

The Impact of Expanding A Level Students' Awareness and Use of Meta-cognitive Learning Strategies on Confidence and Proficiency in Foreign Language Writing Skills

Xinyang Li

Daqing No.1 Middle School, Cambridge International Center, Daqing, China

Abstract

As globalization becomes the dominant 21st century trend, English as a second language education in non-native countries is of paramount importance to the English teachers and policy makers today. This paper examines how the use of meta-cognitive strategies within secondary school English lessons impacts pupils' confidence and proficiency in academic English writing. The small-scale action research study was conducted with a class of seven (age 16-17) Advanced Level (A Level) pupils in an international school in China. While all of the pupils have completed IGCSE ESL examinations and IELTS (International English Language Testing System) tests once or twice already. They are, however, struggling with their academic writing in the Task 2 of IELTS test, of which they have an average score of 5.2. The core aim of this study was thus to introduce the students to a range of meta-cognitive learning strategies with a view to improving their confidence and proficiency in writing tasks. Data was collected from questionnaires, interviews, and assessment marks collected both before and after a eight-week period of strategy instruction. The results imply that meta-cognitive learning strategies are effective tools to increase second language writing proficiency and confidence as every student managed to increase their effectiveness and confidence between the first and second presentation tasks.

Keywords

Meta-cognitive; Strategy-based intervention; Second language acquisition.

1. Introduction

A useful definition of learning strategies is 'specifications, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning' (Scarcella and Oxford 1992, p.2). When students self-consciously utilise strategies that are appropriate for his or her learning style and the second language ask at hand, they can become useful educational toolkits. As a result, pupils can better achieve active, self-aware, and purposeful regulation of their own learning style. A related issue is that of classification. Oxford (2003) writes that learning strategies can be divided into six categories: cognitive; meta-cognitive; memory-related; compensatory; affective; and social. Of the types mentioned above, meta-cognitive strategies are commonly described as the most relevant for independent learning (Anderson, 1991; Zhao, 2009; Tabeii, Tabrizi, and Ahmadi, 2013). For this reason this study will focus exclusively on meta-cognition.

Comprehensive writing involves the simultaneous and sequential integrative application of attention, language mechanics, thinking, and meta-cognition. Writing is, itself, a recursive, strategic, and multidimensional process that is central to planning, preparing, drafting, revising and evaluating (Bereiter, C., and M. Scardamalia.1987, Hayes, J. R., and L. Flower. 1980, Graham, S. 2006). When writing in a second language, pupils encounter problems with regard to their

lack of knowledge in organizing ideas, selecting appropriate words or phrases, and presenting their thoughts in a focused way.

While several research studies have been conducted extensively on the role of meta-cognition in reading and listening performance of language students (Yang X.H. and W.P.Zang. 2002), corresponding research in writing skills is comparatively rare (Griffeth, P. L., and J. Ruan. 2005, Negretti, R. 2012). As such, the present study will examine the role of meta-cognitive strategies in developing second language writing skills of post-graduate students. In this study, (Pritchard, Ruie J., and Ronald L. Honeycutt), strategy instruction is placed under process approach. Therefore, this study is arguably extremely relevant due to the current neglect of writing skills in research regarding meta-cognition.

2. Literature Review

2.1. Meta-cognition

The theory of meta-cognition was established by Flavell, which conceptualizes meta-cognition as “thinking about thinking” (Flavell, 1976). In turn, Flavell’s work is rooted in the theoretical foundation of Jean Piaget and the concepts of cognition and matters of mind. Flavell defined meta-cognition as one’s awareness of their own thought process and their ability to manage their cognitive processes. He proposes that meta-cognition is comprised of two factors. The first is knowledge, or what individuals know about their own cognition and cognition in general. The second is monitoring or regulation, which are the set of activities that help students manage their learning.

Meta-cognition has long been recognized as one of the most significant components in language learning (Pintrich, 2002). The term was coined in 1976 by the developmental psychologist John (Flavell, 1976). Its scholarly definitions come from theories of cognitive psychology, that link meta-cognition to a person’s knowledge of their own cognitive processes, as well as the products of these processes. Active monitoring, consequent regulation, and synchronism of such processes to achieve desired goals are also necessary components of meta-cognition (Flavell, 1976; Goh, 2008).

2.2. Meta-cognitive Strategies in Writing: Planning, Monitoring and Evaluating

According to O’Malley and Chamot (2001), “planning” involves directing the course of language production and reception.

“Planning” encompasses five strategies:

- (1) Advance organizers;
- (2) Directed attention;
- (3) Selective attention;
- (4) Self-management;
- (5) Functional planning.

“Monitoring” is a response to ambiguity in language comprehension whereby an individual selects an estimate of the message’s meaning based on their understanding of the context. “Monitoring” can also be described as being aware of the substantive meaning of what one is attempting to communicate. (O’Malley and Chamot, 2001)

There is only one strategy in this subcategory:

“Self-monitoring” of which types include:

- (1) Comprehension monitoring
- (2) Production monitoring
- (3) Visual monitoring
- (4) Styling monitoring
- (5) Strategy monitoring
- (6) Plan monitoring
- (7) Double-checking monitoring.

“Evaluation” are mental processes of conscious inspection of learning outcomes. It is, therefore, one’s own progress in the new language.

Again, this subcategory consists of only one strategy:

“Self- evaluation” of which types include:

- (1) Performance evaluation
- (2) Ability evaluation
- (3) Strategy evaluation
- (4) Language evaluation
- (5) Production evaluation

There has been research conducted on the impact of strategies on writing proficiency. While historically, writing was viewed as a linear and simplistic activity, contemporary models explain it as a process rather than a product. As a process, writing involves the integrative application of cognitive, linguistic, affective, behavioral and physical skills. The application of meta-cognitive learning strategies in writing should, therefore, become a focal point of ‘process writing’ research (Manchon, De Larois, & Murphy, 2007), because meta-cognitive learning strategies are an important feature of in the writing process. Furthermore, MLSs are only relevant in terms of writing, rather than in other types of communication, such as reading or speaking. In terms of its grouping, meta-cognitive writing strategies can be classified as follows:

- (1) Planning involves working out the focus of writing. This concerns the purpose, audience, ideas, and strategies to be used, among others. It often takes place before writing starts, but it may also be an ongoing process while composition has commenced.
- (2) Monitoring involves managing the writing process while writing the text. It refers to checking and verifying progress in terms of universal features, such as content and organization, and local aspects such as grammar and mechanics.
- (3) Evaluation takes place after the writing process has taken place, and consists of reconsidering the written text in terms of both global and local writing contexts, alongside an assessment of the strategies used to complete the writing tasks. In terms of the latter point, evaluation may also deliberately focus on the successes and failures of planning and monitoring.

2.3. Intervention Studies

A study by Chien (2006), albeit limited in sample size, did, however, find a strong correlation between meta-cognitive reflection and achievement among Chinese English as a second language students. In the study, students with high results were more proficient in review, editing and evaluation (i.e. in meta-cognitive processes) than students with low achievements. Wong & Storey (2006) found that the use of reflective journals before and after the writing process, is “useful for arousing and increasing students’ awareness of effective writing skills and is significantly related to writing performance” (p. 297). Further studies have indicated the high value of reflective tasks for rendering students more sensitive to the demands of writing for specific discourse communities (Hirvela, 1997). A wealth of studies, reviewed by Winograd and Hare (1998, as cited in Carrell et. al), reported significant gains following the specific use of cognitive strategy that was taught (Adams, Carnine&Gersten, 1982; Alexander & White, 1984; Baumann, 1984; Garner, Hare, Alexander, Haynes &Winograd, 1984; Hare & Borchardt, 1984; Patching, Kameenui, Carnine, Gersten& Colvin, 1983). Overall, these studies support Mayer’s sweeping statement that “students who receive writing strategy training show improvements in the quality of what they write” (1998, p. 55).

3. Research Methodology

3.1. Research Questions

(1) How and to what extent does MLSs affect students' confidence in academic writing in a second language?

(2) How and to what extent does meta-cognitive learning strategies affect students' proficiency in academic writing in a second language?

3.2. Participants

Participants are a class of seven (age 16-17) Advanced Level (A Level) pupils in an international school in China. There are five boys and two girls. They have all completed IGCSE ESL examinations and IELTS (International English Language Testing System) tests once or twice already. They are, however, struggling with their academic writing in the Task 2 of IELTS test, of which they have an average score of 5.2.

3.3. Research Design

The main aim of the research is to assess whether MLSs can improve the proficiency and confidence in students' ability in academic writing over eight-week period of strategy instruction. The research consists of eight stages:

Before the eight-week period strategy-based instructions:

Stage 1: Questionnaire

A Likert-scale questionnaire was given to the students at the beginning of the research to assess (a) their confidence in academic writing and (b) self-belief inability. Students were then asked to rate their own confidence according to the following criteria: (1) task achievement, (2) coherence and cohesion, (3) lexical resource, and (4) grammatical range and accuracy. These areas were identified because they are the four criteria that their IELTS writing marked according to, and so are appropriate to the students' academic context. Each student was asked to rate each criterion with a value ranging from 1 to 3, with 1 meaning not confident, 2 quite confident, and 3 very confident. The final value was then calculated as the average value of the four criteria.

Stage 2: Semi-structured Interview

The semi-structured interview was conducted individually with each student using their responses to the questionnaire. They were then asked to provide an explanation of their own confidence and self-belief in their ability. This allowed more in-depth and qualitative information to be collected.

Stage 3: Academic writing task

Students were assigned an IELTS Task 2 (writing). They were encouraged to think about the topic in a focused way and to write on their own. A significant component of this task was that the teacher would not require them to finish the task within a specified time frame, which might hinder their meta-cognition. Instead, they were permitted to take enough time to reflect on their thinking as they needed. There was an empty section at the end of the task sheet for students to think about and note any MLSs that they utilised during the task. The academic writing task aimed to examine the strategies used by the students and to make them consciously aware of their own strategic knowledge in writing. After completion, their writings were then scored by teachers based on the four aforementioned criteria.

Stage 5: Strategy-based instruction (SBI):

The speaking strategies were grouped into planning, monitoring and evaluation strategies and were based on those identified in the literature, particularly by Cohen (1998). These include:

1. Planning:

I.Goal-setting planning for things like content, language features, and structure.

II.Possible use of glossary and reference to notes/text book.

III.Thinking about existing knowledge.

2.Monitoring:

i.Use of dictionary and glossary,

ii.Reference to text books.

iii.Attention to grammar and vocabulary use.

iv.Asking for help.

v.Avoiding vocabulary that are not clear.

vi.Using another word when getting stuck.

3.Evaluation:

i.Checking for spelling, opinions, reasons, details and content.

ii. Assessing whether the writing makes sense.

iii.Assessing whether the writing achieves its goals.

Explicit strategy instruction was integrated into normal classroom teaching, as research has indicated that it is the most effective method for learning (Cohen 2011; O'Malley & Chamot 1990; Oxford 2011; Wenden 1987). The stages of instruction were based on the recursive steps described in Table 1, in line with models of SBI proposed by Chamot (2005), Oxford (2011) and Macaro (2001):

1.Raising awareness of the strategies learners are already using.

2.Teacher presents and models strategies.

3.Students practise utilising strategies.

4.Evaluating the effectiveness of strategies used and transferring strategies to new tasks.

After the eight-week period strategy-based instructions:

Stage 6: Academic writing task

Students were assigned another IELTS Task 2 writing. They were permitted to take enough time to complete their writings and reflect on it. Students were also asked to note down any meta-cognitive strategies used in their writing at the end of their task sheet. After completion, their work was scored by the teacher based on the same four criteria, namely: (1) task achievement, (2) coherence and cohesion, (3) lexical resource, and (4) grammatical range and accuracy. The marks ranged from 0 to 9, which was in line with IELTS writing bands.

Stage 7: Questionnaire

The same questionnaire used in Stage 1 was given to the students at the end to check whether and how their confidence and self-belief in academic writing changed following their introduction to MLs. The final value of rating was calculated in the same way, using the average value of the four criteria.

Stage 8: Semi-structured interviews

Semi-structured interviews were conducted based on the second questionnaire students answered. Again, it aimed to collect more in-depth and qualitative information based on the responses to the questionnaire.

3.4. Data Collection Methods

Method triangulation was used which consisted of quantitative data from questionnaires and the scores for writings, and qualitative data from the semi-structured interviews and students' reflections on the meta-cognitive strategies used. The operationalization of the measures provided quantitative data which was standardized; while the qualitative data obtained

provided information useful for explaining the results, as well as more in-depth information generally.

Table 1. Confidence in speaking

	Initial questionnaire & Interview		Final Questionnaire and Interview	
	Score	Quote	Score	Quote
S1	1.5/1.75	I'm not quite confident because the quality of my writings depends a lot on the topic. If the topic is familiar for me, I'll be a bit more confident. Otherwise, I'm not confident at all.	2.5/2.5	Now, I believe if I plan it well, I will be able to handle different topics before.
S2	1.75/2.0	I think I'm just OK. I mean...I'm not afraid of writing things, but I also do like to do it because it is quite difficult. Also, I think it takes a lot of time to think, write and, mostly, correcting.	2.0/2.5	I'm more confident in my ability now, because by evaluating my own work, I could correct the mistakes before submission. It improves my scores and also my efficiency. I will not have to spend a long time correcting my work.
S3	1.25/2.0	I'm not confident at all. It is way too difficult for me. Since I study English in my primary school, I'd been struggling with writing all the time.	2.0/2.25	I did learn many useful strategies, and my scores have also improved surprisingly. I finally have some directions to follow while practicing. I believe the strategies will help me more in the future.
S4	1.5/1.5	I think it is difficult to write in English, but I don't think it's impossible for me to do it. It always requires a long time and much effort to complete one, and I usually get lower mark than I expect.	2.5/2.0	I got to know the reasons why I get lower mark than I expected, that's because I didn't check for errors by myself before submission. But now, I always check everything before I hand in my work. I finally got an ideal mark.
S5	2.0/2.0	I'm somehow confident in the structure of my writing, because I can always think logically. My teacher usually says that my writing is cohesive. But when it comes to other parts, I think I'm not a little bit good at them.	2.75/3.0	I'm even more confident than before. I think my ability in Cohesion is further improved and as for other areas, I feel way more better after I adapt to use the strategies.
S6	1.25/1.5	I do not have a large vocabulary range, I always get stuck because I do not know the word I want to write. If that's the case, I can only try to say the meaning of the word, but it does not seem so correct at most of the time.	2.25/2.75	By monitoring strategies, my vocabulary has been improved a lot. By looking up in dictionary and asking for help, I could always get the exact word I want to use. Also, by planning beforehand, I can also prepare a glossary for the topic, so that I won't get stuck.
S7	1.75/1.5	I'm not so confident. But I know if I work hard, my writing will improve.	2.0/2.0	With those strategies, I think I've been constantly improving during the period. And I do believe they will improve my scores continuously.

3.5. Data Analysis Methods

The values, or the average of the four criteria, were assigned to the Likert-scales of the questionnaire, along with the scores for the students' writing given by their teachers. The values were then used to compare the pre- and post-intervention repossesses. Comparisons between the results of the same students before and after intervention were made, along with comparisons between different students. The qualitative data from the interviews and students' self reports about the MLSs used for writing were analyzed using NVivo software.

In order to form methodological triangulation, the responses were transcribed verbatim and then coded using NVivo software. This enabled them to be likened to each question asked in the interviews and research questions, and in turn, linked to the corresponding quantitative

data. There were, in total, 14 self-reports about the meta-cognitive strategies which were then typed verbatim into word processing software and coded. The coding scheme was categorized into 3 primary groups: (1) planning, (2) monitoring, (3) evaluation, each with several sub-codes. A table of frequency counts was then created for each code to compare the frequency that each student was using a certain strategy.

4. Results Analysis

4.1. Self-reports of Meta-cognitive Strategies Used in Writings

The three main categories were in line with strategies articulated in the literature, such as by O’ Malley and Chamot (1990). Each category had several items which were aligned with those identified by the literature. The main coding scheme and the frequencies with which students used them before and after the SBI are presented below in Figure (1).

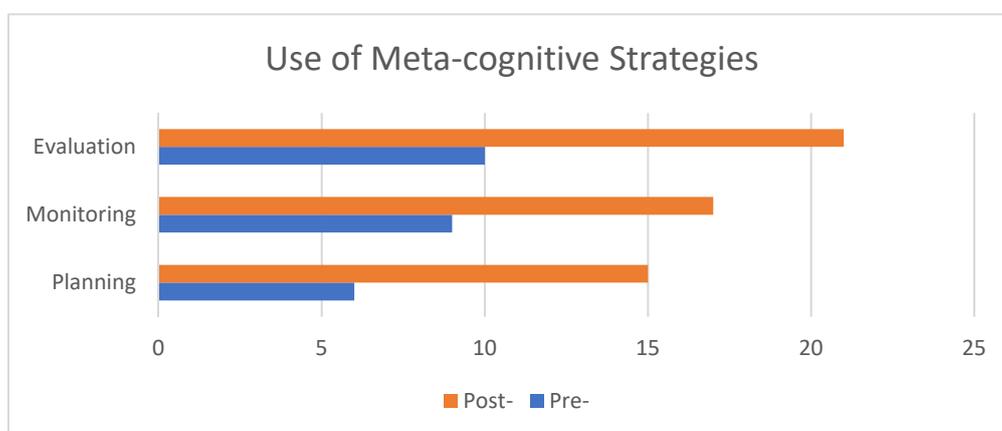


Figure 1. Use of strategies

(1) How and to what extent do meta-cognitive learning strategies affect students' confidence in their academic writing?

The results of the questionnaires are analysed and presented in Figures (2).

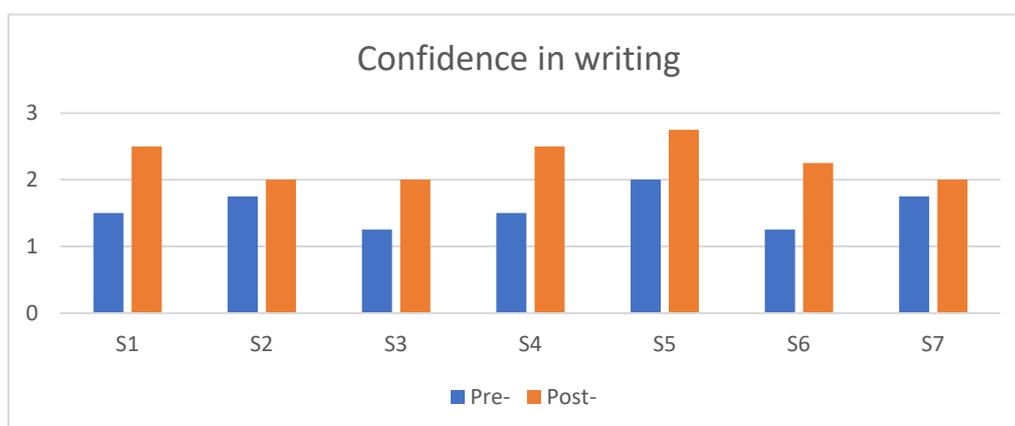


Figure 2. Confidence in Writing

The values from the questionnaires range from 1 to 3, with 1 meaning not confident, 2 quite confident, and 3 very confident. The final value was then calculated as the average value of the

four criteria. Based on the two charts, it can be clearly seen that students' confidence and self-belief have all improved to some degree with no exceptions.

The results have been combined with interview data to further interrogate how the students felt about their confidence, and similarly to explain any changes which may have occurred in the final questionnaire.

In the initial interview, some the students generally shown negative attitude toward the writing tasks because of lack of vocabulary (S2, S3, S5) and lack of cohesion (S1, S4). However, in the final interviews, their attitude toward the writing tasks became more positive.

Although the data collected from the questionnaires and students' comments shown improvement in confidence, it is hard to ensure that the improvement was caused by the SBI and MLSs instead of the course of eight weeks, even without any SBI. However, in the final interview, several students clearly attribute their improvement in confidence to the used of MLSs. For example, S3 and S2 clearly identified their wider range of vocabulary as the main reason, and S4 better planning.

Therefore, it seems that the SBI and increasing use of MLSs had a positive effect on their confidence despite the impossibility to ensure that the improvements were direct results of the SBI, because the qualitative data from the interviews provides evidence to support this statement.

(2) How and to what extent does meta-cognitive learning strategies affect students' proficiency in academic writing?

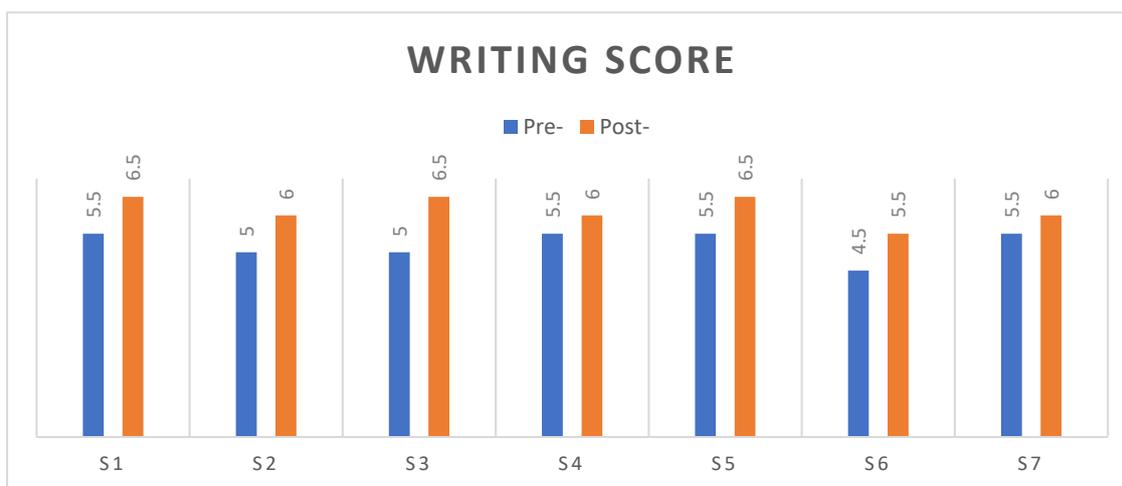


Figure 3. Writing Task Scores

The writing tasks were marked out of a total of 9 according to the IELTS criteria by their teacher. The pre- and post-intervention results are shown in Figure (3).

The writing scores of the students improved from 5.2 to 6.1 on average. The score of each individual improved by either 1 or 0.5 points within the eight weeks. This indicates the effectiveness of the meta-cognitive strategies in improving students' proficiency.

It could be argued that the scores might improve naturally due to the eight-week learning even without the SBI. However, some of the comments from the students in the final interview refers specifically to the use of MLSs, such as 'planning the ideas and analysis' (S3, S5) 'deliberate vocabulary use' while writing (S1, S2, S5) and 'self-assessment after writing.' (S4)

The results imply that MLSs are effective tools to increase students' proficiency in EAL writings as every student managed to increase their effectiveness between the first and second writing tasks. However, the assessment data may not be able to sufficiently to make any valid conclusions about the effectiveness of MLSs. When the method triangulation is used to

combined the quantitative data with the qualitative data collected from interviews, there is more convincing evidence to draw the conclusion that the students used the MLSs introduced in SBI to actively improve their proficiency in writing.

5. Conclusion and Discussion

This study began with the research questions of how and to what extent the use of meta-cognitive strategies could improve students' confidence and proficiency in academic writing. The instruction lasted for eight weeks. The application of meta-cognitive strategies was tested using the strategy checklist. Assessment data and questionnaires were used to determine the changes in students' confidence and proficiency in EAL writing. The results indicate that learners' meta-cognitive strategies can improve students' confidence and proficiency in academic writing, as shown in the results from the questionnaire, interviews and scores. However, the quantitative data may be insufficient to make any conclusions about the effectiveness of MLSs as it could be argued that students' writing skills might improve naturally due to the eight-week learning, even without the SBI. When the method triangulation is used to combined the quantitative data with the qualitative data, there is more conclusive evidence to draw the conclusion that the use of MLS improves students' confidence and proficiency in writing. Overall, the positive results are in line with Mayer's sweeping statement that "students who receive writing strategy training show improvements in the quality of what they write" (1998, p. 55).

Since implementing meta-cognitive tasks means transferring some responsibilities to learners, which in turn may increase pressure, particularly on students of more limited proficiency, it is suggested that explicit and direct instruction and modeling, and guided practice should be provided. During the SBI instructors should be supportive and encouraging to learners, and receive feedback from multiple avenues, in order to effectively monitor, evaluate and regulate the SBI that have been employed. In addition, the task of taking meta-cognition into practice might be affected by cultural factors and students' preferences and abilities (Forbes, K., 2019). Therefore, further research is required into how SBI be effectively implemented into typical class schemes, that are, nonetheless, highly relevant socio-cultural context specificities. For example, the study might be strengthened by including gender as a variable; How might the specific features of the school (e.g. international, in China) have affected the study?

As the research aims to solve the specific difficulties faced by a particular group, as well as due to the small number of participants in the study, the research cannot be significantly generalized, particularly in other contexts. However, this study does demonstrate the possibilities of meta-cognitive strategies, in both the proficiency and confidence of second language learners. In a nutshell, this study demonstrates that learners can become more independent in their second language writing acquisition.

References

- [1] Al-Abed-Al-Haq, F., & Ahmed, A.S.E.A. (1994). Discourse problems in argumentative writing. *World Englishes*, 13,307-323.
- [2] Anderson, N. (2002). The role of metacognition in second language teaching and learning. *Eric Digest*, No. Edo-FL- 01-10.
- [3] Anderson, N. J. (1991). Individual differences in strategy use in second language reading and testing. *The Modern Language Journal*, 75, 460-472. Zhao, N. (2009). Metacognitive Strategy Training and Vocabulary Learning of Chinese college students. *English language teaching* 2(4), 123-129.

- [4] Bereiter, C., and M. Scardamalia. 1987. An attainable version of high literacy: Approaches to teaching higher-order skills in reading and writing. *Curriculum Inquiry* 17(1):9-30.
- [5] Bereiter, C., and M. Scardamalia. 1987. An attainable version of high literacy: Approaches to teaching higher-order skills in reading and writing. *Curriculum Inquiry* 17(1):9-30. bridge to the mainstream. *TESOL Quarterly*, 21(2), 227-249.
- [6] Chamot, A., and O'Malley, M. (1987). The cognitive academic language learning approach: A
- [7] Chamot, A.U. & O'Malley, J.M. (1994). *The CALLA Handbook: Implementing the Cognitive Language Learning Approach*. Reading, MA: Addison Wesley.
- [8] Chamot, A.U., and Rubin, J. (1994). Comments on Janie Rees-Miller's 'A critical appraisal of communication, 32, 365-387.
- [9] cts of training in the use of learning strategies. In: Nunan, D. (Ed). (1999). *Second language teaching and learning*. Boston, Massachusetts: Heinle and Heinle Publishers. effectiveness." *Handbook of writing research* (2006): 275- 290.
- [10] Erwin Steinberg (Eds.). *Cognitive Processes in Writing: An Interdisciplinary Approach* (pp. 3-30) Hillsdale, N.J: Lawrence Erlbaum Associates.
- [11] Flavell, J. H. 1976. Metacognitive aspects of problem solving. *The Nature of Intelligence* 12: 231-235.
- [12] Flower, L., and J. R. Hayes. 1981. A cognitive process theory of writing. *College Composition and*
- [13] Garner, R. 1990. When children and adults do not use learning strategies: Toward a theory of settings. *Review of educational research* 60: 517-529.
- [14] Goh, C. (2008). *Metacognitive Instruction for Second Language Listening Development*:
- [15] Graham, S. 2006. Writing. In P. Alexander and P. Winne (Eds.), *Handbook of Educational Psychology*. Mahwah, NJ: Erlbaum.
- [16] Griffeth, P. L., and J. Ruan. 2005. What is metacognition, and what should be its role in literacy instruction? In S. E. Israel, C. C. Collins Block, K. L. Bauserman, and K. KinnucanWelsch (Eds.), *Metacognition in literacy learning*. Mahwah, NJ: Lawrence Erlbaum Associates.
- [17] Griffeth, P. L., and J. Ruan. 2005. What is metacognition, and what should be its role in literacy instruction? In S. E. Israel, C. C. Collins Block, K. L. Bauserman, and K.
- [18] Hatch, E. & Lazaraton, A. (1991). *The research manual: Design and statistics for applied*
- [19] Hayes, J. R., and L. Flower. 1980. Identifying the organization of writing processes. In Lee Gregg and
- [20] Hayes, J. R., and L. Flower. 1980. Identifying the organization of writing processes. In Lee Gregg and Erwin Steinberg (Eds.). *Cognitive Processes in Writing: An Interdisciplinary Approach*
- [21] J., H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (ed.), *The Nature of Intelligence*, chapter 12, pp. 231-235. Lawrence Erlbaum Associates, Hillsdale, New Jersey.
- [22] learner training: theoretical bases and teaching implications': Two readers react. *TESOL linguistics*. New York: Newbury House/HarperCollins.
- [23] Manchon, R. M., De Larios, J. R., & Murphy, L. (2007). *A Review of Writing Strategies: Focus on Conceptualisation and Impact of First Language*. Oxford: OUP.
- [24] Negretti, R. 2012. Metacognition in student academic writing: A longitudinal study of metacognitive awareness and its relation to task perception, self regulation and evaluation of performance. *Written Communication*. 29 (2): 142- 179.
- [25] Karen Forbes (2019) The role of individual differences in the development and transfer of writing strategies between foreign and first language classrooms, *Research Papers in Education*, 34:4, 445-464, DOI: 10.1080/02671522.2018.1452963

- [26] Forbes, K. and Fisher, L. (2018). The impact of expanding advanced level secondary school students' awareness and use of metacognitive learning strategies on confidence and proficiency in foreign language speaking skills. *The Language Learning Journal*, 46(2), 173-185. DOI: 10.1080/09571736.2015.1010448
- [27] O'Malley, J., & Chamot, A. (1990). *Learning strategies in second language acquisition*. New York: Cambridge University Press.
- [28] O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. In: Cook, V. (Ed). *Second language learning and language teaching*. London: Arnold Publishers.
- [29] O'Malley, J. O'Malley, J. M. (1987). The effect of metacognitive strategies on second language learning. *TESOL Quarterly*, 19, 557-584.
- [30] Oxford, R. L., and B. L. Lever. 1996. A synthesis of strategy instruction for language learners. In R. L. Oxford (Eds.), *Language learning strategies around the world: Cross-cultural Perspectives*. Honolulu: University of Hawaii Press.
- [31] Oxford, R., Crookall, D., Cohen, A., Lavine, R., Nyikos, M., & Sutter, W. (1990). Strategy training for language learners: Six situational case studies and a training model. *Foreign Language Annals*, 22, 197-216.
- [32] Pintrich, P. R. (2002). The role of metacognitive knowledge in learning, teaching, and assessing. *Theory into Practice*, 41(4), 219-225.
- [33] Pritchard, Ruie J., and Ronald L. Honeycutt. "The process approach to writing instruction: Examining its Quarterly, 28(4), 771-776.
- [34] Ronald, J. (2001). *Learning about Learning from Dictionaries*. Retrieved October 27, 2013 from <http://www.lharenet.ne.jp>
- [35] Tabeei, S., Tabrizi, A., & Ahmadi, G. (2013). The effect of metacognitive strategies instruction on listening comprehension of Iranian EFL learners: focusing on gender. *International Journal of Language Learning and Applied Linguistics World*, 4(4), 13-29.
- [36] Theory, Practice and Research Implications. *Regional Language Centre Journal*, 39(2), 188 -213.
- [37] Wenden, A. 1987. Metacognition: An expanded view on the cognitive abilities of L2 learners. *Language learning* 37(4): 573-597.
- [38] Wenden, A. 1987. Metacognition: An expanded view on the cognitive abilities of L2 learners. *Language learning* 37(4): 573-597.
- [39] Wenden, A. L. 1998. Metacognitive Knowledge and Language Learning. *Applied Linguistics*, 19(4): 515-537.
- [40] Wenden, A. L. 1998. Metacognitive Knowledge and Language Learning. *Applied Linguistics*, 19(4): 515-537.
- [41] Wray, D. 1994. *Literacy and Awareness*. London: Hodder and Stoughton.
- [42] Yang X.H. and W.P.Zang. 2002. The Correlation between Metacognition and EFL reading comprehension of Chinese college students. *Foreign Language Teaching and Research* 34(3): 213-218. York, NY: Cambridge University Press.