

An Analysis of Self-Regulated Learning Practices in Writing Among ESL/EFL Learners

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Abstract—Examining the qualitative and quantitative applications of self-regulated learning and self-reflective writing strategies by ESL and EFL students was the main objective of the study. To do an extensive analysis of the students' writing processes, the study collected written drafts from the students, conducted in-person interviews with the students, and used questionnaires to analyze the students' writing process experiences. Personal interviews with students also provided a qualitative element by providing more in-depth understanding of the unique experiences, difficulties, and driving forces behind their writing habits. Additionally, the gathering and examination of written drafts provided an invaluable source of information for comprehending the real-world implementation of self-regulated learning techniques within the framework of authentic writing assignments. Finally, a questionnaire survey was carried out in order to demonstrate statistically the differences in students' writing practices. In SPSS V25, a number of t-tests were computed to contrast and compare the qualitative and quantitative data. The goal of this multi-method approach was to give ESL and EFL students a comprehensive grasp of how they apply reflective practices and self-regulated learning to their writing projects. Variations based on the learners' target language group (EFL / ESL), gender (male / female), and level (undergrad / postgrad) were investigated in the data analysis.

Index Terms—self-regulated learning, self-reflective practices, self-efficacy, motivation, ESL & EFL writing

I. INTRODUCTION

Self-regulated learning is an important aspect of language acquisition, particularly in the contexts of English as a Second Language (ESL) and English as a Foreign Language (EFL) (Han et al., 2024). Learners independently manage their learning processes, such as setting objectives, preparing tactics, checking progress, and modifying as needed (Yang et al., 2020; Xu & Ko, 2019). This aspect significantly influences writing skill development among ESL and EFL learners, as demonstrated by a study conducted by Yang et al., both writing self-efficacy and self-regulated techniques strongly predicted students' writing proficiency. Teachers can enhance students' writing proficiency in EFL classrooms by incorporating instructions aimed at improving self-efficacy and self-regulation (Alam et al., 2024a). Notably, there are notable gender differences in the use of self-regulated writing strategies, with female ESL students exhibiting higher levels compared to male counterparts (Ye et al., 2022; Alam et al., 2024b). Teachers should address these differences by providing support and guidance to male students to improve their self-regulated learning strategies in writing. Motivational regulation strategies are also crucial for L2 writing proficiency among ESL and EFL learners (Zhang & Dong, 2022). Writing is not merely a cognitive process but also a social one, making motivational regulation strategies essential. Higher levels of self-regulated learning are associated with improved writing proficiency, and there is growing

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recognition of the relationship between motivational regulation strategies and learner autonomy (Alam, 2023). For instance, learners with higher levels of autonomy are more likely to employ effective motivational regulation strategies in writing (Mou et al., 2023). Self-reflection is another critical aspect of self-regulated learning in writing, facilitating monitoring of progress, goal-setting, and skill improvement among ESL learners (Lou & Zhou, 2024). Additionally, metacognitive strategies play a significant role in self-regulated learning in writing, as evidenced by their positive correlation with writing proficiency among ESL and EFL learners (Shen et al., 2023; Ahmad & Alam, 2024). The objective of the study is to analyze how ESL and EFL learners use self-regulated learning strategies in writing and to qualitatively explore the nuanced aspects of self-reflective practices within the writing process. The present study also investigates the scope and importance of self-regulated learning and self-reflective practices in writing and the difference between learners' self-regulated learning and self-reflective practices in writing, at the level of their target group (ESL/EFL), gender, level (under-graduation), and socio-economic background (occupation/qualification of their parents).

II. LITERATURE REVIEW

Various studies, advancements, and shifts are occurring in the realm of second language writing, encompassing strategy training, self-regulated learning, and reflective practices centered on writing. Prevailing second language writing pedagogies are innovating teaching methodologies by embracing effective strategies. Novel approaches to teaching and cultivating writing skills are being adopted to enhance pedagogy in this field. Incorporating self-regulated learning and reflective practices into classrooms is essential for improving second language writing proficiency (Sipe et al., 2024). Scholars such as Zimmerman, Bandura, and Risemerge have contributed significantly to understanding self-regulation and reflection in writing. Their models, which are socio-cognitively structured, have been pivotal in exploring how learners regulate their writing processes. Triadic model based on Bandura's (2001) and Zimmerman and Risemerge's (1997) socio-cognitive model of writing, illustrating the ways learners self-regulate their writing endeavors (See Figure 1).

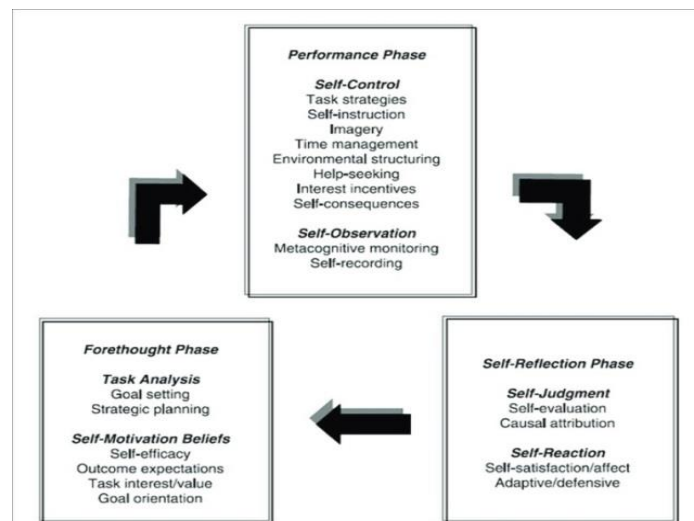


Figure 1. Triadic Model by Zimmerman and Risemerge (1997)

Zimmerman's earlier cyclical model expanded upon Zimmerman and Risemerge (1997) of self-regulated learning with their triadic model, which comprises three fundamental phases: forethought, performance, and self-reflection.

Forethought Phase:-

Task Analysis: This phase involves setting objectives, assessing task requirements, and devising strategies to tackle the task. Learners establish both short-term and long-term goals aligned with their learning aims.

Self-Motivation: This component centers on the learner's attitudes and beliefs regarding the task. It encompasses self-efficacy beliefs (confidence in one's capabilities to accomplish the task) and task value (the perceived significance and interest in the task).

Performance Phase:-

Volitional Control: During this stage, learners put into action the strategies formulated in the forethought phase. They engage in self-regulation processes to ensure effective execution of planned strategies.

Self-Observation: Learners monitor their performance throughout the task, maintaining awareness of their actions, comparing them to the initially devised strategies, and making necessary adjustments in real-time.

Self-Reflection Phase:-

Self-Reflection: Upon task completion, learners partake in reflective practices. This involves assessing their performance, comparing it with initial goals, and attributing success or failure to specific strategies or factors. Reflection forms a feedback loop that guides future self-regulation endeavors. Upon reflection, learners elicit emotional and

cognitive responses to their performance. Positive reactions may reinforce successful strategies, while negative reactions may spur adjustments and modifications in subsequent self-regulation endeavors.

The triadic model offers a comprehensive understanding of the self-regulation process by delineating it into these interconnected phases. It acknowledges that self-regulation is not a linear progression but rather involves continual feedback loops and adaptations based on monitoring and reflection. This model has had a significant impact on educational psychology and holds practical implications for teaching and learning, particularly in domains such as academic achievement, writing, and problem-solving. Educators can leverage the triadic model to devise instructional approaches that support students throughout each phase of the self-regulation process.

Another notable model is the SRSD (Self-Regulatory Strategy Development) model. Numerous studies have underscored the efficacy of the SRSD model and its applicability in the classroom, particularly in enhancing writing skills.

A. Bandura's Socio-Cognitive Model of Writing

Bandura's four foundational elements intentionality, forethought, self-reactiveness, and self-reflectiveness outline the skill set of learners. Additionally, in alignment with these core elements, certain attributes characterize a proficient learner i.e. a proficient learner is capable of autonomously engaging cognition, emotions, and behavior to pursue established objectives and reflect on their learning outcomes (Bembenutty et al., 2015). Proficient learners serve as agents of social change, exerting influence on their surroundings rather than being passive recipients of environmental influences, reinforcement, or punishment (Bembenutty et al., 2015; Alam, 2024). Competent learners regulate their own learning outcomes; they take charge of circumstances to influence their learning experiences according to their abilities, expectations for their own performance, and self-beliefs. Their self-beliefs enable them to become proactive, purposeful agents who succeed academically (Bembenutty et al., 2015). Four core properties aim to enhance learners' self-beliefs and self-efficacy in their skills and competencies to enable them to tackle challenging tasks effectively (Bandura, 1977). A proficient learner would exhibit high levels of motivation and self-efficacy, as emphasized by various aspects of social cognitive theory. Bandura's significant contribution lies in highlighting the pivotal role of self-efficacy beliefs in academic achievement as the cornerstone of human agency (Bembenutty et al., 2015; Bandura, 1977).

B. Scope of Self-Regulation and Self-Reflective Learning and Its Implications

Since self-regulated learning is a worthwhile objective for learners of all ages and academic backgrounds, it has drawn the attention of academic researchers as well as educators (Kobylarek et al., 2022). The term 'self-regulated learning' suggests an emphasis on ownership and command, in which learners monitor, direct, and regulate their behaviors toward goals linked to information acquisition, expertise extension, and self-improvement (Paris & Paris, 2001a). "Self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals" (Zimmerman, 2000, p. 14). The broad and adaptable nature of self-regulated learning captivates researchers and educators alike, as they seek to comprehend how individuals, including children and learners, transform into independent and capable self-guided learners (Alam et al., 2022).

Researchers and educators around the world are fascinated by the autonomous characteristic of self-regulated learning, with an emphasis on comprehending how students develop proficiency and independence in their academic endeavors. The contrast between learners who display little self-regulated learning, such as being careless, daydreaming, and lacking interest or commitment to assignments, and those who actively engage in the learning process (Paris & Paris, 2001b). Learners who are attentive, participate in classroom activities, ask questions, take notes, and manage their time and resources effectively demonstrate a high level of self-regulated learning.

Recognizing the importance of various classroom practices in enhancing self-regulated learning abilities, teachers play a crucial role in advocating and introducing these practices to learners. The goal is to help learners become more independent and self-regulated as they progress through their educational levels. It is noted that learners should experience improvements in their self-regulated learning abilities as they advance in age and academic levels. As learners move upward in their educational journey, their self-regulated learning should evolve to reflect increasing independence and self-regulation (Kobylarek, 2024). Continuous improvement in a learner's learning and management capabilities over time and with each academic level is essential, as emphasized by Paris and Paris (2001b).

C. The Development of SRL and the Self-Reflective Practices

Self-regulated learning (SRL) has emerged as a subject of continual observation and discussion, experiencing significant growth and widespread attention across educational psychological studies. These studies predominantly focus on children and their learning processes within both school and home environments. Numerous social factors contribute to the encouragement and development of self-regulated learning, including age groups (young vs. adult learners) and distinctions between novice and proficient learners. Additionally, there are evaluations examining the impact of various social, domain-specific knowledge, cultural influences, classroom teaching methods, and practices on learners' self-regulated learning (SRL) and developmental trajectories. Many theoretical stances, including those based in Piaget's constructivist theory, Vygotsky's (1978) socio-cultural theory, social learning theories, and information processing theories, have been offered as useful frameworks for examining SRL due to the wide range of topics relevant to learning and control (Paris & Paris, 2001b).

The dynamic process of self-regulated learning enables students to efficiently control their thoughts, behaviors, and emotions while managing their learning experiences (Zumbrunn et al., 2011). This process enables learners to pursue their desired goals through directed planning and acquisition of information or skills. Self-regulated learning processes provide learners with purposeful actions and guide their learning endeavors towards their predetermined goals (Beg et al., 2025).

In conclusion, the field of second language writing, encompassing pedagogy, strategy training, self-regulated learning, and self-reflective practices, is extensively covered in various scholarly works. Moreover, numerous tools and methodologies are employed to assess the levels of self-regulated learning and self-reflection among students and educators in their classroom practices.

III. METHODOLOGY

The study used qualitative analysis to supplement quantitative data analysis by offering a wealth of rich and detailed data. By giving out questionnaires to the pupils, the quantitative data was acquired. The SPSS software V25 was then used to statistically analyze the gathered data. A variety of tests were used to obtain the results of a comparative data analysis. The self-regulated learning and self-reflective writing habits of ESL and EFL learners were compared using t-tests according to their target group (ESL/EFL), gender, and grade level. The questionnaire was developed to analyse the self-regulated learning and self-reflective practices of the learners. The tool used for collecting the qualitative data in this study was a smartphone with an audio recording application. All the interviews were recorded with the same phone and were saved for further reference and analysis. A total of 8 audio clips of researcher-participant interviews were recorded. All the recorded interviews were analysed and included in the study.

IV. RESULTS AND DISCUSSION

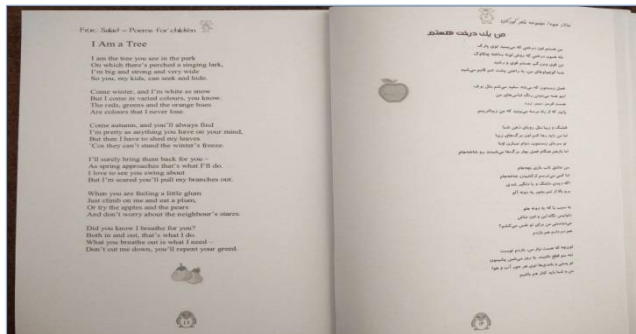
Data Analysis

The following questions were asked to the students and their responses were analyzed to understand the nuances in their writing practices.

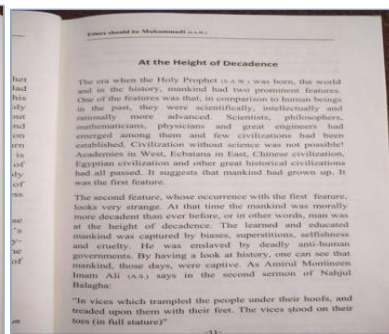
Q1. Do you like writing?

The majority of those surveyed said they enjoy taking on writing assignments. The types of writing that they do more frequently revealed the variances. Regarding the writing preferences of EFL and ESL, this variation is relevant. While they all like writing in English, all EFL students said that they feel more comfortable and confident when they write in their native tongue. A female EFL student claims that she partakes in L1 and L2 writing, although she feels that utilizing L1 makes her more at ease and productive. When she writes for herself or in her creative works, she primarily utilizes L1, but other than that, she mainly writes in English to become increasingly fluent in the target language. An EFL student mentioned that she had translated academic literature from L1 (Spanish) into L2 (English). Drafts 1 and 2 are drawn from the learner's several translations.

Draft 1 Translated Poem



Draft 2 Translated Prose

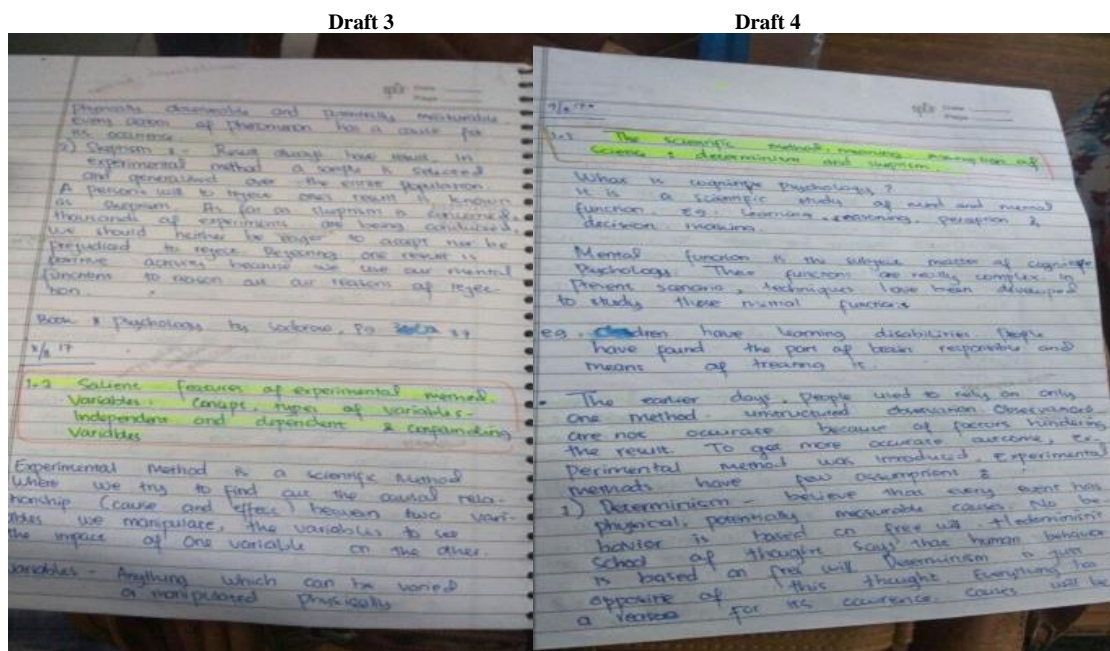


These books are English translations of Persian writings. This identifies the learner's good monitoring and cognitive skills. The learner's proficiency in both L1 and L2 is demonstrated by her ability to translate the essence of the L1 poem into English. Since language patterns vary from language to language, translating into another language demands a high level of cognitive ability to ensure that the translated text accurately conveys the original text's meaning. Furthermore, male and female EFL students pursuing undergrad and graduate degrees concurred that they felt more at ease and skilled when writing in their first language and that they enjoyed writing for fun as well as academic purposes. They write poetry and prose, and they typically keep daily or weekly journals in L1. On the other hand, they frequently use English for projects, assignments, and note-taking in academic writing. When it comes to their personal writings, male and female EFL students differed slightly in their responses, despite the fact that both genders are primarily focused on academic writing assignments. The ESL Male students don't write as frequently or with as much emphasis as female students do when it comes to creative or personal writing. An ESL male post-graduate student claims that although he writes diary entries and maintains a journal of his experiences, he is unable to do so on a timely basis. He goes on to say that because

academics and assignments take up the majority of his time, he finds it difficult to find time for personal writing. Male and female EFL students write creatively and personally on an equal basis, although most prefer to write in their first language (L1). An ESL female post-graduate student told me that she enjoys writing academically because it helps her learn how to organize ideas logically and helps her comprehend what she learns in-depth in class.

Q2. What kinds of writings do you usually do?

The learners said in most of their responses that they often write for academic purposes because their focus is mostly on their coursework and academic standing. Academic writing duties that keep them busy a lot include organizing and taking notes for tests, working on assignments and projects, and other writing assignments. The differences between the ESL and EFL methods of completing the academic assignments were discovered in this. The EFL students find it more comfortable to prepare notes on their own than to take notes during class lectures. They claim that it is challenging for them to keep up with the teacher's pace and to take notes in real time. Because they are taking notes at a slower pace than necessary, they end up missing the majority of the lecture's content. Drafts 3 and 4 were created using notes that an EFL student had prepared.



The undergrad EFL students expressed worry that they were missing a lot of the lecture material since they were finding it difficult to understand their ESL lecturers' accents at times, which made them feel more at ease taking notes on their own. Most EFL students dedicate a significant portion of their time to taking notes. However, the ESL students are equally capable of taking and creating notes; the only difference observed in this regard was gender, with the males being less committed to taking and making notes than the females. Female learners are committed to taking notes as well as creating them. Assignments and projects are accorded second priority; interestingly, EFL students devote more time and effort to these tasks than do ESL students. EFL students focus more on their homework and projects. When they are not burdened with academic work, students prefer to write creatively; otherwise, both ESL and EFL students are more worried and preoccupied with writing assignments.

Q3. Which pre-writing strategies do you adopt?

The responses' variances were a reflection of the learners' tactics in use. Both EFL and ESL students brainstorm and first make a mind map of the concepts that are relevant to the subject. However, research shows that this kind of planning only occurs for academic assignments; in contrast, students are more likely to follow their instincts and be passionate about writing when they are writing for themselves or for a creative project. It has been observed that EFL students take longer than ESL students to prepare for any academic writing assignment. However, both groups mentioned and used some of the same tactics, such as gathering pertinent information, skimming and scanning through it, and shortlisting the pertinent data.

Q4. Do you plan out certain goals for your writing task?

Responses to this were very different depending on the target language (ESL and EFL), level (undergrad and postgrad), and gender (male and female). Some English as a Second Language students claimed that they typically created plans and followed them.

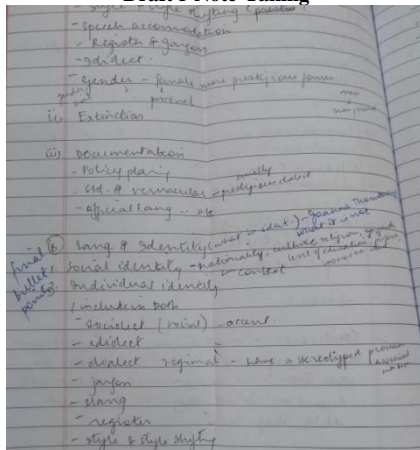
According to a post-graduate female student, she created a suitable schedule for the assigned writing work and carried it out appropriately. She attempts to do the work within the allotted time and frequently manages her time. The majority of ESL female students plan more than ESL male students do; they plan and create objectives for completing academic writing assignments. It was discovered that, in certain instances, ESL students both male and female planned and

established reasonable objectives in order to finish a writing work. Still, they acknowledged that they didn't complete the assignment in line with their predetermined standards. Certain ESL learners, both male and female, typically don't set specific objectives for writing assignments since they are more focused on completing the work at hand; as a result, they begin working without prior planning. One week is typically all that is needed to complete an assignment or project work for a post-graduate level ESL male student. Another post-graduate ESL male student says that he is more concerned with the draft's content, meaning that regardless of how long it takes, the work must meet requirements for both quantity and quality. However, the EFL students take an active role in organizing and establishing requirements for a certain academic writing assignment. The learners' planning and thinking demonstrated that they use monitoring and metacognition when preparing to complete their writing assignment. An additional discussion of this point is provided in Question 7. Their personal writing is entirely focused on their free time and is done for enjoyment; there are no predetermined objectives or plans.

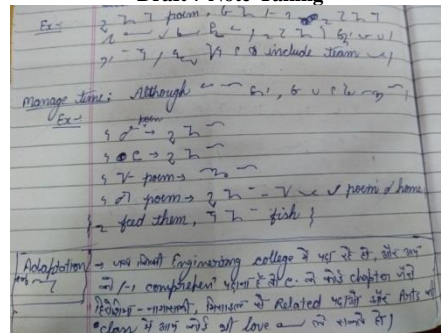
Q5. How do you organize your writing?

An EFL female prefers to use headings and sub-headings to interpret texts in a detailed step-by-step manner. In drafts 5, 6, and 8, she consistently organizes her ideas with sub-headings and bullet points while taking notes. Conversely, an EFL male finds it beneficial to draw mind maps and then convert them into paragraphs. An ESL female opts for chart or pictorial representations to outline ideas and important points before expanding them into paragraphs. Another ESL female prefers creating bullet points and subsequently developing each into paragraphs. Both ESL and EFL learner-s typically jot down key points using methods like mind-maps, bullet points, or pictograms before elaborating them into paragraphs. However, an ESL female stands out as she prefers developing paragraphs continuously with intermittent breaks, as evidenced in Appendix A. She clarifies that she treats this continuous writing as an initial draft, refining it through review and rewriting before finalization. In Image 7, a male ESL learner employs an unconventional shorthand writing style, incorporating his native language (Hindi) to aid comprehension. He also labels his notes for easy recall, indicating a higher level of training and skill required to implement this writing style.

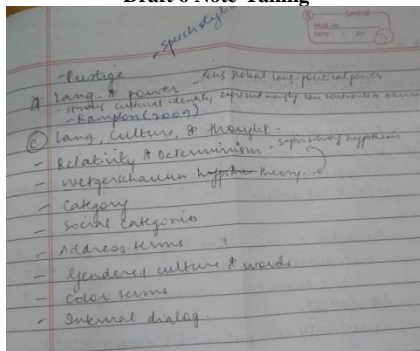
Draft 5 Note-Taking



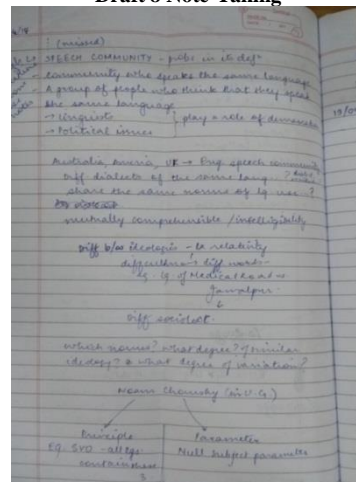
Draft 7 Note-Taking



Draft 6 Note-Taking



Draft 8 Note-Taking



Q6. What materials do you prefer to take assistance from?

The majority of both ESL and EFL learners rely heavily on the internet for assistance, considering it easily accessible and rich in content across various subjects. An EFL female learner frequently utilizes the internet, accessing eBooks and journals from platforms like Libgen and Google Books. An ESL male primarily relies on online sources such as journals for support. However, an ESL female incorporates books and articles alongside internet resources for her academic writing tasks. Another ESL male predominantly uses the internet but also consults materials provided by teachers. Conversely, another ESL male favors library books, deeming them more trustworthy and credible compared to online

sources. Two EFL males estimate that they obtain 80% of their assistance from the internet while relying on their instincts and existing knowledge for the remaining 20%.

Q7. How do you monitor and keep a record of your writing?

The majority of ESL and EFL students indicated that they prefer to track their writing in hard copy because they believe it is safer to keep an eye on what they write and edit it later. They think it's the most effective approach to remain informed about the volume of work completed. Consequently, by recording and preserving their drafts, the students engage in self-reflection over their writing.

Q8. In what kind of environment do you prefer writing?

When writing, both EFL and ESL students want to keep a quiet and serene environment for themselves. In a library, an EFL female can easily find a quiet place to study. Male ESL students have found that working on cognitive tasks like writing in solitude in the comfort of their own homes has shown to be beneficial. An ESL male student, however, prefers working with a colleague on his academic writing assignment so that he can benefit from a second opinion and improve his ideas through group study. Students have a preference for specific environments when it comes to writing assignments because they help them focus more effectively and produce better drafts. Both ESL and EFL students self-regulate to keep their surroundings conducive to their ability to compose successfully by focusing more intently.

Q9. How much time do you dedicate in the preparation before you begin to write? What all preparations you do before you start writing the draft?

For an ESL female, the time spent on preparation varies depending on her interest in the writing task. If it's a topic she finds engaging, preparation is quicker, but less familiar topics require more time. Similarly, an ESL male prioritizes gathering and organizing relevant material before starting. Another ESL male emphasizes the importance of reading and structuring ideas beforehand. Reading is also a crucial step for an ESL female in shaping her writing, consuming most of her preparation time. Another ESL female allocates time to brainstorming ideas and gathering reading material on the topic. She acknowledges that effective planning extends the preparation stage but yields a well-structured draft. Overall, learners recognize the importance of thorough preparation, spending more time reading, comprehending, and organizing material before writing. They demonstrate self-regulation by questioning how to approach the task, what to include, and what's relevant. Appendix A exemplifies effective organization of thoughts and ideas from gathered material. Appendix A showcases an ESL female student's initial draft, demonstrating a logical arrangement of information.

Q10. How often do you revise and re-draft before you finalize the draft?

Two ESL female learners find revising to be burdensome, often rushing to complete their drafts. They rely on peers and teachers for editing and correction. Similarly, two ESL male learners prefer peer proofreading to enhance comprehension. Conversely, one ESL female revises after each paragraph to ensure continuity and coherence in her academic writing. Another ESL female conducts rigorous revision every two or three sentences, focusing on discrepancies and grammar errors. During exams, she allocates time for answer revision. An ESL male revises for coherence after each paragraph, while two EFL males pause to check for errors multiple times before proceeding. These varied approaches suggest that while some ESL/EFL learners may overlook revising, others prioritize self-monitoring and self-assessment for cohesion, coherence, grammar, spelling, and punctuation errors. This indicates their awareness and effective self-guidance in the writing process.

Q11. Are you in a habit of taking assistance from your peers and teachers? How often do you ask for their assistance in your writing tasks?

From the total amount of data gathered, it is evident that both ESL and EFL students seek out help from classmates and teachers. The sort of help they receive from both is where the differences lie. Before starting a writing assignment, students like to approach their teachers to get advice, clarification, and expectations. When they have completed their draft and would like a second opinion for additional enhancement before submitting it, they like to consult their colleagues. From ESL to EFL, the frequency of accepting help may vary. While ESL learners are primarily concerned with passing well on exams, EFL learners are more focused on completing tasks such as assignments and projects.

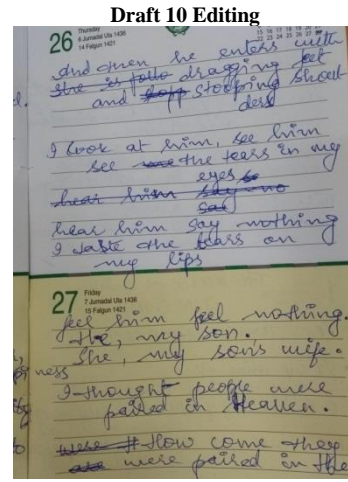
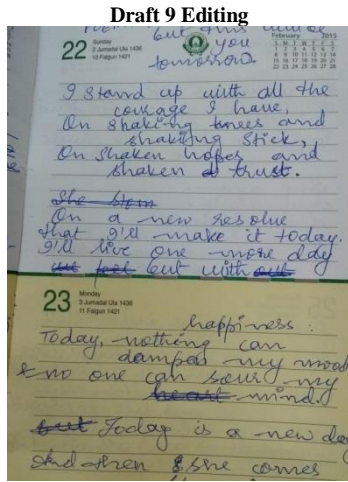
Q12. How many times do you revise your written draft? And how often do you do re-drafting?

The learner's redrafting and revision skills are illustrated in Appendix B. An ESL female M.A. student created these four successive revisions of notes. She uses precise approaches, self-regulation, and self-reflection to ensure that her drafts are well-formed and that she is satisfied with the final product. This exhibit writing proficiency at a higher academic level and serves as a wonderful illustration of self-control and introspection. The majority of respondents said that before finishing their manuscript, they revise it and take it seriously. Once more, there are differences in how frequently students modify their work that is, how many times they are pleased with their manuscript before finishing it? A nice illustration of editing and redrafting can be seen in Appendix B.

Q13. While revising your draft what editing you generally do?

In drafts 9 and 10, edited versions of a poem show revisions in spelling, phrases, sentences, word choice, and rhyme. One learner notes a tendency to repeat ideas excessively, resulting in monotony and omission of important points. Similarly, an ESL male extends ideas to increase draft length. Appendices A and B display editing and proofreading efforts resulting in various improvements such as grammar, spelling, punctuation, and content organization. Both ESL and EFL learners revise drafts for clarity, cohesion, and length. They self-assess to identify and correct errors,

demonstrating awareness of their writing strengths and weaknesses. This self-regulation and reflection indicate high-level engagement in academic tasks.



Q14. How motivated do you feel when you are given a writing task?

ESL/EFL students are motivated to complete all writing assignments based on all of the recorded statements; yet, there are some circumstances in which their motivation level decreases. Usually when they are assigned a task that requires them to work under pressure or when the subject matter is uninteresting.

Q15. Do you like to take up challenging writing tasks?

According to the comments from both target groups, while some prefer to take on difficult writing assignments, others choose to disregard them because they believe they lack the motivation to do so or that they won't be able to do well in particular circumstances. The degree of efficiency and confidence in one's L1 is the other variance that the researcher observed. Since they rate their L1 as being more efficient than English, the majority of EFL students said that they feel more secure taking on difficult writing projects in their L1.

Q16. How would you rate yourself as a writer in the target language?

From every response that was noted, it can be inferred that EFL students are less assured of their ability to write in the target language. They think they need more practice to get better at it and assess themselves as ordinary or below. Conversely, it was discovered that every EFL student had a high degree of confidence in their ability to write in their L1, as seen by their ratings of their own efficiency and self-assurance. ESL women are assured of their proficiency in the target language, nevertheless. They are extremely driven and take pleasure in writing in the target language.

Q17. What kinds of feedback do you receive from your peers and teachers on your writing?

Both students generally stated that they can complete all of their academic writing assignments successfully and that they get good feedback from their teachers and classmates. They think that with more practice, they can perform even better. The L1 was constantly emphasized by the EFL students, who also insisted that they are more proficient and self-assured in it.

V. FINDINGS

To test the hypothesis that ESL and EFL learners were associated with statistically significantly different levels of self-regulation and self-reflection, an independent samples t-test was performed, as can be seen in the following tables (1-3). Each table is distributed in the pattern that interprets the results obtained after applying the tests in SPSS.

TABLE 1
SELF-REGULATION, SELF-REFLECTION, AND SELF-EFFICACY AT THE LEVEL OF TARGET GROUP (ESL/EFL)

	Target group	N	Mean X	Std. Deviation (SD)	Std. Error Mean	t	p
Self_Regulation_Tot	ESL	209	113.99	13.76	.95	.022	.982
	EFL	76	113.94	14.85	1.70		
Self_Reflection_Tot	ESL	209	112.65	12.91	.89	1.15	.253
	EFL	76	110.33	15.84	1.82		
Self_Overall	ESL	209	226.64	23.95	1.66	.63	.529
	EFL	76	224.28	29.36	3.37		

Table 1 displays the difference in self-regulation and self-reflection at the level of the target group (ESL & EFL). The total number(N) of ESL learners were 209 and EFL learners were 76. There is no difference found in the mean(X) of both the groups at this level. The standard deviation (SD) is 14.85 for EFL which is slightly higher than the ESL group. Although, this implies no such significant difference among both, still the slight difference can be considered as of

importance in explaining the level of self-regulation and self-reflection among both the groups. Therefore, looking alone the mean and standard deviation we can't say that ESL and EFL learners' self-regulation and self-reflection levels are distinguished or similar in nature. If we look at the means of the groups at the level of their self-reflection, the case is still not quite significant. Though, the slight difference in the means (ESL=112, EFL=110) can be taken into consideration that some kind of variation exists among the two groups, though it is not statistically relevant, to some extent, they are different in their efficiency to self-reflect and self-regulate. In both, the cases ESL learners' mean(X) is higher than their EFL companions. The null hypothesis for this was formulated that, the variances of the two groups (ESL & EFL) are significantly different in shape, that is, ESL and EFL would differ significantly at the level of their self-regulation and self-reflection in writing. As the hypothesis states, that the variation would be of significance in nature, the null hypothesis gets terminated here, as the results show no such significant difference among the groups. Statistically, the null hypothesis gets rejected.

TABLE 2
SELF-REGULATION, SELF-REFLECTION, AND SELF-EFFICACY AT THE LEVEL OF PROFICIENCY (UG/PG)

Group Statistics								
	Proficiency_level	N	Mean	Std. Deviation	Std. Error Mean	t	P	
Self_Regulation_Tot	UG	192	113.16	13.79	.99	1.39	.165	
	PG	93	115.67	14.44	1.49			
Self_Reflection_Tot	UG	192	112.32	13.03	.94	.47	.638	
	PG	93	111.45	15.21	1.58			
Self_Overall	UG	192	225.48	24.13	1.74	.48	.630	
	PG	93	227.12	28.15	2.92			

Table 2 displays the difference in variances at the level of proficiency, that is, at the under-graduation level and post-graduation level. The total number of subjects at UG (under-graduation) level where N=192 and at PG (post-graduation) level where N=93. Statistical results, in this case, results displayed no significance on which we can base our assumption that one is better than the other in a significant manner. Though, seemingly there is a slight difference in the scores of the mean(X) values and standard deviation (SD), this variance is not of significance to prove any point regarding the efficiency of any of the group. Though, the slight variance can be looked into to compare the groups. The self-regulation mean (X) score is higher for PG learners and in self-reflection, the mean score is higher for UG learners, the overall score is higher for PG learners. This is relatable to the qualitative data of the research which has also displayed the efficiency level of both the groups, where PG learners were found to be self-regulating their writing more and self-reflecting less. The UG learners were high on self-reflection they were conscious of the fact that their written draft should be perfect and free of errors, they revise and assess their writing frequently, whereas, their skill for self-regulation was slighter compared to PG learners. The null hypothesis formulated at this level was that the variances of the two groups (UG & PG) are significantly different in shape. The distribution of competency scores is significantly different in shape between the groups. The null hypothesis, therefore, gets terminated, as the results show no significant difference among the groups.

TABLE 3
T-TEST BY GENDER

Test Vabs.	Gender	N	Mean	Std. Deviation	Std. Error Mean	t	p
Self_Regulation_Tot	Male	138	112.78	15.16	1.29	1.39	0.166
	Female	147	115.10	12.83	1.06		
Self_Reflection_Tot	Male	138	110.68	14.73	1.25	1.61	0.109
	Female	147	113.30	12.70	1.05		
Self_Overall	Male	138	223.46	27.82	2.37	1.63	0.104
	Female	147	228.41	22.88	1.89		

Table 3 displays an overall variance of self-regulation and self-reflection at the gender level, between male and female learners. The table clearly shows the distribution of the competency scores among the variances. There is no significant difference among the groups. Statistically, the scores are insignificant showing no difference. Again, the slight difference in the mean (X) scores of male and female learners can be noted. Self-regulation competency score is higher in the case of a female, self-reflection is also higher in the case of females, and overall the competency score is higher for female learners. The null hypothesis formulates that the variance of the two groups is different in significance. The male and female learners are distinguished in their competency scores. The null hypothesis gets rejected here, as the distribution of the competency scores for male learners is similar in shape to the distribution of competency scores for females.

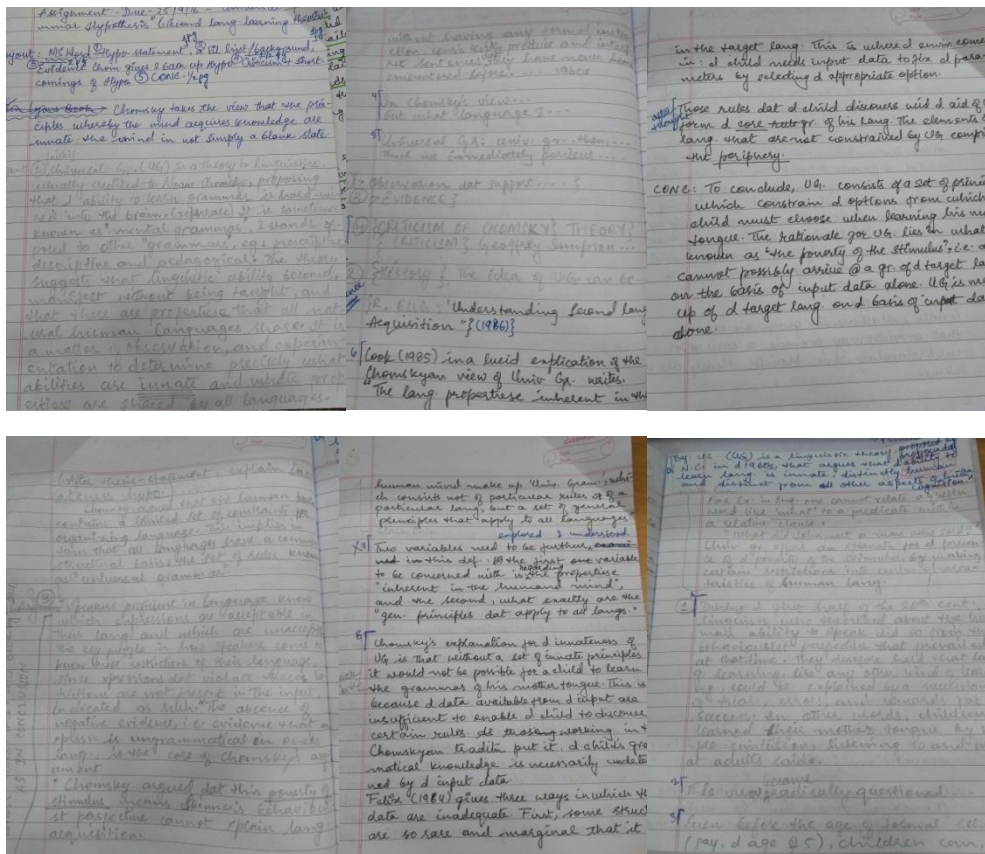
The data analysis reveals varying degrees of self-regulation and self-reflection in writing among ESL and EFL learners. Generally, ESL learners demonstrate more frequent and effective use of these strategies compared to EFL learners (Alam, 2022). While both groups focus primarily on academic writing, they exhibit more creativity and instinctual writing in personal endeavors. Learners who aim to publish their work exhibit the highest levels of self-regulation and self-reflection. EFL learners feel more confident expressing themselves in their native language but are capable in English, particularly for academic tasks. They often rely on pre-planned writing structures and struggle to expand their writing horizons

(Usama et al., 2024a, 2024b). In contrast, ESL learners are more comfortable with English and engage in personal and creative writing in the language. Both groups self-regulate their writing through goal-setting, motivation, and environment management (Ajmal et al., 2025). However, differences emerge in self-reflection practices, with most learners preferring external feedback over self-revision. Teacher feedback plays a significant role in shaping learners' self-awareness and skill development (Alam, 2025). Despite dedicating ample time to pre-writing activities, learners tend to neglect revising and self-reflecting. While some revise continuously throughout the writing process, others prefer revising after completion. Most prioritize checking for discrepancies, grammar, vocabulary, punctuation, cohesion, and coherence, often seeking feedback from others to identify mistakes they might overlook.

VI. CONCLUSION

Developing skills requires practice and rigorous training, with 'modeling' being the most effective method. This theory suggests introducing learners to coping models of various strategies to foster self-regulation, self-efficacy, and other skills. Skilled authors demonstrate purposeful self-direction and active engagement in these processes, able to guide and monitor their composition independently (Flower & Hayes, 2016). Self-regulated learning and reflective practices in writing enable writers to achieve this level of skill and independence. Bandura's (1997) social-cognitive theory highlights the influence of environmental factors on behavior, emphasizing the importance of creating a conducive learning environment for behavioral change and adaptation. Social interactions and observational learning are how people learn in a social setting; learners who are less academically accomplished typically rely more on adults, teachers, and peers for self-regulated learning strategies, while learners in the second category prefer to receive instruction from teachers (Effeney et al., 2013). The focus of the current study was on ESL and EFL learners at the undergraduate and post-graduate levels who practiced self-regulated learning and self-reflective writing activities. The same can be investigated in the elementary, primary, secondary, or higher secondary levels in future studies. The same study's findings could differ in different social and cultural contexts (Kobylarek et al., 2021). To obtain more generalized results, a wider range of studies can be conducted across more regions and territories in relation to locations and educational institutions. The collection of learners' authentic pre-written drafts served as the implementation method for the qualitative research. Future studies may try to put the students to the test by assigning them a writing task, which can provide statistics and direct observation of the students' self-regulated learning and self-reflective practices in their writing. In a language classroom, researchers can do more research by implementing self-reflective practices and self-regulated learning methodologies pedagogically.

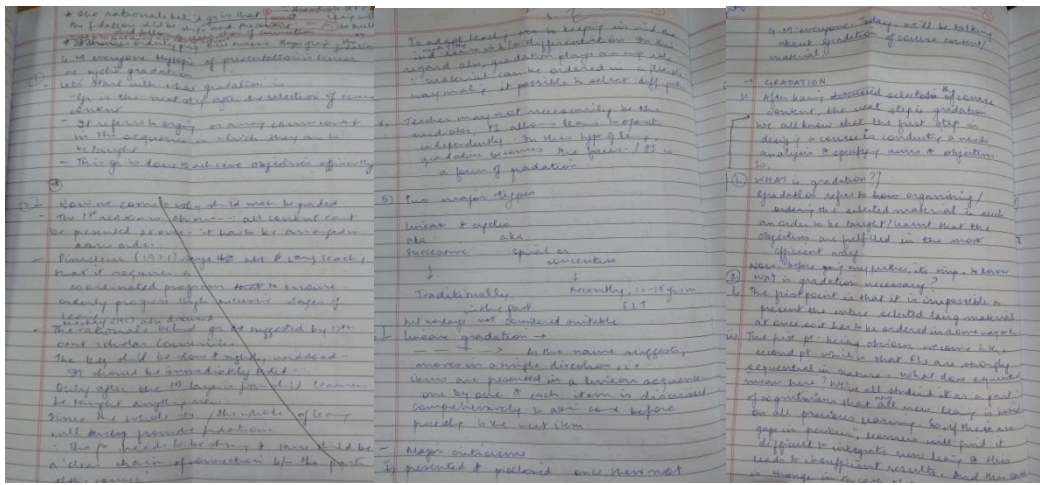
APPENDIX A. CLASS NOTES (NOTE-TAKING AND NOTE-MAKING)



not as possible for a child to obtain sufficient exposure to many different new and easy sentences. Many hypotheses could be discarded would be if the put into to provide - no feedback, not in part, it does not do third, it rules of any of one highly abstract and so do not "select" surface" properties of a language.

Ug is composed of diff. kinds of universals. Chomsky (1965) identifies two types, "substantive" and "formal". Substantive universals consists of fixed features such as the absence of phonetic features of which sounds are not in the phonetic categories such as manner, lexical and object. Formal universals are more abstract. They are statements about what grammatical rules are possible. Much of the research in linguistics is taken up with questions for formal universals. In other words, formal and substantive universals constitute constraints on the kind of grammar that the child can develop. They define the no. of options which a child needs to explore. The child, however, still has to discover which of various options best

APPENDIX B. CLASS NOTES (NOTE-TAKING AND NOTE-MAKING)



Draft 1

Draft 2

Draft 3

SELECTION OF COURSE CONTENT

Selection of course content is the most important step to be taken. Selection of course content refers to organizing/arranging the selected material in such a manner that the course objectives are fulfilled in the most efficient way possible.

Selection is important because it is impossible to present the entire selected material at once. There are gaps in previous learning. It is necessary to bridge the gaps and produce desired results.

Pinson (1972) suggests that the program should be 'co-ordinated, sequential, orderly progress' through 'successive stages of learning'.

The concept of 'sequencing' can be traced back to the 19th century. Schiller, Comenius, who advocated the same. He suggested that the seq. must be clear & rightly understood & tested immediately. Only after the 1st layer is firm should not proceed any further. The whole substance will be developed from the foundation.

All parts should be linked to each other.

Draft 4

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