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**Investigating the Relationship between Metacognitive Learning Strategy Use and EFL Learners' Writing Achievement:**

**The Case of Second Year EFL Learners at M' sila University**

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**Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirements for the Degree of Master**

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***Dedications***

***To our great parents who have provided us with their encouragement, love, and understanding,***

***To our beloved sisters and brothers for their love and support,***

***To our families, the symbols of love and giving,***

***To all the people in our life who touch our hearts.***

***We dedicate this research.***

***Houria & Mouna***

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## **Abstract**

This research “Investigating the Relationship between Metacognitive Learning Strategy Use and EFL learners’ Writing Achievement” aims at investigating the awareness and use of MLSs among second year EFL students at M’sila University in relation to writing. This study also investigates the common MLSs used by skilled and less-skilled writers. In this descriptive study, two data gathering tools were used: a questionnaire to investigate second year students MLSs awareness and use in relation to writing skill, and paragraph writing test to investigate MLSs use of both skilled and less-skilled students writers. The data obtained from the research tools were analyzed quantitatively and qualitatively. The findings show that second year EFL students at M’sila University used all MLSs respectively; however, not all of them were aware of the MLSs used in writing. The results also indicate that there is a difference on the use of MLSs between skilled and less-skilled writers. Unlike less-skilled writers, skilled writers highly use MLSs during composing their paragraphs. They mostly preferred to use planning strategy, while monitoring is remarked to be the most frequently used strategy among less- skilled writers. The current research aims to help both teachers and student by raising their awareness to the importance of MLSs in improving the students’ writing performance.

## List of Abbreviation

**App:** Appendix

**EFL:** English as Foreign Language

**ELL:** English Language Learning

**ELT:** English Language Teaching

**F:** Frequency

**LLS:** Language Learning Strategies

**L2:** Second Language

**MLSs:** Metacognitive Learning Strategies

**MLSU:** Metacognitive Learning Strategy Use

**N:** Number of the Students

**SD:** Standard Deviation

**X:** Mean

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# General Introduction

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5. Significance of the Study
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## General Introduction

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Nowadays, along with the widespread use of English, English teaching and learning has a higher status all over the world. In Algeria, English holds the position of a foreign language; therefore, it is studied only formally in schools and institutions, and it has little chance to be practiced outside classroom doors. As the most important skill in English language teaching (ELT) and learning (ELL), writing plays an essential role in academic success, career preparation, and intellectual development (Erkan and Saban, 2011). Furthermore, it is the mostly used skill to examine students' performance.

However, it is the skill that most L2 students are least proficient in (Nesamalar, Saratha, 2001, cited in Jenny & Jay, 2015). The knowledge of writing conventions such as grammar and the engagement of specific audience makes writing less preferred as a language skill (Baker et al, 2009; Berman and Cheng, 2010). In other words, due to the limited background knowledge of EFL learners, compared to native speakers, L2 writing is a challenging task to complete.

An abundant body of research has been conducted in different EFL classes all over the world in order to investigate the factors that affect writing development and achievement. According to Oxford (1990) and Celce-Murcia (2001) (as cited in Nosratinia & Adibifar, 2014), in order to develop learners' abilities to write, effective strategies and tools should be carefully taken into consideration. Learning strategies as such are defined as *“specific actions, 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”* (Scarcella & Oxford,1992, as cited in Oxford, 2003). According to Chamot (1998), Learning strategies are *“the thoughts that students have and actions that they can take to assist their comprehension, recall, production, and management of their language learning”* (p.4). Furthermore, Oxford and Cohen (1992) defines language learning strategies (LLS) *“as steps or actions taken by learners to improve the development of their language skills”*(p.1).

LLS can be categorized in many ways according to various taxonomies and classifications. O'Malley et al. (1985) classify them into three groups: cognitive, metacognitive, and socio-affective strategies. First of all, cognitive strategies are more related to specific learning activities and they include more direct manipulation of the

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Learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, are among the main important cognitive strategies. Secondly, metacognitive strategies demand planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after completing a task. Lastly, socio-affective strategies are related with social-mediating task and transacting with others. The main socio-affective strategies are cooperation and question for clarification.

In another taxonomy, Oxford (1990) classifies them into two main categories : direct strategies ( memory, compensatory, and cognitive strategies) which involve manipulating the language material in direct ways such as guessing meaning from the context, analyzing, and summarizing, and indirect strategies (metacognitive, social, and affective strategies) that are employed to deal with the language task without directly including the target language yet they still enhance performance in a specific language skill. In Oxford's system, memory strategies are those that are used to store information. Compensatory strategies, on the other hand, assist students to make up for insufficient knowledge needed in communication. Cognitive strategies are the mental strategies implemented by learners to make sense of their learning. Whereas metacognitive strategies aid students to regulate, manage, and evaluate their learning, social strategies increase learners' interaction with the target language. Affective strategies are related with the emotional requirements of learners such as confidence (Chamot, 1985 and Oxford, 1990, cited in Rubin, 1987 & Oxford, 1990). Language learning strategies (LLS) are considered as very important factor in developing learners' autonomy, promoting language learning, and they are also used by learners as problem-solving mechanisms or techniques to overcome the complexity of learning process (Martinez, 1996). Therefore, a considerable number of studies have been conducted to investigate the use of language learning strategies and writing skill.

In research on LLS and academic writing skills of tertiary students in, Chand (2014) investigated EFL students LLS use in Fidji, South Africa. He found that the majority of students used LLS with medium frequency. The study showed that metacognitive and cognitive strategies were used most frequently followed by social, compensatory, memory, and affective strategies as the least frequently used learning strategies. The same result has been found by Alharthi (2011). In his study, Alharthi

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investigated the composing processes and strategies in the written composition of final-year Saudi male students majoring in English at King Abdul-Aziz University. He found that the students were conscious of writing strategies, and they used mainly metacognitive, cognitive, and affective strategies. The findings indicated also that both skilled and less-skilled students were involved in the cognitive process. However, only skilled students used planning in their writing globally or locally.

Additionally, Xu and Tang (2007) examined Chinese learners' autonomy in writing according to a definition of learners' autonomy through a survey. They revealed that students' autonomous learning abilities in writing can be improved by using writing strategies (Zhang, 2010). Besides, Ushioda (2006) stated that learners who use strategies in their writing process can get higher scores (as cited in Zhang, 2010). Furthermore, Flower and Hayes (1989) argued that writing anxiety is often resulted from inefficient strategy use.

In the same vein, Chai (2006) emphasized the role of generating a writing plan, which is prepared before writing a composition, in promoting writing performance (AL Asmari, 2013). In another study conducted in Indonesia, Nasibah and Cahyono (2017) found that LLS and motivation, either separately or simultaneously, enhance EFL students' writing achievement .i.e. the more successful achievement in writing can be predicted by the use of LLS. In addition to this, Bai (2015) examined the effects of writing strategy instruction on 442 primary students' writing. The study findings indicated that the students' awareness of strategy use, their strategy use, and their writing competence can be improved by writing strategy instruction. In Iran, Abdollahzadeh (2010) examined English language learners writing strategies with reference to their gender and year of study in university. The findings of his research demonstrated that metacognitive and cognitive strategies were the most frequently used strategies by all writers. In this study, Abdollahzadeh also stated that both low and high level male and female writers employed writing strategies.

Moreover, Mistar, Zuhairi, and Parlindungan (2014) conducted a research to investigate writing strategies used by senior high school students in Indonesia. They revealed that twelve strategies were used at the moderate frequency level such as: self-

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monitoring, planning, metacognitive, affective, cognitive compensation, self-evaluating, social process-focusing, authentic practicing, meaning-focusing, and vocabulary developing. In this research, metacognitive affective strategies were reported to be used at highest frequency. On his part, Deneme (2008) found that metacognitive and compensatory strategies were the most frequently used strategy categories by EFL Iranian learners. Therefore, in the area of LLS, it is noticeable that research identified metacognitive strategies. Highly proficient students practice them; hence, the use of metacognitive strategies is seen as a determiner between high and low proficient learners (Paul, 2012).

Based on the studies reviewed above, it is clear that a mountainous number of researches have been conducted to investigate strategy use in learners' writing achievement. However, research on the use of metacognitive strategies and writing achievement can be hardly found in literature. Additionally, more research attention is needed to investigate writing strategy use in different contexts (Aljuaid, 2010; Samain & Tavakoli, 2012). Moreover, in the Algerian context, this area of research has not grabbed much attention. To fill these research gaps, this current study is set out to investigate the relationship between metacognitive learning strategy use and EFL learners' writing achievement in a specific Algerian context, namely M'sila EFL context.

### 1. Statement of the problem

Writing is an essential skill in EFL contexts especially for university students who are preparing a "Licence" degree in English language because their academic performance is evaluated by their writing achievement.

Despite of its importance, writing has always been regarded as one of the hardest skills in English language learning and teaching. It has been noticed that EFL students are facing difficulties in finding appropriate way to produce fluent and meaningful piece of writing .This could be due to the overdependence on the teacher which prevents them from becoming autonomous learners. Autonomy is very crucial especially for improving writing skills (Goctu, 2017). Furthermore, besides to the involvement of complicated thought process, writing in second language (L2) is a challenging task for EFL students to achieve because of insufficient planning, monitoring,

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and self-evaluation. Additionally, teaching and learning EFL writing mainly focused and still do on developing learners' linguistic knowledge and grammar rules. But very little attention has been paid to develop students' autonomy and awareness of the writing process and to provide them with techniques and tactics to cope with the difficulties which they may encounter in the writing process. Therefore, the present study aims at investigating the relationship between metacognitive learning strategy use and EFL learners' writing achievement.

### 2. Research Questions

Considering what has been mentioned above, the present study is conducted to answer the following questions:

1. Are 2<sup>nd</sup> year EFL learners aware of use metacognitive learning strategies during writing?
2. Do they use metacognitive learning strategies while writing?
3. What is the writing achievement level of 2<sup>nd</sup> year EFL learners at M'sila University?
4. Is there any difference on the use of MLSs between skilled and less-skilled writers?

### 3. Research Assumptions

These questions led us to formulate the following assumptions:

1. Second year EFL students at M'sila university may not be aware of the metacognitive learning strategies use in writing.
2. 2<sup>nd</sup> year EFL students use metacognitive learning strategies during writing.
3. 2<sup>nd</sup> year EFL students are skilled writers.
4. There is no difference on the use of MLSs between skilled and less-skilled writers.

### 4. Aims of the study

The general purpose of the study is to investigate the relationship between metacognitive learning strategy use and EFL learners' writing achievement. Moreover, this general purpose can be categorized into some specific objectives which could be

## General Introduction

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interpreted as follows:

1. To examine 2nd year EFL students at M'sila university awareness and use of metacognitive strategies while they are writing.
2. To determine the level of 2<sup>nd</sup> year EFL students' writing achievement.
3. To investigate the common metacognitive learning strategies used by skilled and less-skilled students.
4. To investigate whether there is any difference on the use of MLSs between skilled and less-skilled writers.

### 5. Significance of the Study

This research is significant because it attempts to show to investigate the relationship between metacognitive learning strategy use (MLSU) and EFL learners' writing achievement, which in turn, would be a contribution in the research on Foreign Language Teaching and Learning. In particular, it is significant for both EFL teachers and students. First, the research would be important for EFL teachers who seek to improve the students' writing achievement. It addresses the teachers' awareness and implication of metacognitive learning strategies when they teach writing. Moreover, it intends to encourage them to teach metacognitive learning strategies when dealing with writing activities. Second, the present study can help EFL students who wish to overcome their writing difficulties. Furthermore, it is vital in developing students' autonomy and provoking their awareness on the importance of metacognitive learning strategies use (MLSU) in enhancing their writing process and product.

### 6. Research Methodology

#### 6.1. Methods

The aim of this study is seeking investigating the relationship between metacognitive learning strategies and the writing achievement, the descriptive method will be conducted. This method seems the most appropriate for our study because our aim is investigating and describing existing phenomenon rather than influencing variables or changing conditions. In this descriptive study, data are analyzed both quantitatively and qualitatively. Thematic interpretation and descriptive statistics are used for the students' questionnaire whereas for their paragraph writing test analysis descriptive statistics is used.

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### 6.2. Sampling

The population and sampling of this study is second year students of English language at the University of Mohamed Boudiaf - M'sila. The target population of this study is 118 students. A sample of 30 Students will be randomly chosen, so that all students have equal chance to participate in the investigation. We attempt to work with university students because they have been studying English for almost seven years and we assume they reach a proficiency level in English language.

### 6.3. Data Gathering Tools:

Two research tools are used in order to reach the objectives of the study. First, a paragraph writing test will be devoted to second year students at M'sila University in order to test their writing achievement. In addition to that, a questionnaire will be distributed to the same students, so that we investigate their awareness and use of metacognitive strategies in writing.

## 7. Study Structure

The present study is divided into two chapters: The first chapter is devoted to literature review and the second one is about the field work and findings obtained from the research tools. The first chapter is arranged into two sections. Section one attempts to form a comprehensive definition of writing and its nature. Then, it tackles the components and importance of writing. Furthermore, it spotlights on the learners' writing difficulties as well as the factors that affect their writing. In addition, teaching L2 writing and its main approaches are also discussed. The second section is devoted to metacognitive learning

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strategies. First of all, it explores writing strategies definition and the factors affecting their choice and use. Then, it attempts to give a comprehensive definition of metacognition, its components and modals. Moreover, it tackles the definition of metacognitive learning strategies, its classification, importance and implication. The second chapter, on the other hand, discusses the results and provides some pedagogical implications.

### 8. Key Terms Definitions

**Writing Achievement:** for this study was defined in terms of students' scores of the paragraph writing test.

**Writing process:** writing is defined as a non-linear process which consists of several steps writers go through in order to accomplish a given writing task. According to Hyland (2009), writing "*is done in stages of planning, drafting, revising, and editing, which are recursive, interactive and potentially simultaneous*" (p. 246).

**Language Learning Strategy:** are techniques and ways used by students to accomplish a given learning task. They are defined "*as steps or actions taken by learners to improve the development of their language skills*"( Oxford and Cohen, 1992, p.1).

**Writing strategies:** are defined as any actions used by the writers in the acting of producing and composing a piece of writing ( Abas & Abd Aziz, 2016).

**Metacognition:** "*It refers to as "thinking about thinking".... It is a regulatory system that helps a person understand and control his or her own cognitive performance*" (Malamed, 2016). It is also regarded as a description of the processes involved when learners plan, monitor, evaluate, and make changes to their own learning behaviors ( Farahian & Avarzamani, 2018).

**Metacognitive Learning Strategies:** are actions and tactics students use to regulate and control their own behaviors during the learning task as planning, monitoring, and evaluating. (Chamot, 1985 and Oxford, 1990, cited in Rubin, 1987 & Oxford, 1990)

**Metacognitive and Cognitive Strategies:** cognitive strategies "*are used by an individual to achieve a particular goal (e.g., learning a new word)*"; whereas,

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metacognitive strategies “*are used to ensure that the goal has been reached (e.g., quizzing oneself in order to see if one has used learned the word)*”(Kolaric, 2017).

**English as Foreign Language (EFL):** “is used in contexts where English is neither widely used for communication, nor used as the medium of instruction.”(Carter & Nunan, 2001, p. 2).

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# CHAPTER 1: Writing Skill and Metacognitive

## Strategies

### **Introduction**

### **Section One: Writing Skill**

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- 1.1.2. L2 Writing Difficulty
- 1.1.3. Components of Writing
- 1.1.3. Writing Importance and Function
- 1.1.4. EFL Learners' Writing Difficulties
- 1.1.5. Factors Affecting L2 Writing
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  - 1.1.12.1. Approaches to Teaching Writing
    - 1.1.12.1.1. Product / Text-Oriented Approach

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1.1.12.1.2. Process Approach

1.1.12.1.3. Genre Approach

1.1.12. Evaluating EFL Learners' Writing

**Summary**

### Introduction

Writing is one of the most important and challenging skills in language learning and teaching. Due to its complex nature, students encounter many difficulties in mastering its aspects and components. Therefore, many studies have been conducted to find solution to students' writing problems. The aim of the current chapter is to present the theoretical background of relevant studies concerning writing skill and metacognitive strategies. Whereas the second section deals with metacognitive strategies in relation to other issues, the first section reports the relevant literature concerning writing with respect to other aspects.

### Section One: Writing Skill

For getting deeper information about the concept “writing skill” and its nature, this section provides different definitions of writing skill. It sheds light on the nature of L2 writing as difficult skill. In this section, the writing components, importance and function are also presented. In addition, it highlights L2 students writing difficulties, factors affecting their writing, and the main differences between skilled and less-skilled writers. Additionally, writing and its relationship with other skills, paragraph writing and writing types, writing as process are also defined. Furthermore, teaching L2 writing, its main approaches, and the criteria of evaluating students' writing are also discussed.

#### 1.1.1. Definition and Nature

In the field of teaching and learning, researches have proposed many definitions of writing. They consider writing as a complex cognitive process which involves many components which students need in order to write effectively. Broadly, writing is a productive skill used to express feelings and thoughts as well as a means of communication.

Traditionally, writing was depicted as a production of symbols (Alharthi, 2011). It was also regarded as a visual representation of speech or/and graphic system used to express ideas. Crystal (1995) defines writing as “*a way of communication which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression*” (p. 257). Moreover, it was also defined as an act of sharing, transmitting, and recording knowledge using correct grammatical structures in a tangible manner. Brown (2004) declares “*writing was primarily a convention for recording speech and for reinforcing*

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*grammatical and lexical features of language*” (p.218). He continues, “*Now we understand the uniqueness of writing as a skill with its own features and conventions*” (218).

However, with the emergence of the cognitive perspectives, writing is no more viewed as simply matter of transmitting ideas into words, but it is also a cognitive process. According to Galbraith (2009, p.20), “*writing is thinking*”. Moving away from the notion that writing is an act of translating and transmitting ideas, writing is a non-linear and creative process which includes several stages writers go through during composing (as planning, translating, revising, editing, etc). Likewise, Flower and Hayes (1981, p.366) believes that “*Writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing*”. Karen et al. (2011) states that writing is recursive, strategic and multi-dimensional process including planning, translating, and revising.

Further, Hyland (2009, p.80) adds that writing is a problem-solving, generative, recursive, collaborative, developmental, interactive as well as cognitive activity. Under the socio-cultural perspective, writing is defined as a social practice involving both the audience and context. In addition, the modern concepts view writing as a complex skill consisting of interacting, social, cultural, mental, and linguistic processes; therefore, it is more than a cognitive activity (Díaz et al., 2017). It is, thereby, a cognitive process as well as an interactive and social practice. To sum up, writing is “*cognitive, linguistic, affective, behavioral, and physical process set within a larger socio- cultural context*”, Karen et al. (ibid, p.188).

### 1.1.2. L2 Writing Difficulty

Galbraith (2009) states that writing “*is not a matter of taking thoughts in one language and trying to translate them into the words of another language*” (20). It is not all about putting down on paper the conventional symbols of the writing system to represent utterances. In fact, writing is a cognitive skill that consists of several stages as brainstorming, planning, translating, revising, editing. Moreover, besides to physical efforts, it requires a combination of various sub-skills and processes as grammar, vocabulary, handwriting, spelling, metacognitive, syntax, etc. (Schoonen et al., 2003, p.166, cited in Bouabdallah,2012) mentions that:

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*Writing in one's mother tongue is a demanding task that calls upon several language abilities, as well as upon more general (Meta) cognitive abilities... Writing in a second language is even more demanding, because several of these constituent abilities may be less well developed than in one's first language.*

In addition, learning to write is a challenging task due to the influence of various aspects as writers' knowledge, language proficiency, style, academic and cultural background, the use of writing strategies, readers' interests and knowledge, L1 transfer, context, etc. In other words, it requires having control over different processes and factors. Writing is, therefore, regarded as the hardest skill in L2 learning and teaching because of its nature as cognitive and socio-cultural phenomenon (Emilie & Nathalie, 2007).

### 1.1.3. Components of writing

Writing is considered as a complex cognitive process which involves different components students need in order to write effectively. Raimes (1983, p. 6) mentions that good piece of writing should consist of:

1. Content: It includes relevance, clarity, originality etc.
2. The writer's process: This involves getting ideas, getting started writing drafts, revising.
3. Audience: Who are the readers? What are their interests, level, ECT?
4. Purpose: The reason behind writing (for what purpose?).
5. Word choice: The selection of vocabulary, idioms, tone.
6. Organisation: Well-organised paragraphs which involve topic and supported sentences, cohesion, and unity.
7. Mechanics: It includes good handwriting, spelling, and punctuation.
8. Grammar: It requires the correct use of verbs agreement, articles, pronouns etc.
9. Syntax : It contains sentence structure, sentence boundaries, stylistic choices, etc.

Similarly, the National Research Council (2012, p.13) states that writing consists of different skills and processes; they are like:

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1. Basic writing skills: These skills involve handwriting, spelling, keyboarding, capitalization, punctuation, sentence construction
2. Specialized Writing Knowledge: It involves attributes of good writing, texture of specific types of text, linguistic knowledge, awareness of the audience, topic knowledge, and vocabulary knowledge.
3. Writing Motivation: This component includes self-efficacy, writing apprehension, attitudes toward writing, attributes for success/failure, interest, intrinsic/extrinsic motivation, goal orientation.
4. Writing Strategies and Processes: As goal setting and planning, seeking information, record-keeping, organizing, transforming, self-monitoring, reviewing, self-evaluating and revising, self-verbalization, rehearsing, environmental structuring, time management, self-rewarding, seeking assistance, etc.

To have a clear, fluent, and effective communication of ideas, a mastery of different skills and abilities is needed. In other words, learning to write requires developing other sub-skills and processes, such as handwriting, spelling, rich knowledge of vocabulary, mastery of the conventions of punctuation, capitalization, word usage, and the strategies use like planning, evaluating, and revising texts (Graham and Perin, 2007, p.23).

### 1.1.4. Writing Importance and Function

As a significant medium of language, writing is used for many purposes in various areas. In personal and social settings, writing is crucial for many reasons. It is used to express and communicate ideas effectively. According to Ana, Sandra, and Marcela (2006), "*Writing is an essential skill highly valued as a powerful means of self-expression*" (p.15). Moreover, in order to meet their social needs, people use different types of writing, such as the shopping list, telephone messages, invitations (Harmer, 2007, cited in Ghodbane, 2010). On the importance of writing in our society, Brown (2005) indicates that "*Today, the ability to write has become an indispensable skill in our global literate community*" (p.218).

Since English has become a global language, EFL writing is, nowadays, seen as "*a necessary component of education, livelihood, and basic functionality in our society*" (Walsh, 2010). Learning to write, for most people, is viewed as a need for various educational and occupational purposes. Walsh (2010) agrees that:

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*Writing is an important because it is used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers... Much of professional communication is done in writing: proposals, applications, preliminary interviews, e-mail, and more are part of the daily life of a college student or successful graduate.*

In educational settings, writing is widely used for many reasons. It is used as a means of gathering, preserving and transmitting knowledge and information. According to Coffin et al.(2003, as cited in Muhammad and Nazir, 2016), students need to learn how to write in order to enhance their critical thinking, to promote their comprehension and memory, to reinforce their learning beyond the classroom, to develop their communication skills. Similarly, Graham and Perin (2007) believe that “*One important outcome of improved writing is students' ability to use it as a tool for understanding and analysing subject-matter information*” (p. 22). Additionally, whether in academic or professional institutions, writing is mainly used as means of assessing students’ performance and knowledge. “*Writing skills is a predictor of academic success and a basic requirement for participation in civic life and in the global economy*” (p. 3)

Besides to its function in strengthening learners' ability to solve problems and think critically and logically, writing plays an important role in developing other skills such as grammar, vocabulary, etc. Raimes (1983, p.3) mentions that writing is a significant skill for three reasons. First of all, writing helps learners to develop their vocabulary, grammatical structures, and idioms. Second, it encourages them to be adventurous, by taking risks, with the language being learned. Third, it reinforces their learning and assists them to be involved with the new language as well. Furthermore, it also helps them to find out new structures, expressions, and techniques, and to get accurate words, which in turn, can assist them to communicate accurately and effectively (Ghodbane, 2010). In short, writing is an essential skill which can be used for social, educational, and professional purposes. Nevertheless, despite its importance, it is the skill that the learners are less proficient in.

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### 1.1.5. EFL Learners' Writing Difficulties

Recent studies have proved that EFL students face many writing difficulties that might hinder their ability to express and communicate effectively. Because of the involvement of complex cognitive process, students encounter a variety of problems with grammar, syntax, vocabulary, spelling, punctuation, and handwriting. In their research, Fareed et al.(2016) revealed that learners face different problems including insufficient linguistic proficiency in relation to grammar ( as errors of different word class, subject-verb agreement, and forms of singular and plural), syntax (as learners" lack of command over structure of a sentence) and vocabulary, misspelling, lack of the convention of punctuation (including capitalization, use of comma and apostrophe), lack of ideas which leads to repeating ideas, writing anxiety, reliance on L1 and weak structure. In addition to errors in spelling, capitalization, and punctuation, Annab (2016) declares that the majority of EFL students encountered difficulties in term of vocabulary, grammar, and academic style.

Similarly, Salem (as cited in, *ibid*) found that both EFL and ESL students find hindrances during their writing composition. The finding of his research showed that students face difficulties in relation to vocabulary, idioms, cultural knowledge, and less experience with L1 rhetorical strategies. In the same vein, a recent study was conducted by Pablo and Lasaten (2018) to investigate the writing difficulties of senior high school students. The findings indicated that the students have a variety of difficulties in writing academic essays such as lack of variety of ideas in terms of content and ideas, lack of connectives in terms of organization, incorrect use of words in terms vocabulary and word choice, poor sentence structures in terms of language use, use of first person pronoun in terms of formality and objectivity, and lack of citations in terms of referencing.

Besides to the technical problems such as handwriting, grammar, punctuation, and spelling, Boudghene (2016) added that students find also difficulties with the organization including cohesion, coherence, and lexical obstacles. Moreover, the majority of students suffer from poor handwriting, poor spelling skills, difficulty with coping / completing work on a printed page, problems with taking notes from oral presentation, difficulty with grammar, syntax and organization, problems of inconsistency between writing and verbal skills (Aragón et al.,2013). Additionally, in the Arab world, students have the ability to understand the English language. However, most of them face the problem of communicating their ideas effectively because they lack both: the adequate

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stock of English vocabulary and creativity in writing (Adas et al., 2013).

Most of EFL and/or ESL learners have many problems during writing composition. Hence, it is necessary to discuss the reasons behind their writing difficulties, and to determine the factors that affect their writing process and product.

### 1.1.6. Factors Affecting L2 Writing

In the field of English as second/ foreign language learning and teaching, numerous factors that influence students' writing skill have been demonstrated. These factors interfere to either improve or inhibit students' writing development and achievement. Besides to the complexity of L2 writing, most of EFL learners face many writing difficulties due to the effect of:

- **Learners:** lack of motivation, limited knowledge lack/ misuse of writing strategies, language proficiency, L1 transfer, lack of practice and reading, personality traits, students' opinions and attitudes toward writing.
- **Teachers:** lack of proficiency, teaching methods, ineffective and improper feedback, misuse of materials, lack of interaction with students, etc.
- **Environment:** overcrowded classes, outdated textbook, social media, etc.

Aragòn et al. (2013) agree that “...not only self-strategies influence students' performance, but also the effectiveness of the methods and techniques that teachers apply in their English composition courses” (p.1). Similarly, Angelova (1999), as cited in Mu (2005), mentions that language proficiency, L1 writing competency, use of cohesive devices, metacognitive knowledge about the writing task, writing strategies and writers' personal characters are the main factors that affect the ESL students' writing process and product. Further, Fareed et al. (2016) cite different studies which agree that students encounter different writing problems due to a variety of factors including untrained teachers, ineffective teaching methods and examination system, lack of reading and writing practice, lack of motivation, lack of ideas, students' attitudes towards their academic English courses, lack of dialogue, improper A/V materials, insufficient time for teaching writing, large classes, and traditional teaching pedagogy. In the same vein, Onozawa (2010) states that “*language skill [sic] are best learned when learners have their own intrinsic motives...*” (p. 157).

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Additionally, Pineteh (2013, as cited in Fareed et al., 2016) illustrates that social media, inconstant feedback from teacher, learners' lack of analytical and evaluation approach have a negative impact on the structural and communicative accuracy of the students' production. Explaining the effect of environment on learners' writing development, Ghodbane (2016:4) claims that *"In the Algerian context, writing in English unlike speaking, listening, and sometimes reading, is not practiced outside the class, so what is learned inside the class is practiced inside and has little chance to be developed outside"*.

Besides to all above factors, MacArthur and Graham (2016) believe that the individual difference in transcription skills, the use of self-regulation strategies, self-efficacy, beliefs, prepositions, and attitudes influence both the writing process and product. Graham and Harris (2009), on the other hand, depict individual differences in handwriting and spelling, knowledge about how to write as well as handwriting and spelling instruction as predictors of learners' writing skill development.

### 1.1.7. Skilled and less-skilled writers

Over recent years, abundant researches have been conducted to investigate the difference between proficient and non-proficient writers. In their research, Graham et al. (2010), as cited in Harris et al. (2006), revealed that effective writers are more knowledgeable of the writing processes and strategies. Having a good piece of writing depends on the writers' awareness and knowledge of what and how to write. Furthermore, *"planning is an essential ingredient in skilled writing"* (p.298). It has been widely supported (Cumming, 1989; Hayes & Flower, 1986; Hayes et al., 1987; Sasaki, 2000, as cited in Farahian & Avarzamani, 2018) that skilled writers plan and revise more than less-skilled writers. They are expected to spend more time on planning what to write, setting goals, generating, and organizing ideas, than novice writers (Hayes and Flower, 1980, as cited in, *ibid*) Similarly, in their model, Bereiter and Scardamalia (1987) revealed that novice and novice writers generate and produce texts differently. Explaining the differences between proficient and less-proficient writers, they suggested two models: knowledge-telling model and knowledge-transforming model. The first model suggests that novice writers often plan and revise less than expert writers. In this model, inexperienced writers tend to say simply what they can remember based on the assignment, the topic, or the genre. However, the second model explains how expert writers analyze problems and set goals in the writing task. These writers are expected to be

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able to reflect on the task complexities and resolve problems with relation to content, form, audience, style, organization, and so on within both a content space and a rhetorical space (as cited in Hyland, 2009, p.24).

Moreover, the use of writing strategies has also been largely viewed as a determining factor between skilled and less-skilled writers. Researches have revealed that expert writers use a variety of strategies to regulate their writing process as well as their actions. Graham et al. (2010), as cited in, Farahian & Avarzamai (2018), found that novice writers are less familiar with the higher-order processes, as revising and writing strategies. Unlike novice writers, skilled writers know when, how, and why they have used strategies. According to different investigations (Kasper, 1997; Victori, 1999, as cited in, *ibid.*), both of them employ the same cognitive strategies, however, skilled writers tend to use the task, person, and strategy knowledge (metacognitive variables) more appropriately and effectively than less-skilled writers.

Another criterion has been noticed as a difference between skilled and less-skilled writers which is transcription skills. Graham (1999) claimed that, for skilled writers, transcription skills are automatic and do not require much attention and efforts (as cited in MacArthur and Graham, 2016). In other words, less-skilled writers are expected to have less developed transcription skills than the expert one. The National Research Council (2012) added that “*for skilled writers, spelling, handwriting, and keyboarding are mostly automatic. Individual differences in the attention given to handwriting and spelling predict writing achievement, even for college students*” (p.14). Besides to these features, unlike the less-skilled writers, good writers tend to write complex sentences (Graham and Harris, 2009). It has also been agreed that novice writers emphasize more on the writing form rather than its function. They tend to focus on spelling, grammar, and pronunciation; whereas, skilled writers concentrate more on the writing process such as planning and revising (Baker, 2010, as cited in, Farahian & Avarzamai, 2018).

To sum up, these criteria are the most important characteristics that differentiate between skilled and less-skilled writers. However, Holst (1995) asserted “*learning to write, like any other skill, is a matter of instruction, practice*” (as cited in Hyland, 2009, p.81). In other words, less-skilled students can improve their writing by practice and effective instruction.

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### 1.1.8. Writing and Other Skills

#### 1.1.8.1. Writing and Reading Skill

Writing is a productive skill whilst reading is receptive skill. Despite of this difference, writing and reading are interrelated. According to Hyland (2009), “*writing, together with reading, is an act of literacy*” (p.48). In other word, being literate person requires proficiency in both skills. Furthermore, a considerable amount of research has found a strong connection between writing and reading. As previously mentioned, many studies revealed that reading is one of the main factors that affects students' writing development. As an example, Harmer (2001), as cited in Annab, (2016) indicates that the solution of students' spelling problems is extensive reading. Similarly, Randaccio (2013, p.70) mentions that the essential grammatical structures and discourse rules of writing can be automatically acquired from reading since the focus of the readers is on the message. In his study, Khanam (n-d, p.116) states “*one strong aspect of the connection between reading and writing is that it encourages students to engage in an ongoing dialogue with texts through combined reading and writing activities that facilitate the student to be efficient writer*”. Likewise, Krashen (1981, as cited in Annab, 2016), claims that “good writers will have done large amounts of pleasure reading». Moreover, Eisterhold (as cited in Muhammed & Nazir, 2016) concludes that good writers tend to be good readers.

#### 1.1.8.2. Writing and Speaking Skill

Like speaking, writing is a productive skill that is used as a means of communication. However, these two skills are different. The main differences between writing and speaking are:

- Every one acquires a native language in his/ her first years of life, but not every one learns writing or reading skill. Thus, spoken language is universal.
- Writers have to rely on graphic symbols (as words, syntax) in order to express their thoughts; however, speakers use their voice /sound, intonation, and body language (gestures and facial expression).
- Spoken language is acquired naturally from the environment; while writing is taught and learnt in an artificial classroom environment.
- Writing is more formal; whereas, speaking is usually informal.

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- Spoken language includes repetition, pauses, hesitation, and phrases. Writing, on the other hand, includes punctuation and capitalization.
- While spoken language has dialect variations, written language requires standard forms of grammar, syntax, vocabulary.
- Whilst speakers use simple sentences, writers use complex sentences in term of complex vocabulary, grammar, syntax, connectors, etc.
- Unlike writers, speakers do not have a lot of time to re-think. In other words, speaking is spontaneous and unplanned, and writing is planned.
- While writers spell, speakers pronounce.
- Unlike speaking, responses in the written language are delayed (Raimes, 1983, p.4-5).
- Writing is permanent, space-bound, static, and permanent whilst speaking is time-bound, dynamic, and transient (Crystal, 2005, p.2).
- Speaking is contextualized; whereas, writing is decontextualized (Nunan, as cited in Muhammed & Nazir, 2016).
- Written language is characterised by monologue; whereas, speaking is characterised by turn-taking (Hyland, 2003), as cited in Ghodbane (2010).

### 1.1.9. Paragraph writing

There are different forms of writing such as letter writing, paragraph writing, essay writing, story writing, composition writing, poetry writing, etc. According to Graham and Perin (2007, p.22). Among these types, paragraph writing is defined as group of sentences used to express or tell one idea. A good paragraph includes topic and supported/ detailed sentences besides to concluding sentence(s). These sentences should be clearly written in a logical order. In addition to that, cohesion, coherence, unity, and fluent ideas are required.

### 1.1.10. Types of writing

There are four major types of writing in which each type is used for specific purpose as mentioned below:

#### 1.1.10.1. *Descriptive*

Its main purpose is to describe. This style of writing focuses on describing a character, an event, a location, or a place in a great detail. It can be poetic in nature. It is often used in poetry, journal or diary writing, nature writing, descriptive passages in fiction.

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### *1.1.10.2. Expository*

This type is used to inform or explain something in process. It is a subject-oriented writing style in which the writer focuses on telling the readers about a given topic without giving opinions. It is used in textbook writing, How-to articles, recipes, news stories (not including opinion or editorial pieces) businesses, technical, or scientific writing.

### *1.1.10.3. Narrative*

Its main purpose is to tell a story. This style of writing has characters and dialogues. It has also logical beginnings, intervals, and endings. Moreover, situations like actions, motivational events, and disputes or conflicts with their eventual solutions are often included. It is often utilized in novels, short stories, novellas, poetry, autobiographies or biographies, anecdotes, oral histories.

### *1.1.10.4. Argumentative*

This type is often used to persuade others by making a point in a class discussion. The writer attempts to defend a position or support a controversial point. Opinion and editorial newspaper pieces, advertisements, reviews (of books, music, movie, restaurants, etc.), letter of recommendation, letter of complaint-covered letters are often written in persuasive type (Syed, 2011).

### **1.1.11. Writing process**

Writing is a creative and intricate process that consists of several steps. These steps are combined under five stages in which each stage involves different strategies (Frederick, 1987), (as cited in, Bouabdallah, 2012. They are:

1- **Prewriting / Planning:** This is the most important phase. It includes brainstorming, generating ideas, gathering information, determining the purpose and style, make an outline or tentative plan. In this phase, the focus is on content, purpose, and audience.

2- **Drafting:** This step involves starting writing a tentative product that will require evaluation and revision later on and translating plans and ideas into a provisional text.

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3- **Revising:** It requires revising and evaluating in order to make any necessary changes in both form and content. It involves reading and modifying with the aim of improving or correcting, and analyzing the first draft. In this phase, the focus is on the global characteristics or larger issues of writing (content, organization, and style).

4- **Editing:** This stage includes careful checking of the text to ensure that there are no errors that will prevent communication in relation to grammar, spelling, punctuation, word choice and word order, capitalization, and citation.

5- **Publishing/Presenting:** This is the last phase which means sharing the final production with others by publishing it or presenting it.

This process is recursive because “*students revise as they draft, they plan as they edit; and so forth*” (Williams, 2003), as cited in, (Abas and Abd Aziz, 2016). Furthermore, Flower and Hayes (1981, p.366) mention “*these processes have a hierarchical, highly embedded organization in which any given process can be embedded within any other*”. In simplest terms, writing is non-linear process in which writers can move back and forth through its stage as they are composing.

### 1.1.12. Teaching EFL writing

Due to its importance in students' career success as well as their daily life communication, writing became necessary in EFL classes. Generally, teaching L2 writing is very difficult, and sometimes, is viewed as the hardest mission for EFL teachers (Kirby et al., 2013, as cited in Annab, 2016). Moreover, it has been noticed that teaching English to Arab learners is extremely challenging (Al-Gharabally, 2015; Adas & Bakir, 2013). This can be due to many reasons, such as L1 transfer, limited vocabulary, lack of cultural background, etc. Onozawa (2010) mentions that “*teachers of L2 or LF writing are struggling in everyday lesson...*” (p.153). In addition, as indicated above, the majority of EFL students encounter a variety of difficulties in their writing. Nevertheless, in order to eliminate these problems, EFL teachers can use a variety of methods and techniques.

To have an effective writing class, the teachers have to take into account language proficiency, age, and level of each student besides to his/ her need to learn English. In addition, they should plan the lesson carefully by asking themselves many questions as what should they focus on while writing the task (structure, tense usage, creative writing)? And how are they going to present the writing task? And what should the learners learn at

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the end of the activity? Etc. Furthermore, the writing task should serve to activate the students' personal experience and background knowledge. Additionally, they have also to provide the learners with opportunities to practice writing. Moreover, students should receive proper and effective feedback and suggestions during and after the writing process. According to Haider (2012), the teachers have to give instant and critical feedback on the students' production in order to elevate their confidence, as cited in Fareed & Avarmazai (2016).

More importantly, in order to assist students to overcome the writing obstacles, teachers have to engage them in the writing task by providing interesting topics as well as helping them in their writing process. Adas and Bakir (2013, p.254) indicate that, *“The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value”*. Therefore, teachers have to develop students' autonomy in learning EFL writing. To promote learners' autonomy as well as their writing achievement, teachers have to introduce the writing strategies, particularly the metacognitive strategies, and teach them how to use them appropriately and effectively. In this sense, Hyland (2009) believes the role of the teachers is to support and assist students in learning to write. Further, MacArthur and Graham (2016, p.36) declare *“teaching self-regulation strategies, such as goal-setting, monitoring, evaluation, and managing the environment, enhances the effect of strategy instruction”*.

Additionally, involving students in the writing activity can also be done by motivating and encouraging them. The teachers can motivate learners by using a variety of techniques, such as competition, sharing papers, writing with students, pointing at good starts/ good organization, rewarding (Al-Gharabally, 2015), and varying the teaching methods, materials, and approaches. As well, they have to bear in their mind that writing is not all about producing correct sentences but also producing fluent, organized, and effective communication of ideas for a particular reader(s) (Hedge, 2005, as cited in Emilie & Nathalie, 2007). Above all, the teachers should not focus only on the students' product but also their writing process. Lastly, they have to pay attention to the cognitive, psychological, and environmental factors that may influence the students writing process and product.

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### 1.1.12.1. Approaches to Teaching Writing

In the last few decades, improving students writing ability has become one of the main ultimate goals of English teaching research. Therefore, various pedagogical approaches to teaching writing have been indicated in the literature. Most researchers, however, agree on three main approaches.

#### ***1.1.12.1.1. Product / Text-oriented Approach***

It is viewed as the oldest approach. Hyland (2009) claims that text-oriented approach emphasizes the products of writing by examining texts, either through their formal surface elements or their discourse structure. Therefore, its focus is the finished product of students. In this approach, the teachers judge the students final products with Concentrating on grammar, syntax, mechanics, organization, structure, discourse coherence and cohesion (Yi, 2009) and accuracy (Muhammed and Nazir, 2016). Following this approach, the teachers also give controlled and guided activities to prevent them from making errors in their writing (Ghodbane, 2010). This approach is criticized because its focus is on the form and structure more than the process of writing (Ghodbane, 2010). In addition, product-oriented approach concentrates also on the organization of ideas rather than the ideas themselves. However, this approach is still used in textbooks and writing courses (Yi, 2009).

#### ***1.1.12.1.2. Process Approach***

As a reaction to product/ text-oriented approach, this approach concentrates on the steps and processes involved in writing. Process-oriented approach views writing as a cognitive, complicated, and evolving process which entails a series of steps writers go through to arrive at the final product (Muhammed and Nazir,2016 ; Ghodbane, 2010). This approach supports that writing process consists of recursive stages namely prewriting, drafting, editing, revising, and publishing. There are other models of the writing process stages which have been mentioned by many researchers (table.1). In this approach, teacher,,s role is to facilitate and develop students strategies as brainstorming, planning, generating, revising, editing, etc.

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<b>Krashen (1984, as cited in Richards &amp; Renandya, 2003, p. 315)</b>	<b>White and Arndt (1991, p. 5)</b>	<b>Richards (1992, as cited in Sadek, 2007, p. 232)</b>	<b>Tribble (1997, p. 39)</b>
1-Planning (prewriting) 2-Drafting (writing) 3-Revising (redrafting) 4-Editing	1-Drafting 2-Structuring 3-Reviewing 4-Focusing 5-Evaluating 6-Generating	1-Rehearsing (prewriting) 2-Drafting 3-Revising	1-Prewriting 2-Composing (Drafting) 3-Revising 4-Editing 5-Publishing
<b>Hedge (2000, pp. 302-330)</b>	<b>Blanchard and Root (200, p.1)</b>	<b>Harmer (2007a, p. 6)</b>	
1-Composing 2-Communicating 3-Improving	1-Prewriting 2-Writing 3-Revising and Editing	1--Planning 2-Drafting 3-Editing 4-Final draft	

**Table 01. Stages of the process writing “Different Models” (Adopted from Ghodbane, 2010).**

### **1.1.12.13. Genre Approach**

A genre is a text which may be in the spoken or written form. It has a specific purpose in a specific context and is written under some proper conventions (Muhammed & Nazir, 2016). Unlike process approach, this approach sheds light on the role of audience and social context (discourse community) in which the text is produced. In genre approach, successful writers are those who are able to make reasonable assumptions about the reader's knowledge and expectations, to seek a balance between their writing purpose and the reader's expectations, and to satisfy the rhetorical demands of the readers (Yi, 2009). This approach is based on analyzing authentic examples of the target text. In the analysis, the focus is on the text macro-structures (including identifying both the obligatory and optional elements and their order) and on determining the cohesive devices used in the text, and on analyzing how the register is encoded in the writer's choice of both vocabulary and grammar (Thornbury, 2005), as cited in Esmail (2014). According to this approach, successful writing occurs when students take into consideration both the context and the readers' expectations in terms of grammar, organization and content (Annab, 2016).

### **1.1.13. Evaluating EFL Learners' Writing**

In order to measure students' ability to write or even to assess their academic success, teachers use different written assignments and examinations including writing paragraphs, essays, stories, etc. In the evaluation of the students' production, teachers depend on a variety of criteria namely content (related ideas, development of ideas, voice, tone, opinions, facts), organization (effective and well-organized paragraphs including

## **CHAPTER 1: Writing Skill and Metacognitive Strategies**

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cohesion, coherence, fluent and clear ideas), syntax, diversity of vocabulary (word choice), grammar, mechanism (including spelling, punctuation, citation of reference, capitalization, handwriting), and formality.

### **Summary**

Researchers have defined writing differently; however, most of them agree that writing plays an essential role in the academic and professional institutions. Moreover, it is viewed as the hardest skill in the field of EFL learning and teaching because of its nature as an intricate cognitive process. This mental process draws on mastering a variety of skills and processes. Throughout this section, it became clear that most of EFL learners, e.g. Arab world students, find various writing difficulties due to the influence of different factors. In addition, the differences between skilled and less-skilled writers, writing and its relationship with other skills, paragraph writing, and types of writing were discussed in this section. Additionally, this section depicted the complexity of teaching writing and provided some tips for EFL teachers in teaching L2 writing as well. Besides, the previous section focused on approaches to teaching writing and the criteria of evaluating learners' production.

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## **Section two: Metacognitive**

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## Section Two: Metacognitive Strategies

### Introduction

Writing is a basic communicative skill and a creative process by which the writer creates a text for the reader. Emig (1977) considers writing as the most complex and challenging skill since it involves “*originating and creating a unique verbal product that is graphically recorded*” (p. 127) and “*it requires conscious effort and practice in composing, developing, and analysing ideas*” (p. 122). It has been mentioned that L2 learners usually encounter difficulties in developing their writing (Evans, Hartshorn, McCollum, & Wolfersberger, 2010). Also, writing instructors have highlighted that it is a difficult and challenging skill for many students to acquire in their first language, let alone in a second or a foreign one. Consequently, it seems obvious that researchers take into account multiple factors and variables that affect writing. Celce-Murcia (1991) argues that the development of students’ writing skills requires the consideration of effective tools and strategies, as cited in (Celce-Murcia, 1995).

#### 1.1.1. Writing Strategies Classification

According to Hyland (2009: 176), “*writing is not simply a series of actions, but a series of decisions which involves setting goals and selecting strategies to achieve them*”. In the writing process, writers employ different strategies to write effectively. Furthermore, these strategies can “*pave the way toward greater proficiency, learner autonomy, and self-regulation*”, (Hsiao and Oxford, 2002: 372). Many classifications have been indicated in the literature (Abas and Abd Aziz, 2016). In his research, Mu (2005) classifies writing strategies into the following categories:

##### 1.2.1.1. Cognitive Strategies

Cognitive strategies are strategies which the student employs to adjust the process of knowledge acquisition. These strategies involve “*interacting with the material to be learned, manipulating the material mentally, physically or applying a specific technique to a learning task*” (O’ Malley & Chamot, 1990, p.138). Cognitive strategies include the skills that help the learner to transform or manipulate knowledge directly or indirectly through applying multiple techniques such as note taking, contextualization, translating, grouping, imagery, elaboration, transfer, and summarizing.

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### 1.2.1.2. Metacognitive Strategies

Metacognitive strategies are general skills that enable learners to manage, direct, regulate, and monitor their own learning such as planning for learning, thinking about the learning process, monitoring of one's production or comprehension, and evaluating learning outcomes after an activity is completed. O' Malley and Chamot (1990) define the metacognitive strategies as follows:

**Planning:** It includes generating the main ideas that are related to the material to be learned.

**Directed Attention:** This involves deciding in advance what should be engaged in a learning task and overlooking the inappropriate answers.

**Functional Planning:** It includes planning for relevant linguistic components to fulfil a specific language task.

**Self-management:** This contains arranging the learning conditions that help one to learn.

**Monitoring:** It means checking one's accuracy or appropriateness of oral or written productions as well as checking one's comprehension during a reading or a listening task.

**Self-evaluation:** It is testing one's outcomes of a language learning task after it has been completed.

### 1.2.1.3. Social-affective strategies

Social-affective strategies include interaction with other people or ideational control over affect. These strategies help the learners to deal with their emotions, motivation, values, and attitudes influencing language learning. They are used to show how a learner behaves with others in learning a language. Examples include the activities made by learners to motivate themselves, to make the learning process comfortable, and to interact with others in order to understand their culture as they learn their language such as relaxing when they feel afraid of the new language, rewarding themselves when they perform well, receiving positive or negative feedback from peers, teachers or native speakers of the language being learned.

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### 1.2.1.4. Communicative Strategies

In this taxonomy, communicative strategies are strategies that the writers employ to express ideas in a more effective way like avoidance, reduction, and sense of readers.

### 1.2.1.5. Rhetorical Strategies

This type of strategies refers to the strategies that writers use to organize and to present their ideas in writing conventions acceptable to L2 native speakers. This includes organization, use of L1, formatting/modelling, and comparing.

Among these strategies, metacognitive or self-regulated strategies have been greatly mentioned in various studies. Graham and Perin (2007, p.15) states that teaching students strategies “...for *planning, revising, and editing their compositions has shown a dramatic effect on the quality of students’ writing*”. They also believe that, in order to accomplish different goals, a variety of strategies are used in the writing skill as planning, evaluating, and revising. Furthermore, a growing body of evidence showed that competent writers use a set of self-regulation strategies to manage the complexities of writing including goal setting, planning, self-monitoring, revising, and self-evaluating (Harris et al., 2011). Additionally, metacognitive strategies are regarded as the most vital ones in developing students’ skills (Anderson, 1991). Also, without metacognitive strategies, students will find it difficult to monitor their progress, achievements, and future learning directions (O’Malley et al., 1985), as cited in (O’Malley & Chamot, 1990).

## 1.2.2. Factors Influencing Strategy Choice and Use

Lan, Oxford; Griffiths (2003) consider type and strength of motivation, learning styles, gender, age, and cultural differences as the most influential factors on strategy choice and use of learners. An effective use of learning strategies, including writing strategies, stimulates greatly learners to obtain more confidence in the process of learning in general or in learning one specific skill.

### 1.2.2.1. Motivation

The relationship between writing strategies and motivation is an issue that has risen by different scholars such as Garder (1985) and Dornyei and Otto (1998). According to Dornyei and Otto (1998), motivation is “*the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the*

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*cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out” (p.64).*

In L2 writing, apart from motivation, writing strategies have been indicated as one of the main factors that impact the achievements or proficiency level of L2 writers (Oxford, 1990; Ehrman, Leaver, & Oxford, 2003). Concerning the relation between motivation and writing strategies, several studies have been conducted by different researchers. Okada, Oxford and Abo (1996) investigated the relationship of learners’ motivation and the use of writing strategies. In their study, participants were learners with a Japanese and Spanish class. The results indicated that the Japanese students had stronger motivation and used a larger variety of strategies than the Spanish ones, as cited in (Liu & Chang, 2013, p. 198-199). Another study supported the theory of positive correlation between motivation and writing strategies conducted in EFL classes in an elementary school in Taiwan. The study revealed that the students’ degree of liking English played a role as an indicator which influences strategies’ use (Chang & Liu, 2013).

The conclusion of Okada et al. (1996) and Chang and Liu (2013) studies showed that motivation is a vital factor considered in the choice of writing strategies. Learners with high motivation apply a variety of strategies more frequently than those with low motivation.

### 1.2.2.2. Learning Style

Learning style is defined as a set of unchanging and prevalent characteristics of an individual which are conveyed and be noticed through the interaction of one’s behavior (Garger & Gruild, 1984). They are categorized under cognitive, affective, and psychological styles (Keefe, 1987), as cited in (Pewewardy, 2002). Among the multiple identified cognitive styles, field-dependent (FD) and field-independent (FI) have been suggested as “*important in second language acquisition*” (Larson, Freeman & Long, 1991, p. 193). FD/FI is the extent to which an individual is dependent on a whole perceptual field when analyzing an object which is a part of the field (Riding & Rayner, 1998), as cited in (Dornyei, & Tseng, 2009).

### 1.2.2.3. Gender

Many strategy researchers (Lan & Oxford, 2003; Lee, 2010; Oxford & Ehrman, 1995) assert that gender is another factor that has a major impact on the writing strategy use. According to Mcelhinny (2003), gender is regarded as the social cultural and

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psychological constructs that are laid upon the males and the females. This term of gender was first introduced in linguistics then in other domains such as social sciences. In the 1960s and 1970s, the term gender was employed to mean masculine and feminine categories constructed in society (Sadiqi, 2003) as cited in (Sadiqi, 2008).

Boyle (1987) as cited in (Ahmad & Muhammed, 2017) conducted a study over 490 Chinese university students (257 male and 233 female) in Hong Kong. He affirms that females are more able to write in the second language than males. In addition, Ehrman and Oxford (1989) believe that female is better than male in English writing. He proved this by conducting a study over (6,000) children in England who study English in their primary school. In contrast, there are other studies by Ford et al. (1988) which have largely proven that no crucial difference exists among males and females in terms of their writing ability. Conversely, Ehrman and Oxford (1995) affirm that female learners use a number of strategies in writing in a foreign language. Similarly, Oxford and Nyikos (1989) have reached the same conclusion as well. As this could be an obvious reason behind their flexibility toward any new language they are learning.

### 1.2.2.4. Age

Biological age is one of the most vital approaches to learning language acquisition (Moyer, 2004), as cited in (Nikolov & Mihalievic-Diigunovic, 2006). Fathman (1975) mentions that (11-15) years old learners are better in learning English than (6-10) years old learners in respect to morphology and syntax. By contrast, in his study, Cummins (1981) asserts that elder and youthful children make more developments than younger learners do. In contrast, Singleton (1978) has some proofs on age effects on learning the writing skill in a second language, as cited in (Montrul, 2008).

Singleton (1999) supposes that the elder the child is the more effective s/he will be engaged in learning the four skills or one specific skill; whereas, Snow et al. (1994) assert that teenagers are generally the best language learners. In contrast, after nine months of instructing in French, Ervin-Tripp (1994) seems to find out that (7-9) years old learners are better than (4-6) years old learners with regard to writing, as cited in (Victori & Lockhart, 1995). All in all, the psychological feature has a major impact on the way that learners use the language learning strategies especially writing ones (Oxford, 1990).

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### **1.2.2.5. Cultural Differences**

The cultural beliefs of learner' environment have a strong effect on the appropriate selection of the learning strategies, including writing strategies. Chamot (2004) asserts that in a culture that values personal competition; excellent language learners may choose strategies that allow them work alone instead of social strategies that necessitate collaboration with others.

In this research, Karahan (2007) found that most of the Turkish students see the English language as significant for their future careers, while most of the Arabic students perceive it as a required tool for talking with foreigners. The concept of learning strategy refers to learning-to-learn skills (Lee, 2010). When both cross-cultural groups defined language learning strategies, the Turkish group put forward the memorization concept; whereas, the Arabic group mentioned reading concept. Both of these cross-cultural groups consider English useful. Besides, for most of the Turkish students, writing activities are the most difficult tasks in learning English, while grammar is the hardest aspect of English for most of the Arabic students. Additionally, the most frequently used learning strategy is memorization for Turkish students, but for Arabic students is that they ask the teacher. Yet, the differences that exist between the two cross-cultural groups provide clear evidence on the effect of culture on the choice and use of learning strategies, including writing strategies.

### **1.2.2.6. Situational and Social Factors**

Situational factors are another variable that influence the learner's choice and use of learning strategies. Situational variables refer to the tasks the language learner is asked to perform, the actual language being learned, and the language teaching method (Bialystok, 1987; O' Malley and Chamot, 1990; Politzer, 1983). In her study which is entitled- Study on Factors Affecting Learning Strategies in Reading Comprehension, Yang (2016) shows that appropriate situational conditions for learning should be taken into consideration, besides, the level of proficiency of the language learner cannot be well evaluated outside the context in which the study takes place. According to her, there is a difference between learners who use language learning strategies in classroom and those who use them in a natural setting. So, after the analysis of classroom learners, the result indicated that classroom learners mention social/affective strategies irregularly due to the kinds of methods applied in the classroom which gives less opportunity for the use of social/affective strategies. In addition to that, students tend to use the cognitive as well as

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metacognitive strategies rather than social/affective strategies especially in writing tasks. For example, writing task leads to “*translation, elaboration, imagination*” as cognitive strategies, and to “*selective attention, self-management, and advance organizer*” as metacognitive strategies.

### 1.2.3. Metacognition

The notion of metacognition is mostly related to John Flavell (1979); it means “*cognition about cognitive phenomena*” or simply “*thinking about thinking*” (p. 906). That is, the term is used to refer to the individual’s awareness of thinking and learning. It can be defined as thinking about thinking or as a “*person’s cognition about cognition*” (p. 906). Metacognition is defined by Flavell (1979) as a fuzzy concept because of its different definitions and dimensions. The concept of metacognition has been investigated from different perspectives and for several purposes. Among these purposes, is that metacognition is necessary for effective language learning. As Davine (1993) argues “*a successful language learner is the one who has simple metacognitive knowledge about the self as learner, about the nature of the cognitive task at hand, and about appropriate strategies for achieving cognitive goals*” (p. 109), as cited in Kasper (1997).

For more explanation, the term metacognition refers to an individual’s awareness of their own cognitive resources in relation to the learning task. Essentially, this means that the individual is aware of personal strengths/weaknesses as the requirements of the learning task. Besides, metacognition is related to knowledge and regulation of cognition.

### 1.2.4. Cognition and Metacognition

Brown (1987) states that “*it is often difficult to distinguish between what is Meta and what is cognition*”. (p. 66). In his turn, Flavell (1979) claims that, in the course of development the learner learns about cognitive strategies to make cognitive progress and about metacognitive strategies to monitor the cognitive progress. In fact, when we generate ideas to write a paragraph, we are here concerned with a cognitive strategy. But, when we check the logical organization of those ideas, we are concerned with a metacognitive strategy.

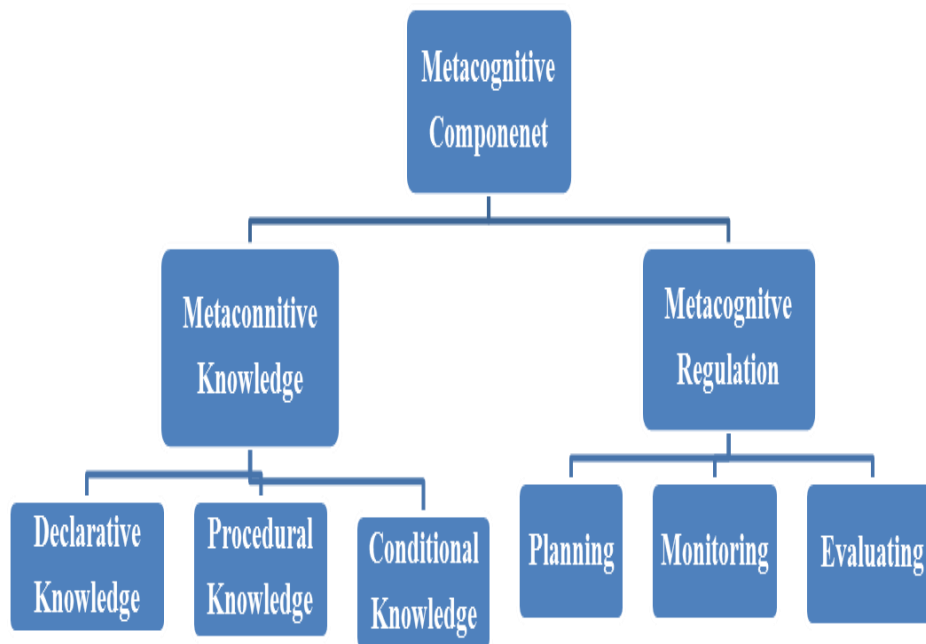
In his model of cognitive development, Flavell (1979) asserts that cognition and metacognition differ in their content and function, but they are similar in their quality and form. For him “*both can be acquired, be forgotten, be correct or incorrect, and*

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*metacognition can be expressed in external formulations, with said information being either correct or not, subjective, shared, or validated, just like cognition” (p. 906).*

## 1.2.5. Components of Metacognition

Flavell (1979) and Schraw (1998) theorize that metacognition is composed of two distinct components: metacognitive knowledge or awareness and metacognitive experiences, sometimes referred to as regulation of cognition. Metacognitive knowledge includes declarative knowledge, procedural knowledge and conditional knowledge. Regulation of cognition includes planning, monitoring, and evaluation. The components of metacognition are shown in figure 1 below.



**Figure 1: Components of Metacognition (Schraw, 1998, p. 114).**

### 1.2.6.1. Metacognitive knowledge

Metacognitive knowledge includes knowledge of cognitive strategies: the different types, procedures as well as conditions for use. It usually encompasses three different types of cognitive awareness: declarative, procedural, and conditional knowledge.

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### 1.2.6.1.1. Declarative Knowledge

Declarative knowledge refers to the awareness of what strategies are appropriate for a particular task. It encompasses knowledge or beliefs about what factors act and interact to influence the course and outcome of cognitive processes. These factors fall into three main categories: person, task, and strategy. Hauk (2005), who identifies the same categories to language learning context, states that person knowledge includes learners' beliefs about themselves as learners, language learning and factors affecting language learning such as age and learning styles. Moreover, person knowledge includes the knowledge one has about one's abilities in contrast with the peers. Task knowledge consists of general knowledge learners have about the nature, purpose and demands of the learning task. A writer, for instance, may know that s/he will find it easier to write a personal narrative essay than an expository essay. Strategic knowledge refers to the learners' ability to use the most appropriate strategies for achieving learning goals. A writer, for example, may try to avoid repetition of words through using synonyms.

In fact, most declarative knowledge involves interactions or combinations among two or three of these categories (Flavell, 1979). To illustrate this one might believe that a student (unlike their classmate-person variable) is supposed to use strategy A (rather than strategy B-strategy variable) in task X (as contrasted with task Y-task variable).

### 1.2.6.1.2. Procedural Knowledge

Procedural knowledge involves knowledge or awareness about how to use strategies. It includes monitoring, regulation and other thought processes. It is often related to one's knowledge about learning strategies and the procedural skills. Strategies include “*note taking, slowing down for important information, using mnemonics, summarizing main ideas and periodic self-testing*” (Schraw et al., 2006, P. 114).

### 1.2.6.1.3. Conditional Knowledge

Conditional knowledge is the awareness about when to use a procedure or strategy, why a procedure works and under what conditions, and why one procedure is more effective than another. In other words, it refers to one's knowledge about when, where, and why to use certain cognitive actions or strategies (Thamraksa, 2005).

### 1.2.6.2. Metacognitive Regulation/Experiences

According to Livingston (1997) metacognition experiences are considered as a monitoring phenomenon which can control cognitive processes and ensure that a

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cognitive objective has been achieved. These processes assist individuals to regulate and manage learning. They consist of planning, monitoring cognitive behaviors, and evaluating the outcomes of these behaviors (Schraw 1998; Schraw & Moshman, 1995). That is, metacognitive regulation is the regulation of cognitive activities and learning experiences through a set of actions that help people control their learning.

### 1.2.6.2.1. Planning

Planning involves the selection of effective strategies and the allocation of cognitive resources necessary for reaching goals (Mahdavi, 2014). Planning activities include predicting how much time a task might take, selecting strategies, activating prior knowledge, gathering resources, and setting goals.

### 1.2.6.2.2. Monitoring

The term monitoring is referred to as “*one’s awareness of comprehension and task performance*” (Schraw, 1998). Specifically, it involves self-observation activities and it deals with monitoring one’s cognition, motivation, affect, task demands, time, and need for help (Zimmerman, 2002). Periodic self-testing such as asking “*am I going fast?*”, “*is this term appropriate in this context?*” is a good example of monitoring activities.

### 1.2.6.2.3. Evaluation

Evaluation takes place after a task is completed. It includes making judgments about the outcomes of thinking and learning (Zimmerman, 2002). Typical examples involve re-evaluating one’s goals and results. It is especially linked to planning of metacognitive regulation (Schraw et al., 2006). When learners evaluate their learning, they may ask themselves if they were to perform the learning task again or they might perform it differently.

Efklides (2006) adds one more aspect to the concept of metacognition, namely, metacognitive skills. Since the constituents of metacognition serve the monitoring rather than the control of cognition (Livingston, 2003), one can refer to this new aspect of metacognition which serve the control of cognition (Efklides, 2006).

## 1.2.6. Metacognitive skills

Metacognitive skills are treated as the conscious control processes like planning, monitoring of the progress of processing, strategy use, effort allocation and regulation of cognition.

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Before ending up with this model, it must be highlighted that metacognitive knowledge, metacognitive experiences, and metacognitive skills are related to each other and form partially overlapping sets (Mahdavi, 2014). i.e. “*some experiences have the same knowledge as their content and some do not. Some knowledge may become conscious and comprise such experiences and some may never do so*” (p. 16). Furthermore, metacognitive knowledge, metacognitive experiences, and metacognitive skills are complementary to each other (Mahdavi, 2014). For instance, one does not need only metacognitive knowledge to interpret properly and act upon metacognitive experience which in turns contributes information about person, task, and strategies to one’s store of metacognitive knowledge. The feelings that one experiences while reading a novel might contribute to the knowledge of writing as they might enrich the power of imagination.

To put a fitting end to the discussion on metacognitive components, it seems likely that metacognitive knowledge, metacognitive regulation, and metacognitive skills are constantly eliciting and informing one another during the course of a cognitive activity.

### 1.2.7. Metacognition and Success in Writing

Researchers have tried to investigate the characteristics of good language learners and the type of strategies they use in a specific language task. It is believed that metacognitive strategies enable learners to play active role in the learning process (Chari et al., 2010), as cited in (Rahimi & Katal, 2012). In other words, learners who are equipped with good metacognitive strategies are more likely able to manage, control, and direct their own learning and eventually more able to find the best ways to practice and reinforce what they have learned. It is reported that good language learners take conscious steps to understand what they are doing by using a wide range of metacognitive strategies (Anderson, 2008). Vandergrift et al. (2006) claim that high degrees of metacognitive knowledge help learners to be more successful in processing, storing, practicing, and reinforcing new information. Moreover, Costa (2001) asserts that metacognitive knowledge plays an important role in improving thinking and comprehension skills, as cited in (Rahimi & Katal, 2012). Furthermore, metacognitive skills help learners to remember the learned material for a later use (ibid).

As far as writing is concerned, metacognition may be a vital component for student learning in writing. Boulware et al. (2007) believe that students who are engaged metacognitively in writing tasks use related strategies and adapt them to accomplish other

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tasks. In fact, metacognitive behaviors or skills make learners experience success. Successful feel they are able to control their own learning (Camahalan, 2006).

### 1.2.8. Teaching Metacognition in L2

Metacognition can be taught to students like many other processes. The approaches in teaching learners metacognitive strategies involve direct instruction, teacher modelling and application. In how people learn, the National Academy of Sciences demonstrates that “*one of the three key findings of this work is the effectiveness of a metacognitive approach to instruction*” (Bransford, Brown, & Cocking, 1999, p. 18). “Metacognitive activities increase students’ capacities to transfer or adapt their learning to new situations and tasks” (p. 12).

In direct instruction, teachers provide clear explanation about the strategies they are teaching; they explain why strategies are important and when learners will need them. Teachers also provide a set of examples to illustrate their instruction. They do this as a result of gaining a level of awareness on the subject matter. They also think about the learning tasks of different situations as well as themselves as learners in these situations. Pintrich (2002) claims that “*students who know about the different kinds of strategies for learning, thinking, and problem solving will be more likely to use them*” (p. 222).

Hartman (2001) argues that more than giving direct instruction, teachers can model the strategies for their students through using the “*think out loud*” technique in order to show “*when and how*” the metacognitive strategies should be used. One necessary point in this approach is that teachers would offer a model of the thinking processes by uttering out loud what is going on in their minds. More importantly, learners must be provided with example opportunities to perform the same task under the guidance of the teacher so that they internalize them until they become automatic. This application of the strategies is regarded as independent practice accompanied by teachers’ feedback (Hartman, 2001). The same author views that “*recognizing and practicing metacognitive strategies will help students successfully solve problems not only in their subject areas but throughout their lives as well*” (p. 51-52).

### Summary

This section provided an overview of writing strategies and their classification. Moreover, throughout this section, it became obvious that metacognition is a multi-faceted

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topic of research. Schraw's (1998) model of metacognition was presented here based on Flavell's model (1979) in addition to the contribution of Efklides (2006) in order to enable the researchers to decide on a clear theoretical standpoint. This section also shed light on the constituents of metacognition which are metacognitive knowledge, metacognitive regulation and metacognitive skills. Besides to that, the importance of metacognition in pedagogical contexts was also presented.

### **Conclusion**

Undoubtedly, writing is a vital skill for almost all people especially EFL students. It is the skill that people use to express their feelings and ideas, to communicate with others, or to preserve knowledge. However, having a good piece of writing is a very difficult task for the majority of EFL students because it depends on acquiring a large number of skills as grammar, vocabulary, spelling, reading, etc besides to taking into account the readers' knowledge and culture. Throughout this chapter, it is clear that most learners encounter different writing problems as a result of the impact of various factors. Further, it is clear that teachers also face many difficulties when they teach writing in EFL classes. Therefore, different tips and approaches to teaching writing have been provided. This chapter discusses writing strategies, especially metacognitive strategies, as the remedy for EFL students and teachers to eliminate the problems students mainly face when composing. In this chapter, writing strategies and their classification were introduced besides to the factors that affect the choice and use of strategy. To have clear overview on the term metacognitive strategies, both terms cognition and metacognition including its components are discussed. This chapter highlights the importance of metacognition in learning. Besides, it provides some approaches to teaching metacognition.

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# **CHAPTER 2: Methodology, Data Analysis, and Pedagogical Implications**

## **Introduction**

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#### 2.1.2. Setting and Participants

#### 2.1.3. Research Tools

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##### 2.1.3.2. Students 'Questionnaire on MLSU

##### 2.1.3.3. Statistical Tools for Data Analysis

#### 2.1.4. Procedures

### 2.2. Data Analysis and Discussion

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#### 2.2.2. Discussion of the First Research Question Results

#### 2.2.3. Data Analysis for Research Question Two

#### 2.2.4. Discussion of the Second Research Question Results

#### 2.2.5. Data Analysis for Research Question Three

#### 2.2.6. Discussion of the Third Research Question Results

#### 2.2.7. Data Analysis for Research Question four

#### 2.2.8. Discussion of the Fourth Research Question Results

#### 2.2.9. Summary of the Findings

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2.3. Pedagogical Implications

2.4. Recommendations

**Conclusion**

### Introduction

The previous chapter tackled the theoretical background and related research on MLSs. Hence, the second chapter is devoted for the field study. Chapter two describes the research design, sampling, techniques and procedures the research has gone through, in addition to the data analysis and discussion of results obtained. This chapter is constituted of two sections. The first section provides a full description of the methodology and procedures of the study. Primarily, it supplies the explanation of the overall research design. Thereafter, the sample, the setting and the research tools are justified. Finally, this is followed by the data description and collection. The second section, on the other hand, deals with the analysis of the obtained data and the discussion of the results in the light of the related literature. To provide an answer to the research questions, a statistical analysis for each question is fulfilled to present the results achieved from study.

#### 1.1. Research Design and Data Collection Tools

A research design is described by Parahoo (1997) as “*a plan that describes how, when and where data are to be collected and analysed*” (p. 142). The ultimate aim of this research is to investigate the use of MLSs among EFL learners in writing. To achieve this goal, certain methodological decisions were taken concerning the research method, research tools, selected sample and research setting that are explained in this first section.

##### 1.1.1. Method

Since this study is an investigation that is intended to merely describe the MLSU of second year EFL learners at M’sila University, it follows the descriptive research method. According to Burns and Gove (2003), descriptive research is designed to “*provide a picture of a situation as it naturally happens*” (p. 201). Thus, it may be used to justify current practice and make judgment and also to develop theories and assumptions about a given population. Accordingly, for the purpose of this study, a comparative-descriptive research was used to compare the use of MLSs between skilled and less-skilled writers through conducting a paragraph writing test and surveying the MLSs used by the participants.

##### 1.1.2. Setting and Participants

This study took place at the English language department of M’sila University during the second semester of the academic year 2018/2019. It was conducted during the

## CHAPTER 2: Methodology, Data Analysis, and Pedagogical Implications

period from January, just after the first semester exams, to June. The population of this study is second year EFL students majoring in English language at M'sila University; their average of ages is between 19-24 years old. They studied English for seven years before university both in the middle and secondary education levels. The total number of population is 118 students.

In order to investigate MLSs use among second year EFL learners at M'sila University, 30 students were selected randomly from a total number of 118 second year students. Besides, two secondary school teachers of English language from Iben Chabira Secondary School in Boussaada were asked to correct the students' paragraph writing tests.

In this study, the simple random sampling technique was used. For the first investigation, the lists of second year groups were provided from the administration. Then, the lottery technique was used and the selected students were asked to write a paragraph and fill in a questionnaire. The students' level was determined based on the mean value of the two marks which were provided by the two teachers. In the second phase, since only skilled and less-skilled writers were targeted, the participants were divided into two groups, skilled and less-skilled writers, based on their marks of the paragraph writing test. Then 14 students were selected from each group in order to investigate the common MLSs used by skilled and less-skilled. Table 2 below represents a summary of the selected sample.

	Number of the Students	%
1 <sup>ST</sup> Phase of Investigation	30	100%
2 <sup>nd</sup> Phase of Investigation	14	47%
	14	47%
Total Number of Participants	30	100%

**Table 02:** Participants Distribution through the Different Stages of the Study

### 1.1.3. Research Tools

In this descriptive study, two research tools were used: a questionnaire to investigate second year students MLSs awareness and use, and a paragraph writing test to investigate MLSU of both skilled and less-skilled students writers. The following is a description of each research tool used in this study.

### 1.1.3.1. The Paragraph writing Test

At first, the students' written test was composed of two paragraphs so that their level could be determined more effectively. But due to the current situation in Algeria, second year EFL students at M'sila University were not able to attend their classes regularly in fact that prevented the researchers from distributing the test along a period of two months. After this period, students back to study regularly and intensively. The intensive courses which students received did not permit the researchers to take their time while conducting their research. Consequently, the test was redesigned so that it would not take much of the students' time. The participants were asked to choose only one of the two topics and write a paragraph (app 1). The students' level was based on their paragraph writing test grades. Two teachers of English at Ibn Chabira Secondary School in Boussaada were asked to correct the students' paragraphs. The two grades average was taken as an indicator of the students' success in writing (app 5). The students were ranked in a list based on their test marks from the highest to the lowest mark.

### 1.1.3.2. Students' Questionnaire on MLSU

The questionnaire (see App 3) consisted of 2 sections. The first section was on the students background, and the second section involved two parts: The first one with open- ended questions and the second part with Likert-type scale. The first part provided the data on the students' awareness of metacognitive strategies, and the second one was concerned with providing information on the students' use of metacognitive strategies in their writing. There were 19 statements, in the second part of the questionnaire, involving 5 for planning, 7 for monitoring, and 7 for evaluating strategies. This study used Razi's (2012) classification of metacognitive awareness of writing strategy use which had been adopted from Hong's (2005) classification of writing use. Razi's taxonomy consists of four main components namely planning, monitoring, evaluating, and self- awareness. Some questions were adopted from another study and were rewritten<sup>1</sup>. Moreover, the frequency of use of MLSs followed Oxford's (1990) standard: "average of 4.5 to 5.0 means that the strategy is generally used; average of 2.5 to 3.4 means that the strategy is sometimes used; average of 1.0 to 1.4 means that the strategy is never or almost never used; and as for the strategy use level: average of 3.5 to 5.0 means high level; average of 2.5 to 3.4 means medium level; average of 1.0 to 2.5 means low level". The participants were asked to answer the questions, and to write the appropriate answers. They were asked to seek for clarifications when they feel the need to from the researcher. Difficult words and technical

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<sup>1</sup> Questions (3, 4, 6, 7, 10, 12, and 16) were adopted from Zhang and Qin's (2018) classification.

terms were explained orally first for all students, and then for any learner if he asked for.

### 1.1.1.1. Statistical Tools for Data Analysis

The used statistical tools in this study are the frequencies (**F**), the sample mean (**X**), the percentage (**%**), and the standard deviation (**SD**). All statistical operations were conducted by using Microsoft Excel version (2010). To clarify things, the following definitions can illustrate these terms:

➤ The mean **X** is the simple average of the number in a data set. The sample mean formula is:

$$\bar{X} = \frac{(\sum X_i)}{n}$$

$\sum$  = add up

$X_i$  = all of the x values

n = the number of items in the sample

➤ The word deviation means how far from the normal number is. The term deviation refers to the measure which is used to quantify the amount variation or how spreads out numbers are. The formula to calculate the standard deviation is:

$$S = \sqrt{\frac{(X - \bar{X})^2}{n - 1}}$$

### 1.1.2. Procedures

Several steps were taken to achieve the objectives of this study. The first stage of the study was the distribution of the paragraph writing test and the questionnaire to a random sample of 30 students that were selected according to the names in the taken list. After that, the paragraph writing test papers were corrected in order to classify students under skilled and less-skilled writers' groups.

In a nutshell, the present study' research design with all its components as well as the stages of investigation were determined by the research questions that sought to investigate the different MLSs used by second year students and the differences between the MLSs used by skilled and less-skilled students writers. The coming section is devoted to the analysis and interpretation of the obtained data from different research tools.

### 2.2. Data Analysis and Discussion

The data collected from different stages of the investigation were analyzed qualitatively and quantitatively. Whereas quantitative data composed of the paragraph writing test, both qualitative and quantitative data consisted of students' MLSU questionnaire.

#### 2.2.1. Data Analysis for Research Question one

To answer question one, do EFL learners aware of metacognitive language leaning strategies? A questionnaire was distributed to 30 students selected randomly from second year students. The questionnaire consisted of two sections: the first one was devoted for investigating the students' awareness of the strategies use; whereas, the second one tended to investigate their use of MLSs. The two sections were analyzed separately through different methods.

As mentioned earlier, the first part of the questionnaire was devoted for learners' awareness of strategies use. This section consisted of five questions. The answers of the students were organized in terms of relevance to each question.

#### **Question One: What do you know about writing strategies?**

The data gathered via questionnaire revealed that most of the participants know and are aware of writing strategies. They defined writing strategies as learning strategies students use to facilitate their writing (3, 4, 7, 8, 11, 12, 14, 15, 17, 21, 22, 26, and 27)<sup>2</sup>, meanwhile some students (9, 16, 2) declared that writing strategies are strategies used “*to plan*” and “*organize*”. The results also revealed that other respondents (28, 25, and 29) viewed them as “*methods*” and “*ways*”. Some students (10, 23, 13, 6, and 20) were unable to define writing strategies while others (18, 5) viewed them as “*use of punctuation*” and, “*having good piece of writing*” involving, *introduction, body, and conclusion*. To sum up, the finding of the questionnaire showed that not all the participants were aware of writing strategies.

#### **Question Two: Name some of the writing strategies you know or use?**

This question is to see whether the participants know and use writing strategies. Surprisingly, the result showed that most of them know and use writing strategies. According to the data gathered from the first part of the questionnaire, majority

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<sup>2</sup> The numbers between brackets represent numbers given to the students (see table in app 4 and 5).

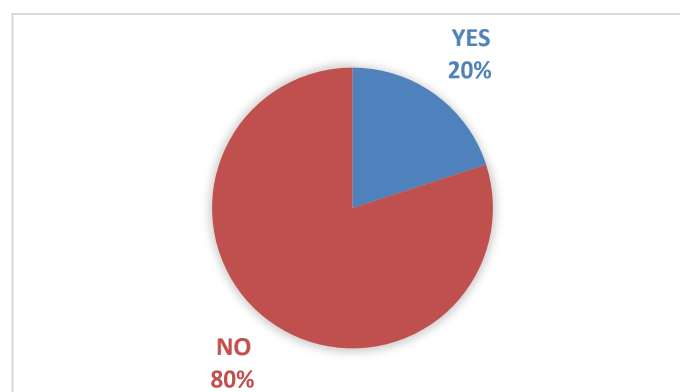
## CHAPTER 2: Methodology, Data Analysis, and Pedagogical Implications

of second year EFL learners mentioned that they know/ use planning strategy (2, 3, 4, 5, 7, 8, 11, 12,14, 15, 17, 18, 19, 20, 21, 22, 24, 26, 30), revising strategy (1, 3, 4, 8, 15, 18, 19, 22, 24, 25, 26), and evaluating strategy (3, 4, 7, 17, 19, 20, 22, 24). Others suggested that they use editing (3, 4, 8, 25, 26), monitoring (20), drafting (1, 15, 30), “*sharing my writing with others*” (11), cognitive strategies (27), practice (29), extensive reading (9, 29), “using different types of maps (mind maps, spider-maps...)”(15), checking grammar and punctuation (30), and using punctuation and indentation (20, 23). Some students (6, 10, 13, and 16) did not answer this question.

**Question Three: Do you know the difference between cognitive and metacognitive strategies?**

**Table 03:** Students’ Awareness of the Difference between Cognitive and Metacognitive Strategies

Options	N	%
Yes	6	20%
No	24	80%
Total	30	100%



**Graph 01:** Students’ Awareness of the Difference between Cognitive and Metacognitive Strategies

Among our 30 participants, 20% of them i.e., 6 students said that they know the difference between cognitive and metacognitive strategies, while 24 of them who represent 80% gave negative answer. Thus, the results shown in the table 3 and graph 1 confirm that the majority of our informants have no idea about the difference between cognitive and metacognitive strategies.

### **A / If yes, what is it?**

As mentioned above, among 30 respondents, only 6 of them declared that they know the difference between cognitive and metacognitive strategies. Student (25) stated that “*metacognitive strategies is control own cognition/ cognitive strategies*”, meanwhile student (30) said that “*cognitive strategies is mental process involves knowing /understanding things*”, while “*metacognitive strategies is knowing about knowing and it comes from the word meta which means beyond*”. This question was also mentioned by other students (10, 3, and 1). Another student (2) believed that “*cognitive strategies we born with; however, metacognitive strategies we acquire it from the learning environment*”.

### **B / If no, how would you define the two concepts “cognitive /metacognitive strategies”?**

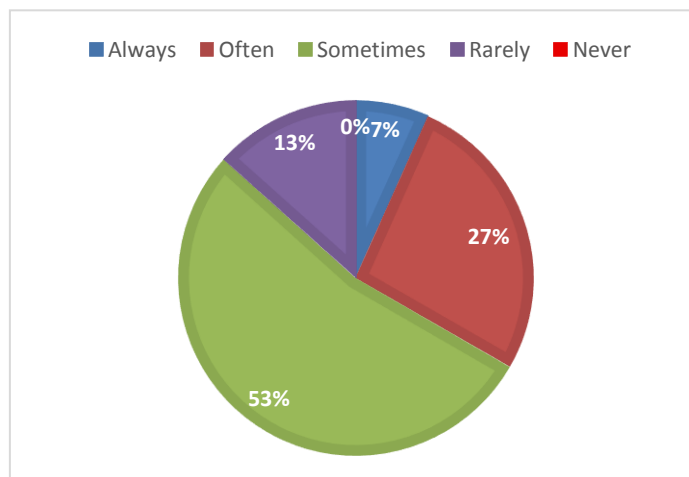
Out of 30 students, as indicated previously, 24 of them stated that they do not know the difference between cognitive and metacognitive strategies. The latter were asked to give definition for both terms “cognitive strategies” and “metacognitive strategies”. Most of them (3, 5, 9, 10, 15, 16, 18, 21, 22, 28, 29) defined cognitive strategies as mental strategies. As predicted, only few of them who defined metacognitive strategies. Some of them (5, 30) defined metacognitive strategies as “*thinking about thinking*”, while students (16, 29) mentioned it as methods used to help students understand the way they learn. Other definitions were given to metacognitive strategies, students (24) viewed metacognitive strategies as “*subtype or subcategory of cognitive strategies*”, whereas participant (9) regarded it as “*plan that help Learners to evaluate the cognitive processes*”. Among 14 students, some students (1, 4, 7, 8, 12, 13, 17, 19, 20, 23, 26, and 28) did not answer this question. To sum up, only few of them were aware of the difference between cognitive and metacognitive strategies, and the majority of them were able to define cognitive strategies; however, they were unable to define metacognitive strategies.

### **Question Four: How often do you use strategies as planning, monitoring, and evaluating during composing your paragraph?**

This question is know how often second year EFL learners at M’sila University use MLSs during writing their paragraphs. The data gathered via the questionnaire are displayed on table 4 and graph 3 below.

**Table 04:** The Frequency of Using Metacognitive Learning Strategies during Writing.

Options	N	%
Always	2	7%
Often	8	27%
Sometimes	16	53%
Rarely	4	13%
Never	0	0%
<b>Total</b>	<b>30</b>	<b>100%</b>



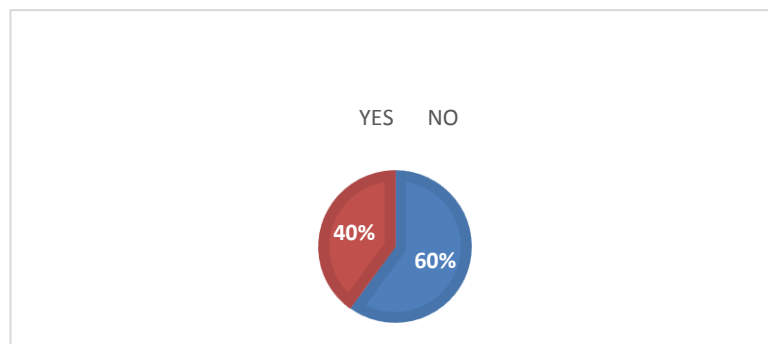
**Graph 02:** The Frequencies of Using Metacognitive Learning Strategies during Writing.

As shown in table 04 and graph 02, great number of the students (53%) showed that they sometimes use strategies, as planning, monitoring, and evaluating, during writing. Whereas 27% of them indicated that they use MLSs during writing paragraphs, 13% i.e., 4 participants said that rarely do so. According to the previous table and graph, 2 respondents which represent 7% mentioned that they always use MLSs during composing their paragraphs. The finding revealed that more than the half of them sometimes use MLSs while composing paragraph.

**Question Five: Do you find it difficulties to use them?**

**Table 05:** Students’ Difficulties with the Use of MLSs during Writing

Options	N	%
Yes	18	60%
No	12	40%
Total	30	100%



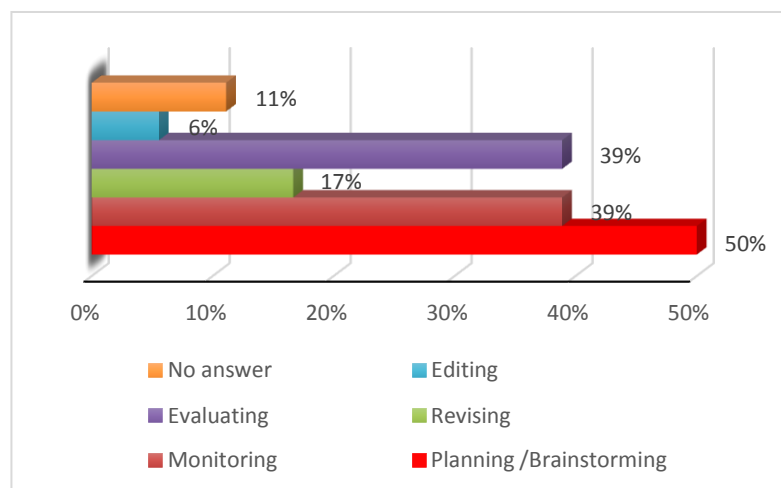
**Graph 03:** Students' Difficulties with the Use of MLSs during Writing

This question is to investigate whether the participants face difficulties with the use of metacognitive learning strategies during writing. As indicated in the table 05 and graph 03, 60% which represent 18 students showed that they find obstacles with the use of MLSs when writing, while the rest (12 = 40%) disagreed with this question. The latter mentioned that they have no problems with MLSU during composing paragraphs.

**A/ If yes, where does the difficulty lies (i.e. in which strategy/ phase)?**

**Table 06:** The Most Difficult Metacognitive Learning Strategy

Answers	N	F	%
Planning(Brainstorming)	18	9	50%
Monitoring	18	7	39%
Revising	18	3	17%
Evaluating	18	7	39%
Editing	18	1	6%
No answer	18	2	11%



**Graph 04:** The Most Difficult Metacognitive Learning Strategy

This question is to know which metacognitive strategy that students find difficult to use when they compose their paragraphs. Out of 18 students who answered positively in the former question, 50% of them stated that they face difficulty with planning strategy during writing, while 39% participants showed that they find problem with the use of monitoring strategy. Similarly, 7 students mentioned that they have problems in relation to evaluating strategy during writing. The data obtained via the questionnaire also indicated that 17% of the participants said that the difficulty lies with the use of revising, whereas editing was regarded as the strategy which 6% of the respondents encounter problems with its use during writing. The rest of the participants (11%) did not answer this question. It is clear that planning was viewed as the most difficult strategy to use during writing.

### 2.2.2. Discussion of the First Research Question Results

As mentioned above, it is clear that almost all the students knew writing strategies and were able to identify the strategies they know and use. However, a few of them were unable to define writing strategies or they gave wrong answers whereas some of them were unable to identify the writing strategy they know or use. In other words, they were unaware of the writing strategies. In addition to that, the data gathered indicate that the majority of the respondents were unable to distinguish between cognitive and metacognitive strategies. The latter defined the concept “cognitive strategies” but they were unable to define the second concept “metacognitive strategies”. It seems clear that the majority of them were unaware of the metacognitive learning strategies, and this could be due to the implicit instruction their teachers follow when teaching metacognitive learning strategies during

the writing courses. The data obtained from the questionnaire show that only few of the participants always use MLSs during composing their paragraphs whereas the majority of them sometimes do so. Some students, on the other hand, stated that they rarely use MLSs while writing. This may be because they are unaware of the importance of MLSs in improving their writing. These findings clearly confirm the first research assumption which says that “2<sup>nd</sup> year EFL students at Msila University are unaware of the metacognitive learning strategies used in writing”. It is also remarked that the majority of the participants have problems with the use of MLSs especially planning besides to monitoring and evaluating strategy which is one of the reasons behind their poor writing.

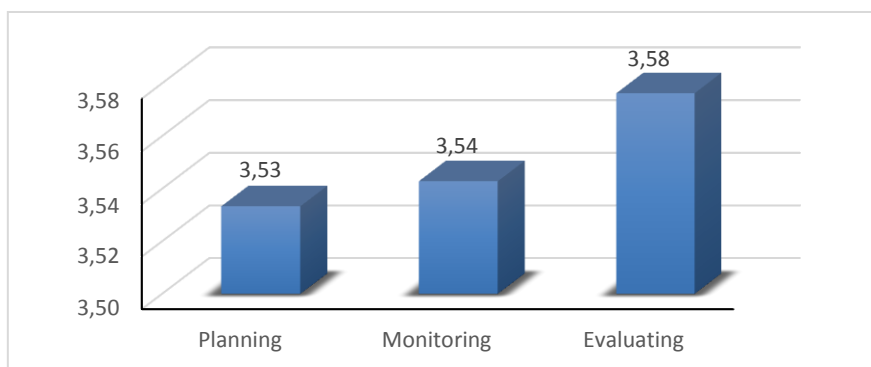
### 2.2.3. Data Analysis for Research Question two

Whereas the first section of the questionnaire tackled the students’ awareness of strategies use, this section aimed at investigating the use of MLSs among 2<sup>nd</sup> year EFL students at Msila University in relation to writing. Data obtained from this investigation is displayed on table 07 below

**Table 07:** Description of Metacognitive Language Learning Strategies Used by Second Year Students

Strategy	N	Mean	SD	Rank	Strategy Use
Planning	30	3.53	0.67	3	High
Monitoring	30	3.54	0.61	2	High
Evaluating	30	3.58	0.57	1	High

Table 07 above shows 30 second year EFL students’ responses to the questionnaire. They used evaluation, monitoring, and planning strategies respectively. From the examination of the values of sample mean of the participants, the results reported a high use of evaluation, monitoring, and planning strategies with the mean of 3.58, 3.54, and 3.53 respectively. Planning strategies mean value (3.53) is the lowest with a standard deviation of (0.67) indicating that it is the least used metacognitive strategy category? Graph 05 below displays the findings of the second research question:



**Graph 05:** Metacognitive Language Learning Strategies Used by Second Year Students

As it is shown in Graph 05, the most used strategy category by the participants of this study is evaluation while planning is the least used strategy category.

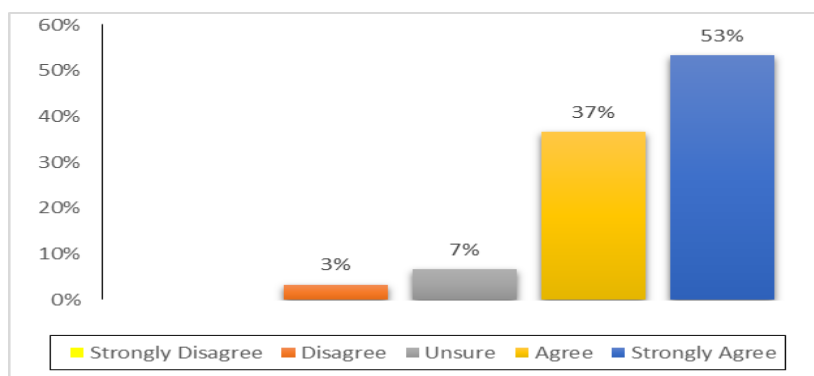
From the analysis of the second research question data, results indicate that 2<sup>nd</sup> year students use all the three metacognitive strategy categories, evaluation, monitoring, and planning, differently when they write a paragraph. It is clear that all the three metacognitive strategy categories are used at a high level by 2<sup>nd</sup> year EFL students.

It is believed that even in one strategy there can be some techniques that are more used and preferred than others. Therefore, for the aim of getting a deeper understanding of the use of MLS among 2<sup>nd</sup> year EFL students at M<sup>’</sup>sila University, a detailed analysis of the items that constitute each strategy was conducted.

**Item 01: If I have given a list of topics to choose from, I always do a quick analysis to see how much I know about each topic before I start writing the paragraph.**

**Table 8:** Students’ Prior Knowledge and Its Relation to the Given Topic

Options	N	F	%
Strongly Disagree	30	0	0%
Disagree	30	1	3%
Unsure	30	2	7%
Agree	30	11	37%
Strongly Agree	30	16	53%



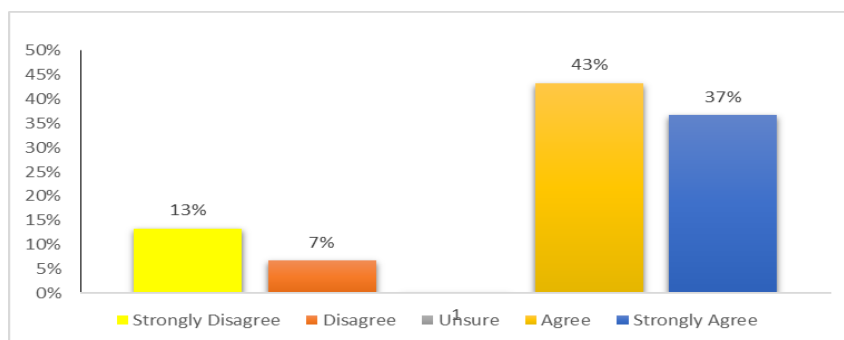
**Graph 06:** Students’ Prior Knowledge and Its Relation to the Given Topic

Table 08 and graph 05 show that the majority of the students answered with either strongly agree 53% or agree 37% to the first statement. This means that most of them do a quick analysis before they start writing a paragraph, in case they have given topics to choose from, so that they choose the topic they think they know more about. This also indicates that this planning strategy is highly used by the students.

**Item 02: I will not begin to write until I do brainstorming and ask myself if I can relate the topic to my own experience or my prior knowledge.**

**Table 09:** Students’ Brainstorming to the Given Topic before Writing

Options	N	F	%
Strongly Disagree	30	4	13%
Disagree	30	2	7%
Unsure	30	0	0%
Agree	30	13	43%
Strongly Agree	30	11	37%



**Graph 07:** Students’ Brainstorming to the Given Topic before Writing

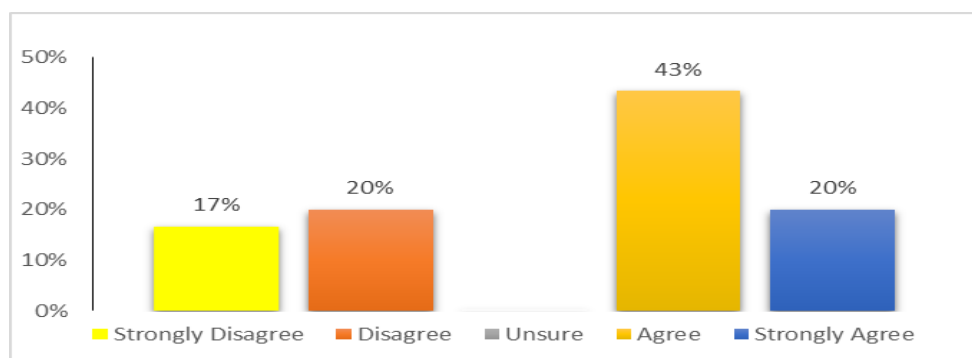
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The second item in the questionnaire is related somehow to the first item. That is, students test first their prior knowledge before they start writing. From table 9 we notice that the majority of the students answered by agree 43% and strongly agree 37% to the second statement. This gives a clear indication that brainstorming is highly used by the students.

**Item 03: I set goals and sub-goals (e.g.: to use a new word or a new sentence structure I have learned, to avoid a mistake I had made before, to get a high score, to be a professional writer, or to satisfy the teacher, etc.)**

**Table 10:** Checking Students' Goal Setting

Options	N	F	%
Strongly Disagree	30	5	17%
Disagree	30	6	20%
Unsure	30	0	0%
Agree	30	13	43%
Strongly Agree	30	6	20%



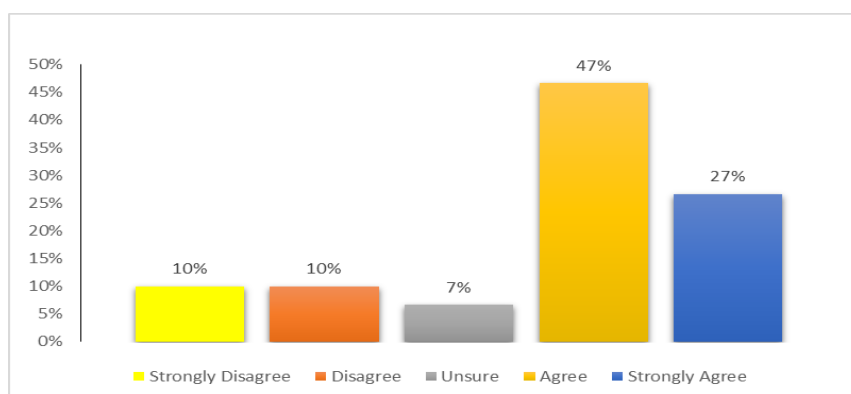
**Graph 08:** Checking Students' Goal Setting

Results from table 10 shows that 13 students out of 30, who represent 43% of the total number of students, responded with agree to the third item while 6 students out of 30, who represent 20% of the total number of students, responded with strongly agree. That is, more than half of the students plan to achieve a specific purpose at the end of their writing. However, a minority of 6 students, that is 20%, went for disagree option which indicates that few students do not usually set goals before they start writing. Consequently, results from table 03 reveal that this planning strategy is highly used by the students.

**Item 04: I usually make an outline which includes a list of key point of views that I want to include in my writing.**

**Table 11: Checking Students’ Outlining**

Options	N	F	%
Strongly Disagree	30	3	10%
Disagree	30	3	10%
Unsure	30	2	7%
Agree	30	14	47%
Strongly Agree	30	8	27%



**Graph 09: Checking Students’ Outlining**

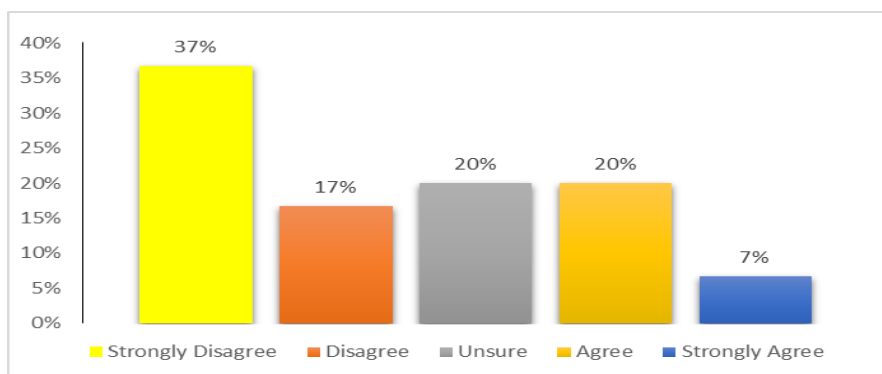
According to table 11 we notice that a number of 14 students, that is 47%, chose the agree column and a number of 8 students, which is 27%, chose the strongly agree column as an answer to item 04. In other words, students usually make outlines which consist of the main ideas that they want to include in their paragraphs. As a result, this planning strategy is marked with high percentage and high usage level.

**Item 05: I usually make a timetable for what I will do in my writing.**

**Table 12: Students’ Time Management**

Options	N	F	%
Strongly Disagree	30	11	37%
Disagree	30	5	17%
Unsure	30	6	20%
Agree	30	6	20%

<b>Strongly Agree</b>	30	2	7%
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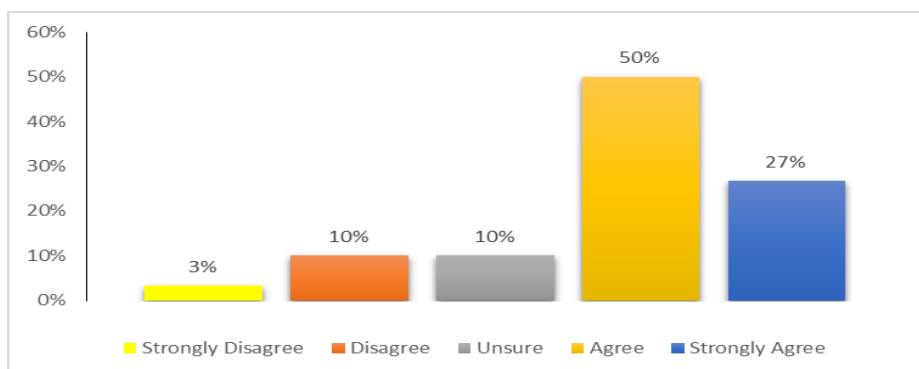
**Graph 10: Students' Time Management**

Among 30 students' informants 11 of them that equals 37% answered with strongly disagree which means that they do not usually make a time plan before they start writing. Whereas 6 students that equals 20% answered that they do make a timetable for what they will include in their writing. The same number of students, i.e. 20%, answered that they are not sure if they regularly do so. This is a clear evidence that the time planning strategy is marked with a medium usage level.

**Item 06: I monitor myself throughout the writing process, and I am aware of what I am doing.**

**Table 13: Checking Students' Monitoring**

<b>Options</b>	<b>N</b>	<b>F</b>	<b>%</b>
<b>Strongly Disagree</b>	30	1	3%
<b>Disagree</b>	30	3	10%
<b>Unsure</b>	30	3	10%
<b>Agree</b>	30	15	50%
<b>Strongly Agree</b>	30	8	27%



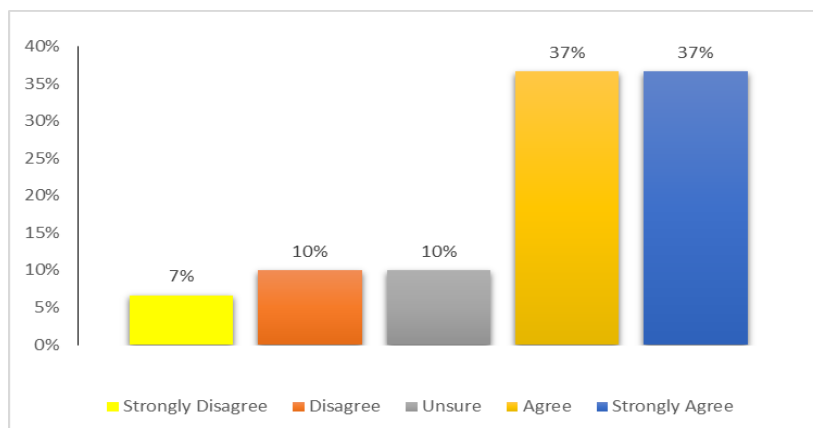
**Graph 11: Checking Students' Monitoring**

As shown in tables 06, half the students that is 50%, responded with agree and 27% of them responded with strongly agree to the statement 06. In other words, the vast majority of the students answered that they monitor themselves during the writing process and they are aware of what they doing. Consequently, this monitoring strategy is highly used by the students.

**Item 07: I try to monitor my writing actively, focusing my attention on the current writing task (i.e. paragraph) to avoid being distracted by other irrelevant information.**

**Table 14: Students' Check of Relevant Information**

Options	N	F	%
Strongly Disagree	30	2	7%
Disagree	30	3	10%
Unsure	30	3	10%
Agree	30	11	37%
Strongly Agree	30	11	37%



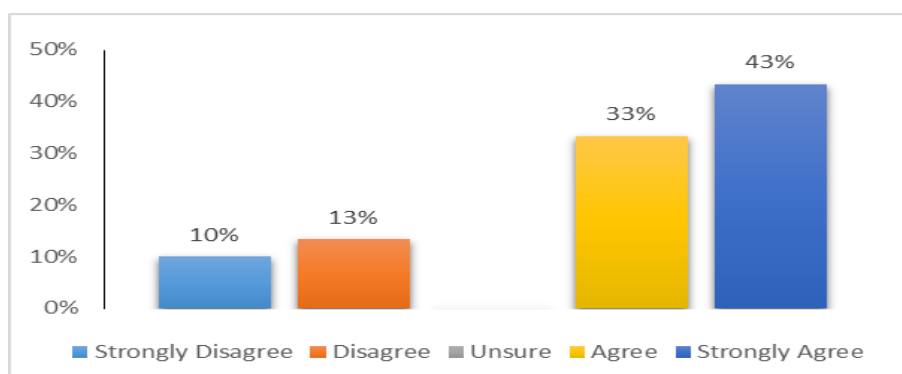
**Graph 12:** Students’ Check of Relevant Information

According to what is suggested in the previous table, we could notice that nearly 74% of the students, 37% for agree and 37% for strongly agree, declared that they actively monitor their writing in order to avoid being distracted by irrelevant ideas or information. So, this shows that this monitoring strategy is used at a high level by the students.

**Item 08: I usually check if the arguments follow the instruction of the paragraph (i.e. if I am on the right track).**

**Table 15:** Students’ Check of the Arguments’ Appropriateness

Options	N	F	%
Strongly Disagree	30	3	10%
Disagree	30	4	13%
Unsure	30	0	0%
Agree	30	10	33%
Strongly Agree	30	13	43%



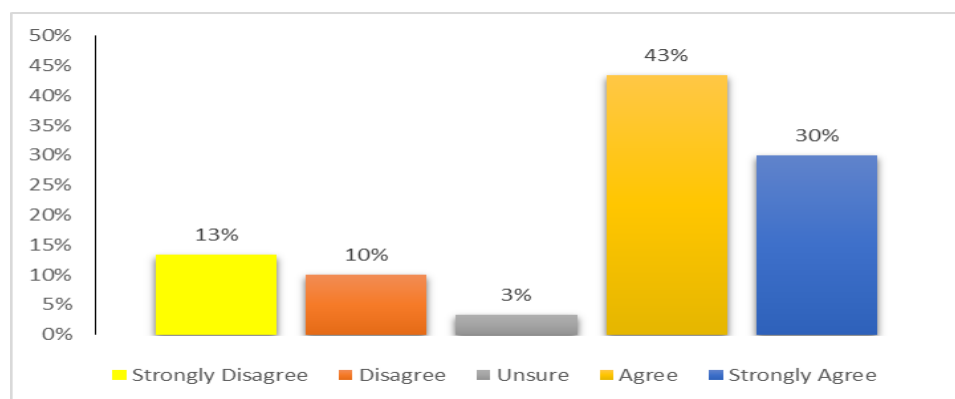
**Graph 13:** Students’ Check of the Arguments’ Appropriateness

This item is the follow up of item 07. A number of 13 students out of 30 students i.e. 43% replied with strongly agree to this item and a number of 10 students out of 30 students, that is 33%, replied that they usually check if their arguments follow the instruction of the paragraph task. So, we assume that this monitoring strategy is highly used by the students.

**Item 09: As I write my paragraph, I often stop to check if my grammar, punctuation, and spelling are correct.**

**Table 16:** Students’ Detection of Grammar, Punctuation, and Spelling Mistakes

Options	N	F	%
Strongly Disagree	30	4	13%
Disagree	30	3	10%
Unsure	30	1	3%
Agree	30	13	43%
Strongly Agree	30	9	30%



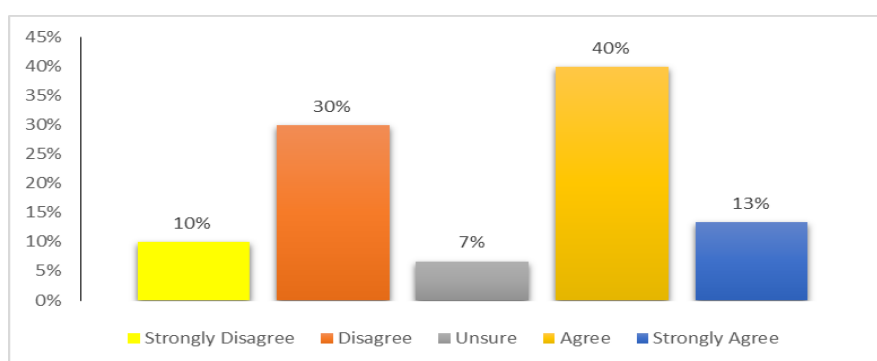
**Graph 14:** Students’ Detection of Grammar, Punctuation, and Spelling Mistakes

This item is complementary to the previous two items but it is related only to grammar, spelling, and punctuation. As it could be grasped from the above table, the biggest rates are noted in the “agree” and “strongly agree” options by 43% and 30% respectively. Selecting these two options demonstrates that the students often stop to check their grammar, punctuation, and spelling mistakes. These findings also demonstrate that this monitoring strategy is used at a high level by our participants.

**Item 10: I try to arrange my time effectively to assure the completion of the writing task.**

**Table 17:** Students’ check of Time Management

Options	N	F	%
Strongly Disagree	30	3	10%
Disagree	30	9	30%
Unsure	30	2	7%
Agree	30	12	40%
Strongly Agree	30	4	13%



**Graph 15:** Students’ check of Time Management

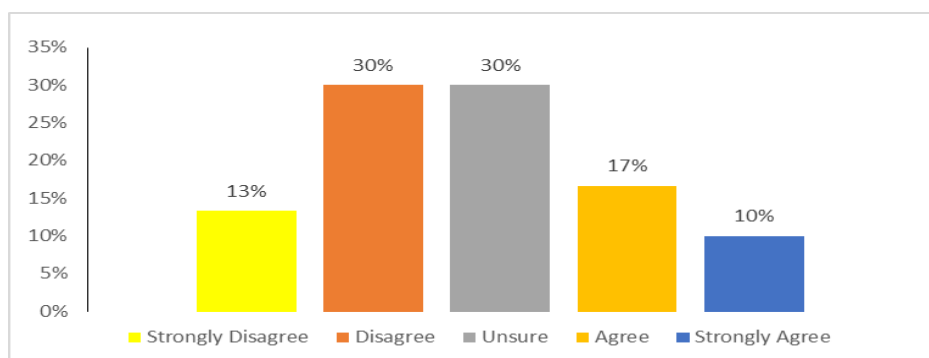
From table 17 and graph 15, we notice that the respondents’ answers arrange from agree/strongly agree and disagree/strongly disagree options. That is, 40% of the students answered with agree and 13% of them answered with strongly agree. On the other hand, 30% of the students answered with disagree and 10% of them answered with strongly disagree. This means that our respondents use the time management strategy at a medium level.

**Item 11: I check the effectiveness of the writing strategy being used.**

**Table 18:** Students’ Monitoring of Effectiveness of the Writing Strategies

Options	N	F	%
Strongly Disagree	30	4	13%
Disagree	30	9	30%
Unsure	30	9	30%

<b>Agree</b>	30	5	17%
<b>Strongly Agree</b>	30	3	10%



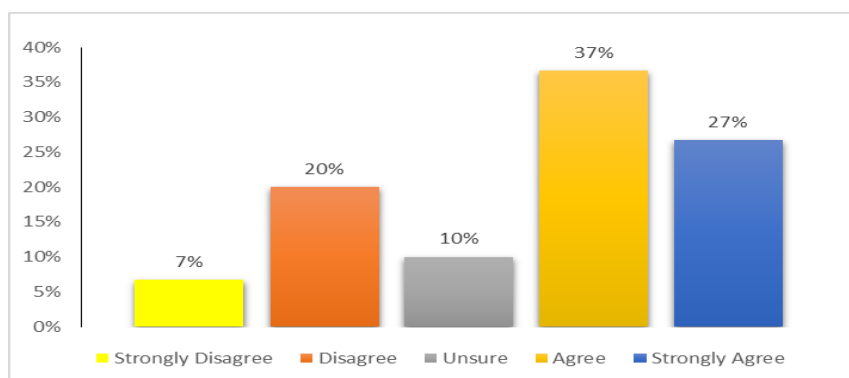
**Graph 16:** Students’ Monitoring of Effectiveness of the Writing Strategies

As shown in this table 18, 13 students who represent 43%, i.e. 30% who answered with disagree + 13% who answered with strongly disagree, reported that they do not check the effectiveness of the writing strategy being used. However, 9 students who represent 30% portrayed that they are not sure if they do so. Whereas 8 students who represent 27%, i.e. 17% who answered with agree + 10% who answered with strongly agree, reported that they always check the effectiveness of the writing strategy being used. From these findings, we can assume that this monitoring strategy is used by the students at a low level.

**Item 12: I usually detect weaknesses and problems in my writing.**

**Table 19:** Students’ Detection of Weaknesses

<b>Options</b>	<b>N</b>	<b>F</b>	<b>%</b>
<b>Strongly Disagree</b>	30	2	7%
<b>Disagree</b>	30	6	20%
<b>Unsure</b>	30	3	10%
<b>Agree</b>	30	11	37%
<b>Strongly Agree</b>	30	8	27%



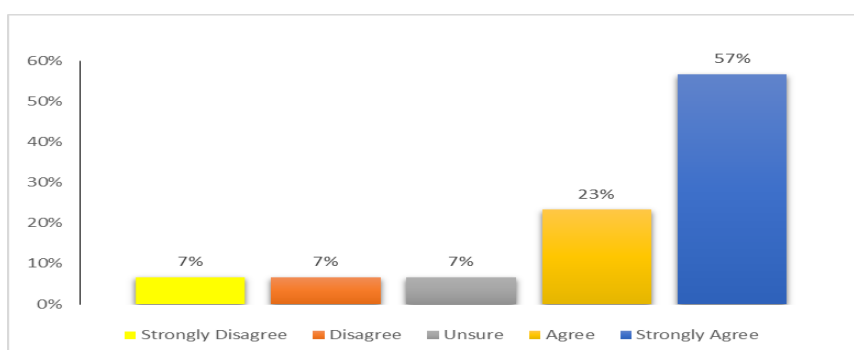
**Graph 16:** Students’ Detection of Weaknesses

Among 19 students, i.e. 64%, who reported that they usually detect weaknesses and problems in their writing, 11 students, i.e. 37%, answered with agree and 8 students, i.e. 27%, answered with strongly agree. Whereas 8 students, i.e. 27%, portrayed that they do not usually detect weaknesses in their writing, 20% of them chose disagree and 7% of them chose strongly disagree. So, this monitoring strategy is highly used by the students.

**Item 13: I ask myself if I have considered each aspect of the topic after I finish the paragraph.**

**Table 20:** Students’ Assessment of the Topic Instructions

Options	N	F	%
Strongly Disagree	30	2	7%
Disagree	30	2	7%
Unsure	30	2	7%
Agree	30	7	23%
Strongly Agree	30	17	57%



**Graph 17:** Students’ Assessment of the Topic Instructions

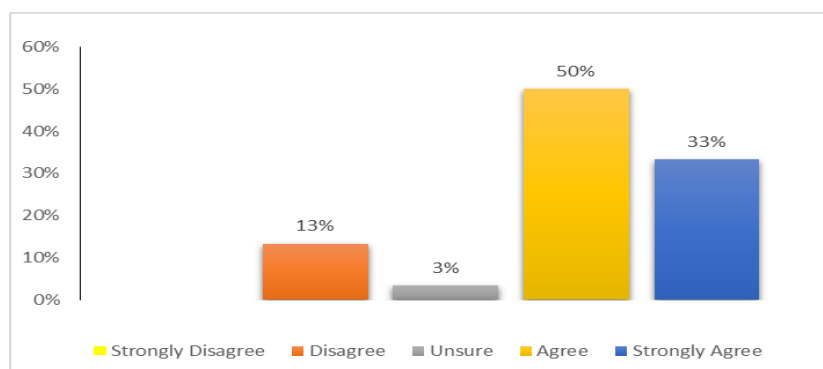
## CHAPTER 2: Methodology, Data Analysis, and Pedagogical Implications

Table 20 results demonstrate that 57% of the students responded that they agree with this statement and 23% of them responded that they strongly agree with it. This means that a number of 24 students out of 30, i.e. 79%, ask themselves if they have considered every aspect of the topic after they finish the paragraph. Consequently, this evaluation strategy is highly used by the students.

**Item 14: I usually revise the content's clarity of the final paragraph, and I edit accordingly.**

**Table 21: Students' Edition**

Options	N	F	%
Strongly Disagree	30	0	0%
Disagree	30	4	13%
Unsure	30	1	3%
Agree	30	15	50%
Strongly Agree	30	10	33%



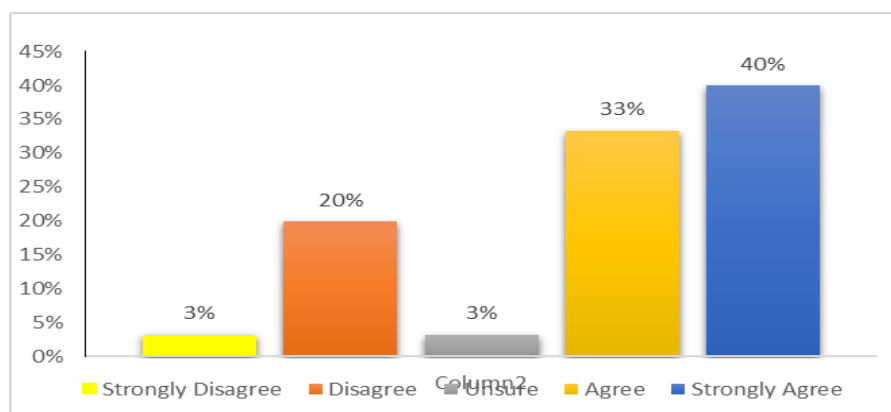
**Graph 18: Students' Edition**

The table above reveals quite interesting results. 25 students out of 30, i.e. 83% (50% for agree and 33% for strongly agree), responded that they usually revise the content's clarity of the final paragraph and they edit accordingly. Thus, this evaluation strategy is highly used by the students.

**Item 15: I always assess the structure of the paragraph.**

**Table 22: Students' Assessment of Paragraph Structure**

Options	N	F	%
Strongly Disagree	30	1	3%
Disagree	30	6	20%
Unsure	30	1	3%
Agree	30	10	33%
Strongly Agree	30	12	40%



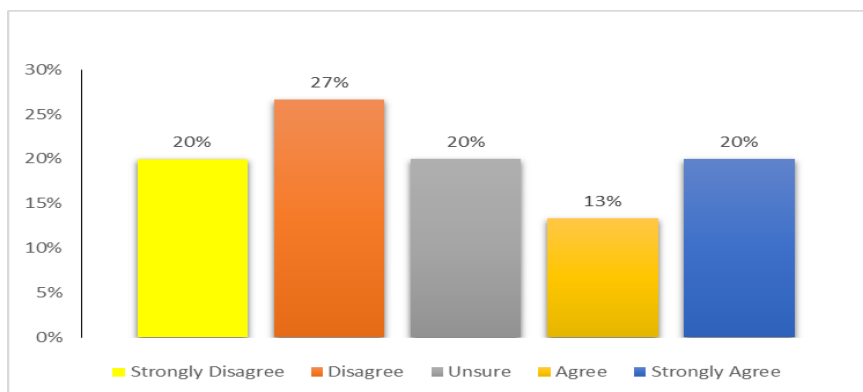
**Graph 19:** Students' Assessment of Paragraph Structure

Results show that 22 informants (73%) answered that they assess the structure of the paragraph on a regular basis. But only 7 informants (23%) answered that they do not assess the structure of the paragraph. This evaluation strategy, therefore, is highly used by the students.

**Item 16: I usually assess the usefulness of the used strategies.**

**Table 23:** Students' Assessment of Strategies' Usefulness

Options	N	F	%
Strongly Disagree	30	6	20%
Disagree	30	8	27%
Unsure	30	6	20%
Agree	30	4	13%
Strongly Agree	30	6	20%



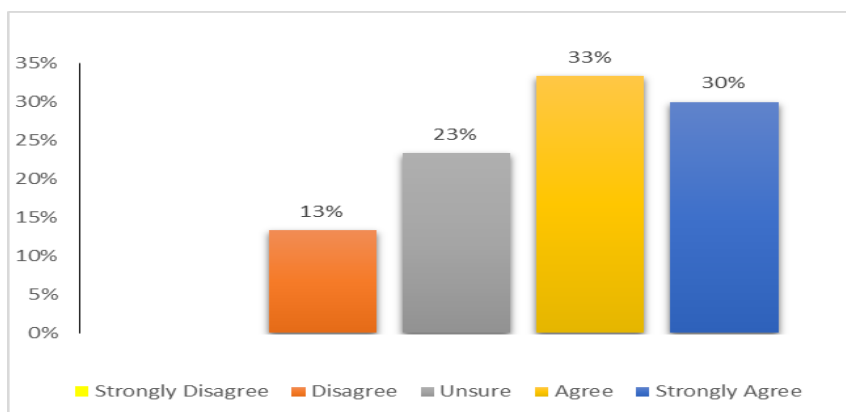
**Graph 20:** Students’ Assessment of Strategies’ Usefulness

According to our respondents’ answers, 47% of them (27% for disagree and 20% for strongly disagree) do not assess the usefulness of the used strategies, 20% of them are not sure if they do so, whereas 33% (20% for strongly agree and 13% for agree) assess the usefulness of the used strategies. This indicates that this planning strategy is used by the students at a low level.

**Item 17: I often assess how well I have accomplished the writing task.**

**Table 24:** Students’ Assessment of Task Accomplishment

Options	N	F	%
Strongly Disagree	30	0	0%
Disagree	30	4	13%
Unsure	30	7	23%
Agree	30	10	33%
Strongly Agree	30	9	30%



## General Conclusion

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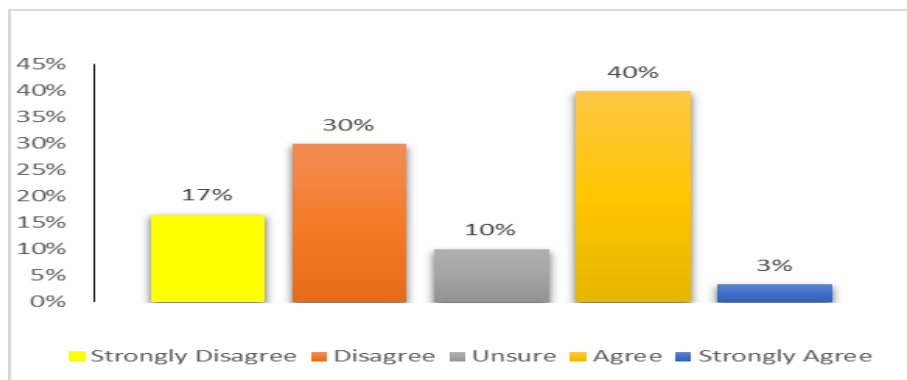
**Graph 21:** Students’ Assessment of Task Accomplishment

As it is predicted, the majority of students (63%) have the habit of assessing how well they have accomplished the writing task. However, 23% of them claimed that they are not sure if they do so. Thus, this planning strategy is used by the students at a high level.

**Item 18: I usually confer with my classmates or my teacher after the first draft.**

**Table 25:** Students’ Conference with Their Teacher/Classmates

Options	N	F	%
Strongly Disagree	30	5	17%
Disagree	30	9	30%
Unsure	30	3	10%
Agree	30	12	40%
Strongly Agree	30	1	3%



**Graph 22:** Students’ Conference with Their Teacher/Classmates

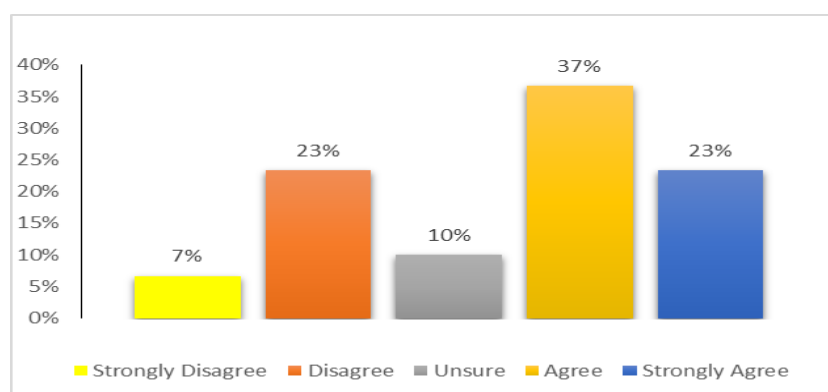
Among 47% of the students who reported that they do not usually confer with their classmates or their teacher after the first draft, 30% of them chose the disagree column whereas 17% of them went for the strongly disagree column. 40% of the students, however, reported that they always confer with their classmates or teacher after the first draft. This indeed shows that this evaluation strategy is used by the students at a medium level.

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**Item 19: I can often guess the type of evaluation I would receive from my teacher.**

**Table 26:** Students' Prediction of the Teacher's Evaluation

Options	N	F	%
Strongly Disagree	30	2	7%
Disagree	30	7	23%
Unsure	30	3	10%
Agree	30	11	37%
Strongly Agree	30	7	23%



**Graph 23:** Students' Prediction of the Teacher's Evaluation

It is important to point out that this statement is to complete statements 13, 14, 15, 16, 17, and 18. Being able to guess the type of evaluation they might receive from their teacher means that students have already used the previous evaluation strategies and are aware of the difficulties they face. Hence, item 19 is to see how well they have evaluated their writing. Results show that 18 students out of 30, that equals 60%, answered positively to this statement, 37% claimed that they agree with this statement and 23% claimed that they strongly agree with it. 9 students (30%), however, answered negatively to this statement. In other words, they do not often guess the type of evaluation they would receive from their teacher. As a result of these findings, we conclude that this planning strategy is highly used by the students.

Based on the results, the majority of the students mostly use brainstorming and making outlines among the planning techniques. On the other hand, making timetable before writing was the least preferred planning technique. The lack of using time

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management technique is one of the reasons behind the students' writing problems. According to data analysis of the monitoring strategy, the participants declared that they mainly use self-monitoring technique besides to detecting the correctness of their writing in term of grammar, punctuating, and spelling. Among monitoring techniques, monitoring the effectiveness of the writing strategies was the least used. As one of the findings of the current research, the use of assessing the topic instruction was the most favored evaluating technique by our participants in addition to other techniques as assessing the structure and editing, while assessing the usefulness of the strategies being used was indicated to be the least used technique.

### 2.2.4. Discussion of the Second Research Question Results

The data obtained from the questionnaire clearly show that 2<sup>nd</sup> year students use all MLSs, namely evaluation, monitoring, and planning, differently when they write a paragraph. As mentioned above, all the three metacognitive learning strategy categories are used at a high level by 2<sup>nd</sup> year EFL students. However, as predicted, some techniques were more preferred than others. In contrast to these findings, Razi (2012), in his research, revealed that only few of MLS were used by the students. He found that "using words that they were sure of the meaning", "brainstorming before they chose the essay topic to write about", and "selected the topic which they knew the most about" were the most used techniques. Based on the data, it seems clear that the students neither monitor nor assess the usefulness of the writing strategies; this can be explained based on the previous findings which revealed that the majority of the student are unaware of the use and importance of writing strategies.

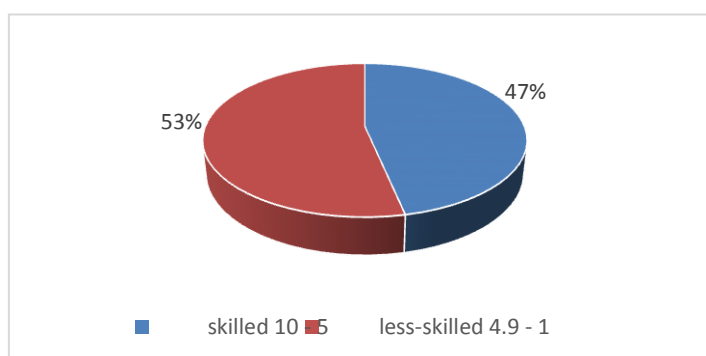
### 2.2.5. Data Analysis for Research Question Three

To know the level of the students in writing, paragraph writing test was used. It consisted of two topics in which the participants were asked to choose one of them and write a short paragraph. The paragraphs were corrected by two teachers based on the same scale (see app 2). Then the students were divided in two groups, namely skilled and less- skilled writers, according to the scores they achieved in the paragraph writing test (10 – 5 points = skilled writers; 4.9 – 1 points =less-skilled writers). The data obtained from the paragraph writing test are displayed on the Table 27 and Graph 24 below.

## General Conclusion

**Table 27:** Students' Writing Achievement Level

Level	N	Scores	%
Skilled Writers	14	10 – 5	47%
Less-Skilled Writers	16	4.9 – 1	53%
Total	30		100%



**Graph 24:** Students' Writing Achievement Level

As shown in the table 27 and graph 24 above, 14 students whose scores of the paragraph writing test are between 5 – 10 points were recognized as skilled writers, whereas those who got less than 5 points in the test were viewed as less-skilled writers. As mentioned previously, 53% of second year EFL students at M'sila University (who got 5 points or more) were indicated as skilled writers, while 47% of them (whose scores are between 4.9 – 1 points were regarded as less-skilled writers).

### 2.2.6. Discussion of the Third Research Question Result

The data gathered from the paragraph writing test clearly indicate that more than the half of the students scored less than 5 points in the paragraph writing test; that is, the majority of them find problems in writing in relation to grammar, vocabulary, mechanics, organization, etc. This can be due to the absence of using metacognitive learning strategies as planning, monitoring, and evaluating.

### 2.2.7. Data Analysis for Research Question Four

To answer the fourth question which is about the difference of using MLSs between skilled and less-skilled students writers, second year EFL students were divided into two groups, namely skilled and less-skilled writers, based on the scores of the

## General Conclusion

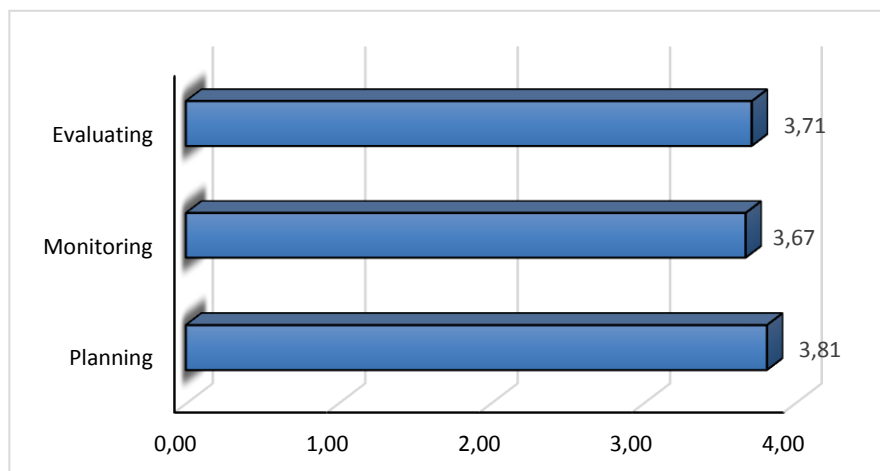
paragraph writing test. Then, 14 students were selected from each group. The data obtained are displayed on table 28 and 29 below.

**Table 28:** Descriptives of the Metacognitive Learning Strategies used by Skilled Writers

Strategy	N	Mean	SD	Rank	Strategy Use
Planning	14	3.81	0.52	1	High
Monitoring	14	3.67	0.42	3	High
Evaluating	14	3.71	0.66	2	High

The table 28 above represents 14 EFL skilled writers „responses to MLSU questionnaire. It indicates that they highly used planning, evaluating, and monitoring in order. As mentioned in the previous table, the most used strategy by skilled writers is planning with a mean value of ( $M = 3.81$ ) and standard deviation of ( $SD = 0.52$ ). Compared to other strategies, monitoring strategy was marked with the least mean score of 3.67 as well as the least value of standard deviation ( $SD = 0.42$ ). In the second rank, evaluating strategy was highly used with the mean score of 3.71 and the highest value of standard deviation ( $SD = 0.66$ ).

The skilled students writers revealed a higher use of MLSs. To give clear image of the findings of this analysis, graph 25 displays the distribution of MLSs used by skilled writers.



**Graph 25:** Metacognitive Learning Strategies used by Skilled Writers

## General Conclusion

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As shown in graph 25 it is clear that skilled writers highly used MLSs namely planning, evaluating, and monitoring in order.

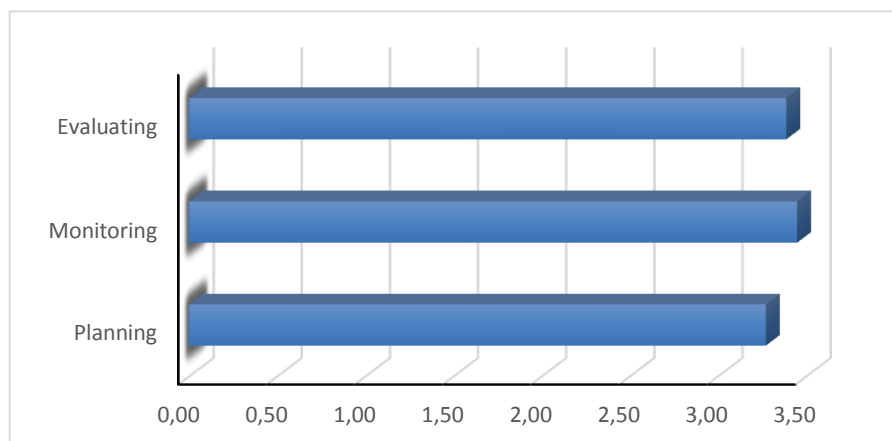
The table 29 indicates the data obtained from less-skilled students writers' responses to MLSU questionnaire.

Strategy	N	Mean	SD	Rank	Strategy Use
Planning	14	3.27	0.75	3	Medium
Monitoring	14	3.45	0.73	1	medium
Evaluating	14	3.39	0.46	2	Medium

**Table 29:** Descriptives of the Metacognitive Learning Strategies Used by Less-Skilled Writers

The quantitative analysis of the data which was gathered from the questionnaire allowed establishing which metacognitive learning strategies were the most preferred and which ones were the least preferred by less-skilled writers. According to table 29, it seems clear that less-skilled writers used planning, monitoring, and evaluating in a medium level. Interestingly, monitoring techniques were the most used with a value of mean ( $M = 3.45$ ). The finding also revealed that planning was the least used strategy with the mean score of 3.27 and the highest value of standard deviation ( $SD = 0.75$ ). With the least standard deviation value of 0.46, less-skilled writers used evaluating strategy with a mean score of 3.39.

To show the data in clearer way graph 26 shows the distribution of MLSs used by less-skilled students writers.

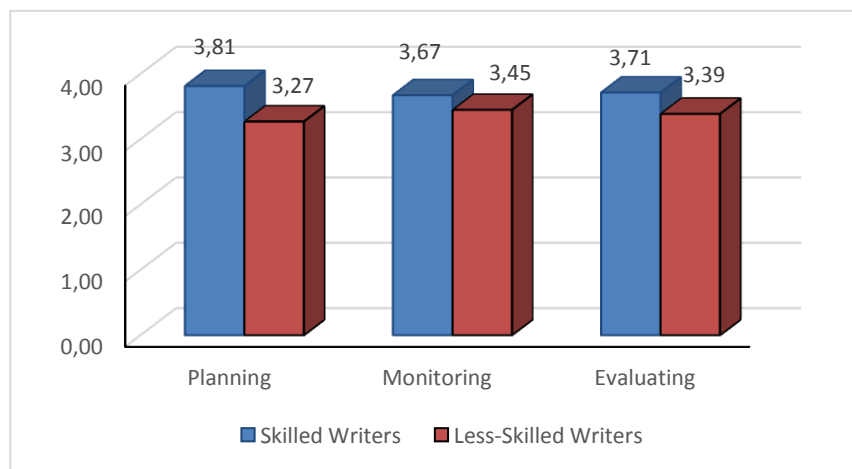


## General Conclusion

**Graph 26:** Metacognitive Learning Strategies used by Less-Skilled Writers

As mentioned above, monitoring is the most popular used strategies among less skilled writers with the mean value of 3.45 while planning strategy with the mean score of 3.27 proved to be the least used one. It is found that less-skilled writers used monitoring, evaluating, and planning in order.

To compare the used MLSs among skilled and less-skilled writers as well as highlight the point of the difference between the two groups, namely planning, monitoring, and evaluating, Graph 27 below summarizes and compares different strategies.



**Graph 27:** The Use of Metacognitive Learning Strategies among Skilled and Less-skilled Writers

Graph 27 clearly shows that skilled writers used MLSs during composing their paragraphs more than less-skilled writers. It indicates that planning strategy was highly used among skilled writers with the mean value of 3.81 whereas, for less skilled writers, it was used with the mean score of 3.27. Unlike less-skilled writers who showed planning as the most used strategy, monitoring was the most popular strategy among skilled writers with an average of 3.67. It is also found that skilled writers highly used evaluating techniques with mean score of 3.71 compared to less-skilled writers who used evaluating strategy with the mean value of 3.39. The results show that skilled writers highly used metacognitive learning strategies namely planning, monitoring, and evaluating whereas less-skilled writers used all MLSs in a medium level.

### 2.2.8. Discussion of the Fourth Research Question Results

Overall, from the analysis of the data, it seems clear that skilled and less-

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skilled writers used different metacognitive learning strategies to complete the writing

task; however, skilled writers highly used MLSs during composing their paragraphs. In contrast to skilled writers, the findings indicate that less-skilled writers plan, monitor, and evaluate less. This was confirmed by other researchers (Cumming, 1989; Hayes & Flower, 1986; Hayes et al., 1987; Sasaki, 2000, as cited in) who found that expert writers tend to plan and revise more than novice writers. Li & Lakin (2016), in their study, also found that the difference on using MLSs between proficient and less-proficient students during the writing task lie in three areas: planning, monitoring, and evaluating. In the same vein, Razi (2012) also revealed that successful learners (higher grade holders) use metacognitive strategies more than unsuccessful learners (lower grade holders). Based on the data obtained from the questionnaire, it is clear that there is a significant difference between skilled and less-skilled writers in terms of their use of MLSs. The same result was mentioned by Gerami & Baighlu (2011) who also believes that the variety in using strategies during composing their paragraphs is because the students' abilities and capacities in learning a new language are different. Nevertheless, it should be noted that the study of Gerami & Baighlu included wider range of LLS whereas the current study focused only on MLSs. Another suggestion on the reason behind the difference of using MLSs between skilled and less-skilled writers is that the two groups think and behave differently. This claim was also suggested by Li & Lakin (op.cit) who stated that proficient and less proficient learners demonstrate different metacognitive strategies during the writing task because they “*think and act differently in terms of metacognition*” (p. 11). In accordance with these findings, it can be said that the fourth assumption that says that there is no difference on the use of MLSs between skilled and less-skilled, is rejected.

As mentioned above, the data gathered indicated that skilled writers whose scores are 5 points or more in the paragraph writing test highly used metacognitive learning strategies as planning, monitoring, and evaluating. On the other hand, those whose grades are less than 5 points in the test i.e. less-skilled writers used metacognitive learning strategies less than skilled one. Similarly, Razi (op.cit) have found that the higher the students' grade the more metacognitive learning strategies are used and the lower their grades the less MLS are used. This finding was also supported by Park (1997, as cited in ibid) who revealed that lower grade holders use MLSs less than higher grade holders. The findings above suggest that there a relationship between the metacognitive learning strategies used by the students and their writing achievement.

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### 2.2.9. Summary of the Findings

The findings of this study are the following:

- Not all 2<sup>nd</sup> year EFL students are aware of the MLSs used during writing and this could be a result of the absence of explicit teaching strategy.
- Second year EFL students at M'sila university use all the metacognitive learning strategies respectively. Compared to other metacognitive strategies, planning was the most used strategy among 2<sup>nd</sup> year EFL students at M'sila University.
- More than the half are less-skilled writers. In other words, majority of them encounter many writing difficulties. However, the rest of the students are skilled writers.
- There is a difference in the use of MLSs between skilled and less-skilled writers. Unlike less-skilled writers who used MLSs in a medium level, skilled writers highly used MLSs during composing their paragraphs. They mostly preferred to use planning strategy, while monitoring was remarked to be the most frequently used strategy among less-skilled writers. This could be the main reason behind the difference between the level of skilled and less-skilled writers.
- Skilled writers (higher grade holders) use MLSs more than less-skilled writers (lower grade holders). In other words, the more students used MLSs during writing the more they got good marks.

### 2.3. Pedagogical Implications

The findings of this study suggest a number of implications for classroom practice. First, EFL learners should be made aware of the necessity of using MLSs. Second, they should also be made aware of the range of MLSs options available to them and how to select and use them effectively. Third, MLSs training should be offered to learners in order to improve their strategy repertory, since it is a vital factor in foreign language learning. Lastly, the findings on the grades of the students suggest a necessary methodological implication: skilled students writers used more MLSs which leads to the

## General Conclusion

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question, “were the learners skilled writers because they employed MLSs more?” Even though this question is not easy to answer, this implements that there is a relationship

between students’ writing performance and their MLSs use with awareness.

### 2.4. Recommendations

The suggestions and recommendations for further research that arise from this study can be listed as follows: first, the study could be deepened by investigating the correlation between MLSs use and Writing achievement. Second, this study could also be extended by adding the data collection method of think-aloud protocols. Therefore, the researcher would get learners’ reflections on action through the questionnaire and their reflections in action through think-aloud protocols. Lastly, according to the results, it was found that the majority of the students lack awareness of MLSs in relation to the writing skill. Therefore, another study which would focus on MLSs training could be done following the current study. For such investigation, two groups would be organized, an experimental and a control group, by administering pre-tests, post-tests, and daily tests. The results taken from each group could be compared.

There are various data collection methods, both qualitative and quantitative, which can be employed in LLS research. Questionnaires are used often widely by LLS researchers for decades and findings are promising. However, the use of qualitative methods is highly required for understanding learners’ thinking processes when they use LLS.

### Conclusion

This chapter represents the analysis and interpretation of the data gathered from different stages of the research. The collected data was consisted of three main tools, a paragraph writing test, and a questionnaire for students. The results were analyzed quantitatively and qualitatively, represented statistically in tables and interpreted in graphs. The findings of this study provide a better understanding of strategy awareness and use among second year EFL students at M’sila University. Second year EFL students at M’sila University, on the other hand, are not all aware concerning of MLSU. Among MLSs, Planning strategies were the most strategies used by the students. The results also indicated that both skilled and less skilled students used MLSs. However, skilled students used them more than less skilled students.

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As appreciation for the value of metacognition has grown in the field of education, the focus of this study was narrowed to investigate the MLSU and EFL learners' achievement in relation to writing. First, this study aimed to investigate whether 2<sup>nd</sup> year EFL students at M'sila University aware of the MLSs used during writing. Second, to examine second year EFL learners use of MLSs in writing; third, to determine the students' writing achievement level. lastly, to investigate the difference of using MLSU between skilled and less skilled students writers.

The first question which about second year EFL students at M'sila University awareness of MLSs. This question was answered qualitatively and quantitatively. The results gained from the questionnaire indicated that the majority of second year EFL student are unaware of the MLSs used in writing. Additionally,

Concerning the second question which aimed to investigate 2<sup>nd</sup> year EFL students at M'sila University use of MLSs during writing. The study findings showed that the students use all the metacognitive strategies, planning, monitoring, evaluating respectively at a high level.

The third question was intended to determine 2<sup>nd</sup> year EFL learners writing achievement level based on their scores in the paragraph writing test. The data obtained revealed that the scores of the majority were less than 5 points which means that they have poor writing, while the other students who achieved good scores i.e. more than 4.9 points tended to write good paragraphs. More than half of the students have many writing problems in relation to grammar, mechanics, organization, vocabulary, etc.

The fourth question was about the difference of using metacognitive learning strategies between skilled and less-skilled writers. To answer this question, students were grouped into two groups, namely skilled and less-skilled writers based on their grades they achieved in the paragraph writing test. Then, 14 students were selected non-randomly from each group. Based on the responses of each group on the MLSU questionnaire, it is clear that skilled writers and less skilled writers used different MLSs. The data showed that the monitoring was the most preferred strategy by less-skilled writers whereas skilled writers preferred to use planning among MLSs. The result clearly mentioned that both groups used the MLSs; however, skilled writers use metacognitive learning strategies more than less-skilled one.

## General Conclusion

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The data analysis obtained from the last question which indicated that skilled writers highly used MLSs compared to less-skilled, it seems clear that the more students used MLSs the more they got good marks. Based on these findings, one may reveal that there is a relationship between the MLSU and the students' writing achievement.

After the analysis of obtained data from different research tools, the first and second research assumptions were confirmed whereas the third and fourth research assumptions were rejected. This means that second year EFL learners at M'sila University are unaware of the metacognitive learning strategies used; however, they use all MLSs when writing. In addition, not all 2<sup>nd</sup> year EFL students are skilled writers; in fact, the majority of them are less-skilled writers. The fourth research assumption, as mentioned previously, was also rejected which stated that there is no difference on the use of metacognitive learning strategies between skilled and less-skilled students.

To have this work accomplished, the researchers faced many difficulties without which this work could be better. The current situation in Algeria which prevented university students to study for over two months was the biggest obstacle they encountered, in addition to time limitation, even though the study could be completed in its deadline. Concerning resources some, books and articles were very difficult to obtain. Besides to that, there was also a challenge during the distribution of the students' test and questionnaire where not all respondents were serious about the study.

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## APPENDICES

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## Appendix 2

### Paragraph Writing Test' Scale

The marking criteria used were as follows:

- 10 points was the maximum which a students could score in the paragraph writing test; this breaks down as mentioned below:

Content	Language Use	Organization	Mechanics	Total
3 points	3 points	2 points	2 points	10 points

- **Content:** relevance, subject knowledge, and clarity.
- **Language Use:** both variety of vocabulary and accuracy of grammatical construction.
- **Organization:** including topic sentence, supporting sentences, and concluding sentence besides fluency and coherence.
- **Mechanics:** spelling, punctuation, and capitalization.

## **Appendix 3**

### **Students' Questionnaire**

This questionnaire is designed to investigate the use of metacognitive strategies namely planning, monitoring, and evaluating and EFL learners' writing achievement at M'sila University. It is of two parts: the first aims at checking the students' awareness of those strategies; the second is about the employment of the selected tactics. We would be grateful if you could answer the following questions. The information provided will be of great help in my study.

Thank you for your collaborations.

**Background information:**

Age: ....

**Part one: Learners' Awareness of Strategies Use**

1. What do you know about writing strategies?

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

2. Name some writing strategies you know and you use:

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

3. Do you know the difference between cognitive and metacognitive strategies? If yes, what is it? If no, how would you define the two concepts “cognitive / metacognitive strategies”?

-Yes

-No

a- The difference is :

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

b- I guess that:

- Cognitive strategies are

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

- Metacognitive strategies are.....

.....

.....

4. How often do you use strategies as planning, monitoring, and evaluating during composing your paragraph?

Always

Often

Sometimes

Rarely

Never

5. Do you find it difficult to use them?

Yes

No

If yes, where does the difficulty lie (i.e. in which strategy / phase)?

.....

.....

## Part two: Metacognitive Strategies' Use

The table below includes statements about what you may or may not do when you are writing a paragraph in English. After reading each statement, think about your own experience and then show please how much you agree or disagree by ticking the number that matches your answer. The numbers mean the following:

1= strongly agree

2= agree

3= disagree

4= strongly disagree

5= unsure

<b>Strategy One: Planning (Prewriting)</b>	1	2	3	4	5
1. If I have given a list of topics to choose from, I always do a quick analysis to see how much I know about each topic before I start writing the paragraph.					
2. I will not begin to write until I do brainstorming and ask myself if I can relate the topic to my own experience or my prior knowledge.					
3. I set goals and sub-goals (e.g.: to use a new word or a new sentence structure I have learned, to avoid a mistake I had made before, to get a high score, to be a professional writer, or to satisfy the teacher, ect).					
4. I usually make an outline which includes a list of key points of views that I want to include in my writing.					
5. I usually make a timetable for what I will do in my writing.					
<b>Strategy Two: Monitoring (Identifying the problems during writing)</b>					
6. I monitor myself throughout the writing process, and I am aware of what I am doing.					
7. I try to monitor my writing actively, focusing my attention on the current writing task (i.e. paragraph) to avoid being distracted by other irrelevant information.					
8. I usually check if the arguments follow the instruction of the paragraph (i.e. if I am on the right track).					
9. As I write my paragraph, I often stop to check if my grammar, punctuation, and spelling are correct.					
10. I try to arrange my time effectively to assure the completion of the writing task.					
11. I check the effectiveness of the writing strategy being used.					
12. I usually detect weaknesses and problems in my writing.					

<b>Strategy Three: Evaluating (Post-writing)</b>					
13. I ask myself if I have considered each aspect of the topic after I finish the paragraph.					
14. I usually revise the content's clarity of the final paragraph, and I edit accordingly.					
15. I always assess the structure of the paragraph.					
16. I usually assess the usefulness of the used strategies.					
17. I often assess how well I have accomplished the writing task (i.e. paragraph).					
18. I usually confer with my classmates or my teacher after the first draft.					
19. I can often guess the type of evaluation I would receive from my teacher.					

## Appendix 4

### Frequency and Percentage Distribution of Metacognitive Learning Strategy Use

Question no.(refer to the question numbers in the questionnaire)	Strongly Agree		Agree		Unsure		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Planning</b>												
1	16	53%	11	37%	2	7%	1	3%	0	0%	30	100
2	11	37%	13	43%	0	0%	2	7%	4	13%	30	100
3	6	20%	13	43%	0	0%	6	20%	5	17%	30	100
4	8	27%	14	47%	2	7%	3	10%	3	10%	30	100
5	2	7%	6	20%	6	20%	5	17%	11	37%	30	100
<b>Monitoring</b>												
6	8	27%	15	50%	3	10%	3	10%	1	3%	30	100
7	11	37%	11	37%	3	10%	3	10%	2	7%	30	100
8	13	43%	10	33%	0	0%	4	13%	3	10%	30	100
9	9	30%	13	43%	1	3%	3	10%	4	13%	30	100
10	4	13%	12	40%	2	7%	9	30%	3	10%	30	100
11	3	10%	5	17%	9	30%	9	30%	4	13%	30	100
12	8	27%	11	37%	3	10%	6	20%	2	7%	30	100
<b>Evaluating</b>												
13	17	57%	7	23%	2	7%	2	7%	2	7%	30	100
14	10	33%	15	50%	1	3%	4	13%	0	0%	30	100
15	12	40%	10	33%	1	3%	6	20%	1	3%	30	100
16	6	20%	4	13%	6	20%	8	27%	6	20%	30	100
17	9	30%	10	33%	7	23%	4	13%	0	0%	30	100
18	1	3%	12	40%	3	10%	9	30%	5	17%	30	100
19	7	23%	11	37%	3	10%	7	23%	2	7%	30	100

## Appendix 6

<b>N</b>	<b>Students' Scores of the Paragraph Writing Test</b>
1	9
2	8.75
3	8.25
4	9
5	8.5
6	3.5
7	7
8	3.5
9	5
10	4
11	5
12	2.75
13	2.5
14	6.5
15	4
16	2.5
17	2
18	3
19	7
20	7
21	4
22	8
23	3.5
24	7
25	3
26	4
27	4.5
28	1.5
29	7
30	4

## Appendix 6

### Samples of Skilled Writers' paragraphs

#### Sample 1: Students number 3

$M = 8,25$   
 $T_1 = 9$   
 $T_2 = 7,5$

Q2: Do you consider free access to the internet a threat to education? Why?

One of the main factors that affects education is free access to the internet. Free access to the internet can influence education positively and negatively depending on our use of it. On one hand, it provides students with plenty of information and materials they may use to learn. It also aids them to get information easily without wasting time in reading. On the other hand, most of students become lazy and

depend on the internet in everything. Because it provides them with direct and simple answers, most of students become uninterested in reading. Besides to that, some students use internet as a means of cheating in exams. Therefore, free access to internet is a threat as well as a promoter or facilitator to education.

#### Sample 2: Students number 22

Discuss briefly the following topics :

Q1: Is the university education, in Algeria, a choice or obligation? Why?

The university in Algeria is not purely a choice, it could be an obligation in some cases. Students after their baccalوريا attend university courses to build their careers which they have dreamed of all along their education periods. They have to be specialized in the field that they see that it fits him. Some students would be lucky to choose while others regret their choice maybe after one year or more. The choice is also related to their level and average. Some of them find themselves obliged to choose a field they dislike because of their weak average. Other students find also themselves obliged to study in the university because their parents forced them to do so. Others are also obliged because they want to get their diplome which will help them to get good jobs.

$M = 8$

$T_1 = 7,5$

$T_2 = 08,5$

### Sample 3: Students number 2

Discuss briefly the following topics :

Q1: Is the university education, in Algeria, a choice or obligation? Why?.

The university education in Algeria is an obligation because the authorities permit only the elite to choose whatever they want and ease the provision of good well paid occupations post for them. Meanwhile, the majority of the remaining bachelors are forced to study a field which they hate just because their mlters are not sufficient. As a consequence to this harsh obligation, youth people often opt for wanting to direct financial domains and easy-gained money stuff outdoors of the university.

$M = 8.75$

$T_1 = 5.5$   
 $T_2 = 0.9$

### Samples of Less-Skilled Writers' Paragraphs

#### Sample 1: Students number 13

Discuss briefly the following topics :

Q1: Is the university education, in Algeria, a choice or obligation? Why?.

The education shouldn't be ~~an~~ obligation because the education is beneficial and if we oblige people to study they will get ~~burden~~ so at the end no result will achieve. So we instead of oblige people to study we can let them see the benefit of it in their life.

$M = 2.5$

$T_1 = 2$   
 $T_2 = 3$

Sample 2: Student number 12

Q2: Do you consider free access to the internet a threat to education? Why?

I would say maybe, it is a threat when it's a cheating case and also it makes students lazy and not productive at all, it will lead them to a well to a dependency. Education should be for students.

$M = 2,75$

$T_1 = 2$   
 $T_2 = 3,5$

Sample 3: Student number 23

Discuss briefly the following topics :

Q1: Is the university education, in Algeria, a choice or obligation? Why?

The university in Algeria is different from other universities, so we study to get job to earn money. Simply the University in Algeria is an obligation not a choice.

$M = 3,5$

$T_1 = 0,4$   
 $T_2 = 3$



## ملخص

يهدف هذا البحث "التحقيق في استخدام استراتيجيات التعلم ما وراء المعرفي بين طلاب السنة الثانية -لغة انجليزية كلغة اجنبية- في جامعة المسيلة" الى التحقيق في وعي واستخدام طلاب السنة الثانية لاستراتيجيات التعلم ما وراء المعرفي من جهة والى التحقيق في استخدام الاستراتيجيات الشائعة بين الطلاب المهرة والطلاب الاقل مهارة في الكتابة. يتم استخدام ثلاث ادوات للبحث في هاته الدراسة الوصفية: اختبار كتابة فقرة لتحديد مستوى كل طالب، استبيان لاستقصاء وعي واستخدام الطلاب لاستراتيجيات التعلم ما وراء المعرفي بما فيهم الطلاب المهرة والطلاب الاقل مهارة في الكتابة، اضافة الى مقابلة مع مدرسي هؤلاء الطلاب للتحقيق في وعيهم باستخدام هاته الاستراتيجيات في التدريس ومدى اهميتها. يتم تحليل البيانات المحصل عليها من ادوات البحث بطريقتين كمية ونوعية. اظهرت النتائج انه يتم استخدام استراتيجيات التعلم ما وراء المعرفي من طرف طلاب السنة الثانية على نطاق واسع في الكتابة لكن بدون وعي. تشير النتائج ايضا الى وجود اختلاف في استخدام هاته الاستراتيجيات بين الطلاب المهرة والطلاب الاقل مهارة في الكتابة. على عكس الطلاب الاقل مهارة، يتميز الطلاب المهرة بتفضيلهم لاستخدام استراتيجيات التخطيط اثناء الكتابة، في حين لوحظ ان المراقبة هي الاستراتيجية الاقل استخداما بين الطلاب الاقل مهارة في الكتابة. كما تشير البيانات الى تم الحصول عليها من المقابلة الى ان مدرسي اللغة الانجليزية كلغة ثانية في جامعة المسيلة يدركون استخدامهم لاستراتيجيات التعلم ما وراء المعرفي اثناء تدريسهم للكتابة لكن اغلبهم لا يدرسها بشكل مباشر. يهدف البحث الحالي الى تقديم الدعم لكل من المدرسين و الطلاب من خلال زيادة وعيهم بدى اهمية استخدام استراتيجيات التعلم ما وراء المعرفي اثناء الكتابة في تحسين نتائج الطلاب.