

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University Center - Mila



Institute of Letters and Foreign Languages
Department of Foreign Languages
Branch: English

**Investigating the Impact of Academic
Procrastination on EFL Learners' Writing**
The Case of Master Two Students at the Department of Foreign
Languages in Mila University Center

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

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2023

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Dedication

Above all else, my deepest gratitude goes to Almighty Allah for granting me the strength to finish this work

I dedicate this work to my dear parents, for their continuous support along the path; they are the reason behind my success and the person who I am today. It is also dedicated to my aunt; words cannot express the depth of gratitude I hold for her. I dedicate it to the memory of my grandfather, too. Of course, I am not to forget my inseparable companions, my two brothers, who have been a constant source of support, and my sister, her husband, and their amazing children. Finally, this work is dedicated to all my friends with no exception.

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I would like to express my profound appreciation to my classmate and friend Meriem Maarouf for her priceless support, and valuable help in this research work. I am also grateful to the dedicated teachers at the Department of foreign languages in Mila University Center for their valuable support in responding to the submitted questionnaire and sharing valuable insights and expertise.

Finally, I wish to express my appreciation to my fellow classmates, master two students at the Department of foreign languages, in Mila University Center for their commitment in answering the submitted questionnaire. Their active participation and valuable responses have significantly contributed to the findings of this study.

Abstract

The current study aims to investigate the impact of academic procrastination on EFL learners' writing. To start with, it seeks to discover the degree of academic procrastination among master two students. Furthermore, it aims to explore the main causes underlying academic procrastination and to find out the effects of this phenomenon on master two students' academic writing in order to suggest solutions to reduce its negative impact and improve students' writing performance. This research seeks to answer four main questions, (1) to what extent M2 students commit procrastination in performing EFL writing, (2) what are the main causes that lead M2 students to procrastinate in writing, (3) what effects might procrastination have on M2 students' academic writing, (4) what can be done to reduce the negative impact of academic procrastination. To achieve the research objectives, two questionnaires were delivered to both teachers and master two EFL learners at the Department of foreign languages in Mila University Centre. The data were collected and analyzed using the mixed approach. The analysis of the quantitative and qualitative data shows that the overwhelming majority of master two students commit academic procrastination in performing EFL writing. The main causes underlying academic procrastination are: poor time management, self-regulation failure, and anxiety. The impact of academic procrastination on master two students' academic writing is predominantly negative; it has detrimental effects on students writing abilities and outcomes. Finally, it is confirmed that the individuals who exhibit effective time management and succeed in practicing self-regulation have the capacity to overcome academic procrastination.

Key words: academic procrastination, anxiety, EFL writing, poor time management, self-regulation failure.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

M2: Master Two

Q: Question

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General Introduction

1. Background of the Study

In the field of language learning, dealing with English as a second language is totally different from being born with it as a native language, especially for those who decide to take English as their major at university. Listening, speaking, reading, and writing are very familiar concepts among the students of English as a foreign (EFL). In other words, those terms refer to the necessary language skills one must master to ensure academic success and growth. Writing is considered to be a very essential skill for Master two EFL students, and probably the hardest one, as students get influenced by a fundamental phenomenon called academic procrastination which affects their writing.

Students tend to postpone their written assignments until the last minute before the deadline. They prefer to do other less important things instead, even though they are aware of the negative consequences of their actions. Procrastination practices affect learners; they develop the behavior of pushing off their academic and written duties until they have no other choice but to do them in a short period of time (Ferrari et al., 1995). This behavior, leads them to the denial of the necessary procedures of the writing experience such as intensive reading, learning about writing structures, and constant knowledge acquisition. Ultimately, students end up producing poor pieces of writing.

Harmer (2004) stated that writing is considered to be the most important skill for students. It is the act of translating thoughts and information from the mind to paper and a way of communication between the teacher and the learner. However, academic procrastination has greatly rooted itself among EFL learners especially when they perform EFL writing including essay and dissertation writing. Conducting a study

about this phenomenon is, thus, inevitable. So, it is critical to discover the nature of this phenomenon, its relation to EFL writing and propose effective solutions to reduce its negative impact.

2. Statement of the Problem

Throughout the years as an EFL learner at Mila University center, it has been noticed that many students feel comfortable delaying their academic duties, mainly their written tasks including essay, dissertation, and written assignments. They keep pushing them off towards the deadline until they shorten the amount of time given to finish it to the minimum. In other words, they procrastinate when writing which, in turn, in some cases may result in producing poor pieces of writing full of errors or even failing to complete the task at all. Moreover, teachers always feel unsatisfied with the resulted writing. This procrastination behavior may be due to several causes including anxiety, self-regulation failure, and poor time management. Accordingly, more research is needed to find out the actual reasons behind procrastination among Master 2 EFL students and its effects on their writing, and to find solutions and raise students' awareness in order to act more seriously towards academic writing.

3. Aims of the Study

The purpose of this study is to discover the degree or the extent of academic procrastination among master 2 (M2) students. Moreover, it seeks to shed light on the causes that lead students to procrastinate and to investigate the influence of academic procrastination on students' writing. lastly, the study aims to find out ways to limit the negative impact of academic procrastination, with the goal of improving students writing performance.

4. Research Questions

In order to proceed this study, the following questions need to be highlighted:

1. To what extent do M2 students commit procrastination in performing EFL writing?
2. What are the main causes that lead M2 students to procrastinate in writing?
3. What effects might procrastination have on M2 students' academic writing?
4. What can be done to reduce the negative impact of academic procrastination?

5. Significance of the Study

This study aims to investigate the impact of academic procrastination on students' EFL writing. To shed light on the detrimental impact that procrastination can have on students' academic outcomes. Furthermore, to provide a comprehensive understanding of the mechanisms that lead master two students to postpone their written academic tasks. The findings and recommendations stemming from this research will not only provide practical insights for educators and academic institutions but they will also serve as a driving force for further research and intervention initiatives aimed at supporting students in their quest to overcome procrastination and reach their full academic potential.

6. Research Methodology

In order to achieve the research objectives mentioned earlier and answer the research questions, two questionnaires were used to elicit data. The first one was administered to M2 students, and the second one to EFL teachers at the Department of Foreign Languages in Mila University Center. The data are analyzed using the mixed approach model. The research targets M2 students enrolled in the academic year '2022/2023'. The total student population consists of 148 individuals divided into three groups, while the research sample comprises 50 students who were randomly chosen. Regarding the teachers, there are fourteen English teachers at the department of foreign

languages in Mila University Center who are involved in the study to provide additional reinforcement and credibility data as they are experts in the field of EFL teaching.

To achieve the aims of the research, two questionnaires are employed as tools for gathering data. These questionnaires are administered to both students and teachers in order to obtain the required information. Both teachers and students were provided with a hyperlink via Facebook and Email that directed them to the on-line platform Google Forms. This platform served as a means for submitting their responses to the questionnaire.

7. Structure of the Dissertation

This dissertation mainly consists of two chapters. The first chapter, which contains two sections, is dedicated to reviewing relevant literature. The second chapter is dedicated to provide a comprehensive description of the most important elements relevant to the field work.

Regarding the first chapter, the first section offers a comprehensive understanding of the writing skill in general context. It includes a definition of writing, EFL writing and its process, the stages of writing, and finally the role of the teacher in the writing process. Concerning the second section, it deals with the concept academic procrastination, exploring different aspects related to this phenomenon. This includes, definitions of procrastination and its typology, characteristics, and causes.

The second chapter of this dissertation, on the other hand, is designed to include a detailed description of the sample population: why and how they are chosen. A detailed analysis of the students and teacher's questionnaire, then follows. The data are analyzed quantitatively and qualitatively to obtain answers for the four main research questions.

Chapter One: Literature Review

Introduction

It is common knowledge that writing is widely recognized as a fundamental aspect of English as a foreign language for university students. However, it is also widely acknowledged as the most challenging skill to acquire. In the same line, EFL learners have a tendency to postpone their written academic duties. In other words, they procrastinate when it comes to fulfilling their written academic assignments. The first chapter of this research, entitled 'literature review', provides relevant literature concerning the issue at hand. It is divided into two sections.

The first section starts with a definition of writing, followed by two items about EFL writing and its process. After that, the stages of writing were highlighted. This section was concluded by explaining the role of the teacher in the writing process. In the second section, the focus shifts towards academic procrastination exploring different aspects related to this phenomenon. It begins by defining procrastination and exploring its typology. The section then narrows its scope to academic procrastination, its definition and characteristics. It further investigates the causes, including anxiety, poor time management and self-regulation failure. Finally, the section concludes by summarizing the key points discussed.

Section One: EFL Writing

In this section, different elements related to EFL writing will be discussed theoretically on the basis of previous research and studies.

1.1.1. Definition of Writing

Harmer (2004) defined writing as a way to produce language and express ideas, feelings, and opinions. According to MacArthur and Graham (2016), Writing is an activity that requires deliberate effort and active engagement, as it involves various mental processes that must align with the writer's objectives. Similar to a busy switchboard operator handling multiple calls, a

skilled writer must handle numerous tasks simultaneously. These tasks include planning, recalling information, forming ideas, envisioning the reader, evaluating concepts and text in relation to the reader's perspective, and more.

1.1.2. Writing in EFL

To produce a successful piece of writing, it is imperative to engage in effective decision-making, problem-solving, and thoughtful self-reflection regarding one's writing skills. Therefore, writing is considered a challenging productive skill that demands the development of critical thinking abilities and a high level of linguistic proficiency (Aunurrahman, 2019; Wahyuni & Umam, 2017). In this context, it is worth mentioning that taking exclusive actions and thinking deeply outside the box pave the way for one's own writing, directing it to growth and successfulness.

1.1.3. The Writing Process in EFL

It is Typical for numerous students to encounter difficulties in their writing performance (Graham & Harris, 2021). These struggles often arise from a limited understanding of the writing process or a tendency to delay tasks. Writing presents alarming challenges for students, often posing various obstacles as they strive to complete their assignments. Consequently, instead of actively engaging in their work, students commonly resort to making excuses and persistently postponing their tasks (Solomon & Rothblum, 1984).

1.1.4. Stages of Writing

The process of writing involves several stages that collectively contribute to the development of a well-structured and coherent piece of written work. These stages provide a systematic framework for writers to effectively express their ideas and communicate with their intended audience. Each stage serves a specific purpose and requires different skills and approaches. The stages include: prewriting, where ideas are generated and organized, the actual

writing stage, and post writing; each stage plays a crucial role in shaping the final written product.

1.1.4.1. Prewriting. Before starting the writing process, it is crucial to have relevant information to write about. Therefore, the research phase can significantly complicate the subsequent stages of writing. Whether engaging in expository, persuasive, or inquiry-based writing, having a cohesive body of information at hand makes the writing process smoother and significantly improves the overall quality of the final output. The initial step involves conducting research to gather data. This typically involves reading and taking meticulous notes. However, data can also be obtained through interviews, observations, inquiries, or surveys. This data serves as the foundation for writing, and neglecting or minimizing (Flower & Hayes, 1981).

The prewriting stage is a crucial phase in the writing process where writers engage in activities that lay the foundation for their written work. During this stage, writers brainstorm ideas, conduct research, and create outlines to organize their thoughts and gather relevant information (Flower & Hayes, 1981). Prewriting allows writers to generate and explore various ideas, helping them clarify their purpose and develop a clear direction for their writing (Emig, 1971).

One aspect of prewriting involves brainstorming, which is the process of generating ideas and free-flowing thoughts without judgment or evaluation. It allows writers to tap into their creativity and explore different perspectives and angles for their writing (MacLeod, 2014). This brainstorming phase can be done individually or collaboratively, where writers jot down ideas, make lists, or create mind maps to visually organize their thoughts (Flower & Hayes, 1981).

Research is another integral part of the prewriting stage. Writers gather information from various sources, such as books, articles, or online databases, to support their ideas and strengthen their arguments (Emig, 1971). This research helps writers gain a deeper

understanding of the topic and identify relevant evidence or examples to include in their writing. By conducting thorough research, writers can ensure that their writing is informed, credible, and well-supported (MacLeod, 2014).

1.1.4.2. Drafting. During the drafting stage of writing, the focus is on translating your ideas into written language. It is important to remember that the first draft does not need to be perfect (MacIntyre & Gardner, 1994). Rather than striving for perfection, the emphasis should be on capturing your main ideas and allowing your thoughts to flow freely (Dörnyei, 2005). This means that you do not have to edit or proofread your work at this stage; instead, concentrate on getting your thoughts down on paper (Cheng, 2019). Feel free to start with the sections you feel most confident about, as it can help you gain momentum and build confidence in your writing process (Dörnyei, 2005).

Once you have completed the initial draft, it is highly likely that you will need to revise and rework it multiple times before achieving a final, polished text (Cheng & Dörnyei, 2007). It is recommended to allow sometime between drafts, ideally 1 to 2 days if your schedule permits (Horwitz, 2001). Taking this break provides you with a fresh perspective when you return to your writing and allows you to evaluate it more objectively (Cheng, 2019). This distance from the initial drafting phase can enable you to identify areas that need improvement, such as clarity, coherence, or the overall structure of your text (MacIntyre & Gardner, 1994). By giving yourself time between drafts, you create an opportunity to refine your ideas and enhance the quality of your writing (Horwitz, 2001).

In summary, the drafting stage of writing is about capturing your main ideas and letting your thoughts flow freely. It is not necessary to strive for perfection or edit extensively during this stage. Taking breaks between drafts can provide you with a fresh perspective and facilitate the revision process. By embracing the iterative nature of drafting and revision, you can refine your writing and produce a polished final text.

1.1.4.3. **Post Writing.** The process of writing is iterative rather than linear, involving repeated cycles of revisiting and refining the work (Harmer, 2004). In the writing process, writers engage in a continuous cycle of planning, drafting, and editing. However, this cycle often repeats as they re-plan, re-draft, and re-edit their work. In certain instances, writers may even change their perspective upon reaching what they initially deemed as the final draft. Some writers possess a “stream of consciousness” approach, enabling them to commence writing with minimal planning. Consequently, the stages of re-planning, drafting, and editing blend together, resulting in the creation of final version of the text.

So, once writers have revised their draft and implemented essential modifications, they generate the final version, which may exhibit notable differences compared to the initial plan and draft due to extensive changes made during the editing phase. Ultimately, the writer reaches a point where the written work is deemed ready for submission to the intended readership.

1.1.5. The Role of the Teacher in the Writing Process

Although the writing process may entail going through many stages that are often full of challenges, teachers can play different roles for the sake of helping EFL students accomplish their written assignments either in or outside class.

1.1.5.1. Motivator. The role of the teacher as a source of motivation in writing tasks is crucial for students’ engagement and success (Gardner, 1985). Teachers play a vital role in creating a positive and supportive classroom environment that encourages students to develop their writing skills. By providing constructive feedback, guidance, and praise, teachers can motivate students to overcome writing challenges and strive for improvement. Moreover, teachers can inspire students by sharing their own passion for writing and demonstrating the value and relevance of writing skills in various contexts. Through their enthusiasm and

encouragement, teachers can foster students' self-belief and confidence in their writing abilities (Wigfield & Eccles, 2000), ultimately promoting their motivation to engage in writing tasks. In addition to creating a motivating classroom environment, teachers can employ various instructional strategies to enhance students' motivation in writing tasks. For instance, implementing authentic writing tasks that connect to real-life situations or students' interests can increase their intrinsic motivation to write (Ryan & Deci, 2000). By allowing student choice in writing topics and formats, teachers can empower students to take ownership of their writing and tap into their individual creativity and voice. Providing clear writing goals and scaffolded support throughout the writing process can also enhance students' motivation by giving them a sense of direction and progress (Zimmerman, Bandura, & Martinez-Pons, 1992). Moreover, teachers can promote collaborative writing activities that foster peer interaction and feedback, creating a sense of community and shared responsibility in the writing process (Johnson & Johnson, 2009). By leveraging these strategies, teachers can effectively motivate students and cultivate their writing skills.

1.1.5.2. Resource. Teachers play an important role as a helpful resource during longer writing tasks. They are there to provide information and language support whenever students need it. Teachers let students know that they are available to assist and are ready to look at their work as they progress. They offer advice and suggestions in a kind and constructive way (Hyland, 2003). Since writing takes more time than speaking, there is usually enough time for teachers to have discussions with students or for students to work together in pairs or groups to complete writing tasks (Hyland, 2003).

During longer writing tasks, teachers have the chance to have meaningful discussions with students. They can give feedback and guidance to help students improve their writing skills. By having these conversations, teachers create a collaborative learning environment where students feel comfortable getting help. Teachers offer support in a friendly way, making sure students understand how to make their writing better (Hyland, 2003).

1.1.5.3. Feedback Provider. The role of the teacher as a feedback provider in writing tasks is crucial for supporting students' development and growth (Hyland & Hyland, 2006). When giving feedback on writing assignments, teachers need to approach it with care and sensitivity. It is important for teachers to provide constructive feedback that highlights the strengths of students' writing, offering positive reinforcement and encouragement (Williams, 2003).

When providing corrections in writing tasks, teachers should carefully choose what and how much to focus on (Ferris & Hedgcock, 2005). Rather than overwhelming students with excessive corrections, teachers should prioritize and address the most critical aspects that will have the greatest impact on improving the overall quality of the writing (Lee, 2017). By offering focused and specific feedback, teachers can guide students towards areas that require improvement and provide them with practical suggestions for enhancing their writing skills (Hedge, 2017). This approach helps students develop a clear understanding of their strengths and areas for growth, enabling them to make targeted revisions and progress in their writing abilities.

In a nutshell, EFL writing plays a crucial role in language learning and development, it allows learners to enhance their language proficiency and express their thoughts effectively.

Section Two: Academic Procrastination

In relation to the previous section, this section aims to provide theoretical information concerning the different aspects of procrastination. Starting with the definitions and typology of this phenomenon, moving to its characteristics ending at its causes.

1.2.1. Definition of Procrastination

According to Gröpel and Steel (2008) procrastination, in general, refers to the act of delaying or postponing tasks or actions that require immediate attention, often choosing to engage in more pleasurable or non-essential activities instead. It is a common behavior characterized by the intentional avoidance of tasks that are perceived as challenging,

overwhelming, or anxiety-inducing. Procrastination typically involves a failure to prioritize effectively and manage time efficiently, leading to a delay in task completion and potential negative consequences.

At its core, procrastination stems from various underlying factors, including fear of failure, perfectionism, lack of motivation, poor self-regulation, and difficulties in managing emotions (Flett et al., 2018). Individuals who struggle with procrastination may experience a temporary relief from stress by indulging in immediate gratification, such as engaging in leisure activities or distraction, despite being aware of the long-term negative consequences.

Ferrari, Johnson, & McCown (1995) stated that procrastination can have detrimental effects on individuals' well-being, productivity, and overall success. It often leads to increased stress, decreased performance quality, missed deadlines, and a cycle of self-criticism and guilt. Over time, chronic procrastination can undermine personal and professional goals, hindering personal growth and career advancement.

1.2.2. Procrastination Typologies

According to Ferrari, Johnson, and McCown (1995), there are three types of procrastinators.

The first type, **arousal procrastinators** who exceed deadlines perceive them as a perfect match for their plans and approach them with a high level of enthusiasm. They view deadlines as exciting challenges rather than burdensome constraints. The thrill of pushing their limits and surpassing expectations fuels their drive to excel. They channel their enthusiasm into meticulous planning, efficient task allocation, and focused execution, ensuring that every aspect of their work is completed to the best of their abilities (Ferrari et al., 2018).

The second type are named **avoiders**, they are characterized by their tendency to postpone tasks as a result of having low self-efficacy levels. The avoidance of tasks stems from

a fear of failure or a fear of not meeting their own or others' expectations. The avoiders may anticipate negative outcomes or envision themselves struggling with the task, which further reinforces their belief in their own incompetence. Consequently, they choose to postpone or delay taking action, seeking temporary relief from the anxiety and discomfort associated with the task (Ferrari et al., 2018).

The last type, known as **decisional procrastinators**. According to Ferrari, Johnson, and McCown (1995), individuals who struggle to make timely decisions often exhibit a desire for perfection. They may hold unrealistic expectations of making the absolute best decision in every situation. This pursuit of perfection can be paralyzing, as they continuously seek more information, explore all possible options, and strive for an unattainable level of certainty before committing the choice.

1.2.3. Definition of Academic Procrastination

Academic procrastination is when students deliberately delay or avoid completing their academic assignments (Solomon & Rothblum, 1984). This means putting off tasks that need to be done at a specific time. Students who procrastinate may resist starting their work and find ways to distract themselves or make excuses to avoid getting started. Reasons for procrastination can include fear of failure, lack of confidence, poor time management skills, or simply not feeling motivated. Unfortunately, academic procrastination can have negative effects. It increases stress levels, leads to lower-quality work, negatively impacts academic performance, and results in missed opportunities for learning.

It involves the tendency to postpone or put off academic assignments, which can lead to increased stress, reduced academic performance, and negative consequences for learning outcomes (Steel, 2007; Pychyl et al., 2000). Procrastination in an academic context is a behavior that hinders effective time management, task completion, and overall productivity in the pursuit of educational goals.

1.2.4. Characteristics of Academic Procrastination

Solomon and Rothblum (1984), Steel (2007), Flett et al., (2018), and Ferrari et al., (1995) have extensively examined academic procrastination and identified a comprehensive set of nine distinct characteristics that define this behavior. These characteristics, as outlined below, provide a comprehensive understanding of the phenomenon:

- **Delaying Tasks:** Academic procrastination involves consistently postponing or putting off academic tasks that need to be completed.
- **Intentional Avoidance:** Procrastinators purposefully avoid or delay starting or completing assignments, even when they acknowledge the negative consequences of their behavior.
- **Poor Time Management:** Procrastinators often struggle with managing their time effectively, leading to last-minute rushes to complete tasks or missing deadlines.
- **Difficulty Initiating Tasks:** Procrastinators experience difficulty initiating tasks and may find it challenging to get started on their academic assignments.
- **Feeling Overwhelmed:** Procrastination is often associated with feelings of being overwhelmed by the magnitude or complexity of a task, leading to a sense of helplessness or avoidance.
- **Preference for Short-term Rewards:** Procrastinators tend to prioritize immediate gratification or engaging in enjoyable activities in the present moment over the long-term benefits of completing academic tasks.

- **Perfectionism:** Procrastination can be linked to perfectionistic tendencies, where individuals delay starting or completing tasks due to a fear of not meeting their own high standards.
- **Increased Stress Levels:** Procrastination often leads to increased stress levels as deadlines approach and the pressure to complete tasks intensifies.
- **Decreased Academic Performance:** Academic procrastination is associated with lower academic achievement and poorer performance due to inadequate time for preparation and suboptimal effort on tasks.

1.2.5. Causes of Academic Procrastination

Academic procrastination is a common issue among students, and understanding its causes is crucial for addressing and overcoming it. This research aims to explore the underlying factors contributing to academic procrastination, including anxiety, poor time management, and lack of self-regulation.

1.2.5.1. Anxiety. According to Dörnyei (2005) Language anxiety is an important aspect of learning a second language (SLA). It means feeling uneasy or afraid when using or learning the new language. This anxiety can affect how well we speak the language, learn new words, and communicate with others. It also influences our motivation and confidence, sometimes making us avoid using the language or feel less motivated to learn. Understanding and addressing language anxiety is crucial for creating a supportive learning environment and helping us improve our language skills.

When students feel anxious about their language skills or fear making mistakes, they may be more prone to procrastinate on academic tasks that involve writing or speaking in the target language (Cheng, 2019). The anxiety associated with language learning can create a

barrier to initiating or engaging in language-related activities, leading to avoidance and procrastination behaviors (Horwitz, 2001).

Research has shown a significant relationship between language anxiety and academic procrastination. Students who experience higher levels of language anxiety tend to engage in greater procrastination behaviors when it comes to language-related assignments (Cheng, 2019; Cheng & Dörnyei, 2007). This connection can be attributed to the fear of making language mistakes and the perceived pressure to perform well in academic language tasks (Dörnyei, 2005). Language anxiety may undermine students' self-confidence and motivation, making them more likely to delay or avoid language-related assignments (MacIntyre & Gardner, 1994).

1.2.5.2. Poor Time Management. Time management encompasses essential behaviors and practices that students employ to gain mastery over their schedules. In the context of EFL learning, the significance of time management cannot be overlooked, as it serves as a guiding mechanism to enhance students' academic achievements.

Time management involves the skillful arrangement, coordination, planning, and allocation of one's time with the aim of maximizing efficiency and productivity (Britton & Tesser, 1991). It encompasses the capacity to utilize the time efficiently and wisely. It is a crucial skill that all students should not only be familiar with but also master in practice to maximize efficiency and productivity, time management entails the skillful arrangement, coordination, planning, and allocation of one's time. The ability to manage time includes the ability to use it effectively and wisely. All students should not only be familiar with it but also practice it often; it is an important skill. Procrastination among university students can be attributed to various factors, such as a lack of commitment, insufficient motivation, or ineffective time management abilities (Steel, 2007).

Poor time management is a prevalent factor contributing to procrastination among students. The lack of effective time management skills can lead to unclear priorities, goals, and

objectives, resulting in students choosing to spend time with friends or engage in other activities instead of working on their writing assignments. This lack of control over their time often leads to feelings of anxiety and increased stress. Students may attempt to catch up on their work at a later time but frequently find themselves missing deadlines altogether. Distractions play a significant role in poor time management, as students often squander valuable time on leisurely pursuits. Additionally, students may struggle with making prompt decisions regarding how to allocate their time, leading to delays in completing important tasks such as writing assignments. This difficulty in defining clear goals can pose challenges for students in identifying and prioritizing their tasks (Britton & Tesser, 1991).

In today's world, students who suffer from poor time management often miss deadlines and frequently submit their academic work late. This has a negative impact on their writing performance, resulting in lower grades and academic achievements. It is crucial to highlight that just being busy does not always suggest excellent time management; the true essence comes in prioritizing and completing critical tasks and assignments on time.

Procrastinators commonly delay tasks, prioritizing less important activities over more essential ones. They frequently leave assignments until the last minute, reflecting a lack of effective time management. Therefore, multiple factors contribute to students' tendency to procrastinate.

1.2.5.3. Self-Regulation Failure. According to Panadero (2017) self-regulation failure refers to the inability to effectively control one's thoughts, emotions, and behaviors, often leading to difficulties in achieving desired goals or maintaining productive habits.

1.2.5.3.1. Self-Regulation and Academic Procrastination. Self-regulation in learning involves several key aspects, including thinking, self-awareness, behavior, motivation, and emotions (Panadero, 2017). It encompasses our cognitive processes, understanding our own thoughts, how we act and behave, our drive to learn, and our emotional responses during the

learning process. These different components work together to help individuals effectively manage and improve their learning experiences. Add to this, self-regulation means adjusting our thoughts, feelings, and actions to achieve our goals (Zimmerman, 2000). This means that it involves keeping track of our progress, setting specific goals, making plans, and making changes as needed. Self-regulation helps us learn better and accomplish what we want. By paying attention to our thinking, managing our emotions, and taking action, we can improve our learning and increase our chances of success.

1.2.5.3.2. *Self-Regulated learning.* Self-regulated learning refers to the process in which learners actively take control of their own learning by setting goals, monitoring their progress, and employing strategies to enhance their learning outcomes (Zimmerman, 1989; Pintrich, 2000). Panadero (2017) postulated that it involves learners adopting a proactive and reflective approach to their learning, taking responsibility for their actions, and making conscious efforts to regulate their cognitive, meta-cognitive, behavioral, and motivational processes.

Furthermore, self-regulated learning encompasses various components that work in harmony to facilitate effective learning. These components include goal setting, planning, self-monitoring, self-evaluation, and self-reflection (Zimmerman, 2002). Learners set specific goals, both short-term and long-term, to guide their learning process. They engage in strategic planning by breaking down tasks, organizing resources, and creating a study schedule. Throughout the learning process, learners monitor their progress, assess their understanding, and adjust their strategies accordingly. Self-evaluation involves critically reflecting on one's performance and identifying areas for improvement. This self-reflective process helps learners develop a metacognitive awareness of their learning strengths and weaknesses (Zimmerman, 1990).

1.2.5.3.3. *Self-Regulation in the Writing Process.* Self-regulation in the writing process refers to the ability of individuals to monitor, control, and adjust their cognitive, metacognitive, behavioral, and emotional processes while engaging in writing tasks (Panadero, 2017). According to Hadwin et al., (2017), it involves being aware of one's own writing goals, actively managing time and resources, employing effective strategies, and reflecting on and evaluating one's writing performance

Self-regulation plays a crucial role in facilitating the writing process and enhancing the quality of written output. It enables writers to plan, organize, and structure their ideas, monitor their progress, and revise and edit their work (Graham & Harris, 2021). By engaging in self-regulatory processes, writers can effectively regulate their attention, motivation, and effort, leading to improved writing outcomes (Zimmerman, 2000).

Moreover, self-regulation in the writing process involves the ability to self-monitor and self-evaluate one's writing performance. This includes recognizing areas of strength and areas that need improvement, seeking feedback from others, and making necessary revisions based on feedback received (Flower & Hayes, 1981). By engaging in metacognitive processes such as self-reflection and self-evaluation, writers can identify areas for growth and develop a greater sense of self-awareness and self-efficacy in their writing abilities (Lavelle et al., 2019).

In summary, self-regulation in the writing process is a multifaceted construct that encompasses various cognitive, metacognitive, behavioral, and emotional processes. It involves actively managing and adjusting one's writing behaviors and strategies to achieve desired writing goals. By employing self-regulatory processes, writers can enhance their writing skills, improve their written output, and become more autonomous and proficient writers.

Conclusion

The conclusion that can be drawn from this literature review is that EFL writing considered as a complicated process that requires serious work and knowledge acquisition to master. Of course, this can be done by the coordination between the teacher as motivator, resource, feedback provider and the learner as a committed individual to the aspects of the writing process. Furthermore, academic procrastination can have detrimental effects on learners' well-being, productivity, and overall success. Along the same lines, various factors were attributed as the underlying causes of academic procrastination including anxiety, poor time management and self-regulation failure.

Chapter Two: Research Methodology and Data Analysis

Introduction

In contrast to the previous chapter that focused on reviewing the existing literature related to the topic under study, this chapter is dedicated to the practical part of the current research. Its purpose is to emphasize the practical investigation carried out in order to gather the essential information needed to answer the research questions and achieve the research objectives. The aim of this chapter is to provide a comprehensive description of the most important elements relevant to the field work. Including the participants and the data collection tools. Of particular significance, this chapter focuses on providing a description, analysis, and discussion of the data yielded by both the questionnaire administered to students and the one administered to teachers. Moreover, some limitations concerned with this study were included, along with recommendations for further research based on the analysis and the interpretation of the obtained findings.

2.1. The Participants

The current research is conducted at Abdelhafid Boussouf Mila University Center, specifically at the Institute of Letters and Languages, Department of Foreign Languages. The research targets M2 students enrolled in the academic year '2022/2023'. The total student population consists of 148 individuals divided into three groups, while the research sample comprises 50 students who were randomly chosen. M2 students are chosen due to their expertise, their ability to comprehend the context of this research, and their extensive exposure to written materials throughout the years of study. Regarding the teachers, there are fourteen English teachers at the department of foreign languages in Mila University Center who are involved in the study to provide additional reinforcement and credibility data as they are experts in the field of EFL teaching.

2.2. Data Collection

To achieve the aims of the research, two questionnaires are employed as tools for gathering data. These questionnaires are administered to both students and teachers in order to obtain the required information. Both teachers and students were provided with a hyperlink via Facebook and Email that directed them to the on-line platform Google Forms. This platform served as a means for submitting their responses to the questionnaire.

2.3. The Students' Questionnaire

2.3.1. Description of the Students' Questionnaire

The students' questionnaire aims to discover the degree of academic procrastination among M2 students, shed light on its causes, and explore what strategies students suggest as a cure to avoid procrastination. The participants are informed about the importance of their answers in fulfilling the requirements of the research, and that their responses are collected to be solely used for study purposes. Students are also aware that filling in the questionnaire, by selecting the appropriate answer, remains entirely confidential and voluntary so that they can express themselves freely and provide honest answers.

The questionnaire consists of seventeen close-ended and multiple-choice questions divided into four sections. From importance to emphasize, the number of questions is reduced to seventeen to focus directly on the necessary questions that contribute to answering the research questions. It is presumed that the inclusion of more questions causes students to become bored, thereby negatively impacting the quality of their responses.

The first section is labeled "Background Information"; it seeks to highlight students' background information in terms of whether their choice of studying English was personal or not, their level in the English language, and how long they have been studying English. The second section, titled "English as a foreign language (EFL) writing" it contains four questions concerning students' experience with EFL writing. The first question aims to find out students'

perceptions on their level in writing. The second one seeks to explore students' description of their writing experience over the years. The third question is designed to uncover students' awareness towards following the main stages of writing. The final question intends to discover students' attitudes regarding the role of their teachers, whether they received the necessary instruction to acquire the skill of writing or not.

Following that, the third section entitled academic procrastination, it is composed of four questions. The purpose of this section is to determine the frequency of procrastination among students, and their reasons behind engaging this behavior. This section starts with question number one which attempts to explore the student's frequency of procrastination in academic tasks. Question number two aims to assess students' behavior when they are assigned to academic tasks. The next question, number three seeks to find out if students try to manage their time or not. The last question number four is created to reveal students' justifications behind postponing written assignments.

The final section functions as the central section of the students' questionnaire as it consists of six questions concerning academic procrastination and EFL writing. This section aims to discover the causes of academic procrastination in relation to EFL writing through students' attitudes towards academic written assignments, and what measures they prefer to adopt in order to avoid procrastination. Starting with the first questions which attempts to identify students' feelings when they are assigned to essay or dissertation writing. The second question aims to reveal the potential factors that might hinder students' ability to finish the process of essay writing. The purpose of the third question is to uncover the potential factors that might hinder students' ability to finish the process of dissertation writing. The fourth question is designated to exhibit students' best time to start their assignment writing. The fifth question seeks to find out what measures' students prefer to adopt to manage their time. The

last question aims to explore the students' preferable strategies to overcome procrastination and stay on track in completing written tasks.

2.3.2. Administration of the Students' Questionnaire

During the period of administering this questionnaire, M2 students were no longer attending classes, and were only dedicated to the process of working on their dissertations, posing difficulties in tracking their availability. Consequently, sending the questionnaire to M2 students and receiving their responses was carried out via Facebook and email platforms. It took approximately four days to gather the required sample number which is consisted of 50 students.

2.3.3. Analysis of the Students' Questionnaire

2.3.3.1. Part One: Background Information.

Q1. Why did you choose to study English?

Table 01

Students' Choice of Studying English

Options	Number	Percentage
Personal choice	44	88%
Parents proposition	3	6%
An obligation	3	6%
Total	50	100%

The intention behind this question is to gain insight about some background information of the students regarding the motivation that shaped their decision for studying English. As demonstrated in table 01, the vast majority of the students' (88%) made their own personal choice to study English. The rest of the students' (6%) state that their decision was influenced by parents' proposition whereas (6%) were obligated.

Q2. How long have you been studying the English language**Table 02*****Students' Experience with Learning English***

Options	Number	Percentage
10 to 15 years	25	50%
5 to 10 years	15	30%
1 to 5 years	10	20%
Total	50	100%

Similar in purpose to the previous question, to learn about students' background information, this question aims to find out the duration of time that students have devoted to studying English. It is clear that half of the participants (50%) have been studying English for 10 to 15 years. This is primarily due to the fact that half of the students studied English for four years in the middle school, followed by three years in the secondary school and five years in university. The other half of the participants, fifteen students (30%) state that they have been studying English for 5 to 10 years, and ten students (20%) have been learning this language for 1 to 5 years.

Q3. What is your level in English?

Table 03***Students' Proficiency Level in English***

Options	Number	Percentage
Excellent	10	20%
Good	30	60%
Average	10	20%
Poor	0	0%
Total	50	100%

With the aim of obtaining information about students' proficiency level in English, and verifying the credibility of their answers, question number three was included. The data displayed in table 03 shows that, thirty students (60%) claim that their level in English is good. Ten students (20%) declare that their level in English is Average, whereas ten students (20%) state that their level is excellent. These results indicate that, the respondents' level in English is more than acceptable considering the fact that they are M2 students.

2.3.3.2. Part Two: EFL Writing.**Q1. How do you rate your level in English writing skill?****Table 04*****Students' Perceptions of their Level in EFL Writing***

Option	Number	Percentage
Excellent	6	12%
Good	30	60%
Average	14	28%
Poor	0	0%
Total	0	100%

This section of the questionnaire is initiated by, the first question to discover students' perceptions about their level in writing. From table 04, thirty students (60%) express that their level in writing is good. Fourteen students (28%) state that their level in writing is average. Only six students (12%) think that they are excellent. In light of table 04 results, it can be presumed that students' writing level is acceptable.

Q2. Describe your writing experience as an English language student over the years?

Table 05

Description of Students Writing Experience

Options	Number	Percentage
Fulfilling	2	4%
Improving	10	20%
Developing	16	32%
Challenging	4	8%
Lacking	4	8%
Inconsistent	1	2%
Frustrating	2	4%
Disappointing	2	4%
Poor experience	2	4%
Improving + Developing	3	6%
Improving + Challenging	4	8%
Total	50	100%

Concerning this question, it aims to obtain information about students experience with writing over the years. As illustrated in table 05, two students' (4%) describe their writing

experience as fulfilling. Thirty-seven students (66%) express that their writing experience was improving (20%), developing (32%), improving and developing (6%), improving and challenging (8%). These results are signs for positive progress, implying that (66%) of the respondents had a good writing experience. On the contrary, twenty-two students (44%) describe their experience with writing negatively; challenging (8%), lacking (8%), inconsistent (2%), frustrating (4%), disappointing (4%), poor experience (4%). It is obvious that those students encountered difficulties and obstacles that impeded their development in writing.

Q3. When writing, do you follow the necessary stages of the writing process?

Table 06

Students' Awareness about the Stages of Writing

Options	Number	Percentage
I follow the stages consciously	17	34%
I follow the stages unconsciously	20	40%
I do not follow any order of stages	9	18%
I do not know the stages at all	4	8%
Total	50	100%

The above question attempts to highlight students' awareness of the necessary stages of the writing process. Based on the information provided in table 06, seventeen students' (34%) declare following the stages of writing consciously. This means that they pay close attention to writing stages, leaving no doubt that a proper mastery of the stages has been achieved. Twenty

students' (40%) state following the stages of writing unconsciously; they are aware of the writing stages but they do not realize that. On the other hand, nine students' (18%) claim that they do not follow any order of stages, maybe they are aware of the stages but they choose not to follow through them. Four students' (8%) claim that they do not know the stages at all. That the majority of students follow the stages of writing might, at least, signal their awareness that EFL writing is a multi-phased task that entails both effort and time.

Q4. Has your teacher adequately provided you with the knowledge and support needed to acquire the skill of writing?

Table 07

Role of the Teacher in Students' Learning of the Writing Skill

Options	Number	Percentage
Yes	30	60%
No	20	40%
Total	50	100%

Students answers about the role of their teachers in providing adequate instruction for acquiring the skill of writing are shown in table 04. Twenty students (40%) chose 'no' as an answer. However, the majority, thirty students' (60%), state 'yes', they admit that their teachers provided them with enough knowledge and support to acquire the skill of writing. These results are consistent with the results of table 04 where the majority of students consider their level in writing as excellent, good, or average; They are also consistent with the results of table 05 where most students (66%) admit having good writing experience and table 06 where students express that they have acceptable awareness concerning the stages of writing. It is safe to say

that teachers performed their role adequately, they provided students with the necessary instruction to acquire the writing skill.

2.3.3.3. Part Three: Academic Procrastination.

Q1. How often do you find yourself procrastinating academic tasks?

Table 08

Students' Procrastination Frequency in Academic Tasks

Options	Number	Percentage
Always	8	16%
Often	19	38%
Sometimes	17	34%
Rarely	4	8%
Never	2	4%
Total	50	100%

This question aims to find out student's procrastination frequency in relation to academic tasks. Eight students' (16%) admit that they always commit procrastination. Nineteen students' (38%) state that they often commit procrastination. It is clear that this category engages procrastinating academic tasks most of the time. Another category of the respondents, seventeen students' (34%) express that they sometimes commit procrastination. This category occasionally engage procrastination. The rest of the respondents, four students (8%) claim that they rarely commit procrastination, and (4%) 'never'. Table 08 results shows that, the overwhelming majority of M2 students (88%) commit procrastination when it comes to completing academic tasks.

Q2. What is your reaction towards academic assignments and tasks?

Table 09*Students' Behavior Towards Academic Assignments and Tasks*

Options	Number	Percentage
I make plans for getting things done properly	8	16%
I concentrate on my assignments instead of worrying	5	10%
I usually manage my time to review my assignments	8	16%
I often start assignments at the last minute	12	24%
I find ways to skip my assignments	4	8%
I avoid performing difficult tasks	5	10%
I feel overwhelmed when an assignment is given to me	4	8%
I spend my whole time worrying about the results	4	8%
Total	50	100%

Table 09 shows the answers of M2 students in terms of how they react when they are supposed to complete academic assignments and tasks. Twenty-one students state that they make plans for getting things done properly (16%), concentrate on assignments instead of worrying (10%), usually manage time to review assignments (16%). These students seem to be well organized and regulated. They do not show any signs of anxiety, nor poor time

management or self-regulation failure. Therefore, procrastination fail to pose a challenge for them. Twelve, students (24%) say that they often start assignments at the last minute. It is apparent that they lack time management skills. Nine students find ways to skip assignments (8%), and avoid performing difficult tasks (10%). The rest, feel overwhelmed when an assignment is given to them (8%), spend the whole time worrying about the results (8%). It is obvious that, more than half of the students (58%) show signs of procrastination due to their reactions toward academic assignments and tasks which indicate lack of time management skills, anxiety, and bad self-regulation.

Q3. Do you ever try to manage your time when you are assigned to a written task?

Table 10

Students' Preference for Managing Time when Assigned to Written Tasks

Options	Number	Percentage
Yes	31	62%
No	15	30%
Sometimes	4	8%
Total	50	100%

Concerning the data illustrated in table 10 about students' preference for managing time when assigned to written tasks, most of the participants express that they try to manage their time (62%), while the minority of them (30%) state that they do not make any attempt to manage time. It is true that the majority of students try to manage time but it is unknown whether they succeed in doing so or not.

Q4. Why do you postpone your writing assignments?

Table 11

Students' Justifications for Committing Procrastination

Options	Number	Percentage
I overestimate the amount of work that I can do in a given amount of time	9	18%
I lack proper time management skills	8	16%
I fail to establish a consistent writing schedule	3	6%
I prefer to wait for the right moment to begin writing	5	10%
I fail to make a plan in order to finish my assignment	2	4%
I get easily distracted by other tasks	5	10%
I feel anxious about it all the time	2	4%
I have a fear of failure	3	6%
I worry about making mistakes	7	14%
I tend to procrastinate and prioritize other activities over writing	6	12%
Total	50	100%

The data demonstrated in table 11 presents students' responses about the reasons behind their tendency to postpone writing assignments. Nine students (18%) overestimate the amount of work they can do in a given amount of time. Eight students (16%) lack proper time management skills. While two students (4%) fail to make a plan to finish their assignment.

Their justifications are clearly related to lack of time management skills. Three students (6%) fail to establish a consistent writing schedule. Five students (10%) prefer to wait for the right moment to begin writing. And five students (10%) get easily distracted by other tasks. It can be seen that this category of students' does not know how to regulate themselves. Two students (4%) feel anxious all the time. Another three students (6%) have fear of failure. Whereas seven students (14%) worry about making mistakes. This category of students postpone writing assignments due to anxiety. Six students (12%) admit that they procrastinate and prioritize other activities over writing. The results obtained from table 11 shows the causes that leads students to commit procrastination which are poor time management, self-regulation failure, and anxiety.

2.3.3.4. Part Four: Academic procrastination and EFL writing.

Q1. How do you feel when writing an essay or dissertation?

Table 12

Students' Emotions Towards Essay and Dissertation Writing

Options	Number	Percentage
Motivated	7	14%
Excited	8	16%
Overwhelmed	16	32%
Nervous	9	18%
Anxious	10	20%
Total	50	100%

Regarding the answers provided for this question about student's feelings towards essay and dissertation writing, fifteen students (30%) express feeling motivated and excited. The majority of students say that they feel overwhelmed (32%). 18% feel nervous and 20%

anxious. According to the findings displayed by table 12, it seems that a huge number of the participants (thirty-five) experience feelings of anxiety when they are asked to write a dissertation or essay. Anxiety might not only affect the quality of writing, but it might also hinder its process.

Q2. What might prevent you from completing the process of writing an essay?

Table 13

Students' Attitudes Toward Essay Writing

Option	Number	Percentage
I do not finish my essay on time	19	38%
When I feel anxious, I do not continue writing my essay	12	24%
When I get distracted, I do not finish writing my essay	17	34%
I always complete my writing	2	4%
Total	50	100%

The data presented in table 13 shows that, nineteen students (38%) fail to finish essay writing on time. Twelve students (24%) do not finish writing their essay when they feel anxious. Seventeen students (34%) claim not finishing essay writing when they get distracted whereas two students (4%) always complete essay writing. Taking into consideration the findings of tables 09, 11, 12, and 13 it is apparent that poor time management, anxiety, self-regulation failure truly affects students writing negatively.

Q3. What might prevent you from completing the process of writing your dissertation

Table 14***Students' Attitudes Toward Dissertation Writing***

Option	Number	Percentage
I do not give the necessary time for writing my dissertation	7	14%
I feel anxious when I think about dissertation writing	18	36%
Instead of writing, I find myself thinking about other things	25	50%
Total	50	100%

Table 14 illustrates the attitudes of students during the process of writing their dissertation. The three items describe the ways in which students manifest their behavior throughout the dissertation writing process. Seven students (14%) do not devote as much time as necessary for dissertation writing. Eighteen students (36%) feel anxious when they think about dissertation writing. Half of the respondents (50%) find themselves thinking about other things instead of writing. The negative impact on writing, as observed in the previous table (13) can be attributed to the three causes of procrastination, with a particular emphasis on self-regulation-failure.

Q4. What is the best time for you to start written assignments?

Table 15***Students' Best Time to Start Written Assignments***

Option	Number	Percentage
Right away	13	26%
After few days	10	20%
Few days before the deadline	16	32%
Last night before the submission	11	22%
Total	50	100%

This table shows the best time and most preferable that students perform their writing assignments. Sixteen students (32%) state that they start assignment writing few days before the deadline. Eleven students (22%) prefer to start the assignment the night before the submission. Ten students (20%) start their written assignments after few days. That is to say, most students show preference for working on their assignments close to the deadline. In contrast, thirteen students (26%) start written assignments right away. These results give more confirmation that M2 students lack proper time management skills.

Q5. How do you effectively manage your time when it comes to completing written tasks?

Table 16

Students' Preferable Strategies to Manage Time

Option	Number	Percentage
I set realistic deadlines	14	28%
I set time limits for each task	11	22%
I use productivity apps and tools to manage my time	2	4%
I take short breaks to maintain focus	9	18%
I create a schedule and remain committed to it	6	12%
I break tasks into smaller manageable units	8	16%
Total	50	100%

In attempt to discover students' perceptions about time management strategies this question was included. Fourteen students (28%) chose setting realistic deadlines. Eleven students (22%) set time limits for each task. Half of the participants use productivity applications and tools to manage time (4%); some take short breaks to maintain focus (18%); create a schedule and remain committed to it (12%), and the rest break tasks into smaller manageable units (16%).

Q6. As a student, what measures would you apply to avoid procrastination and stay focused on your written tasks?

Table 17

Students' Preferable Strategies to Overcome Procrastination

Option	Number	Percentage
Setting specific deadlines and sticking to them	15	30%
Avoiding unnecessary delays	5	10%
Creating a study schedule and following it consistently	4	8%
Minimizing distractions and staying focused	11	22%
Setting clear goals for each writing task	5	10%
Rewarding myself after completing each task	6	12%
Practicing self-discipline	4	8%
Total	50	100%

The last question aims to find out students' preferable strategies to overcome academic procrastination. Fifteen students (30%) prefer setting specific deadlines and sticking to them. Five students (10%) state that they avoid unnecessary delays. While only four students (8%) create a study schedule and follow it consistently. These responses indicate the importance of effective time management as a suggested solution to avoid procrastination. In the same vein, eleven students (22%) choose to minimize distractions and stay focused. Another five students (10%) state setting clear goals for writing task. The rest (12%) prefer self-rewarding after completing each task (12%), and a few (8%) practice self-discipline. In light of these results, it can be assumed that effective time management and self-regulation are the key to overcome academic procrastination.

2.3.4. Discussion of the Main Findings of the Students' Questionnaire

After the analysis of the data collected from the student's questionnaire significant findings have been revealed. The majority of the respondents claim that their writing level is above average. In addition, the overwhelming majority of the students commit procrastination when it comes to the completion of written academic tasks. This can be seen through their tendency to delay starting writing assignments, instead preferring other less important activities that temporarily relieve them from the burdening stress of the tasks, not to mention their failure to regulate themselves. These findings answer the first research question. In a similar vein, the findings also spot light on three major causes of academic procrastination: poor time management, self-regulation failure, and anxiety. Finally, students suggested some strategies to manage time like setting realistic deadlines, setting time limits, taking short breaks. Following that, some strategies to avoid procrastination like minimizing distractions, setting specific deadlines, setting clear goals, and self-rewarding. Regarding these strategies, it can be concluded that effective time management and self-regulation are the key to avoid academic procrastination.

2.4. The teachers' Questionnaire

2.4.1. Description of the Teachers' Questionnaire

The teachers' questionnaire is complementary to the students' questionnaire, with a main aim to investigate the impact of academic procrastination on EFL learners writing. It consists of a rich mixture of open ended and close ended questions. The questionnaire is composed of eighteen questions divided into three sections.

The first section consists of three questions about teachers' background information. The first question is concerned with the period of time they spent teaching at university. The

second question aims to see if they taught written expression before or not. The third question is formulated to find out if teachers asked their students to write academic assignments.

The second section is untitled 'EFL Writing'. It contains eight questions. It starts with the first question, which asks teachers to evaluate M2 students writing level. Following that the second question, it revolves around teachers' description of students writing experience. After that comes an open-ended question concerning the obstacles that makes EFL writing difficult to master. The fourth question attempts to uncover the role teachers play in the writing process. The fifth question intends to identify the type of writing teachers assign to students. Question number six and seven seek to determine whether teachers set deadlines to submit written assignments or not, and how much time does it takes. The last question aims to figure out if students submit writing assignments on time.

The third section is the most important one, it aims to explore the effect of academic procrastination on EFL writing. It consists of seven items. The first question aims to gain insight concerning teachers' perspectives of the main reasons that lead students to academic procrastination. The second question asks teachers about the consequences of academic procrastination on the development of EFL learners writing. The third question is concerned with the connection between academic procrastination and EFL learners writing outcomes. Question number four is an extension to the previous one concerning the effect of academic procrastination on EFL learners writing. The fifth question is concerned with teachers' perspectives about the interventions and support mechanisms that help students overcome academic procrastination. Question six seeks to find out if teachers agree that effective time management and self-regulation is the key to avoid procrastination. This section is concluded by inviting teachers to provide additional thoughts.

2.4.2. Administration of the Teachers Questionnaire

The teachers' questionnaire, like the students' questionnaire, is distributed via Email and Facebook platforms. It took approximately four days to gather the required sample number which is 14 teachers.

2.4.3. Analysis of the Teachers' Questionnaire

2.4.3.1. Part One: Background Information.

Q1. How long have you been teaching at university?

Table 18

Teachers' Years of Experience

Option	Number	Percentage
11 - 17	3	21%
6 - 10	6	43%
1 - 5	5	36%
Total	14	100%

As displayed in table 18, the years of experience of teaching at university varies from one teacher to another. Five teachers (36%) experienced teaching at university for one to five years. Six teachers (43%) have been teaching at university for six years or more (6-10). Three teachers (21%) spent no less than 11 years (11-17) teaching at university. These results indicate that the majority of teachers have a superior teaching experience.

Q2. Have you taught written expression before?

Table 19***Teachers' Expertise in Teaching Written Expression***

Option	Number	Percentage
Yes	11	79%
No	3	21%
Total	14	100%

This question aims at finding out if the participants taught written expression before. Looking at table 19, it is obvious from the numbers that almost all teachers (79%) taught written expression before. Whereas, three teachers (21%) did not.

Q3. In your class, have you ever asked your students to write paragraphs, essays, research papers?

Table 20***Written Tasks Assigned by Teachers***

Option	Number	Percentage
Yes	14	100%
No	0	0%
Total	14	100%

A simple glance at table 20 is enough to know that, all the teachers (100%) that are involved in answering this question assign their students written tasks (paragraphs, essays, research papers). The results of this table show that all the informants including, those who answered 'No' to the previous question have expertise in written expression. The analysis of the data obtained from tables 18, 19, 20 clarify the teachers' high experience in written

expression. They have been around EFL students for many years; therefore, the educators are certainly qualified to provide valuable data for this research.

2.4.3.2. Part Two: EFL Writing.

Q1. As a teacher, how would you evaluate English M2 students writing level?

Table 21

Teachers' Evaluation for M2 Students Writing Level

Option	Number	Percentage
Excellent	0	0%
Good	3	21%
Average	9	64%
Poor	2	14%
Total	14	100%

The first question of the second section of the teacher's questionnaire aspires to explore teachers' perceptions about the writing level of M2 students. Three teachers' (21%) express that the writing level of M2 students is good. Nine teachers (64%) represent more than half of the population opted for 'average' as an answer concerning students writing level. Only two teachers (14%) evaluate the student's level as poor. Differences in evaluation may be traced back to individual differences among M2 students.

Q2. How would you describe English M2 students writing experience?

Table 22*Teachers' Description for M2 Students Writing Experience*

Option	Number	Percentage
Fulfilling	0	0%
Improving	2	14%
Developing	1	7%
Challenging	1	7%
Lacking	8	57%
Inconsistent	0	0%
Disappointing	1	7%
Poor experience	1	7%
Total	14	100%

Table 22 presents the answers teachers provided about master 2 students writing experience. Two teachers (14%) describe students writing experience as improving, while only one teacher (7%) chose developing as an answer, and another teacher (7%) describe it as challenging. These answers are consistent with some results illustrated in table 21 (three teachers state that students writing level is good). The interpretation that can be drawn from this is that teachers' answers are pointed at those highly achieving students. Most of the participants (57%) report that students writing experience is lacking. And disappointing (7%), or poor experience (7%). The findings of table 22 aligned with the findings of table 21 validate that M2 students' academic writing level is inadequate (Average). Along the same line, EFL writing proves to be a complex endeavor, and achieving proficiency in it requires substantial effort.

Q3. What makes EFL writing so difficult to master?

The purpose of this question is to learn about the difficulties that make EFL writing hard to master from the teachers' perspective. The participants provided multiple answers in this matter. To start with, lack of reading or motivation to read, and students' limited exposure to English are the main repeatedly cited ones some teachers also mentioned lack of practice and training and insisted that students do not try to develop the writing skill as they should throughout their years of study. Additionally, lack of sufficient knowledge about the techniques of writing and scientific research were suggested as main difficulties that hinder EFL writing. Some teachers reported that students do not adhere fully and seriously to the rules of academic writing even when told so. Other teachers explained the difficulty of writing due to its complicated nature; every single detail should be taken into consideration when it is expressed or when it is corrected. Finally, another answer was emphasized. It stated that the difficulty of EFL writing stems from the nature of writing itself, being an eclectic skill that derives from other skills, alongside the mastery of the writing rules and critical thinking. The findings presented in this paper explain students' inability to attain high level of proficiency in writing which, in turn, may lead them to procrastinate.

Q4. What role do you play in the writing process?

Table 23

Teachers' Role in the Writing Process

Option	Number	Percentage
Motivator	1	7%
Resource	0	0%
Feedback provider	4	29%
All of the above	9	64%
Total	14	100%

The above question aims to find out what role teachers' play in the writing process. 7% of the respondents emphasized a focus on being a motivator. 29% of the teachers expressed their role in the writing process as 'feedback provider'. The teacher's crucial role in writing tasks lies in their ability to provide valuable feedback, which aids in the development and growth of students. The majority of teachers (64%) declare playing all the roles mentioned 'Motivator, Resource, Feedback provider'.

Teachers have a significant role to play as valuable resources during extended writing tasks. They serve as providers of information and language support readily available to assist students whenever they require guidance. Moreover, teachers hold a pivotal position as source of motivation in writing assignments, greatly influencing students' levels of engagement and overall success. By creating a positive and supportive classroom environment, they foster an atmosphere that encourages students to enhance their writing skills and achieve their full potential as required.

Q5. What type of writing do you assign to your students?

Table 24

Type of Writing Assigned by Teachers

Option	Number	Percentage
Research paper	1	7%
Essay	10	71%
Paragraphs	3	21%
Total	14	100%

The results displayed in table 24 reveal the type of writing teachers assign to students. One teacher (7%) state assigning research papers. Three teachers (21%) chose assigning paragraphs to their students. However, the majority of the informants (71%) report that they

assign essays to students. Based on the findings of table 24, it became evident that teachers basically prioritize EFL writing by aligning the assigned writing tasks with the corresponding requirements and skills associated with English as a foreign language.

Q6. Do you usually set a deadline to submit the written work?

Table 25

Teachers Deadline for Written Task Submission

Option	Number	Percentage
Yes	14	100%
No	0	0%
Total	14	100%

Looking at table 25, it is clear that all the teachers (100%) set a deadline to submit written tasks. This implies that teachers would not accept late assignments. Without deadlines, a lot of projects would not be completed.

Q7. How much time does it take?

Table 26

Time Limit for Written Task Submission

Option	Number	Percentage
1 semester	1	7%
1 to 2 weeks	5	36%
1 week	5	36%
Less than a week	3	21%
Total	14	100%

Question number seven seeks to discover the amount of time teachers set for their students to submit their written tasks. It ranges from one semester (7%) for heavy assignments like research papers. One to two weeks (36%) for difficult essays, and one week (36%) for less complicated essays. Less than a week (21%) for paragraphs. The period of time set for writing tasks differ depending on the nature and difficulty of the assignment, but on the whole, students are always given as much time as required to finish the tasks.

Q8. Do your students submit their writing assignments on time?

Table 27

Students' Compliance to Writing Assignments Time Limit

Option	Number	Percentage
Yes	3	21%
No	9	64%
Sometimes	2	14%
Total	14	100%

The purpose of this question is to see whether students respect deadlines or not. The majority of teachers (78%) reported that their students do not submit their writing assignments on time while the minority of the respondents (21%) stated the opposite. Teachers usually set an appropriate time-line for submitting writing assignments depending on the nature of the assignment. However, it seems that the majority of students fail to respect deadlines.

2.4.3.3. Part Three: Impact of Academic Procrastination on EFL Learners Writing.

Q1. What is the main reason that lead students to academic procrastination?

Table 28***Teachers' Perspectives on the Causes of Academic Procrastination***

Option	Number	Percentage
Poor time management	5	36%
Self-regulation failure	6	43%
Anxiety	0	0%
All of the above	3	21%
Total	14	100%

This question is designed as an attempt to shed light on the major causes of academic procrastination. Most of the participants, six teachers (43%) stated that self-regulation failure is the main cause for academic procrastination. Five of them (36%) expressed that poor time management is the core reason behind academic procrastination. A small portion of the participants (21%) thought that all the mentioned factors lead to academic procrastination. The findings obtained from table 28 indicate no emphasis on anxiety as a reason for procrastination.

Language anxiety hinders academic performance. As explained in the first chapter (section 1.2) when students feel anxious about their language skills or fear making mistakes, they may be more prone to procrastinate on academic tasks that involve writing in the target language. Moreover, Poor time management is a prevalent factor contributing to procrastination among students. The lack of effective time management skills can lead to unclear priorities, goals, and objectives, resulting in students choosing to engage in other activities instead of working on their writing assignments. Another key factor contributing to academic

procrastination is self-regulation failure. Self-regulation encompasses the ability to effectively manage one's behavior, emotions, and thoughts to achieve desired outcomes. Students who struggle with self-regulation may find it challenging to manage their time, stay focused, and resist immediate gratification. Consequently, they may be more prone to postponing or delaying academic tasks and writing assignments.

Q2. What are the consequences of academic procrastination on the development of EFL writing?

In this question, teachers were invited to provide their opinions about the consequences of academic procrastination on the development of EFL writing. They offered a range of responses. Teachers reported that academic procrastination diminishes students' motivation to write and results in a loss of control over writing mechanics due to prolonged periods without practice. Also, the consequence of poor writing and lack of proficiency in this essential skill can be detrimental, as it hampers the development of students and prevent them from reaching their full potential. Ultimately, it can result in finishing the study cycle with a lower level of competence compared to the expected certificate title. The consequences extend further, affecting various aspects of academic performance. Students experience worse exam scores, lower grades, the need to repeat assignments, increased course failures, and longer study durations.

The tendency to continually postpone practice worsen the situation, leading to a complete absence of practice altogether. Consequently, tasks that should be simple end up taking an excessive amount of time. The negative impact is not limited to the immediate consequences; impaired learning and retention of writing skills can hinder students overall educational growth. In addition, students end up with poor writing quality because they do not take as much time as requires to go through the process of writing starting from the outline to

the proofread final product. This process involves many substages which, if done appropriately and in due time, would result in high quality writing.

Q3. Is there a connection between academic procrastination and EFL writing?

Table 29

Teachers Perspectives on the Relationship Between Academic Procrastination and EFL Writing

Option	Number	Percentage
Yes	14	100%
No	0	0%
Total	14	100%

The results illustrated in table 29 show that all the teachers (100%) agreed that there is a relationship between academic procrastination and EFL writing. Following that, teachers provided a range of explanations on this matter. Procrastination among students has a direct impact on their performance, with a negative correlation between the two. When students delay their work, they miss out on the opportunity to receive valuable feedback that could lead to improvement in their subsequent writing assignments. This delay not only results in a waste of time but also leads to lack of competence. Those who procrastinate either complete their tasks rapidly without concentration or fail to complete them at all. Writing is a skill that demands significant time and effort, making procrastination detrimental to its development.

Additionally, the nature of writing as an intellectual task often triggers delays as part of human behavior. Consequently, a higher level of academic procrastination corresponds to a lower level of proficiency in second language (L2) writing. By postponing their work until the last moment, students weaken their abilities in this area. The consequence of academic

procrastination is rushed and lower-quality writing, which hampers the overall development of EFL learners' writing skills and their educational outcomes.

Q4. How does academic procrastination affect EFL learners writing?

Question number four was designed to ask teachers about the impact of academic procrastination on EFL learners writing. The participants offered multiple answers in response to this question. The impact of academic procrastination on EFL learners' writing is predominantly negative. It leads to demotivation which hinder students' ability to perform well in writing tasks. As a result, their skills remain undeveloped, and they are unable to write efficiently. Procrastination limits the time available for learning and following important stages of the writing process, such as prewriting, drafting, and post writing. Consequently, it often results in poor-quality writing, full of mistakes. Overall, academic procrastination has detrimental effects on EFL learners' writing abilities and outcomes.

Q5. What interventions or support mechanisms can be implemented to help students overcome academic procrastination?

In this item, teachers were invited to suggest interventions and support mechanisms to help students overcome academic procrastination. On the one hand, some participants suggested implementing intervention sessions carried out by psychologists, along with offering positive reinforcement by means of reward for desired behavior and punishment for undesired behavior. On the other hand, one key approach is to provide writing exercises in class and offer feedback at each step to keep students engaged and motivated. Another effective strategy is to enforce strict deadlines, encouraging students to complete their homework immediately upon receiving it. Moreover, Support form teachers plays a crucial role, including the creation of schedules, breaking up tasks, and the implementation of accountability partners, breaks, and rewards to foster better habits.

Additionally, another set of strategies was suggested by teachers. Such as, workshops on time management and raising awareness about the importance of writing and academic procrastination. Some teachers believed that being strict and severe is the solution, while others emphasize the need for guidance and effective time management strategies. As top strategies, the teachers suggested providing clear manageable writing tasks with structured deadlines, promoting group work, and encouraging students to manage time and stress all contribute to overcoming academic procrastination.

Q6. Do you believe that students who are able to manage their time effectively, and being self-regulated are able to avoid academic procrastination?

Table 30

Importance of Effective Time Management and Self-Regulation

Option	Number	Percentage
Yes	14	100%
No	0	0%
Total	14	100%

Concerning this question, the aim is to find out if teachers agree that effective time management and self-regulation are the key to overcome academic procrastination. As shown in table 30 all the participants (100%) agreed.

Q7. Please write any additional thoughts

The objective here is to gather further suggestions and insights from teachers concerning the issue ‘The impact of academic procrastination on EFL learners writing ‘. Only six teachers contributed by writing additional thoughts. As a summary for their suggestions, it can be claimed that avoiding procrastination is crucial for achieving success. Setting reasonable goals

plays a significant role as well, as meeting one deadline generates confidence for tackling subsequent deadlines. It is important to note that academic procrastination affects performance not only in writing but also in all subjects. While some circumstances may hinder punctuality, students must take responsibility and refrain from blaming external factors. Instead, they should focus on initiating their work since they are studying. Developing strong time management skills and self-regulation is paramount, as these abilities better equip students to avoid falling into the trap of academic procrastination. By implementing effective strategies and self-discipline, learners can maximize their potential and achieve success across various academic domains.

2.4.4. Discussion of the Main Findings of the Teachers' Questionnaire

The answers provided by teachers play a crucial role in the investigation of the main issue under study. Upon the analysis of the second questionnaire, some important points are highlighted. To start with, there is a point of contrast between the findings of teachers and students' questionnaires. M2 students claim that their level in writing is above average (good). However, teachers through their range of expertise, considering their role as feedback providers, and their superior teaching experience deny this claim. They confirm that students writing level is average (inadequate), for some cases below average, due to the complex nature of EFL writing, and the difficulty to achieve proficiency. Additionally, both sides agree on the following points. First, a significant number of students fail to respect deadlines when it comes to the submission of written assignments. In other words, the majority of students commit procrastination. Second, the main reasons underlying academic procrastination are self-regulation failure, poor time management, and anxiety with a huge emphasis on the first two factors and low emphasis on anxiety. these findings answer the second research question.

Concerning the main findings on the impact of academic procrastination on EFL learners writing, teachers provided valuable information. The impact of academic

procrastination on EFL learners' writing is predominantly negative. The individuals who procrastinate either complete their tasks rapidly without concentration or fail to complete them at all. Writing is a skill that demands significant time and effort, making procrastination detrimental to its development. Consequently, a higher level of academic procrastination corresponds to a lower level of proficiency in second language (L2) writing. In addition to that, rushed and lower quality writing, missing out on the opportunity of following important stages of the writing process. Overall, academic procrastination has detrimental effects on EFL learners' writing abilities and outcomes, which answers the third research question.

Furthermore, the data obtained from the teachers' questionnaire suggest a range of solutions to help students overcome academic procrastination. To start with, intervention sessions carried out by psychologists. Support from teachers, such as assigning accountability partners and offering rewards, to foster better habits. Incorporating writing exercises in class to ensure that students receive continuous feedback at each step and to keep them engaged and motivated. Additionally, setting strict deadlines. Accordingly, conducting workshops to raise awareness about the significance of writing and academic procrastination, offering guidance on time management and self-regulation strategies. In essence, effective time management and self-regulation are the key to overcome procrastination practices.

2.5. Implications, Limitations and Recommendations

2.5.1. Implications of the Study

Based on the significant findings obtained from the questionnaires administered to both students and teachers, the current research is believed to have substantial implications for theory and practice.

The main findings of the research are consistent with the theoretical framework (sections 1.1 and 1.2), which demonstrate the difficulty of EFL writing at first. Then, the

underlying causes of academic procrastination and its potential negative consequences. Furthermore, the major results concerning the effects of academic procrastination on students writing, reveals the predominant negative relationship between academic procrastination and EFL learners writing. Accordingly, students lack of proficiency in L2 writing have to be addressed in order for them to put forth serious effort to develop this skill and reach full potential.

2.5.2. Limitations

Like all research studies, it is generally acknowledged that achieving perfection in all aspects is impossible. That is to say, every research work inevitably has its limitations and flaws. In the case of this particular dissertation, it contains some limitations. Starting with the time limitation, which resulted in acquiring insufficient number of responses for the student's questionnaire, assuming that a higher number of responses generates better results. Additionally, the psychological nature of the main research issue 'academic procrastination' suggests that utilizing different data collection tools such as interviews, experiments, and classroom observations would undoubtedly result in more comprehensive data and findings. However, the limitations imposed by time and lack of equipment restrict such possibilities.

2.5.3. Recommendations

2.5.3.1. Recommendations for Students. -Students should actively invest effort into improving their proficiency in L2 writing. With dedication and consistent practice, students can make significant progress in their ability to communicate effectively through written language.

-Students should focus more on extensive reading in the target language, which expose them to different writing styles, vocabulary, and sentence structures. It enhances their understanding of effective writing techniques and help them internalize these techniques in their writing.

-Students should adopt effective time management techniques. Employ strategies like prioritizing tasks, using to-do lists, and utilize time-blocking techniques to efficiently manage time and allocate dedicated writing periods.

-Students should cultivate self-discipline and self-motivation to enhance writing abilities. This can be achieved by establishing personal deadlines and diligently adhering to them, thereby fostering a sense of responsibility.

-Students should prioritize goal setting as fundamental aspect of their writing process. By establishing specific, measurable, achievable, relevant, and time-bound goals, students can effectively structure their writing tasks. Breaking these goals into smaller, manageable sub-goals enables students to track their progress and maintain motivation throughout the writing journey.

-Students should keep in mind that, through dedication, persistence, managing time effectively and being self-regulated they can overcome academic procrastination.

2.5.3.2. Recommendations for Further Research. Further studies have to be made in order to carry out this project beyond the limitations faced. These studies can focus more on the relationship between academic procrastination and its causes, how procrastination can cause mental problems in education, and how can students overcome this dilemma. Educators who like to contribute and continue this project have to investigate the effects of academic procrastination on students' performance. Taking into consideration that this investigation will require more research tools (classroom observation, interviews) and more periods of time. In addition, the psychology side needs to be highlighted more in EFL as it has huge impact on students and it can decide whether they succeed or not. For this matter, effective techniques and strategies should be introduced to help students cope with their mental problems.

Conclusion

To bring it all together, this chapter is devoted to the practical part of the present research which aims at investigating the impact of academic procrastination on EFL learners writing. The analysis of the student's questionnaire and the teacher's questionnaire reveals that the overwhelming majority of master two students commit academic procrastination in performing EFL writing. The major causes underlying academic procrastination are: poor time management, self-regulation failure, and anxiety. The effect of academic procrastination on master two students' academic writing is predominantly negative, it has detrimental effects on students writing abilities and outcomes. Finally, it is confirmed that the individuals who exhibit effective time management and succeed in practicing self-regulation have the capacity to overcome academic procrastination. In a nutshell, this chapter provides exclusive answers for the central research questions.

General Conclusion

Throughout the course of this research, the primary emphasis has consistently been on investigating the impact of academic procrastination on EFL learners' writing. To fulfill the main requirements of this research, an attempt was made to find out to what extent M2 students commit procrastination, and to discover the underlying causes behind academic procrastination. In addition, it aims to investigate the influence of academic procrastination on students' academic writing and to identify practical solutions or interventions that can help individuals overcome or mitigate the negative consequences associated with this phenomenon.

To achieve the aims of the research, a questionnaire was administered to 50 M2 EFL students at the Department of foreign languages in Mila University Centre. Moreover, another questionnaire was distributed to 14 teachers of English at the same department to benefit from their expertise in the field and to add more credibility to the research.

After the analysis of the quantitative and qualitative data obtained from both questionnaires, the following results, which represent an answer to the research questions, were reached. The overwhelming majority of M2 students commit academic procrastination in performing EFL writing. The major causes underlying academic procrastination are: poor time management, self-regulation failure, and anxiety. The impact of academic procrastination on master two students' academic writing is predominantly negative; it has detrimental effects on students writing abilities and outcomes. Finally, it is confirmed that the students who exhibit effective time management and succeed in practicing self-regulation have the capacity to overcome academic procrastination.

At last, a set of recommendations was included. First, some suggestions were proposed for students to address their low proficiency in L2 writing and help them reach their full potential in this skill. Also, some strategies to help them avoid academic procrastination and

attain academic success. Second, recommendations for further research were highlighted in order to carry out this research work beyond the limitations faced.

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Appendices

Appendix 01

Students' Questionnaire

Dear student,

I request that you answer the following questions about your experience with procrastination (the act or action of delaying, avoiding, pushing off written academic assignments and duties) as a student. Please read the questions carefully and provide honest responses. The purpose of this survey is to gather data for research, and all answers will be kept confidential. Tanks.

Please put a tick (✓) in the box corresponding to your answer, and note that more than one answer is possible in some questions.

Section One: Background Information

1. Why did you choose to study English?

- Personal choice
- Parents proposition
- An obligation

2. How long have you been studying the English language?

- 1 to 5 years
- 5 to 10 years
- 10 to 15 years

3. What is your level in English?

Excellent

Good

Average

Poor

Section two: EFL writing

1. How do you rate your level in English writing skill?

Excellent

Good

Average

Poor

2. Describe your writing experience as an English language student over the years:

Fulfilling

Challenging

Frustrating

Improving

Lacking

Disappointing

Developing

Inconsistent

Poor experience

3. When writing, do you follow the necessary stages of the writing process?

I follow the stages consciously

I follow the stages unconsciously

I do not follow any order of stages

I do not know the stages at all

4. Has your teacher adequately provided you with the knowledge and support needed to acquire the skill of writing?

Yes

No

Section Three: Academic Procrastination

1. How often do you find yourself procrastinating academic tasks?

Always

Often

Sometimes

Rarely

Never

2. What is your reaction towards academic assignments and tasks?

I make plans for getting things done properly

I concentrate on my assignments instead of worrying

I usually manage my time to review my assignments

I often start assignments at the last minute

I find ways to skip my assignments

I avoid performing difficult tasks

I feel overwhelmed when an assignment is given to me

I spend my whole time worrying about the results

3. Do you ever try to manage your time when you are assigned to a written task?

Yes

No

4. Why do you postpone your writing assignments?

I overestimate the amount of work that I can do in a given amount of time

- I lack proper time management skills
- I fail to establish a consistent writing schedule
- I prefer to wait for the right moment to begin writing
- I fail to make a plan in order to finish my assignment
- I get easily distracted by other tasks
- I feel anxious about it all the time
- I have fear of failure
- I worry about making mistakes
- I tend to procrastinate and prioritize other activities over writing

Section Four: Academic Procrastination and EFL Learners Writing

1. How do you feel when writing and essay or dissertation?

- Motivated
- Excited
- Overwhelmed
- Nervous
- Anxious

2. What might prevent you from completing the process of writing an essay?

- I do not finish my essay on time
- When I feel anxious, I do not continue writing my essay

When I get distracted, I do not finish writing my essay

Others

3. What might prevent you from completing the process of writing your dissertation?

I do not give the necessary time for writing my dissertation

I feel anxious when I think about dissertation writing

Instead of writing, I find myself thinking about other things

Others

4. What is the best time for you to start written assignments?

Right away

After few days

Few days before the deadline

Last night before the submission

5. How do you effectively manage your time when it comes to completing written takes?

I set realistic deadlines

I set time limits for each task

I use productivity apps and tools to manage my time

I take short breaks to maintain focus

I create a study schedule and remain committed to it

I break tasks into smaller manageable units

6. As a student, what measures would you apply to avoid procrastination and stay on top of your written tasks?

- Setting specific deadlines and sticking to them
- Avoiding unnecessary delays
- Creating a study schedule and following it consistently
- Minimizing distractions and staying focused
- Setting clear goals for each writing task
- Rewarding myself after completing each task
- Practicing self-discipline

Appendix 02

Teachers' Questionnaire

Dear teacher,

You are kindly requested to answer the following questions about your experience with students' academic procrastination in writing as a teacher. Please read the following questions carefully and provide responses. The purpose of this survey is to gather data for research, and all answers will be kept confidential. Thanks.

Please put a tick (✓) in the box corresponding to your answer, and note that more than one answer is possible in some questions.

Section One: Background Information

1. How long have you been teaching at university?

.....

2. Have you taught written expression before?

Yes

No

3. In your class have you ever asked your students to write paragraphs, essays, research papers?

Yes

No

Section Two: EFL Writing

1. As a teacher, how would you evaluate English master two students writing level?

Excellent

Good

Average

Poor

2. How would you describe English master two students writing experience?

Fulfilling

Challenging

Disappointing

Improving

Lacking

Poor Experience

Developing

Inconsistent

3. What makes EFL writing so difficult to master?

.....
.....

4. What role do you play in the writing process?

Motivator

Resource

Feedback provider

All of the above

5. What type of writing do you assign to your students?

Research paper

Essay

Paragraphs

Others.....

6. Do you usually set a deadline to submit the written piece?

Yes

No

7. How much time does it take

.....

8. Do your students submit their writing assignments on time?

Yes

No

Section Three: Impact of Academic Procrastination on EFL Learners Writing

1. What is the main reason that lead students to academic procrastination?

Poor time management

Self-regulation failure

Anxiety

All of the above

2. What are the consequences of academic procrastination on the development of EFL learners writing?

.....
.....
.....

3. Is there a connection between academic procrastination and EFL writing outcomes?

Yes

No

Please, justify:

.....
.....
.....

4. How does academic procrastination affect EFL learners writing?

.....
.....
.....

5. What interventions or support mechanisms can be implemented to help students overcome academic procrastination?

.....
.....
.....

6. Do you believe that students who are able to manage their time effectively, and being self-regulated are able to avoid academic procrastination?

Yes

No

7. Please write any additional thoughts:

.....
.....
.....

Résumé

L'étude actuelle vise à examiner l'impact de la procrastination académique sur l'écriture des apprenants en anglais langue étrangère (ALE). Tout d'abord, elle cherche à découvrir le degré de procrastination académique chez les étudiants en master deux. De plus, elle vise à explorer les principales causes sous-jacentes de la procrastination académique et à découvrir les effets de ce phénomène sur l'écriture académique des étudiants en master deux afin de suggérer des solutions pour réduire son impact négatif et améliorer les performances en écriture des étudiants. Pour atteindre les objectifs de recherche, deux questionnaires ont été distribués aux enseignants et aux apprenants en ALE du département d'anglais de l'Université de Mila. Les données ont été collectées et analysées à l'aide d'une approche mixte. L'analyse des données quantitatives et qualitatives montre que la grande majorité des étudiants en master deux commettent une procrastination académique lors de l'écriture en ALE. Les principales causes de la procrastination académique sont : une mauvaise gestion du temps, un manque d'autorégulation et de l'anxiété. L'impact de la procrastination académique sur l'écriture académique des étudiants en master deux est principalement négatif ; elle a des effets néfastes sur les compétences et les résultats en écriture des étudiants. Enfin, il est confirmé que les individus qui font preuve d'une gestion efficace du temps et qui réussissent à pratiquer l'autorégulation ont la capacité de surmonter la procrastination académique.

ملخص

تهدف الدراسة الحالية إلى استكشاف أثر التسوية الأكاديمي على كتابة متعلمي اللغة الإنجليزية كلغة أجنبية. في بداية الأمر، تسعى الدراسة إلى اكتشاف درجة التسوية الأكاديمي بين طلاب الماجستير الثاني. علاوة على ذلك، تهدف إلى استكشاف الأسباب الرئيسية وراء التسوية الأكاديمي ومعرفة آثار هذه الظاهرة على كتابة طلاب الماجستير الثاني الأكاديمية بهدف اقتراح حلول للحد من تأثيرها السلبي وتحسين أداء الطلاب في الكتابة. لتحقيق أهداف البحث، تم توزيع استبيانين على المدرسين ومتعلمي اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية في مركز جامعة ميله. تم جمع البيانات وتحليلها باستخدام النهج المختلط. يُظهر تحليل البيانات الكمية والنوعية أن الغالبية العظمى من طلاب الماجستير الثاني يلجؤون إلى التسوية الأكاديمي في كتابة اللغة الإنجليزية كلغة أجنبية. الأسباب الرئيسية وراء التسوية الأكاديمي هي: سوء إدارة الوقت وفشل التنظيم الذاتي والقلق. يكون أثر التسوية الأكاديمي على كتابة الطلاب في الماجستير الثاني سلبيًا بشكل رئيسي؛ حيث يؤثر سلبيًا على قدراتهم الكتابية والنتائج التي يحققونها. وأخيرًا، يتم تأكيد أن الأفراد الذين يتمتعون بإدارة فعّالة للوقت وينجحون في ممارسة التنظيم الذاتي لديهم القدرة على التغلب على التسوية الأكاديمي.