
The Impact of Self-Regulation Programme on Iraqi EFL University Students' Essay Writing

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Abstract

Due to the poor quality of Iraqi EFL learners' performance of essay writing at the college level , the present study is an attempt at designing a self-regulation programme in essay writing. The study aims at finding out the impact of using self-regulation programme on college students' essay written performance. The sample of the study consists of fifty students. Twenty-five students are enrolled in an experimental group that were taught according to the proposed programme; the other twenty-five were taught according to the prescribed essay writing textbook. It is hypothesized there is no statistically significant difference between the mean ranks of the experimental group and those of the control group in essay written performance in the post-test. Based on the findings of the study, the researcher concludes that the proposed programme plays a vital role in developing students' essay written performance.

1. An Introductory Note:

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This study is divided into two sections. The first section presents an overview of theoretical background on which the current study rests . It sheds light on self-regulated learning (henceforth SRL) and writing. The second one presents methodology and procedures followed.

1.1 Self-Regulated Learning

1.1.1 Definition of Self-Regulated Learning

SRL can be viewed as the situation when learners, as masters of their own learning, monitor their academic goals and motivation for themselves, manage human and material resources, and become subjects of decisions and performances in learning process (Chung, 2000: 56).

Samruayruen (2013:18) considers SRL an action directed at acquiring information or skills that involve agency, purpose, goals, and instrumental self-perceptions on the part of a student.

According to Zimmerman (2001:1), SRL is neither a mental ability nor an academic performance skill, it refers instead to the self-directive process through which learners are active participants in their own learning process.

According to Boekaerts (1999:447), self-regulated learning is a powerful construct in that it allows researchers, first to describe the various components that are part of successful learning, secondly, to explain the reciprocal and recurrent interactions that occur between and among the different components, and thirdly, to relate learning and achievement directly to the self, that is, to a person's goal structure, motivation, volition and emotion.

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1.2 Definition of Writing

Writing is much more than an orthographic symbolization of speech, it is a purposeful selection and organization of facts, opinions and ideas (Arapoff, 1967:33). In other words, it refers not only to text in written script but also to acts of thinking, composing and encoding language into such text (Cumming, 1998:61).

Flower (1989 :34) describes writing as a social act that can only occur within a specific situation. It is therefore influenced by both the personal

attitudes and social experiences that students bring to writing. Similarly, Isleem (2012:17) considers writing a tool for the creation of ideas and the consolidation of the linguistic system by using it for communication in an interactive way. Writing is an interactive process by nature, since it results from an interpretation and negotiation of meaning throughout an interplay between the writer, text, and the reader.

Writing is a decision-making process in nature where writers define the rhetorical problem. This includes all aspects of the writing situation, i.e. the purpose of writing, the likely audience, the topic, the writer's knowledge of the topic and the writer's own goal in writing (ibid.).

Writing is a complex process that allows learners to make their thoughts and ideas visible and concrete. It is a cognitive act that encourages thinking and makes thoughts available for reflection. When thoughts are written down, ideas can be examined, reconsidered, added to, rearranged, and changed (Tompkins, 1994: 13).

Writing is considered a creative process rather than end product. It is a process of discovery through language. It is a process of discovery and exploration of what learners know and what they feel about what they know through language (Murray, 1972:12) .

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1.3 Self-Regulation in Writing

Zimmerman and Risemberg (1997 :74) define self-regulation of writing as the self-initiated thoughts, feelings, and actions that writers use to attain various literacy goals, with the primary precept being that skilful writing depends on high levels of self-regulation that is planned, self-initiated and self-sustained.

Self-regulation is thought to enhance writing performance in two ways: (1) self-regulatory mechanisms such as planning, monitoring, evaluating and revising /provide building blocks or subroutines that can be assembled along with other subroutines, such as procedures for producing text, to form a programme for effectively accomplishing the writing task , (2) the use of these mechanisms may act as change-inducing agents, leading to strategic adjustments in writing behaviour (Graham and Harris, 2000: 4).

Expertise in writing requires far more than high levels of self-regulation but rather relies on high levels of skill, motivation and self-regulation (Harris *et al.*, 2006: 333). Zimmerman and Kitsantas (1999: 241) state that there are four levels of self-regulation required to become a good writer:

1. Observation or modeling of desired skills and behaviours.
2. Emulation, which is the adoption of skills gained from feedback received and is the primary source of motivation for a writer.
3. Self-control, when a writer is able to use a particular strategy as planned and to self-monitor the process of writing.
4. Self-regulation is the final and highest level with the writer at this level being able to adapt his behaviour to the changing demands of the task, audience and intrapersonal states.

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1.3.1 Zimmerman and Risenberg's Social Cognitive Model to Self-Regulation in Writing (1997)

As opposed to the previous models of SR in writing, which focuses on the role of cognitive processes in students' writing competence, Zimmerman and Reisenberg (1997) see an urgent need to develop a model that focuses on writing performance and its self-regulated development (Harris *et al.*, 2009: 139).

SR of writing refers to self-initiated thoughts, feelings, and actions that writers use to attain various literary goals, including improving their writing skills as well as enhancing the quality of the text they create (Zimmerman and Risemberg,1997:76) .That is, SR is thought to enhance writing performance in two ways: (1) self-regulatory mechanisms such as planning, monitoring, evaluating and revising, provide building blocks or subroutines that can be assembled along with other subroutines, such as procedures for producing text, to form a programme for effectively accomplishing the writing task ,(2) the use of these mechanisms may act as change-inducing agents, leading to strategic adjustments in writing behaviour (Graham and Harris ,2000: 4).

1.3.1.1 Writing Processes in Zimmerman and Risemberg's Model (1997):

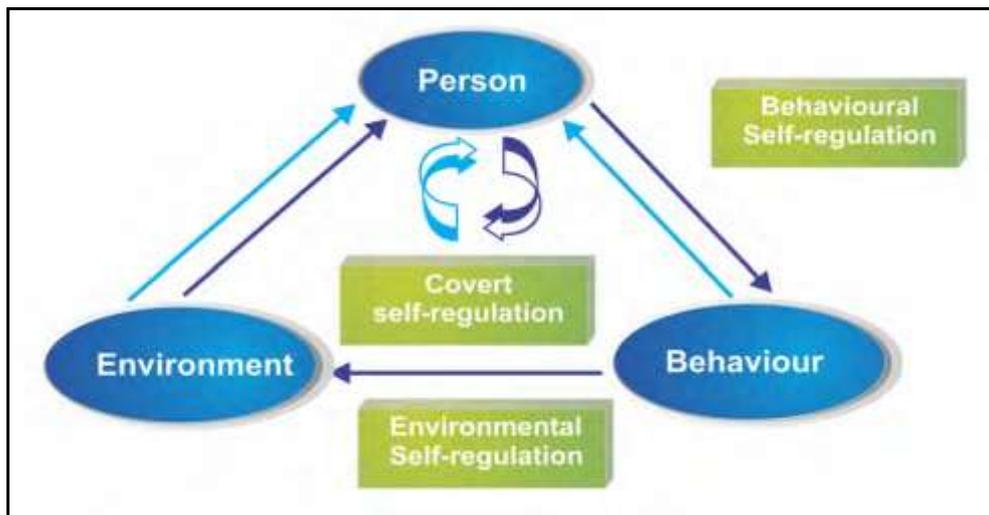
Zimmerman and Risemberg (1997:79) group the processes of writing into three major categories of self-regulatory influence: environmental, behavioural , and personal processes (see Fig. 1). They interact reciprocally during writing via an enactive feedback loop (Zimmerman1990:5). This loop is composed of a cyclic process in which writers monitor the effectiveness of their self-regulatory strategies and self-react to the feedback in a number of ways, such as continuing the strategy if it is successful and modifying or changing it when it is not .

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Environmental processes refer to writers' SR of the physical or social setting in which they write, behavioural processes pertain to writers' SR of overt motoric activities associated with writing, and personal processes involve writers' SR of cognitive beliefs and effective states associated with

writing. This triadic system of self-regulatory processes is closely linked to an underlying sense of self-efficacy (Proudford,2011:54).

Figure(1)
Triadic Forms of Self-Regulation
(Zimmerman, 2000:15)



Based on the Zimmerman and Risemberg's social cognitive model (1997:79), ten common processes of triadic SR have been identified. These processes are illustrated in table (1):

Table (1)
Triadic Self-Regulatory Processes in Writing
 (Zimmerman and Risemberg,1997:79)

Environmental processes
<p>1. Environmental structuring involves selecting, organizing, and creating effective writing settings, such as a sound proof room.</p> <p>2. Self-selected models, tutors, or books refer to social sources of writing knowledge and skill, such as learning to use metaphors by imitating a gifted novelist.</p>
Behavioural processes
<p>3. Self-monitoring pertains to overt tracking of one's own performance, such as keeping a record of pages of a written text.</p> <p>4. Self-consequences refer to making a reward or punishment contingent on one's writing accomplishment, such as going out for dinner after completing the first draft of a report.</p> <p>5. Self-verbalization pertains to personal articulation to enhance the process of writing, such as saying dialogue for a play aloud as one composes.</p>
Personal (Covert) processes
<p>6. Time planning and management pertain to estimating and budgeting time for writing, such as reserving a three hour block of time to write early each morning.</p> <p>7. Goal setting involves specifying the intended outcomes of writing efforts, such as finishing a chapter of a novel within 2 weeks.</p> <p>8. Self-evaluative standards involve setting and adhering to specific standards of personal satisfaction regarding one's writing, such as criteria for judging the quality of a concluding paragraph.</p> <p>9. Cognitive strategies refer to rule governed methods for organizing, producing, and transforming written text, such as formulating an outline to guide writing or revising a first draft of paper by varying the structure</p>

of adjacent sentences.

10. Mental imagery refers to recalling or creating a vivid mental image of a setting, activity, or character to facilitate written descriptions of it, such as when tennis instructors imagine a service motion as they attempt to describe it in a written form.

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1.3.2 Cognitive Strategy Instruction in Writing

In general ,cognitive strategy instruction is an explicit instructional approach that teaches students specific and general cognitive strategies to improve learning and performance by facilitating information processing. It embeds metacognitive or SR strategies in structured cognitive routines that help students monitor and evaluate their comprehension (Dole et al.,2009: 347).

Drawn from the cognitive view of writing instruction that view writing as a social process, cognitive strategy instruction in writing is based on four principles. It (a) emphasizes the importance of immersing writers in a cognitive process of planning, organizing, writing, editing, and revising expository texts,(b) stresses the importance of teachers modeling aloud strategies for these cognitive processes, (c) emphasizes the use of peer conferencing in which teachers prompt, scaffold, and guide students through the application of the strategies , and (d) encourages teachers to make the writing process and the strategies for performing the processes visible through a series of think-sheets that provide students with structural or procedural support at each stage of the writing process by using graphic organizers, prompts, and questions that cue strategy application and SR (Sherman,2011: 40).

1.3.2.1 Self-Regulated Strategy Development Model (1996)

The importance of the use of explicit cognitive strategy instruction in learning and writing has led to the development of Harris and Graham's model (1996) called Self-Regulated Strategy Development (henceforth SRSD) (Reynolds and Perin, 2009: 269).

According to Zito et al. (2007: 79), SRSD has been influenced by the social cognitive assumption that learning is reliant on the changes that occur in a

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learner's SR, strategic knowledge, skills and motivation. It has been developed mainly for learners who experience learning difficulties and learners who struggle to self-regulate.

Harris et al. (1997: 5), state that the SRSD aims to attain three major objectives when used to facilitate writing. The first of these objectives is to assist learners in developing knowledge about writing and the skills involved in the writing process (i.e. planning, writing, revising and editing). The second objective of the model is to support learners in the ongoing development of the skills needed to monitor and manage their writing and the third objective is to promote a learner's development of positive attitudes toward writing and about themselves as writers.

Harris et al. (2008:11-14) admit that the SRSD model consists of six basic stages of instruction . ("It" refers to the writing process using both SR and specific writing strategies):

1. Developing background knowledge: works in the writing genre being addressed (e.g., stories, persuasive, etc.) to develop knowledge (what are

the parts of persuasive essay?) and concepts (How does the writer grab the reader's interest ?), and so on.

2. Discussing it : SR strategies to be learned are discussed to show their purpose, benefits, and how and when they can be used. The importance of students' effort in learning mastery is emphasized during this stage to increase their motivation.

3. Model it: teacher models the writing process, which will result in appropriate model compositions. Throughout modeling, the teacher analyzes, discusses strategies , models performance, and make changes where needed.

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4. Memorize it: the students are require to confirm memorization of strategies used in writing.

5. Support it : teachers and students use SR writing strategies collaboratively to achieve success in composing. Guidance and collaboration are faded individually until each student can compose successfully alone.

6. Independent performance: students use tasks and SR strategies independently on their own; teachers monitor and support where necessary.

2. Methodology and Procedures

This section aims at presenting a vivid description of the procedures followed to achieve the aim and verify the hypothesis of the study. More specifically, it involves information about the experimental design,

population and sample selection procedure, the construction of the test, the construction of the SR programme and the experimental procedures.

2.1 The Experimental Design

The present study has been built on the Nonrandomized Experimental – Control Group Pretest – Posttest Design. Accordingly, it presents the selection of two groups and assigning them to an experimental and a control group. The independent variable (an SR programme) is administered to the experimental group only, whereas the control group is taught according to the conventional ways of teaching essay. Both groups are submitted to a pre-post test of essay writing. The essay writing test scores of the experimental group are compared to those of the control group to see whether there is any significant difference between both groups or not.

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2.2 Population and Sample of the Study

Fifty of third-Year students at the Department of English /College of Education/Al-Qadissiya University are distributed into two sections randomly. One section has been selected randomly to be the experimental group; it is section (A) which includes 25 students and the other section which is section (B), to be the control group which also includes 25 students. Both groups are matched on the level of parents' education, sex, intelligence, age, and pre-performance in essay writing.

2.3 Instruments of the Study

In order to achieve the aims of the study, a self-regulation programme in essay writing and an essay writing test that measure students' writing

performance have been constructed to be the main instruments used in this study:

2.3.1 Construction of the Self -Regulation Programme in Essay Writing

2.3.1.1 Programme Design

An SR programme in essay writing is designed by the researcher to help students in mastering higher-level cognitive processes involved in the writing process, i.e., planning, production, revising and editing of the written language. In designing the proposed programme, the researcher has adopted Harris and Graham's (SRSD) model (1996) .

Harris et al. (2008:4) believe that such a model includes the development of skilful use of effective writing strategies , SR of the writing process, and knowledge of one's own cognitive processes and other learning characteristics and an understanding of the potential and limitations of the strategies they learn.

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In Harris and Graham's model (1996), six basic stages of instruction are used to develop SR in writing: developing background knowledge, discuss it, model it, memorize it , support it, and independent performance is made where "it" refers to the writing process (ibid.:11-14). These stages can be reordered, combined, modified, and repeated being based on students' needs (Santangelo et al. 2008:82).

The proposed programme consists of three units that dealt with descriptive, narrative ,and argumentative essay writing respectively. The following are the main parts which are designed by consulting different sources of essay

writing textbooks, journals, internet and specialists in ELT and Linguistics :

1. Developing background knowledge: students read sample essays in the required genre, examining the parts of the essay and practising all the rhetorical and language elements of the essay in hand.

2. Modeling: the instructor is going to model the writing process by thinking aloud. Throughout modeling, the instructor discusses with the students how SR strategies such as goal setting, targeting audience, brainstorming, outlining, self-reinforcement and self-monitoring may lead to an effective essay writing.

3. Guided Practice : students use SR strategies throughout the writing process collaboratively, guided by their instructor. The instructor is ready for help and the instructor may provide them with charts, self-instruction sheets, and graphic organizers. An additional SR process such as self-evaluation is taught in this part.

4. Recycling: this part is necessary as it helps students master the elements of the essay type in hand before they begin writing independently.

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5. On your own: in this part of the unit, students write their essay independently. Other processes of SR such as time-management and seeking-information are introduced at this stage. This programme requires eight hours of class work per unit, with homework assignment at the end of each unit.

2.3.1.2 Validity of Self-Regulation Programme

The proposed programme has been exposed to a jury of experts to decide its validity. They are university instructors specialized in ELT and Linguistics. The jury members agreed on the validity of this programme (see table 1)

Table (1)

The Academic Ranks, Names, and Locations of the Jury Members

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2.3.2 The Pre- Post Test

A test can be defined as a procedure designed to elicit certain behaviour from which one can make inferences about certain characteristics of an individual (Bachman, 1990:20).

In order to achieve the first aim of the study in the current study, an essay writing pre-post-test has been constructed. Both groups of students, i.e. the control and the experimental, are exposed to the same pre-post essay writing test. A pre-test is conducted to ensure the equalization of the groups involved in the study and a post test to evaluate the effectiveness of the experimental procedures.

2.3.2.1 The Choice of Test Topics

No.	Academic Rank	Name	College/University
1	Prof., Ph.D. in ELT	Mahdi Dahmardeh	Faculty of Foreign Languages and Literatures, University of Tehran.
2	Prof., Ph.D. in Linguistics	Abdul Latif A. Al-Jumaily.	College of Arts ,University of Duhuk.
3	Prof., Ph.D. in ELT	Aamir B. Al-Qubaisy	College of Arts, Al-Iraqia University
4	Prof., Ph.D. in ELT	Nahida T. Al-Nasiry	College of Education, University of Tikrit.
5	Ass.Prof., Ph.D. in ELT	Abdulkareem F. Jameel	College of Education (Ibn Rushed), University of Baghdad.

The topics of the essay test have been chosen according to the subjects' interest so as to ensure that mostly all students are motivated to take the test willingly and that even the weak students will have something to write.

2.3.2.2 Scoring Scheme

After studying a number of analytical scoring schemes used in the field of study and consulting specialists in the field, the researcher has constructed an essay scoring scheme (see table 2). Perkins (1983: 658) admits that purpose for using such analytical scoring scheme is to achieve objectivity and to provide more useful diagnostic information about students' writing abilities.

However, this scoring scheme consists of six components to be rated on a series of ratings which have numerical values. The researcher has allocated 4 marks for each component. Thus, the highest mark the student can get is 24 while the lowest mark is 6.

Table (2)

The Analytical Scoring Scheme for Essay Writing

Aspect	4 marks	3 marks	2 marks	1 marks
Organization	<p>Highly Effective Title Highly Effective Introduction -Topic presented -Thesis presented -Body main topics suggested or stated Each body has clear main idea Conclusion -Thesis restated -Body main ideas summarized and tied to thesis -Ends with a suggestion or to what the reader might do or think next.</p>	<p>Effective Title Effective Introduction -Topic presented -Thesis presented -Body main topics stated Each body has one main idea . Conclusion -Thesis restated -Body main ideas summarized and tied to thesis.</p>	<p>Correct Title Basic Introduction -Topic presented -Thesis presented -Body main topics stated. -some body main ideas are unclear. Conclusion -Thesis restated -Body main ideas summarized.</p>	<p>Title with errors or with no title Introduction present but with missing parts -Topic presented -Thesis not presented -some bodies have more than one main idea and/or unclear main ideas Conclusion -Thesis not restated -Body main ideas not summarized.</p>
Development	<p>Thesis supported by each clearly stated body main idea. -All paragraphs complete Main idea obvious. Supporting ideas connect main idea to detail. Concrete details explicate main idea -All paragraphs connected logically and smoothly.</p>	<p>Thesis supported by each clearly stated body main idea. - paragraphs are not complete. Main idea obvious. Supporting ideas to connect main idea to detail may not be clear. Concrete detail explicate main idea. -Almost all paragraphs connected logically and smoothly</p>	<p>Thesis supported by most body main ideas. - paragraphs are not complete. Main idea obvious Concrete detail explicate main idea -paragraphs not connected logically .</p>	<p>Thesis not connected to body main ideas. -paragraphs are not complete (with no main idea or concrete details) -paragraphs not connected</p>
Style	<p>-Precise language chosen for effect. -Sentences are varied to create a particular effect.</p>	<p><input type="checkbox"/> Varied, clear language; has some impact <input type="checkbox"/> Varied, complex AND compound sentences - Some idiomatic English.</p>	<p>- Language is clear and varied. -Some variety in sentences (compound OR complex).</p>	<p>- Little awareness of the reader. <input type="checkbox"/> Simple, limited range of sentences. <input type="checkbox"/> Repetitive language.</p>

<i>Language Usage</i>	Effective complex constructions; fewer errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions	Effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions; meaning confused or obscured	Virtually no mastery of sentence construction rules; dominated by errors, does not communicate; or not enough to evaluate
<i>Mechanics</i>	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured	No mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible, or not enough to evaluate
<i>Vocabulary</i>	Skilled use of vocabulary relevant to context; widely varied .	Clear ,appropriate, and sophisticated choice of vocabulary.	Errors and/or inappropriate choice of vocabulary.	Totally inappropriate choice of vocabulary masking meaning.

However, the marks that are allotted for each component are as follows:

4 marks for the consistent control.

3 marks for the reasonable control.

2 marks for the inconsistent control.

1 mark for the little or no control.

2.3.2.3 Face Validity of Pre –Post Test

To ensure the face validity, the test and the scoring scheme have been exposed to a jury of experts in the fields ELT and Linguistics at the Iraqi Universities. The jurors agree on the test and the scoring scheme as being appropriate for measuring the written performance of the students (see table 1).

2.3.2.4 Pilot Administration of the Test

A pilot study is a term used to refer to the tryout administration of the test items that are to be given to a sample similar to the sample of the study (Mousavi, 1999: 280).

The pilot administration of the test has been carried out on the 25th and 26th of Sept., 2013. The test has been given to 250 EFL students from the Colleges of Education at Universities of Al-Kufa , Babylon and Al-Anbar. The administration has been conducted in order to:

- 1.Ensure the clarity of the test instructions,
- 2.Estimate the time required by the testees to work out the test items, and
- 3.Determine the effectiveness of the test items in terms of their difficulty level and discrimination power in the light of the testees' responses.

It has been found out that no serious ambiguity is found concerning the topics of the essay writing test. Concerning the time allotted for answering the test, it has been found that EFL college students need 90 minutes to answer the test.

2.3.2.5. Item Analysis:

Mousavi (1999: 93) defines item analysis as the process of analyzing the subjects' responses to the items on a test, in order to determine:

- 1.The identification of the items that are too easy, and the items that are too difficult, and

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- 2.The effectiveness of the items in discriminating between good and weak students.

By scoring the pilot test answers, the researcher intends to find out whether the essay test items are too difficult or too easy .In such cases

where the items would lack the necessary power of discrimination, the test would be useless.

2.3.2.5.1 Difficulty Level :

To show the level of difficulty of each component of the scheme , the same sample of the pilot has been used to find out the difficulty level. Thus, the researcher has separated two subgroups of test papers, an upper and a lower group, each of which consists of 68 students. The upper group who has gained the highest marks represents 27% of the number of pilot sample's students, whereas the lower group that has gained the lowest marks represents 27% of the number of pilot sample's students. Thus, the formula of difficulty level has been computed according these two groups. The results have indicated that all the components are of acceptable level of difficulty since the level of difficulty of written test ranges from (0.20 - 0.80) (Bloom, 1971:181). (See table 3).

2.3.2.5.2 Discriminating Power

Item discriminating power is the capacity of test items to differentiate among candidates possessing more or less of the traits that the test is designed to measure (Davies et al. , 1999: 96). In other words, it is the degree to which an item discriminates low-level examinees from high-level ones(Heaton, 2001:173).

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In order to measure the discrimination power of each component, the formula of discrimination power has been used. After the application of the item discrimination power formula it made, it has been found that the discrimination powers of the test components range between (0.30 - 0.51). Thus being within the marked acceptable range of discrimination that

ranges from 0.30 and above according to (Eble, 1972:397), all the items of the test are judged acceptable (see table 3).

Table (3)

Difficulty Level and Discrimination Power of the Test Components

2.3.2.6 Test Reliability.

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One of the characteristics of a good test is reliability. Madsen (1983:210) describes a reliable test “as one that produces essentially the same results consistently on different occasions when the conditions of the test remain the same.” Collins et al. (1976:126) define reliability as consistency and precision with which the test measures what it purports to measure.

Type of Essay	The Components of Each Type	Analyzing the Results of Students' Essay writing								Difficulty Level	Discrimination Power
		Upper				Lower					
		1	2	3	4	1	2	3	4		
Descriptive Essay	Organization	10	10	30	18	40	20	5	3	55%	31%
	Development	8	2	33	25	48	12	4	4	57%	41%
	Style	5	5	40	18	45	15	7	1	56%	39%
	Language Usage	7	6	15	40	44	16	6	2	60%	45%
	Mechanics	6	4	19	39	43	14	3	8	62%	42%
	Vocabulary	9	3	17	39	42	17	5	4	60%	42%
Narrative Essay	Organization	4	4	10	50	41	18	6	3	64%	50%
	Development	3	9	16	40	30	30	7	1	63%	42%
	Style	2	10	14	40	28	28	11	1	63%	38%
	Language Usage	4	14	10	40	25	24	11	8	66%	31%
	Mechanics	15	15	20	18	57	5	5	1	48%	33%
	Vocabulary	17	16	17	18	60	4	2	2	47%	33%
Argumentative	Organization	13	17	20	18	59	6	2	1	48%	36%
	Development	20	12	6	30	55	5	7	1	50%	34%
	Style	7	1	40	20	65	1	1	1	52%	50%
	Language Usage	5	5	30	28	61	4	2	1	54%	51%
	Mechanics	8	4	16	40	41	18	5	4	61%	43%
	Vocabulary	14	14	22	18	59	5	2	2	48%	36%

Since scoring of a written test is subjective, the test has been applied to a sample of 50 students where interscorers reliability method has been used to increase reliability. Accordingly, two scorers* trained on the scoring scheme have been asked to score the test. After using Pearson formula, the result has indicated that the Correlation Coefficient of reliability is (0.94).

* The following are the names of the two scorers: 1.Asst.Prof. Salima Abdulzahraa /College of Education/University of Al-Qadissiya 2.Instructor Iman Khudhaire / College of Education/ University of Al-Qadissiya.

2.4 Data Analysis

In order to achieve the first aim and to verify the first hypothesis , Mann-Whitney " U-test" for two independent samples has been used (see table 4).

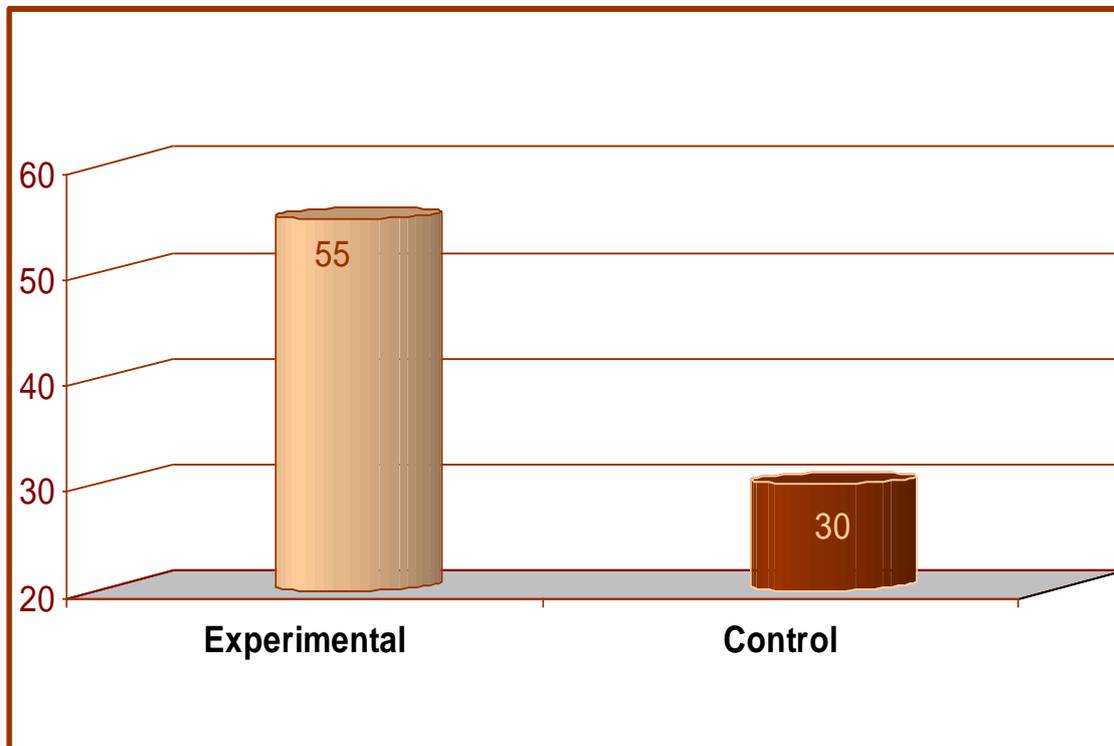
Table (4)

Mean, Standard Deviation, and Z-Values of the Subjects' Essay Written Performance in the Post-test for the Experimental and Control Groups

Variable	Groups	No. of Subjects	Mean	Standard Deviation	Sum Ranks	Mean Ranks	U-Value	Z-Value		Significance Level at 0.05
								Computed Value	Table Value	
Post-test of Essay Writing	Experimental	25	55.04	8.173	940	37.60	10	5.882	1.96	Significant
	Control	25	30.00	3.547	335	13.40				

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The result reveals that the mean ranks of the experimental group is (37.60) and the mean ranks of the control group is (13.40). The computed Z- value (5.882) is higher than the table Z-value (1.96)(see graphic 1).

Graphic (1)**Mean Ranks of the Experimental and the Control Groups'
Essay Written Performance in the Post-Test**

The result shows that there is a statistical significant difference between the two groups in the essay written performance of the post- test in favour for the experimental group . Thus the first hypothesis which indicates that "**there is no statistically significant difference between the mean ranks of the experimental group and those of the control group in essay written performance of the post -test**" is rejected.

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أثر برنامج تنظيم الذات في كتابة المقالة لدى طلبة الجامعة العراقيين دراسي
اللغة الإنكليزية
بحث مستل لطالبة الدكتوراه: سعدية وداعة حسن
بإشراف: أ.م.د. سلام حامد عباس

الملخص:

نظرا لانخفاض مستوى أداء طلبة الكليات العراقيين في كتابة المقالة ، تهدف الدراسة الحالية إلى تصميم برنامج لتنظيم الذات في كتابة المقالة لغرض تدريس المهارات الكتابية ومن ثم تقصي أثره في ارتفاع مستوى أداءهم في الكتابة. ولتحقيق هدف الدراسة تم اختيار خمسين طالبا وتقسيمهم إلى مجموعة تجريبية درست باستخدام البرنامج المقترح وأخري ضابطة تم تدريسها باستخدام المنهج الدراسي المقرر لكتابة المقالة. وافترضت الباحثة انه لا توجد فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في مستوى أداء الطلبة في كتابة المقالة. وبعد تحليل النتائج إحصائيا اتضح انه توجد فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية أي أن للبرنامج اثر فعال في زيادة مستوى أداء الطلبة في كتابة المقالة.