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Using Metacognitive Strategies to Develop EFL Students' Writing Skill
Case study: Third year EFL Students at Chadli Bendjedid University

Dissertation submitted to the Department of English in Partial Fulfilment of the
Requirement for the Master Degree in Didactics of English

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DECLARATION

I certify that this research paper, which I am submitting for assessment as part of my Master's program in *Didactics of English* is entirely my own work and does not include any material taken from others, except where such work is cited and acknowledged within my own work.

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DEDICATION

In the name of Allah, the most benevolent the most merciful

This work is dedicated to;

The memory of my grandmother and uncle: Salmi Fatma and Soltani Brinees.

To my beloved mother Beya for her endless love and care.

To my father Bachir for his constant encouragement and care and wholehearted support.

To my sister Salima and Wafa and my brother Mourad, and his wife Fatima who have been my voice of reason and my role models.

To all my family

To my supervisor Ms. Hanifa Zarzouni

To all my friends and colleagues.

Master two students who I share with them this thrilling endeavour

All third-year EFL students for showing me an enjoyable and incredible experience

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ABSTRACT

The purpose of this study is to investigate the efficacy of implementing metacognitive strategies in English as a Foreign Language (EFL) writing classes in order to improve students' written production and to make students aware of the importance of using metacognitive strategies during the writing process. This study addresses an urgent need by making third-year EFL students at the Department of English at the University of "Chadli Bendjedid" El Tarf aware of several metacognitive strategies that aid in the writing work. We hypothesize that students' writing ability will improve if they receive explicit metacognitive instruction as strategies for producing essays. And if teachers are aware of metacognition instruction and its impact on students' writing achievements, they will be able to provide focused guidance, resulting in improved writing outcomes. In order to confirm or reject the hypotheses, two main tools are used which are the teachers' questionnaires, and a pre-test and post-test. The treatment lasted four weeks through which we have employed metacognitive strategies and taught the experimental group participants how to use them in their writing. The outcomes of the two tests are compared in this study to assess the efficacy of metacognitive strategy teaching. The results demonstrated that the experimental group's written compositions and the scores in the post-test are higher than in the pre-test. The questionnaire findings show that written expression teachers are aware and familiar with the numerous metacognitive writing strategies and their impact on students throughout the writing process. The study's findings validated the premise that the challenges students have when writing essays may be avoided and effective production can be attained if they are made aware of metacognition and apply its strategies throughout the writing process. Teachers can increase students' writing quality by encouraging them to employ metacognitive strategies. One way to do this is by using writing models by experienced or native writers to assist students in monitoring and correcting their own written works.

Keywords: Metacognition, Strategies, The Writing Skill, EFL writing

ملخص

الغرض من هذه الدراسة هو التحقيق في فعالية تنفيذ استراتيجيات ما وراء المعرفة في فصول الكتابة باللغة الإنجليزية كلغة أجنبية من أجل تحسين الإنتاج الكتابي للطلاب وتوعيتهم بأهمية استخدام استراتيجيات ما وراء المعرفة أثناء عملية الكتابة. تتناول هذه الدراسة حاجة ملحة من خلال جعل طلاب السنة الثالثة في اللغة الإنجليزية في قسم اللغة الإنجليزية في جامعة "الشاذلي بن جديد" الطارف على دراية بالعديد من استراتيجيات ما وراء المعرفة التي تساعد في تحسين العمل الكتابي. نحن نفترض أن قدرة الطلاب على الكتابة ستتحسن إذا تلقوا تعليمات ما وراء معرفية صريحة كاستراتيجيات لإنتاج المقالات. وإذا كان المعلمون على دراية بما وراء المعرفة وتأثيرها على إنجازات الكتابة لدى الطلاب، فسيكونون قادرين على تقديم إرشادات مركزة، مما يؤدي إلى تحسين نتائج الكتابة عند المتعلمين. من أجل تأكيد أو رفض الفرضيات، تم استخدام أداتين رئيسيتين هما استبيانات للمعلمين، والبحث شبه التجريبي (الاختبار القبلي والبعدي). استمر البحث أربعة أسابيع استخدمنا خلالها استراتيجيات ما وراء المعرفة و علمنا المشاركين في المجموعة التجريبية كيفية استخدامها في كتاباتهم. تمت مقارنة نتائج الاختبارين في هذه الدراسة لتقييم فعالية التدريب على استراتيجية ما وراء المعرفة. تظهر نتائج الاستبيان أن معلمي التعبير الكتابي على دراية وعلم بالعديد من استراتيجيات الكتابة ما وراء المعرفة وتأثيرها على الطلاب طوال عملية الكتابة. أظهرت النتائج أن التراكيب والدرجات المكتوبة للمجموعة التجريبية في الاختبار اللاحق أعلى بكثير مما كانت عليه في الاختبار المسبق. أثبتت نتائج الدراسة صحة الفرضية القائلة بأنه يمكن تجنب التحديات التي يواجهها الطلاب عند كتابة المقالات ويمكن تحقيق الإنتاج الفعال إذا تم توعيتهم بالحاجة إلى ما وراء المعرفة وتطبيق استراتيجياتها طوال عملية الكتابة. يمكن للمدرسين زيادة جودة كتابة الطلاب من خلال تشجيعهم على استخدام استراتيجيات ما وراء المعرفة. تتمثل إحدى طرق القيام بذلك في استخدام نماذج الكتابة من قبل كتاب ذوي خبرة أو كتاب أصليين لمساعدة الطلاب في مراقبة وتصحيح أعمالهم المكتوبة.

الكلمات المفتاحية: ما وراء المعرفة، الاستراتيجيات، مهارة الكتابة، كتابة اللغة الإنجليزية كلغة أجنبية.

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LIST of ABBREVIATIONS and ACRONYMS

EFL English as a Foreign Language

SL Second language

L1 First language

Q Question

Chapter One: Introduction to the Study

Introduction

This research study has been conducted to examine the effectiveness of using metacognitive strategies in developing students' writing skill. This chapter discusses the statement of the problem, the aims of the study, its significance; it also includes the research questions alongside the hypotheses, and the used methodology, which combines a description of the participants, data collection and the study design. This chapter ends with the organization and the limitations of the present study.

Statement of the Problem

Writing is an essential part of the language learning process and is an integral component of the curriculum in higher education. It is a vital skill that students are continually asked to demonstrate in all their courses, not only in Written Expression. However, this is also one of the biggest challenges for students, as very few are able to develop their writing competency quickly. Writing is a complex process that requires knowledge of both grammar structures and rhetorical devices, as well as the ability to invoke students' thoughts, evaluations, and judgments on a variety of topics.

Students often struggle with the writing process, not knowing how to get started, which ideas are key and which are irrelevant, and how to successfully complete the text. Therefore, Written Expression teachers must guide their students through the entire writing process until they produce a logical, coherent, cohesive, and a well-structured final product.

Metacognition is a key element in achieving factual and deeper knowledge. University students, as adults, must be self-directed, and teachers should engage and challenge them in the learning process as facilitators. Students who are autonomous and self-directed will be more eager to write.

In this study, we will try to investigate how we can promote students' writing with metacognitive strategies instruction, because when students are aware of their own knowledge and cognitive capacities, they can strive to study more in order to achieve a higher degree of proficiency. Metacognition, thus, enables and fosters successful learning.

Aims of the Study

The primary aim of this study is to investigate and evaluate the effectiveness of utilizing metacognitive instructions as tactics to promote mastery of the writing skill and reduce the difficulties students face, ultimately leading to more competent and successful writers. In order to achieve this objective, the study will employ a questionnaire and a pre and post-test to analyze the impact of metacognitive strategies on the development of writing.

Additionally, the study seeks to explore the views and experiences of teachers on the use of such strategies in teaching writing, gathering data from a diverse group of professionals in the field of EFL writing.

Significance of the Study

The rationale of this study is how to make EFL students perform better in writing the target language using various metacognitive strategies. On one hand, the use of these strategies gives students a deeper understanding of writing in the Foreign Language (FL) in different situations and contexts as in real circumstances. Through metacognitive instruction, teachers are well positioned to analyze students' reactions and responses that can give direct feedback. Educators and psychologists (including Grabe & Kaplan (1996), & Zimmerman (2006)) agree that valuable metacognitive schooling and frequent instructor supervision, as well as increased school practice and interest, can and will help students, and improve their writing skills.

On the other hand, teachers who know and use metacognitive strategies in teaching written expression will get a more in-depth perception of their learners' true potential in writing.

This research can be used as reference to help future researchers in conducting their studies about teaching writing to use metacognitive strategies instruction. Moreover, it can be used as a source of information for both students and teachers to apply the most appropriate techniques on their written expression courses.

Research Questions

After limiting the scope of this study, the following questions can be formulated:

Question one: Can metacognitive instruction support third year EFL students in improving their writing skill?

Question two: To what extent are teachers aware and can recognize the impact of metacognition instruction on students' writing achievements?

Research Hypotheses

In the light of the aforementioned research questions, the following hypotheses are formulated:

Hypothesis one: If students receive explicit metacognitive strategies instruction, they will develop their writing performance.

Hypothesis two: If teachers are aware of metacognition instruction and its impact on students' writing achievements, they will be able to provide focused guidance, leading to better writing result.

Methodology

Two primary tools are used to procure information in this dissertation. First, a questionnaire has been distributed to the teachers of Written Expression at the University of "Chadli Bendjedid" El Tarf in the Department of English in order to gather information about their knowledge, attitudes, and experiences with their students' performance concerning

issues related to the current research. Second, the pre and post-test were administered to an experimental group of 27 Third Year EFL students from a population of 58 students from the same department. The group goes through a four-week program in which they receive clear instructions on metacognitive strategies for writing a good essay. A pre and post-tests for a writing assignment are organized to collect information on the students' written works and complete the experimental phase of the study. As a result, the current study is a mixed-method study that employs both quantitative and qualitative methods.

Organization of the Dissertation

The research is allotted in five chapters separated into two sections. The first section comprises of the introductory chapter, which includes the statement of the problem, the aim of the study and its significance, the research questions and hypotheses, the study design, the structure of the dissertation, and finally, the limitation of the study.

The second chapter is concerned with the literature review It is divided into two parts: The first part, reviews the literature on the writing skill in general. It delves into the various definitions of writing, its significance, its problems, and the fundamental components writing students must consider while producing a specific article. The second part, gives some insight on metacognition, beginning with its various definitions and perspectives. It defines the distinction between metacognition and cognition. It also examines the varied metacognitive learning strategies and models, as well as the critical role metacognition plays in the development of writing skills. Lastly, it identifies the various metacognitive strategies related to each stage of the writing process while providing actionable examples.

The second section, which represents the practical part, is divided into three chapters. Chapter three, provides and describes the research methodology while detailing the tools of data collection and their aims and how they were conducted. Also, there is a description of the

analysis methods and assessment metrics and rubric used for the quasi-experimental design of the pre and post-tests.

Chapter four is about carrying out the experiment and analyzing the results and findings. The fifth chapter discusses the results and the opinions and attitudes of written expression teachers regarding the use of metacognitive strategies to develop writing skill. In addition it interprets and discusses the scores and results of the pre and post-tests while relating them to the research questions and hypotheses. Finally, it presents some pedagogical implications and recommendations for future research based on the collected results and findings ultimately closing this study.

Limitations of the Study

A number of limitations have been encountered in the present study, mainly concerning data collection, and physical conditions. Since the study concerned only one group of students from the Department of English, “Chadli Bendjedid” University, El Tarf, the findings of the study may not be generalized to stand for all the Algerian Universities.

Concerning the means of research, it was originally planned to have five to six weeks of treatment for the group to thoroughly educate and embed the various strategies in each writing stage; however, it was not possible to apply it because of the teaching conditions: lack of time, noisy environment, student absences and lack of sophisticated materials.

This is a short-term research study which lasted over one semester, so the results found and the conclusions established cannot give us a real image to the crucial role that metacognition plays to develop students' writing skill.

Chapter Two: Review of the Related Literature

Introduction

Writing is a critical element in mastering any language. It is an essential ability that supports language learning, encourages critical thinking, and allows students to communicate. This chapter further details the various literature about the writing skill. It delves into the various definitions of writing, its components, its problems, and its importance. It also categorizes the fundamental writing approaches students must consider while producing a specific essay or article, while pointing out the teacher's role in the writing classroom. Additionally, it seeks to shed light on metacognition's definition, and the various models of metacognitive learning. Lastly portraying the various strategies that can be applied in the writing process.

Definition of Writing:

The concept of writing has been defined in various ways. It is seen as a means of expressing spoken language by using symbols that can be documented for future use. Bloomfield (1940, as cited in Crystal, 1995) suggested that "Writing is not language itself, but rather a means of recording language with visible signs" (p. 178). Lyons (1968) further explained that "Writing is essentially a way of expressing speech in another form" (p. 38). Supporting this notion, Brown (2001) stated that "A basic view of writing is that written language is merely the graphic embodiment of spoken language" (p. 335). Crystal (2006) emphasized that "Writing is a way of communicating that uses a system of visual symbols on some kind of surface" (p. 257). Thus, all these authors concur that writing is a graphical expression.

Penning down one's thoughts and emotions is not simply a matter of creating graphic symbols or visual marks; these symbols have to be organized as per a certain set of conventions and regulations in order to form words, and then sentences to assemble a

comprehensive text that conveys a message. This concept is echoed by Widdowson (1978), who defined writing as "the action of forming valid sentences and transmitting them through the visual mode as marks on paper" (p. 62). Similarly, Hyland (2003) pointed out that writing is a set of "marks on page or screen, an orderly composition of words, clauses, and sentences, structured in accordance with a system of rules" (p. 12).

Grabe and Kaplan (1996) explored the concept of writing in their book "Theory and Practice of Writing" by using "The Rhetorical Triangle" as a model. This triangle illustrates the three aspects of a communication process: the writer who is the source of the material; the reader who is the recipient of the finished product; and the subject and the text itself. Ramage, Bean, and Johnson (2010) applied this same triangle in the context of the argumentative essay, as depicted in the figure 01 below.

Figure 01

The Rhetorical Triangle (adapted from Writing Arguments: Ramage et al, 2010).

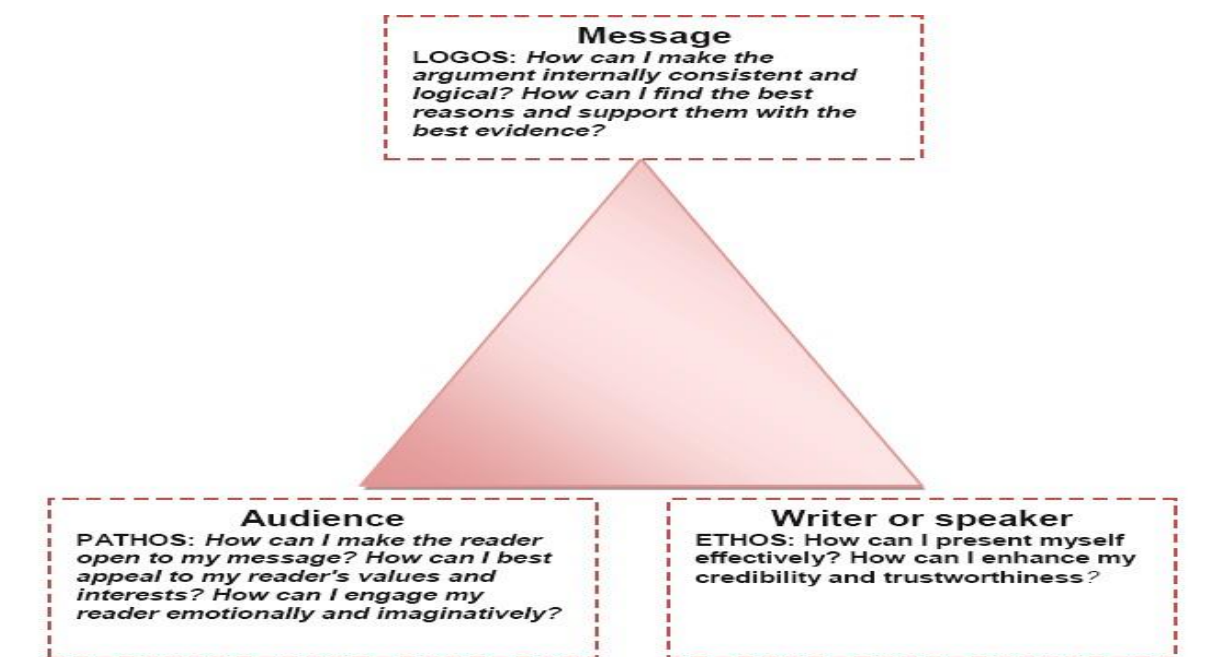


Figure 01 (p.7) illustrates three aspects, according to the rhetorical triangle, determine the persuasiveness, credibility, and appeal of one's writing (or speaking). Ethos refers to how a writer (or speaker) affects the audience in order to generate trust by building credibility and

authority. Pathos is the appeal to the emotions of the audience (readers) through their values and interests. Logos is the appeal to intelligence of well-constructed and compelling ideas.

Components of Writing:

The concept of writing has been defined in various ways. It is seen as a means of expressing spoken language by using symbols that can be documented for future use.

Successful writers aim to understand their target audience and how to influence their thought process, making writing a complex process that requires several fundamental components.

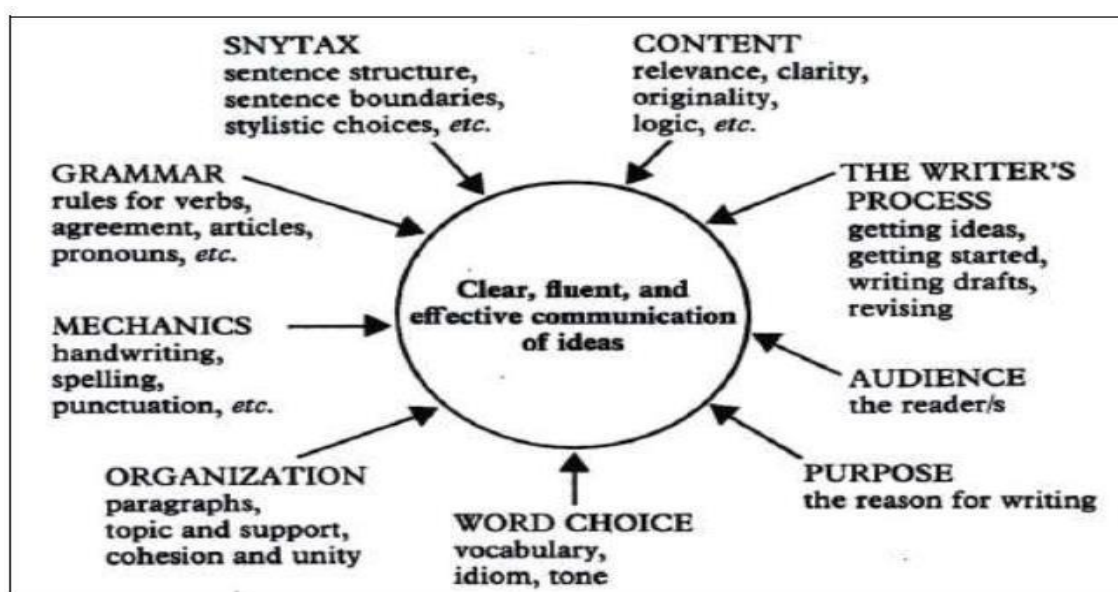
Harris (1969) identified five essential components for successful writing: content, form, grammar, style, and mechanics. Similarly, Canale and Swain (1980) proposed four

competencies that writers must possess: grammatical, discourse, sociolinguistic, and strategic.

In contrast, Raimes (1983) classified writing components into nine categories, including content, audience, organization, and grammar (see Figure 02) below. According to Raimes (1983), learners must consider all of these components to ensure "a clear, fluent, and effective communication of ideas" (p. 6) in any piece of writing.

Figure 02

Producing a Piece of Writing (adapted from Raimes, 1983, p. 6).



Many researchers, including Raimes (1983) and Heaton (1989), insisted on knowledge of these elements. We believe it is important to define some of them because of their significance.

The content of a literary creation is essential as it provides the necessary information and supporting details to assist the audience in understanding the subject. Scarry and Scarry (2014) emphasize that learners must provide content or supporting details about the process of development employed in their writing, such as using a chronological order of events and the past tense when narrating a story.

In addition to content, organization is also crucial in writing. A well-presented, well-structured, and well-organized essay allows the reader to easily and clearly follow the writer's thought process. Starkey (2004) emphasizes the importance of organization in writing, stating that it guides the reader from the first to the last sentence and shows how various points work together to support the thesis (p. 2). According to Swales and Feak (2004), effective organization is essential for all types of writing, regardless of size (p. 12).

Grammar is regarded as a vital component because its rules should regulate every piece of writing. When composing a text, we have the answer to the following questions: "what norms or rules people adhere to when creating texts? Are texts structured according to recurring principles? Is there a hierarchy of units comparable to acts, moves and exchanges? and are there conventional ways of opening and closing texts?" (Mc Carthey, 1991, p. 25). Knowing the answers to these questions will ensure that the written content is well-structured, as evidenced by grammatical regularities and norms. Frodesen and Holten (2003) stressed the importance of grammar on the written text; they noted that "for writing to be deemed successful to its overall purpose, it must conform to the conventions of English syntax and usage, generally referred to as grammar. Grammar is indisputably an essential element of second language writing instruction" (p. 141).

Style is also a significant consideration. It is "the manner of writing. It constitutes the collective characteristics of writing, impression or way of presenting things" (Madhukar, 2005, p. 84). Stylistic writing is essential. While writing, the student should choose words that offer the text more power and quality. The choice of words aids in drawing the reader's attention. However, style is concerned not only with word choice, but also with tone and structural links between words.

Mechanics are very fundamental for effective writing. The use of mechanics means the use of capitalization, punctuation, good spelling, and accurate grammar. The use of mechanics helps the reader to comprehend the text, to follow the ideas smoothly and easily. In addition, mechanics adds more significance and value to the piece of writing. According to Murray and Hughes (2008), both capitalization and punctuation are important:

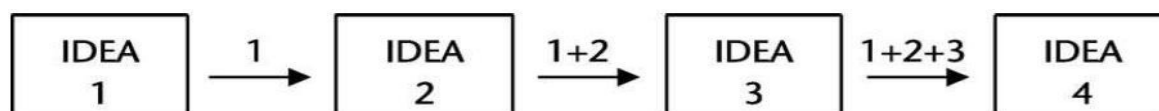
They indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understand and will therefore help it make a more favorable impression on your readers. (p. 185)

Coherence is a critical condition for any text-generation. It refers to the obvious connections between concepts, sentences, and paragraphs. Languages differ, and it is not evident that learners who write well in their first language (L1) are also good writers in other languages. Coherence is a result of considering different factors, "which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece" (Kies, 1995). Clear writing is only achievable when writers clarify their own thoughts on the subject and build up their ideas and arguments in a very connected and related form. Furthermore, it relates to deeper-level relationships and meanings. It necessitates the close and appropriate fit of the components that are mutually dependent in terms of their ability to produce the whole. Celce-Murcia and Olshtain (2000) defined coherence as "the quality that

makes a text conform to a consistent world view based on one's experience and culture or convention" (p. 125). As a result, coherence is a collaborative process including the writer, the text, and the reader. A piece of writing is said to be coherent when "readers expect to move with ease from one sentence to the next, and from one paragraph to the next, following a clear flow of argument and logic" (Raimes, 2008, p. 35). The same view is shared by Murray and Hughes (2008) who remark that a successful writer is the one "who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down" (p. 45). This is apparent in figure 03 below:

Figure 03

A Sequence of Ideas (Murray and Hughes, 2008, p. 46).



As a result, coherence is a requirement for clear, connected writing. It considers how a text is organized, where the information is placed, and how the content is linked together (Wendling & Robert, 2009; Hinkel, 2010). Writers employ tactics such as "key word repetition, use of synonyms and pronouns to refer to key words, and careful choice of transitional expressions" (Scarry & Scarry, 2011, p. 27) to establish coherence. Experienced authors strive for coherence, drafting numerous times to improve and link ideas, sentences, and paragraphs. They revise anything that is unclear or lacking logical sequencing.

Cohesion differs from coherence in that each focuses on different factors that eventually lead to well-developed written works. Cohesion is the use of language strategies such as words and phrases to connect and adhere the ideas in an essay or paragraph. It emphasizes the significance of the inter- and intra-sentential relationships between textual elements. Cohesion creates links between ideas in sentences, and the many sections of a paragraph are tied

together by cohesive ties, but coherence is the outcome of employing these cohesive devices to build a result in a characteristic that is known as "texture".

Difficulties in Writing

It is a well-known that writing is a challenging skill. Furthermore, many learners regard it as a burden and a very complex skill. Most writers, especially novice ones, are stopped in front of a blank page and are unable to begin. They struggle with the verbal transmission of their thoughts or the logical sequence of what to convey.

Collins and Genter (1980) revealed that:

Much of the difficulty of writing stems from the large number of constraints that must be satisfied at the same time. In expressing an idea, the writer must consider at least four structural levels: Overall text structure, paragraph structure, sentence structure (syntax), and word structure... clearly the attempt to coordinate all these requirements is a staggering job. (p. 52)

Writing is a difficult undertaking that requires both physical and mental work on the part of the writer, as well as linguistic, cognitive, and social expertise. According to Walters (1983), "writing is the last and perhaps the most difficult skill students learn if they ever do" (p. 17). Gallagher (2006) shares the same viewpoint, believing that writing is the most challenging of all human undertakings. Qian (2007) also shares this opinion, stating that "writing is a complex process involving cognitive (having linguistic competence for composing), metacognitive (awareness of audience, purpose, and style), social (being communicative and interactive with the reader), and affective (being expressive of feelings and ideas) factors" (p. 31). Writing necessitates the presence of numerous components, and as a result, students face numerous problems when writing. They regard writing as a mental endeavor or a difficult activity that requires not only the previously listed factors but also a

great deal of concentration, ongoing training, and serious instructions; it is a long journey of false starts and difficult revisions.

Most writing professors notice in their classes that when students are asked to write, they become quite uncomfortable and fearful. They lack confidence in their abilities, which causes them to be apathetic, unenthusiastic, and even unmotivated. They are afraid of making mistakes and failing to capture the interest of the readers. Tynjälä, Mason, and Lonka (2012) identified the causes of students' aversion to writing as follows: they are concerned about their handwriting, spelling, or ability to construct sentences and paragraphs; they rarely write even in their native language, and thus the activity feels alien; they are concerned that they have nothing to say; and finally, writing simply does not interest some students (p.61). Written expression teachers have seen that when students are requested to write something, some of their students become quite anxious: uncomfortable, cognitively hazy, completely worried, and unable to produce anything. Teachers should not, of course, overlook students' attitudes towards writing and should work accordingly to assist them in overcoming any problem and facilitate this arduous activity by establishing a pleasant motivated atmosphere. In this regard, psychologists recommend a variety of ways and tactics for reducing writing anxiety. "There are three approaches to the alleviation of anxiety: cognitive, affective, and behavioral approaches" (Hembree, 1988 as cited in Kondo & Ying-ling, 2004).

As far as the cognitive process is concerned, students can mimic writing models, practice writing paragraphs and essays, and practice writing by building friendships through some social networks as important stages in reducing anxiety. This is well emphasized by Kondo and Ying-Ling (2004), who noted that "if students think that their cognition creates anxiety; they may attempt to suppress or alter the thought processes related to language learning" (p. 259). In terms of affective techniques, self-confidence is critical. Researchers (Clement, Dornyei, & Noels, 1994; Harris, 2007; Enderson, 2008) discovered that self-confidence is

vital in learning in general, and in writing classes in particular, and is seen as an important approach for minimizing anxiety and dread.

The Importance of Writing

Many linguists associate writing with authority, status, and monetary worth. Tribble (1996), for instance, encouraged students to learn writing because being deprived of this option is "to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige" (p. 12). Moreover, Tribble (1996) underlined the importance of this skill and added that "It is through writing that the individual comes to be fully effective in an intellectual organization, not only in the management of everyday affairs but also in the expression of ideas and arguments" (p. 13). Writing is a critical talent that acts as a gateway to other disciplines. It is "a tool for language development, critical thinking, and in extension, for learning in all disciplines" (Bjork and Raisanen, 1997; cited in Tahaineh, 2010, p. 78). In the same spirit, Suleiman (2000) argued that "writing being a core aspect of language, any reading and language arts program must include the multidimensional nature of writing in instructional practices, assessment techniques, and language development" (p. 155). Chandrasoma (2010) affirms the importance of writing ability above the other learning skills; he believes that "students' writing takes precedence over the other macro skills as it is the most important instrument in exposing one's performance and competences in a course of study" (p. 11).

Campbell (1998), through her book "*Teaching Second Language Writing: Interacting with Text*", suggested that "one of life's greatest releases is to express oneself in writing" (p. 37). Expressing thoughts, opinions, and feelings can be difficult, but writing is more than just a way to express ourselves; it can be the route to greater academic success and achievement. Eventually, writing can offer manifold opportunities for this reason "command of good

writing skills is increasingly seen as vital to equip learners for success in the 21st century" (Hyland, 2003, p. 13). The same opinion is shared by Graham & Perin (2007), who said that:

Helping young people to write clearly, logically, and coherently about ideas, knowledge, and views will expand their access to higher education, give them an edge for advancement in the workforce, and increase the likelihood they will actively participate as citizens of a literate society. (p. 53)

Writing has a direct impact on students' careers and futures in today's globalized society. Roy and Gordon (2012) affirmed that "your success in getting that dream job—and keeping it—often depends on your ability to express yourself on paper." (p. 10)

Approaches to the Teaching of Writing

Since the 1960s, second language (SL) writing has had a brief history as a distinguished field (Matsuda, 2003; Fujieda, 2006). Previously, writing was completely neglected. Researchers prioritized the spoken form over the written form due to the prevalence of the Audio-lingual Approach. Writing did not become popular in the language learning environment as an independent skill until the late 1960s and early 1970s. Teachers and specialists in the sector questioned the effectiveness of controlled composition. They focused on rhetorical function, emphasizing discourse level over sentence level. They were concerned with numerous types of speech, including as expository, narration, and argumentation. The instruction of writing was founded on many techniques namely: The Controlled or Guided Composition, the Product Approach, the Process Approach, and the Genre Approach.

The Controlled or Guided Composition

In the 1960s, Controlled or Guided Composition emerged as a manifestation of the popular structural-behaviorist perspective. This method emphasizes the importance of grammar, syntax, and mechanics, aiming to facilitate the learning of sentence-level grammar with minimal room for errors (Pincas, 1982, p. 91). The writing tasks in this approach are

highly regulated, often requiring students to modify words or clauses, combine sentences, fill in gaps, or make substitutions. Once students have mastered these controlled tasks, they progress to guided composition. Guided composition involves providing students with assistance, such as models to follow, plans or outlines to expand upon, partially written versions with indications on how to complete them, or pictures that serve as prompts for writing about new subjects in a similar manner to what they have read (Pincas, 1982, p. 102). Finally, students are given the opportunity to write independently. According to Pincas (1982), free composition is viewed as a "random, hit-or-miss activity" that increases the likelihood of transfer errors.

The Product Approach

The Product Approach is a teaching method that emphasizes correctness and is concerned with the finished product. It encourages teachers to analyze students' work at the end of their writing to identify their students' faults. This method was effectively described by White (1988) stating that:

...the model text is taken as the starting point; it is carefully analyzed and studied to identify its form, content, and organization. Linguistic items and rhetorical patterns are then manipulated and explored. Following this analysis, new input is provided to serve as the foundation for a parallel writing task. Ultimately, students may be expected to produce a parallel text using their own information. (p. 5)

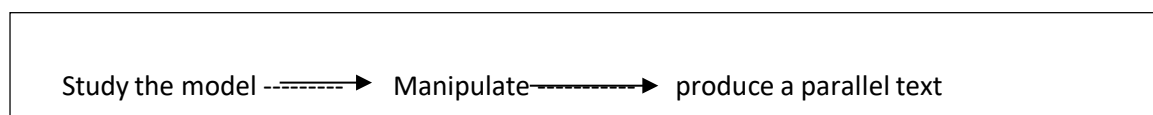
In summary, students begin by examining and understanding a model text, paying close attention to its structural features, content, and overall organization. Linguistic elements and rhetorical patterns found within the model text are then explored and manipulated to enhance students' understanding and proficiency. After this analysis, new input is introduced, serving as a basis for a similar writing task. Finally, students are encouraged to produce their own

parallel text, incorporating their own information while maintaining the structure and language patterns observed in the model text.

So, the procedure followed by the learners during the product approach is:

Figure 04

Parallel Writing Model (White 1988, p. 5)



The Product Approach to language teaching, as outlined by Richards (2003), involves four stages: Familiarization, Controlled writing, Guided writing, and Free writing (pp. 3-4).

Despite its popularity, the approach has faced criticism for its limitations in considering the audience, the writer's purpose, and personal experiences, and for its primary focus on the final written product rather than the strategies and processes involved in its production.

Critics argue that the Product Approach limits learners' potential, affects their motivation, and diminishes their self-esteem, and that it places excessive emphasis on form while neglecting content. Kroll (1991) notes that the approach primarily focuses on the final written product rather than the strategies and processes involved in its production (p. 246). Harwood (2005) criticizes the approach for being mindless, repetitive, and anti-intellectual.

The Process Approach

In the mid-1970s, the Process Approach emerged as an alternative to the Product Approach and was motivated by dissatisfaction with the Controlled or Guided Approach. According to Nunan (1991), the Process Approach emphasizes the phases involved in generating a piece of work and assists the student in getting closer to perfection by producing, commenting on, discussing, and rewriting successive iterations of a text (p.1). The Process Approach treats all types of writing as a creative effort that requires both time and positive feedback (Graham, 1993), and focuses primarily on various classroom activities that encourage the growth of language use, such as brainstorming, group discussion, and

rewriting. The Process Approach teaches students planning, drafting, rewriting, editing, and publishing skills at each stage of the writing process to enable them to write freely and produce a good product (Hedge, 2005). These definitions illustrate that the Process Approach has several steps: prewriting, drafting, rewriting, editing, and publishing.

Prewriting is a motivating task that stimulates thoughts for getting started and moves students away from facing a blank page towards generating tentative ideas and gathering information for writing (Richards & Renandya, 2002, p. 316). This stage involves considering the topic and employing a variety of tactics such as brainstorming, free-writing, planning or outlining, asking questions, listing, and clustering to generate ideas. Outlining or planning serves as a map for the main ideas and key points of the text (Johns, 2004). Writers establish task-related goals in terms of the text's purpose and audience, generating topic-related ideas to meet those goals. A well-organized plan or detailed outline increases the writer's self-confidence.

Drafting is 'the physical act of writing' Lindeman (1987, p. 26) which is also called 'composing' Hedge (1988), or 'creating and developing' Harris (1993). Drafting is the second stage of the writing process, where the writer gets down his ideas and thoughts based upon the prewriting strategy that he has used. At this stage, the writer begins to "translate plans and ideas into provisional text" (Harris 1993, p. 55). During this stage, the writer's focus is on content, meaning, and organization (Hedge, 2005, p. 54).

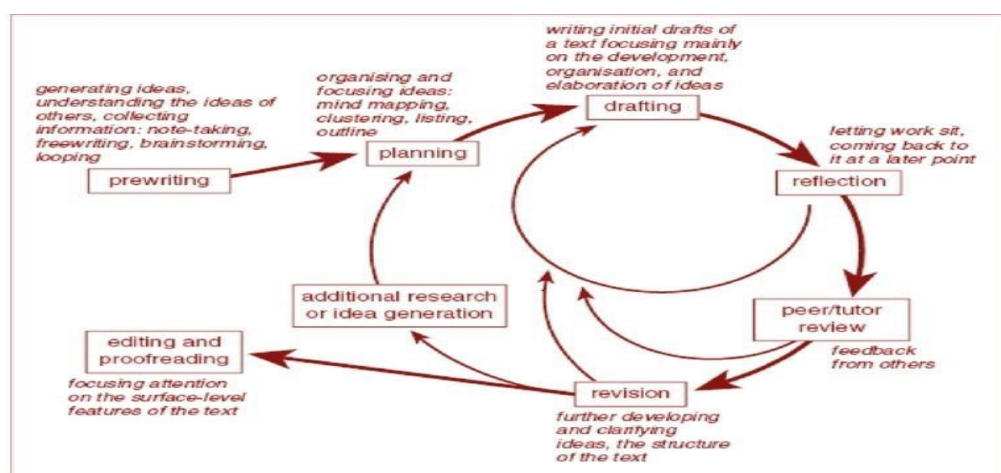
Revising is the most essential step of the writing process where the writer reviews, critiques, and improves their piece of writing. The writer may add, delete, correct, arrange, rearrange, reconstruct meaning, and organize during this step to clarify their message and enhance their writing with more effective words. According to Brown and Hood (1989), the revision stage is extremely beneficial to writers, regarded as the most crucial and regular stage of the entire writing process (p. 224).

Editing is the process of going over the entire text again and again to ensure that there are no flaws that could hamper communication. “Experienced writers employ checklists to retain their focus on refining their piece of writing” (Hedge, 1998, p. 94).

Publishing is the last stage in the writing process where students submit their final works to their teachers for evaluation. Many educators praised the Process Strategy because it is a learner-centered approach that encourages students to think and provides meaningful support and advice while they write. According to Zamel (1983), "writing is a process through which students can explore their thoughts" (p. 147). The primary goal of this approach, according to Nemouchi (2008), is to teach students how to generate writing ideas, plan these ideas, consider the intended audience, draft and redraft to produce a final written document that effectively expresses their thoughts. While there is no acknowledged consensus on the specific number of stages that constitute the composing process, the most recursive ones have at least five major stages: prewriting, drafting, revising, editing, and publication. These stages do not necessarily occur in a linear progression but rather in a recursive manner, allowing the writer to move back and forth between drafting and revising, with stages of replanning in between (Hedge, 2005, p. 52). The bellow figure 05 explain the cyclic manner of the Process Approach.

Figure 05

The Writing Process Approach (adapted from Teaching Academic Writing: A Toolkit for



Higher Education. Coffin et al, 2003)

Writing is then done in a cyclical fashion, led by recurring input from teachers and peers throughout the various processes. The presence of the teacher is essential in this technique, as Silva (1990) noted:

The teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas), and editing (attending to vocabulary, sentence structure, grammar, and mechanics) (p. 15).

The teacher's role during this process is that of a facilitator, assisting students in developing strategies for generating ideas, drafting, revising, editing, and moving back and forth between these stages until the final piece of writing is published. Peer revision, in addition to teacher feedback, is highly beneficial. Students learn to write using the process approach by writing in a supportive, collaborative setting, and teachers collaborate with students to achieve mutually determined goals.

The Process Approach serves as a guide for students, helping them develop an awareness of their own writing and providing opportunities for them to practice effective metacognitive skills at each stage because excellent product is dependent on a good process. This method "represents the dominant approach in L2 writing teaching today" (Hyland, 2003, p. 14).

The Genre Approach

The Process Approach is a widely used technique for teaching writing that has been criticized for its limitations in large classrooms and inability to prepare students for authentic academic work. As a response to these limitations, the Genre Approach has emerged as an alternative strategy for teaching writing. The Genre Approach focuses on specific genres that align with the social situation and targeted audience. According to Swales (1990), a genre is

"a class of communication events, the members of which share some set of communicative purposes" (p. 22). The Genre Approach teaches students specific genres that they need to be familiar with in order to use them effectively in specific settings. Hyland (2003) defined the genre approach as: "We don't just write, we write something to achieve some purpose... These abstract, socially recognized ways of using language for particular purposes are called genres" (p. 18).

The primary goal of the Genre Approach is to teach students how to develop texts that align with the social situation and are targeted to a specific audience. This approach emphasizes the language and discourse features of the text, as well as the situational context in which the text is produced (Nemouchi, 2008, pp. 92-93).

The Role of the Teacher in the Writing Classroom

Teaching is a difficult task in general. It needs considerable effort: moral, psychological and physical. Harmer (2001, p. 235) categorized the teacher's responsibilities as follows:

- The teacher as planner and facilitator of situations and suitable learning contexts.
- Developer, creator and adapter of materials and resources.
- Assessor, guide and facilitator of knowledge.
- Evaluator.

Spelleri (2002, p. 20) added some roles that the instructor should take on.:

- A filter: He presents language in a controlled manner and sufficient quantities to meet students' needs and interests.
- A culture guide: He introduces and clarifies any kind of cultural information that may occur in any topic.

- An objective chairman: Sometimes authentic argumentative topics may lead to conflict and hard discussions between learners, the teacher must be objective, fair and sympathetic coach.

In the context of teaching writing, teachers play crucial roles. Richards, (1990) stated that “teachers act as facilitators, organizing writing experiences that enable learners to develop effective composing strategies” (p. 11). Second, teachers perform also the role of a coach or trainer in that they train their learners all the strategies and techniques that make them able to face any writing task. They also support and encourage their students to get involved in a writing process. In addition, they stimulate their students desire to write and develop their competence as effective writers. This idea is also shared by Richards and Haws (2004) where they said that “writing teachers act as coaches when they establish common goals and activities, build social bonds, and support students as they grow in their abilities” (p. 69). Third, Teachers serve as consultant. Throughout the writing process, the teachers walk around the classroom and consult their students’ work, individually, in pairs or in small groups, to offer them corrective feedback, guidance and suggestions, reinforce their writing skill, and revise the strategies they have learnt. By providing feedback to students, the teacher helps them to set up their goals.

Furthermore, teachers serve as assessors or evaluators, assessing each student's writing, highlighting strengths and weaknesses, grading their work, and providing feedback. Richards and Cheek (1999, quoted in Richards & Haws,2004, pp. 69-70) proposed guidelines for assessing writing:

- Require the teacher to think through and identify the salient target skills and strategies to assess.
- Make the teacher’s expectation and criteria for assessment tangible to students.

- Promote collaboration among teachers who work together to develop rubrics.
- Improve students understanding of the components of good writing when they help develop the rubric's scoring criteria.
- Can be easily be used as a tool for self-assessment.

Evaluating or grading students' work is thus an activity that helps students recognize their mistakes and shows them that they are progressing in their learning. As Harmer (2004) stated, "when we respond to a student's work at various draft stages, we will not be grading or judging the work as a finished product. Instead, we'll tell the pupil how things are going so far" (p. 42).

Definition of Metacognition

Metacognition is a relatively new term that has been defined by many researchers in a myriad of fields and professions. Flavell (1976, as cited in Goh, 2008, p. 193) coined the term "metacognition" in the late 1970s. It is a key idea in cognitive theory and has been defined in various ways. According to Flavell's definition, metacognition is:

One's knowledge concerning one's own cognitive processes and products or anything related to them, for example the learning-relevant properties of information or data.

For example, I am engaging in metacognition (metamemory, metalearning, metacognitive-attention, metalanguage or whatever) if I notice that I am having more trouble learning A than B; if it strikes me that I should double check C before accepting it as a fact; if it occurs to me that I had better scrutinize each and every alternative-attention in any multiple-choice type task situation before deciding which is the best one; if I sense that I had better make a note of D because I may forget it ...

Metacognition refers, among other things, to active monitoring and consequent regulation and orchestration of these processes in relation to cognitive objects or data

on which they bear, usually in the service of some concrete goal or objective. (Flavell, 1976, as cited in Goh, 2008, p. 193)

Based on this definition, metacognition is a conscious, purposeful, and goal-directed activity in which a person reflects on their own cognitive processes, controls their cognitive behavior, and copes with a given situation.

Metacognition refers to a person's reflective awareness of their own cognitive processes and self-regulation. Psychologists believe that if learners gain insight into their thought processes and understand how they learn, they will make progress and achieve successful learning. Metacognition is defined as "knowledge and control over one's own thinking and learning" (Swanson, 1990). It involves taking conscious control of learning, planning and selecting strategies, monitoring the learning process, correcting errors, analyzing the success of learning techniques, and adjusting learning behaviors and strategies as needed (Ridley, Schutz, Glanz, & Weinstein, 1992). Metacognitive skills are examples of conscious control and understanding of one's own learning process. Metacognitive techniques serve as a procedure for controlling cognitive activities and ensuring the attainment of cognitive goals (Taylor, 1999). Metacognitive methods include self-regulation strategies, organizing and monitoring cognitive tasks, and assessing the outcomes of such actions (Schunk, 2009).

These definitions demonstrate that metacognition is associated with various concepts such as cognition, consciousness, awareness, self-regulation, self-direction, self-reflection, self-responsibility, and others. It is evident that several variables and influencing factors affect this cognitive process, making it challenging to explain, including the learner's previous experience. However, it is recognized that metacognition has become a defining quality of proactive students who exert control over the learning process, and it has become a vital component of successful learning due to its clear link with cognition.

Metacognition and Learning Strategies

Metacognition is a fundamental component of learning. It is the ability to have knowledge and understanding, control, and appropriate use of that knowledge (Tei & Steward, 1985). It plays a crucial role in enabling learners to perceive and apply knowledge effectively by allowing them to construct an emerging plan for achieving effective learning.

Successful language learners have more strategies and apply them correctly to the content they use, the tasks they do, and the goals they wish to achieve. Strategies are plans and tactics that represent the most efficient way to find solutions.

Learning strategies require the ability to monitor, assess, plan, select appropriate skills, coordinate them, monitor or assess their effectiveness, and revise them when necessary. Williams and Burden (1997) describe learning strategies as a tactic used by a player, involving a series of skills used with a particular learning purpose in mind (p. 145). Brown (2007) defined strategies as "those specific attacks that we make on a given problem and that vary significantly within each individual" (p. 132).

Direct strategies refer to those that directly affect learning tasks such as memory and vocabulary. All direct strategies involve mental processing of language, but only three of them (memory, cognitive, and compensation) do so in different ways and for different purposes. Many influential metacognitive learning models emerge based on the previous works but mainly we have the following:

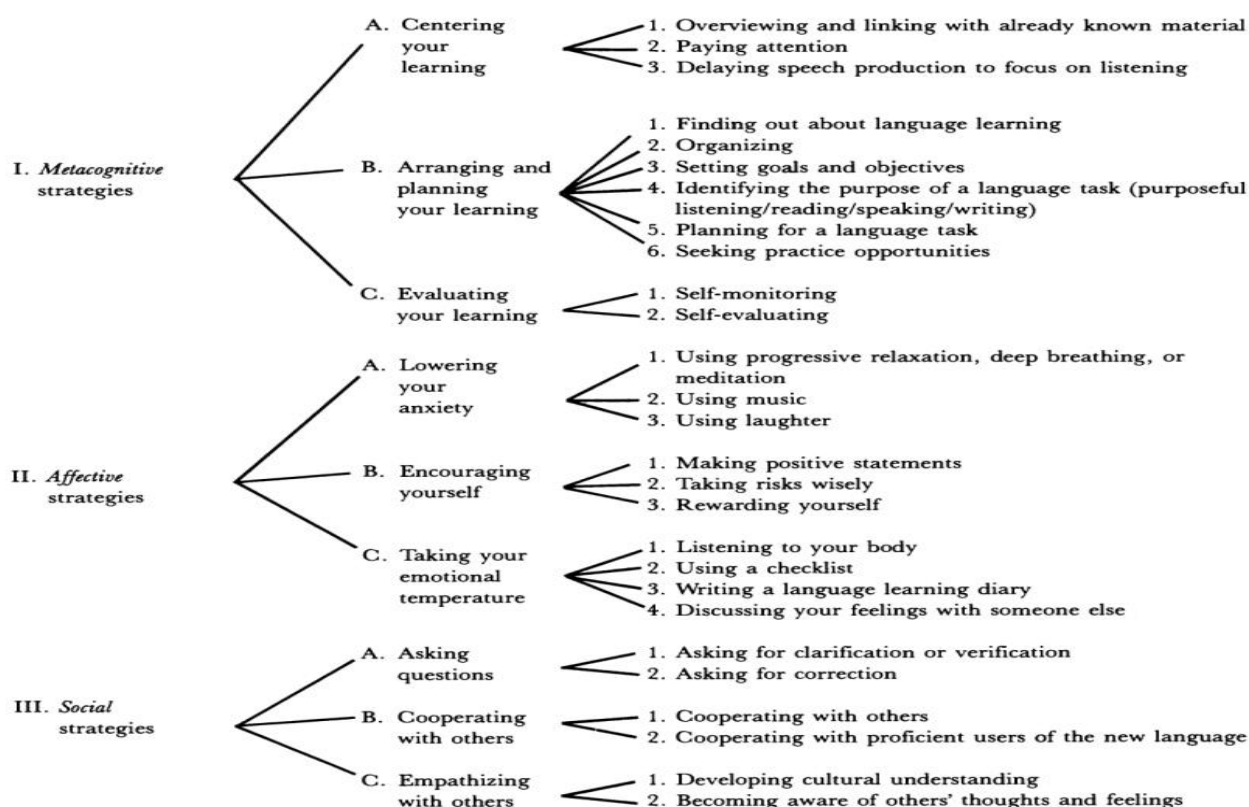
Oxford's Metacognitive Strategies Model

Indirect strategies encompass three major groups: Metacognitive, Affective, and Social Strategies (see Figure 06). They are termed "indirect" because they contribute to language learning without requiring direct involvement in the target language. Chamot (2004) defined indirect strategies as those that contribute to learning in an indirect manner, such as planning and self-management (p. 17). These strategies aid learners in regulating, supporting, and

facilitating their language learning process. Metacognitive Strategies involve cognitive activities that aim to regulate various aspects of cognitive tasks. These strategies are organized into three steps: Centering your learning, arranging and planning your learning, and evaluating your learning. Metacognitive methods are utilized to organize, assess, monitor, control, and direct language acquisition.

Figure 06

Diagram of the Indirect strategies System (Oxford, 1990, pp. 20-21)



Although metacognitive and cognitive strategies receive more emphasis, there is a need to acknowledge and incorporate other strategies (O'Malley & Chamot, 1990). Affective strategies are utilized to address emotions, motivation, and attitudes. Carter and Nunan (2001) stated that affective strategies involve approaches such as "identifying one's feelings and becoming aware of the learning circumstances and tasks that evoke them" (p. 168). Affective strategies can be classified into three sections: calming down, self-encouragement, and emotional self-assessment.

Social strategies, as defined by Oxford (1990), recognizes that language is a form of social activity and communication (p. 46). Effective social strategies are essential during communication. The three types of social strategies include asking questions, cooperating with others, and empathizing with others. Thus, social strategies are employed to foster collaboration with others during the language learning process.

According to research, teaching and learning practices in content courses may boost learning (Mc Keachie, Ramp & Guffey, 1999; Commander & Valeri-Gold, 2001). Strategies are diverse and vary depending on the circumstance and domain. Weinstein and Mayer (1986) quoted in (Schunk 2009) describe them as tasks such as selecting and organizing information, rehearsing knowledge to be learned, linking new knowledge to previously memorized knowledge, and increasing the meaningfulness of that knowledge (p. 218). Cohen and Scott (1996) observed that strategy selection is an internal process; sometimes even learners are unable to reveal which techniques they are using. Successful language learners use varied combinations of tactics rather than more strategies (Kaylani, 1996). Learners must therefore be able to coordinate various tactics and switch strategies when they discover that their current learning methods are ineffective.

John Flavell's Metacognitive Theory

John Flavell's Metacognitive Theory involves three types of metacognitive knowledge: declarative, procedural, and conditional. Declarative knowledge is knowledge about oneself as a learner and about various strategies that can be used to improve learning. Procedural knowledge is knowledge about how to use specific strategies to improve learning, while conditional knowledge is knowledge about when and why to use specific strategies.

Flavell (1976, p. 232) states that declarative knowledge is frequently obtained by reading, listening, or observing others. A writer with declarative knowledge of writing, for example, may know that "setting specific goals can help them stay focused and motivated." Procedural

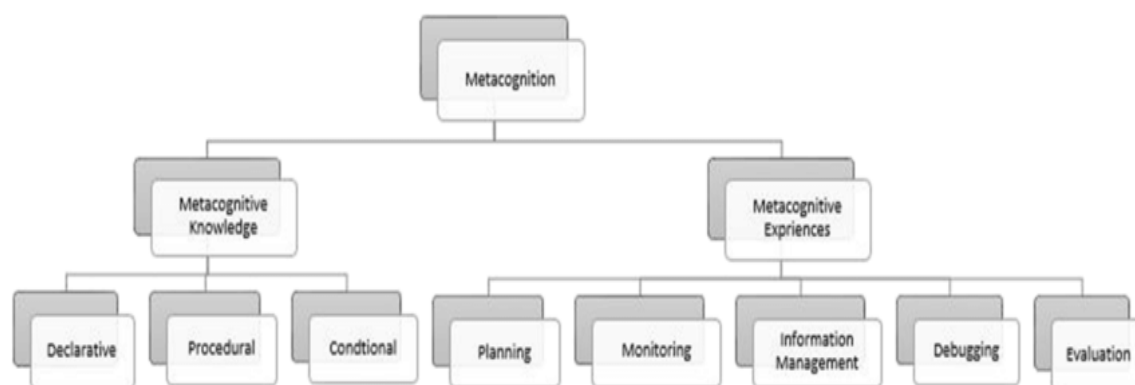
knowledge, on the other hand, is frequently gained through practice and experience. A writer with procedural knowledge of writing would know how to "use an outline to organize their ideas before writing a draft." Conditional knowledge, meanwhile, is frequently obtained through trial and error as well as feedback from others. A writer with conditional knowledge of writing, for example, may know that "using descriptive language can be effective in certain types of writing, such as creative writing, but not in others, such as technical writing."

Schraw and Dennison's Model of Metacognitive Development

Randy Schraw and Rick Dennison developed a model of metacognitive development that outlines three stages: metacognitive knowledge, metacognitive control, and metacognitive experience. As apparent in (Figure 07) below.

Figure 07

Schraw and Dennison's (1994) proposed structure of metacognition (as cited in Craig, Hale, Grainger, & Stewart, 2020).



Schraw and Dennison (1994) describe metacognitive knowledge as "developing knowledge about oneself as a learner, about the task at hand, and about the strategies that can be used to improve learning outcomes" (p. 8). Metacognitive knowledge according to Schraw and Dennison (1994) can be categorized into declarative, procedural, and conditional knowledge. In simple terms, declarative knowledge is knowing about yourself as a learner and the various ways you can improve your learning while procedural knowledge is knowing how

to apply specific strategies to improve learning whereas Conditional knowledge is knowing when and why to use specific strategies to improve learning. (Schraw & Dennison, 1994, p. 8).

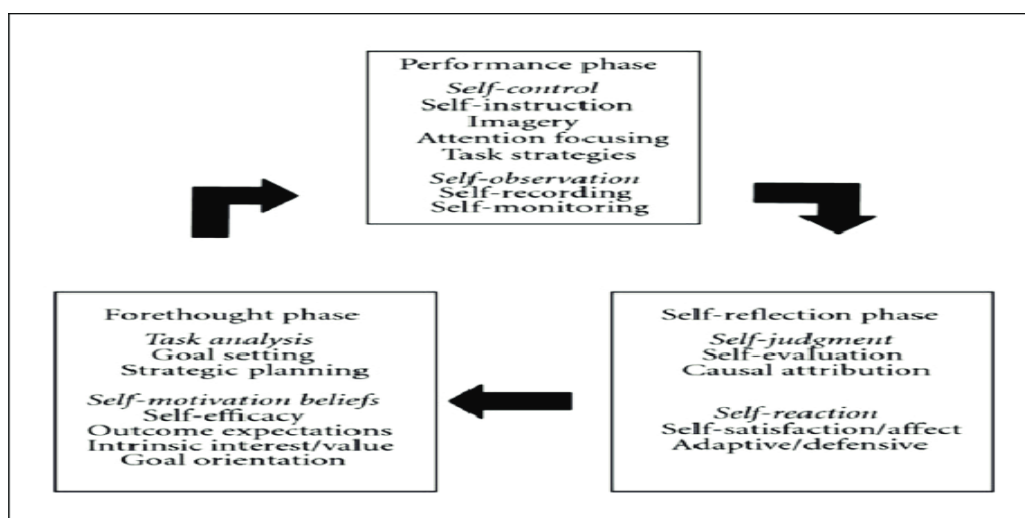
Metacognitive control is the second stage of metacognitive growth. According to Schraw and Dennison (1994) when planning, it is important to set goals, identify strategies to achieve those goals, and monitor progress towards those goals, followed by monitoring which involves evaluating performance and progress and making any necessary adjustments and ending with evaluating that implies reflecting on overall performance and considering how to improve in the future. (p. 8).

Zimmerman's Social Cognitive Model of Self-Regulated Learning

Barry Zimmerman's Social Cognitive Model of Self-Regulated Learning emphasizes the importance of self-regulation in the learning process. Zimmerman suggests as shown in (Figure 08) that learners should use several self-regulation strategies, including setting goals, self-observation, self-evaluation, and self-reaction.

Figure 08

Zimmerman's cyclical model of self-regulated learning (Zimmerman, 2002a, as cited in Hatfield, 2017).



Zimmerman (2000) outlines a three-phase model of the writing process that includes forethought, performance, and self-reflection.

The forethought phase involves planning and activating prior knowledge to support the writing process. Students can use pre-writing activities like brainstorming to organize their thoughts and identify areas that require further research or improvement. Prior to writing an essay, for instance, language learners should engage in discussions about the plot, characters, and themes of the novel to structure their thoughts and identify essential elements to include in their essay. Zimmerman (2000) states, "Forethought activities help learners to set goals, plan strategies, and activate prior knowledge that will be useful in the upcoming task" (p. 14).

During the performance phase, students implement strategies and make necessary adjustments. Zimmerman (2000) emphasizes the importance of utilizing self-regulation tools such as self-monitoring and self-evaluation to stay on track and achieve writing objectives. Learners should be able to recognize deviations from their intended course and adapt their strategies accordingly. Zimmerman (2000) explains, "Performance activities involve the actual implementation of the task and the use of self-regulation strategies to monitor progress and make adjustments as needed" (p. 14).

The self-reflection phase involves evaluating one's performance and making necessary modifications. Zimmerman (2000) suggests that students engage in self-reflection to assess their writing and identify areas for growth. Based on their performance evaluations, learners can set new goals for future tasks. Zimmerman (2000) states, "Self-reflection activities involve evaluating one's performance and making adjustments as needed to improve future task performance" (p. 14).

Metacognition and Writing

Students use metacognition when writing. Writing is a distinct learning approach associated with the development of thinking (i.e., a reasoning process) according to Emig 1977. The writing process, according to Flower and Hays (1981), consists of three key components: planning, translating, and reviewing, all of which are controlled by a Monitor. Other studies, however, expanded the process to five steps. Throughout this process, students must be aware of their aims and how they intend to achieve them. The primary goal of the writer is, of course, to meet the needs of his audience, which is a challenging assignment. The importance of the teacher's role in guiding students to write was emphasized by Jacob and Paris (1987). When the learner writes, the teacher must demonstrate problem-solving skills and help him comprehend the nature of the task, its requirements, and the best conditions for its completion.

According to Brown, Campione, and Day (1981), the learner should take into account personal qualities such as limited short-term memory, capacity, and storage of adequate background information on the topic. The learner should endeavor to blend text content with prior knowledge while writing. Specifically, understanding the new from what is already known. Harris and Graham (1985) completed a study to educate a group of twelve-year-old learners who were struggling with writing composition some fundamental characteristics of generating a quality piece of writing to have them reflect on their writing practices. The group's participation in thinking exercises, frequent practice, and receiving regular feedback improved both the productivity and quality of the learners' writing.

It is a written reflection on current language learning by a student. It is a form of process diary in which learners reflect on their thinking, make note of ambiguities, inconsistencies, and contradictions, and comment on how they have dealt with challenges. Journal writing allows people to obtain insight into one's thoughts while also instilling thinking through

consistent practice. Writing is then a mental learned talent and conscious practice with these processes that can cause students to become unconsciously metacognitive, that is, they are constantly thinking, analyzing, and even criticizing their own work. Based on the previous models of metacognition and the different strategies that were proposed earlier, and based on the overall process of writing and its different stages and steps, we can deduce the following metacognitive strategies:

Planning

Planning is the first major metacognitive phase in writing, and it typically involves setting goals and identifying a strategy to achieve those (Locke & Latham, 1990, p. 197).

Goal Setting

The first main metacognitive strategy in the planning stage is goal setting. Goal setting is an important component of planning because it allows authors to establish what they want to achieve with their writing and what success looks like. Goal setting, according to Locke and Latham (1990), should be clear, detailed, and measurable in order to effectively lead the writing process. This clarity allows the writer to stay focused and centered throughout the writing process.

Goal setting also entails devising a strategy to attain the objectives. As Locke and Latham (1990) note, "goal setting is one of the most powerful techniques that writers can use to improve their writing skills" (p. 266). A writer wanting to write a novel, for example, would make a plan outlining the major storey points, character arcs, and themes they want to include in their book. They may also establish a timetable for finishing each chapter and list particular tasks, such as conducting research or interviewing experts, that must be performed in order to meet each goal.

Pre-Writing

Pre-writing tasks are necessary throughout the writing process's planning stage. These practices, according to Flower and Hayes (1981), involve brainstorming, outlining, and arranging thoughts before beginning to write. Brainstorming is a strategy used by authors to generate ideas and explore many points of view on a subject. It entails jotting down any thought that comes to mind without filtering or censoring it.

Another pre-writing exercise that helps writers arrange their ideas and establish a framework for their writing is outlining. Depending on the writer's tastes and the type of work being produced, outlines can take several shapes (Coombs, 2014, p. 46). Outlines assist authors in identifying the major points they wish to make in their work and ensuring that it is well-structured and cohesive.

The final pre-writing action that authors undertake to prepare for writing is mind mapping. This entails gathering similar concepts and arranging them in a logical way. Mind mapping is a pre-writing activity that involves clustering related ideas and organizing them in a logical way (Hunt, 2015, p. 12). Mind mapping assists authors in ensuring that their writing is well-structured and that each point flows logically from the one before it.

According to Flower and Hayes (1981), pre-writing activities assist writers to "generate and organise their ideas, establish priorities, and create a coherent structure for their writing" (p. 367). By participating in these exercises, authors can gain a firm comprehension of their topic as well as a well-structured writing plan. As a result, they are able to produce high-quality writing that is clear, concise, and effective.

Self-Regulation

Self-regulation is a crucial and necessary component of the writing process that involves creating goals, monitoring progress, and making appropriate modifications. In the words of Zimmerman (1989), "self-regulated learners are more successful because they can manage

their learning process and regulate their own behavior to accomplish their goals" (p. 330).

This means that being able to set clear and specific goals is a fundamental part of self-regulation that helps authors determine what they want to achieve with their writing and what success looks like.

Another important aspect of self-regulation in writing is progress monitoring. This component involves keeping track of one's progress toward stated goals and making appropriate modifications when necessary. According to Zimmerman (1989), writers should be able to recognize when they are off track and alter their techniques accordingly to ensure that they stay on track.

Self-reflection is the third component of writing self-regulation. This component entails reflecting on one's performance and making appropriate modifications. As per Zimmerman (1989), "self-reflection activities involve evaluating one's performance and making adjustments as needed to improve future task performance" (p. 14).

Monitoring

Monitoring is the second important metacognitive phase in writing, and it entails keeping track of one's work and making corrections as appropriate.

Self-Reflection

Self-reflection involves reviewing one's own progress and making necessary modifications. This can help writers identify areas of strength and weakness and make changes to improve their writing skills. Self-reflection allows writers to second guess on their own writing and recognize areas for development. Using self-reflection tools such as rating scales, checklists, or rubrics can help writers identify areas that need more attention. According to Schön (1983), "reflection-in-action is a powerful tool for learning and growth, enabling individuals to reflect on their experiences and learn from them" (p. 66).

Evaluation while Writing

In the writing process, evaluation is a crucial step that can help writers refine their work and make it more effective. As Hayes and Flower (1980) point out, evaluation is an important element of writing because it allows writers to "assess and revise their writing, generate new ideas, and refine their thinking" (p. 9).

There are several tools that writers can use to evaluate their writing while monitoring. A rating scale is one tool that allows writers to evaluate their work based on specific criteria such as organisation, clarity, and coherence. This approach involves rating each characteristic from 0 to 5, with 0 indicating poor quality and 5 indicating exceptional quality. By using a rating scale, writers can objectively analyse their writing and identify areas for development (Coombs, 2014, p. 32).

Another approach is to use a checklist, which involves creating a specific list of items to evaluate one's writing. For instance, a writer reviewing an essay might use a checklist that includes items such as the thesis statement, introduction, body paragraphs, and conclusion. This approach ensures that writers examine all aspects of their writing and do not overlook critical elements. "A checklist can help you look for elements that are present or missing in your writing, such as effective topic sentences, accurate transitions, logical organization, and a clear and compelling conclusion" (O'Donnell, 2014, p. 37).

Peer feedback is also a valuable approach to evaluating one's writing. This tactic involves having someone else read and evaluate one's writing. "Peer feedback is a great way to improve your writing. Not only does it provide you with a fresh perspective, but it also allows you to identify weaknesses in your writing that you might not have noticed yourself." (Smith, 2018, p. 14).

Feedback while Writing

Teachers, peers, and editors can provide helpful feedback for authors to improve their writing. Peer input can be particularly useful because it allows writers to obtain criticism from a fellow writer who is not in a position of authority. Feedback can take several forms, including written remarks, verbal feedback, or a combination of the two. Instructors can offer criticism on various parts of writing, such as grammar, organization, and topic. Editors can advise on several areas of writing, such as grammar, punctuation, and style, and also provide input on a piece of writing's structure and organization. Feedback is an essential component of the writing process because it allows writers to discover areas of their work that need improvement and make modifications to achieve high-quality writing.

There are various methods writers can use to receive and use feedback effectively, regardless of the source. One approach is to approach feedback with an open mind and a willingness to learn. Feedback should be viewed as an opportunity to improve one's writing rather than as a critique of one's work. Another approach is to evaluate the input thoroughly and utilize it to identify areas for improvement. Platt (2017) argued that to make the most of feedback, writers should adopt a mindset of openness and a willingness to learn. Rather than seeing feedback as a critique of their work, they should view it as an opportunity to improve their writing. In addition, writers should carefully consider the feedback they receive and determine how to apply it to their work. Finally, writers should take the initiative to seek feedback on a regular basis (p. 12). By actively seeking feedback, writers can identify areas for development and make modifications to achieve high-quality work.

Evaluation

Evaluation is the third key metacognitive stage in writing. Evaluation is examining the effectiveness of one's writing process and making necessary improvements.

Self-Assessment

Oxford recommends that students use self-assessment approaches such as rating scales, checklists, and feedback from peers and teachers to evaluate their writing, and emphasises the need to set new goals based on performance evaluations. She states, "evaluation provides the opportunity for the learner to rethink and adjust strategies for future learning" (Oxford, 1990, p. 8).

A rating scale is a typical method used to assess one's writing process, which involves awarding a score to one's work based on particular criteria. A teacher, for example, may use a rating scale to assess a student's essay based on factors such as organization, grammar, and substance. The student can also use the same criteria as the teacher to evaluate their own writing using a rating system. Based on their review, the student can identify areas for development and set new goals.

Another self-assessment technique is to use a checklist, which involves creating a list of specific criteria that one's writing should meet. A writer could establish a checklist with criteria like "uses proper grammar and punctuation," "is well-organized," and "includes relevant supporting details." The writer can then use the checklist to analyze their own writing, finding areas where they have satisfied the criteria and areas where they need to improve.

Setting new goals based on performance evaluations is significant. Shao, Bambini, and Andrew (2022) explain that writers can set new goals that focus on developing specific skills by reflecting on their writing process and identifying areas for growth.

Peer Assessment

Peer assessment involves examining other people's writing and using the input to better one's own writing. According to Bruffee (1984), peer assessment can be especially beneficial for writers since it gives them a different perspective on their writing and allows them to find

areas for growth that they may have overlooked. Peer assessment can assist writers in identifying their writing's strengths and faults as well as receiving constructive criticism from their peers. Peer assessment can take various forms, based on the writer's choices and the circumstances of the writing work. The objective is to give precise and constructive comments.

A language student who has produced an essay can ask their classmates to review it and provide criticism. The classmates may use a rubric to assess the essay, looking for specific features such as the thesis statement, supporting evidence, and paragraph transitions. The writer can rewrite and improve their essay after obtaining criticism from their classmates.

Teacher Assessment

Teacher feedback is essential to improve writing skills. According to Hattie and Timperley (2007), effective feedback is specific, timely, and focused on the task or process rather than the person (p. 88). Teachers can provide three types of feedback: corrective, evaluative, and formative. Corrective feedback points out and corrects writing errors. Direct correction, indirect correction, and underlining are all examples of corrective feedback. Direct correction involves directly correcting errors on the student's paper. Indirect correction is feedback on errors without fixing them, and underlining is a type of indirect correction. When corrective feedback is detailed and task-focused, it is most effective.

Evaluative feedback provides an overall appraisal of the writing. Grades, comments, and rubrics are all examples of evaluative feedback. When evaluative feedback is specific, timely, and focused on the work or process rather than the individual, it is most successful.

Formative feedback gives continuous advice and support during the writing process. It is believed that "When feedback is continuous, students are encouraged to revise and edit their work, resulting in a more developed piece of writing. Formative feedback should be task-focused, as it allows the teacher to zero in on where the student needs support and to provide

specific guidance. Peer feedback, self-assessment, and writing conferences are all examples of formative feedback. When formative feedback is continuous, specific, and focused on the task or process rather than the individual, it is most successful. Teachers can use these types of feedback to help students develop their writing skills. Feedback should be specific, timely, and task-focused to be effective.

Conclusion

Metacognition is a crucial pillar and key to writing success. It is the understanding of one's own cognition as well as the regulation or control of mental activity. It teaches students how to learn, how to be conscious of their learning process, how to know what they have learned, how to improve their writing achievement, and how to direct their own future writing. A vast body of evidence confirms in this chapter was presented containing the various literature about the writing skill. demonstrating the various definitions of writing, its components, its problems, its importance. While also discussing the fundamental writing approaches and the teacher's role in the writing classroom. Additionally, it illustrated metacognition's definition, and the various models of metacognitive learning. Lastly portraying the various strategies that can be applied in the writing process.

Chapter Three: Research Methodology

Introduction

This chapter describes the research's design and methods. The purpose of this study is to look into the impact of metacognitive strategies on students' writing skill, as well as to look into the perspectives and practises of Written Expression teachers who use these strategies. The chapter describes in depth the study's research design, methods, participants, instruments, procedures, analysis, ethical considerations, and limitations. Questionnaires are one of the tools used by educational researchers in general, and specifically by EFL researchers. A questionnaire was chosen as a data collection instrument because "it provides a great deal of precision and clarity because the knowledge required is controlled by the questions" Mc Donough (1997, p.105). Aside from that, Cohen et al. state that "Questionnaires enable us to quantify people's observations, interpretations, and attitudes" (2005, p. 24). Questionnaires are thus an important research instrument that generates data in a variety of ways, is easy to gather, and may collect a great amount of data in a short period of time. The nature of the issue under investigation, as well as the objectives to be achieved, greatly influence the construction of the questionnaire. As a result, after investigating our hypothesis and study objectives, we began planning and developing a questionnaire for Written Expression teachers, as well as a pre-test and post-test for students.

We circulated a questionnaire to instructors (of various degrees) in charge of the written expression module at Chadli Bendjedid El Tarf University at the department of English. The goal of completely including the Written Expression teachers in the topic under consideration derives from a desire to benefit from their thoughts and experiences while avoiding any superficial participation with the subject. We sought to get a clear picture of the teachers' beliefs and opinions about students' writing, common challenges they face, and to show them how metacognitive skills might help their students write better. The questionnaire

has been distributed via email and handout to provide instructors the choice of selecting the method they prefer and putting it into practice.

A quazi-experimental study was also carried out, with a pre-test and post-test administered to (27) third-year English students. These individuals comprise the experimental group. The pre and post-test were completed in the written expression course to lessen the students' nervousness and to not alter their behaviour, and the participants were informed that they were taking part in an experiment.

Research Location

The research was conducted at Chadli Bendjedid –El Tarf University, this institution was previously named El Tarf University. It is a higher education institution located in the province of El Tarf in the east of Algeria. In 2016, the faculty of literatures and languages that consists of three departments: English, French and Arabic, the department of English was opened in 2009. There are three levels in the licence. For the Master degree, there are two levels.

Methodology and Research Design

A pre-test post-test quasi-experimental study design was used for this investigation. The research design is suited for examining the cause-and-effect relationship between the use of metacognitive methods in writing instruction and students' writing skill. The study design also allows for data collection from only one group, the experimental group, in order to compare findings before and after treatment. The research question, which intends to evaluate the impact of metacognitive methods on students' writing ability, guides the study design.

The mixed approach was used for this study's research design. This research design enables the researcher to examine and understand data gathered via questionnaires, pre-tests, and post-tests using statistical analysis. The essays from the pre-test and post-test will be examined using an analytic scoring rubric to measure the impact of metacognitive strategies

on students' writing skill. The rubric is appropriate since it allows the researcher to compare groups while controlling for covariate effect and testing the hypothesis that the change in the dependent variable of writing competence is attributable to the employment of metacognitive strategies.

Participants

Twenty-seven third-year students from Chadli Bendjedid El Tarf University's Department of English took part in this study. The students, both male and female, range in age from 20 to 30 years. The participants had already been exposed to paragraph writing in their first year and had acquired the basic rules of writing that would allow them to compose a successful essay in their second and third years. A single group pre-test post-test design will be used in the investigation.

As for the participants of the questionnaire, those are the 13 teachers of Chadli Bendjedid El Tarf University who are currently teaching or have taught written expression in the various grades of university. The participants were purposefully selected due to their knowledge on teaching writing with its various techniques, models, tools, implications and issues depending on the different grades of study. Only 10 teachers responded.

Instruments

A Teachers' Questionnaire, as well as pre-test and post-test, were employed in this study. The questionnaire comprises of 40 closed-ended and open-ended questions designed to investigate teachers' beliefs and practises surrounding written expression instruction and the use of metacognitive strategies in teaching it.

The pre-test and post-test are essay writing examinations in which participants were asked to write an essay about how they can improve themselves, their community, and the Algerian and Arab nation by learning English. The essays will be graded using a standardised rubric that assesses writing quality in terms of organisation, coherence, and language use.

Description of the Pre-test and Post-test:

The Pre-test:

The pre-test asks to write an essay about “*How can you, a learner of the English language, improve yourself, your community and the Algerian and Arab nation?*”. The choice of this topic is inspired by the fact that most students have selected English as their academic discipline and hence should be aware of its genuine academic and social potential. In addition to being motivated to freely express their thoughts. The pre-test essay prompt encourages participants to consider how they, as EFL learners, might benefit themselves, their society, and the Algerian and Arab nation by studying English (Appendix B). The essay is expected to reflect the participant's awareness of the benefits of studying English as well as their ability to express their ideas effectively and coherently. The researcher did his best to create a good, cool, and trusting environment has been created in which students are not belittled or punished when they make mistakes in writing; rather, they are taught to learn from mistakes. The pre-test was administered in the first semester during the last half hour of a written expression session, after which the compositions was collected, corrected, and analysed by the researcher.

The Post-Test:

The post-test was conducted to check the students' writing performance after the intervention. The post-test is an essay writing test, where the participants were asked to write about the following topic: “*There are many occupations that require the knowledge and use of the English language. Please name three such occupations and explain the importance of the English language in each of them*”. This topic was chosen because this is their final year before graduating from their bachelor's studies, and they are expected be aware of their options for employment and future professional endeavours related to their English language studies, as well as how their learning will play a role in these possible occupations.

Furthermore, the topic is comparable but not identical to the pre-test topic in that it discusses the significance of English learning in their professional lives and what their English studies may lead them to work as in the near future (Appendix C). The post-test was administered at the final written expression session, after which the compositions was collected, revised, and analysed.

Description of the Teachers Questionnaire:

The teachers' questionnaire seeks to elicit teachers' perspectives and practises concerning the teaching of writing expression and the application of metacognitive methods. It collects quantitative and qualitative data using a combination of 40 closed-ended and open-ended questions (Appendix A). In section one, Background Information (Questions 1-2), aims at gathering information about the informants by questioning them about their experience and teaching philosophy when it comes to teaching Written Expression. The Writing Skill (Questions 3-15) section of the questionnaire investigates teachers' attitudes toward teaching writing courses in terms of students' performance and level, preferences, writing assignments, types of errors committed, and measures teachers take into account to help them overcome their writing deviations. This part also looks into teachers' readiness to encourage their students to write, as well as the techniques and remedies they use to help their students improve their writing. Question 3 assesses the teachers' perception of their students' writing abilities using a 4-point Likert scale ranging from very satisfactory to very dissatisfactory. According to the teacher, this quantitative data provides an overview of the students' writing abilities. Questions 4 and 5 use a checklist of possibilities to establish the teacher's perception of their students' enthusiasm in writing and the issues they confront. These questions seek to gather qualitative data regarding elements that may help or impede students' writing development. Questions 6–11 seek qualitative information regarding specific approaches, activities, and strategies used by the instructor to teach writing, as well as explanations for

their choices. The teacher can comment on their approaches for strengthening students' writing skills by asking open-ended questions. Questions 12–15 are designed to assess the teachers' view if their students follow the steps of the writing process and provides feedback as to which stages they mostly follow. These questions collect qualitative information about the teacher's usage of a well-known writing process paradigm. The checklist options and open-ended questions enable teachers to specify how they will use and provide feedback at each level. Furthermore, section three, headed *The Teachers' Awareness of Metacognitive Writing Strategies*. Questions 16-39 attempt to emphasise the significance of metacognitive strategies and to assess teachers' awareness of these strategies. These questions try to explore how teachers introduce and explain metacognitive strategies to students, how they assess student performance on writing tasks that include metacognitive strategies, and their knowledge of metacognition and its role in the writing process. Questions 16 to 20 use a 3-point Likert scale from agree to not sure to collect qualitative data about the teachers' beliefs about metacognitive methods and their importance in writing. These questions measure the teacher's values as well as his or her understanding of metacognitive methods. Questions 21–23 use selected response options and open-ended questions to assess the teachers' comprehension of metacognition and approaches for teaching metacognitive processes. These provide qualitative information regarding the teachers' conceptual knowledge of metacognition and how they apply it in their classroom instruction. Questions 24–36 use checklist options and open-ended questions to determine particular metacognitive tactics and methods teachers use to develop students' writing. These collect qualitative data regarding the types of metacognitive strategies used by the teacher, how they are taught, assessed, supported students in employing them, and how they stimulate creativity. Questions 37–39 incorporate Likert scale and open-ended questions to measure the teachers' ideas about the usefulness of metacognitive methods for good writing. These provide qualitative information

on the teacher's metacognitive and writing values. Finally, section four, Further Suggestions (Question 40), provides an additional space for teachers to submit any more comments or suggestions about the questionnaire. Overall, the questionnaire is intended to provide useful insights on the teaching of written expression and teachers' use of metacognitive strategies.

Procedure and Timeline

The Quazi- Experimental study:

The study procedures were carried out in four sessions spread over four weeks, with one hour and a half session per week. In the first session the pre-test was administered during the final half-hour of a written expression session. The second session introduced metacognitive skills in writing and help students comprehend their importance while also starting with the planning metacognitive strategies with practice. The third session concentrated on mechanisms for monitoring and evaluation with practice. The participants were aware that they are taking part in a study. The following fourth week, the post-test was administered. The data was collected in the classroom.

The study is conducted into four weeks. Before the intervention (instruction using metacognitive strategies) begins, a pre-test was given to the students during the first week. The intervention will take place in the second and third weeks, with the teacher and researcher employing the process approach to teach writing using metacognitive strategies. The intervention was delivered in two sessions over two weeks, each lasting one and a half hours.

The teacher and researcher, introduced metacognitive skills in writing in the first session, with the goal of helping students comprehend their significance. Students learn to identify the primary metacognitive processes used in writing and to set measurable writing goals. A warm-up activity is used by the teacher to enable students to discuss their writing processes and areas for improvement. Examining the major metacognitive processes involved in writing, such as planning, monitoring, and evaluating, is the core activity. The teacher

demonstrates each method and supplements the content with handouts. The teacher also establishes clear and quantifiable goals for students and encourages them to keep track of their progress. Concentrating on the prewriting stage. The researcher assigned the students to read about the subject and come up with thoughts and information. The teacher and researcher taught the students various ways for gathering knowledge about the topic at hand. This pre-writing practise invites students to draw on their personal experiences by considering what they know or have done, as well as the experience of others. Brainstorming is used to generate knowledge or ideas for writing. At this stage, students are encouraged to write freely without regard for grammar, mechanics, or diction. The pre-writing activities assist students generate ideas and gain confidence in their ability to develop and put thoughts on paper. Students' grasp of metacognitive strategies is assessed, and their writing objectives are revised. Finally, the students were asked to create a mind map on the topic "My favourite place" to examine how they think and assemble ideas for their writing. Setting a goal or goals for writing the topic, listing, mind mapping, and brainstorming ideas related to the topic, and self-regulating the process and always focusing on the predetermined goals and adapting to different obstacles and mistakes when writing were the pre-writing strategies that have been emphasised.

In session two, the teacher and researcher concentrated on monitoring and evaluation procedures. The first part of the class consisted of giving the students two videos about metacognitive learning strategies and their importance and impact on learning development and growth. In addition, the researcher hoped to assist students in recognising and applying various monitoring and modifying procedures to their own work. A slide show has been used to go over the main metacognitive skills for writing from the previous lesson. The main activity is to talk about various monitoring processes such peer review, self-reflection, and self-feedback. The teacher demonstrates each method and supplements the content with

handouts and a slide show. The assessment involves examining students' understanding of monitoring and modifying strategies and providing positive feedback on the success of their writing modifications. The second half of the treatment was devoted to evaluation strategies. This section intends to assist students understand and apply certain evaluation procedures in their own work. The major activity entails debating various evaluation systems such as self-assessment, peer assessment, and teacher feedback. The teacher demonstrates each method and supplements the content with handouts and a slide show. The assessment entails testing students' understanding of evaluation strategies and offering feedback on the effectiveness of students' self-evaluations and reflections. In the fourth week, a post-test has been conducted to check the students' writing performance after the intervention.

The study design is quasi-experimental study, which is appropriate for investigating the impact of the application of metacognitive strategies in teaching writing and students' writing performance. The study design also allows for collecting data from only one group, which is the experimental group, to compare the results before and after the treatment. The research design for this study is a mixed method research, which allows the researcher to use statistical analysis to analyze the qualitative and quantitative data collected through the questionnaires and pre-test and post-test.

The Questionnaire:

The questionnaire will be distributed to 12 instructors (of various grades) in charge of the written expression module at the department of English in Chadli Bendjedid El Tarf University. The aim to involve the Written Expression teachers in the issue under examination stems from a desire to benefit from their ideas and experiences while avoiding any form of superficial involvement with the subject. We wanted to have a clear idea about the teachers' belief and opinion concerning the students' writing, problems that they usually encounter and how making them aware of metacognitive strategies and how these strategies can help

students to write better. The Written Expression Teacher Questionnaire was administered on May 3rd, 2023; it was sent by email and handout to provide teachers the option of selecting the method they prefer and to put them at ease to express their ideas as they see fit. Only 10 out of the total number of questionnaires issued (13) were returned in less than three weeks. This is most likely due to work pressure.

Methods of Analysis

To evaluate and analyse the essays written by the participants, a rubric is provided, which includes several metrics such as vocabulary, grammar, coherence and cohesion, organization of ideas, punctuation, content, and spelling. Each metric is assigned a score from 00 (lowest) to 05 (highest), and the final score is based on the aggregate grade of all the metrics and the specific grading criteria used. The analytic scoring rubric is shown in (Appendix E). As part of this research into building an effective writing assessment tool, various current rubrics were studied, including Education Northwest's "The Six Traits of Writing" scoring rubric. While this rubric provides a thorough framework for analysing several parts of writing, "The Six Traits of Writing provide a useful framework for assessing student writing, but some educators have argued that it can stifle creativity and lead students to write for the rubric rather than for authentic expression" (Trotman-Dickenson, 2017, p. 513). It is lacking in providing a detailed examination of key writing metrics such as vocabulary, grammar, and coherence.

To solve this shortcoming, "The Six Traits of Writing" was converted into an analytic scoring rubric that enables a more detailed and specific examination of various writing metrics. The modified rubric grades writing on seven separate metrics: vocabulary, grammar, coherence and cohesion, organization of ideas, punctuation, content, and spelling, all of which are rated on a scale of 00 to 05. The analytic scoring rubric, by assigning a separate score to each measure, allows for a more nuanced and extensive examination of each part of writing,

as well as a clear benchmark for what makes strong writing in each area. Furthermore, the modified rubric gives a more objective and systematic approach to writing evaluation by allowing for more explicit and measurable criteria.

Overall, while "The Six Traits of Writing" scoring rubric provides a useful framework for evaluating key writing characteristics, it was discovered that an analytic scoring rubric that evaluates specific writing metrics in detail can provide a more comprehensive and objective evaluation of writing quality. As a result, the updated rubric (Appendix E) outperforms the original rubric and can be a more effective tool for evaluating writing skills.

Furthermore, the researcher keeps an array of relevant vocabulary to assess the participants' level of comprehension. This list includes key terms and concepts related to the essay topics, such as personal growth, education, collaboration, innovation, and nation-building. This list is not exhaustive, but it includes many of the key terms and concepts related to the topics of both essays: Personal growth, Societal growth, Mastery, Education, Career opportunities, Resources, Information, Cultural exchange, Collaboration, Cooperation, Translator, Liaison, Innovation, Entrepreneurship, Investment, Horizons, Achievement, Development, Progress, Global language, Linguistic divides, Understanding, Hub, Nation-building. The example essays provided for both test (Appendix D) can serve as a guide for how these words might be used in context.

Ethical Considerations

This study's ethical considerations include gaining verbal informed consent from participants, as well as maintaining confidentiality and anonymity. The participant were informed by the researcher that they have the opportunity to withdraw from the study at any time without compromising their academic standing. The researcher will also ensure that the information gathered is kept confidential and used solely for study reasons.

Conclusion

In this chapter, the research methodology was detailed starting with the location, study design, participants, and research instruments. Next, it delved into the description of both the questionnaire and then the pre and post-test. Then moving to the in-depth account of the study procedures and timeline. Finally, ending with an illustration of the methods of data analysis.

Chapter Four: Results

Introduction

This research explores the effectiveness of using metacognitive strategies in developing the writing skill of third year EFL students at Chadli Bendjedid University in El-Tarf, Algeria. A single experimental group of 27 students were randomly selected from population of 58 EFL students, the former group studied regular written expression courses during the first semester. In the second semester, they were exposed to metacognitive writing strategies and activities. At the end of the second semester; a pre-test and post-test were administered to the experimental group before and after the treatment. Moreover, a questionnaire was addressed to 13 teachers from the department of English at Chadli Bendjedid University who have taught written expression modules, from which only 10 responded. The results aim to answer the following research questions:

Q1: Can metacognitive instruction support students in improving their writing skill?

Q2: To what extent are teachers aware and can recognize the impact of metacognition instruction on students' writing achievements?

This chapter consists of two main sections. The first section deals with the analysis of teachers' questionnaire. The second section includes the analysis of the students' pre and post-test results. Percentages were used to analyse data collection.

Analysis of Teachers Questionnaire

Section One: Background Information

1. How long have you been teaching Written Expression?

Table 1*Teaching Experience of the Written Expression*

Options	N	%
2 years	04	40
3 years	01	10
5 years	01	10
6 years	01	10
7 years	01	10
8 years	01	10
13 years	01	10
Total	10	100

Table 01 above displays the ten participants' written expression teaching experience. The majority (40%) have two years of experience, with the remainder having each (10%) in varied amounts of expertise ranging from one to thirteen years.

2. What is your teaching philosophy when it comes to teaching Written Expression?

- a. Student-centered
- b. Teacher-centered
- c. Balanced approach
- d. Other (please specify)

Table 2*The Teachers' Teaching Philosophies*

Options	N	%
a	02	20
c	08	80
Total	10	100

Concerning the teachers' philosophy of teaching table 02 above reveals that of the ten participants involved in teaching Written Expression. The majority (80%) prefer a balanced method, with two participants (20%) selecting Student-centered approach as their teaching

philosophy.

Section Two: The Writing Skill

3. Your students' level in writing is:

- | | |
|----------------------|-------------------------|
| a. Very satisfactory | c. Dissatisfactory |
| b. Satisfactory | d. Very dissatisfactory |

Table 3

The Students' Levels

Options	N	%
b	05	50
c	05	50
Total	10	100

In terms of instructors' perceptions of their students' writing levels in table 03 above, the findings suggest that half of the research participants (50%) are dissatisfied with their students' levels and have a negative attitude toward their students' writing. Meanwhile, the other half (50%) were satisfied. This finding suggests that teachers of written expression are aware of their students' flaws and needs in order to improve their performance.

4. When you ask your students to write an assignment, they are:

- | | |
|--------------------|---------------|
| a. Very interested | b. Interested |
| c. Bored | d. Frustrated |

Table 4

The Students' Reaction Towards Writing Assignments.

Options	N	%
a	01	10
b	05	50
d	04	40
Total	10	100

According to the findings in table 04 above, half of the respondents (50 %) believe their students are interested when asked to write. However, four teachers (40%) reported that their students get bored when asked to write. When prompted to write, one instructor (10%) stated that students are really interested. We can conclude from this that writing is not a pleasurable endeavor for our students.

5. Your students' main problems in writing are (Tick all that apply):

- | | | |
|---------------|--------------------------|---------------------------|
| a. Vocabulary | d. Organization of ideas | g. Other (please specify) |
| b. Grammar | e. Punctuation | |
| c. Content | f. Spelling | |

Table 5

The Students' Main Difficulties in Writing

Options	N	%
d	01	10
a b d	01	10
a d f	01	10
b e f	01	10
b a f	01	10
a b e f	01	10
a d e f	01	10
a b d e f	01	10
a b c e f	01	10
c d e f	01	10
Total	10	100

The goal of this question is to examine how well teachers are aware of their students' writing problems. Table 05 above also shows that participants' perspectives on their students' main writing issues varies, with different combinations of alternatives chosen. The most often chosen alternatives were "Vocabulary," "Grammar," and "Content," indicating that these are the primary areas in which learners struggle in writing.

While two teachers emphasize individual exploration and expression through writing, encouraging students to conduct research, collect ideas, and write essays or engage in free writing.

1. *“I encourage them to make an individual search and to collect ideas and then write an essay about a topic of their interest.”*
2. *“Via writing freely (free writing, diaries).”*

A singular teacher highlights the approach of providing specific activities for students to complete during class or as homework.

1. *“By giving them activities to accomplish during the session or at home.”*

8. Which of the following activities do students like more? (Tick all that apply)

- a. Writing individually in the classroom
- b. Writing collaboratively with classmate(s) in the classroom
- c. Be assigned homework

Table 6

The Students' Preferences.

Options	N	%
b	06	60
c	02	20
a c	01	10
b c	01	10
Total	10	100

The results in table 06 above suggest that (60%) of all teachers who gladly agreed to fill out the questionnaire preferred collaborative writing, whereas (20%) preferred assigned homework. Only one instructor (10%) favored options b and c (cooperative work and home work), while another (10%) chose options a and c. (writing individually and homework). None of the teachers preferred solo writing in the classroom.

9. Please, explain why you chose the activities from; the previous question:

The explanations given by the participants are:

None of the teachers have chosen “a” (writing individually in the classroom) as an activity that students like to do more.

Most teachers opted for the option “b” (06) (writing collaboratively with their classmates). They clarified by the following statements:

1. *“Because writing collaboratively will help them especially those with low level.”*
2. *“Students may encourage each other by cooperating together and sharing their mistakes, pros and cons.”*
3. *“The task will be shared and they discuss all the aspects of writing ideas, grammar, etc.”*
4. *“They like to exchange ideas, provide feedback for each other.”*
5. *“Because maybe students find it a fun and engaging way to work together and share ideas.”*
6. *“I encourage group work to help students learn from each other, benefit from their individual learning styles, correct and minimize errors.”*

Those who selected option “c” illustrated their choice as follows:

1. *“Very Students like to do their writing activities in the form of homework to have time searching and organizing their ideas.”*
2. *“Because at home they get some help they get some help they plan and*

organize their ideas, take more time to think.”

Solely one teacher selected both collaborative writing and assigned homework (“b” and “c”) and explained as follows:

1. *“Students like to work in groups and they score better when they write collaboratively.”*

Only one teacher selected both writing individually and assigned homework (“a” and “c”) and explained as follows:

1. *“To evaluate students’ levels and try to assess them individually and explore their weaknesses.”*

10. Which approach do you follow when teaching writing?

- a. The Product Approach
- b. The Process Approach
- c. The Genre Approach
- d. All Three Approaches

Table 7

The Teachers Choice of Teaching Approaches.

Options	N	%
a	01	10
b	05	50
d	03	30
Total	10	100

According to the findings in table 07 above (10 %) favor only the Product Approach (answer a). (50%) of teachers agree that writing should be taught in stages (answer b). Thirty percent of teachers employ all three ways (answer d). This means that the Process Strategy is the most commonly used approach for teaching writing among the teachers polled. The Genre

Approach was not preferred by any of the participants (answer c). There is one teacher who did not employ any of the methods. This implies that the process approach is the dominating way to teaching writing.

11. Please, explain why.

Only one teacher follows solely the product approach without combination of any other approach. Who elucidated that:

1. *I think this approach is the best effective way to help the students develop their writing skills.*

For those who believe that writing is realized through steps and selected the Process Approach justified their choice as follows:

1. *“Because the process approach deals with how to generate ideas and putting an outline until writing the draft.”*
2. *“It enables them to master the different steps not just having the final product to acquire / learn the skill.”*
3. *“I think it is the appropriate one for students. Its steps are easy to apply by students and are useful for well written pieces.”*
4. *“The process approach is followed when they are writing their own paragraphs or essay starting by brainstorming, organizing their ideas then start to free write.”*
5. *“Because it is suitable for evaluating, revising, and editing for learners.”*

Those who opted for the combination of the product and the process and genre approach illuminated their choice as follows:

1. *“Writing needs applying all these approaches.”*

Table 9

The Mostly Followed Stages of the Process Approach by the Students.

Options	N	%
b	01	10
c	01	10
a b	02	20
a e	01	10
b c	03	30
a b c	01	10
b c e	01	10
Total	10	100

Table 09 above indicates the steps that students most frequently follow when writing. Among the 10 teachers who responded, 30% of teachers observed that their students follow both generating initial draughts and revising (option b and c). 20% of teachers said that their students practise both brainstorming and generating first drafts (option a and b). Similarly, 10% of instructors claimed that their learners follow both brainstorming and final draught editing (options a and e) or simply one stage (option b) or (option c). Only one teacher (10%) claimed that their students complete all phases (option a, b, and c). Another single teacher (10%) saw that their students went through the steps of developing first draughts, rewriting, and editing the final text (options b, c).

14. Do you use feedback in the writing process?

- a. Yes
- b. No

All of the teachers said they use feedback in the writing process. As a result, the students are quite familiar with this type of work, and they are guided and supervised by their teachers. This finding indicates that teachers understand the significance and value of providing corrective feedback to learners since it enhances their written performance and accuracy.

All of the instructors believed that successful students employ metacognitive tactics to improve their writing abilities.

18. Do you agree that metacognitive strategies enhance students' self-regulation, and goal orientation?

- a. Agree
- b. Disagree
- c. Not sure

All of the teachers understand the significance of metacognition and believe that these strategies improve students' self-regulation.

19. Do you agree that metacognitive awareness is a characteristic of an effective writer?

- a. Agree
- b. Disagree
- c. Not sure

All the teachers agree that metacognitive awareness is indeed a characteristic of an effective writer.

20. To succeed in using Metacognitive strategies students need a teacher's support.

- a. Agree
- b. Disagree
- c. Not sure

All the teachers agree that students' success in using metacognitive strategies is dependent on teacher's support.

21. What strategies do you use to introduce and explain metacognitive strategies to students? (Tick all that apply)

- a. Modelling and demonstrating
- b. Lecturing
- c. Problem-based learning
- d. Group activities
- e. Other: Please, specify

Table 11

Explanation Techniques used in Promoting Metacognitive Strategies

Options	N	%
a	01	10
a d	01	10
c d	01	10
a c	05	50
a c d	01	10
a b c d	01	10
Total	10	100

Table 11 above demonstrates that (50%) of teachers introduce and explain metacognitive strategies to students through a combination of modelling and demonstration (option a) and problem-based learning (option c). Modeling and demonstrating only (option a), modelling and demonstrating with group activities (options a and d), problem-based learning with group activities (options c and d), a combination of modelling and demonstrating and problem-based learning with group activities (options a, c, and d), and all options are used by 10% of teachers (option a, b, c, and d). There were no teachers who reported employing "Other" strategies (option e).

22. How do you evaluate student performance on writing tasks that involve metacognitive strategies? (Tick all that apply)

- a. Grading based on accuracy
- b. Reflection on the process
- c. Peer review
- d. Self-assessment

Table 12*Evaluation Methods used to Assess Metacognitive Writing Tasks*

Options	N	%
b	02	20
d	01	10
a b	02	20
a c	01	10
c d	02	20
a c d	01	10
b c d	01	10
Total	10	100

Table 12 above demonstrates that the most generally utilized evaluation methods on metacognitive writing assignments are: peer review (option c) and self-assessment (option d), both of which are used by 20% of the teachers. Also, (20%) of teachers employ a combination of two approaches, either grading based on accuracy and reflection on the process (options a and b), while 20% simply utilize self-assessment (option b). One teacher reported utilizing a combination of three approaches (options a, c, and d) or (options b, c, and d), while another (10%) only used self-assessment (option d).

23. What is your understanding of metacognition and its importance in the writing process?

- a. Metacognition is the process of thinking about one's own thinking, and is important in the writing process for setting goals, monitoring progress, and evaluating the effectiveness of writing strategies.
- b. Metacognition is not important in the writing process.
- c. I am not sure what metacognition is.

Table 13*Teachers' Understanding of Metacognition and its Importance in Writing*

Options	N	%
a	09	90
b	01	10
Total	10	100

Table 13 above shows that (90%) of the teachers understand that metacognition is the process of thinking about one's own thinking and is important in the writing process for setting goals, monitoring progress, and evaluating the effectiveness of writing strategies (option a). Only 10 % said metacognition is unimportant in the writing process (option b). No teachers expressed confusion about what metacognition is (option c).

24. Which model of metacognitive development have you used in your teaching of writing? (Tick all that apply)

- a. Oxford's Metacognitive Strategy Model
- b. Flavell's Metacognitive Theory
- c. Schraw and Dennison's Model of Metacognitive Development
- d. Zimmerman's Social Cognitive Model of Self-Regulated Learning
- e. None of the above

Table 14*The Most Followed Metacognitive Development Models in Teaching Writing*

Options	N	%
a	03	30
d	02	20
a d	01	10
b c	01	10
e	03	30
Total	10	100

Table 14 above demonstrates that 30% of teachers employed Oxford's Metacognitive Strategy Model (option a) in their writing instruction. Zimmerman's Social Cognitive Model

of Self-Regulated Learning (option d) was chosen by two teachers (20%). Several teachers (10%) acknowledged employing one or more of the following theories: Flavell's Metacognitive Theory (option b), Schraw and Dennison's Model of Metacognitive Development (option c). Furthermore, 30% of teachers reported not employing any of the above models in their writing instruction (option e).

25. How do you teach your students to set clear goals for their writing? (Tick all that apply)

- a. I provide students with specific prompts or guiding questions to help them identify their writing goals.
- b. I encourage students to brainstorm and discuss their writing goals with peers or teachers.
- c. I model the process of setting clear writing goals and have students practice setting their own goals.
- d. Other (please specify)

Table 15

Metacognitive Goal Setting Strategies

Options	N	%
a	02	20
b	01	10
c	02	20
a c	01	10
b c	02	20
a b c	02	20
Total	10	100

According to Table 15 above, the most commonly used strategy for teaching students to set clear goals for their writing is a combination of providing specific prompts or guiding questions (option a), encouraging brainstorming and discussion with peers or teachers (option b), and modelling the process of setting clear goals and having students practise setting their

own goals (option c), with 20% of teachers using all three options. Furthermore, 20% of teachers said they only used options a and c, 20% said they used options b and c, and 10 % said they only used (option a) or only (option b).

26. Which pre-writing activities do you encourage your students to engage in to generate ideas? (Tick all that apply)

- a. Brainstorming
- b. Outlining
- c. Organizing ideas
- d. Freewriting
- e. Other (please specify)

Table 16

Most Encouraged Metacognitive Idea Generating Activities

Options	N	%
a	01	10
a c	03	30
a d	01	10
b c	01	10
a b c	01	10
a b c d	03	30
Total	10	100

Table 15 above demonstrates a combination of brainstorming and organizing ideas (options a and c) are the most widely supported pre-writing exercises to produce ideas, with 30% of teachers adopting these options. Furthermore, 30% of teachers said they used a combination of brainstorming, outlining, organizing thoughts, and free writing (option a, b, c, and d). Only one teacher reported employing each of the following: brainstorming and freewriting (options a and d), outlining and structuring ideas (options b and c), and a combination of the two (option a, b, and c). One teacher (10%) reported just using option a, while another (10%) reported only using options b and c.

27. Which strategy do you use to help your students monitor their progress towards their writing goals? (Tick all that apply)

- a. Checklists or progress charts
- b. Reflection activities
- c. Feedback and guidance throughout the writing process
- d. Other (please specify)

Table 17

Monitoring Strategies for Writing Goals Progress

Options	N	%
a	01	10
c	04	40
a c	02	20
b c	03	30
Total	10	100

Table 17 above reveals that feedback and guidance throughout the writing process (option c) is the most widely utilised technique to help students track their progress toward their writing goals, with 40% of teachers choosing this option. Furthermore, 20% of teachers reported using a mix of checklists or progress charts and feedback and guidance (options a and c), while 30% used a combination of reflection activities and feedback and guidance (option b and c). Only 10% of teachers reported adopting Checklists or progress charts (option a).

28. Which strategy do you use to help your students evaluate their writing and identify areas for improvement? (Tick all that apply)

- a. Rubrics or evaluation criteria
- b. Peer review and feedback
- c. Modelling the process of evaluating writing and having students practice evaluating their own writing
- d. Other (please specify)

Table 18*Metacognitive Evaluation Strategies*

Options	N	%
b	02	20
c	02	20
a b	01	10
a c	01	10
b c	03	30
a b c	01	10
Total	10	100

Table 18 above shows that the most commonly used strategies to help students evaluate their writing and identify areas for improvement are a combination of peer review and feedback with modelling the process of evaluating writing and having students practise evaluating their own writing (options b and c), with 30 % using (option b and c). Furthermore, 20% of teachers reported utilising only (option b) or (option c) individually, 10% using a combination of rubrics or evaluation criteria with modelling and having students practise (options a and c), and 10% using a mix of all three options (option a, b, and c). In addition, 10% reported employing a combination of rubrics or evaluation criteria, as well as peer review and feedback.

29. Do you use any self-reflection activities, such as asking for feedback from peers or teachers, to help your students improve their writing skills?

- a. Yes, I regularly use self-reflection activities to help students improve their writing skills
- b. No, I do not use self-reflection activities to help students improve their writing skills
- c. I am not sure what self-reflection activities are

31. How do you provide feedback and guidance to students on their use of metacognitive strategies? (Tick all that apply)

- a. Oral feedback
 b. Written feedback
 c. Group discussion
 d. Modelled examples
 e. Other (please specify)

Table 21

Teacher Feedback Methods on Metacognitive Strategies

Options	N	%
b	01	10
a c	02	20
a d	02	20
b c	02	20
a b c	02	20
b c d	01	10
Total	10	100

Table 21 above shows that providing written feedback (option b), a combination of oral feedback and group discussion (options a and c), a combination of oral feedback and modelled examples (options a and d), and a combination of written feedback and group discussion (options b, c) are the most commonly used tactics for providing feedback and guidance to students on their use of metacognitive strategies, with each option being used by 20% of teachers. Furthermore, 20% of teachers used a mix of oral input, written feedback, and group discussion (options a, b, and c), while 10% used a combination of written feedback, group discussion, and modelled instances (option b, c, and d). Only one teacher (10%) stated that they used "Other" tactics (option e).

32. How do you encourage students to use metacognitive strategies? (Tick all that apply)

- a. Offering rewards
 b. Offering incentives
 c. Providing clear instructions
 d. Allowing time for practice

Table 22*Teacher Encouragement Techniques*

Options	N	%
c	01	10
a d	01	10
b c	01	10
c d	05	50
b c d	01	10
a b c d	01	10
Total	10	100

Table 22 above demonstrates that providing explicit instructions (option c) and allowing time for practise (option d) are often utilised to encourage students to apply metacognitive methods, with 50% of teachers employing both options. Furthermore, 10% of teachers said they used a combination of offering rewards and allowing time for practise (options a and d), or a combination of offering incentives and providing clear instructions (options b and c), or a combination of providing clear instructions and allowing time for practise (options c and d), or a combination of offering incentives, providing clear instructions, and allowing time for practise (options b, c, and d), or a combination of using all of them (option a, b, c, and d).

33. How do you use rubrics when evaluating student writing that involves metacognitive strategies? (Tick all that apply)

- a. Assess accuracy
- b. Assess clarity
- c. Assess organization
- d. Assess creativity
- e. Other (please specify)

Table 23*The Prime Metacognitive Strategies Rubric Assessment Metrics*

Options	N	%
a c	01	10
b c	01	10
b d	01	10
a b c	02	20
a c d	01	10
a b c d	03	30
e	01	10
Total	10	100

Table 23 above reveals that (30 %) utilise rubrics to assess all four categories (option a, b, c, and d). Whereas 10% use rubrics to assess clarity and organisation (options b and c), or clarity and creativity (options b, d), or accuracy and clarity and creativity (option a, c, and d). Furthermore, (20%° of teachers reported employing a combination of measuring accuracy, clarity, and organisation (option a, b, and c). Only one instructor (10%) reported adopting rubrics to assess clarity and organisation (option a and c). Another teacher opted using rubrics in “Other” ways, which involve combining the most important parts unless specific ones are targeted (option e).

34. How do you integrate metacognitive strategies into your written assignments and assessments? (Tick all that apply)

- a. Asking students to reflect and summarize
- b. Having students review their own work
- c. Offering writing prompts with metacognition in mind
- d. Asking students to provide evidence of understanding

Table 24*The Optimal Metacognitive Strategies Assignments Integrating Methods*

Options	N	%
a	01	10
c	01	10
b	01	10
a c	01	10
a d	01	10
b d	02	20
a b c	01	10
a c d	01	10
a b c d	01	10
Total	10	100

Table 24 above shows that having students review their own work and asking students to provide evidence of understanding (option b and d) are the most commonly used methods of integrating metacognitive strategies into written assignments and assessments, with 20% of the teachers using each of these options. A further (10%) of the teachers reported only asking students to reflect and summarize (option a), or offering writing prompts with metacognition in mind (option c), or having students review their own work (option b). Additionally, 10% of the teachers reported using a combination of asking students to reflect and summarize (option a) and offering writing prompts with metacognition in mind (option c), a combination of asking students to reflect and summarize (option a) and asking students to provide evidence of understanding (option d), a combination of asking students to reflect and summarize, offering writing prompts with metacognition in mind, and having students review their own work (option a, b, and c), a combination of asking students to reflect and summarize, offering writing prompts with metacognition in mind, and asking students to provide evidence of understanding (option a, c, d), and a combination of using all four options (option a, b, c, and d). Only one teacher (10%) reported using a combination of asking students to reflect and summarize, offering writing prompts with metacognition in mind, and asking students to provide evidence of understanding (option a, c, and d).

35. How do you assess the impact of metacognitive strategies on student's writing?

(Tick all that apply)

- a. Comparing drafts
- b. Assessing accuracy
- c. Examining structure
- d. Evaluating progress
- e. All of the above

Table 25

Teacher Assessment Methods of metacognitive strategies

Options	N	%
b	01	10
c	01	10
d	02	20
c d	02	20
b c d	04	40
Total	10	100

Table 25 above shows that assessing accuracy and examining structure and evaluating progress (option b, c and d) are the most commonly used methods of assessing the impact of metacognitive strategies on student writing, with 40% of the teachers using each of these options. Additionally, 20% of the teachers reported using assessing accuracy (option d), or a combination of examining structure and evaluating progress (option c and d). Whereas 10% of the participants assess the impact of metacognitive strategies on student writing through examining structure (option c), or assessing accuracy (option b). No teacher selected "All of the above" (option e).

36. How do you support students who struggle to use metacognitive strategies? (Tick all that apply)

- a. Providing extra practice and guidance
- b. Offering 1-on-1 instruction
- c. Allowing time to practice
- d. Modelling and demonstrating
- e. All of the above

Table 26

Teachers' Techniques to Support Students

Options	N	%
c	02	20
e	03	30
a c	01	10
c d	02	20
a c d	01	10
b c d	01	10
Total	10	100

Table 26 shows that allowing time to practice (option c) with 20% of the teachers using this option. Additionally, 20% of the teachers reported using a combination of allowing time to practice and modelling and demonstrating (option c and d), and 10% of the teachers reported using a combination of providing extra practice and guidance, allowing time to practice, and modelling and demonstrating (option a, c, and d), and a combination of offering 1-on-1 instruction, allowing time to practice, and modelling and demonstrating (option b, c, and d). No teacher reported using only one technique (option a, b, or d). 30% of teachers use all of the above techniques (option e) which make up the most commonly used methods of supporting students who struggle to use metacognitive strategies.

37. Do you believe that metacognitive strategies are an important part of successful writing?

- a. Yes
- b. No

All of the teachers believe that metacognitive strategies are an important part of successful writing, with 100% of the teachers selecting "Yes" (option a) and none of them selecting "No" (option b).

38. If “Yes”, please explain why?

The teachers gave the following explanations.

1. *“If the teacher explains well how students can metacognitive strategies from the outset, and then follow the progress, this would help students in writing good and accurate writings.”*
2. *“Metacognitive strategies help students to improve their varied abilities and overcome their style and difficulties that have an effect on their productive performance.”*
3. *“Because it’s a crucial part at the very beginning strategy of generating ideas, and planning process.”*
4. *“Planning ahead what are you going to write is so vital as it provides students with the opportunity to organize ideas to be written before starting to write.”*
5. *“They will show a clear overview of the thinking process behind meaningful writing and will be able to manage their writing process to self-regulation.”*
6. *“An effective/good writer is the one who uses and develops his metacognitive strategies.”*
7. *“I think it’s an important tool for successful writing because it’s a good way to improve writing skills and achieve greater success in writing.”*

8. *“Developing students’ writing skill, enhancing creativity, productivity and organization of ideas.”*
9. *“These strategies have the potential of emphasizing the different stages of the writing process which will develop the overall quality of writing.”*

All the given answers agree on the significance of metacognitive strategies in writing. They emphasize that incorporating metacognitive strategies, such as planning, self-regulation, and understanding one's thinking process, leads to improved writing skills, accuracy, and overall quality of written work. The consensus is that metacognitive strategies play a vital role in supporting students' writing development and enhancing their performance. Therefore, the commonality among the given answers is the recognition of the importance and value of metacognitive strategies in the writing process.

39. How do you foster creativity in students when encouraging them to use metacognitive strategies? (Tick all that apply)

- | | |
|-----------------------------|------------------------------------|
| a. Allowing time to explore | c. Encouraging collaboration |
| b. Offering writing prompts | d. Providing feedback and guidance |

Table 27

Creativity Fostering Strategies

Options	N	%
a	01	10
d	01	10
c	01	10
b c	02	20
a b d	01	10
b c d	02	20
a c d	01	10
a b c d	01	10
Total	10	100

Table 27 above shows that offering writing prompts and encouraging collaboration (option b and c) are the most commonly used methods of fostering creativity in students when

encouraging them to use metacognitive strategies, with 20% of the teachers using both of these options. Additionally, 20% of the teachers reported using a combination of offering writing prompts, encouraging collaboration, and providing feedback and guidance (option b, c, and d). While (10%) of teacher were spread between allowing time to explore (option a), or encouraging collaboration (option c), or providing feedback and guidance (option d), or using a combination of allowing time to explore, encouraging collaboration, and providing feedback and guidance (option a, c, and d), or a combination of using all four options (option a, b, c, and d). Only one teacher (10%) reported using a combination of allowing time to explore and providing feedback and guidance (option a and d).

Section Four: Further Suggestions

40. Please, if you have any suggestions or comments that you would like to add about this research write them bellow:

Suggestions and comments: Only 04 teachers added some suggestions. They collectively agree that practicing the Metacognition Strategies with guidance, recognizing the difficulty involved, acknowledging the importance of metacognition in successful learning, and emphasizing the significance of writing practice and strategy integration are crucial for enhancing writing skills and promoting effective learning.

Conclusion

The researcher set out to provide clarifications to the students' writing challenges and ways to help them overcome them based on the teachers' viewpoints. They confirmed the existence of a link between metacognition and motivation. Setting and determining goals, as well as employing good metacognitive processes to reach these goals, are associated with excellent writing. As a result, the writing talent overlaps with the requirements of not only metacognitive methods, but also a desire to write and improve one's writing ability.

Analysis of Students' Pre-Test and Post-Test

After collecting and correcting the students' essays of the pre-test, the results were tabulated to be after that analyzed and interpreted.

The Pre-test

These are the scores obtained by the control group during this phase:

Table 28

Results of the Experimental Group in the Pre-test

Student	Vocabulary	Grammar	Coherence and Cohesion	Organization of Ideas	Punctuation	Content	Spelling	Total Score
01	3	3	3	3	3	2	2	19
02	4	4	4	4	4	4	4	28
03	3	3	3	3	3	3	4	22
04	3	3	3	3	3	3	4	22
05	2	2	2	2	2	2	4	16
06	3	3	3	3	3	3	4	22
07	2	2	2	2	2	2	4	16
08	3	3	3	3	3	3	4	22
09	2	2	2	2	2	2	4	16
10	3	3	3	3	3	3	4	22
11	2	3	3	3	3	3	4	21
12	3	4	4	4	4	4	4	27
13	2	2	3	2	3	2	4	19
14	2	2	2	2	2	1	4	15
15	3	3	3	3	3	3	4	22
16	2	2	2	2	2	2	4	16
17	2	2	1	1	1	1	4	12

18	3	2	2	2	2	2	4	17
19	2	2	2	2	2	2	4	16
20	3	3	3	3	3	3	4	22
21	2	2	1	1	1	1	4	12
22	2	2	2	2	2	2	4	16
23	2	2	2	2	2	2	4	16
24	2	2	2	2	2	2	4	16
25	2	2	2	2	2	2	4	16
26	2	1	1	1	1	1	4	11
27	2	2	2	2	2	2	4	16

As portrayed in table 28 above. Only 12 of the 27 experimental group participants (44.44 %) got the average, and 15 students (55.56 %) got below the average. They produced relatively brief essays, which could be explained by their low vocabulary or unfavorable past writing experiences. We discovered that the errors depicted are shared by all students.

Following the Analytic Rubric in (Appendix E), we have obtained the following result of the experimental group during the pre-test.

Table 29

Division of Pre-test Results

<i>Students' Scores per Category</i>	<i>Experimental Group Students/27</i>	<i>%</i>
<i>25-35</i>	02	7.40
<i>Excellent to very good</i>		
<i>13-24</i>	22	81.49
<i>Good to average</i>		
<i>01-12</i>	03	11.11
<i>Fair to poor</i>		

Only two students (7.40%) are identified in the category of outstanding (excellent to very good from 25-35) for producing very detailed and to-the-point highly ordered and well-structured essays while retaining strong grammar and punctuation usage and minimum

spelling mistakes, as shown in Table 29 above, 22 students (81.49%) have results ranging from 13 to 24, indicating that they are good to average. These students authored a structured essay that includes: an introduction, body, and conclusion with appropriate supporting data; moderate to good fluency; united paragraphs; and minor but accurate use of transitions. The findings revealed 03 students (11.11%) in the fair to poor (1- 12) category. The teacher had trouble correcting these papers because they were badly written: irregular topic progression, unnecessary repetition, misuse of transitional markers, and wrong use of parallel structures.

The Post-test

The students in the experimental group experienced significant problems with language proficiency and level during the Pre-test. This validates the learners' limited language skills, restricted vocabulary, and insufficient idea creation prior to the experiment.

The results of the post test for the experimental group are exhibited in the following table 30 bellow:

Table 30

The Results of the Experimental Group in the Post test

Student	Vocabulary	Grammar	Coherence and Cohesion	Organization of Ideas	Punctuation	Content	Spelling	Total Score
01	3	3	4	4	3	4	4	25
02	3	3	3	3	3	4	4	23
03	4	4	4	4	4	4	4	28
04	3	3	3	4	3	4	4	24
05	2	2	3	2	2	3	4	18
06	3	3	4	4	3	4	4	25
07	1	1	2	2	1	2	4	13
08	2	2	2	2	2	3	4	17
09	3	3	4	4	3	4	4	25
10	3	3	4	4	3	4	4	25
11	2	2	2	2	2	3	4	17
12	3	3	3	4	3	3	4	23
13	3	3	3	4	3	4	4	24

Student	Vocabulary	Grammar	Coherence and Cohesion	Organization of Ideas	Punctuation	Content	Spelling	Total Score
14	3	3	3	3	3	3	4	22
15	2	2	2	2	2	2	4	16
16	3	3	3	3	3	3	4	22
17	4	3	4	4	3	4	4	26
18	2	2	2	2	2	3	4	17
19	2	2	2	2	2	2	2	14
20	2	2	3	3	2	3	4	19
21	2	2	2	2	2	2	4	16
22	4	4	4	4	4	4	4	28
23	4	4	4	4	4	4	4	28
24	2	2	2	2	2	2	4	16
25	3	4	4	4	4	4	4	27
26	2	2	2	2	2	3	4	17
27	3	3	4	4	3	4	4	25

According to Table 30 above, the highest score (28/35) was found three times in the experimental group. The majority of this group's members (66.67 %) stated that they received an average and wrote their ideas into an acceptable flow of clear, concise, well-connected, and well-organized essays that were easily understood by their teacher. Only (33.33 %) submitted a clear and comprehensible essay, but their lack of vocabulary, as well as the still notable but minor spelling, punctuation, and grammar issues, caused them to fall below the average. These findings show that the experimental group's essay writing performance improved significantly after treatment as compared to the pre-treatment percentage (55.56%). These findings confirm that treatment teaching in diverse metacognitive writing styles significantly improved students.

Following the analytic scaling rubric (Appendix E), these are the scores obtained in the Post-test:

Table 31*Division of Post-test Results*

<i>Students' scores per category</i>	<i>Experimental Group Students/27</i>	<i>%</i>
<i>25-35</i>		
<i>Excellent to very good</i>	10	37.04
<i>13-24</i>		
<i>Good to average</i>	17	62.96
<i>1-12</i>		
<i>Fair to poor</i>	0	00

Table 31 above reveals that the experimental group improved significantly. 10/27 (or 37.04%) of the individuals rate themselves as outstanding to very good. (62.96%) of students fall into the poor to average category, with an average grade of 13/35. Nobody wrote bad compositions. An individual sample T-test was established to confirm whether the experimental group's overall performance and differences between pre-test and post-test were thoroughly evaluated in detail.

Comparison and Analysis Between the Tests

To further deepen our understanding of the results, further statistical analysis and comparison has been conducted in the form of an Independent Sample T-test that has shown the following results:

Table 32*Independent Sample T-Test Group Statistics*

Group Statistics					
	ID	N	Mean	Std. Deviation	Std. Error Mean
Vocabulary	Pre-Test	27	2.44	.577	.111
	Post-Test	27	2.70	.775	.149
Grammar	Pre-Test	27	2.44	.698	.134
	Post-Test	27	2.70	.775	.149
Cohesion and Coherence	Pre-Test	27	2.41	.797	.153
	Post-Test	27	3.04	.854	.164
Organization of ideas	Pre-Test	27	2.37	.792	.152
	Post-Test	27	3.11	.934	.180
Punctuation	Pre-Test	27	2.41	.797	.153
	Post-Test	27	2.70	.775	.149
Content	Pre-Test	27	2.30	.823	.158
	Post-Test	27	3.30	.775	.149
Spelling	Pre-Test	27	3.93	.385	.074
	Post-Test	27	3.93	.385	.074
Total Score	Pre-Test	27	18.33	4.261	.820
	Post-Test	27	21.48	4.702	.905

Table 32 above illustrates the mean, standard deviation, and standard error mean for each variable in the pre and post-test findings are shown in the group statistics table. Most factors, including Vocabulary, Grammar, Cohesion and Coherence, Organization of ideas, Punctuation, Content, and Total Score, show slightly higher mean scores in the post-test group findings compared to the pre-test group results. This suggests that after using metacognitive methods, students' writing skills are improving. However, it's worth noting that the mean Spelling scores stayed consistent across both tests. This is illustrated in figure 09 below.

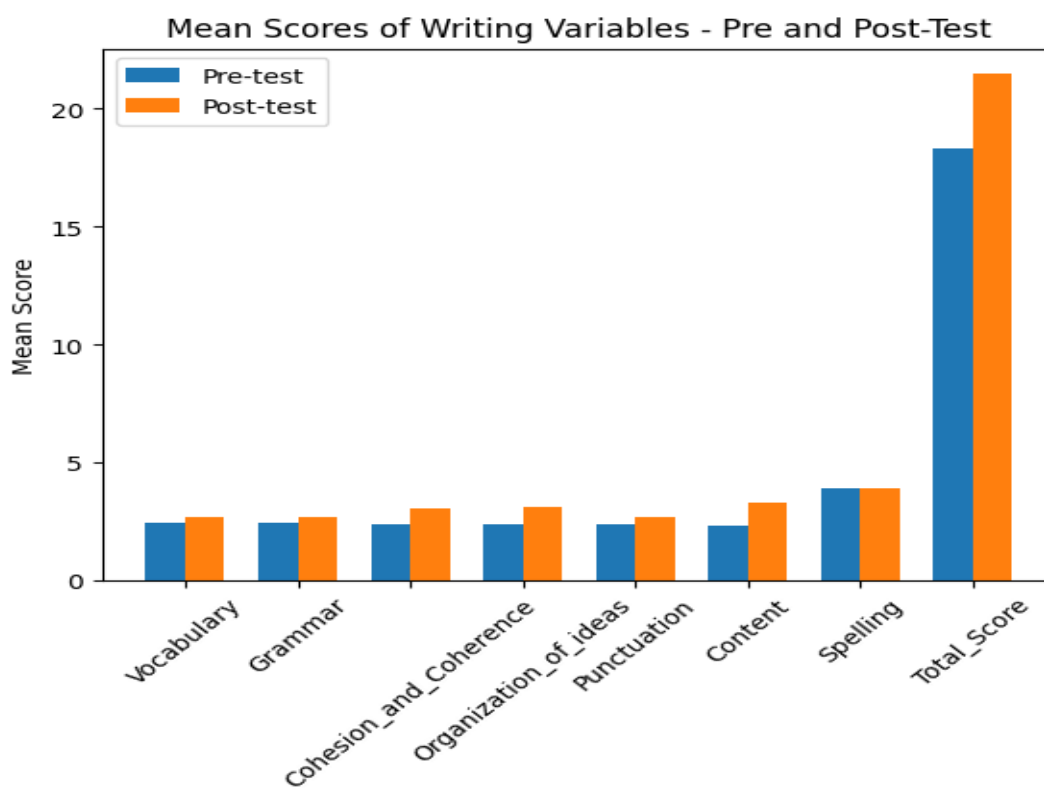
Figure 09*Pre and Post Test Mean Scores Bar Chart*

Figure 09 above illustrates the mean scores of various writing variables in the pre-test and post-test groups. The chart clearly shows how each variable improved after using metacognitive methods. The height of the bars represents the mean scores. The bar chart clearly depicts the mean scores of the writing factors prior to and after the intervention. The mean scores for Vocabulary, Grammar, Cohesion and Coherence, Organization of ideas, Punctuation, Content, and Spelling in the pre-test group were 2.44, 2.44, 2.41, 2.37, 2.41, 2.30, and 3.93, respectively. There were significant gains in each measure after the intervention (post-test group), with mean scores of 2.70, 2.70, 3.04, 3.11, 2.70, 3.30, and 3.93, respectively. This is more apparent in figure 10 bellow:

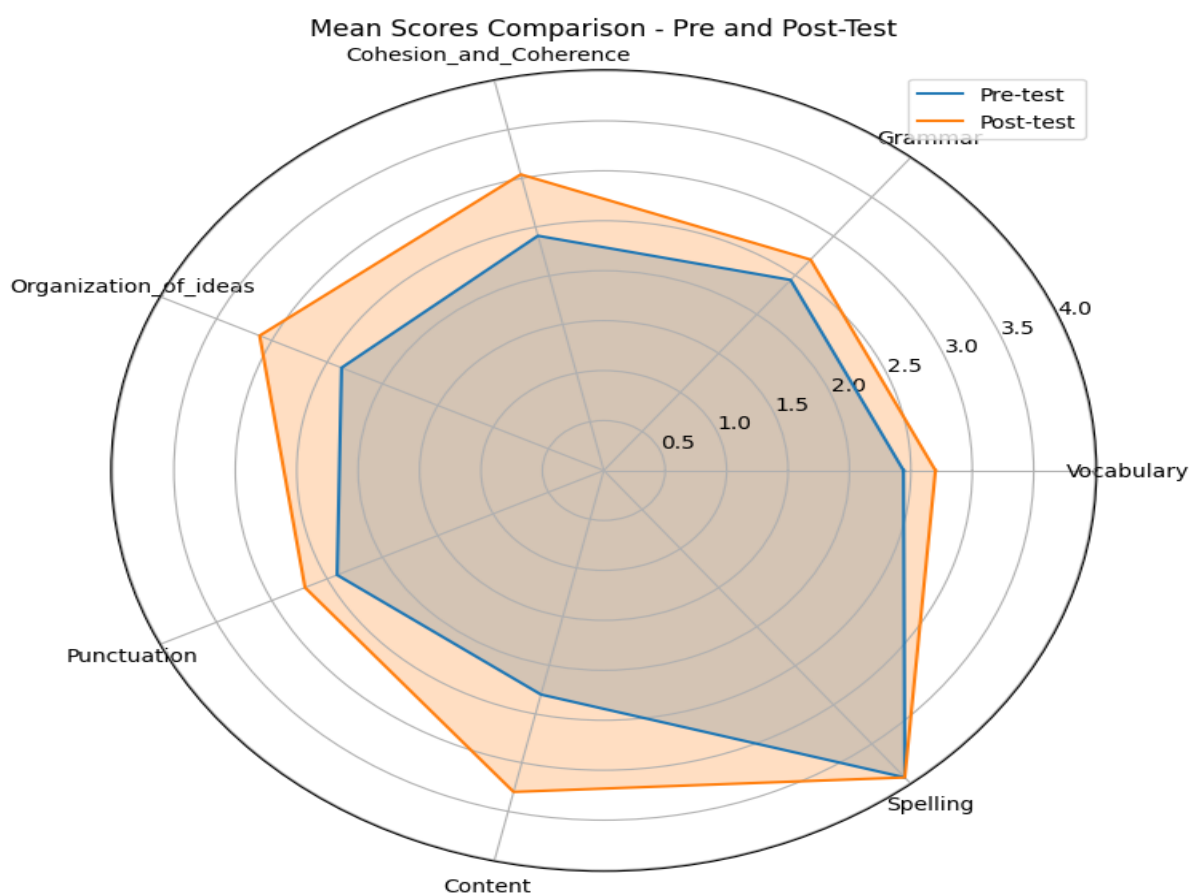
Figure 10*Mean Scores Comparison Radar Chart*

Figure 10 above compares the mean scores for each writing variable in a single graph. Each variable has its own axis, and the mean scores for the pre-test and post-test findings are shown as points connected by lines.

Table 33*Independent Sample T-Test Results*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Vocabulary	Equal variances assumed	1.865	.178	-1.394	52	.169	-.259	.186	-.633	.114

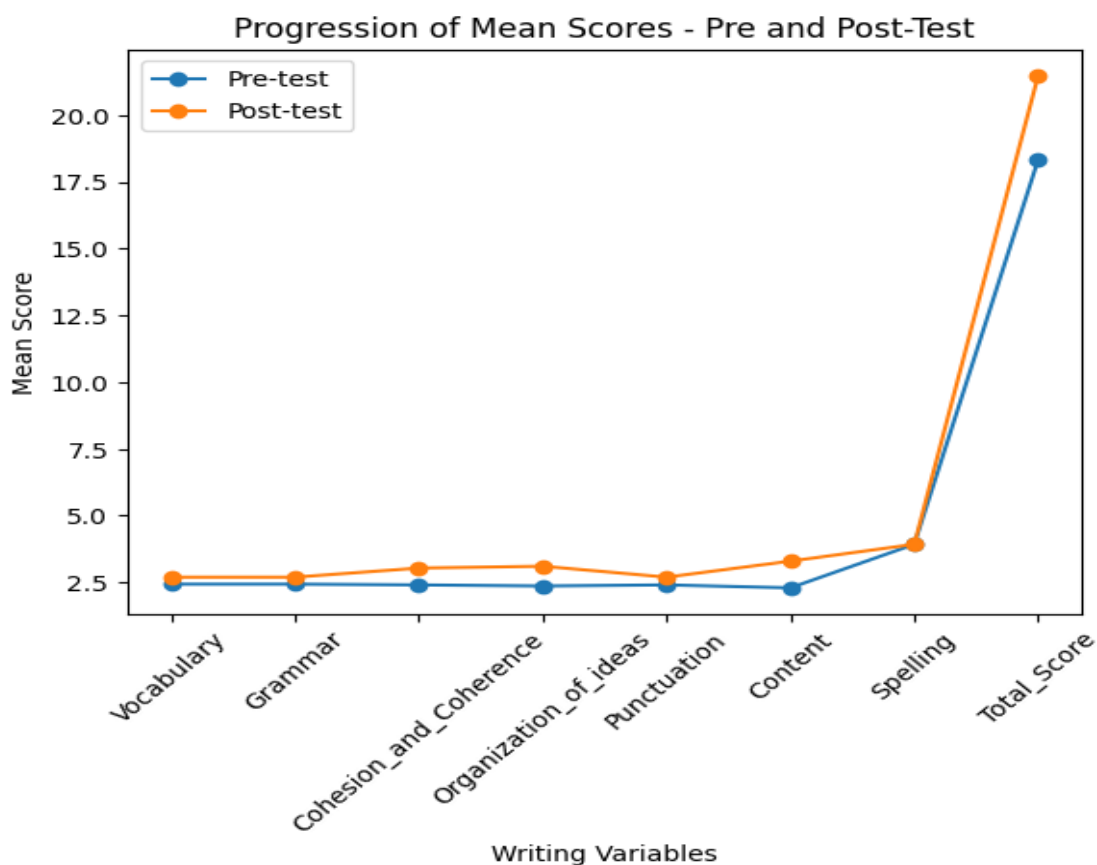
	Equal variances not assumed			-1.394	48.053	.170	-.259	.186	-.633	.115
Grammar	Equal variances assumed	.211	.648	-1.291	52	.202	-.259	.201	-.662	.144
	Equal variances not assumed			-1.291	51.436	.202	-.259	.201	-.662	.144
Cohesion and Coherence	Equal variances assumed	.110	.742	-2.801	52	.007	-.630	.225	-1.081	-.178
	Equal variances not assumed			-2.801	51.754	.007	-.630	.225	-1.081	-.178
Organization of ideas	Equal variances assumed	3.610	.063	-3.144	52	.003	-.741	.236	-1.213	-.268
	Equal variances not assumed			-3.144	50.646	.003	-.741	.236	-1.214	-.268
Punctuation	Equal variances assumed	.062	.804	-1.385	52	.172	-.296	.214	-.726	.133
	Equal variances not assumed			-1.385	51.960	.172	-.296	.214	-.726	.133
Content	Equal variances assumed	.005	.942	-4.594	52	<.0001	-1.000	.218	-1.437	-.563
	Equal variances not assumed			-4.594	51.813	<.0001	-1.000	.218	-1.437	-.563
Spelling	Equal variances assumed	.000	1.000	.000	52	1.000	.000	.105	-.210	.210
	Equal variances not assumed			.000	52.000	1.000	.000	.105	-.210	.210
Total Score	Equal variances assumed	1.124	.294	-2.578	52	.013	-3.148	1.221	-5.598	-.698

Equal variances not assumed			-2.578	51.504	.013	-3.148	1.221	-5.599	-.697
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The t-tests performed for each variable in the independent samples test revealed the importance of the changes between the pre and post-test results, as apparent in table 33 above. Although the factors Vocabulary and Grammar did not indicate statistically significant differences ($p > 0.05$), the variables Cohesion and Coherence, Organization of concepts, Punctuation, Content, and Total Score did. For example, in the Cohesion and Coherence measure, the t-value was -2.801 (df = 51.754) with a p-value of 0.007, showing that the intervention resulted in a substantial improvement in this element of writing.

Figure 11

Progression of Mean Scores Line Chart



The above figure 11 depicts the evolution of mean scores for each writing variable over time. It enables a visual comparison of mean score changes before and after the intervention.

The line graph depicts the progression of mean scores in the pre and post-test findings for each variable. The data points for the pre-test results are marked with blue markers, whereas the data points for the post-test results are marked with orange markers. The figure clearly illustrates the increase in mean scores for Cohesion and Coherence, Organization of concepts, Content, and Spelling following the intervention, revealing considerable gains in these areas.

Table 34

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Vocabulary	Cohen's d	.684	-.379	-.916	.161
	Hedges' correction	.694	-.374	-.903	.159
	Glass's delta	.775	-.334	-.872	.210
Grammar	Cohen's d	.738	-.351	-.887	.188
	Hedges' correction	.749	-.346	-.875	.185
	Glass's delta	.775	-.334	-.872	.210
Cohesion and Coherence	Cohen's d	.826	-.762	-1.312	-.206
	Hedges' correction	.838	-.751	-1.293	-.203
	Glass's delta	.854	-.737	-1.301	-.162
Organization of ideas	Cohen's d	.866	-.856	-1.410	-.294
	Hedges' correction	.878	-.843	-1.390	-.290
	Glass's delta	.934	-.793	-1.362	-.212
Punctuation	Cohen's d	.786	-.377	-.913	.163
	Hedges' correction	.798	-.371	-.900	.161
	Glass's delta	.775	-.382	-.922	.165
Content	Cohen's d	.800	-1.250	-1.830	-.661
	Hedges' correction	.812	-1.232	-1.804	-.651
	Glass's delta	.775	-1.290	-1.918	-.644
Spelling	Cohen's d	.385	.000	-.533	.533
	Hedges' correction	.391	.000	-.526	.526

	Glass's delta	.385	.000	-.533	.533
Total Score	Cohen's d	4.487	-.702	-1.249	-.148
	Hedges' correction	4.553	-.691	-1.231	-.146
	Glass's delta	4.702	-.670	-1.227	-.100

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

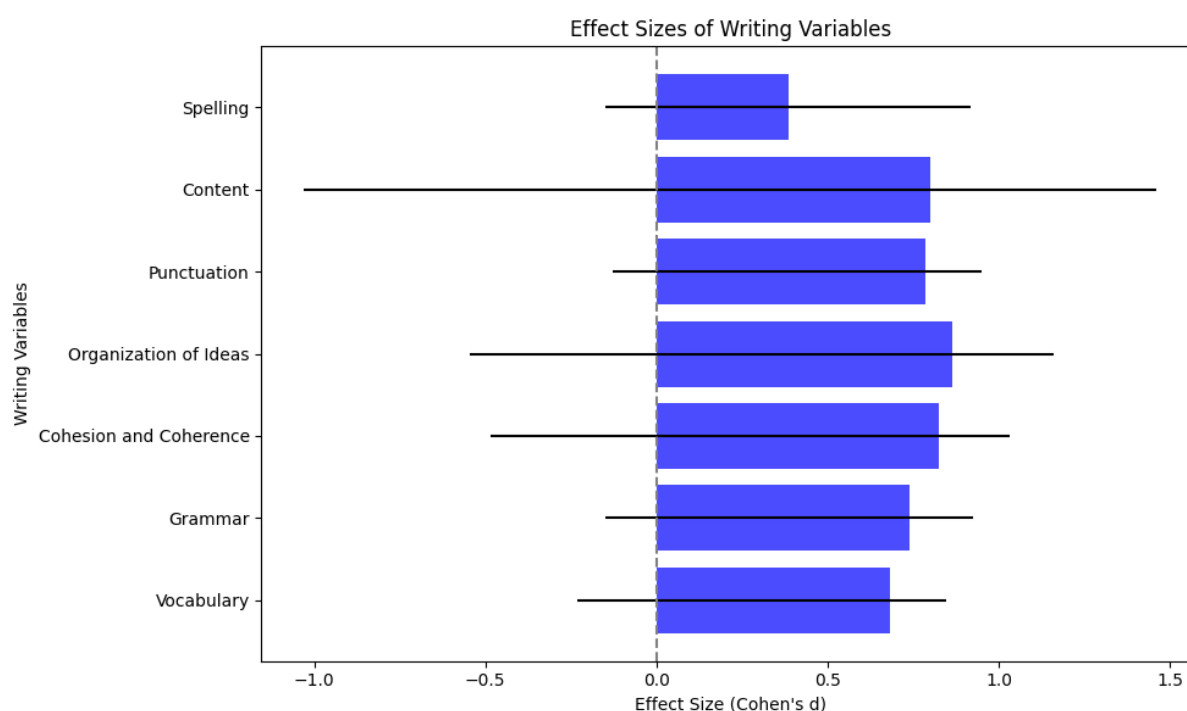
Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

The effect sizes determined using several metrics (Cohen's d, Hedges' correction, and Glass' delta) offered additional evidence of the influence of metacognitive methods on student writing, this is shown in table 34 above. Significant impact sizes were found for Cohesion and Coherence (Cohen's d = 0.826), Organization of concepts (Cohen's d = 0.866), Content (Cohen's d = 0.800), and Total Score (Cohen's d = 4.487). Several values suggest large impact sizes, indicating that metacognitive methods have a favorable influence on these elements of writing. This can be seen in figure 12 bellow:

Figure 12

Effect Sizes of Writing Variables



The horizontal bar chart in that was generated in figure 12 above depicts the effect sizes (Cohen's d) and confidence intervals for each writing variable. Each bar represents a different variable, and the length of the bar reflects the magnitude of the effect. The error bars on each bar show the confidence interval's range. Cohen's d measures effect sizes, which indicate the extent of the difference between pre-test and post-test results. A larger effect size suggests that the difference between the tests is greater. Positive effect sizes in this chart show that students performed better in the post-test than in the pre-test, while negative effect sizes indicate the opposite. Looking at the chart, we can observe the following:

- Vocabulary: The effect size for vocabulary is 0.684 (Cohen's d). The 95 % confidence interval extends from -0.916 to 0.161, showing that the group outperformed the pre-test in vocabulary. However, the effect magnitude is minimal, indicating a moderate improvement.
- Grammar: Grammar has an effect size of 0.738, with a 95% confidence range spanning from -0.887 to 0.188. Although the effect size is small, this suggests that metacognitive methods have a good influence on grammar abilities.
- Cohesion and Coherence: The impact size for cohesiveness and coherence is 0.826, with a 95% Confidence ranging from -1.312 to -0.206. This shows that the group's ability to retain logical links and flow in their writing improved significantly in the post-test.
- Organization of Ideas: The effect size for organisation of ideas is 0.866, with a 95% confidence interval from -1.410 to -0.294. This indicates that the group's capacity to structure and organise their ideas has significantly improved.
- Punctuation: Punctuation has an effect size of 0.786, with a 95% confidence scope ranging from -0.913 to 0.163. Although the impact size is small, this

implies an improvement in the students' punctuation skills.

- **Content:** The content impact size is 0.800, with a 95% confidence range ranging from -1.830 to -0.661. This shows that the metacognitive tactics had a beneficial effect on the substance of the post-test students' writing. However, the effect magnitude is minimal in comparison to other variables.
- **Spelling:** The effect size for spelling is 0.385, with a 95% CI ranging from -0.533 to 0.533. This shows that there is little to no difference in spelling abilities between the pre-test and post-test groups. The confidence interval contains zero, indicating that there is no substantial effect.

Conclusion

After conducting our experiment and analyzing the results obtained from the pre-test and the post-test, the data obtained can help us draw the following conclusions. In the pre-test, the participants of the experimental group have shown clear progress after the post-test. The results divulged that indeed the instruction of metacognitive strategies improves the students' writing performance. So, the students in the experimental group become aware of the use of metacognitive strategies to monitor their own progress in writing and attain better performance. Hence, we confirmed our hypothesis that says that students who receive explicit metacognitive instructions as strategies to write essays improve their performance. Mainly following the Process Approach, as metacognitive strategies while writing, would lead students to better performance. The writing skill intersects with the requirements of not only metacognitive strategies but also of a motivation and a desire to write and to improve this skill. So, metacognition can and will contribute highly to students' writing achievement and success. Finally, it is recommended to teach metacognitive learning strategies to all students.

Chapter Five: Discussion

Introduction

This chapter discusses the results of the dissertation in relation to the hypotheses and previous theories and research. After that, it introduces the pedagogical implications of the study, including the benefits of using metacognitive strategies instruction in improving EFL students' writing skill and some tips teachers have to put into consideration when using these activities in the EFL classroom. The final section in this chapter presents suggestions for future research that are similar to the subject matter of this dissertation.

Discussion of the Hypotheses

Hypothesis 1

Metacognitive instruction is a powerful and successful strategy for helping students improve their writing skills. Writing is a vital skill that facilitates communication and fosters academic, professional, and personal progress. Many students, however, struggle with writing, and their performance frequently falls short of their real ability. This is when metacognitive training comes into play.

In this study, we have hypothesized that If students receive explicit metacognitive strategies instruction, they will develop their writing skill. This hypothesis has been checked by the quasi-experimental study with the pre and post-test student results. The pre-test results indicated a troubling picture, with only 12 of 27 students (44.44 %) scoring above average, while the remaining 15 students (55.56 %) scored below average. These findings revealed that students experienced several common issues, including poor language abilities, a limited vocabulary, and difficulty generating cohesive and well-structured pieces of writing.

However, the post-test results revealed a tremendous improvement in the students' performance. Ten students (37.04 %) were classified as excellent to very good, indicating a significant improvement. Furthermore, the majority of the students (17 out of 27, or 62.96 %)

scored in the good to average range, highlighting the positive impact of metacognitive teaching on their writing abilities. These findings strongly imply that explicit and direct instruction, coupled with guided practise of metacognitive strategies, can greatly improve students' writing ability.

Furthermore, the study highlighted the significance of incorporating metacognitive activities within the teaching process. Students' efforts and autonomy were improved by passing some tasks to them, such as encouraging them to reflect on their writing processes using checklists, mind maps, outlines, and assess their progress before, during, and after writing. The teacher's and researcher's responsibilities were to consistently provide support and guidance while also respecting the learners' ideas, promoting a collaborative and empowered learning atmosphere.

One noteworthy observation was that many students tended to generate ideas in their mother tongue, leading to negative interference when writing in English. Scott (1992; cited in Shrum & Glisan, 2015) recognized that during the brainstorming phase, EFL learners use L1 ideas generation strategy and then they transfer the ideas by translating them from their L1 to the TL. So, the teacher was urged to support and assist his students in focusing on the target language while developing ideas, therefore limiting the negative impact of linguistic interference and promoting the development of more coherent and fluent English writing.

The study also looked into the identification of common linguistic faults produced by students when writing in English. Capitalization, punctuation, grammar, word structure, and word order were among the problems. These inaccuracies were frequently linked to disparities in rhetorical conventions of English texts and the structure, style, and organisation of the participants' original language (Arabic). Sofer and Raimes (2002; cited in Abi Samra, 2003, p.8), for instance, confirm that Arabic learners of English cannot differentiate between upper and lower case because of the lack of capitalization in the Arabic alphabet and very different

punctuation conventions- Effectively, most participants neglected the use of capitalization. To improve general writing proficiency, the study stressed the role of constant practise and effort in detecting and addressing these variances.

The quasi-experimental design of the pre and post-tests investigates several elements that contribute to efficient writing in addition to assessing specific linguistic faults. The structure of ideas, language usage, grammar accuracy, coherence and cohesion, punctuation, content quality, and spelling were among them. Notably, after introducing and employing the various metacognitive strategies, significant gains in cohesiveness and coherence, content quality, and concept structure were seen. These findings suggest that organisation and planning, two critical metacognitive strategies, were crucial in facilitating learning and improving students' writing performance. Let's start with the (Table 32) . The study gathered pre- and post-test measures across many writing factors, offering vital insight into the efficacy of metacognitive writing instruction. Let's delve into the specific numeric data:

Mean Scores:

- Vocabulary: Pre-Test Mean = 2.44, Post-Test Mean = 2.70
- Grammar: Pre-Test Mean = 2.44, Post-Test Mean = 2.70
- Cohesion and Coherence: Pre-Test Mean = 2.41, Post-Test Mean = 3.04
- Organization of Ideas: Pre-Test Mean = 2.37, Post-Test Mean = 3.11
- Punctuation: Pre-Test Mean = 2.41, Post-Test Mean = 2.70
- Content: Pre-Test Mean = 2.30, Post-Test Mean = 3.30
- Spelling: Pre-Test Mean = 3.93, Post-Test Mean = 3.93
- Total Score: Pre-Test Mean = 18.33, Post-Test Mean = 21.48

These mean scores illustrate the increases in students' writing abilities noticed following the application of metacognitive strategies. In the post-test, most variables had higher mean scores, indicating improved proficiency in several elements of writing. This

shows that the application of metacognitive strategies increased students' writing skills.

Notably, the mean of spelling scores persisted between pre and post-tests.

To further substantiate these findings, independent sample t-tests were conducted. While there were no statistically significant differences in vocabulary and grammar between the pre and post-tests, characteristics such as cohesion and coherence, organisation of ideas, punctuation, content, and the total score improved significantly. Let's examine the results:

Variables with Statistically Significant Differences ($p < 0.05$):

- Cohesion and Coherence: t-value = -2.801, p-value = 0.007
- Organization of Ideas: t-value = -3.144, p-value = 0.003
- Punctuation: t-value = -1.385, p-value = 0.172
- Content: t-value = -4.594, p-value < 0.0001
- Total Score: t-value = -2.578, p-value = 0.013

Furthermore, the effect sizes determined using Cohen's d, Hedges' correction, and Glass' delta metrics provide a reliable estimate of the level of improvement seen. Notably, the Cohen's d value for Cohesion and Coherence was 0.826, indicating a significant effect size. Similarly, the effect sizes for Organization of ideas (Cohen's d = 0.866), Content (Cohen's d = 0.800), and Total Score (Cohen's d = 4.487) were considerable. These effect sizes highlight the significant positive impact of metacognitive strategies on students' writing skills.

The thorough data analysis, including group statistics, t-test results, and effect sizes, presents a convincing case for the efficacy of metacognitive education. Consistent gains across many variables, as well as statistically significant findings and substantial effect sizes, give solid evidence that metacognitive strategies contribute to improving the writing skill. This detailed analysis leaves little room for dispute about the beneficial effects of metacognitive teaching on students' writing abilities. Students that undergo metacognitive

instruction show considerable increases in cohesiveness, organisation, punctuation, content, and in the general writing skill, according to the findings.

Importantly, the results of the study underscored the larger implications of metacognitive teaching beyond writing. Students are encouraged to think critically, reflect on their mental processes, and build problem-solving skills by participating in metacognitive exercises. These higher-order cognitive skills are essential for success not only in writing, but also in a variety of other academic subjects and real-world situations.

In conclusion, this study's extensive analysis provides persuasive evidence for the usefulness of metacognitive strategies in boosting students' writing skills. Significant improvements in the experimental group's post-test scores clearly illustrate the positive impact of explicit metacognitive strategies instruction on students' writing ability. Teachers can cultivate critical thinking, improve problem-solving skills, and promote overall academic and personal growth in their students by adding metacognitive training into writing education. Hence, this hypothesis is validated.

Hypothesis 2

It has been hypothesized, also, that If teachers are aware of metacognition and its impact on students' writing achievements, they will be able to provide focused guidance, resulting in improved writing outcomes. This hypothesis has been checked by observing the results from teachers' questionnaires. The teachers' questionnaire findings strongly show that teachers are acutely aware of the immense effect that metacognition instruction can have on students' writing achievements. The comprehensive survey of instructors on numerous elements of teaching writing conducted for the aim of the study provides useful insights into their expertise, preferences, and techniques. These findings offer a convincing picture of teachers who are not only aware of the relevance of metacognitive strategies, but also actively use them to enhance the writing development of their students.

First and foremost, after discovering the varied teaching viewpoints and experiences of written expression teachers. Data obtained from the questionnaire demonstrates that the vast majority of teachers (80%) favour a balanced approach to teaching writing that incorporates both the teacher-centredness and learner centredness. This shows that teachers recognise the importance of assisting students through the writing process, which includes the critical steps of planning, drafting, rewriting, and editing. Teachers demonstrate an understanding of the significance that metacognitive strategies have in improving students' writing abilities by stressing the process rather than the finished product.

The study also shows that teachers are well aware of the areas in which their students suffer. Half of the participants (50%) expressed dissatisfaction with their students' writing skill levels, indicating their awareness of the current issues. This insight is critical in teachers' abilities to identify and implement effective methods to address these challenges.

According to the survey findings, the top problematic areas in writing are vocabulary, grammar, and content, as noted by a considerable proportion of teachers. This level of awareness shows that teachers know the precise areas that demand attention and improvement. Recognizing these obstacles allows teachers to create targeted interventions and instructional strategies that effectively address these issues. Indeed, according to Hsiao and Oxford (2002), strategies can "pave the way toward greater proficiency, learner autonomy, and self-regulation" (p. 372).

Importantly, the study found that all teachers polled encourage their learners to write, with a majority (60%) preferring cooperative writing. This result demonstrates that teachers believe that teamwork and group work increase creativity and innovation. Teachers exhibit their understanding of the favourable influence of metacognitive strategies, such as peer feedback and discussion, on students' writing achievements by providing an environment that stimulates student interaction and collaboration.

The results of the study also confirm that the Process approach is the most widely employed strategy for teaching writing among the questioned teachers, as reported by (40%) of respondents. These two approaches entail breaking down the writing process into smaller phases, allowing students to concentrate on one at a time. The instructors' universal embrace of this technique underlines the necessity of leading students through the various stages of the writing process and explicitly teaching metacognitive strategies along the way.

Furthermore, according to the survey results, all respondents believed that successful learners use metacognitive strategies to improve their writing talents. This wholehearted agreement confirms teachers' understanding of the critical role that metacognition plays in improving students' writing abilities. It demonstrates that teachers recognise the need of learners in developing self-regulation and self-monitoring skills in order to become successful writers.

Additionally, the study sheds light on the distinct metacognitive processes used by teachers. Self-monitoring (60%) and a mix of self-talk and self-monitoring (20%) were the most commonly proposed strategies for improving students' writing processes. Teachers' dedication to creating metacognitive awareness and helping students to actively reflect on and govern their writing processes is demonstrated by these tactics.

The study's findings further emphasise the need of supporting students' innovation while encouraging the use of metacognitive strategies. Offering writing suggestions and fostering cooperation were indicated as the most often employed strategies by all respondents. This demonstrates teachers' knowledge that encouraging creativity can increase students' engagement, leading to better writing outcomes.

Finally, the questionnaire's findings make a convincing case for teachers' high level of awareness and understanding of the significant effect of metacognition on students' writing achievements. According to the data, teachers not only understand metacognitive strategies

but also actively pursue and use them in their instructional activities. The use of a balanced approach to teaching writing, the identification of problem areas, the adoption of the Process approach, and the application of specific metacognitive strategies all indicate to teachers who recognise the value of metacognition in aiding students' writing growth. More research and ongoing professional development opportunities, on the other hand, can equip teachers with more insights and ways to improve their understanding and effectively encourage metacognition in the context of writing instruction. Thus, this hypothesis is validated.

Implications of the Study

The following pedagogical recommendations were drawn from the experimental results as well as the researcher's humble experience in learning and writing in English.

Implications for future EFL Learners

- There should be more practice in Written Expression sessions, and students should be given more guidance, feedback, and even models for successful essays to provide something visible for the most insecure ones to follow and even imitate in their assignments, thereby improving their writing quality.
- Students who gain a high level of consciousness and awareness about their information through metacognitive abilities are more motivated and successful writers.
- Competence in essay writing will enable learners to complete all of their academic courses and become outstanding instructors and researchers in the future.

Implications for future EFL Teachers

- Teachers should encourage their students to write in order to make this difficult chore simpler. Some writing genres, such as journals, diaries, or note books,

are examples of behavioral tactics that may stimulate the use of the metacognitive strategies.

- Because students are frequently unaware of the use of metacognitive skills to increase the quality of their writing output, teachers must train and encourage these strategies. Teachers should instruct and implement metacognitive learning tools, as well as show students how to use them while writing essays. Raising students' awareness of their metacognitive methods and their utility in enhancing their writing may encourage them to work on these strategies independently rather than relying solely on the teacher. The efficacy of metacognitive methods in writing was discovered to be unmistakable in improving students' writing quality.
- Teachers should concentrate not only on the micro-linguistic level, such as detecting problems in language structures, spelling, and punctuation, but also on developing learners' macro-linguistic abilities in writing, such as meaning and form.
- Using the Process Approach in writing classrooms is tremendously stimulating for both teachers and students. To facilitate practice and improve students' writing productions, it must be clearly taught to them. Teachers and students must both recognize the importance of explicit instruction in process methods, which are mostly dependent on how they participate in the development of the writing talent. Giving students guidance and training, on the other hand, will undoubtedly influence favorably students' essay writing achievement and performance, rather than leaving them grappling with how to begin, edit, and produce an excellent piece of writing.

- Students' writing quality can be improved if teachers encourage them to use metacognitive strategies to aid in their writing and enhance lower-level skills such as organization, grammar, vocabulary, spelling, mechanics, and style.....

Suggestions and Recommendations for Further Studies

In order to improve students' writing skill through metacognitive strategies instruction, some suggestions and recommendations can be addressed to both teachers and learners. These are summarized in this section.

It is recommended for future research to use the Eclectic Process Genre Approach as a metacognitive strategy that helps the development of students' writing skill. Besides that, it is preferable to use models written by advanced writers or natives because it is an effective instructional approach that helps students while monitoring and revising their own written composition. Moreover, taking metacognition into practice could be affected by many factors including the various learning styles ones: more investigations are needed in this aspect.

Conclusion

This study aimed at exploring the effectiveness of metacognitive strategies on developing EFL students' writing skill, taking Third year English students at Chadli Bendjedid-El Tarf University as case study. In this last chapter, the two research hypotheses were discussed in relation to the results of the data analysis. Writing has always been and will continue to be a challenge for all EFL learners. However, Metacognition instruction has proved to be key to conquering that challenge effectively and creatively. Finally, Recommendations and suggestions constitute the concerns of this chapter.

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Appendix A

The Written Expression Teachers' Questionnaire

This questionnaire is part of a research work on the importance of metacognition in the development of writing.

We would be grateful if you could fill in the present questionnaire. Your valuable input will be of a great help and importance for reaching the aim of this study.

Please, tick (✓) the appropriate box or give a full statement when necessary.

Thank you very much for your considerations and participation.

Mr.Soltani Riad, Master 02 student

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Faculty of Letters and Foreign Languages

Department of English

Section One: Background Information

1. How long have you been teaching Written Expression?

..... years.

2. What is your teaching philosophy when it comes to teaching Written Expression?

a. Student-centered

b. Teacher-centered

c. Balanced approach

d. Other (please specify):

.....

.....

Section Two: The Writing Skill

3. Your students' level in writing is:

a. Very satisfactory

b. Satisfactory

c. Dissatisfactory

d. Very dissatisfactory

4. When you ask your students to write an assignment, they are:

a. Very interested

b. Interested

c. Bored

d. Frustrated

5. Your students' main problems in writing are (Tick all that apply):

- a. Vocabulary
- b. Grammar
- c. Content
- d. Organization of ideas
- e. Punctuation
- f. Spelling
- g. Other: Please, specify:

.....
.....

6. Do you encourage your students to write?

- e. Yes
- f. No

7. If "Yes", please explain how.

.....
.....

8. Which of the following activities do students like more? (Tick all that apply)

- g. Writing individually in the classroom
- h. Writing collaboratively with classmate(s) in the classroom
- i. Be assigned homework

9. Please, explain why you chose the activities from; the previous question:

.....
.....

10. Which approach do you follow when teaching writing?

- a. The Product Approach
- b. The Process Approach
- c. The Genre Approach
- d. All Three Approaches

11. Please, explain why.

.....

.....

.....

12. When involved in the act of writing, do your students respect all the stages of the writing process?

- a. Yes
- b. No

13. If “No”, what is/are the mostly followed stage(s)? (You may tick more than one option).

- a. Brainstorming
- b. Generating initial drafts
- c. Revising
- e. Editing the final draft

14. Do you use feedback in the writing process?

- a. Yes
- b. No

15. What strategies do you use to provide feedback on student writing?

a. Written comments

b. Verbal feedback

c. Rubrics

d. Other (please specify):

.....
.....

Section Three: The Teachers' Awareness of Metacognitive writing

Strategies

16. The most successful learners are strategic ones.

a. Agree

b. Disagree

c. Not sure

17. Successful learners use metacognitive strategies to improve their writing.

a. Agree

b. Disagree

c. Not sure

18. Do you agree that metacognitive strategies enhance students' self-regulation, motivation and goal orientation?

a. Agree

b. Disagree

c. Not sure

19. Do you agree that metacognitive awareness is a characteristic of an effective writer?

- a. Agree
- b. Disagree
- c. Not sure

20. To succeed in using Metacognitive strategies students need a teacher's support.

- a. Agree
- b. Disagree
- c. Not sure

21. What strategies do you use to introduce and explain metacognitive strategies to students? (Tick all that apply)

- a. Modelling and demonstrating
- b. Lecturing
- c. Problem-based learning
- d. Group activities
- e. Other: Please, specify:

.....
.....

22. How do you evaluate student performance on writing tasks that involve metacognitive strategies? (Tick all that apply)

- a. Grading based on accuracy
- b. Reflection on the process
- c. Peer review
- d. Self-assessment

23. What is your understanding of metacognition and its importance in the writing process?

- a. Metacognition is the process of thinking about one's own thinking, and is important in the writing process for setting goals, monitoring progress, and evaluating the effectiveness of writing strategies.
- b. Metacognition is not important in the writing process.
- c. I am not sure what metacognition is.

24. Which model of metacognitive development have you used in your teaching of writing? (Tick all that apply)

- a. Oxford's Metacognitive Strategy Model
- b. Flavell's Metacognitive Theory
- c. Schraw and Dennison's Model of Metacognitive Development
- d. Zimmerman's Social Cognitive Model of Self-Regulated Learning
- e. None of the above

25. How do you teach your students to set clear goals for their writing? (Tick all that apply)

- a. I provide students with specific prompts or guiding questions to help them identify their writing goals.
- b. I encourage students to brainstorm and discuss their writing goals with peers or teachers.
- c. I model the process of setting clear writing goals and have students practice setting their own goals.
- d. Other (please specify):
.....

26. Which pre-writing activities do you encourage your students to engage in to generate ideas? (Tick all that apply)

- a. Brainstorming
- b. Outlining
- c. Organizing ideas
- d. Freewriting
- e. Other (please specify):

.....
.....

27. Which strategy do you use to help your students monitor their progress towards their writing goals? (Tick all that apply)

- a. Checklists or progress charts
- b. Reflection activities
- c. Feedback and guidance throughout the writing process
- d. Other (please specify):

.....
.....

28. Which strategy do you use to help your students evaluate their writing and identify areas for improvement? (Tick all that apply)

- a. Rubrics or evaluation criteria
- b. Peer review and feedback
- c. Modeling the process of evaluating writing and having students practice evaluating their own writing
- d. Other (please specify):

.....

29. Do you use any self-reflection activities, such as asking for feedback from peers or teachers, to help your students improve their writing skills?

- a. Yes, I regularly use self-reflection activities to help students improve their writing skills.
- b. No, I do not use self-reflection activities to help students improve their writing skills.
- c. I am not sure what self-reflection activities are.

30. Which metacognitive strategies do you encourage your students to use to improve their writing process? (Tick all that apply)

- d. Positive affirmations
- e. Self-talk
- f. Self-monitoring
- g. Other (please specify):

.....
.....

31. How do you provide feedback and guidance to students on their use of metacognitive strategies? (Tick all that apply)

- a. Oral feedback
- b. Written feedback
- c. Group discussion
- d. Modelled examples
- e. Other: Please, specify:

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32. How do you encourage students to use metacognitive strategies? (Tick all that apply)

- a. Offering rewards
- b. Offering incentives
- c. Providing clear instructions
- d. Allowing time for practice

33. How do you use rubrics when evaluating student writing that involves metacognitive strategies? (Tick all that apply)

- a. Assess accuracy
- b. Assess clarity
- c. Assess organization
- d. Assess creativity

e. Other, Please, specify:

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34. How do you integrate metacognitive strategies into your written assignments and assessments? (Tick all that apply)

- a. Asking students to reflect and summarize
- b. Having students review their own work
- c. Offering writing prompts with metacognition in mind
- d. Asking students to provide evidence of understanding

35. How do you assess the impact of metacognitive strategies on student writing? (Tick all that apply)

- a. Comparing drafts
- b. Assessing accuracy
- c. Examining structure
- d. Evaluating progress
- e. All of the above

36. How do you support students who struggle to use metacognitive strategies? (Tick all that apply)

- a. Providing extra practice and guidance
- b. Offering 1-on-1 instruction
- c. Allowing time to practice
- d. Modelling and demonstrating
- e All of the above

37. Do you believe that metacognitive strategies are an important part of successful writing?

- a. Yes
- b. No

38. If “Yes”, please explain why?

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39. How do you foster creativity in students when encouraging them to use metacognitive strategies? (Tick all that apply)

- a. Allowing time to explore
- b. Offering writing prompts
- c. Encouraging collaboration
- d. Providing feedback and guidance

Section Four: Further Suggestions

40. Please, if you have any suggestions or comments that you would like to add about this research write them bellow:

Suggestions and comments:

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Appendix C

The Written Expression Students Post-Test

Thank you for participating in this test. Your participation is very important. This is the second and final test. The information you give will be used to develop better written expression for EFL learners.

Please answer the questions honestly and based on what you really think. There are no right or wrong answers.

Do not write your name on this test. The information you provide will not be used to find your name.

Completing this survey is not required. Whether or not you answer the questions will not affect your grades in this class.

Please feel free to ask any questions that you may have about this test

Thank you very much for your cooperation.

Write an essay about the following topic:

1. There are many occupations that require the knowledge and use of the English language. Please name three of occupations while explaining the importance of the English language in each of them.

Instructions :

- Use the metacognitive strategies previously studied to write the essay. This includes planning, monitoring, and evaluating strategies.
- Write about each occupation in separate paragraphs. Ensure that you have a clear introduction and conclusion.
- Use formal language and proper punctuation. Proofread your essay carefully to avoid errors.
- Your essay should be at least 200 words long.

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Good luck!

Appendix D

Pre and Post Test Modal Essays

Pre-test Modal:

Improving Myself and My Community through Learning English

As an English learner, I appreciate the opportunities for personal and societal progress that come with acquiring this global language. Not only can I better my personal talents and chances, but I can also help my community and nation progress.

Learning English can help me improve as a person. It broadens my educational and employment options by providing me with greater access to resources and information. I can also communicate with people from all cultures and backgrounds, which broadens my vision and understanding of the world. Furthermore, learning English can increase my self-esteem and confidence, helping me to communicate more effectively and assertively.

I can contribute to the progress of my community by increasing my English skills. I may function as a translator for people who are struggling with the language, delivering critical information and services to those in need. In addition, I can act as a connector between my neighbourhood and English-speaking businesses, organisations, and institutions. In this way, I may promote better collaboration and cooperation within my community and throughout the world.

Finally, learning English can help the Algerian and Arab nations progress. English is a global language that is spoken by millions of people worldwide. By learning this language, I will be able to assist bridge cultural and linguistic differences, encouraging greater understanding and collaboration among other nations and peoples. Furthermore, I can contribute to positioning Algeria and the Arab world as a hub for innovation, education, and entrepreneurship, drawing additional possibilities and investments from around the world.

To conclude, learning English can be beneficial to personal development, communal development, and national progress. It allows us to connect with the rest of the world and use this global language to broaden our perspectives and attain our objectives. As a result, learning English is a crucial investment that we should all make.

Post-test Model:

The Importance of English Language in Various Occupations

English is a widely spoken language, and knowing it is required for many vocations. In this essay, I will highlight the significance of three jobs that necessitate the use of the English language.

In today's globalized world, many companies operate in multiple countries and communicate with businesses from different parts of the world. English is the language of

international business, and the ability to communicate in English can provide a significant advantage in the business world. It can lead to better job prospects and career growth. Therefore, English language proficiency is critical for success in international business. A staff member's English aptitude can make all the difference in understanding a customer's demands and preferences, resulting in a pleasant customer experience. As a result, English language fluency is essential in the hotel business.

English skills are required in the aviation business because it is the international language of communication. To maintain passenger safety, pilots and air traffic controllers must communicate effectively. To avoid disastrous repercussions, they must be able to accurately read and interpret orders. As a result, English proficiency is required in the aviation business to maintain safety and security.

In today's globalized world, many companies operate in multiple countries and communicate with businesses from different parts of the world. English is the worldwide business language, and knowing how to communicate in English can provide you a considerable advantage in the corporate world. It can lead to greater work opportunities and career advancement. As a result, mastery in the English language is essential for success in international business.

In conclusion, many professions, including as those in the hospitality, aviation, and international business, require proficiency in English. It is essential for clear communication, client pleasure, and security. It is a business language used internationally and can lead to new prospects for career advancement. As a result, learning English can give you a leg up in the employment market of today. People should prioritize studying English in order to excel in their chosen profession.

Appendix E

Table

Modified Analytic Scoring Rubric

Metric	00	01	02	03	04	05
Vocabulary	No vocabulary and mostly full of errors in word choice	Limited vocabulary and frequent errors in word choice	Basic vocabulary with occasional errors in word choice	Adequate vocabulary with few errors in word choice	Wide range of vocabulary with few errors in word choice	Extensive range of vocabulary with accurate and appropriate word choice
Grammar	A lot of errors in grammar and sentence structure	Frequent errors in grammar and sentence structure	Basic grammar with occasional errors in sentence structure	Adequate grammar with few errors in sentence structure	Consistently correct grammar with few errors in sentence structure	Sophisticated grammar with varied sentence structures and few errors
Coherence and Cohesion	Terribly organized and impossible to follow	Poorly organized and difficult to follow	Basic organization with some difficulty in following	Adequately organized and easy to follow	Well-organized with clear progression of ideas	Highly organized with effective transitions and logical progression of ideas
Organization of Ideas	Completely unclear and chaotic ideas	Disjointed and/or irrelevant ideas	Basic organization with some irrelevant ideas	Adequate organization with clear main ideas	Well-organized with effective development of ideas	Highly organized with sophisticated development of ideas
Punctuation	Filled with errors in punctuation	Frequent errors in punctuation	Basic punctuation with occasional errors	Adequate punctuation with few errors	Consistently correct punctuation with few errors	Sophisticated punctuation with effective use of a range of punctuation marks

Metric	00	01	02	03	04	05
Content	Completely irrelevant content	Inaccurate or irrelevant content	Basic understanding of content with some inaccuracies	Adequate understanding of content with few inaccuracies	Thorough understanding of content with some insights	Comprehensive understanding of content with sophisticated insights
Spelling	Filled with errors in spelling	Frequent errors in spelling	Basic spelling with occasional errors	Adequate spelling with few errors	Consistently correct spelling with few errors	Sophisticated spelling with accurate and appropriate word choice

Note: adapted from "The Six Traits of Writing" scoring rubric by Northwest Regional Educational Laboratory, 2002, p. 07)