, students are encouraged to be critical.

II.4. Editing. Editing concerns any change in grammar, style and lexical correctness (Nation, 2009: 119). Moreover, Williams (2003) states that the goal of editing is to give the student's paper a professional appearance. To put it another way, this stage involves students to polish their works in order to give it a final form; consequently, this calls for their linguistic competence.

II.5. Sharing. It is the final stage in the writing process. After finishing writing, students generally share their works with their peers or the teacher as classroom is the only foreign language context students have. For Tompkins (1990), sharing is a social activity that can help students develop sensitivity to readers and confidence as writers (as cited in Bae, 2011: 26). This is important for them to get feedback and enhance their writing skill in the foreign language. In addition, Brown (2001: 347) states that sharing provides authenticity.

III. Students' Difficulties in EFL Writing

Writing in a second or a foreign language is a complicated, challenging and difficult process (Soureshjani, 2013); therefore, this leads students to face problems and difficulties when writing. As a result, these problems are more likely to lead students to avoid writing. Students' difficulties can be summarised under four main problems which are related to language deficiency, the writing process, lack of self-regulation and writing apprehension. These difficulties are shown in the next Figure 1.

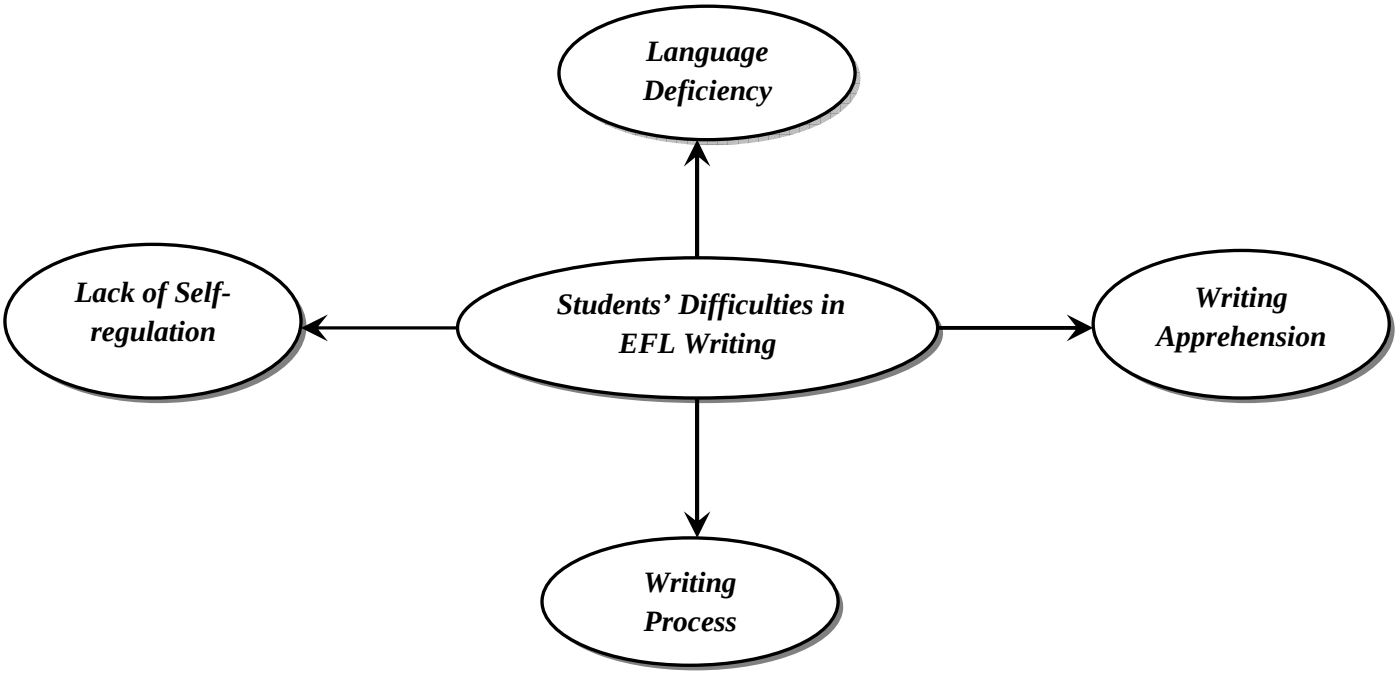

Figure1: Students' Difficulties in EFL Writing

III.1. Language deficiency. This concerns students' inability to express themselves effectively using the target language. Supporting this view, Silva (1993) argues that ineffective second or foreign language writing is related to inadequate language knowledge (as cited in Watcharapunyawong & Usaha, 2013: 69).

First, EFL students have problems at the level of grammar and vocabulary. In the case of grammar, Watcharapunyawong and Usaha (2013) found in their study that EFL students have many problems mainly at the level of sentence structure, article use, fragments, run on sentences, subject-verb disagreement and transition. Regarding the Algerian context, Kertous (2013) conducted a study using error analysis on second year students at the University of Bejaia which are the third year students of this year (i.e. our population) and found that they faced many problems at the level of grammar, specifically verb forms, article usage and the morpheme 's'. If we consider lexis, Bacha's (2002) studies on EFL Arabic students revealed that they lack lexical variety. In other words, they have restricted vocabulary; consequently, they cannot express themselves. In addition to this, Olsen (1999) noticed spelling mistakes.

Second, Abdel Hamid (2011) indicated that EFL Egyptian students' difficulties are related to coherence and cohesion and claims that these difficulties are found in Arab speaking countries. This is because English is learnt in those countries as a foreign language. For instance, Khalil's (1989) study demonstrated that EFL students' texts are not coherent; he found that repetition of ideas and insufficient information about the topic were among students' problems. Another example is Kafes' (2012) study on EFL Turkish students which revealed poor use of lexical devices mainly 'reiteration' (repetition of the same lexical items).

To sum up, these difficulties at the level of structure and content may hinder students who could not express themselves; as a result, their writing is affected.

III.2. The writing process. Graham et al. (2008) state it is not surprising that many students struggle with the writing process. Concerning this point, Students' difficulties are related either to lack of knowledge about the writing process or avoiding to engage in its stages (procrastination). Supporting this view, Al-Magableh (1995) confirmed that students' low performance in writing is due to the lack of knowledge about the writing process (as cited in Abdel Hamid, 2011); furthermore, Alsawalha and Chow (2012) state that Jordanian students are reluctant to write because of difficulties in starting to write, generating the right ideas, organising them and writing a strong conclusion (p.381). This is explained as students' procrastination in the writing process. In other words, students do not master the writing process and have little expertise; thus, they procrastinate.

Besides, another study conducted on Jordanian students, revealed that they avoid the stages in the writing process (Alsawalha & Chow, 2012). This means that those students procrastinate in the writing process. For instance, Othman and Sadi (2012) explain that poor writers spend less time thinking and planning. Besides, El-Khatib (1984) revealed that only some EFL Egyptian students revise their writing (as cited in Alharthi, 2011: 64).

Altogether, lack of knowledge about the writing process and procrastination are among the writing difficulties EFL students face.

III.3. Lack of self-regulation. Research on EFL writing shows the importance of self-regulation in writing, more importantly in the writing process (e.g. Magno, 2009; Graham et al., 1997). Nevertheless, not all students are self-regulated in their writing (Graham & Harris, 1997). In this regard, Soureshjani (2013) states that poor learners with low self-regulatory capabilities performed low in the essay writing task they were given. To put it differently, EFL students lack self-regulation when writing that is why they perform poorly. First,

motivation shapes writing development; however, less competent students are less motivated to write in the foreign language (Graham, 2006; as cited in Graham, Berninger & Fan, 2007). Moreover, Pajares (2003) found in his study that self-efficacy beliefs influence students' performance. In other words, students' negative feelings represent an important challenge for EFL students' development in writing. Second, many EFL students face problems in writing strategies. In this regard, Cohen (2003) claims that a lot of research reveal that students lack awareness of language learning strategies (as cited in Shafiee, Koosha & Afghari, 2013). For instance, Rankin and Erikson (2002) argue that when composing, students' difficulties are related to cognitive strategies (as cited in Negari, 2011). Third, time management is an important requirement for writing; however, not all students are skilful in using their time. To explain, Rasch and Rasch (2013: 201) highlight students' inability to make plans about writing and their inability to estimate time required to write. Finally, Persistence is another problem that can influence students' writing. In this regard, Graham et al. (2008) state that many students devote less effort in their writing process.

III.4. Writing apprehension. Another problem that students face in writing is anxiety which is known as writing apprehension. Regarding the effect of anxiety on Second Language Learning (SLL), Kharma and Bakir (2003) state that debilitative anxiety inhibits the learner and leads him to avoid the task (as cited in Abu Shawish & Abdelraheem, 2010). Specifically, Abu Shawish and Abdelraheem (2010) pointed out that when it concerns foreign language writing, students feel stressed and anxious and quit writing. This suggests that students' writing anxiety leads them to procrastination. Moreover, students experiencing anxiety find difficulties to express themselves, avoid writing and find writing classes 'unfavorable' (Erkan & Saban, 2011). According to abdel latif (2007), students' anxiety is related to their language deficiency and low self-efficacy (as cited in Abu Shawish & Abdelraheem, 2010: 3). In other words, students get anxious when they face difficulties and feel inefficacious.

To conclude, because writing is a complex and demanding process that involves time, effort and knowledge about language and the topic, students feel challenged and become anxious. As a result, they avoid writing.

IV. Writing Strategies Used by Foreign Language Students

As writing is perceived as a demanding and complex task (Graham et al., 1997), students need to use different writing strategies in order to facilitate the writing process and cope with their difficulties. Regarding this, Graham et al. (2008) support the importance of

writing strategies in helping students to simplify and organise the writing process and inhancing their writing competence. Taking into consideration the purpose of our study, we adopt O'Malley and Chamot's (1990) taxonomy. They divided learning strategies into three main categories: metacognitive, cognitive and social/affective strategies which are further divided into specific strategies.

First, we start by providing a definition of the word 'strategy' and then we present the model we are adopting. According to Oxford (1990: 8), the word strategy can be defined as "*a plan, step, or conscious action toward achievement of an objective."* This means that students use strategies to reach their goals; in our study, the goal of these strategies is to regulate the writing process in order to overcome procrastination.

IV.1. Metacognitive strategies. They involve students' control of their cognition. Under this category, four specific strategies are selected.

- **Selective attention**. As writing is a thinking process, reflecting and recalling information is necessary; so students need strategies to focus and direct their attention toward the writing task to facilitate retrieval of information. This strategy is very important in all the stages of the writing process since memory is the centre of learning.
- **Planning**. According to O'Malley and Chamot (1990: 119), planning means previewing the main ideas and concepts to be expressed in writing. This is important in the pre-writing stage of the writing process.
- **Monitoring**. It involves checking one's written production while it is taking place; in addition, Mayer (1986) mentioned that it involves goal setting (as cited in O'Malley & Chamot, 1990). To explain, students observe their writing and check the writing process by always referring to the goals they have set.
- **Evaluation**. This concerns checking the outcomes of one's own production (O'Malley & Chamot, 1990: 44), that is, judging how well one has accomplished the task. To explain, by evaluating their writing, students determine their progress and discover their strengths and weaknesses; then, they decide to keep the same way or to adjust their learning to improve their production. Evaluation is useful in the revision and editing stages.

IV.2. Cognitive strategies. They involve direct contact and manipulation of the writing process. Regarding this, O'Malley and Chamot (1990: 44) mentioned that cognitive strategies

operate directly on information by manipulating it in ways that enhances writing. They include:

- **Organisation.** This includes grouping, classification and giving order to the information students use. For instance, they can organise their writing using maps, outlines or grouping their ideas (Schunk, 2012: 422). These strategies are helpful in the pre-writing and drafting stages to help learners organise their texts.
- **Summarisation.** It refers to synthesising what one has to write (O'Malley & Chamot, 1990: 45). It is very important for students to decide about the importance of the information to include, not writing everything, especially with time pressure.
- **Elaboration.** It is explained by Schunk (2012: 420) as "*expanding information by adding something to make learning more meaningful."* This means that learners develop their ideas to write meaningful and well-developed texts. Elaboration is useful in the drafting stage since students need supporting ideas and examples.
- **Transfer:** It means using known linguistic information to facilitate writing (O'Malley & Chamot, 1990: 45). That is to say, students use all what they have learnt when writing, for instance vocabulary and grammar rules.

IV.3. Social/Affective strategies. As foreign language learning involves social interaction and has an effect on students' affect, students need to regulate their emotions when writing and interacting with others (teachers and peers). Social/affective strategies are defined by O'Malley & Chamot (1990: 45) as one's control over affect or interaction with other persons. We can state three strategies:

- **Cooperation.** It is a social strategy that concerns working with peers to check something or get feedback on a written performance (O'Malley & Chamot, 1990: 45). This is useful in the last stage (sharing) of the writing process to improve one's production.
- **Questioning.** Concerning this, O'Malley and Chamot (1990: 45) explain it as eliciting additional explanation from the instructor/peers or verifications. Thus, when students face difficulties or get blocked at any stage, it is necessary to ask questions. For instance, a student may ask how to spell out a word.
- **Self-talk**. O'Malley and Chamot (1990: 45) refer to it as "*using mental control to assume that a learning activity will be successful or to reduce anxiety"*. In other words, it concerns what students do to encourage themselves and reduce their anxiety.

To sum up, all the strategies presented above are helpful in the writing process; students can improve their writing when adopting these strategies carefully.

There is no doubt that the writing skill is an important language skill that learners need to develop. For this, in this section, we have presented the main points related to foreign language writing and specifically to the writing process. Thus, it is well concluded that the writing process plays an important role in foreign language writing. This point needs to be addressed to both students and teachers to realise the importance of writing as a personal and creative process.

Section Two: a Brief Overview about Self-regulated Learning

FLL involves students' cognition, affect and behaviour. In this regard, Zimmerman et al. (1996: 22) highlight that *"Learning is not something that can be done for students, rather it is something that is done by them"*, that is, learning is a personal experience (Zimmerman et al., 1996: 21). For this, learners should devote their time and efforts to acquire knowledge and take responsibility for their learning. Hence, this can be achieved through self-regulation. The same thing is said for writing (e.g. Graham et al., 2008) since it is an integrated skill in language learning. To this end, in this chapter, we explore our understanding of self-regulated learning through the presentation of the relevant literature.

I. Definition and Importance

Research literature provides a myriad of definitions of self-regulation; all the definitions acknowledge the active role of the student in the learning process. Generally, "*self-regulation refers to the degree to which individuals are active participants in their own learning."* (Dornyei, 2005: 191). To explain more, according to Pintrich (2000: 453), self-regulated learning is defined as*"an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour..."* This means that self-regulation involves students' control and monitoring of their cognition, affect and behaviour; however, this provides us with a broad picture of self-regulation.

Another definition is provided by Zimmerman et al. (1996: 141); they define self-regulated learning as a learning approach that involves goal setting, strategy use, self-monitoring and self-adjustment to acquire a skill. This definition caters some self-regulatory processes

students use when regulating their learning and which are: goal setting, self-monitoring and self-adjustment through the use of learning strategies.

From Pintrich's (2000) and Zimmerman et al.'s (1996) definitions stated above, we notice that goal setting is central to self-regulation. That is, learners engage in regulating their learning by setting their own goals, then monitoring and regulating their time, efforts, emotions and resources in addition to using the appropriate strategies to achieve those set goals.

To sum up, self-regulated learning is the interaction of students' cognitive (thinking), affective (motivation and emotion), behavioural (participation) and environmental (social setting) variables resulting in their full responsibility and active participation in the learning process.

It is mentioned above that self-regulation involves the active participation of the learners. For this, Schunk and Zimmerman (2003: 59) argue that "*self-regulated learning fits well with the notion that rather than being passive recipients of information, students contribute actively to their learning goals and exercise control over goal attainment*." In other words, when learners take responsibility for their learning, they know why, what and how to learn. Therefore, this leads to learners' autonomy. In addition, students should be able and willing to regulate their cognition, motivation and emotions as well as to adapt to the social context. This process helps to facilitate their learning because foreign language learning is a complex process involving students' active participation in acquiring the knowledge and skills that enable them to communicate. Besides, Alderman (2004) argues that self-regulated learners know a large number of strategies, they understand how they work, know when to use them and can evaluate their effectiveness. This is what makes the difference between high and less successful students.

II. Social Cognitive Theory of Self-regulation

There are four main theories about self-regulation: behaviourist theory, information processing theory, social cognitive theory and constructivist theory. For the needs of this research, we focus on the Social Cognitive Theory presented by Zimmerman and his colleagues.

From a social cognitive perspective, learning is the reciprocal interaction among personal (cognitive and affective), behavioural and environmental factors and students

regulate their learning by monitoring these factors (Anderman, 2009). To put it another way, students are said to regulate their learning when they take responsibility for their learning and actively control their cognition, emotion, behaviour and the social environment. Anderman (2009: 806) states that social cognitive theory emphasises three factors: first, the proactive role of the student who actively engages in his learning and exerts control over his learning. The second is student's motivation. To clarify, self-regulation depends on motivational factors such as: goals, expectations and self-efficacy. To explain, students who are motivated, set goals and believe in their competence are more likely to engage in self-regulation. Third, self-regulation is a cyclical process involving many factors (as mentioned earlier) that typically change during learning (Schunk & Ertmer, 2000). That is, students set their learning goals, implement strategies and monitor their learning; then, they evaluate their performance to determine their level of achievement. According to their results, they decide to keep or adjust their learning strategies for future learning experiences. These processes are interrelated and different from one task to another.

II. 2. The sub-processes of self-regulation. Three sub-processes are important in the Social Cognitive Theory of self-regulation.

- **Self-observation (monitoring).** Bandura (1991: 250) explains self-observation as paying attention to one's thinking, feelings and performances with the conditions under which they occur and the effects they produce. Therefore, this provides important self-diagnostic information. To make it clear, students who observe their learning get a better understanding of their thinking, emotions and behaviours. This self-knowledge provides directions for self-regulatory control as cited by Bandura (1991).
- **Self-judgement.** Schunk (2012: 408) refers to this sub-process as comparing present performance level with one's goal. That is, how students judge and value their progress in accordance with the goals they set. In other words, it means whether a given performance is evaluated positively or negatively.
- **Self-reaction**. It refers to 'perceived progress' (Schunk, 2012: 411). In other words, how students react and perceive their progress (success or failure), thus being satisfied or unsatisfied with their progress. Besides, for Schunk and Zimmerman (2003: 68), self-reaction refers to self-evaluation. They argue that positive evaluations increase motivation to improve performance, contrary to negative evaluations which may or may not decrease motivation to

work harder depending on students' self-efficacy. Therefore, self-reaction sets the stage for future learning experiences.

II.2. Zimmerman's three phases model. Zimmerman (1998) proposed a three phases model of self-regulated learning that students engage in when performing a learning task. The model is presented in Figure 2 below and Table 1 (next page).

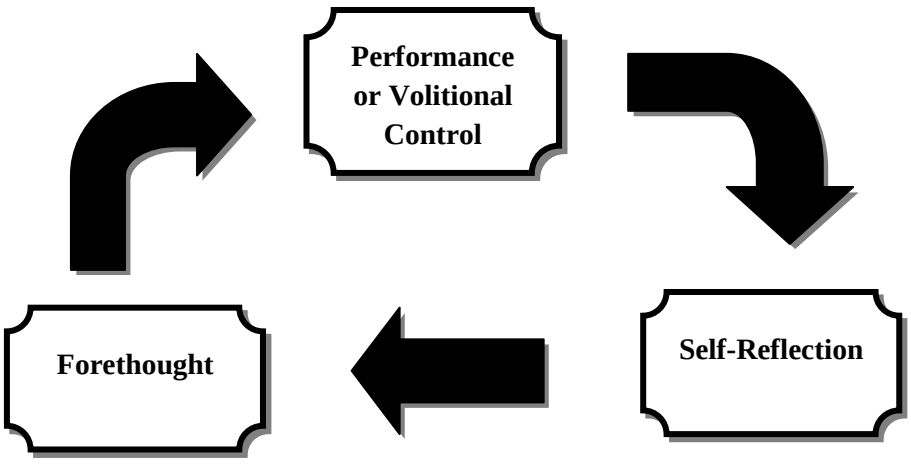

Figure 2: Academic Learning Cycle Phases Adopted from Zimmerman (1998: 3).

- **Forethought/planning phase.** This phase precedes the action phase (Schunk, 2012: 411). Specifically, it refers to the processes and beliefs that precede students' engagement in learning activities and it involves goal-setting, strategic planning, self-efficacy, goal orientation and intrinsic interest as shown in Table 1 (Zimmerman, 1998). To clarify, when students are presented with a learning task (e.g. *essay writing*), they first evaluate it in terms of difficulty and requirements (time, efforts and skills), set specific goals that guide them; then, they select the writing strategies that will facilitate accomplishing the task. At this stage, how students think about their capacities and how they value the task are crucial. In writing, this phase is similar to the pre-writing stage of the writing process.
- **Performance/volition control phase.** This is the action phase wherein students perform their task. It involves students to employ strategies and monitor their effectiveness (Zumbrunn, Tadlock & Roberts, 2011). Three sub-processes are important at this stage: attention focusing, self-instruction and self-monitoring (see Table 1, p. 19). That is, after the

preparation phase, students focus their attention on performing their task by employing strategies and monitoring their time and efforts to reach their goals.

- **Self-reflection phase.** When performing their tasks, students engage in self-evaluation. Schunk and Zimmerman (2007: 12) refer to this phase in their statement: "*learners respond to their efforts by evaluating their goal progress and adjusting strategies as needed."* Clearly, this is explained by students' self-evaluation of their performance and reaction to their progress. Supporting this idea, Schwartz (2003) states that self-reflection includes self-evaluation, attribution, self-reaction and adaptation.

Table 1: The Cyclical Phases and Sub-processes of Self-regulation Adopted from Zimmerman (1998: 4).

Cyclical Self-Regulatory Phases		
Forethought	**Performance/Volitional Control**	**Self-reflection**
Goal setting	Attention focusing	Self-evaluation
Strategic planning	Self-instruction/imagery	Attributions
Self-efficacy beliefs	Self-monitoring	Self-reactions
Goal orientation		Adaptivity
Intrinsic interest		

III. Factors Influencing Self-regulation

Self-regulation involves many seb-processes; some of them are summarised in the following sub-sections.

III.1. Self-efficacy. Self-efficacy and self-regulation are key processes that affect students' learning and achievement (Schunk & Zimmerman, 2007). Self-efficacy refers to *"the judgments that individuals hold about their capabilities to learn or to perform courses of action at designated levels"* (Anderman, 2009: 791). Concerning its role, Schunk and Zimmerman (2007) explain this as students with high self-efficacy beliefs work harder, persist longer when facing difficulties and achieve higher levels compared to students who are not sure of their capabilities. Supporting this view, Bandura (1991) argues that students' beliefs

about their capacities play a role of self-aiding or self-hindering. This means that students' beliefs about their capacities have an impact on the choices they make, their efforts, perseverance and performance. For instance, Zimmerman and Bandura's (1994) study on the relationship between self-efficacy, goals and self-regulation of writing among students revealed that self-efficacy affected achievement through its influence on goals (as cited in Schunk & Ertmer, 2000).

III.2. Goal setting. Another important factor affecting self-regulation is goal setting. Goals are defined by Zimmerman (1998) as intended actions or outcomes. In other words, they refer to what a student aims to reach. Regarding this, Schunk (2001) mentioned that self-set goals are critical for self-regulation (as cited in Schunk & Ertmer, 2000). Students with learning goals are motivated to regulate their learning in order to acquire knowledge and skills, they experience high sense of self-efficacy and focus their attention on developing their competence. In addition, they evaluate their performances in accordance with the goals they set to determine their progress. To put it another way, their goals serve as the standards that guide them to achieve better results and improve their competence. However, goal proximity, specificity and difficulty are to be considered (Schunk & Ertmer, 2000). That is, a goal should be specific, proximal and difficult but attainable. To illustrate, as goals are said to have an impact on students' achievement, Schunk and Swartz's (1993a, 1993b) study on self-regulated writing strategies demonstrated the role of learning goals on high writing achievement (as cited in Schunk & Zimmerman, 2003). Nevertheless, students are not always given opportunities to set their own goals (Corno, 1993).

III.3. Volition. In order to understand the role of volition in self-regulated learning, we need to understand what it means. It is defined by psychologists as the tendency to maintain focus and effort towards goals against competing distractions (Wang, 2011: 33). Specifically, Corno (1993) states that in academic settings volition represents 'the dynamic system' of psychological control processes that protect concentration and direct efforts in the face of personal and social distractions. In other words, volition refers to the degree to which students direct and control their motivation and effort and persist in the face of difficulties and challenge. In short, volition is considered as Metamotivation (Corno, 1993: 15).

Concerning its crucial role, volition is considered as the aspect of self-regulation that mediates the relationship between goals and actions during performance and helps students accomplish their goals (Schunk & Zimmerman, 2003). Therefore, volitional strategies such as

reminding oneself of the set goals, self-reward and positive self-talk (Mccann & Turner, 2004) help students maintain their efforts and persistence to complete their assignments (Zumbrunn et al., 2011). That is, students who lack volitional strategies fail to persist and complete their tasks especially when facing obstacles.

IV. Self-regulation in the Writing Process

Writing in a second or a foreign language is a complex, demanding and challenging process (Soureshjani, 2013*); "it involves not only knowledge about grammar and vocabulary but rather it depends on high levels of personal regulation because writing is a self-planned, self-initiated and self-sustained activity"* (Zimmerman & Risemberg, 1997: 73). This suggests that writing is a personal task requiring students to monitor their time, efforts, cognition and emotion.

Similarly, Harris and Graham (2000) claim that the development of the writing competence depends on high levels of self-regulation; this latter enhances writing performance through self-regulated processes such as planning, revising and self-evaluating. To clarify, Soureshjani (2013: 63) mentioned that learners who learn to use self-regulated learning strategies in writing increase their ability to tackle better with writing problems; they can plan, monitor, control and regulate themselves during the writing process. Notably, his study demonstrated a positive relationship between self-regulation and students' writing skill.

According to Zamel (n.d.), skilled writers seem to be aware of the writing process as exploring ideas and constructing meaning (as cited in Bae, 2011: 13). In addition to knowledge about the writing process, the use of self-regulated strategies to monitor it is useful. In this regard, Congjun (2005) states that good writers are differentiated from poor writers by the strategies they use. An example of these strategies is what Zimmerman and Martinez-Ponz (1986, 1988, 1990) referred to in their study as goal setting, self-evaluation and organisation which were found to be useful in writing (as cited in Magno, 2009). However, attempts to self-regulation are not always successful; students may develop ineffective or maladaptive strategies (Graham& Harris, 1997: 106). This suggests that students should learn how to use the different self-regulated strategies effectively in writing and specifically in the writing process.

From the above mentioned views, it is clear that all research acknowledges the importance of self-regulation in ESL/EFL writing; however, few studies have attempted to explore how

students use these strategies when writing. Supporting this claim, Graham and Harris (1997: 107) claim lack of deep descriptive and developmental research on self-regulated writing. Besides, Paris and Paris (2001) claim the need to identifying explicitly the practical applications of self-regulated learning to classrooms.

V. Self-regulatory Failure

As previously mentioned, not all students do successfully regulate their learning (Graham & Harris, 1997: 106). Learners with low self-regulation are characterised by their failure to employ effective learning strategies and their maladaptive motivational beliefs (Park & Sperling, 2012).Considering this, Paris and Paris (2001) relate students' lack of self-regulation to lack of knowledge about useful strategies. Consequently, this self-regulatory failure is demonstrated by many researchers to be linked to procrastination. In other words, students who fail to self-regulate their learning end up procrastinating. Supporting this claim, Senécal, Koestner and Vallerand (1995) claim that problems students have in self-regulating their learning are connected to procrastination habits, that is, low self-regulated students end up delaying and performing their activities the last minute. Thus, in their study, they concluded that less autonomous forms of self-regulation were associated with less persistence and negative emotions which lead students to procrastinate. Another study conducted by Tuckman (2002) using self-report measures demonstrated that students who performed less or expanded less effort were procrastinators. Also, Park and Sperling's (2012) correlational study revealed procrastinators to lack self-regulation (time management, self-efficacy and volition). Moreover, Wolters (2003) reached the same conclusion in his correlational study on college students. However, all researches previously investigating procrastination as a self-regulatory failure were limited in their correlational relations. For this, Wolters (2003) calls for future research on investigating causation between self-regulation and procrastination.

VI. Promoting Self-regulated Writing

It is very important for students to be self-regulated and take responsibility for their learning; however, Schunk and Zimmerman (2003) state that not all students are aware or capable of self-regulating their learning. Concerning this, many researchers highlight the importance of teaching students to be self-regulated learners (e.g. Pintrich, 2000). This could be achieved through self-regulated instruction or by providing students with opportunities to exert control over their learning.

VI.1. Self-regulated instruction. Students can be taught self-regulated strategies that can help them acquire knowledge and skills in order to improve their writing. Supporting this claim, Paris and Paris (2001) argue that teachers can provide explicit instruction about self-regulated learning. That is, teachers can explain the different self-regulatory processes and strategies that students need to use in order to regulate their writing. For instance, the Self-regulation Strategy Development (SRSD) model developed by Graham et al. (2008) has been shown to improve students' self-regulation and performance in writing. The focus of SRSD is on teaching students strategies for successfully completing their writing tasks; specifically, students are taught knowledge and self-regulatory procedures in six stages (Harris, Graham & Mason, 2006). First, teachers develop students' backgound knowledge by identifying their pre-requisite skills and then discuss their perceptions and motivation toward writing. Next, students are shown how to use different self-regulated strategies. Then, they are trained to memorise those strategies and are supported to assume their resposibility in using them. Finally, students are encouraged to use the taught strategies independently to impove their performance. In overall, it has the aim of developing multiple aspects of self-regulation.

Another example is the Strategic Content Learning (SCL) model designed by Butler (2002) to promote self-regulated writing. This instructional model supports students' engagement in interactive cycles of self-regulation based on Zimmerman's three phases model: forethought, performance and self-reflection. It is based on the integration of constructivist and sociocultural learning theories. To explain, students are encouraged to construct their knowledge through inretaction between their prior knowledge and their current learning experiences, problem solving and collabotration with the teacher who supports their reflective engagement in cycles of self-regulated learning (i.e., task analysis, strategy implementation and self-evaluation).

Another model suggests implicit self-regulated instruction. Corno and Randi (2000) proposed the use of narratives to develop self-regulation in students as do parents with their children. They argue that stories shape our life and experiences; for instance, observing characters pursuing their goals can be an important model of self-regulation. That is, as we are talking about FLL, teachers can use literature to encourage and develop students' self-observation, thinking, reflection and evaluation skills as well as interactive capacities.

VI.2. The learning environment. Students are likely to self-regulate their learning when they are provided with opportunities and a supporting classroom environment. Supporting this claim, Boekaerts (1999) acknowledges the role of the learning environment in facilitating the

acquisition of new self-regulatory skills. Moreover, Paris and Paris (2001: 99) state that self-regulation is likely to develop "*when teachers create classroom environment in which students have opportunities to seek challenge, reflect on their progress and take responsibility and pride in their accomplishment.*" As foreign language writing is a difficult and time consuming process (Elbow, 2000), students need to be encouraged to self-regulate their writing by creating an engaging and a supportive classroom atmosphere; hence, the role of the teacher is crucial. For instance, Presley (1995) suggests the use of a variety of learning activities with varied degrees of difficulty to help students build confidence and self-efficacy (as cited in Mccann & Turner, 2004) in addition to the use of collaborative projects (Paris & Paris, 2001). Learning in collaboration helps students improve their skills and learn new ones.

Throughout this section, we have shown that numerous research works which addressed self-regulation highlight its role in learning in general and in writing more specifically. Self-regulated leaning represents thus a form of autonomous and directed learning wherein students take control and full responsibility for their learning by setting specific and attainable goals, then monitoring their time, efforts and resources to improve their performance and progress in their learning. Therefore, understanding self-regulation is very important for students when producing written texts as writing is a challenging and demanding task. When writing, students should be self-regulated in order to produce comprehensible essays and overcome their difficulties and gaps. Additionally, teachers should be aware of the importance of incorporating self-regulation into their EFL classrooms.

Section Three: Theoretical Backgound on Academic Procrastination

Many EFL students face challenge when presented with deadlines. Some manage the situation and succeed to complete their assignments on time, whereas others fail to do so and end up procrastinating. Thus, it is very urgent and important for EFL students to understand this problem and cope with it. For this, the present section is devoted for understanding what procrastination is and why students tend so frequently to postpone their tasks and avoid writing.

I. Definition of Procrastination

Definitions of procrastination vary throughout the literature. Lack of a concise definition of procrastination is symbolic of the complex nature of procrastination research (Gendron, 2011). Ferrari (1994) highlights that procrastination is the least understood 'human miseries'

(as cited in Sadeghi, 2011: 288). Besides, the empirical and theoretical foundations of procrastination research are less well established than those of other psychological constructs (Sadeghi, 2011: 288).

If we consider its etimology, procrastination comes from Latin: pro (forward) plus crastinus (belonging to tomorrow) (Knaus, 2010: xvi). In general, procrastination is defined as "*the tendency of the individual who is in control of some activity to postpone or avoid that activity*" (Brinthaupt & Shin, 2001: 458; as cited in Dawson, 2007: 17). This means that procrastination involves delaying or avoiding an intended activity.

Morover, Ellis and Knaus (2002) describe it as a students' 'desire' to avoid an acitivity and the promise to do it later in addition to finding excuses to justify their delay and avoid blame (as cited in Aderanti, Williams, Oyinloye & Uwanna, 2013: 12). This definition implies students' tendency to procrastinate despite the feelings of blame and disconfort.

More specifically, academic procrastination according to Jiao, DasRos-Voseles, Collins and Onwuegbuzie (2011: 120) is a special form of procrastination that occurs in the academic setting. Ackerman and Gross (2005) state that it involves knowing what to do (e.g. *writing a term paper*) but for any reason failing to motivate oneself to do so within the expected time frame (as cited in Jiao et al., 2011: 120). To explain, students' procrastination is related to a lack of motivation to perform a specific task respecting the allotted time and deadlines. Here procrastination can simply be explained as lack of motivation and poor time management.

Nevertheless, research has demonstrated that procrastination is not just a problem of time management or motivation, it is rather a complex process involving affective (self-efficacy, anxiety), cognitive (self-regulation) and behavioural components (avoidance) (Solomon & Rothblum, 1984).

To put it in a nutshell, in our study, we define students' writing procrastination as a needless and irrational delay or avoidance of the writing task and the writing process which can have a negative impact on the students' themselves and on their achievement.

II. Types of Procrastinators

The exact nature of procrastination is still being debated (Steel, 2010: 1) and research about it has aroused many issues concerning its nature. For instance, procrastination has on one hand a positive effect and a negative effect on another hand. Regarding this, Chu and Choi (2005) have differentiated between two types of procrastinators which differ cognitively, affectively and in behaviour. Based on Sabini and Silver's (1982) distinction between rational

and irrational procrastination (as cited in Blunt, 1998), two types of procrastinators are to be distinguished: active and passive procrastinators. The coming sub-suctions provide a distinction between these two types of procrastinators.

II.1. Active procrastinators. Active procrastination is defined as a purposeful/intended delay of a task which means active procrastinators procrastinate because they prefer to work under pressure and they use procrastination as a self-motivating strategy (Ferrari, Johnson & McGown; 1995; as cited in Cao, 2012: 41). To make it clear, these students like to perform their tasks at the last minute; they feel challenged and generate more and better ideas. They are motivated by pressure. Considering this, when faced with last-minute tasks, they feel challenged and motivated and these feelings lead them to persist and accomplish their tasks (Chu & Choi, 2005). Thus, it is considered an adaptive (functional) form of delay (Corkin, Yu & Lindt, 2011) because of students' ability to meet deadlines and achieve satisfactory outcomes (Choi & Moran, 2009). In short, even if these students delay their tasks, they succeed to perform them on time.

II.2. Passive procrastinators. The other type of procrastination is passive which has a negative effect on students. It is defined as an unintentional delay of tasks because of the inability to make decisions (Chu & Choi, 2005: 247). This explains that these students procrastinate because of lack of problem solving strategies and prefer to withdraw instead of persisting or facing the situation; therefore, this type of procrastination is counterproductive. Consequently, this creates pressure and they feel pessimistic and helpless to accomplish their task (Ferrari, Parker & Ware, 1992; cited in chu & choi, 2005: 247). Therefore, they fail to accomplish their task; in addition, they experience high level of discomfort (Ferrai, 1994). Ferrari (1994) refers to it as dysfunctional and claims that it may be inappropriate and a hinderance toward reaching a high level of task success; it results in task failure.

To sum up, Passive procrastinators differ from active procrastinators cognitively (no persiverence), affectively (stress and pressure) and behaviourally (task not completed). However, this distinction between active and passive procrastinators suggests that procrastination can lead to positive as well as negative outcomes. In our study, we focus on the negative effects of procrastination that affect students' achievement and performance in writing.

III. Predictors and Correlates of Academic Procrastination

Procrastination is a complex phenomenon; hence, understanding its contributing factors is very important for students in order to cope with this worrying phenomenon. Researchers identified many factors related to academic procrastination; however, for the need of our study, we explain only some factors. Emperical research investigating academic procrastination highlights that it is a motivational problem that involves more than poor time management skills or laziness (Senécal et al., 1995: 608).

III.1. Task characteristics. Research agrees that task avoidance is associated with the type of the task to be performed. Regarding this, Milgram, Sroloff and Rosenbaum (1988: 200) highlight students' tendency to procrastinate on some tasks than others. To illustrate, Solomon and Rothblum (1984) demonstrated in their study that undergraduate students procrastinated more on writing term papers (46%) than on reading (30.1%) or on studying for exams (27.6%). First, Paulitzki (2010) claims that task aversiveness produces delay or avoidance. Task aversiveness is defined in terms of how unpleasant or unenjoyable a task is to perform (e.g. Lay, 1990; Milgrani et al. 1995; Solomon & Rothblum, 1984; as cited in Blunt, 1998: 2). In addition, Milgram, Marshevsky and Sadeh (1995) added boredom to task aversiveness (as cited in Blunt & Pychyl; 2000). To clarify, when the task is unpleasant, uninteresting, or boring; students do not get motivated to engage in it. Therefore, they delay or completely avoid performing the task. However, Burka and Yuen (1983: 283) illustrate that many students who do not like writing term papers do write them and submit them on time. This suggests the mediating role that goals and volition play.

In addition to task aversiveness, task difficulty is also noted to produce delay. Regarding this, Jiao et al. (2011: 121) state that procrastinators who perceive a task as difficult and requiring effort to achieve a successful outcome are more likely to avoid or delay starting the task. In their study, Solomon and Rothbum (1984) found that task aversiveness was a strong predictor of procrastination. To sum up, both task difficulty and aversiveness lead students to procrastinate.

III.2. Time management. Procrastination is defined by Milgram et al. (1988) in terms of difficulty in scheduling when to perform a task and failure to adhere to one's schedule in doing it. This means that students' procrastination is generally related to poor time management. In this regard, Balkis and Duru (2007: 378) state that if someone procrastinates, this suggests that he is unable to manage his time wisely. To explain, some individuals tend to

underestimate time necessary to accomplish a task; others overestimate it (Burka & Yuen, 1983: 206). Similarly, Vandovich and Seib (1997) illustrate that procrastinators tend to have weak, if any, structure in their time use (as cited in Chu & Choi, 2005: 247). It means that they do not plan or schedule their time. Specifically, Passive procrastinators are said to have less structure for their time use (Chu & Choi, 2005: 248). In other words, they do not use their time purposefully. Besides, Lay (1990) found that they underestimate time required to accomplish a task (as cited in Chu & Choi, 2005: 248). This can explain why when writing, they do not start their tasks on time; consequently, they cannot go through the different writing stages as they are time consuming. Regarding this, Othman and Sadi (2012) relate students' low performance in writing to lack of time planning. Given all these points, students' procrastination is related to poor time management.

III.3. Motivation. According to Brownlow and Reasinger (2000), academic procrastination is related to lack of motivation toward the task to perform. Similarly, Lee (2005: 12) claims that procrastination is associated with lack of self-determination. Senécal et al. (1995: 611) argue that students who procrastinate are unable to sustain their initiative in pursuing academic goals; they explain that students who are 'amotivated' or extrinsically motivated are more likely to wait till the last minute to start their tasks, whereas intrinsically motivated students initiate their activities on time and are less likely to procrastinate. To illustrate, Rakes and Dunn (2010) demonstrated in their study on graduate students that as intrinsic motivation decreases, procrastination increases. In another study conducted on Korean undergraduate students, Lee (2005) demonstrated that procrastination was positively related to 'amotivation', whereas a negative correlation was found between procrastination and intrinsic motivation. These reveal that procrastination is related to interest and one's incentives to learn.

III.4. Goal setting. Goal setting theorists emphasise that goals are strong motivators of behaviour (Gröpel & Steel, 2008: 407). Regarding this, Steel (2007) demonstrated in his study that goals correlated negatively with procrastination. Similarly, Buro and Howell (2009) found in their study that students who reported higher level of procrastination were less likely to adopt mastery goals and were more likely to adopt avoidance goals. Goal setting helps to increase motivation and in turn diminishes procrastination, for it increases the value of the task and decreases perceived delay (Gröpel & Steel, 2008). However, these findings demonstrate only a correlational relationship between goals and academic procrastination.

III.5. Self-efficacy. Self-efficacy, as mentioned in the previous chapter, is a key element in language learning; thus, how students believe in their capacities influences their performance and behaviour. Supporting this claim, Chu and Choi (2005: 248) mentioned that Bandura (1986) highlights the role of self-efficacy in task initiation and persistence; therefore, procrastinators avoid working because of low self-efficacy beliefs. Regarding this, Slohan and Slohan (n.d.) state that procrastinators are thought to delay or postpone actions because they doubt their own abilities to complete a task and they fear possible negative consequences of failing to effectively complete a task (as cited in Cao, 2012: 43). Similarly, Balkis and Duru (2007: 378) claim that negative beliefs about one's capabilities are one reason for procrastination. However, students who perceive themselves as capable of regulating and structuring their own learning would engage in procrastination to a much lesser extent than other students (Tan, Ang, Klassen, Yeo, Wong, Huan & Chong, 2008). This is explained as students who feel and think they are unable to succeed in performing a task or reach a goal are more likely to postpone their tasks. To cite, Steel's (2007) study supports the role of self-efficacy beliefs in procrastination; low self-efficacy showed the strongest correlation with procrastination.

III.6. Anxiety. Anxiety is an important affective factor influencing FLL and more specifically foreign language writing. Although not all studies showed that procrastination is related to anxiety (e.g. Brownlow & Reasinger, 2000), many researchers have proved it to be a strong predictor of academic procrastination (Solomon & Rothblum, 1984; Walsh & Ugumba-Agwunobi, 2002; Onwuegbuzie, 2004). According to Dembo (2004: 156), if students are anxious, procrastination is seen as a way of avoiding the anxiety associated with studying or completing the assigned task. Specifically, passive procrastinators are expected to use avoidance oriented coping strategies when encountering stressful events (Chu & Choi, 2005: 250). Another illustration is Fritzsche, Young and Hickson (2003) who demonstrated that students' procrastination in writing was related to increased anxiety.

To explain, anxiety causes delay because of fear to perform poorly and not succeed in reaching the expectations set by others (e.g. *the teacher*) (Rothblum et al., 1986; Solomon & Rothblum, 1986; as cited in Brownlow & Reasinger, 2000: 17). Furthermore, Rasch and Rasch (2013: 207-208) mentioned that because of poor time management, the task becomes difficult for students; therefore, anxiety pervades and fear of failure arises. This is more likely to distract the student and lead him to drop out and avoid the situation.

To sum up, anxiety is a strong predictor of procrastination.

IV. Measuring Procrastination

Ferrari, Johnson and McCown (1995) pointed out that many self-report measures of procrastination have been developed. However, only three self-reported scales related to academic procrastination are to be discussed below.

IV.1. The Procrastination Assessment Scale-Students (PASS). Solomon and Rothblum (1984) developed the procrastination assessment scale- students (PASS) which consists of two sections. The first section assesses the prevalence of procrastination in six areas :a) writing a term paper, b) studying for exams, c) keeping up with weekly reading assignments, d) performing administrative tasks, e) attending meetings and f) performing academic tasks in general. Answers consist of a 5-point Likert scale ranging from 1) never procrastinate to 5) always procrastinate. The second section consists of the possible reasons for procrastination on writing term papers: a) evaluation anxiety, b) perfectionism, c) difficulty making decisions, d) dependency and help seeking, e) aversiveness of the task and low frustration tolerance, f) lack of self-confidence, g) laziness, h) lack of assertion, i) fear of success, j) tendency to feel overwhelmed and poorly manage time, k) rebellion against control, l) risk taking and finally m) peer influence. Two statements are listed for these reasons and students rate on a 5-point Likert scale how much the statements reflect why they procrastinate.

IV.2. Tuckman Procrastination Scale. The procrastination Scale was developed by Tuckman (1990). It consists of 35 4-point likert items covering1) general self-description of the tendency to delay or put off doing things, 2) tendency to have difficulty doing unpleasant things and, when possible, to avoid or prevent the unpleasantness and 3) tendency to blame others for one's own distractions. Students are asked to indicate how much the statements are indicative of themselves; the scale ranges from 1) that is not me for sure to 4) that is me for sure.

IV.3. The Aitken Procrastinaion Inventory (API). This self-reported scale is developed by Aitken (1982, as cited in Ferrari et al., 1995: 52). The API consists of 19 items interspersed throughout a larger body of 52 items. Each statement is rated along 5-point scales from 1) False, 2) mostly false, 3) sometimes true/sometimes false, 4) mostly true to True (5).

V. Overcoming Academic Procrastination

As already demonstrated, researchers relate procrastination to many reasons mainly problems in time management, motivational (goals, self-efficacy) and cognitive (self-regulation) variables. It is estimated to be prevalent in students (Knaus & Ellis, 1977; as cited in Onwuegbuzie, 2004) and may be an especially serious problem for their writing (Fritzsche, et al., 2003: 1550). Thus, students need to overcome their procrastination as it is considered 'harmful' for their achievement (Rakes & Dunn, 2010).

V.1. Goal setting. We have already mentioned that students who procrastinate do not set goals. In this regard, Steel (2007: 83) highlights the importance of goal setting in overcoming procrastination. According to Dembo (2004: 64), goals direct performance and encourage on how to proceed. That is, when students set their own goals, they give meaning to the task and increase their motivation. This latter keeps them focussed on the task and helps them diminishing their procrastination. However, Burka and Yuen (1983) indicated that not all goals lead to success in a task, in other words, students should set realistic, achievable and easily measured goals. Notably, Boice (1989) found that writing goals helped in diminishing procrastination in academic writing. For instance, students can reduce their procrastination in writing by starting to learn first, grammar, then paragraphs, after that, they move to essay writing. Besides, Wolters (2003: 185) stressed the role of teachers in teaching students to set their goals and help them decrease their procrastination.

V.2. Planning and time management. Planning is the step that prepares for the actions a student takes to reach his goal (Knaus, 2010:71). This involves taking into consideration where one is, where one is going, what one needs to do to get there and what alternative means are availabe (Knaus, 2010: 71).

First, Dembo(2004) suggests time telling as a helpful technique to cope with the problem of procrastination. He refers to it as the practice of estimating time needed to complete tasks and comparing the accuracy of one's estimation over series of tasks (p.157). This is explained as extensive practice. For instance, if students practise essay writing they become familiar with the writing process; thus, they will precisely estimate time needed to write any essay type.

Another technique proposed by Burka and Yuen (1983: 196) is the un-schedule. It is a weekly calender of ones committed activities that help focus on the goal and accomplish it.

To explain, the use of schedules help students monitor their time and remind themselves of their goals.

V.3. Self-talk. As procrastination is related to affective factors (motivation, anxiety), students need to control their feelings and emotions. Self-talk (or self-verbalisation) helps in changing emotions and behaviour; what one says to himself is an important factor in determining attitudes, feelings and behaviour (Dembo, 2004: 121). Moreover, Dembo (2004) argues that self-talk enhances motivation and helps to reduce procrastination. In this regard, Lively (1999: 41) highlights the need to encourage and motivate oneself through internal speech. For instance, in order to organise one's writing, she suggests encouraging oneself to go through the writing process. In brief, students need to believe in their capacities, remind themselves of their goals and encourage themselves with positive statements.

V.4. Evaluation. It is very important for a student to evaluate his writing progress. This evaluation is a form of feedback and guidance to measure improvement (Knaus, 2002: 68). That is, one can judge how well he is doing in order to establish change. Moreover, evaluation involves self-reflection about one's performance. For instance, if the student is aware that his low performance is attributed to his procrastination, he would try to overcome this hinderance. Moreover, asking for feedback is also important (Fritzsche et al., 2003: 1554). For instance, Fritzsche et al. (2003) demonstrated in their study the positive effect of feedback on the writing outcomes of students procrastinators.

V.5. Rewards. Burka and Yuen (1983: 188) mentioned that when one makes progress, it is good to give himself reinforcement; however, rewards are more effective when they occur just after the desired behaviour. For instance, when a student spends two hours writing an essay, he deserves to praise himself. Zimmerman et al. (1996) suggest watching television, meeting or talking to a friend.

This section provides a general understanding of the meaning and reasons of procrastination. However, academic procrastination remains a complex and indefinite concept which needs more investigations in order to help students cope with it and devote more time and effort to their writing.

Conclusion

Throughout this theoretical chapter, we have provided a clear up-dated literature about our variables. The three variables have been separated into three sections. In the first section, we have introduced the main concepts related to EFL writing mainly the writing process, students' difficulties and the strategies they use when composing. The second section has been devoted to the understanding of self-regulated learning and its sub-processes. The Social Cognitive Theory of self-regulation and Zimmerman's Three Phases Model have been adopted. In the last section, we have sought to present a brief overview about academic procrastination specifically its definition, predictors and possible remedies.

Chapter Two: Design, Methodology and Results

Introduction

The aim of this current study is to investigate the effect of self-regulated writing strategies on students' procrastination and evaluate the degree to which research findings found by researchers are applicable to the Algerian Universities. To provide a clear and meaningful explanation of this, we have presented in the previous chapter an overview of the related literature that allows us to have a clear idea about our topic and research objectives. Afterwards, this chapter aims at providing an answer to our research questions and hypothesis. For this need, we divide it into three sections. The first section is all about the description of our methodology. In the second section, we provide the reader with our findings and discussion. The last section is about the limitations of the study and the possible implications; then, it is concluded with suggestions for future research.

Section One: Description of the Study

This section provides a detailed description of the study. We present our methodology, describe our subjects and the instrument used for data collection; then, we explain the procedures of data collection and analysis.

I. Participants

Gorard (2013) defines population as all the cases or units that could be involved in a study; our population is third year LMD, LSD students at the Department of English at the University of Bejaia. However, for the limitations in time and resources, only a subset of the population is chosen to be the sample for this investigation. Specifically, group three has been chosen randomly to answer our pre-questionnaire and participate in our experiment. Our sample consists of 25 students out of 41, that is, the group is composed of 41 students, but only 25 attend their writing classes regularly. The background information got from the pre-questionnaire (see Appendix1) revealed that our sample consists of 20 females (80%) and 05 males (20%) ranging from 21 to 26 years old. We asked our participants to indicate how many years they have been studying English at university; however, 72% answered the question whereas the remaining 7 persons who represent 28% did not. Sixteen students indicated studying English for 3 years and 2 students are at the field of FLL since 4 years, representing 64% and 08% respectively. Besides, investigating students' motivation to learn

English as a foreign language is very important. Regarding this, 19 students reported English to be their personal choice representing 76% of the whole participants, whereas for the remaining 6 students, i.e., 24 %, English is not their personal choice.

II. Design and Methods

Our choice of the methodology to use is based on the objectives of the present study. We aim at investigating the effects of self-regulated strategies (the independent variable) on students' procrastination (the dependent variable) in the writing process (the second dependent variable). More specifically, we aim at testing this cause/effect relationship and solving students' problem of procrastinating. Accordingly, this study relies upon a pre-experimental design. The lack of control and the use of one experimental group with a pre-post test determine our choice of pre-experiment (Cohen, Manion & Morrison, 2000; Best & Kahn, 2006). Moreover, to increase our research validity and reliability, we adopt a mixed methodology consisting of the pre-experiment with a pre-post test, textual analysis and classroom observation.

II.1. The Quantitative method: pre-post test. Quantitative methods of data collection are used to generate numbers and measure a given problem (Biggan, 2011: 130). In our case, our choice falls upon the use of a pre-experiment on a treatment group with a pre and a post questionnaire to test the effect of the independent variable (self-regulation) on the dependent variables (procrastination and the writing process).

II.1.1. The pre- test. Before starting our experiment, students were given a questionnaire to answer anonymously (see Appendix 1). Its aim is to collect factual, behavioural and attitudinal information about our participants (Dornyei & Taguchi, 2010). The pre-questionnaire is divided into three sections and it consists of open-ended and close-ended questions. Section one comprises four personal questions grouped under the heading background information; these questions provide us with information about the participants' age, gender, years of study at university and their motivation to study EFL. The second section is related to self-regulation. More specifically, it consists of seven open-ended questions that are needed to have detailed information about our students' difficulties and way of approaching essay writing in addition to the extent to which they are self-regulated in their writing. This section is developed according to our research questions and the related literature. The last section concerns academic procrastination. It is based on nineteen close-

ended questions which are represented in a 5-point frequency scale wherein students are asked to indicate how often they experience the statements. The scale ranges from 1) always, 2) frequently, 3) sometimes 4) rarely to 5) never. The procrastination scale is adapted from Aitken Procrastinaion Inventory (API) (1982, as cited in Ferrari et al., 1995) (see Appendix 2) and Tuckman's (1990) Procrastination Scale (see Appendix 3). The scale is considered reliable with Cronbach's alpha equal to .89.

II.1.2. The post-test. It is a modified version of the pre-questionnaire (see Appendix 14). It is composed of only the procrastination scale to allow us compare between its results and the ones of the pre-questionnaire to determine any significant change. The scale is considered reliable with Cronbach's alpha equal to .92.

II.1.3. The training programme. Our empirical study investigates a cause/effect relationship through a pre-experiment. The latter is based on five sessions of self-regulated instruction (see Appendices 4-13) according to the writing process; each session is divided into three stages. First, we start by direct instruction and modelling (e.g. Harris et al., 2006 and Graham et al., 2008) where we provide the participants with explicit explanation of the strategies and model how to use them when writing an essay to provide students' with authenticity. Then, our participants are asked to write an essay on a free or given topic following the guidelines we provide them with. Finally, we evaluate students' essays in accordance with their teacher and provide them with feedback as she is experienced in teaching essay writing.

In the first session (see Appendices 4 & 5), we presented the writing process as students have never been exposed to (according to the students and the teachers' syllabi at the Department of English at the University of Bejaia). The second session concerns planning and goal setting strategies (see appendices 6 & 7); its aim is to encourage students' creativity and thinking. The following session is based on organisation and elaboration strategies (see Appendices 8 & 9) used when drafting. Then, the fourth session concerns editing and revision strategies to help students refine their texts (see Appendices 10 & 11). In the last session, we conclude with time management strategies and recapitulation of the preceding sessions (see Appendices 12 & 13).

II.2.2. The qualitative method: text analysis and classroom observation. Qualitative method is characterized by "*intensive study, descriptions of events, and interpretation of meanings."* (Schunk, 2012: 12). In our study, it consists of textual analysis of students' essays and classroom observation. Text analysis is based on a description of students' essays in terms

of coherence, cohesion, language, creativity and essay development. This analysis permits us to evaluate students' essays in terms of quality and determine improvement in their writing after using the taught strategies. A sample of five students is selected randomly; then, their essays are analysed and evaluated by the researcher in collaboration with their teacher for more reliability. Concerning the observation, we have developed an observation grid for each session in order to observe students' behaviour and reactions.

III. Data Collection Procedures

The administration of the pre-questionnaire started on March 09th with a pilot study to test the pre-questionnaire. Then, we took almost three weeks to administer the primary pre-questionnaire (we removed two questions from the pilot questionnaire) because of the strike- it lasted for two weeks- which prevented us to start the experiment early. We finished administrating the pre-questionnaire after the spring vacation and started directly our experiment on the 6th of April. Our experiment lasted for 4 weeks counting free days. We had 2 sessions a week, one on Sunday from 11:20 a.m. to 12:50 a.m., building 03 room 13 and the other on Wednesday from 8 the morning till 9:30, building 03 room 15. Duration of sessions ranged from 20 to 45 minutes depending on the strategies. For each session, we designed a lesson plan (a detailed description is provided in the Appendices) and an observation grid (see Appendix 15) to report what happened in each session. In the last session, on April 27th, we conducted the last session of the experiment and directly administered the post-questionnaire to ensure the presence of all the participants and avoid any limitations before the end of the courses for the second semester.

IV. Data Analysis Procedures

The data obtained from the quantitative method (pre and post questionnaires) is analysed using the software SPSS version 18 and Excel 2007. We rely on frequencies, percentages and descriptive statistics to interpret our data. Concerning the qualitative method, we select five students randomly and evaluate their essays (a total of 19 essays). The textual analysis is based on a description of students' essays in terms of coherence, cohesion, language, essay development and students' use of imagination and creativity with illustrations from their essays. Data obtained from the observation is used in the interpretation and discussion of the results.

V. Validity, Reliability and Triangulation

Validity and reliability are very important concepts in research. Interal validity refers to the extent to which the differences that have been found for the dependent variable are directly related to the independent variable (Mackey & Gass, 2005). First, we cannot ensure full manipulation and control of the independent variable (self-regulated strategies) since we are dealing with cognitive and metacognitive strategies that may depend on other factors (intervening variables such as motivation). Second, we could not design more than five sessions for the pre-experiment because of the limitations in time and this can influence our results. Therefore, our reserch might lack internal validity. Concerning external validity which refers to the generalisability of the findings (Mackey & Gass, 2005), we would say that our sample is small (25 students representing 5.71% of the whole population) and does not permit us to generalise the findings to the whole population (438 students). Regarding reliability, it is defined as the instrument consistency (Mackey & Gass, 2005). In our research, the results of the pre-questionnaire and the post-questionnaire are calculated with the SPSS which grarantees objectivity and precision. Moreover, Cronbach alpha coefficient (.89 and .92) calculated for the pre and post questionnaires respectively demostrates high reliability for the tool. The same thing is said for the text analysis since we relied on the help of another teacher in the evaluation of the essays. This indicates that any other independent researcher analysing our data will reach the same results. In addition, the data obtained from the pre-questionnaire is supported by those of the text analysis and our observation which demonstrate that our research is reliable.

On the whole, this study is based on data triangulation, one of the criteria of scientific evaluation in order to generate a 'dialectic' of learning (Olsen, 2004). We opt for the use of a mixed methodology consisting of a quantitative and a qualitative method to reach the objective of the present investigation. The quantitative part makes use of a pre and post questionnaire, whereas the qualitative method is represented by text analysis and classroom observation.Then, we move to the crucial part where we focus on the results and discuss them.

Section Two: Results and Discussion

In this section, we report the results of the present study and discuss them. The data obtained by means of the pre-post questionnaires is presented in tables using frequencies and percentages. Then, graphs based on descriptive statistics are used to compare the findings of the experimental group in the pre and post tests. Moreover, a sample of students' essays is

also evaluated. Lastly, the data obtained from the classroom observation is summarised. Given these points, we discuss our results in accordance with previous findings.

I. Results

This section presents the main findings of both the quantitative and qualitative data with their interpretation.

I.1. The pre-questionnaire. Findings of the pre-questionnaire are reported using pencentages and frequencies.

I.1.1. Students scores on self-regulation. We start by reporting students' answers regarding self-regulation. Students' answers are coded then calculated using pencentages and frequencies.

Table 2: Item 1: Students' Motivation and Attitudes toward Essay Writing

Answers	**Frequency**	**%**	**Attitudes**
Yes	14	56	Developing the writing skill and expressing oneself
No	10	40	Because of difficulties
	01	04	Laziness
Total	25	100	

The above table reports the findings of students' motivation towards essay writing. Answers to this question help in understanding students' behaviour. It is clear from the table that 56% of the participants are motivated towads essay writing because they think it is a way to express their ideas and thoughts and develop their writing skill. However, 44 % of students (11) reported disliking essay writing; ten of them relate their lack of motivation to their difficulties and one participant says he is lazy. This represents an important number of amotivated students in the classroom that can influence their performance and our experiment. In addition, since they do not show interest in essay writing, they may invest less effort compared to the motivated students.

Table 3: Item 2: Students' Perception of Essay Writing

Perception / **Scores**	Important	Difficult	Easy	No answer	Total
Frequency	9	19	1	1	30
% of answers	30	63.33	3.33	3.33	100

[1]Table three represents the findings of students' perception of essay writing. How our participants think of essay writing is very important to understand their motivation and behaviour. We can notice from the table that most of the students perceive essay writing as a difficult task representing 63.33% of answers. According to the 30% of answers, our participants admit that it is important to write essays in English. However, only one student does not find essay writing difficult.

Table 4: Item3: Students' Difficulties in Essay Writing

Difficulty / **Scores**	Grammar	Vocabulary	Ideas	Development	No Answer	Total
Frequency	9	13	7	8	1	38
% of answers	23.7	34.2	18.4	21.1	2.6	100

In table four, our students' difficulties in essay writing are reported; this question supports the findings of the preceding table. It appears apparent from the above table that our participants face many difficulties when writing an essay, at the level of both structure and content. The most encountered difficulties among the participants are at the level of structure. Grammar represents 23.7% of answers and vocabulary represents 34.2% of students' difficulties. Concerning content, some participants reported facing problems in finding ideas (18.4 % of answers) and others in developing them (21.1 % of answers). These findings explain why most of the students perceive essay writing as difficult.

[1] The number of students is 25, so the answers that exeed 25 indicate that some students provided more than one answer (multiple answers).

Table 5: Item 4: Writing Strategies

Strategy / **Score**	Brainstorming	Organisation & Elaboration	Planning	Others	No Strategy	No Answer	Total
Frequency	11	9	1	8	1	3	33
% of answers	33.3	27.3	3	24.2	3	9.1	100

Table five displays students' answers concerning the strategies they use when writing an essay. Answers to this question show the extent to which our participants are self-regulated in their writing. Thus, from the table, we notice the use of different strategies. Brainstorming represents 33.3% of the strategies, organisation and elaboration represent 27.2 %, whereas planning represents only 3% of students' strategies. These findings demonstrate that those students who reported using the four different writing strategies are self-regulated when they write an essay. However, 24.2% of students' answers do not represent writing strategies. This important number shows that these students do not use any writing strategies as their answers are irrelevant. Finally, we notice 3% of answers showing no use of strategy and 9.1 % of no answers. The empty space these students left indicate either lack of awareness or no use of writing strategies. Therefore, we notice that not all the 25 participants are self-regulated in their writing.

Table 6: Item 5: Planning Strategies

Strategy / **Score**	Brainstorming	Classification & Organisation	Others	No Answer	Total
Frequency	08	3	11	5	27
% of answers	29.6	11.1	40.7	18.5	100

The above table represents students' answers regarding planning strategies. It is clear that our participants use two strategies before starting to write their essays. The first strategy is brainstorming which represents 29.6% of students' answers. The second strategies classification and organisation, as demonstrated in table six, are less used by students; they

represent only 11.1% of the total answers. However, we observe that 40.7 % of answers do not represent writing strategies. In addition, 18.5% of answers are left without a response. So, it is apparent that these findings are not similar to the ones presented in table five; this can mean that most of the students do not plan for their writing or they do use strategies but do not know they are planning strategies.

Table 7: Item 6: Completing the Work

Strategy / **Score**	Revision	Editing	Reading	No answer	Total
Frequency	9	13	5	1	28
% of answers	32.1	46.4	17.9	3.6	100

Table seven gives a clear picture of what students do when they finish writing their essays. It is clear from the table that most of the students (13) reported checking the structure of their texts, nine students revise their texts' meaning and development and five participants reported only reading their essays without providing details. These answers represent 46.4%, 32.1%, and 17.9% of students' answers respectively. However, one participant did not answer the question. These results indicate that all the participants (except one) evaluate what they write.

Table 8: Item 7: The way Students Cope with their Negative Feelings

Strategy / **Score**	Take a Break	Think positively	Concentration	Others	No Answer	Total
Frequency	5	4	8	5	7	29
% of answers	17.2	13.8	27.6	17.2	24.1	100

In the above table, we have reported students' answers concerning the affective strategies they use to cope with their negative feelings when writing an essay. It appears from the table the use of different affective strategies, but it is not the case of all students. We distinguish three different strategies: taking a break or relaxing, thinking positively and concentrating on their ideas. These strategies represent 17.2%, 13.8% and 27.6% of students' answers respectively. These students demonstrate that they are aware of the effect of their feelings on their writing and that they need to control them. Nevertheless, 17.2% of answers do not stand

for the question. This suggests that our participants do not know how to control their emotions. More importantly, seven students did not answer the question, representing 24.1% of the whole answers. We can understand that these students do not experience negative feelings when writing, they do not know how to control them or they simply do not want to share their feelings.

I.1.2. Students' scores on the procrastination scale. In this section, we display students' answers to the procrastination scale.

Table 9: Students' Scores on the Time Management Scale

Time Management Items	**Students' Scores**														**Mode**
	Always		Frequently		Sometimes		Rarely		Never		Total		Missing		
	N°	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	
1: starting late	5	20	2	08	**9**	**36**	3	12	5	20	25	100	0	00	**3**
2: wasting time in reflecting	6	24	**9**	**36**	5	20	2	08	3	12	25	100	0	00	**2**
3: devoting less time for writing	6	24	6	24	**7**	**28**	3	12	2	08	24	96	1	04	**3**
4: less reflection	1	04	2	08	7	28	3	12	**11**	**44**	25	100	0	00	**5**
5:thinking about other things	3	12	2	08	**11**	**44**	2	08	7	28	25	100	0	00	**3**
6: no revision	3	12	2	08	7	28	**8**	**32**	5	20	25	100	0	00	**4**
7: completing late	3	12	2	08	**11**	**44**	6	24	3	12	25	100	0	00	**3**

Table nine presents the general scores of the participants' administered pre-questionnaire concerning time management. The seven items presented in this table investigate whether our participants have problems in structuring their time when writing an essay or not. We notice that in the first item, 36% of participants answered by sometimes, 20 % answered by always and 08% answered by frequently which means that most of the students do not start writing their essays on time. For item two, most of the answers are between always and sometimes, representing 24%, 36%, and 20% of the whole participants respectively. These findings show that many students spend much time evaluating their tasks before starting to write. Students'

answers to item four confirm the findings of question two. In other words, most of the participants (44%) answered by never which means that they take time to reflect about their essays. However, in the fifth item, most of the students seem to think (12% always, 08% frequently and 44% sometimes) about other things. This can be due to the difficulties they encounter when writing an essay. In the third item, we observe the same number of participants (24%) responded by always and frequently and 28% answered by sometimes which means that most of the students do not devote the necessary time for writing their essays. This is obvious since they do not start writing on time and sometimes they think about other things. In a similar vein, the high frequencies reported for the last item with 64% of participant (12% always, 08 % frequently and 44% sometimes) not completing their essays on time can be attributed to their delay in starting to write and wasting much time reflecting about what to write. Nevertheless, as we can notice, the answers to the sixth item vary between always (12%), sometimes (28%), rarely (32%) and never (20%) which demonstrate that some students devote time to check their essays, whereas others neglect this. After all, the reader can notice that our participants delay starting to write their essays on time and waste much time either trying to understand the assignment's requirements or thinking about other things; consequently, they fail to submit them on time. So, it is clear that these students procrastinate because of poor time management.

Table 10: Students' Scores on the Affect Scale

Affect Items: Procrastinating because of	**Students' Scores**														**Mode**
	Always		Frequently		Sometimes		Rarely		Never		Total		Missing		
	N°	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	
8: Anxiety	3	12	4	16	**10**	**40**	4	16	4	16	25	100	0	00	**3**
9: low self-efficacy	**11**	**44**	2	08	3	12	6	24	3	12	25	100	0	00	**1**
10: distraction	1	04	4	16	5	20	6	24	**9**	**36**	25	100	0	00	**5**
11: finding excuses	**7**	**28**	2	08	**7**	**28**	2	08	6	24	24	96	1	04	**1&3**
12: getting blocked	7	28	2	08	6	24	2	08	**8**	**32**	25	100	0	00	**5**
13: difficulties	6	24	2	08	**10**	**40**	2	08	5	20	25	100	0	00	**3**

Table ten shows the results obtained in the affect subscale. The six items demonstrate the relation between students' procrastination and their feelings. It is apparent in the eighth item that most of the students procrastinate (12% always, 16% frequently and 40% sometimes) when they feel anxious. In item nine, 44% of the participants revealed procrastinating all the time when feeling less efficacious, 08% procrastinate frequently and 12% procrastinate sometimes. However, in the following item, we notice 40% (04 % for always, 16% for frequently and 20% for sometimes) of answers indicating that when our participants get distracted they put off writing their essays, whereas the other 60% of the participants (36% answered by never and 24% by rarely) answered that they do not. Concerning item twelve, we observe different frequencies ranging from always (28%), sometimes (24%) and never (32%). Here we can understand that there are students who stop writing their essays when they get blocked and this can be related to the difficulties they face, whereas others continue their writing despite any obstacle. The findings of the last item confirm what we have said about item twelve. Most of the students (40% for sometimes and 24% for always) who face difficulties when writing fail to complete their essays. More importantly, item eleven demonstrates students' tendency to justify their procrastination as we have an important number of participants (28%) answering by always and sometimes similarly. These findings demonstrate students' tendency to procrastinate due to their feelings and the difficulties they encounter when engaged in writing their essays.

Table 11: Students' Scores on the Metacognition/Cognition Scale

Metacognition/ cognition Items:	**Students' Scores**														**Mode**
	Always		Frequently		Sometimes		Rarely		Never		Total		Missing		
	N°	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	
14: no plan	2	08	2	08	6	24	3	12	**12**	**48**	25	100	0	00	**5**
15: neglecting some aspects	3	12	2	08	5	20	**9**	**36**	5	20	24	96	1	04	**4**
16: no effort in thinking	3	12	5	20	5	20	3	12	**7**	**28**	23	92	2	08	**5**
17:start without reflection	3	12	1	04	7	28	5	20	**8**	**32**	24	96	1	04	**5**
18:no evaluation	4	16	3	12	4	16	4	16	**10**	**40**	25	100	0	00	**5**
19: no revision	0	00	3	12	4	16	5	20	**12**	**48**	24	96	1	04	**5**

Table eleven displays students' scores on the metacognition/cognition scale. This section aims at showing the link between students' metacognitive/cognitive self-regulation and their level of procrastination. In item fourteen, most of the participants (48%) answered by never which means that they plan for their essays, whereas the other students (24% for sometimes and 08% for both always and frequently) reported not following any plan. These findings are not similar to those reported in item five in the first part of the pre-questionnaire (table 6, p.41) where we have noticed that more than half of the participants did not report using planning strategies. Item fifteen shows high frequency on rarely marked by 36% of students and 20% of answers for never. This important frequency (56%) demonstrates that these students take both structure and meaning into consideration when writing their essays and this is further demonstrated in items eighteen and nineteen. To explain, never marked the highest frequency for items eighteen and nineteen with 40 % and 48% of answers respectively. In this case, the reader can easily notice that our participants evaluate and revise what they write. Concerning item sixteen, we notice different frequencies; 28% of participants answered by never, whereas 20% answered by frequently and sometimes similarly. These findings suggest that not all students invest efforts or think carefully when writing an essay. Findings of this item are contradictory to those of item four in the time management scale (table 9, p.43) where most of the students reported reflecting a lot on the topic when writing. Unlike item sixteen, most of the participants (32% for never and 20% for rarely) reported in item seventeen reflecting on the topic before starting to write. Therefore, the findings of this table demonstrate that half of the participants try to invest efforts when writing an essay despite the difficulties they face.

Table 12: Descriptive Statistics for the Pre-Questionnaire

Type	**Mean**	**SD**
Time management	3.12	1.27
Affect	3.04	1.44
Metacognition/Cognition	3.62	1.34
Overall	**3.26**	**1.35**

In the above table, the descriptive statistics of the procrastination scale are presented. This table aims at comparing the means and standard deviations (SD) of the three sub-scales in order to determine students' degree of procrastination. It is clear from the table that the lowest

mean is 3.04 which stands for the affect sub-scale. This demonstrates students' high tendency to procrastinate due to their feelings. However, we notice a high standard deviation for all the items of the three sections which is explained by diversity in students' answers. That is, the students differ in their degree of procrastination from one situation to another.

I.2. The post-questionnaire. Students' answers to the post-questionnaire are presented in the following tables based on pencentages and frequencies.

Table 13: Students' Scores on the Time Management Scale

Time Management Items	**Students' Scores**														**Mode**
	Always		Frequently		Sometimes		Rarely		Never		Total		Missing		
	N°	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	
1: starting late	8	32	1	04	**10**	**40**	4	16	2	08	25	100	0	00	**3**
2: wasting time	**7**	**28**	6	24	4	16	5	20	3	12	25	100	0	00	**1**
3: devoting less time	5	20	**8**	**32**	6	24	2	08	4	16	25	100	0	00	**2**
4: less reflection	4	16	3	12	5	20	5	20	**8**	**32**	25	100	0	00	**5**
5:thinking about other things	2	08	1	04	6	24	6	24	**8**	**32**	23	92	2	08	**5**
6: no revision	3	12	3	12	4	16	**8**	**32**	7	28	25	100	0	00	**4**
7: completing late	4	16	2	08	**10**	**40**	4	16	5	20	25	100	0	00	**3**

Table thirteen presents the general scores of the participants' administered post-questionnaire concerning time management. The seven items aim at investigating whether our participants have less problems in structuring their time when writing an essay after the experiment or not. Item one shows that most of the students (32% answered by always and 40% answered by sometimes) start writing their essays late. In item two, we notice high frequencies for always and frequently with 28% and 24% of answers respectively which means that they waste much time thinking about what to write and how to write it. The findings of this item are confirmed by the findings of item four where an important number of participants (32% for never and 20% for rarely) reported reflecting on the topic when writing. Similarly, item five marked high frequencies on never and rarely with 32% and 24% of

participants' answers respectively. The findings of the preceding item (five) demonstrate students' focused attention on writing their essays. The third item marked high procrastination with always, 20%; frequently, 32% and sometimes, 24%. These high frequencies are in accordance with item one since our students delay starting to write their essays and with item seven with 40% of participants reporting that they sometimes fail to complete their essays on time, 16% of students answered by always and 08% responded by frequently. It is clear that if these students do not start writing on time and they waste much time reflecting about the topic, they would not devote the necessary time for their essays; as a result, they do not respect the deadline. Moreover, 40% of the participants (always 12%, frequently 12% and sometimes 16%) reported not taking time to check their essays, whereas the others (60%) reported checking their essays. These results demonstrate students' tendency to procrastinate because of poor time management.

Table 14: Students' Scores on the Affect Scale

Affect Items: Procrastinating because of	**Students' Scores**														**Mode**
	Always		Frequently		Sometimes		Rarely		Never		Total		Missing		
	N°	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	
8: Anxiety	4	16	**8**	**32**	4	16	3	12	4	16	23	92	2	08	**2**
9: low self-efficacy	5	20	2	08	7	28	2	08	**9**	**36**	25	100	0	00	**5**
10: distraction	4	16	4	16	**7**	**28**	2	08	**7**	**28**	24	96	1	04	**3&5**
11: excuses	2	08	5	20	5	20	3	12	**9**	**36**	24	96	1	04	**5**
12: getting blocked	**7**	**28**	2	08	6	24	3	12	**7**	**28**	25	100	0	00	**1&5**
13: difficulties	5	20	4	16	5	20	5	20	**6**	**24**	25	100	0	00	**5**

Table fourteen presents the general scores of the participants' administered post-questionnaire concerning their affect. The six items presented in this table investigate the effect of our experiment on students' emotions. We notice that in the eighth item, frequently marked the highest frequency with 32% of answers, then always and sometimes with 16% of answers similarly which refer to students' avoidance to write because of feelings of anxiety. For item nine, students' answers vary from always to never representing 20% and 36% of the

participants' answers respectively. This difference suggests that some students could finally believe in their capacities, whereas others keep the same negative beliefs. The following item shows almost similar findings as the preceding one. 28% of participants responded by never and the same number of participants answered by sometimes in addition to the same number of participants (16%) answering by always and frequently similarly. Thus, there are participants who do not persist in writing when they get distracted. However, when they get blocked, we notice that most of the students (28% responding by always and 24% by sometimes) stop writing their essays. However, never marked the same highest frequency as always (28%). These findings also suggest differences in students' behaviour. This is similar to the last item where answers range from always with 20% of participants' answers to never with 24% of students' answers. However, concerning students who find excuses when they procrastinate, most of them answered by never (36%) and rarely (12%), whereas some students (20% answering by frequently and 20% by sometimes) still justify their delay. To summarise the findings of the above table, it is observable that some students could reduce their procrastination, whereas most of them still feel the same things and behave accordingly, i.e. they procrastinate due to their affect.

Table 15: Students' Scores on the Metacognition/Cognition Scale

Metacognition/ cognition Items	**Students' Scores Frequency**												**Mode**
	Always		Frequently		Sometimes		Rarely		Never		Total		
	N°	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	**N°**	**%**	
14: no plan	**6**	**24**	4	16	5	20	4	16	**6**	**24**	25	100	**1&5**
15: neglecting some aspects	3	12	3	12	**12**	**48**	3	12	4	16	25	100	**3**
16: no effort in thinking	3	12	**7**	**28**	6	24	2	08	**7**	**28**	25	100	**2&5**
17: starting without reflection	3	12	3	12	6	24	4	16	**9**	**36**	25	100	**5**
18: no evaluation	4	16	**6**	**24**	**6**	**24**	4	16	5	20	25	100	**2&3**
19: no organisation	1	04	3	12	4	16	8	32	**9**	**36**	25	100	**5**

As shown above, table fifteen represents students' scores on the third section of the procrastination scale. This section aims at showing the link between students' metacognitive/cognitive self-regulation and their level of procrastination after the training programme. In item fourteen, the participants answered almost similarly in all the items which means that half of the participants plan for their essays, whereas the others do not follow any plan. This further demonstrates that half of the students take time to reflect about the topic, whereas others do not think a lot. In the following item (fifteen), most of the participants (48%) reported that they sometime neglect some aspects of structure or content when writing their essays. This means that these students do not respect all the elements of a meaningful essay (both structure and meaning) and this would indeed affect the quality of their essays. The findings of item fifteen are confirmed in the eighteenth item where most of the students (16% responded by always, 24% by frequently and sometimes similarly) reported not evaluating their essays. However, they do organise them as shown in the last item. Specifically, 32% of the participants answered by rarely and 36% answered by never. Item sixteen shows that 36% of the participants (28% for never and 08% for rarely) reflect and think carefully when writing an essay, whereas more than half of the students do not bother themselves thinking a lot when writing (12% for always, 28% for frequently and 24% for sometimes). This could be related to their motivation as almost half of the classroom does not like to write essays. So, it is obvious they would not think about it. The seventeenth item shows that half of the participants (36% answered by never and 16% by rarely) reported reflecting on the topic before starting to write, i.e. they plan for their essays as demonstrated in item fourteen. In contrast, half of students who answered by always (12%), frequently (12%) and sometimes (24%) indicated starting writing without reflection. This is in accordance with item fourteen in which half of the participants reported not using any plan before starting to write. These results show that some students devote their time and effort to their writing, whereas others do not.

Table 16: Students' Descriptive Statistics for the Post-questionnaire

Descriptive Statistics / Scales	Mean	SD
Time Management	3.11	1.35
Affect	3.15	1.48
Metacognition/Cognition	3.26	1.35
Overall	**3.17**	**1.39**

The above table shows the means and standard deviations obtained for the procrastination scale in the post-questionnaire. The highest mean is 3.26 which suggests that our students' procrastination is less related to their lack of metacognitive and cognitive efforts compared to its relation to their affect and poor time management. However, the high standard deviations for all the sub-scales (above 1) refer to students' diverse answers. This indicates that during the experiment, some students sometimes succeeded to manage their procrastination, whereas others could not.

I.3. The pre-post test comparison. After the individual analysis of the results of the pre and post questonnaires used in this study, we move to the comparison between these results to determine the effects of self-regulated strategies on our partcipants' procrastination. Descriptive statistics are used to compare between the pre and post questionnaires.

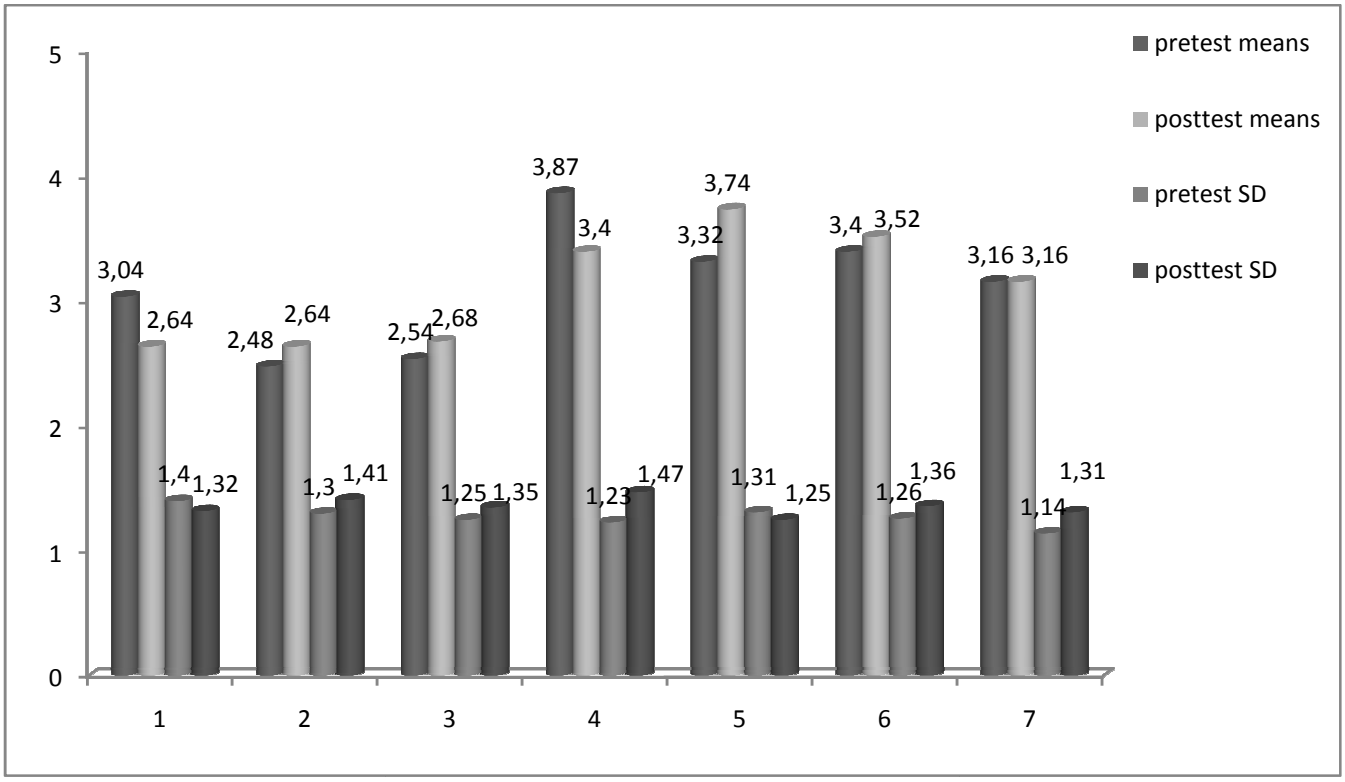

Figure 3: Comparison between the Descriptive Statistics of the Pre and Post Questionnaires for the Time Management Scale

1: Always 2: Frequently 3: Sometimes 4: Rarely 5: Never

The first graph concerns the descriptive statistics of the experimental group before and after the experiment. As shown in the graph, the means of the seven questions related to time management for the pre-questionnaire vary between 2.48 and 3.87 which represent the lowest and highest means respectively, whereas in the post-questionnaire they range from 2.64 to 3.74 representing the lowest and highest means respectively. These indicate almost similar results which mean that our students could not reduce their procrastination after the experiment. Concerning the standard deviations, we can notice similar findings as the means. In the pre-questionnaire, they vary between 1.14 and 1.40 and in the post-questionnaire, they are centred between 1.25 and 1.47. The same standard deviations after and before the experiment refer to students' varied answers. The results show that the implemented self-regulated strategies did not have an effect on our students' time management and this could be related to their motivation and perception towards essay writing or to their difficulties. To explain, students' lack of motivation and perception of writing as difficult make the students bored and not willing to write; thus, they take much time in order to start and this is more likely to lead to failure in completing the task on time. Concerning their difficulties, even

though these students use writing strategies, they take much time thinking about the topic, finding ideas and then organising them. This leads them to start writing late and waste much time trying to understand what to do; hence, they do not submit their essays on time.

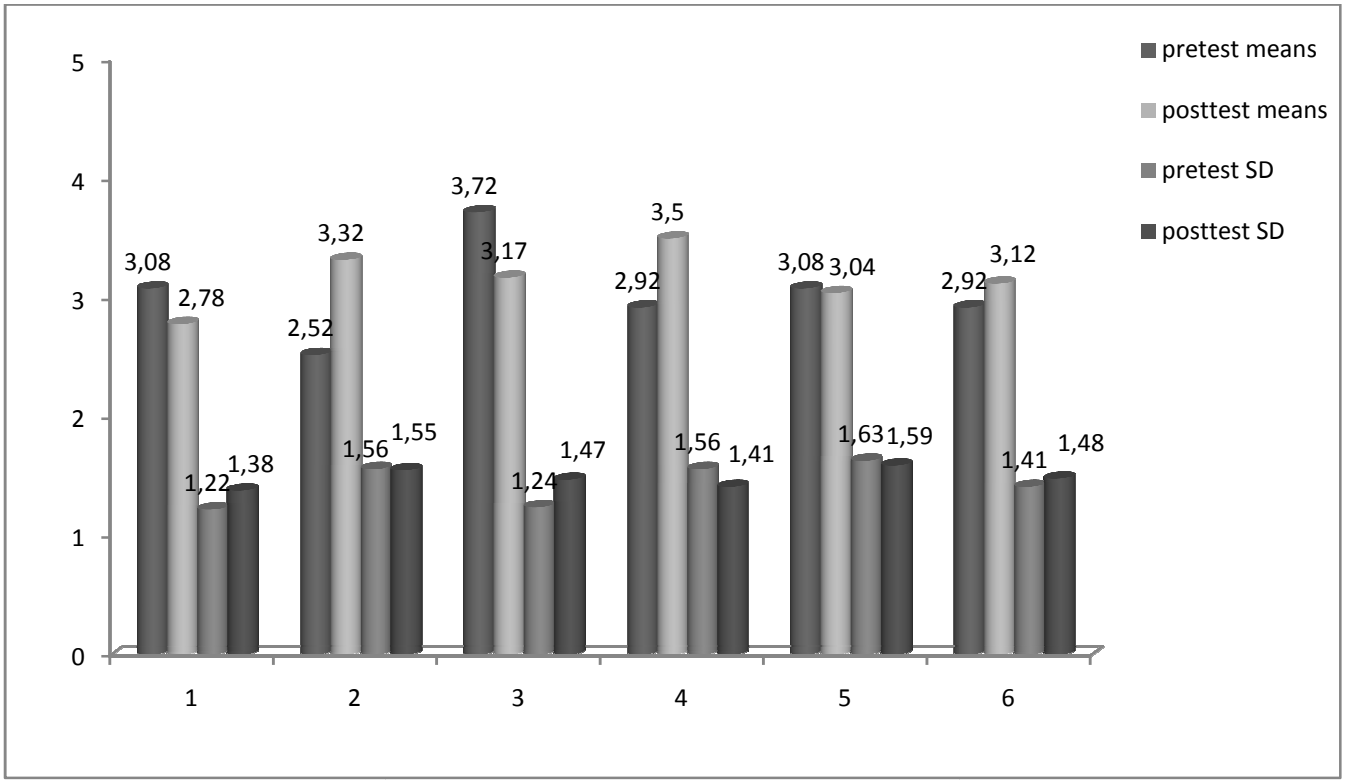

Figure 4: Comparison between the Descriptive Statistics of the Pre and Post Questionnaires for the Affect Scale

1: Always 2: Frequently 3: Sometimes 4: Rarely 5: Never

Graph two represents the comparison between the means and standard deviations for the pre and post questionnaires concerning students' affect. The reader of this graph can notice that the means vary between 2.52 and 3.72 for the pre-questionnaire and 2.78 and 3.50 for the post- questionnaire. These findings represent almost similar degree of procrastination in both tests. The diversity of students' answers is shown by a high standard deviation for all the questions in both the pre and post questionnaires. They range from 1.22 to 1.63 in the former and 1.38 to 1.59 in the latter. These findings do not show a significant difference. The same results obtained in the pre and post questionnaires for both the means and standard deviations demonstrate that our experiment did not have an important effect on our students' feelings because we have not implemented affective strategies. Moreover, their difficulties may react upon their emotions which in turn affect their behaviour (procrastination).

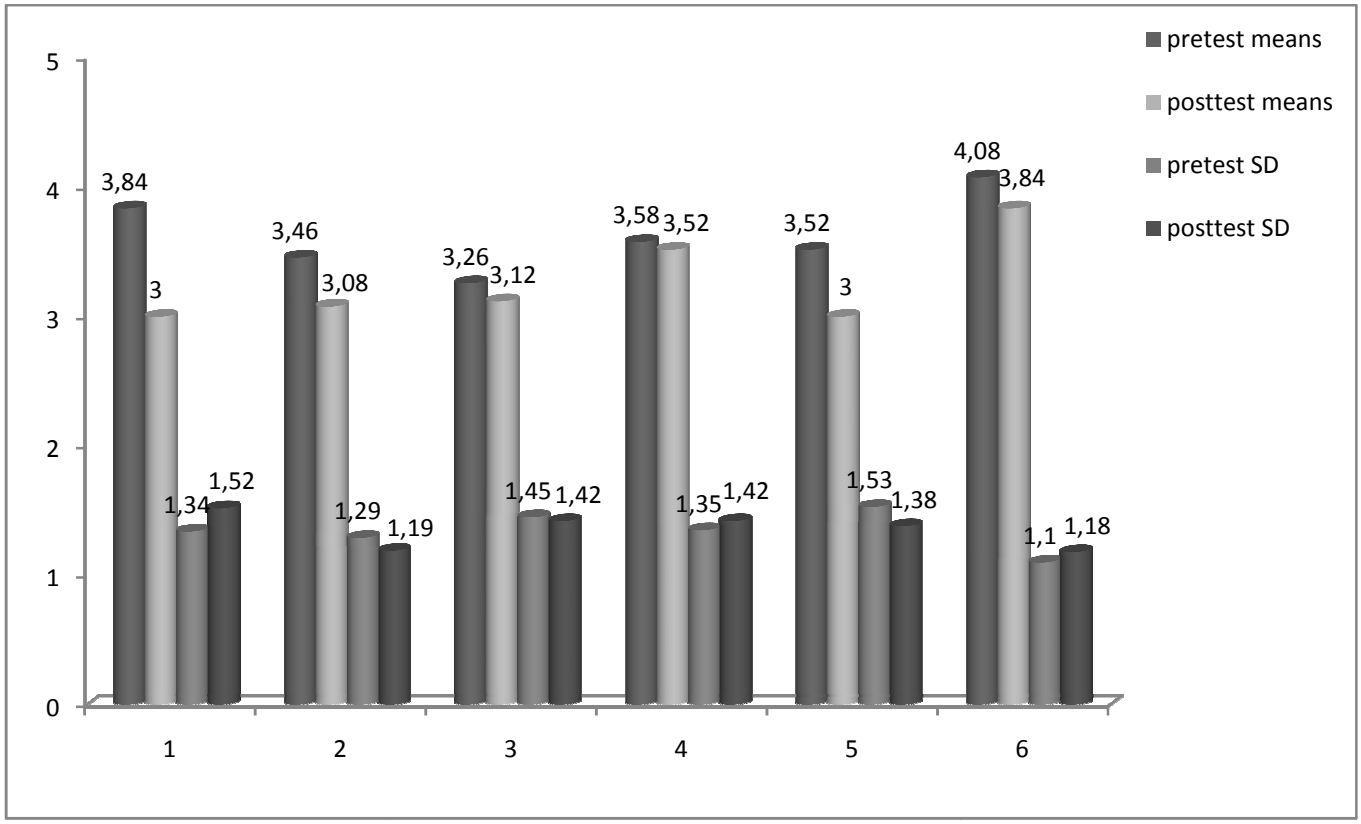

Figure 5: Comparison between the Descriptive Statistics of the Pre and Post Questionnaires for the Metacognition/Cognition Scale

1: Always 2: Frequently 3: Sometimes 4: Rarely 5: Never

The above graph displays the means and standard deviations of the pre and post questionnaires concerning metacognitive and cognitive self-regulation. It appears apparent from the graph that the highest mean in the pre-questionnaire is 4.08, whereas in the post-questionnaire, it is 3.84. The lowest mean in the pre-questionnaire is 3.26 and in the post-questionnaire, it is 3. This implies a slight but not significant difference in students' tendency to procrastinate before and after the experiment. Concerning the standard deviations, we notice almost similar intervals, 1.10-1.53 for the pre-questionnaire and 1.18-1.52 for the post-questionnaire. The same results obtained after the experiment demonstrate that the latter did not have a significant effect on the experimental group's procrastination. Even though our students used the strategies implemented, they could not reduce their procrastination. This can be due to their difficulties, their attitudes and perception as well as their feelings. Their difficulties (findings of table 4, p.40) lead them to take much time thinking about the essays' requirements and how to approach them; thus, they struggle with lack of time. Then, because

of their amotivation (findings of table 2, p.39) and negative feelings (findings of tables 10&14; pp. 44, 48 and figure 4, p.52), they do not persist and fail to complete their essays.

Table 17: Comparison between the Pre-Post Descriptive Statistics for the Procrastination Scale

Descriptive Statistics / Scales	Means		SD	
	Pre	**Post**	**Pre**	**Post**
Time Management	3.12	3.11	1.27	1.35
Affect	3.04	3.15	1.44	1.48
Metacognition/Cognition	3.62	3.26	1.34	1.35
Overall	**3.26**	**3.17**	**1.35**	**1.39**

The last table summarises the overall results of the pre and post questionnaires. It aims at comparing the overall means and standard deviations of the procrastination scale between the pre and post questionnaires. We notice similar results for time management which do not refer to change. Concerning affect, we notice a slight decrease in students' procrastination in the post-questionnaire. However, it is apparent that students' procrastination slightly increased for the third variable after the experiment. The same observation can be done on the Standard Deviations which do not show an important difference in the post-questionnaire. Since the change is not important, it is not considered significant. Therefore, we conclude that the experiment did not have a significant effect on our participants' procrastination.

I.4. Textual analysis of students' essays. It is very important to mention that not all students submitted their essays on time. We had to take more than one week to collect all students' essays for each activity.

A. Student One

- **The descriptive essay.** The analysis of the descriptive essay for this student revealed: first, lack of cohesion. The student did not vary his transitional words; he used only the coordinative conjunctions '*and*' and '*but*'. Moreover, we notice absence of punctuation

which makes the text difficult to understand in addition to the misuse of pronouns and articles (e.g. *she have small nose, this words, to describe she*). Second, the text is not coherent. The ideas and paragraphs are not linked in a meaningful way, that is, there is an unsystematic shift from one idea to another. Furthermore, the student did not limit himself to a specific topic sentence for each paragraph, but he rather mixed his ideas. Then, we note problems at the level of grammar; more specifically, there is subject-verb disagreement even with the present simple tense (e.g. *I will describes, she have, my mother teach me*). Also, we notice a restricted vocabulary which prevented the student from developing his ideas. We further notice that the student did not follow the natural essay development, that is, the essay contains four paragraphs instead of five. The introduction misses a thesis statement and the body paragraphs too miss a topic sentence in each; moreover, we notice lack of supporting ideas and details. However, the reader can notice the student's use of imagination when describing his mother.

- **The argumentative essay.** Concerning the argumentative essay, we do not notice improvement. The essay lacks cohesion and coherence. Sentences are not correctly constructed (e.g. *the one who have an open eyes to him (the elections), there is some others, he have more than 75 years old*) and there are no transitional words. The luck of coherence is noticeable from the repetition of the same idea all along the essay (e.g. *he can't move his arms, he can't speak, he is older)* without supporting ideas and even there is no logical link between the ideas and paragraphs because of language interference (e.g. *he can't move his arms so how can he move his country, this country must be between his arms, he will not move this country with his arms but he will do it with his brain*). Concerning grammar, we notice the absence of punctuation and capitalisation, subject-verb disagreement (e.g. *he have, it the time, his brain wor*k) and no tense consistency (shift from present to future and vice versa). The essay is written as one block; there is no paragraph division. Concerning imagination and creativity, we do not notice them.

- **The narrative essay.** Unlike the descriptive and argumentative essays, we notice an improvement in both structure and content. For the structure, the student varied his transitional words (e.g. *and, but, after, when, finally*). Pronouns are used correctly (e.g. *Eveline →she, her father, Brayan → he*), but the punctuation is always absent. Moreover, the student has always problems with tenses. That is, instead of using the past simple to narrate the story, he used the present and the future (e.g. *she was, she lives, she will die*). Concerning the development, the essay is logically structured according to the suggested

plot and we note development in the student's ideas; he managed to elaborate his supporting ideas with details. However, there is no paragraph division. Unlike the preceding essay, we can notice that the student used his imagination when narrating the story; this attracts the reader despite the problems at the level of structure.

- **The contrast essay.** Similar to the narrative essay, the student reached an important improvement in his essay. The essay can be considered cohesive and coherent. The student varied his transitional words (e.g. *now, or, but, just, nor, and, because*), he used synonyms (e.g. *discussing/debating, hard/difficult*) and antonyms (e.g. *war ≠ peace, in the past ≠ nowadays*). Sentences are well constructed and grammatically correct with few errors. In addition, he varied his vocabulary (e.g. *different, past, technology, to serf, burner, forefathers*). Concerning the development of the essay, unlike the narrative essay, the essay is well developed and structured into five paragraphs linked with connectors. Each paragraph speaks about the same idea; there are no irrelevant information. The student used his imagination when contrasting life in the past with modern life.

B. Student Two

- **The descriptive essay.** Analysing this essay shows that it is coherent; the ideas are linked together around the same topic and there is no irrelevant information. Concerning cohesion, the student used transitional words (e.g. *and, first, next, in addition, too*) and different pronouns (e.g. *he, him, it, his, this*). However, we notice lack of punctuation and capitalisation. If we consider the development of the essay, it follows the five paragraphs. The introduction has a clear thesis statement; each paragraph has a topic sentence, but they lack details. Lack of ideas and the basic language used make the essay short and very simple. Therefore, the reader does not notice the use of imagination.
- **The argumentative essay.** The student did not submit her essay.
- **The narrative essay.** If we consider coherence, the reader can understand the story because all the events and actions are related to the plot of the story and narrated in a chronological order. However, concerning cohesion, the sentences are not linked together, that is, the student used long sentences without transitional words or appropriate punctuation. Moreover, there are deviations at the level of grammar and lexis. We notice shift from one tense to another (e.g. *she is beautiful, she lived, Eveline comes, you will heal, Brayan go, she will never leave*), subject verb disagreement (e.g. *her mother take, she gave up of her studies and doing house works, he decided to asked her*), pronouns are used inappropriately (e.g. *these thing*). Furthermore, the choice of lexis is inappropriate (e.g. *go to*

the wood) and there are many spelling mistakes (e.g. *her promised, she was tierd, she except, to leave happy*). If we look at the essay development, the essay contains five paragraphs, but they do not follow the plot of the story as suggested. However, we can notice that the student relied on her imagination when narrating the story.

- **The contrast essay.** Unlike the narrative essay, this essay lacks coherence. The same idea is repeated all along the body paragraphs. Concerning cohesion, we notice the use of different cohesive ties (e.g. *and, in the other hand, when, in contrast, otherwise, so*), but without punctuation marks. Spelling mistakes (e.g. *selfished, to satisfie)* and the inappropriate use of words *(e.g. there best, there family*) are apparent in the entire essay. We further observe problems with singular and plural (e.g. *all thing, other thing, all this points, a great differences*). In terms of organisation, the essay has five paragraphs, but without any topic sentence in addition to lack of ideas. The reader does not notice any degree of imagination or efforts from the part of student as the essay is simple and lacks details.

C. Student Three

- **The descriptive essay.** The essay can be evaluated as coherent but not cohesive. Ideas are meaningful and linked together without any irrelevant details. However, the student used simple sentences without connectors except the coordinative conjunction 'and'. We also remark ungrammatical sentences (e.g. *someone make, she open, she visite*) and spelling mistakes (e.g. *freind, helpfull, oppen, visite*) in addition to the use of very basic vocabulary. Concerning the development, the essay is well organised; it has five paragraphs with a clear topic sentence for each one, but it lacks details. The reader of the essay can notice the student's imagination when describing her mother.

- **The argumentative essay.** The essay can be evaluated as coherent and cohesive. Ideas are linked and grouped according to the supporting ideas. Unlike the descriptive essay, we can detect the use of various connectors (e.g. *because, then, in addition, finally, and, or*), different punctuation marks (e.g. *!, ?,* .) and few spelling mistakes. In addition, most of the sentences are grammatical. The essay is developed in five paragraphs but without a topic sentence for any paragraphs. Each paragraph develops one idea, but they lack details. However, we do not notice the student's creativity in this essay.

- **The narrative essay.** The story is narrated in a simple and chronological way that ensures the reader's understanding. Linking the sentences with different transitional words (e.g. *especially, and, since, in addition, so*), the use of pronouns and repetition of key words

(e.g. *family, life, promise, dream*) all along the story make the essay cohesive and easy to read. However, we notice the use of one punctuation mark (comma) everywhere. The sentences are ungrammatical (e.g. *the girl begin, she forgetted*) and the tenses are not consistent (past and present). If we look at the development of the essay, we notice that the student respected the plot of the story in each paragraph even thought she did not elaborate the events and actions. The impression the reader can have on the student is the use of imagination and effort when reporting the story.

- **The contrast essay.** Like the preceding essay, this essay is coherent. The student kept the goal of her essay in mind which helped her to focus on the meaning and the link between her ideas. The essay is not cohesive. We remark the use of different connectors (e.g. *in contrast, because, whereas, on the other hand*) that show contrast between each two arguments, but they are used with inappropriate punctuation marks. In addition, sentences deviate from the English grammar (e.g. *he make, they are obliged to left.., here is few differences, women has*). Concerning the development, the student always sticked to five paragraphs respecting the main idea of each paragraph; but like all the other essays, this essay lacks details. Unlike the other essays, the reader cannot notice the student's use of imagination.

D. Student Four

- **The descriptive essay.** The essay is neither coherent nor cohesive. Ideas are not clear, they are mixed and we notice repetitions in the same paragraph. Concerning structure, the essay lacks punctuation marks and connectors which make the paragraphs a combination of run on sentences. Sentences are ungrammatical (e.g. *one day I decide, she speak, marry have, she spend*) and there is no consistency in verbs (e.g. *I decide, I met, she speaks, she lost*). Besides, the student chose wrong words. However, the essay is well organized. The student followed the five paragraphs' pattern with a topic sentence for each paragraph, but ideas are not linked and lack details. Moreover, we notice too much repetition. The language is basic, ideas are simple; so we do not notice the student's creativity.

- **The argumentative essay.** Concerning content, we notice that the student wrote a long essay, but it is meaningless. She used many ideas without a logical link; many ideas are repeated all along the paragraphs. The same thing can be said for cohesion. The essay is not well punctuated, words are used inappropriately, sentences are ungrammatical mainly fragments (e.g. *also must be a change, can't see him in television, of course must be a change,*

and for what he made not enough) and run on sentences (e.g. *to conclude to be a president not enough for your degree and for others*) and they are not consistent in tenses (e.g. *they claimed, they argue, they disagree, he made new things,* he *know*s). The essay has five paragraphs, but they are not organised; the student did not show a clear position towards the topic. Thus, the reader does not understand the text's meaning and he can notice the absence of imagination.

- **The narrative essay.** Unlike the two preceding essays, the narrative essay is coherent. Events are linked and developed according to the plot of the story. Concerning cohesion, we notice the use of diverse connectors, different punctuation marks even though they are used incorrectly and different pronouns. However, most of the sentences deviate from the English grammar: subject verb disagreement and shift in tenses. Considering the essay development, it follows five paragraphs, but they are not developed according to the plot of the story. Moreover, the essay is too long with additional details and it lacks essential details. Besides, the reader does not note the student's use of imagination when narrating the story as the language is simple and ideas are not well developed.

- **The comparative essay.** When reading this essay, the reader can notice that it is coherent but not cohesive. Ideas are related to the topic and developed accordingly. Nevertheless, lack of cohesion is deduced from the absence of punctuation marks and lack of connectors. Moreover, the essay is full of fragments (e.g. *Rana and Mina are two sisters that similar to reach other, because want to be*), grammatical mistakes (e.g. *this is can be, Mina also be sincer all the time, wants to cooks*) and inappropriate words (e.g. *Mina allows studies, people have things with each others, they have similarities in different things*). Concerning the development, the student respected the five paragraphs and developed one main idea in each paragraph but with many repetitions. Similar to the other essays, there is no sense of imagination in this essay.

E. Student Five

- **The descriptive essay.** The essay can be considered coherent but not cohesive. Concerning coherence, we notice that ideas are related in meaning. Lack of cohesion is seen in the absence of punctuation and connectors to link the sentences; only paragraphs are linked together. Nevertheless, Sentences are grammatical and consistent (e.g. *she has, she is, she feels, she gets*) and they are varied in lexis (e.g. *adjectives like beautiful, generous and adverbs like friendly, rapidly, quickly*). Regarding organisation, the essay is well developed.

The student wrote five paragraphs with a topic sentence for each paragraph. However, we notice that the paragraphs are not equal in length and there are some repetitions. Nevertheless, any reader can notice that the student used her full imagination and creativity. This is apparent in the evolved language she used and her beautiful style.

- **The argumentative essay.** Contrary to the descriptive essay, the present essay can be evaluated as very coherent and cohesive. The student's arguments are strong and related in meaning. The student varied her transitional words and phrases (e.g. *to start, for example, also, in addition, instead of, and, since, nonsense, furthermore*) and she used different punctuation marks and pronouns (e.g. *it, us, them, this, these, we*), synonyms (e.g. *accidents = injuries, advantage = profit*) and antonyms (e.g. *advantages ≠ disadvantages, good ≠ bad*). She used a sophisticated and a rich vocabulary in a smooth and attractive way. However, we notice shift in tenses between past simple (e.g. *existed, was, argued, highlighted*) and present simple (e.g. *think, is, has, come*). Concerning the essay development, it is similar to the descriptive essay. We notice five paragraphs with various arguments and each paragraph develops one main idea; but in terms of length, there is no balance between the paragraphs. The student's creativity is noticed.

- **The narrative essay.** Like the descriptive essay, this essay is coherent but not cohesive. Ideas are related in meaning and follow the plot of the story. However, we notice lack of connectors and the use of simple statements all along the essay. All sentences are grammatical and consistent in verb tense. Moreover, we notice the use of synonyms (e.g. *duties = responsibilities, difficulties = obstacles*) and antonyms (e.g. *pain ≠ happiness, great ≠ small*). The language is simple and no imagination is used when narrating the story. Similar to the other essays, this essay is developed into five paragraphs, but the student did not elaborate the paragraphs according to neither the plot of the story nor the length of the paragraphs.

- **The comparative essay.** Unlike the preceding essay, the reader can admit that this essay is coherent and cohesive. If we consider coherence, all ideas are meaningful and related to the topic without any extra information. Concerning cohesion, we notice that all sentences are linked with appropriate connectors (e.g. *both of them, the two, also, and, because*) and punctuation marks in addition to the appropriate use of pronouns. The essay is well developed into five paragraphs with a topic sentence for each one. Contrary to the three preceding essays, the paragraphs are equal in length. The language is simple but rich (e.g. *nouns like:*

kindness, appearance, similarities and adjectives such as: generous, sociable) and reflects a careful thinking and appropriate selection of vocabulary and ideas when writing.

I.5. Classroom observation. During the five sessions, we have observed students' behaviour and reactions and noted their comments. Using the observation Grid (see Appendix 15) indicated that most of the students participated and collaborated with the experimenter. The first session was difficult for both the researcher and the participants because it represented the first contact with them, so we did not reach interesting results. In the following sessions, most of the students (60%) interacted and participated; they asked questions and answered ours. In addition, they showed interest in the content. However, they always kept saying that it is difficult to write an essay and they complained about the guided practice. In the last session, most of the students reacted negatively to the fact that they had to write an essay in the classroom for one hour.

II. Discussion

In this section, we discuss the findings shown in the previous section. The interpretation of the results is based on the hypothesis and objectives of the present study and the discussion is in accordance with previous research findings. We start by clarifying the results of students' self-regulation in writing; then, we move to the procrastination scale and finally we discuss the results of our pre-experiment in order to answer the central question of this study.

Motivation is crucial in English language learning; thus, investigating our participants' incentives to learn English and more specifically English writing may shed more light on our findings. In the description of our participants, we reported that 76% of the participants indicated that English is a personal choice which means that they are motivated to learn EFL; however, it is not the case for writing since 44% reported disliking the writing skill (table 2, p.39). Students' lack of motivation can be related to their perception of EFL writing. Similar to what Al-Badwawi (2011) suggested, table three (p.40) shows that most of the students perceive essay writing as difficult even though they admit its importance. Regarding students' difficulties, the findings reported in the fourth table (p.40) demonstrate what researchers found concerning students' difficulties in writing. Our participants have problems at the level of both structure and content. Concerning structure, similarly to Bacha (2012), Watcharapunyawong and Usaha (2013) and Kertous (2013), our students have problems in grammar and vocabulary. In this regard, the textual analysis of students' essays gives a clear

picture of students' problems which include lack of transition, subject-verb disagreement, inconsistency in the use of tenses, run on sentences, fragements, wrong use of articles and absence of punctuation and capitalisation. Regarding vocabulary, as an illustration of what students reported in table four (p.40), we have noticed from the analysis of students' essays that most of the participants possess a restricted vocabulary which prevented them from expressing their ideas and thoughts. That is, they have problems in pragmatic competence. If we consider content, students face challenge in finding ideas, then in developing them according to the essay requirements. These findings are similar to those of Khalil (1989). That is, they lack ideas and arguments; therefore, their essays lack supporting ideas and details which lead them to write short and simple essays. In addition, repetition of the main ideas all along the essays has been noticed in most of the students' texts and demonstrates their lack of ideas. Besides, they have problems in developing their essays. In other words, the students do not know how to organise their ideas into introduction, body paragraphs and conclusion. This was observed in the last session of the training programme where most of the students asked what to write in the introduction, how to organise their ideas in the body paragraphs and finally how to conclude their essays. Our findings are similar to those of Al-Sawalha and Chow (2012). These findings answer our first research question concerning students' difficulties in writing. However, students' difficulties at the level of both structure and development influence the quality of their essays as noticed when evaluating their writing performance. Their essays lack coherence and cohesion as already demonstrated by Abdel Hamid (2011). Students' difficulties can be attributed first to the inappropriate or ineffective teaching methods. Another factor that may explain students' failure to use grammar correctly is lack of self-regulation from the part of the learners who do not attend their grammar lectures regularly (as already mentioned, only 25 out of 41 of students attend their writing classes) or lack autonomy.

For writing strategies, we can notice from tables (5 ,6 and 8 in pages 41, 41 and 42 respectively) that half of the participants reported using cognitive strategies such as brainstorming, organisation and classification and affective strategies such us relaxing, concentrating and thinking positively. Concerning the other students, we can notice that either they do not use strategies when writing or they do use them, but they are not aware of. Unlike tables (5, 6 and 8 in pages 41, 41, 42 respectively), table seven (p.42) demonstrates that all students except one reported checking their essays before submission. These findings answer the third research question of the present study; the students do not go through all the

stages of the writing process and not all of them are self-regulated. However, the essays evaluated after providing students with feedback and letting them correct their mistakes demonstrated that even though these students received feedback on their mistakes, they did not correct them. This suggests that these problems are considered errors since they are not recognised by the students. Moreover, as the same errors are repeated in all the four essays the students wrote, this can be explained as fossilisation. Now, if we consider the students' emotions, most of the literature admits that emotion is an important factor influencing students' writing (e.g. Graham, 2006; as cited in Graham et al., 2007; Pajares, 2003; Erkan & Saban, 2011). However, not all students manage to control them.

Now, let us move to discuss the findings of the crucial problem of this study, students' procrastination. The first thing the reader may notice is the high standard deviations (above 1) for all the items of the procrastination scale and this refers to diversity in students' answers. To clarify, this suggests that procrastination in our students is not static or fixed but rather depends on many factors as we are going to explain below. Moreover, not all students procrastinate to the same degree. The findings of the pre-questionnaire demonstrate students' tendency to procrastinate cognitively, affectively and behaviourally. First, we notice from table nine (p. 43) high procrastination in time management for most of the students which implies students' inability to structure their time purposefully. To explain, our participants delay starting writing their essays; then, they spend much time trying to understand how to approach their essays or think about other things; therefore, they do not complete writing their essays on time. In accordance with Balkis and Duru (2007), our students do not devote the necessary time for their writing and that is why they do not go through the different stages of the writing process as they require time and planning. This can be due to many factors. The first factor behind our participants' procrastination can be lack of motivation as already mentioned by Brownlow and Reasinger (2000) and Senécal et al. (1995). Second, similar to what researchers proved (e.g. Jiao et al., 2011; Solomon & Rothblum, 1984), our participants' perception of essay writing as difficult can be a predictor of their procrastination. Third, half of the participants do not use writing strategies, so they waste their time and then they do not respect deadlines. Furthermore, their difficulties represent a real barrier that affects their writing and lead them to postpone starting or completing their essays (as shown in table 10, p.44); this was clearly observed in the last session of the training programme. Because most of the students did not know how to approach their writing, they did not submit their essays in the allotted time despite using the strategies taught. According to the frequencies presented in

table ten (p. 44) and the overall mean (3.04) shown in table twelve (p.46), the reader can notice that when our participants' feelings are threatened they end up procrastinating. These findings go hand in hand with other research findings (e.g. Senécal et al., 1995; Park and Sperling, 2012). Specifically, they reported procrastinating when they do not feel efficacious (Item nine in table ten, p. 43) and this is in accordance with the findings of Balkis and Duru (2007) and Steel (2007). The same thing is noticed for anxiety (Item eight in table ten, p.44). Similar to Fritzsche et al.'s (2003) findings, our students' procrastination is related to increased anxiety. These feelings could be caused by students' difficulties. To explain, we have demonstrated above that our students perceive essay writing as a difficult task because it requires time, effort and knowledge in different areas (e.g. grammar, morphology) and as they have many difficulties concerning these areas, they feel incapable of writing good essays; consequently, they avoid writing. In other cases, they start to write, but when they feel anxious they fail to complete their essays. Notably, when these students postpone or avoid writing they manage to find excuses (Item eleven in table ten, p.44) and this is the case of procrastinators (Ellis & Knaus, 2002; as cited in Aderanti et al., 2013). Therefore, students' emotions represent a strong predictor of their procrastination.

If we consider procrastination from the metacognitive and cognitive side, table eleven (p.45) shows students' low procrastination which implies that most of them invest efforts once engaged in writing their essays. To sum up, the findings of the pre-questionnaire demonstrate that our participants do procrastinate and their procrastination is not related to lack of effort when writing as Tuckman (2002) argued, but rather to their difficulties, negative feelings and deficit in their time management. This answers the second research question of the present study. However, as already mentioned, students' procrastination varies from one situation to another, so it is difficult to determine their degree of procrastination.

For reminder reasons, in our research, we aim at demonstrating that if third year students use self-regulated strategies they would improve their writing and diminish their procrastination in the writing process. However, our observation and the textual analysis of students' essays reveal no improvement in their writing; moreover, the findings of the post-questionnaire (figures 3, 4, 5; pp. 51, 52 and 53) indicate that we could not reach our purpose. As we can notice from table seventeen (p.54), we have almost found similar results as the pre-questionnaire with a slight difference that is not considered significant. Hence, the comparison between the pre-test and post-test enables us to answer the last research question. Self-regulated strategies do not have effect on our students' procrastination, that is, even

though our participants are self-regulated in the writing process, they still procrastinate to the same degree. However, we cannot totally assume this since our experiments' duration and other variables (students' difficulties and affect) can be significant factors.

Throughout this section we have reported the findings of the present investigation then discussed them in accordance with previous findings. The analysis and discussion of the results permit us to reach interesting findings and answer our research questions and hypothesis. The analysing of the pre and post questionnaires, the assessment of students' essays and the classroom observation, provide insights on students' difficulties and self-regulation in essay writing and a deeper undestanding of the factors behind students' procrastination.

- First, third year LMD, LSD students at the Department of English at University of Bejaia face problems at the level of both structure (cohesion, grammar and vocabulary) and content (coherence, ideas and essay development).

- Second, our participants' procrastination is related to their difficulties, negative emotions and poor time management, but their degree of procrastination remains unclear.

- Third, they lack self-regulation when writing mainly affective and time management strategies.

- Finally, self-regulated strategies did not have significant effect on our participants' procrastination in the writing process.

Section Three: Limitations, Implications and Suggestions for Future Research

In the present study, we assume that students' procrastination is related to failure in self-regulation. We do not confirm our claim, but we have reached interesting findings which have shed light on students' perceptions, attitudes and difficulties in essay writing. In this section, we provide teachers and students with some implications. Then, we clarify the limitations of the present study and conclude with suggestions for future research.

I. Limitations of the Study

Throughout the present investigation, we have reached important findings; however, it is of paramount importance to point out that some limitations affect this study. Both conceptual and methodological limitations should be highlighted.

By the conceptual limitations, we refer to the fact that procrastination is a complex and difficult concept to understand and it can be envisioned from different points of view. Moreover, it is more related to psychology and there is little research on academic procrastination namely on the writing process, so we adapt the different findings to suit our aim. Self-regulation also presents a challenge when taking into consideration our learners' strategies and individual differences. Students may understand the concepts used (strategies, anxiety, planning, evaluation …) differently; thus, each participant may answer our questions according to his personal attitude.

The methodological limitations can be summarized as follows:

First, the number of participants is limited to 25 and data were collected in a short period of time. Because only four weeks (five sessions) were devoted for the experiment, it is not sufficient to develop self-regulation in our participants, since self-regulation takes time (months and even years) to be developed.

Second, the use of a questionnaire as a self-reported tool may not reflect reality and does not garantee students' honesty.

Third, conducting the experiment as an outsider partcipant created difficulties and challenge for both the experimenter and the partcipants and this can influence our results.

Moreover, many factors could not be controlled; for instance, students' motivation, perception and difficulties and these are more likely to influence our results.

Furthermore, most of the students did not submit their essays on time during all the sessions and because of time limitations, we could provide students' with feedback only on their first composition (the descriptive essay).

Finally, it is important to mention that the students were claiming all along the experiment about the difficulty to write an essay and the last session was characterised by students' negative reaction to the prompt (writing an essay in the classroom). This could influence their answers in the post-questionnaire.

All in all, with all these limitations, it is not possible to validate or generalise our results and even difficult to assume that self-regulated strategies did not have an effect on our students' procrastination.

II. Implications

In light of the obtained results, a number of implications come to be addressed to both students and teachers in order to benifit from our results and improve both learning and teaching practices.The following practical guidelines will be helpful if these are to be successfully carried out in foreign language classrooms:

II.1. Changing students' perceptions of essay writing and increasing their motivation. It is very important to help students perceive writing positively. In this regard, teachers can rise students' awareness of the importance of writing in developing their competence in the foreign language. In addition, they should find ways to increase students' motivation. This could be achieved by taking into consideration their difficulties and adopt teaching methods that would improve their linguistic competence. Teachers need to bring change into their classes and use different teaching approaches and methods. For instance, collaborative writing can be beneficial to increase motivation and self-efficacy, reduce anxiety and change students' attitudes and perceptions towards writing.

II.2. Which approach to use to teach writing at university level? We suggest the use of product approach right from the first year to help students develop their linguistic competence and focus on structure. Teachers should teach grammar authentically and design meaningful tasks to help students learn how to use the grammatical rules in context. Then, the process approach can be introduced in the second year. This aims at developing students' thinking and creativity and encourage them to focus on meaning and evaluate their writing. Moreover, we recommend teachers to teach and model the writing process explicitly to help students' improve their compositions.

II.3. Providing students' with evaluative feedback. What is the benefit of testing students and scoring them if these students do not recognise their achievement? Thus, teachers need to encourage all forms of assessment in their classes in order to help students follow their progress and determine their strenghts and weaknesses. We suggest the introduction of portfolio assessment since first year to create self-assessment from an early stage in addition to the use of instructor and peer assessmnets in a collaborative way.

II.4. Introducing self-regulation into the classroom. This can be achieved first through self-regulated instruction. Many models can be adopted; for instance, SRSD model, SCL model and Corno and Randi's model (pages 22&23 provide more clarifications). It is very important to teach students to be self-regulated right from the first year. Students can be taught self-regulated strategies that can help them develop their self-observation, thinking, reflection and evaluation skills and improve their writing. Second, teachers should create a supporting classroom environment with varied tasks that encourage students to take their responsibility for their writing.

II.5. Encouraging extensive practice. Students need to practise their writing and write as much as possible in the foreign language. Because of time limitations, it is difficult to develop one's writing competence in the classroom. Thus, Free-writing is a useful technique to enhance students' writing and gain more expertise in language use. Moreover, the use of technological means such as online groups and blogs can be practical. Teachers can create online collaborative spaces to encourage their students to communicate in English.

II.6. Encouraging reading. Many researchers (e.g. Rosenblatt, 1988; Chuenchaichon, 2011) highlight the relationship between EFL reading and writing. Students' lack of reading has a negative impact on students' writing. For this, students need to devote time to read in the foreign language in order to develop their communicative competence. Reading needs also to be implemented into EFL classes as a subject. Moreover, teachers can use reading activities to encourage students to reproduce, summarise and compose texts.

III. Suggestions for Further Research

Future studies can overcome our limitations by trying to devote more time for data collection and focus on other variables.

First, other researchers can replicate this study by investigating the effect of self-regulated writing strategies on our particpants' procrastination over a long period of time and by using other tools for data collection such as interviews and think alound protocols.

Second, more research needs to be conducted on the sources of our participants' difficulties and suggest teaching methods and learning strategies to overcome these difficulties.

Moreover, students' feelings cannot be ignored in EFL writing. So, it is very important and urgent to investigate the effect of students' affect on their writing achievement and suggest techniques and strategies to help them cope with their negative feelings.

Finally, we suggest investigating the effect of reading in the foreign language on students' writing.

In this section, we have identified the limitations of the present investigation, for they may influence our results. Second, we have come with important implications for both students and teachers in order to take into consideration our results and apply them in EFL classrooms. Finally, we have provided researchers with some suggestions that may shed light on our research and contribute to a better understanding of our variables.

Conclusion

In this chapter, we have discussed the results of the current study and concluded that our self-regulated writing strategies did not have an effect on our students' procrastination in the writing process. However, because of the small sample and the short duration of the experiment, our results cannot be generalised to the whole population. We have also suggested some solutions to cope with students' problem of low performance and procrastination in writing; then, we have concluded with suggestions for future research.

General Conclusion

The present work has sought to investigate the effect of self-regulated strategies on students' procrastination in the writing process among third year LMD, LSD students at the Department of English at the University of Bejaia. Specifically, we have hypothesised that if our students use self-regulated writing strategies, they would procrastinate less. We have aimed at implementing self-regulated strategies in an EFL writing classroom to help students improve their writing and diminish their procrastination. To achieve such an aim, we have divided our work into two main chapters.

The first theoretical chapter has the aim of exploring the literature and developing a deep understanding of the three main variables of the present investigation.

The second chapter is practical; it has the aim of reporting the main findings of the present investigation and disscussing them in order to reach a conclusion.

Our work has relied on a mixed methodology consisting of both quantitative and qualitative methods of data collection. The former has been based on a pre-experiment with a pre-post questionnaire to compare the results and the latter has consisted of text analysis and classroom observation. The analysis of the data we have obtained from the pre and post questionnaires, the text analysis and the classroom observation indicated that:

- First, our participants face difficulties at the level of both structure and essay development.

- Second, our participants have reported procrastinating in the writing process because of their feelings and poor time management; however, the extent remains unclear.

- Third, only some students reported using self-regulated strategies when writing an essay. This further indicates that our participants do not follow all the stages of the writing process. However, most of them reflect, invest efforts when writing, revise and edit their texts.

- Finally, the comparison between the pre and post questionnaires revealed no change in our students' degree of procrastination.

Therefore, the results obtained are interesting. Nevertheless, they did not confirm our hypothesis.

To benefit from our findings, we have provided both students and teachers with some suggestions. First, the need to change students' perception towards essay writing and increase their motivation is highlighted. Second, teachers should use both product and process approaches in teaching EFL writing. Moreover, students need to receive feedback on their performance. Another suggestion is the implementation of self-regulation into EFL classrooms and the encouragement of extensive practice. The last suggestion concerns developing students' writing competence through reading.

Lastly, to overcome the limitations of our study, more research on our topic needs to be conducted. We suggest replicating our work over a longer period of time, using other methods and investigating other factors (students' difficulties, perceptions and affect) to shed more light on academic procrastination.

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Appendices

APPENDIX 1: The Pre-Questionnaire

University A_Mira, Bejaia

Faculty of Arts and Languages

Department of English

3rd year LSD, G3

Pre-Questionnaire

Dear students,

In this research work, we are investigating the effects that students' strategies and control of the writing process have on delaying or avoiding writing. We would like you to answer these questions anonymously and honestly. Your help is a contribution to this work.

Thank you in advance.

Part one: General information

Could you please answer these questions?

- Your Age:
- Your gender. Male Female
- How long have you been studying English at University?
- Is English your Personal choice? Yes No

Part two: Students' attitudes and regulation (control).

1. Do you like essay writing? …….....

Why ?.……
……
……
……

1. How do you **perceive/ see**/ **think of** essay writing?
……..
…….
….……
……

3. What are the **difficulties** you encounter when writing an essay?
.....
.....

.....
.....

4. What are the **strategies** (steps, actions, ideas, tactics) you use when writing an essay?
……
……
……
……

5. How do you **plan** for your essay writing?
……
……
……
……..

6. How do you **finish** your essay?

……
……
……
……

7. How do you **control** your **negative feelings** when writing an essay?
……..
…..……
…….

Part Three: Procrastination (delaying, avoiding)

Please, answer how often you experience the following statements.

A. Time management:

Statements	always	frequently	sometimes	rarely	never
1. I **do not start** writing my essay when I **should**.					
2. I **waste** much time trying to understand what to do.					
3. I **do not devote** the **necessary time** for writing my essay.					
4. When I have to write an essay, **I do not think/reflect** a lot about the topic.					
5. **Instead** of writing, I find myself thinking about **other things**					
6. I **do not take time** to **revise** or **check** my essay.					
7. I **do not finish** my essay **on time**.					

B. Affect

Statements	always	frequently	sometimes	rarely	never
8. When I feel **anxious**, I **do not finish** my essay.					
9. When I have to write an essay, I **avoid** writing if I am **not sure** of my knowledge and capacities.					
10. When I get **distracted**, I **put off** (do not continue) writing my essay.					
11. When I **do not write** my essay, I find **excuses**.					
12. When I **get blocked** in writing an essay, I **stop** writing.					
13. When I meet **difficulties** (in language or thinking) in writing an essay, I **fail** to complete it.					

C. Metacognition/ Cognition

Statements	always	frequently	sometimes	rarely	never
14. I **do not follow** a **plan** when writing.					
15. I **neglect** some **aspects** of writing (grammar, coherence, cohesion …) when writing an essay.					
16. I **do not bother** myself **thinking** a lot when writing an essay.					
17. When I have to write an essay, I **start** writing on the topic **directly without reflecting.**					
18. I **do not evaluate** my text when writing an essay.					
19. I **do not organise** my essay writing.					

Thank you for your collaboration.

APPENDIX 2

Aitken Procrastination Inventory (1982)

For each of the items below, please indicate the extent to which the statement is more or less FALSE (1) or TRUE (5) of you. Read each statement carefully; remember, there are no right or wrong answers.

1 = False
2 = Mostly false
3 = Sometimes false/sometimes true
4 = Mostly true
5 = True

1. I delay starting things until the last minute.
2. I'm careful to return library books on time.*
3. Even when I know a job needs to be done, I never want to start it right away.
4. I keep my assignments up to date by doing my work regularly from day to day.*
5. If there were a workshop offered that would help me learn not to put off starting my work, I would go.
6. I am often late for my appointments and meetings.
7. I use the vacant hours between classes to get started on my evening's work.*
8. I delay starting things so long I don't get them done by the deadline.
9. I am often frantically rushing to meet deadlines.
1o. It often takes me a long time to get started on something.
11. I don't delay when I know I really need to get the job done.*
12. If I had an important project to do, I'd get started on it as quickly as possible.*
13. When I have a test scheduled soon, I often find myself working on other jobs when a deadline is near.
14. I often finish my work before it is due.*
15. I get right to work at jobs that need to be done.
16. If I have an important appointment, I make sure the clothes I want to wear are ready the day before.*
17. I arrive at college appointments with plenty of time to spare.*
18. I generally arrive on time to class.*
19. I overestimate the amount of work that I can do in a given amount of time.

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* = reverse score; high scores are associated with procrastination.

APPENDIX 3

Tuckman Procrastination Scale (1990)

A. That's me for sure	B. That's my tendency	C. That's not my tendency	D. That's not me for sure

1. I needlessly delay finishing jobs, even when they're important.*
2. I postpone starting in on things I don't like to do.*
3. When I have a deadline, I wait till the last minute.
4. I delay making tough decisions.*
5. I stall on initiating new activities.
6. I'm on time for appointments. ^
7. I keep putting off improving my work habits.*
8. I get right to work, even on life's unpleasant chores.*
9. I manage to fine an excuse for not doing something.*
10. I avoid doing those things which I expect to do poorly.
11. I put the necessary time into even boring tasks, like studying.
12. When I get tired of an unpleasant job, I stop.
13. I believe in "keeping my nose to the grindstone."
14. When something's not worth the trouble, I stop.*
15. I believe that things I do not like doing, should not exist.
16. I consider people who make me do unfair and difficult things to be rotten.
17. When it counts, I can manage to enjoy even studying.
18. I am an incurable time waster.*
19. I feel that it's my absolute right to have other people treat me fairly.
20. I believe that other people don't have the right to give me deadlines.
21. Studying makes me feel entirely miserable.
22. I'm a time waster now but I can't seem to do anything about it.*
23. When something's too tough to tackle, I believe in postponing it.
24. I promise myself I'll do something and then drag my feet.
25. Whenever I make a plan of action, I follow it.
26. I wish l could find an easy way to get myself moving.*
27. When I have trouble with a task, it's usually my own fault. ^
28. Even though I hate myself if I don't get started, it doesn't get me going.
29. I always finish important jobs with time to spare.*
30. When I'm done with my work, I check it over.*
31. I look for a loophole or shortcut to get through a tough task.*
32. I still get stuck in neutral even though I know how important it is to get started.*
33. I never met a job I couldn't "lick."
34. Putting something off until tomorrow is not the way I do it.*
35. I feel that work burns me out.

---

*16 best items based on the second factor analysis

^ Ambiguous item; should be deleted.

APPENDIX 4: The First Session of the Pre-experiment

University A_Mira, Bejaia — **3rd year Pre-experiment**

Faculty of Arts and Languages — **Experimental group: 3rd year LSD, G 03**

Department of English — **Experimenter: Miss KADRI**

Course: Writing — **Topic: Self-regulated strategies**

Email: nawal.k.09@hotmail.fr

Session One: Introduction to Process Writing

Lesson plan			
Topic: the writing process.	**Class level :**3rd year LSD students, G 03	**Time**:11:20-12:50	**Date**: April 6th, 2014
Lesson objectives: At the end of the lesson, students will: 1. Understand how writing is structured. 2. Be able to go through the different writing stages. 3. Will develop and improve their writing.			
Material: black board, handouts			
Warm up: activating students' knowledge about essay writing. Asking them: • How they start writing their essays. • How they structure their essays.			

Presentation	**Practice**	**Evaluation**
• Introducing process writing. • Presenting the five stages of the writing process.	• Guided practice: students will be asked to write a descriptive essay at home following the writing process.	• Students' essays will be assessed by their teacher; then, she will provide them with evaluative feedback.

Lesson Outline

Session One: Introduction to the writing skill

- **Explanation of writing from a process approach view**
    - **Aim:** to help students change their ideas of texts as products based on grammar and vocabulary and help them think of writing as a thinking and creative process where they can express themselves freely and generate ideas.
- **Presentation of the writing process**
    - **Aim:** to help students organise their writing as most of them are not aware of the writing process.
- **Activity:** write an essay following the writing process.

I. Introduction to Process Writing

Writing is not the act of just combining words and sentences to form a text, but it involves students' reflection. That is, what matters is how you translate your abstract thoughts and ideas into a meaningful written down text. It means that you have to approach writing from different angles taking into consideration the topic, linguistic knowledge and the processes involved in the writing process. In short, writing involves your active role to engage in writing as a process of thinking and evaluation through different cognitive and metacognitive processes.

II. The Writing Process [1]

Writing is a complex task which involves many processes such as thinking, evaluating and controlling one's thoughts. Regarding this, students go through different stages when writing.

II.1. Pre-writing: Time to Think

- Decide on the purpose (aim) of your writing: what are you going to write.
- Brainstorm ideas about your topic.
- Write the main ideas and key words related to your topic

II.2. Drafting: Time to Write

- Develop your thoughts and translate them into words.
- Put the ideas you gathered into meaningful sentences, then paragraphs.
- Focus on meaning, not structure.

II.3. Revising: Time to Make It Better

- Read your text again.

- Rearrange words and sentences.
- Omit or add details.

II.4. Editing: Time to Correct It

- Check if all sentences are grammatically correct and complete.
- Make sure you have a variety of sentences (complex, compound …).
- Correct grammatical, spelling and punctuation mistakes.

II.5. Sharing: Time to Submit It

- Read your essay aloud if allowed.
- Have your peers to check your work.
- Ask for your teacher's feedback.

N.B: the writing process is cyclical; the stages are not used in a chronological order but rather recursively (repeated and revisited).

APPENDIX 5: Guided Practice for the First Session

University A_Mira, Bejaia — **3rd year Pre-experiment**

Faculty of Arts and Languages — **Experimental group: 3rd year LSD, G 03**

Department of English — **Experimenter: Miss KADRI**

Course: Writing — **Topic: Self-regulated strategies**

Email: nawal.k.09@hotmail.fr

Guided Practice: The Writing Process [1]

Activity: write a **descriptive** essay following the guidelines.

II.1. Pre-writing: Time to Think

- Decide on the purpose (aim) of your writing: what are you going to write.
- Brainstorm ideas about your topic.
- Write the main ideas and key words related to your topic

II.2. Drafting: Time to Write

- Translate your thoughts into words.
- Put the ideas you gathered into meaningful sentences, then paragraphs.
- Focus on meaning, not structure.

II.3. Revising: Time to Make It Better

- Read your text again.
- Rearrange words and sentences.
- Omit or add details.

II.4. Editing: Time to Correct It

- Check if all sentences are grammatically correct and complete.
- Make sure you have a variety of sentences (complex, compound …).
- Correct grammatical, spelling and punctuation mistakes.

II.5. Sharing: Time to Submit It

- Read your essay aloud if allowed.
- Have your peers to check your work.
- Ask for your teacher's feedback.

APPENDIX 6: The Second Session of the Pre-experiment

University A_Mira, Bejaia — **3rd year Pre-experiment**

Faculty of Arts and Languages — **Experimental group: 3rd year LSD, G 03**

Department of English — **Experimenter: Miss KADRI**

Course: Writing — **Topic: Self-regulated Strategies**

Email: nawal.k.09@hotmail.fr

Session Two: Planning and Goal Setting as Pre-writing Strategies **[2]**

Lesson Plan			
Topic: planning and goal setting	**Class level :**3rd year LSD students, G 03	**Time**: 8-9:30	**Date**: April 9th, 2014
Lesson objectives: At the end of the lesson, students will: 1. Understand what goal setting and planning are. 2. Be able to write purposefully and plan their essays. 3. Will improve their writing.			
Material: black board, handouts			
Warm up: activating students' knowledge about essay writing. Asking tem: • How they start writing their essays. • How they generate ideas			
Presentation	**Practice**	**Evaluation**	
• Explicit explanation of goal setting and planning + examples. • The teacher modelling the strategies aloud.	• Guided practice: students will be asked to write an essay at home employing the taught strategies and following the guidelines.	• Students' essays will be assessed by their teacher; then, she will provide them with evaluative feedback	

Lesson Outline
Session Two: Planning and Goal Setting ➢ **Explanation of planning and goal setting as writing strategies**. • **Aim:** to help students write purposefully and plan for their writing in order to improve their essays. ➢ **Modelling the strategies** • Using of a mind map • Using of a table ➢ **Activity:** write an argumentative essay employing the strategies taught and using the guidelines.

I. Instruction

- Choose a topic
- Set your goal
- Brainstorming: activating your knowledge and generating ideas related to the topic using a mind map.

4. Organisation: adding supporting ideas using a table.

II. Modeling

- Topic: working women
- Goal: I am for working women ⟶ Argumentative essay
- Brainstorming

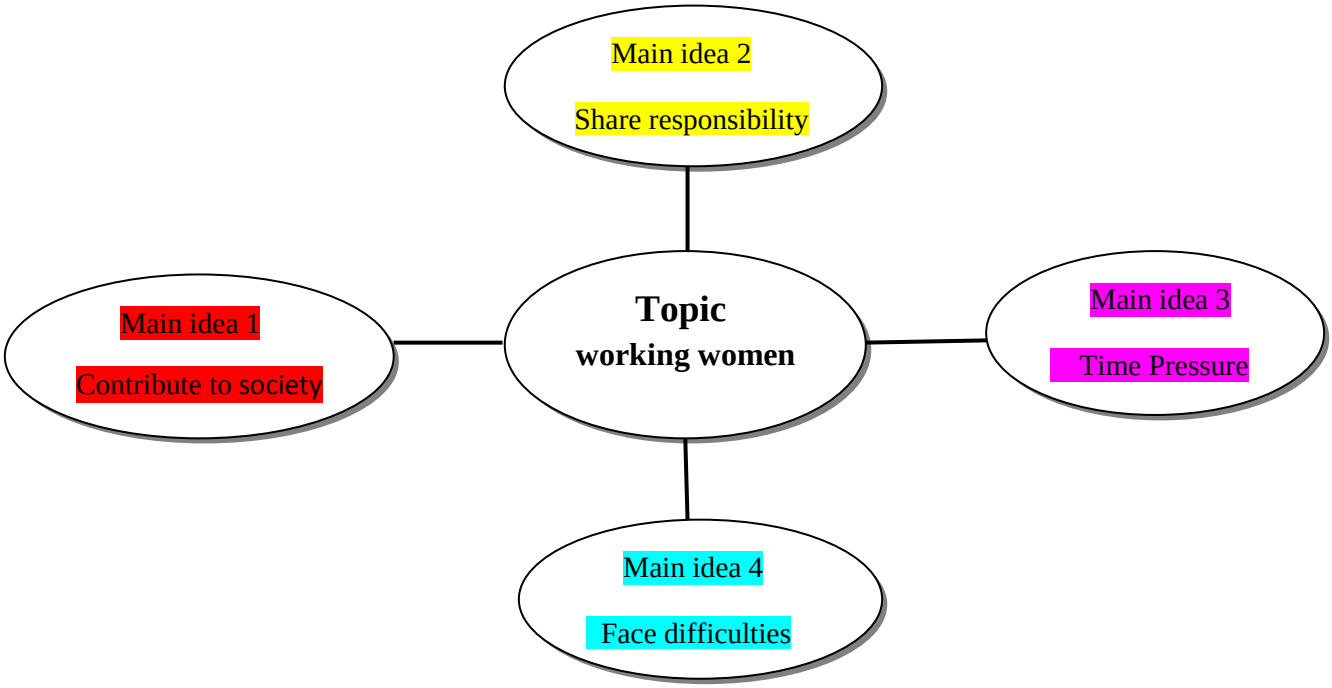


Figure 1: "Mind Map"

- Supporting ideas

Table1: Planning

Topic: Working women	
Goal: Women should be allowed to work.	
Pros (Supporting arguments)	**Cons (Opposing arguments)**
Main idea1: contribute to society **Supporting ideas:** • Hard work • Knowledge and skills	**Main idea 1**: time pressure **Supporting ideas:** • Job's duties • House work **Refutation:** she can plan to manage her time purposefully
Main idea 2: share responsibility with her husband **Supporting ideas:** • House fees • Respectful and understanding	**Main idea 2**: face difficulties **Supporting ideas:** • Health problems • Stress/ nervousness **Refutation**: even non-working women face these problems as they spend all their time at home.

APPENDIX 7: Guided Practice for the Second Session

University A_Mira, Bejaia | **3rd year Pre-experiment**

Faculty of Arts and Languages | **Experimental group: 3rd year LSD, G 03**

Department of English | **Experimenter: Miss KADRI**

Course: Writing | **Topic: Self-regulated strategies**

Email: nawal.k.09@hotmail.fr

Guided Practice: Pre-writing Strategies

Activity: Write an **argumentative** essay on a free topic following the **writing process** and the taught **pre-writing strategies**.

1. Choose a topic of your interest.
2. Set your goal: identify what you are going to write about it and determine the requirements of your essay (argumentative).
3. Brainstorm your ideas: generate and think of key words and main ideas related to your topic using the mind map presented below.

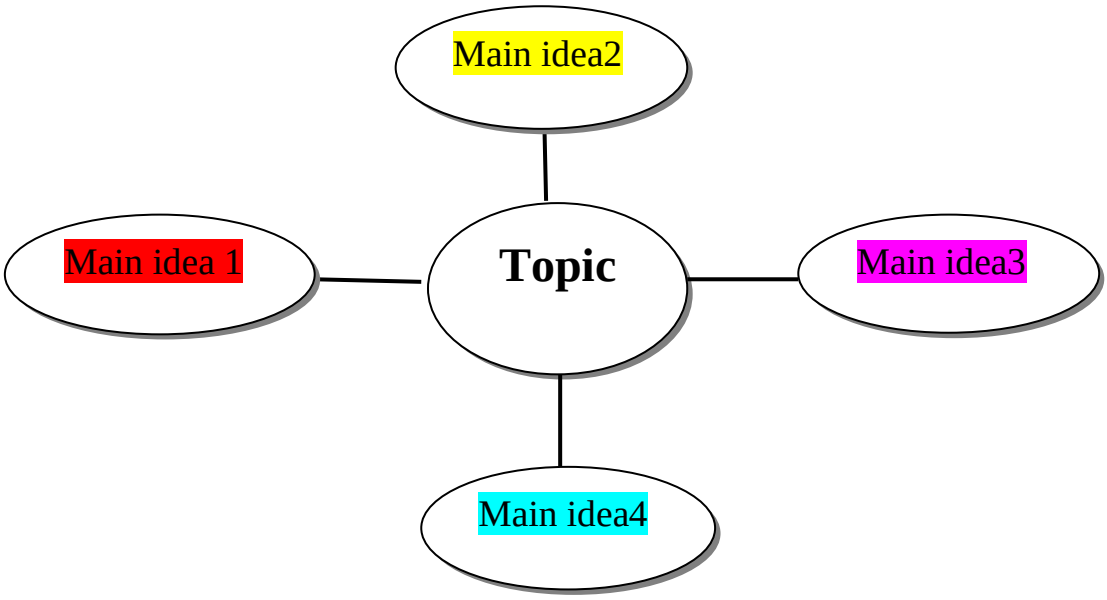


Figure 1: Mind Map

4. Organise your ideas: add supporting ideas to convince the reader of your point of view and refute/reject the opposing view following the table below.

Table1: Planning

Topic:	
Goal:	
CONs	**Refutation**
Main idea1: **Supporting ideas:** • •	**Main idea 1:** **Supporting ideas:** ➢ ➢
Main idea 2: **Supporting ideas:** • •	**Main idea 2:** **Supporting ideas:** ➢ ➢
Main idea 3: **Supporting ideas:** • •	**Main idea 3:** **Supporting ideas:** ➢ ➢

APPENDIX 8: The Third Session of the Pre-experiment

University A_Mira, Bejaia — **3rd year Pre-experiment**

Faculty of Arts and Languages — **Experimental group: 3rd year LSD, G 03**

Department of English — **Experimenter: Miss KADRI**

Course: Writing — **Topic: Self-regulated strategies**

Email: nawal.k.09@hotmail.fr

Session Three : Organisation and Elaboration

Lesson Plan			
Topic: organisation and elaboration	**Class level :**3rd year LSD students, G 03	**Time**: 11:20-12:50	**Date**: April 13th, 2014
Lesson objectives: At the end of the lesson, students will: 4. Understand how essay development is important. 5. Be able to develop their ideas and write an elaborated essay. 6. Improve their writing.			
Material: black board, handouts			
Warm up: • Activate students' knowledge about the previous session (pre-writing strategies). • Discuss how they develop their essays.			

Presentation	**Practice**	**Evaluation**
• Explicit explanation of the strategies • The teacher modelling the strategies aloud.	• Guided practice: students will be asked to write a narrative essay at home following the guided practice.	• Students' essays will be assessed by their teacher; then, she will provide them with evaluative feedback.

Lesson Outline
Session Three: Organisation and Elaboration ➢ **Explanation of the strategies** • **Aim:** to help students organise their texts to write cohesive and coherent essays. ➢ **Modelling the strategies** • **Aim:** to demonstrate to students how to organise and elaborate their essays. ➢ **Activity:** write a narrative essay following the suggested plot and employing the strategies.

I. **Instruction**: to elaborate and organise your essay, follow the following strategies:

1. Identify your topic.

2. Set your goal.

3. Brainstorm your ideas.

- Who: the characters
- When: date and time
- Where: place.
- What: the focus of the story.

4. Choose the hook.

5. State your thesis statement.

6. Background of the story.

7. Develop your story in the body paragraphs as follows:

- Body paragraph 1: identify the beginning and rising actions/events; use transitional words to link them.
- Body paragraph 2: identify the climax; use transitional words to link them.

- Body paragraph 3: identify the falling actions/events; use transitional words to link them.

8. Concluding paragraph: what happened at the end? How do the characters feel?

II. Modelling:

Example: writing a narrative essay following the story plot presented below.

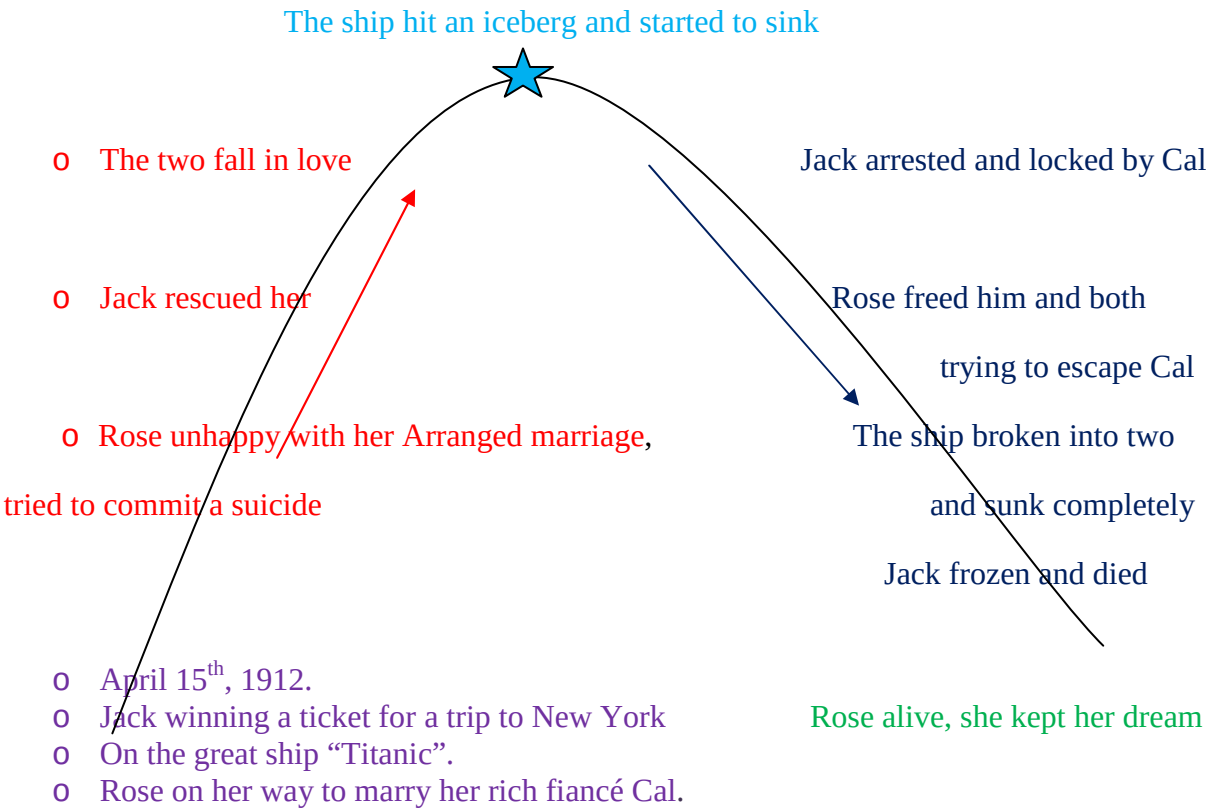


Figure 1: The Plot of the Titanic.

Topic: Titanic

Goal: narrate the story of Jack and Rose on the board of the sinking ship.

Brainstorming: mentioned in Figure 2

Hook: How destiny changes your life?

Introductory paragraph: Just **some minutes before** the departure of the great ship called 'Titanic' to New York on the 15th of April, 1912 where **the destiny of two persons would**

change. Jack an American young artist won a trip during a poker game. He started his dream and journey to New York on the Titanic **where** a nice girl Rose was on her way to Philadelphia to marry her fiancé “Cal”.

Body paragraph 1: Rose was unhappy with her arranged marriage with Cal. She decided to end her sufferings. She threw herself from the ship, but her destiny Jack was there to rescue her and give her life another sense. She invited him to dinner, **then** Jack invited her to a dancing party where she discovered another life. **Starting from that** day, they shared intimate moments together and fell in love.

Body paragraph 2: Their love was so strong. She decided to leave cal and find her happiness. Cal could not accept the harmful truth. To take revenge, he decided to arrest Jack, and he locked him. **At night**, the nightmare appeared to change their destiny; the Titanic hit an iceberg and started to sink.

Body paragraph 3: Rose could not think about herself, but rather decided to rescue him. She succeeded to free Jack, but the danger was **still** present. They had to escape from Cal. He was following them with a gun. Unfortunately, the ship arrived at his last minute and broken into two **then** sank completely onto the frozen water.

Concluding paragraph: Despite their dream, Jack could not resist the frozen water and died. Rose could escape the tragedy but kept her dream in heart and decided to live as they promised to do.

APPENDIX 9: Guided Practice for the Third Session

University A_Mira, Bejaia — **3rd year Pre-experiment**

Faculty of Arts and Languages — **Experimental group: 3rd year LSD, G 03**

Department of English — **Experimenter: Miss KADRI**

Course: Writing — **Topic: Self-regulated strategies**

Email: nawal.k.09@hotmail.fr

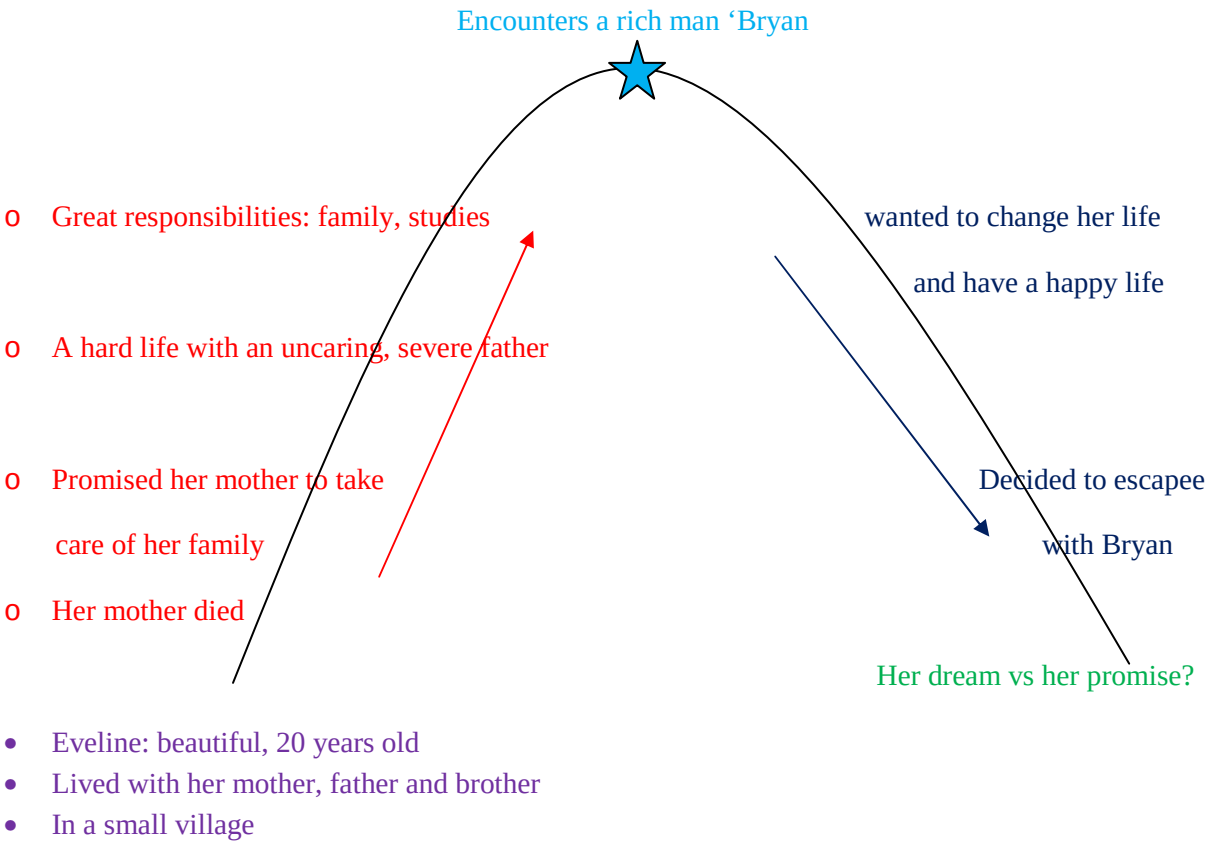
Guided Practice: Organisation and Elaboration Strategies

Activity: following the plot suggested in the next page, write a narrative essay using the table below and the taught strategies.

Introduction Set the background of your story (setting, characters ...) by asking the questions: who, when, where, and what.	**Hook:** **Thesis statement:** **Introductory sentences**:
Body paragraph 1 Beginning of the actions and rising of events.	**Topic sentence:** **Supporting idea 1** Details: **Supporting idea2** Details
Body paragraph2 The climax	**Topic sentence:** **Supporting idea 1:** Details: **Supporting idea2** Details**:**
Body paragraph 3 The falling of the actions/events	**Topic sentence:** **Supporting idea 1:** Details **Supporting idea2:** Details
Concluding paragraph What is the end of the story?	**The End?**

List of Transitional Words/Phrases to Use:

First, at the beginning, by night, when, earlier, in the (morning), meanwhile, then, after, as soon as, soon, still, immediately, next, when, later, at the end, before, afterwards, that (day), last (week), until, while, one day, second, once, along the way, finally.



- Eveline: beautiful, 20 years old
- Lived with her mother, father and brother
- In a small village

Figure1: The Plot of Eveline Story Adapted from **[3],** then elaborated.

APPENDIX 10: The Fourth Session of the Pre-experiment

University A_Mira, Bejaia **3rd year Pre-experiment**

Faculty of Arts and Languages **Experimental group: 3rd year LSD, G 03**

Department of English **Experimenter: Miss KADRI**

Course: Writing **Topic: Self-regulated strategies**

Email: nawal.k.09@hotmail.fr

Session Four: Self-Evaluation

Lesson plan			
Topic: Self-evaluation	**Class level :**3rd year LSD students, G 03	**Time**: 8-9:30	**Date**: April 23rd, 2014
Lesson objectives: at the end of the lesson, students will: 7. Understand the importance of self-evaluation. 8. Know how to revise and edit their texts.			
Material: black board, handouts			
Warm up: activating students' knowledge about self-evaluation strategies. Asking them: • What they do when writing an essay. • How they check their texts' structure and meaning.			
Presentation	**Practice**	**Evaluation**	
• Introducing self-evaluation. • Evaluating the Titanic narrative essay (modeling).	• Guided practice: students will be asked to use the checklists they are provided with to evaluate the narrative essay they wrote.	• Students' essays will be assessed by their teacher; then, she will provide them with evaluative feedback.	

Lesson Outline

Session Four: Introduction to self-evaluation

- **Explanation of Self-evaluation**
  - **Aim:** to help students recognise the importance of evaluating their compositions and check both structure and meaning.
- **Evaluating the narrative essay 'Titanic'**
  - **Aim:** to demonstrate to students how to evaluate their texts and help them to do so when writing an essay.
- **Activity:** students evaluate their narrative essays using the guided practice.

I. Instruction

Students can evaluate their texts using checklists. Editing checklists help to check the text's structure, whereas revising checklists help them focus on meaning and ogranisation of ideas.

II. Modelling:

Using the checklists presented below we evaluate the story of the Titanic together in the classroom to show students how to check both structure and meaning.

The first draft is:

How destiny changes your life?

Before the departure of the great ship called 'Titanic' to New York on the 15th of April, 1912 where the destiny of two persons would change**.** Jack an American young artist won a trip during a poker game. He started his dream and journey to New York on the Titanic where a nice girl Rose was on her way to Philadelphia to marry her fiancé 'Cal'.

Rose was unhappy with her arranged marriage with Cal. She decided to end her sufferings. She threw herself from the ship, but her destiny Jack was there to rescue her and give her life another sense. She invited him to dinner, then Jack invited her to a dancing party where she discovered another life. Starting from that day, they shared intimate moments together and fell in love.

Their love was so strong. She decided to leave cal and find her happiness. Cal could not accept the harmful truth. To take revenge, he decided to arrest Jack, and he locked him. At night, the nightmare appeared to change their destiny; the Titanic hit an iceberg and started to sink.

Rose could not think about herself, but rather decided to rescue him. She succeeded to free Jack, but the danger was still present. They had to escape from Cal. He was following them with a gun. Unfortunately, the ship arrived at his last minute and broken into two then sank completely onto the frozen water.

Despite their dream, Jack could not resist the frozen water and died. Rose could escape the tragedy but kept her dream in heart and decided to live as they promised to do.

The final text is as follows:

‘Titanic’

How destiny changes your life**!**

Just **some minutes before** the departure of the great ship called ‘Titanic’ to New York on the 15th of April, 1912 where the destiny of two persons would change**,** Jack an American young artist won a trip during a poker game. He started his dream and journey to New York on the Titanic where a nice girl Rose was on her way to Philadelphia to marry her rich fiancé ‘Cal’.

Rose was unhappy with her arranged marriage with Cal **and** decided to end her sufferings. She **tried** to throw herself from the ship, but her destiny Jack was there to rescue her and give her life another sense. **As a thanks**, she invited him to dinner; **then,** Jack invited her **later** to a dancing party where she discovered another life. Starting from that day, they shared intimate moments together and fell in love.

Their love was so strong **that** she decided to leave cal and find her happiness. **At night, the nightmare appeared to change their destiny; the Titanic hit an iceberg and started to sink. All the passengers were trying to save their lives. However, it was not surprising that cal could not accept the truth and decided to arrest Jack. Unfortunately, Jack was locked.**

Meanwhile, Rose could not think about herself, but rather decided to rescue him. She succeeded to free Jack**; however,** the danger was **still** present. They had to escape from Cal **who** was following them with a gun. Unfortunately, the ship arrived at **its** last minute and broken into two then sank completely onto the frozen water.

At the end by trying to save Rose Jack could not resist the frozen water. **Despite their dreams, he could not survive**. Rose**, on the contrary,** could escape the tragedy**,** but kept her dream in heart and decided to live as they promised to do.

APPENDIX 11: Guided Practice for the Fourth Session

University A_Mira, Bejaia — **3rd year Pre-experiment**

Faculty of Arts and Languages — **Experimental group: 3rd year LSD, G 03**

Department of English — **Experimenter: Miss KADRI**

Course: Writing — **Topic: Self-regulated strategies**

Email: nawal.k.09@hotmail.fr

Guided Practice: Transitional words and phrases [4] [5]

Addition

And, in addition, moreover, besides, further, furthermore, as well as, then, also, too, again, additionally.

Consequence/result

Consequently, as a result, thus, therefore, for this reason, so, hence,

Conflict/contrast

Unlike, on the other hand, whereas, however, but, yet, in contrast, instead, otherwise, nevertheless, nonetheless.

Comparison

Likewise, similarly, like, similar to, also, comparable, in the same way,

Examples/illustration

For example, for instance, namely, such as, including, to illustrate, like, specifically, in particular.

Emphasis

Indeed, in fact, especially, particularly, more importantly.

Cause

Because, as, since, for, due to, for the reason that, being that,

Chronology

First, second, third, next, later on, then, after that, during, until.

Condition

Provided that, unless, if, in case, only if.

Location

Above, behind, below, next to, on top of, under.

Purpose

For this purpose, so that, to do this, for that reason.

Explanation

That is, in other words, to clarify, to put it differently, in essence.

Time

Then, now, soon, afterward, later, shortly, earlier, today, first, third, recently, second, before, after, next, meanwhile, at that time.

Conclusion

Finally, in short, lastly, in summary, to sum up, all in all, in conclusion, after all, to conclude.

Punctuation Marks [5] [6] [10]

Punctuation Mark	**Used to …….**
Period	• Signal the end of a sentence. E.g. I am happy**.** • With abreviations, E.g. **P.M.** (Post Meridiem). • With titles. E.g. **Dr.**, **Mr.**
Comma	• Separate words, phrases or clauses. E.g. he is **intelligent, motivated, knowledgeable, …** • Used for greetings in letters. E.g. **Hello, Dear,** • Separate names in adresses and places. E.g. she was born in **Bejaia, Algeria.** • Set off introductory words and phrases. E.g. **In public settings,** people are not allowed to smoke. • Between independent clauses joined by a coordinating conjunction. E.g. we worked hard for the exam**, so** we deserve a rest. • Set off nonessential phrases or clauses. E.g. The girl**, I think,** had a funny laugh. • Mark off the name of a person in direct speech. E.g. Let's go**, Lyn**.
Semicolon	• Join independent clauses in a compound sentence if no coordinating conjunction is used. E.g. He is a good student**;** he will succeed. • Before conjunctive adverbs (however, therefore …). E.g. his approach is **; therefore,** similar to ours in many respects. • Help avoiding confusion in lists where there are already commas. E.g. We traveled to London**,** England**;** Paris**,** France**;** and Berlin, Germany.
Colons	• To introduce words, phrases or a list. E.g. Brayan has only one thing in his mind**: girls**.

Revision Checklist [5] [8] [9]

Element	Checking	yes	No
Introduction	▪ Does my story have a **title**?		
	▪ Is it clear **what** my essay is about (T.S)?		
	▪ Does my story have an **attractive** and **engaging hook?**		
	▪ Does my introduction provide **sufficient background** information about the story?		
	▪ Are the who, when, where and what questions **addressed**?		
Development	▪ Do my body paragraphs follow the **plot** of the story?		
	▪ Is the story **clear** and **well developed**?		
	▪ Do my body paragraphs have **enough supporting ideas**?		
	▪ Do the supporting ideas include **adequate details**?		
Conclusion	▪ Does my essay have an **end**?		
	▪ Is the conclusion **well developed?**		
	▪ Is the end **well expressed**?		
Overall Organisation	▪ Does my essay have **five paragraphs**?		

Editing Checklist [5] [7]

Element	Checking	yes	No
Grammar	▪ Is each **sentence clear** and **complete**?		
	▪ Does each **verb agree** with its **subject**?		
	▪ Are all **verb forms correct** and **consistent**?		
	▪ Do **pronouns** refer clearly to the **appropriate nouns**?		
	▪ Have I used **clear transitions** to tie my points together and guide my reader from one point to another?		
	▪ Have I varied my **sentences' structure** (simple, compound …)?		
Vocabulary	▪ Is each **word** in the essay **appropriate** and **effective**?		
	▪ Have I used **precise words**?		
Spelling	• Is each word **spelled correctly**?		
Punctuation	• Are **capital letters** used where they are needed?		
	• Does each sentence end with an **appropriate punctuation mark?**		
	• Is the **punctuation correct**?		
Overall Organisation	• Is my essay **coherent** and **cohesive**?		

APPENDIX 12: The Fifth Session of the pre-experiment

University A_Mira, Bejaia — **3rd year Pre-experiment**

Faculty of Arts and Languages — **Experimental group: 3rd year LSD, G 03**

Department of English — **Experimenter: Miss KADRI**

Course: Writing — **Topic: Self-regulated strategies**

Email: nawal.k.09@hotmail.fr

Session Five : Time Management Strategies

Lesson plan			
Topic: time management	**Class level :**3rd year LSD students, G 03	**Time**:11:20-12:50	**Date**: April 27th, 2014
Lesson objectives: At the end of the lesson, students will: 9. Understand the importance of time management. 10. Be able to structure their time and essay accordingly. 11. Will develop and improve their writing.			
Material: black board, handouts, Stopwatch			
Warm up: activating students' knowledge about time management techniques and strategies. • Asking them how much time they devote for each writing stage.			

Presentation	**Practice**	**Evaluation**
• Explain to students how to structure their time using the stopwatch.	• Guided practice: in the classroom, students will be asked to write a comparative or contrast essay following the guided practice and using their stopwatches.	• Students' essays will be assessed by their teacher; then, she will provide them with evaluative feedback.

APPENDIX 13: Guided Practice for the Fifth Session

University A_Mira, Bejaia | **3rd year Pre-experiment**

Faculty of Arts and Languages | **Experimental group: 3rd year LSD, G 03**

Department of English | **Experimenter: Miss KADRI**

Course: Writing | **Topic: Self-regulated strategies**

Email: nawal.k.09@hotmail.fr

Guided Practice: Time Management

1. Pre-writing: Time to Think

- I select a topic.
- I decide on the goal of my writing.
- I Brainstorm ideas about my topic using a table.
- I Write all the supporting ideas and key words related to my topic.

} **20** minutes

2. Drafting: Time to Write

- I put the ideas I gathered into meaningful sentences, then paragraphs.
- I use connectors to link my ideas.
- I focus on the meaning of my essay.

} **40** minutes

3. Revising: Time to Make It Better

- I read and reread my draft.
- I use the revision checklist to check my essay's meaning and overall organisation.

} Each **10** minutes

4. Editing: Time to Correct It

- I read and reread my draft.
- I use the editing checklist to check my essay's structure.

} Each **10** minutes

5. Sharing: Time to Submit It

- At the end (**60** minutes), I give my final paper to my peer or my teacher.

APPENDIX 14: The Post-Questionnaire

University A_Mira, Bejaia

Faculty of Arts and Languages

Department of English

3year LSD, G3

Post-Questionnaire

Dear students,

After conducting our experiment, we would like you to answer this post questionnaire.

Thank you in advance.

Procrastination (delaying, avoiding)

Please, answer how often you experience the following statements.

A. Time management:

Statements	**always**	**frequently**	**sometimes**	**rarely**	**never**
1. I **do not start** writing my essay when I **should**.					
2. I **waste** much time trying to understand what to do.					
3. I **do not devote** the **necessary time** for writing my essay.					
4. When I have to write an essay, **I do not think/reflect** a lot about the topic.					
5. **Instead** of writing, I find myself thinking about **other things.**					
6. I **do not take time** to **revise** or **check** my essay.					
7. I **do not finish** my essay **on time**.					

B. Affect

Statements	always	frequently	sometimes	rarely	never
8. When I feel **anxious**, I **do not finish** my essay.					
9. I **avoid** writing my essay if I am **not sure** of my knowledge and capacities.					
10. When I get **distracted**, I **put off**(do not continue) writing my essay.					
11. When I **do not write** my essay, I find **excuses**.					
12. When I **get blocked** in writing an essay, I **stop** writing.					
13. When I meet **difficulties** (in language or thinking) in writing an essay, I **fail** to complete it.					

C. Metacognition/ Cognition

Statements	always	frequently	sometimes	rarely	never
14. I **do not follow** a **plan** when writing.					
15. I **neglect** some **aspects** of writing (grammar, coherence, cohesion …) when writing an essay.					
16. I **do not bother** myself **thinking** a lot when writing an essay.					
17. When I have to write an essay, I **start** writing on the topic **directly without reflecting.**					
18. I **do not evaluate** my text when writing an essay.					
19. I **do not organise** my essay writing.					

Thank you for your collaboration.

APPENDIX 15: Observation Grid

Observation Grid

Session : …….	**Time :……..**	**Date :…….**
Class : ……..	**N° of Students :…….....**	**Attendance :……**
Observer : …….		

For each item, the observer writes down the observation (yes/no, or the answer to the question the item elicits). Then, the observer needs to describe students' behaviour and reactions and record any unexpected events.

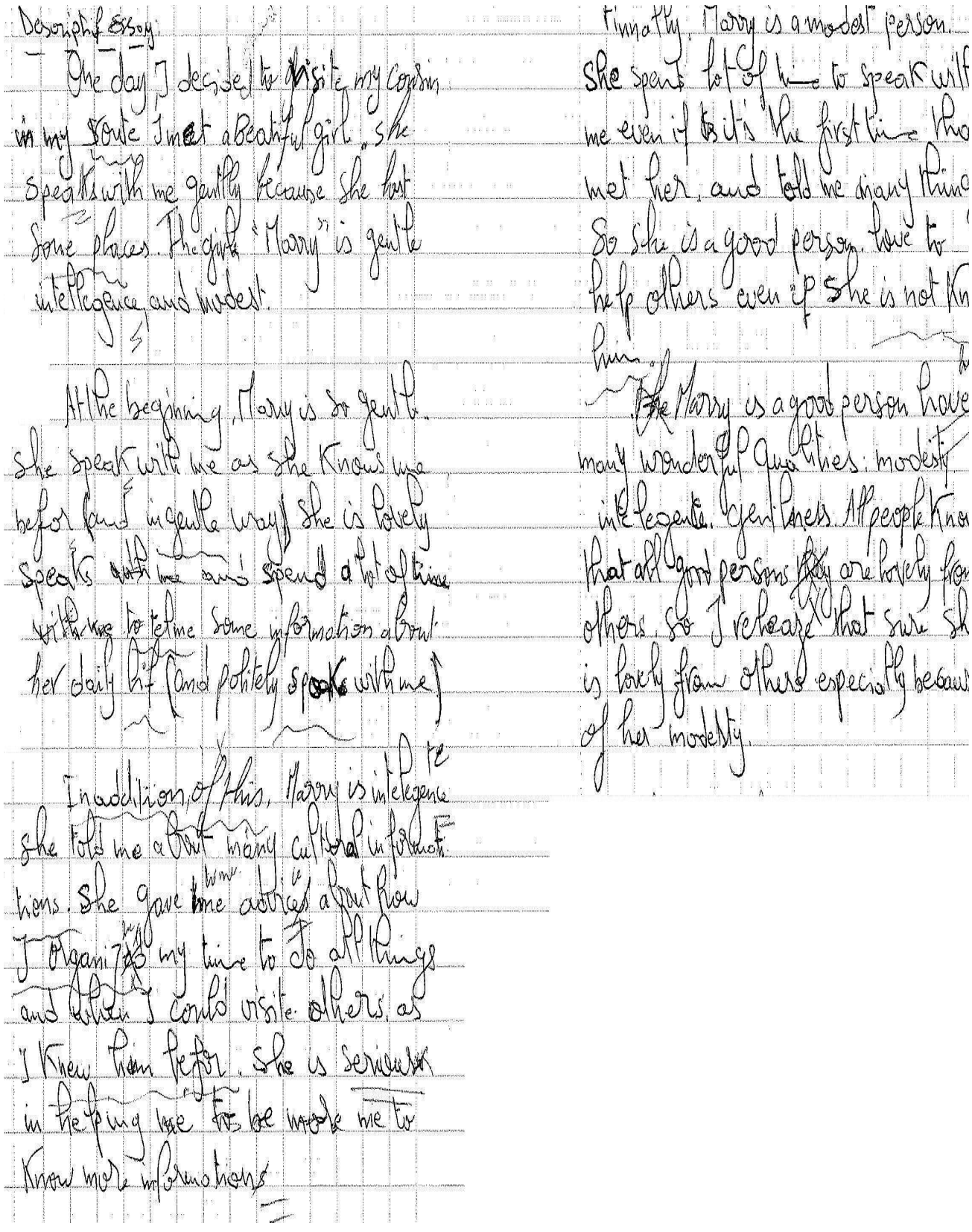
Part One: Classroom Observation

Item	Observation	Description and Comments
Reaction: do students show interest to the content taught?		
Interaction • Is there a reciprocal interaction between instructor/learners? • The number of learners involved in the interaction.		
Participation: The number of intervening learners in the session**.** • Asking questions • Answering questions		
Students' behaviour • Listen to the instructor • Talk with classmates • Take notes		
Lesson objectives: Have I reached my objectives?		

Part two: Students' Feedback

Item	Observation	Additional Comments
Teacher talk	• Comprehensible • Incomprehensible	
Content	• Well-understood • Not understood	

APPENDIX 16: The First Sample of Students' Essays



Descriptif essay.

One day I decided to visite my cousin in my route I met a Beatiful girl. She speaks with me gently because she lost some places. The girl "Marry" is gentle intellegence and modest.

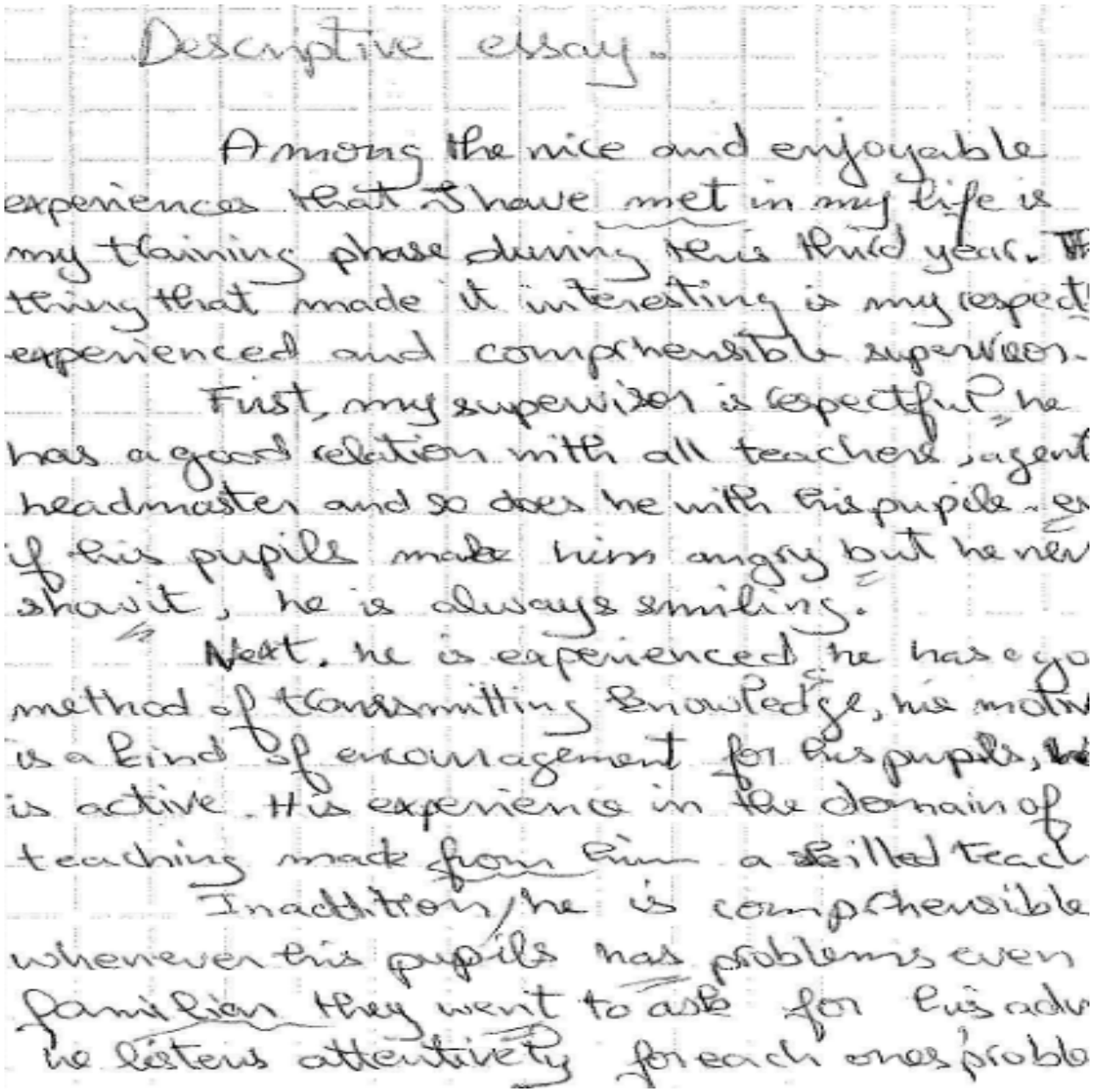
At the beginning, Marry is so gentle. She speak with me as she Knows me befor and in gentle way she is lovely speaks with me and spend a lot of time with me to tell me some information about her daily life (and politely spoke with me)

In addition of this, Marry is intelegent she told me a lot many cultural informations. She gave me advices about how I organize my time to do all things and when I could visite others as I knew them befor. She is serious in helping me to be made me to know more informations

Finally, Marry is a modest person. She spent lot of h— to speak with me even if it is the first time who met her, and told me many things So she is a good person. love to help others even if she is not kn him.

The Marry is a good person have many wonderful qualities: modesty intelegente, gentleness. All people know that all good persons are lovely for others. So I rehearze that sure she is lovely from others especially because of her modesty.

APPENDIX 17: The Second Sample of Students' Essays



Descriptive essay.

Among the nice and enjoyable experiences that I have met in my life is my training phase during this third year. Th thing that made it interesting is my respect experienced and comprehensible supervisor.

First, my supervisor is respectful, he has a good relation with all teachers, agent headmaster and so does he with his pupils. Ev if his pupils make him angry but he nev show it, he is always smiling.

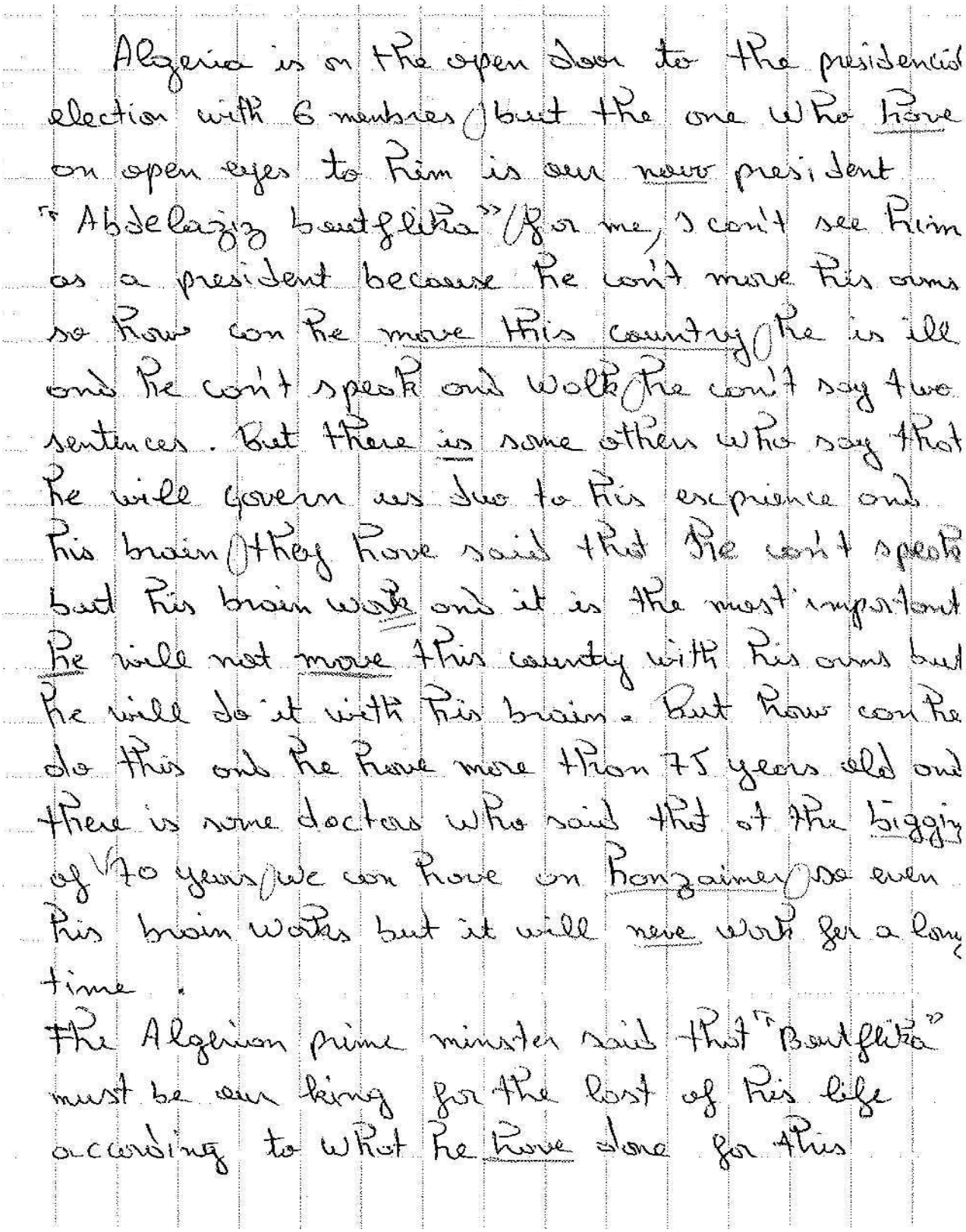
Next, he is experienced he has a go method of transmitting knowledge, his motiv is a kind of encouragement for his pupils, he is active. His experience in the domain of teaching mark from him a skilled teach

In addition, he is comprehensible whenever his pupils has problems even familier they went to ask for his advi he listens attentively for each ones proble

and he never get bored, this quality allowed him to have a very good relation with the parents of the pupils too.

Now days, it is hard to find someone including all this qualities I'm proud to be supervised by such a good teacher.

APPENDIX 18: The Third Sample of Students' Essays



Algeria is on the open door to the presidencial election with 6 members but the one who have on open eyes to him is our new president "Abdelaziz bouteflika" for me, I can't see him as a president because he can't move his arms so how can he move this country he is ill and he can't speak and walk he can't say two sentences. But there is some others who say that he will govern us due to his exepience and his brain they have said that he can't speak but his brain work and it is the most important he will not move this county with his arms but he will do it with his brain. But how can he do this and he have more than 75 years old and there is some doctor who said that at the biggin of 70 years we can have on Alzaimer so even his brain works but it will neve work for a long time.

The Algerian prime minster said that "Bouteflika" must be our king for the lost of his life according to what he have done for this

country and for this people he is older but this country must be between this arms he have done a lot of things for us schools, universities and hospitals, but it the time for young men to govern us we need people who have young age who have knowledge who can really take this country to high place. Algeria needs new faces new methods new men it will be better for us to have a yong president not an old president.

APPENDIX 19: The Fourth Sample of Students' Essays

they stop practising it they recuperate the double of their weight. Nonesense, it is proved scientifically that the secret of a shaped body is practising sport. From ancient time, people were depending on sport to keep beautiful and keep a good waistline. So, stopping practising sport, doesn't mean eating without stopping. people recover their weight, because, they do not respect the norms or the recquired quantity of food by their bodies.

Furthermore, children are still small and what attracts them most often is games. Sport is full of different types of games, that's why children are found of it. And this can be transformed into a disadvantage. Children become attached too much to sport and get far step by step from their studies. How about achieving a certain degree of motivation and preventing children from bad addictions? In the other side, sport helps students to use their motivation in a positive way and this of course includes using it in learning. So, I think that never sport can prevent learners from their studies.

04/13th Ko11

G:03

Argumentative essay about: Sport

Type 3

Sport existed from ancient tim and from early civilisations. Of course, it was developed and peopl are still innovating and creating ne games, new movements and new techniques. Practisi sport regularily is what given us the chance to keep healthy, have a body of drea

and keep away of bad addictions.

To start with, many people think that practising sport leads them to many injuries. Football, for example, is known for its danger where many players suffer from a lot of accidents. This can happen also for small children, as we know, children are too young to support this pain. In addition to that, these accidents can lead to an everlasting impact which will not be cured and this will cause many other problems. I think that sport has many advantages and this is a very small disadvantage which can either happen or not. Why to stop our destiny and relate it with injuries? Instead of that, we can make a step further to change our state and take profit of practising sport since it is very crucial in our lives. One precious thing that people thanks God for given it to them is health. All over the world,

people, scientists, doctors and many oth
argued and highlighted on the point
that sport is very good for health an
for keeping away the sicknesses, since,
it diminishes the risque of getting ill. I
such a way, the body is always activ
and the brain is always working in
harmony. Actually, sport progresses wi
the progress of science. In the field o
medicine, sport is advised usually a
the part of doctors for their patients
instead of drugs. It is more easier
with more successful results. Sport
depends on our energies to care for
example stress and nervousness.

In addition to that, opponents o
sport came to the conclusion that the
water is the reason of getting fat. Usual
the fat people search for a solution
get fit and loose weight. Sport is the
means used by these people to keep fit. But, o

But if so, it is good to take profit and use that energy in sport instead of getting bad ways and being lost in the ocean of prohibitions such as alcohol, tobacco, and dope.

All in all, sport is my favourite hobby. Sport is positive in many fields in our lives and revealing that sport is negative is not true. It is the source of a good health and a beautiful appearance.

End Notes

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