THE IMPACT OF SELF-EFFICACY AND SELF-REGULATORY WRITING STRATEGIES ON ENHANCING THE WRITING SKILLS OF LEARNERS IN HIGHER EDUCATION

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ABSTRACT

Self-Regulatory Writing (SRW) strategies encompass cognitive, metacognitive, and behavioural processes that the learners can utilise to improve their writing abilities. The implementation of SRW strategies enable L2 learners in higher education to complete a specifictask and accomplish academic goals. The objective of this study is to elucidate the impact of self-efficacy and self-regulatory writing strategies on the writing skills of L2 learners in higher education. The present study seeks to explore the potential benefits of employing these strategies in order to improve the overall writing proficiency of students in an academic context. This study sheds light on the effective pedagogical approaches in higher education by examining the effects of self-regulation and self-efficacy techniques on writing abilities.

Keywords: *Self-Regulatory Writing Strategies, Self-Efficacy, L2 Learners, Higher Education*

INTRODUCTION

Self-efficacy has the potential to exert a significant influence on the writing performance of the learners in higher education. It involves the cognitive beliefs held by individuals regarding their capabilities to successfully execute actions that will yield meaningful outcomes in their lives (Bandura, 1977). The concept of self-efficacy is recognised as a dynamic mechanism that can be influenced by several key factors, which include the learners' accomplishments and setbacks, observations of others' achievements, the level of support and encouragement received from others, and their emotional well-being. In addition, self-efficacy plays a pivotal role in regulating several aspects, such as L2 learners' establishment of goals, selection of strategies, and execution of actions to complete the tasks given to them. It has been extensively investigated in its association with language skills such as listening, speaking, reading, and writing (Demirkol & Demiroz, 2022).

The theoretical framework of self-efficacy holds significant importance for the learners who exhibit low levels of self-efficacy, particularly in the context of academic achievement. Furthermore, it is highlighted that some of the university students exhibit a lack of confidence in their writing process. Writing Self-Efficacy (WSE) and self-regulatory writing strategies act as strong indicators of students' writing performance in higher education. Self-regulation in writing enhances one's belief in their writing abilities and improves their ability to regulate their own writing process, for instance, students with higher writing self-efficacy are more likely to set ambitious goals and use a wider range of cognitive and metacognitive strategies to complete a task compared to students with lower self-efficacy. Likewise, students with a high level of self-efficacy tend to perceive the course material as valuable, significant, and engaging. As a result, they are more inclined to put in more effort and utilise different approaches, even when faced with challenges or obstacles. Hence, it is essential to investigate the association between self-efficacy and self-regulation among the learners in the context of English as a Foreign Language (EFL) or English as a Second Language (ESL) (Shen & Bai, 2022).

REVIEW OF LITERATURE

The utilisation of self-regulated learning strategies can be influenced by various factors, including cognitive, affective, and environmental elements. These factors align with the conceptualization of second language (L2) writing as a multifaceted procedure for enhancing the learners' writing skills. Utilising Hattie and Timperley's (2007) feedback model as a theoretical framework, they examined the influence of feedback on the cultivation of self-regulated writing strategies among English as a Foreign Language (EFL) learners. The data for this study were obtained through semi-structured interviews, and the findings of the data analysis indicated that there was a notable improvement in the learners' writing ability as well as their capacity to monitor their learning process while indulging in metacognitive learning activities. The results of the study indicated that feedback focused on self-regulation has the potential to support English as a Foreign Language (EFL) writers in their ability to cultivate and utilise self-regulated writing strategies (Yang et al., 2023).

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Self-Regulated Learning (SRL) is a dynamic and constructive process that involves the learners actively engaging in monitoring, regulating, and controlling their cognitive processes. A comprehensive investigation into the field of SRL has demonstrated its significant impact on enhancing students' academic performance and cultivating proactive learners across various educational and psychological settings. The growth of self-regulated learning is of utmost importance in the realm of second language (L2) education. This emphasis on self-regulated learning aims to foster the development of independent and goal-driven learners equipped with lifelong learning strategies. They gathered data from a sample of 80 undergraduate students who were registered in an academic writing course at a university in China. Besides, they also administered a pre-test, post-test, and delayed post-writing evaluations, in addition to the utilisation of self-reporting questionnaires. The findings of the study indicated that the implementation of a Self-Regulated Learning (SRL) strategy-based instructional model had a positive impact on the participants' levels of linguistic self-efficacy and performance self-efficacy. The application of instructional practices that prioritise self-regulated, strategic learning has been observed to produce more favourable outcomes in academic settings (Teng & Zhang, 2023).

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The model of writing self-efficacy comprises three distinct components, namely ideation, conventions, and self-efficacy for self-regulation. The self-efficacy for writing ideational process encompasses the refinement of concepts, principles, and reasoning that form the foundation of written expression. The process of idea generation is a dynamic cognitive activity that exerts a significant influence on all other stages of the writing process. The second dimension consists of writing conventions, which pertain to proficiency in effectively conveying ideas through written language within a specific linguistic context. Conventions serve as the structural frameworks through which writers effectively articulate their ideas. The concept of writing self-regulation refers to an individual's belief in their ability to successfully engage in writing tasks. It includes one's confidence in their writing skills and the ability to effectively navigate the various dimensions and subtasks inherent in the process of writing (Bruning et al., 2013).

The mastery of writing skills is vital for students as it enables them to effectively articulate their opinions and ideas. Self-Regulated Learning (SRL) has been identified as a valuable approach to enhance students' cognitive and metacognitive processes in various educational contexts. Learners take an active role in monitoring and regulating their writing processes, thereby fostering autonomy while using self-regulated writing strategies. They examined the potential impact of SRL on the enhancement of the learners' writing skills. The results obtained from the quasi-experimental study provided empirical evidence that the learners' writing skills exhibit noticeable enhancements after using SRL techniques in the context of writing instruction. Hence, it is significant to recognise the importance of incorporating self-regulatory writing strategies in

order to strengthen the writing proficiency of the learners (Susanti & Pratama, 2020). Graham et al., (2005) developed a model, Self-Regulated Strategy Development (SRSD) to enhance the writing skills of the learners. The investigation focused on analysing the strategic behaviour, knowledge, and motivation of the learners as observed by the model . The findings elucidated that the implementation of Self-Regulated Strategy Development (SRSD) had a substantial influence on the enhancement of the learners' writing proficiency. It also augmented the learners' understanding and mastery of writing concepts.

It is vital to teach the importance of writing as a fundamental skill to English as a Foreign Language (EFL) learners. The writing skills of EFL learners can be fostered through various strategies, among them self-regulated strategy development (SRSD) instruction is found to have a high impact on the learners' writing skills and reflective thinking skills. Two essays and a questionnaire to know the level of reflective thinking among the learners were used as instruments to collect data. The results highlighted the importance of SRSD in developing the learners' descriptive writing and reflective thinking skills through the process of monitoring, analysing, and evaluating their own writing style . Thus, it is understood that the impact of self- regulatory writing strategies develop writing skills as well as thinking skill among the learners (Samanian & Roohani, 2018).

Wang (2023) in his article entitled "The Effects of Self-Regulated Learning (SRL) Writing Strategies on English Writing Self-Efficacy among Chinese Non-English Major Students" explored the relationship between SRL writing strategies and writing self-efficacy among Chinese non-English major students. The researcher used two distinct questionnaires as the primary instruments for data collection. The key characteristics of the self-regulated learning (SRL) writing strategy can be described as a dynamic, multidimensional, and cyclic process where the learners enhanced their ability to activate, monitor, and regulate their writing behaviour through self-observation, self-reaction, and evaluative feedback. The findings indicated that students exhibit a favourable disposition towards employing self-regulated learning (SRL) writing strategies. Additionally, these students demonstrated a moderate level of confidence when engaging in the writing process. The study further elucidated potential implications for the augmentation of English as a Foreign Language (EFL) students' writing proficiency.

CONCLUSION

The exploration of writing self-efficacy and writing self-regulatory strategies enabled the learners to develop writing skills, especially descriptive writing skills, with respect to the learners' autonomy in advanced planning of writing assignments, revising their answers, and also giving importance to feedback responses (Mitchell et al., 2019). Thus, this study provided some insights into the theoretical underpinnings of writing self-efficacy and self-regulatory behaviours on the development of writing skills among the learners. In addition, the investigation into the impact of writing self-efficacy and writing self-regulatory strategies disclosed how the learners cultivate their writing abilities. This study also offered valuable insights into the theoretical connection between writing self-efficacy and self-

regulatory behaviours in relation to the development of writing skills among the learners. It is implied that the interconnection between writing self-efficacy and self-regulatory writing strategies should be emphasised with the aim of enhancing the writing proficiency of the learners. Therefore, it is highlighted that writing self-efficacy and self-regulatory writing strategies are interlinked, and future studies are needed to explore the correlation between writing self-efficacy, writing self-regulatory strategies, and other metacognitive strategies to improve the learners' writing skills.

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