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***The Effect of Metacognitive Strategies Awareness on EFL
Students' Writing Performance: A Case Study of First-Year
Students at Abimezrag Elmokrani Secondary School-Bou
Saada.***

**Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirements for the Master's Degree**

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In the name of Allah , the Most Gracious , the Most Merciful

*I am honored to dedicate this work to my guiding lights of inspiration , support ,
and success during my Accademic journey , the ones who never hesitate to hold
me in every station in my life ,*

*To my priceless Mother who had been also my English Teacher OUBAH
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have been pushing me forward .*

By BENSELAMA Nesrine

I dedicate this work to the dear my beloved mother NADIA ,
who has always sacrificed her satisfaction for mine and given
up her comfort for my wellbeing.

To my nostalgically missed father TAHER who only
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for the sake of paving the way for my success.

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brother BILAL , who has lent me a shoulder through
all my ups and downs

By SAADIA Houria

Abstract

The traditional approach to language teaching has often focused on transmitting knowledge and teaching skills, without emphasizing the importance of teaching learners how to learn . Learners are expected to acquire the language through instruction and practice, but they may not be explicitly taught how to develop their own learning strategies or how to become more self-directed in their language learning. By the notion of learner-centred approaches , Learner training in second or foreign language teaching has emerged which involves a variety of activities, such as teaching learners how to set goals, how to use learning strategies effectively, and how to monitor their own learning progress . According to the interesting fact of what we mentioned , we are conducting this study to investigate the effect of metacognitive strategies awareness on students' writing outcomes . The study involved a group of four (04) English teachers who actively participate in providing data based on a perceptions' questionnaire to know their attitudes toward the concept of our topic , and forty-four (44) first year students of Abimezrag Elmokrani secondary school who were randomly assigned to either an experimental group or a control group. The experimental group received instruction on metacognitive strategies for writing, while the control group did not. Both groups were then given a pre/post writing test, and their writing samples were analyzed for quality and effectiveness. The results of the study indicate that students who received instruction on metacognitive strategies for writing showed significant improvement in the quality and effectiveness of their writing compared to the control group. Specifically, the experimental group demonstrated greater awareness of their writing process, including planning, monitoring, and revising their work. They also demonstrated greater ability to self-assess their writing and make improvements based on feedback. These findings suggest that instruction on metacognitive strategies can be an effective approach for

improving students' writing. By increasing students' awareness of their own thinking and learning processes, instructors can help students become more effective writers. Further research is needed to explore the long-term effects of metacognitive strategy instruction on writing ability and to identify the most effective ways to incorporate this approach into writing instruction.

Key words : Learner-centeredness, learners awareness, metacognitive strategies , writing skill, EFL learners.

List of Abbreviations

CALLA : Cognitive Academic Language Learning Approach

EFL : English as a Foreign Language

ESL : English as a Second Language

EG : Experimental Group

CG : Control Group

MLSs : Metacognitive Learning Strategies Use

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General Introduction

1. Background of Study:

Dating back to the early 20th century. In 1910, John Dewey, an American philosopher and educator, introduced the concept of metacognition in his book "How We Think." He argued that the ability to reflect on one's own thinking process is essential for effective learning and problem-solving. This idea laid the foundation for the study of metacognition in various fields, including writing. In the 1970s, researchers began to explore the role of metacognition in writing. The work of Hayes and Flower (1980) was particularly influential in this regard. They proposed a model of the writing process that included three main stages: planning, generating, and revising. They argued that metacognition played a critical role in each of these stages, with writers using their knowledge of the writing process to regulate their thinking and adapt their strategies as needed.

According to Alkharusi and Al-Mekhlafi (2016) who investigated the effect of metacognitive strategy awareness on EFL students' writing , found that students who were taught metacognitive strategies and made aware of their importance in the writing process showed significant improvements in their writing performance. The authors concluded that metacognitive strategy instruction can enhance EFL students' writing skills and recommended that it be integrated into EFL writing instruction.

In the context of writing , Several studies have shown that LLSs can be taught explicitly to EFL learners as part of writing instruction , learners can use cognitive strategies like brainstorming and outlining to plan their writing, metacognitive strategies like setting goals and self-evaluation to monitor their progress, affective strategies like self-motivation and reducing

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anxiety to manage their emotions towards writing, and social strategies like peer feedback and collaboration to enhance their writing. By integrating LLSs instruction and training into language learning programs, teachers can help learners become more effective and efficient language learners.

2. Problem Statement:

Writing skills are crucial for learning a foreign language, and their development is emphasized in both the Algerian educational framework and the global educational context. Recent research has suggested that metacognitive strategies awareness can be a potential solution to the challenges of EFL writing. Saito and Fujita (2014) found that explicit instruction in metacognitive strategies improved EFL students' writing quality. Similarly, a study by Wang and Zhang (2021) showed that metacognitive strategy training significantly enhanced EFL students' writing performance. However, these studies have limited scope and do not provide a complete comprehensive understanding of the effectiveness of metacognitive strategies in EFL writing instruction. This research gap highlights the need for further empirical research to investigate the effectiveness of metacognitive strategies in improving EFL students' writing performance.

3. Research Aims :

The current study seeks to address the research gap in the literature regarding the effectiveness of metacognitive strategies in improving EFL writing performance, by identifying the most effective strategies for promoting meaningful learning and improving writing proficiency.

4. Research Questions:

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In the pursuit of the above mentioned aims, it is necessary to answer the following questions :

Do EFL students possess the necessary metacognitive skills to create compositions of a high quality ?

Does raising learners' metacognitive knowledge and skills improve their writing abilities ?

To what extent are the EFL teachers aware of the importance of metacognitive strategies for the writing skills ?

5. Research Hypotheses :

In this piece of research , we have hypothesize that

- students' high metacognitive awareness and skills can lead to better writing outcomes.

6. Research Significance :

The importance of this study refers to the fact that there has been a poor integration of metacognitive strategies to promote written expression learning and teaching in the secondary school classroom . The results of the current research will be of great help for teachers to adopt these strategies as effective instructional materials as well as to enable them control their classrooms and create an atmosphere full of motivation and positive concurrence between students' writing performances . In addition , students will be extremely aware of the significance of metacognitive knowledge and understanding in developing their personal growth and educational career .

7. Research Tools and Method

To reach the objectives set for this research , a mixed-method was adopted due to its crucial importance in research . (William, 2007) praises on its importance saying that it allows the researcher to “answer the research questions about both the complex nature of phenomenon

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from the participants' point of view and the relationship between measurable variables'' (p.70). Accordingly , this study is descriptive experimental in nature aims at exploring the of EFL learners' metacognitive strategies awareness on their writing abilities and performance ; therefore , in order to investigate our research hypothesis , data were collected via three instruments . The first is a questionnaire designed and administered for English teachers of Abi Mezrag El Morkani secondary school , Bousaada , m'sila ; the second is descriptive observation of classroom during the training phases ; and the third is a pre/post test designed for students to determine the effectiveness of the intervention .

8. Research Structure

The structure of this paper contains of a general introduction , two main chapters and general conclusion . The general introduction provides the guidelines of this work , it identifies the problem and present the questions , hypothesis , and methodology used . Concerning the first chapter , it represents the theoretical study on the topic . It introduces the literature review tackling the main ideas and theories about metacognitive strategies and their relation with writing . While the second chapter is practical . It is devoted to the explanation of the research design , the presentation of data collected from the three instruments , and interpretation of the findings . In the general conclusion , a recaptulation of results is provided along with some pedagogical implications for teachers , and suggestions for students .

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Introduction

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Introduction

Learning a foreign language requires the development of various skills, including listening, speaking, reading, and writing. Of these, writing is often considered one of the most challenging skills to develop, particularly for English as a foreign language (EFL) learners. The ability to write effectively in English is essential for academic success and real-world communication contexts. However, various instructional philosophies, resources, and methodologies has been explored for improving writing instruction in EFL contexts. In recent years, there has been a growing interest in the use of metacognitive strategies as a means of improving students' writing outcomes. This chapter is a theoretical exploration that consists of two sections. The first section offers an in-depth overview of the concept of writing, drawing on various definitions and perspectives from experts in the field. The aim of this section is to provide a clear understanding of the nature of writing and its significance in language learning. The second section of the chapter focuses on metacognitive strategy awareness as a powerful tool for developing students' writing outcomes. This section explores the concept of metacognition and its theoretical foundations, as well as the role of metacognitive strategies in promoting effective writing instruction. The section also highlights the empirical evidence supporting the effectiveness of metacognitive strategy instruction in improving EFL writing performance. This chapter aims to provide a theoretical foundation for the use of metacognitive strategies in promoting effective writing instruction and supporting students' writing development.

Section One : Writing

1.1. Definition of Writing

Undoubtedly, writing is a complex notion to define , it is not captured from a single perspective , however it lands itself to a diversified standpoints that vary from broad premises into narrow descriptions . Notoriously , writing is defined as the ability to put down graphic symbols , letters and words to form meaningful and well structured sentences , however , the act of writing can exhibit beyond the fact of putting down graphic symbols all together as (Viegele, 2002: 32) illustrated this point by stating “not only putting ones thoughts to paper as they occur, but actually using writing to create new knowledge” . Along with , Hayland probed the dynamics of writing by prioritising these elements : audience and context in this process .He regards writing as “composing skills and knowledge about texts, context “. Moreover, writing can be regarded as means of means of communication through which we communicate our ideas , thoughts and emotions .

To go further , writing has a social dimension since it fulfills many communicative functions as Viegle has elaborated this point : “writing is also social because it is a social artefact and is carried out in a social setting “ Consicely , one can stress that there is no agreed upon definition of writing . Some researchers has described this skill from communicative dimension, and others from social and pedagogical standpoints.

1.2. Approaches to Teaching Writing

1.2 .1 Free Writing

The free writing method is primarily premised on the idea that practicing writing creatively improves one’s ability to produce top-quality writings. Free writing refers to the

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process in which pupils write without the teacher's input. By doing this, they are driven to prioritize fluency and content first. After students have written down their thoughts on papers, the teacher steps in to provide criticism to improve grammatical accuracy.

There are two types of free writing: concentrated and unfocused. Students write about a topic they choose themselves in focused free-writing. Due to the fact that the instructor delivers comments at the very beginning of the exercise and allows students the chance to write freely, his intervention is quite limited. Due to the lack of importance placed on grammar and spelling during that phase, the teacher prioritizes the flexibility of writing instead.

Unfocused free writing views the latter as a personal hobby that entails recording any thought that enters one's head on paper. Short, cohesive passages may occasionally be produced in this style of writing, but in many instances, pupils instead write unrelated, incoherent blocks. However, the proponents of this strategy contend that despite the potential for non-coherent and disjointed passages, this approach has the advantage of adding more spontaneity to the writing process (Raimes, 1983).

In an experiment, Song and Minjong (1998) compared compositions that were controlled with ones that were free. Students from two sections of the freshman reading course wrote a practice conversation diary in which they were told to stress significance without receiving any comments from the teacher. As a practice for controlled writing, students in other sections were asked to respond to comprehension questions. They were expected to take into consideration linguistic aspects and were given direction and comments from their teachers. The findings showed that students who practiced controlled writing and received assessing feedback did not

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improve their composition quality as much as students who wrote discussion diaries and received communicative feedback.

1.2.2. The Communicative Approach

A new approach to teaching languages appeared in the late 1960s and quickly gained popularity because it meets the demands of the students and the teacher' expectations, experts strongly suggested that this method be used. According to the communicative perspective, language is Primarily used as a social communication tool. Therefore , the goal and target audience are seen as important aspects of this method. Students interact with circumstances from everyday life where they must negotiate meaning and use writing for social as welStudents are expected to negotiate meaning in everyday setting .

Adding to that, the communicative approach lends a lot of emphasis to the writing's context. Writing and context are inextricably linked. The latter aids students in placing clear limitations on what should be written and how the concepts might be better expressed. According to Raimes (1983), the context is crucial to communicative writing exercises because they give students the chance to become more aware of formality features and use content appropriately depending on the audience and type of writing they are working with (3). As a result, under this method, students are given assignments that prepare them for writing behavior.

Despite the rise of the communicative method, writing is still undervalued in educational institutions. This omission of writing is largely attributable to the widely held misconception that the communicative method places a narrow focus on speaking and listening. Takahashi (1995) asserts that many people at the time shared the view that communication is only possible orally. Thus, writing was seen as having less significance than speaking and listening. With little

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attention paid to compositional skills, EFL teachers were only interested in improving their pupils' oral communication abilities.

1.2.3. The Product Based Approach

The product-oriented paradigm is a method of writing instruction that emphasizes surface sentence form and views writings as “contextually autonomous object” (Hyland, 2002: 6). The mechanical belief that human communication occurs when ideas are transferred from one mind to another through the use of language is represented by the assumption that texts can exist independently of one another. According to Hyland (2002), meaning is seen to be encoded within phrases and texts and can only be decoded by individuals who possess the necessary decoding abilities. Because the aim of instruction is to increase students' correctness, this approach emphasizes the formal elements of sentences and texts. The product-based method places an emphasis on language form, such as grammar, syntax, and mechanics, while focusing on the learners' ultimate output and ensuring error-free performance at the sentence level. According to academics (e.g. Briere, 1966), this strategy places more emphasis on writing quality than on writing quantity and fluency. This point of view has its roots in structuralism and the bottom-up theory of processing. These developments are founded on the tenet that “the primary medium of language is oral: speech is language... speech has a priority in language teaching “ according to Richards & Rogers (1986: 49). Thus, writing is viewed as inferior to and merely a reinforcement of oral practices. The behaviorist characteristics of the product-oriented approach are psychological.

According to the product approach, writing is the capacity to respond to a specific stimulus in accordance with the definition of the appropriate response provided by a given authority. In other words, writing is thought of as the capacity to follow the rules laid forth in a style manual

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for syntax, punctuation, and sentence structure without consideration of the reader, the goal of the writing, or the context (Hyland, 2002). Because of this, the emphasis is mostly on the written work as a whole rather than the steps that go into writing. Pincas offered an explanation of the product approach in 1984; she believed that writing was essentially about linguistic knowledge with special regard to the effective use of appropriate language, syntax, and coherent devices. Pincas splits down the product approach into four stages, including familiarization, controlled writing, guided writing, and free writing. She believed that a teacher should first provide a topic that will spark conversation in the classroom, then explain the writing process and ask pupils to compose a composition. The instructor may offer advice and comments as the pupils are writing, with an emphasis on form rather than content. Such a strategy was deemed to be teacher-centered by Pincas (10). Students are given a standard sample of text in typical product approach-oriented classroom, and they are expected to follow the standard to create a new piece of writing. The Product Approach Model has four key phases :

Stage one: After students have studied sample texts, the genre's characteristics are emphasized. When studying a formal letter, for instance, the significance of paragraphing and the language used to make formal demands might be brought to the students' attention. When a student reads a narrative, they could concentrate on the devices the author uses to keep the story interesting and where and how they are used.

Stage two: In this stage, the highlighted traits are deliberately practiced, typically alone. Therefore, if students are studying a formal letter, they can be requested to practice using the language that is used to make formal requests, such as by practicing the « I would be grateful if you would » structure.

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Stage three: when the concepts are structured, is the most crucial. Those who support this strategy contend that the control of language is equally, if not more, important than the organizing of ideas.

Stage four: represents the culmination of the learning process. Students select from a variety of writing assignments that are similar. Students use the language independently in order to demonstrate their proficiency with it. The product process has also been thought to have a number of drawbacks. One Such critique results from the fact that writing was assessed based on the finished product with little consideration for grammatical accuracy, regardless of the overall processes that, whenever present, should be taken into consideration when writing. In actuality, neither educators nor students were interested in the challenging process of idea generation. Scholars started to challenge the usefulness and efficiency of the product strategy as a result of this insight. The latter has been accused of overemphasizing the form while completely ignoring the substance, which has been blamed for destroying the students' fluency in the name of precision. Content refers to process abilities and textual knowledge. The emphasis, according to White (1988), is on grammatical accuracy and conformity to established models or norms; yet, copying models stifles rather than frees writers. There is little to no chance for the pupils to contribute ideas or own concepts (Raimes, 1983). The inescapable result is that student writing's ideas and meaning—what it conveys to the reader, the purpose, and the audience—get little consideration (Raimes, 1983, p. 75). An excessive focus on precision and form can result in major “writing blocks” (Halsted 1975, p. 82) as well as sterile and unimaginative works (Mahon 1992, p. 75).

1.2.4. Process Approach

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From a product-based to a process-based approach, writing instruction underwent a paradigm shift in the 1980s. According to Hyland(2001), there are two primary causes for the development of the process approach. The first of them is the scholars' 55 acknowledgment of the still- emerging area of ESL composition, and the second is the instructors' recognition of the demands of EFL students inside educational institutions. From a divergent viewpoint, Kroll (1990) argued that the inefficiency and flaws of controlled composition and the product approach were the driving forces behind the emergence of the process approach. He continues by arguing that the traditional approaches neither stimulate thought and its expression nor encourage creative thinking and writing, (15). These factors led a number of ESL academics and teachers to start using the process writing approach broadly. The recently developed method disregards the idea of writing as a product and views writing as a recursive process. The problem that arises as a result is that the processes that make up the writing process are now more important than the final texts themselves. In contrast to what has usually been held in the product approach, some scholars think that editing is the final step in composition. The pre-established phases of the writing process, such as prewriting, writing, and rewriting, as well as editing and publication, may all be included in the process approach (Murray, 1992). Gocsik (2007) goes one step further and connects the stages of the writing process to other issues that writers must deal with, including: As a consequence of a protracted, arduous, and profoundly personal process in which writers addressed a number of questions, arranging from what do I write, written essays do not, in fact, 'fall from the sky.' What audience am I speaking to? How should my essay be ?

Prewriting: the author researches and experiments with various before drafting stage. In addition to talking, thinking, reading, listening to tapes and recordings, discussion, role-playing, interviewing, and problem-solving, prewriting activities can also involve painting, chatting,

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Making decisions, going to the library to do research, and similar things. According to research, students who are encouraged to participate in a variety of prewriting activities have a higher likelihood of succeeding in their writing assignments than those who are simply told to “get to work” on their writing without this kind of preparation (Parson 1985, p. 105).

Drafting: The writer develops the theme on paper during this phase. As a result of tough and challenging beginnings, the writer may experience frustration and false starts. When using a process-oriented writing strategy, the content rather than the writing’s mechanics is the main focus.

Revising : the author modifies whatever they deem necessary. Additions and deletions, modifications to the grammar, sentence structure, and organization, as well as total rewriting, are all possible during revision. Researchers Glatthorn (1981), Wesdorp (1983), and others have found that incorporating feedback from instructors or fellow students during the revision stage results in better final products.

Editing: The editing stage is where the manuscript is polished. In addition to paying close attention to mechanics like spelling, punctuation, grammar, and handwriting, the writer may also make small lexical and syntactic adjustments.

Publishing : Delivering a written work to its target audience is referred to as publishing. When a Student’s work is published for an audience other than the teacher, researchers Sommers and Collins (1984) and others have discovered, pupils are more motivated to learn and perform better. Potential audiences for student writing include classmates, fellow students, parents, and friends.

Section Two : Metacognitive strategies in writing

2.1. Definition of Metacognition:

Piaget first described metacognition as “knowing the knowing and thinking the thinking” in the formative years of cognitive development (1950) (Akturk & Sahin, 2011). “the knowledge and control children have over their own thinking and learning activities” in the context of education and psychology (Baker & Brown, 1984). “One’s knowledge concerning one’s own cognitive processes and products or anything related to them” according to Flavell, is what is meant by metacognition (Akturk & Sahin, 2011). A further definition of metacognition by Brown (1978) is “ students’ awareness and organization of thinking processes that they use in planned learning and problem-solving situations” (Akturk & Sahin, 2011). Additionally, Wellman (1985) described metacognition as “thinking about thinking or a person’s cognition about cognition” (page 1). Metacognitive information (knowledge about our own and other people’s cognitive processes) and metacognitive experiences (conscious cognitive or affective sensations that accompany present behavior) are two aspects of metacognition that Flavell (1979) first identified (Weil et al.,2013). According to Nazarieh (2016), “Nisbet and Smith (1986) used the term the seventh sense to refer to metacognition.” Brown (1987) provided two elements of metacognition in addition to Flavell’s classification: knowledge about cognition and regulation of cognition. Later, J. E. Jacobs and Paris (1987) distinguished between declarative knowledge, procedural knowledge, and conditional knowledge when describing knowledge about cognition.

2.2. Cognition and Metacognition

Researchers have been working to draw a clear line between the two hazy concepts of cognition and metacognition for the last 20 years. To do this, it is necessary to look through the

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pertinent literature for theoretical insights Modals that emphasized the various connections and discrepancies between the ideas described earlier. The ability needed to read a text differs from the ability people use to check their understanding of the content. The former is an illustration of cognitive ability, whereas the later one of metacognitive ability. The understanding of all grammatical rules is cognitive, and the realization that we are better readers than writers has a metacognitive quality. While feeling inadequate at imparting knowledge while instructing is a cognitive experience, believing that one is close to and capable of solving a problem is a metacognitive one. These instances could help reveal the fictitious barrier that separates cognition from metacognition Cognition and metacognition are pervasive in language acquisition, which involves students receiving information and having to solve issues. It is important to describe the characteristics of metacognition so that they may be distinguished from cognition related to information processing and problem solving. In order to accomplish cognitive goals, metacognition entails active observation, followed by management and orchestration of cognitive processes (Flavell, 1976). "Monitoring, regulation, and the process of orchestration" (Brown 1977: 76); "self interrogation and introspection" (Brown, 1978); "interpretation of ongoing experience" (Flavell ; Wellman, 1977); or "simply making judgments about what one could know or does not know" (Nelson 1996) are all examples of monitoring, regulation, and the process of orchestration Metacognition and cognition initially differ from one another in terms of content. The former dealt with cognition (a component of the mental world), whereas the later deals with both real-world objects and their mental representations. Flavell (179: 703) makes the following observation in this regard: "The substance of cognition contained objects, persons, events, physical phenomena, signals, etc.,

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skills to handle these entities, and knowledge about the tasks. The knowledge, abilities, and information regarding cognition made up the contents of metacognition.

Further, there are differences between the roles of cognition and metacognition. The former's role is to address issues and make the processing of cognitive enterprises easier. The latter's role is to control how one uses their cognitive abilities when solving an issue. Again, Flavel stated in his model of metacognition that while metacognition and cognition are similar in form and quality and different in their content and functions, respectively. Their same ability to be learned, forgotten, accurate or inaccurate, etc., sums up how similar they are. The ability of metacognition and cognition to be conveyed is another area of commonality. Both of these are demonstrable in terms of how information is expressed as true or false, subjective, shared, or validated. Last but not least, in terms of declarative and procedural knowledge, Kluwe (1982) identified two general components of metacognition. According to some researchers (such as Chi 1987), cognition and metacognition should be similar in terms of knowledge but distinct in terms of abilities and knowledge. In metacognition, abilities are defined by metacognitive strategies, while knowledge is determined by metacognitive knowledge. Information is extremely relevant to the tasks (assignment, explanation, etc.) at the cognitive level. However, information at the metacognitive level involves concepts and abilities, producing content with the goal of understanding cognition.

2.3. The Development of Metacognition

According to Kuhn (2000), the acquisition of efficient cognitive strategies occurs gradually throughout the metacognitive growth process. According to several academics, metacognition seems to get better over time and with experience (Cross & Paris, 1988; Kuhn & Dean, 2004). Between the ages of three and five, theory of mind begins to develop. Meta-memory and

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metacognitive knowledge evolve in the years that follow and get better with time. Metacognitive abilities start to develop between the ages of eight and ten and continue to grow throughout the following years. The next stage in the development of metacognition is the capacity to control thought, with a notable improvement in monitoring and regulation occurring by the time a child is 10 to 14 years old. The monitoring and evaluation of cognition are known to be slow-moving processes; they may not be finished by adulthood. The development of metacognitive notions is thought to be the final stage to manifest.

The integration of cognitive knowledge and cognitive regulation is made possible by these theories. Since these theories reflect the children's own thinking and learning, they are created on their own volition. The metacognitive theories frequently start in one area of study and then gradually move into other ones. They begin implicit and informal and gradually become more structured and formal as time goes on. According to Kuhn and Dean (2004), epistemological understanding is a defining trait of metacognitive growth. Preschoolers are seen as realists who view believing and knowing as synonyms in the context of such a framework. To put it another way, young children believe that everyone sees the same thing and that all views represent the outside world. However, youngsters begin to have the capacity to recognize when a belief is false by the age of four. Children may be able to discern between two people's ideas during that stage, which academics refer to as absolutism. Many people realize by adolescence that even experts disagree on some issues. Many people transition to multiplism (relativism). By adulthood, people learn to handle ambiguity with ease, but they are still persuaded that there must be better or worse ideas depending on the justification or supporting data (evaluative epistemology). Children do not require much assistance to go through the first three phases, according to Kuhn and Dean, but this is not the case when moving on to the fourth stage, which

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requires instructional effort.) at this point, where everything is seen as subjective and no beliefs can be deemed infallible. Clearly, additional research is required to pinpoint the elements of metacognition that emerge, when, and under what circumstances. Additionally, it is necessary to ascertain whether the growth of one metacognitive component promotes the growth of another. For instance, research by Lockl & Schneider (2002) shows that meta-memory is affected over time by a higher level of theory of mind. According to Alexandre (1995), metacognitive knowledge increases over the course of the academic year at a consistent, steady pace that is consistent with the growth of the students'; intellectual capacity. Thus, the impact of intellect neither increases nor decreases with time. Although it is thought that intelligence gives pupils a good start in developing metacognition, it has no further influence on how it develops.

2.4. Components of Metacognition:

The most typical categorization of metacognition separates its two primary components. According to the majority of academics, metacognition is made up of two important components: knowledge of cognition and control of cognition (skills) (Jacob & Paris, 1987; Schraw & Moshman, 1995; Schraw, 1998; Brown, 1987; McCormick, 2003). It is thought that awareness of one's own cognition constitutes knowledge of cognition. Pressly (1985:4) stated that metacognitive knowledge is "potentially conscious and controllable." Declarative, procedural, and conditional knowledge are only a few of the three different but equally important types of information that make up metacognitive knowledge (Paris et al., 1983). Scholars stress the significant contribution that these three categories of metacognitive knowledge make to the fields of education and academic performance when they are well coordinated and used. According to Alexander (1997) and Pressly and Harris (2006), the latter is heavily dependent on metacognition.

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Declarative knowledge is the name given to the first aspect under the umbrella of metacognitive knowledge. The latter comprises information, abilities, and methods for doing tasks successfully (Zimmerman ; Risenburg, 1997). Declarative knowledge is just the “knowing about things” or “knowing what” of something. It is described as ‘ knowledge about oneself as a learner and about what influences ones performance’ (352) by Schraw & Mschman (1995). Various types of declarative knowledge were identified by Flavell (1979) along the features of self or person, strategies or actions, and task.

Another component of metacognitive knowledge is procedural knowledge. It relates to understanding the implementation, usage, and application of practices, such as learning strategies or activities, to take advantage of declarative knowledge and accomplish objectives. Knowing how to accomplish things is related to procedural knowledge. Procedural knowledge is thought to be the key to academic achievement in education; successful learners are thought to have a lot more automatic, accurate, and effective procedural knowledge than unskilled students.

Ultimately, it is also believed that conditional knowledge is the third subcomponent of metacognitive knowledge. It pertains the capacity to understand when and why to use particular tactics, steps, techniques, and abilities (McCormik, 2003; Schraw, 1998). According to Garner in 1990, ‘conditional knowledge ‘ refers to understanding when and why to employ procedural and declarative knowledge. With rapport to learning , conditional knowledge of successful learners makes them very nimble and adaptable in their use of strategy. McCormic (2003: 80) .

A secondary important component of metacognition is the regulation of cognition, often known as metacognitive control. In order to take charge of their own thought and learning processes, learners are thought to engage in a variety of behaviors and activities. Planning, monitoring, and evaluation each include three main components, according to the study literature

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that is currently available (Jacobs & Paris, 1987). Making predictions before reading is an example of planning. Planning entails choosing appropriate tactics and providing effective resources for achieving goals. Setting goals, using existing information, and managing time are all parts of planning.

Concerning monitoring, it is thought to involve the self-testing abilities required to master and control learning. Monitoring is defined as a critical evaluation of the effectiveness of the strategies or plans being implemented. Schraw (1998: 115) refers to it as “one’s online awareness of comprehension and task performance.” Self-testing implementation is viewed as a specific example of monitoring when it occurs in a learning setting.

Last but not least, evaluation is the process of assessing the progress made toward a goal and may result in additional planning, monitoring, and evaluation. Reassessing one’s accomplishments, techniques, and conclusions is one such instance, utilized to achieve a goal.

In brief, one may claim that it is absolutely necessary to take into account two important factors in relation to metacognitive knowledge and regulation. Firstly, experience and knowledge are connected in metacognition in a way that each completes and enhances the other. Second, it is thought that metacognitive knowledge and metacognitive regulation are naturally domain-general and that they both cover an array of topics, domains, and disciplines. Teachers need to comprehend the taxonomy, categorization, and application of these metacognitive components in the educational enterprise, as well as the type of relationship that exists between them. Additionally, teachers must persuade their students of the absolute necessity of putting into action and being acquainted with the aforementioned aspect.

2.5. Metacognitive Strategies

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Metacognitive Strategies are employed for managing the learning process overall. These include determining one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, setting up a study space and a schedule, monitoring mistakes, and assessing task success as well as the effectiveness of any type of learning strategy. According to Purpura (1999), learning foreign languages among native English speakers has "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (p. 289;emphasis added).

Metacognitive methods have been shown to frequently be excellent predictors of L2 competency in studies of EFL learners from different countries (Dreyer & Oxford, 1996). An "executive" function is denoted by the phrase "metacognitive strategy" which in information processing theory refers to the method that learners employ to control, monitor, and assess their learning activities. Simply said, learners utilize metacognitive strategies to manage their cognition and learning process. These strategies include skills, methods, ways of thinking, and actions. The following section will provide a more thorough presentation of the features and functions of metacognitive strategies.

2.5.1.Memory-related Strategies

Memory-related strategies help learners connect one L2 idea or object with another, although they may not always require in-depth comprehension. A variety of memory-related techniques allow students to learn and recall information in an organized string (e.g., acronyms), whereas other methods facilitate learning and retrieval through sounds (e.g., rhyming), images (e.g., a mental image of the word itself or its meaning), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g.,

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flashcards), or location Memory-related writing tactics focus on recalling terminology (often during a brainstorming exercise) and significant subtopics, facts, or issues that need to be addressed in the work.

2.5.2. Compensatory Strategies

Compensatory strategies assist learner to bridge their deficiency, which involve ‘‘talking/writing around’’ the missing word to facilitate speaking and writing. Avoidance strategies include guessing from the context in listening and reading, using synonyms, gestures, or pausing words while speaking. In order to avoid becoming bogged down by inadequate vocabulary, spelling, or grammar abilities, compensatory or avoidance methods are crucial when writing.

2.5.3. Affective Methods

Affective methods are such assessing one’s mood and level of worry, discussing feelings, rewarding oneself for accomplishments, and using deep breathing or encouraging self-talk. They have been demonstrated to be strongly connected to L2 competence.

2.5.4. Social Strategies

Such as asking questions to get confirmation, seeking clarification on a confusing point, requesting assistance with a language task, conversing with a native speaker conversation partner, and exploring cultural and social norms, aid language learners in interacting with others and understanding the target culture in addition to the language. Within the context of pair or group work, social methods may be used in the preparation and evaluation of writing. While writing independently in class, students may be allowed to consult one another for help with vocabulary, spelling, or grammar issues (unless the assignment is a summative exam).

2.6. Metacognitive Strategies in Academic Writing

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One of the first academics to use the word ‘‘metacognition’’ in the context of education was Flavell (1979). The researcher claims that metacognitive knowledge and metacognitive experience make up metacognition. According to Xing, Wang, and Spenser (2008) on page 46, metacognitive techniques are mental executive functions that help ‘‘ control cognitive activities and to ensure a cognitive goal is achieved ‘‘ There are many different categories for metacognitive writing processes, however in this study the Planning, Monitoring, and Evaluating taxonomies were used as the model (Mu,2005; Diaz, 2013). Accordingly, thinking about the writing process, including its planning, monitoring, and self-evaluation of what has been written, constitutes metacognitive writing strategies. More specifically, the writer manages, directs, regulates, and steers the output of his or her writing through the abilities of planning, monitoring, and reviewing. Simply said, metacognition is the process through which students think about their own thinking (King,2004). In relation to writing in particular, metacognition is concerned with how students comprehend their own writing procedures and how they modify their procedures in response to changing demands. The goal of this paper is to train teachers and students to teach and learn with metacognition. It also aims to promote the integration of metacognition into academic writing instruction to improve writing instruction by emphasizing approaches to writing instruction (i.e.,process and product approaches).

The effect of techniques on writing abilities has been the subject of research. Writing has traditionally been thought of as a simple, straightforward process. Contemporary writing models; however, define writing as a process rather than a final product. The process of writing involves cognitive, linguistic, affective, behavioral and physical components. The application of MLSs in writing should be viewed as part of ‘process writing’ research (Manchon, De Larois, &

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Murphy,2007) because MLSs are used in the process of writing and are only useful when used during the writing.

2.7. The Impact of Metacognition on Writing skill

Such a diverging pattern was described in a recent study by Lin et al. (2007). Based on interviews with authors who were generally progressing and writers who were having difficulty, the researchers discovered striking and significant contrasts in metacognitive writing expertise. 101 for all grade levels and skill levels. The most comprehensive and in-depth metacognitive grasp of writing was shown by older, generally developing writers. Only concrete and basic writing expertise was possessed by younger, normally emerging writers and struggling writers of all ages. In particular, poor writers not only began school with less metacognitive knowledge than their typically developing classmates, but they also grew at a slower rate. As a result, the gap between the metacognitive information held by generally growing and struggling authors widened over time.

Graham, Schwartz, and MacArthur (1993) demonstrate the metacognitive knowledge gaps between struggling writers with learning difficulties and typically developing authors in the fourth, fifth, seventh, and eighth grades. according to Lin et al. (2007). Typical responses from budding authors to the question “What is good writing?” include having a beginning, middle, and end as well as drafting, revising, and editing the work. A good piece of writing, on the other hand, is clean, perfectly formed, and stays on the baseline, and every word is spelled correctly, according to struggling writers. The general response from budding authors when asked “What do good writers do?” was “They read it over and see if they have everything the way they want it” think of very creative ideas and “They elaborate.” Contrarily, amateur writers thought.

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Saddler and Graham (2007) reported significant disparities in the understanding of the value and purpose of writing between better and less proficient authors. The results show that experienced writers were more most likely to be able to explain how writing helped them in school. They went into detail, stating things like, “It will help when we go to college” and “It helps the teacher understand you.” It was discovered that knowledgeable writers have a great capacity to explain how writing helps to promote their future professional achievement. Make more money, “You might be a lawyer and have to write a persuasive story,” and “If you want to be a doctor, you could take special notes” were among the typical comments (p. 241).

In order to further explain the impact metacognitive knowledge has on writing, the researcher believes it is essential to study through the appropriate research literature in search of theoretical as well as empirical studies that have looked into the matter. Numerous studies have been done on the nature and importance of metacognitive writing knowledge (e.g., Donovan & Smolkin, 2006; Graham, 2006; McCutchen, 1986, 2000; Pressley & Harris, 2006; Wong, 1999). All 100 studies concur that the growth and efficacy of writing are significantly influenced by metacognitive knowledge, which follows a specific trajectory. Overall, the results demonstrated that ineffective composers were unaware of the purposes of composition and believed it to be of little value or personal relevance. However, proficient writers are fully aware of the characteristics and (Donovan & Smolkin, 2006; Englert & Thomas, 1987; Graham & Harris, 2003) Writing genres, approaches, and conventions well. This includes both more widely-liked genres like narrative essays and personal essays as well as more sophisticated and uncommon ones like poetry or argumentative writing.

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Conclusion

This chapter examined various teaching methods for teaching EFL writing . We paid close attention to the process and product approaches because they represent the basis of the current research. Moreover, this chapter emphasized the ideas and methods of teaching writing that each movement takes. It is surprising that just one or the other approach has ever been employed solely in writing education. Then, we attempted also to clarify the other variable of the study, metacognition. The latter is difficult to define historically and does not lend itself to a single definition. The incredible contribution that metacognition contributes to the learning capacities of EFL students has been highlighted by academics. It is a tendency that is developing to the point that keeping up with developments in its various sub-fields is becoming too difficult. Metacognition is viewed as a mystical, philosophical, and perplexing approach to language learning in general by academics, instructors, and students. This is because to the topic's highly abstract character and the linked, scrutinizing-connected scope of interest.

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CHAPTER TWO : Research Methodology and Discussion of Results

Introduction

I. Research Design

- I. 1. Research Methodology
- I. 2. Research settings
- I. 3. The sample and sampling design
- I. 4. Data collection instruments and procedure
 - I. 4.1. Data Collection Instruments

II. Data Analysis and Interpretation of Results

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- II. 2. Discussion of Teachers' Questionnaire Results
- II. 3. Analysis and Interpretation of Students pre/post test
- II. 4. Discussion of the pre/post test Results

III. General Discussion

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CHAPTER TWO : Research Methodology and Design and Discussion of Results

Introduction

This chapter serves as the investigation part of the research study. The primary objective of this section is to discern impact of learners' awareness of metacognitive strategies on their writing skills. It unveils the overarching approach that underpins this research, providing a comprehensive understanding of its underlying principles. Moreover, it vividly illustrates the contextual framework and introduces the participants involved in this study, offering valuable insights into their roles and contributions. Additionally, it explores the meticulously selected data gathering tools employed to collect data from the teachers and from the conducted experimental work, ensuring a robust and comprehensive dataset. Furthermore, it sets forth the compelling findings derived from a range of sources, including the insightful questionnaire administered to teachers, the rigorous pretest-posttest evaluations, and the astute observations made by the researchers themselves. In conclusion, this chapter not only puts forth enlightening recommendations and pedagogical implications but also encapsulates its essence with a discerning conclusion.

I. Research Design

I. 1. Methodology of Research

The current research study employed a mixed research method, utilizing both experimental and descriptive approaches. The objective was twofold: firstly, to examine the effectiveness of metacognitive strategy awareness on EFL learners' writing skills, and secondly, to explore teachers' perceptions of metacognitive strategy-based instruction. To ensure methodological rigor and credibility, a combination of quantitative and qualitative data collection methods was employed. Quantitative data was collected through a questionnaire and pre/post test,

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while qualitative data was gathered through classroom observations. The quantitative data was analyzed using appropriate statistical techniques, including descriptive statistics and inferential tests, while the qualitative data was subjected to thorough thematic analysis.

I. 2. Research Settings

This study is conducted in first year classes of Abimezrag Elmokrani secondary school, Bousaada, M'sila . During the academic year 2022/2023. The data are collected from English teachers and first year students pertaining to the above-mentioned secondary school .

I. 3. The Sample and Sampling Design

The participants of this research consist of English teachers and first-year secondary school students from Abimezrag Elmokrani secondary school, specifically during the academic year 2022/2023. The study involves a total of four female English teachers and forty-five (44) students, selected randomly from a whole population of 120 first-year secondary school students including 30 females and 14 males.

I. 4. Data Collection Instruments and Procedure

I. 4.1. Instruments

In order to examine the research hypothesis and address the research questions effectively, three research instruments were employed to collect the necessary data. Firstly, a questionnaire was administered to teachers, aiming to gather valuable insights and perspectives. Secondly, a pre-test and post-test were designed to assess the influence of students' metacognitive strategies awareness on their written performance. Additionally the observation was also employed to sustain the obtained data. These carefully chosen research instruments provide a robust foundation for analyzing the data and obtaining meaningful results.

I. 4.1.1. Teachers Questionnaire

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The primary aim of the teachers' questionnaire is to evaluate their perceptions regarding metacognitive strategies instruction and its potential to enhance the writing skills of EFL learners. This instrument seeks to gather valuable insights through teachers' own perceptions and reflections on writing, as well as their practical implementation strategies for teaching this skill. By exploring teachers' perspectives and experiences, the questionnaire provides a comprehensive understanding of the role of metacognitive strategies in writing instruction and their potential impact on learners' proficiency.

I. 4.1.2. Classroom Observation

As a second data gathering instrument, a class observation was adopted to provide valuable insights into how students approach the writing process; observations are data collection research tools which require immersing the researcher himself or herself in the research atmosphere, to observe the setting, interaction, relationships, actions, and events' dimensions (Mason: 1996). So as for that, we started the observation from the pre-test to the training activities and finished by the post-test in order to cover every event and tell the whole story of classroom life. In addition, we tried to be closed to both students and teachers to offer a clear image about the nature of teaching and learning writing and the main encountered challenges and obstacles in this field.

I. 4.1.3. Students' pre-test / post-test

The primary objective of this instrument is to gather data for assessing students' writing performance. Both the experimental and control groups are required to undertake a pre-test and a post-writing test. However, the experimental group received over an intervention period of five weeks, series of metacognitive strategies instruction sessions. This process aims to determine whether there is any significant improvement in writing performance over the course of the

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training . By analyzing the results of these tests, valuable insights can be gained regarding the progress and development of students' writing skills and outcomes throughout the study .

II. Data Analysis and Interpretation of Results

II. 1. Analysis and Interpretation of Teachers' Questionnaire

II. 1.1. Description of Teachers' Questionnaire

The questionnaire was administered to four (04) EFL teachers from Abimezrag Elmokrani secondary school. This questionnaire design is intended to gain an exploration of teachers' insights , enabling a deeper understanding of their perceptions. It encompasses 13 questions divided into three main sections, maintaining a consistent structure throughout. The first section focuses on gathering demographic information and consists of three questions aimed at understanding the background of the teachers. Moving on to the second section, it delves into teachers' perceptions regarding metacognitive strategies instruction. This section comprises seven close-ended questions. Lastly, the third section comprises three open-ended questions designed to elicit valuable comments and suggestions related to the issue at hand.

Section One: Demographic Information

In this section, the respondents are asked to provide us with their gender, age and teaching experience .

Section Two : Teachers' Perceptions on Metacognitive Strategies Instruction

This section is devoted to gathering data regarding teachers' perceptions of instruction in Metacognitive strategies. Question (04) aims to explore how each teacher personally defines metacognitive strategies in written expression from their personal viewpoint. Question (05) seeks to determine the extent of agreement or disagreement among teachers regarding the effectiveness of teaching metacognitive strategies in improving students' writing performance. In question

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(06), we inquire about teachers' agreement or disagreement on whether teaching metacognitive strategies in written expression helps students become more independent writers. The seventh question (07) tends to know the frequency of incorporating metacognitive skills instruction into teachers' written expression lessons. Moving on to question (08), we investigate the obstacles teachers face when teaching metacognitive strategies in written expression. Question (09) delves into the instructional practices employed by teachers to teach metacognitive strategies in written expression. Finally, question (10) is aimed at gathering insights into the perceived necessity of integrating metacognitive strategies instruction in written expression within teacher training programs.

Section Three : Teachers' Suggestions

This section is dedicated to capturing teachers' valuable opinions, comments, and suggestions. The first question focuses on exploring teachers' perspectives on assessing students' metacognitive strategies in written expression. Moving on, the second question seeks insightful advice from experienced teachers to support beginners in effectively teaching Metacognitive strategies in written expression. Lastly, the third question is designed to collect additional comments or suggestions regarding the teaching of Metacognitive strategies in written expression from teachers.

II. 1.2. Analysis and Interpretation of Results

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Section one : Teachers' Demographic Information

Table.1.Teachers' Demographic Information

		_Teachers' Demographic information			
		Number		Percentage	
		Male	Female	Male	Female
1.Gender		00	04	0%	100%
1. Age	Under 25	00	00	0%	0%
	26-35	00	00	0%	0%
	36-45	00	01	0%	25%
	46-55	00	02	0%	50%
	56 or more	00	01	0%	25%
3.Teaching Experience	10-20	00	01	0%	25%
	over 20	00	03	0%	75%

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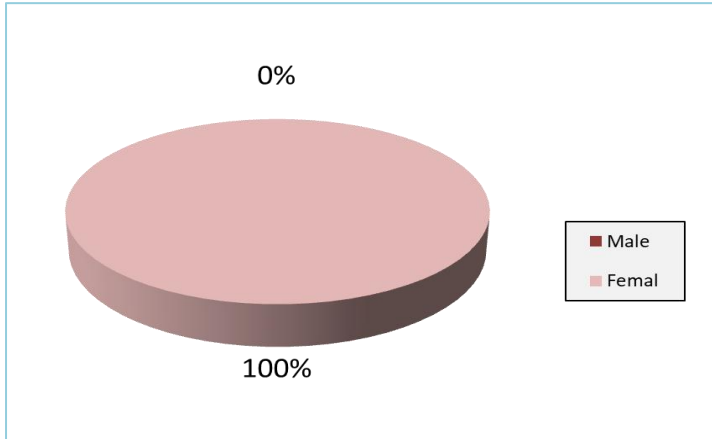


Figure.1. Teachers' Gender

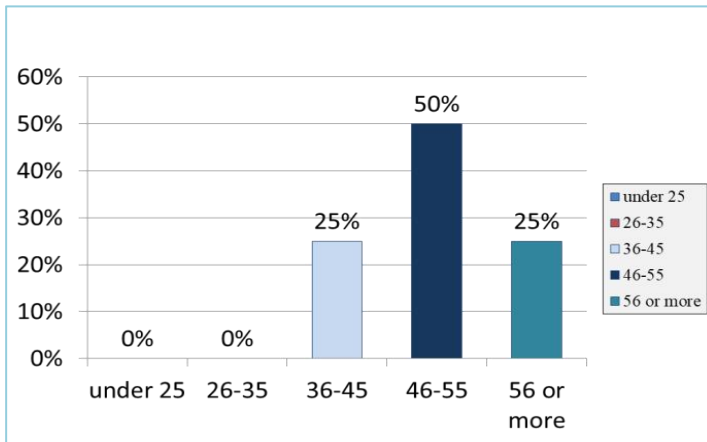


Figure.2. Teachers' Age

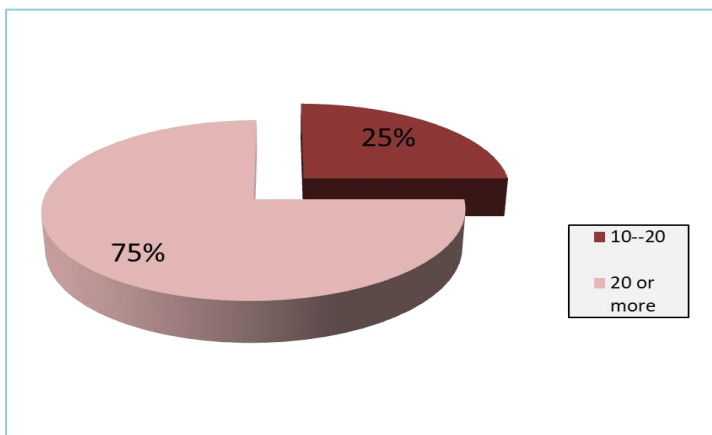


Figure.3. Teachers' Teaching Experience

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Our participants in the first question were asked about their gender as the table and figure above show that all of them (100%) are female teachers . the second question was about their age as it is illustrated , (25%) between 36-45 , (50%) between 46-55 and (25%) more than 55 years old . Whereas in the third question teachers were asked about their teaching experiences , the oldest one has an experience of 32 years , the other one 29 years , another 23 years and the newest one has 18 years of experience .

Section two : Teachers' Perceptions on Metacognitive Strategies Instruction

Question 04 : how do you define metacognitive strategies in written expression ?

Our participants were required to give definitions of metacognitive strategies in written expression from their own perceptions . The different definitions of teachers centered on a core idea that consider these strategies as a set of cognitive skills or techniques that can be consciously applied to improve students' writing performance . Besides , some of the teachers view metacognitive strategies in written expression as a way to overcome common writing challenges, such as students' block or lack of motivation. By consciously applying metacognitive strategies, these students may be able to break down the writing process into manageable steps and avoid feeling overwhelmed. Others percieve these strategies as a powerful tool for developing students' metacognitive skills and adapting their strategies to fit the demands of each writing task, students become more effective, efficient, and reflective in their writing practices. Which bring us to a point that teachers have positive vision towards metacognitive strategies and their effects on students' writing

Question 05 : To what extent do you agree or disagree that teaching metacognitive strategies in written expression can improve students' writing performance?

Table.2. Teachers' views on improving students' writing performance through teaching Metacognitive strategies in written expression

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Options	Number of respondents	Percentage (%)
Strongly agree	04	100%
Somewhat agree		
Neither agree nor disagree		
Somewhat disagree		
Strongly disagree		

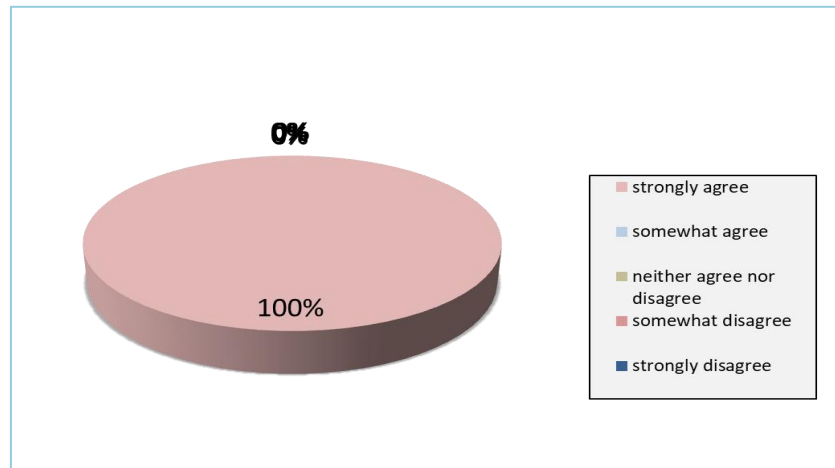


Figure.4. Teachers’ views on improving students’ writing performance through teaching Metacognitive strategies in written expression .

The data presented in Table 03 and Figure 04 clearly indicate that all the teachers (100%) strongly agree that teaching metacognitive strategies in written expression leads to a significant improvement in students’ writing performance. This signifies the teachers’ heightened awareness of the paramount significance of metacognitive strategies in the realm of writing.

Question 06 : To what extent do you agree or disagree that teaching metacognitive strategies in written expression can help students become more independent writers?

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Table.3. Teachers' views on the ability of making students more independent writers through teaching Metacognitive strategies in written expression .

Options	Number of respondents	Percentage (%)
Strongly agree	02	50%
Somewhat agree	02	50%
Neither agree nor disagree		
Somewhat disagree		
Strongly disagree		

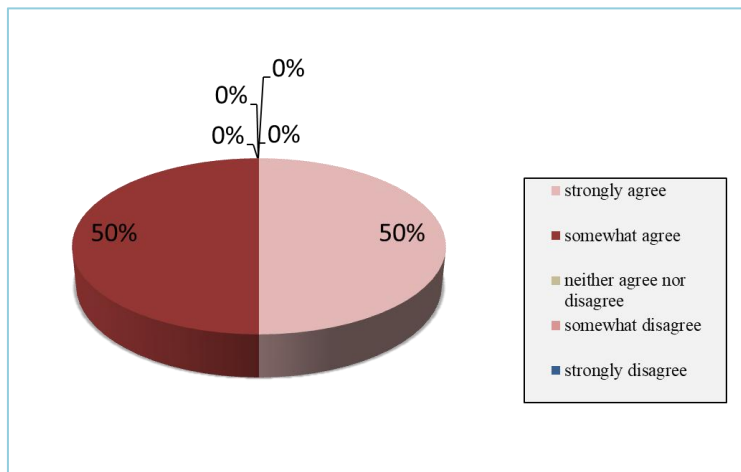


Figure.5. Teachers' views on the ability of making students more independent writers through teaching Metacognitive strategies in written expression .

Based on the findings presented in Table 04 and Figure 05, the views of our participants are divided into two distinct groups. Precisely, 50% of the teachers strongly agree that Metacognitive strategies contribute to students becoming independent writers. Conversely, the remaining 50% express a somewhat agree stance, indicating that these strategies hold potential benefits for the students.

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Question 07 : How often do you incorporate metacognitive skills instruction into your written expression lessons?

Table.4. Teachers responses on The frequency of incorporating metacognitive skills instruction in written expression lessons.

Options	Number of respondents	Percentage (%)
Every lesson	01	25%
Every few lessons	02	50%
Rarely	01	25%
Never		

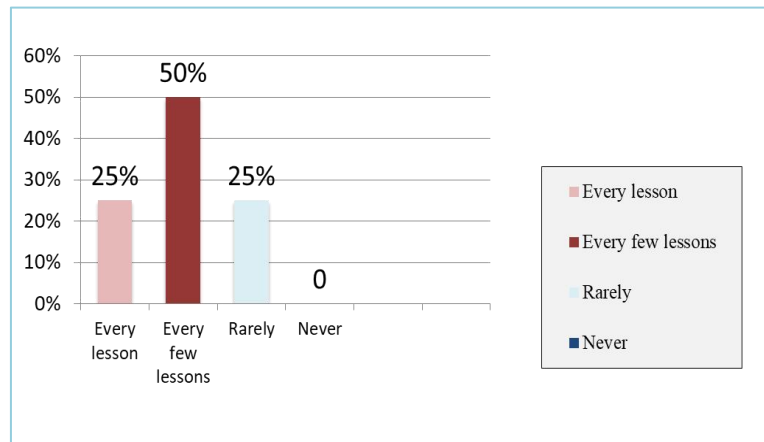


Figure.6. Teachers responses on The frequency of incorporating metacognitive skills instruction in written expression lessons.

Based on the data presented in Table 05 and Figure 06, it is evident that the majority of teachers (50%) incorporate instruction on metacognitive skills in written expression every few lessons. However, it is worth noting that only one teacher reported integrating these strategies in every lesson, and another mentioned that rarely . implying that there may be a tendency among teachers to overlook the regular use of these strategies.

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Question 08 : What are the challenges or barriers in teaching metacognitive strategies in written expression?

Table.5. Teachers' responses on the encountered barriers in teaching metacognitive strategies in written expression

Options	Number of respondents	Percentage (%)
Lack of time	01	25%
Lack of resources		
Lack of training		
Lack of student interest	03	75%

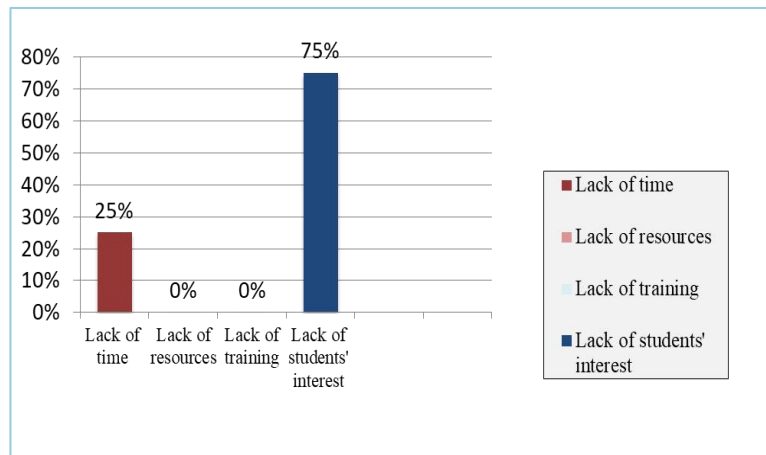


Figure.7. Teachers' responses on the encountered barriers in teaching metacognitive strategies in written expression.

As revealed in table 06 and figure 07 , almost of teachers (75%) indicate that lack of students' interest is the most frequent barrier ; whereas , (25%) consider lack of time , which conduct us to a point that finding time to explicitly teach and practice these strategies , in addition to students resistance and ignorance can be the core channleges . Teachers can seek out sollutions to control such encounters .

Question 09 : What instructional practices do you use to teach metacognitive strategies in written expression?

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Table.6. Teachers' responses on the instructional practices in teaching metacognitive strategies in written expression

Options	Number of respondents	Percentage (%)
Planning	03	75%
Monitoring	00	0%
Evaluating	01	25%

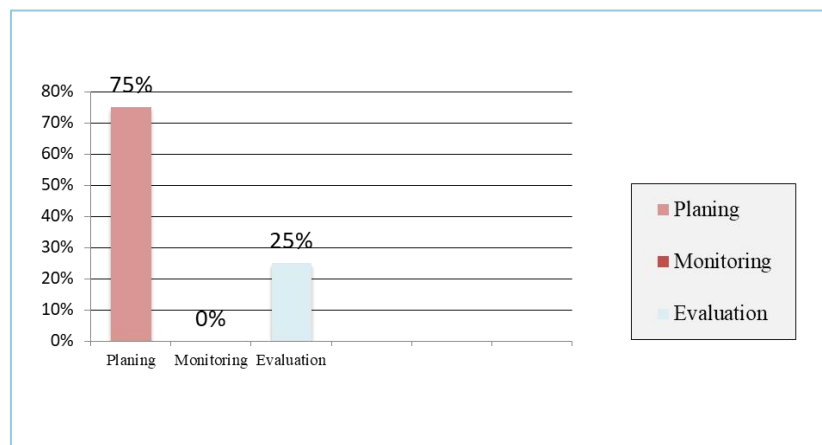


Figure.8. Teachers' responses on the instructional practices in teaching metacognitive strategies in written expression.

Based on table (07) and figure (08) it is illustrated that the most frequent instructional practices used by teachers (75%) to teach metacognitive strategies in written expression is planning, while (25%) adopt evaluating. Thus, by these practices teachers encouraging students to think about what they want to say before they start writing, by brainstorming, outlining, or creating a mind map and to assess their own writing, however the total ignorance of monitoring may indicate a sort of teachers' lack of knowledge about the importance of these strategies, this can be a barrier to implementing metacognitive instruction in the classroom and supporting students' development of metacognitive skills.

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Question 10 : To what extent do you believe that metacognitive strategies instruction in written expression should be included in teacher training programs?

Table.7. Teachers' views on the necessity of Including metacognitive strategies instruction in written expression in teacher training programs.

Options	Number of respondents	Percentage (%)
Strongly agree	04	100%
Somewhat agree		
Neither agree nor disagree		
Somewhat disagree		
Strongly disagree		

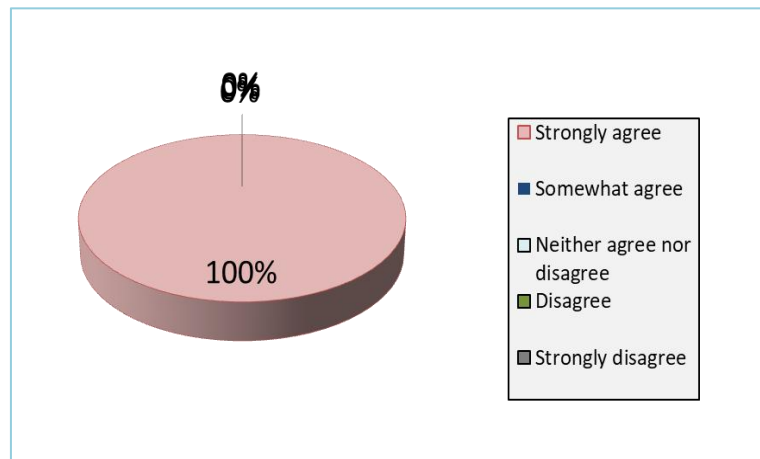


Figure.9. Teachers' views on the necessity of Including metacognitive strategies instruction in written expression in teacher training programs.

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According to table (09) and the graph all the teachers (100%) strongly agree that the integration of metacognitive strategies instruction in written expression is necessary in teacher training programs. Accordingly, teachers who are equipped with the knowledge and skills to teach metacognitive strategies can help their students become more effective and independent writers, and ultimately promote their success.

Section three : Teachers' Suggestions

Question 11 : How do you assess students' metacognitive strategies in written expression ?

This question is asked to know the different ways teachers use to assess students' metacognitive strategies in written expression. A free space is provided for them to feel free when they define their attitudes on this issue.

All the participants share a common way of assessment which is through written tasks and activities to be analysed by the teacher then he/she identifies evidence of effective use of metacognitive strategies. This can involve looking for evidence of planning, monitoring, and evaluation in the writing, such as a clear thesis statement, evidence of revision, and a clear conclusion. Besides, they insist in making the topics comprehensible in order to allow the students to use their learnt background to reach a new writing experience, authentic and interesting.

Another interesting idea is mentioned by the teachers concerning the assessment of students' metacognitive strategies in written expression is to provide the student with direct and clear metacognitive instructions to be respected in the writing product, then a checklist include criteria related to planning, monitoring, and evaluation can be used to evaluate students' writing on these dimensions.

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Question 12 : what advice would you give to teachers who are new to teach metacognitive strategies in written expression ?

Our participants are required to provide new teachers with some tips to teach metacognitive strategies in written expression , A free space is provided for them to respond about this question .

From the teachers' points of views , the central idea is that new teachers should master metacognitive strategies first so that they can transmit them correctly to their students and make them aware of each strategy to write a well written passage . Besides , they oriented them to teach these strategies in a detailed way starting with the basics to help the students achieve the obtained objectives and make them able to have a full control of their thinking which conduct them to become independent writers .

Another common point is shared by the respondents that may help new teachers to teach metacognitive strategies in written expression concerns teachers' time management , considering that the pedagogical timing is somewhat insufficient to give the required attention to these strategies , so new teachers should find a way that allow them integrate metacognitive strategies in their written expression lessons .

The participating teachers admonish new ones to mostly act as instructors rather than teachers and to be prepared to provide ongoing support and feedback as students learn and apply these strategies that may reinforce students' metacognitive skills and experiences .

QUESTION 13 : Do you have any additional comments or suggestions about teaching metacognitive strategies in written expression ?

This question is asked to know teachers' opinions toward teaching metacognitive strategies in written expressing through further comments or suggestions . A free space is

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provided for them to express their thoughts . All of them (100%) were interested to respond to this question and add some important comments .

The respondents claim that metacognitive strategies should be given more consideration in teaching programs due to their benefits for both teacher and student and to devote more time for written expression in general as it is the last step in each sequence . In addition , they indicate that teaching writing with a metacognitive focus through direct instructions promote students to reflect on their prior knowledge and adopt new writing strategies .

Moreover , the teachers suggest to give the students the support and opportunities to try new concepts and unlimited techniques during the writing process which help them to identify their strength points and weak ones to work on improving them ; Therefore , teachers hold the field of learner-centred and autonomous learning approach .

II. 2. Discussion of Teachers' Questionnaire Results

The questionnaire was distributed to the English teachers of Abi mezrag Elmokrani secondary school to investigate how they do perceive the effectiveness of Metacognitive strategies in enhancing students' writing performance . From the analysis of the results of the administered questionnaire , it has been demonstrated that the results are in favour of integrating Metacognitive strategies in classrooms to improve students ' writing skills and outcomes .

The first section was devoted for the sake of determining general information about the respondents . The collected data provides us information about their sex , whether they are male or female , their age and their teaching experience . The recorded responses of this axis indicate that all the participants are female teachers from a range of age of 38- to -58 , they gain varied teaching experiences at secondary school with , by which they become more knowledgeable

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and skilled in classroom management and instructional practices that may reflect beneficially on their students writing level .

The second section was dedicated to the teachers perceptions on the metacognitive strategies instruction in writing . According to the results of the questionnaire , all the teachers praise the importance of metacognitive-based instruction in written expression and have positive attitudes toward these strategies . They assumed that improving learners' writing skills with a metacognitive orientation may reduce the complexity of writing process and convert it into flexible steps . However , all the teachers believe that these strategies empower the students to become more confident , successful , self-directed and independent writers that means they can work through writing challenges on their own and complete writing tasks efficiently .

From the obtained results , it was found that the majority of teachers did not give the required incorporation of metacognitive strategies instruction in written expression lessons , which suggests that there may be a gap in teacher training or understanding of effective instructional practices ; Accordingly , most of teachers consider that students lack of interest and lack of time as the main encountered difficulties in teaching metacognitive strategies in written expression . Thus , this may indicate that finding time to explicitly teach and practice metacognitive skills while also covering other aspects of writing as well as developing students' self-awareness , motivation and skills can be a challenge for teachers .

However , the results illustrated that the instructional material mostly used by teachers in written expression is planing then evaluating , this may provide students with opportunities to organize , assess their own writing and identify areas for improvement ; Furthermore , according to the analysis of results , all the teachers strongly agree on the fact that including metacognitive strategies instruction in teacher training programs is a must that may offer teachers with training

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on how to assess metacognitive skills and help them more accurately evaluate student learning, while providing them with resources and tools so as to overcome the barriers of limited time , resource and classroom management .

The third section was a sort of gathering additional information from teachers' different experiences through open-ended questions , comments and suggestions . The present results indicate that all the participants are aware of the effectiveness of metacognitive strategies in writing . Thus , they shared several ways of assessing these strategies depending on their attitudes . Moreover , through the respondents answers , significant pieces of advice were given to new teachers to teach metacognitive strategies in written expression , including the right methods and techniques that may promote their teaching performance in classroom . In addition , the recorded answers contained some important comments and suggestions that reinforce the reflection on the field of metacognition and autonomous learning .

II. 3. Analysis and Interpretation of Students' Tests

II. 3.1. Description of Students' Pre/Post Test

In order to enhance the validity of the results, the study incorporates multiple instruments based on the research questions and hypotheses. Alongside the teachers' questionnaire , pre/post-tests were administered to the participating students. The purpose of these tests is to investigate the potential improvement in students' writing performance through metacognitive strategies-based writing instruction. By utilizing these diverse instruments, the study aims to obtain comprehensive and reliable findings.

II. 3.2. Participants

The participants in this study were randomly selected from two classes of first-year secondary school students at Abi mezzrag Elmokrani secondary school during the academic year

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2022/2023. The sample size consisted of 44 students in total. One class, comprising 21 students (13 females and 8 males), was assigned as the experimental group (EG), while another class, consisting of 23 students (16 females and 7 males), served as the control group (CG). Both groups were taught by the same teacher. The experimental group received metacognitive strategies-based writing instruction, while the control group received the usual writing instruction without the inclusion of metacognitive strategies. To ensure the reliability and validity of the experiment, neither group was informed about the study's specific purpose.

II. 3.3.Procedure

Our experimental study of metacognitive strategies-based writing instruction for 44 first year secondary school students , It covered five weeks , from April 9th to May 14th of the academic year 2022/2023 .

II. 3.3.1.Pre-test

At the very beginning of the experiment , all participants were asked to undergo a pre-test without any prior knowledge of the experiment's purpose. This step aimed to ensure that both classes had an equivalent level of writing performance. In a supervised classroom setting, the students were given a 45-minute in-class writing test. The assigned task involved planning, writing, and revising a composition. The topic of the composition was aligned with their pedagogical unit, 'Eureka' which centered around the development of science and modern technologies. The prompt for the composition was as follows: «Imagine that your father surprised your mother on her birthday with an electrical washing machine. Compose a piece of writing, limited to 80-100 words, in which you describe your feelings towards your father's gesture» . The intention behind this task was to stimulate the students' imagination and encourage them to write creatively, expressing their thoughts and emotions effectively.

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II. 3.3.2.The Metacognitive Training Phases

During this phase, the explicit learning and direct instructions of metacognitive strategies in written expression were exclusively introduced to the experimental group (EG), while the control group (CG) continued with their regular writing practice. The primary objective of this training period was to enhance students' metacognitive awareness and enrich their writing experiences by fostering the development of metacognitive skills.

II. 3.3.2.1.Raising Students' Metacognitive Awareness

We started with a clear description of the nature of writing ; the basic methods student should know , the essential elements of writing tasks . Then we attempted to know students' background of writing , how they consider the process of writing , the main difficulties or barriers they faced , and what strategies they used to accomplish a writing task .

The knowledge of learning methods and strategies is the most valuable for students . therefore , we carefully taught students the concept of cognitive and metacognitive writing strategies and how to optimize the utilization of them . We integrated the strategies in our class setting . First , we provided students with series of essential metacognitive strategies and explained explicitly how to use them in specific tasks ; Then arriving to the practice in which we exposed the students to several writing activities and were supposed to finish writing tasks by using these strategies . After that , students were asked to evaluate their application of the strategies , their writing performance, process and so on .

In this part , students began getting an idea about the key steps of writing process , and to think carefully about how to achieve the desired purpose of a given writing task by spotting gaps in their prior knowledge and current understanding . They were training on how to make a clear

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plan of the basic needs of the task , how to identify their mistakes and prevent them during writing with self-monitoring strategy , and how to regulate their thinking so as to improve their writing performance each time they write .

II. 3.3.2.2.Enriching Students' Metacognitive-based Writing Experience

Metacognition can be categorized into three subcategories , namely , metacognitive knowledge , metacognitive experiences , metacognitive strategies (Flavell, 1979;Papaleontious-Louca,2008; Efklides,2009) , while metacognitive experience in writing refers to the current and ongoing cognition and emotions . thus , we helped the students to develop a personal framework of metacognitive experience including one's own ideas and metacognitive feelings , such the feeling of difficulty , familiarity , confidence and satisfaction . Those kinds of feelings affect students' self-regulation and lead them to revise original goals and establish new goals that enable progress in their writing process .

Considering emotional experience can be reinforced by arousing students' self-motivation and interest in writing as well as bringing their desire . As for that , we tried to offer the students an optional selection of topics in order to ignite their desire to talk about whatever they want expressing their ideas and feelings which inspired their writing aspiration .

II. 3.3.2.3.The Implementation of Metacognitive Strategies-based Instruction

After discussing the three components of metacognitive strategies , self-planning , self-monitoring and self-evaluation , we integrated them in our class settings following CALLA mode of teaching . We provided the students a high level of instructional support so as to introduce and prepare them for the new content and strategies . The main purpose of this preparation is to aid the students to identify gaps in their prior knowledge and to set new practical feasible goals .

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Presentation

In the phase of presentation , we offered the students with a clear presentation and explanation of metacognitive strategies . First , we gave them a printed list of the main metacognitive strategies needed in writing including self-planning , self-monitoring and self-evaluation . Then , we explicitly taught them how to apply those strategies through examples ; thus , we emphasised on students' comprehension of each strategy in order to be able to practice it meaningfully in the next step .

We integrated metacognitive strategy training into each writing course and practiced by doing specific writing tasks . besides , we gave great importance to writing skills and encouraged students to employ the writing skills to their own writings. By integrating strategy use and instruction into regular language classes, can learners be provided with hand-on practice and reinforcement of strategy use (Cohen, 1988:91) and this can promote the students to focus on their writing progress .

Practice

In this stage , students were offered chance of practicing new strategies with a variety of original writing activities . They were required to respect the strategies presented in the previous stage , starting from self-planning through topic identification , backgrounded information , readers' consideration and making an outline to organize the process of writing . After that , students were supported to employ self-monitoring strategy which helped them to assess their ongoing writing and take a kind of remedial action when they encountered some difficulties , self-assessment can make them aware of how to prevent writing mistakes and enhance their performance for the next writing experience .

Evaluation

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In this part students were asked to have a deep self-discussion through which they check their writing level , their understanding and application of the new strategies , skills and what still needed to be reinforced . We carried the evaluation activities through three stages: self-evaluation, peer-evaluation and teacher-evaluation , this can help the students learn from the mistakes of each others that may increase their problem solving skill means that to think about new ideas , to find creative solutions to the difficult writing situations and to overcome every challenge .

II. 3.3.3.Post-test

By the end of our training period and after passing through several stages from the preparation to evaluation , we desgined one post-test for both control and experimental groups to evaluate students' writing performance . The task was similar to the pre-test with a new topic which was selected from the same pedagogical unit . The central aim of the post-test is to determine the efficiency of the intervention .

II. 3.3.4. Analysis of Students Pre/Post Test

In order to examine the efficacy of metacognitive training, a quantitative analysis was conducted based on the mentioned experimental study. The scores obtained from the pre-test and post-test were utilized for this analysis. To compare the means of the two independent groups (control and experimental), a two-sample t-test was employed. Additionally, a paired t-test was utilized within each group to draw conclusions regarding the differences between the paired variables (pre-test and post-test scores). This statistical analysis allowed for a comprehensive evaluation of the effectiveness of the metacognitive phases .

II. 3.3.4.1.Description of the Experimental Group results:

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In the following we set forth tables and Histograms recapitulating and presenting the calculated mean and standard deviation of pre/post test scores of EG , then the paired differences between the two writing scores .

Table.8.Descriptives of pre-test writing scores in EG.

	N	Mean	StDev	Minimum	Median	Maximum
EG pre-test	21	2,381	0,854	1,000	2,500	4,000

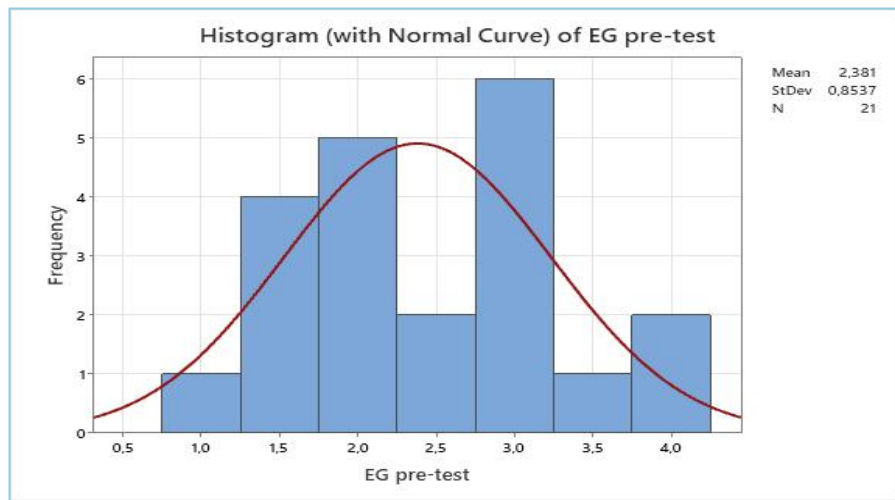


Figure.10.Histogram of experimental group pre-test

Table.9.Descriptives of post-test writing scores in EG.

	N	Mean	StDev	Minimum	Median	Maximum
EG post-test	21	3,107	0,996	1,000	3,000	4,750

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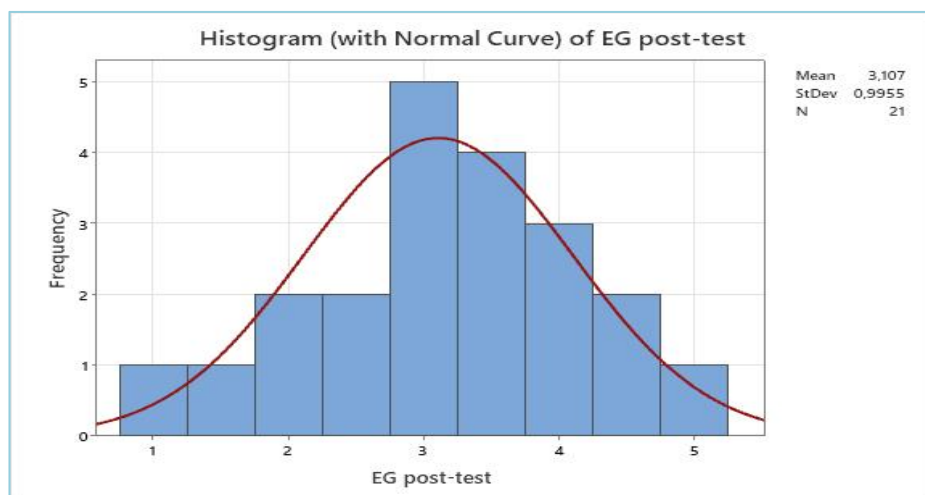


Figure.11.Histogram of experimental group post-test

Table.10.Descriptives of the two writing scores in EG.

	N	Mean	StDev	SE Mean
EG pre-test	21	2,381	0,854	0,186
EG post-test	21	3,107	0,996	0,217

Table.11.Paired difference between the two writing scores in EG.

Mean	StDev	SE Mean	95% CI for $\mu_{\text{difference}}$	T-Value	df	P-Value
-0,726	0,627	0,137	(-1,012; -0,441)	-5,31	20	0,000

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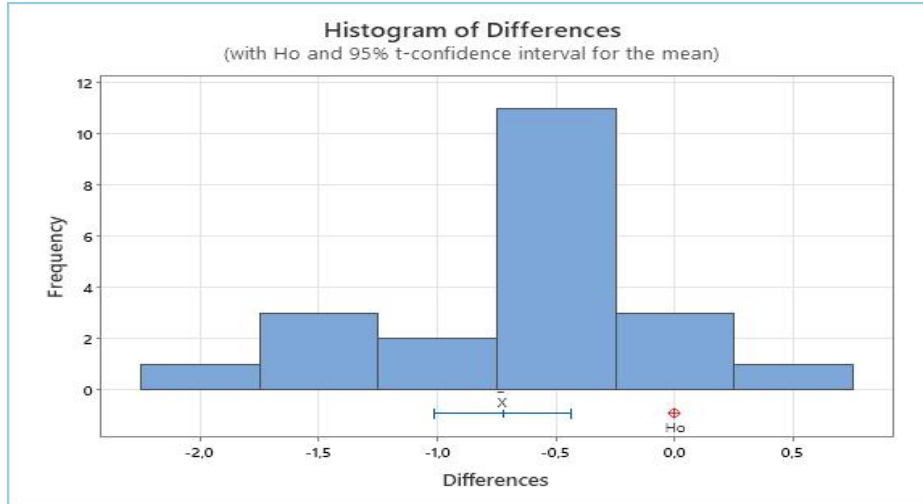


Figure.12.Histogram of paired differences in EG .

II. 3.3.4.2. Findings and Interpretation of Paired t-test of Experimental Group

Using a t-distribution table with 20 degrees of freedom , we find that the critical t-value at a significance level of 0.05 is 1.725 . Since our calculated t-value is greater than the critical value at a significance level of 0.05, we reject the null hypothesis and conclude that there is a significant difference between the pre-test and post-test scores . Specifically, the post-test scores are significantly higher than the pre-test scores as it is illustrated in the tables and figures above .

II. 3.3.4.3. Descriptions of the Control Group results:

The same procedure was followed to calculate the mean , standard deviation of control group' pre/post test and the paired differences between the scores , the data presented in the following tables and figures :

Table.12.Descriptives of pre-test scores in CG

Variable	N	Mean	StDev	Minimum	Median	Maximum
CG pre- test	23	2,228	0,956	1,000	2,000	4,000

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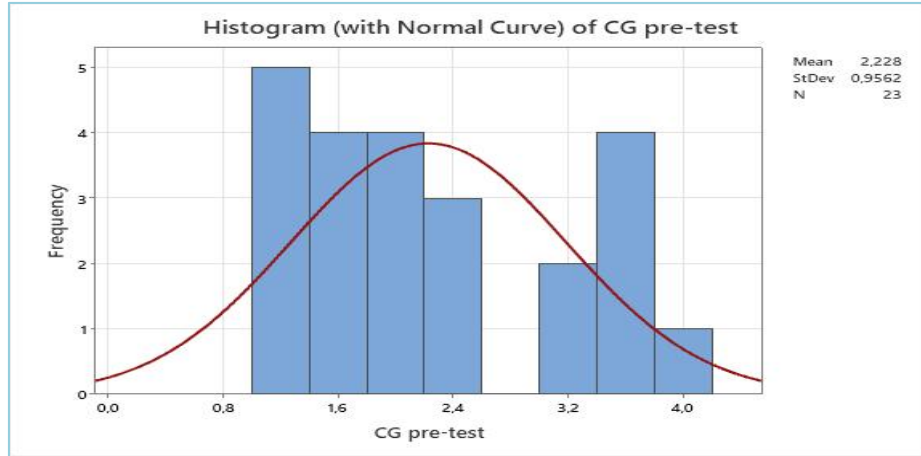


Figure.13.Histogram of control group pre-test

Calculate the mean and standard deviation of the post-test scores:

Table.13.Descriptives of post-test writing scores in CG.

Variable	N	Mean	StDev	Minimum	Median	Maximum
CG post-test	23	2,152	0,753	1,000	2,000	4,000

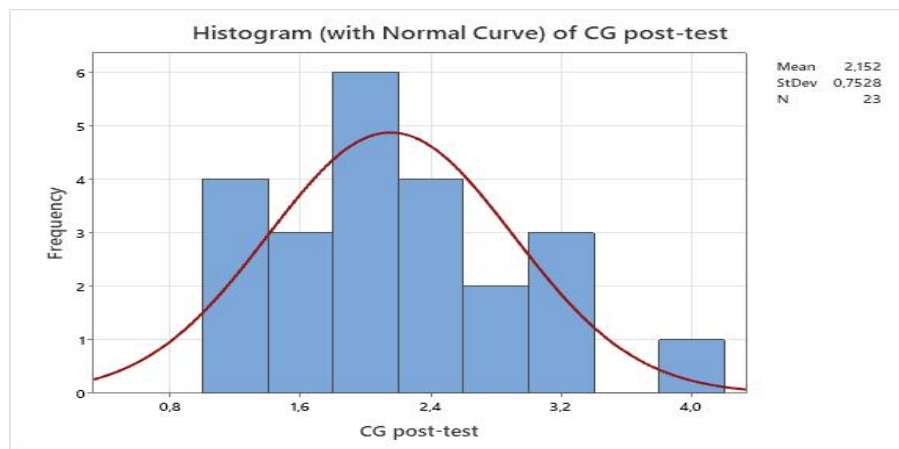


Figure.14.Histogram of control group post-test

Table.14.Descriptives of the two writing scores in CG.

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	N	Mean	StDev	SE Mean
CG pre-test	23	2,228	0,956	0,199
CG post- test	23	2,152	0,753	0,157

Table.15.Paired difference between the two writing scores in CG.

Mean	StDev	SE Mean	95% CI for $\mu_{\text{difference}}$	T-Value	Df	P-Value
0,076	0,713	0,149	(-0,232; 0,384)	0,51	22	0,614

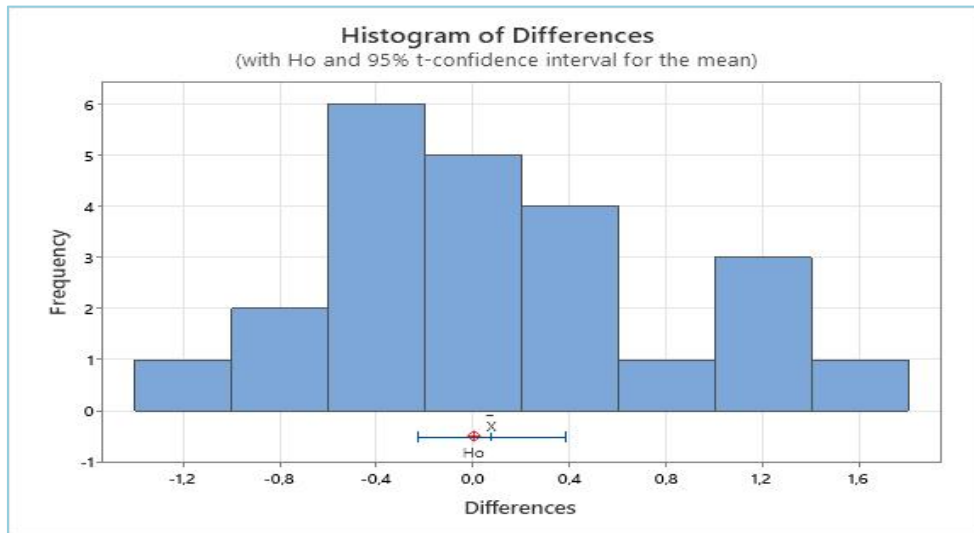


Figure.15.Histogram of paired differences in CG .

II. 3.3.4.4.Findings and Interpretation of paired t-test of Control group

Using a t-distribution table with 22 degrees of freedom, we find that the critical t-value at a significance level of 0.05 is 1.717. Since our calculated t-value is less than the critical value at

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a significance level of 0.05, we fail to reject the null hypothesis and conclude that there is no significant difference between the pre-test and post-test scores . It is important to note that while the mean difference is negative, indicating that the post-test scores are lower than the pre-test scores, this difference is not statistically significant. Therefore, we can conclude that without the intervention ,the writing scores were not improved .

Calculation of the two-sample t-test and p-value:

We have calculated the means and standard deviations for both group and both tests , we can performe the two-sample t-test . We will be testing the null hypothesis that there is no difference between the means of the two groups , using a significance level of 0.05.

Table.16.Descriptives of the pre-test writing scores between EG and CG.

Sample	N	Mean	StDev	SE Mean
EG pre- test	21	2,381	0,854	0,19
CG pre- test	23	2,228	0,956	0,20

Table.17.T-test of the pre-writing scores between EG and CG.

Difference	95% CI for Difference	T-Value	DF	P-Value
0,153	(-0,398; 0,704)	0,56	42	0,579

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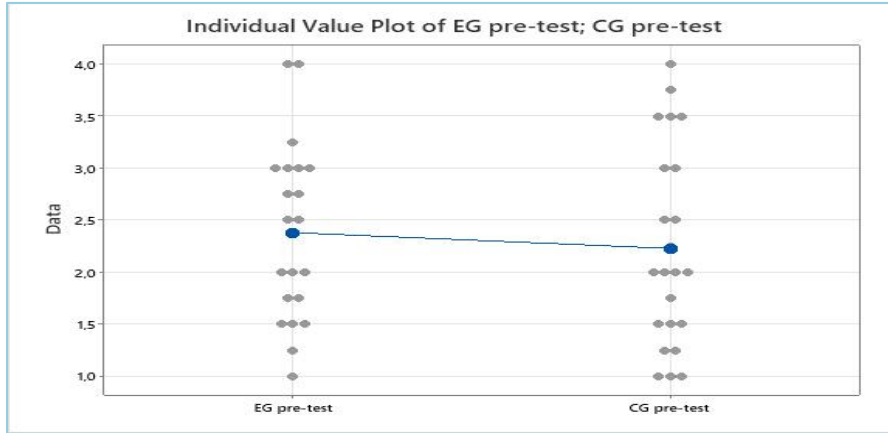


Figure.16.Individual value plot of EG pre-test ; CG pre-test

II. 3.3.4.5. Findings and Interpretation of pre-test means difference between EG and CG :

Using a t-distribution table with 42 degrees of freedom , we find that the critical t-value at a significance level of 0.05 is 1.682 . Since our calculated t-value of 0.56 is less than the critical value of 1.682, we fail to reject the null hypothesis and conclude that there is no significant difference between the means of the experimental and control groups for the pre-test scores.

Table. 18.Descriptives of post-writing scores between EG and CG.

Sample	N	Mean	StDev	SE Mean
EG POST T	21	3,107	0,996	0,22
CG post tst	23	2,152	0,753	0,16

Table. 19.T-test of post-test writing scores between EG and CG.

Difference	95% CI for	T-Value	DF	P-Value

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	Difference			
0,955	(0,412; 1,498)	3,56	42	0,001

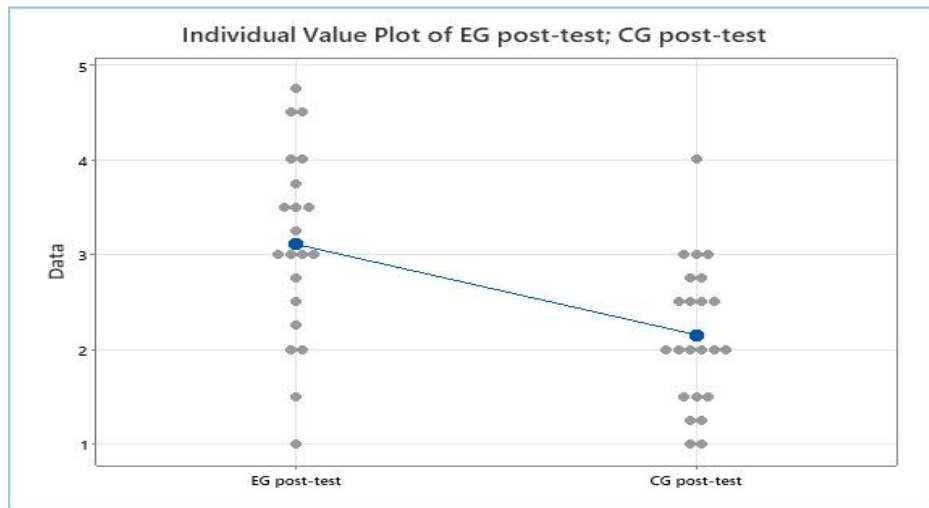


Figure.17. Individual value plot of EG post-test ; CG post-test .

II. 3.3.4.6. Findings and interpretation of post-test means difference between EG and CG :

Using the t-distribution table again with 42 degrees of freedom, we find that the critical t-value at a significance level of 0.05 is 1.682. Since our calculated t-value of 3.56 is greater than the critical value of 1.682, we reject the null hypothesis and conclude that there is a significant difference between the means of the experimental and control groups for the post-test scores. Specifically, the post-test scores of the experimental group are significantly higher than those of the control group. In conclusion, we can say that the intervention had a significant effect in improving the scores of the experimental group, compared to the control group who has not received any intervention .

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II. 4. Discussion of Students' Tests Results

With the aim of measuring quantitative data related to students' writing outcomes before and after the explicit metacognitive training and provide valuable information so as to strengthen the reliability and validity of results , we adopted two types of t-test , paired-samples and independent-samples t-test . Accordingly , the overall results hold a positive attitude towards the effectiveness of metacognitive strategies in improving students' writing .

Based on the analysis of the paired data , we obtained some significant statistical insights by comparing the means of each sample group , EG and CG , twice . we calculated the differences between the pairs of observations , the mean and standard deviation of the differences , the t-statistic by dividing the mean difference by the standard error of the mean difference and the degrees of freedom . After that we determined the critical value of the t-statistic for the desired level of significance and degrees of freedom using a t-distribution table , then we compare the p-value to the critical value . we respected this analytical procedure in both groups and presented the data through tables and figures . From the results we can learn that the mean difference is statistically significant in experimental group ($t = -5.31$, $p = .000 < 0.05$) the p-value is less than the critical value at a significance level of 0.05, so we reject the null hypothesis (there is no significant difference) and conclude that there is a significant difference between the pre-test and post-test scores. Whereas in the control group , we conclude that there is no significant difference between the pre-test and post-test scores ($t = 0.51$, $p = 0.614 > 0.05$) so we fail to reject the null hypothesis ; Therefore , the obtained results indicate

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that the intervention had a significant positive effect on the writing scores of the experimental group participants compared to the control group who has not received it .

According to the analysis of the independent sample t-test , considerable results were provided to support the findings of paired t-test and confirm the validity of our investigation . We adopted SPSS.10.0 to make the analysis of the pre-test writing performance between experimental and control groups and presented data in tables . As is shown in table 10 and figure 07 , we can say that there is no significant difference in pre-test writing outcomes between EG and CG ($t = 0.56$, $p = 0.579 > 0.05$) so we fail to reject the null hypothesis (there is no significant difference between the EG and CG writing performance) . However , after carrying out our training and implementation of the post-test , further results presented in table 12 and figure 08 which demonstrate significant difference among the writing performance between EG and CG ($t = 3.56$, $p = 0.001 < 0.05$) so the null hypothesis is rejected .

Depending on the statistical comparison and the calculated data above , we are offered with promising results at the level of consistency of the quantitative data instrument , the effectiveness of the intervention and to achieve the required objectives from the empirical procedure .

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III. General Discussion

The current section is devoted to giving answers to the research questions of this study . It was carried out to investigate the effect of metacognitive strategies instruction in EFL learners' writing . The use of a teachers' perceptions questionnaire, a class observation, and students' pre-post test is a valuable approach in evaluating the effectiveness of this issue . The questionnaire provided us insight into teachers' views and practices regarding metacognitive strategies and writing instruction . Teachers' agreement on the utility of these strategies in EFL writing instruction was clearly illustrated , they stated its importance in shaping an independent writer , self-directed , self-reflected and self-motivated , as well as the unfavorable conditions that reduce the ability of the implementation . These challenges included the lack of time , lack of training and support in using these strategies , and lack of students' motivation and engagement . Moreover , several feedbacks were provided concerning the different methods of assessment , some teaching tips were addressed to new teachers to teach metacognitive strategies in written expression . In addition , further comments and suggestions were made to be worked on so as to create an environment that supports the effective use of metacognitive strategies to promote students' writing and learning in general . Various studies were made to reinforce this field . According to Stracke (2016), second language instructors suggest using metacognitive strategies in EFL/ESL classrooms for several reasons. One of these reasons is that by employing metacognitive strategies, learners can take an active role in their own learning, effectively directing and managing their learning process . As well as they can identify the most effective ways to practice and reinforce what they have learned (Rahimi, & Katal, 2012).

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While the class observation allowed us for the objective observation of instructional practices and student engagement , we analysed the key factors that associated our understanding of class events related to our investigation , such as the quality of writing samples produced by students, the frequency and quality of student reflection on their writing, and the extent to which students are able to apply metacognitive strategies to improve their writing outcomes . These factors, enabled us to identify areas where teachers were effectively using metacognitive strategies in writing instruction and areas where additional support is needed. First we noticed that students had no prior idea about the concept of metacognitive strategies and the majority of them were not actively engaging in writing tasks, which indicated that teachers need to use more explicit modeling and scaffolding to demonstrate the use of these strategies. Alternatively, students were struggling to reflect on their own writing processes, that means providing additional opportunities for self-reflection and support was needed in this area . During the intervention phases it was perceived that students started interacting more actively and being able to identify their weaknesses which directly stimulate their critical thinking , problem solving and self-orientation skills .

Our present study's findings demonstrate a significant difference between the two mean groups by the analysis of the pre/post test . Accordingly, the results support the assumption that metacognitive instructions had a positive impact on the performance of the experimental group, as compared to the control group, which did not receive any such intervention throughout the duration of the study. The results of this study are consistent with the findings of Javed's (2013) research, which employed the same CALLA model. Javed's study aimed to examine the impact of planning and monitoring as metacognitive strategies on the argumentative writing accuracy of Iranian EFL learners. The T-Test results of Javed's study revealed a positive effect on the writing

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performance of the experimental group. In other words, Javed's study also demonstrated that the implementation of metacognitive strategies had a beneficial impact on the writing accuracy of EFL learners . This finding also supported the findings of a study by Hartman (2015) where junior secondary school students were the subjects.

IV. Limitations of the Study :

Several limitations are present in this research study. Firstly, the small sample size of four teachers and 44 first-year students restricts the generalizability of our findings to larger populations. Including a larger and more diverse sample would have increased the statistical power and external validity of the study. Secondly, the short intervention period of only five weeks may not have allowed sufficient time for meaningful changes in students' writing performance to occur. Extending the intervention duration could provide a clearer understanding of the long-term effects. Thirdly, due to time constraints, we were unable to include a metacognitive strategies checklist as a self-reported measure of students' use of metacognitivestrategies. Incorporating this additional assessment tool could have provided valuable insights into the students' cognitive processes.

Conclusion

In this practical chapter , the research design was presented including the research method , context , population and sampling , instrumentation and data analysis procedures . In addition , it deals with the analysis and interpretation of the collected data using different research instruments , a questionnaire administered to English teachers , a pre/post test designed for students , and a classroom observation . The results were represented quantitatively in tables and

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figures , and qualitatively described . Moreover , this chapter provided some limitations of the study . As a matter of fact , the results and findings have illustrated significant difficulties faced by both teachers and students in terms of teaching and learning written expression despite of teachers awareness and positive perceptions on the importance of metacognitive-based writing instructions . In addition , it is proved that metacognitive strategies have a positive impact on students writing according to the results obtained from the t-test analysis .

General conclusion

The use of metacognitive strategies in language learning has become an increasingly popular topic in recent years, it has been shown that these strategies can be effective in improving language learners' performance and promoting their autonomy. In the context of EFL writing, metacognitive strategies can be particularly helpful in encouraging students to reflect on their writing processes and identify areas for improvement. The use of explicit instruction and practice in metacognitive strategies considered as an effective approach in promoting metacognitive awareness and improving writing performance in EFL students.

So as to carry out this research , forty-four (44) students were selected as a sample from a wider population of first year students at Abimezrag Elmokrani secondary school to which we tended to generalize our results . In order to reach answers to our questions and either confirm or refute our hypothesis , we opted to use a questionnaire of thirteen (13) questions about teachers' perceptions on teaching writing with a metacognitive strategies focus . The questionnaire was administered to four (04) English teachers of Abi Mezrag secondary school . Data collected was analysed and interpreted quantitatively in form of statistics and percentages that were turned into tables and figures , and qualitatively through descriptions of targeted teachers' opinions and feedbacks . In addition , as long as we were interested to gain the maximum details related to our study objectives , a classroom observation was involved to record and provide valuable qualitative data about what was happening during the whole period of the experiment . Furthermore , a pre/post test was designed to measure the effectiveness of our intervention , the analysed data was statistically calculated and presented quantitatively in form of tables and statistical histograms .

The findings of the current study have shown that the participating teachers generally agree and support the perspective of promoting students' writing through metacognitive strategies-based teaching and instruction and exhibited positive attitudes towards it , in spite of the different

challenges being faced by both teachers and students in this field . Accordingly , the mentioned positive/negative insights obtained from teachers' questionnaire concerning classroom nature , students and teachers attitudes as well as the overall ignorance of these strategies were effectively noticed during the classroom observation . Moreover , the results obtained from the pre/post test reinforced the previous findings that have answered all of the research questions and confirmed the hypothesis that metacognitive strategies skills and awareness can improve students' writing outcomes . Thus , the results can be generalized to the whole population of first year students of *Abi Mezrag el mokrani secondary school* .

Pedagogical Implications for Teachers

According to the fact that metacognitive strategies-based teaching has positive effect on students' writing outcomes . Teachers should promote their students' awareness and provide targeted instructions in these strategies , which may offer opportunities for students to develop greater autonomy and higher skills . Some teachers do not give the required consideration of the different writing abilities of their students in order to provide them an ongoing feedback that may help to regulate and enhance their weaknesses in writing .

Due to the critical role of teachers in promoting students' metacognitive development. By modeling, instructing, providing feedback, promoting autonomy, differentiating instruction, and using formative assessment, teachers can create a learning environment that supports the development and use of metacognitive strategies, leading to increased motivation, engagement, and achievement at the level of writing and learning as whole.

Suggestions for students

Metacognitive skilled learners are highly likely to develop an excellent level of writing outcomes ; therefore , students should appreciate the usefulness of these strategies and show initiative concern towards this field . They need to be fully conscious of the fundamental necessity of these strategies including awareness of their own writing processes, knowledge, and skills .

They also have to know their roles as students and their teachers' in modern learner-centred classroom , in addition to how metacognitive strategies can help them become more independent and autonomous writers , as they learn how to plan, monitor, evaluate, and revise their own writing as well as being self-regulators which means they can identify areas of difficulty, strengths and weaknesses, and how to use the appropriate strategies to overcome those difficulties. As a result , it is highly recommended for students to enrich their metacognitive strategies knowledge and skills in order to be flexible in their thinking and to effectively achieve writing goals.

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Appendices

Appendix A :

Teachers Questionnaire

This questionnaire aims to gather information about your perceptions and use of metacognitive strategies in teaching the writing skill. Your feedback will be invaluable in contributing to our understanding of how metacognitive strategies can be utilized to improve writing performance. Your responses will be kept confidential and used only for the purposes of this research.

Section 1 : Demographic Information

1) Specify your gender, please.

a. Male

b. Female

2) What is your age?

a. Under 25 ; b. 26-35 ; c. 36-45 ; d. 46-55 ; e. 56 or older

3) How many years of teaching experience do you have?

.....years of teaching experience.

Section 2: Perceptions on Metacognitive strategies Instruction

4) How do you define metacognitive strategies in written expression?

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

5) To what extent do you agree or disagree that teaching metacognitive strategies in written expression can

improve students' writing performance?

a. Strongly agree

b. Somewhat agree

c. Neither agree nor disagree

d. Somewhat disagree

e. Strongly disagree

6) To what extent do you agree or disagree that teaching metacognitive strategies in written expression can

help students become more independent writers?

a. Strongly agree

b. Somewhat agree

c. Neither agree nor disagree

d. Somewhat disagree

e. Strongly disagree

7) How often do you incorporate metacognitive skills instruction into your written expression lessons?

a. Every lesson

b. Every few lessons

c. Rarely

d. Never

8) What are the challenges or barriers to teaching metacognitive strategies in written expression?

a. Lack of time

b. Lack of resources

c. Lack of training

d. Lack of student interest

e. Other (please specify).....

9) What instructional practices do you use to teach metacognitive strategies in written expression?

a. Planning

b. Monitoring

c. Evaluating

d. Other (please specify)

10) To what extent do you believe that metacognitive strategies instruction in written expression should be included in teacher training programs?

- a. Strongly agree
- b. Somewhat agree
- c. Neither agree nor disagree
- d. Somewhat disagree
- e. Strongly disagree

Section 3: Open-Ended Questions

11) How do you assess students' metacognitive strategies in written expression?

.....

.....

.....

12) What advice would you give to teachers who are new to teaching metacognitive s strategies in written expression?

.....

.....

.....

13) Do you have any additional comments or suggestions about teaching metacognitive strategies in written expression?

.....

.....

.....

.....

.....

.....

Appendix B : PRE-TEST

Task : Imagine that your father surprised your mother on her birthday with an electrical washing machine. Compose a piece of writing, limited to 80-100 words, in which you describe your feelings towards your father's gesture .

Appendix C : TRAINING ACTIVITIES

Activity

1. Identify the main topic and the controlling idea from the following topic sentences :

Example

"Air pollution is a growing problem in many cities around the world."

Topic : Air Pollution

Controlling idea : is a growing problem in many cities around the world.

- "Football brings people together, fostering a sense of community and identity among players and fans alike."

Topic :

Controlling idea :

- "The rapid advancement of technology is changing the world at an unprecedented pace."

Topic :

Controlling idea :

2 . Try to think of atleast two ideas you already knew about each of the previous topic sentences .

Activity :

1. Consider the following paragraph and Identify what is the auther trying to achieve ?

"Transportation becomes an essential component of modern society. enabling us to travel quickly and efficiently across long distances and facilitating global trade. However, it also has a significant impact on the environment such as air pollution , making sustainable solutions increasingly important."

.....

2. Try to rewrite the passage using your own words respecting the same structure and purposes in not more than 25 min .

.....

.....

.....

.....

3. After finishing your writing , revise your paper then try to make an outline recapitulating the main steps and identifying the gaps (difficulties) in accomplishing the task .

4. Exchange papers with your partner. When reading your partner's paper, take notes on areas that you think are strong and areas that could be improved.

5. Discuss with your partner about these areas and try to find solutions to edit your writings .

Appendix D : POST-TEST

Task : Think about a modern technological invention , Compose a piece of writing, limited to 80-100 words , in which you talk about its utility and usefulness in our life , and state some of its disadvantages .

EG Samples :

pre-test

1.5/11
My father surprised my mother with an electrical washing machine on her birthday.
I find that this has helped my mom a lot, as she finds time to do other things, in the sense that the washing machine has gained her time. Instead of daily washing clothes by hand, she has started washing them once a week and in a large amount. This has benefited us, as she now finds us more time to sit with her.
This development made our lives better and gained us ^{more time.}

post-test

3/11
If I think about a modern technological device, I got many but I chose one of them to talk about which is television.
Philo Frans worth invented TV. Before TV, people listened to the radio for information with TV, that access to information increased even more, people could hear and see events. TV can help (st) pupils in education with educational programmes. This invention made our life more fun.

2.7/11
On the occasion of my mother's birthday, my father gave her a modern washing machine, and I like this act because of his interest in it.

The washing machine is one of the modern inventions that facilitated human life and worked to save time, effort and trouble required by the process of cleaning clothes as it has great benefits, including - saving time and effort, great cleaning clothes, prying clothes, know when the laundry meal is finished, saving in electrical energy, giving beautiful results after washing.

3.7/11
When we think of a useful modern electronic device that helps us in our lives. We find the closest to us and they are the most common mobile phone.

The smartphones is a small and portable device that we can carry from one place to another and use it to communicate with our relatives and friends. We also get to know the information. It was invented by Alexander Graham Bell, and it evolved until it became special. Smartphones can impair social and psychological skills.

We conclude that this invention deserves thanks and appreciation.

3/11
After years of suffering, my father decided to buy an electrical washing machine to my mother in her birthday.

When my father surprised my mother, I was so happy to see my mother when she received the gift. It would solve a lot of problems that she faced on daily life. It not only saves time and energy, but it also extends life of clothes and gives a more clean than hand washing.

I was grateful and felt proud of my father because he made my mother's life more easier.

4/11
If I think about a modern technology, I choose the most important and useful in our life, is the phone. ^{technological}

The phone was invented by Alexander Graham Bell in 1876. His invention revolutionized communication by enabling people to communicate with one another over long distances. The phone has changed our life completely. In the old ages, man could not communicate with people, but now it has made the world a small village. This great invention has a lot of advantages like: saving time and effort, keep in contact with others, increase knowledge and culture.

To sum up, it's a life savor, and we should be thankful to Graham Bell because he changed our life for the better.

CG Samples :

Pre-test

post-test

My father gave my mother a washing machine, I am feeling happy about that thing to my mother she made her happy. in this hap in the machine work works.

If you think about modern technology I will think about of a phone.

phone is device better in stages until I become phone I have in our daily lives and save us time and become.

My father give my mother electrical washing machine, which helped a lot.

My Mother was very surprised

because she had plenty of time and, and she felt relieved that she no longer used her hands and got tired. she was also distracted by other things for the house. When I saw her happy, I was happy to see her

finally, I thank my father because he make her happy.

TV is a great source of entertainment and news. people enjoy watching TVs every day and it has many advantages such as watching the news around the world and watching movies and great TV shows, it distracts you from bad thoughts and keeps you away from boredom.

Finally, TV is a beautiful thing and it's useful from many things.

ملخص

غالبًا ما ركز النهج التقليدي لتدريس اللغة على نقل المعرفة ومهارات التدريس، دون التأكيد على أهمية تعليم المتعلمين كيفية التعلم. من المتوقع أن يكتسب المتعلمون اللغة من خلال التعليم والممارسة، ولكن قد لا يتم تعليمهم صراحة كيفية تطوير استراتيجيات التعلم الخاصة بهم أو كيفية أن يصبحوا أكثر توجيهًا ذاتيًا في تعلم اللغة. من خلال مفهوم النهج التي تركز على المتعلم، ظهر تدريب المتعلم في تدريس اللغة الثانية أو الأجنبية والذي يتضمن مجموعة متنوعة من الأنشطة، مثل تعليم المتعلمين كيفية تحديد الأهداف، وكيفية استخدام استراتيجيات التعلم بشكل فعال، وكيفية مراقبة تقدم التعلم الخاص بهم. وفقًا للحقيقة المثيرة للاهتمام لما ذكرناه، فإننا نجري هذه الدراسة للتحقيق في تأثير الوعي بالاستراتيجيات المعرفية على نتائج كتابة الطلاب. تضمنت الدراسة مجموعة من أربعة (04) مدرسين للغة الإنجليزية يشاركون بنشاط في تقديم البيانات بناءً على استبيان التصورات لمعرفة مواقفهم تجاه مفهوم موضوعنا، وأربعة وأربعة (44) طلاب السنة الأولى من مدرسة أبيضزراج المكراني الثانوية الذين تم تعيينهم بشكل عشوائي إما لمجموعة تجريبية أو مجموعة تحكم. تلقت المجموعة التجريبية تعليمات حول الاستراتيجيات المعرفية للكتابة، بينما لم تتلقى المجموعة الضابطة. ثم أعطيت كلتا المجموعتين اختبار ما قبل/بعد الكتابة، وتم تحليل عينات الكتابة الخاصة بهما من أجل الجودة والفعالية. تشير نتائج الدراسة إلى أن الطلاب الذين تلقوا تعليمات حول استراتيجيات ما بعد الإدراك للكتابة أظهروا تحسنًا كبيرًا في جودة وفعالية كتاباتهم مقارنة بالمجموعة الضابطة. على وجه التحديد، أظهرت المجموعة التجريبية وعيًا أكبر بعملية كتابتها، بما في ذلك التخطيط والرصد وتنقيح عملها. كما أظهروا قدرة أكبر على التقييم الذاتي لكتاباتهم وإجراء تحسينات بناءً على التعليقات تشير نتائج الدراسة إلى أن الطلاب الذين تلقوا تعليمات حول استراتيجيات ما بعد الإدراك للكتابة أظهروا تحسنًا كبيرًا في جودة وفعالية كتاباتهم مقارنة بالمجموعة الضابطة. على وجه التحديد، أظهرت المجموعة التجريبية وعيًا أكبر بعملية كتابتها، بما في ذلك التخطيط والرصد وتنقيح عملها. كما أظهروا قدرة أكبر على التقييم الذاتي لكتاباتهم وإجراء تحسينات بناءً على التعليقات. تشير هذه النتائج إلى أن التعليم على استراتيجيات ما بعد الإدراك يمكن أن يكون نهجًا فعالًا لتحسين كتابة الطلاب. من خلال زيادة وعي الطلاب بتفكيرهم وعمليات التعلم الخاصة بهم، يمكن للمدرسين مساعدة الطلاب على أن يصبحوا كتابًا أكثر فعالية. هناك حاجة إلى مزيد من البحث لاستكشاف الآثار طويلة المدى لتعليمات الإستراتيجية المعرفية على القدرة على الكتابة وتحديد أكثر الطرق فعالية لدمج هذا النهج في تعليمات الكتابة .

الكلمات المفتاحية: التركيز على المتعلم. وتدريب و توجيه المتعلم . واستراتيجيات ما بعد الإدراك، والكتابة، ومعلمي اللغة

الانجليزية ، وطلاب السنة الأولى من ثانوية ابي مزارق المقراني

Résumé

L'approche traditionnelle de l'enseignement des langues s'est souvent concentrée sur la transmission des connaissances et des compétences pédagogiques, sans insister sur l'importance d'enseigner aux apprenants comment apprendre . On s'attend à ce que les apprenants acquièrent la langue par l'enseignement et la pratique, mais il se peut qu'on ne leur enseigne pas explicitement comment élaborer leurs propres stratégies d'apprentissage ou comment devenir plus autonomes dans leur apprentissage de la langue. Par la notion d'approches centrées sur l'apprenant , la formation de l'apprenant à l'enseignement d'une langue seconde ou étrangère est apparue, ce qui implique une variété d'activités, comme enseigner aux apprenants comment fixer des buts, comment utiliser efficacement les stratégies d'apprentissage, et comment surveiller leurs propres progrès d'apprentissage . Selon le fait intéressant de ce que nous avons mentionné , nous menons cette étude pour étudier l'effet de la sensibilisation aux stratégies métacognitives sur les résultats d'écriture des élèves . L'étude a impliqué un groupe de quatre (04) professeurs d'anglais qui participent activement à la fourniture de données basées sur un questionnaire de perceptions pour connaître leurs attitudes envers le concept de notre sujet , et quarante-quatre (44) les élèves de première année de l'école secondaire Abimezrag Elmokrani qui ont été affectés au hasard à un groupe expérimental ou à un groupe témoin. Le groupe expérimental a reçu des instructions sur les stratégies métacognitives pour l'écriture, tandis que le groupe témoin n'en a pas reçu. Les deux groupes ont ensuite subi un test avant et après la rédaction, et leurs échantillons de rédaction ont été analysés pour en vérifier la qualité et l'efficacité. Les résultats de l'étude indiquent que les étudiants qui ont reçu un enseignement sur les stratégies métacognitives pour l'écriture ont montré une amélioration significative de la qualité et de l'efficacité de leur écriture par rapport au groupe témoin. Plus précisément, le groupe expérimental a démontré une plus grande connaissance de son processus de rédaction, y compris la planification, la surveillance et la révision de son travail. Ils ont également démontré une plus

grande capacité d'auto-évaluation de leur rédaction et d'apporter des améliorations en fonction de la rétroaction. Ces résultats suggèrent que l'enseignement sur les stratégies métacognitives peut être une approche efficace pour améliorer l'écriture des élèves. En sensibilisant les élèves à leurs propres processus de pensée et d'apprentissage, les instructeurs peuvent aider les élèves à devenir des écrivains plus efficaces. D'autres recherches sont nécessaires pour explorer les effets à long terme de l'enseignement de la stratégie métacognitive sur la capacité de rédaction et pour déterminer les façons les plus efficaces d'intégrer cette approche à l'enseignement de la rédaction.

Mots-clés : *apprentissage centré sur l'apprenant, formation simplifiée, enseignement, stratégies métacognitives, rédaction, enseignants d'anglais du secondaire d'Abimezrag Elmokrani, élèves de première année secondaire d'Abimezrag Elmokrani.*