# The Impact of Self-Regulation Programme on Iraqi EFL University Students' Attitudes

## A REPRINTED RESEARCH PAPER BASED ON  PH.D. DISSERTATION

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## Abstract

Writing is an intellectual complex skill that poses challenges for many English foreign language learners. Thus, to teach writing effectively,  the present study is an attempt at designing a self-regulation programme in essay writing. The study aims at finding out the impact of using self-regulation programme on college students' attitude towards English language learning. The sample of the study consists of fifty students. Twenty-five students are enrolled in an experimental group that were taught according to the proposed programme; the other twenty-five were taught according to the prescribed essay writing textbook. It is hypothesized that there is no statistically significant difference between the mean ranks of the experimental group and those of the control group in attitude towards English language learning in the post-administration of the English language learning attitude questionnaire. Based on the findings of the study, the researcher concludes that the proposed programme plays a vital role in developing students' positive attitudes towards learning.

## 1. An Introductory Note

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

## 1.1 Self-Regulated Learning
## 1.1.1 Definition of Self-Regulated Learning

SRL , as the three words imply, emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement (Paris and Paris, 2001:89) .

One of the general working definitions of SRL  is that which is provided by Pintrich (2000:453) . He (ibid.) defines SRL as " an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and contextual features in the environment ".

Zimmerman (2002:66) defines SRL as the regulation of three general aspects of academic learning: cognition, behaviour and motivation. First, SR of cognition involves the control of various cognitive strategies for learning, such as the use of deep processing strategies, planning, monitoring, and regulating . Secondly, SR of behaviour involves the students' active control of their  time,  study environment, and their use of others' help. Thirdly and finally, SR of motivation and effect involves controlling and changing motivational beliefs such as self-efficacy, task value, control beliefs, and goal orientation.

## 1.1.2  Strategies of Self-Regulated Learning in Writing

## 1.1.2 .1 Goal Setting

Goal setting is viewed as an important aspect of SR in writing. It involves deciding on a specific objective and then taking the appropriate action to achieve the desired result  (McCarthy,2011:104).

There are three salient features of effective goals: specificity, proximity, and difficulty. Specificity refers to how well a goal is defined. Proximity refers to temporal aspects of goals that can be completed in the near term (e.g., copy my spelling words 3 times by the end of class ).Difficulty refers to how challenging a goal is (Zimmerman and Risemberg,1997:112) .

## 1.1.2.2 Self-Consequencing

Self-consequencing (self-reinforcement) means arranging or imagining rewards or punishments for success or failure on an academic writing task . It is the process whereby individuals reinforce themselves contingent on their performing a desired response, which increases the likelihood of future responding. Self-consequencing occurs when an individual identifies a reinforcer and self-awards when a predetermined criterion is reached or exceeded (Schunk, 2012:405).

## 1.1.2.3 Rehearsal

Graf and Birt ( 1996 :28 ) define  rehearsal as a simple strategy of turning things over in the mind. Repeating information verbatim, underlining, and summarizing are forms of rehearsal. Repeating information to oneself ─aloud, subvocally (whispering), or covertly─is an effective procedure for tasks requiring rote memorization (Schunk, 2012: 418).

Another rehearsal procedure is underlining (highlighting). When too much material is underlined, underlining loses its effectiveness because less important material is underlined along with more-important ideas. Underlined material should represent points most relevant to learning goals . Summarizing is another popular rehearsal procedure. Students learn and remember new material more effectively when they create a summary of it (Ormrod ,2012:364).

### 1.1.2.4 Elaboration

Elaboration involves building bridges or connections between what the learner is trying to learn and their prior knowledge, experience, attitudes, and beliefs (Weinstein and   Jung, 2011: 138). By elaborating or adding to the material, students build up meaning and help to move the new information along the memory continuum. It involves using visual imagery, mnemonics , questioning, and note taking to expand information by adding something to make learning more meaningful  (ibid.).

### 1.1.2.5 Organization

Organization is a term applied to memory in which the learner  groups or arranges the information being studied according to some system. Organization includes comparing and contrasting, drawing diagrams , and identifying relationships .Two of the most important high level organization strategies that can help learners to retain information are outlining and concept mapping (Hewitt, 2008: 21) .

### 1.1.2.6  Planning

Planning has been shown to aid SR in learning via multiple functions. From a problem-solving  perspective,  planning  can  allow  the  person to be

more organized and better prepared prior to engaging in learning tasks. From a goal pursuit perspective, a basic effect of planning is to prime and remind the person of his/her goal. Besides, it can facilitate SR by turning an abstract goal into more concrete implementation steps toward a goal, making such actions more accessible and easier to self-monitor (Townsend and Liu ,2012: 688-689).

### 1.1.2.7  Self-Monitoring

Self-monitoring strategy refers to deliberate attention to some aspect of one's learning. This can be done by self-recording . Self-recording can be done by  keeping a record of the number of  correct practices  and self-record the  results. This typically involves the use of charting or graphing (Reid  and Lienemann , 2006 : 72).

### 1.1.2 .8  Self-Evaluation

Self-evaluation is closely related to self-monitoring. It differs from self-monitoring in the use of external comparisons and reinforcers. It requires the person to compare some dimension of his / her behaviour with that of some standard or criteria . The dimension to be evaluated may take the form of (a) accuracy of self-monitoring, (b) improvement or performance overtime, and (c) the overall performance for one specific session ( Mace et al. , 2001: 64).

### 1.1.3 Zimmerman's Social Cognitive Model  (2000)

Zimmerman's SRL model is based on Bandura's social cognitive theory, which consists of three main factors: the person, the person's behaviour, and the person's environment. Zimmerman conceptualized a phase model that acts in a cyclical manner. This cyclic phase model has three phases:

(a) forethought, (b) performance or volitional control, and (c) self-reflection (Zimmerman, 2000 :13-14).

Forethought includes planning that needs to be done to complete a task or goal and the motivation needed to achieve the goal (ibid.). It consists of two intertwined categories, including tasks analysis and self-motivational beliefs. In doing so, self-motivational beliefs about the goal, such as self-efficacy, outcome expectations, intrinsic value, and goal orientation, are a key determinant (Zimmerman, 2006 :707).

The Performance phase contains two major processes: self-control and self-observation. To execute self-control, there are four strategies, including self-instruction (e.g., talk-aloud method), imagery (e.g., forming a mental picture of performance), attention focusing (e.g., screening out distractions), and task strategies (e.g., breaking down a task into small pieces). To execute self-observation ,learners can do so by using self-recording their performance or emotional reactions to a task (ibid.).

In self-refection phase, learners evaluate their performance by themselves and adjust the previous strategy based on the self-evaluation. Self-reflection phase has two processes: self-judgment and self-reaction. In self-judgment, learners evaluate their performance by comparing it to goals they set in the first phase and make attribution of the outcome (Zimmerman, 2000 :21) . Self-reaction has two forms, including self-satisfaction and adaptive inference, and they are closely linked to self-judgment. Self-satisfaction is determined by the level of satisfaction of the performance, which influences one's motivation. Adaptive inferences are what learners decide about their self-regulatory strategies use (Oshige, 2009:10).

**1.2 Language Learning Attitude**

**1.2.1 Definition of Language Learning Attitude**

In general, the concept of 'attitude' can be defined as a construct, abstraction which cannot be directly apprehended . It is an inner component of mental life which expresses itself, directly or indirectly, through much more obvious processes as  beliefs, verbal statements or reactions, ideas and

opinions, anger or satisfaction or some other emotion and in various other aspects of behaviour (Garret ,2010: 19) .

Language attitudes are closely related to the attitudes toward the language learning (O'Rourke ,2011:7). Fishbein and Ajzen (1975: 6) define attitude as "a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object ". They (ibid.) state that in the case of language learning, the 'object' towards which such predispositions are held is  language.

Gardner and Lambert (1972: 132) identify three categories of attitude relevant to language learning: (a) attitudes toward the TL community, (b) attitudes toward learning the language, and (c) attitude towards languages and language learning in general.

Gardner (1985: 10) sees attitudes as components of motivation in language learning. He (ibid.) states that motivation refers to the combination of effort , desire and favourable attitudes  to achieve the goal of learning the language . Personality characteristics such as the learner's attitudes toward foreign people in general, and the target group and language in particular, motives for learning, and generalized attitudes are considered to be basic predispositions that determine motivation to learn a FL .

Learning occurs more easily when the learner has a positive attitude toward the language and learning. An attitude is taken to mean the set of values which a learner brings to the FLL experience. These values which a learner has may be determined by different variables, such as the experience of learning the TL, the TL community, experience of travel, the influence of parents and friends, and the attitudes which they may demonstrate and articulate (Chambers,1999: 27).

## 1.2.2 The Importance of Language Learning Attitude

Learner's attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010:209). Student's attitude is an integral part of learning and it should, therefore, become an essential component of FLL pedagogy. Baker (1992: 9) states that, "in the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death".

Positive attitudes towards the language play a major role in its world-wide spread. Both negative and positive attitudes have a strong impact on the success of language learning. It is argued that those students who possess positive beliefs about language have a tendency to increase more positive attitudes towards language learning. Conversely, negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes (ibid.).

Attitude is considered an essential factor influencing language performance (Visser, 2008: 129). Attitudes are important because they cannot be neatly separated from study. Achievement in a TL relies not only on intellectual capacity, but also on the learner's attitude towards language learning.

**1.2.4 Views on Attitude**

Two major views on attitude have been identified: mentalist and behavioural (Baker,1992:11):

**1.2.4 .1 Mentalist View on Attitude**

An attitude is defined by Baker(ibid.) as "a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". According to this view, an attitude is a private state of readiness rather than an observable response.

In the mentalist tradition, attitudes are often represented as forming a hierarchical three-component model. According to the three-component model ,"attitudes are predispositions to respond to some class of stimuli with certain classes of response", those classes of response being affective, cognitive and behavioural (ibid.).

The cognitive component of attitude involves thoughts and beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps :connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations ( Zainol Abidin et al., 2012:122).

Emotional aspect of attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes toward the TL (ibid.).

The behavioural aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviours which characterize the members of the TL community( Kara ,112 :2009).

When applied to language attitudes, the mentalist view means that the attitude object is for example a variety of a language or the speakers of a language and that the attitude object generates thoughts and feelings in people and possibly makes them act in a certain way (Ajzen ,1988:22-23).

## 1.2.4.2 Behaviourist View on Attitude

An attitude  is overt and observable response to social situations, that concentrates directly on expressed behaviour. This second view of attitudes, the behaviourist view, differs from the mentalist view in that  attitudes are viewed as single units, which are found simply in the responses people make to social situations, i.e. as a response to stimulus. In the behaviourist research tradition, researchers do not ask for self-reports or indirect inferences of attitudes but they find it sufficient to observe, tabulate, and analyze overt behaviour (Fasold ,1984: 147-148).

## 1.2.5 Factors Influencing Attitude

Most researchers in the field of language learning attitude ,i.e. Chambers(1999:25-40), Bartram(2010:43-56), and Baker (1992:41-45), agree that the teacher, Information and Communication Technology, the textbook and assessment can be the major determinants of language learning attitude.

**1.2.5.1 The Teacher**

Chambers (1999:37) asserts that the teacher plays a key part in effecting learners' attitude toward FLL, a view that he (ibid.) confirms by saying:

> Again and again, the teacher is named as the reason, for example, why learners like/dislike language learning, why their learning experience has improved/ deteriorated. The teaching methodology, the textbook, the computers available count for little if the teacher-learner relationship is lacking.

The importance of the teacher in influencing language attitudes perhaps has to do with the unique nature and challenges of FLL. Language learning makes special demands of the learner, requiring him / her to adopt 'foreign' behavioural practices and to perform these behaviours quite conspicuously in front of their teacher and peers, precisely at a time in their lives – puberty – when self-consciousness and self- image are often sensitive issues (Bartram, 2010:44).

Lee et al. (1998: 58) acknowledge the bearing of teacher personality on learners' attitudes by stating that "learners rely heavily on their teachers and place great trust in them". The way in which the teacher teaches is thus likely to be very significant in the formation of the teacher–learner relationship.

**1.2.5.2 The Role of Information and Communication Technology**

Chambers (1999: 38) supports the view that Information and Communication Technology has much to contribute to the enhancement of the FLL experience, and discusses how the opportunities it affords for individual engagement and flexible learning have a positive impact on learners. The internet in particular brings a whole new motivational

dimension to language learning through its ability to create explicit links between FLL theory and meaningful practice in real-life contexts. Lee et al (1998: 39) remark that the use of data show rather than the board, the keyboard rather than the pen, the screen rather than the exercise book and textbook contribute much to the learning of real life skills and to the creation of more positive attitudes toward FLL.

Using Information and Communication Technology may even reduce the inhibitions some learners have about speaking a language in front of their peers, and thus minimize any associated negative feelings (ibid.)

### 1.2.5.3 The Textbook

There is a wide diversity of opinions on the ways in which the FL textbook may influence learners' perceptions of language learning (Bartram, 2010: 54).

The choice of themes, the representation of the TL communities, the nature of the exercises and the selection of pictures included in textbooks, etc., may create or maintain stereotypical perceptions of the language and country, which themselves may often be negative. This negative stereotyping may then impact adversely on learners' attitudes toward learning the language (ibid.).

Bartram (ibid.) also refers to the potentially harmful attitudinal effects of ill-selected materials based on over-simplified representations of the target-language country and people. Such textbooks that rely on pragmatic, transactional principles, which set alongside curricular notions of consumerism and employability, often alienate learner interest by offering little scope for the development of personal, social and cultural aspects.

## 2. Methodology and Procedures

This section aims at presenting a vivid description of the procedures followed to achieve the aim  and verify the hypothesis of the study.  More specifically,  it involves  information  about  the  experimental design, population and  sample  selection  procedure,  the  construction  of  the questionnaire, the construction of the SR programme and the experimental procedures.

### 2.1 The Experimental Design

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

### 2.2 Population and Sample of the Study

Fifty  of  third  Year  students  at  the  Department  of  English /College  of Education/Al-Qadissiya  University  are  distributed  into  two  sections randomly. One section has been selected randomly to be the experimental group; it is section (A) which includes 25 students and the other section which is section (B) ,to be the control group which also includes 25 students.

Both groups are matched in level of parents' education, sex, intelligence, age, pre-performance in essay writing, and level of attitude towards English language learning.

**2.3 Instruments of the Study**

In order to achieve the aims of the study, a self-regulation programme in essay writing and a questionnaire that measure students' attitudes toward English language learning have been constructed to be the main instruments used in this study:

**2.3.1 The Questionnaire**

Dornyei (2003: 8-9) defines a questionnaire as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information and opinions of the respondents .

In order to gain information about the level of the students' attitudes towards English language learning, a questionnaire has been made in the present study. The researcher has adopted an attitude questionnaire towards English language learning proposed by ( Zainol Abidin et al. ,2012:127-130).

**2.3.1.1 Face Validity of the Questionnaires**

Face validity refers to researchers' subjective assessments of the presentation and relevance of the measuring instrument as to whether the items in the instrument appear to be relevant, reasonable, unambiguous and clear (Ayodele,2012:392).

In order to ensure the face validity of the language learning attitude questionnaire, its initial form has been exposed to experts in the field of Measurement and Evaluation and Psychology to decide their validity (see table 1).

**Table(1)**
**The Academic Ranks, Names, and Locations of the Jury Members**

| No. | Academic Rank | Name | College/University |
|-----|---------------|------|--------------------|
| 1 | Prof., Ph.D. in Educational Psychology. | Jamal M. Ali. | College of Education, University of Ain Shams. |
| 2 | Prof., Ph.D. in Educational Psychology. | Ahmed A. Salih | College of Education, University of Assiut University. |
| 3 | Prof., Ph.D. in Educational Psychology. | Adnan Y. Al-Atoum | College of Education, University of Yarmouk University. |
| 4 | Prof., Ph.D. in Measurement and Evaluation. | Layla Y. Al-Haj. | College of Education for Woman, University of Baghdad. |
| 5 | Prof., Ph.D. in Developmental Psychology. | Abdulaziz H. Al-Musawi | College of Education, University of Al-Qadissiya. |

In the light of the experts' views concerning the English language learning attitude questionnaire, the final form of the English language learning questionnaire consists of 44 items distributed into three components:

1. Behavioural : 15 items.

2. Cognitive :  14 items.

3. Emotional :  15 items.

The rating scale in both questionnaires includes the following options: strongly agree, agree, undecided, disagree, and strongly disagree.

## 2.3.1.2 Construct Validity of the Questionnaires

Construct validity refers to the degree to which inferences can legitimately be made from the operationalizations in a study to the theoretical constructs on which those operationalizations were based( Bisbe et al., 2007:793 ).

In order to find out the construct validity, the questionnaire  has been applied to a pilot sample. Then the construct validity has been achieved by using the following indications: (1) Items' analysis which include items' discrimination power, items' validity, and the correlation of each item with the component it belongs to  (2) Matrix Correlation Coefficient.

## 2.3.1.2.1 Items' Analysis

## 1. Items' Discrimination Power

In order to find out the items' discrimination power for the questionnaire, t-test for two independent samples has been used. It has been found that all the items yield good discrimination power since the computed t- value for each item is found to be higher than the table t-value  (1.96)  at (0.05) level of significance and under (134) degree of freedom . Table  (2) represent the items' discrimination power for English language learning attitude questionnaire.

**Table (2)**
**Mean, Standard Deviation and 'T' Value for All Items in the English Language Learning Attitude Questionnaire**

| Item's Number | High Group | | Lower Group | | D.F. | Computed t-Value |
|---|---|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation | | |
| 1 | 4.3382 | .58871 | 1.3529 | .48144 | 134 | 32.370 |
| 2 | 4.5735 | .49824 | 1.3971 | .49293 | 134 | 37.373 |
| 3 | 4.3382 | .47663 | 1.4853 | .50350 | 134 | 33.933 |
| 4 | 4.2500 | .50000 | 1.4118 | .49581 | 134 | 33.238 |
| 5 | 4.4118 | .65187 | 1.3971 | .60198 | 134 | 28.017 |
| 6 | 4.2941 | .71360 | 1.3382 | .53561 | 134 | 27.319 |
| 7 | 4.3382 | .53561 | 1.4853 | .55965 | 134 | 30.370 |
| 8 | 4.3235 | .67892 | 1.4853 | .53232 | 134 | 27.129 |
| 9 | 4.0588 | .54313 | 1.2941 | .45903 | 134 | 32.059 |

| Item's Number | High Group | | Lower Group | | D.F. | Computed t-Value |
|---|---|---|---|---|---|---|
| | Mean | S.D. | Mean | S.D. | | |
| 10 | 4.3382 | .61354 | 1.2647 | .44446 | 134 | 33.454 |
| 11 | 4.1471 | .52589 | 1.3382 | .47663 | 134 | 32.635 |
| 12 | 4.4412 | .58290 | 1.5000 | .50372 | 134 | 31.482 |
| 13 | 4.1324 | .57053 | 1.2941 | .49047 | 134 | 31.108 |
| 14 | 4.2647 | .58889 | 1.6618 | .66040 | 134 | 24.258 |
| 15 | 4.3529 | .61728 | 1.3971 | .55016 | 134 | 29.478 |
| 16 | 4.3382 | .56278 | 1.9265 | .43421 | 134 | 27.979 |
| 17 | 4.2647 | .44446 | 1.7059 | .45903 | 134 | 33.024 |
| 18 | 4.2794 | .45205 | 1.5147 | .65774 | 134 | 28.566 |
| 19 | 4.4118 | .62856 | 1.5294 | .58515 | 134 | 27.677 |
| 20 | 4.0882 | .64032 | 1.5147 | .50350 | 134 | 26.053 |
| 21 | 4.1324 | .64425 | 1.5294 | .50285 | 134 | 26.264 |
| 22 | 4.2500 | .55651 | 1.3382 | .47663 | 134 | 32.770 |
| 23 | 4.2353 | .42734 | 1.4412 | .50022 | 134 | 35.022 |
| 24 | 4.2647 | .56298 | 1.4265 | .49824 | 134 | 31.132 |
| 25 | 4.3529 | .56686 | 1.6912 | .46544 | 134 | 29.926 |
| 26 | 4.3088 | .57969 | 1.4118 | .49581 | 134 | 31.318 |
| 27 | 4.2647 | .50719 | 1.5735 | .58120 | 134 | 28.769 |
| 28 | 4.4412 | .55671 | 1.4853 | .50350 | 134 | 32.473 |
| 29 | 4.3088 | .55334 | 1.6471 | .48144 | 134 | 29.926 |
| 30 | 4.3382 | .63740 | 1.4412 | .50022 | 134 | 29.485 |
| 31 | 4.0882 | .59187 | 1.5000 | .50372 | 134 | 27.462 |
| 32 | 4.2206 | .41773 | 1.6471 | .48144 | 134 | 33.294 |
| 33 | 4.3971 | .64968 | 1.5147 | .58572 | 134 | 27.173 |
| 34 | 4.2941 | .52001 | 1.6765 | .47130 | 134 | 30.757 |
| 35 | 4.2794 | .54212 | 1.4412 | .50022 | 134 | 31.729 |
| 36 | 4.3529 | .59261 | 1.5588 | .50022 | 134 | 29.711 |
| 37 | 4.2353 | .60143 | 1.6176 | .48958 | 134 | 27.834 |
| 38 | 4.2059 | .56142 | 1.5441 | .50175 | 134 | 29.151 |
| 39 | 4.0735 | .58120 | 1.6765 | .55828 | 134 | 24.527 |
| 40 | 4.2353 | .52170 | 1.5294 | .55907 | 134 | 29.180 |
| 41 | 4.2794 | .56899 | 1.5882 | .55275 | 134 | 27.975 |
| 42 | 4.4118 | .49581 | 1.6618 | .47663 | 134 | 32.973 |
| 43 | 4.2647 | .58889 | 1.6618 | .56278 | 134 | 26.351 |
| 44 | 4.3088 | .46544 | 1.5882 | .55275 | 134 | 31.046 |

## 2.Items' Validity

Detecting items' validity means finding out the correlation between each item's score and the total score of the questionnaire. Pearson Correlation Coefficient indicates that all the items in the questionnaire yield good correlation and are statistically significant since the table value is found to be (.138) at 0.05 level of significance and under (248) degree of freedom (See table 3)

**Table( 3 )**
**Pearson Correlation Coefficient of All Items in the English Language**
**Learning Attitude Questionnaire**

| No. | Pearson Correlation | No. | Pearson Correlation | No. | Pearson Correlation | No. | Pearson Correlation |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | .523 | 12 | .400 | 23 | .411 | 34 | .372 |
| 2 | .442 | 13 | .503 | 24 | .521 | 35 | .320 |
| 3 | .314 | 14 | .385 | 25 | .314 | 36 | .448 |
| 4 | .509 | 15 | .329 | 26 | .468 | 37 | .416 |
| 5 | .414 | 16 | .347 | 27 | .496 | 38 | .447 |
| 6 | .307 | 17 | .411 | 28 | .317 | 39 | .333 |
| 7 | 504 | 18 | .390 | 29 | .555 | 40 | .553 |
| 8 | .498 | 19 | .321 | 30 | .379 | 41 | .380 |
| 9 | .319 | 20 | .495 | 31 | .314 | 42 | .34 |
| 10 | .508 | 21 | .593 | 32 | .499 | 43 | .429 |
| 11 | .419 | 22 | .444 | 33 | .301 | 44 | .415 |

**3.The Correlation of Each Item with the Component it Belongs to**

The results indicated by using Pearson Correlation Formula have revealed that all the items in the questionnaire are statistically significant as they yield good correlations. See table (4 )

**Table (4 )**
**Each Item with the Component it belongs to in the English Language**
**Learning Attitude  Questionnaire**

| No. of Domains | Components | Number | No. of Item | Correlation Coefficient of item with the component |
|-----|-----|-----|-----|-----|
| 1 | Behavioural | 15 | 1 | .429 |
| | | | 2 | .445 |
| | | | 3 | .417 |
| | | | 4 | .413 |
| | | | 5 | .316 |
| | | | 6 | .512 |
| | | | 7 | .316 |
| | | | 8 | .409 |
| | | | 9 | .327 |
| | | | 10 | .519 |
| | | | 11 | .417 |

| No. of Domains | Components | Number | No. of Item | Correlation Coefficient of item with the component |
|---|---|---|---|---|
| | | | 12 | .415 |
| | | | 13 | .418 |
| | | | 14 | .393 |
| | | | 15 | 515 |
| 2 | Cognitive | 14 | 16 | .408 |
| | | | 17 | .513 |
| | | | 18 | .392 |
| | | | 19 | .508 |
| | | | 20 | .393 |
| | | | 21 | .413 |
| | | | 22 | .407 |
| | | | 23 | .317 |
| | | | 24 | .425 |
| | | | 25 | .409 |
| | | | 26 | .396 |
| | | | 27 | .502 |
| | | | 28 | .425 |
| | | | 29 | .318 |
| 3 | Emotional | 15 | 30 | .494 |
| | | | 31 | .312 |
| | | | 32 | .302 |
| | | | 33 | .406 |
| | | | 34 | .494 |
| | | | 35 | .421 |
| | | | 36 | .515 |
| | | | 37 | .402 |
| | | | 38 | .416 |
| | | | 39 | .494 |
| | | | 40 | .416 |
| | | | 41 | .411 |
| | | | 42 | .419 |
| | | | 43 | .408 |
| | | | 44 | .321 |

**2.3.1.2.2 Matrix Correlation Coefficient**

Matrix Correlation Coefficient for the questionnaire has been obtained by finding out the correlation between the score of each component and other components. By using Pearson Correlation Coefficient, the results reveal that all the components in the questionnaire are well correlated with each other. See table (5)

**Table (5)**

**Matrix Correlation Coefficient for the English Language Learning Attitude Questionnaire**

| | Attitude towards English Language Learning | Behavioural | Cognitive | Emotional |
|---|---|---|---|---|
| **Attitude towards English Language Learning** | 1 | | | |
| **Behavioural** | .592 | 1 | | |
| **Cognitive** | .595 | .480 | 1 | |
| **Emotional** | .493 | .575 | .687 | 1 |

**2.3.1.3 Reliability of the Questionnaire**

Bachman (1990 : 24) states that reliability is a quality of test scores, and a perfectly reliable score, or measure, would be one which is free from errors of measurement.

To estimate reliability of the questionnaire, it has been administrated to a pilot sample of (50) and then re-administrated to the same sample after two weeks. The statistical manipulation of the data has been obtained from the two administrations by using Pearson Correlation Formula . The results

obtained indicate that the reliability coefficient for the English language learning attitude questionnaire is (0.87) and this is considered highly acceptable as a reliability index (Carroll and Hall,1985:118).

## 2.3.2 Construction of the Self -Regulation Programme
  in Essay Writing

An SR programme in essay writing is designed by the researcher to help students master higher-level cognitive processes involved in the writing process. In designing the proposed programme, the researcher has adopted Harris and Graham's  (SRSD) model (1996) where six basic stages of instruction are used to develop SR in writing: developing background knowledge, discuss it, model it, memorize it, support it, and independent performance (Santangelo et al. 2008:82).

The proposed programme consists of three units that dealt with descriptive, narrative, and argumentative essay writing, respectively. Each unit contains five distinct parts: Developing background knowledge, modeling,  guided Practice, recycling, and on your own. This programme requires thirty-six hours, eight hours of class work per unit, with homework assignment at the end of each unit.

## 2.4 Data Analysis

In order to achieve the aim and to verify the  hypothesis , Mann-Whitney " U-test" for two independent samples has been also used ( see table 6).

**Table (6)**

**Mean, Standard Deviation, and Z-Values of the English Language Learning Attitude Questionnaire  Post-Administration for the Experimental and Control Group**

| Variable | Groups | No. of Subjects | Mean | Standard Deviation | Sum Ranks | Mean Ranks | U-Value | Z-Value Comp. Value | Z-Value Table Value | Significance Level at 0.05 |
|---|---|---|---|---|---|---|---|---|---|---|
| Post-Administration of Attitude Questionnaire | Experimental | 25 | 142.96 | 13.7764 | 846.5 | 33.86 | 103.5 | 4.057 | 1.96 | Significant |
| | Control | 25 | 99.52 | 31.2411 | 428.5 | 17.14 | | | | |

The result reveals that there is a significant difference between the mean ranks of the experimental group (33.86) and those of the control group (17.14) in attitude towards English language learning. The computed value (4.057) is higher than the table value (1.96) (see graphic 1 )

**Graphic ( 1 )**

**Mean of  the English Language Learning Attitude Questionnaire Post-Administration of the Experimental and the Control Group**
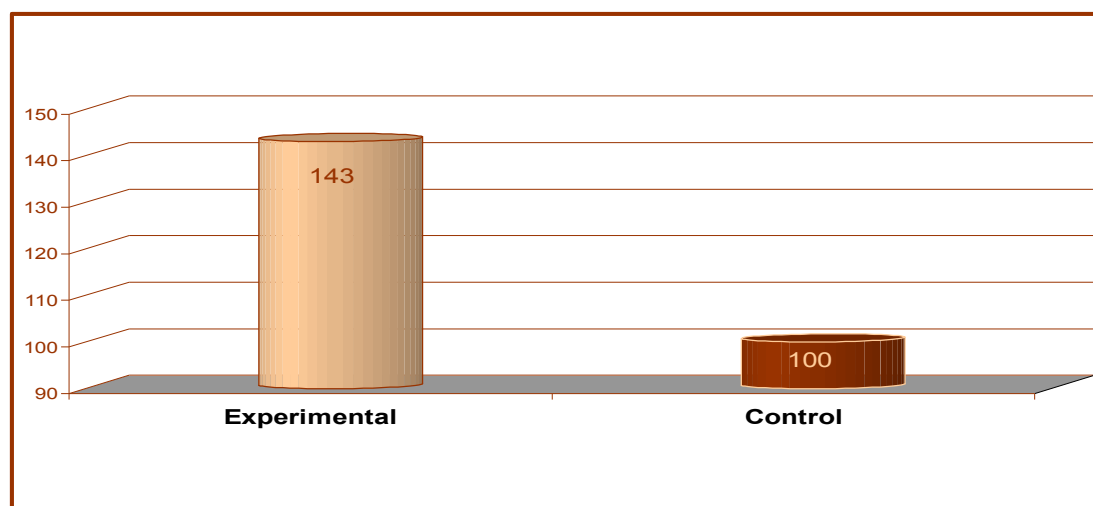
This result shows that there is a statistical significant difference between the experimental group and the control group in attitude towards English language learning in the post- administration of English language learning questionnaire in favour for the experimental group. Thus, the hypothesis which indicates that "there is no statistically significant difference between the mean ranks of the experimental group and those of the control group in attitude toward English language learning in the post -administration of the English language attitude questionnaire" is rejected.

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**أثر برنامج تنظيم الذات في اتجاهات**
**طلبة الجامعة العراقيين دارسي اللغة الإنكليزية**

**بحث دكتوراة مستل تقدمت به**

**م. سعديه وداعه حسن**
**بأشراف أ.م.د. سلام حامد عباس**

**الملخص**

ان الكتابة هي عمليه فكريه معقده تشكل تحديا لكثير من متعلمي اللغة الانكليزية ، ولذلك تهدف الدراسة الحالية إلى تصميم برنامج لتنظيم الذات في كتابة المقالة لغرض تدريس المهارات الكتابية المعرفية وما وراء المعرفية ومن ثم تقصي أثرها في ارتفاع مستوى اتجاهات الطلبة نحو التعلم. ولتحقيق هدف الدراسة تم اختيار خمسين طالبا وتقسيمهم إلى مجموعة تجريبية درست باستخدام البرنامج المقترح وأخرى ضابطة تم تدريسها باستخدام المنهج الدراسي المقرر لكتابة المقالة. وافترضت الباحثة انه لاتوجد فروقات ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في مستوى اتجاهات الطلبة نحو التعلم عند التطبيق ألبعدي لاستبانه الاتجاهات نحو تعلم اللغة الانكليزية. وبعد تحليل النتائج إحصائيا اتضح انه توجد فروقات ذات دلاله إحصائية بين المجموعتين لصالح المجموعة التجريبيه أي أن للبرنامج المذكور اثر فعال في زيادة اتجاهات الطلبة نحو التعلم .