The Effectiveness of Using Self-Regulated Learning Activities (SRL) in Improving Secondary School Students' EFL Writing Skills

Prepared by

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المستخلص

تهدف هذه الدراسة إلى التحقق من فعالية استخدام أنشطة التعلم ذاتية التنظيم في تحسين مهارات كتابة اللغة الإنجليزية كلغة أجنبية لطلاب المدارس الثانوية. وضمت العينة ٦٠ من طلاب المرحلة الثانوية كانوا يدرسون اللغة الإنجليزية كلغة أجنبية في مدرسة ناصر عبد الغفور بمنوف. تم تقسيمهم إلى مجموعتين ، المجموعة التجريبية (ن = ٣٠) والمجموعة الضابطة (ن = ٣٠). استخدمت المجموعة التجريبية جلسات قائمة على أنشطة التعلم ذاتية التنظيم بينما تلقت المجموعة الضابطة التدريس المنتظم. تم استخدام الاختبار القبلي البعدي للمجموعتين ، وكشفت نتائج الدراسة أن مهارات كتابة اللغة الإنجليزية كلغة أجنبية (EFL) لدى المشاركين قد تحسنت بشكل ملحوظ نتيجة استخدام أنشطة التعلم ذاتية التنظيم. لذلك ، يمكن استنتاج فعالية استخدام أنشطة التعلم ذاتية التنظيم في تحسين مهارات كتابة اللغة الإنجليزية كلغة أجنبية لطلاب المدارس الثانوية.

الكلمات المفتاحيه: مهارات كتابة اللغة الإنجليزية كلغة أجنبية ، أنشطة التعلم ذاتية التنظيم (SRLAs)

Abstract

This study aimed at investigating the effectiveness of using Self-Regulated Learning Activities in improving secondary school students' EFL writing skills. The sample included 60 secondary school students who were studying English as a foreign language at Naser Abd El-Gafoor School in Menouf. They were divided into two groups, the experimental group (n=30) and the control group (n=30). The experimental group used sessions based on self-regulated learning activities while the control group received regular teaching. Pre-posttest was used for the two groups, and results of the study revealed that the participants' EFL writing skills were improved significantly as a result of using self-regulated learning activities. Therefore, it can be concluded the effectiveness of using self-regulated learning activities in improving secondary school students' EFL writing skills.

Keywords*: EFL writing skills, self –regulated learning activities (SRLAs)*

1.1. Introduction

Writing is also a complex task. It requires the coordination of fine motor skills and cognitive skills, reflects the social and cultural patterns of the writer's time, and is also linguistically complex (Fisher, 2012). Some students have difficulties in one aspect of the process, such as producing legible handwriting or spelling, whereas other students have difficulty organizing, and sequencing their ideas. Difficulties in one area can delay skill development in the other areas, as a practice of all writing skills may be impeded.

Writing is also one of the basic skills used and fostered in educating students. In this respect, it can be employed both as a means of learning and persuading others (Graham, Gillespie, & McKeown, 2013). A text may need rewriting again and again to reach the intended writing level (Kellogg, 2008). This indicates that writing is a cognitive and metacognitive process (Graham & Perin, 2007). Research on writing shows that using the metacognitive strategy develops the quality of writing because it encompasses planning, drafting, monitoring, and evaluating processes in pre-, during-, and post-writing (Zimmerman, 2007). Learners experiencing these processes not only have the chance to employ self-regulation for writing skills but they can also improve their writing skills by composing a well-structured text on the desired level.

Activities including self-planning, self-monitoring, and self-regulation, which are included in the metacognitive strategy, may contribute to secondary education pupils' creating a quality text (Harris, Santangelo, & Graham, 2010) because these activities may help learners develop and regulate awareness of linguistic and cognitive levels for writing. Recent research has remarked on the effectiveness of this condition (Guo & Huang, 2018)). Taking these factors into consideration, this study focused on a group of pupils who were instructed using the metacognitive strategy to determine whether effective writing skills appeared, and subsequently, the effectiveness of this strategy-based practice was tested.

Students use a variety of learning strategies and approaches when they engage in a writing task. Such learning strategies used in writing are planning, idea generating, self-evaluating, self-monitoring, and reflecting. When students start to write essays and other English discourses, they also engage in deep approaches to learning. Writers understand deeply what they

are writing about, whether the task caters to their interest, seek further information, become motivated about the content, plan and organize their thoughts. This shows that strategies and approaches to learning are simultaneously used when engaging in writing tasks. Deep approach to learning is used in the composing or writing process. Deep approach to learning is adopted by the student according to the kind of learning task engaged. If the learning task is writing, writers perceive the task requiring organization of thoughts and planning. In the same way, when self-regulation is used in composition writing, specific strategies are used in the writing process. These strategies are called self-regulated learning.

For these reasons, it would be an appropriate framework for the present study to investigate the EFL writing skills used by secondary students.

1.2 Context of the Problem

The problem of the present study appeared through the following:

1. Viewing previous studies, including (Elkady (2011) & Abdel Raheem (2011) & Abdel Hamid (2011) & Dodo (2010), and Nassef (2004)), indicated weakness in the skills of writing English as a foreign language for learners.

2. Students' low scores in the school tests related to writing composition that showed their inability to express their ideas in writing correctly.

3. The researcher conducted a pilot study to document the weakness of students' writing. A test was administered to (20) students of 1st secondary school. The results showed that:

- 70% of students have weaknesses in writing paragraphs.
- The students have poor writing skills in their use of (punctuation marks, grammar, spelling, ideas, organization, and capitalization).

Figure (1) Students' percentages in writing skills
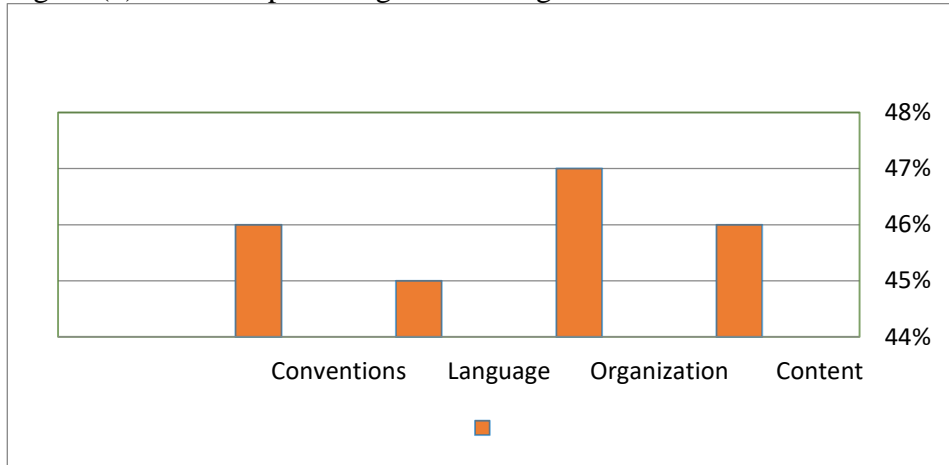
1.3 Statement of the problem

The problem of the present study lies in the weakness of EFL writing skills among the 1st secondary school students. Most of them could not produce unified, coherent, fluent, or even correct pieces of writing. That is why the present study attempted to investigate the effectiveness of using self-regulated learning activities in developing 1st secondary school students ' writing skills.

1.4 Questions of the study

The present study is attempted to answer the following main question:-

1. How far are the Self-Regulated Learning Activities effective in developing writing skills among first-year secondary students?

Out of this question, the following sub-questions are stated:-

1.1) What are the EFL writing skills required for 1st secondary school students?

1.2) To what extent are Self-Regulated Learning Activities effective in developing content-related skills among 1st secondary school students?

1.3) To what extent are Self-Regulated Learning Activities effective in developing organization-related skills among 1st secondary school students?

1.4)   To what extent are Self-Regulated Learning Activities effective in developing language-related skills among 1st secondary school students?

1.5)   To What extent are Self-Regulated Learning Activities effective in developing conventions-related skills among 1st secondary school students?

1.5 Hypotheses of the Study

The following hypotheses were formulated to be tested in the present study:

1. **There is a statistically significant difference between the mean scores of the experimental group and the control group in favor of the experimental group concerning content-related skills.**

2. There is a statistically significant difference between the mean scores of the experimental group and the control group in favor of the experimental group concerning organization-related skills.

3. There is a statistically significant difference between the mean scores of the experimental group and the control group in favor of the experimental group concerning language-related skills.

4. There is a statistically significant difference between the mean scores of the experimental group and the control group in favor of the experimental group concerning conventions-related skills.

5. There is a statistically significant difference between the mean scores of the experimental group and the control group in favor of the experimental group in overall writing skills.

1.6 Aim of the study

The present study aimed at developing the EFL writing skills of the first-year secondary students through using Self-Regulated Learning Activities.

1.7 Variables of the Study

a. The independent variable: Self-Regulated Learning Activities.
b. The dependent variable: EFL writing skills.

1.8 Delimitations of the Study

This study is delimited to:

1. A sample of the 1st year secondary school students from Nasr Abd El Gafoor secondary school in Menoufia Governorate, Egypt.

2. The first term of 2019/2020.

3. EFL writing skills; (Organization, Content, Language, Conventions).

1.9 Instruments and Materials of the Study

The researcher prepared the following instruments:

1. A checklist of EFL writing skills
2. A writing test (pre-posttest).
3. A rubric to score the EFL writing test.
4. A teacher's guide.

1.10 Terms of the Study

Writing skills:

According to (Myhill and Fisher, 2010; Fisher, 2012)Writing is a complex task. It requires the coordination of fine motor skills and cognitive skills reflects the social and cultural patterns of the writer's time and is also linguistically complex.

For the present study, the researcher operationally defined writing as 1st secondary school student's ability to transfer their ideas freely and fluently in writing with the correct organization, content, language, and conventions.

Self-Regulated Learning Activities (SRLAs):

Zimmerman (2002 P.65) defines self-regulation as "the self-directive process by which learners transform their mental abilities into academic skills." Therefore, according to Zimmerman self-regulation of learning involves more than detailed knowledge of a skill; it involves self-awareness, self-motivation, and behavioral skill to implement that knowledge appropriately.

For the present study, the researcher operationally defined self-regulated learning activities as tasks based on the self-directed process used to develop 1st year secondary students' writing skills.

2. Review in literature and related studies

2.1.1 Importance of writing skills

Writing in one's language is necessary but writing in a language like English which has an international and global status is an essential skill nowadays for these reasons (White & Brunning, 2005):

1. It can help students to communicate, learn and express creativity. Moreover, helping students to become more skillful writers remains a vital educational task because writing plays a key role in the student's conceptual and linguistic development. 2. It is also important because writing skills are

being assessed more often in standardized assessments for purposes of educational accountability. 3. Command of good writing skills is an essential instrument for anybody to succeed in his/her career.4. Writing helps non-English native students to learn as writing firstly enhances the grammar, structure idioms, and vocabulary that instructors have been teaching their students. 5. The close relationship between writing and thinking makes writing an invaluable part of any language course. 6. Writing is a vital part of thinking and learning in school contexts, particularly in light of twenty-first-century demands, and writing tasks are a critical tool for intellectual and social development. 7. Academic writing serves a variety of educational goals such as assessing knowledge, promoting critical thinking stimulating creativity, encouraging discourse as part of a professional community, and supporting cognition. 8. Students' ability to present information and ideas through writing has a significant role in the academic and professional.

2.1.2 Writing skills and sub-skills

Writing is the most difficult and complex of the four skills that constitute basic language education because writing is directly related to thinking, and it requires the use of high-level skills.

Friedman (2000) stated that when teaching writing skills to intermediate-level students, the focus is on developing responses to key questions the following list of writing skills is presented:

A. Content: (Answering the questions or responding to the task completely. Elaborating, using details, examples, and other sources).

B. Organization: (Staying focused on the topic, Having a clear and coherent beginning, middle, and end, Using transition throughout).

C. Style and Voice: (Using above-grade level vocabulary, Grabbing the reader's attention).

D. Mechanics: (Following rules of grammar, punctuation, and spelling without errors, Using a variety of sentences that are complete).

2.1.3Writing approaches

There are many writing approaches as:

2.1.3.1 The product approach

Teachers use the product approach put more focus on the grammatical features of the text and the organization of the text rather than the ideas and the thoughts within the text. Accuracy in writing is the main focus of the

product approach instruction. Teachers assess learners' writing based on how accurate they are in grammar, spelling, and punctuation.

2.1.3.2 The genre approach

People using this approach interact to achieve social processes and they have goals of achieving particular things. Badger and White (2000) mention that the genre approach is considered a newcomer to English language teaching; however, there are some similarities between this and the product approach. Although it is concerned with linguistic knowledge, the main focus of the genre approach is on writing about various social contexts.

2.1.3.3 The process approach

Kroll (2001, pp.220, 221) defines the process approach as follows:

The process approach serves today as an umbrella term for many types of writing courses. What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts.

This table shows the five stages of the process approach to writing. Table (1):-

Table (1)

Stages of the writing process

Stage 1:
Prewriting
Students write on topics based on their own experiences.
Students gather and organize ideas.
Students define a topic sentence.
Students write an outline for their writing.
Stage 2:
Drafting
Students write a rough draft.
Students emphasize content rather than mechanics.
Stage 3:
Revising
Students reread their writings.

Students share their writings with a teacher.
Students participate constructively in discussions about their writing
With a teacher.
Students make changes in their compositions to reflect the reactions
and comments of a teacher. Also, students make substantive rather than
only minor changes.
Stage 4:
Editing
Students proofread their writings.
Students increasingly identify and correct their mechanical errors.
Stage 5:
Publishing
Students make the final copy of their writings.
Students publish their writings in appropriate forms.
Students share their finished writings with the teacher.

Related studies with writing

Elkady (2011) conducted a study on the effectiveness of some instructional activities in developing EFL writing skills among second- year prep school students The study followed a pre-posttest experimental - control group design. The study sample consisted of (100) students from EL - khour prep school and they were divided into two groups. (50) Students for the experimental group and (50) for the control group. Students of the experimental group were taught through (IAP) and students of the control group were taught the traditional method. It was concluded that the program proved to be highly effective in developing second-year prep school student's EFL writing skills.

Mohamed (2012) aimed at improving writing skills by integrating the process writing approach with self-assessment and the writer's workshop. Therefore, four intact classes were randomly selected; two classes - representing the experimental group were taught through the proposed teaching strategy, and two classes receiving regular instruction to represent the control group. A pre-posttest for measuring the students ' performance in writing was given to the two groups and after the treatment. The experimental group students ' performance on the writing posttest revealed that they made tangible progress in their writing skills and in their before ability to self-assess their own progress in writing.

2.2.1 Self-Regulated Learning:

SRL is regarded as a process where learners exhibit, monitor, and regulate their cognitive, emotional, and behavioral efforts while strategically orchestrating and executing appropriate strategies and evaluating the outcomes. During this process, self-regulated learners manifest cognitive, meta-cognitive, affective, and socio-cultural strategies (Oxford, 2017).

Zimmerman and Shunk (2011) found some types of self-regulated learning strategies. The main categories are listed below:

A. Personal strategies

These strategies usually involve how a student organizes and interprets information and can include:

1. Organizing and transforming information (Outlining**,** Summarizing, Rearrangement of materials**,** Highlighting, Flashcards/ index cards…etc.)
2. Goal setting and planning/ standard setting (Sequencing, timing, completing**,** Time management and pacing**)**
3. Keeping records and monitoring (Note-taking, Lists of errors made, Record of marks)
4. Rehearsing and memorizing (written or verbal; overt or covert)

B. Behavioral strategies

These strategies involve actions that the student takes.

1. Self-evaluating (checking quality or progress)
   a. Task analysis (what does the teacher want me to do? What do I want out of it?
2. Self-consequating (Treats to motivate; self- reinforcement, Arrangement or imagination of punishments; delay of gratification)

C. Environmental strategies

These strategies involve seeking assistance and structuring of the physical study environment.

1. Seeking information (library, internet)
2. Environmental structuring (Selecting or arranging the physical setting, Isolating/ eliminating or minimizing distractions)
3. Seeking social assistance (From peers, From teachers or other adults)

2.2.2 Importance of self-regulated learning

According to Cooksey&Smith (2007) states that the goal of self-regulated learning is:

1. Self-regulated learning helps to update skills. 2. It is also acquiring new knowledge. 3. And it is solving new problems throughout life.

2.2.3 The Phases of self-regulated learning

(Zumbrunn et al., 2011) discuss the three phases of self-regulated learning: Forethought and planning, performance monitoring, and reflections on performance (Figure 1).

Figure (1)

Phases of Self-Regulated Learning
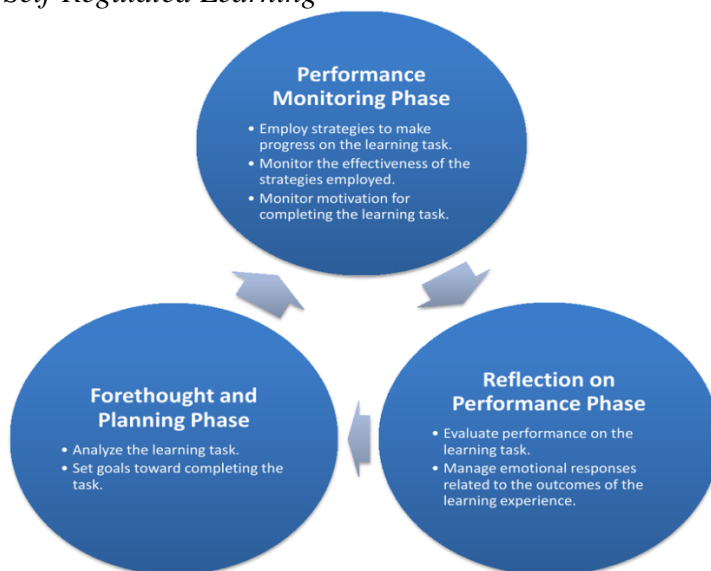
Source: (Zumbrunn et al. 2011)

2.2.4The characteristics of Self-regulation learning

Mezie (2008) claims that self-regulated learning is characterized by:

1. Learning is student-initiated and the students persistently carry out the task. 2. Students are able to reflect on their work. 3. Students are autonomous and use efficient learning strategies. 4. Self-regulated learners are typically interested in learning, able to set intrinsic and personal goals, realistic about their own knowledge, and love learning. They are also

self-confident, diligent, and persistent. Self-regulated learners also possess a wide range of adaptive motivational beliefs and attitudes which help them direct and control their learning.

2.2.5 Dimensions of SRL Activities and Tools

(Dembo et al., 2006)) States that there are six dimensions of self-regulated learning

1. Motive (e.g., reasons for learning, goals, self-talk, rewards/punishments),
2. Methods (e.g., learning strategies),
3. Time (e.g., time management, when to study),
4. Physical environment (e.g., identification and elimination of distractors)
5. Social environnements (e.g. help, collaboration, communication),
6. Performance (e.g., evaluation, reflection, goal revision)
7. Self-regulated learning activities.

According to (Hurd, 2006) activities that teachers may use in their classes to encourage self-regulated learning include:

- Modeling self-regulated learning techniques such as:
- Goal setting.
- Reflection.
- Managing on/off task behavior where students are aware of when they become distracted or unfocused.
- Providing corrective feedback on learning strategies.
- Helping students to adapt learning strategies.
- Helping students to link new experiences to prior learning through using KWHL charts. Students ask themselves:
  - What I **K**now?
  - **W**hat I want to find out?
  - **H**ow can I learn more?
  - What I have **L**earned?
- Using self-monitoring tools.
- Having students reflect on effective learning strategies. For example, using reflective
  - questions such as:
  - Why is this done?

- How is it done?
- When should it be done?
- What are its limitations?
- Asking students to compare the effectiveness of learning strategies for a given problem
- Including self-regulation techniques in the lesson scaffold, such as:
  - Planning tools
  - Goal setting tools
  - Checkpoints
  - Reflection points
- Supporting students to understand their own learning strengths and weaknesses.

Related studies with SRL

Research on self-efficacy beliefs has been done in the area of writing, showing a relationship between these two processes as well as their relationship with SRL. For example, Zimmerman and Shunk (2011) studied self-efficacy beliefs and academic achievement along with self-regulation, academic goals, and self-standards and their impact on achievement in writing. The sample was formed from 95 freshmen university students; 43 men and 52 women who enrolled in a writing course. Results indicated that higher self-efficacy beliefs in writing are related to higher perceived self-efficacy and personal standards for achievement. Students with high self-standards and perceived academic self-efficacy developed goals and techniques that helped them learn to write at a high level.

Consequently, self-efficacy beliefs impacted the grades obtained by the students in the writing course. Another finding is that perceived academic self-efficacy had a direct impact on grades whereas verbal aptitude only had an indirect impact on final grades because these were influenced by students' personal standards (Zimmerman & Shunk, 2011).

Graham (2013) examined the role of executive control strategies in the revising process of sixth-grade students who struggled with writing. Providing students with support in managing and coordinating their plans and decisions had positive effects on their revising behavior (e.g., increasing the number of no-surface revisions) and the quality of the text that they produced.

Methods
3.1. Participants of the study:

Two intact classes (60 students) are chosen randomly from 1st year secondary for girls at Nasr Abd El Gafoor secondary school in menouf, Menoufia Governorate, Egypt. They are divided into two groups; (30) the control group and (30) the experimental one.

3.2. Design of the study:

The current study adopted the descriptive analytical design in reviewing the literature and previous studies, analyzing the specifications of the directives of first year secondary students ' exam papers, and analyzing first year secondary students ' textbooks . It also adopted the quasi - experimental design where the experimental and the control group were both pre post tested on their writing sub-skills.

3.5.1.1. Aim and sources of the writing checklist:

The writing sub- skills checklist aimed to identify the most suitable sub- skills for first year secondary school students. The checklist was prepared in light of the directives of the Ministry of Education (2019), the review of literature, and related studies on writing sub- skills. Also, the viewpoints of senior teachers, supervisors, and EFL experts were considered.

3.5.1.2. Description of the checklist:

The checklist consisted of four skills which are: organization, content, language, and convention.

3.5.1.3. Validity of the checklist

Specialists in methods of teaching EFL (n=7) Appendix (D) were requested to validate the writing sub-skills checklist, the first version (Appendix A). The jurors validated and provided some comments that were taken into the researcher's consideration

3.5.2.1. Aim of the pre/ post writing test

The pretest aimed to ensure the homogeneity of both the experimental and control groups in their entry- level of writing skills. The posttest aimed to measure first-year secondary students ' progress in writing skills due to Self-Regulated Learning Activities.

3.5.2.2. Sources of the test:

The researcher constructed the test in light of:-
1. The directives of the Ministry of Education.

2. Literature review and related studies of the writing sub-skills.
3. The various writing tests of secondary stages.

3.5.2.3. Description of the pre-post writing test

After reviewing the literature, the test consisted of four questions:
- **Question one**: students were asked to write a paragraph of 90 words on one of the following topics "The job of the gardener" and "Water pollution".
- **Question two**: students were asked to find the mistakes in some sentences and correct them.
- **Question three**: students were asked to write an E-mail.
- **Question four**: students were asked to look at the pictures and write a story about 90 words. The following table (8) shows the emphasis given to each skill.

3.5.2.4. Validity of the writing test

To determine the writing test validity, the test was submitted to a panel of jurors who are specialists in methods of teaching EFL (n=7) Appendix (D). The jury members gave their opinions, comments, and remarks concerning the suitability of the questions to the stated sub-skills of the test.

3.5.2.6. Reliability of the writing test

The reliability of the test was established using the test-retest method. The test was administered twice to a group of 30 students of the 1st year secondary for girls at Nasr Abd El Gafoor secondary school in menouf, Menoufia Governorate, Egypt.

Table (10)

The reliability statistics of the scores of writing test

Skill	Cronbach's Alpha
Content	0.80
Organization	0.802
Language	0.798
Conventions	0.807
Writing	0.806

Cronbach's Alpha of the test = 0.806

3.5.2.7. Timing the test

The time of the test was calculated during the pilot administration of the test. The research calculated the time according to the following equation:

$$\text{Test time} = \frac{\text{Time is taken by students (1231)}}{\text{The number of Students (30)}} = 45$$

Using this equation, the researcher found that the time needed for the test is 45 minutes.

3.5.2.8. Scoring the test

The total score on the test was 24 marks. A version consisted of four questions: a paragraph, an e-mail, eight sentences for grammar, and a short story. Two raters were assigned to evaluate the students ' writings to avoid the researcher's bias. The two raters scored the students ' writings according to a scoring rubric, prepared by the researcher (See Appendix C).

3.5.3. A writing skills rubric

The researcher prepared a rubric to assess students' EFL writing skills at the writing tests and to score the participants' responses. The rubric included the four levels of EFL writing skills. Each level included some sub-skills. The scale consisted of four points: organization (4 marks), content (6 marks),language (8 marks), and convention (6 marks) a total of 24 marks. This distribution of marks was based on the relative importance of each sub-skill of the students at this stage and also according to the remarks of the jurors who validated the rubric.

3.5.3.1 Validity of the Rubric

To determine the rubric validity, the rubric was submitted to a panel of jurors who are specialists in methods of teaching EFL (n=7) Appendix (D). The jury members validated and provided some comments. The researcher made the necessary modifications in light of the jurors' comments and remarks. After making the suggested modifications, the final version of the writing skills rubric is attached in Appendix (C)

3.6. The Teacher's Guide

A. The aim of the Teacher's Guide:

The teacher's guide was designed to help secondary school teachers to develop their students' writing skills (content-organization- language-conventions) Students ' worksheets and materials were printed and given to

the participants of the study. The content was prepared and gathered from student's book (units 1: 6) (Appendix E).

3.7. Self-Regulated Learning Activities
3.7.1. Aims and Objectives of Self-regulated learning activities

Self-regulated learning activities aimed at developing writing skills. (Organization, content, language, and convention) for secondary-stage students. The study used Self-regulated learning activities to improve writing skills (using 6 units of EFL book for 1st grade of the secondary stage) to the experimental group students of the first year of secondary school at Nasr Abd EL Gafoor School, menouf, Menoufia Government.

3.7.3 The content of the teacher's guide

The first four sessions were orientation ones to explain writing sub-skills and Self-Regulated learning Activities. The remaining sixteen sessions deal with developing the sub-skills of writing, namely organization, content, language, and convention as each session contains strategies and activities of Self-Regulated learning. The content of the proposed teacher's guide is shown in Appendix (E).

Results and Discussion

- Hypothesis One

There is a statistically significant difference between the experimental and the control groups' mean score of writing skills posttest (content) in favor of the experimental group

To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and Table (1) reveals this.

Table (1)

Descriptive Statistics of the Control and the Experimental Groups in Content.

Skill	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference
Content	**Experimental**	30	3.83	0.65	3	5	1.43
	Control	30	2.40	0.62	1	3	

Table (1) shows that the value of content mean score of the experimental group was (3.83) which is higher than that of the control group which was (2.40).

To show the significance of the differences, the t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in Table (2):

Table (2)

T-Value and effect size of both groups

Skill	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	D	Effect size
Content related skills	Experimental	**3.83**	**0.65**	**8.746**	**58**	**Significant at (0.01)**	**0.57**	**2.30**	**Large**
	Control	**2.40**	**0.62**						

It is clear from Table (2) that the calculated value of "t" (= **8.746**) is higher than the tabulated value of "t" with 58 degrees of freedom and a significant level of "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

- Hypothesis two:

There is a statistically significant difference between the experimental and the control groups' mean scores of writing skills posttest (organization) in favor of the experimental group.

To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and Table (3) reveals this.

Table (3)

Descriptive Statistics of the Control and the Experimental Groups in Organization.

Skill	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference
Organization	**Experimental**	30	4.03	0.81	3	5	1.40
	Control	30	2.63	0.76	1	4	

Table (3) shows that the value of organization mean score of the experimental group was (4.03) which is higher than that of the control group which was (2.63). As Table (16) shows the experimental group's scores were higher than those of the control group in the post-administration of organization test It also indicated a higher homogeneity (=Std. Deviation /Mean) of the experimental group's grades than the grades of the control group due to the application of the Self-Regulated Learning Activities.

To show the significance of the differences, the t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in Table (4):

Table (4)

T-Value and effect size of both groups

Skill	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	D	Effect size
Organization related skills	Experimental	**4.03**	**0.81**	6.889	58	**Significant at (0.01)**	0.45	1.81	Large
	Control	**2.63**	**0.76**						

It is clear from Table (4) that the calculated value of "t" (= **6.889**) is higher than the tabulated value of "t" with 58 degrees of freedom and a significant level of "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

- Hypothesis three:

There is a statistically significant difference between the experimental and the control groups' mean scores of writing skills posttest (language) in favor of the experimental group

To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and Table (5) reveals this.

Table (5)

Descriptive Statistics of the Control and the Experimental Groups in Language.

Skill	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference
Language	**Experimental**	30	**3.97**	0.81	3	5	**1.73**
	Control	30	**2.23**	0.90	0	3	

Table (5) shows that the value of language mean score of the experimental group was (3.97) which is higher than that of the control group which was (2.23). As Table (5) shows the experimental group's scores were higher than those of the control group in the post-administration of language test It also indicated a higher homogeneity (=Std. Deviation /Mean) of the experimental group's grades than the grades of the control group due to the application of the Self-Regulated Learning Activities.

To show the significance of the differences, the t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in a table (6):

Table (6)

T-Value and effect size of both groups

Skill	Group	Mean	Std. Deviation	t-value	d.f	Sig	$^2\eta$	d	Effect size
Language related skills	Experimental	3.97	0.81	7.858	58	Significant at (0.01)	0.52	2.06	Large
	Control	2.23	0.90						

It is clear from Table (6) that the calculated value of "t" (=7.858) is higher than the tabulated value of "t" with 58 degrees of freedom and a significant level of "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

- Hypothesis four:

There is a statistically significant difference between the experimental and the control groups' mean scores of writing skills posttest (conventions) in favor of the experimental group

To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and Table (7) reveals this.

Table (7)

Descriptive Statistics of the Control and the Experimental Groups in Conventions.

Skill	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference
Convention	Experimental	30	4.23	0.68	3	5	1.77
	Control	30	2.47	0.73	1	4	

Table (7) shows that the value of conventions mean score of the experimental group was (4.23) which is higher than that of the control group which was (2.47). As Table (7) shows the experimental group's scores were higher than those of the control group in the post-administration of conventions test It also indicated a higher homogeneity (=Std. Deviation /Mean) of the experimental group's grades than the grades of the control group due to the application of the Self-Regulated Learning Activities.

To show the significance of the differences, the t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in a table (8):

Table (8)

T-Value and effect size of both groups

Skill	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	D	Effect size
Conventions related skills	Experimental	4.23	0.68	9.704	58	Significant at (0.01)	0.62	2.55	Large
	Control	2.47	0.73						

It is clear from Table (8) that the calculated value of "t" (=7.704) is higher than the tabulated value of "t" with 58 degrees of freedom and a significant level of "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

- Hypothesis five:

There is a statistically significant difference between the experimental and the control groups' mean scores of overall writing skills posttest in favor of the experimental group

To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and Table (22) reveals this.

Table (9)

Descriptive Statistics of the Control and the Experimental Groups in Overall Writing.

Skill	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference
Writing	Experimental	30	16.07	1.70	13	19	6.33
	Control	30	9.73	2.50	4	13	

Table (9) shows that the value of writing mean score of the experimental group was (16.07) which is higher than that of the control group which was (9.73). As Table (9) shows the experimental group's scores were higher than those of the control group in the post-administration of the Writing test It also indicated a higher homogeneity (=Std. Deviation /Mean) of the experimental group's grades than the grades of the control group due to the application of the Self-Regulated Learning Activities.

To show the significance of the differences, the t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in a table (10):

Table (10)

T-Value and effect size of both groups

Skill	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	D	Effect size
Writing related skills	Experimental	16.07	1.70	11.460	58	Significant at (0.01)	0.69	3.01	Large
	Control	9.73	2.50						

It is clear from Table (10) that the calculated value of "t" (= **11.46**) is higher than the tabulated value of "t" with 58 degrees of freedom and a significant level of "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

4.2 Discussion of the Results

1- Self-regulated learning activities helped students to monitor and regulate their time through the learning process. This result is consistent with Kim (2016).

2- Self-regulated learning activities helped students to set learning goals and seek feedback. This result is consistent with MacArthur (2014).

3- Self-regulated learning activities helped students to develop self-reflection and self-management. This result is consistent with Yanyan (2010).

4- Self-regulated learning activities helped students to control their learning through experiential activities such as KWHL charts, modeling, work in pairs, SSP, write and show, think-pair-share, dialogue bubbles, and Popsicle sticks.

5- Self-regulated learning activities helped students to express and reflect on their ideas in their learning experience. They also allowed students to add their comments to their friends ' topics to encourage further reflection. This result is consistent with Zimmerman and Shunk (2011).

6- Using self-regulated learning activities allowed students to publish their works in a non-judgment fun environment. Moreover, they allowed the shy and quieter students to consider what to write and formulate their responses.

7- Self-regulated learning activities provided great value in developing reflective thinking; evaluate their works and others' works. This result is consistent with Hu and Gao (2018).

8- Self-regulated learning activities motivated students to write more. They allowed students to write and comment on their friends ' writings. This result is consistent with Graham (2013)

9- Self-regulated learning activities supplied students with a motivating and encouraging environment where students were encouraged all the time to write. Students were praised for their good writing. Rewards and prizes were given to those students who were able to write good paragraphs, letters, or emails.

10- Encouraging students' participation and group work motivated them to interact and participate in the various writing tasks and activities.

Conclusion

According to the previous results, many important points should be hinted at about using self-regulated learning activities to enhance some EFL writing skills among 1st secondary school students;

1. Empowering the students ' awareness about the relationship between self-regulated learning activities and writing helped the participants feel that writing is an easy task and write in a free atmosphere.

2. Helping students to concentrate on the necessary writing sub-skills needed at this stage helps them to achieve great success in the field of writing.

3. Giving students extensive opportunities to have active experience in writing through self-regulated learning activities is very important in the development of their writing skills. Moreover, self-regulated learning activities are a good opportunity for students to develop their reflective thinking.

4. Self-regulated learning activities helped students to reconsider writing skills, not as a product but as a process that has different steps. The new perspective of writing has an essential impact on developing the writing sub-skills of first-year secondary students.

5.3. Recommendations

Based on the findings of the study and the above-mentioned conclusions, the following recommendations are suggested:

1. As the writing skill is so important, it should receive the appropriate attention it deserves. So more focus should be given to this skill in different educational stages.

2. Teachers should help students in the various stages to develop their higher-order thinking skills.

3. Teachers should be aware of the importance of the writing skill, providing their learners with good opportunities to develop them and express the difficulties they face during writing classes.

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