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**Students and Teachers' Perceptions towards the Use of
Metacognitive- Based Strategies in Writing.
Case Study : Third Year EFL Students at Chadli Benjdid
University**

Dissertation submitted to the Department of English in Partial Fulfillment of the Requirement of the Master Degree in **Didactics of English**.

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Dedications

I kindly dedicate this work to:

The ones who have been the source of motivation; the most precious persons who support my decision for higher education and helped me to achieve my goals; to my dear father and my beloved mother for their moral and financial supports, for their love and guidance.

To my beloved two brothers **Mohammed Naàim** and **Haithem** who shared with me this studying experience and learning trip.

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Abstract

This research work attempts to investigate the perceptions of both teachers and students towards the use of metacognitive- based strategies (MBSs) in writing. It aims at clarifying teachers and students' beliefs, knowledge, and attitudes towards using those strategies in relation to the writing skill. The investigation, thus, is based on the hypothesis that both teachers and students have affirmative attitudes and beliefs towards the use of the metacognitive strategies. To achieve this aim and to verify the plausibility of the advanced hypothesis, two semi structured questionnaires has been conducted. The first questionnaire was distributed to sample of 40 EFL students while the latter questionnaire was handed to 5 written expression teachers at Chadli Benjdid University for the sake of finding out their attitudes and beliefs towards using the metacognitive- based writing strategies. The results of both questionnaires reveal that both teachers and students hold positive attitudes towards the use of metacognitive strategies in writing.

Key words: Metacognitive-Based Strategies, Writing, Perceptions. Attitudes.

Résumé

Ce travail de recherche tente d'étudier les perceptions des enseignants et des étudiants à l'égard de l'utilisation de stratégies métacognitives (MBS) dans l'écriture. Il vise à clarifier les croyances, les connaissances et les attitudes des enseignants et des élèves à l'égard de l'utilisation de ces stratégies par rapport à la compétence en écriture. L'enquête est donc basée sur l'hypothèse que les enseignants et les élèves ont des attitudes et des croyances affirmatives envers l'utilisation des stratégies métacognitives. Pour atteindre cet objectif et vérifier la plausibilité de l'hypothèse avancée, deux questionnaires semi-structurés ont été menés. Le premier questionnaire a été distribué à un échantillon de 40 étudiants d'EFL tandis que ce dernier questionnaire a été remis à 5 enseignants d'expression écrite de l'Université Chadli Benjdid afin de connaître leurs attitudes et croyances quant à l'utilisation des stratégies d'écriture métacognitives. Les résultats des deux questionnaires révèlent que les enseignants et les élèves ont des attitudes positives envers l'utilisation de stratégies métacognitives en écriture.

Mots clés: Stratégies métacognitives, écriture, perceptions. Attitudes.

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List of Abbreviations and Acronyms

L1: First Language

L2: Second Language

LS: Language Strategies

LLS: Language Learning Strategies

ESL: English as a Second Language

EFL: English as a Foreign Language

MBS: Metacognitive Based Strategies

Q: Question

General

Introduction

General Introduction

Introduction

When it comes to learn a second or a foreign language, ESL (English as a second language) or EFL (English as foreign language) learners have to be acquainted with four main skills namely: speaking, listening, reading, and writing. The latter skill has occupied an increasing interest in acquiring a foreign language . Harris and Graham (1992) pointed out that writing is the skill that expresses meaning, thoughts, as well as feeling and it is considered as the most complex and sophisticated skill in the area of teaching and learning.

Studies of cognitive development have shown that metacognition has drawn more and more cognitive researchers' attention and provide a new perspective for EFL writing. When students are better able to write or when they are engaged in a particular writing task, they guide their thinking with some metacognitive strategies that help them write purposefully. That is, when they have a good command about these strategies, they can consciously plan, monitor, and evaluate their written productions. In fact, with regard to the metacognitive strategies, successful writers are the ones who tend to plan and refine recursively their writing (Harris & Graham, 1992). Thus, studies in metacognition have investigated the writing skill in a connection to the metacognitive skills and the influence that the latter have on students writing production.

1. Statement of the Problem

In EFL setting, writing is a crucial complex foreign language skill that needs a special attention, as well as specific strategies to be taught. The problem EFL learners face is the writing strategies. This research attempts to figure out students and teachers' perceptions towards the metacognitive strategies in writing.

2. Aim of the Study

The paramount aim of this study is to survey and explore EFL students and teachers' attitudes, beliefs, and knowledge towards the use of metacognitive strategies in writing..

3. Research Questions

By taking into account the aim of our research, this research work tries to answer the following question:

- a. What are the main perceptions of both students and teachers towards the metacognitive-based strategies?
- b. Do EFL students apply the basic metacognitive strategies while writing?

4. Research Hypotheses

In order to answer the research questions, we will focus our research on the following hypotheses. First, we hypothesize that both teachers and students have an affirmative beliefs towards the metacognitive- based strategies. Secondly, we hypothesize that EFL students do not use and apply the basic metacognitive strategies such as planning, monitoring, and evaluating while writing.

5. Research Tools and Methodology

To answer the questions and to accomplish our research, we rely on semi- structured questionnaires for both teachers and students. The teachers' questionnaire was distributed to the written expression teachers at Chadli Benjdid university in order to know their attitude towards these strategies as well as to see if they ask their students' to use such strategies while writing. it is composed of three sections namely: personal information, the writing skill, and

the metacognitive- based strategies The students' questionnaire, on the other hand, was handed to third year students to figure out their beliefs and views towards the metacognitive based strategies.

5.1 Population and Sample

The chosen population in this study was third year students at Chadli Benjdid University and written expression teachers; Whereas our sample was forty (40) students of the third year and five (05) written expression teachers.

6. Structure of the Dissertation

Our piece of research falls into the following part:

General introduction, as a separate section, which covers the research design's framework, including the statement of the problem, aim of the study, research questions and hypotheses, and the research methodology.

The first chapter will be divided into two sections; the first section presents some theoretical base of the writing skill. It will spot the light on the definition of writing, its characteristics, the writing process, reasons behind learning and teaching it, its major difficulties, and the skills involved in it.

The second section will be devoted to the metacognitive based strategies starting by the definition of the different learning strategies and its classifications. Besides, it presents a definition to the concept of metacognition, its types, and sub- types. Furthermore, it explores the metacognitive steps in writing. In addition, it highlights some benefits of the metacognitive strategies and lastly, it explores the correlation between writing and the metacognitive strategies while the second chapter will deal with the practical part of our investigation that emphasizes in interpreting and analyzing data including both teachers' and

students' questionnaire. In addition, the third chapter seeks to provide some recommendations and suggestions for both teachers and students.

Chapter One

Theoretical Part

Chapter 1

Section One: Some Theoretical Bases of the Writing Skill

Introduction

This chapter tries to give a general overview of the writing skill starting by its definition, main characteristics of the written language, and the writing process. Furthermore, reasons behind learning and teaching the skill of writing and its major difficulties will be also highlighted in this chapter. Finally, we will spot the light on some harmonious skills that are involved in the writing skill.

1.1. Definition of Writing

Writing is a crucial productive skill. Many scholars interpreted it in different ways and views. Carroll (1990), for instance, wrote that “the most invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, and arguments, explanations and theories” (p.05). Moreover, the writing skill is not a mere matter of forming graphic forms; however, it is more than this; it is the way we produce these graphic symbols in a readable way (Byrne, 1929). Equally important, White and Arndt (1991) claim that:

Writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own right. It demands conscious intellectual efforts which usually have to be sustained over a considerable effort of time (p.03).

In other words, White and Arndt (1991) denounce that writing is not a mere process of adjusting words from language into letters representation whereas it carries cognitive processes to be performed

Another view was held by Crystal (2006) who proclaimed that “writing is a way of communication which uses the system of visual marks made on some kind of graphic expression” (p.257). What Crystal intends to prove here is that the writing skill is a process of representing a language with symbols so as to communicate. Another definition was put by Ur (2012) who states that writing involves both the way of sharing ideas and the way of transmitting messages and meaning to particular audiences.

Writing is also considered as a complex activity. Its intricacy occurs when engaging in sophisticated development of thoughts. (Endut et al., 2016). Likewise, “Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge and of experience with subjects”. (Jozsef, 2001, P.5).

1.2. Characteristics of the Written Language

Just like speaking, writing is a notable productive skill; however, the written language has its own characteristics which are summarized by Lopez (2017) as the following:

- a. Permanent:** the written language is perpetual and fixed; we can read and re-read it over and over again.
- b. Production time:** while engaging in a certain writing task, we generally tend to make a plan before producing it.
- c. Orthography:** as it is defined by online merriam- Webster dictionary, orthography is “the art of writing words with proper letters according to standard usage”.
- d. Complexity:** written language is mostly characterized by its intricacy. It is more sophisticated and dense than the spoken language.

1.3. The Process of Writing

To write effectively and expressively, writers must go through some writing processes which require some various stages. Hayes and Flower (1981) wrote that “the process of writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing” (p.365). The writing process for them is a collection of cognitive procedures writers follow to compose their writing. Similarly, Richard and Schmidt (2002) claim that:

The process approach is an approach which emphasizes the composing processes writers make use of in writing (such as planning, drafting, and revising) and which seeks to improve students writing skill through developing their use of effective composing processes (p. 422)

Harmer (2004) summarizes the process of writing into four stages which are namely: planning, drafting, editing (reflecting and revising) and the final version.

- **Planning:** this stage encompasses deciding about what the writer wants to develop while writing. While going into this first stage, three elements should be taken; the purpose of writing, the audience and the content.
- **Drafting:** it is an attempt to write; it is an elementary form of writing. A draft, as Kane (2000) define it, is just a provisional, nude, and transitory stage of writing. While drafting, writers “determine whether the information discovered in planning can be shaped into successful writing” Trimmer (1995, p. 54).
- **Editing (reflecting and revising):** editors at this stage tend to adjust their draft by focusing on particular linguistic devices such as syntax, semantics, cohesion, and coherence. More particularly, editing according to Johnson (2008) is

Making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to-read way. It also means bringing your piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing (p.167).

Consequently, the editing phase involves read, and reread over and over to correct or manipulate the linguistics aspects' errors so as to produce a coherent, meaningful, and correct product.

Reflecting means to think over and over about your writing, while revising is the process that involves refining and shaping ideas to produce a well organized written product (Taylor, 1981). In these two stages, it is generally acceptable to have responses from other peers.

- **Final version:** it is the act of sharing what we have planned, drafted, edited, reflected, and revised to the audience.

Nevertheless, the process of writing according to Kane (2000) involves three major steps which are summarized as follows:

- ✓ **To think about it:** this involves deciding about the topic.
- ✓ **To do it:** i.e. to start the act of the writing stage.
- ✓ **To do it again and again** is to revise it.

The different writing stages, in fact, do not follow a linear order; however, they are "recursive". Harmer (2004) explains that "the process of writing is not linear, but rather recursive. This means that writers plan, draft, and edit but they often re-plan, re-draft, and re-edit" (p. 5).

The following figure will give a clear glimpse about the writing process:

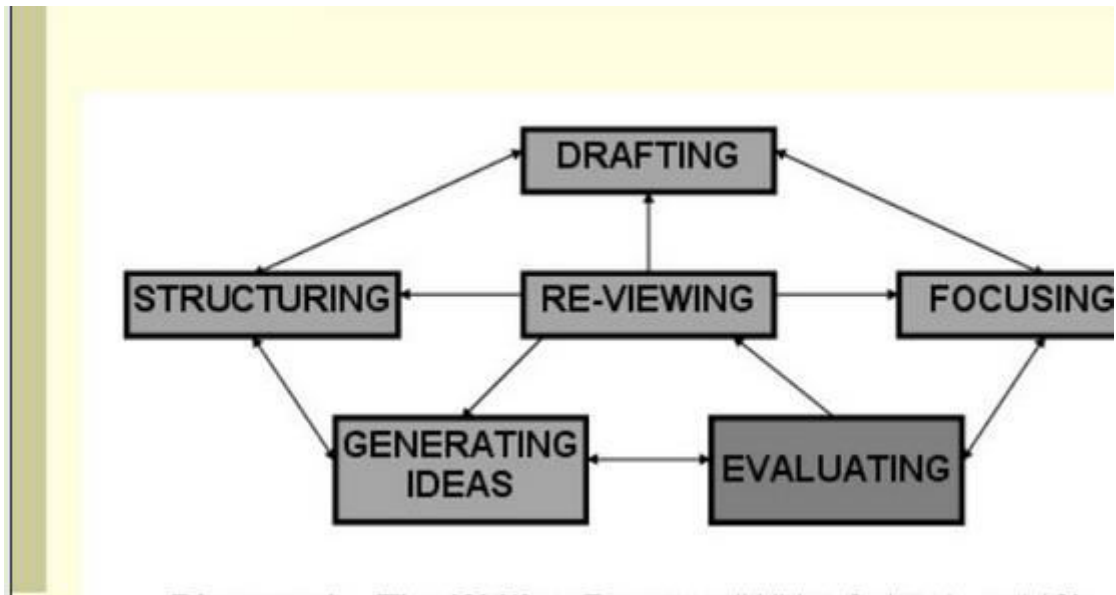


Figure 1: The writing Process (White & Arndt, 1991. p.116).

The above figure indicates the processes writers go through in order to produce their written products. More particularly, it shows that the writing process is not linear, but rather recursive. “Generating ideas” in the writing process involves mainly brainstorming and making notes. “Structuring” on the other hand is typically designed for composing and rearranging ideas. Similarly, the “drafting” stage refers to the way we are developing our ideas taking into account the purpose of writing and the audience. Then comes the “focused” stage which emphasizes particularly ideas, purpose, and layout. “Evaluation” however, involves assessing the draft and by having comments and feedback from other respondents. At the end of this process, there is a crucial process which is “reviewing”. Reviewing involves checking the context, unity, coherence, structure, and form.

1.4. Reasons behind Learning and Teaching Writing

We engage in writing skills almost everyday of our lives. These skills take place when we write messages, letters, CVs, emails, or even shopping lists. Carroll (1990) states that “writing allows us to share our communication, not only with our contemporaries, but also

with future generations". (p.1). Thus, writing is a means to communicate with whoever we write.

Moreover, Raimes (1983) proclaimed that the fact that we need writing to communicate is not really enough to include it in the written expression syllabus. The following reasons, however, can be convincing to include it. First of all, writing upholds and fosters both lexical and linguistic devices we supply our students with. Secondly, writing helps students to express their thought comfortably. Thirdly, while writing, students become more and more acquainted with the language and its aspects.

Furthermore, writing is substantial because it is regarded as a means of expressing and relocating ideas. These latter are regarded as remarkable aspects in our writing (Ur, 2012). Byrne (1929), in his turn, wrote that

"writing provides variety in classroom activities serving as a break from oral work and is therefore a quieter and more relaxed time for both students and teachers. At the same time, it increases the amount of language content through work that can be set of class" (p.6). So, Byrne here emphasizes the pedagogical reason of writing for both teachers and students.

For the reasons of teaching writing, Harmer (2007) differentiates between two purposes of writing; "writing for writing", and "writing for learning". The former type serves to help students' to be better acquainted with different purposes of writing while the latter is implemented to reinforce students' practice of the language they have been taught.

1.5. Major Difficulties in Writing

As any foreign language learners, EFL writers encounter many difficulties and deficiencies which can subsequently hamper their products while writing. According to Yahia & Hashim (2013), difficulties of writing can be classified as follows:

- √ **Comprehension and connectional of ideas:** students often do not fully grasp and conceive what they are required to develop. This issue will frustrate their writing abilities and eventually will hinder their process of writing.
- √ **Composition:** students might find it difficult to organize and shape their ideas while writing. Composition is not limited only in terms of ideas, but also in terms of accuracy; it involves both fluency and accuracy.
- √ **Language accuracy and appropriacy:** refers to the lack of set of conventions such as punctuation, grammar, spelling, etc.
- √ **Vocabulary:** it is one of the linguistic aspects students suffer from; it refers to the insufficient amount of words selected by students.
- √ **Lack of time:** generally, the shortage of time is a scourge students suffer from the most. This may refer to the time students spend while planning, drafting, editing, and revising.

Besides, three major difficulties were illustrated by Byrne (1929); psychological problems, linguistics problems, and cognitive problems.

- **Psychological problems:** writing is a secluded activity which lacks the process of communication between writers and their audiences.
- **Linguistics problems:** these problems encompass the basic mechanics such as accuracy, diction, spelling, etc.
- **Cognitive problems:** which refer to the logical arrangement of ideas and organization.

1.6. Skills Involved in Writing

Engaging in a particular writing task ordains some requisite skills. For instance, Ur (2012) denoted that each writer must be acquainted with some harmonious skills which she summarized them in the following:

- Writers have to have clear readable hand writing.
- Writers must be aware of choosing their diction and vocabulary.
- Writers have to use correct spelling.

Additionally, producing good writing hinges upon having specific basis. Thus, writers must be skillful enough in terms of the following aspects: correct grammar, range of vocabulary, accurate punctuation, correct layout, accurate spelling, good range of sentence structures, linking words, imagination, planning, drafting, proof reading, and communication (Madylus, 2015).

Raimes (1983) demonstrates what writers have to deal with while producing their pieces.

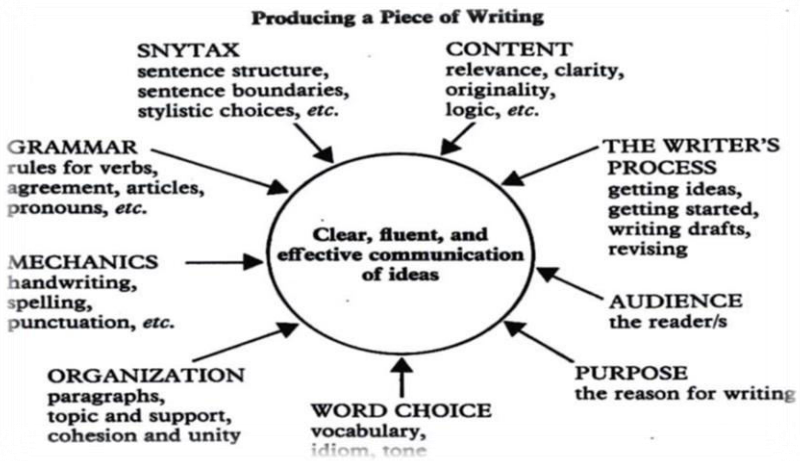


Figure 02: What writers have to Deal with as they produce a Piece of Writing (Raimes, 1983,

p.06)

As the figure above illustrates, writers, when they produce their pieces of writing, have to be equipped enough in several aspects to better communicate. Writers have to pay attention to the content, the audience to whom they write the rationale behind their writing, diction, style, and structure. Hereby, to communicate effectively and efficiently, a writer has to be competent to communicate his ideas in a clear and a fluent way.

1.7.Ways to Respond to Students' Written Products

The ways to respond to students' written products vary from one teacher to another. For instance, Burke (n.d) proposed some fundamental ways which are summarized in the following:

- **Avoid over focusing on surface errors** : the teacher has to centralize his feedback on the major errors that have been already provided to students in the instruction
- **Avoid vague, general comments**: i.e.the teacher has to be specific, precise, and concise while commenting in certain written products. There must be a clarity which will serve as a beneficial way to help students discover what to adjust and how. It is not preferable to say this is "vague", but it would be better to underline the unclear sentence and say for example: "it would be better to reformulate your intended meaning".
- **Respond like a reader**: in this way, try to give your students a descriptive feedback so as to discover their areas of improvements themselves.

Section Two: Metacognitive Based Strategies

Introduction

This section aims at first to introduce the divergent language learning strategies in a way that lays the grounds for highlighting the metacognitive strategies. Thus, we will try to identify the definition of the metacognitive strategies and its main classifications. Writing metacognitive strategies will be also presented to explain the nature between these strategies and their relation with these types of strategies. Besides, we will list some benefits of the metacognitive strategies. Lastly, we will clarify the correlation between the writing skill and the metacognitive based strategies.

1.8. Definition of the Learning Strategies

Many theorists and researchers have tried to define learning strategies (LSs). Scarcella and Oxford (1992), for instance, claim that learning strategies are “specifications, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning” (p.2). In other words, learning strategies refer to the particular behavioural and/or mental processes a students use to develop their learning.

A very similar view was held by Weinstein and Mayer (1986) who confirm that learning strategies are “behaviours and thoughts that a learner engages in during learning” which are “intended to influence the learner's encoding process” (p. 315). In addition, regardless to the influence in the learning process they provide, LSs increase learners’ language system (Rubin, 1987).

Last but not least, O’Malley and Chamot (1990) claim that learning strategies are the particular reflexion, thoughts, and attitudes learners employ so as to understand and comprehend the learning process. Thus, LSs refer to unique cognitive processes which serve as an aid tool for gaining information for learners.

1.9. Classification of the language learning strategies (LLS)

Learning strategies are classified by Oxford (2003) under main categories, these are the following:

- a. **Cognitive strategies:** which are considered as major learning strategies that entail different mental processes including; thinking, reasoning, remembering, summarizing, outlining, note-taking, etc. Eventually, these processes will help learners to operate and direct their language.
- b. **Metacognitive strategies:** are those strategies which control the learning process. Hereby, “metacognition strategies serve to control cognitive activities and to ensure a cognitive goal is achieved” (Xing, Wang, & Spenser, 2008, p. 46). Metacognitive strategies as O’Malley and Chamot (1990) declare are “higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity” (p.4).
- c. **Memory-related strategies :** this kind of strategies serves as a means to help learners to bring back the information they need via many techniques such as "acronyms", "rhyming", "images", etc.
- d. **Compensatory strategies:** it is implied by the name compensatory. These strategies enable the learner to compensate and adapt a particular gap in their knowledge by using several techniques such as context clues, using synonyms, definitions, or paraphrasing.
- e. **Affective strategies:** these strategies usually involve some psychological factors such as determining others’ mood and anxiety. Besides, affective strategies also encompass also the act of rewarding learners’ well deeds and achievements.
- f. **Social strategies:** particularly, social strategies seek to prepare learners to communicate effectively in social contexts. For example, by providing them with

techniques to start a conversation, asking about a place, ordering a meal, etc. In addition, these helpful strategies help learners to fully grasp others' cultures and norms so as to avoid misunderstanding.

1.10. Metacognitive Strategies

During the early 1970s, the term metacognition came up and it has been associated much more with the American psychologist John Flavell. Flavell (1976) provides a concise definition of metacognition; according to him, it is “knowledge concerning ones’ own cognitive processes and products or anything related to them” (p.232). In other words, metacognition refers to what an individual thinks about his own thinking. In a similar way, Stewart and Landine (1995) have acknowledged that the notion of metacognition concentrates on human beings’ involvement while reasoning. Furthermore, “metacognition refers to higher order thinking that involves active control over the cognitive processes engaged in learning”(Livingston, 2003, Para. 1)

1.11. Types of Metacognition

Flavell (1985) argued that metacognition is composed of two main categories; knowledge of cognition and regulation of cognition. The former entails three major types namely: declarative knowledge, procedural knowledge, and strategy knowledge.

- a. Declarative knowledge:** a declarative knowledge refers to the knowledge learners possess about themselves. This necessitates their capabilities to do the task as well as their skills and strategies.
- b. Procedural knowledge:** it is an “executive knowledge” that learners need to complete a particular task. In other words, procedural knowledge is the application of the declarative knowledge to achieve intended goals.
- c. Strategy knowledge or conditional knowledge:** is “knowing when, where, and why to use declarative knowledge as well as particular procedures or strategies (procedural

knowledge), and is critical to effective use of strategies” (Harris et al., 2009, p. 113).

Thus, this type of cognitive knowledge determines when, where, and why it is appropriate to use a declared knowledge or procedure and where/ when not to use it.

Regulation of Cognition

This type of metacognition refers particularly to depict how learners regulate and evaluate the knowledge they have. Metacognitive regulation facilitates students’ reflection on their own works. For example, while doing a written task, students ask themselves how they could make a certain part more efficient.

1.11. Metacognitive Strategies in Writing

Diversified categories of metacognitive strategies in relation to the writing skill have been proposed by Wenden (1991) who claimed that metacognitive strategies encompass three main categories ordered as the following:

- a. Planning:** planning is a basilar step in writing which carries several aspects including thinking about the readers we are writing to (the audiences), what we are writing (the content) and the reason why we are writing (the purpose).
- b. Monitoring:** it is the phase where you are going to regulate your writing. It involves reviewing, deciding, and verifying both linguistics aspects and text structure. More accurately, Schraw (1998) wrote that “monitoring is one’s own line awareness of comprehension and task performance” (p. 115).
- c. Evaluating:** to evaluate their writing, writers have to reconsider their written texts again and again. The process of reconsideration, while evaluating, involves both accuracy and fluency levels.

The figure number three (3) briefly summarizes the basic metacognitive strategies in writing:

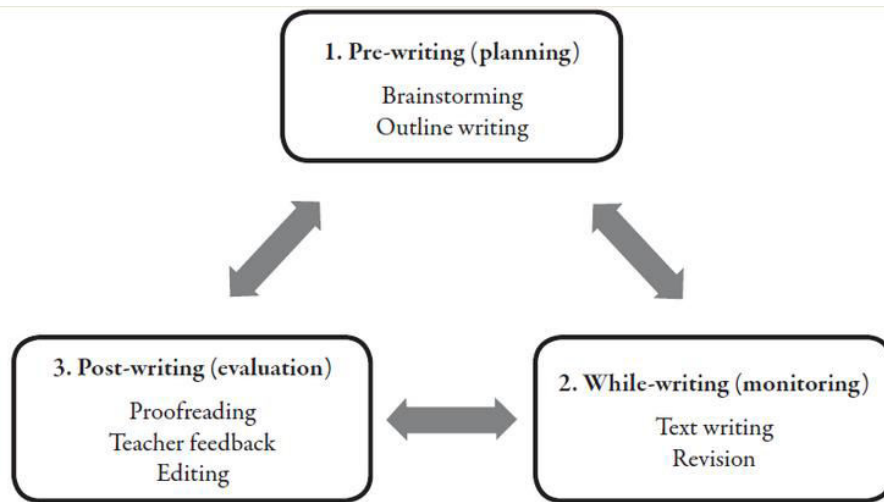


Figure 03: Stages of the Metacognition Based Writing Intervention (Etchegaray & Briesmaster, 2017, p. 188)

1.12. Benefits of Metacognitive Based Strategies

There are many considerable advantages of metacognitive strategies. For instance, as O'Brien and Soiferman (2010) have acknowledged that “once metacognitive strategies become automatic, students are able to devote more of their working memory to the hierarchical stages of writing involving, planning, generating, and reviewing (p. 2). This means that by applying these strategies during writing, students become more and more focused on the writing process.

Other main benefits were presented by Anderson (2002) who declares that learning metacognitively, helps writers in organizing ideas, self monitoring, and reviewing. Besides, he sees that using metacognitive strategies enlightens learners thinking and eventually deepens both their learning and performance.

In addition, the better able students know how to plan, review, and evaluate what they wrote, the more efficient writing they will produce.

1.13. The Metacognitive Based Strategies and Writing

The correlation between writing and metacognitive based strategies and its relation with the writing skill can be seen in the following definition that has been revealed by (Hacker, Keen, & Kircher, 2009). These authors define writing as “an act of meaning production that involves the use of metacognitive monitoring strategies through reading and re-reading, reflecting and reviewing. And the use of metacognitive control strategies through editing, drafting, idea generation, word punctuation, translation, and revision” (p.157). Hence, from this definition, we can say that the writing skill has been considered as a part of the metacognitive process.

Further, both first language (L1) and second language (L2) writers have a metacognitive knowledge which posteriorly empowers their cognitive processes of writing (Devine et al, 1993).

Additionally, writing itself entails cognitive processes. These processes were particularly presented by Hayes and Flower (1981). Therefore, (Hayes and Flower, 1981) cognitive models of writing are summarized as the following:

- **Planning:** which refers to the process of generating ideas and retrieving the information back from long-term memory.
- **Translating:** in this stage, writers’ main focus is on how to put their thoughts in written symbols. i.e. how to translate meaning.
- **Reviewing:** reviewing entails two other sub-processes which are “evaluating” and “revising” what have been written
- **Monitoring:** this process decides about when writers can jump from one process to another. Monitoring entails controlling both the process and the progress. The following diagram will summarize the steps:

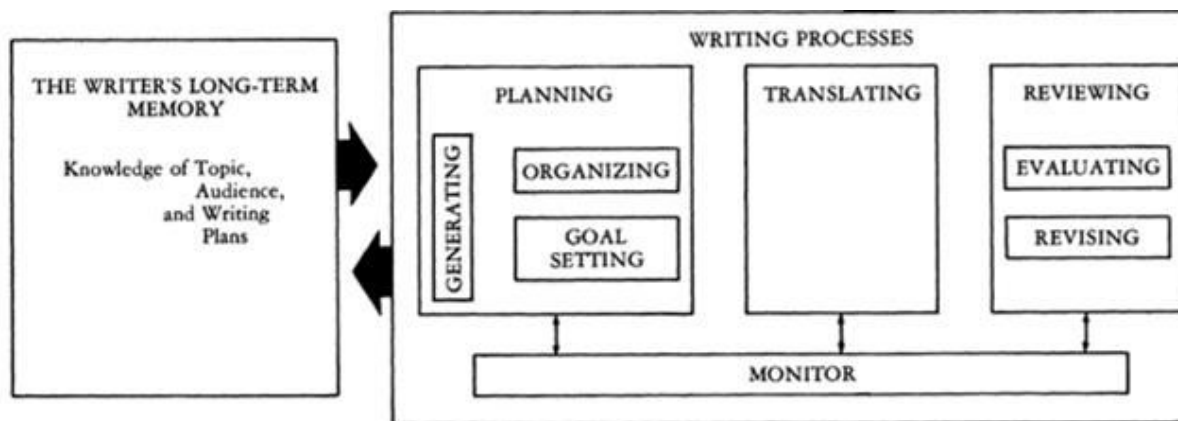


Figure 04: Structure of the Writing Model (Hayes& flower, 1981, p. 370)

Conclusion:

In conclusion, writing is an eminent crucial skill which occupied an increasing interest in foreign language learning and teaching. Despite of the fact that expresses meaning, thoughts, as well as feeling, it is regarded among the most complex and sophisticated skill in the area of both learning and teaching. In this chapter we have started, first of all, by giving diversified definitions about the writing skill. Besides, we have introduced some characteristics that make written language unique from other skills. Further, we have explored the writing process and identified its main steps and sequences. The light has been spotted also on the main reasons behind learning and teaching writing as well as the major difficulties that are encountered by students while writing. Moreover, we have introduced the skills writers have to possess to communicate effectively.

Finally, we have concluded our section by introducing some ways to respond to students' writing assignments.

In the second section, we have first of all introduced an overview about the different language learning strategies in which we have spotted the light on the metacognitive based strategies in a particular way. Therefore, definition of metacognition and its main types were

also presented. Besides, we have explored some application of these strategies in the writing task since this last was considered as a metacognitive process. Additionally, we have given some benefits of the application of the metacognitive strategies. Then, we have concluded our section by mentioning the correlation between the metacognitive strategies and the writing skill.

Chapter Two: Practical Part

Chapter Two: Practical Part

Introduction

This chapter will be devoted to the practical phase in which we will clarify both teachers and students' perceptions, attitudes, beliefs, and knowledge towards the Metacognitive strategies in writing. Therefore, the chosen method we relied on is the descriptive method in which we use a questionnaire for both teachers and students. The descriptive study has been implemented with five written expression teachers and third year EFL students at Chadli Benjdid university.

Section One: The Students' Questionnaire

2.1 Aims of the Questionnaire

The main thrust of this questionnaire is to find out how much students are aware of the use of the metacognitive strategies in their writing. Hence, it seeks to identify to what extent students' consider these strategies as an important metacognitive procedures to improve their writing skills. More particularly, this questionnaire tries to determine and depict students' attitudes, beliefs, and knowledge towards the use of metacognitive strategies in relation to the writing skill.

2.1.1. Population and Sample

All the third year EFL students at the department of English at Chadli Benjdid university represent the whole population. However, our sample consists of 40 participants who have been chosen randomly. The main reason behind choosing this population is that we believe this level seems to be convenient for this study because students have already experienced the skill of writing in English and they know some strategies and procedures for writing.

2.1.2 Administration of Students' Questionnaire

Students' questionnaire was administered to 40 third year students at Chadli Benjdid university to point out their awareness of writing under the metacognitive based strategies and to figure out their attitudes towards these strategies.

2.1.3. Description of Students' Questionnaire

Students' questionnaire consists of (15) questions. The majority of the questions are closed-ended questions while there are some open-ended questions in which students are asked to justify their claims/answers. The questionnaire of students is grouped into three main sections. The first section consists of some factual questions; students' gender and desire to choose English. In the second section, the participants were asked about the writing skill, whether it is important for them or not. Additionally, students were asked about the major difficulties they encounter while writing. Also, it seeks to measure their level in the skill of writing. Section three is the last section in this questionnaire. It aims at identifying students' awareness towards the metacognitive strategies. More accurately, it seeks to see if they apply these kind of strategies while writing. Last but not least, this questionnaire tries to figure out to what extent teachers encourage their students to use these strategies.

Section Two: The Teachers' Questionnaire

2.2 Aims of the Teachers' Questionnaire

This questionnaire is administered to written expression teachers at Chadli Benjdid University. It aims mainly to figure out whether they apply the metacognitive strategies and if their students consolidate the use of these strategies. The other major aim in fact is to determine the teachers' attitudes and opinions concerning how they think the metacognitive based strategies help the students to develop their writing.

2.2.1 Sample and Population

The chosen population is English written expression teachers' at Chadli Benjdid university. Whereas the sample is five (05) written expression teachers.

2.2.2 Administration of the Teachers' Questionnaire

Teachers' questionnaire is administered to five written expression teachers at Chadli Benjdid University to see how often they ask their students to use the metacognitive strategies and to know their their perceptions towards using such strategies..

2.2.3. Description of the Teachers' Questionnaire

Teachers' questionnaire consists of twenty (20) questions which are administered to five written expression teachers. (13) Of them are closed-ended questions while the other ones are closed ended questions in which we have used some follow-up questions to determine the respondents' points of view towards the subject under investigation. It is arranged into three sections. The first section includes factual questions about teachers' gender, experience, and career. However, the second section deals with the writing skill. While, the third section focuses on the metacognitive strategies to figure out their attitudes and intentions towards using these strategies.

Section One : Analysis of Students' Questionnaire

Section One : Personal Information

Q1. Gender

Table 1.Students' Gender

	Male	Female	Total
Participants	5	35	40
%	12.5%	87.5%	100%

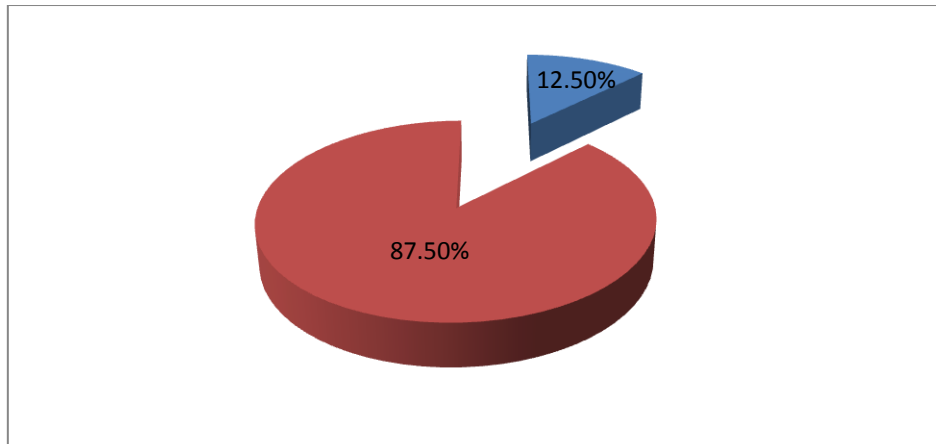


Figure05. Student's Gender

We notice from the above figure that the majority of students (87.5%) are females whereas only (12.5%) of them are males. We deduce thus that females are much more desired to study foreign languages, more particularly, the English language than male ones.

Q2: Is choosing to learn English as a foreign language your personal desire?

Table 2. Students' Desire to Chosoe English

	Yes	No	Total
Participants	28	12	40
%	70%	30%	100%

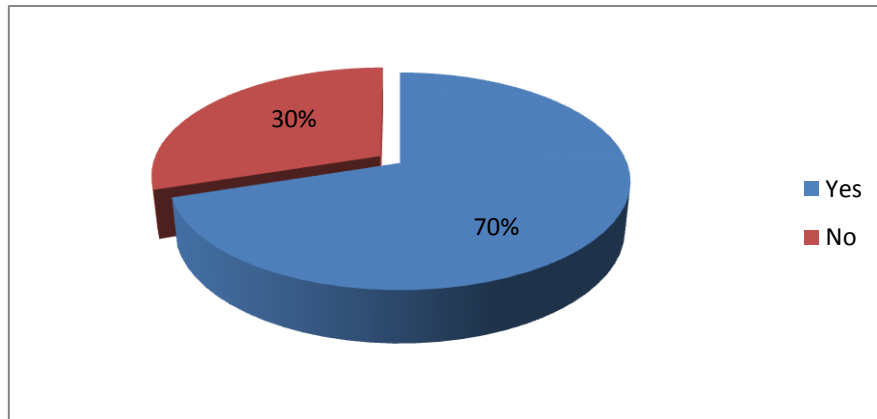


Figure06: Students' Desire to Choose English

It is apparent from the above figure that most of the students answered that choosing English as a foreign language is their own personal desire. Their approval leads them to achieve better results since they are enthusiastic and autonomously motivated to learn English. In addition, (30%) of the sample declare that studying English is not their personal choice. Thus, this may hinder them in achieving their academic performance.

Section Two: The Writing Skill:

Q3: in your opinion, do you consider writing as an important skill you want to develop?

Table3.Students' Beliefs towards the Writing Skill

	Yes	No	Total
Participants	40	0	40
%	100%	0%	100%

It is clearly seen from the results that there is a total agreement among students about the importance of the writing skill. All of them, (100%) assented that writing is a crucial skill to be developed. Hence, from this result, we can say that they are fully aware about the eminent role of writing plays in language development and learning.

Q4: How do you find the written expression module?

Table04: Students' Attitudes towards the Written Expression Module.

	Interesting	Not interesting	Total
Participants	36	4	40
%	90%	10%	100%

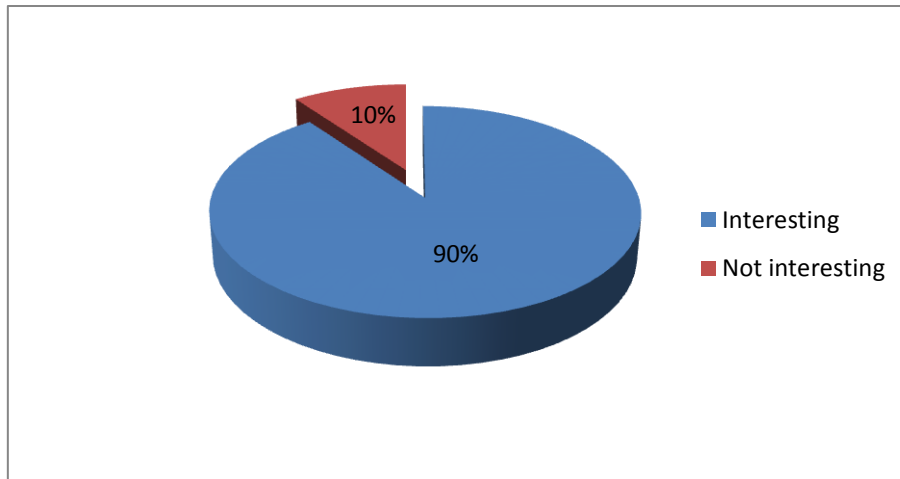


Figure07: Students Attitudes towards the Written Expression

The above results reveal that most of the students (90%) find the written expression module interesting. This may be because they are motivated and fully aware about the importance of the writing skill. Unlikely, (10%) of students who claim that the written expression is not a delightful module and this is because they are less eager to write and lack motivation.

Q5: While writing, do you find it difficult to:

Table05: Students' Writing Difficulties

	Plan	Draft	Edit	Revise	Total
Participants	12	10	12	6	40
%	30%	25%	30%	15%	100%

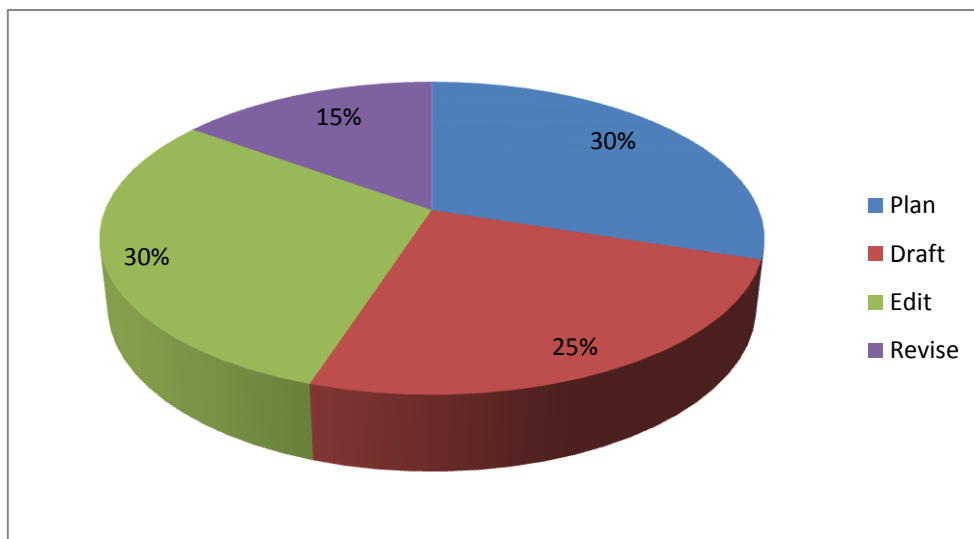


Figure08 Students' Writing Difficulties

Through the students' responses, it seems that most of the students have some obstructions with two pivotal stages, planning and editing. Presumably, the former stage is difficult to students because they lack some basic writing strategies as well as their poor vocabulary. The latter stage, however, is too onerous for students because they have some deficiencies in sentence creation, structure, as well as vocabulary. Drafting and revising, on the other hand, do not seem really difficult to students, maybe because they believe that planning and editing are the fundamental stages to be followed while writing.

Q6: How would you assort your writing level?

Table06: Students' Writing Level

	Good	Average	Weak	Total
Participants	06	30	04	40
%	15%	75%	10%	100%

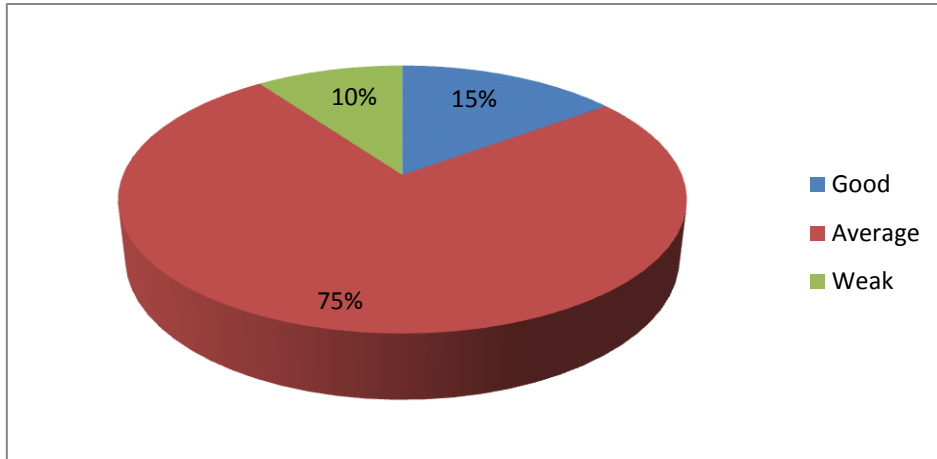


Figure09: Students' Writing Level

As it is shown in the above figure, the majority of students (75%) admitted that their level of writing is average. On the other hand, only (20%) consider their writing level as good. Thus, we can say that students are somehow satisfied about their level in writing. Additionally, (10%) of them thought that they have a poor level in writing and this may be due to the different difficulties they face while writing.

Section Three: The Metacognitive Based Strategies

Q7: When writing, do you think about your audience? If yes, explain!

Table07: Students' Consideration about Audiences

	yes	No	Total
Participants	34	6	40
%	85%	15%	100%

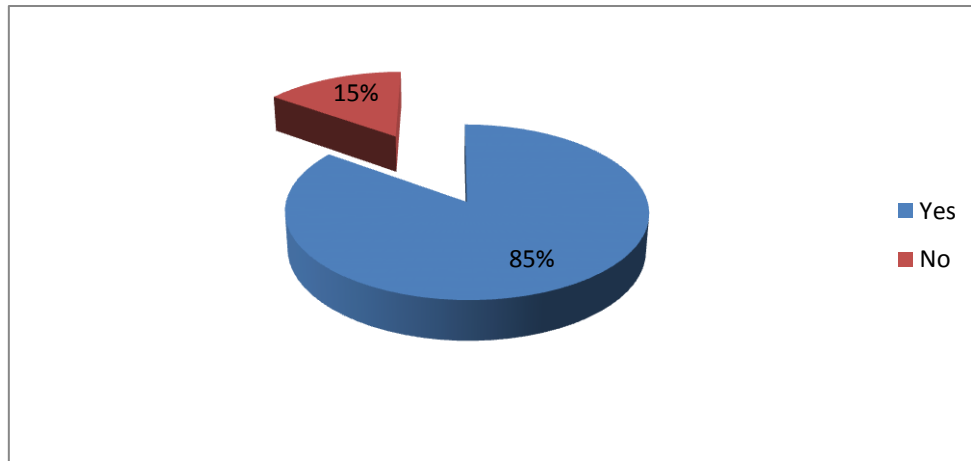


Figure10: Student' Consideration about the Audience

From table 7, (85%) of students do consider the readers to whom they are directing their writing toward. However, only (15%) who do not think about the audience while writing. These results reveal that students are aware that by anticipating who will be reading their writing is a key to a successful written production. The majority of them know that the audience does affect their content, structure and even language. Accordingly, students who said “yes”, justify their choice by saying:

- The audience decides about our writing style whether to use a formal language or a relaxed one .i.e. informal.
- Taking the audience into account gives us a hint not only about the ideas we want to include, but also about the structure we are going to use.
- As we know, writing is a communicative skill and it is impossible to communicate without having a particular audience
- The audience shapes our content.

Q8: Do you take the purpose of your writing into your consideration while writing? If yes, explain!

Table08: Students' Consideration about the Purpose of Writing

	Yes	No	Total
Participants	35	5	40
%	87.5%	12.5%	100%

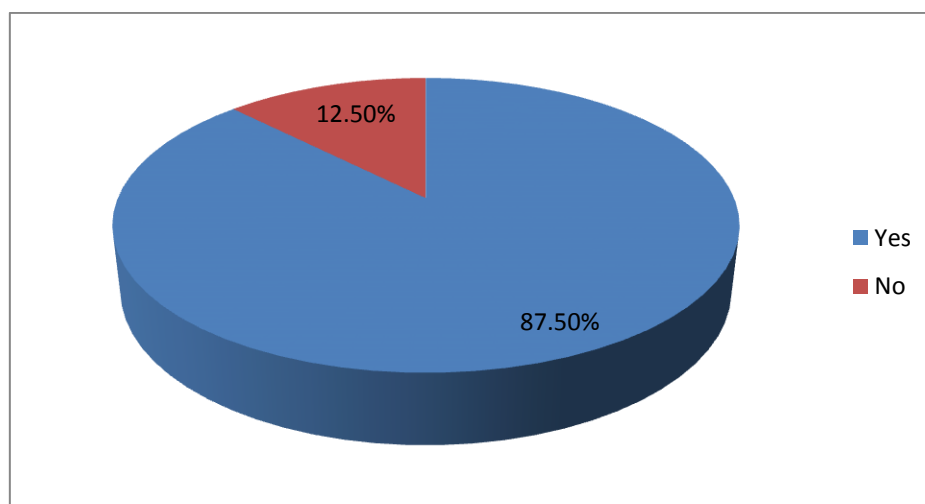


Figure11: Students' Consideration about the Purpose of Writing

The result gathered from table 8 reveals that a great number of students take into their account the purpose of writing while composing their essays because they know that writing with a purpose; whereas only (12.5%) who neglect the aim behind their writing. Eventually, those who said “yes” justify their claim by the following justifications:

- Knowing the purpose of writing helps us in choosing what kind of writing we are going to write; for example are we going to inform, persuade , expose, describe....etc
- The purpose of writing is a crucial step that we must think about while writing since it tell us how our writing should be shaped (letters, emails, essays, etc).

Q9: How often do you plan your ideas while engaging in a particular written task?

Table09: Students’ Use of the Planning Phase

	Rarely	Sometimes	Often	Very often	Total
Participants	3	5	13	19	40
%	7.5%	12.5%	32.5%	47.5%	100%

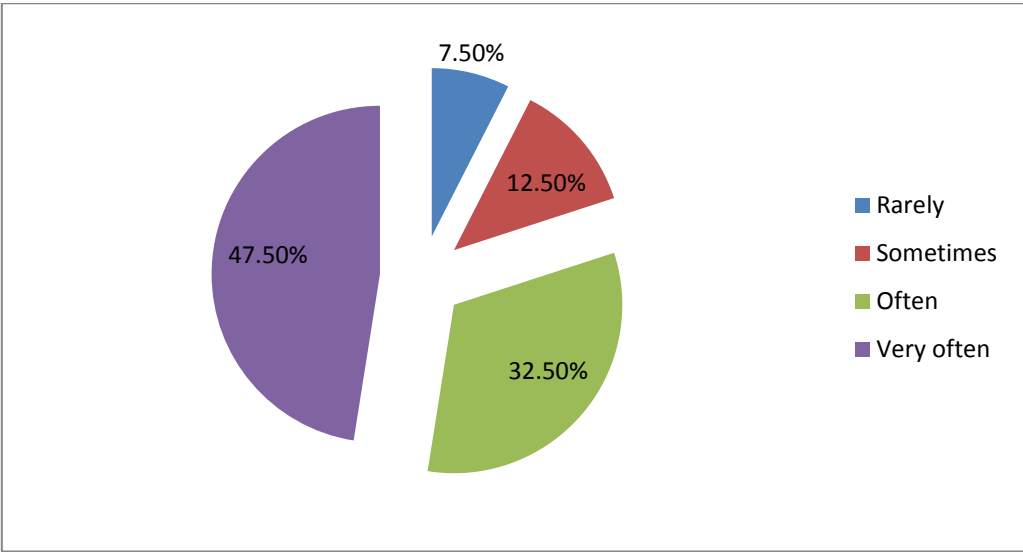


Figure 12: Students’ Use of the Planning Phase

We opt out this question to see if students are aware about the planning stage as a metacognitive writing phase. The result obtained from figure 9 indicates that the majority of students (47.5%) are mostly focus on the planning stage and (32.5%) frequently apply it. This may indicate that this stage helps them to better organize their ideas, shape their thinking, and determine their goals to perform a well structured essay. Whereas, (7.5%) of the respondents demonstrate that they rarely use the planning stage. Consequently, their written production will be unstructured and even chaotic.

Q10.Do you monitor your writing?

Table10: Students’ Application of the Monitoring Stage

	Rarely	Sometimes	Often	Very often	Total
Participants	0	12	8	20	40
<i>%</i>	0%	30%	20%	50%	100%

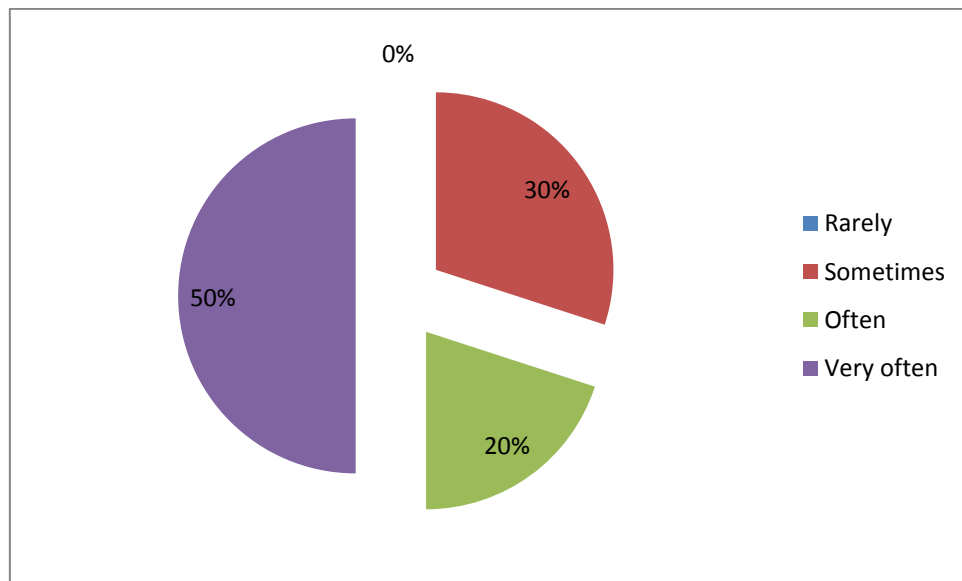


Figure13: Students’ Application of the Monitoring Stage

From the above figure, we conclude that half of the students (50%) estimated that they highly apply the monitoring stage while writing, (20%) of them use it frequently, and (30%) apply it for time to time. This could allude that students keep verifying what they have written and what to be added next. Further, this may also estimate that they use the monitoring stage to check their grammar and other linguistic devices.

Q11: How often do you evaluate your written production after writing?

Table11: Students’ Application of the Evaluative Stage

	Rarely	Sometimes	Often	Very often	Total
Participants	0	4	18	18	40
%	0%	10%	45%	45%	100%

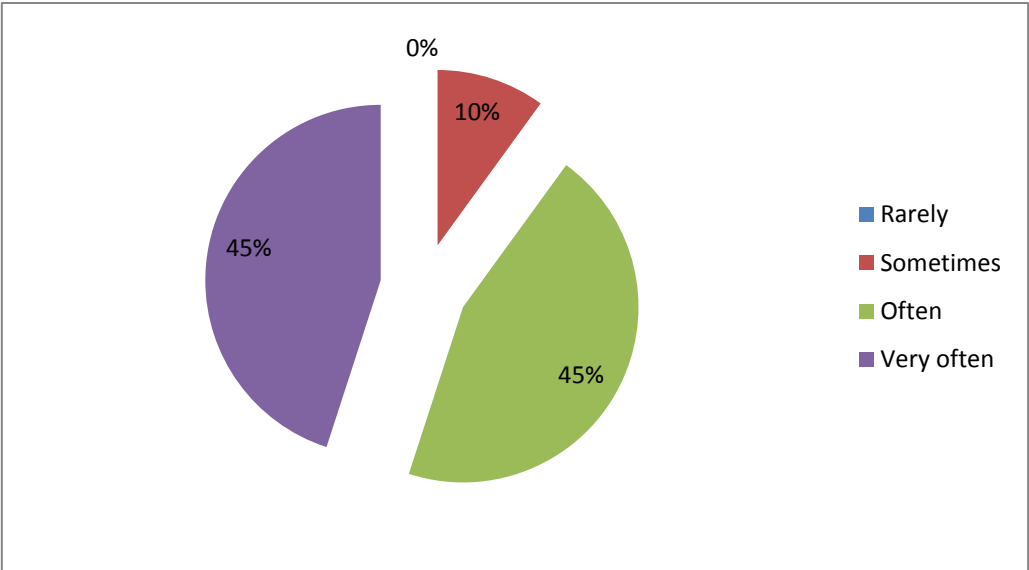


Figure14: Students’ Application of the Evaluative Stage

According to students responses, (45%) of them do apply the stage of evaluation many times. This means that the written production of those students will be less mistaken and well structured since they revise and reconsider their writing features repeatedly. The remaining (10%) claim that they sometimes apply the process of evaluation this may imply that they lack the time to reconsider what they have written.

Q12: According to you, do metacognitive writing strategies such as planning, monitoring, and evaluating improve your writing performance? If yes, explain how!

Table 12: Students’ Attitudes towards the Metacognitive Writing Strategies

	yes	No	Total
Participants	40	0	40
%	100%	0%	100%

As it is apparent in the above table, all the students admitted the fact that metacognitive based writing strategies improve their writing proficiencies. In proving so, most of them said that planning, for instance, helps us to stay focused on our ideas as well as on the purpose of our writing. In addition they acknowledge that that the planning step aids them to generate and organize their ideas. Indeed, the majority of students claim that applying the monitoring stage reduces their grammatical mistakes. Whereas the evaluating stage helps them to become self-editors and self-correctors since in this stage they are reconsidering what they have written over and over.

Q13: Does your written expression teacher encourage you to use the metacognitive strategies while writing?

Table13: Teacher’s Support to use the Metacognitive Writing Strategies

	yes	No	Total
Participants	40	0	40
%	100%	0%	100%

From the table above, we notice that all students (100%) confessed that their teacher supports and encourage them to apply the metacognitive writing strategies while writing.

Thus, this accurately indicates the teachers' awareness about the benefit of the diversified metacognitive strategies in producing a piece of writing.

Q: 14: Do you think that applying the metacognitive strategies consume your time?

Table14: Students' Attitudes towards the Time Consumed while Applng the Metacognitive Strategies

	yes	No	Total
Participants	30	10	40
%	80%	20%	100%

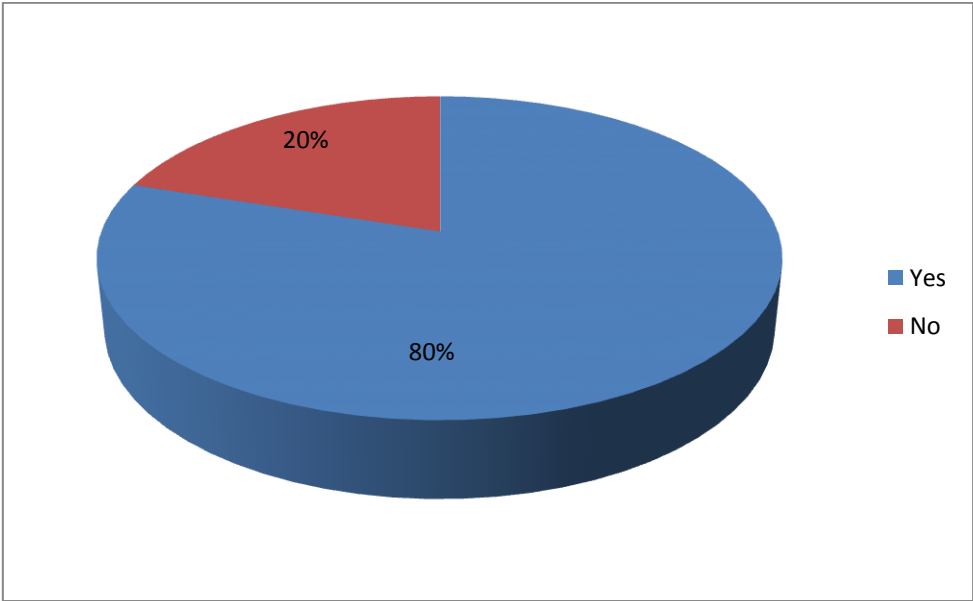


Figure15: Students' Attitudes towards the Time Consumed while Applng the Metacognitive Strategies

The obtained results from the figure number (15) depict that the majority of students find that following the metacognitive writing strategies is a time consuming. This indicates that they ignore how to manage their time while writing as they ignore how to benefit from these kind of strategies. In fact, following those strategies may seem helpful for them because

if they plan and monitor their process while writing, they will save time and produce a structured written production.

Q15: Please, add any comments about the role of metacognitive based strategies in writing?

The main thrust of this question is to figure out students’ perception towards the metacognitive strategies in writing. In fact, some of the respondents did not comment; however, those who provide further comments demonstrate that the metacognitive strategies make their written productions neat and well organized. In addition, one of the respondents claims that “ in fact I was following these strategies while writing; however, I do not know the term”. All in all, the majority of students believe that applying the MBS while writing help them to shape their thinking, control their process, and refine their writing.

Section Two : Teachers’ Questionnaire

Section One : Personal Information

Q1 : Gender:

Table 15: Teachers’ Gender

	Male	Female	Total
Participants	2	3	5
%	40%	60%	100%

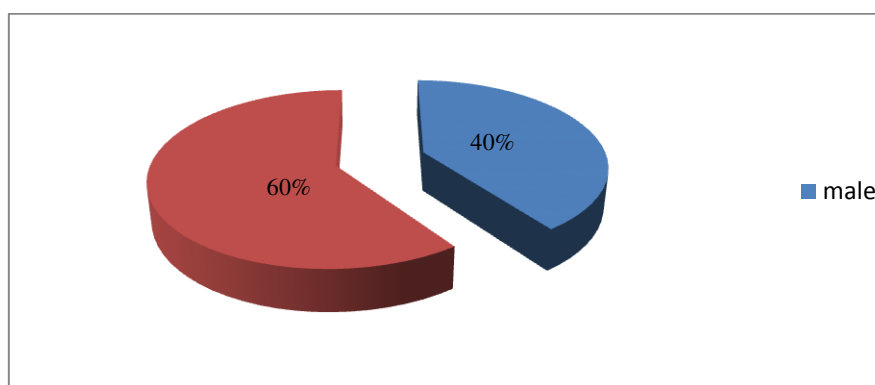


Figure 16: Teachers’ Gender

The results from the above figure reveal that there is somehow a bit balance between males and females. i.e. there is no preference of choosing to teach English between them. Thus, we can say that teaching is not limited merely to females, but including males as well; they are both interested in teaching.

Q2: Degree

Table 16: Teachers' Degrees

	License	Magister/Master	PhD	Total
Participants	1	4	0	5
%	20%	80%	0%	100%

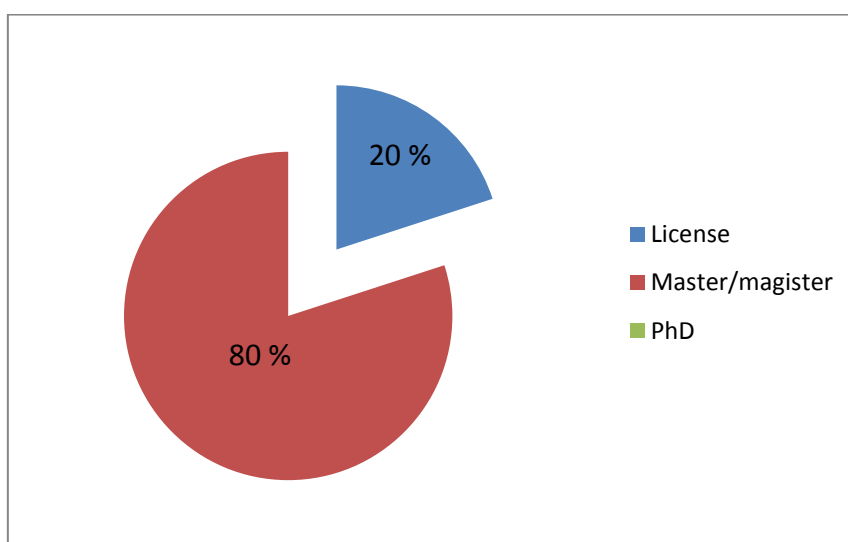


Figure 17: Teachers' Degrees

As the table above shows, four teachers hold the magister degree, and only one teacher who holds the license degree. However, there is no PhD written expression holders. Thus, this variation of qualifications means that each teacher has a unique experience that may help students during their learning processes.

Q3: How long have you been teaching the written expression session?

Table 17: Teachers ‘Experiences in Teaching Written Expression

	1 - 5 years	5 – 10 years	Total
Participants	4	1	5
%	80 %	20 %	100 %

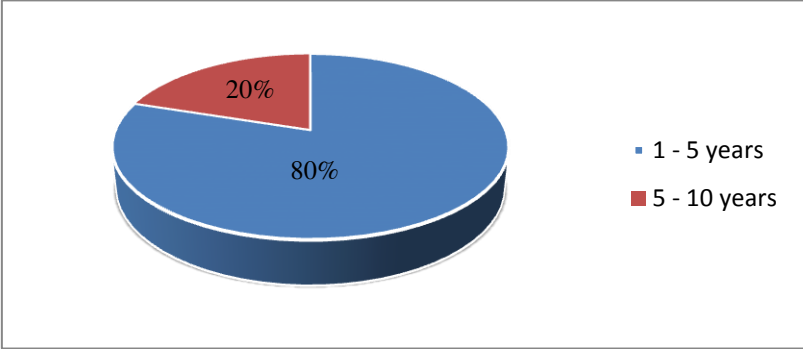


Figure 18: Teachers ‘Experiences in Teaching the Written Expression

The most obvious result we can get from the table three (17) is that (80%) of the teachers have been teaching the written expression module for about one to five years and only one teacher who has been teaching that module for five to ten years. Therefore, we can deduce that teachers are experienced and familiarized enough with teaching the written expression module.

Q4. How many hours per-week do you teach the written expression?

Table 18: Per-week Hours

	3 hours	Total
Participants	5	5
%	100 %	100 %

The table shown above reveals that all teachers have the same allocated time for teaching the written expression. We can say that three hours per-week seem to be insufficient for students to practice the writing skill.

Section Two: The Writing Skill:

Q5. In your opinion, do you think that your written expression syllabus is ample enough to enhance your students' writing level?

Table 19: The Amplitude of the written expression syllabus

	Yes	No	Total
Participants	5	0	5
<i>%</i>	100%	0%	100%

From the results that is shown in the table number six (19), it seems that all teachers agreed upon the sufficiency of their written programme syllabus. This adequacy is based on the fact that written expression syllabi are composed of diversified range of contents including parts of speech, sentence variations, approaches, and activities which eventually make it extensive enough.

- If no, please justify!

Since all the teachers stated that their written expression syllabus is plentiful, no comments are given.

Q6. How do you teach the written expression module?

We put this question to have some glimpses about the strategies teachers frequently use while teaching their written courses. Their responses were set as the following:

-Process approach (drafting, reviewing, editing , redrafting and submission) is applied at by the time learners grasp the basics of the writing skills (punctuation, grammar, and vocabulary) .

-Focusing learners attention on the different grammatical structures (discourse shifters).

- By asking students to write short essays individually, and then to re read and figure out mistakes by themselves.

- By asking students to make journal dialogues

- By equipping them with written activities such as controlled activities.

Q7.which writing stage do you think is difficult to your students?

Table 20: Stages' Difficulties

	Planning	Drafting	Editing	Reflecting	Revising	Total
Participants	2	1	2	0	0	5
%	40%	20	40	0%	0%	100%

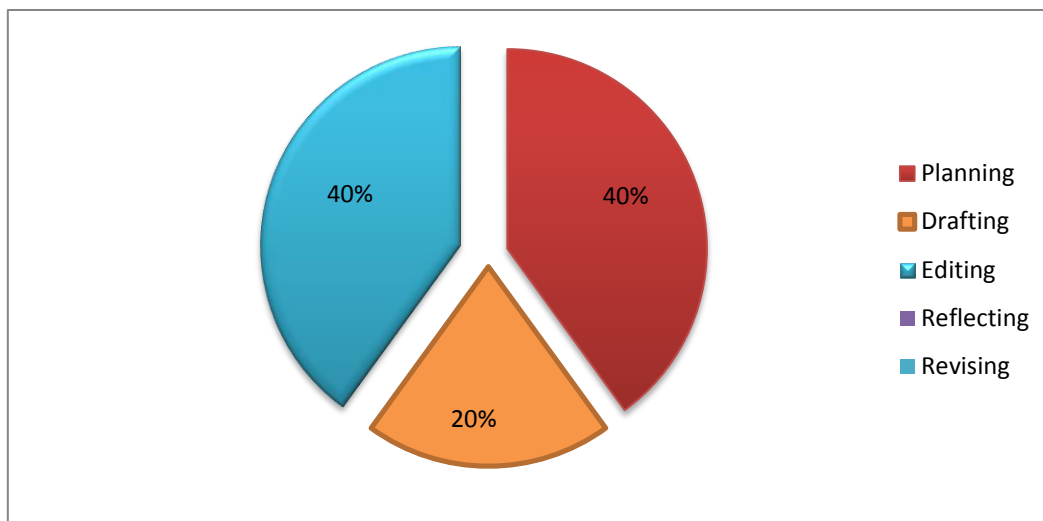


Figure19: Stages' Difficulties

The gathered result for this question shows that there is a percentage balance between two critical stages; (40%) of teachers confess that the planning stage is difficult to their students while the other (40%) admit that students have difficulties with the editing stage. While only one teacher (20%) who sees the drafting stage as an obstacle to her student. We can deduce that EFL students have a deficiency in applying the writing process and this is due to the lack of knowing how to organize and regulate their thoughts while writing, and the lack of linguistics devices like vocabulary, grammar, punctuation, etc.

Q8. Please, try to explain!

When we wanted them to justify why their students have difficulties in the particular stages, those who affirmed that the planning stage is difficult justify their claim by saying that there are some students who have excellent ideas, but they lack how to organize them appropriately. However, those who chose the editing phase as a difficult stage for students declared that in this stage students are using their language and vocabulary which they are suffering from the most. And finally, the one who opted for the drafting stage vindicated his

point by stating that learners find it hard to put pen to paper, to concretize their reflection, and verbalize their thoughts.

Q9. How do you measure your students writing level?

Table 21: Teachers’ Assessment of the Students’ Writing Level

	Good	Average	Weak	Total
Participants	1	4	0	5
%	20%	80%	0%	100%

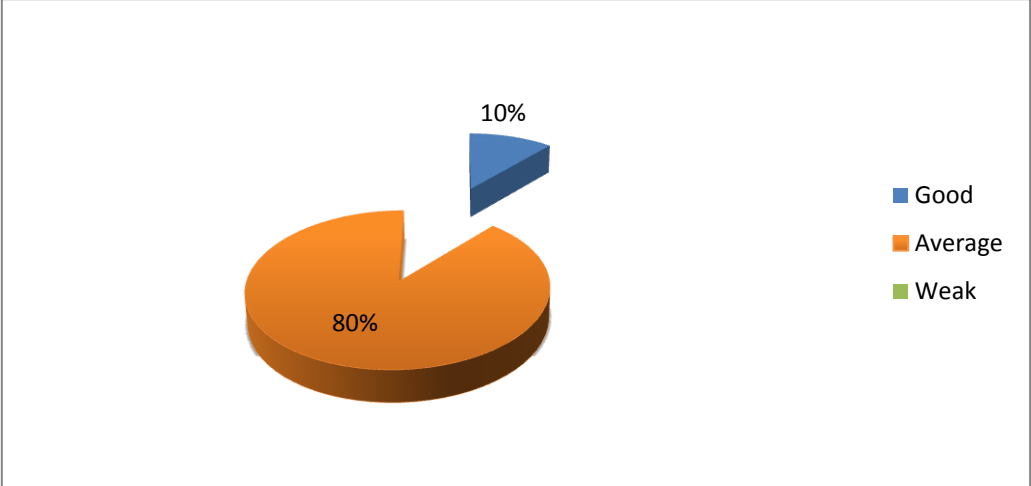


Figure 20: Teachers’ Assessment of the Students’ Writing Level

The obtained results from the figure above reveal that teachers seem to be archaic satisfied about their students’ writing level. Their level, thus, is not terribly bad and this supposed to be due to the richness of their written programme.

Q10. Do you supply your students with particular writing strategies?

Table 22: Teachers Use of the Writing Strategies

	Yes	No	Total
Participants	5	0	5
%	100%	0%	100%

As the above table shows, all teachers (100%) agreed that they do equip their students with certain strategies to teach writing. This indicates that the written expression module is a complex module that requires some standard to be applied.

Q11. If yes, which strategy (ies) do you want you advice your students to follow?

All the teachers answers that they do supply their students with strategies to follow while engaging in a written task, among the strategies teachers exhort their students to follow are some metacognitive processes ; planning during the writing task, revising during and after writing. Besides, encouraging students to read constantly any content written in English seems to enrich their vocabulary and familiarize them with the code of writing.

Section Three: The Metacognitive Based Strategies

Q12. Do you ask your students to think while engaging in a written task?

Table 23: Asking students to think while engaging in a Written Task

	Rarely	Sometimes	Often	Very often	Total
Participants	0%	1	1	3	5
%	%	20%	20%	60%	100%

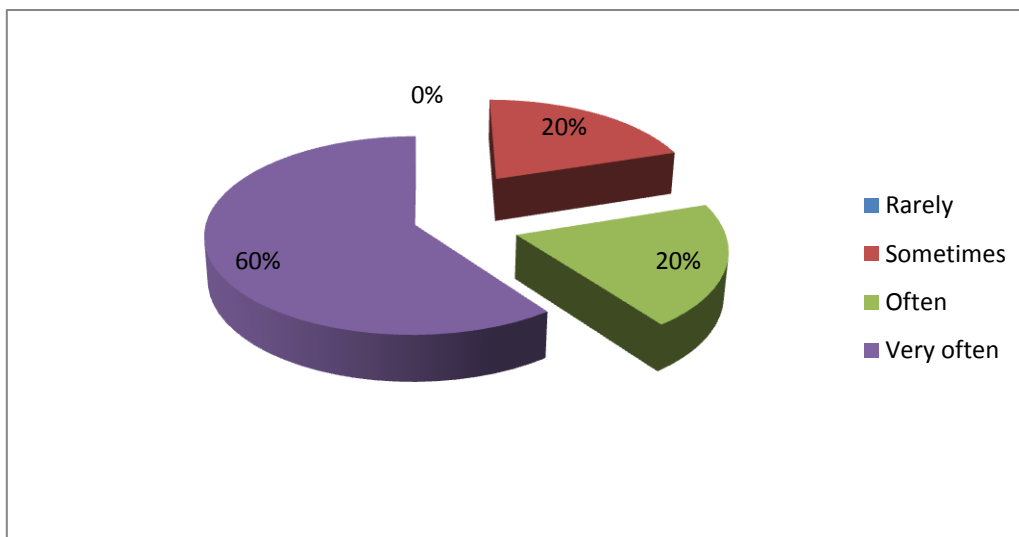


Figure 21: Asking Students to think while engaging in a Written Task

The main aim of this question is to figure out if teachers ask their students to use some metacognitive skills or not. Although teachers' answers are varied, all of them ask their students to accelerate the process of thinking while writing. Most of the teachers (60%) ask their students to think very frequently, the other answers (20%) and (20%) confined between "often" and "sometimes". Thinking entails thinking about the process, purpose, audience, ideas, and even forms.

Q13. According to you, do metacognitive strategies such as planning, monitoring, revising, editing, evaluating improve your students writing proficiency?

Table 24: Teachers' Awareness towards the Metacognitive Strategies

	Yes	No	Total
Participants	5	0	5
%	100%	0%	100%

The above table reveals a total agreement among teachers; (100%) of them agree upon the fact that metacognitive strategies boost the students' writing proficiencies. That is these

strategies help students to plan the ideas, organize their thoughts and control their writing and subsequently this will decrease the amount of mistakes they generally commit.

Q14. Do your students believe that planning, monitoring, editing, reflecting, revising, and evaluating improve their writing skills?

Table 25: Teachers’ Views about Students’ Awareness of the Metacognitive Skills

	Yes	No	Total
Participants	5	0	5
%	100%	0%	100%

Teachers’ responses to this question are positive. Indeed, this invert students’ appraisal of the metacognitive strategies. This means that they are fully aware about the importance of these steps in their written production. That is they do consider these strategies as the basic steps of any piece of writing.

Q 15: Do you consolidate the use of the aforementioned strategies by your students?

Table 26: Students’ Integration of the Metacognitive Based Strategies

	Yes	No	Total
Participants	4	1	5
%	80%	20%	100%

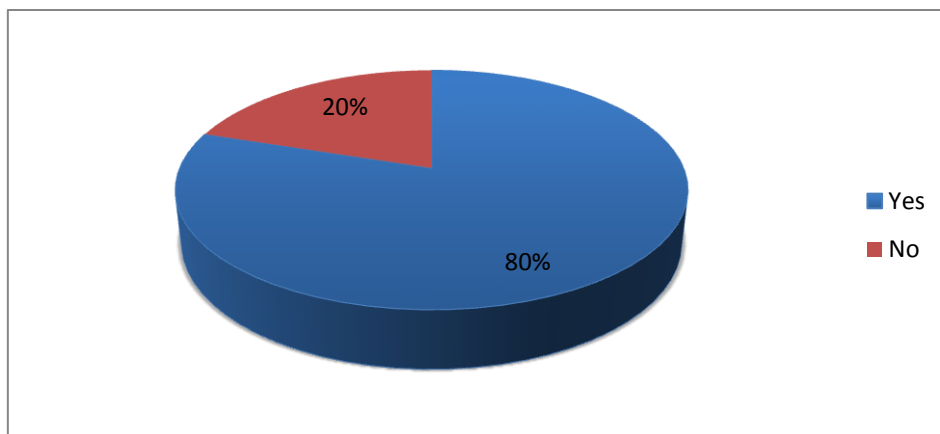


Figure 22: Students' Integration of the Metacognitive Based Strategies

Since teachers in the figure number (14) claim that their students are aware about the significant role metacognitive strategies play in their writing, they do consolidate such strategies in their writing. This is because they notice some improvements while using such strategies.

Q16. While teaching writing, do you apply the metacognitive based strategies?

Table27: Teachers' Application of the Metacognitive Strategies

	Yes	No	Total
Participants	4	1	5
<i>%</i>	80%	20%	100%

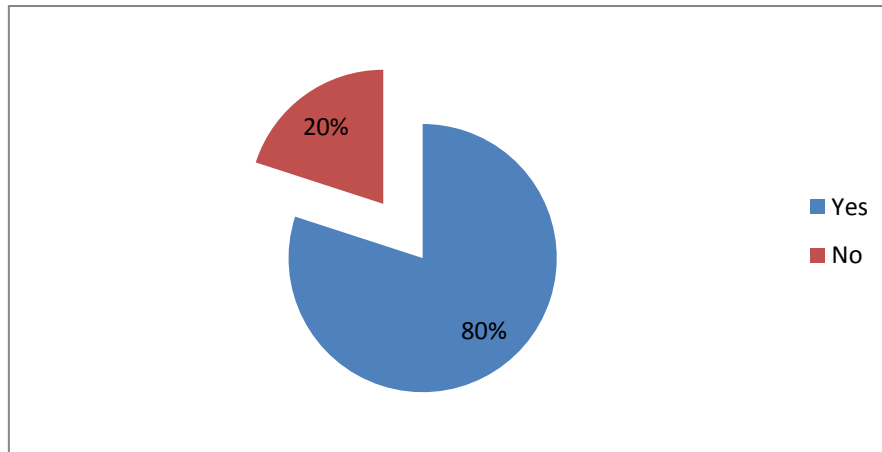


Figure 23: Teachers' Application of the Metacognitive Strategies

The gathered results from question 16 demonstrate that nearly all the teachers (80%) apply the basic metacognitive strategies while teaching writing. By doing so, students will become familiar with these strategies and will eventually use them while engaging in a particular writing task. Teachers explained that their ways of applying such strategies are by asking students to think actively, to generate their ideas using the planning phase, by helping them to refine their work, providing them with ways to correct their grammar. On the other hand, (20%) claim that they do not apply these strategies while teaching writing and this maybe because they think that applying these steps is a time consuming.

Q17: If no, please indicate which teaching method do you usually/frequently use?

When we asked the respondent who claims that he does not apply the metacognitive strategies about the teaching method he uses while teaching writing, he said by enriching learners vocabulary.

Q 18: In your opinion what are the advantages students can get from applying the different metacognitive strategies?

Almost the majority of teachers declare that using the metacognitive steps can form well organized ideas about the topic they are writing about. Furthermore, using such strategies can boost self-confidence as it may increase students’ level of thinking. Additionally, metacognitive writing strategies provide students with a good commend of the writing skill. Indeed these strategies help them to reduce mistake. Finally, metacognitive based strategies melt the writers’ block and verbalize their thoughts.

Q19: Do you think that applying the metacognitive strategies is time consuming

Table28: Teachers’ Attitudes towards the Time Consumed while Applying the Metacognitive Strategies

	Yes	No	Total
Participants	3	2	5
%	60%	20%	100%

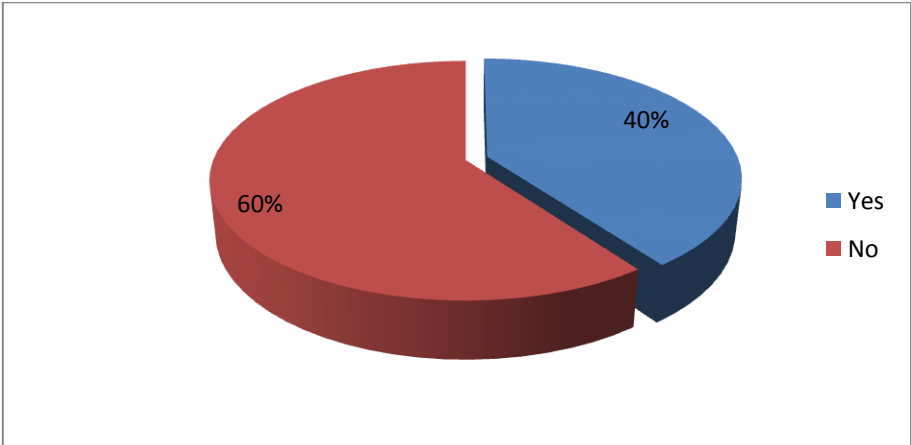


Figure24: Teachers’ Attitudes towards the Time Consumed while Applying the Metacognitive Strategies

The above figure reveals that (60%) of the respondents declare that applying the metacognitive based strategy does not really seem a time consuming method. This means that they have a sufficient knowledge about the use of time metacognitive strategies in a precise time. However,(40%) declare that applying the metacognitive based strategies is a time consuming strategies. This means that they have a lack in managing their teaching using these strategies.

Q20: How can you support you students to write?

We put this question to let teachers feel free to express their suggested ways that may encourage students and help them to write. Almost, all teachers said that by giving much focus on enriching vocabulary, constant reading and listening to authentic material and reflecting on that received content by paraphrasing. Also, the same teacher believes that learners written output can be improved by extensively and , why not , intensively exposing them to reading material . In so doing, learners can naturally grasp the rules of writing and adopt to the L2 system of word combination (collocations). Others believe that free writing activities encourage students to write because students are not really restricted to grammar. Whereas, others claim that by asking students to write since it is believed that “only by writing and re-writing that we can learn to write”.

Conclusion

The obtained results from both teachers and students questionnaire reveal that metacognitive strategies are fruitful in improving EFL students’ writing skill; they are beneficial for students’ performance in writing skill. From the analysis of both students and teachers, we have figured out that they are aware about the metacognitive based strategies. All the Teachers do agree that the metacognitive based strategies foster students’ writing proficiencies. Consequently, the majority of them ask and encourage their students to follow

and apply these strategies to refine their writing and to get rid from problems of content, organization, and even structure. Accordingly, students' questionnaire reveals that students face problems when they engaged in a certain writing task; they face problems and obstacles especially in planning, and monitoring which affect their performance in writing and they do believe that following the metacognitive strategies will positively influence their written productions.

Chapter Three:

Implications and

Suggestions

Chapter Three: Implications and Suggestions

Introduction

Obviously, having completed this investigation brings us around some recommendations to be implemented in the learning and teaching the writing skill under the metacognitive based strategies. The gathered results focus mainly on the perceptions of both teachers and students' towards the metacognitive based strategies in writing. Besides, it highlights the major role that metacognitive based strategies plays in relation to the writing skill. In this chapter, some recommendations and guidelines about teaching and learning the writing skill under the metacognitive based strategies will be recommended.

3.1 Implication for Teachers

Changes must begin from teachers first; since they are role models to their students. They are the ones who are supposed to suggest ways to teach writing to EFL students. Teachers have to bear in mind that metacognitive strategies are an entire part of the use of the writing process; in order to help their students to write effectively, they should teach them how to benefit and how to use the various metacognitive strategies before, during, and after writing.

3.1.2 Metacognitive Instructions

With regard to metacognitive instructions, it would be preferable for teachers to provide their students with some metacognitive instructions that are embedded in the writing process for the purpose of making them aware of the impact of thinking about their writing process on their written productions. Therefore, providing students with metacognitive-focused instructions will subsequently become an integral part of students' writing processes. Researchers like Caverely et al (2004) and El Hindi (19977) pointed out that when instruction comes with an emphasis on fostering metacognitive development in students, students

become more active learners. (as cited in, Islas, 2006, p.6). Besides, instructors should provide their students with instructions that focus on identifying purposes, audiences, and forms of the text.

3.1.3 Implication about Teaching Writing and Writing Strategies

The lesson sequence is a key element; teachers should divide the writing task into stages in order to facilitate their written tasks. This can be done by relying on the basic metacognitive strategies. During a written task, teachers' roles should be focused on asking students' to plan what ideas they are going to develop, monitor what they have written, and evaluate their writings. Accordingly, teaching students how to use metacognitive strategies before, during, and after writing helps them to become effective writers. An example of a lesson sequence would be as the following:

1- Before writing:

- Ask students to plan and generate ideas about their own desired topics.
- Let students decide about the purpose, the audience, and the texts' forms.

2- During the writing:

- Help students to monitor their writing.
- Give feedback on students' drafts.
- Decide what is relevant and what is not relevant in terms of their ideas .
- Focus on both content and grammar. That is fluency and accuracy.

3- After writing:

- Evaluate students' written production by helping them to reconsider their written products.
- Evaluate students progress in terms of accuracy and fluency.
- Discuss the improvements to be made.

3.1.4 Metacognitive Writing Strategies Checklist:

1. Planning:

- Creating an outline
- Brainstorming.
- Concerning purpose, audience, and the form of the writing.

N.B: this metacognitive writing strategy helps students to decide about what ideas they need to collect as well as it aids them to make their written productions sounds less chaotic.

2. Monitoring:

- Checking grammar (accuracy)
- Checking content (fluency)
- Adding and/or omitting words, phrases, or sentences.

N.B: this metacognitive writing strategy helps students to control and minimize their mistakes especially the grammatical ones.

3. Evaluating:

- Fix grammar
- Fix spelling
- Self-editing and self- correcting

N.B: this metacognitive writing strategy helps students to become self- critical and more independent.

3.2.Implications for Students

3.2.1. Checklist for Students

While writing, students have to check their progress as they wrote. Here are some metacognitive skills students should ask themselves about while writing:

<input type="radio"/> Have I made a plan for what am I going to write?		
<input type="radio"/> Do I determine the audience that I am directing my message to?		
<input type="radio"/> Do I clearly identify the purpose of my writing?		
<input type="radio"/> Is what I have written says what I want to say?		
<input type="radio"/> Am I making a question about what I have written?		
<input type="radio"/> Am I critiquing myself and making the needed changes?		
<input type="radio"/> Did I assess what I have written?		

3.2.2. A Conference with Students

Making a conference with students would be beneficial to determine their beliefs, attitudes, and awareness towards their writing. For example they can ask their students what they usually do while writing and whether they monitor and evaluate their writing or not. More importantly, arranging conference with students would be helpful for them to gain more insights about the metacognitive based writing strategies. Teachers start to raise students' awareness of the basic metacognitive skills such as planning, monitoring, and evaluating their writing.

For instance, telling students that making a plan in the pre-writing phase helps them to organize their thoughts and gives some glimpses about the major ideas that should be

covered. Monitoring is also an important metacognitive procedure which students should apply during their writing because it provides them with a full control of the word choice, sentence structure, and even coherence. While post- writing however, evaluating the written production helps writers to be more self-critical and independent as they are reconsidering and refining their writing.

In addition, it would be worthwhile to let students know that not only by acquiring vocabulary and correct grammar we can empower our writing whereas, being able how to perform and regulate our own writing would be also effective.

Therefore, explaining to students the basic metacognitive procedures and its importance in the writing task will encourage them to apply these procedures and subsequently will raise their awareness about the metacognitive strategies. Applying these strategies help them to brainstorm their ideas, monitoring items, evaluate and receiving feedback

3.3 Some Suggested Strategies to Teach Writing in an EFL Class:

In fact, how to teach writing in EFL classes remains unanswerable. Each teacher has his own unique style. Pesce (n.d.) suggests four main strategies:

- **Fast and furious writing:** it is not an accuracy focused activity but rather it aims mainly to keep the smooth move of writing. In this strategy, when students finished their writing, the teacher starts to help them to refine their writing. After that, students revise what they have written and then submit it as a final version.
- **Graphic organizers:** it is a facilitative strategy that aptly serves as a means to organize and regulate students' writings. "Word cluster" or "topic wheels" seem to be beneficial to students in the process of brainstorming ideas. Story maps as well are very advantageous for those who want to tell / write a story.

- **Using templates:** templates are forms that contain gaps to be filled by students or patterns to be taken as a model.
- **Addressing the reader:** this indeed serves as an efficacious strategy. Teachers have to keep reminding their students about the audiences whom they write to.

Conclusion

In this last chapter, we have tried to present some pedagogical implications to improve the writing skill under the metacognitive based strategies. Those solutions were supposed to foster students' competencies to write as they raise their awareness, beliefs, and knowledge about the metacognitive strategies. One of the implications we have suggested for teachers was to provide students with metacognitive instructions that help them to enhance their writing. We have also introduced a checklist of the metacognitive writing strategies which is supposed to help students to better understand the basic metacognitive skills used in writing. We have also suggested that making a conference with students seems to be fruitful in raising their awareness towards the use of the metacognitive strategies in their writing.

General Conclusion

Writing is an eminent production skill. It is considered as a communicative skill that expresses thoughts and feeling. In fact, EFL students have to look for effective strategies that might help them to promote and foster their writing skills. Applying metacognitive based strategies while writing comes to empower and enhance EFL students' performance.

The first chapter of the current study introduced some theoretical bases of the writing skill and the metacognitive based strategies. Therefore, it is divided into two fundamental sections. In the first section we have introduced some definitions of the concept of writing, its characteristics, reasons behind teaching and learning it, skills involved in it, and strategies for teaching it. In the second section, we have presented the basic learning strategies. Next, we have focused on the metacognitive strategies, its categories and types. After that, we have introduced the main metacognitive strategies that are used in writing. In addition, we have also explained the correlation between the metacognitive strategies and the writing skill.

In the second chapter, we have dealt with the field of investigation which was carried out by a questionnaire as a data gathering tool for both teachers and third year students at Chadli Benjdid university. In what concerns the teachers' responses, they are totally aware of the role metacognitive strategies provide in enhancing their EFL students writing performance and production. Their responses are indeed answering our questions of the inquiry that metacognitive strategies help learners to empower their writing. The students' questionnaire, on the other hand, reveals that students integrate the basic metacognitive strategies while engaging in a written task and they are fully aware that by following such strategies, their written production will be boosted. In a certain way, students' answers revealed that they face some difficulties in planning and monitoring their writing.

This current research may be lit the path to some further studies and investigations. The third chapter was just an attempt to provide some implications which need others suggestions to be implemented. The implications which we provide seek to contribute in the area of teaching the writing skill under the metacognitive based strategies.

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Appendices

Appendix 1

Students' Questionnaire

Dear students,

This research is an attempt to solicit data for a study entitled "Students and teachers' perceptions towards the use of metacognitive- based strategies in writing". Your answers thus are very significant and substantial to obtain the needed information for our investigation.

Please, tick (\checkmark) the appropriate answer / choice and make a complete comment(s) when necessary.

Section One: Personal Information:

01. Gender :

a- Male

b- Female

02. Is choosing to learn English your personal desire

Yes

No

Section One: The Writing Skill:

3. In your opinion, do you consider writing as an important skill you want to develop ?

Yes

No

4. How do you find the written expression module?

Interesting

not interesting

5. While writing, do you find it difficult to:

Plan

Edit

Revise

Others.....
.....
.....

6. How would you assort your writing level?

Good

Average

Weak

Section Three: The Metacognitive Based Strategies

7. When writing, do you think about your audience?

Yes

No

- If yes, explain!

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

8. Do you take the purpose of your writing into your consideration while writing?

Yes

No

- If yes, explain!

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

9. How often do you plan your ideas while engaging in a particular written task?

Rarely

Sometimes

Often

Very often

10. Do you monitor your writing?

Rarely

Sometimes

Often

Vey often

11. How often do you revise you written production during and after writing?

Rarely

Sometimes

Often

Vey often

11. Do the aforementioned metacognitive strategies (planning, monitoring, and evaluating) help you to organize your thoughts

Yes

No

- If yes, explain how !

.....

.....
.....

12. Does your written expression encourage you to use the metacognitive strategies while writing?

Yes

No

13. According to you, do metacognitive strategies such as planning, monitoring, reviewing, and evaluating processes improve your writing performance?

Yes

No

14. Do you think that applying the metacognitive based strategies consume your time?

15. Please, add any comments about the role of metacognitive strategies in writing!

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

You have been very helpful 😊 Thank you for your collaboration.

Appendix 2

Teachers' Questionnaire

Dear teachers,

This research is an attempt to solicit a study entitled "Students and teachers' perceptions towards the use of metacognitive based strategies in writing. Your answers thus are very significant and substantial to obtain a valid data of our investigation.

Please, tick (✓) the appropriate answer / choice and make a complete comment(s) when necessary.

Section One: Personal Information

01-Gender:

a-Male

b-female

02- Degree(s) :

a-License

b- Master/Magister

c-PhD

03- How long have you been teaching the written expression session...year(s)

04-How many hours per-week do you teach the written expression session?.....hour(s)

Section Two: The Writing Skill

05- In your opinion, do you think that your written expression syllabus is ample enough to enhance your students' writing level?

Yes

No

-If no, please justify!

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

06- How do you teach the written expression module?

.....
.....

07- Which writing stage do you think is difficult to your students ?(you can choose more than one box)

- Planning
- Drafting
- Editing
- Reflecting
- Revising

08- Please, try to explain!

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

09- How do you measure your students writing level?

- Good
- Average
- Bad

10- Do you supply your students with particular writing strategies ?

Yes No

11- If yes, which strategy(ies) do you advise your students to follow ?

.....

Section Three: The Metacognitive Based Strategies

12- Do you ask your students to think while engaging in a written task ?

Rarely Sometimes Often Very often

13- According to you , do metacognitive skills such as planning , drafting , editing , revising , evaluating, and monitoring improve your students' writing proficiency ?

Yes No

14- Do your students believe that planning, drafting , editing , reflecting and revising processes improve their writing skill ?

Yes No

15 -Do you consolidate the use of the aforementioned metacognitive skills by your students?

Yes

No

16- While teaching writing , do you apply the metacognitive based strategies ?

Yes

No

- If yes, how often?

.....
.....

17. If no, please, indicate which teaching method do you usually/frequently use and why?

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

18 In your opinion, what are the advantages students can get from applying the different metacognitive strategies?

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

19. Do you think that applying the metacognitive strategies is time consuming?

Yes

No

20-How can you support your students to write?

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

You have been very helpful 😊 Thank you for your collaboration.