

وزارة التعليم العالي والبحث العلمي
Ministre de l'enseignement Supérieur et de la Recherche Scientifique

Université Mouloud Mammeri De Tizi-Ouzou
Faculté Des Lettres Et Des Langues
Département: Anglais



جامعة مولود معمري - تيزي وزو
كلية الآداب واللغات

Domaine: Lettres et langues
Filière: Anglais
Spécialité: Langage et Communication

**Dissertation Submitted in Partial Fulfillment of the Requirements
of the Degree of Master in English
Title:**

**The Correlation between Self-regulated Strategies used in
Learning to Write and Learning to Speak English as a
Foreign Language: The Case of Third Year Students of
the English Department at MMUTO**

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Promotion : Juin2016

**N°D'ORDRE:
N° DE SERIE :**

Laboratoire de domiciliation du master : Etude des langues et cultures étrangères

Dedications

- *To the gentle soul of my father “Hoçine” who passed away
but who during his life has always supported me*
- *To my beloved mother “Ouerdia” for her encouragement, love,
and ever support.*
- *To my lovely brothers: Zakí and Mohamed.*
- *To my dear sisters: Karíma, Safía, Malía and Sarah Lydíá.*
- *To my friends: Lília, Sylía, Síhem, Tarík, Djallel and Toufik.*

Sonía

I dedicate this modest work:

-To my parental grandmother CHABHA who has meant and continue to mean so much to me. Although she is no longer of this world, her memory continues to regulate my life.

-To My dear thoughtful mother OUIZA whose love, words of encouragement and push for tenacity ring in my ears.

-To my father LOUNES, for his support, care and help.

-To my sisters: TITEM, KAHINA, LILA, ZAHIA, NAIMA and WISSAM.

-To my brothers: HAMID and MOHAND.

-To my husband ALI, whose love for me knew no bounds and, who taught me the value of hard work.

-To my adorable and great friends: SONIA, FETTA, NOURA, TARIK, SAMIHA, TOUFIK AND FATMA.

Lila

Acknowledgments

The writing of this dissertation was an inspiring but complex journey which would not have been completed successfully without the support, guidance and encouragement of a number of different people.

We would like to express our fully and heartfelt thanks to our supervisor Mrs BENAISSA AMEL, for her invaluable help, encouragement and great support during the writing of this dissertation. She has been very generous with her time reading and reviewing the drafts. Thanks for your understanding and for all even if written words could never express our gratitude to you.

We would also like to extend our special thanks to the honorable members of the jury who accepted to examine and evaluate our work namely: Mrs KAMILA AMMOUR and Mr MOHAMED HAMMOU.

We also wish to express our thanks to our two beloved families, for their continual encouragements, moral support, and help and for everything.

Last but not least, we would like to address special thanks to all our great and special friends for their invaluable encouragements and their great support. Thank you so much for your cooperation in completing the questionnaire and responding to the interview without your help our study would not have been feasible.

Abstract

The present study is concerned with identifying the self-regulated strategies used by students to learn how to write and how to speak in English as a foreign language. It aims at checking whether there is any relationship between the self-regulation strategies they make use of when they are asked to speak in English and the ones they use when given a writing task. Mainly what do learners do before, during and after performing writing or speaking task (how do they proceed and which tips do they follow). To this end, our investigation is based on Mixed Methods Research. It combines a questionnaire and an interview that are addressed to a group of third year BMD level students. It uses a descriptive statistical method to elicit statistical data, then, the outcomes are analyzed according to Zimmerman's Cyclical Model of self-regulation strategies and using Qualitative Content Analysis. On the basis of the results of the study, it is concluded that the students use fairly the same self-regulated strategies while learning to speak write in English as a foreign language. They mainly follow Zimmerman's Cyclical Model which distinguishes three phases of self-regulatory processes: Forethought, performance and self-reflection phases.

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List of Abbreviations

- BMD: Bachelor Master Doctorate
- EFL: English as a foreign language
- FL: foreign language
- L2: second language
- MMUTO: Mouloud Mammeri University of Tizi- Ouzou
- Q: Question
- QCA: Qualitative Content Analysis
- SR: self-regulation
- SRL: self-regulation learning

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General introduction

General introduction:

Background of the study:

In foreign language learning and among all the branches of English, speaking and writing are considered as very important skills compared with others. They are considered to be of great importance in the English language learning, thus they received much more attention from learners as well as researchers.

Self-regulation is defined as a state of learning that involves learners' metacognition, strategic action, and motivation to learn (Butler & Winne, 1995; Perry, Phillips, & Hutchinson, 2006; Winne & Perry, 2000; Zimmerman, 1990, 2001).

Several researchers have investigated the effectiveness of self-regulated learning in various content areas, such as mathematics (De Corte, Mason, Depaepe, & Verschaffel, 2011) and science (Sinatra & Taasobshirazi, 2011). The empirical evidence generally supports that learners who take initiatives to set realistic learning goals and then achieve these goals by using their own learning strategies tend to have better results than their peers.

Despite that self-regulated learning has been examined in numerous educational settings and has shown that it facilitate learning processes, few empirical studies have been conducted in the context of second language learning. Given that self-regulatory capacity is a basic characteristic for learners to stay confident and motivated even when faced with obstacles, the importance of its role in enhancing the process of second language learning becomes obvious. Models of learner self-regulation applied to L2 learning have been called by many names, such as "learner-self-management" (Rubin, 2001), "learner self-direction" (Dickinson, 1987), "self-regulated or autonomous L2 learning" (Oxford, 1999), and "mediated learning" (Scarcella and Oxford, 1992).

In the SR Model, self-regulated L2 learning strategies are defined as deliberate, goal-directed attempts to manage and control efforts to learn the L2 (based on Afflerbach, Pearson, and Paris, 2008). These strategies are broad, teachable actions that learners choose from among alternatives and employ for L2 learning purposes (e.g., constructing, internalizing, storing, retrieving, and using information; completing short-term tasks; and/or developing L2 proficiency and self-efficacy in the long term).

Statement of the problem:

Among the empirical studies on strategies used in language learning, most of the researches are done to investigate the learning strategies used to learn English as a second and foreign language (Khaldi Kamel, 1990)however, not so many investigations have been done to figure out whether learners use the same self-regulation strategies while learning different skills of the language. As far as our research study is concerned it is a case study which tries to explore the relationship between writing and speaking self-regulation strategies used by students in the English department of MMUTO. It mainly aims at finding out if there are any similarities of differences between the self-regulation strategies that students use in their learning of the two language skills; speaking and writing.

Aims and significance of the study:

The present study aims to find out the self-regulation strategies used by students for learning how to speak and write in English as a foreign language. It also aims at finding the correlation between the two in term of similarity. It is important to know if the students regulate their learning of different skills of the language in the same way and if they use/or not the same strategies to achieve their learning goals.

Research questions and hypotheses:

The present dissertation attempts to answer the following research questions:

1. Is there any relationship between the different self-regulated strategies used in learning to write and their corresponding categories used in learning to speak in English as a foreign language?

2. How do third year students regulate their learning of writing and speaking English as a foreign language in the English department at MMUTO?

For the sake of answering the advanced research questions we suggest two hypotheses:

1. There is a correlation between self-regulated strategies used in learning to write and their corresponding categories used in learning to speak.

2. Students regulate their learning of writing and speaking English as a foreign language in the same way.

Research techniques and methodology:

In this research study we have adopted Mixed Methods Research which is a combination between quantitative and qualitative methods for data collection and data analysis. The instruments used are a questionnaire and an interview. The questionnaire is submitted to 50 third year students randomly chosen from the English department of MMUTO. It is composed of two main sections, one dealing with self-regulated speaking strategies and the other with self-regulated writing strategies in addition to the background information part. The two main parts of the questionnaire have the same structure to make it easy to analyze. Besides, although there are various classifications of strategies, both parts are classified according to the same criteria. Therefore, it is easier and better to analyze the correlation between them. Then, an interview is conducted with 05 students of the subject where they were asked to answer some questions.

Structure of the dissertation:

The overall structure of this dissertation follows the traditional simple model as described by Paul Thompson (1999, cited in Paltridge and Starfield, 2007). It consists of a general introduction, four main sections and a general conclusion. After a general introduction, the first section “The literature review” is devoted to a review of self-regulated learning strategies; the main focus is on the theoretical framework upon which our study is based. It presents also definitions of some concepts such as; learning strategies, speaking and writing, self regulation etc.

The second section named “Research Design” presents the data collection and analysis procedures. It describes the research instruments and the procedures of data analysis. Section three is entitled “Presentation of the Findings”; provides the results or findings of the research. The fourth and last section “Discussion of the Findings”, it is the analyzing chapter that discusses the main results included in the previous section, in an attempt to provide answers to the research questions. Finally, our dissertation ends with a general conclusion summarizing the main research findings.

Section I:

Review of the literature

Introduction:

Since speaking and writing are seen as very important language skills, learners try to find out the right and appropriate ways to learn them. This explains the abundant amount of researches that were interested in investigating how people regulate their own cognitive processes. Studies on self-regulation, particularly on its role in learning, have been prolific since the mid-1980s (Zimmerman, 2001). The rationale behind the increasing emphasis on the importance of self-regulated learning can be attributed to the common awareness among researchers and practitioners that learners' self-regulatory capacity greatly enhances their performance outcomes.

This section is developed to provide the research background and definitions of key concepts related to our topic of investigation namely; self-regulation, which has been defined in different ways by many scholars, and learning strategies as they are very important to learners' self-regulation. We cannot identify how students regulate themselves in learning writing and speaking without shedding some light on these two important language skills and their correlation. Finally we introduce a relevant literature related to self-regulated learning strategies.

1-Defining self-regulated learning:

Different definitions have been given to the term self-regulated learning. But most of the definitions provided seem to be similar or slightly different. Good and Brophy (1995) defined self-regulated learning as a process of active learning in which students motivate themselves to first understand the task they are given, so that they can accomplish it but also control what they do, to finally be able to assess their strengths and weaknesses, and to evaluate themselves on the basis of self-evaluation reports. Similarly, but with little differences, Pintrich (2000) explains self-regulated learning as “an active and constructive process whereby students set goals for their learning, and then try to monitor, regulate, and control their cognition,

motivation, and behavior guided and constrained by their goals, and the contextual features in the environment” (p. 453). This definition parallels Zimmerman’s (2000) definition of self-regulated learning that focuses on the interaction of three major elements: (a) personal regulation, which refers to the adjustment of cognitive and affective factors; (b) behavioral self-regulation that mainly puts emphasis on the process of observing oneself and modifying performance; and (c) environmental self-regulation that consists of analyzing learning context, and making adaptations in a way that optimizes performance. The interactions of these components, according to Zimmerman (2000), occur in the forethought of task, performance, and self-reflection (stages of self-regulation).

1-1-Relationship between self-regulated learning and autonomy

Zimmerman (1998, p. 1) indicates that self-regulated learners “are distinguished by their view of academic learning as something they do for themselves rather than as something that is done to or for them”. Little (2007, p. 14) states that “learner autonomy now seemed to be a matter of learners doing things not necessarily on their own but for themselves”. Little further argues that the essence of learner autonomy is the ability to take charge of one’s own learning. Similarly, self-regulated learning is viewed as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them resulted from teaching (Zimmerman, 2002b). Thus, learners’ ability to perform actions for themselves and their proactive learning are what link the two fields. According to Leaver (2009) SRL is an umbrella concept which might result in a person who autonomously learns at different levels. In this sense it would be logical to argue that SRL is connected to learner autonomy while learner autonomy depends on effective self-regulation.

1-2-Self-regulation and learning strategies:

That which is called autonomy in the foreign and second language field is often known as self-regulation in the field of psychology. Vygotsky's psychological work on self-regulation involves learning strategies, although he does not use the term strategies. Self-regulation, in Vygotsky's view, is 'the process of planning, guiding, and monitoring one's own attention and behavior' (Berk & Winsler, 1995, 171). Planning, guiding, and monitoring, along with organizing and evaluating are among the essential learning behaviors that educators call metacognitive learning strategies—often corporately referred to as metacognition.

Metacognitive strategies are internalized via social interaction with more competent people in the environment, says Vygotsky's theory. Likewise, with the right assistance, the learner internalizes cognitive learning strategies, such as analyzing, synthesizing, and evaluating, called by Vygotsky "higher-order cognitive functions". At the same time, social interaction requires what Oxford (1990, 1996b) terms social learning strategies: asking questions, requesting assistance, and collaborating with others via language, or social speech. Social speech (talking with others), according to Vygotsky, encourages the learner to develop egocentric speech (talking to oneself aloud), which in turn stimulates the development of inner speech (reflecting metacognitive strategies that guide action) (Little, 1999). In other words the social context of the classroom (interaction with other students and teachers) and the motivation of students play a great role in enhancing their learning of the language skills.

In addition to the three general groups of learning strategies (metacognitive, cognitive, and social) just described, Oxford (1990, 1996) suggests three additional kinds of strategies that might be part of language learner self-regulation. Affective strategies (e.g., lowering anxiety through music, or rewarding oneself for good work) help learners manage their emotions and motivation. Compensatory strategies (e.g.: guessing from the context, making gestures to communicate unknown words) compensate for or make up for missing knowledge. Memory

strategy s(e.g., remembering through mental imagery or acronyms) are cognitive strategies that serve the special function of including new information into long-term memory.

2- Writing:

Writing for EFL learners is a complex and difficult skill. Therefore, teachers have been always looking for effective strategies and methods to teach this skill so that learners` written production and difficulties could be improved. Writing is an act of discovery as mentioned in the definition given by Crystal (1999, p. 214) who stated that “writing is not a merely mechanical task, a simple matter of putting speech down on paper. It is an exploration in the use of the graphic potential of a language -a creative process- an act of discovery.”

Writing is a form of expression and communication which enables learners to communicate ideas, feelings, and different attitudes in a written mode. Moreover, writing in a foreign language is the ability to use language and its graphic representation productively in an ordinary writing situation. “We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter-of-fact writing” (Lado, 2000,p.248). Writing is considered as the most difficult and complex skill to be mastered by EFL students, Nunan (1989, p. 36) pointed out that “writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”.

2-1- Writing as a process:

Studies into writing have been concerned with the identification of the strategies employed during the activity of writing according to Shapira and Lazarowitz (2005), the term strategy refers to “actions and behaviors used by the writer to solve problems in the writing process. These actions and behaviors reflect four clusters: ‘meta-cognitive’, ‘cognitive’, ‘social’, and ‘affective’ processes”. We refer to writing strategies as the actions that are adopted by writers

to help them plan, generate, process, and present information. It also refers to the strategies that enable students to overcome writing difficulties and anxiety. Hedge (2000) stated that:

Writing is the result of employing strategies to manage the composing process . . . it involves a number of activities: setting goals, generating information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process. (p.302)

3- Speaking:

Speaking is one of the main aspects of communication. It is very important in L2/FL learning .According to Widdowson (1990: 27), learning just the language system is not the appropriate way for learning how to communicate in the FL because knowledge of the language code alone does not explain the demands of communication and interaction with others .What learners need outside the classroom is not the rules and isolated terms, they rather need to know how to use the FL in specific contexts.

“To be more orally productive, learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others.” (Haley and Austin 2004: 189). That means that for students, while speaking, knowing the rules in isolation is not enough. They should, in addition, take into consideration the context of the conversation and the people they are talking to. Only in this case they can communicate their ideas and respond in a relevant and socially appropriate manner.

Moreover, oral communication involves the ability to use the language appropriately in specific contexts for social interaction purposes which, by its turn, involves more than just verbal communication. It entails also paralinguistic elements of speech such as pitch and intonation and duration, the expressive features of tone, voice, gestures and facial expressions; the phonic features of assimilation and how to connect speech in a smooth way and how to use all these features in appropriate contexts.

3-1- Speaking as a process:

An important component of language learning strategy training is that of speaking strategies. Oral strategies are referred to in the literature as communicative strategies, communication strategies, conversation skills or oral communication strategies; speaking strategies are those devices used by students to solve any communication problem when speaking in English. According to O'Malley and Chamot (1990), speaking strategies are crucial because they help foreign language learners "in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language."

One of the main goals of a language learner is to speak the foreign language in different oral exchanges and ultimately to be a competent speaker. For Hedge (2000), a competent speaker knows how to make use of speaking strategies. Hedge (ibid) comments that: "These strategies come into place when learners are unable to express what they want to say because they lack the resources to do so successfully" (p. 52). These verbal and non-verbal strategies (e.g. verbal circumlocution, clarification, non-verbal mimicry, gestures, etc.) maybe used to compensate for a breakdown in communication or for unknown words or topics, and they may also be used to enhance effective communication. Speaking strategies are essential since they provide foreign language learners with valuable tools to communicate in the target language in diverse situations.

4-Writing Vs speaking:

Spoken language differs from written language in that the former is received auditorially, and the latter is received visually. Thus, the spoken message is temporary and its reception by the learner is usually immediate. In contrast, written language is permanent, and its reception by the learner typically occurs after the text has being generated. as Raimes (1994) claimed,

speaking is spontaneous and unplanned, whereas writing is planned and requires people to take time when producing it. But, we can say, like writing, speaking for EFL student especially at university, can be acquired through learning where the students have to master the oral/spoken form of a language such as intonation, stress, pitch, connected speech, etc. Differences between writing and speaking were summarized by Finegan (1994, p.120) who argued that there are mainly four differences:

- 1- Speaking has such channels as intonation, voice pitch, and gestures to convey information, whereas writing has only words and syntax.
- 2- Writing requires more time than speaking in terms of planning.
- 3- Speakers and addressees are often face-to-face while writers and readers are not.
- 4- Speaking tends to rely on the context of the interaction more than writing.

There are also similarities between writing and speaking. Lindsay and Knight(2006: 60) state that: “we speak differently depending on whom we are speaking to and for what reason”. Similarly with written language, the type of writing varies depending on whom it is written for and why. To conclude, we should not think of spoken language as something unimportant or inferior. In fact, it is a very important element of language learning.

In sum, speaking is so different from writing, but they still two modes of language that share one characteristic which is arbitrariness. In addition, writing is equated to speaking for both are concerned with conveying information. Both speaking and writing are characterized by the use of communicative language. Consequently, learners have to be aware of the differences between the two forms, so that they will be able to refer to each skill by its own system of rules and characteristics; in order, to better make use of those productive skills.

5-Theories of self-regulation learning:

The use of adequate self-regulatory learning strategies is fundamental for students to have academic success in primary (Dignath, Büttner, & Langfeldt, 2008), secondary (Dignath & Büttner, 2008) and higher education (Sitzmann & Ely, 2011). Due to this importance of self-regulation in academic performance, it is crucial to explore which of the different self-regulatory theories is better adapted to cover the pedagogic needs faced by students in classrooms (Dignath & Büttner, 2008; Heikkilä & Lonka, 2006).

There are different theories that explain how self-regulated learning (SRL) works as presented by Puustinen and Pulkkinen (2001) and Zimmerman (2001). All these theories share the common ground that self-regulation is composed of different processes (e.g., monitoring, goal setting, etc.) and it is cyclical, meaning that each performance of the task provides feedback for the strategy used in future tasks. The models by Zimmerman (2000), Winne (1996, 1997) and Boekaerts (1999; Boekaerts & Niemivirta, 2000) have received considerable attention. Even with the existing shared aspects between these models, there are still relevant differences. As an example, Winne's model (1996, 1997) is highly cognitive, Zimmerman's model comes from social-cognitive theory and Boekaerts' model (1999) is more situated, exploring the influence of the context in the type of goals the students pursue. Here we provide an in-depth presentation of Zimmerman's cyclical phase model as it includes processes coming from other self-regulation theories (for example, volition) and has been widely used in the scientific literature. To have a more comprehensive understanding of the phenomena, we also compare some aspects of the models that will be amplified with other self-regulatory model ideas. It is worth mentioning that Zimmerman has two other SRL models: the triadic analysis of self-regulation, which represents the interactions of three forms of self-regulation from a social cognitive theoretical perspective: environment, behavior and person (Zimmerman, 1989) and a multi-level model of self-regulation (Zimmerman, 2000)

which explains the instruction and acquisition of the self-regulatory processes. Nevertheless, most research refers to the cyclical phase model as the main model from Zimmerman, for that reason we will refer to it as Zimmerman's model.

6-Historical evolution of Zimmerman's model:

The cyclical phase model was presented in 2000 with the processes divided into each phase in a separated table (Zimmerman, 2000). In 2003, the processes were included in figure (Zimmerman & Campillo, 2003) and in 2009 the model was revised (Zimmerman & Moylan, 2009) (Figure 1) including more processes in the performance phase and defining in more details all the processes namely the forethought phase and the self reflection phase how they interact.

6-1-The cyclic processes of SRL:

SRL is considered as a cyclical and recursive process because it facilitates the adaptation of learning processes in order to increase the effectiveness of learning and this effectiveness in turn increases motivation to self-regulate subsequent learning .From this SRL perspective, Zimmerman and his colleagues have developed a cyclic model which distinguishes three phases of self-regulatory processes: forethought, performance and self-reflection phases (Zimmerman & Campillo, 2003). They argued that, to some extent, all learners self-regulate their learning, but effective self-regulated learners proactively display a high quality of self-regulation in the forethought phase whereas poorly self-regulated learners react mainly in the self-reflection phase.

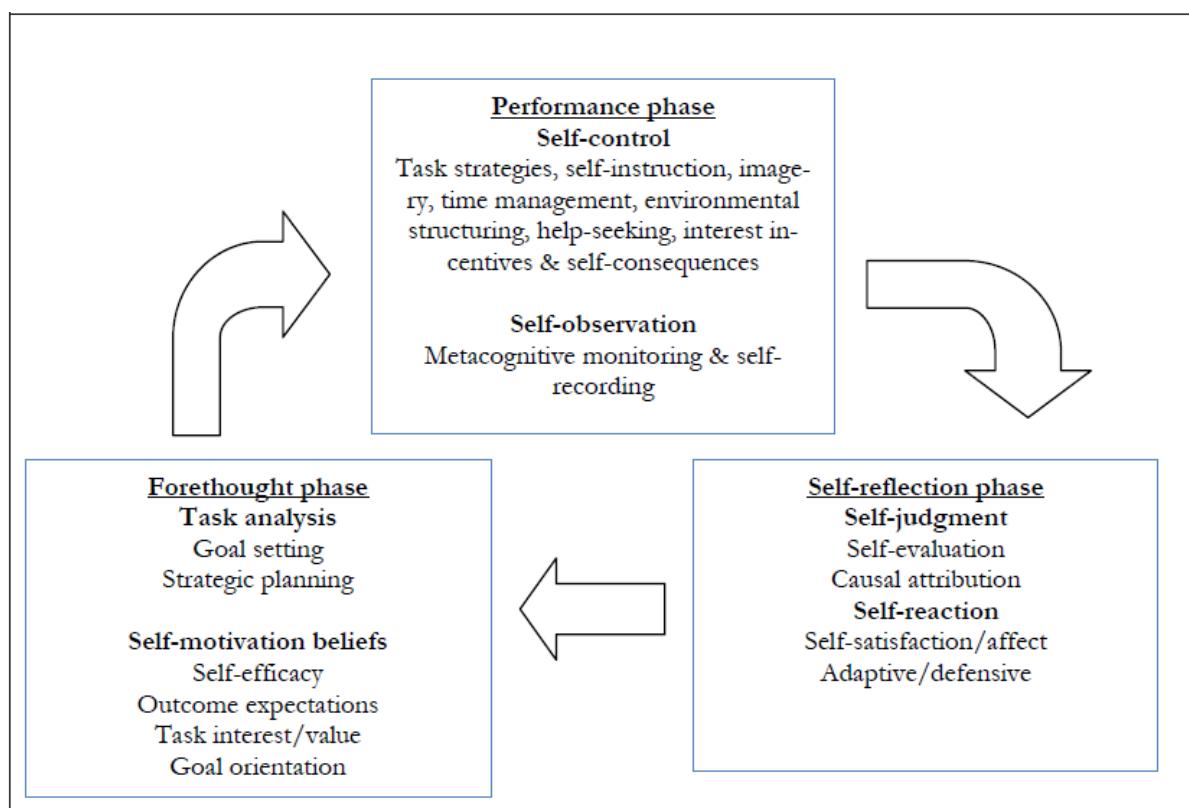


Figure 01: Phases and Processes of Self-regulation according to Zimmerman and Moylan (2009).

According to Zimmerman’s Social Cognitive Model of Self-Regulation, SRL is composed of three phases: forethought, performance, and self-reflection; each of the phases includes several-regulatory processes. The first phase, forethought, includes the processes of task analysis and self-motivational beliefs. The second phase, performance, contains self-control and self-observation processes. The third phase, self-reflection, consists of self-judgment and self-reaction processes. The results of the self-reflection phase feedback into the forethought phase. The three phases of forethought, performance, and self-reflection constitute what Zimmerman identifies as the “feedback loop” or self-regulatory cycle. Self-regulation phases are cyclical because self-reflection on current actions affects subsequent effort (Zimmerman, 1998, 2000, 2002; Zimmerman & Bandura, 1994).

6-1-1-Forethought phase:

It is the initial phase in which the students approach the task , analyzing it, assessing their capacity to perform it with success and establishing goals and plans regarding how to complete it. The task interest and the goal orientation play a crucial role to achieve adequate planning and performing the task appropriately. In this phase the students do two main activities. First, they analyze what the task characteristics are by creating a first representation of how it should be performed. Second, they analyze the value the task has for them, this conditions their motivation and effort, and therefore, the attention they will pay during the performance; in other words, their activation of self-regulatory strategies.

6-1-2-Performance phase:

In this phase the performance takes place. During performance, it is important that the students keep their concentration and that they use appropriate learning strategies for two reasons. First, so their motivation does not decrease, second to keep track of their progress towards their goals. Both implicate different actions and processes that are different depending on the self-regulation model used. According to Zimmerman and Moylan (2009), the two main processes during the performance are self-observation and self-control, and in order for them to work successfully a number of strategies can be followed.

6-1-3- Self-reflection phase:

During this phase students judge their work and formulate reasons for their results. While justifying their success or failure, they experience positive or negative emotions depending on their attributional style. These emotions will influence their motivation and regulation in the future.

6-2- Strength of Zimmerman's model:

The strength of this model lies in its ability to explain the cyclic interdependence of motivational beliefs and self-regulatory processes, and the shifts in learning over protracted periods .It reveals that having positive motivational beliefs during the forethought phase is crucial to functioning successfully in SRL.

Motivational beliefs and self-regulatory processes are interdependent and cannot be enhanced if they are treated in isolation, thus it is important to identify major components of self-regulatory processes that are specific to a task students are undertaking in a particular learning context.

Conclusion:

In this section we provided the research background and definitions of some key concepts related to our topic of investigation which is self-regulated learning. We also reviewed the different SRL models provided by many scholars from different theoretical perspectives over the two past decades, focusing on Zimmerman's model. We provided an in-depth presentation of his Cyclical phase model as it includes processes coming from other self-regulation theories and has been widely used in the scientific literature.

Our study mainly deals with the correlation between the self-regulatory strategies used in learning how to speak and their corresponding ones used in learning how to write. That's why it was worth to define these two important language skills and the role of their mastery in foreign language learning. So many researchers insisted on the role of self-regulation in learning. Thus, our goal is to try to identify the self-regulated learning strategies that are most used by students during their language learning process, mainly while learning and writing in English.

Section II

Research design

Introduction:

As stated earlier, this research study is carried out to investigate the correlation between students' self-regulation strategies used to learn speaking and those used to learn writing in English as a foreign language. To obtain more reliable answers to the research problem, a case study was adopted to help us gather data about the self-regulation strategies that the students use to learn writing and their corresponding ones used to learn speaking.

1- Research Methods:

In the present study, data collection and data analysis techniques from both quantitative and qualitative methodologies are used. Therefore, the mixed-methods approach is adopted as the methodology for this research since it guarantees credibility in reporting the finding sand assures great flexibility.

In our investigation, quantitative and qualitative data are gathered through the questionnaire since it comprises both closed-ended items and open-ended questions. Besides, qualitative data is collected via the interview. As for the analysis of our collected data, both methodologies are used. On the one hand, closed-ended questions are analyzed through quantitative analysis, using percentages, tables and pie charts to represent the statistics. On the other hand, open-ended questions are analyzed and interpreted by adopting QCA to gain qualitative data.

2-Context of Investigation and Sample Population:

The investigation is carried out in a realistic setting. That is, in the department of English at MMUTO. The population, which is considered as the source of the data in this research, comprises third year students from the department of English at MMUTO. In our research, we

have randomly selected 50 students to answer the questionnaire while the interview is conducted with 05 students of the subject where they were asked to answer some questions.

Our research is considered as a case study. The latter is defined by Arsenault and Anderson as: “[A]n investigation into a specific instance or phenomenon in its real- life context”(cited in Cohen et al., 2007: 170). Furthermore, the case study “provides an opportunity for one aspect of a problem to be studied in some depth”(Bell, 2005: 10).

3- The research Instruments:

In our research study we have adopted two main research instruments namely: the questionnaire and the interview.

3-1 The questionnaire:

A questionnaire is a self-report data collection instrument that is filled out by the research participants. It refers to a series of written questions on a topic about which the subjects’ opinions are sought (Sommer et al.: 2001). It is widely assumed that the questionnaire is one of the most popular research tools in applied Linguistics for it is easy to construct, collect and treat a large amount of data. As Dörnyei (2007: 101) pointed out:

The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible.

The questionnaire is considered as a relatively popular means of collecting data that can be analyzed quantitatively and qualitatively. It enables the researcher to collect the appropriate data with close reference to the research objectives and likely to be analyzed, measured in numerical data as maintained by Wilson et al. (1994: 1):

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical

data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.

Thus, one questionnaire is employed as a research instrument to collect the necessary information of this research.

Kothari (1990) indicated some limitations of this method for some respondents may not return the questionnaire in time despite several reminders; and there is a risk of collecting incomplete and wrong information, particularly when the respondents are unable to understand questions properly.

In order to achieve the aim and the objective of the study, a questionnaire was administered to third year students of the English department at MMUTO. This research instrument was adopted mainly to obtain the basic information necessary for answering the research questions.

The questionnaire was divided into three sections: (1) general information, section (2) consists of closed-ended questions concerning the self-regulation strategies used by students in to learn speaking. Finally, section (3) deals with questions concerning self-regulation strategies used by students to learn writing. In each of sections (2) and (3) there was one open-ended question about what do students do when they are given a speaking or a writing task.

Close-ended questions usually the type 'yes' or 'no' or multiple choice questions are used when possible responses are known. Open ended questions, on the other hand, enable the respondents to write a free response in their own terms, to explain and qualify their responses and are used also to help to identify possible answers for closed-ended questions.

The questionnaire was designed following the Likert-scale developed by Rensis Likert (1932) and which measures attitudes. The Likert-scale usually consists of declarative attitude statements “with which the respondent is asked to agree or disagree” (Oppenheim, 1992, p. 187). The reason why the Likert-scale questionnaire was chosen is that it is much easier for students to choose from several offered choices instead of writing down their own ideas.

3-2- The interview:

As it has been mentioned earlier, the interview method is used for data collection in an aim to elicit information directly from the informants with reference to the researcher area of inquiry. Interviewing is a research tool typically used to gain a better insight and in-depth about the respondents’ interests, attitudes, beliefs, opinions, etc. As far as the interview protocol is concerned, there are three distinct types of interview formats: structured interview, semi-structured interview, unstructured interview.

Unstructured interview: The main aspect of this type is simply to get the participants talk about a topic area via probing questions and let them speaking freely by revealing their perceptions, attitudes, and opinions, etc.

In an attempt to explore the learners’ self-regulated strategies used in learning to write and learning to speak, a structured interview was conducted with third year BMD students. We have adopted such instrument because it is used in data collection in an aim to elicit information directly from the informant. The interview is formulated in accordance with Zimmerman’s cyclical model of self-regulated learning. That is to say, there will be some questions about the forethought phase, the performance phase, and the self –reflection phase.

4- Procedures of Data Analysis:

This part includes the procedures of data analysis. It presents the statistical and Qualitative Content Analysis (QCA) methods used to analyze the data gathered from the questionnaire and the interview. Thus, our collected data are analyzed according to the mixed method approach, which involves the combination of quantitative and qualitative means of analysis.

The analysis of the questionnaire includes the analysis of both closed-ended and open-ended questions. The closed-ended questions, which contain numerical data, are analyzed through the use of the rule of three. As for the open-ended questions, which contain qualitative data, are analyzed and interpreted by adopting QCA.

The interview provides us with information about how do students regulate themselves while learning to write as well as learning to speak English, that is to say the type of strategies they use ;before ,while and after performing a writing or speaking task.

4-1- Descriptive Statistical Method:

A descriptive statistical method as described by Yassine (2012) was used to elicit quantitative data to reduce the complexity of raw data, bring precision to the analysis, and ensure research validity and reliability. The description of the type of self-regulated strategies used by learners to learn how to speak and the ones used in learning how to write was provided by calculating the means.

4-2- Qualitative Content Analysis (QCA):

For the sake of describing, analyzing and interpreting the qualitative data obtained from the open-ended questions of the two questionnaires of this study, QCA is adopted. QCA is obviously defined by Mayring (2014:31) as “a systematic procedure of assignment of

categories to portions of text”. This means that QCA is intended to analyze texts. Indeed, QCA is “a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns” (Hsieh and Shannon, 2005: 1278). That is, QCA is a matter of interpreting the meanings of texts. Moreover, Hsieh and Shannon (2005) state that it exists three approaches to QCA namely: conventional, directed and summative content analysis. In fact, the analysis of the open-ended questions is based on the conventional approach. The latter gives the researcher the opportunity to get information directly from the sample of the investigation without “imposing preconceived categories or theoretical perspectives” (ibid, 1279). Therefore, it allows us to describe, explain and interpret the outcomes obtained from open-ended questions.

Conclusion:

This section focuses on the research design of the study by presenting the instruments of data collection and then data analysis procedures. It first presents the research methods used in the investigation and its context with the sample population. Then, it provides a description of the procedures of data collection, explaining how the data are gathered. Furthermore, it supplies the tools of data analysis.

Section III:

Presentation of the findings

Introduction

This section is empirical. It presents the results reached through the questionnaire and the interview addressed to a group of fifty (50) third year BMD students in the department of English at MMUTO. It aims at figuring out the correlation between self-regulated strategies that students use to learn how to speak and those they use to learn how to write in English. For the sake of reliability and visibility, the results are presented in percentages, showed in tables and pie charts. The section is arranged into two main parts. The first part presents the results obtained from the questionnaires. As for the second part, it presents the results obtained from the interview which have taken place in the department of English at MMUTO.

1-Results of the Students' Questionnaire:

1-1- Identification of the Participants in Terms of Gender, Level:

- **Gender:**

	Male	Female	Total
Participant	18	32	50
%	36%	64%	100%

Table 01: Students' Distribution according to Gender

These results clearly show that females (64%) are about twice the number of males (36%).

- **Level:**

	Good	Average	Less than average	Totale
Participant	11	35	04	50
%	22%	70%	08%	100%

Table 02: Students' Level in English

The above table shows that 12% of the participants say that their level in English is good while 70% say that their level is average. The four left participants (08%) say that their level in English is less than average.

1-2- Self-regulation Writing Strategies:

1- I plan my writing before I start.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Participant	25	23	1	1	50
%	50%	46%	2%	2%	100%

Table 03: Students' View Towards Planning Their Writing.

As shown in the above table 3, it appears that the frequency of planning their writing before they start is fairly equal among students. Since (90%)(50%+46%) of the participants agreed about the fact .While only 2 students (4%) (2%+2%) didn't agree with the statement.

2-When I write, I stop quite often to read what I have written before continuing.

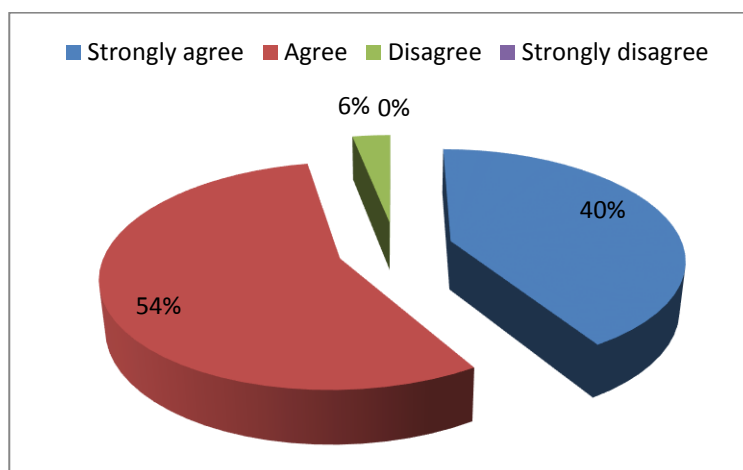


Diagram 01: Students' Opinion Towards Stopping While Writing.

According to the results highlighted in diagram (1), we can notice that the majority of the participants (94%) (40%+54%) either agree or strongly agree tend to stop quite often to read what they have written before continuing .while (06%) didn't agree with the statement.

3- I always think of similar situation.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Participant	6	34	10	0	50
%	12%	68%	20%	0%	100%

Table 04: Students' View Towards Thinking of Similar Situations.

As highlighted in table 4, the majority of students (80%) (12%+68%) tend to think about similar situations while writing. However, (20%) didn't agree with the statement.

4- I try to check what I have written before handing it to my teacher:

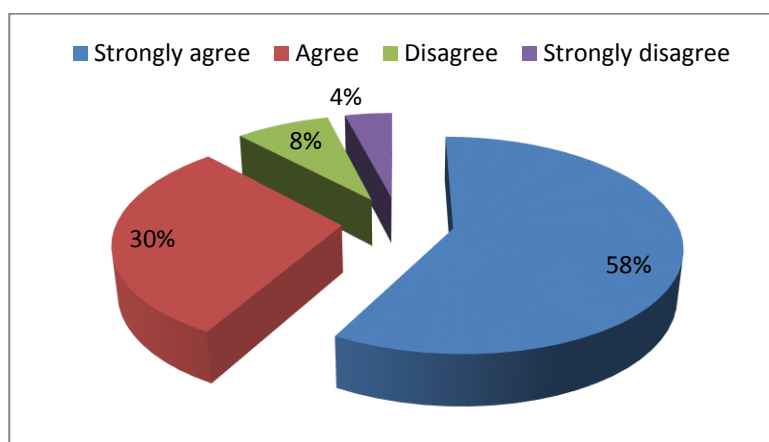


Diagram 02: Students' Opinion Towards Checking Their Writing before Handing It.

As displayed in diagram 2, it appears that the frequency of the students whether they check their writing product before handing it is not fairly equal among the participants (88%) (58%+30%) agreed about the fact .While (012%)(08%+04%) didn't agree with the statement.

5- I read and compare my writing with the writing of my friends:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Participant	5	19	15	11	50
%	10%	38%	30%	22%	100%

Table 05: Students' View Towards Comparing Their Writing With Others.

As the participants are asked about reading and comparing their work with the ones of their friends while writing, table 5(48%)(10%38+%) shows that about half participants agreed

with the statement While, (52%) (30%+22%) of the respondents didn't agree with the statement.

6-I always compare my writing with previous composition to see if I have improved my writing level.

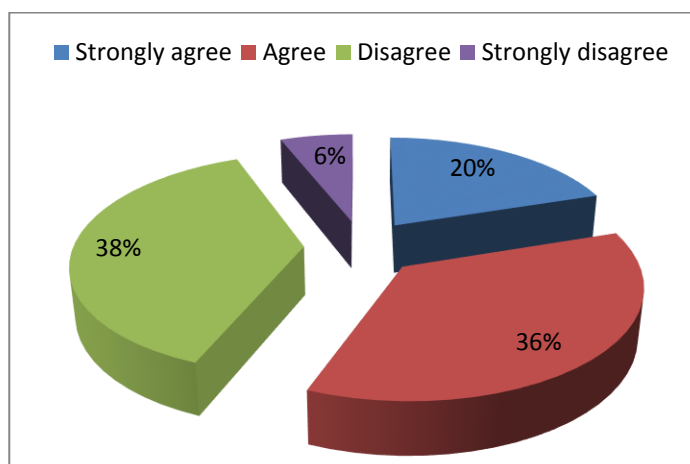


Diagram 03: Students' Opinion Towards Comparing Their Writing with Previous Ones.

From diagram 3, it is clear that the majority of students (56%)(20%36+%) agreed on the fact of comparing their writing with previous composition .While (44%)(38%+06%) didn't agree with the statement.

7-I write new English words several times.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Participant	6	29	13	2	50
%	12%	58%	26%	4%	100%

Table 06: Students' Opinion Towards Writing New Words Several Times.

According to the results shown in the table 6 all the respondents (70%) (58%+12%) agreed on the fact of writing new English words several times .While (30%)(26%+04%) of the participants didn't agree with the statement.

8-I use the English words I know in different ways.

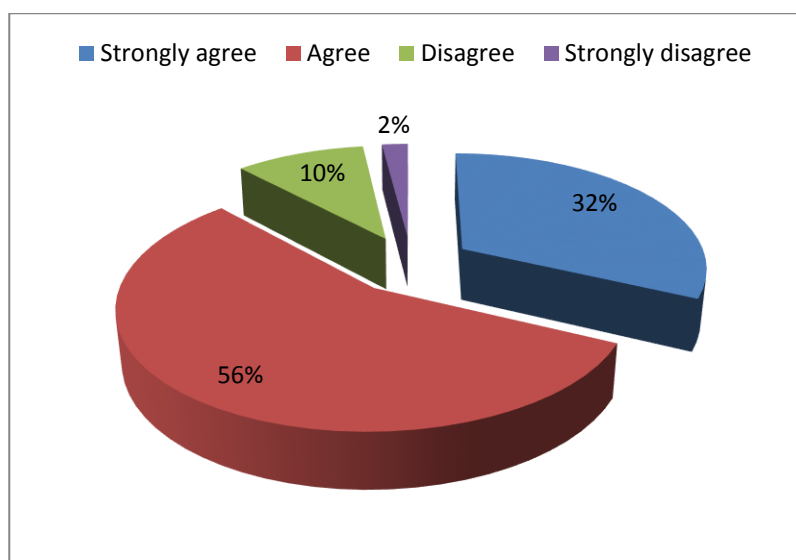


Diagram 04: Students' View Towards the Use of English Words In Different Ways.

As displayed in diagram 4, the majority of students (88%) (32%+56%) either agree or strongly agree with the use of English words several times while (12%) (10%+02%) of the participants didn't agree with the statement.

9-I write notes, messages or reports in English.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Participant	14	22	13	1	50
%	28%	44%	26%	02%	100%

Table 07: Students' Opinion Towards Writing Notes and Messages In English.

From the results shown in table 7, all the participants (72%) (44%+28%) agreed on the fact that they write notes, messages or reports in English .While (28%)(26%+02%) either disagreed or strongly disagreed with the statement .

10-While writing, I Avoid translating from other languages.

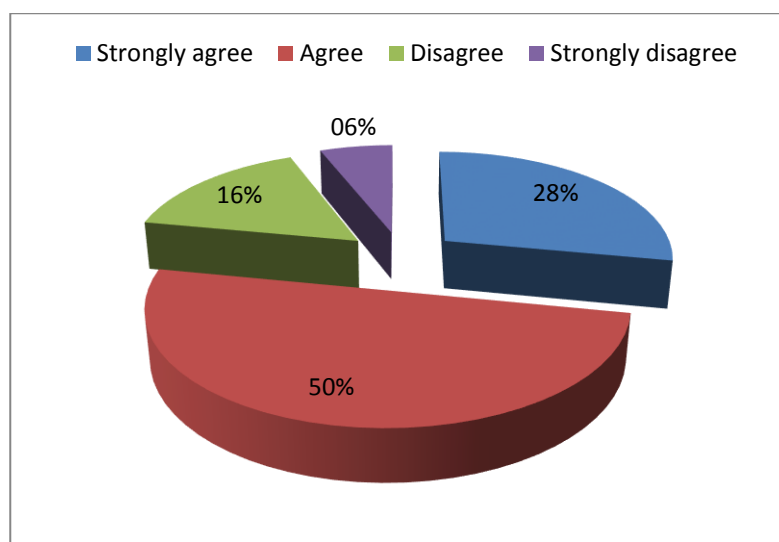


Diagram 05: Student's View Towards Avoiding Translation While Writing.

As the participants are asked about the fact that they avoid translating from other languages, diagram 5 shows that the majority of the students (78%) (20%+58%) agreed on the fact While few of them (22%)(16%+06%) either disagreed or strongly disagreed with the fact.

11- I notice my spelling mistakes and use that information to help me do better.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Participant	24	22	4	0	50
%	48%	44%	8%	0%	100%

Table 08: Students' Opinion Towards Noticing Their Spelling Mistakes.

As it is highlighted in table 8, the majority of students (92%) (48%+44 %) either strongly agreed or agreed that they notice their spelling mistakes. Only 4 students (08%) disagree with the statement.

12- I give myself a reward or treat when I do well in writing.

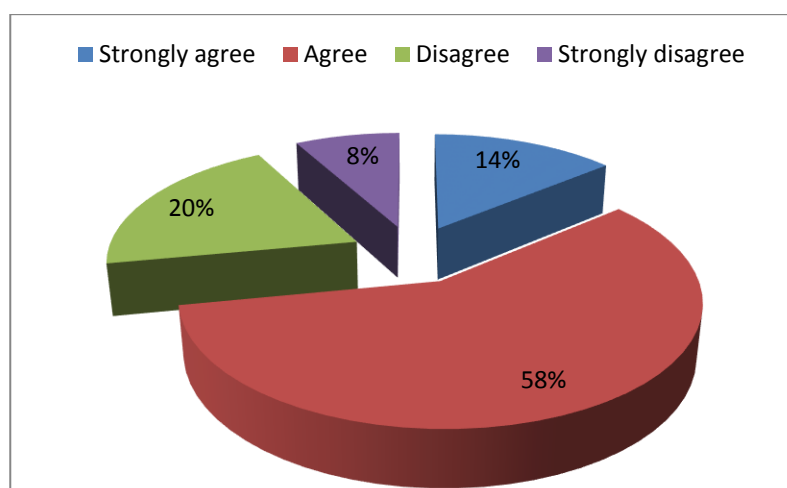


Diagram 06: Students' View Towards Rewarding Themselves While They do Well in Writing.

From the diagram 06 it appears that most of the students agreed with the idea of rewarding themselves when they do well in writing (58%). there is even (14%) that strongly agreed. Nevertheless (20%) disagreed with the statement and (08%) strongly disagreed.

13- What do you usually do when you are given a writing task?

From the gathered data, it has been noticed that the vast majority of participants follow fairly the same steps when they are given a writing task. They almost all start by reading the task and understanding what are they actually asked to do, and then they move to brainstorming to take note of all the ideas they've got and that are in relation to the topic. After that they tend to plan their writing and organize it (introduction, development and conclusion). In addition they try to use new words that they learned during other sessions. They also start by writing down their ideas on a draft paper to avoid any mistakes. Finally they make sure to revise their writing product (coherence and cohesion) before handing it to the teacher.

1-3- Self-regulation Speaking Strategies:

1- Before I speak I think of what I want to say.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Participant	32	18	0	0	50
%	64%	36%	0%	0%	100%

Table 09: Students' Opinion Towards Thinking of What To Say In Advance.

As displayed in table 9 all students (100%) (64%+36%) either strongly agreed or agreed with the fact that they think of what to say before speaking.

2- While speaking I try to use the new vocabulary, phrases or grammar, I have learned during the writing session.

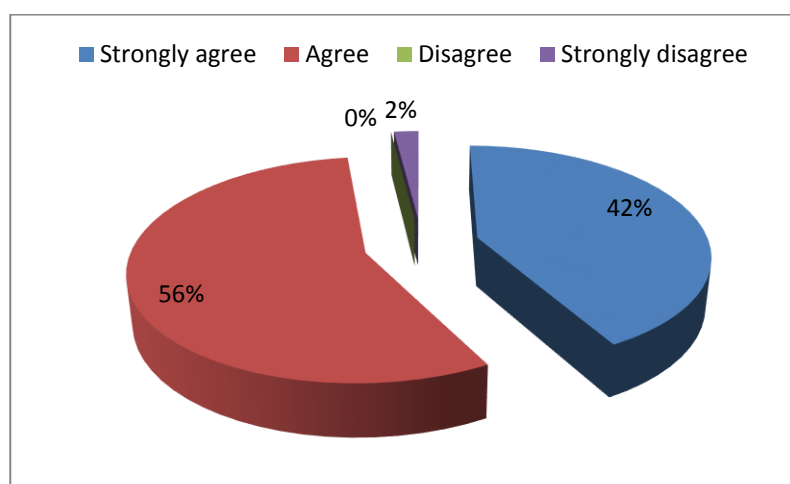


Diagram 07: Students' View Towards Using The New Acquired Words While Speaking.

As the participants were asked if they tend to use the new vocabulary they acquire from writing session while speaking, diagram 07 shows that (56%) agreed with the statement and (42%) strongly agreed but only 01 student which means (2%) do not do this.

3- I practice the sounds of English.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Participant	17	27	6	0	50
%	34%	54%	12%	0%	100%

Table 10: Students' Opinion Towards Practicing The English Sounds.

From the table 10 it's clear that the majority of students (88%) (34%+54 %) either strongly agreed or agreed with the fact of practicing the English sounds. Only (12%) disagreed with the statement and said they do not practice them.

4- I watch English language TV shows spoken in English or go to movies spoken in English.

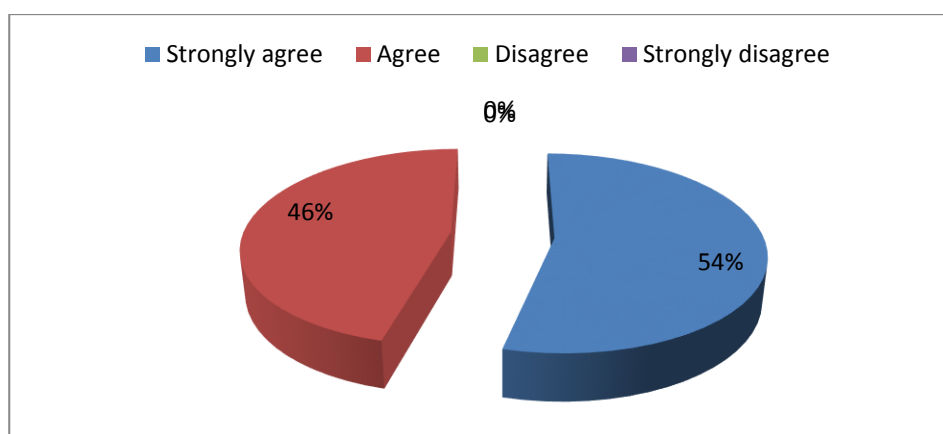


Diagram 08: Students' View Towards Watching English Language TV Shows.

According to the results of the questionnaire and as displayed in diagram 08, all the participants (54%+46%) either strongly agreed or agreed that they watch English language TV shows and movies spoken in English.

5- After speaking I evaluate how much I could speak fluently.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Participant	12	29	7	2	50
%	24%	58%	14%	4%	100%

Table 11: Students' Opinion Towards Evaluating Their Fluency.

According to the results shown in the table 11 most of the students (58%) agreed that they evaluate their fluency after speaking, (24%) even strongly agreed with the statement while (14%) disagreed and (4%) strongly disagreed.

6-After speaking I reflect on my problems such as word choice and pronunciation.

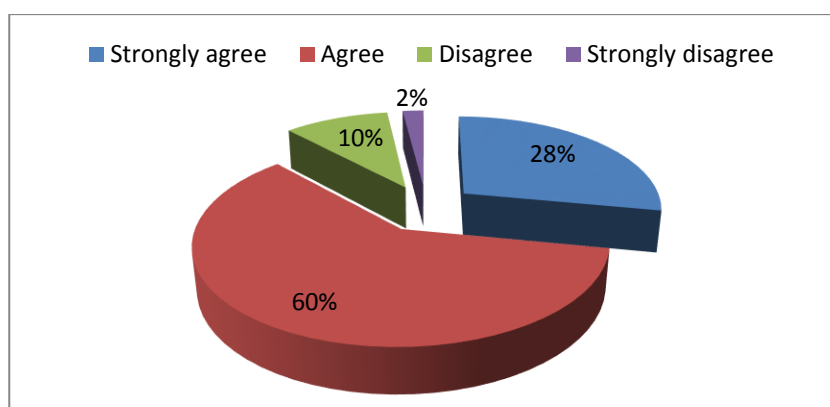


Diagram 09: Students' View Towards Reflecting On Their Problems After Speaking.

From the diagram 09 we notice that the majority of students (88%) (60 % + 28 %) either strongly agree or agree and said they actually reflect on their problems after speaking. Only (12%) (10% + 2%) disagreed or strongly disagreed with the statement.

7- I say new English words several times.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Participant	7	33	9	1	50
%	14%	66%	18%	2%	100%

Table 12: Students' Opinion Towards Pronouncing New English Words Several Times.

From the results shown in table 12, it appears that the majority of students (80%) (14%+66%) either agreed or strongly agreed that they actually say the new English words they learn several times in order to memorize them, however (18%) disagreed and (2%) strongly disagreed with the statement.

8- When I can't think of a word during a conversation in English I use gestures.

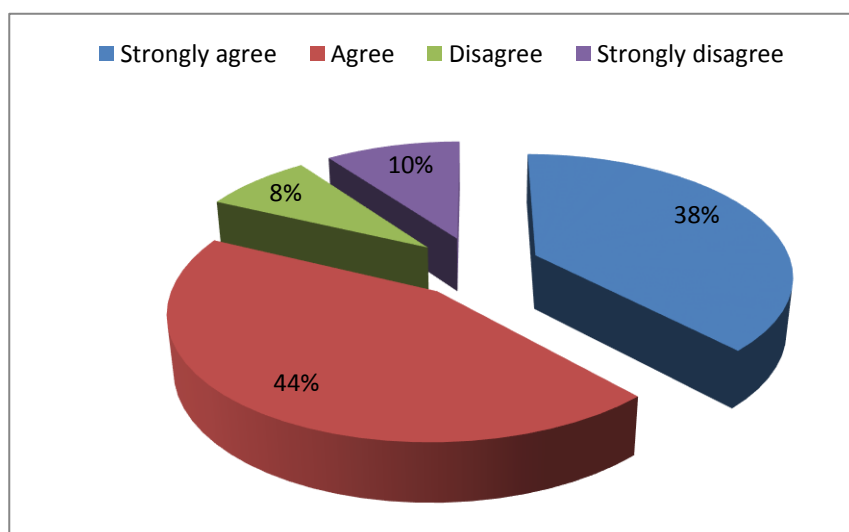


Diagram 10: Students' Opinion Towards Using Gestures.

As shown in diagram 10 most of students (82%) (44%+38%) either agreed or strongly agreed that they use gestures whenever they can't find the right word to use during a conversation in English. Only (8%) disagreed and (10%) strongly disagreed.

9- I encourage myself to speak in English even when I'm afraid of making mistakes.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Participant	24	22	4	0	50
%	48%	44%	8%	0%	100%

Table 13: Students' View Towards Facing Their Fear of Making Mistakes.

As participants were asked if they try to speak in English and face their fear of making mistakes, most of them (92%) (48%+44%) as displayed in table 13 either agreed or strongly agreed. Only (8%) disagreed.

10- I record myself while speaking in order to evaluate my progress.

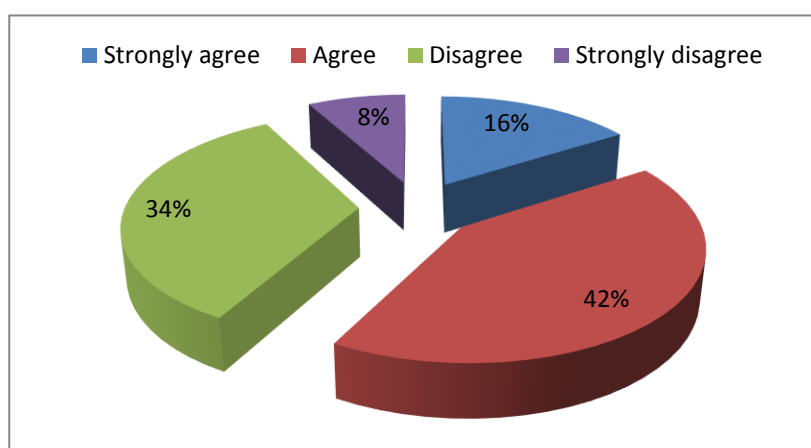


Diagram 11: Students' Opinion Towards Recording Themselves While Speaking.

As shown in diagram 11 the students' answers fairly differed as for the fact of recording themselves while speaking. (58%) (42%+16%) agreed or strongly agreed with the statement while (42%) (34%+8%) disagreed or strongly disagreed with it.

11- I give myself a reward or treat when I do well in speaking.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Participant	10	24	13	3	50
%	20%	48%	26%	6%	100%

Table 14: Students' View Towards Rewarding Themselves When They do Well In Writing.

As displayed in table 14 most of students (68%) (20%+48%) agreed or strongly agreed that they actually after self-evaluation of their own work they either reward or treat themselves. Only (32%) (26%+06%) disagreed or strongly disagreed with the statement.

12- What do you usually do when you are given a speaking task?

From our results, it has been perceived that the majority of our participants assert that whenever they are given a speaking task, the first thing to do is brainstorming to gather in mind all ideas related to the topic and organize them. While speaking the most important thing is to try to use simple English to avoid making a lot of mistakes but stay fluent as much as possible. Some of them also affirmed that they use gestures when they can't find the right word but also avoid translating from other languages in order not to produce meaningless sentences.

2- The learners' interview results:

The aim of this interview is to identify the self- regulated strategies that students use to learn how to write and how to speak English as a second and foreign language.

The conducted interview is analyzed in this section.

In this investigation, the interview was conducted with 5 third BMD students at the English department of MMTO. The interview was conducted from May10th to May 13th and lasted from fifteen to twenty minutes for each participant.

Question 1: do you like speaking in English in the classroom?

This question attempted to know whether the participants like to speak in English in the classroom. In fact all of them asserted that they actually do like talking in English inside the classroom.

Question 2: do you like writing in English?

When participants were asked if they do like writing in English, most of them affirmed that they do enjoy writing in English because it allows them to express themselves better and they take time to write down their feelings, ideas and opinions as asserted by one of them *“Yes I like writing in English because I can express my opinion and feelings better”*. One of the respondents said that he doesn't enjoy writing in English.

Question 3: which skill do you think is easier to learn; writing? Or speaking in English? Why?

This question aimed at exploring which skill do participants think is easier; writing or speaking. From the obtained answers, it can be perceived that three 03 participants said that

learning to write is easier than learning to speak since *“I have on my disposition all the materials that can help me develop my writing skill”* said one of them. However two 02 of the participants asserted that speaking is easier, one of them argued *“in my opinion, speaking is easier than because in writing you should respect the rules and the structure”*.

Question 4: before a speaking task do you make any plan (setting goals and the strategies to use during your speech)?

The question whether our participants make any plan before a speaking task revealed that 04 students out of 05 prepare for their speech before starting to speak. One of them said *“yes, I do make a plan before I speak especially if I know the subject in advance, so I try to brainstorm my ideas”*. Another one stated *“yes, before I speak I do make a plan; this can help me to organize my thoughts and ideas”*. However, one of the respondents affirmed that he doesn't make any plan in advance.

Question 5: during the speaking task, do you try to keep a record of your speech to compare it later with an expert model?

To the question whether our participants keep a record of their speech to compare it with expert models, all the respondents (05) said that they do never do this. In fact, one of them said *“no, I do not use this strategy at all”*. Another student stated *“no, I have never done this”*.

Question 6: during the speaking task, do you try to control the use of time, the tactics to be used and the organization of ideas?

This question seeks to reveal if the participants take control of time, the use of strategies and organization of ideas while speaking. In fact the results showed that only few of them try to do it when possible. For example one of the participants said *“yes, especially in the exams,*

you should take into consideration the time in order to know how to organize your work”.

Another one stated that *“yes, I try to use these steps while speaking”*. In contrast the three left students affirmed that they do not take into consideration all these strategies when performing a speaking task.

Question 7: after the speaking task do you evaluate your performance and reflect on the problems you have faced (pronunciation, word choice)?

This question was designed to explore whether the participants make any self-evaluation after a speaking task. All of the respondents asserted that they actually reflect on the problems they face while speaking in order to avoid making the same mistakes later. One of them said *“yes, after the task I make an evaluation and check my problems related to pronunciation and word choice”* a second one stated *“yes, I reflect on my pronunciation problems to avoid making the same mistakes later”*.

Question 8: do you plan your writing before? If yes, how?

To the question whether the participants plan their writing before to start, the majority of them (4 out of 5 students) affirmed that they do prepare for their writing in advance. For example, one of them stated *“yes, I plan my writing before through taking notes or writing down the most important information and ideas that will be developed in my writing”* another student asserted *“yes, I generally plan my writing before starting to write, following the classical organization of a dissertation which consists of a general introduction, development and a conclusion”*. Only one student said he don’t plan his writing.

Question 9: during a writing task do you take into account the time management and the organization of your ideas?

This question attempted to know whether the participants take into account the time management and organization of ideas during a writing task, from their answers we noticed that they give it a great importance since as one of them said *“they are the two keys to a good writing product”*.

Question 10: do you check what you have written before handing it to your teacher?

The question whether our participants check their writing before handing it to the teacher, revealed that all of them do actually review their writing; either to correct any possible mistake or to change and modify ideas and sentences. As one of the students affirmed *“generally I check my writing product before handing it to my teacher in order to review my mistakes and correct them”*

Question 11: after the writing task do you compare your composition with previous ones to see if you have improved your writing level?

When the participants were asked if they ever compare their compositions with previous ones to evaluate their progress, four of them answered that it is very important because it helps them to check whether they improved in their writing level as one of them argued *“most of the time I compare my writing with the previous ones because this can help me check my writing progress and avoid much mistakes”*. One of them also said *“yes, sometimes I do compare my writing with previous ones to know if I have made any progress and to check the vocabulary I have used”*. However only one student stated that *“I never make any comparison between the previous writings and the recent ones”*

Conclusion:

The questionnaires' results show that the subjects' answers to the different questions have given an important view on the self-regulation strategies that students make use of while learning to speak and write in English. In fact the results reveal that students follow fairly the same steps and use almost the same self-regulation strategies while learning both writing and speaking. The interview's results just come to reassert the questionnaire's ones and affirm that students actually tend to follow the same steps; before, while and after performing both a speaking and a writing task.

Section IV:

Discussion of the findings

Introduction:

This section aims at discussing the results of the study. The findings, which are obtained from the questionnaire and the interview are interpreted and discussed together owing to the relationship that exists between the outcomes gathered from these two research tools. The results are, in fact, interpreted and discussed in relation to the literature presented in section one and they aim at answering the research questions and confirm the hypotheses stated in the general introduction of our work. We will be using the Qualitative Content Analysis (QCA) for the interpretation and explanation of our outcomes. The section consists of two main parts. It opens with the discussion of the results of the students' questionnaire in relation to Zimmerman's cyclical model of self-regulation. It, then discusses the results reached from the students' interview in relation to the same model.

1-Discussion of the students' questionnaire in relation to Zimmerman's model:

1-1- Participants' Gender, Level:

Students who study English as a FL grow in number day after day. The obtained results revealed that females (64%) are dominant over males (36%) (see table1). As for students' level, it is revealed that their level in English is between good and average (82%) as shown in table 2. Students' level is likely to be explained in relation to their attitude towards studying the English language as it is an international language, they learn English as they need it for their future professional life.

Moreover, they need it in order to communicate with others, especially in FL countries.

Hence, from our results, it has been noted that the majority have a positive attitudes towards learning English as a foreign language and not only because of being a part of the school

curriculum .Additionally they asserted that they enjoy writing as well as speaking English as a foreign and second language .

1-2-Self-regulated writing strategies:

The results displayed in table 3 shows that the majority of participants (96%) agree about the fact that they plan their writing before starting. This explains that they considered it as an important step which helps them to brainstorm the ideas which are related to the topic, and write a good introduction, development and conclusion. The majority of participants (94%) stated that they stop quite often to revise their writing before they finish in order to be able to gather and relate their ideas. The findings also revealed that (80%) of the respondents always think of similar situations; that is to say, they imagine themselves in the context of the task and think of what they would say then they write it down. Thus, we can say that students stimulate their imagination in order to help them to write.

Concerning the frequency of students that check their writing product before handing to the teacher, we noticed from diagram 2 that (88%) do actually revise their writing .This implies that this strategy is one of the most important ones that help students reduce their mistakes during the writing task. Concerning the students view towards comparing their writing with the writing of their friends, the results revealed that the majority (52%) (see table 5)do not use this strategy. This implies that they do not like to see the writing of their friends and prefer to write alone, this implies in its turn that the students are aware of the importance of social strategies, but some of them prefer not to use them. However, only (48%) of the participants confirmed the use of this strategy. From the outcomes, as highlighted in diagram3 most of the students (56%) agreed on the fact of comparing their writing with previous compositions, this can be explained by the fact that students use this strategy in order to see if

they have made any progress in their writing. Nevertheless, (42%) of the participants asserted that they do not use this strategy.

According to the results shown in table 6, it clearly shows that the majority of the respondents which corresponds to (70%) do write new English words they acquire several times. This can be considered as a useful strategy that can help them memorize new words and their spelling, in order to use them later. However (30%) of them do not see the importance of rewriting the new words again and again, this may be due to the fact that they prefer putting these words into practice by using them in their compositions and speech. As for the students' view towards the use of English words in different ways, the obtained data highlighted in diagram 4, showed that the majority of the participants (88%) do agree with the fact. This also can be considered as a good strategy to memorize these words, and use the different meanings they convey according to different situations.

As for students' opinion towards writing notes and messages in English, the outcomes of the item highlighted in table 7 demonstrated that all the respondents (72%) do write messages or reports in English. This result implies that it is a useful strategy that may help students to enrich their vocabulary, become more accurate, and have a good style in their English writing process. Concerning the students' view towards avoiding translating from other languages while writing, diagram 5 shows that the majority of the participants (78%) agreed on the fact. This may be explained in terms of students' awareness of the importance of avoiding producing meaningless sentences, which can happen when they try to borrow from other languages, but also trying to think in English when they write.

In relation to the results obtained from the questionnaire, as it is displayed in table 08, the majority of the students (92%) affirmed that they pay attention to the spelling mistakes while writing. This can be explained as a kind of self -assessment in order to avoid making the same

mistakes, and can also help the students improve their writing level. When it comes to the students' view towards rewarding or treating themselves when they do well/bad in writing, most of the participants (72%) affirmed the use of this strategy, this implies that the students evaluate and react to their learning and performance. Their reaction can be either by rewarding or giving themselves a treat in accordance to whether they achieved their learning goals they set during the forethought phase. Zimmerman's (2008) argues that proactive learners who set specific goals during the forethought phase are able to evaluate their performance against their goals in this phase.

From the gathered data, it has been noticed that the vast majority of participants follow fairly the same steps when they are given a writing task. They almost all start by reading the task then they brainstorm all the ideas they have in mind and that are in relation to the topic. After that, they tend to make a plan for their writing. Some of the participants highlighted that they also start by writing down their ideas on a draft paper to avoid making mistakes. Finally they make sure to revise their writing product (coherence and cohesion) before handing it to the teacher. In this context, Hedge (2000) stated that:

Writing is the result of employing strategies to manage the composing process . . . it involves a number of activities: setting goals, generating information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process. (p.302).

1-3-Self-regulated speaking strategies:

The results displayed in table 9 show that all the participants agreed on the fact that they think of what to say before speaking. This implies the great importance of planning the speech before starting to talk. As demonstrated in the diagram 07 (98%) of the respondents asserted that they make use of this strategy to memorize those new words and enrich their vocabulary. Many of them (88%) as shown in table 10 also said that they practice the sounds of English.

This can be considered as another strategy of memorizing those new words and pronouncing them correctly. However (12%) of the participants do not use this strategy.

In accordance with what is asserted in diagram 08, all the participants affirmed that they tend to watch TV shows and movies spoken in English. This indicates that learners use native speakers as an expert model to improve their speaking skill by imitating their way of talking and acquiring new vocabulary. As for the students' view towards evaluating their fluency after speaking, (82%) of them said that they do actually make judgment after the task. This entails that the students evaluate their work and formulate reasons for their results. While justifying their success or failure, they experience positive or negative emotions depending on their performance. These emotions will influence their motivation and regulation in the future. However (18%) affirmed that they do not evaluate their fluency, this can be due to the fact that they consider making judgments concerning their performance should be done only by the teacher. In the same way about (88%) of the respondents also make a sort of self-evaluation of their performance during which they reflect on their speaking problems such as pronunciation and word choice. This is likely to help them avoid making the same mistakes while speaking. Nevertheless (12%) of the respondents do not use this strategy

From the results displayed in table 12, it appears that the majority of students (80%) tend to say new English words several times. We can explain this as being a practice to pronounce them in the right way, and memorize them at the same time. However (20%) of the respondents do not practice the sounds of English. Speaking English as a foreign language is quite difficult, indeed the results indicate that (82%) of the respondents tend to use gestures whenever they can't find the right word to use during a conversation, this non-verbal communication strategy can help the speaker to avoid making longue breaks, thinking about the appropriate words to say. In contrast (18%) of the respondents do not use gestures while

speaking, maybe because they prefer using synonyms or sentences instead of the lacking word. Since for them, using gestures may reflect their weaknesses in speaking.

As displayed in table 13, (92%) of the respondents try to face their fear of making mistakes and encourage themselves to speak in English. This is likely to be a good strategy that can help motivating the learners to improve their speaking level. As for students' opinion towards recording themselves while speaking, the results showed in diagram 11 revealed that (58%) of them use this strategy, which can be considered as a self-evaluating strategy to check ones' progress in speaking. However (42%) of the respondents do not record themselves while speaking maybe because they do not consider it an effective strategy. When it comes to the students' view towards rewarding or treating themselves when they do well/bad in speaking, most of the participants (68%) affirmed the use of this strategy, this implies that the students evaluate and react to their learning and performance. Their reaction can be either by rewarding or giving themselves a treat in accordance to whether they achieved the learning goals they set during the forethought phase.

From our results, it has been perceived that the majority of the participants asserted that whenever they are given a speaking task, they tend to make use of some strategies like reading it carefully to understand what they are asked to do, brainstorming ideas related to the topic and organizing them, trying to use simple English to avoid making a lot of mistakes but stay fluent as much as possible. Some of them also affirmed that they use gestures when they can't find the right word but also avoid translating from other languages in order not to produce meaningless sentences. Accordingly, For Hedge (2000), a competent speaker knows how to make use of speaking strategies. Hedge (ibid) comments that: "These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully" (p. 52). Nevertheless, some others asserted that they do not

use a specific set of strategies but rather speak directly and just follow the flow of ideas that comes to their minds.

In sum, with relation to the questionnaire results, we can clearly notice that the students regulate their learning following three main steps; strategies to use before, during and after performing the task. This is applied both when learning how to speak and how to write in English. These three steps correspond exactly to the three phases of self-regulatory processes that constitute Zimmerman's Cyclical Model of self-regulated learning, namely; *the forethought phase* which deals with the strategies to use before a task, *the performance phase* that concerns the tactics to employ during a task and finally, *the self-reflection phase* which highlights the strategies to make use of after a task.

During the forethought phase, the learners tend to approach the task, analyze it and establish goals and plans regarding how to complete it, they also select the appropriate strategies for attaining that goal. This has been revealed in the questionnaire's results, for example; students said they plan their writing and speech in advance by thinking of what to say and imagine things to be written.

When it comes to the performance phase, students control and observe their learning and performance by implementing strategies selected in the forethought phase. This has been noticed through students' answers to the questionnaire as they affirmed that during this phase they try to make use of the necessary tactics that can help them attain their goal. for example; taking into account the time management and the organization of ideas, thinking of similar situations, reviewing their work before handing it to the teacher (when it is a writing task) and using gestures whenever they can't find the right word to use while speaking.

Finally, in the self-reflection phase, students evaluate and react to their learning and performance. Zimmerman (2008) argues that proactive learners who set specific goals during

the forethought phase are able to evaluate their performance against their goals in this phase. This means that, it is at this level that the students check the effectiveness of the strategies employed during the later phase in relation to the obtained results and reflect on the problems they have faced in order to avoid them later. This will help them decide whether to change, or not, the followed strategies. Students' answers to the questionnaire confirmed the use of the strategies cited in the self-reflection phase such comparing their writing composition with previous ones to evaluate their progress. They also reflect on pronunciation, word choice, spelling and grammar mistakes they have made which will motivate them to improve their writing and speaking level.

2-Discussion of the students' interview in relation to Zimmerman's model:

From the analysis of the students' interview results, we can notice that all the participants affirmed that they like speaking and writing in English inside the classroom since it allows them to express themselves by talking or writing about their feelings, opinions and ideas. However most of them preferred writing to speaking. They argued that while writing they have all the necessary materials that can help them develop their writing skill such as the use of dictionary and even the ability to do some researches about the topic in advance whereas the spoken message is temporary and its reception by the learner is usually immediate so the learner can't make use of materials to help his performance. In this respect, Raimes (1994) claimed, speaking is spontaneous and unplanned, whereas writing is planned and requires people to take time when producing it.

The results also revealed that most of the respondents plan their writing and their speech in advance by establishing goals and setting the appropriate strategies to use. They claimed that they try to think in advance of what to write or what to say during any speaking or writing

task by brainstorming the ideas and information they have in mind and that are in relation to the task's topic.

Moreover, the majority of the students asserted that during a writing or speaking task they give time management and the organization of ideas a great importance since as they said'' they are the two keys to good performance. They also try to implement the strategies selected before. The students tend to check their work and correct possible mistakes before handing it to the teacher when it is a writing composition. When it comes to speech the learners rather tend to use a simple language to avoid ambiguity.

From the outcomes too, it has been revealed that all the respondents evaluate their performance and reflect on the problems they faced while speaking/writing such as; pronunciation, word choice, spelling and grammar mistakes. This, then, motivates them to perform better in the coming tasks by avoiding making the same mistakes they did in the previous one.

In sum, the results of the students' interview come to reinforce the outcomes of the questionnaire as both of them show fairly the same results. The respondents' answers revealed that they use the same self-regulation strategies when learning how to speak and how to write in English as a foreign language.

It has been noticed that the learners follow Zimmerman's cyclical model in their way of regulating their learning process of speaking and writing. This was clearly shown when the respondents had to talk about what they usually do when they are given a speaking or writing task. More precisely the strategies they use to prepare for the task, as well as the ones they employ to accomplish it, but also those used to evaluate the accomplished work.

The participants answered in fairly the same way and by analyzing their responses we can confirm that they use a set of strategies that are divided through three phases; before, during

and after the task. This corresponds with the three phases cited in Zimmerman's cyclical model of self-regulated learning.

Conclusion

The discussion of the gathered data from the questionnaires and the interview answers the previous research questions stated in the general introduction and confirms the hypotheses suggested. Indeed, the use of adequate self-regulatory learning strategies is fundamental for students' academic success. It helps them become active problem solvers and improve their performance and abilities. This is reflected in the types of self-regulation strategies that students use in order to learn language skills. In this case, the self-regulatory strategies used in learning how to write and those used in learning how to speak in English as a foreign language.

With regard to the self-regulation learning strategies the students use, the outcomes from the questionnaire and the interview revealed that they regulate their learning in the same way while learning both speaking and writing. That is to say, the students follow the same steps and use the same tactics to regulate their learning of the two skills.

Moreover, the results also showed that, when learning writing and speaking, the students follow Zimmerman's Cyclical Model of self-regulated learning which distinguished three phases of self-regulatory processes: forethought, performance and self-reflection phases (Zimmerman & Campillo, 2003).

This confirms our hypotheses stated in the general introduction which suggest that there is a relationship between self-regulated strategies used in learning to write and their corresponding categories used in learning to speak. It confirms too that the students regulate their learning of writing and speaking in the same way.

General conclusion

General Conclusion:

This dissertation was designed to identify the relationship between the different self-regulated strategies used in learning to write and their corresponding categories used in learning to speak English as a foreign language. Its aim is to show how students regulate their learning of writing and speaking English as a foreign language. It is also intended to figure out the strategies that students use in learning both speaking and writing as they are two important skills in foreign language.

For the sake of answering the advanced research questions and confirming or refuting the hypotheses suggested in the general introduction, we have adopted a Mixed Method Research as quantitative and qualitative data which are gathered through the questionnaire since it comprises both closed-ended items and open-ended questions. Besides, qualitative data is collected via the interview. As for the analysis of our collected data, both methodologies are used. Indeed, the data are gathered from two research instruments. Fifty (50) third year BMD students are randomly selected from the English department at MMUTO to answer the questions of the questionnaire while the interview is conducted with 05 students of the subject where they were asked to answer some questions. For the sake of analyzing the quantitative data, a descriptive statistical method which is known as the arithmetic rule was used to elicit quantitative data to reduce the complexity of raw data and to ensure research validity and reliability. In addition to the descriptive statistical method, Qualitative Content Analysis is used for describing, analyzing and interpreting the qualitative data obtained from the open-ended questions of the questionnaire and the interview. Moreover, Zimmerman's cyclical model is used to verify our outcomes.

The discussion of the results of the questionnaire and those of the interview has provided answers to the research questions. The outcomes from the questionnaire show that all of the

participants were self-regulating their learning of speaking as well as writing following the same type of strategies. Students self regulate themselves when they are learning to speak and learning to write English as a second and foreign language according to three phases: before the task, during, and after the task. From the obtained data, we can clearly notice that the majority of the students asserted that they plan their writing and speaking before they start.

Most of them also affirmed that during a speaking or writing task, they try to make use of some strategies to help them perform well such as thinking of similar situations, and checking what they have written before handing it. They also tend to apply new vocabulary and phrases that they learned during the writing session, while speaking. They even use gestures whenever they are not able to find the right word. After a speaking or a writing task, the students said that they usually evaluate their performance by comparing their writing with previous ones, and reflecting on their pronunciation problems to avoid making the same mistakes. This result goes hand in hand with Zimmerman's model of self regulation who have developed a cyclic model which distinguishes three phases of self-regulatory processes: forethought, performance and self-reflection phases (Zimmerman 2009) (see figure 01).

As for the interview, it comes to reinforce the questionnaire since both are designed to follow Zimmerman's cyclical model of self-regulation in learning, thus students were asked to answer questions concerning what they usually do before, during, and after any speaking or writing task. The results revealed that the participants answered the questions in fairly the same way. Most of them said that they set goals and strategies to use during any given task (writing composition, speaking). They also, during the task, try to take into account the time management and the organization of information and ideas. Finally, after the task, they all tend to evaluate their performance and reflect on the problems they have faced (pronunciation, word choice, grammar and spelling mistakes).

All this confirm our hypothesis which states that there is a correlation between self-regulated strategies used in learning writing and their corresponding categories used in learning speaking.

Some limitations in our study are noticed. First, considering the small scale of our investigation, our findings and outcomes cannot be generalized to the whole population. In fact, as our sample consists only of fifty students, we shall not try to generalize our results. Yet, Bell (2005: 202) argues that “*There is no need to apologize about inability to generalize, but there would be every need to apologize if data were manipulated in an attempt to prove more than could reasonably be claimed*”.

Our dissertation dealt with the issue of self-regulated strategies used in learning how to speak and learning how to write in English as a second and foreign language in the English department at MMUTO. Yet, our corpus of the study is only limited to the third year BMD level. So, further research on the same issue in the same setting but with different levels (first year and second year) can be conducted. This may allow us to see whether we can generalize our outcomes from our study or not.

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Appendices

Appendix 1: students' questionnaire.

Dear students,

This survey investigates the correlation between students' self-regulation strategies used in learning how to speak & how to write in English as a second and foreign language. Therefore, we would be thankful if you could answer the following questions that would help gather authentic data about learners' speaking & writing strategies. Your answers will be definitely anonymous and confidential; they will only serve academic purposes so please feel comfortable to provide sincere responses to the questions.

Please put a cross(×) to indicate your chosen answer and use your own statements where required.

Thank you for your cooperation.

Section one: general information

Gender:

Level:

Section two: self-regulated writing strategies

Q1. I plan my writing before I start.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q2. When I write, I stop quite often to read what I have written before continuing.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q3. I always think of similar situation.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q4. I try to check what I have written before handing it to my teacher.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q5. I read and compare my writing with the writing of my friends.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q6. I always compare my writing with previous composition to see if I have improved my writing level.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q7. I write new English words several times.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q8. I use the English words I know in different ways.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q9. I write notes, messages, letters, or reports in English.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q10. I try not to translate word-for-word from French or Arabic to English while writing.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q11. I notice my spelling mistakes and use that information to help me do better.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q12. I give myself a reward or a treat when i do well in writing.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q13. What do you usually do when you are given a speaking task?

.....

.....

.....

.....

Section three: self-regulated speaking strategies:

Q1. Before I speak I think of what I want to say.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q2. While speaking I try to apply the new vocabulary, phrases or grammar, I have learned during the writing session.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q3. I practice the sounds of English.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q4. I watch English language TV shows spoken in English or go to movies spoken in English.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q5. After speaking I evaluate how much I could speak fluently.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q6. After speaking I reflect on my problems such as words, pronunciation and the choice of items.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q7. I say new English words several times.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q8. When I can't think of a word during a conversation in English I use gestures.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q9. I encourage myself to speak English even when I'm afraid of making a mistake.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q10. I record myself while speaking in order to evaluate my progress.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q11. I give myself reward or treat when I do well in speaking.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Q12. What do you usually do when you are given a writing task?

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Appendix 2: students' interview.

Dear students,

This interview is a part of our investigation which deals with self-regulated strategies. It aims to identify whether there is any correlation between self-regulated strategies that students use in learning to speak in English and the ones they use in learning to write in English.

We would really appreciate your collaboration if you answer the following questions.

Q1. Do you like speaking in English in the classroom?

Q2. Do you like writing in English?

Q3. Which skill do you think is easier to learn; writing or speaking in English? Why?

Q4. Before a speaking task do you make any plan (setting goals and the strategies to use during your speech)?

Q5. During the speaking task, do you try to keep a record of the action to compare it later with an expert model?

Q6. During the speaking task, do you try to control the use of time, the tactics to be used and the organization of information?

Q7. After the task do you evaluate your performance and reflect on the problems you have faced (pronunciation, word choice)?

Q8. Do you plan your writing before? If yes, how?

Q9. During a writing task do you take into account the time management and the organization of your ideas?

Q10. Do you check what you have written before handing it to your teacher?

Q11. After the writing task, do you compare your composition with previous ones to see if you have improved your writing level?

Appendix 3:students' interview answers.

Student 1:

Q1.Yes, i do

Q2.Yes, ilike writing in English because i can express my opinion and feeling better.

Q3.In my opinion, speaking is easier than writing because in writing, you should respect the rules and the structure.

Q4.No, i think thatyou have just to know what the subject is and to have an idea about it.

Q5.No,i do not use this strategy at all.

Q6.Yes, especially in the exams, you should take into consideration the time in order to know how to organize your work.

Q7.Yes, it is a good thing to evaluate your performance and to see if there is mistakes in the pronunciation.

Q8.Yes, i think that it is better to make a plan before writing to know what to say at the beginning and at the end (to make a good introduction, development , and a conclusion), and to organize your work well.

Q9.Yes, during a writing task i take into consideration the time management and the organization of ideas to success in the writing task.

Q10. Of, i check my writing production before copying it in the paper, to correct my spelling mistakes.

Q11.Yes, I do compare my writing with the previous work in order to evaluate my performance and check my progress.

Student 2:

Q1.Yes, of course.

Q2.Yes, I do.

Q3. Ithink learning to write in English is easier than learning to speak, since communicating as native speakers need to respond in a relevant way respecting the rules and using appropriate words.

Q4.Yes, i do make a plan before I speak especially if I know the subject in advance, so I try to brainstorm my ideas.

Q5. No, I have never done this.

Q6.Yes, I try to use these steps while speaking.

Q7.Yes, I reflect on my pronunciation problems to avoid making the same mistakes later.

Q8. Yes, I generally plan my writing before starting to write, following the classical organization of a dissertation which consists of: a general introduction, a development, and a general conclusion.

Q9.Of course, it is very important to take into consideration the time and the organization of ideas while writing, to produce a coherent essay during a given time.

Q10.Yes, of course I check what I have written before handing it to my teacher to correct my mistakes.

Q11.Yes,sometimes I do compare my writing with previous ones to know if I have made any progress, and to check the vocabulary i have used.

Student 3:

Q1. Yes, i like to speak in English in the classroom.

Q2. No, i don't.

Q3. For me, speaking is so easier especially if you want to speak as native speakers of English, since there is American and British English.

Q4. Yes, before i speak i do make a plan, this can help me to organize my thoughts and ideas.

Q5. No, i don't.

Q6. No, i do not take into consideration the time and the organization of ideas during a speaking task.

Q7. Yes, i do make an evaluation after a speaking task.

Q8. No, i do not plan my writing before, sometimes the ideas are disorganized.

Q9. Yes, of course i take into account the time management and the organization of ideas.

Q10. Generally, i check my writing product before handing it to my teacher in order to review my mistakes and correct them.

Q11. No, i never make any comparison between the previous writing and the recent ones.

Student 4:

Q1. Yes, i like speaking English in the classroom.

Q2. Yes, of course.

Q3. I think that writing is easier, but i like speaking more.

Q4. Yes, before a speaking task, i prepare my speaking by preparing the appropriate words to use them in my speech.

Q5. No, i have never done this.

Q6. No, i do not control the use of time, the tactics to be used, and the organization of information.

Q7. Yes, after the task i make an evaluation and check my problems related to pronunciation and word choice.

Q8. Yes, of course i plan my writing before by writing down words and sentences related to the topic.

Q9. Yes, I do. Since time management and the organization of ideas are the key element that the learners of English should take into account.

Q10. Yes , i always check what i have written before handingit to the teacher, this may help me to make possible correction of mistakes.

Q11. Most of the time, i compare my writing with the previous onesbecause this can help mecheck my writingprogress andavoid making much mistakes.

Student 5:

Q1. Yes, of course.

Q2. Yes, i like writing in English.

Q3. For me, i think that it is writing, because i have on my disposition all the materials that can help me develop my writing skill.

Q4. Yes, before a speaking task, i prepare my speech.

Q5. No,i have never used this method.

Q6. No,idon't control them.

Q7. Yes, most of the time.

Q8.Yes, i plan my writing before through taking notes or writing down the most important information and ideas that will be developed in my writing.

Q9.Yes, i thinkthat they are the two keys to success during writing task.

Q10.Yes,it is the final step when taking an examination, so i review my paper carefully.

Q11. Sometimes, yes because it is very important to make a self-evaluation to know my level and my progress.