Essay Writing Strategies Through Metacognitive Oriented Learning

The Case of Second Year English Students at Ahmed Zabana

University of Relizane

A Thesis Submitted in Fulfilment of the Requirements for the Degree of Doctorat in Language Sciences and Didactics

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Dedication

To my
parents, their support, help and attention are so
much appreciated,
my beloved husband and my son.

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It would not have been possible to write this dessertation without the help and support of the kind people around me, to only some of whom it is possible to give a particular mention here.

Above all I would like to thank my parents who taught me with a love of science and supported me in all my pursuits ; I gratefully acknowledge their personal support, great patience, caring and providing me with an appropriate atmosphere for doing my research.

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I would like to express my deepest gratitude to my beloved husband and my son 'Iyad'. I am deeply indebted to my sisters and brothers for their help and encouragement. All their faithfull support during my work is so appreciated. Thank you.

Abstract

Conducting a research in cognitive psychology is understanding the internal mental processes of the mind. This work's vital target is to raise both students' and teachers' awareness about metacognition and its role in enhancing students' productive skills. This study tends to find appropriate solutions to promote writing strategies. Students output is still insufficient and poor though productive skills play a determinant role in learning, the result in those two skills is still unsatisfactory and disappointing. A tentaive answer to the research question that concerns reasons behind the poor production of students is their lack of using metacognitive strategies ; and unability to learn how to learn. This develops their reflective and critical thinking in learning and foster their productive proficiencies. This work aims at testing the use of metacognitive strategies in learning for the sake of developing the quality of students' written product. Three data collection tools are used, the interview for teachers of written expression and the questionnaire for second year English students at Relizane University, the last data collection tool is the diary of twenty students that are selected from the whole population. This work concluded that students' poor production is due to different factors, lack of practice, lack of organisation, lack of strategies from students' part, and a complete unawareness about the role of thinking from both students' and teachers' parts. Through the effective use of metacognition in teaching-learning productive skills, students will be able to learn better, in more creative expression. It is important for students to think effectively, learn about their weaknesses and to know when exactly to adjust. Writing should cooperate a number of metacognitive strategies involving planning, organising, evaluating, recalling, reflecting and constructing a solid knowledge along with intensifying their practice which has a prominent role in any learning task. Students who lack a set of effective strategies become discouraged and disengaged in learning, and tend to have lower academic outcome yet through the effective use of metacognitive startegies, the wheel of learner's output will be certainly greased.

Key words : cognitive, metacognition, awareness, writing, skills, strategies, output.

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List of Abbreviations and Acronyms

CNS : central nervous system

PNS : peripheral nervous system

MKO : more knowledgeable other

ZPD : zone of proximal development

TTT : teachers talk time

TV : television

ICT : information and communication technology

FL : foreign language

EFL: English as a foreign language

WM : working memory

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General Introduction

  Psychology has always been a passion and a creative area of interest. Reading psychology is giving a mind the chance to luxriate, and believe that discovering and claiming something people love to do has an amazing effect on their entire life. One can have a lot to say about improving students' output through teaching good thinking. A video on youtube titled ′The Power of Metacognition′, presented by Dr. Bill Crawford, triggered the main issue of this research, and generate further investigation about key concepts related to this domain, as one start to know about cognition, metacognition and how it may effect the process of teaching and learning productive skills. One blurring issue in this field is the use of the metacognitive strategies to enhance learners' writing skills in learning English as FL.

  This research aims at achieving a number of objectives. First and for most, it aims to understand the mechanism of the brain and how it functions. Then, raising both, teachers' awareness as well as students' awareness about metacognition and its role in teaching-learning process. Another purpose is to enable learners to become strategic and think about their own thinking process and opening new doors by providing EFL learners with a list of appropriate language learning strategies in general, and metacognitive strategies in particular to write their essays.

  Along with the importance of those objectives, this research tends to answer the following questions : how knowledge is established and how it is acquired ? Moreover, how students' transfer their knowledge to different contexts to construct new one ? Moving forward to investigate how do students recall information and process knowlege, meanings and relationships that link these concepts together ? This research will be helpful and valuable to find answers for questions like, how do learners use their cognitive and metacognitive strategies to regulate, control and monitor their writing and speaking skills? How to teach good thinking in classroom, both the content of good thinking and its processing ? Another questionable statement that will be tackled is, why students still struggle through the process of writing as well as becoming totally blocked if they are asked to produce a piece of writing in classroom ? To what extent is the implication of metacognition effective in essay writing ? Those questions related to metacognitive thinking are all interesting in this framework.

General Intoduction

A set of hypotheses are formed as tentative answers for these questions. Concering the aquisition and the contsruction of knowledge, one can say that students may learn more effectively when they already know something about a content area ; and when concepts in that area mean something to them and to their particular background or culture. The main hypothesis to answer the research question concerning the poor production of students could be their lack of using strategies that develops their reflective and critical thinking in learning. Students write without thinking, just writing for the sake of writing, most of them do not have a clear strategy for conducting a learning task either in speaking or in writing. Students do not know how to learn effectively.

This study aims at testing the use of metacognitive strategies in learning to enhance the quality of students' written product. Three data tools are used to collect data. The First data tool is intervewing teachers of written expression at Ahmed Zabana University – Relizane. Those teachers are chosen for the sake of clarifying from their teaching experience a number of issues raised in teaching writing. While the second tool is questionnaires designed for eighty second year English students. The last data tool is the diary of twenty students from second year English class.

The whole work is divided into four phases. The very first two are purely a theoritical model. The first part presents an identification of the basic elements of thinking. It is initiated with the study of the prominent developmental theorists in areas of cognitive processing, which have had a profound influence on the understanding of cognitive development. The theory of metacognition, and metacognitive strategies have their part in the first section of this work. The second section of the first chapter deals with writing and its various components and aspects. The second chapter involves the writing process theories, writing strategies, methods of planning essays and generating ideas, the essay outline, components and the diffrent types of essays as well as some background about essay writing. The third chapter of this study includes a practical part in which the main hypotheses of this work are tested, in order to find out to what extent students are able to write through metacognitive oriented learning and how to be aware of their own thinking process in learning. Besides, of gathering data about tearchers' feedback and their experiences of teaching writing. Through the use of interview with teachers and both quetionnaire and diaries with students ; this

investigation could bring relevent solutions and add new perspective for learning in general. The final chapter of this work holds pedagogical implications and recommendations, a suggested list of strategies, illustrations and explanations considered as relevant, reliable solutions related to metacognition and thinking in learning.

Introduction

This chapter is devoted to an examination of cognition, its definition and components, starting with an overview of the nervous system, including both the structural and the functional anatomy of the human brain. In this first part the main theories of cognitive developement are stated along. This chapter's basic target is the role of metacognition in promoting students' productive skills. The second part involves metacognition, its definition, theory, mechanism of its processes and its strategies. The final part of this chapter covers the area of productive skills ; defining both speaking and writing, as well as asserting each with its particular aspects.

1. 1 Cognition : Definition and Components

According to Oxford Dictionary (2010), the 3rd edition, cognition is defined as : ''*the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses*'' (p.337). Another further explanation provided by Cambridge Dictionary of Psychology (1st edition), stating that cognition is ''*a general term for all forms of mental processes including conscious ones such as perception, thought, and memory, as well as nonconscious processes such as grammatical construction, parsing of sensory data into percepts, and the neural control of physiological processes*'' (2009, p.114) . A brief definition may imply that cognition is the process of investigating the functioning of the brain at its higher level of thinking

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1.1.1 Overview of the Nervous System

Pulvemuller declared that ''*it is good idea to think about language in terms of brain mechanisms to spell out language in the language of neurons, so to speak.*'' (Pulvemuller, 2002, p.1). This century has witnessed an immense advance in the understanding of the complexity of human cognitive abilities. One of the most debated issues in modern biology is to learn the mechanism of humans in terms of brain processes and developmental functions. Due to the significant support of experimental psychology and neuroscience it becomes possible to investigate much more in this crucial and sensitive field of study. Timothy argued that :

''*discussion of human information processing do not start with the brain but the broader nervous system that also includes the sensory/periheral systems that collect information from parts of the body and motor system that controls movement. At the heart of the nervous system*

is the central nervous system ; this is composed of the spinal cord, which is the transmitting channel from different sensory/peripheral organs, and the brain, which is the central processing unit''. (Timothy B. Jay, 2003. Psychology of language. 1st ed, p. 29)

The human nervous system is divided into the central nervous system (CNS) and the peripheral nervous system (PNS). The CNS, in turn, is divided into the brain and the spinal cord, which lie in the cranial cavity of the skull and the vertebral canal, respectively. The CNS and the PNS, acting in concert, integrate sensory information and control motor and cognitive functions. (Paraphrased from, Steinberg.D,D., Nagata,H., David P. Aline.P,D., 2001. Psycholinguistics: language, mind and world. 2nd ed., p. 309-321).

1.1.2 The Anatomy of the Human Brain

Amen (2011) stated that the adult human brain weighs between 1,200 to 1,500 g and contains about one trillion cells. It occupies a volume of about 1400 cc, nearly 2% of the total body weight, and receives 20% of the blood, oxygen, and calories supplied to the body. The adult spinal cord is approximately 40 to 50 cm long and occupies about 150 cc.[1] (Summarised from Daniel Amen. (2011). Change your brain, change your life. TEDx Talks).

Timothy (2003) extended his explanation that the brain itself is composed of the cerebrum which people usually refer to when they talk about the ''brain'' in their quotidian use. And below it the cerebellum, the ''little brain'' ; the spinal cord is linked to the brain through the brain stem. Both the cerebrum and the cerebellum are made up of two hemispheres, which are wrapped all the way around with the cortex. This later is mainly divided into two parts, the neocortex and the allocortex. One of the basic functions of the brain occured at the level of the neocortex which is engaged in higher functions including sensory perception, generation of motor commands, spatial reasoning, conscious thought and language.

Although the cortex plays a significant role in the cognitive functioning of the brain and is absolutely the most relevant cerebral area for language, one must not overlook what is below the surface, that is, the distinct subcortical structures, these involves the brain stem, which regulates, for instance, consiousness, and at the top of the brain stem the thalamus, which functions as a ''switchboard'', controlling all messages going in an out of the cortex in its connection with the different sensory/peripheral systems of the nervous system. At the level of the stem area all automatic things happens without thinking about them such as breathing, temperature, heart rate. Another essential subcortical structure, the amygdala, involved, for

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[1] https://www.youtube.com/watch?v=MLKj1puoWCg

example, in emotional memory and stimulus appraisal. The amygdala is the site of emotional learning. Two other subcortical structures that are often marked in language-related neuropsychological studies are the basal ganglia and the hippocampus (or rather hippocampi), which are involved in a variety of important functions from motor control to memory.

1.1.3 The Functional Anatomy of the Brain

Amen (2011) described the human brain as the most complicated organ in the universe, ''*there is nothing as complex as the human brain''*. Learning how the brain operates is necessary for a proper understanding of modern psycholinguistics. Neuroscientists have debated the evolution of brain structures, which parts of the brain evolved earliest and how brain has evolved over tens of thousands of years, expanding from the base of the brain near spinal cord and brain stem to central areas and then onward and upward to frontal areas. **Figure 1.1** shows a side view of the four lobes, on the front, side, to and back of the cortex, respectively. Each of these areas carries out a different language task. Visual processing is carried out in the occipital lobe, and auditory processing is carried out in the temporal lobe. According to Baars (1997), ''*the specialisation is the name of the game for most neurons''*. It seems that certain key mental functions are associated with localised neurofunctional modules, and there have also been indications that language functions are no exceptions.
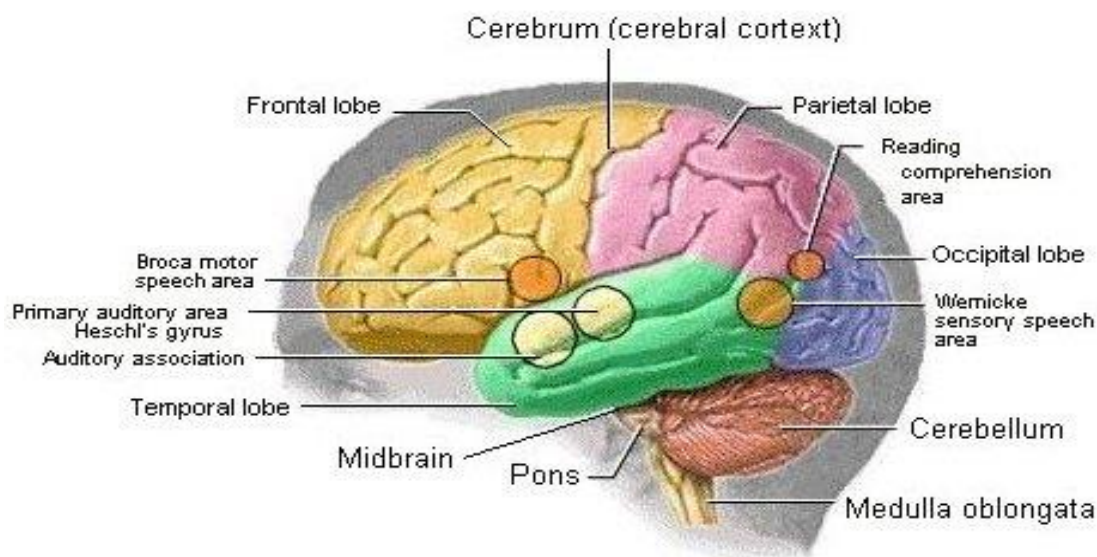
Figure 1.1 The Broca and the Wernicke areas in the left hemisphere of the brain.

Timothy (2003) considered the Broca and Wernicke areas as the most famous localised neurofunctional modules in the brain. As he noted that those two different areas, are involved in speech articulation and auditory-semantic interpretations. Timothy (2003) explained that

''*damage to Broca's area produces nonfluent aphasia, difficulty primarily with articulating fluent speech. Damage to Wernicke's area produces fluent aphasia i.e., the person can speak easily, but the speech makes little sense*.''

People should progress at organising their thoughts, as they show an enhanced ability in solving problems and reasoning about the world . Having both the skill to deliberately control their thoughts and the ability to reason adequately.

1.1.4 The Cognitive Development Views

Theories of the cognitive development were approached differently, each according to his interest and aims. Starting first with Piaget's work on the cognitive development which was challenged later on by many psychologist who found that his work lacked different aspects and overlooked many important parameters that should be taken into account. The work of Vygotsky brought a diverse perspective on how the cognitive development should be viewed. Another vital view was given to describe the same phenomenon from Bruner, this theory also constructed a solid understanding concerning the concept of cognitive development.

1.1.4 .1 Piaget's Cognitive Develogatpment Theory

One of the most theorists that have contributed to our understanding of children's thinking is Piaget (1936), who was the first psychologist to make a standardised study of cognitive development. His contributions include a theory of child cognitive development, was one of the most influential theories in psychology. Piaget changed the common assumption of categorising children as less competent thinkers, however ; he showed that young children think diffrently in comparison to adults. McLeod[2] (2009) marked that according to Piaget, children are born with a very basic innate mental structure evolving progressively, and all ensuing learning and knowledge is based on this formation. He extended that Piaget aimed to identify the processes in which people develop to be able to reason logically and establish a stable understanding.

Sujisha (2011) presented that Piaget regarded the cognitive development as a progressive reorganisation of mental processes which is resulted mainly from a biological maturation and environmental experience. Children build knowledge of the world around them, then understand differences between what they already experience and what they have yet to learn. There are three basic components to Piaget's cognitive theory. He introduced first the concept of Schemas or ''the building blocks of knowledge''. Piaget (1952) defined a schema as a

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[2] http://www.simplypsychology.org/piaget.html

firmly interconnected item that is governed by a core meaning. To say it differently, Piaget referred to schema as the key elementary unit of intelligent behaviour and a mean of organising knowledge. Piaget here focused on the importance of schemas in cognitive development and mental processes, when he highlighted the vital role of the biological maturation of the brain and the nervous system. He also explained how as a child gets older , his or her schemas become more numerous and elaborated. Piaget (1952) extended his work on this concept when he considered cognitive growth as the activity of adaptation and adjustment to the world. This happens through two main phases of assimilation and accommodation. The former was explained by McLeod (2009) when people deal with new stituations with their already existing schemata, and the later as the process of accommodation, when the existing knowledge needs to be modified and adjusted to face new situations. Again McLeod (2009) said that Piaget referred to equilibration as the force which moves development along and drives the learning process forward. Another simple description concerning a state of cognitive balance, so when a child's existing schemas are capable of explaining what it can perceive around it, it is said to be in a state of equilibrium.

Finally and after a detailed observational studies of many children, Piaget stated that children progress through four stages and that they all do so in the same order. Those stages was described by McLeod (2009) starting with the Sensorimotor Period (birth to 2 years) or what is referred to as ''Object Permanence'', during this period, the child's cognitive system is restricted to motor reflexes at birth. Briefly, at this stage the child understands the world through senses and actions. The second period is the Preoperational Thought (2 to 6/7 years) or what is called as ''Egocentric Peroid'', according to Piaget, children acquire representational skills and develop their mental imagery, especially language. Preoperational children have a sharp egocentric view. So in brief, during this stage the child understands the world through language and mental images in a very self-oriented way. The third period is the Concrete Operations (6/7 to 11/12 years) or ''Conservation Stage'', children in this stage move away their speech from being self-oriented to other-oriented, a sign that they are able to adopt the perspectives of others. Concisely, the children at this particular period increasingly socialise with others and their speech becomes communicative. Around the age of seven or eight, a child overcomes egocentrism by beginning to think critically and logically. The last period is the Formal Operations (11/12 to adult), Piaget considered this the ultimate stage of development. At this stage the children understand the world through logical abstract thinking and scientific hypothetical reasoning.

Piaget believed that cognitive development did not progress at a steady rate, but rather in leaps and bounds. According to him, the cognitive growth results as assimilations stimulate accommodations, which induce the reorganisation of shemes, which permit further assimilations, and so on. He regarded children as curious, active learners, who are always forming new schemes and reorganising their knowledge, as they progress far enough to think about old issues in entirely new ways; that is, passing from one stage of cognitive development to the next higher stage.

1.1.4 .2 Vygotsky's Cognitive Development Theory

Vygotsky (1934) has developed a sociocultural approach to cognitive development. His theory's main concern is to focus on the crucial role of the social interaction in the process of cognitive development.

According to Vygotsky, society is essential to ''make meaning''. As opposed to Piaget's theory of child development which stated that development certainly anticipates learning ; Vygotsky's theory asserted that social learning tends to anticipate development. He (1978) asserted, *''learning is a necessary and universal aspect of the process of developing culturally organised, specifically human psychological function''*(p.90). Then he added, *''Every function in the child's cultural development appears twice : first, on the social level, and later on the individual level ; first, between people (interpsychological) and then inside the child (interapsychological).''* (Vygotsky,1978). One of the basic claims of this approach is that the individual development cannot be understood without mentioning the sociocultural context within which it is ingrained, in the sense that the individual mental processes are strongly related to social processes. McLeod (2007) examined Vygotsky's work and noted that while Piaget was concerned with motor reflexes and sensory abilities, Vygotsky indicated the Elementary Mental Functions which include primarily, attention, sensation, perception and memory. Through cooperative interaction within the sociocultural environment, these abilities are progressed to become active mental processes and strategies which he refers to as Higher Mental Functions.

Vygotsky (1934) remarked that language is the most valuable tool of intellectual adaptation that favour children to use the primary mental functions in an effective and adaptive manner; it is through language human construct their reality. He believed that our cognitive functions are firmly influenced by the beliefs, values and those particular means of intellectual adaptation of the culture in which a person grows and therefore our mental

processes are socioculturally driven. Vygotsky viewed language as both an individual and a social phenomenon, which enables us to move from subjective thoughts to objective ones to be shared in the society. Moreover he added that the language learning process is not a mere give and take action, it is indeed a guided process of discovery and internalisation of skills for the children to be capable of reflecting on their own thinking, regulating and controlling their own responses. Furthermore, Vygotsky's legacy considered memory as a capacity of social origin. Unlike Piaget's theory which underlined ''universal'' order of cognitive growth, Vygotsky's theory reinforced a wide diversity in cognitive development across cultures that reflect differences in children's cultural experiences. So the children of a particular culture acquire context-independent memory and thinking skills different from another children. Neither set of cognitive skills is essentially more ''sophisticated'' than the other ; instead, they represent different styles of reasoning, or ''tools of adaptation'', that have developed because they facilitate the process of people's adaptation to cultural values and norms.

Vygotsky considered the human consciousness purely as a product of socialisation and enculturation. Social interaction plays a fundamental role in the development of all cognitive abilities, including thinking, learning and communicating. When Piaget centred his theory on the notion of self-initiated discovery ; Vygotsky's main emphasis was placed on the social contributions to the process of development. According to Vygotsky (1978), the child learns more effectively through social . Vygotsky closely related in his work the understanding of the cognitive development to the understanding of two main principles, the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD). The former (MKO) refers to someone who is more competent, proficient, masterful than the learner and possesses a better knowledge or an excelling skills, with respect to a particular task, process, or concept.Vygotsky's notion of the More Knowledgeable Other is deeply related to the second important principle of his work, the Zone of Proximal Development. This is the area of developing higher mental functions which basically decides the distinction between what a child can attain individually and what a child can attain with assistance and support from a more knowledgeable other.

To sum up, Vygotsky stated that cognitive development stems basically from social interactions through guided learning within the zone of proximal development as children and their partners co-construct knowledge. McLeod (2007)[3] analysed this model and argued that

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[3] http://www.simplypsychology.org/vygotsky.html

the environment in which children grow up extremely influences the way they think and what they think about. While Piaget stated that the cognitive development is driven by the process of equilibration ; that encompasses assimilation and accommodation. Vygotsky disagreed on the fact that people could understand the cognitive development through the concept of ''equilibration''. When Piaget believed that the mind models the external world and human beings make sense of their world by means of their mental structures. Vygotsky contradicted this belief arguing that the external world models the mind and knowledge is an internalisation of social activity. Unlike Piaget and Bruner, Vygotsky stressed on the means of the cognitive development disregarding the different types of developmental stages, as he believed that intelligence is also rooted in the environment, particularly in the culture.

1.1.4.3 Bruner's Cognitive Development Theory

McLeod[4] (2008) considered Bruner's work on thinking as the product of cognitive development. The intelligent mind creates from experience *''generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions''* (Bruner, 1957, p. 234). Thus, Bruner claimed that children as they mature must develop a mean of explaining the *''recurrent regularitie''* in their environment.

McLeod (2008) described Bruner's viewpoint concerning important results of learning that involve not only the thoughts, types, and problem-solving procedures created earlier by the culture, but also the capacity to ''invent'' these things for oneself. He regarded Burner's ideas about the human mind that acquires input through the senses, processes them through cognitive abilities to produce outputs using language and other expressions. According to McLeod cognitive growth involves an interplay between primary human abilities and culturally invented tools that build up these abilities. Bruner viewed education as a direct call to thinking and production of culture.

In his research on the cognitive development of children Bruner (1966), proposed three modes of representation, It is the way in which information or knowledge are stored and encoded in memory. Those stages were explained by McLeod (2008), as he conducted Bruner's theory starting first with the stage of enactive representation that is action-based period ; (0-1 years), this appears as the very first stage whereby learning takes place through movement and physical actions,e.g ; touching. It is the process of encoding action based

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[4] http://www.simplypsychology.org/bruner.html

information and storing it in our memory. The second satge is the iconic representation which refers to image-based period (1-6 years), this is where information is stored visually in the form of images (a mental picture in the mind's eye). At this particular level the cognitive process is controlled by perception and the visual memory is developed and Children view the world through concrete representations. The last stage is the symbolic representation or language-based period (7 years onwards), this develops last, it is the process of storing information in the form of a code or symbol, such as language. This is the most adaptable form of representation, for actions and images have a fixed relation to that which they represent. In the symbolic stage, knowledge is stored primarily as words, mathematical symbols, or in other symbol systems.

Bruner's constructivist theory leads to the conclusion that following a steady progression when faced with new material from enactive to iconic to symbolic representation is an effective process . Bruner's work also suggests that a learner even of a very young age is capable of learning any material in case the instruction is organised appropriately, Bruner sharply contrasted the beliefs of Piaget and other stage theorists. But he would likely agree with Vygotsky that language serves to mediate between environmental stimuli and the individual's response.

1.2 Metacognition: Definition and Components

The work of Piaget, Vygotsky, Bruner and other cognitive psychologists around the relationship between thinking and learning leads to the integration of metacognition to the study of learning. That may open new doors to foster student's abilities in learning and gives a completely new hope of promoting learner's productive output.

1.2.1 Definition

According to Oxford Dictionary refers to ''*the awareness and the understanding of one's own thought processes*''. In another words its is a higher-order thinking that enables understanding, analysis, and control of one's cognitive processes, especially when engaged in learning. Cambridge Dictionary of Pshycholgy (2009), the 1st edition, provides more details about metacognition explaining that it refers mainly to *'' the awareness of or knowledge about one's own thought processes and knowledge which allows conscious changes in mental strategy toward solving problems and understanding new things''* (p., 307). Oxford

Reference[5] online holds that metacognition can be also applied to regulation of cognitive functions, including planning, checking, or monitoring. Writings on metacognition can be traced back at least as far as De Anima and the Parva Naturalia of the Greek philosopher Aristotle (384–322 BC), and the phenomenon was brought to prominence during the 1970s largely by the US psychologist Flavell who focused his attention especially on the develmental aspects of metacognition. A simple definition may holds that metacognition is the ability to self-monitor one's own thinking. The integration of metacognition into this research field stems from the work of cognitive psychologist around the relationship between thinking and learning.

1.2.2 The Theory of Metacognition

''*It is at least conceivable that the ideas currently brewing in this area could someday be parlayed into a method of teaching children (and adults) to make wise and thoughtful life decisions as well as to comprehend and learn better in formal educational settings''* (Flavell, 1979, p. 910). Flavell, was expecting a spreading interest among psychologists and educators in the concept of *"metacognition''* within the last several years.

The theory of metacognition was first introduced by Flavell in the early 1970s. Flavell (1976) defined metacognition as, *''... one's knowledge concerning one's own cognitive processes and products or anything related to them…''* (p.232). Metacognition also includes *''the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective''* (Flavell,1976,p.232). Simply speaking, metacognition is often defined as *''thinking about thinking''*. Although one is able to reflect on his own cognitive experiences, there is still much debate over exactly what metacognition is. One reason for this confusion is the fact that there are several terms interchangeably used to describe the same basic phenomenon (e.g., self-regulation, executive control), or an aspect of that phenomenon (e.g., meta-memory). In other words people have knowledge about their cognitive processes and the use of this knowledge to choose the most appropriate strategy for, or dealing with solving-problem startegies. The particular problem could be as simple as remembering a telephone number or as complex as writing a research report. Regardless of what the task is, as people progress, they monitor and regulate their activities. For example, when writing a research report, they need to know about a number of very complex skills (e.g., extracting important information from a variety of sources, intergrating and evaluating findings, and revising the required written document). Flavell (1978) offered the example of how

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[5] http://www.oxfordreference.com/view/10.1093/oi/authority.20110803100152784

metacognition interacts with cognition by desciding when people have a metacognitive experience while reading something seems unclear or vague, so they make a cognitive action which is reviewing and checking again ; then they sense another metacognitive experience when it still confusing and improper, when people set a goal to accomplish and they start by a simple cognitive action which is skimming parts of it to know some initial knowledge about what is coming next, this is also refferred to as another metacognitive experience.

Briefly, metacognitive processes refer to the control processes that guide our cognitive processes and lead to effective use of cognitive strategies. Though the concept of metacognition is relatively ''new'', it can be viewed within much the same framework as the model of cognitive processing proposed by many more traditional information-processing theorists. For example, Miller, Galanter and Pribram (1960) argued that behaviour is guided by the information of ''plans'' (i.e., a hierarchy of instructions that controls the order in which a sequence of operations is performed). The mature individual has many more plans available than the one being performed and is capable of rapid alternation between plans. The individual also has images (i.e., accumulated, organised knowledge about self and world) that are used to select a fitting plan. Miller and his collegues suggested that learning only occurs when the person has some kind of a plan. Furthermore, a plan will not be achieved *''without intent to learn, that is to say, without executing a metaplan for constructing a plan that will guide recall''* (p.129). It is those metaplans, then, that produce alternative plans.

Snowman and McCown wrote that the notion of metacognition was proposed by Flavell, to explain why children of different ages deal with learning tasks in different ways. Kail (1990) stated a clear example for this :

> *When seven-year-olds are taught how to remember pairs of nouns using both a less effective technique (simply repeating the words) and a more effective technique (imagining the members of each pair doing something toghether), most of these children will use the less effective technique when given a new set of pairs to learn. Most ten-year-olds, however , will opt to use the more effective method. The explanation for this finding is that the seven-year-old has not enough learning experiences to recognise that some problem-solving methods are better than others, they couldn't be selective in their choices. To the young child, one means is as good as another. This lack of metacognitive knowledge makes true strategic learning impossible for young children.*

(Snowman & McCown, Psychology applied to teaching, p., 266)

According to Brown (1980), the ability to monitor one's cognitive processes is transsituational ; it is a sign of efficient learning in many tasks. In addition, Brown and Delaoche (1978), claimed that an ''*accumulation of knowledge about how to think in an increasing array of problem situations is an outcome of experience with more and more complex problems''* (p.,30). If these assumptions are correct, then the acquisition of metacognitive skills may be not only a development issue, but also a matter of experience. Other conceptions of the nature of metacognition also exist. According to Yussen (1985), metacognition has been identified as that body of knowledge and understanding that reflects on cognition itself, or the mental activity for which other mental states or processes become the object of reflection. What is basic to the concept of metacognition is the notion of thinking about one's own thoughts. Thinking can be of what one knows (i.e., metacognitive knowledge), what one is currently doing (i.e., metacognitive skill), or what one's current cognitive state is (i.e., metacognitive experience). To differentiate metaconitive thinking from other kinds of thinking, it is necessary to consider the source of metacognitive thoughts . Metacognitive thoughts do not spring from a person's immediate external reality ; rather, their source is tied to the person's own internal mental representations of that reality, which can include what one knows about that internal representation, how it works, and how one feels about it. Therefore, metacognition sometimes has been defined simply as thinking about thinking, cognition of cognition, or using Flavell's words (1979), *''knowledge and cognition about cognitive phenomena''* (p.906).

According to Flavell, metacognition involves both metacognitive knowledge and metacognitive experiences or regulation, which both appear to play key roles in every human endeavour. Livingston (1997) asserted that metacognitive knowledge refers to acquired knowledge about cognitive processes and affective states and activities, and the control over this knowledge in order to achieve a specific goal. Cognitive states and activities involve knowledge of the world, of a person's knowledge and capabilities and strategic knowledge. Affective states and activities concern knowledge of abilities, attitudes and motivation. Such knowledge can be classified into declarative (e.g., what the knowledge is, why the knowledge should be learned), procedural (how to use the knowledge) and conditional knowledge (when and where to use the knowledge as well as how to evaluate its effectiveness), (Brown, 1987; Carrell, Gajdusek, and Wise, 2001; Kluwe, 1987). Flavell (1987) provided a further explanation concerning metacognitive experiences which involve awareness of one's own cognitive and affective processes. These experiences are retrieved by actively monitoring

one's own mental processes. Besides, Meter (1998) stated that the more accurate one's metacognitive knowledge, the greater the success in learning. However, they do state that incomplete or inaccurate metacognitive declarative knowledge, or factual knowledge, often leads to incomplete or inaccurate encoding. Consequently, this results in inactive planning, ineffective problem solving and unsatisfactory performance that lead to lack of self-efficacy, interest and intrinsic motivation that are the potential factors for success.

Flavell proposed the value of cognitive monitoring to comprehensive tasks. He suggested that the failure of young children's ability to recall information stemmed mainly from a lack of awareness of their own cognitive processes during the task. Flavell further divided metacognitive knowledge into three categories: knowledge of person variables, task variables and strategy variables and Garner (1988) expanded on Flavell's theory by explaining that metacognition is *''knowledge about ourselves, the tasks we face and the strategies we employ''* (p.17). For example, students might know that they study better in the library than in a coffee shop (knowledge about themselves), and writing a scientific text requires more time and energy (knowledge about the task), and that taking notes in the margins helps them recall and summarise important points from a text (strategies they employ). Similarly, a learner with high levels of metacognition knowledge may know that he is more engaged with writing fiction than non-fiction texts (knowledge about himself), that his non-fiction biology essay is difficult to write and may require additional time and effort (knowledge about the task) and that writing a scientific essay will be easier for him if he outlines key points while he's writing (knowledge about strategies).

Snowman and McCown affirmed that in order to understand the meaning of metacognition, it is often contrasted with cognition. The term cognition is used to describe the information processing, that is ; the ways it is attended to, recognised, encoded, stored in memory for various lenghts of time, retrieved from storage, and used for one purpose or another. According to Van Overshelde (2008), metacognition refers to our knowledge about those processes and how they might best be used to reach a learning aim. Regarding Schraw's view (2001), Metacognition differs from cognition in that, *''cognitive skills are those needed to perform a task, while metacognition is necessary to understand how the task is performed''* (p.3). To Say it differently, metacognition works as the control and regulation of cognition. Zohar and Dori presented that Flavell considered ''*metacognitive knowledge to be the declarative knowledge one has about the interplay between personal characteristics, task characteristics and the available strategies in a learning situation''* (Zohar and Dori, 2012, p.22). Larkin (2010) who is also one of the most prominent contributor to this field of inquiry,

made a detailed study about metacognition in young children. He provided that metacognition is the process of thinking which is activated at sometime when we actually engage in this particular process, but which we rarely maintain long enough to gain the benefits from. Larkin has also stated that metacognition is the area which enable people to comprehend better, to produce better and to enhance the academic outcomes and the most significant part according to him is guiding   people to make *"wise and thoughtful life decisions"* (Larkin, 2010 Metacognition in young children, p.3). Nevertheless ; Van Overschelde (2008) extends Flavell's ideas, when he considered the concept of metacognition as a very broad one. It covers everything an individual can know that relates to how information is processed. For a better understanding Snowman and McCown (2011) suggested the use of the three-part classification scheme proposed by Flavell (1987) including first, knowledge of -person variables ; for example, knowing that you are good at learning verbal material but poor at learning mathematical material, or knowing that information not rehearsed or encoded is quickly forgotten. Then, knowledge of-task variables ; for instance, knowing that passages with long sentences and unfamiliar words are usually harder to understand than passages that are more simply written. And finally, knowledge of-strategy variables ; for example, knowing that one should skim through a text passage before reading it to determine its length and difficulty level. (Snowman & McCown, 2011, Psychology applied to teaching, 13th edition, p. 266-267)

Vygotsky who related his work on learning and cognitive development to the socio-cultural influence, and deeply believed that children best receive metacognitive knowledge and skills through social collaboration in a number of ways. Firstly, children are guided by more experienced and knowledgeable individuals to learn what is right and what is wrong, how various things should and souhld not be done, and why. (e.g., ''Jason, don't touch that stove. It's hot and will give you a painful burn if you touch it.''). Secondly, and as opportunities arise, children use this knowledge to regulate their own behviour (saying out loud, ''Hot stove. Don't touch it.'') as well as the behaviour of others. If you have ever seen young children play ''house'' or ''school'' and faithfully miming the dictates of their parents or teacher, then you have seen this process at work. Lastly, children regulate their own behaviour through the use of inner speech. (''Hot stove. Don't touch'' is said to oneself, not said aloud.). Vygotsky's analysis firmly indicates that providing children with opportunities to regulate their own and others' acts, as in peer tutoring, is an excellent way to help them increase their metacognitive knowledge and skills and to improve the quality of their learning.

1.2.3 The Mechanism of Metacognitive Processes

Hacker and Graesser clarified that when Flavell described the notion of metacognition (1971), he referred to the idea of metamemory which involves *''intelligent structuring and storage, intelligent examining and retrieval, intelligent monitoring and regulating ; proposing that metacognitive thoughts are planful, intentional, goal-directed, and future-oriented mental behaviours that can be used to achieve cognitive tasks''* (Hacker & Graesser, 1998 Metacognition in educational theory and practice, p.3). Flavell (1971) pointed that Metacognition is an awareness of oneself as *''an actor in his environment, that is, a heightened sense of the ego as an active, deliberate storer and retriever of information''* (p.275). It is the development of memory as *''applied cognition''* (p.273), in which whatever *''intellectual weaponry the invidual has so far developed''* is applied to mnemonic problems (1977,p.191). People engage in metacognitive activities everyday. As Flavell (1979) put it :

> I am engaging in metacognition… if I notice that I am having more trouble   learning A than B ; if it strikes me that I should double-check C before accepting it as a fact ; if it occurs to me that I had better scrutinise each and every alternative in any multiple-choice type task situation before deciding which is the best one ; if I become aware that I am not sure what the experimenter really wants me to do ; if I sense that I had better make a note of D because I may forget it ; if I think to ask someone about E to see if I have it right. Such examples could be multiplied endlessly. (p.232)

Many scholars referred to the final learning condition as metacognitive engagement. Dole and Sinatra (1998), for instance, explained that the interrelation between high metacognitive engagement, existing knowledge, motivation and information is a key factor for conceptual change or learning. When the performance of the activation of metacognitive processes reaches an individual's satisfactory level, that individual is likely to maintain the action and apply it to other tasks. This satisfies the condition of metacognitive engagement. McWhirter, McWhirter, McWhirter and McWhirter (1998) referred to the degree of engagement as the distribution of awareness. In their view, the learners' academic success is due to the distribution of the awareness of procedural knowledge such as learning strategies and their potential for application. Such knowledge makes sufficient information available for a learner to *"select the optimal strategy and modify it to meet the demands of a particular task, monitor performance and change the strategy if necessary"* (Son and Schwartz, 2002, p. 21). For example, when asked to skim information, younger children do not stress information/content words because they do not know which ones are the important ones yet. Older children who

have learnt about the level of encoding more and less meaningful words will pay attention to the more meaningful words that describe the content (Paris and Byrnes, 1989).

In fact, various attempts have been made to clarify metacognitive engagement. For instance, evidence from empirical studies in connection with the thought processes that direct other processes at lower cognitive level from cognitive psychology implies that the engagement level ranges from automatic to deliberate (Anderson cited in Chamot and O'Malley, 1987; Kendler, 1995). The information-processing model (Kendler, 1995) proposed two levels, lower and higher, within the information processing and the regulatory processing. The lower level operates unconsciously and the higher level operates deliberately. The lower level in the information-processing model involves the encoding of all information automatically by the sensory system with little or no motivation involved. The activation of higher-level information processing is rapid and subject to familiarity and motives. Regulatory processing involves the capacity to select only relevant information for further processing and is deliberate. The lower level regulatory processing provides the capacity to modify behaviour and is likely to be automatic. It operates with little or no prior thought. The operation of the higher level regulatory processing deliberately seeks, examines and determines a workable solution (Kendler, 1995). Brown and DeLoache (1978) referred to the higher level of thought processing as the executive or monitoring component which directs the information processing system (Brown, 1978). That is, individuals organise and monitor their own thinking through the execution of metacognitive skills. In describing how thought processes at a higher level direct those at a lower level, Hacker (1998) argued that a thought process at the metacognitive level treats those at the cognitive level as *"the source of thought, whereas it is treated as the object of thought by the higher level"* (p.169). Similarly, Flavell's metacognitive experiences indicated that there is a device or a process that controls that level of metacognitive engagement. The existence of different of thought processes is agreeable with Flavell's metacognitive experiences (1979). These different levels of metacognitive engagement can be seen from the fact that people sometimes automatically monitor, make decisions and respond to circumstances. Sometimes people perform or respond to a situation accurately and appropriately, but they cannot describe what they thought and why they did it. A study by Berry and Broadbent (1984) gave empirical evidence of this. They found that, even though subjects had learnt from trials and improved their performance, they were not able to answer questions adequately about doing the task. This indicates the activation of or engagement of a high level of metacognitive thought processes which have developed beyond consciousness to

become automatic. On the other hand, in some circumstances where subjects deliberately controlled and regulated their behaviours, they had no problem in identifying their experiences, indicating that both cognitive and metacognitive processing were activated deliberately. Kendler(1995) explained that thought processes at the cognitive level, which is a low level, involve the knowledge and strategies required for achieving cognitive goals such as tackling a task or a problem ; activating knowledge and strategies and decision-making processes at the lower level is rapid and likely to be automated because of the familiarity of this information. If there is uncertainty or difficulty, the operation of higher cognitive thought will be triggered (Kendler, 1995). The processes at the higher level are less automatic and are subject to delay because of accessing background knowledge in long-term memory (Kendler, 1995). In addition, Berry and Broadbent (1984; 1987) noted that, once the performance reaches the subjects' satisfactory level, they would continue at that level without further explanation and without overtly giving reasons. Thus, processes at the metacognitive level that are activated deliberately can be developed to an automatic status after continued practice that has proved effective. Accuracy and efficiency seems to differentiate automatic activation at the higher and the lower levels. While the former provides highly effective and accurate information for decision-making, the latter tends to give less effective or far from perfect results. Therefore, automatic thought processing at metacognitive level is the ultimate academic goal. Winne and Hadwin (1998) suggested interaction between these processes. That is metacognitive engagement may occur before, during or at the end of each state of an operation. So monitoring or evaluating may occur in the initial stage of learning. At the next stage, goals are generated and strategies regulated that will help meet the goals.

1.2.4 Metacognitive Strategies

   Derry (1986), regarded learning strategies as *"a collection of cognitive or mental tactics that are used by an individual in a particular learning situation to facilitate learning"* (p.1). Strategies have been described in different categories, however, most involved ones are cognitive, metacognitive, resource management or social-affective strategies. The cognitive category for example covers strategies concerning the retrieving, encoding, understanding and storing of information. While the metcagnitive category includes activities like planning, regulating, monitoring and adjusting cognitive processes, as Wenden (1991) stated *''the metacognitive, self-management, self-regulation or self-direction strategies are those by which learners oversee and manage their own learning"*, (p.25), and regarding resource

management category which is a collection of strategies that involve the control of resources like time, effort and support.

Fleming and Walls (1998) explained that good learners are always in charge of their own learning and use a set of strategies which enable them to activate their cognitive functioning when planning, monitoring, managing and reflecting on the process of learning a second/foreign language. They also find that metacognitive strategies are closely related to the development of learning autonomy. Students need to be shown how to be flexible and enriched with ideas about knowledge in learning strategy use and what to do. Certainly, the tasks of learning a foreign/second language require well developed metacognition by which people are aware of their knowledge and can control and regulate that knowledge in order to achieve a particular goal.

The implementation of learning strategies has been grouped into two schools of thought. One has investigated training in strategies that were found to be effective for learning or for better learning. The second has studied the transfer of effective strategies with metacognitive components to students. These studies include all or some components such as declarative (*"what the strategy is"* and *"why the strategy should be learned"*), procedural *("how to use the strategy")* and conditional knowledge (*"When and Where to use the strategy"* and *"how to evaluate its effectiveness"*) in instruction either explicitly or implicitly (Carrell et al., 2001, pp. 235-239).

1.2.5 Definition of Terms

Metacognitive strategies, called self-directed learning skills in the methodology literature, or regulatory skills in the cognitive psychology literature, refer to executive processes that govern and direct other thought processes when planning, monitoring, evaluating, and regulating solution activity (Brown, 1987, p. 79; Flavell, 1987). According to the interaction of these processes in metacognition theory, cognitive and emotional awareness retrieved from the monitoring or evaluating process is further interpreted, supervised and/or commanded by "a central processor". In other words, this executive controller i.e., the voice of person's mind that controls one's thoughts and makes decisions about how much further processing is necessary for future performance. This is procedural knowledge that is reportable and accessible to either consciousness or automation. The Metacognitive strategies investigated in this study cover any category of learning strategies, i.e., cognitive, metacognitive and social-affective, that is used in the four metacognitive processes of planning, monitoring, problem-solving and evaluation.

Based on Flavell's work (1981), Kihlstrom[6] (2013) presented that existing metacognitive knowledge refers to the understandings of declarative, procedural and conditional knowledge, about the world, a person's cognitive and affective states and activities, tasks and strategies that are stored in one's long term memory. Thought processes at the cognitive level involve the knowledge and strategies required to achieve the cognitive goals such as tackling a task or a problem. Affective states and activities are concerned with emotions, attitudes and the beliefs a person holds and how they respond to situations. Metacognitive thought processes are those directed at strategy acquisition and controlling the knowledge and strategies represented in long term memory and in cognitive thought as well as in the external situation, in this case the task/problem. They include monitoring, evaluating, problem-solving and planning processes. The ineffective use or the absence of monitoring processes can impair one's success by leading to inappropriate regulation processes and brings about inactive planning, ineffective problem solving and unsatisfactory performance. Consequently one lacks the self-efficacy, interest and intrinsic motivation that are the potential factors for success.

Koriat (2002), stated that *''incorrect beliefs people hold, a lack of and/or an inability to exploit cognitive and metacognitive strategies eventually result in "illusions"''* (p. 273). "Illusions" are misunderstood knowledge that will be stored in one's working or long-term memory waiting to be transferred to other tasks. They, in turn, lead to false beliefs, inadequate knowledge, and other inappropriate regulation processes. In order to encourage learning, therefore, the investigation of learners' existing metacognitive knowledge has merit. While Brown (1981) argued that there are two kinds of metacognitive knowledge, static and strategic. She regarded static knowledge as the verbalisable things people state about cognition. Strategic knowledge, by comparison, is the steps individuals take to regulate and modify the progress of a cognitive activity as it is occurring. While acknowledging that there might be a host of specific strategies to regulate particular cognitive activities, she does suggest a list of general strategies that are present in almost all forms of cognitive activity. Later, Brown, Bransford, Ferrera, and Campion (1983) considered these general metacognitive strategies to be accordingly, planning (figuring out how to proceed) ; these tasks that help the learner plan the use of strategies and the processing of information. These kind of activities enable the learner to activate vital aspects of prior knowledge that may make the organising and comprehending of the material easier. Then, monitoring (taking stock of how well one has progressed towards a goal in the cognitive activity) ; these activities are seen

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[6] http://socrates.berkeley.edu/~kihlstrm/GSI_2011.htm

as a basic aspect of material with which they are engaged and integrating it with prior knowledge. And lastly, self-regulation (checking and correcting as they proceed on a task). These activities are assumed to help the learner to develop their performance and are related to monitoring activities.

Students need to have a solid understanding about why they are thinking a certain way to learn something, their awareness about metacognition is so much recquired in learning. Flavell (1985) wrote *"School and other life experiences do not advance the child's metacognitive development as fast or as far as might be desirable, and there is a growing feeling that we should try to find ways to teach it more directly and systematically"* (p. 263).

Livingston (1997) affirmed that metacognition helps learners to be more productive, and it is also attributed to higher order thinking which includes active control over the cognitive processes operated in learning such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task, those particular activities are profoundly connected with metacognitive mechanism. The effect of metacognition on the process of learning is hugely determinant, that is why it is important to study metacognitive activity and development to ascertain the very best ways students should be taught how adequately they can use their cognitive resources and reinvest their passive materials through metacognitive control and regulation. The discussion up to this point has presented an identification of the basic elements of thinking.

1.3 The Productive Skills : Definition and Components

The ability to use a language is called language skill. When a language is learned students usually learn four language skills for communicating in that language. They are often divided into two types. Receptive skills is a term used for reading and listening, and productive skills which encompasses speaking and writing, skills where students actually have to produce language themselves (Harmer, 2007, p.265). Reading and listening are called receptive skills because when we listen and read something we receive the language, understand it and decode the meaning. while speaking and writing are called productive skills because we use the language to produce a message through speech or written text.

1.3.1 Definition of the Productive Skills

The productive skills are respectively speaking and writing, as learners need to connect words to produce language either in a spoken output or written one. Learners receive language through listening and reading. Then they produce it through speaking and writing. First and for most, speaking is an oral production of language, McDonough and Shaw (2003) claimed

that, speaking includes communicating thoughts and opinions, expressing a wish or desire to do something, discussing or solving problems or building and maintaining social relations (p.133-134). On the other hand, writing is a productive skill in a written mode. Writing is commonly divided into two different aspects, the institutional and the personal writing. Institutional writing includes academic writing of textbooks, reports, applications, whereas personal writing covers personal letters and creative writing.

1.3.1.1 Definition of Writing

Writing is an effective skill which helps people to express their thoughts through words in a meaningful form. According to Grossmann (2009), *"Writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal, to academic texts like this essay."* (p.3). Harmer (1998) noted that writing is a basic skill, students should know how to write letters, how to put reports together. Moreover, they should know how to write using electronic media. So, Harmer (1998) emphasised writing as important as speaking, listening and reading (p.79-80). *"Writing displays a variety of features which can be observed within the sentence at the level of grammar, and beyond the sentence at the level of text structure."* (Nunan, 1999, p. 275). Halliday (1985) also outlined three main purposes for writing, namely "action" (including public signs, product labels, etc), "information" (including newspapers and magazines etc) and "entertainment" (including comic strips, novels, newspaper features etc) (as cited in Nunan, 1999, p. 275).

1.3.1.2 Different aspects of writing
1.3.1.2.1 Handwriting and Spelling

In a context where English is a foreign language, students may face a difficulty with their handwritings. The orthography of Arabic for instance, is completely distinct from Roman script. Harmer (2007) considered handwriting as a personal issue, teachers should help their students to enhance their handwriting (p.324). Concerning this issue, Grahem and Harris (2000) said that, "skilled writers tend to master transcription processes (spelling and writing) better than less skilled writer, while individual differences in transcription skills seems to predict writing achievement." (as cited in Maki, Vauras and Vainio, 2002, p.190). Accurate spelling is crucial for a good piece of writing. Harmer (2007) asserted that, although incorrect spelling does not usually block the understanding of a written text, it can unfavourably influence the reader's judgment. Sometimes spelling mistakes are perceived as a lack of knowledge or consideration. Thus, the perfect plan to pursue is encouraging students to read a lot so that they can develop their handwriting and avoid making spelling mistakes (p.325).

1.3.1.2.2 Layout and Punctuation

Punctuation encompasses a set of rules and conventional signs. Such as the use of commas, full stops, quotation marks, capitalisation. Harmer (2007) stated that, as there are well-established characteristics for punctuation so, violation of this makes a piece of writing look awkward and inconvenient (p.325). He continued his explanation providing that different genres of writing have different layouts so, learners should be aware and mindful of these layouts while writing (p.325).

1.3.1.2.3 Sentence construction and Text cohesion

According to Gower et al. (1995), the construction of sentences that are grammatically correct, using the correct word order is very necessary (p.113). They concluded that learners also should practice *"the appropriate use of linking words and phrases so that the organisation of text is clear to the reader"* (Gower et al.1995, p.113).

1.3.1.3 Approaches to Writing

1.3.1.3.1 Writing as a Process

To clarify the process approach Badger and White (2000) assumed that "Process approaches see writing primarily as the exercise of linguistic skills, and writing development as an unconscious process which happens when teachers facilitate the exercise of writing skills (p.155). And according to Harmer (2007) in writing process there are principal phases to follow, typically ; drafting, reviewing, redrafting, and final writing etc. before producing the final version (p.326). According to White and Arndt (1991) writing process is a correlative series of recurrent steps which involves first, drafting, second, structuring (ordering information, experimenting with arrangements, etc.), third, reviewing (checking context, connections, assessing impact, editing), forth, focusing (that is making sure you are getting the message across you want to get across), and fifth, generating ideas and evaluation (assessing the draft and/or subsequent drafts) (as cited in Harmer, 2007, p.326). White and Arndt's model can be illustrated in a diagram.

Diagram of Process Writing
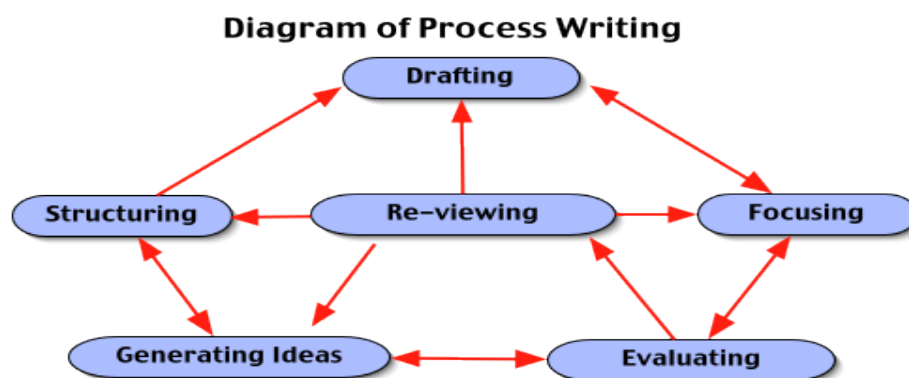
Figure 1.2. A model of writing (White and Arndt,1991,p.11)

Tribble (1996) also considered the various steps of the writing process, by maintaining that, *"there are different views on the stages that writers go through in producing a piece of writing, but a typical model identifies four stages, prewriting; composing/drafting; revising; and editing''* (p.39). Shih (1986) provided that in process of writing, the central focus of interaction is the process leading to the final written product (p.623). Furthmore, to extend the understanding of the product approach, Harmer (2007) noted that *"when concentrating on product, we are only interested in the aim of a task and in the end product."* (p.325). Moreover ; Pincas (1982b) has described the writing process as being basically about linguistic competency, along with stressing more on the appropriate use of vocabulary, syntax, and cohesive devices (as cited in Badger and White, 2000, p.153). In addition, Badger and White (2000) stated that, *"product-based approaches sees writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher."* (p. 154).

1.3.1.3.2 Writing as a Product : Genre of writing

Students are required to write different genres of texts. which means the models of different kinds of writing. Harmer (2007) marked that when teachers focus on genre writing, they should expose students to that particular type and give them to study texts in that genre which will be useful and helpful for them. For example, if teachers want students to write newspaper articles, they have to provide real samples to the students to discover facts about construction and specific language of newspaper (p.327).

1.3.1.4 Writing in the Classroom

According to McDonough and Shaw (2003) there are mainly three steps the classroom context can maintain, satrting first with the step of gathering ideas i.e., pre-writing and planning, then, working on drafts, and finally, preparing the final version. (p.165). To describe the classroom environment they said that, *"The classroom can be structured in such a way as*

to provide positive intervention and support in the development of writing skills." (p. 165). Scrivener (2011) also explained the progress of planning classroom writing works. It is the teachers' role to provide their students with a relevant and a thought-provoking topics. So for teachers, they must first choose and decide a genre; then start selecting ideas; after this, they can discuss and negociate those ideas with others to get new perspectives; next, teachers select, sequence and organise ideas, later they find grammar and lexis suitable for text and gradually the step of writing the final version (p.236). He added that, *"Writing involves different kind of mental process"* (p.235) so, learners (writers) need more time to think, to reflect, to prepare, and to rehearse and to find alternatives and better solutions in classroom activities (p.235).

Conclusion

One major concern of this work is how to develop a sense of metacogntion awareness in learners and how to use those strategies and knowledge through learners' production, stressing on the countinuity of this process which makes it a lifelong activity of enriching students minds. It is always human production that lasts, as writing all over the years had shaped the very world in which we live. Yet the role of metacognition is decisive, it is still overlooked in achieving educational purposes.

Introduction

This chapter provides a detailed presentation of essay writing, starting first with the different writing process mainly the Flower and Hayes Model and The Bereiter and Scardamalia Model. Then stating writing strategies as well as points to ragard while planning an essay. This chapter involves also techniques for generation essays such as freewriting, clustering or brainstorming. Moreover, it explains the process of drafting, revising and editing. This part gives a relevant definition of essay writing and how it should be outlined. The last part of this chapter gives more details about the several types of essays and the difficulties that students may face while writing English essays.

1. The Writing Process Theories

Writing, especially in a foreign language, is one of the most difficult skills in learning and practicing the language. Sokolik (2003) presents writing as a mixture of physical and mental acts. This is through conveying ideas and thoughts into words and the mental act of thinking, producing and constructing those ideas into paragraphs. Writing is also viewed as a process as Hyland (2003:23) states writing as "a sociocognitive activity which involves skills in planning and drafting as well as knowledge of language, contexts and audiences."

The writing is a complicated process through which writers convey their thoughts. It includes a number of phases starting with planning, writing, revising and then editing. This mechanism is recursive. Writers can go back and forth from the first step to the last when it is required to organise, include more details or remove unnecessary ones.

In order to study writing process more scientifically, Emig (1971) provides a method based on cognitive psychology by using the think-aloud methodology and the case study approach. Emig's study creates a revolutionary approach of writing which transformed writing instruction and the method students learned to write. Instructors show a great interest to study the cognitive approach to the writing process. Two well-known models explaining the cognitive approach are the Flower and Hays Model and the Bereiter and Scardamalia Model. (Grabe and Kaplan 1996: 114-124)

1.1 The Flower and Hayes Model

In 1977, Flower and Hayes explains a writing process model which determines the writer's thinking process. They express three hypotheses of the composing process as follows:

- "composing processes are interactive, intermingling and potentially simultaneous;

 - composing is a goal-directed activity;

- expert writers compose differently than novice writers."   (Grabe &Kaplan 1996:91)

Later the transcripts and videotapes of students' speaking aloud while they conduct writing were analysed by Flower and Hayes, they presented data supporting their perspectives on

composing and later developed a model of composing process. According to their model, the writing process consists of three components:

- the task environment such as the topic, the readers, and the necessity to write;

- the writer's long term memory such as the writer's knowledge about the topic, about the readers;

- the composing processor consisting of planning, translating and reviewing. Planning includes three subcomponents: generating ideas, organising information and setting goals. Translating is converting ideas into the language by using the writer's knowledge such as vocabulary, structure and grammar. To translate for second language the writer can transform ideas in the first language into the written piece in the second language. Reviewing is evaluating of what have been written. When the writer does not accomplish what he was intended to do and feels that the work is still unsufficient, he start revising the whole work.

These three components of the writing process are controlled by a monitor or metacognitive. It decides when the writer should shift from planning to translating or to reviewing. A monitor differs from one person to another and depends on each kind of writing. Flower and Hayes Model (Grabe and Kaplan 1996: 92) can be shown in diagram as follows:
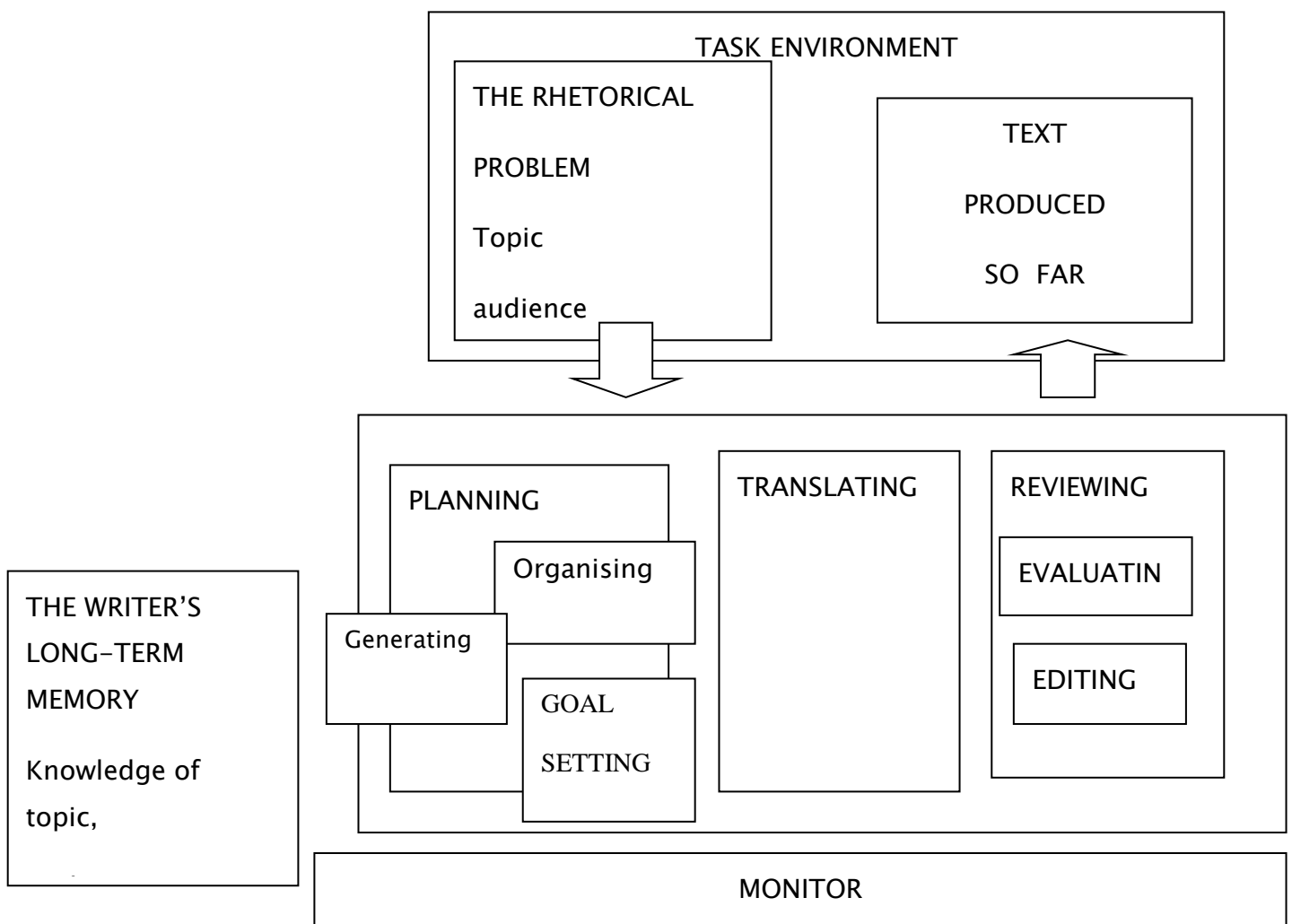
Their theory has created research debate and was critised for its ambiguity as the model does not contain how the text might be composed and what linguistic constraints might be dealt with. After stating their writing model, Flower and Hayes promote the notion of the rhetorical problem in the task-based component of their model to show the range of potential writing problems during the composing process. They also proposed the writing process features planning, drafting, revising and editing which are interactive, recursive and simultaneous.

1.2 The Bereiter and Scardamalia Model of the Writing Process

This model focuses on the various processing stages of writing between the skilled and unskilled writers. Their two process models are knowledge-telling model and knowledge-transforming model.

The Knowledge-telling Model expresses the fact that complex problem-solving activities should be avoided by writers so that they keep the task easy, explore their knowledge about the topic, consider the genre of the topic to be written and investigate significant information from their memory. Each relevant information generated leads to the production of more details. What writers have recalled from their memories is the main purpose.

In order to write journals, diaries, personal experiences and stories this writing model can be very usefu. It is also presented that unskilled writers plan less than skilled writers. They also revise less often and less regularly,they have limited goals and are concerned with generating content.

```
                    ┌──────────────────────────────┐
                    │  MENTAL REPRESENTATION OF     │
                    │         ASSIGNMENT            │
                    └──────────────────────────────┘
                         KNOWLEDGE-TELLING PROCESS
```

┌──────────────┐   ┌──────────────┐
│ CONTENT   │   ┌────────────────┐   ┌────────────────┐   │ DISCOURSE   │
│ KNOWLEDGE   │   │ LOCATE TOPIC │   │ LOCATE GENRE   │   │ KNOWLEDGE   │
│   │   │ INDENTIFIERS   │   │ IDENTIFIERS   │   │   │
│   │   └────────────────┘   └────────────────┘   │   │
│   │   ┌──────────────────────────────────┐   │   │
│   │   │   CONSTRUCT MEMORY PROBES   │   │   │
│   │   └──────────────────────────────────┘   │   │
│   │   ┌──────────────────────────────────┐   │   │
│   │   │ RETRIEVE CONTENT FROM MEMORY USING│   │   │
│   │   │   PROBES   │   │   │
│   │   └──────────────────────────────────┘   │   │
│   │   ┌──────────────────────────────────┐   │   │
│   │   │   RUN TESTS OF APPROPRIATENESS   │   │   │
│   │   └──────────────────────────────────┘   │   │
│   │   ┌──────────────────────────────────┐   │   │
│   │   │   WRITE (NOTES, DRAFT, ETC)   │   │   │
│   │   └──────────────────────────────────┘   │   │
│   │   ┌──────────────────────────────────┐   │   │
│   │   │ UPDATE   MENTAL REPRESENTATION OF │   │   │
│   │   │   TEXT   │   │   │
│   │   └──────────────────────────────────┘   │   │
└──────────────┘   └──────────────┘
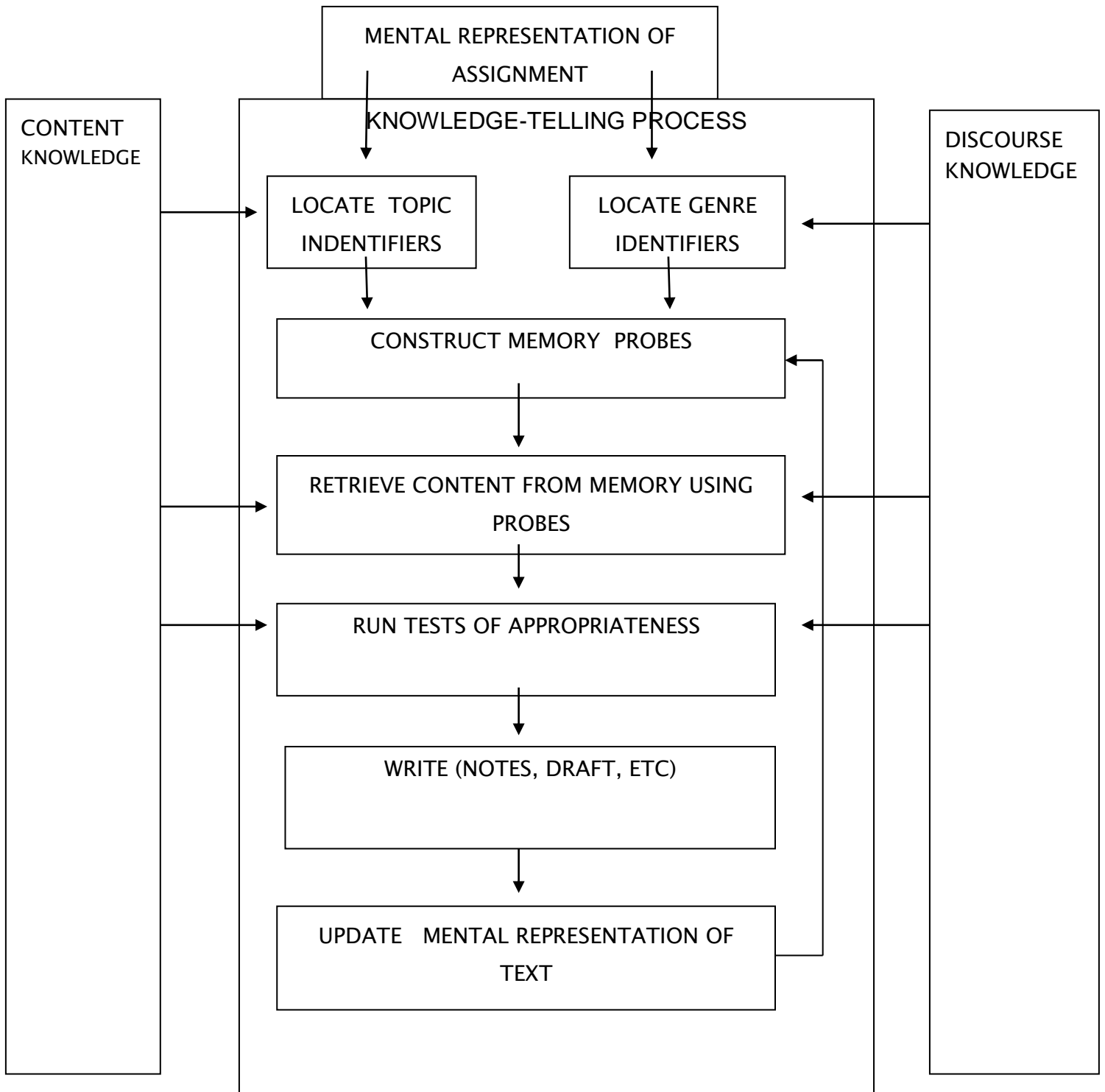
Figure 2.1. The Knowledge-telling Model   (Grabe & Kaplan 1996: 121)

Writers can use the Knowledge-transforming Model to facilitate the writing process and overcome the difficulty of the task. This model gives proficient writers the opportunity to examine obstacles and establish goals for the writing task. The problem analysis and goal

setting lead to plans to resolve the problems of content generation, content integration, audience expectation, writer intention, genre form, linguistic style and organisational logic.

This model helps writers to begin with interpreting the task, analysing the problem and setting the goal for writing. During the writing process, writers also prepare to solve problems relating to content and language use. Nevertheless, writers who have practiced one type or writing task will not necessary transmit their skills to other types or tasks.
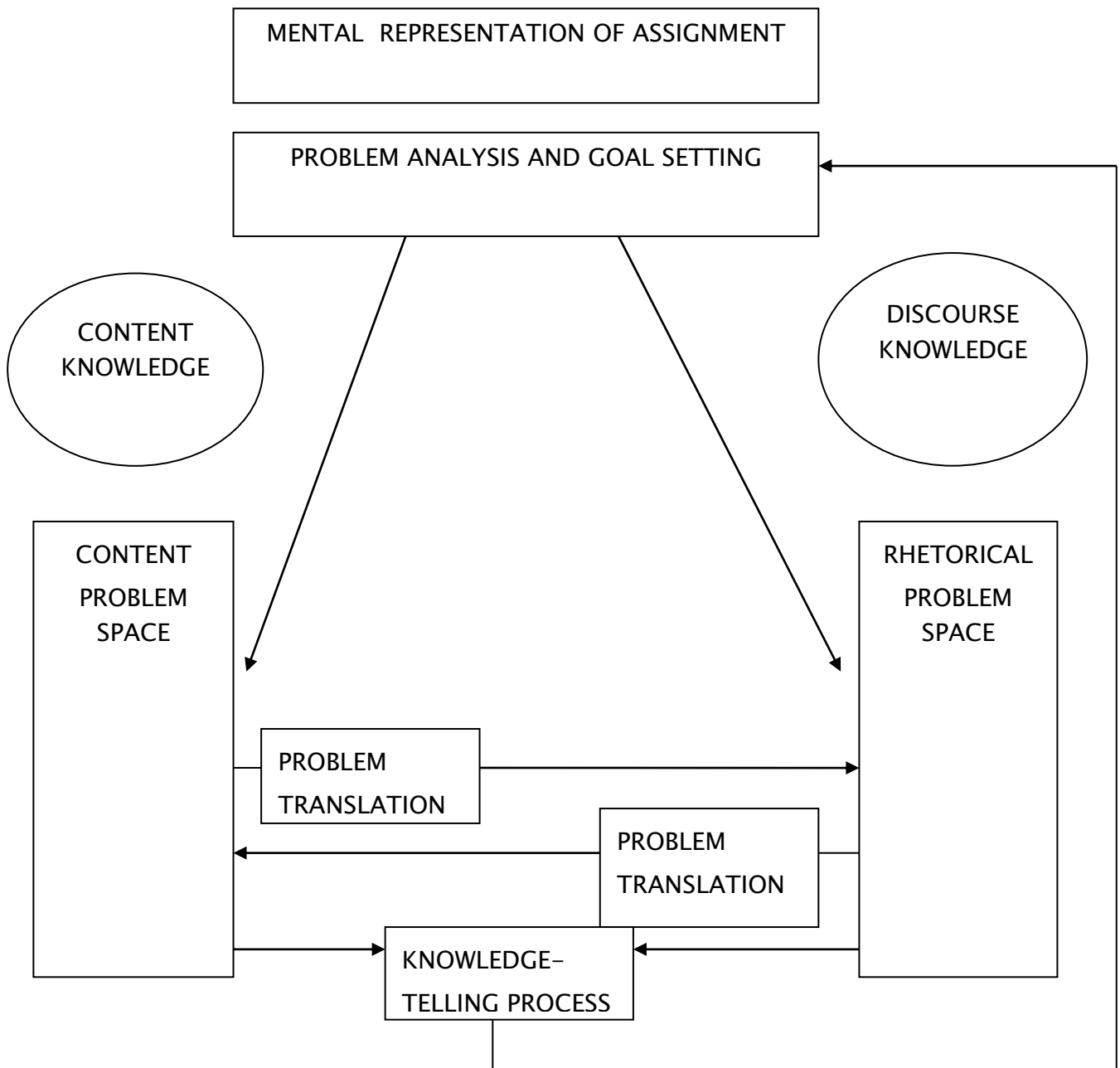
Figure 2.2. The Knowledge – transforming Model (Grabe & Kaplan 1996:122)

2. Writing Strategies

Writing is a productive skill that required a set of competences such as linguistic competence, sociolinguistic competence and discourse knowledge as well as knowledge about language use such as grammar, structure and vocabulary.

Writing needs another major element including strategies and an organised way of thinking; therefore, writing is not only one task but a series of interrelated tasks. It uses a number of complex processes that merge to create ideas. Weigle (2002) mentions that writing is a set of skills gained from much practice and experience. Furthermore, writing and critical thinking are firmly linked together, so students should realise that employing reasoning skill is also necessary for producing a quality piece of writing. Reasoning skills play a vital role in determining relevant ideas for essays and classifying them in an organised way. Ur (1999) explains that writing aims mainly at expressing ideas, communicating meanings and sending a message to the reader; thus, the ideas become the important aspect of the writing.

Writing skill cannot be grasped easily either you write in the first language or the foreign one, writers face troubles. Teachers should be creative enough to provoke students' thinking and inspire their ideas while they practice writing. Due to restricted English language knowledge, students studying English as a foreign language are more concerned with language rather than content when composing essays. The reason why content in some students' essays is less interesting and not well organised.

Incompetent writers should learn and follow different writing process steps which play a crucial role in facilitating the whole work as well as enhancing the quality their written output. As Zamel (1982) explains that competence in composing process was more important than linguistic competence in the ability to write proficiently in English. In addition, Zamel also completes that students' writing would progress when they understood and experienced composing as a process.

The writing process has a great relevance on influence on students' production, sot hey should understand it very well in order to promote their writing abilities The importance of understanding the writing process. Myles (2002) shed light on the writing process importance as he explains that students writing in second language have to acquire proficiency in the use of language and writing strategies, techniques as well as skills. She also adds that it is the act of composing and constructing that can create problems for students.

Raimes (2005) proposes that the writing process is a number of phases starting with planning, drafting and revising while Purdue University (2005) suggests that the writing process includes invention, collection, organisation, drafting, revising and proofreading.

In addition, Brandon (2005:30) states that "The writing process consists of a set of strategies that will help you proceed from idea or purpose to the final statement of a paragraph or an essay." He presents the writing process of only three main steps namely prewriting; organising and developing support; and writing, revising and editing. However, Trimmer

(2004) affirms that the writing process involves four stages: planning, drafting, revising and designing.

Though there are a number of concepts and patterns used for the writing process suggested by different academics, the core elements are similar. They are as follows: prewriting, writing, revising and editing.

 Prewriting

The first stage that paves the way for students to generate ideas and prepare them to the writing task is called the prewriting. It is the opportunity to organise the essay because a well thought-out plan will save time when students want to revise their written piece. Planning serves students to produce logical ideas that are easy to follow as well as produce a comprehensive piece of writing. Plotnick (2005) mentions that it is obvious that getting started is the most difficult part in writing for all students. Brandon (2005:253) defines prewriting as "strategies that can help you get started and develop your ideas". At this stage, all ideas are preliminary and subject to change.

 The prewriting stage can include two main parts:

- points to be considered when planning essays;

- techniques for generating ideas for essays.

3. Points to Be Considered When Planning Essays

3.1 Selecting and analysing a topic

The topic is crucial element for writers either it is given as assignment or selected by writers, they should have a strong interest. At times, a single essay is not enough to cover topics which are too broad to be handled, writers here fin dit difficult to produce and generate a thesis with ideas or examples. Then it needs to be narrowed down to a specific idea.

3.2 Purpose of writing

After narrowing the topic to a specific subject, the writer should decide a definite purpose of the essay and consider whether he/she wants the reader to be informed, persuaded or entertained. The writer can ask himself/herself what he/she wants the writing to achieve.

3.3 Readers' knowledge of the topic

The readers' knowledge is the determinant of the essay's language and the ideas used in the essay. The readers' knowledge will decide how deep the content should be. Nevertheless, by analysing the readers' knowledge a clearer perception of the subject will be certainly developed.

4. Techniques for Generating Ideas for Essays

When the topic is already selected, the purpose of writing is previously setted and the reader's knowledge is also analysed, the writer can start gathering information for the essay. Wyrick (2002:7-17) Trimmer (2004:30-47) Brandon (2005 :31-45) The Writing Center of the University of Kansas (2005) suggest techniques for generating ideas for essays as follows:

4.1 Freewriting

Freewriting or looping is a means to produce ideas by writing whatever sentences come to mind about the topic without being concerned about grammar, spelling, punctuation or the order of ideas. The aim of freewriting is to generate ideas that are relevant and useful for the essay and the details that are not significant enough will be deleted.

4.2 Clustering

In clustering or mindmapping, the topic will be written in a circle in the middle of the page. Then related ideas, normally in words, will be written in smaller circles around the topic. More related ideas under each of the ideas previously noted can be put in even smaller circles.

4.3 Brainstorming

Brainstorming or listing is a prewriting step in which students provide a list of ideas about the topic. Brainstorming can be improved when it is done collaboratively in a group. After selecting a topic and writing down any idea that comes to students' mind, they can review, scrutinise, organise, add or remove whatever details.

4.4 Interviewing

Obtaining first-hand data can be done through interviewing. This strategy is considered to be one of the most direct methods that help writers in collecting data. The interviewer should prepare a number of questions that will organise what he/she wants to know. However, most interviews are dynamic; new questions can be inspired from the previous answers. At the end the collected data should be organised and drafted in writing after the interview.

4.5 Reading and note taking

Reading is the most frequent way to collect information. It can be done either from printed materials or from the Internet. While reading, readers who already take notes or answer questions will gather information needed for the essay more effectively.

4.6 Writing journal

What students think about a certain topic can be recorded through journal entries. This strategy reflect what they have read, observed or think about. Journal can serve as sources of information for writing. Nevertheless, writing journal will build students' confidence, enhance their writing skills and facilitate the whole writing process.

4.7 Internet

Surfing the 'World Wide Web' is one of the easy ways to get information since the Internet is a global network. Both subject archives and search engines are research tools but they work differently and give different results. A subject archive such as Yahoo provides links by topic area and generates important results while a search engine like Google allows searching by keyword and provides more comprehensive results.

5. Writing

Writing or drafting means writing a preliminary written version from the outline. It is the the act of transferring ideas into words. The outline is a guide to write an essay as setting an outline at first helps writers to draft more easily. However, a number of writers write directly through the first draft without stopping for correction. A piece of writing is being produced by writers when they use their knowledge and ideas collected together with thinking strategies. At this stage, writers also reinvest their linguistic competence and discourse knowledge to enrich their writings.

Raimes (2005) explains that at this step, the writer can change, add, delete, and reorganise the paper. At this stage writers aim to produce a piece of writing that can be adjusted later during the revision stage. Nevertheless, the writer should also be aware that they can change an outline to balance the development of ideas.

An outline is a framework that shows the plan and organisation of a piece of writing. An outline divides ideas into sections and sequences these sections in an organised order. An outline can be made either in sentence format which is called sentence or formal outline or in key word or phrase format which is called topic or scratch outline.

6. Revising

Revising is the stage of making changes to better the piece of writing. According to Trimmer (2004) revision aims at examining and reevaluating all pieces that have been written. Changes can be made to content and organisation by adding, deleting some ideas or enhancing clarity, style or flow of idea. In addition, changes can also be made to promote a set of elements such as sentence variety, clarity unity, coherent tone or word choice.

Writers may revise their pieces of writing more than one time according to their focuses and objectives. Faigley et al (quoted in Baguley 1994:124) write that proficient writers often make changes in content and form while less proficient writers revise at minor things. Sommers (1980) compares revision of native less experienced and more experienced writers and explains that less exprienced writers revised in lexicon and teacher-generated rules but they give less concern with modifying ideas which had been written down. More experienced writers made changes at the discourse level. Raimes (2005) proposes giving more time by putting the draft away for a few days then reading it again critically.

In order to collect more comments and details, writers may ask their peers for revision. This peer revision can be done either in pair or in group by commenting each other's work.

Moreover, student-teacher conference can be helpful for revising particularly content and organisation.

7. Editing

   The last stage in the writing process is the editing. Editing includes analysing different elements on the surface level including spelling, punctuation, capitalisation, grammar or page formatting to confirm the appropriate convention and format. Proofreading and reading a piece of writing out loud is a useful strategy to detect errors. Brandon (2005) mentions that reading aloud id good to observe awkward expressions, misplaced words, omission and other errors.

 8. Previous Studies on Writing Strategies

   Studies related to different elements of writing strategies are numerous conducted by a number of academics who investigate this area of interest and come up with several theories.

   Jacobs (1982 quoted in Krapels 1993:40) examines eleven graduate students' writing. These eleven students consisted of six native and five nonnative speakers of English. Thirteen essays of each student and their interview were analysed. Jacobs' research concludes that linguistic competence does not influence composing competence among second language writers.

   Zamel (1982) analyses the writing processes of eight university level, skillful second language writers and finds that competence in the writing process was more important than linguistic competence in the ability to write proficiently in English.

  Zamel (1983) observes six advanced second language writers while they composed and found that the skilled L2 writers revise more and spend more time on their essays than the unskilled writers. They paid attention to ideas first, revised at the discourse level and edited at the end of the process. In contrast, unskilled L2 writers spend less time on writing, revise less, focus on small bits of the essay and edit from the beginning to the end of the process.

   Raimes (1985) gathers data from eight university students who were classified as unskilled writers. The data consisted of students' essays, students' scores on the Michigan Proficiency Test, the students' responses to a questionnaire on their background and attitude toward English and writing, composing-aloud audiotapes. She concludes that the students' composing competence does not correspond with their linguistic competence. They plan very little before or during writing.

   Norton (1990) presents the interaction between students' strategies in essay writing and tutors' strategies in marking. This study reveals that elements that contribute to higher essay marks are the amount of time spent on the essay, the number of books used, the number of references cited and proportion of research based content found in the essays. Moreover, it shows that students give much important to content, whereas tutors are more interested with argument.

Kasper (1997) conducts a study on whether strategy variables may effect the writing performance of ESL students and finds that there is a crtical positive correlation between ESL students' metacognitive knowledge and writing performance. Their knowledge of effective writing strategies developed notably as they became more proficient in the English language. Nevertheless, successful student use effective strategies involving planning, monitoring and evaluating during the task of composing to communicate a message.

Bosher (1998) explores the writing process of Southeast Asian students with different educational background. They were asked to read an article and write their opinion about the topic then were interviewed about their writing process. The results showed that the students differed in the degree of metacognitive awareness, their ability to integrate information from the reading into their writing, the amount of attention paid to different aspect of their writing and the quantity and variety of problem-solving strategies used.

Kubota (1998) studies whether individual Japanese students use the same discourse pattern in L1 and ESL writing. The essays were evaluated in terms of organisation and language use. It states that half of the writers used similar patterns in L1 and L2. The L1 writing ability, English proficiency and composing experience in English influence the quality of ESL compositions.

Shi (1998) examines whether peer talk and teacher-led prewriting discussions influence the quality of students' essays. This study presents that students write longer drafts in the condition of no discussion, shorter drafts after teacher-led talk, and drafts with a greater variety of verbs after peer talk. However, there is no statistically significant differences overall in the writing under the three conditions.

Paulus (1999) conducts a study on the effect of peer and teacher feedback on student writing. This study concludes that majority of revisions were on the surface level. The revisions made as a result of peer and teacher feedback are more on the meaning level than the revision they made on their own. Moreover, it adds that writing multiple drafts leads to improve essays.

Sasaki (2000) compares writing process of three paired groups of Japanese EFL writers namely experts vs novices, more vs less skilled student writers, novices before and after 6 months of instruction. The three groups were compared in terms of writing fluency, quality/complexity of the written texts, their pausing behaviours while writing and their strategies used. The study shows that the experts spend a longer time planning a detailed overall organisation than novices. While writing, the experts do not stop and think as often as the novices. Students with different L2 proficiency vary their writing strategies. The novices start to use some of the expert writers' strategies after 6 months of instruction.

Wang (2003) investigate the relationaship of switching between first and second language of writers and second language proficiency. The results presents that the participants' frequencies of language switching differ slightly by their second language proficiency. This proposes that second language proficiency might affect writer's approaches and qualities of thinking while writng in their second language.

Wolfersberger (2003) studies the writing process and writing strategies of lower proficiency Japanese students in their first and second language. This study shows that first language strategies may transfer to second language writing processes. Lower proficiency writers try their best to use all strategies that could help the writing process in the second language.

Ojima (2004) analyses concept mapping as a form of prewriting strategy in English as a second language learners' writing performance. The result presents that each learner makes unique applications of the concept mapping strategy in their writing processes. It concludes that it is possible for concept mapping to help ESL learners enhance their composing in unique ways according to individual experience, motivation and tasks.

Ounwatana (2000) investigates the relationship between language learning strategies and abilities in English language speaking and writing of students at the certificate of vocational education leveling Rajamangala Institute of Technology. The results marks that the ability in English language speaking of students is crucially linked to their ability in English language writing but the language learning strategies were not connected to their ability in English language writing.

9. Essay Writing

9.1 Definition

Brandon (2005), Meyer (2005), O'Donnell and Paiva (1993) Zemach and Rumisek (2003), Oshima and Hogue (1999) and Reid (1988) define an essay as a group of paragraphs about a single subject. It commonly composed of the introduction including a thesis statement, the body and the conclusion.

9.2 Framework for Essays

An essay invlove a number of elements. The introduction, body and conclusion are the basic components of any essay. Each one of these parts has its own purposes. Reid (1988), O'Donnell and Paiva (1993), Clouse (1998), Zemach and Rumisek (2003) and Meyer (2005) explain that an essay is composed of 3 parts as follows:

1. Introduction

2. Body paragraphs

 3. Conclusion

9.2.1 Introduction

The introduction is the first paragraph that initiates the essay and provides insight about the whole topic. It is a general overview of the whole essay that tends to attract the reader's attention and also cites the main idea of the essay or the writer's purpose. The quality of the introduction determines whether the essay gets read in the first place. A proper introduction gives the reader a first impression and motivates the reader to read the whole essay.

An introduction generally begins with a general, interest-grabbing remark that will identify the topic, form the tone and lead the reader from the broad view of the topic to the purpose of the writing. It generally ends with a thesis statement which contains the main idea of the essay. It helps the reader to recognise what the whole essay is all about. It should begin with a hook that attract the reader's attention and stimulate their curiosity. It could be a quote, an analogy, a question… . After attracting the reader's interest, the introduction should present some background information on the topic.

The introductory paragraph is composed of two parts: the general statements and the thesis statement.

9.2.1.1 The General Statement

General statements are the first few sentences that provide background information on the topic and grab the reader's attention. It also drives into the thesis statement which is mainly the last sentence in the paragraph.

Clouse (1998), Brandon (2005) suggest several ways to attract readers' attention as follows:

- Give background information : Giving fact or background information helps in providing connection between the reader to the topic. The writer determines a certain length of background information that the reader will need to understand the topic. It will help the reader to grasp the topic and the writer's intention.
- Present a brief description : The purpose of the description is to design a picture in the reader's mind. Using vivid words will lead to setting a scene as a beginning of the essay.
- Tell a brief story or an incident : The story can attract the reader's attention and lead him/her to the essay. The writer should be sure that the story is short, to the point and linked to the topic in order to be interesting. It can also start with a part of a conversation.
- Ask a question : Asking a question builds a common interest with the readers and stimulate their curiosity. A question should be one of which the answer is unpredictable.
- State a quotation : A quotation can be used as a springboard for an essay. A quotation should not be long, boring or irrelevant. It is not required to analyse the quotation as it is used only to start the essay.
- Open with an example : Examples attract the reader's interest and at the same time confirm the truth of the thesis. Examples make writing more informativeand illustrative.

9.2.1.2 The Thesis Statement

The thesis statement is the sentence that presents the main idea of the essay. It covers all the points in the essay that is why it should be general. It also guides or introduces the rest of the essay. It is generally stated at the end of the introduction

paragraph. The thesis statement is explained and reviewed with supporting ideas in the body of the essay.

Reid (1988) proposes that when writing introduction, the writer should avoid apologies, complaints, personal problems and too broad statements. In addition, Raimes (2005) explains that the writer should state context and background information without assuming that the reader have knowledge about the topic. The length of the introduction part may differ but the common length is between three to five sentences.

9.2.2 Body

The body of the essay supports the main point of the thesis statement. These paragraphs explain the thesis statement by presenting facts, statistics, examples, illustrations or descriptions. A topic sentence and supporting details are included in each paragraph.

The supporting details in an essay should be well organised for the sake that the reader will not get lost and confused. Generally, there are three used patterns, chronological order, spatial order and order of importance. The writer can use one or combination of these patterns to organise supporting details.

1. Chronological order : Chronological order is order by time. Supporting details are organised with order of their occurrence in time, from the first to the last event. Chronological order is often used in process and narrative essays. It presents events over a period of time. Words indicating time order are usually stated in the thesis statement.

Chronological essays often involve time phrases or clauses to present sequence of events. It is possible for the writer to start from the beginning and organise a series of events in a straightforward way. Moreover, the writer can use a flashback technique to state the events that took place earlier while giving an insight on a present event.

2. Spatial Order : Spatial order is order relating to space or position of things. The best way to arrange a description essay is spatially. It is helpful for organising ideas to describe a place or a scene: left to right, top to bottom, inside out, the most important part to the least.

3. Order of Importance : Order of importance presents details according to their importance. It is proposed that this kind should start with the least important and move to the most important idea. By writing this way, the writer can make a strong closing which is relevant when the purpose is to convince the reader.

9.2.3 Conclusion

Conclusion is the final paragraph that briefly summarises the main points in the essay or gives a prediction, solution or recommendation. It concludes the topic and should give the final impression, influence the reader's reaction to the essay and also leave the sense of closure.

Reid (1994) and Brandon (2005) propose that the writer should avoid too long summary if the essay is short and should avoid new idea since the reader will expect explanation and also avoid apology about the quality of the essay.

Conclusion can be done in one of the following ways:

1. Summarising main points : Writers should always find a way to recall and remind their readers with the most important ideas in the essay. Readers will appreciate a summary especially in long essays when this technique palys an effective role. Summarising the sentences in the introduction as they may lack the strength to refocus the readers is not enough. Writers need to be original and powerful in restating the same ideas.

2. Making a solution : One of the available conclusions writers can use is offering a solution to a problem raised in the essay. However, writers should get rid of making absolute claims such as "This proves that…" since extreme claims are hard to prove.

3. Making a restatement : The thesis can be restated in different words in the concluding paragraph. Marking its importance is a basic objective. Restatement is effective as it reinforce all the major points at the end. It is useful in essays of which the purpose is to prove a certain point.

4. Making a recommendation : Making a recommendation is psychologically significant for a persuasive piece of writing. After convincing the reader, the writer can make a certain recommendation.

5. Making a prediction : Making a prediction is a strategy to conclude an essay a step further than a summary. It does not summarise the main points in the essay but it leads the writer to make predictions regarding the points presented.

6. Using a quotation : Quotations by famous people that are appropriate for the essay can sum up and add interest to the conclusion.

In order to relate all ideas produced and make them flow smoothly, coherence, in various forms, should be used in an essay.

10. Coherence

Coherence is the relationship between paragraphs by connecting ideas presented in the essay together. A good essay must be coherent. This feature makes the ideas flow continuously. Wyrick (2002:66), Brandon (2005:54-55) present several ways to realise coherence :

- Repetition of key ideas : the reader will recall the main idea of the essay through repetition of words or phrases. Repeated words throughout the essay will relate one paragraph to another and this will make it easy for the reader to follow the main points.

- Pronoun reference: Pronouns provide connecting link in the essay. They drive the reader back to the former thought before leading to the new one.
- Transitional expressions : Transitional expressions or cohesive devices are words or phrases that tie sentences and paragraphs together. The writer can use these transitional expressions to change and enrich sentence structure. Common transitions used can be categorized according to the purpose.

To add: again, also, and, besides, furthermore, in addition, moreover, too

To show sequence: first, in the first place, further, next, second, then, last, finally

To compare: in the same way, likewise, similarly

To contrast: although, but, conversely, despite, even though, however, in contrast, nevertheless, on the contrary, though, yet, whereas

To give examples: for example, for instance, that is, such as

To indicate place: above, below, elsewhere, further on, here, near, next to, on the other side, opposite to, there, to the left, to the right

To indicate time: after, afterward, as long as, as soon as, before, immediately, since, soon, until, now, shortly To show cause and effect: accordingly, as a result, because, consequently, hence, otherwise, since, therefore, thus

To summarise: in brief, in conclusion, in short, in summary, therefore, to summarise

11. Kinds of Essays

11.1 Description

   A descriptive essay help to describe things, places, events, people or settings. It depends mainly on giving specific and accurate information by using words linked to five senses. The reader should see, hear, smell, taste and feel through words used in the essay. The writer can use descriptive words to design the picture in the reader's mind as well as to affect the reader's emotion.

   In order to present the verbal picture of the things described, the writer should give particular and vivid facts as well as organise them in suitable sequence to frame the image on the reader's mind.

11.2 Narration

   A narration essay tells a story. It should be about an event the reader would find interesting. The elements of storytelling should be included such as plot, character setting, climax and ending. It depends on concrete, sensory details that present and support the story. It is more interesting to actually recreate the incident for the reader to be engaged than to

simply tell about it. Consequently, it should be detailed and evident with events stated in an organised manner.

11. 3 Definition

A definition essay explains what a concept means. A term can be defined by mentioning function, structure or analysis. Defining by function is to explain what something does or how something works. Defining by structure means to explain how something is organised. Defining by analysis is comparing the similarities and marking the differences from the words in the same group. In defining these terms, it is proposed that clear and basic information should be used together with facts or examples that are easy to understand.

11.4 Process

A process essay provides the instructions on how something functions or how to do something. The writer presents steps that lead to an outcome. In some processes, the order of steps is determinant; therefore, transitions used need to be very clear in order to make the steps simple and to facilitate the understanding of each step by readers. It is important to take into consideration what the reader already knows and what he/she needs to know. All the necessary details should be involved for the reader to learn or to realise the process.

11.5 Classification

A classification essay classify things into categories in a logical order. The first step in writing classification essay is to organise things into clear categories that do not overlap. The thesis statement includes the topic and how it is classified. Writers should regard that the ideas are grouped with the same organising manner.

Mayers (2005) presents two guidelines to ensure the categories are clear and consistent: use only one norm for organising, and create sections that allow room for everyone or everything to be classified.

11.6 Comparison and Contrast

A comparison and contrast essay provides similarities and differences. A comparison shows similarities of different matters and a contrast shows differences of similar matters. A comparison and contrast essay is always stated together since there is no need to compare two similar things without contrasting them.

The thesis statement should name the topic to be compared and contrasted clearly. There are two methods for organising a comparison and contrast essay:

- Item-by-item or block organisation : In this type, one idea or one thing is totally and completely described and then, the other is similarly described. The writer presents supporting points of the first topic, then compare and contrast the same points of the second topic. Summarising the similarities and differences at the conclusion the reader will be provided by a clear picture of the two things.

- Point-by-point organisation The point-by-point pattern is used to compare and contrast one point about the two topics, then move to a second point, after that consider a third point. Which organisation is appropriate for an essay depends on the nature of the topic. The point-by-point organisation makes the topic with a lot of details easy to follow because it provides more detailed expansion of the topic. The item-by-item organisation is appropriate for topics with restricted details.

12. Previous Studies on Essay Writing

Hirose and Sasaki (1994) study the relationship between Japanese students' English expository writing and elements impacting the quality of their written product. Their study presents that first language writing ability was highly correlated with second language writing ability and students' composing competence was due to the use of different good writers' strategies, writing fluency and confidence in writing.

Rinnert and Kabayashi (2001) examine perceptions of English essays among inexperienced EFL students, experienced EFL students, native English-speaking teachers, and nonnative English teachers in Japan. They find that inexperienced EFL students paid attengive more interest to content in judging and commenting on composition unlike experienced EFL students, native and nonnative English-speaking teachers are more concerned with clarity, logical connections and organisation.

Choi (2005) searches in what different ways native speakers of Korean (ESL) and native speakers of English write English argumentative essay regarding error types, textual organisation and cohesion device. The subjects consisted of 46 American students and 46 Korean students enrolled in Southern Illinois University at Carbondale. The result shows that the Korean ESL students compose shorter essays and show more errors, more textual organisation patterns and less use of cohesion devices. Both groups of students favor the three-unit organisational structure (introduction-body-conclusion). The Korean students made article errors most often. The American students made, in a lesser degree, error in preposition and article. For cohesion devices, both Korean and American students used conjunctions and logical connectives most often in their essays.

Liu (2005) investigate factors that influenced American and Chinese students' writing and examine the placement of thesis statement in argumentative essay composed by Chinese and American students. The subjects were 50 American students, 60 Chinese students writing in English and 60 Chinese students writing in Chinese. The results present that students engage in genre of writing, elements of writing, target audiences, language background and place of main idea. Both American and Chinese students used a higher percentage of the thesis at the beginning in their argumentative essays.

Kaweera (2003) considers characteristics of narrative essays written by fourth year Naresuan University students. The result shows that two major characteristics used for narrative essays were characteristic of the different use of narrative factors mainly orientation, complication, resolution, and evaluation as well as characteristic of the number of sentences occurring in each factor.

Phuwichit (2003) examines characteristics of argumentative patterns written by fourth year English major students at Naresuan University. The results state that there were 22 out of 43 essays in which the students use all three stages of argumentative pattern particularly thesis, argument and conclusion. Most of the students of the high-rated essays write their argument with three stages whereas the low-rated essays students composed their argument with poor organisation.

13. Difficulties in Writing English Essays

Students studying English as a second or a foreign language find it difficult to write. Even students who are competent orally may also face obstacles while they are asked to write. A person's objective, abilities and attitudes toward writing also influence their performance in writing. The capacity to write effectively in English can only be achieved through practices and experience since writing skills enhance overtime through learning from mistakes. Students' face problems in both producing contents relating to topics of the writing and using appropriate as well as accurate English language

This is confirmed by Kim and Kim (2005) who state that students learning English as a foreign language, when composing essays, struggle with structural issues, such as developing ideas about the topics. They also face problems in developing appropriate language use in different social contexts and language use in productive ways.

There are different aspects of difficulties that the writers especially second or foreign language students experience. These difficulties differ from one student to another depending on their background, English proficiency, and also the instruction received of each student. It would be useful for these students if teachers know their shortcomings.

Mistakes or errors in writing can be caused by native language interference, overgeneralisation of rules, insecurity about what to be expressed, and lack of familiarity with new rhetorical structures and organisation of ideas. (Carson 2001, Connor & Kaplan 1987, Kutz, Gordon & Zamel 1993, Raimes 1987 quoted in Myles 2002)

First language interference has great impact on students' writing strategies. Friedlander (1993) also confirms that, according to a number of researches, writers try to transmit writing abilities and strategies from their first language to their second language no matter whether they are effective or ineffective.

For the sake of developing an essay, Grabe and Kaplan (1996:354) presents that "a major problem for many writers including advanced writers, centres on appropriate ways to begin and end writing."

Lee (2004:1) sates that "Low English proficiency students have difficulty making their writing coherent… Many university students write incomprehensibly." Nevertheless, she also completes common essay writing problems as follows: 1. writing a paragraph without a topic sentence; 2. too specific controlling ideas; 3. difficulty in writing the thesis statement; 4. tendency in deviating from the controlling idea.

Students studying English as a foreign language encounter various difficulties. Some students lack basic grammar rules and sentence patterns. Their frequent errors were subject-verb agreement, wrong choice of word and wrong usage of words. Concerning writing paragraph, they had trouble with both content and language in conducting a writing task.

Students deal with the difficulties they face differently. Some students give much concern to fluency regardless losing accuracy while some students spend quite a long time checking and correcting their work. British Council (2006:1) explains that "Some students take an eternity to produce a piece of writing as they are constantly rubbing out what they have written while at the opposite extreme the writing is done as fast as possible without any planning or editing."

Conclusion

Producing a piece of writing is more than preraping a list of information that will be included in the essay and going through different steps. The writing process is generating ideas, developing and organising them, revising and editing those ideas. Effective writers at the end must be satisfied that the writing achieves its purpose. At the end Writing is considered to be a thinking process of engaging with content, reviewing and reflecting.

The Shape of Essay

An essay is organised into parts. The introduction, body and conclusion are the basic consistents of any essay. Each one of these parts has its own purposes.

Introduction

The first phase which introduces the topic, it guides the reader to know what the whole essay is all about. It should begin with a hook that attract the reader's attention and stimulate their curiosity. It could be a quote, an analogy, a question… . After arousing the reader's interest, the introduction should state some background information on the topic. It is a general overview of the whole essay. The introduction is composed by a context in which the writer presents his topic, a thesis which should be concise and precise and a plan in which the writer supports his thesis.

Thesis Statement

The writer provides a specific and debatable thesis statement. It precisely presents the main idea or argument of the essay, it defines the topic, and can determine the shape of the essay. The thesis is a guider who shows the readers what you have to say and which main points you will use to support your ideas.

The function of the introduction is to grab the reader's interest, present the general topic and state the thesis of the essay.

Introduction

> **Opening Sentence**
>
> Start your paper with a general statement about your topic that catches the reader's attention, a relevant quotation, question, anecdote, fascinating fact, definition, analogy, the position opposing one you will take, or a dilemma that needs a solution.

> **Context**
>
> Provide the information the reader will need to understand the topic.

> **Thesis Statement**
>
> State your arguable position on the topic that you will support with evidence in your body paragraphs.

Body

The second step of the essay. It supports the main ideas. Each point is developed by one or more paragraphs and enlarged with specific details. These ideas can include support from research and experiences etc . In this step the writer develops his ideas which are mentioned in the introduction. The use of reliable sources is so much required, as well as the reference of all quotations, paraphrases, and summaries must be indicated. The ideas should be stated in an organised, clear and coherent way so that the reader wont be lost in reading.

The body must contain the evidence, giving concrete examples of the evidence and identify the significance of that evidence.

Body Paragraphs

Supporting Evidence

- The parts of a paragraph that prove the   main idea.
- Include specific textual evidence: cited quotes, paraphrases or summary; or evidence that supports your thesis from other sources: anecdotes, first-person interviews or writer's own experience.

Analysis

- The parts of a paragraph that explain the evidence.
- The evidence should be discussed.
- Explain to the reader the significance of the evidence you have

provided. Think about why you chose to include it. How does the

Transition

- The part of a paragraph that helps you move fluidly from the last paragraph .
- Connect each paragraph with a sentence or two that demonstrates how each idea leads into the next, and how

Conclusion

A conclusion is the last paragraph of your essay, if the essay is really long, you   might   need more than one paragraph to conclude

Summary: Restate your main ideas in connection with your thesis to convince the reader of their validity.

Final thought: Make a final comment that supports your thesis in a memorable way.

In brief, the conclusion is the process of reconnecting to the introduction, summarising the evidence and leaving memorable message for the reader.

Conclusion

- Provide the reader an overview of the main ideas you discussed, but also be sure to highlight the progression of your thought process, offer solutions, next steps or present new questions that your paper generated. Don't only restate your thesis but show the significance of your synthesis of the information.
- The conclusion summarises the argument, by restating the main points in a different way,.
- The conclusion explains the significance of the argument, by clarifying why your argument matters.

Essay Outline

Outlining the essay is an effective step to organise the writer's ideas, to structure the topic elements and sub-elements. Through outlining the writer will be able to notice any mistakes or gaps, illogical steps as well as managing his time as you progress in writing his essay. The language alone is not enough to structure a good essay.

ESSAY OUTLINE

I. Introduction:

    General info about topic, reason for reader to be interested, context, etc.

    Thesis statement:

II. Topic Sentence 1:

  A. Support

    1. Detail/example/data/explanation

    2. Detail/example/etc.

    3. Detail/example/etc.

  B. Support

    1. Detail/example/etc.

    2. Detail/example/etc.

    3. Detail/example/etc.

  C. Support

    1. Detail/example/etc.

    2. Detail/example/etc.

    3. Detail/example/etc.

  D. Transition

III. Topic Sentence 2:

  A. Support

    1. Detail/example/data/explanation

    2. Detail/example/etc.

    3. Detail/example/etc.

  B. Support

    1. Detail/example/etc.

    2. Detail/example/etc.

    3. Detail/example/etc.

  C. Support

1. Detail/example/etc.

2. Detail/example/etc.

3. Detail/example/etc.

D. Transition

IV. Topic Sentence 3:

A. Support

1. Detail/example/data/explanation

2. Detail/example/etc.

3. Detail/example/etc.

B. Support

1. Detail/example/etc.

2. Detail/example/etc.

3. Detail/example/etc.

C. Support

1. Detail/example/etc.

2. Detail/example/etc.

3. Detail/example/etc.

D. Transition

V. Concluding Paragraph

Re-state thesis:

Summary of main points, return to general context, wrap-up of essay, etc

Formal Vs Informal Writing

There are two major styles of writing in English : formal and informal. Both types serve different purposes. The choice of words vary between the two styles. As in formal writing it tends to be precise or techenical, while in second type colloquial phrases can be used. the way we use words to say what we want to say differs creating formal and informal writing styles.

Formal : adj. done in accordance with rules; suitable for an official or important situation or occasion.

Formal writing respects a list of rules that is used in formal situations. It generally involves : avoiding first and second person pronoun,using professional in tone, avoiding contractions, as well as avoiding slang and swear words. It differs in structure and vocabulary from the language used in daily social interactions. These conventions are not necessary when writing informally. Research papers, academic essays, resumes and letters of recommendations are some exmaples of formal writin, and the linguistic features of academic language are lexical, grammatical, and discourse. Whereas personal writing can be included in an informal style of writing. Short and simple sentences are acceptable in any informal context ; while in formal contexts longer and more complex sentences are more acceptable. The convention in much academic writing is to write with minimal reference to yourself as a writer, aiming to establish a sense of objectivity and rationality.

Informal : adj. having a relaxed, friendly, or unofficial style. Informal writing may include slang, figures of speech, broken syntax. Short sentences, contractions, and even abbreviations are all acceptable, the writer here may also use incomplete sentences or ellipsis. In this type of writing they may use first, second, or third person and address readers using second person pronouns, another aspect is showing empathy to the reader. Informal writing is more casual and spontaneous, it is used when communicating with friends or family.

Creativity

One definition of creativity is "the ability to transcend traditional ideas, rules, patterns, relationships and to create meaningful new ideas, forms, methods, interpretations, etc. Creativity is one of the most powerful tools a writer can use. It has its place in all types of writing. By avoiding repetition and using different forms of syntax writers can craft strong writing. The concept of creativity is difficult to be defined : it is self-expression, originality and uniqueness. Sometimes writers' personal details and their life experiences may add a fresh and a unique perspective to their writing. Creativity is the spark that ignites any piece of writing. Wrtiers formulate their innermost thoughts and then record their experiences, they pour their hearts out on pages, maybe their stories are the same, but their approach to stating them embraces a different dynamic visions.

Narrowing a Topic : to write an essay is to determine how to narrow down the topic which seems too broad to be managed. Here are some strategies that can help writers to handle their topics. First, aspect plays a vital role in the process of narrowing down any topic by choosing one lens to view the research problem. Second, components which determine the initial variable of research that can be broken into smaller parts and analysed more precisely. Third, in terms of methodology and data collection writers have to narrow the domain of interpretive analysis needed to address the research question. The place and time should be both narrowed and focused, a specific type must be regarded. Academic writing requires a certain level of precision in the context. Writers have to focus their research efforts on a more precise question or thesis statement.

What is a Thesis Statement

It is the main, guided idea which should be stated in one or two sentences. Writers here must be specific, precised, focused and debatable. A thesis statement has to be original, unique and relevant so that readers will be interested to read the whole essay. An insightful thesis is the result of a long thinking process which leaves its impression on readers and reflects the inner soul of the writer, matching the content of the paper. It summarises the writer's argument and guides the reader through the whole essay, it is a thoughtful idea which will help to heighten the reader's interest in your work. A good thesis should be interesting and maybe even controversial. It should draw readers into the paper and leave them eager to learn more. The type of essay will impact how the thesis sentence is constructed

Bad - Insignificant and Non-Debatable:

Trees make the park prettier.

This is not a good thesis statement. It is too general. Most people would agree, leaving no reason for debate. It is not interesting or thought provoking. Why should anyone read this paper?

Good - Interesting and Controversial:

The city power company should pursue other options instead of cutting down the two hundred year old trees in Sunnyside Park.

This sentence is much better. It is thought provoking and implies that the paper will provide relevant information about both sides of the argument.

Good Essay :

A good essay must first provide answers the question. It has to be relevent in dealing with the stated topic or the subject

The Writing Process

The writing process includes generating ideas, developing and organising them, and revising and editing those ideas. Effective writers at the end must be satisfied that the writing achieves its purpose.

Generating Ideas

 In all subject areas, students need to develop skills for getting what they know about a topic down on paper, and generating ideas or finding additional facts. They also need skills to check whether their writing is on-topic and fulfills its purpose. Further, they need to be able to explain the writing assignment and the process they are following to effectively complete the assignment.

 Developing and Organising Ideas

Students need to know how to organize what they have learned about any topic or assignment into a well-structured whole. In longer writing assignments, they need to know how to create a strong, focused introduction that catches the reader's interest; how to link ideas in logically connected paragraphs that contain enough supporting detail; and how to conclude with a strong ending.

Revising and Editing

Students need individual and group skills to assess their own work and the work of others for content, clarity, form and style, and for errors in grammar, punctuation and spelling. Ultimately, students have individual responsibility for the accuracy of their work, but they need to know how to help each other improve.

When students engage in rapid writing at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments. Purpose • Help students to start writing and ultimately to produce more writing. • Encourage fluency in generating ideas for writing on any topic, in any subject area. • Help students begin organising ideas. Payoff Students will: • rapidly generate fresh ideas about topics in any subject area. • write down ideas without self-editing. • generate raw material for more polished work. • complete writing activities on time, overcome writer's block, and improve test-taking skills. Tips and Resources • This strategy may be used in a number of ways, including: prewriting; brainstorming for a specific question; or writing for reflection, learning logs, mathematics journals, work journals, etc. • This strategy may also be used as a pre-reading strategy, similar to a KWL. • Use this strategy to review what students remember about classroom work. • Use rapid writing regularly in the classroom, and have students select the day's topic. Possible topics might include analysing a science hypothesis, discussing proof for a mathematics word problem, or developing an opinion on a history or geography topic. • Students can apply this strategy when writing tests or examinations, by "scribbling down" information they are afraid of forgetting just before they begin responding to the questions. • Use the rapid writing drafts to give students practice in proofreading and reviewing their writing for flow of ideas. When students use this strategy at the computer with the monitor turned off, they will be amused by how many errors in proofreading they have made. Be prepared for some laughter in the classroom when using this approach.

https://books.google.dz/books?id=pMJ-
nPDD0ngC&printsec=frontcover&hl=fr#v=onepage&q&f=false

http://wp.auburn.edu/writing/creativity-in-writing/

Academic Writing is not just one skill, it is a collecion of skills from critical writing to pre-
writing then writing and revising by using evidence and formal language. ''I think that writing
good means taking your ideas and writing them so that other people can get your meaning.''

This example is less formal than the following '' Effective writing presents ideas in such a way that readers can clearly grasp the writer's intended meaning.'' In the second example the writer used formal vocabulary and more complex grammar. In academic writing writers could involve the work of others as evidence to support the writer's point of view as they try to respond to a question that includes specific requirements. Writing clearly is one of the most important elements. The writer purpose for writing is another interesting basis in the writing process.

Introduction

This chapter is devoted to test the main hypothesis of this study, whether developing and engaging in a sense of metacognitive strategies in learning can enhance English language learning in terms of students' productivity in essay writing. This study starts by introducing first the research methodology, the sample of the study and the data tools. Then, explaining, analysing, examining and interpreting both the questionnaires' results, the interviews' outcomes and the main research data collecting tool, the diary's findings. This intensive study helps either approve or disapprove the research hypothesis about the role of activating a sense of metacognitive strategies to promote students' written output. In this case, the researcher investigated first the teachers' interviews accompanied with its detailed analysis, secondly comes a thorough analysis of the students' questionnaire and finally the summary of students diaries outcomes.

1. The Sample

This study follows respectively the quantitative approach in collecting and analysing data that are collected mainly through three tools. The First data tool is intervewing teachers of oral and written expression in University of Relizane. While the second tool is questionnaires designed for second year English students. It is worth pointing out that the target behind choosing those specific category of students to be the case of this study is that they are more familiar with the kind of questions this research mainly raised; and they will be more helpful in terms of answering those questionnaires; not only concerning their level of mastery of English language but also their ability and to understand what the researcher really wants to find as answers, simply building a kind of harmony between the sample's outcomes and the researcher's objectives.

a. The Teachers

Five (5) teachers of writing at the University of Relizane, the teachers were selected to gather information about the way they teach this productive skill. And their perspective in teaching writing moreover the kind of materials they usually implement.

b. The Students

In order to gather data, for this research students were chosen selectively; the researcher opted for second year English students in the Department of English at Relizane University. Eighty (80) students (males and females). This category of simple is selected as the research population, to confirm that a developed metacognitive state of learning English is appropriate

and already paved context to enhance students' productive skills. Concerning the diary the researcher had selected twenty students to analyse their work.

The subjects are divided into two groups. The first group consisted of 80 students practicing Writing inside classroom and the researcher has chosen 20 of them to analyse their diaries.

2. **Data Analysis of the Teachers' Interviews**

2.1 Interviews' Analysis :

Question 1: How is your teaching writing experience ?

The aim of this question : to have teachers' general feedback about teaching writing.

Teachers	Answers
1	Very important subject because it deals with one of language skills. Wrting is part and partial of language learning, through writing people communicate, innovate, express their feelings and make the others understand various topics. Writing is grammar, vocabulary, idiomatic expressions, students cannot learn a language without writing.
2	Writing is one of the most difficult modules to teach, both the teacher and the learner must have a solid knowldege. Writing is a skill that needs to be developed.
3	Teaching writing is not an easy task. Written expression should be thaught practically based on grammar. One cannot master writing without grammar, it is not possible.
4	Though students are familiar with writing since middle school level in terms of writing paragraphs, it is still a challenge to teach writing.
5	Teaching writing is a process and there is complexity and complication.

Table 2.1 :Teachers' general feedback about teaching writing.

Question 2 : What about your experience of teaching speaking ? If you are to compare between teaching writing and teaching speaking, which one between the two you find more demanding ?

The aim of this question : regarding teachers' perspective to have a kind of link between teaching writing and teaching speaking because the researcher is targeting those two productive skills.

Teachers	Answers
1	There are obstacles and difficulties in teaching both. But writing is the most difficult task for students because they do not understand the different steps of writing. Most of the students hate written expression simply because it has to do with rules and people by nature hate rules and grammar.

2	The four skills are complementary to each other, it is like a building you take one pillar the whole building will fall apart. Speaking is the hardest when students think about how to take out the fear when facing the public.
3	Students are quiet fluent, they are good at speaking but when it comes to writing it is something else. There is writing's deficiency in this country, our problem of grammar. We should focus on writing more than speaking because a future teacher who speaks good English and makes mistakes on the board, the pupils will laugh at him/her. I rather have somebody who writes good English and he is average in terms of speaking than the other way around.
4	In terms of teaching, speaking is hard than writing, but in terms of learning writing is hard than speaking. Speaking is well masterd by learners more than writing. You find students struggling through the process of writing.
5	Both are demanding, both are complex and complicated , but writing is a bit more complicated in our Algerian context because we are a community of people used to the oral form. The transition of knowledge is done orally ; when it comes to writing it is against our nature. Writing you do it alone, but speaking you are talking to people, so you are taking risks. Speaking and writing are complementatry.

Table 2.2 :Teachers' general feedback about teaching writing

Question 3 : What kinds of materials do you implement when you teach writing ?

The aim of this question : to have an idea about the kind of materials teachers usually use when teaching writing and to what extent they can varry their tools.

Teachers	Answers
1	They are called teaching techniques, nowdays people learn better from audio-visuals (TVs, mobiles…) I work with ICT's, as we have to show students that wrtitten expression is not outdated module, but it is updated, we should apdate the way we teach. But we have a lack of materials, with a huge number of students, problem of rooms. You cannot produce out of the blue, we have to give students texts to analyse critically before we ask them to produce a text.
2	We cannot teach writing without teaching reading. When I teach writing I rely on reading materials , students need to read alot, to know the use academic expressions and structure. When it comes to speaking, I rely on listening part. the majority know how to speak but they do not know how to listen. If you listen well you speak well, if you read well yoy write well. The four skills are complementary to eachother. And there is no time for creative writing just the academic one, we are limited by time.
3	Lack of grammar results poor writing, start with sentenses and teach writing through grammar (grammar in context), reading texts, essays of critical works then try to imitate these critical works by analysing the use of words, the grammar, the words' order…

4	Textbooks in middle and high schools, we are still at the level of traditional learning atmosphere when the teacher is talking and the students are listening, no use of video integration, no listening tape, one should varry the materilas when teaching speaking or writing.
5	I believe in integration (media, ICT's, movies).

Table 2.3 : Teachers′ answers about the kind of materials they implement when teaching writing.

Question 4 : when you are correcting your students' papers, you stress on the process or the product of writing?

The aim of this question : to make a comparison between those who focus on the process of writing and consider it as the principal part of writing and those who rather stress more on the product and regard it as the main element to consider.

Teachers	Answers
1	The best student is the one who can write in English. Production is very important and we feel it when we correct students' papers. But let's have a combination between the process and the product.
2	Well the students and the teacher must work toghether, 30% teacher's role as a supervisor and a guider and 70% the students' role, this 70% is divided into 20% knowing what he/she is doing (awareness) and 50% practice. I am all the time asking my students first what are you going to write ? not asking about the topic, but rather how they are going to undertake this process of writing this particular topic.
3	I am more concerned with the product. When I correct exams papers the mark is divided between the content which is out of 13 and the language (grammar) which is out of 7. Most of the students do not get about 4 or 5 out of 7, sometimes 2 or 3 out of 7, sometimes –1 or –2, so you cannot accept such certain things at Master 2 level.
4	At university level we put more emphasis on the product. When we correct students' papaers we always pay attention to mistakes but never ask students how they have produce this work , we never ask them what kind of ideas did they go through. But if we do not go through this process we can never have that product. We have never thaught the process of writing.i.e, how students should plan their essays, organise their ideas and order the steps.
5	Writing is a process more than a product. People who write pick up a pen and start writing, when they finish, they say : okey ! we finished (no mind mapping, no planning). We should give more importance to the process of writing rather than the its product.

Table 2.4 :Teachers' focus between the product and the process of writing.

Question 5 : What kind of obstacles your students usually face when they are asked to write academic product ?

51

The aim of this question : to investigate much more about the kinds of problems and obstacles students usually meet when they are asked to write academically.

Teachers	Answers
1	When students write they do not think in English mind thus they do not write English ideas that could be understood by English people. We cannot write in English and we still have a mind that thinks in Arabic, it is totally an oppositional contrast here. Students are writing English words, sentences, but still with purely Algerian mind. Grammatically speaking it is okey ! but the idea is not clear for the British people. It is a kind of translation from Algerian Arabic to English and it does not work this way. Plenty of spelling mistakes and problem of not knowing how to use tenses (grammar)
2	Time is not enough to teach writing and the same for speaking, no Td's for writing and speaking for Masters level and L3 must be ready for Master level in terms of all the four skills. Students seriousely do not know how to read, so they do not know how to write. There is a lack of guidance too, no common set of syllabus at Universities level that we should as teachers follow. Teachers are just repeating old ways there is no progression. For example, L3 students are unable to write a simple paragraph, a line of two sentences is a challenge for them. There are some problems that we can solve, there are others that we have to ignore and there are some fights that we have to live with.
3	Problem of grammar. Students have a lack of grammar that results in poor writing. I've got examples in here and other universities, people speak very well, almost like native English, but their English is horrible in terms of writing.
4	When it comes to writing, students do not know the structure of the essay, they make mistakes, they do not have the right words in the right context. I do not know why ? maybe because they are more familiar with listening than reading. So there is a gap in terms of writing.
5	Most of the time, students have problems of structure. People are speaking writing. There is a lack of punctuation, just uttering uttering without rules. Problem of coherence and cohesion, even in speaking we should apply them. The speaker sould be careful of what he is saying (well structured). We speak for the sake of speaking and we write for the sake of writing. Also the negative transfer,i.e., people think in their mother tongue and try to write in English and sometimes you find problems of word order, collocations, inappropriate collocations.

Table 2.5: Obstacles that students face when they write academically.

Question 6 : – Those students who can speak very well but when it comes to writing their writings are of a poor quality?

– Let's consider the other way around, the case of those students who are able to write very well but they do not speak in classroom?

The aim of this question : a crucial question that have not yet been answerd, and to have teachers' views concerning from where exactely stemmed the main problem of writing.

Teachers	Answers
1	- Students do not develop critical thinking in their minds, they are so much dependent on the teacher. Students are always waiting for their teacher to provide them everything. This kind of students lack practice and through practice students will overcome the obstacles of poor writing. This kind of students do not read so they cannot produce. - There is motivation , there is shyness there are a number of parameters that my interfere here.
2	- Basically it is matter of the lack of reading. Unawareness of the steps of writing and the right methodology. - Students fear to speak in public, soi t is the teacher's job to create a comfortable learning atmosphere (make them feel like a family).
3	-lack of grammar, lack of reading because when they read they learn how write (when you read you discover the weaknesses and the gap in others' work, so that you can start yourself investigating much more). - If they good at writing, speaking wont be that big issue.
4	- Students need to read that helps alot improve writing. Students cannot write without reading, they have to build up the vocabulary, they have to build up sentence structure, in addition of having the grammar. While students prefer to watch or listen rather than read, they hate reading (feel bored), and this is not effective. - the cognitive aspect and the affective aspect both sould be regarded. Take care of the heart and the mind will follow, they will produce.
5	- Academically writing maybe the thought is not there (they need the content), students' fluency in English should be more precised to an academic register, to that field, to that context. - Psychological aspect, when you are on your own you feel save, you are in danger once you choose to share your production. When you write you are more save than when you speak. In speaking you believe that there is someone else is judging you.

Table 2.6:Teachers' opinions about students who can speak very well but their writings are of a poor quality .

Question 7 : - Any advice you can give for teaching writing ? (what are the things that the teacher should avoid, and others that he should stressed more on them ?)

The aim of this question : providing pieces of advice for teaching writing.

Teachers	Answers
1	Students have to live English ideas, we have to train them to read English, English that develops ideas and the way they think. We have to refer back to culture of that language when we teach it (how to accept, tolerate and be aware), students have to share this culture so when it comes to writing especially they convince and we have to see their logic so that it makes sense, when you write you persuade. Students have to respect English culture and their language rules (write through understanding their culture which is a very high level of writing). We cannot develop students skills unless we listen to them. We should motivate students by showing them the aim of this skill and students should make a link between modules (grammar, reading comprehension,written expression, oral expression methodology…) - Our aim is to have a good learners who are good at listening, speaking, reading and - writing. - students have to avoid thinking in Arabic. - we should teach writing for all levels from the 1st year until the 2nd year Master.
2	Teachers should show their students the light, but where is the light ? we have to teach students those skills through implementing the cultural side, the way of thinking and the awareness of what they are facing and how to deal with it. We have to give much more importance to acedemic writing and it would be better if we teach it as TD not a lecture, we have also to create a comfortable learning context so that the students will feel at ease when they speak regarding also a good relationship with our students '' be freindly but not a friend'' (give them some freedom, but all what they speak about must be for educational purposes only).
3	Focus on grammar, grammar, grammar. The pressure is on us today because we do not focus on grammar in context and on writing. Build your writing starting from grammar. ''grammar is the music of thoughts'' and it is grammar tha makes a good style. Good grammar and rich reading make you gain an extra vocabulary. Work hard, ''genuis is 1% inspiration and 99% perspiration''. Work, work, work ! Read, read, read ! and ideas will flow, thinking is developed. ''writers are bad librarians instead of finding the right books , they go and write another book''.
4	Read ! listening is very important skill but you have first to read. '' reading makes a man and writing makes a right man'', read to learn English language, read what are interesting in (something you prefer or admire, read through the internet…), use the dictionnary and keep on reading do not stop. I advise teachers to integrate all the diffrent skills, and to be more creative, flexible, think about their learners' needs and preferences. Give them more time to speak, generate thought provoking questions, stimulate their interest to talk of topics they like. Listen to them, give them space to express themselves (e.g., their learning styles). Practice, provide more practice, it is the heart of the language learning. Ask them to produce outside (autonomous learners and extensive learning).

| 5 | I need to identify my aim, what am I teaching writing for ? e.g., 1st year students, what kind of product they need to have at the end ? what the student will be writing ? Then, how to set that aim into objectives ? Teachers have a tendency to reproduce the way they were taught ; we need that awareness on the part of the teacher, of which way to teach ? how to teach writing ? Encourage learners to have dairies, portfolios. Give it a value, why not post what they write on a wall ! find creative ideas to inspire students and stimulate their thinking. |

Table 2.7 : Teachers' advice about teaching writing

Question 8 : How can you related metacognitive strategies to teaching writing?

The aim of this question : to know if the teachers are aware of metacognition and its role or not, and how they intoduce it in their classes.

eachers	Answers
1	/
2	/
3	I dont think that we have to go to that level of meta to enhance writing. But it is important in terms of thinking of what we do.
4	It is related to the process of writing.
5	The process and the awareness of that process.

Table 2.8 : Teachers' views concerning metacognitive strategies in relation to writing.

2.2 Summary of the previous tables concering the teachers' interviews :

All the teachers agreed on the fact that writing is a very important skill to be developed and that it is a real challenge for them to teach it. Regarding obstacles those teachers face with their students, their answers varry when some of them refer back to the misuse of grammar and the lack of garammatical rules, other stressed on the practical part and how students should be more exposed to such writing tasks in classroom. Lack of reading also is another factor behind students' poor writing. Though most of the teachers focus more on the product of writing, they declare the decisive role of the process of writing, and that it should be given more importance because writing is first and for most a process. Generally, even teachers are

unaware of ''going meta'', or in other words they overlook the process of writing in relation to meatcognition and ask their students to produce something of a good quality even without teaching them the right basis of writing.

3. **Data Analysis of the Students' Questionnaire**

Part I: The questions in this part are for general understanding and aim to collect data about the students' skills, likes, and abilities.

1. Students' writing skills.

  Question 1 aim : to know the students' level in writing.

	Excellent	**Good**	**Average**	**Poor**	**Very poor**
Number of students:80	7	23	27	18	5
Total percentage 100%	8,75%	28,75%	33,75%	22,50%	6,25%

Table 2.9. Students' writing skills.
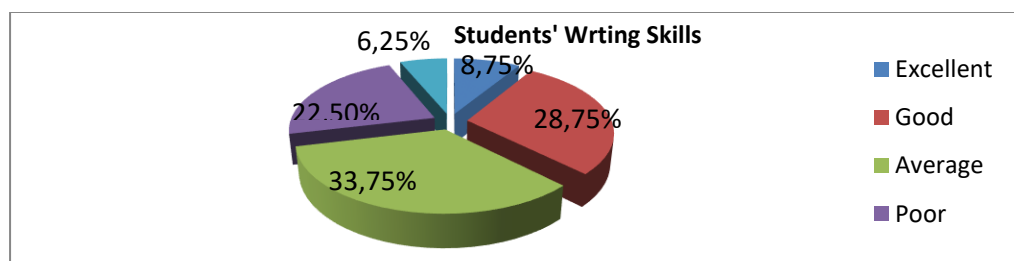
Figure 3.1. Students' writing skills

Students' writing skills are 33,75% average skills, then 28,75% of a good quality, 22,50%, 8,75% students with excellent writing skills and 6,25% students with poor skills. Though half of the students assume that their writing skills are between average and good, one should not take it for granted as an accurate fact. The students still believe in their writing abilities and they see that what they write are most of them of a good quality even though their papers confirm the opposite.

1. The topics that students like most to write and speak about in English

Question 3 aim : to know the preferable topics of students in learning English

	Sport	Personal topics	Internet	Soceity	psychology	Education	Nothing
Number of students:80	18	30	3	5	14	6	4
Total percentage 100%	22,5%	37,5%	3,75%	6,25%	17,5%	7,5%	5,00%

Table 2.10. Topics students like to write and speak about in English
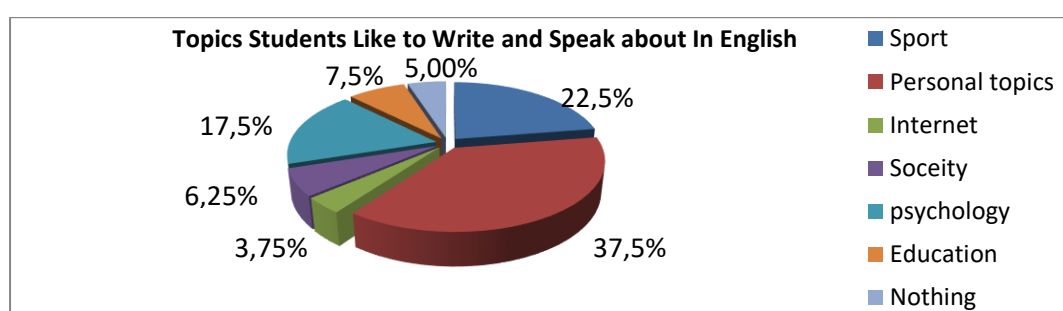
Figure 3.2. Topics students like to write and speak about in English

37,5% of the students like to write about personal topics that involve their life, while most of boys prefer rather to write about sport and their football palyers and teams ; nevertheless 17,5% of them prefer subjects dealing with psychology especially those speacialised in Psycholinguistics. While the rest of students prefer to write about different topics such as education, society and internet. Finally, 5,00% of the students admit that they do not prefer to write about anything at all, as they find writing a hard task to endure and they tend to be completely dependent on online materials.

2. Students preference about the way they learn

Question 4 aim : to know the way students prefer to learn.

	Individually	Collaboratively
Number of students: 80	49	31
Total : 100%	61,25%	38,75%

Table 2.11. Students' preferences about the way they learn
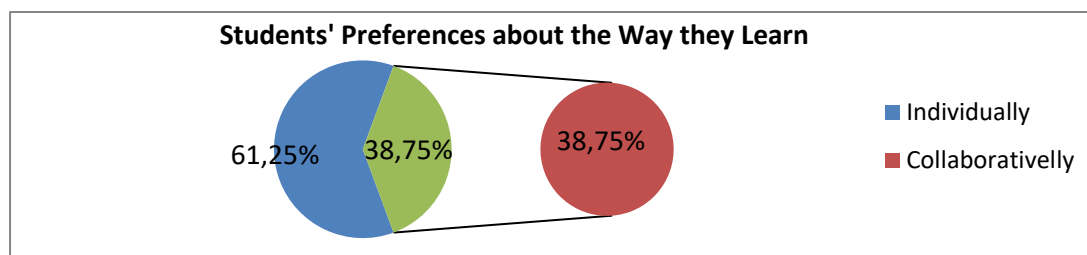
Figure 3.3. Students' preferences about the way they learn

More than half of the students do prefer to study individually rather than collaboratively in small groups and they said that by studying alone they focus more on the goals in learning, the organise more time to accomplish certain tasks and take more control of their learning process.

3. Students feedback about their awareness about their learning style, satisfaction with their productive skills, learning and reflecting English tasks

Question 5 : to know if students are aware of how they prefer to learn and to waht extent they are engaging in their learning process.

	Aware of their learning style	Not aware	Satisfied with their speaking skills	Not satisfied	Satisfied with their writing skills	Not satisfied	Read in English and reflect on reading	Do not read	Record themselve-s speaking in English	Do not record
Number of students: 80	69	11	57	23	32	48	41	39	12	68
Total 100%	86,25%	13,75 %	71,25%	28,75%	40%	60%	51,25%	48,75 %	15%	85%

Table 2.12. Students' feedback about their awareness, satisfaction in learning tasks
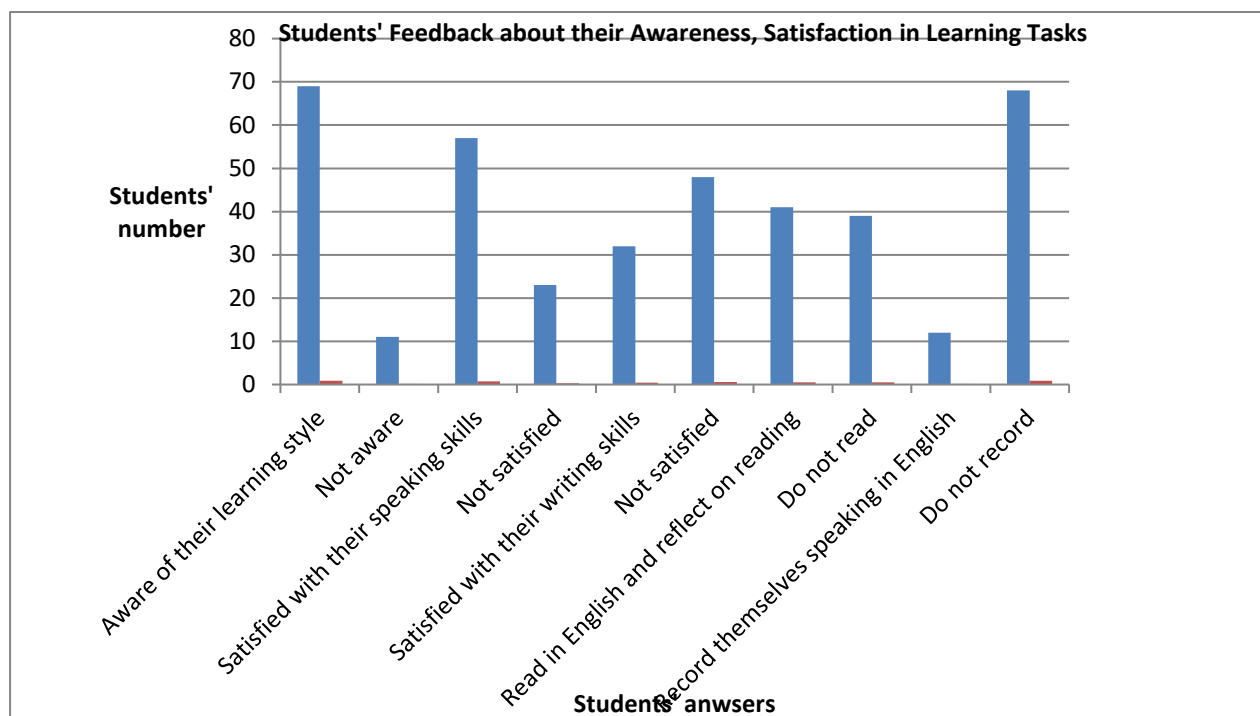
Figure 3.4. Students' feedback about their awareness, satisfaction in learning tasks

To know students feedback about their awareness of their learning style, satisfaction with their productive skills, learning and reflecting English tasks. Firstly, 86,25% of the whole sample are aware of their learning style, secondly, the majority of them are rather satisfied with their speaking skills than they are satisfied with their writing skills. Moreover; 51,25%cof them read and listen to songs in English and they reflect on what they've read or listened to. Lastly, just few of them (15%) record themselves speaking in English and reinvest their capacities working on them to improve.

PartII: The questions in this part are targeting the metacognitive scale of the students and aim to assess their parts in learning. And to know to what extent are students self-directed and responsible learners.

	Never	Usually	Always
Q1 : Looking for many ways to use English.	3	31	46
%	3,75%	38,75%	57,50%
Q2 : Being able to identify their English mistakes.	39	22	19
%	48,75%	27,50%	23,75%
Q3 : Paying more attention when someone is speaking English.	2	25	53
%	2,50%	31,25%	66,25%
Q4 : Trying to find out how to be a better learner of English.	2	18	60
%	2,50%	22,50%	75,00%
Q5 : Planning their schedule so they will have time to practice English.	36	24	12
%	45,00%	30,00%	15,00%
Q6 : Looking for people they can interact with them in English.	33	18	29
%	41,25%	22,50%	36,50%

Table 2.13. Students' abilities and skills

Q1 : Students' use of English
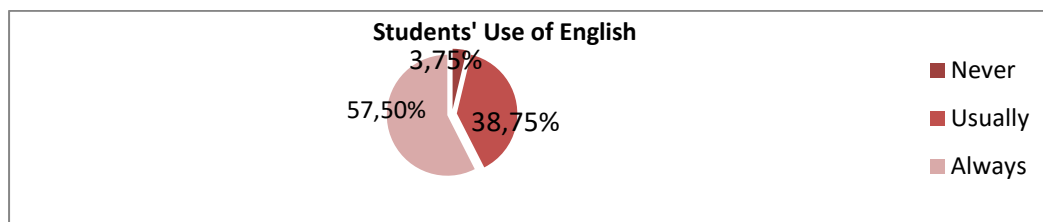
Figure 3.5. Students' use of English

Q2: Students' ability to identify their mistakes
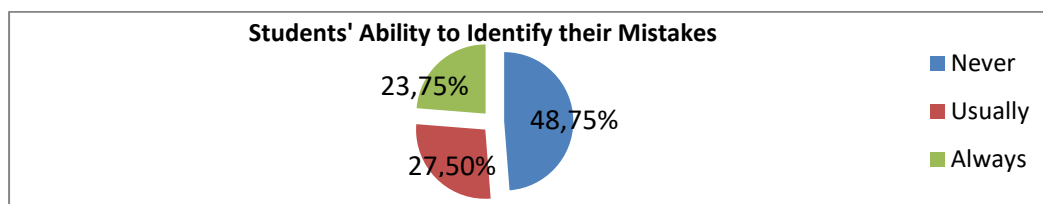
Figure 3.6. Students' ability to identify their mistakes

Q3: Students' attention
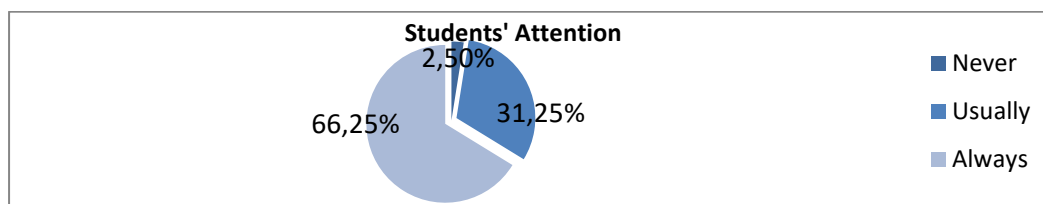
Figure 3.7. Students' attention

Q4: Students' work to be better learners
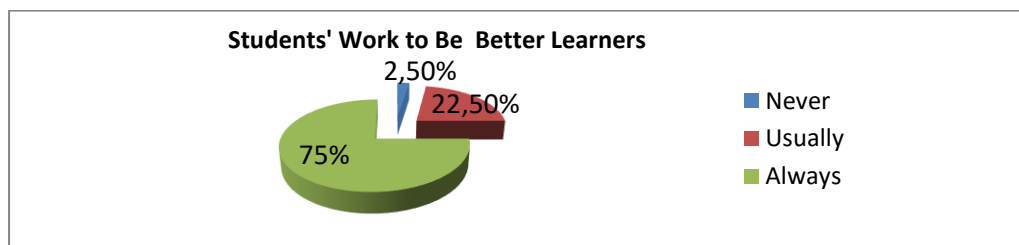
Figure 3.8. Students' work to be better learners

Q5: Planning time to practice English
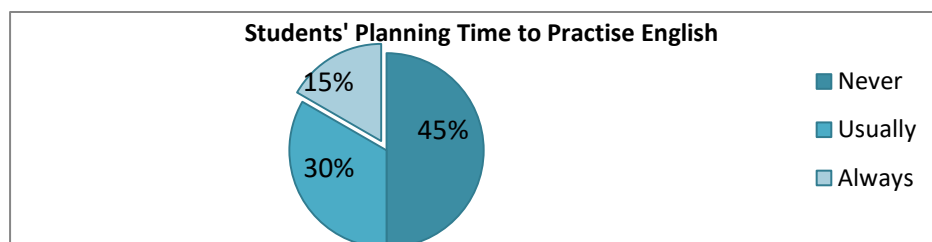
Figure 3.9. Students' planning time to practice English

Q6: Students' created chances of interacting in English
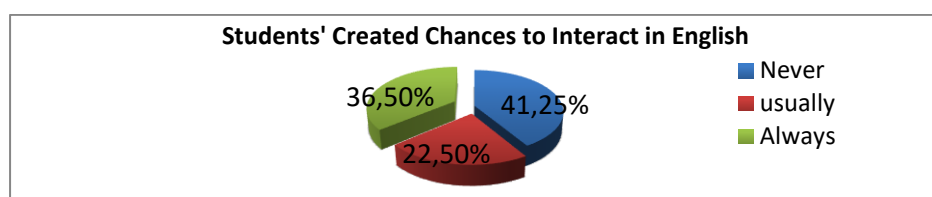
Figure 3.10. Students' created chances to interact in English

57,50% of the students are always trying to find as many as they can use their English, just 3,75% of them had never even thought about providing more chances to speak English. Almost half of the population cannot identify their mistakes in English and use that information to help them do better. Yet 23,75% of them are able to do so. 66,25% of the students do pay attention whenever English is spoken. Besides 75,00% of them are motivated and trying to find out how to be a better learner of English. 45,00% of the students had never plan their schedule so they will have enough time to practice English. When investigating whether students are looking for people they can interact with them in English, 41,25% of them note never and 36,50% of them opt for always while 22,50% as usually when time allow them to do so.

4. **Diary Analysis: Strategies for Writing English Essays**
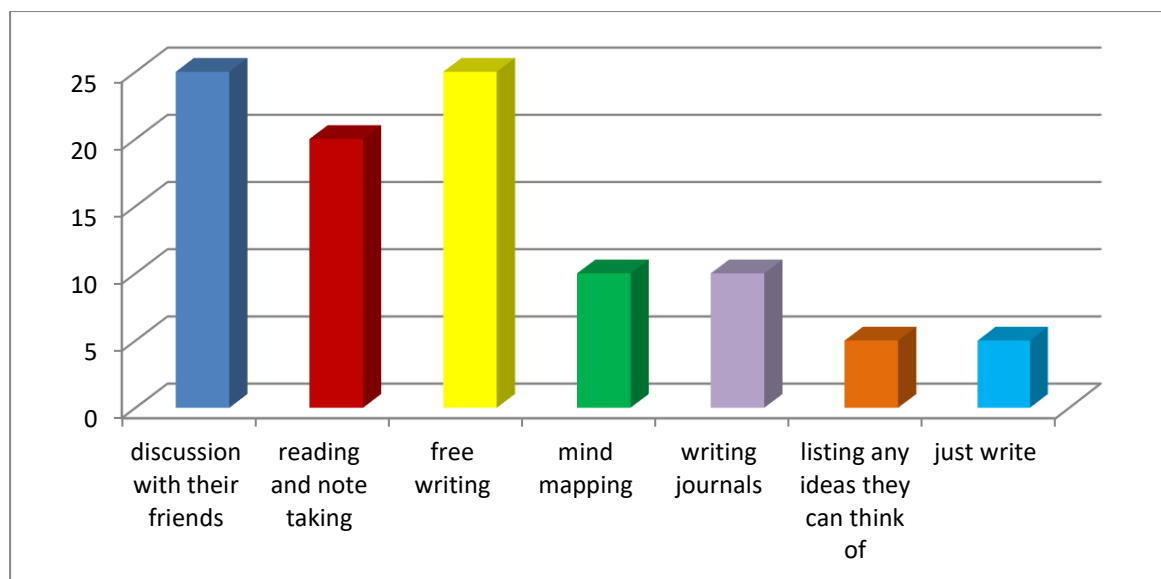
Figure 3.11. Strategies for Gathering Information in the Prewriting Stage

Strategies for gathering information in the prewriting stage vary from one student to another. During a whole year of teaching writing to second year English students, the researcher finds that students change their strategies whenever thery are given topic to write about or when they are asked to provide a topic themselves and write about it. One strategy is discussion with their friends with 25% , reading and note taking 20% , free writing 25% , others use mind mapping with 10% while some others prefer writing journals with 10 % as well, just a few of them list any ideas they can think of (5%) and another 5% they do not gather any information, they just write directly.

In the prewriting stage students use different strategies to collect data. One strategy they use the least is listing any idea that they could think of. This practice was used as the way of writing from their own experiences or from their memory. Another method is discussion with friends which could be in the form of brainstorming.
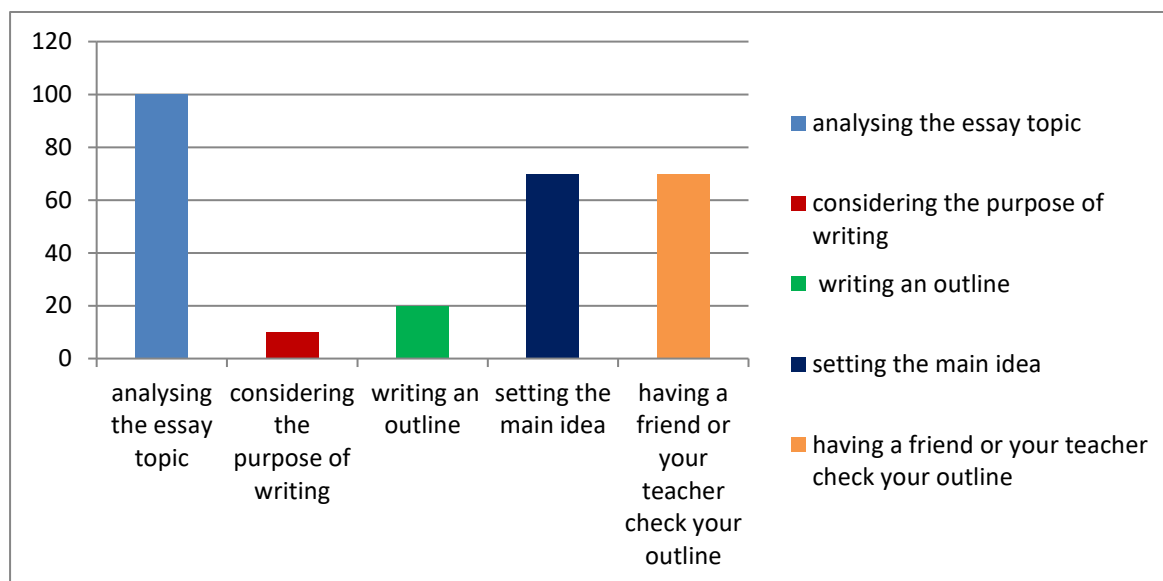
Figure 3.12. Strategies for Preparing to Write Essays in the Prewriting Stage

Students differ their strategies when they write their essays in the prewriting stage. All of them analyse the essay topic when it is given to them. Only 10% of those students write the purpose of each given topic. 20% of the participants write an outline for each task , and they agree that this is an important step in the writing process. 70% of them state the main idea while they conduct writing and they have to check their whole outline asking their friends or their teacher.
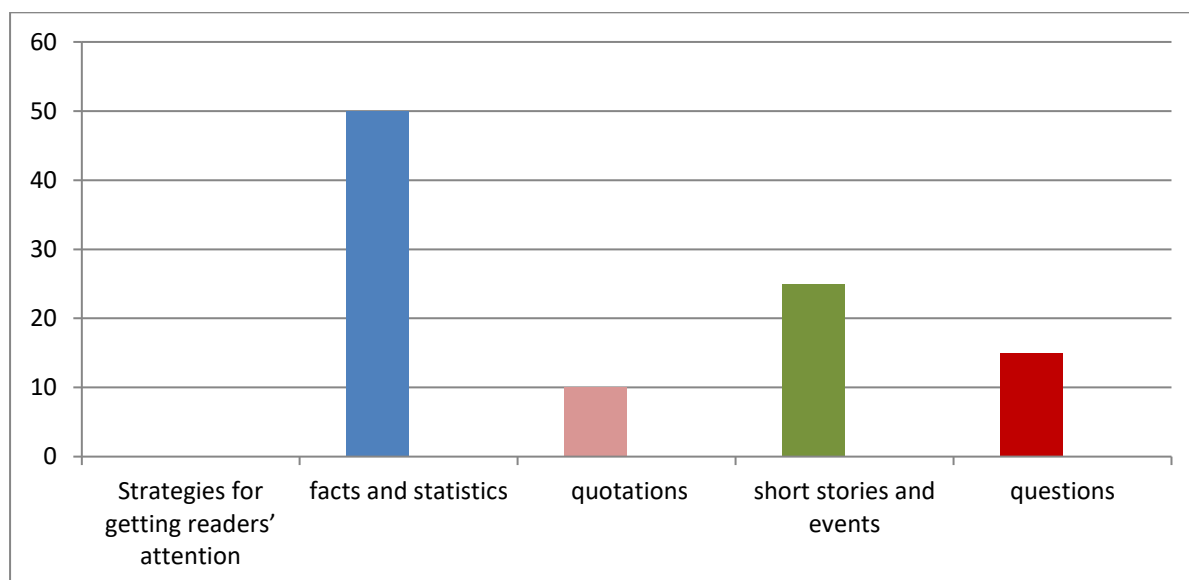
Figure 3.13. Strategies for Writing the Introduction of Essays in Writing Stage

Figure 3.13 shows that half of students use facts and statistics in the introduction part (50%), only five of them use quotation in their introductions, the rest tend to use short stories and events from their personal experiences with 25% and others use questions with 15% .

Concerning writing the introduction, the students used facts and statistics the most and followed by using short stories and events. It is noticeable that quotation is used the least. This might be the result of lacking reading habit among the students.
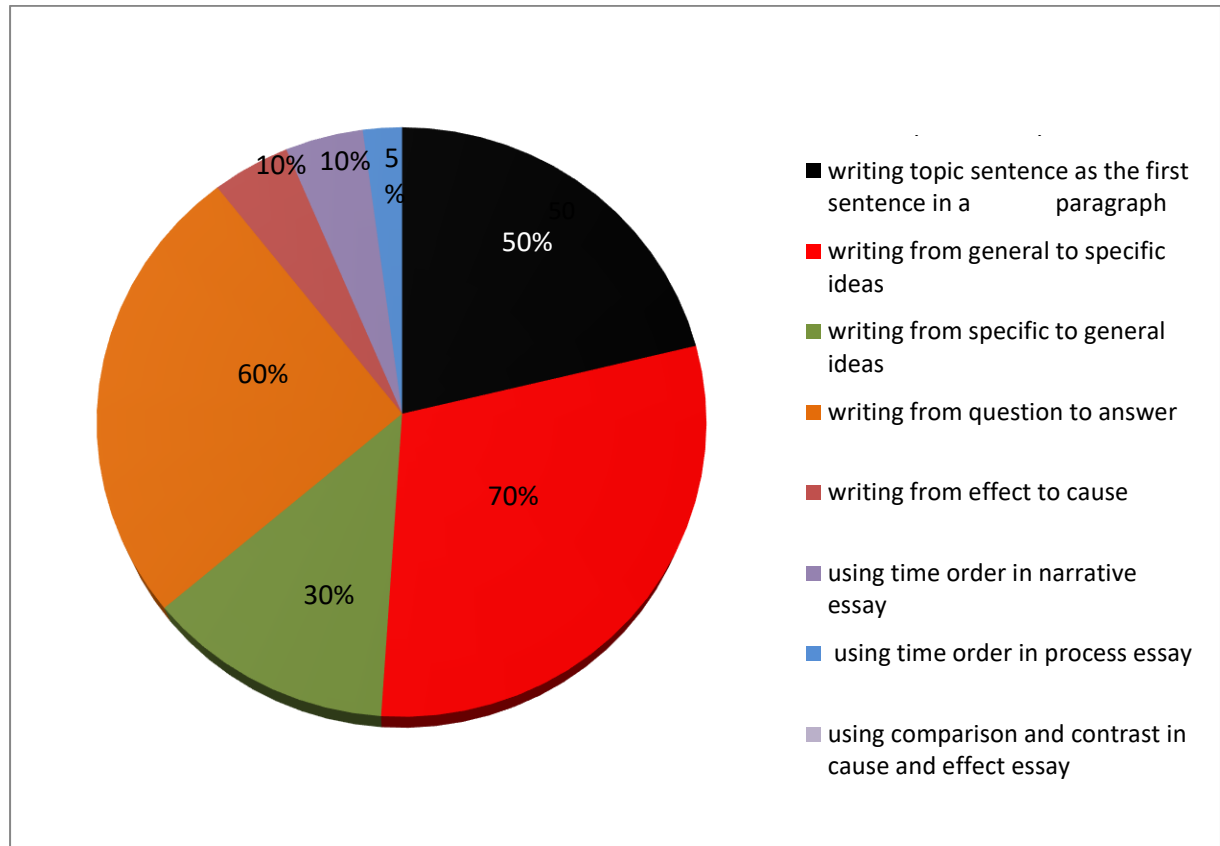
Figure 3.14. Strategies for organising ideas for the body of essays

For the body of the essay, half of the students placed the topic sentence as the first sentence in a paragraph.. 70%Of them write from general to specific. According to them it is the easiest way to stick to the main point and develop the supporting details. 30% of them from specific to general, 60% Of those students take questions as their starting point to give answers, 10% of them write from effect to cause and they use time order in narrative essay while in process essay only 5% of the students use time order.
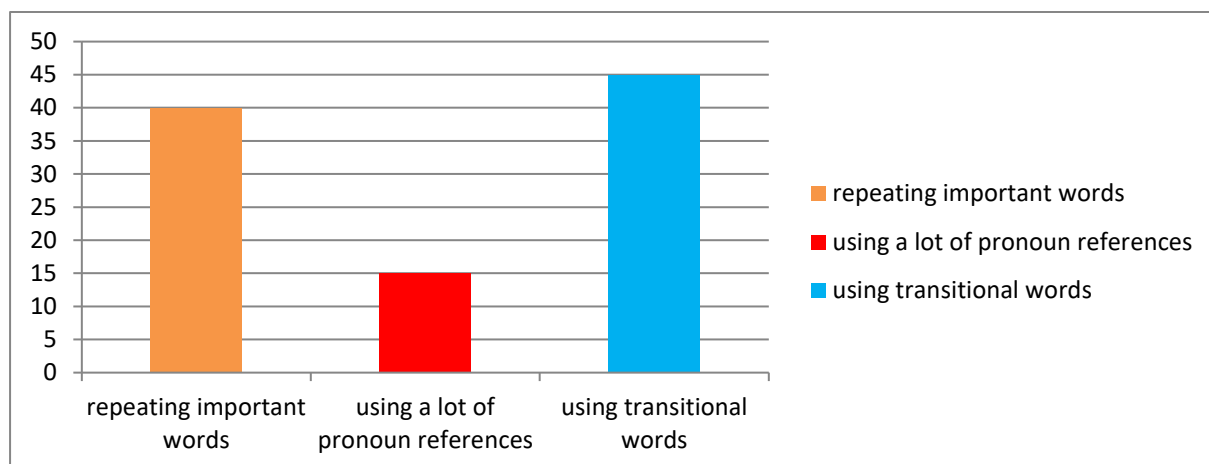
Figure 3.15. Strategies for producing coherence in essays

In essays, cohesive markers mostly used were transitional words as they are the most obvious devices for building coherence in paragraphs. Students express coherence in essays through different strategies, 40% of them repeat important words, some others use transitional words to keep their essays coherent (45%), only 15% of them prefer to use a number of pronoun references to regard coherence in essays.
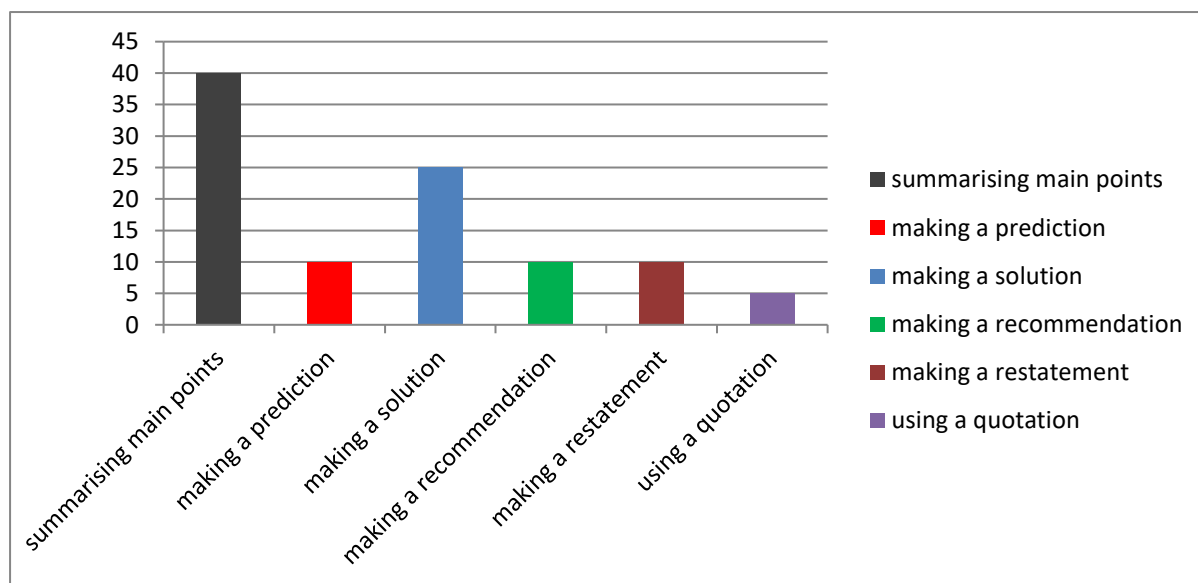
Figure 3.16. Strategies for writing conclusions

There are various strategies that students use for writing the conclusion of essays. The students tend to use quotation to conclude their paragraphs with 5%, they make solutions at the end with 25%, they summarise the most important points with 40%, 10% of them predict in their conclusions, and 10% of them make either a restatement or a recommendation when they conclude their essays. In order to end their essays, the students write the conclusion by summarising the main points. They used this strategy significantly more than other strategies.

Using quotations was still the least used as in the introduction part. This is understandable since it is not easy to find an appropriate quotation to match the essay.
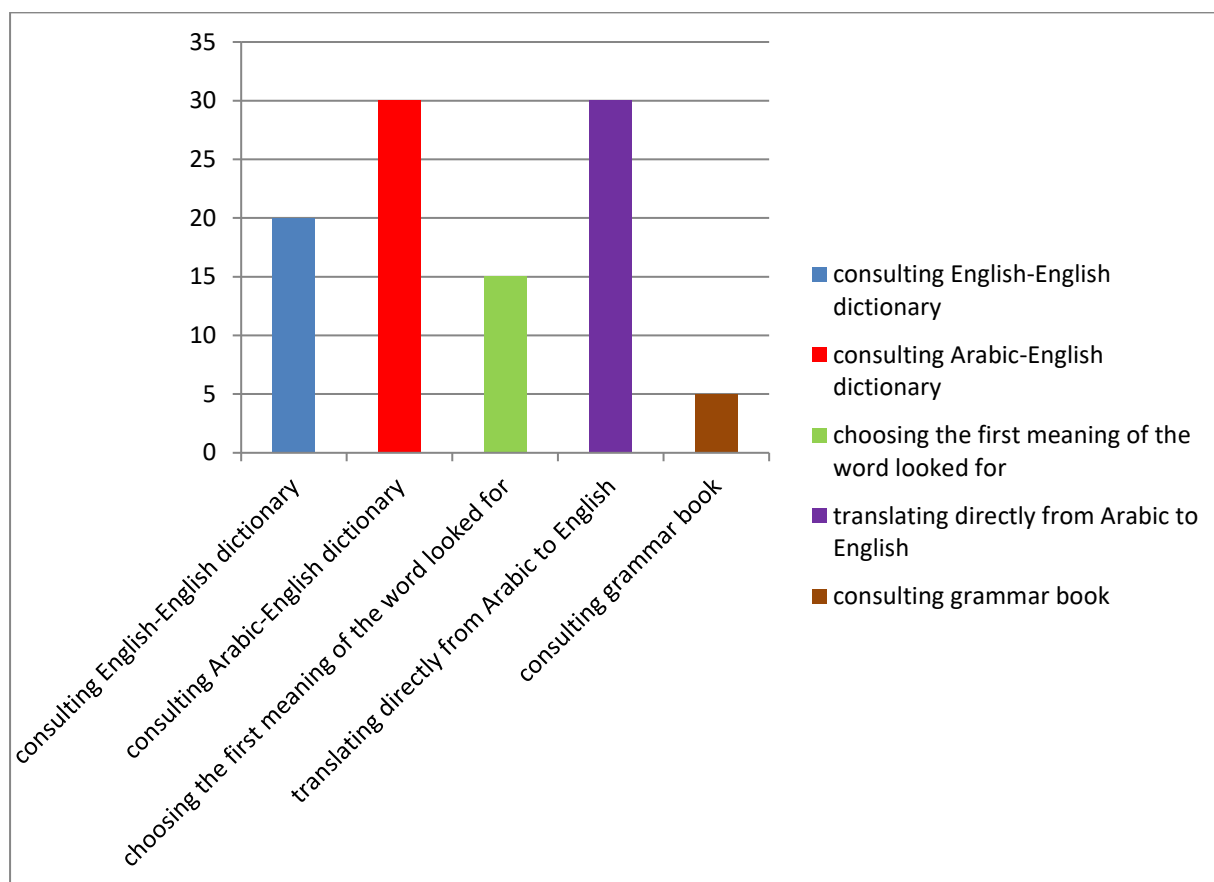
Figure 3.17. Strategies for writing essays in English language

According to figure 3.17, the first three strategies used by the respondents for

writing essays in English language were consulting Arabic- English dictionary (30%),

consulting English-English dictionary (20%) and translating directly from Arabic to

English (30%). The strategy used the least was consulting grammar books (5%). The difficult

part for the students is to express their thoughts in appropriate English. The Arabic and the

English language structures are very different. Errors caused by translating directly from

Arabic to English can be expected as Srinon (2542) found out that one of the causes of errors

in free essays of university students was mother tongue interference.
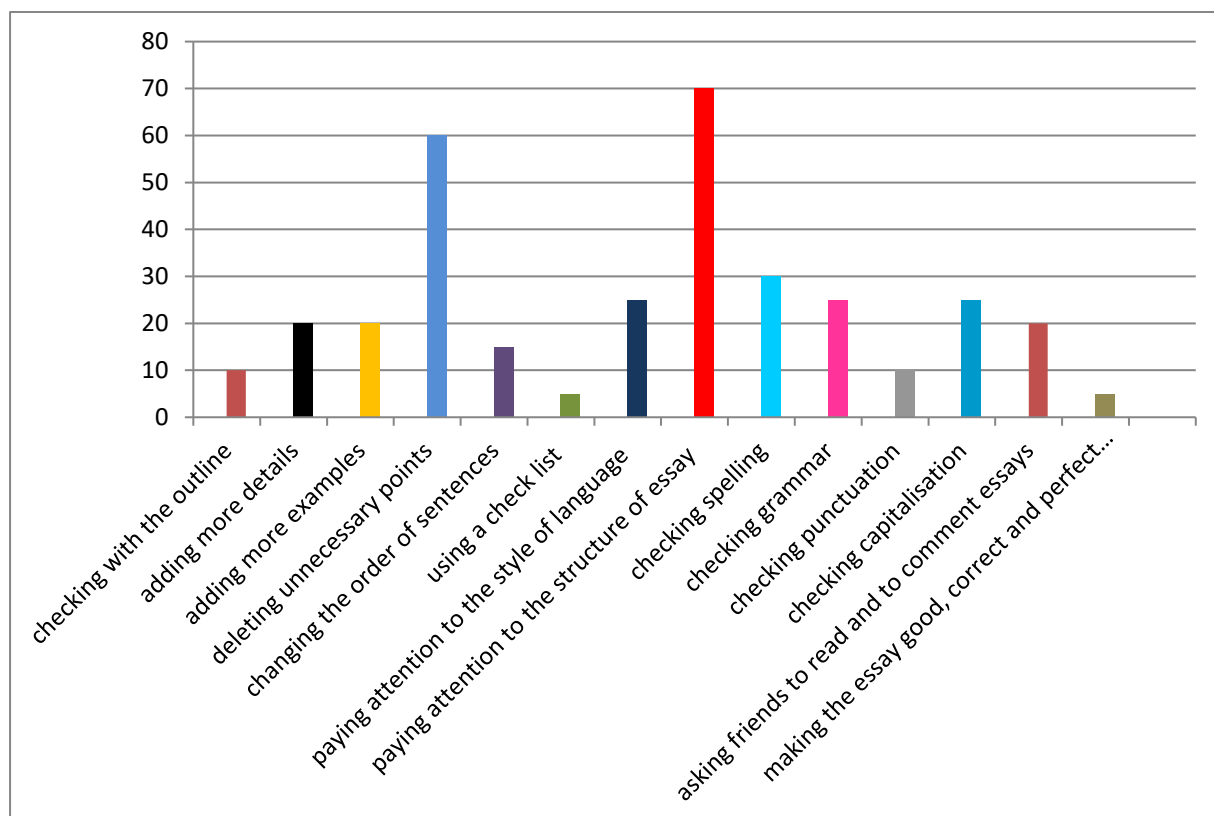
Figure 3.18. Strategies for Revising and Editing Essays

Figure 3.18 indicates that the students use different strategies for revising and editing their essays, they are good at deleting unnecessary points, paying attention to the style of language, paying attention to the structure of the essay, they check their grammar, their punctuation, and only one of them is good at making the essay good, correct and perfect from the first draft. After finishing the essay, the students revised and edited the essays by checking spelling, capitalisation and grammar respectively. This is consistent with Paulus (1999) who found that students revised and edited only on the surface level. The results are also relevant to Sommers (1980) who found that less skilled writers revised in a more limited ways and rarely modified ideas which had been written down.
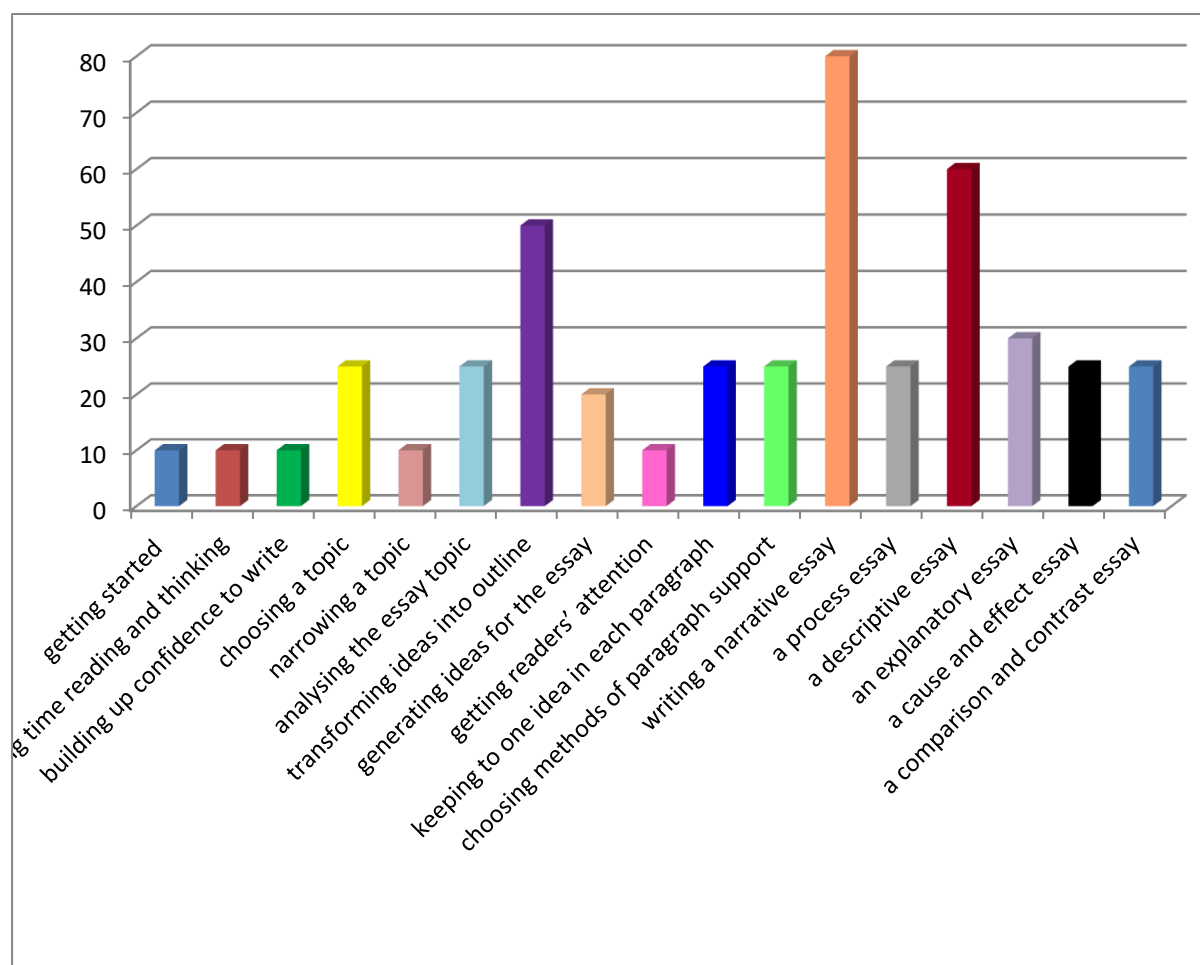
Figure 3.19. Difficulties in Organising Essays

From, figure 3.19 it can be seen that difficulties in organising essays encountered by the students when they organise their essays are different such as spending time to read and think, building up confidence to write, narrowing a topic, getting reader's attention, keeping to one idea in each paragraph, choosing method of paragraph support, writing different types of essays, using connectors to show order of importance, using connectors to show comparison and contrast, and having no time to revise and edit essay.

The students perceived getting readers' attention as the most difficult part in organizing the essay. To get readers' attention is a crucial part because if the writer cannot succeed in doing so, the essay may not be read. The second most difficult part for students was getting started. Some writers have to spend quite a long time to start the first sentence or some have to be in a certain environment. This difficulty seems to be universal as Myles (2002) mentioned that students may enjoy writing e-mails to friends but challenges such as difficulties getting started, finding the right words, and developing topics are plentiful. This difficulty leads to the third difficulty that is spending too long time reading and thinking. Since the students do not know how to get started, they instead spent time on reading to get more information and

thinking. Myles (2002) mentioned that formulating new ideas can be difficult because it involves transforming or reworking information which is much more complex than writing as telling. These results correspond with Bereiter and Scardamalia's writing model which explains that skilled writers often experience difficulties because of task complexity and lack of topic knowledge. These difficulties might also arise from the lack of confidence in writing which is quite common among novice writers.
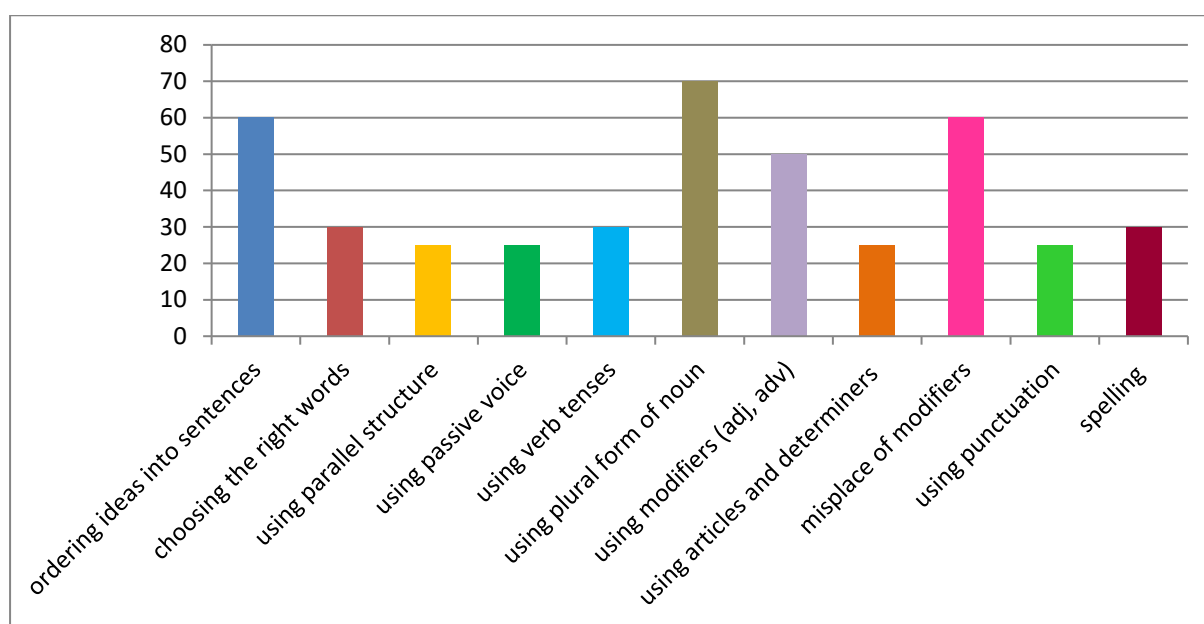
Figure 3.20. Difficulties in Writing Essays in English Language

Figure 3.20 demonstrates that the are a number of difficulties in writing essays in English language encountered by second year English students at writing classes such as using parallel structure, using passive voice, using modifiers, and misplaced modifiers. Students tend to forget putting verbs into appropriate tenses or forget the form of verb in the tense used.

Another major difficulty among students is choosing the right words. The result agrees with Bacha (2002) who reports that Arabic students studying English as a second language had problem in lacking of lexical variety. Translating from Arabic to English tends to cause errors in writing as there is always first language interference. Grabe and Kaplan (1996:143) and Myles (2002) state that limited knowledge of vocabulary, language structure and content constrains a second language writer's performance. This difficulty might result from using Arabic-English dictionary when the students composed essays. Since there are many words offered for a meaning searched for and some dictionaries do not give any examples, it is difficult for students to choose the right word for the context.

Students' feedback about their own process of thinking in learning

Learning is a process that changes and develops abilities , 81% of the whole population assumed that they are unaware of their thinking process and they consider their process of thinking in learning so limited , the other 19% explained that their thinking process is a reflective process on learning like revising their writings or checking their answers.

Conclusion

This part calrified the issue, when teachers agreed upon the fact that thinking is so much overlooked in learning ; thus, the role of metacognition is underestimated by both teachers and students. If students can understand what they are learning in terms of pre-existing knowledge, better learning and retention results. The reason why those students face many problems concerning speaking and writing effectively, though they seem self-motivated, they cannot approach learning appropriately in a way that enables them to produce and achieve better.

CHAPTER FOUR: Pedagogical Implications and Recommendations

Introduction

This chapter's main focus is providing solutions to regulate students' thinking when they speak or write and this can only happen through traning their minds to engage in metacognition and thinking creatively, inspiring their brains with original and modern ways of teaching and providing strategic planning and organising their way of learning in general. This chapter emphasises on the role of metacognitive strategies in promoting learning English as FL and in enhancing speaking and writing skills in very particular way. Besides it also highlights the importance of metacognitive awareness and how it is indeed a key element, crucial matter and a vital factor to speak and write effectively. Moreover this chapter recommends a suggested list of startegies for both speaking and writing along with mentioniong a set of instructions for developing students' critical thinking and creative thinking skills on how to construct a useful knowledge and build a sense of a lifelong learning.

3.1. Research Findings:

To develop students thinking has the potential to change a generation. The very basic assumption underlying teaching metacognition is that it helps activate the learners' repertoire, develop their sense of autonomy and enrich their learning experience. Findings show that 2nd year English students are not satisfied with their writing skills, they rarely reflect on their learning tasks or be more responsible for   their English learning. Students feel unable to select the appropriate strategies, organise their knowledge, engage in more practice activities and so on. Except some of students who are able to take control of their learning and think regularly about how they think in certain situation, to consider what they know and what they do not know so that they may work on it. Though learners are self-motivated, they are still unaware of how to learn effectively. The students' writing abilities it is more tragic, they lack the skill of writing properly, especially when it comes to academic writing and drafting academic essays. Statistics in the real world are frustrating, there is a lack of reading, students nearly pick up a book and read it, there is a lack of interest, a lack of practice too. Besides the negative transfer of knowledge. So many things must be corrected.

3.1.1. Discussion of Findings

The study finds evidence that learning through metacognition and shaping a good thinkers is decisive and key factor to enhance students' writing skills and raise their awareness about learning how to learn. Students should be taught how to speak and how to write, as well as how to be aware of their communicative goals. What would make metacognitive strategies seem worth teaching is defintely its contribution to regulate, stimulate and provoke students' minds, thus, they become more strategic in conducting any learning task. Good thinkers think about their own thinking, and teachers'

aim, is to help students become good thinkers. Good thinking should be taught in the classroom which involves three elements, strategies, metacognition, and knowledge. When we introduce metacognitive activities in the process of English language learning, we are giving students the opportunity to take initiative role in their own learning, so that to be responsible and able of taking charge of their own learning. The aim from designing the questionnaires was to raise EFL learners awareness about the necessity to introduce much more classroom reflecting and thinking activities in language teaching, especially in master degree, for the simple reason that students are going to graduate with any kind of responsibility and ability to carry on learning or teaching after the end of their academic learning. One can add a very expressing idea that writing is the aid to lifelong learning, the conduit to which self-expression might flourish.

3.1.2. Implication for Teaching and Suggested Solutions:

There are many potentially effective implications of the cognitive monitoring mode (metacognitive strategies) for teaching writing skills. Engage students in metacognitive activities, to create metacognitive ideas and feelings, help them to understand their meanings and implications for subsequent cognitive action. Teach them how to generate metacognitive experiences, as well as respond appropriately to them. Creative thinking is an aspect of reading as well as writing. Students need to understand why they are thinking a certain way to learn something.

► Apply metacognition in classroom, give students constructive feedback and allow them to give you their feedback as well.

► Encourage students to make summaries and reflect on their own understanding.

► Give them two or more pictures and ask them to make a link and find relations between those pictures. Have them talk and write.

► Provide short stories with animation and cartoons and ask them to imagine the rest of the story. Or mute the sound, and ask them to descibe what story is all about (story telling techniques). Students' brains love fun, and through this they will focus more on the task. This is also relevent idea to remember knowledge and recall it easily and reinforce the power of memory ; when students contsruct the knowledge themselves. The stronger we engage them in thinking processes and make mental connections, the more they learn better and the longer they will recall this knowldege.

► Students are unaware of how to use information into their brains, they are just studying, getting to bed late and wake up tired. Instead give them startegies of putting information in the brain the way

the brain likes to have it. Simply have the student work in the way his/her brain loves to work,e.g., if you want them to remember something, create a funny story and they will remember it. Or put them in different situations to imagine themselves, work on imagination and creative thinking , stimulate their curiosity in learning, provide them with new modern perspectives. This is a perfect way to teach students about using metacognitive strategies that develops new conceptual understandings. And create your own sound of leadership.

► Teachers and students are both always searching for change. Teach and learn through metacognition and it makes a big difference. Referring back to Flavell (1981) explanation of knowing definitions and concepts : declarative knowledge. How to do something, how to perform a task : procedural knowledge. Understanding the inner relationship bewteen the concept, the definition and the facts : conceptual knowldege (procedural). At this level students start to think in new ways and becoming more creative.

► You want your learners to be independent creative thinkers, teach them to learn about learning or what is called getting meta, apply metacognitive strategies that enable them to acquire knowledge, retain it and trensfer effectively. This process needs time, effort, practice and awareness of the students needs and wants.

► As the teacher knows to ask the right questions that help students organise their thinking (guided question) e.g., think about what you already know.

► Students who use metacognitive strategies become more responsible independent learners (autonomous).

► What students need to understand is that their learning ability is not a fixed quality, it is a skill that keeps getting better (develop) over time.

► Metacognition also has a goal associated with it. You are trying to get something accomplished (there is a goal) and you are able to think about your thinking to accomplish that goal. Metacognitive thinking is reaching a higher order of thinking, that is taking control of our cognitive processes, and engaging effectively in learning (goal). To distinguish what you know from what you do not know, that is where learning starts

► Activate the students' cognitive skills and abilities that allow them to think about both the real and the imaginary.

► Metacognition encourages students to self-regulate their learning and promote students' thinking and learning skills.

► Metacognitive strategies increases awareness of other learning styles, also it improves decision-making and goal-setting skills.

► The use of metacognitive strategies in learning enables students to self-assess the quality of their thinking.

► Engage students in activities that require conscious reflection, e.g., by posing questions such as:

What do I have to do? What am I trying to accomplish? What other things have I accomplished that might help me be successful in this task? What resources, people, or materials can help me be successful? How much time do I need? What are my options and alternative approaches? How well did my choice work? How close am I to my goal? What other strategies or approaches might move me closer to the target? What might I keep or change? Do I need to go back and re-read anything?

► Ask learners why they respond in certain ways, make certain decisions, and draw certain conclusions to encourage them to think about their thinking. (Israel, 2007, p.9)

► Productive classroom practices such as reciprocal teaching, self-questioning, story and concept mapping, journaling, and buddy reading offer opportunities to teach both with and for metacognition. (Barton, V., et al. 2001)

Teaching with Metacognition	Teaching for Metacognition
Reflect on instructional goals.	Embed metacognitive activities through varied instructional approaches.
Reflect on teaching approaches.	Provide time for brainstorm options and identify learning goals.
Model metacognitive thinking through think-alouds before, during, and after instructional tasks.	Ask students which tasks are easy, which are hard, and why.
Encourage the use of a variety of intelligences to complete tasks.	Encourage the use of alternative approaches.
	Have students confirm their understandings orally and in writing.

Table 3.1 : Productive classroom practices to teach both with and for metacognition. (Barton, V., et al. 2001)

- In order to explain much more productive classroom practices generated through metacognition this drwaing will facilitate understanding a set of activities needed in the process of teaching. This drawing is summarised from a youtube video[1] :
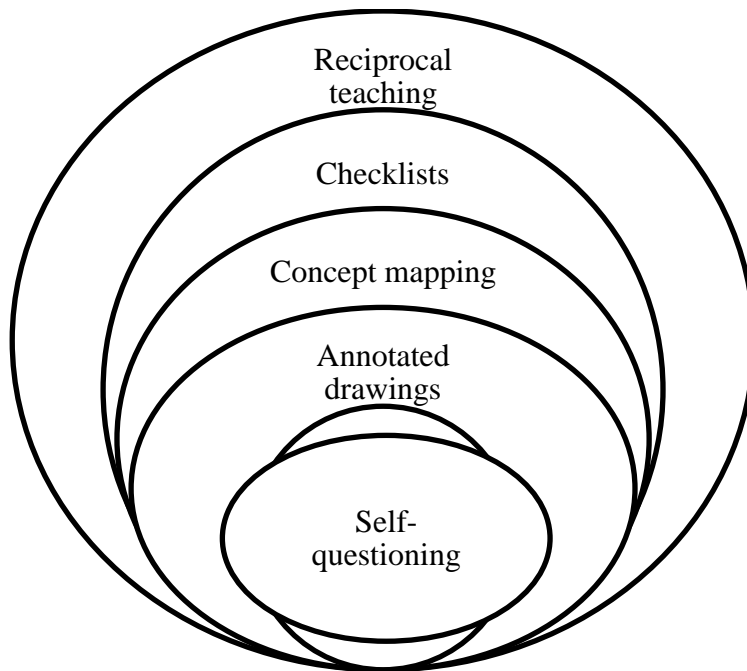
Figure 3.1 : Productive classroom practices to teach through metacognition

- For the sake of understanding how metacognition functions and what does it imply, a diagram is created to show more details about this mechanism and its components :
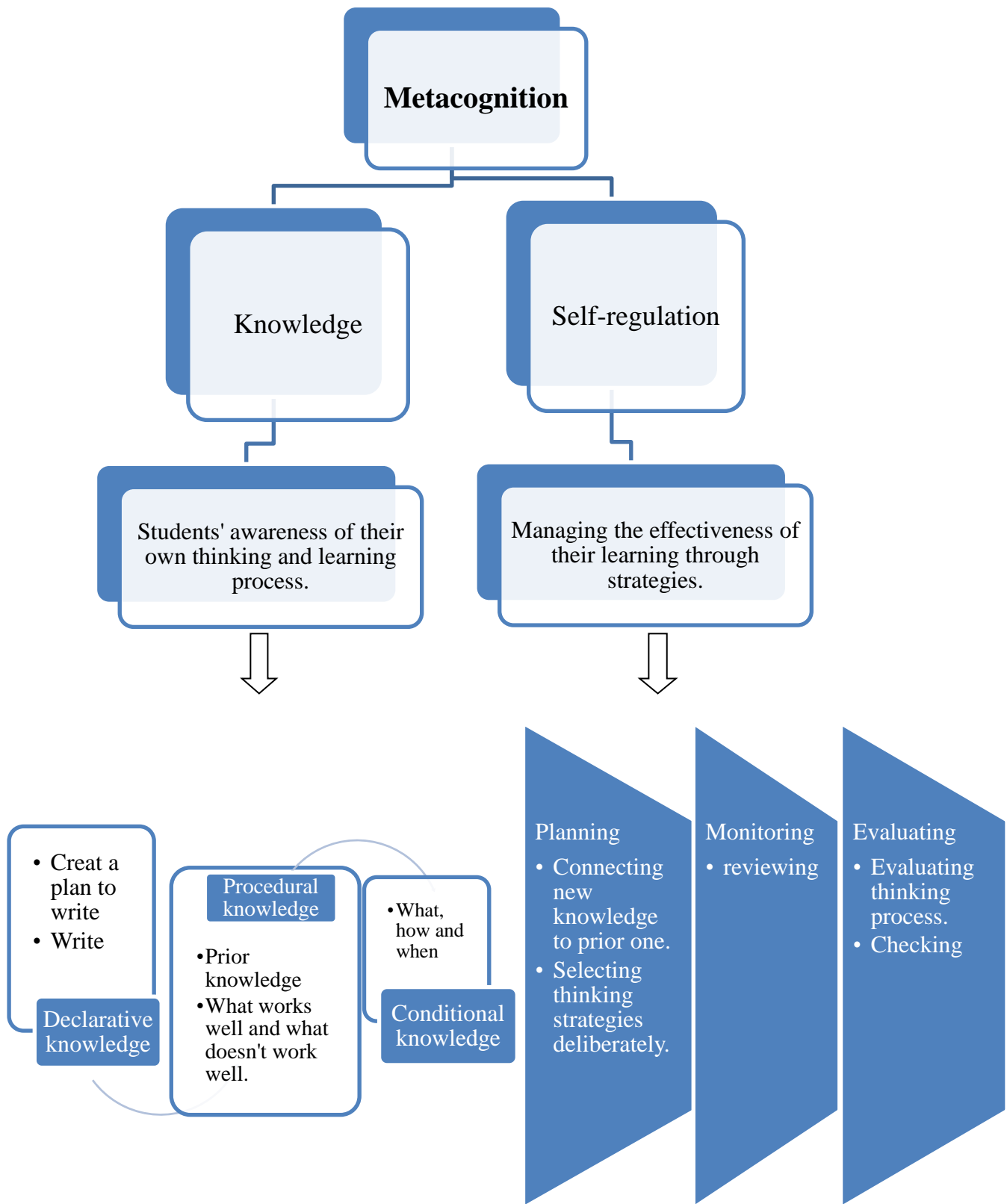
Figure 3.2 : A diagram that explains the process of metacognition

- Another diagram is created to explain the process of metacognitive strategies and how it works toghether in order to organise thinking :
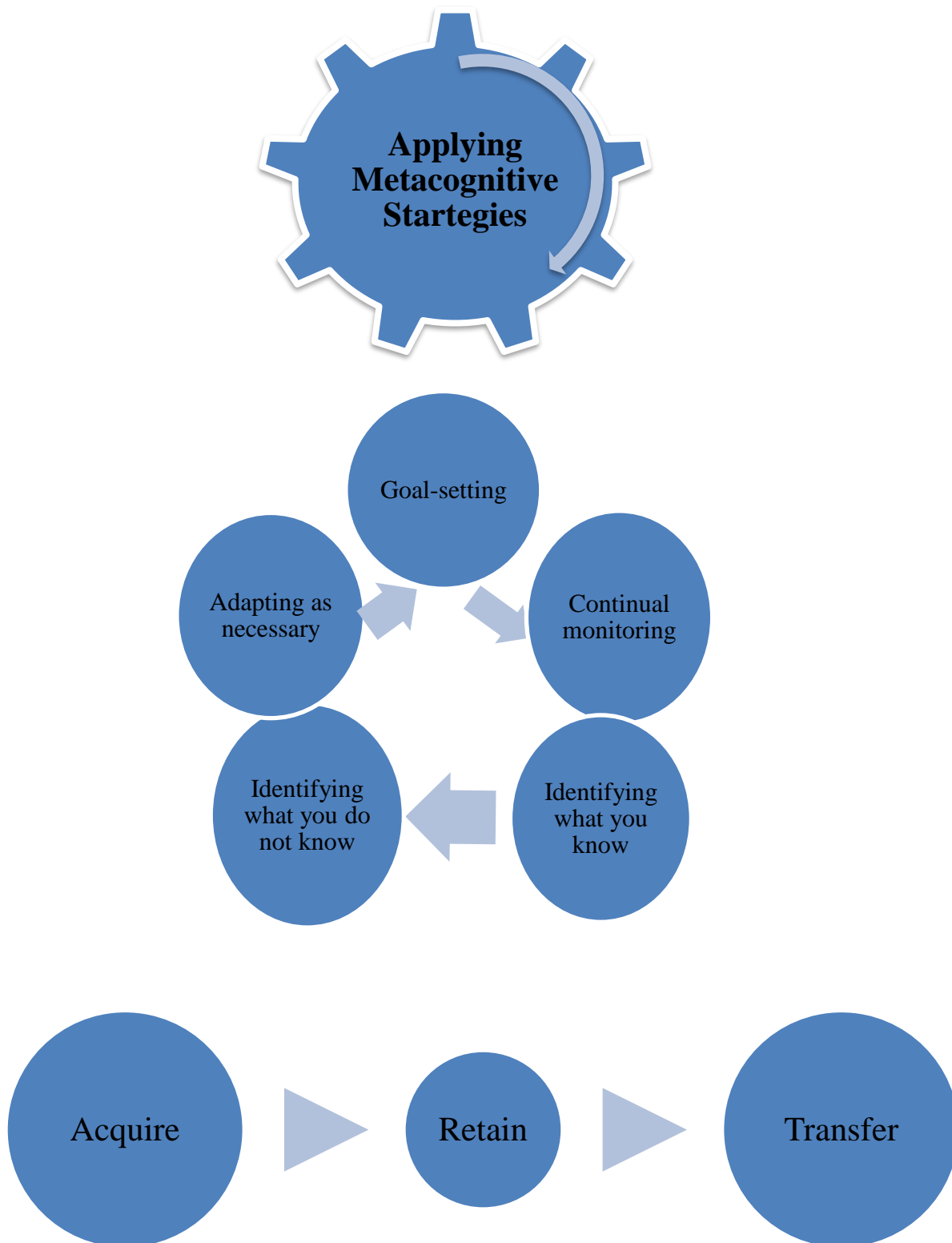
Figure 3.3 : A diagram that explains the mechanism of metacognitive strategies

3.1.2.1 Writing

A set of writing strategies and elements to consider when writing, these components help to facilitate the task and bring more details needed to develop writing skill:

3.1.2.1.1 Writing Strategies

If students put their thoughts and ideas into order they will paint a picture in the reader's mind. Students must understand that writing is more a skill to be developed than a gift, it is indeed a primary form of communication, the reason why students must get comfortable and reduce distractions while writing. It is in fact a slow process that recquired concentration, in other words students need to be mentally perepared to write. A set of strategies are stated in an organised manner so that students and teachers find it easy and helpful in conducting any writing process. The following drawing explains the process of writing gradually starting from planning, monitoring then writing a draft.

Writing a draft

Monitoring

Planning
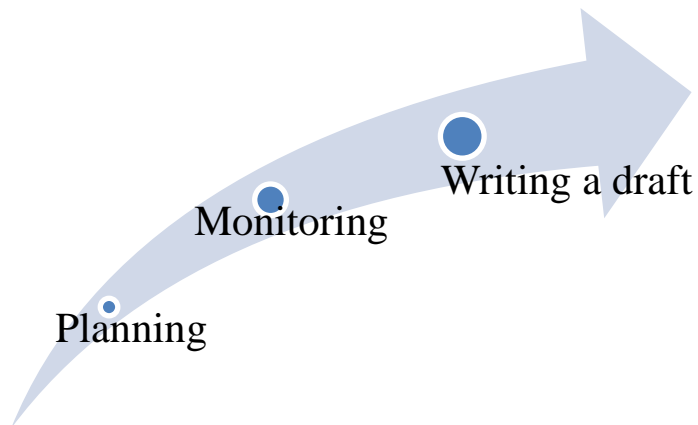
Figure 3.4 : The process of writing

- The relationship between metacognition and writing is demonstrated effectively in this drawing. This is presented to explain the interaction between the metacognitive strategies and the writing process :

Planning	→	Monitoring	→	Research	→	Writing a draft	→	Revising

Planning

►Make a timeline

► Select a topic : interesting topic

►create an outline : before draft

► Set goals : short-term, concrete, challenging

Brain Storming

Monitoring

►Time : interesting topic ⟹ 09.00

►Brain stormed topics

►Lots of great ideas

►Will start with : (title)

►Outline : time 09 :45- 10 :45

►Modify and change

►Write what distract you : phone call 5 minutes, texting…

(to realise how you can work in different conditions) ⟹

Research

►Take good notes and add to outline

►Synthesise , give your own thoughts

►Make sure your sources are credible and of high quality

I finished my research checklist :

✓ Sources

✓ Detailed progress

✓ Monitored progress

Writing a draft

►Set selection goals :

◊ Topic sentence : introduces main idea of the section

◊ Concluding sentence : transitions smoothly

◊ Back up facts : credible sources

►Re-arrange notes : write sentences

► Motivate yourself : they are able who **think** they are able (I can do it)

Revising

►Revise : it is more than just proof-reading, which is the last step of the revision phase

►**TREE :**

◊ **T**opic sentence

◊ **R**easons

◊ **E**xamine

◊ **E**nding

►**DARE :**

◊ **D**evelop a topic sentence

◊ **A**dd supporting ideas

◊ **R**eject oppostion arguments

◊**E**nd with a conclusion

Figure 3.5 : A drawing that explains the interaction between the metacognitive strategies and the writing process

- The process of writing is such complex one that needs further explanation, this drawing illustrate the phase of editing when writing, giving more details and clarification :

- Does it sound right?

- This is redudant

- People may not get it

- This isn't convincing

Diagnosing

Operating

-Say it differently

-Cut this part out

-Say more!

-Add support
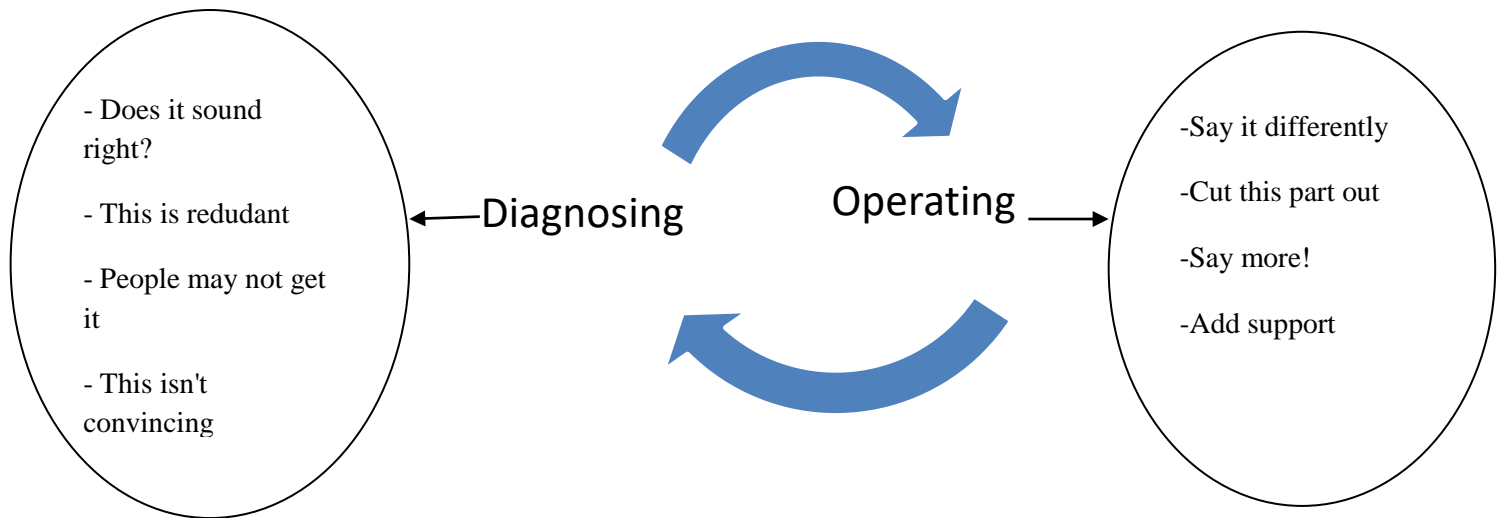
Figure 3.6 : A drawing that explains the phase of editing when writing

- A youtube video[2] was summarised in form of drawing that facilitate understanding some supportive details to be used in writing :

Title

Heading 1 : **Pictures**

Heading 2 : **charts**

Heading 3 : **videos**
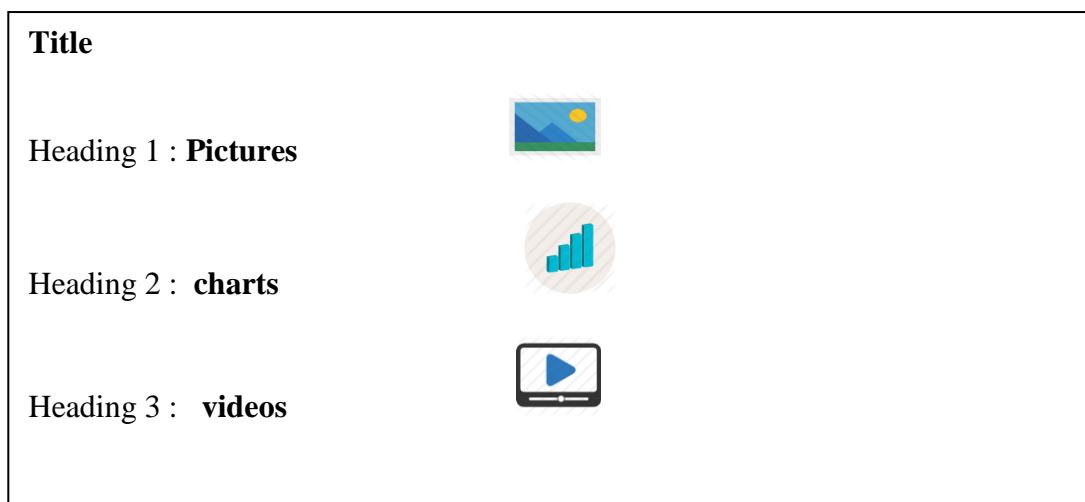
Never add things just to add things, they have to add value. ⟹ **Give what you write to someone to give you feedback** ⟹ **Make any final revisions.**

Figure 3.7 : Supportive details to use in writing

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[2] Supportive details to use in writing summarised from : https://www.youtube.com/watch?v=V1pnpL8295E

3.1.2.1.2 Implication for teaching and learning English essay writing

Practice is one of the best ways to improve writing skills and it is the teacher task to create positive and cooperative learning opportunities, boosting and supporting students to write freely forgetting about marks. Teachers could provoke students' thinking through different pre-writing strategies. Most students used the Internet as a major source of information to get fact and statistics, while teachers should emphasise on the role of quotations as a great source of ideas which students ignore most of the time. Free writing and writing journals are good strategies to express ideas freely regadrdless of making mistakes, this also helps students in avoiding blocking while they are asked to start writing and may enrich their thoughts to generate better and build their self esteem in writing. In order to enhance writing skills students can be inspired to form reading habit. Reading may open new doors of knowledge in particular subject area.

Being confident in writing is such an critical aspect that facilitate getting started in writing and wasting too much time thinking. Free writing and brainstorming for a limited period of time will provide new ideas and prepare students to correct errors later. Being aware that the purpose of writing is to communicate a message is a great step toward effective writing. For low proficiency students who find these techniques too difficult, teachers can help them with oral dictation to familiarise writing fast and build confidence. Nevertheless, using talk-write method can be effective by establishing the basis for students to talk what they want to write. It will also give students time to rethink what they have prepared for writing.

While planning, supporting students to take into consideration readers' knowledge is a necessary element for enhancing their performance. Students do not consider the readers' knowledge at this stage. It very important for teachers to create activities or assignments that shape special readers other than the teachers themselves so that students have a definite context for writing. Shared knowledge between themselves and the readers should be taken into consideration and adapt the content and strategies to be suitable for the targeted readers. It helps in deciding suitable content and approach for each writing task to reach the reader's expectation.

During the writing stage students might plan their essays in Arabic language. In this regard different studies found that planning in the first language helps generate content and reduce obstacles on their composing though the languages are of different families. But teachers should draw their students' attention to the different system of the two languages and make them aware of their variation. Word order, for example, is a clear difference between Arabic and English. Students can learn better and also enrich their vocabulary if they are encouraged to use English-English dictionary

when they translate as they can learn structure and the usage of words from explanation and examples in the dictionary.

Providing constructive feedback on content and form separately is an effective element so that students could organise ideas and focus on form singly. Discussion between teacher and student is recommended for revising the content. Yet, teachers should be completely aware that their task is to direct students through the process, but not to force their ideas on students. Teachers' comments should regard organisation, students' logic to help students develop as writers and thinkers.

Teachers should support peer communication as they comment on each other papers and give their feedback. This is a good strategy to read critically and learn to share opinions and accept other people's comments. Moreover, students should focus on the elements that they need to regard and give much interest. This way can also develop students' critical thinking skills.

Difficulties in writing essays in English are different, as students have problems in using verb tenses and selecting the right word for the context. Instead of teaching grammar typically by drilling grammar points in class, teachers can propose web sites about grammar revisions and writing tips that provide several explanation and activities for students to practice. Students should be prepared to develop and evaluate their outline that will facilitate for them to write effectively and select strategies to deal with emergent difficulties during their writing.

It is crucial for teachers to provide a positive space for students to practice their writing, this will create an effective attitudes towards writing. It is necessary to make students understand that teachers are more interested about their learning of writing process than about evaluating them and giving grades. Teachers should be facilitators assisting students during the writing process instead of being evaluators controling accuracy and correctness. Students consider the red ink as restraint in writing.

3.1.2.1.2 Elements to consider for writing

In writing a number of elements should be taken into account. Ideas, organisation, sentence fluency, word choice, voice, and conventions should be all regarded when students want to write something creatively and appropriately :

1. Ideas (Brain) : the brain controls the body, ideas controls the writing.

2. Organisation (Skeleton) : skeleton gives shape to our body and hold everything in place, organisation does to writing the same thing.

3. Sentence Fluency (Feet) : good writers use sentence length varies that keeps the paragraph moving.

4. Word Choice (Muscles) : word choice and using the right words is power.

5. Voice (Heart) : if someone knows your heart, they know your true self.

6. Conventions (Rib Cage) : conventions protect your ideas from confusion, the same your rib cage protect the vital organs of your body.

1. Ideas

☞ Clear position/ Purpose

☞ Facts

☞ Examples

☞ Specific details

Expend ideas

- Explanation

- Justification

- Opposing viewpoints

2.Organisation

☞ Clear Focus

☞ Introduction paragraph

* Use purposeful and logical sequence of ideas.

* Effective use of transitions.
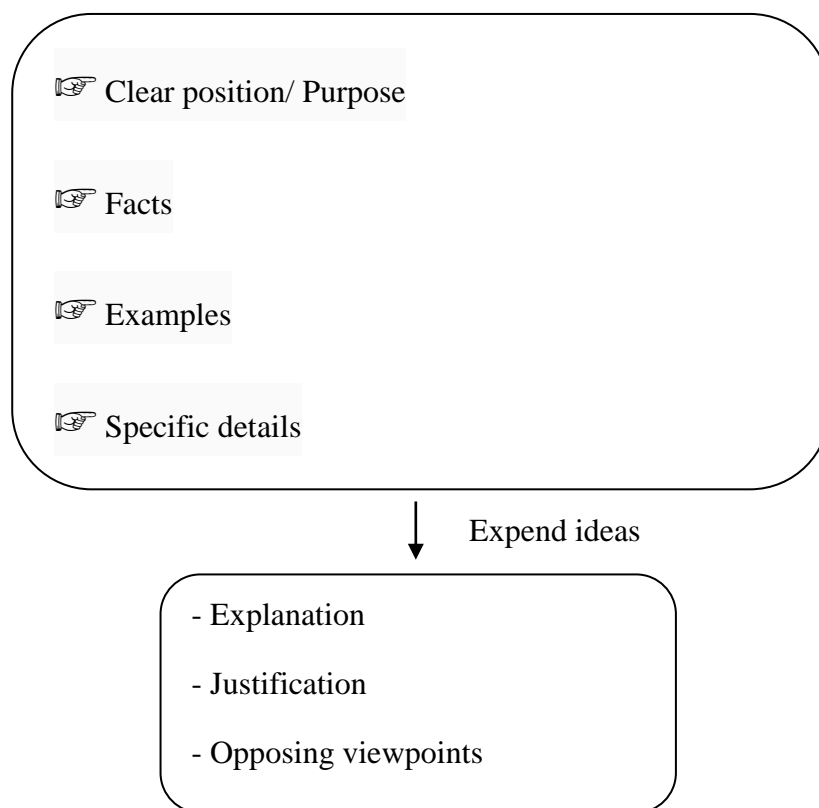
☞ Conclusion
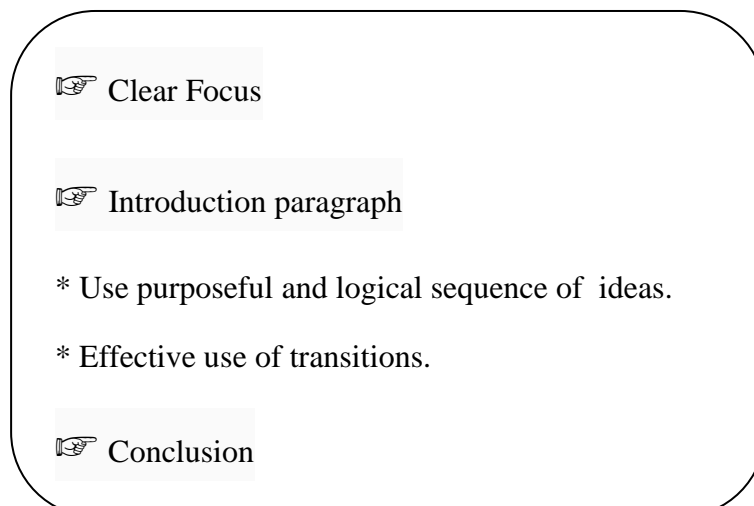
3. Sentence Fluency

☞ Sentence starters vary

☞ Sentence structure varies

☞ Subject/ Verb agreement correct

4. Word Choice

☞ Strategic choices

☞ Vivid

☞ Interesting

☞ Natural : the right words in the right context.

*Literal when necessary (real)

5. Voice

☞ **Appropriate for :**

* Audience

* Purpose

* Task

☞ **4 C's : make sure you are**

* Clear

* Confident

*Convincing

6.Conventions

☞ **consistently correct :**

*Spelling

*Capitalisation

*Punctuation

☞ Errors do not cloud meaning
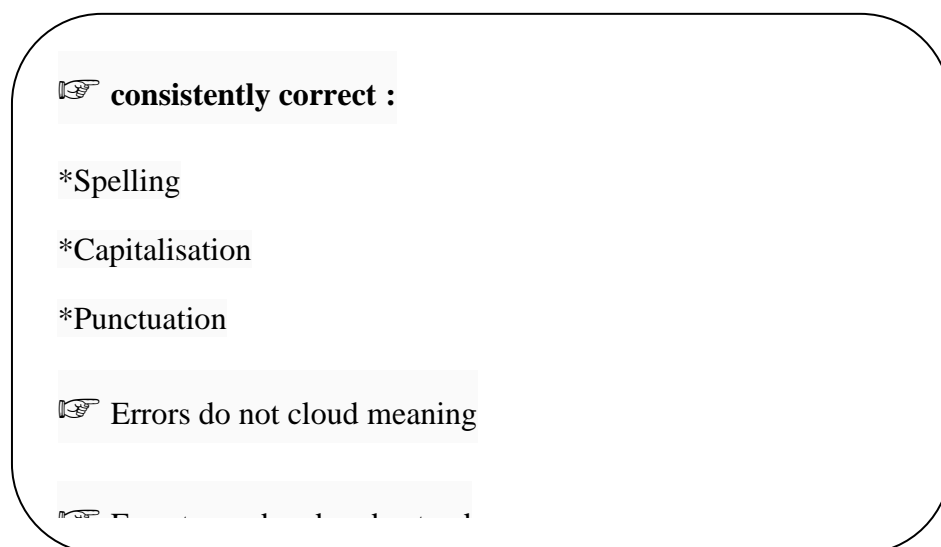
Figure 3.8 : Elements to consider for writing [3]

• **Write what you know :**[4]

≈ Writing is the only magic students should believe in, teachers must develop a love of words and communication, so that students become more creative and dynamic in their use of English. One thing to consider is that writing is a methodical task. And students need to be motivated to learn it, they must write what they know, starting from the sense of who they are to develop a creative voice. Expressing themselves could be a good way to write what they know. And letting go of all what hold them back as creative beings, the things that are stopping them from expressing who they are.

• **Share what you write :**[5]

≈ Students need to share what they write with people not only those who love but even those who fear. Everything you ever want is in the other side of fear. People whom you fear to face, are in fact your great motivater, that will lead you to do more efforts and work hard.

• **Learn to love what you write :**[6]

 ≈ To increase the habit of writing and making a personl link between your life and what you write in English. Be close to English so that English will be close to you.

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[3] Elements to consider for writing summarised from : https://www.youtube.com/watch?v=oAp5w-ZKeXk
[4] .[5].[6]: Write what you know, share waht you write and learn to love what you write summarised from : https://www.youtube.com/watch?v=QhRXmcgIl3A

• **Handwrting : (Penmanship)[7]**

≈ Write, write, write. A pen is a simple thing, it does not recquire a service plan or a satellite to function. But all over the years this pen has empower man and shaped human reality. Moreover ; in Cognitive Psychology studies has shown that tactile movements of handwriting engage more areas in the brain to operate, and the information is engrained into the brain which is not the case with typing. When students learn to write more by hand, they also remain better able to generate ideas and recall information. It not what we write that matters but how to write it. Typing should not be learned at the expense of handwriting. People create the most technological advanced way of creating literacy, technology is just a director, use the pen and you will develop creative literacy.

• **Write through gratitude :**

≈ The brain is involved in anything one do, how one think ? how one feels ? how one acts ? or how one get along with people ? The brain is the organ of interaction, judgment, personality and innovation. A number of things could protect the brain including social connections, new learning and engaging in ongoing discovery and gratitude, build the habit of writing through gratitude e.g., write three things you are grateful for everyday. This makes feels good about yourself and encourage a love of writing.

• **Practice various parts of the writing process[8]** : organisation (at the beginning), maintaining focus (at the middle), and revision (at the end).

• **Explore different types of writing[9]** : narrative, descriptive, poetry, persuasive…

• **Write for a particular audience[10]** : formal vs informal, different cultures, different age groups…

• Paraphrase strategies, e.g. circumlocuting around a word when we don't know the exact word.

• Cooperative strategies, e.g. when the speaker signals to the interlocuter for help.

3.1.2.4 Strategies to improve memory : Pressley (1995) provided a set of strategies to improve memory :[11]

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[7] Handwriting (penmanship) summarised from : https://www.youtube.com/watch?v=85bqT904VWA

[8] . [9] . [10] : Practice various types of writing, explore different types of writing, and write for a particular audience summarised from : https://www.youtube.com/watch?v=cCIQE8TFNuI

Rehearsal : repeating to yourself what you are reading or hearing. This could involve repeating the lines in a poem, letters that spell a word, or a list of steps to be followed.

Elaboration : is linking a new knowledge to their prior one.

The keyword method : an elaboration strategy whereby the learner transforms one of two related pieces of information into a keyword familiar to him- or herself to help remember the other piece.

Organisation : is also one of the memory strategies in which the learner groups or arranges the information being studied according to some system. Chunking is an organisation strategy in which the learner places information in related groups. Another organisation strategy is to arrange information into some type of outline form with headings and subheadings. The accompanying box, Teaching Memory Strategies, contains additional examples of memory strategies. Teaching students to employ such mental organisers gives them creative alternatives by which to manipulate ideas and information, retain mental strategies for learning, and thus internally internally reinforce their own learning.

Mental Imagery : teach your learners to create pictures or images in their minds to depict what they have read.

Summarisation : teach your learners the following summarisation rules: first, to delete trivial and redundant information, then to substitute superordinate (inclusive) terms for specific details (for example, after that, to summarise a number of descriptive details under the superordinate term ′large′ or ′frightening′), later, to integrate a series of actions under a superordinate or allinclusive action term (for example, to summarise waking up, brushing teeth, eating breakfast, and so on as ′getting up in the morning′), then to select a topic sentence; and invent a topic sentence if there is none. Bean and Steenwyck (1984) instructed sixth-graders in the use of these rules and significantly improved their reading comprehension with a variety of reading material.

• Unrelated facts are quickly forgotten unless the learner organises them, in some way or unless you help the learner to do so (remember that different learners have different storage capacities in Working Memory).

• The more you allow learners to think about information in WM, the more likely they are to put that information into more permanent storage. Active processing or thinking about new information, such as taking notes, discussion, and practice, are essential learning strategies for accomplishing this.

Comprehension monitoring : is a term applied to a host of strategies learners can use to derive meaning from what they read. Comprehension strategies have in common the following skills:

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[11]A set of strategies was provided by Pressley to improve memory retrieved from :
http://ows.edb.utexas.edu/sites/default/files/users/borichgd/book/chapter5.pdf

1. Setting goals for reading*:* Learners learn to ask themselves "What do I have to do?" and "Why am I reading this story?"

2. Focusing attention: Learners learn to prompt themselves with questions such as "What am I supposed to do as I read?"

3. Self-reinforcement: Learners learn to say to themselves "Great, I understand this. Keep up the good work," or "This strategy really works."

4. Coping with problems: When they encounter difficulties, learners learn to say to themselves "I don't understand this. I should go back and read it again," or "That's a simple mistake. I can correct that."

□ Teachers should teach important declarative and procedural knowledge. Make sure that you help your learners organise and categorise the verbal information so they can access it from memory quickly and efficiently. In addition, provide extensive practice with procedural knowledge so learners can perform operations like decoding text, writing sentences, or carrying out basic math procedures automatically and effortlessly.

Story grammar training : different types of texts, such as narratives (texts that tell stories) and expository texts (texts that convey information), have typical structures that students learn to recognise. For example, the structure, or story grammar, of a fable. Mystery stories, romances, and science passages also have predictable structures. Teach your learners to ask themselves questions about this structure. For example, as they read stories, teach your learners to ask themselves: Who is the main character? Where and when did the story take place? What did the main characters do? How did the story end? How did the main character feel?

Conclusion

        This chapter provides some suggested solutions which can help both teachers to revise their teaching materials and maintain a fresh perspective on teaching, and students to enhance their writing skills in English. This Shows that working on thinking and starting by regulating that skill is a giant step towards successful teaching and learning. Certainly, those selected activities and strategies, with effort and practice, could activate the students' cognitive skills and abilities that allow to think and produce creatively. The role of investing in the field of metacognition and learning through the lense of thinking has definitely a great positive outcomes on learing as a whole ongoing process in which students' output will be apparently fostered.

Major Limitations of the Study

A number of deficiencies were faced in conducting this work. One of the major limitation of this study is the lack of books in library, those which are related to the research area. In this case relying on URL resources was inevitable. Another issue is the impossibility to generalise the findings because of the small number of the participants, especially; teachers. This work was limited in this part due to the inability to find collaborative teachers who are willing to help, stating their feedbacks concerning both writing and speaking. Time also was a crucial and restrained the study in many cases.

Generating Further Questions

This research can be developed into further studies, investigating mush more in this critical area of metacognition and its role in learning. Yet, this work targtes productive skills, there is still room for research concerning receptive skills. This latter could be studied as another field of inquiry. Generating questions such as the relationship between metacognition and reading comprehension, how reading could be improved through the effective use of metacognitive strategies in reading ? how could teachers integrate metacognition in teaching to assist learning? and how might active learning look different with more emphasis on metacognition?

Many aspects remain researchable to learn more about the influence of metacognition on learning. This work stresses the role of metacognition in enhancing students' output, that could be studied from different perspective and regarding various approaches to increasing focus on metacognition in classrooms, as explicitly teaching students metacognitive strategies, and maintaining a classroom grounded in metacognitive strategies by modifying traditional ways of learning.

General Conclusion

General Conclusion

This research is conducted in the field of psychology, particularly, stressses the area of metacognition with all its parameters related to essay writing strategies. The researcher aims at providing a set of strategies, plans, and recommendations that may help students to enhance their essays.

The gap is still huge when it comes to writing, students face many problems in the process and lack its basic principles and rules. Relevant question raises here, why do students become unable to write in English? struggling when they are asked to construct a simple paragraph, why do students regard writing essay in English as so demanding skill? or why is the process of writing overlooked so often ? Through the use of interview with teachers and the questionnaire designed for students and the diaries of second year English students, research data were collected.

This study confirms that using metacognitive strategies in teaching and learning encourage students' motivation and ability to learn independently. These positive learning experiences will help them see difficulties, obstacles, weaknesses or failure as challenges which can be overcome by using appropriate strategies in learning. These findings support the explicit teaching of metacognitive strategies, the creation of autonomous learning environments and improvement in strategy use for English students. This will enhance the required independent learning in English and improved their productive skills. Students should plan first for a learning task, then monitor their understanding during the learning process before evaluating their thinking. That is why it is crucial to understand that students' attitudes need nurturing in learning process. Essentially when it comes to their productive skills, it is about their minds, how to inspire that mind and train it to think critically, analytically and creatively.

Through engaging in metacognition in learning, students can shape the organised mind that enbales them to learn effectively and produce creatively, and train them to use their thinking tools adequately in order to build a solid understanding of the world around them. Students are all the time learning but never learn how to learn, how to structure knowledge and how to organise their thinking

better. While metacognition enables students to self-correct, to self-edit and stresses the fact that learning is a way of doing and improving. If students want to enhance their writing skills, they should regard the metacognitive strategies and produce innovatively. It is necessary to change and update students' strategies through activating a sense of metacognitive thinking in classrooms.

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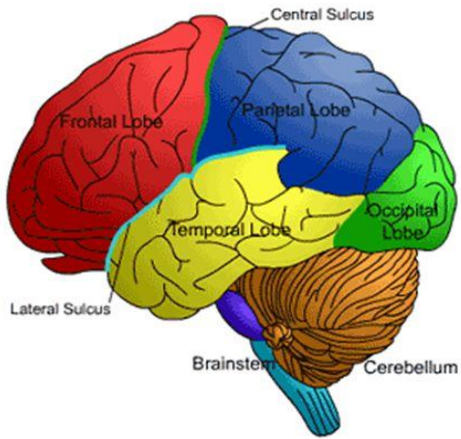
Appendices

Appendix (A) :

- Different cognitive functions :

- Piaget suggested that equilibration which encompasses assimilation and accommodation :
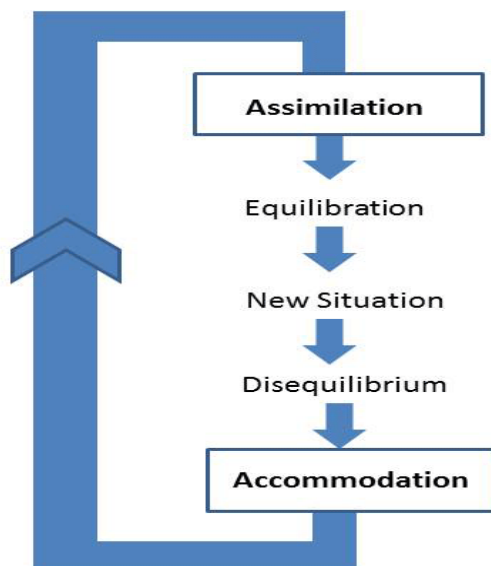
[1] http://images.slideplayer.com/27/9133181/slides/slide_14.jpg
[2] http://www.simplypsychology.org/piaget-adaptation.jpg

Learning through guided experience according to Vugotsky :

Zone of Proximal Development

Skills too difficult for a child to master on his/her own, but that can be done with <u>guidance</u> and <u>encouragement</u> from a knowledgeable person.

What is Known

What is not Known

Learning

[3]

Appendix (B) :

Question 1: How is your teaching writing experience ?

Teachers	Answers
1	Very important subject because it deals with one of the skills of the language. Wrting is part and partial of a language learning, through writing we can communicate, we innovate, we express our feelings and make people understand what we want. Writing is referring to grammar, vocabulary, idiomatic expressions, we cannot learn a language without writing.
2	Writing is one of the most difficult modules to teach, both the teacher and the learner must have a heavy knowldege. Writing is a skill that needs to be developed.
3	Teaching writing is Td's job, it is not easy. Written expression should be thaught practically based on grammar. One cannot master writing without grammar, it is not possible.
4	Though students are familiar with writing since middle school level in terms of writing paragraphs, it is still a challenge to teach writing.
5	Teaching writing is a process and there is complexity and complication.

Question 2 : What about your experience of teaching speaking ? If you are to compare between teaching writing and teaching speaking, which one between the two you find more demanding ?

[3] http://www.simplypsychology.org/ZPD.jpg

Teachers	Answers
1	There are obstacles and difficulties in teaching both. But writing is the most difficult task for students because they do not understand the different steps of writing. Most of the students hate written expression simply because it has to do with rules and people by nature hate rules and grammar.
2	The four skills are complementary to each other, it is like a building you take one pillar the whole building will fall apart. Speaking is the hardest when students think about how to take out the fear when facing the public.
3	Students are quiet fluent, they are good at speaking but when it comes to writing it is something else. There students' deficiency in writing in this country, our problem of grammar. We should focus on writing more than speaking because a future teacher who speaks good English and makes mistakes on the board, the pupils will laugh at him/her. I rather have somebody who writes good English and he is average in terms of speaking than the other way around.
4	In terms of teaching, speaking is hard than writing, but in terms of learning writing is hard than speaking. Speaking is well masterd by learners more than writing. You find students struggling through the process of writing.
5	Both are demanding, both are complex and complicated, but writing is a bit more complicated in our Algerian context because we are a community of people uesd to speaking. The transition of knowledge is done orally ; when it comes to writing it is against our nature. Writing you do it alone, but speaking you are talking to people, so you are taking risks. Speaking and writing are complementatry.

Question 3 : What kinds of materials do you implement when you teach each ?

Teachers	Answers
1	They are called teaching techniques, nowdays people learn better from audio-visuals (TVs, mobiles…) I work with ICT's, as we have to show students that wrtitten expression is not outdated module, but it is updated, we should apdate the way we teach. But we have a lack of materials, with a huge number of students, problem of rooms. You cannot produce out of the blue, we have to give students texts to analyse critically before we ask them to produce a text.
2	We cannot teach writing without teaching reading. When I teach writing I rely on reading materials , students need to read alot, to know the use academic expressions and structure. When it comes to speaking, I rely on listening part. the majority know how to speak but they do not know how to listen. If you listen well you speak well, if you read well yoy write well. The four skills are complementary to eachother. And there is no time for creative writing just the academic one, we are limited by time.
3	Lack of grammar results poor writing, start with sentences and teach writing through grammar (grammar in context), reading texts, essays of critical works then try to imitate these critical works by analysing the use of words, the grammar, the words' order…
	Textbooks in middle and high schools, we are still at the level of traditional learning

4	atmosphere when the teacher is talking and the students are listening, no use of video integration, no listening tape, one should varry the materilas when teaching speaking or writing.
5	I believe in integration (media, ICT's, movies).

Question 4 : When you are correcting your students' papers, you stress on the process or the product of writing?

Teachers	Answers
1	The best student is the one who can write in English. Production is very important and we feel it when we correct students' papers. But let's have a combination between the process and the product.
2	Well the students and the teacher must work toghether, 30% teacher's role as a supervisor and a guider and 70% the students' role, this 70% is divided into 20% knowing what he/she is doing (awareness) and 50% practice. I am all the time asking my students first what are you going to write ? not asking about the topic, but rather how they are going to undertake this process of writing this particular topic.
3	I am more concerned with the product. When I correct exams papers the mark is divided between the content which is out of 13 and the language (grammar) which is out of 7. Most of the students do not get about 4 or 5 out of 7, sometimes 2 or 3 out of 7, sometimes -1 or -2, so you cannot accept such certain things at Master 2 level.
4	At university level we put more emphasis on the product. When we correct students' papaers we always pay attention to mistakes but never ask students how they have produce this work, we never ask them what kind of ideas did they go through. But if we do not go through this process we can never have that product. We have never thaught the process of writing.i.e, how students should plan their essays, organise their ideas and order the steps.
5	Writing is a process more than a product. People who write pick up a pen and start writing, when they finish, they say : okey ! we finished (no mind mapping, no planning). We should give more importance to the process of writing rather than the its product.

Question 5 : What kind of obstacles your students usually face when they are asked to write academic product ?

Teachers	Answers
1	When students write they do not think in English mind thus they do not write English ideas that could be understood by English people. We cannot write in English and we still have a mind that thinks in Arabic, it is totally an oppositional contrast here. Students are writing English words, sentences, but still with purely Algerian mind. Grammatically speaking it is okey ! but the ide ais not clear for the British people. It is a kind of translation from Algerian Arabic to English and it does not work this way. Plenty of

	spelling mistakes and problem of not knowing how to use tenses (grammar)
2	Time is not enough to teach writing and the same for speaking, no Td's for writing and speaking for Masters level and L3 must be ready for Master level in terms of all the four skills. Students seriousely do not know how to read, so they do not know how to write. There is a lack of guidance too, no common set of syllabus at Universities level that we should as teachers follow. Teachers are just repeating old ways there is no progression. For example, L3 students are unable to write a simple paragraph, a line of two sentences is a challenge for them. There are some problems that we can solve, there are others that we have to ignore and there are some fights that we have to live with.
3	Problem of grammar. Students have a lack of grammar that results in poor writing. I have got examples in here and other universities, people speak very well, almost like native English, but their English is horrible in terms of writing.
4	When it comes to writing, students do not know the structure of the essay, they make mistakes, they do not have the right words in the right context. I do not know why ? maybe because they are more familiar with listening than reading. So there is a gap in terms of writing.
5	Most of the time, students have problems of structure. People are speaking writing. There is a lack of punctuation, just uttering uttering without rules. Problem of coherence and cohesion, even in speaking we should apply them. The speaker sould be careful of what he is saying (well structured). We speak for the sake of speaking and we write for the sake of writing. Also the negative transfer,i.e., people think in their mother tongue and try to write in English and sometimes you find problems of word order, collocations, inappropriate collocations.

Question 6 : – What is the problem of those students who can speak very well but when it comes to writing their writings are of a poor quality?

– Let's consider the other way around, the case of those students who are able to write very well but they do not speak in classroom?

Teachers	Answers
1	- Students do not develop critical thinking in their minds, they are so much dependent on the teacher. Students are always waiting for their teacher to provide them everything. This kind of students lack practice and through practice students will overcome the obstacles of poor writing. This kind of students do not read so they cannot produce. - There is motivation , there is shyness there are a number of parameters that my interfere here.
2	- Basically it is matter of the lack of reading. Unawareness of the steps of writing and the right methodology. - Students fear to speak in public, soi t is the teacher's job to create a comfortable learning atmosphere (make them feel like a family).

3	-lack of grammar, lack of reading because when they read they learn how write (when you read you discover the weaknesses and the gap in others' work, so that you can start yourself investigating much more). - If they good at writing, speaking wont be that big issue.
4	- Students need to read that helps alot improve writing. Students cannot write without reading, they have to build up the vocabulary, they have to build up sentence structure, in addition of having the grammar. While students prefer to watch or listen rather than read, they hate reading (feel bored), and this is not effective. - the cognitive aspect and the affective aspect both sould be regarded. Take care of the heart and the mind will follow, they will produce.
5	- Academically writing maybe the thought is not there (they need the content), students' fluency in English should be more precised to an academic register, to that field, to that context. - Psychological aspect, when you are on your own you feel safe, you are in danger once you choose to share your production. When you write you are more safe than when you speak. In speaking you believe that there is someone else is judging you.

Question 7 : – Any advice you can give for teaching writing? (what are the things that the teacher should avoid, and others that he should stressed more on them?)

– Any advice you can give for teaching speaking ? (what are the things that the teacher should avoid, and others that he should stressed more on them?)

Teachers	Answers
1	Students have to live English ideas, we have to train them to read English, English that develops ideas and the way they think. We have to refer back to culture of that language when we teach it (how to accept, tolerate and be aware), students have to share this culture so when it comes to writing especially they convince and we have to see their logic so that it makes sense, when you write you persuade. Students have to respect English culture and their language rules (write through understanding their culture which is a very high level of writing). We cannot develop students skills unless we listen to them. We should motivate students by showing them the aim of this skill and students should make a link between modules (grammar, reading comprehension,written expression, oral expression methodology…) - Our aim is to have a good learners who are good at listening, speaking, reading and - writing. - students have to avoid thinking in Arabic. - we should teach writing for all levels from the 1st year until the 2nd year Master.
2	Teachers should show their students the light, but where is the light ? we have to teach students those skills through implementing the cultural side, the way of thinking and the awareness of what they are facing and how to deal with it. We have to give much more importance to acedemic writing and it would be better if we teach it as TD not a lecture, we have also to create a comfortable learning context so that

	the students will feel at ease when they speak regarding also a good relationship with our students '' be freindly but not a friend'' (give them some freedom, but all what they speak about must be for educational purposes only).
3	Focus on grammar, grammar, grammar. The pressure is on us today because we do not focus on grammar in context and on writing. Build your writing starting from grammar. ''grammar is the music of thoughts'' and it is grammar tha makes a good style. Good grammar and rich reading make you gain an extra vocabulary. Work hard, ''genuis is 1% inspiration and 99% perspiration''. Work, work, work ! Read, read, read ! and ideas will flow, thinking is developed. ''writers are bad librarians instead of finding the right books , they go and write another book''.
4	Read ! listening is very important skill but you have first to read. '' reading makes a man and writing makes a right man'', read to learn English language, read what are interesting in (something you prefer or admire, read through the internet…), use the dictionnary and keep on reading do not stop. I advise teachers to integrate all the diffrent skills, and to be more creative, flexible, think about their learners' needs and preferences. Concerning speaking, give them more time to speak, generate thought provoking questions, stimulate their interest to talk of topics they like. Listen to them, give them space to express themselves (e.g., their learning styles). Practice, provide more practice, it is the heart of the language learning. Ask them to produce outside (autonomous learners and extensive learning).
5	I need to identify my aim, what am I teaching writing for ? e.g., 1st year students, what kind of product they need to have at the end ? what the student will be writing ? Then, how to set that aim into objectives ? Teachers have a tendency to reproduce the way they were taught ; we need that awareness on the part of the teacher, of which way to teach ? how to teach writing ? Encourage learners to have dairies, portfolios. Give it a value, why not post what they write on a wall ! find creative ideas to inspire students and stimulate their thinking. Concerning speaking create a relaxed atmosphere, if the learner does not feel protected and safe, he will not take risks to talk. Accept making mistakes (it is a part of the process of learning). Do not put much pressure on their shoulders (let them express themselves freely). Put first fluency and then accuracy.

Question 8 : How can you related metacognitive strategies to teaching writing and speaking ?

Teachers	Answers
1	/
2	/
3	I dont think that we have to go to that level of meta to enhance writing. But it is important in terms of thinking of what we do.
4	It is related to the process of writing.

5	The process and the awareness of that process.

Appendix (C) :

Questionnaire for Metacognitive Learning Strategies :

This questionnaire is a rich source of knowledge that can help you to make sure you are on the right track of learning, it is your opportunity to find accurate and useful answers for the sake of improving your speaking and writing skills and become more aware of what you have and what actually you can have through engaging and developing a sense of using metacognitive startegies in speaking and writing.

Gender : Male ☐   Female ☐

Part I :

1- My writing skills are :

Excellent   Good   Average   Poor   Very poor

2- What do you like most when writing in English ?..

4-What do you like most about speaking in English ?..

5-Most of the time I do prefer to learn :

Individually   collaboratively

6-Tick √ or ✗

I am aware of my learning style.

I am satisfied with my speaking skills.

I am satisfied with my writing skills.

I read in English, watch movies, listen to English songs and reflect or think about it.

I record myself speaking in English.

Part II :
Please read every statement carefully and choose the responses (1, 2 or 3) that tell
how true of you the statement is. Try to answer as accurately as possible.
1→ Never
2→ Usually
3→ Always

Number	Questions	Choices		
Q1	I try to find as many ways as I can to use my English.	1	2	3
Q2	I identify my English mistakes and I use that information to help me do better.	1	2	3
Q3	I pay attention when someone is speaking English.	1	2	3
Q4	I try to find out how to be a better learner of English.	1	2	3
Q5	I plan my schedule so I will have enough time to study English.	1	2	3
Q6	I look for people I can talk to in English.	1	2	3
Q7	I look for opportunities to read as much as possible in English.	1	2	3

Part III : Yes or No Questions

1. I ask myself regularly if I am meeting my goals.

Yes □   No □

2. I consider several possibilities how to speak a sentence, or
    answer a question or give a feedback.

Yes □   No □

3. I am good at organising information.
Yes □   No □

4. I can recall information easily.
Yes □   No □

5. I use different learning strategies in writing.
Yes □   No □

   ● Mention them………………………………………..

6. I am able to motivate myself.

Yes □   No □

What do you usually do to raise your motivation ?

....

7. I create my own examples to make information more meaningful.

Yes □   No □

8. I usually face problems when I am asked to write an academic essay or produce a text in English.

Yes □   No □

● Mention those problems (misuse of gramatical structures, lack of vocabulary, coherence, cohesion, unawareness of writing / speaking processes ect) …………………………………………
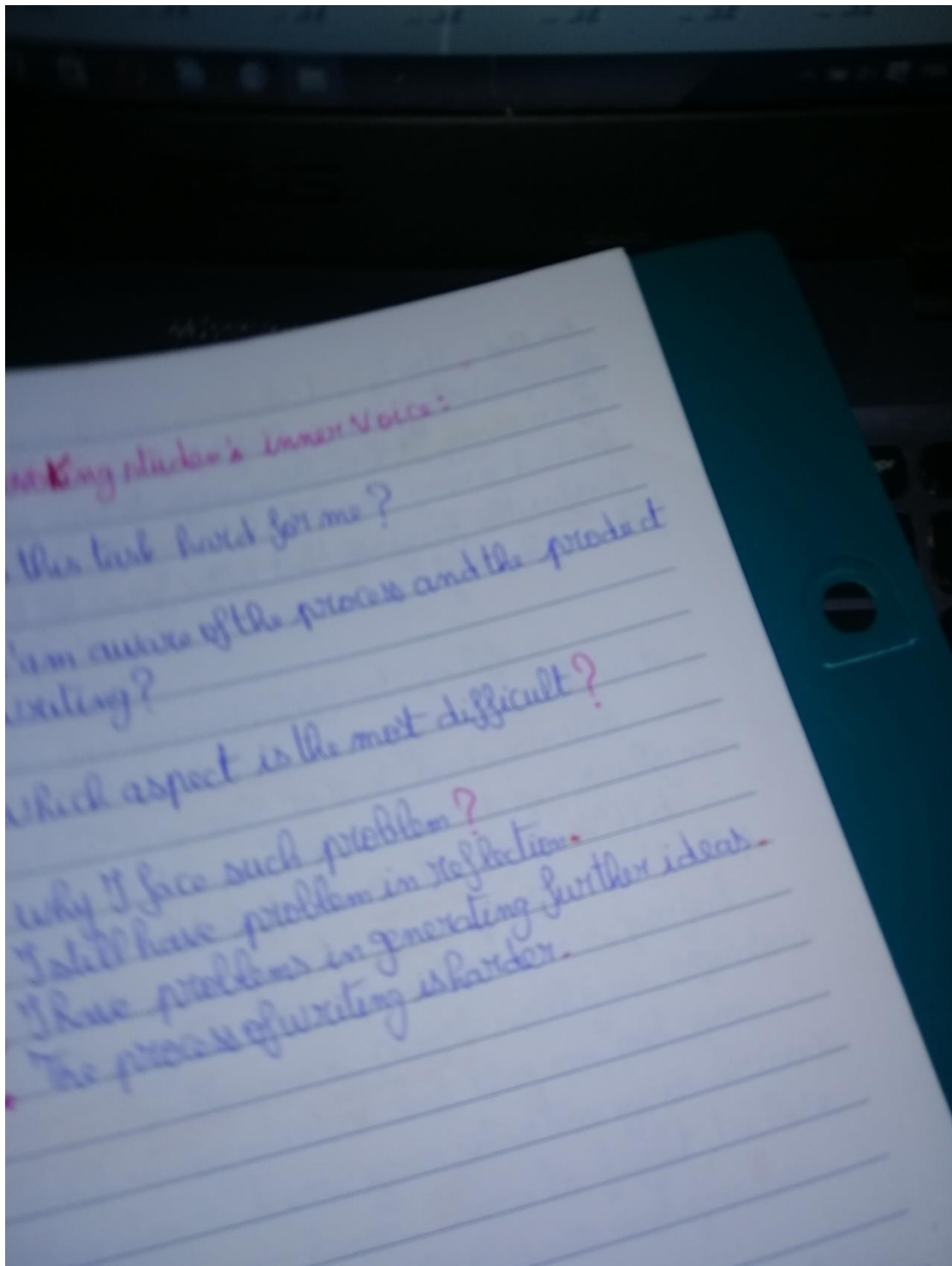
9. Most of the time I become blocked when I am asked to speak in classroom.

Yes □   No □

Part IV :

► Are you aware of your own process of thinking in learning ? what can you say about it (how you see the process of thinking)

…………………………………………………………………………

…………………………………………………………………………

……

► Mention any quote that you like most …………………………..

Students' Diaries

The handwritten note in the image reads:

...king student's inner voice:

Was task hard for me?

I am aware of the process and the product writing?

Which aspect is the most difficult?

Why I face such problem?

I still have problem in reflection.

I have problems in generating further ideas.

The process of writing is harder.

– Provoking studen's inner Voice :

1- Is this task hard for me ?

2- J'am aware of the process and the product of writing?

3- Which aspect is the most difficult?

4- why J face such problem?
* J still have problem in reflection.
* J have problems in generating further ideas.
* The process of writing is harder.

When I started studying English I felt so happy, comfortable. and I think I have a good level in it So this choice make me satisfied. Even though, I was studying English and I was repeating my *bacalauriate* escam but at one moment I have stopped, I just wante to carry on with English. So this choice makes me satisfied.

Sometimes, In our daily life we can choose the people that we want to complete our lives with or people we love. Here we should be careful and aware of what kind of person we choose have to choose because people are diffrent you can find the kind,

Note Book c- Might contain opinions and personal stories

d- It is linked to the following paragraph.

4-Concluding paragraph:

a- Usualy begans with a word or phrase which signals the ending

b- It let the reader know that the essay is over.

c- It is frequently shorter than the body paragraphs.

* "Sometimes you make choices, and sometimes choices make you"

title???

It said that people sometimes make choices, but sometimes those choices can make them. It means/everyone has the right to choose it his/he own choice maby in life, studies or maby to choose someone you love.

*In life (exeperien) we make many choices especially when making dissicion decision about studies, what we want for escample when I won my bacalaureat exam I wanted to study history and geography, But my parents wants me to study English language. At the first I was mad, I just felt like they obliged me to choose a language I don't like. However

Essay outline:

1- Introductory paragraph:
  a- Gets the reader's attention (it Captures his/her)
  b- Tell the reader what to expecte in the essay
  c- It is usually shorter than the body pharagraphs.

2- Body paragraphs: (one)
  a- Often it's began with topic sentence explains one of the three major points of the topic.
  b- It might contain reasons and escamples.
  - Body paragraph: (Two)
  a- Might have topic sentence as the second sentence
  b- Disscuses the second major point about the topic.
  c- Might contain statictics and quotations
  d- It is linked to the following paragraph.

3- Body paragraph (Three):
  a- Might have a topic sentence as the last sentence
  - It disscuses the last major point about the topic,
  * The last point often (keep) the most important.
  - The other paragraph may have been building ward this one.

2- Motivation: "Don't let the noise of other's opinions drown your own inner voice" - Steve Jobs.

. It is said that everything we do is for our (future), that means we are the responsible benifits of our descisions (in life) acts in life. To start with, every one of us have to believe in him self, to trust his inner voice because that inner voice is who you really are so don't shush it, learn how to trust that voice because people since people can't stop Critizing the other's, and no one is perfect. Furthermore, people will give opinions and maby advice but they are not you they don't know your situation your dreams and even your fears, Learn to fight, to lose alone because simply they are not you. Be special.

To finish with, life is too short so learn from your mistakes, and trust and believe and love your self.

Metacognition	writing
- Beyond	↗ product (content)
- Thinking	↖
- Creativity	↘ process (structure)
- Inspiration	↳ (Revision).
- Self motivation	(correcting mistakes, organizing)

Coined

For me, I prefer both of them because they are the key to succed in life and to be happy.

* Watching TV is a good way to learn spoken English.

when

1- By watching tv we can improve our pronunciation by listening to native speakers.

2- It's helps us to enrish our vocabulary to learn new words.

3-

Note Book —

The Story: "The straw, the coal and the Bean."

Once upon a time, there was a an poor old woman preparing dinner of beans. So she lighted fire with straw, while she was cleaning the beans, one bean had fallen on the ground and lay beside a straw. They started plaining to escape from death, they wanted to go to their families. They wanted to reach the door before the old woman observe them. They decided to keep together and walk slowly into the door but unfortunetly the old woman heared a noice she turned behind her and found the bean and the straw so it began to burn inx and broke into it pieces while the bean was cooked into the pan with the other beans.

Note Book

Titles:

① "Change your words change your world"
by Andrea Grardner.
② "That's not what I meant" by Deborah
Tanner.
③ "You just don't understand" by Deborah
Tanner.
④ "The road less traveled" by M. Scott. Peck.
⑤ "The magic of thinking big" by David J.
Schwartz.
⑥ "The book theif" by Markus Zusak.
⑦ "The Fault in our starts" by Jhon Green.
⑧ "Pride and Prejudice" by Jane Austen.
⑨ "Difficult women" by Roxane Gray.
⑩ "The Great Gratsby" by Fitzgerald.

⑤   The magic of thinking
                        big:

~~Once upon a time,~~
This is a story about an inspiring man
who used his shining magic to succede.
        Once ~~upon~~ uopen a time, in the city
of york there was a man named "Jhon. Peck"
he was not like the other's because he was

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paralized, he can not , even move his hands
move his hands neither his hands
feet

"The winner stands
alone." Paulo Coello.

This story is about how can a person
fight for his dreams and how can he/she
pays for this dreams.
Once upon a time, there was divorced
women living with her own daughter a normal
life, and her her daughter was named
"Grabriela". Her mom did all her best to make
her daughter happy to study to acheive her
dreams but Grabriela her only desire was
to be a model. Her mom was against her because
she was afraid and frightned because she
knows that glamour, fame will change
Grabriela and how rich people are manipulators.
But the problem is Grabriela is very pretty and
they accepted her to be a a new face to new
magazine. She was so excited and she went
into her first experience, there she found
a make up artist who was shouwting all the time
and her dress was ready although they told

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