UNIVERSIDAD NACIONAL DE CÓRDOBA

FACULTAD DE LENGUAS

MAESTRÍA EN INGLÉS

CON ORIENTACIÓN EN LINGÜÍSTICA APLICADA

METACOGNITIVE WRITING STRATEGIES

IN ACADEMIC WRITING:

THE PATH TO ENHANCE AUTONOMY

AND TO BECOME EXPERT WRITERS

TRABAJO DE TESIS DE

GISELA DÍAZ

DIRECTOR: MGTER. MARÍA INÉS VALSECCHI

CÓRDOBA, ABRIL DE 2013

*Dedico este trabajo a mi esposo, **Hernán**, quien ha sido siempre mi sostén y mi compañía en cada paso que transité durante la realización de mi tesis.*
Gracias por tu amor incondicional, paciencia y comprensión.

*También lo dedico a **Dios**, por haberme dado la oportunidad de concretar este proyecto tan importante, por fortalecer mi corazón e iluminar mi mente y por haber puesto en mi camino a aquellas personas que fueron imprescindibles en la realización de este trabajo.*

ACKNOWLEDGEMENTS

I would like to acknowledge many people whose support contributed in many ways to the completion of this work.

I would first like to express my deep gratitude to my supervisor, María Inés Valsecchi, for her generous guidance, her expertise, her time, and her detailed revisions of my work. I am heartily thankful to María Inés for her constant encouragement and warm support, and for everything she has taught me during this time. It has been a pleasure to share this process with her.

I am deeply thankful to the teachers in charge of English Language II at UNVM, María Inés Zulatto and Andrea Vartalitis, for trusting me to carry out a strategy-based instruction in their classes. Without their cooperation this study could not have been completed. I am also grateful to the students of English Language II for their kind cooperation and participation in this study, and to all my students for being my source of inspiration.

I also owe my gratitude to my MA classmates and friends Antonella, Gabriela, Verónica and Marcela, and to those colleagues at UNVM and On Line Institute from whom I have learned a lot, and who have always shown me their kind support for this project.

I wish to express my love and gratitude to my dear colleague and friend Eliana, with whom I started the MA program some years ago, and who was a real support to me at the beginning stages. I am also thankful to my beloved friends and colleagues Valeria, Daniela, Lucía, Claudia, Alejandra and Eliana for their friendship, companionship, and willingness to listen to me talk about this project.

A toda mi familia y a mis amigos de la vida por su apoyo emocional y por comprender la importancia de este proyecto para mí. Gracias a mis padres, por haberme incentivado a estudiar y por permitirme desarrollar mi interés en el aprendizaje a pesar del sacrificio que esto implicaba para ellos.

ABSTRACT

Learners' effective and conscious use of metacognitive writing strategies (MWS) has proved to be beneficial in enhancing self-directed and autonomous learning, and also, in some cases, in improving their writing performance. Due to the fact that not every learner is equipped with a wide repertoire of writing strategies, researchers in the area of second language writing have stressed the importance of explicitly teaching strategies to students. Given the relevance of these issues, the aims of this study were two-fold: (a) to implement a strategies-based instruction on the MWS of *Planning*, *Monitoring* and *Evaluating* integrated to the regular classes of the subject English Language II in an English Teacher Training College in Argentina; and (b) to study its effects on the students' strategy deployment and on their writing performance. In order to accomplish these purposes, a quasi-experimental design was adopted following a single group pre-test + post-test + delayed post test design; and data were collected by means of self-report questionnaires, diary entry tasks, a survey, and writing tests. Findings show that at post instruction the participants began employing a greater number of P*lanning*, *Monitoring*, and *Evaluating* strategies, and they were able to focus on both global and local writing features when monitoring and evaluating their compositions. At post instruction, the participants of this study seemed to have acquired some of the aspects which Bereiter and Scardamalia (1987) consider to be characteristic of expert writers, namely devoting considerable time to planning, considering the goal of the text, and attending to several aspects such as content, form, audience, and organization. In addition, results obtained from the delayed post test indicated that this change in strategy deployment was sustained over the medium-term. In addition, the participants reported having improved their overall performance as writers due to the strategy instruction received, and also that the use of the strategies learned had helped them identify and check different kinds of mistakes. Thus, these results are in line to those studies which ascertain that strategies can be taught, and that the deployment of metacognitive writing strategies allows learners to have major control over their learning process. Another finding obtained in this study was that although the participants became more strategic and even felt they had become better writers, the

scores obtained for the first drafts of their compositions seemed to suggest that the students' writing performance did not improve at post instruction. Nevertheless, further research would be needed to investigate whether the participants' perceived improvement in their compositions did correlate with a better performance in their second and third drafts of their compositions.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Writing constitutes a crucial means by which students both consolidate and demonstrate their understanding of the subjects (Hyland, 2009). Specifically, writing academic discourse is a fundamental requirement in higher education, and is "at the heart of both professional practice and of learning to become a professional" (Hyland, 2002, p. 43). In the English Teacher-Training College at Universidad Nacional de Villa María (UNVM), Argentina, writing well in both their first and second languages is essential for students to succeed in their courses of studies. Even though in the subjects English Language I, II, III and IV they are explicitly trained on how to write different text types and across different genres, students normally find it hard to produce coherent and cohesive texts in the foreign language.

This difficulty may be attributed to the fact that writing academic discourse involves representing reality in a different way from the one in which students normally speak and write. It involves an understanding of the academic world, of the writing conventions, and of the genres –defined as effective means for representing knowledge in a particular discipline (Hyland, 2009). Furthermore, composing in a second lan1guage may be hampered because the great need to focus on language may result in a disregard for content (Cushing Weigle, 2002), and also because of the necessity to follow writing conventions which differ from those in the students' mother tongue.

Due to the complexity of the writing skill, researchers in the area of first and second language writing have endeavored to find ways to help student writers become more successful. In the last decades, strategy instruction has been found to be an effective means to both enhance writing performance and to help student writers become more autonomous (Arndt, 1987; Manchón, Roca de Larios, & Murphy, 2007; Mu, 2005; Oxford, 1990; Riazi, 1997; Sasaki, 2000; Victori, 1995; Wenden, 1991). In all, the literature shows that it is in the use of strategies where competent writers differ from less competent or less successful writers. Not only that, it has been suggested that more competent writers report using a higher number of metacognitive strategies than less competent ones (for example, Mu, 2007; Oxford, 1990; Sasaki, 2000; Victori, 1997); and that the use of metacognitive writing strategies contributes to more

autonomous or independent learning (Escorcia, 2010; Peronard, 2005; Velázquez Rivera, 2005). Indeed, metacognitive writing strategies have been found to enable learners to gain major self-control -or self-regulation- of the composing process (Flavell, 1979; Oxford, 2011). Metacognitive strategies have been singled out as "the *construction manager* whose job is to focus, plan, obtain resources, organize, coordinate, monitor, and evaluate the construction of L2 knowledge" (Oxford, 2011, p. 44).

Nevertheless, despite the importance attributed to the teaching of metacognitive writing strategies in several fields of education, to the best of my knowledge, there are few studies on metacognitive writing strategies (MWS) conducted in English Teacher-Training Colleges in Spanish-speaking countries like Argentina. More specifically, more research would be needed to analyze the effect of strategy instruction on MWS on both students' strategic repertoire and their writing performance in the context of English Teacher-Training Colleges in Latin America. This study, then, attempts to fill these gaps by investigating the effect of strategy instruction on the metacognitive writing strategies of *Planning, Monitoring,* and *Evaluating* upon second-year students of an English Teacher Training College in Villa María, Argentina.

1.1. Context of the study

The English teaching language program at Universidad Nacional de Villa María in Argentina offers a four-year program in English as a foreign language that enables graduates to teach the English language at elementary and secondary schools, as well as in private institutions. During these four years, students gain knowledge in four different areas, namely English Language, Linguistics, Culture and Pedagogy. In all four areas, students are expected to write coherent texts to be able to show their understanding of the subjects, but it is in the area of English Language where students are explicitly taught how to write different kinds of texts. The English language is taught in all four years of the program, under the names English Language I, II, III, and IV respectively. Due to the importance attributed to teaching and learning academic written discourse, I consider it important to carry out research into college students' use of metacognitive writing strategies at an Argentinean university context with the ultimate goals of helping students become more independent and better writers.

1.2. Purpose of the study

The general aim of this study is to gain insights into college students' deployment of the metacognitive strategies *of Planning*, *Monitoring* and *Evaluating*.

More specifically, this study aims at finding answers to the following research questions:

1) Does training on metacognitive writing strategies have an impact on the type and number of metacognitive strategies employed by the students of English Language II both at post instruction and in the medium-term?

2) In case there is any change in the use of metacognitive writing strategies, does it correlate with the quality of the compositions produced by the students?

3) What are the students' perceptions of the impact of the treatment on their writing performance?

4) What is the participants' perception of their level of strategic behavior?

5) What is the students' perception of the treatment?

1.3. Definition of terms

The following definitions of key terms have been adopted in this study:

1) Metacognition: In this thesis, the construct metacognition has been operationalized following Flavell (1987), as "knowledge about cognition" and as the "control center" of the cognitive system which allows learners to have control over their learning process.

2) Metacognitive writing strategies (MWS): Metacognitive writing strategies are skills that serve to "control cognitive activities and to ensure a cognitive goal is achieved" (Wang, Spencer, & Xing 2009, p. 48). Various taxonomies on MWS have been created, but in this study I adhere to the one proposed by Mu (2005), who classifies MWS into *Planning*, *Monitoring* and *Evaluating*.

3) Planning: Planning involves finding focus concerning purpose, audience, ideas, and strategies to be used, among others. It often takes places before writing, but some writers also plan their compositions even while writing their composition.

4) <u>Monitoring</u>: Monitoring involves controlling the writing process while writing the text. It refers to checking and verifying progress in terms of global features such as content and organization, and also in terms of local aspects such as grammar and mechanics.

5) <u>Evaluating</u>: Evaluating takes place after writing, and consists of reconsidering the written text in terms of both global and local writing features, and also concerning the strategies used to complete the writing tasks.

1.4. Overview of chapters

This chapter has presented the background of the problem, the significance of the study, the research questions that guided my investigation and the definitions of key terms in my thesis. Chapter II includes the theoretical framework which explores concepts concerning five major themes: (a) language learning strategies; (b) approaches to the writing process, second language writing and academic writing; (c) writing strategies; (d) metacognitive writing strategies, metacognition, and self-efficacy; and (e) strategies-based instruction. Chapter III presents the literature review which summarizes the main studies carried out in relation to writing strategies and also concerning instruction on metacognitive writing strategies. Chapter IV introduces the research design and methodology of the study. Chapter V describes the results obtained from the analysis of the data in relation to the five research questions. Chapter VI discusses and interprets the findings in relation to both the theoretical framework and current literature in the field. Finally, Chapter VII presents the pedagogical implications and limitations of this research study.

CHAPTER II

LITERATURE REVIEW

This chapter contextualizes the emergence of research about learning and writing strategies, and provides an account of previous studies on composition strategies in general, and on metacognitive writing strategies in particular.

Learning strategies, "thoughts or activities that assist in enhancing learning outcomes" (O'Malley & Chamot, 1994, p. 60), were first studied in the mid-seventies in the field of psychology, in the area of second language acquisition and in L2 writing process-oriented research (Manchón, 2001). Through the study of strategies in the field of educational psychology, researchers tried to understand how people tackled different learning and performance tasks, and also to establish how such behavior could be modified by instruction to optimize performance (Manchón, 2001).

The enquiry about writing strategies, which is part of a wider research movement known as *process writing*, emerged as an attempt to gain insight into writers' mental processes in L1. This cognitively-oriented trend viewed writing as a goal-oriented, cognitively-demanding, and problem-solving task (Bereiter & Scardamalia, 1987; Flower & Hayes, 1996; Hayes & Flower, 1980; Torrance & Jeffery, 1999 – all as cited in Manchón, 2001, p. 48). See chapter 3, section 3.3 for a conceptualization of writing strategies.

In the 1990s, the social aspect of writing gained prominence and writing began to be considered a cognitive, communicative and socially based activity. This conception of writing led to the movement called *post process writing*, in which the study of composing strategies shifted from a cognitive to a socio-cognitive approach. Writing strategies began to be defined as actions taken to respond to the demands of the discourse community where second language learners write, and learn to write (Cumming, 1998; Leki, 1995; Riazi, 1997) (For a description of the sociocognitive perspective of composing strategies, see chapter 3, section 3.3).

In the field of L2 acquisition a significant number of scholars, following either a cognitive or a socio-cognitive approach, have attempted to describe the actions L2 writers engage in while they generate, express and refine their ideas, and also the writer-internal and writer-external factors that influence their writing performance. One

important contribution is that of Manchon (2001) who identified four main groups of studies related to second language composing strategies, namely studies where: a) L2 writers implement a wide range of strategic actions to control and complete writing tasks (for example, Cohen & Books-Carson, 2001; Manchón, Roca & Murphy, 2000; Sasaki, 2000), and also to meet the imposed or perceived demands of the social context in which they write (Leki, 1995; Spack, 1997); b) strategy use is influenced by learner-internal and learner-external variables such as personality traits and task requirements (for example, the findings by Hatasa & Soeda, 2000; Roca, Murphy & Manchón, 1999; Victori, 1999); c) under certain circumstances, writers are able to transfer their L1 strategies to L2 writing situations (for instance, Cumming, 1989; Hatasa & Soeda, 2000; Hirose & Sasaki, 1994); and d) part of a writer's strategic repertoire can be modified through instruction and training (Sasaki, 2000; Sengupta, 2000).

The central issue of L2 writing research has been to find out how to help student writers become more effective and skillful writers. And metacognition has been marked out as crucial for effective and successful writing. Some of the leading and most influential works on writing and metacognition are Flower and Hayes's (1981) and Bereiter and Scardamalia's work (1987) (as cited in Ochoa Angrino & Aragón Espinosa, 2007). In their attempt to describe the processes involved in writing, they have showed that metacognition is a key factor for the production of effective compositions, and that it is also very influential in the transition from novice to expert writers.

Flower and Hayes (1981), who developed a cognitive model of writing in the 1980s, pinpoint two main processes intervening in writing: *planning* and *monitoring*. The *planning* phase involves generating content, that is to say, thinking about what to write; organizing the content, and setting the objectives to evaluate the quality and effectiveness of the text in terms of not only what to say but also how to say it. The *monitoring phase* takes place while writing, and refers to the partial and global revision of content, structure, the writing context, and the potential audience. When this process of monitoring is at work, learners can check whether their writing goals are being met, and can start employing compensatory strategies to overcome the difficulties they encounter.

In 1987, following Flower and Hayes' cognitive model of writing, Bereiter and Scardamalia elaborated two models of the composition process: the *knowledge telling model* and the *knowledge transforming model*. These models described the main

differences between novice and expert writers. On the one hand, the *knowledge telling model* is associated with the way novice writers compose, as they tend to write in the same way as they speak, without attending to rhetorical issues. Novice writers were found to plan less often and less extensively than expert writers, to have limited goals, and to be primarily concerned with generating content from their internal resources (Hyland, 2002; 2009). On the other hand, the *knowledge transforming model*, a model of mature writing, corresponds with expert writers' typical behavior. Expert writers consider both content and rhetorical aspects, guide their writing by a plan and a global goal, and revise their text to evaluate whether such a goal has been attained. In other words, the writer participates actively in the processes of *planning*, *monitoring*, and *evaluating*. In sum, following Bereiter and Scardamalia's (1987) model, the difference between skillful and less skillful writers would be determined by the writers' degree of engagement in the three metacognitive processes mentioned above.

2.1. Instructional programs to enhance metacognition during the process of composition

Due to the importance attributed to metacognition in writing, and based on the assumption that strategic behavior can be modified by instruction, many intervention programs started to be developed in order to enhance metacognitive work during the process of composition (Ochoa Angrino & Aragón Espinosa, 2007). It was held that, if students planned, monitored and evaluated their texts, they could become more independent learners and, in turn, more skillful writers. These instruction programs were carried out in different academic contexts with different age groups, and, overall, the outcomes were positive.

At elementary level, some of the studies on metacognitive strategy training yielding favorable results are those by Kaniel, Licht and Peled (2000), Corden (2003), Adkins (2005), Graham, Harris and Mason (2005), Saddler and Graham (2005), Lienemann, Graham, Leader Janssen and Reid (2006), and Ochoa-Angrino and Aragón Espinosa (2008). For example, Kaniel et al. (2000), who studied the effects of metacognitive writing instruction in "very able" 136 seventh graders, observed a considerable improvement in the written works of the group which received metacognitive instruction with the use of the software package Nvo. In another study, Graham et al. (2005) found out that the second grade participating students, who had emotional and behavioral disorder and writing problems, began to employ planning and

editing strategies in their compositions after their involvement on a six-week treatment on metacognitive strategies. In addition, a comparison of learners' achievements before and after the intervention showed an improvement in the students' writings in terms of completeness, length, and quality -features which were sustained over time. In addition, Ochoa-Angrino and Aragón Espinosa (2008) noticed that before the intervention, the participating children focused on editorial aspects such as grammar and spelling, but after the treatment, they started to identify and correct mistakes related to text structure, including content, coherence, and writing goals. In addition, developing group-correction sessions resulted in higher awareness of both the writers' audience and the need of improving the structure of their texts.

Some of the studies that examined the impact of metacognitive writing strategies training at high school level are those by De la Paz (1999), Page-Voth and Graham (1999), Peronard (2005), Therrien, Hughes, Kapelski and Mokhtari (2009), and Collins (2011). On the whole, results seem to indicate that the employment of metacognitive strategies contributes to higher achievements in adolescents' written works (De la Paz, 1999; Page-Voth and Graham, 1999; Therrien et al., 2009). However, some other investigations yielded mixed results, for instance Peronard's (2005) and Collins' (2011). In these two studies, the participants became more strategic but they were not always able to write qualitatively-better essays after the treatment, as shown in the scores obtained.

One of the studies carried out at high school level rendering positive results is that by De La Paz (1999). She developed an instructional program on planning strategies to help secondary level students with and without learning difficulty improve their expository essay writing. A time-series design was used, and it was found out that both groups of learners benefited from instruction, as they started writing longer, more complete and higher-quality texts -features which were maintained over time. Peronard (2005), on the other hand, carried out a study at high school level with different results. Her aims were to examine whether secondary school students were able to acquire metacognitive knowledge and metalinguistic knowledge in the production of expository texts, and whether metacognitive knowledge and metalinguistic knowledge contributed to an improvement in the learners' performance as writers. This quasi-experimental study showed that there was a considerable increase in metacognitive knowledge and comprehension skills in the experimental group, compared with the control group. But

in production, no clear difference between the two groups was found, probably due to the irregularity in the students' attendance and its impact on the treatment.

It is worth mentioning that many interventions carried out both at elementary and secondary education had special populations: either students with learning disabilities (De La Paz, 1999; Page-Voth & Graham, 1999; Therrien et al., 2009) or learners with emotional and behavioural disorder and writing problems (Adkins, 2005; Graham et al., 2005). All these interventions had the shared aim of fostering learners become more autonomous and better writers. At post instruction, the students began using metacognitive strategies such as planning and revision, and started writing more complete, longer, and overall better compositions. In addition, Adkins (2005) observed that the use of the strategies taught was transferred to an additional genre, namely that of personal narrative.

At college level, studies on metacognitive writing strategy training were also carried out (Ching, 2002; Lv & Chen, 2010; Velázquez Rivera, 2005). Ching (2002) conducted a classroom implementation of strategy and self-regulation instruction to find out whether intervention would help students plan and revise their essays, and to examine whether students were able to regulate their writing. The participants, aged 19-20, were first year students of a technical English course at the School of Material and Mineral Engineering in a Malaysian University who took a seven-week course. They were taught how to explore their ideas, and how to use strategies to generate content (brainstorming, issue tree, among others). They were also trained on how to revise their compositions using Haing-Smith's (1994) peer feedback form. Results showed that intervention on strategies and self-regulation enhanced students' knowledge of essay planning and revision, and it also improved learners' self-efficacy and self-determination.

Lv and Chen (2010) investigated the effects of metacognitive strategy instruction in first-year non-English majors in a Chinese Vocational College. This experimental study was carried out in a real class setting, with one experimental group (44 participants) and one control group (42 students). Whereas the experimental group received strategy-based instruction on the metacognitive writing strategies *planning*, *monitoring*, and *evaluating* following O'Malley and Chamot's (1994) CALLA model; the control group took part in a more ordinary writing instruction type based on the product approach. In the product approach the main focus is on form and on the final product; and students are expected to imitate a sample composition provided by the

teacher (Badger & White, 2000). A pre test and two post tests were administered, which consisted of writing a text of about 120 words. Findings indicate a significant difference between the experimental and control groups' writing performance. The experimental group seemed to improve their writing performance as they obtained high scores in the tests. In the control group, there was no significant difference among the three writing instances, which would be indicating that those students did not improve the quality of their written productions during that semester.

Also at college level, Velázquez Rivera (2005) carried out a quasi-experimental study to examine the effects of writing metacognitive training in 40 Chilean university students. The intervention was held in an obligatory course, where students were required to write in Spanish. During the treatment, the experimental group was taught the following seven metacognitive writing strategies: *establishing the purpose of the writing task*, *reflecting upon the task's demands*, *self-evaluating the process and product obtained*, *evaluating with peers the text produced*, *stopping the writing process to evaluate it*, *reflecting upon the various sub processes involved in the writing production*, and *becoming aware of the strategies they could use*. The data obtained from two questionnaires (one used as pre test and the other as post test), and also from two expository texts (one employed as pre test and the other as post test) showed that at post instruction the experimental group not only increased their writing competence but also became more reflective and more autonomous writers.

Some other works on metacognitive writing strategies at college level were carried out without strategy intervention. The studies undertaken by Ochoa Angrino and Aragón Espinosa (2007), Placci (2009) and Escorcia (2010) yielded interesting results with valuable pedagogical implications. Ochoa Angrino and Aragón Espinosa (2007) studied the relationship between metacognitive development and writing performance of 33 Psychology students at a Colombian University. The students' metacognitive development in *planning* and *monitoring-control* was analyzed through verbal protocols which were videotaped while the participants were writing two different types of analytical reviews: research reports and theoretical articles, and also while they were analyzing their own analytical reviews. The participants' answers were analyzed according to a six point Likert scale ranging from "highly regulated" to "not regulated" in relation to each strategy use, both for *planning* and *monitoring* strategies. Results showed a positive correlation between those two strategies for the two text types (i.e., students' metacognitive functioning was similar during the process of writing both

research reports and theoretical articles), but no significant correlation was found between metacognitive functioning and writing performance. That is to say, there were students who were metacognitively regulated but did not have an adequate writing performance. This, according to the researchers, may have been due to the fact that metacognition involves not only knowing about the learning process but also controlling it. For instance, even though some students seemed to monitor their comprehension and production processes, and in so doing, they could identify some related problems to their own writing performance, they were unable to engage in concrete actions to actually improve that performance. These results have interesting pedagogical implications because, as Ochoa Angrino and Aragón Espinosa (2007) suggest, an intervention program integrating metacognition in the writing process is necessary to help university students become more regulated and better writers.

In 2009, Placci conducted a case study at the National University of Río Cuarto, Argentina, with the aim of analyzing and comparing the processes and strategies for text revision used by two students selected from a course on academic writing in the English Teacher-Training College. She also studied their perceived writing quality and compared it with the actual quality of their texts. The two participants of her study wrote four essays and a self-evaluation report for each essay on the processes and strategies they had engaged in during text revision, and also a report on their perceived quality of the essays in question. Results indicate that there were salient differences between the two participants regarding the types of revision processes, and their perceived strengths and weaknesses. Findings also show that there was a positive correlation between self-efficacy and writing scores in one of the participants in her case study, Carina, and a negative correlation in the other participant, María. A strong agreement was observed between Carina's positive self-assessment of her essays and the scores she obtained for her compositions. Conversely, María's self-assessment for each of her essays did not reveal a very strong agreement with the holistic scores obtained. She tended to perceive the quality of her texts more negatively than the teacher, except for one of the essays, which was non-passing but she had self-assessed it positively.

Another important study on metacognitive writing strategies conducted at college level with no particular treatment was that by Escorcia (2010). She examined the metacognitive knowledge and self-regulation strategies of 12 first-year students at a French university in the Faculty of Education. After writing a report, the participants

were interviewed about the processes they went through while writing, the different composition phases, and the strategies employed. The data drawn from the interviews were first interpreted in relation to three types of metacognitive knowledge: namely, about the person, about the task, and about the strategies used; and in a deeper analysis, the data were also analyzed in relation to three types of self-regulation strategies: identifying a purpose for writing, self-evaluation, and self-instruction. Findings revealed that the students had metacognitive knowledge of the task, that is to say, they were aware of the characteristics of good reports; but they did not seem to employ enough planning and revision strategies. They did not consider their audience, did not set specific purposes for writing, and when revising, they focused mainly on linguistic aspects and overlooked rhetorical ones. Participants in that study concentrated mostly on *telling the knowledge* (Bereiter & Scardamalia, 1987), in other words, on transcribing the information drawn from the sources they read without providing any new information. This behavior is considered to be typical of novice writers.

While the studies described above concerned university education, Cresswell (2000) examined the use of the strategy self-monitoring in adults studying in a language school. A three-stage program was conducted in order to develop responsible self-monitoring in seven adult Italians (clerks, university students, and professionals) studying for Cambridge Proficiency at a language school in Italy. The intervention involved (a) raising awareness of process and product, (b) demonstrating annotations, and (c) evaluating annotations. The participants were asked to write four compositions of about 350 words each during four weeks, and to monitor themselves while writing. The students reviewed their evolving work, and made marginal annotations; and then the teacher read the annotations and wrote a response. Finally, the students read and clarified responses and wrote the final draft. The annotations were analyzed in terms of a higher and a lower category. The higher category comprised global content, organization, and translation concerns; whereas the lower category involved linguistic aspects. The outcomes were positive in that, when monitoring their texts, students started to focus not just on language (three quarters of the annotations) but also on content and organization (one quarter of the annotations). In addition, all the students were considered self-directed as they identified problem areas.

While carrying out this literature review, I could observe that most of the studies analyzed had a quasi-experimental design, consisting of a pre-test, an intervention on metacognitive strategies and/or metacognitive knowledge, and a post test. On the whole,

I have found out that the post tests of these studies revealed four main changes in the participants: a) major use of metacognitive strategies (Graham et al., 2005; Ochoa Angrino, Aragón Espinosa, Correa Restrepo, & Mosquera, 2008); b) improvement in the learners' writing quality (Adkins, 2005; De La Paz, 1999; Kaniel et al. 2000; Lv & Chen, 2010; Ochoa Angrino et al., 2008; Page-Voth & Graham, 1999; Therrien et al., 2009); c) more self-regulated and self-directed learning (Cresswell, 2000; Velázquez Rivera, 2005); and d) improved self-efficacy (Adkins, 2005; Ching, 2002; Collins, 2011).

As regards participants' sense of self-efficacy, some researchers studied the relationship between self-efficacy and writing performance; and results have been mixed. For example, Collins (2011) could find a positive correlation between students' self-efficacy for scientific inquiry and the scores obtained in their written inquiry tasks. Conversely, Placci's (2009) results were mixed as she found a positive correlation between self-efficacy and writing scores in one of the participants in her case study, and a negative correlation in the other participant. Another study in which no positive correlation between writing performance and sense of self-efficacy was found was Basturkmen and Lewis' (2002), who studied the perception of success of three non-native students attending an EAP writing course.

In a subsequent analysis of the quasi experimental studies reviewed above, I could find that some had revealed no correlation between metacognitive functioning and writing performance (Collins, 2011; Ochoa Angrino & Aragón Espinosa, 2007; Peronard, 2005). For instance, Collins (2011) reported that the students who had been given the metacognitive reflective prompts did not perform any better or worse than those who did not experience this condition. Similarly, Ochoa Angrino and Aragón Espinosa (2007) concluded that some students were "highly regulated" or "self-regulated" when engaged in *planning* or *monitoring strategies*, but they were unable to write qualitatively better texts. Likewise, Peronard (2005) found out that even though the intervention had helped the participants gain more metacognitive knowledge, no marked difference in production could be found between the control and the experimental group.

In sum, the main purpose of this literature review has been to analyze studies based on strategies-based instruction on metacognitive writing strategies, and to examine whether such interventions yielded favorable or unfavorable results. Though the studies reviewed above were conducted in different educational and geographical

contexts, there seems to be a general consensus about the gains of teaching metacognitive writing strategies, namely, improvement in students' writing performance and more self-regulated, self-directed and autonomous learning.

Even though numerous studies have been carried out in the area of writing strategies in general, to the best of my knowledge, there are no studies about the impact of metacognitive writing strategies on English Teacher-Training Programs in non-native English speaking countries like Argentina, and especially, in the context of academic writing courses. Therefore, this thesis will attempt to fill this gap of knowledge by studying the metacognitive writing strategies (*MWS* from now thereafter) of *Planning*, *Monitoring* and *Evaluating* employed by second-year students of a writing course in an Argentinean English Teacher-Training College.

The following chapter presents the theoretical framework for the present study in relation to five major themes: (a) language learning strategies; (b) approaches to the writing process, second language writing and academic writing; (c) writing strategies; (d) metacognitive writing strategies, metacognition, and self-efficacy; and (e) strategies-based instruction.

CHAPTER III

THEORETICAL FRAMEWORK

This chapter has been organized into five major themes which serve as the theoretical underpinnings for this study: (1) language learning strategies, (2) approaches to the writing process, second language writing and academic writing, (3) writing strategies, (4) metacognitive writing strategies, metacognition, and self-efficacy; and (5) strategies-based instruction.

3.1. Language learning strategies (LLS)

This section describes language learning strategies in terms of their definitions, purpose, and features.

3.1.1. Definitions of language learning strategies

Language learning strategy research emerged in the 1970s (Cohen & Macaro, 2007), and since then it has gained importance in the fields of both first and second language acquisition. The ultimate goal of language learning strategies research has been to describe the techniques and approaches successful learners employ.

Language learning strategies have been defined in several ways and have been approached from different perspectives. For this reason, this section provides a review of the most meaningful aspects of different definitions. Second language learning strategies are "learning processes which are consciously selected by the learner" (Cohen, 1998, p. 4) "to enhance their own learning" (Oxford, 1990, p. 1). They are "deliberate, goal-oriented attempts to manage and control efforts to learn the L2" (Oxford, 2011, p. 12). They are tools for active, self-directed involvement which, if appropriately employed, result in improved proficiency and greater self-confidence (Oxford, 1990). In other words, "learning strategies are specific actions taken by the learner to make language easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990, p. 8).

Some of the most important concepts derived from the above definitions are that strategy use involves a *choice*, which is made by each learner; and it is *individual*, since it is influenced by a number of factors such as personality traits and learning styles. Besides, the use of strategies is *conscious*, feature which distinguishes strategies from those processes that are not strategic. In addition, the primary purpose for the use of strategies is to succeed in the learning process.

It is worthwhile pointing out that the sheer use of learning strategies does not guarantee enhanced learning. Strategies are not a "super-drug" (Gu, 2010 as cited in Oxford, 2011, p. 13), and they should be appropriately employed if a certain goal is to be achieved. There are numerous learner-internal and learner external variables which influence strategy use and which may either favor or hamper good learning processes and outcomes.

3.1.2. Purpose of language learning strategies use

Cohen and Macaro (2007) found out that there are at least five main purposes for the employment of language learning strategies (LLS): to enhance learning, to perform specified tasks, to solve specific problems, to make learning easier, faster, and more enjoyable; and to compensate for a deficit in learning. These researchers conducted a survey to 23 experts in the area of LLS to find out their opinion about different aspects of LLS. In one of the items, the respondents had to state whether they agreed or disagreed on the suggested purposes of LLS. Results were mixed, and were grouped in five main categories:

(a) There was a general agreement that LLS are employed to enhance learning. Even more, a respondent highlighted that "without strategies, conscious learning cannot take place" (Cohen & Macaro, 2007, p. 38).

(b) As regards the use of LLS to perform specified tasks, several respondents noticed that the selection of strategies depends upon the task, with some strategies being used for more than one task.

(c) Most respondents also agreed on the fact that some LLS are used to solve specific problems.

(d) When considering the question of LLS used to make learning easier, faster, and more enjoyable, some researchers pointed out that even though strategies seem to allow learners to have self-awareness of their learning process, some students,

especially at the beginning stages of strategy instruction, may perceive that the incorporation of LLS may be time-consuming and may require great effort. However, when the learning strategy pays off in greater success on the task, students may start perceiving the benefits of LLS. It was also observed that the overuse of LLS or their use in isolation without meaningful combinations could lead to slowing down the learning process. In addition, there are strategies such as translating all unknown words in a text that make learning more tedious, more complex, and slower.

(e) Finally, not all respondents agreed on the fact that LLS are used to compensate a deficit in learning. The problem of this assertion lies in the concept of "deficit," as it may refer to an aspect that can be easily overcome through the effective use of LLS, or it may refer to a problem that requires more than LLS, as in the case of severe phonological problems.

In sum, according to the experts of LLS surveyed by Cohen and Macaro, strategies are used primarily to enhance language learning, to perform specified tasks, and to solve specific learning problems. In addition, they are sometimes employed to make learning easier, faster, and more enjoyable, and are also sometimes used to compensate a language deficit.

3.1.3. Characteristics of language learning strategies

Oxford (1990, 2011) has identified eight basic features of language learning strategies, which are worthwhile considering when teaching strategies, namely:

 (a) LLS are employed in both learning and acquisition;

(b) they have a "process" orientation, as their importance lies in how students learn or acquire a language rather than in their learning outcomes;

(c) their main goal is to achieve communicative competence, which concerns both spoken and written language and the four linguistic skills (reading, writing, listening and speaking);

(d) they have a "problem" orientation, as they are often used either to solve a problem, to complete a task or to achieve a goal;

 (e) they involve some level of consciousness;

(f) they are teachable. As expertise in the use of learning strategies is not present in every learner, it needs to be developed through mediation or assistance

(g) they can be transferred to new contexts or materials, and

(h) their use is flexible. Their employment depends to a great extent on many individual factors that affect the way the learner chooses, combines, and sequences strategies. In addition, not every learner needs to use every kind of strategies all the time.

3. 2. Approaches to the writing process, second language writing and academic writing

As previously mentioned, language learning strategies can be used to solve different kinds of tasks, and materials and can be employed with all four linguistic skills. In this research, metacognitive writing strategies were studied in the context of a second-year writing course at an English Teacher-Training College in Argentina.

As all linguistic skills are by nature different, this section attempts to shed light on what the composing process is like and how it has been approached within the study of writing strategies. Three basic aspects are reviewed in this section: a) writing approaches and writing cognitive models which not only explain how the writing process works but also describe the apparent differences between skillful and less skillful writers; b) the main differences between first language and second language writing, and c) the characteristics of academic writing.

3. 2.1. Writing approaches and cognitive models of the writing process

To understand the complexity of the writing process, and to help writers become more skillful, several models of the writing process have been proposed. In this section, I review writing approaches and models which guide the study of metacognitive writing strategies.

Each of the different approaches to writing which have emerged has taken a unique view of writing, either centering on the text, on the writer, or on the audience. The approaches within which we could place the study of writing strategies in general, and the enquiry about metacognitive writing strategies in particular, are the writer-

oriented and the reader-oriented approaches to writing research and teaching (Discussed in sections 3.2.1.1 and 3.2.1.2, respectively).

Furthermore, a writing process model that is considered to be highly influential in metacognitive composing strategies research is Bereiter and Scardamalia's knowledge-telling and knowledge-transforming model (1987), which was influenced by Hayes and Flower's (1980) cognitive writing model. In addition, Hayes' (1996) cognitive model also shed some light on the study of the metacognitive strategy of *Evaluating*.

Approaches to writing: Writer-oriented and reader-oriented

Hyland (2002) describes three main approaches to researching and teaching writing: text-oriented, writer-oriented and reader-oriented; each of which have considerably influenced teaching instruction. However, as stated above, due to their importance in writing strategies and metacognition research, the writer-focused and reader-oriented approaches are developed thoroughly in the sections below.

3.2.1.1. Writer-oriented research and teaching

This broad approach takes the writer as the point of departure. The theories within this perspective are interested in seeking what good writers do and in describing the methods that may help writers become more skillful. Hyland (2002) distinguishes three main writing perspectives: (a) writing as personal expression, (b) writing as a situated act, and (c) writing as a cognitive process.

The Expressivist view, founded on the work of Murray (1985), Elbow (1998), and others, sees writing as a "creative act of discovery in which the process is as important as the product to the writer" (as cited in Hyland, 2002, p. 23). Writing is learned, not taught, and the teacher is a facilitator who provides student writers with opportunities to make their own meaning in a cooperative environment. Teachers are not encouraged to give writing models or to impose their views but to stimulate students' thinking processes through pre-writing tasks such as journal writing (Elbow, 1998, as cited in Hyland, 2002, p. 23). A caveat of this approach is that it does not offer clear theoretical principles from which to evaluate what constitutes a good piece of writing. Indeed, expressivists claim that good writing does not reflect the application of

rules but the writer's free imagination. Another drawback is the lack of attention given to the communicative aspect of writing.

The perspective of *writing as a situated act* acknowledges the importance of writing as a social activity that occurs in a particular context. The act of composing is influenced by the writer's personal attitudes and previous social experiences, and by the particular political and institutional contexts in which it takes place.

The view of *writing as a cognitive process* is supported by a wide body of research, and borrows the techniques and theories from cognitive psychology. Writing is defined as a problem-solving activity, and as a "non-linear, explorative and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (Zamel, 1983 as cited in Hyland, 2002, p. 25).

Some of the cognitive models that greatly influenced writing research and instruction are those by Hayes and Flower (1980), Bereiter and Scardamalia (1987) and Hayes (1996). In the course of this section I will make reference to the ways in which these models shed light on the study of metacognition and on the inquiry about skilled and less skilled writers.

3.2.1.1.1. Hayes and Flower's (1980) cognitive model of writing

Hayes and Flower's model was an early and influential model of the writing process as it provided useful information about the factors intervening in the writing process and described some characteristics of novice and expert writers (Galbraith, 2009).

One of the contributions of this model was the definition of writing as a recursive, non linear process. The scholars pointed out that the basic processes of *planning* (which included generating ideas, organization, and goal setting), *translating plans into a tex*t (i.e., converting conceptual content into a linguistic form), and *reviewing* (which involved reading and editing) occur at any moment during writing.

Another insight brought out by this research was the notion that writing is influenced by the interaction of a number of cognitive, social and physical conditions (Hayes, 2002). Thus, Hayes and Flower' model was described in terms of three main aspects: *the task environment*, *three cognitive processes* involved in writing, and the writer's *long-term memory*. The task environment included the writing assignment

(including the rhetorical problem posed by the text, namely topic and audience) and the text produced so far, which limits the writer´s choices regarding syntax, diction and coherence. The cognitive processes involved in writing were planning (deciding what to say and how to say it), text generation (turning plans into written texts), and revision (improving existing texts). Finally, the writer's long-term memory included knowledge of topic, knowledge of audience, and previous writing plans. The coordination of these processes was in charge of *a monitor*, which was viewed as a process controlling the sub-processes planning, sentence generation, and revising (Hayes, 2002). The monitor controlled the writing processes, deciding when enough content had been generated and when revision was necessary.

A significant consequence of this model was the characterization of the differences between novice and expert writers, aspect which was later studied by Bereiter and Scardamalia (1987). According to Flower and Hayes (1980), expert writers often construct a more elaborate representation of their goals, and consider such goals to express their intentions. Novice writers, on the other hand, rely on more concrete content goals and tend to generate content in response to the topic alone. Experts make more elaborate plans, and revise more extensively, evaluating the text not only in terms of how the content is expressed but also considering the underlying function of the text and the goals to be attained.

3.2.1.1.2. Bereiter and Scardamalia's knowledge-telling and knowledge-transforming models of writing

Bereiter and Scardamalia (1987) propose two models which describe the behaviour of two kinds of writers, namely skillful and less skillful writers. The model which represents the way the latter behave is called **the knowledge telling model,** whereas **the Knowledge transforming model** describes the cognitive and metacognitive actions taken by more skillful writers or expert writers.

On the one hand, **knowledge telling,** described in Figure 3.1, involves little planning and revision, and the text produced resembles a spoken text. The writer is primarily concerned with generating content from their internal resources, and ideas tend to be written as they come to mind with no cohesive ties. There exists no clear purpose for writing. Bereiter and Scardamalia call this writing mode "natural" or

"unproblematic" since it can be produced by any fluent speaker of the language, including most children and adolescents.

As can be observed in Figure 3.1, the knowledge-telling model is a linear process. Based on a prompt, the writer constructs a mental representation of the assignment. This mental representation dictates both the content and the discourse knowledge, including basically the writing style (argumentative, narrative, etc.) that will meet the requirements of the prompt. Then, the writer does a mental search for ideas and matches them to the writing genre constraints related to the prompt. Content recalled from memory that is considered appropriate is written down, and this sequence is repeated until the writer considers that either enough has been written or there is nothing left to be said. Undoubtedly, this way of writing often produces work that is of limited quality.

Figure 3.1: Structure of the knowledge-telling model of writing (Bereiter & Scardamalia, 1987, as cited in Cushing Weigle, 2002, p. 33)
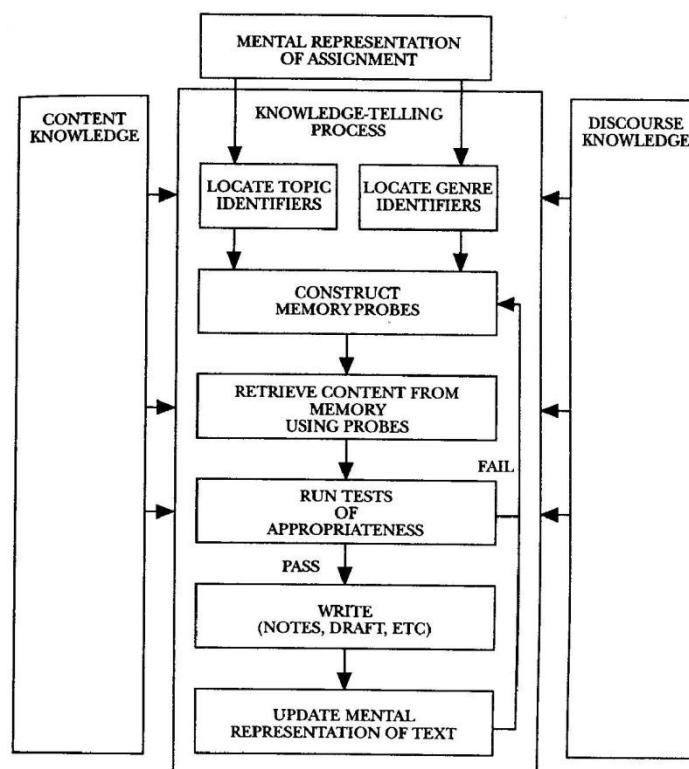
The **knowledge transforming model**, on the other hand, demands greater cognitive engagement and effort since it involves putting one's thoughts on paper to create new knowledge, rather than simply restating what is stored in memory. The

writer is able to reflect upon the complexities of the task and resolve problems of content, form, audience, style and organization.

As Figure 3.2 shows, the first step in the process of knowledge transformation involves problem analysis and goal setting, which lead to problem-solving in two domains: content and rhetorical aspects. The *content space* includes issues of belief and knowledge, while in the *rhetorical space* the writer works on how to best achieve the writing goals. It is worth mentioning that an attempt to overcome content problems may lead the writer to a rhetorical problem, and vice versa. Once goals have been set and an initial problem analysis has taken place, the actual process of writing begins (knowledge-telling process).

Collins (2011) argues that, despite the benefits of the knowledge transforming model, students tend to resist abandoning the knowledge-telling framework as it represents the way people speak in daily interactions. In contrast, knowledge-transformational writing asks writers to work and think in ways that are different from their common daily experiences. In addition, knowledge transforming involves "actively reworking thoughts" that may lead to changing both the text and ideas to suit the goal of the text (Bereiter & Scardamalia, 1987 as cited in Hyland, 2002, p. 28).

Figure3.2: Structure of the knowledge-transforming model of writing (Bereiter & Scardamalia, 1987 as cited in Cushing Weigle, 2002, p. 34)
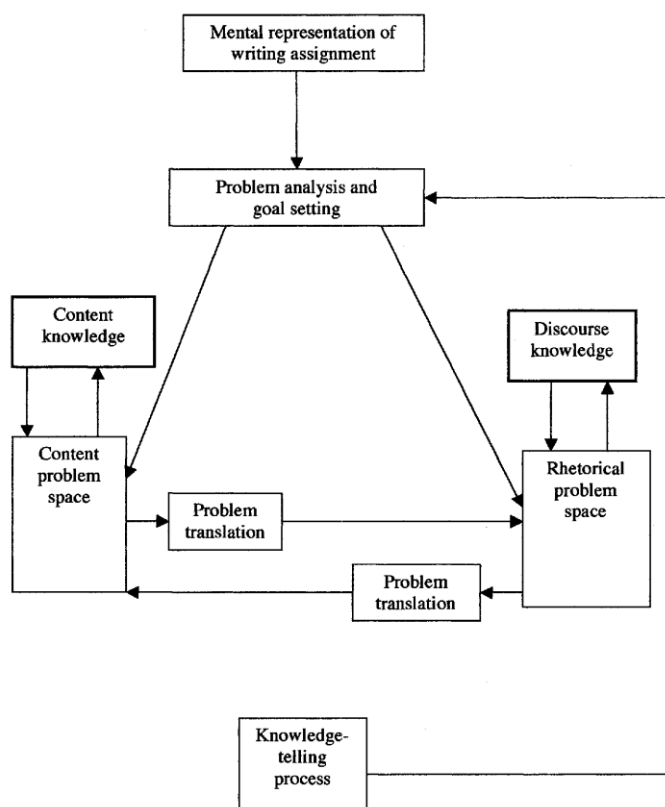
Needless to say, the description of the differences between skilled and unskilled writers is one of the major contributions of Bereiter and Scardamalia's model. Skilled writers seem to employ more refined strategies than less skilled ones. Moreover, even though this framework does not yield an explanation for how a writer makes a transition from knowledge-telling to knowledge transforming, it does provide an insight into the variables that may affect task difficulty: information demands, the writer's expertise with a particular genre, and the cognitive effort required by a particular task in both the content and the rhetorical problem spaces. A consideration of these variables has resulted in researchers and instructors' need to find ways to avoid the cognitive overload placed on the writer, and thus help them become more successful. One such solution, according to the literature, concerns the deployment of effective writing strategies.

3.2.1.1.3. Hayes' (1996) view of the process of *Evaluating*

Hayes' (1996) writing framework pretended to give "a more accurate and more comprehensive description of available observation than that provided by the Hayes-Flower (1980) model" (Hayes, 2002, p. 40).

In this section, I will refer to the contribution of this model to the study and teaching of metacognitive strategies. Hayes' work provides valuable insight into the nature of the metacognitive strategy of *Evaluating*, and suggests reasons why inexpert writers tend to focus primarily on local aspects.

Hayes's model stresses the importance of reading in the composition process, and directs special attention to the activity of *reading to evaluate*, which involves reading critically one's text to detect possible problems and to find potential improvements. It has been found that *inexpert writers* tend to engage in *local revision* (at sentence level) rather than *global revision* (at text level). In this context, Hayes proposes three reasons why writers may fail to revise on a global level. First, writers may have poor reading skills. Second, the writer's working memory may not be enough to attend to both local and global errors. Third, an appropriate schema for revision may not have been yet developed.

3.2.1.2. Reader-oriented research and teaching

The premise of reader-focused approaches to writing is that writers engage with others and attempt to express their ideas in ways that make most sense to their readers. Therefore, writing is regarded as an interactive, cognitive activity.

Hyland (2002) discusses this perspective from three points of view: (a) writing as social interaction, (b) writing as social construction, and (c) writing as power and ideology. All these perspectives have a solid social ground.

Viewing *writing as social interaction* between writers and readers involves attributing importance to communication in the writing process, as the "text is the place where readers and writers meet; it is a dynamic realization of a social relationship, cognitively and linguistically accomplished" (Hyland, 2002, p. 40). Nystrand (1986) argues that "the success of any text is the writer's ability to satisfy the rhetorical demands of readers" (as cited in Hyland, 2002, p. 34). The writer assumes what the audience knows and expects, and the reader predicts the writer's purpose. For Nystrand, a text has "semantic potential," that is to say, a variety of possible meanings; but that meaning is not transmitted from mind to mind; it is created between the participants.

Writing within an established social framework and with a sense of audience in mind is crucial for an effective use of writing strategies. Focusing on the audience and on the purpose for writing has considerably helped writers succeed in their productions.

The view of *writing as social construction* was founded in sociology and postmodernist philosophy, and has approached writing as a social act, largely influenced by the community to which it belongs. Writing is a form of cultural practice, and as such, a text makes sense only within the particular discourse community for which it is written, exhibiting the conventions which reflect the socio-cultural understandings of that community. The metaphor **discourse community** helps place texts, writers and readers in a particular discourse space. According to Hyland (2002), this view of social construction has been most influential in the area of academic writing, where acquiring "genre knowledge" is essential to acknowledge the discourse community's norms. According to Paltridge (2002), genre knowledge not only includes an understanding of rhetorical structures and the social and cultural contexts in which genres are located but also an awareness of how these aspects impact upon language choices.

Hyland's (2002) view of writing as *power and ideology* is concerned with the "interests, values, and power relations in any institutional and socio-historical context that are found in the typical ways people use language" (p. 45). These issues have been explored by adherents to Critical Discourse Analysis, who have analyzed texts mainly from the mass media and public discourses, and dealt with issues such as racism, gender, and class.

3.2.2. Second Language Writing

Despite potential similarities, the literature shows that first-language and second-language writing constitute two different processes, the latter being "more constrained, more difficult, and less effective" than the former (Silva, 1993 as cited in Cushing Weigle, 2002, p. 36). Indeed, Mu (2005) defines second language writing as a complicated idiosyncratic developmental process.

Some of the differences between these processes may be related to three factors, namely cognitive aspects, social and cultural factors, and motivational and affective factors (Cushing Weigle, 2002). First, the cognitive processes described in Hayes and Flower's (1980) model, particularly text generation, may be more complex for second-language writers because of limited language proficiency. Besides, a faulty understanding of the source text or task instruction may affect the writer's ability to perform well in the task. In addition, poor reading comprehension skills may hamper the writer's ability to evaluate their writing. The process of text generation may be disrupted by the need for lengthy searches for appropriate lexical and syntactic choices, which may result in a written product which does not reveal the writer's original intention. This may be caused by either limited linguistic knowledge or because the ideas the writer wants to express are lost from working memory before they can be put into paper.

Furthermore, second-language writers may be disadvantaged by social and cultural factors. They may know little about the discourse community where the genre is set, about the appropriate ways of realizing various functions through the written text, or about the expectations of readers from a different culture. In other words, they may lack what Canale and Swain (1980) have called "sociolinguistic competence."

Motivation and affect also play a key role in the L2 writing process. The literature shows that there is a relationship between students' desire to integrate into a new culture and their success in learning a second language (Gardner & Lambert, 1972; Peirce, 1995; Schumann, 1978; Shen, 1988, all as cited in Cushing Weigle, 2002, p. 37). Shen (1988) highlights that in order to become good writers, some students feel the need to change their own identity. Some other internal and external motivational factors for learning the language are: grades, higher proficiency, learning new information, future job/ promotion, need to impress the teacher or other students, and anxiety or writing apprehension. Besides, the issue of time constraints is also salient for second-language writers, as they are unable to write as fluently and quickly as they do in their mother tongue.

3.2.3. Academic Writing

Apart from the cognitive, socio-cultural and affective demands of writing in a second language, university students are also faced with the challenge of writing for academic purposes. Writing academic discourse is often perceived as an arduous task, probably due to the lack of familiarity with this specialized genre, which forces them to represent themselves in a way which is different from their normal ways of speaking (Hyland, 2009). In Bartholomae's (1986) words:

> Every time a student sits down to write for us, he has to invent the university for the occasion (. . . .). He has to speak our language, to speak as we do, to try on the peculiar ways of knowing, selecting, evaluating, reporting, concluding, and arguing that define the discourse of our community. (as cited in Hyland, 2009, p. 6)

In addition, in academic writing, genre constraints are strict. These constraints influence not only the rhetorical organization of discourse but also the linguistic choices made at text and sentence level. In this respect, Johns (2003) argues that there are three main categories found in all academic genres: conventions of *structure* that control the flow of argument; conventions of *reference* that establish standard ways of addressing the work of other scholars; and conventions of *language* that reflect characteristic

choices of syntax and diction (Linton, Madigan, & Johnson, 1995 as cited in Johns, 2003, p. 207).

In order to succeed in higher education, student writers should learn about the scope and limitations of academic language.

3.2.3.1. Characteristics of academic writing

According to Johns (1997; 2003), academic texts have the following features:

a) Texts must be explicit.

b) Topic and argument should be pre-revealed in the introduction.

c) The language of texts should create a distance between the writer and the text to give the appearance of objectivity. This may be achieved by means of passive voice structures and by omitting the use of the first person pronoun.

d) Texts should maintain a "rubber-gloved" quality of voice and register. That is to say, they should be as objective as possible, for example, avoiding the use of emotional words, and through the choice of "objective" academic vocabulary.

e) Writers should take a guarded stance, especially when presenting argumentation and results. Hedging through the use of modals is a useful resource to achieve this goal.

f) Texts should display a vision of reality shared by members of the particular discourse community to which the text is addressed (or the particular faculty member who made the assignment). A major problem in relation to this requirement is that views of reality are often implicit and unrevealed to students.

g) Academic texts should acknowledge the complex and important nature of intertextuality: the exploitation of other texts without resorting to plagiarism.

h) Texts should comply with the genre requirements of the community or classroom. These requirements vary from class to class, but there should be some general rules for academic literacy refined within each discipline and classroom.

In sum, when writing academic genres, writers need to master specific aspects concerning purpose, content, rhetorical features, and the language constraints of those genres.

3.3. Writing Strategies

This section provides a conceptualization of writing strategies, describes the factors influencing writing strategy use, and presents a taxonomy of composing strategies in general, a classification of metacognitive writing strategies proposed by Mu (2005), and a more detailed ad hoc taxonomy of metacognitive writing strategies.

3.3.1. Conceptualization of writing strategies

Writing strategies have been referred to in different ways, for example, as "writing behaviours", "composing behaviours", "composing operations", or as "writing techniques and procedures" (Manchón, Roca de Larios & Murphy, 2007, p. 230).

Based on the different approaches to the study and conceptualization of writing strategies, Manchón (2001) makes a distinction between a broad and a narrow categorization of writing strategies. The broad characterization views strategies as any action taken during the act of writing, whereas the narrow perspective focuses on specific actions carried out during the composing process. As both views have provided insightful data in the study of writing strategies and metacognition, they are both reviewed in this section.

The **broad categorization** of composing strategies comprises a *learner-internal perspective*, and a *socio-cognitive perspective.* In the first case, writing strategies are analyzed in terms of the actions the writer engages in when producing a text. Some taxonomies that have emerged within the *learner-internal* view are Khaldieh's (2000) and Mu's (2005). Mu makes a distinction between five basic types of writing strategies, namely rhetorical, cognitive, metacognitive, communicative and social/affective. The metacognitive strategies are, in turn, sub-divided into *Planning*, *Monitoring* and *Evaluating*. In addition, Khaldieh (2000), based on Oxford's (1990) taxonomy, includes metacognitive, cognitive, compensatory, social and affective writing strategies.

The *socio-cognitive perspective* has been taken up by scholars who consider strategies as actions carried out by L2 writers to respond to the demands of the discourse community where they write and learn to write. Two representative case studies are those by Leki (1995) and Spack (1997). Leki found the following strategies in her data: (a) those used to conceptualize and fulfill writing tasks (clarifying and

focusing strategies); (b) those involving the use of previous knowledge and experience (relying on past writing experience, using past ESL training, resorting to elements of the first language and culture); (c) strategies that make the most of the social context (using current experience or feedback, looking for models, basing on current ESL writing training); (d) taking a stance towards teachers' demands, and (e) finding ways of managing and regulating the demands of their courses and assignments in terms of time and effort.

A **narrow view** of strategies has been taken up by scholars who studied L2 writing strategies from a purely cognitive, intra-learner perspective, influenced by both cognitive theories of L1 writing and the problem-solving paradigm in cognitive psychology. Writing strategies are restricted to *control mechanisms* of the writer's behavior, and *problem-solving devices.*

Strategies as control mechanisms correspond to the writer's conscious regulation of their problem-solving behavior. One of the studies focusing on the use of writing strategies as control mechanisms is Cumming's (1989, as cited in Manchón, 2001, p. 57). In Cumming's study, some of the writers were able to monitor and regulate their own behavior to achieve their goals, whereas others lacked such control and self-regulation. The participants who self-regulated made decisions about what to write and how to do it; they focused on the gist, the organization of the text and on the linguistic means to express their intentions. *Inexpert writers,* on the contrary, did not monitor their writing, lacked appropriate self-regulation strategies and engaged in a "what next?" strategy, which involved making on-the-spot decisions while writing, without resorting to previous plans.

In the *problem-solving* literature, Cumming (1989) proposes five categories to describe problem-solving in writing: (a) knowledge telling, in which students just describe what they are doing or tell their knowledge of a topic; (b) problem identification with no attempt to solve it and without reaching a solution; (c) problems identified and automatically solved; (d) problems identified, search process engaged in, but no solution achieved; and (e) problems identified, search process engaged in and solution reached. It is in the last two cases where writers engage in problem solving proper, and consequently, make use of heuristic search strategies" (Manchón, 2001).

3.3.2. Factors influencing writing strategy use

Manchón, Roca de Larios and Murphy (2007), based on results of previous studies, have described writer-internal and writer-external variables which influence the deployment of writing strategies.

Writer-internal variables include second language proficiency, the degree of writing competence or expertise, previous L1/L2 literacy and educational experience, and the writer's mental model of writing.

As regards the degree of L2 writing proficiency and degree of writing expertise, some important differences are found between skilled and unskilled writers in terms of the number and quality of strategies used. For example, less proficient writers and inexpert writers tend to revise at a local level and do not usually focus on content and organization (Cushing Weigle, 2002; Mu, 2005), and use less cognitive-demanding strategies (Cabrejas Peñuelas, 2008). In contrast, expert writers spend a longer time planning (Sasaki, 2000) and seem to use successful composing strategies such as planning, extensive reading and revising (Cabrejas Peñuelas, 2008).

Moreover, the mental model of writing –the conceptions and beliefs that underlie and guide the writing performance- seems to be different in skilled and unskilled writers. The latter appear to have a mono-dimensional mental model of writing and thus view the process as a grammatically-driven juxtaposition of sentences rather than the construction of a whole discourse. Skilled writers seem to be more multi-dimensional, and thus are likely to take risks in the construction of complex sentences (Manchón et al., 2007).

Writer-external variables are divided into task-related factors, and topic-related factors. *Task-related factors* include task types and time allotted for writing. The cognitive demand of a task seems to strongly influence strategy use, as, for instance, writing an argumentative essay requires more effort and more strategies than writing an e-mail. The time available to write influences the quality of the overall composition and also the amount of local or global planning. It has been observed that when students have little time to write they concentrate mainly on local planning, which involves planning what to write next disregarding the text's overall organization (Sasaki, 2000). In addition, for revision to be appropriate, there must be a distance between the writer

and the text, not on a single occasion, but on a number of sessions (Porte, 1996, as cited in Manchón et al., 2007, p. 244). Within *topic-related factors,* topic familiarity is the most important variable.

3.3.3. Taxonomy of writing strategies and of metacognitive writing strategies

As shown in the above description of the broad and narrow categorization of composing strategies, the study of writing strategies has been approached from different perspectives, thus leading to the creation of a number of taxonomies (for example, Baker & Boonkit, 2004; Cabrejas Peñuelas, 2008; Mu, 2005; Oxford, 1990; Riazi, 1997; Sasaki, 2000; Victori, 1997; Wenden, 1991). In this study, the classification proposed by Mu (2005) has been found to be the most accurate in his distinction of five basic kinds of writing strategies: rhetorical, metacognitive, cognitive, communicative, and social/affective.

In addition, Mu's taxonomy identifies three main metacognitive strategies which are often at work in the different stages of the composing process: *Planning* (before writing and in some cases also while writing), *Monitoring* (while writing) and *Evaluating* (after writing). Table 3.1 shows Mu's composing strategies along with their corresponding sub-strategies, and their definitions or characterization. Building on Wenden's (1991) taxonomy, Mu classifies metacognitive writing strategies into *Planning*, *Monitoring* and *Evaluating*. *Planning* involves finding focus (in relation to purpose, audience addressed, and strategies to be used, among others); Monitoring refers to checking and verifying progress, and *Evaluating* involves reconsidering the written text.

Table 3.1: Mu's (2005) taxonomy of ESL writing strategies

Writing strategies	Sub-strategies	Explanation
Rhetorical strategies	Organization Use of L1 Formulating/ modeling Comparing	Beginning/ development/ ending Translate generated idea into ESL Genre consideration Different rhetorical conventions
Metacognitive strategies	Planning Monitoring Evaluating	Finding focus Checking and identifying problems Reconsidering written text
Cognitive strategies	Generating ideas Revising Elaborating Clarification Retrieval Rehearsing Summarizing	Repeating, lead-in, inferencing Making changes in plan, written text Extending the contents of writing Disposing of confusions Getting information from memory Trying out ideas or language Synthesizing what has been read
Communicative strategies	Avoidance Reduction Sense of readers	Avoiding some problem Giving up some difficulties Anticipating readers' response
Social/ affective strategies	Resourcing Getting feedback Assigning goals Rest/ deferral	Referring to libraries, dictionaries Getting support from professor, peers Dissolve the load of the task Reducing anxiety

Based on Mu's (2005) taxonomy of MWS, for the purpose of this study I created a more detailed classification of MWS which includes specific sub-strategies within each of the three metacognitive strategies of *Planning*, *Monitoring* and *Evaluating*. In addition, both global and local writing features are considered.

Table 3.2: Ad hoc taxonomy of metacognitive writing strategies and sub-strategies

Metacognitive writing strategies	Sub-strategies
PLANNING *(often before writing and sometimes also while writing)*	Selecting a topic or understanding the task provided Identifying the audience Stating the purpose Collecting information (through brainstorming, ladders, reading, interviewing, among others) Organizing the information obtained Deciding what strategies to use to complete the task Reviewing the writing conventions Making up a writing timetable

MONITORING
(while writing)
	Checking:
	1.Global aspects:
	    Content
	    Organization
	    Coherence
	    Cohesion
	2.Local aspects:
	    Format
	    Grammar (including sentence structure)
	    Mechanics (punctuation and spelling)
	    Lexis
	3.Strategy use

EVALUATING
(after writing)
	Examining:
	1.Global aspects:
	    Content
	    Organization
	    Coherence
	    Cohesion
	2.Local aspects:
	    Format
	    Grammar (including sentence structure)
	    Mechanics (punctuation and spelling)
	    Lexis
	3.Strategy use

3.4. Metacognitive writing strategies, metacognition, and self-efficacy

This section provides a definition of metacognitive writing strategies, a definition of metacognition, a description of the basic components of metacognition, and a conceptualization of self-efficacy.

3.4.1. Definition of metacognitive writing strategies

Metacognitive strategies are mental executive skills that serve to "control cognitive activities and to ensure a cognitive goal is achieved" (Wang, Spencer, & Xing 2009, p. 48). Metacognitive strategies involve "thinking about the learning process,

planning for learning, monitoring the learning task, and evaluating how one has learned" (O'Malley & Chamot, 2000 as cited in Lv & Chen, 2010, p. 137).

In the area of writing, metacognitive strategies have been found to be "directly responsible for the execution of a writing task" (Mu, 2005, p. 5). That is to say, through the skills of planning, monitoring, and evaluating writers manage, direct, regulate and guide their writing production. As shown in different studies, metacognitive strategies training allows writers to develop self-regulated writing (for example, Escorcia, 2010; Peronard, 2005; Velázquez Rivera, 2005).

3.4.2. Metacognition: Definition and basic components

Metacognition has been singled out as one of the major contributions of cognitive psychology (Ochoa, Aragón, Correa, & Mosquera, 2008). Metacognition has been defined in several ways, namely as knowledge, awareness and control of one's own learning (Cubukcu, 2009, p. 560); the ability to control one's cognitive processes (self-regulation) (Livingston, 1997, p. 3), "thinking about thinking" (Flavell, 1979, as cited in Wang, Spencer, & Xing, 2009), "cognition about cognition" (Ajideh, 2009), and as the "control center" of the cognitive system (Flavell, 1987).

John Flavell (1979) is considered to be the first scholar to introduce the term metacognition in the field of education. According to the researcher, metacognition consists of **metacognitive knowledge** and **metacognitive experience**. *Metacognitive knowledge* –also referred to as *metacognitive beliefs* (Wang, Spencer, & Xing, 2008)- includes knowledge about person (or knowledge of person variables), knowledge about task (or knowledge of task variables), and knowledge about strategy (or knowledge of strategy variables).

First, *knowledge about person* refers to (a) general knowledge about how human beings learn and process information (universals of cognition), (b) beliefs about others as cognitive processors (interindividual differences), and (c) individual knowledge of one's own learning processes. The latter involves beliefs about one's attitudes and preferred learning style, what one knows and does not know, one's own cognitive abilities, and also consciousness of one's progress. Second, *task knowledge* refers to awareness of the nature of the task, its purpose, and the requirements and processing demands needed to undertake it. Third, *knowledge about strategy* encompasses

awareness of the strategies that are appropriate to employ to achieve the desired goals and to undertake tasks.

It is important to point out that metacognitive knowledge about strategies does not mean the actual use of strategies (Pintrich, 2002). In other words, students may be aware of the various metacognitive strategies they can use to solve specific tasks and to achieve the desired goals but may not be able to employ them. However, it is believed that if students know about different kinds of strategies for learning, thinking and problem solving they will be more likely to employ them (Pintrich, 2002). In addition, according to Pintrich (2002), metacognitive strategy knowledge "enables students to perform better and learn more (p. 222).

Oxford (2011) argues that this notion of metacognitive knowledge is too restricted to explain the learner's control and management of L2 learning. She proposes the concept "*metaknowledge,*" which addresses not only the cognitive but also the affective and sociocultural-interactive dimensions of L2 learning. Oxford distinguishes six basic types of metaknowledge: *person knowledge* (individual), *group or culture knowledge* (community), *task knowledge* (short-term, immediate), *whole-process knowledge* (long-term), *strategy knowledge* (knowledge of strategies and metastrategies), and *conditional knowledge* (when, why, and where to use a given strategy).

Metacognitive experiences, another component of metacognition according to Flavell (1979), refer to "any kind of affective or cognitive conscious experience that is pertinent to the conduct of intellectual life" (Flavell, 1987, p. 24). Metacognitive experiences take place whenever the learner has the feeling or belief that a task is hard to perceive, comprehend, remember or solve; or when they feel a cognitive goal is difficult to attain (Flavell, 1987). In addition, they are especially likely to occur in situations that require careful, highly conscious thinking, and also in any other novel situation where every major step the learner takes requires planning beforehand and careful evaluation. Metacognitive experiences may be brief or lengthy in duration, simple or complex in content, and can occur at any time, before, while or after a cognitive engagement.

Flavell (1979) points out that metacognitive experiences may affect metacognitive knowledge either by adding to it, deleting from it, or revising it. Besides,

metacognitive experiences can activate strategies aimed at both cognitive and metacognitive goals. For example, if a learner wonders whether he is ready for tomorrow's exam, he may ask himself questions about the content he has studied and in this way *assess* his knowledge (metacognitive strategy). If the student perceives that he does not know one particular chapter in his text well enough to pass tomorrow's exam, he may read it once more and make a summary using his own words (cognitive strategy aimed at the cognitive goal of enhancing his knowledge).

As can be observed from these examples, cognitive and metacognitive strategies are complementary, as they are both implemented to enhance learning. The main difference among them relates to the fact that while cognitive strategies are invoked to *make* cognitive progress, metacognitive strategies are employed to *monitor* it (Flavell, 1979). Oxford (2011) suggests metaphors to understand how metacognitive and cognitive strategies work. In her words, "metacognitive strategies are the *construction manager* whose job is to focus, plan, obtain resources, organize, coordinate, monitor, and evaluate the construction of L2 knowledge" (p. 44). In contrast, cognitive strategies are the *construction workers* who, following metacognitive guidance, build internal mental frameworks into elaborated structures. As Oxford points out, "unmanaged cognitive strategies, the builders operating without supervision, can cause significant problems" (p. 44). For this reason, the use of metacognitive writing strategies – in this study, *Planning*, *Monitoring*, and *Evaluating* strategies- is considered to be vital to control the writing process.

3.4.3. Self-efficacy

Self-efficacy, a concept which was originated from Social Cognitive theory by Albert Bandura (1995), refers to an individual's assessment of their ability to carry out a specific task (as cited in Collins, 2011, p. 27). It is the belief that one can master a situation, and produce a positive outcome. Interestingly, this belief may or may not correlate with the student's actual ability to successfully complete a task.

A student's self-efficacy is considered to be a predictor of their behaviour, that is to say, "people's level of motivation, affective states and actions are based more on what they believe than on what is objectively true" (Collins, 2011, p. 28). In addition, the literature shows that students with a high level of self-efficacy often persist longer

with tasks, set major goals for themselves, and tend to approach difficult tasks as challenges rather than as threats (Collins, 2011; Zimmerman, 2000). Conversely, people with lower levels of self-efficacy tend to avoid difficult tasks, attribute failures to deficient capabilities, give up quickly in face of a challenge, and are even prone to stress and depression.

Concerning the relationship between student writers' self-efficacy and strategy use, it is believed that writers will continue using the strategies they consider to be beneficial and abandon those that are ineffective. In addition, when self-efficacy is high, the writer is more motivated to write a composition using self-regulatory processes (Adkins, 2005).

According to Zimmerman (2000), efficacy beliefs are influenced by prior accomplishments and performance experiences. Therefore, if students often do well on a specific task or linguistic skill, they will be more likely to have a high sense of self-efficacy in relation to that specific task. Another issue that influences efficacy beliefs concerns attributions. Students' judgment of the causes of their success or failure will determine their expectations for future performances: "attributions of failure to insufficient effort would heighten performance motivation, whereas attributions of inability would decrease it" (Zimmerman, 2000, p. 214). In relation to this issue, the scholar points out that students with high self-efficacy levels normally attribute failure to insufficient effort, while those with a low sense of efficacy ascribe it to inability.

3.5. Strategies-Based Instruction (SBI)

In this section the following aspects are discussed: purpose of strategies-based instruction, separate versus integrated instruction, direct versus embedded instruction, and the Cognitive Academic Language Learning Approach (hereafter CALLA).

3.5.1. Purpose of SBI

Strategy training consists of "explicitly teaching students how to apply learning and language use strategies" (Cohen, 1998, p. 67). According to this scholar, SBI allows the learner to: (a) self-diagnose their strengths and weaknesses in their learning process; (b) become more aware of what helps them to learn most efficiently; (c) develop a broad range of problem-solving skills; (d) experiment with both familiar and unfamiliar learning strategies; (e) make decisions about how to approach a language task; (f)

monitor and evaluate their own performance; and (g) transfer successful strategies to new learning contexts.

3.5.2. Separate versus integrated instruction (O'Malley & Chamot, 1990)

An issue still unresolved in the research of second language learning strategies is whether instruction should consist of a separate course or be integrated to the regular content or language classes.

Scholars in favor of *separate instruction* argue that knowledge of learning strategies is generalizable to other contexts, and that paying attention to both strategies and language issues at the same time may cause problems in the learner.

On the other hand, those who support *integrated instruction programs* maintain that learning in context is more effective than learning separate skills whose applicability may not be visible for the learner. In addition, practicing strategies with authentic language tasks may facilitate the transfer of strategies to similar tasks and materials in other classes. As pointed out by Cohen and Macaro (2007), "greater effectiveness when promoting process (learning) and product (the target language) is done in an integrated fashion" (p. 142). For this reason, the strategy instruction carried out in this study was integrated into the regular classes of English Language II, Writing section.

3.5.3. Direct versus embedded instruction

Another issue worth considering is whether strategies teaching should be direct or embedded. In direct instruction, students are explicitly taught the value and purpose of strategy use, whereas in embedded instruction students are encouraged to use particular strategies but are not informed of their importance.

According to O'Malley & Chamot (1990), the literature shows that direct instruction allows for transfer of strategies to new tasks, and to strategy use over time. Likewise, Cohen (1998) points out that research on learning strategies indicates that explicit instruction is preferable to implicit instruction for the development, application, and transfer of language learning strategies. Because of its benefits, in this work, direct strategies-based instruction on metacognitive writing strategies was adopted.

3.5.4. The CALLA (Cognitive Academic Language Learning Approach)

Different strategies-based instruction models in the context of L2 learning have been designed, for example, O'Malley and Chamot (1990), Oxford (1990), Chamot, Barnhardt, El-Dinary, and Robbins (1999), Grenfell and Harris (1999), and Chamot (2005a) (all as cited in Cohen & Macaro, 2007, p. 112).

In this study, the instruction on metacognitive writing strategies was based on the model proposed by O'Malley and Chamot (1990): the CALLA (Cognitive Academic Language Learning Approach). It consists of five main steps: preparation, presentation, practice, evaluation, and expansion.

Phase 1: Preparation (to develop student awareness of different strategies)

The purpose of the preparation stage is to raise learners' awareness of their current strategies, the particular techniques that help them learn most efficiently; and of their beliefs about strategy use. During this phase, teachers encourage metacognitive knowledge, i.e., they raise awareness of the activities and techniques which can assist in learning a particular aspect of the language, and highlight the importance of having a strategic repertoire to assist learners in the learning process.

There are several ways of dealing with the preparation phase. For example, teachers can organize the students in small groups and ask them how they studied or learned information in their own language. Then, they can provide examples of how they learn in the foreign language, and establish a comparison between the strategies employed when learning in both languages. This activity could be adapted to the specific macro skill or aspect studied.

Another possibility consists of showing the students how to think aloud in order to describe what they are doing as they work on a task. The teacher first models thinking aloud, telling the learners what strategies she is using while doing a specific task. Then, the students are asked to solve a task and think aloud mentioning the techniques applied. This task will help students eventually develop metacognitive knowledge, that is to say, think about their own learning process.

Phase 2: Presentation (to develop student knowledge about strategies)

In the presentation phase, particular learning strategies are explicitly taught. The teacher names the strategies to be learned, indicates how they are used, and shows their importance for learning.

The teacher can begin by reminding the students of the strategies discussed in the previous phase, and then show how the new strategies are employed while performing specific tasks. The teacher's modeling of the strategies is essential for the learners to succeed when using them in the future. Moreover, different examples and activities should be shown to make students aware of the possibility of strategy transfer to new tasks or contexts.

Phase 3: Practice (to develop student skills in using language for academic learning)

During this phase students are given either individual or group assignments to use and apply the strategies presented. If students work independently, they should be given an opportunity to discuss their use of strategies in small groups, and then with the whole class, since verbalization and discussion are key to become more strategic and to transfer strategies to new materials (O'Malley & Chamot, 1994). The assignments should resemble the kinds of tasks the teacher demonstrated during the previous phase where the strategies were modeled.

The number of activities provided during the practice phase can differ according to the amount of experience learners have had with the strategies taught. Nevertheless, at the beginning, the activities should be more guided to ensure the students are learning to use the strategies effectively. Scaffolding is essential; more extensive instructional supports are provided early in learning and "gradually withdrawn as the students gain more skill and independence" (O'Malley & Chamot, 1994, p. 69).

Phase 4: Evaluation (to develop student ability to evaluate their own strategy use)

During the evaluation phase students examine the strategies employed in terms of the contribution they have made to their learning. Students are asked to plan for, monitor, and evaluate their strategy applications (O'Malley & Chamot, 1994).

Learners can take notes of their own assessment of the strategies used considering what difficulties they encountered, how they overcame them, and what techniques worked best. Then, they can engage in a class discussion in which the teacher highlights the overall strategies that resulted most useful for the assignment. Students can also keep a dialog journal about their strategy use and share it with the teacher, or use a checklist to indicate the strategies used. They could also compare their own performance on tasks in which no strategies were used, and on others in which they applied strategies.

Both students and teachers alike should take into consideration that not all strategies will be useful for all students (O'Malley & Chamot, 1994). It is important for students to build their own repertoire of strategies to enhance their learning, and to vary them according to the characteristics of the materials and tasks.

Phase 5: Expansion (to develop transfer of strategies to new tasks)

In the expansion phase, students are encouraged to transfer the strategies to other classes and to tasks or materials which were not part of the original strategy instruction.

Some of the activities suggested for this phase are self-reports in which students comment on the strategies they have successfully transferred, thinking skills discussions in which learners brainstorm possible uses for the strategies they are learning, and follow-up activities in which learners apply the strategies to new tasks and contexts (O'Malley & Chamot, 1994). As these scholars point out, the most important outcome of this practice will be "automatic and skilled use of strategies with a wide variety of academic tasks and knowledge base to use them effectively" (p. 70).

This section has attempted to describe the theoretical underpinnings for this study. The core topics of this theoretical framework have been: learning strategies, writing approaches, writing cognitive models, second language writing and academic writing; writing strategies and metacognitive writing strategies, metacognition, self-efficacy, and strategies-based instruction.

The main purpose of my research is to examine the metacognitive writing strategies used by second-year students of English Language II in the English Teacher-Training College at UNVM, and to find out whether the students' strategic repertoire changed after a strategy-based instruction.

The following section presents the methodology of the study, and the data collection and data analysis procedures undertaken to carry out this research.

CHAPTER IV

METHODOLOGY

This chapter describes the research design of the study, the participants, the treatment, the materials and instruments used, as well as the data collection and data analysis procedures.

4.1. Research design

The study was carried out at Universidad Nacional de Villa María with the aims of gaining insight into the metacognitive writing strategies (MWS) employed by the students of *English Language II* in the English Teacher Training College, and also finding out whether the students' strategic repertoire changed after strategies-based instruction.

A quasi-experimental research design was used so as to compare group behavior "in probabilistic terms under controlled conditions using an intact group" (Brown & Rogers, 2002, p. 12). The participants were measured in different moments on the independent variable metacognitive writing strategies. Having an intact group was considered to be appropriate due to the small number of students attending the subject *English Language II*, and also in order to avoid altering the normal development of the course. This group was a "natural" (already existing) group, that is to say, it was not created for research purposes, but was formed by all the students of the course *English Language II*.

Among the different kinds of single group designs, this study consisted of "one group pre-test + post-test design" (Seliger & Shohamy, 1989, p. 137). The use of metacognitive writing strategies was elicited through a questionnaire administered before the treatment (*pre-test*), then an intervention of MWS was conducted, and MWS use was elicited again through a questionnaire (*post test*). In order to enhance the internal validity of the study, a *delayed post test* was administered three months after the end of treatment to examine whether there was any change in the participants' strategic repertoire. Observing a variable over a period of time allows the researcher to ascribe

any changes in the subjects' performance to the treatment with greater assurance (Seliger & Shohamy, 1989). In the authors' words, "a sudden or noticeable difference between the observation immediately preceding the treatment and the observation following the treatment can then be said with more confidence to result from the treatment" (p. 140). It is worth mentioning that the same questionnaire was administered as the pre test, post test and delayed post test. According to Mackey and Gass (2005), equivalence of pre and post tests allows for the comparability of results and thus enhances the internal validity of the study.

The quasi-experimental research design of this study was selected based on the numerous benefits it has in the field of education. First, as Larsen-Freeman and Long (1991) point out, quasi-experiments are common in naturally occurring settings in which complete experimental control is hard to obtain. This design is more likely to have external validity because it is conducted under conditions normally found in educational contexts (Seliger & Shohamy, 1989). Furthermore, as it is less intrusive and disruptive than other designs, it makes it easier for the researcher to gain access to subject populations. To some degree, it also controls for attrition of subjects, since the same group is used for the pre-test and post-test (Seliger & Shohamy, 1989).

But quasi-experimental designs have been found to have some disadvantages as well. One caveat of quasi-experimental designs is that changes in language ability or performance may not be the result of the treatment, as they may be related to other factors intervening in the teaching-learning context (Seliger & Shohamy, 1989). However, as Larsen-Freeman and Long (1991) manifest, the variables which have changed can serve as the starting point for future testable hypotheses. Another possible disadvantage is that the pre-test may sensitize the subjects to specific aspects of the treatment and pre-teach them what they will learn during the treatment, especially when the treatment is about specific language aspects such as a grammatical structure or a lexical item. Nevertheless, this problem might be mitigated by using more indirect measures (Seliger & Shohamy, 1989). In my study, there was an attempt to mitigate any possible disadvantages by providing the participants with an ample array of choices in the instruments so as not to influence students' responses. Besides, the duration and type of treatment integrated to the curricula may have avoided sensitizing the participants to any specific aspect of the treatment.

4.2. The context

4.2.1. Participants

The ten participants, aged 18-22, were one male and nine female students of English Language II, a mandatory subject of second year of the English Teacher Training College at Universidad Nacional de Villa María, Córdoba. Four students were from Villa María city and six from other towns from Córdoba province. All the participants had taken English Language I – and all of them, except two, had passed it. Three students were doing Language II for the second time and seven for the first time. All this information was gathered from a demographic questionnaire administered to the participants before the onset of the treatment (See Appendix A).

4.2.2. Description of the course where the treatment was implemented

English Language II is an annual subject of the English Teacher Training College, and is attended by students who have already taken Grammar I, Phonetics I, and English Language I. After completing this course, the students are expected to achieve an "upper intermediate" level of English, as stated in the syllabus of the subject. The course aims at developing the four linguistic skills – listening, reading, speaking, and writing, and a strong emphasis is placed on the development of academic writing skills.

English Language II has a teaching load of eight hours a week, of which about two or three are devoted to developing the writing skill. In the writing section, the students are taught paragraph and essay writing. During the first term, they work on definition, comparison/contrast, and cause/effect paragraphs– contents which are also taught in English Language I. In the second term, in *English Language II,* students learn how to write definition, comparison/contrast, classification, and cause/effect essays, and they are often asked to write out-of-class texts. In class, students only write paragraphs and essays as part of written tests, in which the mark assigned to the written text constitutes fifty percent of the whole score -the remaining fifty percent corresponds to use of English: grammar and lexis.

In this course, a "process-based" approach to writing is favored, as the students are allowed to write several drafts until they get to the final one, to which a mark is

given. The normal procedure is the following: the students make an outline of the ideas they will develop in the text and they send it to their instructors by e-mail. The instructors, after analyzing the outline, tell their students whether they can start writing the text or if they need to make some changes to the outline. The same procedure is followed with paragraph and essay writing, the two text-types dealt with in the subject: students receive feedback, make the necessary changes, and then, they are finally scored. The number of drafts written varies from student to student, and it ranges from two to four drafts.

It was in this course, *English Language II*, in the writing section, more specifically, where the instruction on MWS was implemented. Out of the eight weekly hours of the course load, I asked the instructors in charge of this Chair to allow me participate in the teaching of two hours in order to be able to carry out integrated strategy instruction. Therefore, my role became that of a participant researcher (Cresswell, 2002). This decision was made based on the belief that an intervention integrated to the students' regular writing classes would allow the participants to visualize the effectiveness of the strategies, and would favor their applicability and transfer (O'Malley & Chamot, 1990). For this reason, the students' involvement in the intervention program was compulsory. Nonetheless, a consent form was requested to be signed by the students in order to know whose data would be considered for analysis (See appendix A').

4.3. Materials and instruments

The instruments used to gather information were questionnaires and diaries, which are described along with the corresponding research questions in Table 4.1. Data also came from texts written by the students, and by the scores assigned to them by the instructors of *English Language II*, who used the Michigan Writing Assessment Scoring Guide as a scoring rubric.

Table 4.1: Instruments used to address the RQs of this study

Research questions	Instruments	Time when instruments were administered
1- **RQ1:** Does training on metacognitive writing strategies have an impact on the type and number of metacognitive strategies employed by the students of *English Language II* both at post instruction and in the medium-term?	1- Questionnaire 2- Diary	Before the treatment (pre-test), immediately after finishing the treatment (post-test), and three months after the end of the treatment (delayed post test). During the treatment, after writing each text. (Twice)
2- **RQ2:** In case there is any change in the use of metacognitive writing strategies, does it correlate with the quality of the texts produced by the students?	Participants' compositions Michigan Writing Assessment Scoring Guide	After writing each text.
3- **RQ3:** What is the students' perception of the impact of the treatment on their writing performance?	1- Questionnaire 2- Diary	During the treatment, after writing each text. (Twice) In the last session of the treatment on MWS.
4- **RQ4:** What is the students' perception of their level of strategic behaviour?	1- Questionnaire 2- Diary	In the last session of the treatment on MWS. During the treatment, after writing each text. (Twice)
5- **RQ5:** What is the students´ perception of the treatment?	1- Survey	Three months after the end of the treatment.

4.3.1. Demographic questionnaire

A demographic questionnaire was administered at the onset of the treatment to obtain data about the participants' personal information (gender, age, hometown), and about their academic situation, such as the subjects they had passed and the subjects they were attending at that moment.

4. 3. 2. Instruments used to address research question 1

The first and primary purpose of this study was to describe the metacognitive writing strategies the students employed spontaneously before the treatment, and to examine any change/s in their strategic repertoire after the implementation of the treatment on metacognitive writing strategies. As mentioned above, the research design consisted of a pre-test + treatment + a post-test + a delayed post- test.

The pre-test, post-test and delayed post-test consisted of an ad hoc self-report questionnaire (Questionnaire A) which documented the participants' use of MWS while writing a specific text (See Appendix B). It was based on the taxonomies on MWS by Oxford (1990), Wenden (1991), Riazi (1997), Victori (1997), Sasaki (2000), Baker and Boonkit (2004), and Mu (2005). Even though this type of instrument has been said to have some disadvantages, according to Cohen and Macaro (2007), self-report questionnaires are the most frequently used and most efficient method to investigate learner strategies.

The items of the questionnaire included specific strategies within the phases of *planning* (before writing), *monitoring* (while writing), and *evaluating* (after writing) (See Appendix B for the complete questionnaire). Basically, students were asked to tick the strategies they remembered having employed during the last writing task. But as some items of the questionnaire were open-ended, students were also required to describe, for example, how they had organized their ideas, or what strategies for collecting information, if any, they had used.

Table 4.2 below shows a summary of the *Planning, Monitoring*, and *Evaluating* strategies elicited in the closed-ended questions of the ad hoc questionnaire.

Table 4.2: Closed-ended items in the ad hoc questionnaire about MWS

PLANNING Strategies (before writing)	MONITORING Strategies (while writing)	EVALUATING Strategies (after writing)
Considering the task or instructions carefully, and identifying the purpose of the composition	Examining the content of the text	Examining the content of the text
Considering the audience	Examining the organization of the text	Examining the organization of the text
Planning mentally	Checking whether the text is cohesive	Checking whether the text was cohesive
Using background knowledge as an aid to generate ideas	Checking whether the text is coherent	Checking whether the text was coherent
Taking notes on the main ideas that would be developed in the piece of writing	Checking the vocabulary used	Checking the vocabulary used
Using different methods to gather ideas	Examining the grammatical structures used	Examining the grammatical structures used
Taking notes about how to organize the text	Checking punctuation	Checking punctuation
Planning what vocabulary would be used	Checking spelling	Checking spelling

Planning on grammar issues	Examining the changes made to the text during revision	Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the paragraph
Making up a writing timetable	Examining the changes made to the text while editing it	
Planning what strategies would be used to complete the task	Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the paragraph	

During the treatment the participants were also asked to write a guided diary entry to describe their use of MWS. As Mackey and Gass (2005) point out, diaries allow the researcher to access the phenomena under investigation from a viewpoint other than their own. The prompt given to the students in this study was the following:

Mention whether you planned, monitored (i.e., checked and identified problems while writing) and evaluated your writing (i.e., reconsidered the text after finishing the paragraph). If you have engaged into these processes describe in detail how you did so. Please, provide concrete examples.

4.3.3. Instruments used to address research question 2

The Michigan Writing Assessment Scoring Guide (Appendix C)

The Michigan Writing Assessment Scoring Guide (Hamp-Lyons, 1990 as cited in Cushing Weigle, 2002, p. 115) was employed in this study as the scoring rubric to grade the students' compositions. This tool is a six-point analytical scoring system which assesses three main writing aspects: ideas and arguments, rhetorical features, and language control. Students' scores ranging from six to three were considered "passing scores", whereas scores two and one were considered "failing" ones.

The rationale for choosing the Michigan Writing Assessment Scoring Guide is that it is explicit and detailed, and it focuses on both local and global writing features. According to Cushing Weigle (2002) analytical scoring systems like this one are normally preferred over holistic systems because they provide more detailed information about a test taker's performance in different writing aspects.

Students' compositions

Three take-home writing tasks completed by the students were considered in this study to measure the participants' writing performance. The students' works were descriptive and definition paragraphs required in the course *English Language II*, writing section. The topics were provided by the writing instructors themselves, and they were related to the contents of the thematic units developed in class:

Paragraph 1: Lifestyles

Paragraph 2: The ideal house

Paragraph 3: Definition of a profession

Tasks one and two aimed at eliciting descriptive paragraph writing, whereas the third one aimed at eliciting definition paragraph writing.

4.3.4. Instruments used to address research question 3

Students' perception of the impact of the treatment upon their writing performance was elicited by means of two instruments: an ad hoc questionnaire and a diary entry task.

The ad hoc questionnaire was divided into two parts: A and B (Appendix D). Part A consisted of eleven closed-ended items in which the following aspects were considered:

a) overall changes in the students' writing productions (items 1, 2, 3 and 4);

b) organization and development of ideas (items 5 and 6);

c) cohesion and coherence (items 7 and 8);

d) language control and mechanics (items 9, 10 and 11).

Part B consisted of an open-ended question which asked the students to describe how training on metacognitive writing strategies had affected their writing performance.

The other instrument used to address this third question, the diary entry, was a guided one since the participants were asked to write about any changes they could have perceived in relation to some aspects of the writing task, such as organization, content, and language control (see Appendix D').

4.3.5. Instruments used to address research question 4

A questionnaire and a diary entry were used to inquire into the participants' perception of their strategic behavior. Both instruments aimed at gathering self-report information about the students' employment of metacognitive strategies during their last writing task (Appendixes E and E').

The *ad hoc* questionnaire consisted of two parts. In the first one, the students were asked to indicate how strategic they considered themselves when writing: very strategic, strategic, a bit strategic or not strategic at all. The second part, which consisted of twenty closed-ended questions, inquired about the use of specific *planning*, *monitoring* and *evaluating* strategies. The aspects addressed in the questionnaire were the following ones:

a) **planning**: content, organization, vocabulary, grammar, cohesion and writing strategies (items 2, 3, 4, 5, 6 and 7);

b) **monitoring**: content, organization, grammar, lexis, mechanics, cohesion, writing strategies (items 8, 9, 10, 11, 12, 13 and 14);

c) **evaluating**: organization, content, grammar, lexis, mechanics, cohesion and writing strategies (items 15, 16, 17, 18, 19, 20 and 21).

The diary entry task aimed at exploring the specific strategies the students had employed in their last writing task at three different moments: before, while and after writing.

4.3.6. Instrument used to address research question 5

Once the intervention on MWS conducted by the researcher came to an end, the participants were asked to respond to a questionnaire concerning their perceptions about the effectiveness of the treatment, that is to say, about the possible strengths and weaknesses of the methodology employed (Appendix F). It is important to point out that, after the training period, the researcher's contact with the students was not that frequent, fact which must have favored students' sincere opinions about the quality and usefulness of the training received in their writing classes, as well as their suggestions for a future intervention program. A major item in the questionnaire referred to whether the students had been able to transfer their knowledge of MWS to other learning contexts after the intervention had finished. This survey was designed in Spanish, the students' mother tongue, in order to facilitate the students' expression of opinion.

All the data collected in this study were triangulated, that is to say, multiple research techniques and multiple sources of data were used not only to explore the use of MWS from all feasible perspectives (Mackey & Gass, 2005), but also to enhance the validity and reliability of the study (Johnson, 1992 as cited in Mackey & Gass, 2005, p. 181). In other words, the use of this technique was meant to contribute to the "credibility, transferability, confirmability, and dependability" of the results (p. 181). Among the three types of triangulation described by Mackey and Gass (2005) – theoretical (using multiple perspectives to analyze the same data), investigator (using multiple observers or interviewers), and methodological (using different measures or research methods to investigate the same phenomenon), the researcher employed methodological triangulation.

4.4. Data collection procedures

The data for this study were collected during the academic year 2011. Each of the procedures is described below in relation to the instruments used for data collection.

4.4.1. The demographic questionnaire

The demographic questionnaire was administered by the instructors of *English Language II* during class time, in March 2011 before the treatment. The instructors collected all the questionnaires and gave them to the researcher, who proceeded to analyze the data.

4.4.2. Research question 1: The three questionnaires (pre test, post test and delayed post test) and the diaries about metacognitive writing strategies

The first questionnaire (pre test)

The first part of the data collection procedure consisted of gathering information about the metacognitive writing strategies the participants employed before the treatment. For this reason, the first instrument used was a questionnaire, already described under 4.3.2, in which the students were asked to indicate what *planning, monitoring* and *evaluating* strategies they used before, while and after writing a paragraph assigned as homework in the subject *English Language II*. The questionnaire

was administered in March, after the time in which all the students had already written a paragraph about "lifestyles". It was important for the questionnaire to be administered during that month, before the strategy-based instruction itself, so as to avoid data contamination (Mackey & Gass, 2005). The instrument was completed during class time and was administered by the researcher.

The diaries

Training on MWS took place from April to June 2011. At the onset of the treatment, the researcher asked the writing instructors for permission to tell their students to hand in diaries about their strategic repertoire along with the texts written for *English Language II*, *writing section*, during the treatment period. During May and June, on two occasions, together with the printed or digital texts they wrote for the subject, the students attached a diary entry about the *planning*, *monitoring* and *evaluating* strategies employed when writing each of the compositions. The students were asked to complete the diaries immediately after writing the first draft of each task so as to enhance the validity of the retrospective data reported.

The second questionnaire (post test)

After the last session of the treatment, at the end of June 2011, the participants were asked to complete the second questionnaire thinking about their performance on the last composition written for *English Language II*, *writing section*. They completed the writing task and the questionnaire at home and handed them in to the researcher.

The third questionnaire (delayed post test)

The third questionnaire about metacognitive writing strategies was administered to the students three months after the end of the treatment, in September 2011. As with the other questionnaires, the students' responses were about the strategies employed when writing their last composition. The questionnaire was completed at home and was then collected by the writing instructors.

4.4.3. Research question 2: Students' compositions and the Michigan Writing Assessment Scoring Guide (MWASG)

In order to examine whether there was a correlation between the participants' strategic repertoire (in terms of number and type of MWS used) and their performance as writers (as indicated by the scores obtained), three writing tasks were considered: one written before the treatment itself (in March 2011), and two after the intervention had finished (at the end of June and in August). The tasks were scored by the writing instructors, using the Michigan Writing Assessment Scoring Guide (Appendix C). Each rater decided on a score and then gave the compositions to the researcher, who estimated an average to calculate interraters' reliability.

4.4.4. Research question 3: The questionnaires and the diary about the participants' perception of the impact of the treatment on their writing performance

During the treatment period, the students were asked to fill in a questionnaire about their perception of the treatment's impact upon their writing performance. The questionnaire was administered twice during the treatment sessions, in May and June 2011.

The diary was completed in the last session of the treatment. Once the data from both instruments were gathered, a comparison among them was drawn.

4.4.5. Research question 4: The diaries and the questionnaire about students' perception of their strategic behaviour

The diary was administered twice during the treatment period. The participants were told to complete it immediately after writing the tasks set as homework for the subject *English Language II*, *writing section*; and they were handed in to the writing instructors along with the completed tasks.

The self-report questionnaire was administered in the last session of the strategy-based instruction. The data obtained from both the diaries and the questionnaire were transcribed and analyzed for any emerging themes.

4.4.6. Research question 5: The survey about students' perception of the treatment

To inquire about the students' perception of the strategies-based instruction on metacognitive writing strategies, a final survey was administered three months after the end of the treatment, in September 2011. It was conducted by e-mail because the researcher had no further contact with the students who had participated in the language writing classes.

4.5. Data analysis

First, the data rendered by the various instruments were analyzed in relation to each research question they meant to address. For each question, the data reported in each of the instruments were analyzed in search of categories or themes. Then, this information was compared so as to find common patterns of strategy use. Some of the themes had been previously categorized when designing the instruments, and some others emerged from my data. The themes were then further analyzed and synthesized in search of more refined categories. All the analyses were displayed in tables which are presented in this manuscript either in the Appendixes or in Tables in the body of the Results Section.

4.6. The treatment

The treatment on metacognitive writing strategies was carried out during the first semester of the academic year 2011, from April to June 2011, when the topic of paragraph writing was developed. The treatment consisted of nine sessions of about two hours each, and it was conducted within the classes of *English Language II*, at Universidad Nacional de Villa María.

The strategy instruction was *integrated* to the writing classes, since it was the researcher's contention that learning strategies in context would contribute to the applicability and transfer of strategies (see chapter III, section 3.5 for a detailed discussion of integrated versus separate instruction). Because of time constraints, only on two occasions, the classes on MWS were developed separately from the ordinary writing course.

The instruction on metacognitive writing strategies was *direct*, as the participants were explicitly taught the names of the strategies, were instructed as to how to apply them, and what benefits they have when employed effectively (a discussion of direct versus embedded instruction is found in chapter III, section 3.5).

The training on MWS was based on O'Malley and Chamot's Cognitive Academic Language Learning Approach (CALLA) (1990). The fundamentals and characteristics of this approach have already been described in chapter III, section 3.5.

The three metacognitive writing strategies selected for this experience, *Planning*, *Monitoring*, and *Evaluating*, were introduced separately following the five phases of the CALLA model: preparation, presentation, practice, evaluation, and expansion. In the last session of the treatment, time was made available for a revision of the three strategies taught and for a discussion on their application and transfer. Table 4.3 below summarizes the strategies taught in each session as well as the phases followed in each case.

Table 4.3: Treatment scheme

Sessions	Strategies	Phases/ Tasks
1	Theory supporting strategy learning & use Introduction to the three MWS (definitions and value) Planning	Preparation & presentation
2	Planning	Presentation & practice
3	Planning	Practice & evaluation
4	Planning Monitoring	Expansion Preparation & presentation
5	Monitoring	Practice and evaluation
6	Monitoring	Practice, evaluation & expansion
7	Evaluating	Preparation, presentation & practice
8	Evaluating	Practice, evaluation & expansion
9	Planning, monitoring, and evaluating	Overview of the 3 strategies/ discussion

4.6.1. Description of the treatment

A summary of the procedures followed in this strategies-based instruction and the tasks demanded from the students during their writing classes is presented below and has been organized into five main sections: (a) general introduction to SBI, (b)

planning strategies, (c) monitoring strategies, (d) evaluating strategies and, (e) overview of the three strategies which comprised the intervention in this study.

a) General introduction to SBI

In the first class of the treatment, the researcher explained the purpose of the training and referred to the value and benefits of using language learning strategies in general and of metacognitive writing strategies in particular.

One of the issues stressed in the first class was that several studies around the world indicate that it is in the use of strategies where more competent or more successful writers differ from less competent or less successful writers. In addition, the literature shows that competent writers tend to use a greater number of metacognitive writing strategies than less competent ones. Several examples of studies were given.

b) Strategy 1: *Planning* (before writing)

Phase 1: Preparation

In the *preparation phase,* the students were asked to refer to what they usually did before writing. Once they answered the question orally, the researcher asked them whether they were used to planning their writings or not. The prompts used for this sake were: "Do you plan your writing? How? What decisions do you make when planning? Do you write down what you plan or do you plan mentally?"

Then, the researcher shared with the students the way she herself planned before writing her academic texts. As suggested by O'Malley and Chamot (1990), showing the students how a strategy works encourages them to do the same in an effective way.

Phase 2: Presentation

This phase was aided by an ad hoc Power Point Presentation used to explicitly define and characterize the strategy of *Planning*. The participants were given photocopies with definitions, graphs and examples (the information used to design this material is shown in Appendix G).

The researcher stressed the value of *Planning* and explained that there are three basic questions which should guide the writer's plan, namely:

- *What are you going to be writing about?*
- *How are you going to put that down on paper?*
- *What problems might you run into? (White & Arndt, 1991, p. 1*32)

Finally, the participants were taught how to use the following *Planning* strategies:

A. Select a subject.

B. Identify the audience.

C. State the purpose.

D. Review the writing conventions.

E. Think about a topic sentence.

F. Decide on the most effective strategies for collecting information.

G. Shape your writing: consider ways to organize your material (adapted from Reid, 2000, & Trimmer, 2001).

H. Make up a writing timetable.

In class, each of these steps was carefully developed with examples and theoretical explanations, and the students were given guidelines to follow when planning their texts (see appendix G).

Phase 3: Practice (Appendix H)

The participants were asked to solve both individual and group assignments to apply the strategy of *Planning*. Considering the importance of scaffolding (see section 3.5), the first tasks were simple and guided, and they asked the students to focus on only one or two decisions made when planning. For example, one set of the instructions read as follows:

STRATEGIES FOR COLLECTING INFORMATION

a) *Focus on the subject "The Benefits of Television" and apply two strategies for collecting information.*

b) *Think: Were the strategies effective? Have you come up with interesting ideas?*

c) *From the ideas generated, select the ones you consider relevant or appropriate to include in your paragraph writing.*

d) *Write a topic sentence based on those ideas.*

As illustrated in the task above, the application of each strategy was followed by the learner's self-assessment of its usefulness. After the tasks were completed, the researcher encouraged the individual learners or groups to share their strategy experience, and the conclusions of their self-evaluation of the strategies used.

As a final activity of this phase, the learners had to integrate all the aspects considered when planning, and were asked to apply them in an actual task (See appendix H).

Phase 4: Evaluation

Each activity carried out in the practice phase was followed by the students' self reflection about strategy effectiveness, and by a class discussion about the problems the students had encountered when trying to apply the strategy, about how they had solved the problems, and about how strategy use had helped them in their writing process.

For each of the *Planning* strategies taught, the participants were given checklists to self-evaluate their strategy use (see appendix G).

Phase 5: Expansion

The participants were asked to transfer the strategy *of Planning* to a writing assignment requested in other subjects. First, students had to plan what and how to write, to take notes of the techniques used, and to follow the checklists provided by the researcher (appendix G) to self-evaluate the effectiveness of the strategy. Second, students were engaged in a class discussion in which they were asked to report how they had planned the writing task and how useful they had found the strategy applied. Finally, the researcher highlighted the most effective strategies used.

Another activity at this expansion phase consisted of discussing in what other contexts, subjects or daily activities the learners could apply the strategy in question. The students were expected to give concrete examples of the procedure they would follow when planning, and comment on the benefits of employing the strategy in those contexts.

c) **Strategy 2: *Monitoring* (while writing)**

Phase 1: Preparation

In pairs, the students discussed whether they were used to monitoring their writings, and if so how. For this purpose, the prompts provided were: "Do you examine your paragraph while writing it? Why? How do you do so? What aspects do you consider when monitoring? Give examples." Soon afterwards, the main points of the discussion were shared with the rest of the class. Then, the researcher introduced the name of the strategy and explained how she monitored her own writing.

Phase 2: Presentation

The students were exposed to a Power Point Presentation through which they were introduced into the definition of the strategy of *Monitoring*, its characteristics and its value for becoming skillful writers. They were given photocopies with examples and a checklist to follow when monitoring their own texts (see Appendix I). In that checklist, both global and local aspects related to writing were included. The participants were encouraged to pay more attention to global aspects, since these are the ones non-expert or less skillful writers usually overlook, as they tend to focus on mechanics rather than content (Cushing Weigle, 2002; Mu, 2007). The aspects addressed in the guidelines were the following five ones: format, organization and development of ideas, grammar and mechanics, word choice, and sentence structure. The checklist was adapted by the researcher from the contribution of several authors (Carter & Skates, 1996; D'Angelo, 1980; Frank, 1990; Heffernan & Lincoln, 1982; Oshima & Hogue, 1997).

Appendix I shows the material compiled by the researcher to teach the strategy of *Monitoring* which, in turn, was the basis for the elaboration of the Power Point Presentation.

Phases 3 and 4: Practice and evaluation

Because practicing and evaluating are complementary activities, these two phases were carried out during the same sessions. Once the participants applied the strategy of *Monitoring* in each of the tasks assigned, the usefulness and effectiveness of the strategy were evaluated.

In the practice phase, the participants were asked to carry out the following task:

Write a descriptive paragraph about "The Benefits of Television" following the outline you wrote for this topic some classes ago. While solving the task, ***monitor*** *your writing by resorting to the checklist provided in class.*

After completing this task, the students evaluated the strategy used on their own, and then shared their conclusions with the class. The assignment read as follows:

Discuss with the class: How did you feel when applying the strategy of "monitoring"?

How useful was it? Have you encountered any difficulties when trying to use it? If so, how did you overcome it?

The researcher led the discussion and guided the students in their self-report of the strategies used.

Phases 5: Expansion

The students took part in a class discussion about the aspects they would consider when monitoring the texts they wrote in English or Spanish. The aim of this discussion was to foster the applicability of the strategy to other subjects, even to those in which students had to use their mother tongue. The researcher stressed the importance of monitoring by resorting to the checklist designed for such a purpose, which had the aim of helping them consider language and content issues.

d) **Strategy 3: *Evaluating* (after writing)**

Phase 1: Preparation

The whole class discussed whether they were used to evaluating their pieces of writing, and if so, how. The researcher guided the discussion with the following prompts: "Do you evaluate/examine your paragraph after writing it? Why? When? What aspects do you take into account? How many times do you examine your writing?"

The researcher told the students how, when, how many times and why she evaluated her writings. This was done with the aim of showing the students that even teachers (and expert writers alike) need to carefully evaluate their pieces of writing to produce cohesive and coherent texts. Moreover, being strategic is a skill that they need to acquire at the time being (as student writers) and keep for the rest of their lives if they want to be competent writers.

Phase 2: Presentation

The class material used to present the strategy of *Evaluating* was photocopies with examples, theoretical issues and tasks. Appendix J shows the material compiled by the researcher to present this strategy.

During this stage, the strategy was explicitly defined and explained; always making reference to its value to self-regulate the learners' own writing process and to succeed in their performance as writers. Another aspect stressed was the need to avoid assuming that it is the teacher the only person who is in charge of evaluating their texts;

quite on the contrary, it is the learners themselves who first have to assess whether the text fulfills its intended goal.

Furthermore, some tips for evaluating their writing works were given. Essentially, they were concerned with focusing on both global and local aspects of writing – both content and language; and taking a distance from the text (in terms of time) to be able to take an objective stance when evaluating it.

Finally, the students were given a checklist to follow when evaluating their texts (appendix J). These guidelines were the same as the ones designed for monitoring texts, as both monitoring and evaluating consist of examining the text and the writing process, and the difference lies in the moment when this is done -monitoring takes place while writing, whereas evaluating is done after writing.

Phases 3: Practice (appendix K)

In the practice phase of the strategy *Evaluating*, the participants were asked to work in pairs, read a paragraph about the topic "Public transportation in metropolitan cities," and evaluate it using the checklist (appendix K shows the text used).

In order for the students not to be overwhelmed by this time-consuming task, they were asked to focus on one or two aspects at a time from the following ones provided in the checklist: (1) format, organization and development of ideas, (2) grammar and mechanics, (3) word choice, and/or (4) sentence structure.

Due to time constraints, this was the only activity which was carried out to practice the strategy of *Evaluating*.

Phases 4: Evaluation

Immediately after completing the task in the previous phase, the students were asked to write a diary entry reporting on how they had performed during the employment of the strategy, what aspects they had found hard to focus on, and on any other comments they could consider relevant for explicitly describing their strategic behavior. Then, students took part in a class discussion session where they were asked to share the most important information they had written in their diaries. The discussion was useful not only to allow each student to have a chance to describe their strategy use and become self-regulated, but also for their classmates to start considering other techniques or approaches which had worked well for their classmates.

Phases 5: Expansion

To encourage the learners' transferability of the strategy of *Evaluating* to other classes and course materials, they were asked to first take notes on how they could apply the strategy of *Evaluating* to other contexts, and then share their ideas with the rest of the class. It is important to mention here that having a small group enabled rich class discussions. Prompts for class discussion at this Expansion phase were of the type: "Would you apply the strategy of *Evaluating* in other subjects and writing works? If so, in which ones? What aspects would you consider when evaluating your texts?"

At this phase, the researcher stressed the importance of evaluating not only in-class but also out-of-class assignments students wrote in language and content subjects, both in English and Spanish. This was emphasized due to the fact that in the expansion phase of the strategy of *Planning* some students had expressed they had only associated planning to writing in a foreign language.

e) Overview of the three strategies

In the last session of the treatment the students revised how to use the three metacognitive strategies - *Planning, Monitoring,* and *Evaluating*. Guided by the researcher, they were asked to answer questions and to solve true or false statements. The activities were completed orally with the whole class.

The participants also shared their experience when having to transfer the strategies to other subjects and contexts. Furthermore, they commented about the effects of MWS instruction on the students' overall performance as writers.

Finally, after holding a brief discussion about the value of the strategies taught and of their applicability to new tasks, some conclusions were highlighted and written on the board.

4.7. Summary of this chapter

This chapter has described the research design followed in this study, the participants, the setting, the instruments used to gather data, the data collection procedures, the data analysis procedures, and the treatment on metacognitive writing strategies.

The next chapter presents the results obtained from the analysis of the data collected and will be presented in relation to the research questions posed in the study.

CHAPTER V

RESULTS

This chapter presents the results obtained from the different data collection instruments, namely self-report questionnaires, diaries, and scores given to the students' compositions. The findings are presented in relation to the five research questions addressed in this study: (1) does training on metacognitive writing strategies have an impact on the type and number of metacognitive strategies employed by the students of *English Language II* both at post instruction and in the medium- term?; (2) in case there is any change in the use of metacognitive writing strategies, does it correlate with the quality of the compositions produced by the students?; (3) what is the students' perception of the impact of the treatment on their writing performance?; (4) what is the students' perception of their level of strategic behaviour?; and (5) what is the students' perception of the treatment?

5.1. Findings in relation to research question 1

This section presents the results concerning the following aspects: a) the participants' overall use of *Planning*, *Monitoring* and *Evaluating* strategies in the pre test, post test and delayed post test (section 5.1.1), and b) the overall changes in the participants' strategic repertoire, as observed both immediately after the end of the treatment and three months after its end (sections 5.1.2 and 5.1.3).

For anonymity reasons, the participants of this study are called *Vanesa, Marcos, Jimena, Brenda, Patricia, Luciana, Verónica, Julia, Josefina* and *Carina*. The complete information about each of the participants' strategy use -as revealed in each of the instruments- is shown in Appendix L.

5.1.1. Participants' overall use of metacognitive writing strategies as revealed in the pre test, post test and delayed post test

This section describes the overall *Planning*, *Monitoring* and *Evaluating* strategies the participants employed when writing a composition before the treatment (pre test), once the intervention ended (post test) and also three months after strategy instruction (delayed post test). In addition, information is provided about the most and least global and local aspects considered by the participants during the Monitoring and

Evaluating processes. In this study, the *global* or macro-level writing features analyzed were content, organization, coherence and cohesion; and the *local* or micro-level aspects were grammar, vocabulary, punctuation and spelling.

As previously mentioned, the data came from Questionnaire B, which was completed by the participants immediately after writing a composition.

5.1.1.1. Overall use of *Planning* strategies

Overall use of *Planning* strategies as reported in the pre test

The data obtained from the closed-ended questions of Questionnaire B showed that, in the pre test, the most used *Planning* strategies were *planning what vocabulary would be used* (100%), *planning mentally* (90%), *considering the task or instruction carefully, and identifying the purpose of the composition* (80%), *using background knowledge as an aid to generate ideas* (80%), *taking notes on the main ideas that would be developed in the composition* (80%), and *taking notes about how to organize the text* (80%). The least employed strategy was *considering the audience* (10%), and none of the participants used any of the following three strategies: *reviewing the writing conventions*, *making up a writing timetable*, and *planning what strategies would be used to complete the task.*

The data obtained from the open-ended questions of the self-report questionnaire (Appendix M) also yielded significant results. First, the most employed strategy for generating ideas was *brainstorming* (60%), followed by *listing* (20%), *mapping* (10%), and *clustering* (10%). Second, when asked about the two most considered aspects when planning, 70% of the participants stated they had prioritized content and 60% organization. As regards the least considered features when planning, most participants reported having concentrated little on punctuation (90%) and spelling (80%). Results also indicated that most of the students resorted to *outlining* to organize their ideas (80%), which was not a surprising finding since the students of *Language II* were often encouraged by their writing instructors to make an outline before writing.

Overall use of *Planning* strategies as reported in the post test

The data obtained in the post test showed that the participants engaged in a wide range of metacognitive writing strategies, and that the students' overall strategic

repertoire was different from their strategies deployment reported in the pre test. Findings indicate that the preferred *Planning* strategies were *taking notes on the main ideas that would be developed in the composition* (100%) and *taking notes about how to organize the text* (100%), followed by *considering the task or instruction carefully, and identifying the purpose of the composition* (90%), *planning mentally* (90%), *planning what vocabulary would be used* (90%), *and using background knowledge as an aid to generate ideas* (80%). In contrast to the data yielded in the pre test, some participants employed the strategies of reviewing *the writing conventions (60%), considering the audience* (50%), and *making up a writing timetable* (40%). However, none of the students indicated having used the strategy of *planning on grammar issues.*

Regarding the strategies elicited by the open-ended items of the questionnaire, the students' favorite method to gather ideas before writing was *brainstorming* (70%), followed by *clustering* (20%), *reading* (20%), *listing* (10%) and *ladders* (10%). It is worth pointing out that some participants employed more than one strategy for generating ideas. As regards the ways to organize ideas, *outlining* accounted for 100% of the answers. Finally, the two aspects mostly considered when planning were organization (90%), and content (60%). Similarly to the results obtained in the pre test, the least considered aspects when planning were punctuation (90%) and spelling (80%).

Overall use of *Planning* strategies as reported in the delayed post test

Little variation in the participants' strategy deployment was observed in the delayed post test in relation to the post test. The preferred planning strategies in the delayed post test were *taking notes on the main ideas that would be developed in the composition* (100%), *taking notes about how to organize the text* (100%), *considering the task or instruction carefully, and identifying the purpose of the composition* (90%), *planning mentally* (90%), *planning what vocabulary would be used* (90%), *and using background knowledge as an aid to generate ideas* (80%). Similarly to the findings revealed in the post test, a number of participants reported using three out of four strategies they had not employed in the pre test, namely *reviewing the writing conventions (60%), considering the audience* (50%), and *making up a writing timetable* (40%). However, none of the participants employed the strategy of *planning what*

strategies would be used to complete the task, a finding which is consistent across all three tests.

The little variation observed between the post test and delayed post test is also shown in the preferred strategies for generating ideas. Eighty percent of the participants mentioned having resorted to *brainstorming*, 20% to *clustering*, 20% to *reading*, 10% to *listing* and another 10% to *ladders*. Moreover, all the students resorted to *outlining* to organize their ideas. The aspects mostly considered when planning were organization (90%) and content (80%), and the least considered were spelling (90%) and punctuation (80%).

5.1.1.2. Overall use of *Monitoring* strategies

Overall use of *Monitoring* strategies as reported in the pre test

The analysis of the data obtained from Questionnaire B seems to indicate that at pre test 90% of the participants used the strategy of *examining the changes made to the text during revision*, 70% employed the strategy *examining the changes made to the text while editing it*, and none of them resorted to *evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition (See Appendix L).*

As regards the two *most* considered aspects when monitoring their compositions, seven participants answered they mostly concentrated on organization, and four of them focused primarily on grammar. The least considered features were punctuation and spelling (70%). When asked about the actions they engaged in when monitoring their compositions, three respondents stated that they *had examined use of English,* one participant reported having *examined coherence, organization, use of English and mechanics*, and one of them mentioned *changing some words* in the text. As regards the time when the participants monitored their pieces of writing, the majority (nine) reported monitoring it *after writing each sentence*, and one participant stated that she monitored the text both *after writing some words* and *after writing each sentence*.

Overall use of *Monitoring* strategies as reported in the post test

All the participants in my study (ten) reported having used the strategy of *examining the changes made to the text during revision*, and *examining the changes*

made to the text while editing it. Only two participants used the strategy *evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition.*

Unlike the results of the pre test, the post test indicated that the two aspects mostly considered when monitoring the composition were organization (70%) and content (50%), and the least considered were punctuation (80%) and spelling (70%). As regards the time when they monitored the text, all the participants did so *after writing each sentence*. Furthermore, the actions carried out when monitoring the composition were mixed: *examining use of English (30%), examining coherence, cohesion and use of English (20%)*, and *examining cohesion and use of English* (20%). In a similar low percentage (10%), the following five strategies were reported by the participants: *changing some words; just reading the text; examining content, organization and use of English; reviewing the writing conventions*; and *examining changes made to the text while editing it.*

Overall use of *Monitoring* strategies as reported in the delayed post test

As in the post test, in the delayed post test all the participants indicated having used the strategies of *examining the changes made to the text during revision*, and *examining the changes made to the text while editing it*. This time, 30% of the participants employed the strategy of *evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition.*

The writing features the participants reported paying attention to were content (60%) and organization (50%). The least considered aspects were punctuation and spelling, as mentioned by 90% of the participants. In addition, all the participants informed that they had monitored their compositions *after writing each sentence*. Finally, the actions carried out when monitoring the text were mixed: 20% of the participants *examined content and use of English*, 10% *examined use of English*, another 10% just *read the text*, 10% *examined coherence, organization, use of English and mechanics*, 10% *evaluated coherence, cohesion and use of English*, and another 10% *examined cohesion and use of English*. Surprisingly, in the delayed post test none of the participants reported having used two strategies they had used before: *using the dictionary (a cognitive strategy)* and *changing some words*.

Global and local aspects considered while *Monitoring* the compositions, as shown in the pre test, post test and delayed post test

An aspect worth analyzing is the extent to which the participants focused on global or local writing features when monitoring their compositions. In the **pre test,** the most examined aspects were organization (70%) –a global aspect- and grammar (40%)- which is a local feature (See Tables 5. 1 and 5. 2). This finding differs from the results of the post test and delayed post test in that not only the global aspect of organization but also of content were singled out as one of the features mostly regarded in the monitoring process. In the **post test**, organization was reported having been used by 70% of the participants and content by 50%. In the **delayed post test,** content was the first most considered aspect (60%), followed by organization (50%). In sum, in both the post test and delayed post test, the two writing features mostly looked at were global aspects.

Table 5.1: Global writing features considered by the participants while monitoring their compositions (N=10)

Most considered global aspects when monitoring	PRE TEST	POST TEST	DELAYED POST TEST
Organization	7 (70%)	7 (70%)	5 (50%)
Content	2 (20%)	5 (50%)	6 (60%)
Coherence	2 (20%)	3 (30%)	3 (30%)
Cohesion	2 (20%)	2 (20%)	2 (20%)

Note: In all Tables, frequencies and percentages correspond to the number of participants who reported the use of the aspects or strategies mentioned in the first column.

Table 5.2 Local writing features considered by the participants while monitoring their compositions

Most considered local aspects when monitoring	(PRE TEST)	(POST TEST)	(DELAYED POST TEST)
Grammar	4 (40%)	2 (20%)	1 (10%)
Vocabulary	3 (30%)	1 (10%)	3 (30%)

The *least* considered aspects in the three tests were two *local* ones, namely punctuation and spelling (see Tables 5. 3 and 5. 4). In the **pre test,** 70% of the participants mentioned having had minor concern for punctuation and spelling. In the

post test, punctuation accounted for 80%, and spelling for 70% of the answers. Finally, in the **delayed post test,** both features comprised 90% of the participants' answers.

Table 5.3: Global writing features least considered by the participants while monitoring their compositions

Least considered global aspects when monitoring	(PRE TEST)	(POST TEST)	(DELAYED POST TEST)
Content	3 (30%)	0	0
Organization	1 (10%)	0	0
Coherence	1 (10%)	2 (20%)	2 (20%)

Table 5.4: Local writing features least considered by the participants while monitoring their compositions

Least considered local aspects when monitoring	(PRE TEST)	(POST TEST)	(DELAYED POST TEST)
Punctuation	7 (70%)	8 (80%)	9 (90%)
Spelling	7 (70%)	7 (70%)	9 (90%)
Vocabulary	1 (10%)	2 (20%)	2 (20%)

5.1.1.3. Overall use of *Evaluating* strategies

Overall use of *Evaluating* strategies as reported in the pre test

According to the data rendered by Questionnaire B, at pre test just 20% of the participants stated having used the strategy of *evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition*.

In the evaluating phase, the most considered aspects were organization (60%), and content (40%) whereas the least considered features were spelling (70%) and punctuation (60%). When asked about the time when they evaluated their compositions, 30% of the students stated that they did so *immediately after writing the text*, 30% both *immediately after* writing it and some hours later, whereas 20% reported evaluating the text *some hours after writing the composition*, and 10% *immediately after writing it* and *some minutes later*. As seen in Appendix M, a key finding was that, when asked about the actions they engaged in when evaluating their compositions, 70% of the participants stated having *examined use of English*, 10% *evaluated use of English and mechanics*, 10% *just read the composition, and* one student made no comment in this respect.

Overall use of *Evaluating* strategies as reported in the post test

In the post test, 40% of the participants indicated having employed the strategy of *evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition.*

The features mostly considered during the *Evaluating* phase were organization (80%) and content (60%). And the least considered aspects were spelling (60%) and punctuation (50%).

Concerning the moment when the participants evaluated their compositions, the results were mixed. Unlike the findings revealed in the pre test, results in the post test showed that more participants took some distance from the text before evaluating it. Thirty percent of the participants evaluated *the text the day after writing it*, 20% both *some hours after writing it* and *the following day*, 20% *some hours after writing* it, and in the same proportion (10%), participants evaluated their compositions *immediately after writing it* and *the following day; immediately after writing it* and *some minutes late*r; and *some minutes after writing it (Appendix M).*

The actions the participants engaged in while evaluating their texts were *examining both content and use of English* (20%), *checking just use of English* (20%), *examining coherence, cohesion and use of English* (10%), *examining content* (10%), and one participant resorted to both a metacognitive strategy, namely *evaluating use of English*, and a social strategy -showing the composition to a classmate for them to assess it.

Overall use of *Evaluating* strategies as reported in the delayed post test

In the delayed post test, 50% of the participants employed the strategy of *evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition.*

As regards the most and least considered features in the *Evaluating* process, the findings were consistent with those of the pre test and post test. Sixty percent of the participants focused primarily on organization and content, and the least considered aspects were spelling and punctuation (60% in both cases).

Concerning the moment when the participants evaluated their composition, 30% reported evaluating the text both *some hours after writing it* and *the following day*, 20% evaluated it *immediately after finishing writing it* and *the following day*, 20% *the*

following day, 10% both *immediately after writing it* and *some hours later*, 10% *some hours later*, and 10% *immediately after writing it* and *some minutes later*.

As seen in Appendix M, when asked about what actions they had performed when evaluating their texts, many participants indicated having looked at macro-level aspects such as content, organization, coherence and cohesion, in addition to examining use of English. Fifty percent of the participants reported *examining both content and use of English*, 20% *content, organization and use of English*, 10% *coherence, cohesion and use of English*, and 10% reported just concentrating on *use of English*.

Global and local aspects considered when *Evaluating* the compositions, as shown in the pre test, post test and delayed post test

In the three tests, the participants primarily focused on two global aspects, namely organization and content, but to different degrees. In the **pre test** 60% of the participants prioritized organization, whereas 40% mainly examined content; in the **post test,** organization was selected by 80% of the participants, and content by 60%. In the **delayed post test,** both organization and content were chosen as key factors when evaluating the text (60%) (See Tables 5.5 and 5.6).

Table 5.5: Participants' most considered global writing features when evaluating their compositions (N=10)

Most considered global aspects when *Evaluating*	PRE TEST	POST TEST	DELAYED POST TEST
Organization	6 (60%)	8 (80%)	6 (60%)
Content	4 (40%)	6 (60%)	6 (60%)
Coherence	2 (20%)	1 (10%)	1 (10%)
Cohesion	2 (20%)	4 (40%)	4 (40%)

Table 5.6: Participants' most considered local writing features when evaluating their compositions

Most considered local aspects when *Evaluating*	PRE TEST	POST TEST	DELAYED POST TEST
Vocabulary	3 (30%)	2 (20%)	3 (30%)
Grammar	1 (10%)	0	1 (10%)
Punctuation	1 (10%)	0	0
Spelling	1 (10%)	1 (10%)	1 (10%)

The *least* considered aspects in all three tests were spelling and punctuation, two local writing features (see Tables 5.7 and 5.8). In the **pre test**, the participants indicated that spelling (70%) and punctuation (60%) were the least considered aspects when evaluating their compositions. In the **post test**, 60% of the participants selected spelling, and 50% punctuation as the most neglected aspects when evaluating their compositions. Finally, in the **delayed post test**, 60% of the participants stated that spelling and punctuation had been the least considered aspects.

Table 5.7: Local writing features the least considered by the participants when evaluating their compositions

Least considered local aspects when *Evaluating*	PRE TEST	POST TEST	DELAYED POST TEST
Spelling	7 (70%)	6 (60%)	6 (60%)
Punctuation	6 (60%)	5 (50%)	6 (60%)
Grammar	0	2 (20%)	1 (10%)
Vocabulary	0	1 (10%)	1 (10%)

Table 5.8: Global writing features the least considered by the participants when evaluating their compositions

Least considered global aspects when *Evaluating*	PRE TEST	POST TEST	DELAYED POST TEST
Cohesion	3 (30%)	1 (10%)	1 (10%)
Content	2 (20%)	0	0
Coherence	2 (20%)	1 (10%)	1 (10%)

5.1.2. Overall changes in the deployment of metacognitive strategies

This section is devoted to the description of the changes in strategy use observed **post treatment and three months after the treatment**. The changes in the deployment of *Planning*, *Monitoring*, and *Evaluating* strategies are reported along with the number and percentage of participants who experienced such shifts.

5.1.2.1. Overall changes in the use of *Planning* strategies

As indicated in Table 5.9, fourteen planning strategies were acquired after strategy instruction, and, in most cases, the change was revealed in both the post test and delayed post test. The *Planning* strategies the students started employing, as

revealed in the self-report questionnaires and diary entries, were primarily: *reviewing the writing conventions* (60% of the participants), followed by *considering the audience* (40%), *making up a writing timetable* (40%), and placing *more focus on organization* in the *Planning* process (30%).

Table 5.9: Planning strategies acquired

Planning strategies Acquired	POST TEST and DELAYED POST TEST	POST TEST	DELAYED POST TEST
7. Reviewing the writing conventions	6 (60%)		
2. Considering the audience	4 (40%)		
13. Making up a writing timetable	4 (40%)		1 (10%)
More focus on organization	3 (30%)		
1. Considering the task or instruction carefully, and identifying the purpose of the composition	2 (20%)		
5. Taking notes on the main ideas that would be developed in the composition	2 (20%)		
Organizing the ideas in an outline	2 (20%)		
11. Planning on grammar issues	2 (20%)		
Using a strategy other than brainstorming to collect information	2 (20%)	1 (10%)	2 (20%)
4. Using background knowledge ideas as an aid to generate ideas	1 (10%)		1 (10%)
8. Taking notes about how to organize the text	1 (10%)		
More focus on cohesion	1 (10%)		
Less focus on spelling	1 (10%)		

Note: The items that are numbered appeared in the closed-ended questions of Questionnaire B. The unnumbered items correspond to the open-ended questions of the same questionnaire.

Other strategies acquired, although in a lesser extent, were: *considering the task or instruction carefully, and identifying the purpose of the composition* (20%), *taking notes on the main ideas that would be developed in the composition* (20%), *organizing the ideas in an outline* (20%), *planning on grammar issues* (20%), *using a strategy other than brainstorming to collect information* (20%), *using background knowledge as an aid to generate ideas* (10%), *taking notes about how to organize the text* (10%), *placing major focus on cohesion* (10%), and *less focus on spelling and more on organization* (10%). These changes took place at post instruction and were sustained in the medium-term, three months after the intervention (Also in Table 5.9).

In one case, the strategy of *using a strategy other than brainstorming to collect information* was only reported in the post test. The strategies which were only reported in the delayed post test were, in two cases, *using a strategy other than brainstorming to generate ideas; and in one case, the following two strategies*: *making up a writing timetable and using background knowledge as an aid to generate ideas.*

The strategies dropped were fewer than those reported having been acquired (see Table 5.10). Results show that 30% of the participants stopped *planning on grammar issues*, finding which was revealed at both post test and delayed post test. Likewise, 10% of the students stopped *planning what vocabulary would be used,* result which was also found in both post test and delayed post test. Two other *Planning* strategies which the participants (10%) stopped using (as revealed only in the post test) were *considering the task/instruction carefully and identifying the purpose of the composition*, and *using background knowledge as an aid to generate ideas.*

Table 5.10: Planning strategies dropped

Planning strategies dropped	POST TEST and DELAYED POST TEST	POST TEST	DELAYED POST TEST
Planning on grammar issues	3 (30%)		
Planning what vocabulary would be used	1 (10%)		
Considering the task or instruction carefully, and identifying the purpose of the composition		1 (10%)	
Using background knowledge as an aid to generate ideas		1 (10%)	

5.1.2.2. Overall changes in the use of *Monitoring* strategies

The data analyzed revealed that after strategy instruction, the participants' strategic repertoire changed. In all, the changes relate to the acquisition of new *Monitoring* strategies, such as participants' greater focus on the macro-level writing features of content, organization, coherence and cohesion.

As shown in Table 5.11, the participants began to use the strategies of *monitoring their compositions while editing it (30%)*, *evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition (20%),* and *examining the changes made to the text during revision* (10%). All these changes were revealed in both the post test and delayed post test.

Table 5.11: Monitoring strategies acquired

Monitoring Strategies acquired	POST TEST and DELAYED POST TEST	POST TEST	DELAYED POST TEST
Monitoring while editing the text	3 (30%)		
Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition	2 (20%)		1 (10%)
More focus on content	2 (20%)	1 (10%)	1 (10%)
Examining the changes made to the text during revision	1 (10%)		
More focus on organization	1 (10%)		
More focus on coherence	1 (10%)		
More focus on cohesion	1 (10%)		
Less focus on spelling and punctuation	1 (10%)		
Examining cohesion	1 (10%)		1 (10%)
Evaluating coherence			1 (10%)
More focus on coherence, cohesion and vocabulary		1 (10%)	
More focus on coherence and organization		1 (10%)	

Other changes informed in both the post test and delayed post test were placing major focus on the following features: content (20%), organization (10%), coherence (10%) and cohesion (10%); and less focus on mechanics: spelling and punctuation (10%).

Among the changes in strategy use revealed only in the post test were participants' major focus on content (10%), the acquisition of the strategy *examining content* (10%), participants' greater focus on coherence, cohesion and vocabulary (10%) and major focus on coherence and organization (10%) (Also in Table 5. 11).

The only undesirable change in strategy use was reported in the delayed post test by one participant who indicated having *focused less on vocabulary and more on spelling* (See Table 5. 12).

Table 5.12: Negative changes in the use of monitoring strategies

Monitoring Strategies dropped	POST TEST and DELAYED POST TEST	POST TEST	DELAYED POST TEST
Less focus on vocabulary and more attention to spelling in the delayed post test			1 (10%)

5.1.2.3. Overall changes in the use of *Evaluating* strategies

A major change in the use of *Evaluating* strategies was in relation to taking more distance from the text when evaluating it, as 70% of the participants began to *examine the text the day after writing it.* Some other strategies students began to use were *examining content* (30%), and *focusing more on content* (30%), followed by *evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition* (20%), *placing more focus on cohesion and coherence* (20%), placing *more focus on organization and cohesion* (10%), *evaluating content and vocabulary* (10%), placing *less focus on spelling* (10%) and *less focus on both spelling and punctuation* (10%). All these strategies were reported in both the post test and delayed post test (Table 5. 13).

Table 5.13: Evaluating strategies acquired

Evaluating Strategies acquired	POST TEST and DELAYED POST TEST	POST TEST	DELAYED POST TEST
2. Evaluating the text the following day	7 (70%)		
Examining content	3 (30%)		1 (10%)
More focus on content	3 (30%)		
Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition	2 (20%)		
More focus on cohesion and coherence	2 (20%)		
More focus on organization and cohesion	1 (10%)		
More focus on organization and content			1 (10%)
Evaluating content and vocabulary	1 (10%)		
Less focus on spelling	1 (10%)		
Less focus on spelling and punctuation	1 (10%)		

The data showed only one undesirable change in the use of the strategy of *Evaluating*: less focus on organization and more on grammar, as reported by a participant in the delayed post test (See Table 5.14).

Table 5.14: Undesirable change in the use of the strategy of Evaluating

Undesirable use of Evaluating strategies	POST TEST and DELAYED POST TEST	POST TEST	DELAYED POST TEST
Less focus on organization and more on grammar			1 (10%)

5.2. Findings in relation to research question 2

In this section I will report on the information obtained to answer research question 2, namely *in case there is any change in the use of metacognitive writing strategies, does it correlate with the quality of the compositions produced by the students?*

The data came from the scores given to three compositions written by the students, one before the treatment and two after the treatment. The scores, which were assigned by the writing instructors, were based on the *Michigan Assessment Scoring Guide* (Appendix C). In this study, scores ranging from three to six were considered "passing scores," whereas scores two and one were "failing" ones. It is worth pointing out that these scores were given to the students' first draft of their compositions, first out of two to four drafts.

The data concerning the scores of the participants' writing tasks were compared with the students' change in strategy use as reported in the post test and delayed post tests. The findings on the participants' strategy use and change were analyzed in section 5.1.

This section is organized into two parts: (a) the participants' writing performance, and (b) the relationship between the participants' strategy deployment and their overall writing performance.

5.2.1. Participants' writing performance

The data obtained from the scores of the participants' compositions seem to indicate that the participants made no distinct improvement in their writing performance after the implementation of strategy instruction. Most of the students got non-passing marks, either 1 or 2, for the first drafts of their compositions; which meant that the quality of their writing production was low. *Patricia* was the only participant who obtained a passing mark (3) for her second composition, but this change was not sustained in her last writing task. Surprisingly, one of the participants, *Carina*, got a passing mark for her first composition and failing ones for her second and third compositions.

Table 5.15 below synthesizes each of the participants' writing performance as revealed from the marks assigned by the writing instructors in relation to three writing

aspects: *(a) ideas and arguments*, *(b) rhetorical features*, and (*c*) *language control*. The scores shown represent the average calculated out of the two marks given by each of the professors (meant to achieve interrater's reliability). The Table below also shows an average of the three marks obtained by each participant, and an overall writing performance assessment (either *positive* (+) or *negative* (-). The participants' composing performance was considered to be positive when they got a score higher than two, and it was regarded negative when the mark obtained was one or two.

Table 5.15: Development of the participants' writing skill as indicated by the scores obtained

Participants	Writing task	Ideas and arguments	Rhetorical features	Language control	Average	Overall performance*
Vanesa	Composition 1	2	2	2	2	
	Composition 2	2	2	2	2	(-)
	Composition 3	2	2	2	2	
Marcos	Composition 1	2	2	3	2	
	Composition 2	2	2	2	2	(-)
	Composition 3	2	2	2	2	
Jimena	Composition 1	1	1	1	1	
	Composition 2	1	1	1	1	(-)
	Composition 3	2	2	2	2	
Brenda	Composition 1	2	2	2	2	
	Composition 2	2	2	2	2	(-)
	Composition 3	2	2	2	2	
Patricia	Composition 1	1	1	1	1	
	Composition 2	2	3	3	3	(-)
	Composition 3	2	2	2	2	
Luciana	Composition 1	1	1	1	1	
	Composition 2	2	2	2	2	(-)
	Composition 3	2	2	2	2	
Verónica	Composition 1	1	1	1	1	
	Composition 2	2	2	2	2	(-)
	Composition 3	2	2	2	2	
Julia	Composition 1	2	2	2	2	
	Composition 2	2	2	2	2	(-)
	Composition 3	2	2	2	2	
Josefina	Composition 1	1	1	1	1	
	Composition 2	1	1	2	1	(-)
	Composition 3	2	2	2	2	
Carina	Composition 1	3	3	3	3	
	Composition 2	2	2	2	2	(-)
	Composition 3	2	2	2	2	

5.2.2. Relationship between participants' strategy deployment and their overall writing performance

The data collected from Questionnaire B and the diary entries showed that the students' overall strategic repertoire changed considerably after the strategies-based instruction undertaken. As already described in section 5.1, the participants began to employ a number of *Planning*, *Monitoring* and *Evaluating* strategies they had not used before the treatment, and they started to focus more on macro-level features such as content and organization when *Monitoring* and *Evaluating* their texts.

However, this change in strategy use did not seem to correlate with an improvement in the students' writing quality –as measured by the scores assigned by the writing instructors to their first drafts, which were mostly non-passing. It is important to point out that the majority of the participants in this study finally passed the course because the mark that counted for the instructors was that of the final draft. But for data collection, I only took into consideration the quality of the participants' first drafts, with the sole purpose of finding out any possible correlation between strategy use and composition scores at post instruction.

5.3. Findings in relation to research question 3

This section presents the results concerning *the students' perception of the impact of the treatment on their writing performance*. In this section, I purport to describe the overall perceptions of the participants in terms of (a) perceived improvements in their writing production or positive aspects about their writing performance since strategy training, and (b) perceived problems in their writing productions, (c) perceived changes in strategy use, and (d) perceived problems in strategy use.

The data came from a self-report questionnaire administered twice during the treatment (Questionnaire B, Appendix D), and a diary (Appendix D') completed in the last session of the strategy instruction. The use of both instruments aimed at enhancing the validity and credibility of results (Mackey and Gass, 2005). Questionnaire C was divided into two parts. Part A consisted of a Likert-type questionnaire in which the respondents were asked to assign a number from one to five in order to specify their

level of agreement or disagreement towards the statements concerning their writing skills perceptions. The 5-point Likert scale ranged from *strongly agree* (5) to *strongly disagree* (1). In the present analysis of results, only items 4 (agree) and 5 (strongly agree) were considered in order to get a general picture of the participants' perception of their writing performance and strategy use. Part B of the self-report questionnaire consisted of an open-ended question which asked the participants to describe how the training on metacognitive writing strategies had affected their writing performance. The instruction of the guided diary asked the participants to comment on whether they had noticed any change in their performance as writers and in their writing strategy use since their involvement in this MWS training. The data elicited by these two instruments were interpreted and then summarized in tables (Appendixes O, O', P and P').

5.3.1. Participants' perceived positive changes in their writing performance

The analysis of the data from Questionnaire B and Diary Entry B revealed two major findings: (a) all the participants perceived that their writing skill had changed in some way, and (b) nine out of the ten participants felt they had improved their writing productions (see Appendix O for the complete data about the participants' overall perceived improvements in their writing performance, and Appendixes P and P' for the individual perceptions). For example, Marcos wrote:

> *This training on metacognitive writing strategies was helpful. It helped me improve my pieces of writing, to avoid repetition, to see if my work was well-organized, and to do self-correction or monitoring[1].* (Marcos, Diary B)

The reported perceived improvements relate to both global and local writing features. As regards global writing features (Table 5.16), all the participants felt they had improved the content of the compositions, and had begun writing well-organized compositions. In addition, 80% of the participants indicated that their compositions had become more coherent and cohesive. In relation to this issue, Carina explained:

> *When I began writing this year, I could not make coherent, rich in content and well-organized paragraphs. But thanks to the instruction of metacognitive writing strategies, now I can express my ideas in a better way, and write more coherent compositions.* (Carina, Questionnaire B, Part B)

---

[1] As these quotations correspond to the students' original responses; they may contain language mistakes.

Likewise, Marcos expressed:

This training has helped me in the sense that before I could not make my ideas clear. Generally, I did not have many grammar or spelling mistakes, but I got confused in the way I organized the ideas. But, after this training I started to realize what I have to focus on and how to better organize my ideas. (Marcos, Questionnaire B, Part B)

Table 5.16: Participants' perceived improvement in writing in relation to global aspects as elicited by Diary B and Questionnaire B

Perceived improvement in writing in relation to global aspects	Participants (N= 10)
Content	100%
Organization	100%
Coherence	80%
Cohesion	80%

Among the local writing features the participants felt had improved were: grammar (90%), vocabulary (90%), spelling and punctuation (80%), and sentence structure (10%) (Table 5. 17). For example, Vanesa reported:

I am now more aware of my mistakes while writing concerning grammatical structures and language use. So while writing, I pay more attention to these two aspects. (Vanesa, Diary B)

In addition, a participant indicated she started using more academic vocabulary:

Now I use more complex grammatical structures and try to express my ideas in a more academic way. (Jimena, Diary B)

Table 5.17: Participants' perceived improvement in writing in relation to local aspects as elicited by Diary B and Questionnaire B

Perceived improvement in writing in relation to local aspects	Participants (N= 10)
Grammar	90%
Vocabulary	90%
Spelling and punctuation	80%

Furthermore, four participants attributed to the treatment received the fact of making fewer mistakes in general. One participant explicitly expressed he felt he had become a better writer.

5.3.2. Participants' perceived problems in their writing productions

When asked about the perceived changes in their performance as writers, some participants explained they began to notice positive changes in their writing performance but that they needed to further work on some specific aspects. The aspects that, according to the participants, needed improvement were: organization (20%), cohesion (10%), modal verbs and vocabulary (10%), and grammar and punctuation (10%) (Table 5.18). Note that among the four features mentioned, the first two constitute global aspects and the other two local ones. A participant referred to these perceived problems and explained that she needed to get more practice on writing:

> *Now I write better than in the other compositions, but I still have problems with modal verbs and sometimes vocabulary, too. I must practice a lot.* (Josefina, Questionnaire B, Part B)

Table 5.18: Participants' perceived problems concerning writing performance as elicited by Diary Entry B and Questionnaire B

Perceived problems in the writing production	Source*	Participants (N= 10)
Organization	B_Diary; P_Diary;	20%
Cohesion	M_Diary	10%
Modal verbs and vocabulary	Jo_Quest_PartB_1	10%
Grammar and punctuation	Ju_Diary	10%

*Notes about the table: "Quest" stands for *questionnaire*. The first letter provided refers to the initial letter(s) of the participants' name, namely V (Vanesa), M (Marcos), Ji (Jimena), B (Brenda), P (Patricia), L (Luciana), Ve (Verónica), Ju (Julia), Jo (Josefina), C (Carina).

5.3.3. Participants' perceived improvement in strategy use

Many participants reported they had perceived a positive change in their strategy use after strategy instruction, in relation to either newly acquired strategies, or more use of those strategies that were already part of their strategic repertoire (See Appendix O').

Collectively, findings revealed that the strategies acquired were primarily *monitoring the text more carefully and/or more often than before* (60%), *examining grammar and vocabulary* either while monitoring or while evaluating the composition (40%), and *considering the audience* while planning (40%).

In relation to specific *Planning* strategies, some of the strategies the participants began using were *considering the audience* (40%), and u*sing more pre-writing*

strategies such as ladders, journal writing and listing (20%). One participant reported using more writing strategies, some of which she had not known that existed, for example, *ladders*, *journal writing* and *listing* (Table 5.19 and Appendix O').

Table 5.19: Perceived improvement in the use of Planning strategies as elicited by Diary B and Questionnaire B

Perceived improvement in the use of *Planning strategies*	Sources	Participants (N= 10)
Considering the audience	V_Quest_PartB_1; Ji_Diary; B_Diary; P_Quest_PartB_1&2; C_Quest_PartB_1	40%
More pre-writing strategies (ladders, journal writing, and listing)	Jo_Quest_PartB_2; C_Diary	20%
More focus on organization	L_Quest_PartB_1&2; Ju_Quest_PartB_1&2	20%

As regards *Monitoring* strategies, 60% of the participants stated that they began monitoring their compositions more appropriately and/or more often, and 40% began checking grammar and vocabulary. In a lesser degree, 20% of the participants reported monitoring punctuation, spelling and content. One expressed they had begun reviewing the writing conventions when writing, one participant stated they had started to focus less on local writing aspects, and another participant further indicated that she had become more awareness of *grammar* and *language in use* when monitoring the text (See Table 5. 20 for the most perceived positive changes in strategy use and Appendix O' for all perceived changes in strategy use). In relation to *Monitoring* strategies, Carina explained:

> *Another way in which metacognitive writing strategies have helped me is while writing. I am constantly monitoring the text, so I make fewer mistakes and write more coherent paragraphs.* (Carina, Questionnaire B, Part B)

Table 5.20: Most perceived positive changes in the use of Monitoring strategies as elicited by Diary B and Questionnaire B

Perceived positive changes in the use of *Monitoring* strategies	Sources	Participants (N= 10)
Monitoring the text more appropriately or more often	V_Quest_PartB_2; M_Quest_PartB_2; M_Diary; Ji_Quest_PartB_1&2; B_Quest_PartB_1&2; B_Diary; Jo_Diary; C_Quest_PartB_1; C_Diary	60%
Checking grammar and vocabulary	Ji_Diary; B_Quest_PartB_1&2; B_Diary; L_Quest_PartB_2; Ju_Quest_PartB_2	40%
Examining punctuation	V_Quest_PartB_2; B_Quest_PartB_1	20%
Examining spelling	B_Quest_PartB_1; L_Quest_PartB_1	20%
More focus on content	P_Quest_PartB_2; P_Diary; L_Diary	20%

In relation to *Evaluating* strategies, three participants began *evaluating the text more carefully or appropriately*, and a student began *evaluating the text an hour after writing it*, which allowed her to take some distance from the composition before assessing it, thus enhancing objectivity (See Table 5.21).

Other aspects which emerged from the open-ended question of Questionnaire B and the diary entry relate to *local* and *global* writing aspects the participants paid attention to when examining their compositions, either while writing (monitoring) or after finishing their piece if writing (evaluating). The global features mentioned were major focus on *content* (20%) and *organization* (20%) (Also Table 5.21). As for the local features, 40% of the participants began examining *grammar* and v*ocabulary*, 20% *spelling*, and 20% *punctuation*. Finally, a participant indicated they started to *focus less on local aspects* like grammar and punctuation when writing the paragraph.

Table 5.21: Participants' perceived improvements in the use of Evaluating strategies as elicited by Diary B and Questionnaire B

Perceived positive changes in the use of *Evaluating* strategies	Source	Participants (N= 10)
Examining grammar and vocabulary (**LOCAL**)	Ji_Diary; B_Quest_PartB_1&2; B_Diary; L_Quest_PartB_2; Ju_Quest_PartB_2	40%
Evaluating the text more carefully	Ji_Quest_PartB_2; B_Diary; C_Diary	30%
Examining punctuation (**LOCAL**)	V_Quest_PartB_2; B_Quest_PartB_1	20%
Examining spelling (**LOCAL**)	B_Quest_PartB_1; L_Quest_PartB_1	20%
More focus on content (**GLOBAL**)	P_Quest_PartB_2; P_Diary; L_Diary	20%
More focus on organization (**GLOBAL**)	L_Quest_PartB_1&2; Ju_Quest_PartB_1&2	20%

Finally, two participants expressed they began to employ more strategies, some of which they did not know that existed; another participant expressed she learned a lot about strategies, and another participant stated that she resorted to *peer correction* (a social strategy).

In all, the data revealed that the ten participants of this study reported using a number of metacognitive writing strategies since their involvement in this strategies-based instruction. The strategies employed were concerned to all three metacognitive strategies considered in this study: *Planning*, *Monitoring*, and *Evaluating*. In addition,

both local and global aspects, though to different degrees, were considered by the participants when examining their compositions.

5.3.4. Participants' perceived problems in strategy use

When participants referred to their strategies deployment, they mentioned being quite satisfied with their strategic repertoire, as they felt they got to know more about strategies (declarative knowledge), and got to implement new strategies (procedural knowledge). However, two participants mentioned two negative aspects in relation to their strategy use, namely little use of metacognitive writing strategies in general, and little use of the strategy *considering the audience*. One participant admitted having used just a few metacognitive writing strategies even though she knew they were helpful; and she attributed this to her laziness:

> *I think I do not use so many metacognitive writing strategies. But if I used them it could be easier for me to write my compositions. I'm too lazy.* (Luciana, Diary B)

Another participant felt she did not always *consider the audience*, in particular, an audience other than her teachers. She explained she did so only occasionally, and that she was trying to implement that strategy.

5.4. Findings in relation to research question 4

The fourth research question addressed in this study was related to *the students' perception of their level of strategic behavior.* The data used to answer this question came from a diary administered twice during the treatment (Diary Entry C, and from an ad hoc self-report questionnaire, Questionnaire C) completed in the last session of the treatment.

The results concerning this research question are presented in relation to three issues: (a) the participants' perceived level of strategic behavior, (b) the participants' employment of metacognitive strategies, and (c) the relationship between perceived level of strategic behavior and strategy use. For a detailed analysis of each of the participants' responses see Appendixes Q and Q'.

5.4.1. Participants' perceived level of strategic behavior

As indicated in the data emerging from the diary entries, 70% of the participants regarded themselves to be *strategic*, 20% *a bit strategic* and 10% *not strategic at all*. However, the data from Questionnaire C, which was administered in the last session of the treatment, some time after the completion of the diary entries, showed that 90 % of the participants considered themselves *strategic*, whereas only one student, Luciana, assessed her writing behavior as *a bit strategic*. The participants whose perceptions changed from "a bit strategic" to "strategic" were Marcos and Patricia.

When expressing the reasons why they had assessed their behavior as *strategic* or *a bit strategic*, the participants referred to the specific strategies they had employed and to the ones they considered they should use more often. For instance, Marcos, one of the participants who first regarded himself as *a bit strategic,* reported:

> *I do not consider myself to be very strategic because I am in the process of learning how to write, and sometimes I forget to use all the strategies, and I always tend to use the same strategies (for example, brainstorming, outlining and reading).* (Marcos, Diary C, entry 1)

Other participants referred to specific *Planning*, *Monitoring*, and *Evaluating* strategies they employed when writing their compositions. Carina, for example, stated:

> *I consider myself to be strategic because before starting to write my paragraph I resort to outlining, clustering, journal writing, and sometimes searching information in case I do not know much about the topic. I try to monitor my compositions as much as I can. Another strategy I use is looking for synonyms to avoid repetition and thus to make the text more cohesive. After that, when I finish writing, I check coordinators, subordinators and other linking words to make sure they establish the relationship I want to express.* (Carina, Diary C, entry 2)

Likewise, Vanesa reported:

> *I consider that I use many strategies for writing (clustering, monitoring, brainstorming, evaluating, etc), and it is due to that fact that I have improved my writing production and I do not make as many mistakes as before.* (Vanesa, Diary C, entry 2)

Furthermore, a participant pointed out that after strategy instruction she began to employ new strategies that had not been part of her usual strategic repertoire before:

> *I think that now I am more strategic because before having these classes of writing strategies I did not use a lot of strategies while writing.* (Julia, Diary C, entry 2)

Finally, Luciana reported she did not consider herself to be strategic at all since she was not aware of employing compositing strategies:

> *I think I am not a strategic person because I am not conscious about using many writing strategies.* (Luciana, Diary C, entry 1)

5.4.2. Metacognitive writing strategies employed

The information provided by the participants about their perceived level of strategic behavior was compared with the actual metacognitive writing strategies each participant used (Appendixes Q and Q' show the specific MWS each participant reported using).

This section is divided into three main parts, namely (a) overall use of *Planning* strategies, (b) overall use of *Monitoring* strategies, and (c) overall use of *Evaluating* strategies.

5.4.2.1. Overall use of *Planning* strategies

Collectively, the participants reported having employed seventeen *Planning* strategies, although used in three different writing tasks (see Table 5. 22). The preferred strategies were *planning what ideas would be developed in the composition* (100%), *organizing ideas* (100%), *outlining* (100%), *brainstorming* (80%) and *planning what vocabulary would be used* (70%).

Among the strategies used for collecting information, we could identify the following ones: *brainstorming* (80%), *searching information* (50%), *clustering* (30%), r*eading* (10%), *free writing* (10%), jo*urnal writing* (10%), *listing* (10%) and l*adder* (10%).

Some other *Planning* strategies reported were *planning what grammatical structures would be used* (50%), *planning what cohesive devices would be used* (30%), *planning what writing strategies would be used to complete the task* (30%), and *selecting a subject* (20%).

Table 5.22: Overall use of Planning Strategies as elicited by Diary C and Questionnaire D

Planning strategies	Sources	Participants (N=10)
Planning what ideas would be developed in the composition (content)	V_Quest_#1; M_Quest_#1; Ji_Quest_#1;B_Quest_#1; P_Quest_#1; L_Quest_#1; Ve_Quest_#1; Ju_Quest_#1; Jo_Quest_#1; Jo_Diary2; C_Quest_#1	100%
Organizing ideas	V_Quest_#2; M_Quest_#2; Ji_Quest_#2; B_Quest_#2; P_Quest_#2; L_Quest_#2; Ve_Quest_#2; Jo_Quest_#2; Ju_Diary2; C_Quest_#1	100%
Outlining	V_Diary1&2; M_Diary1&2; Ji_Diary1; B_Diary1&2; P_Diary1&2; L_Diary1&2; Ve_Diary1; Ju_Diary1; Jo_Diary1; C_Diary_1&2	100%
Brainstorming	V_Diary1&2; M_Diary1&2; Ji_Diary1&2; B_Diary2; P_Diary1&2; L_Diary2; Ve_Diary1&2; Jo_Diary2	80%
Planning what vocabulary would be used	V_Quest_#3; M_Quest_#3; Ji_Quest_#3; P_Quest_#3; P_Diary2;Ve_Quest_#3; Ju_Quest_#3; C_Quest_#3	70%
Planning what grammatical structures would be used	M_Quest_#4; Ji_Quest_#4; Ve_Quest_#4; Jo_Quest_#4; C_Quest_#4	50%
Searching information	V_Diary1; Ji_Diary1; B_Diary1; Ve_Diary1&2; Ju_Diary1;	50%
Clustering	V_Diary1; Ju_Diary1&2; C_Diary1	30%
Planning what cohesive devices would be used	B_Quest_#5; Ve_Quest_#5; C_Quest_#5	30%
Planning what writing strategies would be used to complete the task	Ju_Quest_#6; Jo_Quest_#6; C_Quest_#6	30%
Selecting a subject	L_Diary1; Ve_Diary1	20%
Reading	M_Diary2	10%
Free writing	Ji_Diary2	10%
Journal writing	C_Diary1	10%
Listing	L_Diary1	10%
Ladder	C_Diary2	10%

5.4.2.2. Overall use of *Monitoring* strategies

The participants reported monitoring their compositions by focusing on both global and local aspects. Two *Monitoring* strategies were used by all the participants, namely *examining content*, and *examining punctuation*. The second preferred strategies were *examining organization* (90%), *monitoring cohesion* (90%), *checking grammar* (90% and *examining vocabulary* (90%). Another strategy used by most of the participants was *examining the usefulness of the writing strategies employed*, which accounted for 70% of the participants' answers (See Table 5. 23).

In a lesser degree, other strategies were employed: *checking language use* (20%), *focusing on coherence* (20%), *examining paragraph unity* (10%), *reading each sentence and the whole paragraph* (10%), *using the Monitoring checklist provided in*

the training on MWS (10%), *considering the purpose of the composition* (10%), and
reading the booklet on metacognitive writing strategies (a cognitive strategy) (10%).

Table 5.23: Overall use of Monitoring Strategies as elicited by Diary C and Questionnaire D

Monitoring strategies	Sources	Participants (N=10)
Examining content	V_Quest_#7; V_Diary2; M_Quest_#7; Ji_Quest_#7; Ji_Diary2; B_Quest_#7; B_Diary1&2; P_Quest_#7; P_Diary1; L_Quest_#7; L_Diary1&2; Ve_Quest_#7; Ju_Quest_#7; Ju_Diary2; Jo_Quest_#7; C_Quest_#7; C_Diary1&2	100%
Examining punctuation	V_Quest_#11; M_Quest_#11; Ji_Quest_#11; B_Quest_#11; P_Diary2; L_Quest_#11; Ve_Quest_#11; Ju_Quest_#11; Jo_Quest_#11; Jo_Diary1; C_Quest_#11	100%
Examining organization	V_Quest_#8; M_Quest_#8; Ji_Quest_#8; Ji_Diary1; B_Quest_#8; P_Quest_#8; L_Quest_#8; L_Diary1&2; Ve_Quest_#8; Jo_Quest_#8; Jo_Diary2; C_Quest_#8	90%
Examining cohesion	V_Quest_#12; M_Quest_#12; M_Diary2; Ji_Quest_#12; P_Quest_#12; L_Quest_#12; Ve_Quest_#12; Ju_Quest_#12; Jo_Quest_#12; C_Quest_#12; C_Diary1&2	90%
Monitoring grammar	V_Quest_#9; V_Diary1&2; M_Quest_#9; Ji_Quest_#9; Ji_Diary2; B_Quest_#9; B_Diary1; P_Diary2; Ve_Quest_#9; Ju_Quest_#9; Jo_Quest_#9; Jo_Diary1&2; C_Quest_#9; C_Diary1	90%
Monitoring vocabulary	V_Quest_#10; V_Diary1&2; M_Quest_#10; M_Diary2; Ji_Quest_#10; Ji_Diary2; B_Quest_#10; B_Diary2; P_Diary1&2; L_Quest_#10; L_Diary1&2; Ve_Quest_#10; Jo_Diary1&2; C_Quest_#10; C_Diary1&2	90%
Examining the usefulness of the writing strategies employed	V_Quest_#13; M_Quest_#13; Ji_Quest_#13; B_Quest_#13; Ve_Quest_#13; Ju_Quest_#13; C_Quest_#13	70%
Language use	V_Diary1&2; Ju_Diary1&2	20%
Examining coherence	Ji_Diary1; Ve_Diary2	20%
Examining paragraph unity	Ji_Diary1	10%
Reading each sentence and the whole paragraph	B_Diary1&2	10%
Using the Monitoring checklist provided in the MWS training	Jo_Diary1	10%
Considering the purpose of the composition	Jo_Diary1	10%
Reading the booklet on metacognitive writing strategies **(a cognitive strategy)**	M_Diary2	10%

5.4.2.3. Overall use of *Evaluating* strategies

The participants employed *Evaluating* strategies, focusing on both global and
local writing features. The preferred *Evaluating* strategy was *examining content* (100%),
followed by *evaluating organization*, *examining grammar*, and *evaluating punctuation*

(90%). Other aspects most of the participants considered when evaluating their compositions were *cohesion* (80%), *spelling* (80%) and *vocabulary* (70%). In addition, 40% of the participants employed the strategy *examining the usefulness of the writing strategies employed*, 30% used the strategy *checking language use*, 20% *evaluating the text the following day*, 10% *examining coherence*, 10% *evaluating the composition some hours after finishing writing it* and another 10% *reading the text three times (See Table 5. 24).*

Table 5.24: Overall use of Evaluating Strategies

Evaluating strategies	Sources	Participants (N=10)
Examining content	V_Quest_#15; V_Diary1&2; M_Quest_#15; Ji_Quest_#15; Ji_Diary2;B_Quest_#15; B_Diary1&2;P_Quest_#15; P_Diary1&2; L_Quest_#15; Ve_Quest_#15; Ve_Diary2; Ju_Quest_#15; Ju_Diary1&2; Jo_Quest_#15; Jo_Diary1&2; C_Quest_#15; C_Diary2	100%
Examining organization	V_Quest_#14; M_Quest_#14; Ji_Quest_#14; B_Quest_#14; L_Quest_#14; Ve_Quest_#14; Ju_Quest_#14; Jo_Quest_#14; C_Quest_#14	90%
Examining grammar	V_Quest_#16; M_Quest_#16; Ji_Quest_#16; Ji_Diary1; B_Quest_#16; B_Diary1&2; P_Diary2; L_Quest_#16; L_Diary2; Ve_Quest_#16; Jo_Quest_#16; Jo_Diary2; C_Quest_#16; C_Diary1	90%
Examining punctuation	V_Quest_#18; M_Quest_#18; Ji_Quest_#18; B_Quest_#18; L_Quest_#18; L_Diary1&2; Ve_Quest_#18; Jo_Quest_#18; C_Quest_#18; C_Diary2	90%
Examining cohesion	V_Quest_#12; V_Diary1&2; Ji_Quest_#12; P_Quest_#12; L_Quest_#12; Ve_Quest_#12; Ju_Quest_#12; Jo_Quest_#12; C_Quest_#12; C_Diary1	80%
Evaluating spelling	V_Quest_#21; M_Quest_#21; Ji_Quest_#21; B_Quest_#21; L_Quest_#21; L_Diary1; Ve_Quest_#21; Jo_Quest_#21; C_Quest_#21	80%
Evaluating vocabulary	V_Quest_#17; M_Quest_#17; Ji_Quest_#17; B_Quest_#17; B_Diary1&2; P_Quest_#17; L_Quest_#17; C_Quest_#17	70%
Examining the usefulness of the writing strategies employed	M_Quest_#20; Ji_Quest_#20; Ju_Quest_#20; C_Quest_#20	40%
Checking language use	Ji_Diary1&2; B_Diary2; Ve_Diary2	30%
Evaluating the text the following day	Ve_Diary2; Ju_Diary1	20%
Checking coherence	V_Diary1&2	10%
Evaluating the composition some hours after finishing writing it	B_Diary1	10%
Reading the text three times	Jo_Diary1	10%

5.4.3. Relationship between perceived level of strategic behavior and strategy use

The results presented in this section indicated that most of the participants considered themselves to be *strategic* writers, and according to the findings revealed in section 5.4.2, the participants as a group employed a great deal of MWS.

A strong correlation was found between the participants' perceived level of strategic behavior and the actual number of *Planning*, *Monitoring* and *Evaluating* strategies used. It is important to point out that the overall number of strategies shown in Table 5. 25 below are the ones employed by the students in three different writing tasks. In this analysis, I only considered the different kinds of strategies employed in the three writing tasks, even though most of them were used in all three writing moments.

Each of the participants employed a significant number of MWS, from 15 (*Patricia*) to 27 (*Jimena*). In all, the participants who considered themselves to be *strategic* actually engaged in a large number of MWS. *Luciana*, who had, at one moment, considered herself not *strategic at all,* and then changed her perception towards *a bit strategic*, employed a total number of 19 strategies when solving three different writing tasks. This seems to suggest that she was actually strategic. On the other hand, Patricia was the participant who used the lowest number of MWS (15). This participant first considered herself to be *a bit strategic* and then assessed her strategic behavior as *strategic (See Table 5. 25).*

Another issue worth mentioning is the extent to which the participants as a group used a wide variety of metacognitive strategies, that is to say, whether they applied a considerable number of all three *Planning*, *Monitorin*g, and *Evaluatin*g strategies. Findings show that the overall group used 70 *Planning* strategies, 79 *Monitoring* strategies, and 72 *Evaluating* strategies. Therefore, the number of specific *Planning*, *Monitoring*, and *Evaluating* strategies employed is nearly equal. As seen in Table 5. 25, the total number of MWS employed was 221, an average of 22 strategies per participant. Furthermore, as shown in the previous section, when planning and examining their compositions, the participants focused on both global and local writing features.

Table 5.25: *Planning, Monitoring and Evaluating strategies employed by each participant, and participants' perceived level of strategic behavior*

Participant	Planning strategies used (frequencies)	Monitoring strategies used (frequencies)	Evaluating strategies used (frequencies)	Total N° of MWS (frequencies)	Participants' perceived level of strategic behavior
Jimena	8	10	9	**27**	Strategic
Verónica	9	9	8	**26**	strategic
Carina	10	8	8	**26**	strategic
Vanesa	7	8	9	**24**	Strategic
Marcos	6	9	7	**22**	A bit strategic/ strategic
Brenda	6	8	8	**22**	Strategic
Josefina	6	8	7	**21**	Strategic
Luciana	6	6	7	**19**	Not strategic/ a bit strategic
Julia	7	7	5	**19**	strategic
Patricia	5	6	4	**15**	A bit strategic/ strategic
Total	**70**	**79**	**72**	**221**	

5.5. Findings in relation to research question 5

The last research question addressed in this study concerned *the participants' overall perception of the treatment.* For this purpose, a survey (Appendix F) was conducted by email three months after the intervention had been finished. The instrument for data collection was made up of four open-ended questions, each of which is presented below along with the corresponding results.

What is your opinion about the training on metacognitive writing strategies?

All the participants agreed on the fact that training on MWS had been very helpful. When asked to support their answers, two main patterns could be identified. First, many participants believed the acquired MWS knowledge had helped them approach the writing tasks in a different way, as they felt now to be equipped with a number of strategies which made the writing tasks easier to be solved. Marcos, for instance, reported:

> *Now, writing is easier, because I have acquired new tools… new ways of working which facilitate my writing.* (Marcos, Survey)

Second, some participants reported that MWS-training had helped them in specific writing aspects, such as organization, content and self-assessment of their compositions. For example, Jimena expressed:

Learning about metacognitive writing strategies helped me mainly to organize my ideas and to decide what information was relevant and which was not. (Jimena, Survey)

Likewise, Brenda wrote:

It was useful because you gave me techniques I did not know before, and they helped me realize about the mistakes I made. (Brenda, Survey)

Would you recommend this MWS-training? Why?

When asked about this issue, the participants answered they would definitely recommend the strategy instruction received in class since it had helped them become more strategic and better writers. In addition, some respondents pointed out that the training imparted had helped them become aware of many aspects they had not often consciously considered before. For instance, they reported learning about the importance of identifying the audience (an audience other than the teachers who would assess the text), and about the benefits of examining the text a day or some days after having written it so as to be able to evaluate it in a more objective manner. In this respect, Carina expressed:

One of the tips I learned, and which can help every student, is to take some distance from the text so as to have a more objective stance when evaluating it. I have tried to evaluate my compositions a day or some days after writing it, depending on the time I have, and I am sure it helped me have fewer mistakes, especially concerning content, coherence, cohesion and grammar. (Carina, Survey)

What strategy-instruction related aspects would you highlight as important?

In addition to the perceived benefits of the treatment mentioned above, which concerned equipping students with strategies and enhancing the participants' writing performance, the participants also mentioned a further strong point. Some students stated that when attending the treatment sessions, they felt they were doing something different from their regular writing classes. They perceived they had the chance of doing

something for their own benefit, and they were learning concrete ways of becoming better writers. In relation to this issue, Vanesa reported:

> *I felt I was not just learning theory, but practical things. The teacher taught us how to do things, how to plan, what to consider when monitoring the text and also when evaluating them. Besides, the checklists provided were very useful because they included all the aspects a writer must consider: from the audience to punctuation mistakes.* (Vanesa, Survey)

Could you apply the strategies taught in class? Which ones? In what pieces of writing? Did you transfer the metacognitive writing strategies to other subjects?

All the participants indicated they had continued using the strategies taught in the English class when writing texts for other university courses. Some of the strategies reported as being used after the treatment sessions were outlining, brainstorming, reading to collect information, devoting some time to sketch the outline, monitoring, evaluating, checking the composition some days after writing it, and examining grammar, punctuation and organization.

All the participants agreed on the fact that they had applied metacognitive writing strategies when solving the writing tasks for the subject *English Language II.* In addition, eight out of ten participants expressed they had also employed the strategies when writing for the subject Phonetics and Phonology, particularly when answering theoretical questions or writing essays. Finally, two students even reported using in test situations the writing strategies taught in the English class (See Appendix R).

5.6. Summary of findings

The data analyzed in this chapter indicate that at post strategy instruction, the participants of this study seemed to have acquired a number of metacognitive writing strategies, and that this change was sustained over the medium-term. In addition, the participants were able to attend to both global and local writing features when monitoring and evaluating their texts. The data also showed that the reported increase in strategy deployment did not correlate with a higher writing quality of the first drafts of the compositions written by the students for the subject English Language II, writing section.

As regards the participants' perceptions of the impact of the treatment on their writing performance, all the participants felt that their writing texts had improved in relation to aspects such as content and organization, and that they had become more strategic writers –as they were able to employ a greater number of *Planning*, *Monitoring* and *Evaluating* strategies as from the intervention. Concerning the participants' perception of their level of strategic behavior, most of the participants believed they had become strategic writers after the treatment, and this perception matched the actual use of MWS reported by the students in the data collection instruments. Finally, the participants' overall perception of the treatment was highly positive, as they considered that the strategy instruction received had helped them in a number of ways, namely to become more strategic, to improve their compositions, and to make their composition-process easier. Furthermore, results also showed that the metacognitive writing strategies taught in class were later transferred to another subject, namely Phonetics and Phonology, and also to new tasks.

The aim of this chapter has been to present the results obtained from the analysis of the different data collection instruments in relation to the five research questions that have guided this study. The following chapter will discuss and interpret the findings in relation to the theoretical framework and the current literature in the field.

CHAPTER VI

DISCUSSION

The aims of this chapter are to discuss the major findings presented in chapter V and to connect these results to the theoretical framework and the literature review presented in chapters II and III. The interpretation and discussion of the results are developed in relation to each of the five research questions that guided this study.

6.1. Research question I: *Does training on metacognitive writing strategies have an impact on the type and number of metacognitive writing strategies employed by the students of English Language II both at post instruction and in the medium-term?*

Findings from the self-report questionnaire used as pre test, post test and delayed post test, and also from the two diary entries, revealed that the participants' strategic repertoire changed significantly after the intervention on MWS. The students of English Language II started to use a higher number of *Planning*, *Monitoring* and *Evaluating* strategies, and were able to focus on both local and global aspects when monitoring and evaluating their compositions, findings which were sustained over the medium-term – as reported in the delayed post test. This result seems to support Manchón's (2001) view that "a writer's strategic repertoire, at least in the short-term, can be modified through instruction and training" (p. 49). What is more, this finding is congruent with studies by Graham, Harris and Mason (2005) and Ochoa Angrino, Aragón Espinosa, Correa Restrepo, and Mosquera (2008), who also found that at post instruction the participants used a higher number of metacognitive writing strategies.

In this study, fourteen specific *Planning* strategies were acquired after strategy instruction and such use was maintained in the short and medium-terms. Some of the strategies found in this study to be most used by my participants were identified as characteristics of expert writers. According to Bereiter and Scardamalia (1987), expert writers attend to several aspects, namely content, form, audience, style, and organization. Likewise, Hayes and Flower (1980) argue that experts develop elaborate

plans, and consider the goal of the text. In this study, the strategies most of the participants began to employ were *reviewing the writing conventions*, followed by *considering the audience, making up a writing timetable,* and *focusing more on organization. Seven other strategies were also reported with high frequency: considering the task or instruction carefully, and identifying the purpose of the composition*; *taking notes on the main ideas to be developed in the composition*; *organizing the ideas in an outline*; *planning on grammar issues; using a strategy other than brainstorming to collect information; using background knowledge as an aid to generate ideas*, and *taking notes to organize the text*. Another change concerning *Planning* strategies relates to placing major focus *on cohesion*, and *less focus on spelling.*

An aspect that called the researcher's attention regarding the *Planning* strategies used is that in the pre test only one participant indicated having *considered the audience* when planning her composition, but after strategy instruction, five out of the ten participants employed this strategy. This finding is in tandem with Ochoa Angrino et al. (2008) results, who found out that after metacognitive strategy training based on a group correction guideline, the primary school students in their study began considering possible readers, an aspect which had been neglected before the intervention.

Concerning the *Monitoring* strategies acquired, data from both the post test and delayed post test show that after strategy instruction the participants began to *monitor their compositions while editing it, to evaluate the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition,* and to *examine the changes made to the text during revision*. Another important change in the use of *Monitoring* strategies relates to the participants' placing stronger focus on the global writing aspects of content, organization, coherence and cohesion. This finding is consistent with Ochoa Angrino et al.'s (2008) results, who noticed that before treatment on MWS, their participants had focused primarily on editorial aspects such as grammar and spelling during revision, but after the intervention they began identifying and checking mistakes related to text structure, which included content, coherence and writing goals.

As far as changes in *Evaluating* strategies are concerned, most of the participants reported using the strategy of *examining the text the day after writing it*. The literature shows that when writers take some distance from the text they can assess it with greater objectivity as they can approach it as a reader rather than as a writer (for example,

Carter & Skates, 1996; D'Angelo, 1980). Similarly, Porte (1996) explains that, for revision to be appropriate, there must be some distance between the writer and the text on a number of sessions (as cited in Manchón, Roca de Larios, & Murphy, 2007, p. 245).

In this study, other changes in the deployment of *Evaluating* strategies are concerned with students' focusing mainly on global writing features, namely primarily content, and also cohesion, coherence and organization, and focusing less on mechanics (punctuation and spelling). This may indicate that the participants of this study began to acquire characteristics of skilled writers. According to Cushing Weigle (2002) and Mu (2007), skilled writers examine their compositions at global level and focus more on content and organization. Another effective strategy acquired by some participants was *evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition.*

In addition to the acquisition of experts' writing characteristics, the data collected revealed that as the participants' metacognitive functioning increased, they were able to have a greater control over their writing process. In this respect, the literature shows that greater use of MWS often results in more self-regulated, more self-directed learning and more autonomous learning (for example, Cresswell, 2000; Escorcia, 2010; Peronard, 2005; Velázquez Rivera, 2005). Furthermore, employing a wide repertoire of metacognitive writing strategies allows students to monitor cognitive progress (Flavell, 1979), and to identify potential problems in what is said and how it is expressed. In fact, being able to identify writing problems constitutes the first step for writing to be enhanced, which is the ultimate aim of strategy deployment.

In relation to the participants' negative or undesirable changes in strategy use, such changes were scarce. At post instruction, three out of ten participants stopped using the strategy of *planning on grammar issues* and one participant stopped *planning what vocabulary would be used.* Concerning *Monitoring* strategies, one participant began focusing less on vocabulary and more on spelling –as informed solely in the delayed post test.

With regard to individual strategy use, the data showed that the participant who changed his strategy deployment the most was *Marcos*, as at post instruction, he began using a total of thirteen new strategies: six *Planning*, four *Monitoring* and three *Evaluating* strategies. And most of this change was maintained over the medium-term. The participant whose strategic behavior changed the least was *Jimena*. This participant

acquired three *Planning* and two *Monitoring* strategies, and she dropped the Planning strategy of *using background knowledge as an aid to generate ideas*. It is worth mentioning that one of the participants, *Carina*, had been a strategic writer previous to the intervention, and such a condition was sustained over time. Besides, though she had already been strategic before strategy training, at post instruction, she began using four new *planning* strategies: two *Monitoring* strategies, and two *Evaluating* strategies. She dropped two *Planning* strategies, namely *planning on grammar issues,* and *considering the task or instructions carefully and identifying the purpose of the composition*, this last strategy revealed only in the post test.

In brief, after strategy instruction, most of the students of English Language II enriched their strategic repertoire of MWS, in terms of both number –as they began to employ more *Planning*, *Monitoring*, and *Evaluating* strategies- and also in terms of quality, since their strategic behavior at post instruction resembled that of skilled writers in aspects such as attending to global writing features, focusing on the audience and considering the writing goal. Moreover, the reported higher employment of MWS may indicate that these university student-writers became more autonomous and self-regulated, and thus acquired greater control over their writing process. Finally, this research seems to demonstrate that students' strategic expertise in strategy use can be developed through explicit training (Oxford, 1990, 2011), and that through strategy instruction, it is possible to help students acquire some characteristics of what Bereiter and Scardamalia (1987) have called the *knowledge transforming model*, a model of mature writing in which students plan, monitor and evaluate their compositions to attain the goal of the text.

6.2. Research question II: *In case there is any change in the use of metacognitive writing strategies, does it correlate with the quality of the compositions produced by the participants?*

The comparison of the data gathered to answer research question 1 and the scores of the compositions written by the participants before and after the treatment shows that even though the participants in this study became more strategic at post instruction, such positive change did not correlate with better quality in the compositions produced by the students. All the compositions were non-passing – except for two cases, *Carina's* first composition, which was written before the treatment, and *Patricia's* second composition, written after the treatment. This finding differs from

many scholars' results which support the view that students with a high level of metacognitive development have better writing performance than students with low metacognitive functioning (for example, Bereiter & Scardamalia, 1987, 1991; Flower, 1994; Pressley & McCormick, 1995, all as cited in Ochoa Angrino & Aragón Espinosa, 2007, p. 496).

Conversely, the findings of this study are in agreement with those obtained by Peronard (2005), Ochoa Angrino and Aragón Espinosa (2007) and Collins (2011), who found out that strategies-based instruction on metacognitive writing strategies did not result in enhanced writing performance. For example, Ochoa Angrino and Aragón Espinosa (2007) observed that in their study there was not a significant correlation between metacognitive functioning and writing performance as there were participants (university students) who were regulated but did not produce qualitatively good compositions. These scholars claim that this is not a surprising finding since some students may be able to effectively monitor and evaluate their writing processes and realize where the writing problems are, but may be unable to take concrete actions to improve their productions. This may be attributed to the fact that students may not know exactly what they have to do in order to improve their compositions, or they may not want to invest time and effort in making big changes which imply, in some cases, rewriting the whole text (Butterfield, Hacker, & Alberstong, 1996; Ocha & Aragón, 2007, all as cited in Ochoa Angrino et al., 2008).

Therefore, Ochoa Angrino et al. suggest that teachers and researches alike should make students aware of two central aspects related to strategy use. First, planning the writing task is not enough: plans should be carried out; and second, monitoring and evaluating the writing process and identifying problems are not sufficient as writers have to carry out specific actions to solve the problems encountered (Ochoa Angrino et al. 2007).

In addition, Polio (2001) explains that equipping novice writers with the strategies of good writers does not necessarily lead to improvement (as cited in Hyland, 2009, p. 14). Also, as reviewed in Chapter 3 in this study, there are a number of factors which impact upon the students' writing performance, such as their proficiency level in the second language or their previous writing experience in academic writing.

Despite the results indicating poor performance in writing tasks, it is worth remembering that, in this study, the scores considered for analysis were the ones the writing instructors of English Language II had assigned to the participants' first drafts

on the basis of a scoring guide. As mentioned in preceding sections, in the subject English Language II, the final mark the students got for their compositions was often given to the second, third or fourth draft of the composition –as the professors in charge of the writing instruction followed the process writing approach. Further research is thus necessary to determine the possible impact of MWS training on the students' writing productions in their subsequent drafts.

6.3. Research question III: *What is the students' perception of the impact of the treatment on their writing performance?*

All the participants of this study perceived their writing performance had changed in some way, and nine, out of ten participants, stated that this perceived change had been a positive one, as they observed they began to write qualitatively-better compositions. These perceived improvements related to both global and local writing features. In addition, another change in the participants' writing performance concerned composing strategies. Most of the participants reported using a higher number of *Planning*, *Monitoring* and *Evaluating* strategies after MWS intervention.

Two participants identified some problems in their strategy use. *Luciana* reported using few metacognitive writing strategies, though she acknowledged their importance and usefulness. In relation to this, an aspect that called the researcher's attention was that Luciana attributed her poor strategic repertoire to her laziness. This may mean that Luciana had acquired what Flavell (1979) calls *knowledge about strategy*, as she was aware of the strategies that were appropriate to be used so as to solve writing tasks, but she did not engage in the actual deployment of strategies to enhance her writing. As Pintrich (2002) asserts, strategic knowledge does not necessarily entail strategy use. However, students who know about different kinds of learning strategies are more likely to use them (Pintrich, 2002). Another student, *Carina*, indicated that she found it difficult to *consider the audience* in her writing productions. She stated that she was used to identifying her writing instructors as the only readers of her texts, but she was trying to think of an audience other than her professors. Escorcia (2010) found out that the university students in her study failed to evaluate whether the information they had written in their reports was likely to meet the reader's expectations.

In brief, findings in this study revealed that the students of English Language II considered that the treatment on MWS had yielded positive results both in their writing performance and in their strategic repertoire. Only some participants identified problems in their writing productions and strategy deployment, and indicated they needed to overcome them to be able to attain their learning goals.

In a subsequent analysis, when results concerning research question 2 and research question 3 were compared, the researcher observed a mismatch between the participants' perceived quality of their writing production (investigated in RQ3) and the actual quality of the compositions' first drafts as indicated by the scores obtained (RQ2). Nine out of the ten participants perceived that their writing performance had improved, but the scores they achieved for the first draft of their compositions were non-passing - except for two cases (as revealed in the findings presented in **5.2**). This finding seems to be congruent with the ones obtained by Basturkmen and Lewis, 2002, who found a negative correlation between students' sense of self-efficacy and the scores on their compositions. In addition, Placci's (2009) study yielded mixed results as she found a positive correlation between self-efficacy and writing scores in one of the participants in her case study, and a negative correlation in the other participant. In addition, scholars such as Ching (2002) and Adkins (2005) found out that metacognitive strategy instruction resulted in participants' improved self-efficacy.

Despite the results reported above, it is the researcher's view that the discrepancy between writing quality and perceived improvement in the writing production may only be apparent because, even though the marks obtained in the first drafts were mostly low, the students might have improved their writing performance in the next drafts they wrote. As mentioned previously, further research about the participants' overall writing performance throughout the different steps of their writing process would be of great help to determine whether the participants' perceived improvement in their writing qualities is congruent with their actual writing performance.

6.4. Research question IV: *What is the students' perception of their level of strategic behavior?*

Regarding the participants' perception of their own level of strategic behavior, results indicate that most of the students considered themselves to be strategic. The first set of data, collected during the treatment, showed that 70% of the participants regarded

themselves as *strategic*, 20% as *a bit strategic* and 10% as *non strategic*. However, the data obtained some weeks later revealed that more participants, nine out of ten, considered themselves to be *strategic.*

When asked to provide the reasons why they considered themselves to be "strategic," "a bit strategic" or "non strategic at all," the respondents referred to the specific metacognitive writing strategies they had employed when solving their last writing task. In this study, findings are presented in relation to the group's total number of strategies used in three different writing tasks. As regards *Planning* strategies, all ten participants reported using the strategies of *planning what ideas would be developed in the composition*, *organizing ideas*, and *outlining*. Eight students used the strategy of *brainstorming* and seven resorted to *planning what vocabulary would be used*.

Concerning *Monitoring* strategies, all the participants reported *examining content*, and *examining punctuation*. In addition, some other preferred strategies were *examining organization*, *monitoring cohesion*, *checking grammar*, *assessing vocabulary*, and *examining the usefulness of the writing strategies employed*.

The *Evaluating* strategies the participants indicated having used were *examining content*, followed by *evaluating organization*, *examining grammar*, and *evaluating punctuation*. Also, a great deal of participants examined *cohesion*, *spelling*, and *vocabulary*.

Collectively, findings show that there was a correlation between the participants' perceived level of strategic behavior – either strategic or a bit strategic - and the actual number and types of strategies used, as revealed in the self-report questionnaire and diary entries. This finding seems to indicate that the participants of this study were able not only to acquire strategic knowledge but also to apply strategies (Pintrich, 2002). The participants employed a significant number of MWS, ranging from fifteen (*Patricia*) to twenty- seven (*Jimena*), and they attended to both global and local aspects - as indicated in **5.4.1**. Even though the students' positive change in their strategic behavior may have been influenced by other factors intervening in the writing process, it seems reasonable to assert that the treatment on MWS was effective, and that the goal of the intervention was attained. According to Graham et al. (2005), the goal of all intervention work is to produce meaningful changes in student behavior that are sustained over time. In this study, the higher use of MWS and the consideration of both local and global features were maintained in the short- and medium- terms, as revealed in the delayed post test.

Another interesting finding was that *Luciana*, the participant who moved from being *not strategic to being a bit strategic*, employed nineteen different strategies when solving three different writing tasks. She also focused on both local and global writing features. This indicates that her perception of her strategic behavior level was wrong as she can be considered a strategic writer. The participant who used the lowest number of MWS, fifteen, was *Patricia*, who first considered herself to be *a bit strategic* and then assessed her strategic behavior as *strategic*. Even though she was the student who employed the lowest number of MWS, she planned, monitored and evaluated her compositions focusing on both macro-level and local writing features. In conclusion, all the participants of this study were able to acquire a significant number of MWS and to focus on both local and global writing aspects.

6.5. Research question V: *What is the students' perception of the treatment?*

The data obtained from the survey administered three months after the treatment showed that the participants had a positive opinion about the strategy instruction received. Most of the college students agreed that training on MWS had helped them in a number of ways, namely (a) to acquire more knowledge about strategies, (b) to implement MWS, which made their writing process easier, and (c) to become better writers.

As regards the participants' perceptions of their own acquisition of *knowledge about strategy*, Flavell (1979) highlights that this is one of the basic components of the so-called *metacognitive knowledge* (i.e. knowledge about cognition in general). In Flavell's (1979) theory, strategic knowledge includes knowledge of the general strategies that might be used to complete a task, and also knowledge of the specific metacognitive strategies to be employed when planning, monitoring and regulating the students' learning and thinking (Pintrich, 2002). The students' awareness of the different strategies they may use to solve a particular task has been found to be a highly positive aspect since it can contribute to the actual use of strategies and also to enhanced learning. As pointed out by Pintrich (2002), if a student does not know of the existence of a strategy, he will not be able to use it. Besides, knowledge of strategies along with knowledge of the specific task to be solved and self-knowledge (or knowledge about person) "enables students to perform better and learn more" (p. 222).

Another revealing finding of this study was that students perceived that, due to the strategy instruction on MWS, they had been able to use effective strategies which

made their writing easier. This result seems to support Oxford's (1990, 2011) view that the deployment of language learning strategies makes learning easier. Conversely, this finding differs' from the views of some of the respondents in Cohen and Macaro's (2007) investigation who argued that strategy deployment, especially at the initial stages of strategy instruction, can be perceived as demanding and time-consuming. On the contrary, in my study, some participants explicitly stated they had enjoyed attending the treatment sessions because the strategies taught had helped them become better writers.

Moreover, the participants reported that their writing performance had improved due to strategy instruction. The participants perceived their overall writing productions were qualitatively better, and that they had improved in aspects such as organization, content, coherence and grammar.

Finally, all the participants in this study reported that, at post instruction, they continued employing metacognitive writing strategies when solving writing tasks in the subject English Language II. Not only that, some students were able to transfer strategy use to another subject, namely Phonetics and Phonology, and to different writing tasks such as essays, quizzes and written tests. This finding is in line with Oxford's (1990, 2011) view in that language learning strategies can be transferred to other contexts and materials. Likewise, Cohen (1998) maintains that one of the basic aims of strategies-based instruction is to enable students to transfer successful strategies to new learning contexts.

6.6. Conclusion

In this study we investigated the effects of strategy instruction on metacognitive writing strategies in students of an English Teacher-Training College in Argentina. Findings show that, in accordance with other studies like Graham, Harris and Mason's (2005) and Ochoa Angrino, Aragón Espinosa, Correa Restrepo, and Mosquera (2008), the students in this study acquired more MWS at post instruction and were able to focus on both global and local writing aspects when monitoring and evaluating their compositions, and that these changes were sustained over the medium-term. This result seems to demonstrate that the treatment on MWS was successful as it attained the basic goal of strategies-based instruction, namely "automatic and skilled use of strategies with a wide variety of academic tasks and knowledge base to use them effectively" (O'Malley & Chamot, 1994, p. 70).

Another finding in this study was that the students' higher engagement in MWS did not result in qualitatively-better compositions, as the first drafts of the writing tasks written by the participants for the subject English Language II were mostly non-passing. This result was congruent with the ones by Peronard (2005), Ochoa Angrino and Aragón Espinosa (2007) and Collins (2011), who did not find a positive correlation between metacognitive development and writing performance.

In addition, nine out of the ten participants in this study perceived that, after strategy instruction, they had become not only more strategic but also better writers. In this respect, more research is needed to determine whether this perceived improvement in writing is congruent with the students' actual writing performance in their second and third drafts instances which were not considered in this study.

Finally, the participants' overall opinion about the treatment on MWS was a positive one since they felt it had enabled them in a three-fold way: to acquire more knowledge about strategies, to implement a higher number of effective writing strategies which facilitated their composing process, and to write qualitatively better compositions. In addition, the students reported that after the intervention, they were able to transfer strategy deployment to new learning tasks and contexts, This finding is congruent with the ones by Adkins (2005), who found out that the use of the strategies taught was transferred to an additional genre, namely that of personal narrative.

The following chapter will discuss the pedagogical implications of these findings and will enumerate the limitations of the present study.

CHAPTER VII

PEDAGOGICAL IMPLICATIONS, LIMITATIONS

AND SUGGESTIONS FOR FURTHER RESEARCH

The aims of this chapter are to introduce the pedagogical implications of this study for the field of second language writing, to acknowledge the limitations of the present study, and to make some proposals for further research into the issue of metacognitive strategy instruction.

7.1. Pedagogical implications

Results in this study seem to confirm the assertion that learners' strategic repertoire, at least in the short term, can be modified through instruction and training (Manchón, 2001; Oxford, 2011). In addition, it appears that in this study direct and integrated strategy instruction was effective in facilitating the transfer of strategies to similar tasks and materials, and in contributing to strategy use over the medium term (Cohen, 1998; Cohen & Macaro, 2007). For this reason, it is my contention that writing instructors should implement strategies-based instruction integrated to the regular classes of writing; and should explicitly show students how specific strategies work and provide them with opportunities for the practice, evaluation and transfer of metacognitive strategies.

Findings in this study also seem to demonstrate that metacognitive strategies use can help learners in a three-fold way: (a) to become more self-regulated and autonomous writers; (b) to acquire characteristics of what Bereiter and Scardamalia (1987) and Flavell (1979) call expert writers, and characteristics of Bereiter and Scardamalia's (1987) knowledge-transforming writing model; and also (c) to improve the students' sense of self-efficacy. Given these benefits of metacognitive strategy use, I suggest that writing instructors should develop metacognitive strategy instruction and stress the importance of learners' control in the planning, monitoring and evaluating processes. In order to foster the use of *Planning*, *Monitoring* and *Evaluating* strategies, the use of checklists can be of great help. Moreover, in English Teacher-Training colleges like the one in Villa María, it would be of great help to foster metacognitive

strategy use through explicit instruction in all subjects in the courses of studies that require academic writing. This will enhance learners' self-regulation in the long term and, in turn, learning in general (Lv & Chen, 2010; Ochoa Angrino & Aragón Espinosa, 2007; Pintrich, 2002).

In relation to metacognitive strategy instruction, as suggested by Ochoa Angrino and Aragón Espinosa (2007), instructors should make students aware of the fact that the mere use of metacognitive writing strategies does not guarantee positive composing outcomes. As Gus (2010) claims, strategies are not a "super-drug" (as cited in Oxford, 2011, p. 13); thus learners need to use strategies effectively to achieve enhanced learning, which is the ultimate goal of strategy deployment. In relation to the specific metacognitive writing strategies addressed in this study, planning, monitoring and evaluating the writing task are not enough: plans should be carried out, and the mistakes or problems identified while monitoring and evaluating the compositions must be solved. Needless to say, the students' failure to correct the mistakes identified may be caused by a number of different factors, such as the writer's lack of expertise with the particular genre, their limited linguistic knowledge, the complexity of the writing task, and time constraints. Even though writing instructors and students cannot control for all the factors intervening in the writing process, it is my belief that helping students develop metacognitive knowledge about strategies and promoting strategy use can be the point of departure for enhanced self-efficacy, self-directed learning and for enhanced writing.

7.2. Limitations of the study and suggestions for further research

Although the findings in this study may shed light on some issues which can contribute to student writers' autonomous and self-regulated learning, there are some limitations that should be taken into account.

First, even though in this study positive changes in strategy use were maintained over the medium- term, more longitudinal studies would be needed to examine whether changes in the students' strategic repertoire revealed at post instruction can be sustained over the long- term. It is worth mentioning that the intervention carried out in this study lasted no longer than three months because of the need to control for the variable "genre" which could have altered the results of the investigation. During the time when

the strategies-based instruction was carried out, the students of English Language II were dealing with paragraph writing, and soon after the end of the treatment, they began to learn how to write essays. Furthermore, as the strategy instruction was integrated to the classes of English Language II, writing section, in which the only role I had was that of participant researcher, it would not have been possible to provide strategy instruction in the writing course longer than the time agreed.

Another limitation of this study concerns the size of the sample. Although in this investigation I studied the impact of strategy instruction on a natural group, that is to say, on all the students of English Language II, which is considered to be appropriate in educational settings (Seliger & Shohamy, 1989), the sample was small (only 10 participants). Therefore, no attempts should be made to generalize the findings in this study to other contexts. It would thus be of interest to study the effects of metacognitive strategy-based instruction on a larger sample.

Finally, further research is necessary to determine whether the perceived improvement in the participants' writing performance was congruent with a real improvement in their overall writing processes- examined by looking at the participants' performance in all their drafts, not just the first one.

7.3. Personal Comments

Carrying out this research has been a rewarding experience for it has allowed me to find new ways to help students in the context where I work to become more autonomous and self-regulated writers. Besides, I think this work can be of great help to my colleagues at the teacher-training college as they could make use of the theoretical information, activities and checklists used in the strategy instruction here undertaken to enhance their students' metacognitive development. Personally, I have found metacognition, the control center of the cognitive system, a fascinating topic to explore as a teacher, researcher, and writer who longs to become expert.

APPENDIX A

Demographic Questionnaire

Name and surname: …………………………………………………………………..

Age: …………………………. Birth date: …………………………………………..

Hometown: …………………………. Email address: ……………………………….

Year when you started studying in the Teacher -Training College: ……………………

Reason(s) why you started studying to be a teacher of English:

……………………………………………………………………………………………

Subjects you have passed:

……………………………………………………………………………………………

Subjects in which you are an internal student but whose final exam you haven't passed yet: ……………………………………………………………………………………….

Subjects you are doing this year:

……………………………………………………………………………………………

Appendix A'

Consent form

CONSENTIMIENTO PARA PARTICIPAR EN INVESTIGACIÓN

Los datos recolectados en las encuestas y diarios serán estudiados en el contexto de mi tesis de posgrado correspondiente a la Maestría en Inglés con Orientación en Lingüística Aplicada, a realizarse en el período 2011-2012. Estos datos serán confidenciales y se mantendrá el anonimato de los participantes.

Presto mi conformidad para participar como voluntario en esta investigación.

Nombre: _____

Firma: _____   Fecha: _____

¡Muchas gracias por tu colaboración!

Prof. Gisela Díaz

APPENDIX B

Questionnaire A

On the use of Metacognitive Writing Strategies (Research question 1)

Put a tick next to each statement you consider to be true for you.

✓ To complete the following questionnaire think of what you did before, during and after writing the composition which was set as homework. Remember, only focus on this specific time you went into writing.

Planning (mainly before writing)

1) I considered the task or instructions carefully before writing, and thought of the purpose of the composition.   ……
2) I considered the audience of my text before writing.   ……
3) I mentally planned what I was going to write about.   ……
4) I used my background knowledge to help me with ideas.   ……
5) I took notes on the ideas I would develop in my writing.   ……
6) If you have ticked item 5, describe what method to gather ideas for your writing you decided to use.   ……
7) I reviewed the writing conventions.   ……
8) I took notes about how I was going to organize the text (i.e. in which sequence I would develop the ideas).   ……
9) If you have ticked item 7, describe what you did when organizing your writing.
10) I thought of the vocabulary I was going to use.   ……
11) I thought of the grammatical structures I was going to use.   ……
12) When planning my writing, I mostly concentrated on: (enumerate the aspects; 1 being the mostly considered and 8 the least considered)
    Content …………   Vocabulary …………   Grammar …………
    Organization …………   Punctuation …………   Spelling …………..
    Cohesion …………   Coherence …………   Other (specify) ……
13) I made a timetable for when I would do my writing.   ……
14) I decided on the strategies I was going to use to complete the task (strategies: techniques and procedures to complete the written task).
                                                            ……
15) If you have ticked item 13, mention which strategies you planned to use.

Monitoring (while writing)

1) When checking and verifying progress in my writing I mostly concentrated on: (enumerate the aspects; 1 being the mostly considered- 8 the least considered.)
    Content …………   Vocabulary …………   Grammar …………
    Organization …………   Punctuation …………   Spelling …………..
    Cohesion …………   Coherence …………   Other (specify) ……
2) I re-read and checked what I had written after writing :
    Some words …………   Each sentence …………
    The whole paragraph ………….
3) I checked / examined the changes I made to the text during revision (revision: the process of making changes to clarify meaning).

4) I checked/ examined the changes I made to the text during editing (editing: making changes to the text to correct grammar and vocabulary – when the purpose is not to clarify meaning-, and also to spelling and punctuation)...

5) I evaluated the usefulness of the strategies used to succeed in the writing task, both before and while writing the paragraph. (Strategies: techniques and procedures to perform the writing task).

6) Describe what you did when checking/ examining your composition while writing it.

Evaluating (after writing)

1) When evaluating my composition, that is to say, when reconsidering how I wrote the text, I mostly focused on: (enumerate the aspects; 1 being the mostly considered - 8 the least considered.)

Content …………   Vocabulary …………   Grammar …………
Organization …………   Punctuation …………   Spelling …………..
Cohesion …………   Coherence …………   Other (specify) …….

2) I re-read the text and checked it:
immediately after writing it ……… some minutes later ……..
some hours later …… the following day ……… some days later …………

3) I evaluated the usefulness of the strategies used before and during writing the paragraph. (Strategies: techniques and procedures to perform the writing task).

4) Explain what you did after finishing your composition.

Thank you very much for your time and consideration!

APPENDIX B'

Diary Entry A

About the use of Metacognitive Writing Strategies (Research question 1)

Mention whether you planned, monitored (i.e., checked and identified problems while writing) and evaluated your writing (i.e., reconsidered the text after finishing the composition). If you have engaged into these processes describe in detail how you did so. Please, provide concrete examples.

APPENDIX C

Michigan Writing Assessment Scoring Guide (Cushing Weigle, 2002, p. 119)

	Ideas and arguments	Rhetorical features	Language control
6	The essay deals with the issues centrally and fully. The position is clear, and strongly and substantially argued. The complexity of the issues is treated seriously and the viewpoints of other people are taken into account very well.	The essay has rhetorical control at the highest level, showing unity and subtle management. Ideas are balanced with support and the whole essay shows strong control of organization appropriate to the content. Textual elements are well connected through logical or linguistic transitions and there is no repetition or redundancy.	The essay has excellent language control with elegance of diction and style. Grammatical structures and vocabulary are well-chosen to express the ideas and to carry out the intentions.
5	The essay deals with the issue well. The position is clear and substantial arguments are presented. The complexity of the issues or other viewpoints on them have been taken into account	The essay shows strong rhetorical control and is well managed. Ideas are generally balanced with support and the whole essay shows good control of organization appropriate to the content. Textual elements are generally well connected although there may be occasional lack of rhetorical fluency: redundancy, repetition, or a missing transition.	The essay has strong language control and reads smoothly. Grammatical structures and vocabulary are generally well-chosen to express the ideas and to carry out the intentions.
4	The essay talks about the issues but could be better focused or developed. The position is thoughtful but could be clearer or the arguments could have more substance. Repetition or inconsistency may occur occasionally. The writer has clearly tried to make the complexity of the issues or viewpoints on them into account.	The essay shows acceptable rhetorical control and is generally managed fairly well. Much of the time ideas are balanced with support, and the organization is appropriate to the content. There is evidence of planning and the parts of the essay are usually adequately connected, although there are some instances of lack of rhetorical fluency.	The essay has good language control although it lacks fluidity. The grammatical structures used and the vocabulary chosen are able to express the ideas and carry the meaning quite well; although readers notice occasional language errors.
3	The essay considers the issues but tends to rely on opinions or claims without the substance of evidence. The essay may be repetitive or inconsistent: the position needs to be clearer or the arguments need to be more convincing. If there is an attempt to account for the complexity of the issues or other viewpoints this is not fully controlled and only partly successful.	The essay has uncertain rhetorical control and is generally not very well managed. The organization may be adequate to the content, but ideas are not always balanced with support. Failures of rhetorical fluency are noticeable although there seems to have been an attempt at planning and some transitions are successful.	The essay has language control which is acceptable but limited. Although the grammatical structures used and the vocabulary chosen express the ideas and carry the meaning adequately, readers are aware of language errors or limited choice of language forms.
2	The essay talks generally about the topic but does not come to grips with ideas about it, raising superficial arguments or moving from one point to another without developing any fully. Other viewpoints are not given any serious attention.	The essay lacks rhetorical control most of the time, and the overall shape of the essay is hard to recognize. Ideas are generally not balanced with evidence, and the lack of an organizing principle is a problem. Transitions across and within sentences are attempted with only occasional success.	The essay has rather weak language control. Although the grammatical structures used and vocabulary chosen express the ideas and carry the meaning most of the time, readers are troubled by language errors or limited choice of language forms.
1	The essay does not develop or support an argument about the topic, although it may 'talk about' the topic.	The essay demonstrates little rhetorical control. There is little evidence of planning or organization, and the parts of the essay are poorly connected.	The essay demonstrates little language control. Language errors and restricted choice of language forms are so noticeable that readers are seriously distracted by them.

APPENDIX D

Questionnaire B

About the students' perceptions of the impact of the treatment

on their writing performance

(Research question 3)

A) *Read each statement and decide if you:*

(5)Strongly agree, (4) agree, (3) neither agree nor disagree, (2) disagree, (1) strongly disagree

Since the moment I started to participate in the classes on metacognitive writing strategies, I have noticed:

1) No change in my overall written production. …………
2) Some changes in my overall written production. …………
3) That my paragraph writing has improved. …………
4) That my paragraph writing is poorer …………
   Specify in what aspects:
   ………………………………………………………………………………………
   ………………………………………………………………………………………
5) That the ideas in my compositions are better expressed. …………
6) That my compositions are better organized. …………
7) That my writing is more coherent. …………
8) That my writing is more cohesive (ideas flow smoothly and are appropriately connected). …………
9) That I have fewer grammar mistakes. …………
10) That I have fewer mistakes related to vocabulary. …………
11) That I have fewer spelling and punctuation mistakes. …………

B) *Describe how the training on metacognitive writing strategies has affected your writing performance.*

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

Thank you very much for your time and consideration!

APPENDIX D'

Diary Entry B

**About the students' perceptions of the impact of the treatment
on their writing performance
(Research question 3)**

Have you noticed any change in your performance as writer since your participation in the classes on metacognitive writing strategies? Focus on your general writing skill, the way you express ideas, the use of writing strategies, the use of vocabulary and grammatical structures, the presence or absence of different kinds of mistakes, the effect of your writing on the audience, etc.

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

APPENDIX E

Questionnaire C

About the students' perceptions of their level of strategic behavior

(Research question 4)

To complete the following questionnaire think of what you did before, during and after writing the LAST composition assigned as homework.

A. *Choose ONE option*

1) During my last writing performance I consider myself to have been:
   very strategic …………
   strategic …………
   a bit strategic …………
   not strategic at all …………

B. *Read each statement and decide if you:*

(5) Strongly agree,
(4) agree,
(3) neither agree nor disagree,
(2) disagree,
(1) strongly disagree

2) I planned carefully what I was going to write.   ……
3) I planned carefully how I would organize my ideas. ……
4) I planned carefully what vocabulary I would use.   ……

5) I planned carefully what grammatical structures I would use. ……

6) I planned what cohesive devices (e.g. reference, conjunctions, substitution, repetition, etc.) I would use in my writing. ……

7) I planned what writing strategies I would use. ……
8) While writing, I examined how I had expressed the ideas. ………
9) While writing, I examined if the overall paragraph organization was right. ……
10) While writing, I checked for grammatical mistakes. ……
11) While writing, I checked for lexical mistakes. ……
12) While writing, I checked for punctuation mistakes. ……
13) While writing, I checked if my writing was cohesive (if ideas were appropriately linked). ……
14) While writing, I examined the usefulness of the writing strategies I had employed. ……
15) After finishing my writing, I evaluated the overall paragraph organization. ……
16) After finishing my writing, I evaluated how the ideas were expressed. ……

17) After finishing my writing, I evaluated if there were any grammatical mistakes. ……
18) After finishing my writing, I evaluated if there were any mistakes related to vocabulary) . ……
19) After finishing my writing, I evaluated if there were spelling or punctuation mistakes. ……
20) After finishing my writing, I evaluated whether the text was cohesive (if the ideas were appropriately linked). ……
21) After finishing my writing, I evaluated the use of writing strategies. ……

Thank you very much for your time and consideration!

APPENDIX E'

Diary Entry C

(Research question 4)

a) Think of what you did before, during and after writing the LAST composition assigned as homework

b) Write about your strategic behavior (use of writing strategies) before, while and after writing your composition.

c) Answer the following question: How strategic do you consider yourself? Why?

APPENDIX F

Survey about the participants' perception of the treatment
(Research question 5)

1- Visto a la distancia, ¿cuál es tu opinión sobre el curso de estrategias metacognitivas de escritura que te enseñé?

2- ¿Lo recomendarías? ¿Por qué sí? ¿Por qué no?

3- ¿Cuáles son los aspectos que más rescatarías del curso?

4- ¿Volviste a aplicar las estrategias que aprendiste? ¿Cuáles? ¿En qué composiciones o trabajos? ¿Las aplicaste en otras materias? De ser así, ¿en cuáles?

APPENDIX G

Material compiled by the researcher
to teach the strategy of *Planning* (Presentation Phase)

Definition of planning

"Planning calls for you to gather ideas and think about a focus" (Quitman Troyka, 1987, p.13)

"Planning is a systematic process of developing your ideas and giving them shape. As the first stage in the writing process, planning is a series of strategies designed to find and formulate information in writing" (p. 13).

Importance

"The good writer plans more than the poor writer" (Krashen, 1984, p.14). The following are some conclusions drawn from different studies:

- Professional writers reported some kind of planning of content and organization.
- Good writers take more time before actually writing. (Mu, 2007; Sasaki, 2000)

According to Trimmer (2001), the best way to start writing is to plan. Inexperienced writers mistakenly regard planning as a thinking activity, but planning is primarily a writing activity.

Planning helps you:

- uncover, explore and evaluate a topic, and
- locate and produce information in writing.

Basically, planning involves making decisions in relation to:

- What are you going to be writing about?
- How are you going to put that down on paper?
- What problems might you run into?

(White & Arndt, 1991, p. 132)

To plan each paragraph, do the following:

A. **Select a subject.**
B. **Identify the audience.**
C. **State the purpose.**
D. **Review the writing conventions.**
E. **Think about a topic sentence.**
F. **Decide on the most effective strategies for collecting information.**
G. **Shape your writing: consider ways to organize your material.**
H. **Make up a writing timetable.**

As you write, you discover that you are constantly making decisions. Some of these are complex, as when you are trying to shape ideas; others are simple, as when you select words. But each decision, large or small, affects every other decision you make, so you are always adjusting and readjusting your writing to make sure it is consistent, coherent and clear.

There are three basic aspects that guide your writing: subject, audience and purpose. Remember: the writer is trying to communicate a *subject* to an *audience* for a *purpose*.

A) Select a subject (or understand a writing assignment).

Many student writers complain that their biggest problem is finding a subject. Sometimes that problem seems less complicated because the subject is named in the assignment. But assignments vary in how they are worded, in what they assume, and in what they expect. Suppose, for example, you are asked to discuss two characters in a play. This assignment does not identify a subject; it merely identifies an area in which a subject can be found. Another version of that assignment might ask you to compare and contrast the way two characters make compromises. This assignment identifies a more restricted subject but assumes you know how to work with a specific form (the comparison and contrast essay) and expects you to produce specific information (two ways of defining and dealing with compromises).

Whether you are responding to an assignment or creating one, you need to take some steps to find a suitable subject. First, select a subject you know or one about which you can learn something. If you choose a subject, such as the Internet, that is familiar to most of your readers, you will know that you share an area of common knowledge that allows you more freedom to explore your observations, ideas, and values. Second, select a subject you can restrict. For instance, a subject such as the Internet is a broad category that contains an unlimited supply of smaller, more specific subjects. The more you restrict your subject the more likely you are to control your investigation, identify vivid illustrations, and maintain a unified focus.

The general category internet could be divided into the following restricted subtopics:

- Email, the addiction to messages
- E-commerce, the simplicity of Net-shopping
- Search engines, the reliability of web sites
- Chat rooms, the etiquette of self-expression
- E-trading, the accessibility of advice
- Weather.com, the graphics of broadcasting

Finally, as you consider possible topics, ask yourself three questions: Is it significant? Is it interesting? Is it manageable? You need to decide whether a specific subject raises important issues (the security of electronic purchases) or appeals to the common experience of your readers (the need to send/receive daily email). An interesting subject need not be dazzling or spectacular, but it does need to capture your curiosity. If it bores you, it will definitely bore your readers. You need to decide why a specific subject fascinates you (why you are attracted to the maps and symbols that predict weather) and how you can make the subject more intriguing for your readers (how electronic trading allows you to make profit on your investment). A manageable subject is neither so limited nor so vast that lengthy articles or books would be required to discuss it adequately.

GUIDELINES FOR SUBJECT ANALYSIS (Trimmer, 2001, p. 9)

1. What do I know about my subject?
    Do I know my subject in some depth, or do I need to learn more about it? What are the sources of my knowledge – direct experience, observation, reading? How does my knowledge give me a special or unusual perspective on my subject?
2. What is the focus of my subject?
    Is my subject too general? How can I restrict it to a more specific subject that I can develop in greater detail?
3. What is significant about my subject?
    What issues of general importance does it raise? What fresh insight can I contribute to my readers' thinking on this issue?
4. What is interesting about my subject?
    Why is this subject interesting to me? How can I interest my readers in it?
5. Is my subject manageable?
    Can I write about my subject in a particular form, within a certain number of pages? Do I feel in control of my subject or confused by it? If my subject is too complicated or too simplistic, how can I make it more manageable?

B) Identify the audience and describe their expectations.

Most inexperienced writers assume that their audience is the writing teacher. But they must remember that they are writing for multiple audiences, not for a single person. The writer's most significant audience consists of readers who do not know how much time and energy you invested in your writing nor care about how many choices you considered and rejected. These readers want writing that tells them something interesting or important, and they are put off by writing that is tedious or trivial. It is the wider audience that you must consider as you work through the writing process. At times this audience may seem like a nebulous creature, and you may wonder how you can direct your writing to it if you do not know any of its distinguishing features. In those cases, as Trimmer (2001) suggests, it may be helpful to imagine a significant reader - an attentive, sensible, reasonably informed person who will give you a sympathetic reading as long as you do not waste their time. This reader, specifically imagined though often called the "general reader," the "universal reader," or the "common reader," is essentially a fiction, but a helpful fiction.

Many times, however, you may discover a real-world audience for your writing. For instance, for the subject "online shopping" you see that you have at least three possible audiences: a) those who love to "shop the Net" (consumers who relish the speed and ease of electronic commerce); b) those who refuse to "shop the Net" (consumers who reject the impersonality and insecurity of electronic commerce); and c) those who are uninformed about "shopping the Net" (people who have never explored the potential advantages and disadvantages of buying goods and services online. Now that you have identified your audience, analyze the distinctive features of each group. What do they know? What do they think they know? The more you know about each group, the more you will be able to direct your writing to their assumptions and expectations. In some way, readers in the third group are like the "general reader" – thoughtful, discerning people who are willing to read about online shopping if you can convince them that the subject is worth their attention.

WATCH OUT! Although this sort of audience analysis helps you visualize a group of readers, it does not help you decide which group is most suitable for your writing. If you target one group, you may fall into the trap of allowing its preferences to determine the direction of your writing. If you try to accommodate all three groups, you may waiver indecisively among them, and your writing may not find any direction. Your decision about audience, like your decision about subject, has to be made in the context of the complete writing situation. Both decisions are ultimately related to your discovery of purpose – what you want to do in your writing.

Following Reid (2000), the audience is an essential concept as writers must make decisions about topics, evidence, methods of presenting material, and even grammar according to who will read the piece of witting. Writers must consider the following:

- What are the needs, the interests, and the expectations of the audience?
- What does the audience know about the topic?
- What do the readers not know about the topic?
- What might the readers want to know; that is, what will engage their interest? *(Reid, 2000, p. 2)*

GUIDELINES FOR AUDIENCE ANALYSIS (Adapted from Reid, 2000, p. 72 and Trimmer, 2001, p. 12)

- Who are the readers that will be most interested in my writing (age, education, interests, economic and social status)? What values, assumptions, and prejudices characterize their general attitudes toward life?
- What do my readers know or think they know about my subject?
  What is the probable source of their knowledge – direct experience, observation, reading, rumor? Will my readers react positively or negatively toward my subject?
- Why will my readers read my writing?
  If they know a great deal about my subject, what will they expect to learn from reading my writing? If they know only a few things about my subject, what will they expect to be told about it? Will they expect to be entertained, informed or persuaded?
- How can I best provide that information?
- What is the audience's attitude about the topic?
- What is my expectation about the audience's reaction to the paragraph?
  What do I expect the audience to think? To do? To feel?
  How do I expect the audience to change as a result of reading my writing?
- How can I interest my readers in my subject and encourage them to continue reading?
  If they are hostile toward it, how can I convince them to give my writing a fair reading¨? If they are sympathetic, how can I fulfill and enhance their expectations? If they are neutral, how can I catch and hold their attention?
- How can I help my readers read my writing?
  What kind of organizational pattern will help them see its purpose? What kind of guideposts and transitional markers will they need to follow this pattern? What (and how many) examples will they need to understand my general statements?

C) State the purpose.

"Writers write most effectively when they are writing with a purpose" (Trimmer, 2001, p. 13). Inexperienced writers sometimes have difficulty writing with *a* purpose, as they see many purposes: to complete the assignment, to earn a good grade, to publish their writing. These purposes lie outside the writing situation, but they certainly influence the way writers think about their purpose.

When purpose is considered as an element inside the writing situation, the term has a specific meaning: purpose is the overall design that governs what writers do in their writing. Writers who have determined their purpose know what kind of information they need, how they want to organize and develop it, and why they think it is important. In effect, purpose directs and controls all the decisions writers make. It is both the *what* and the *how* of that process- that is, the specific subject the writer selects and the strategies the writer uses to communicate the subject most effectively.

Writing is both a procedure of *discovering* what you know and a procedure for *demonstrating* what you know. Therefore, you must maintain a double vision of your purpose.

According to Reid (2000), there are three general purposes for writing:

1. To explain (educate, inform)
2. To entertain (amuse, give pleasure)
3. To persuade (convince, change the reader's mind)

Within each of the general purposes, writers select one or more specific purposes. Some purposes are external to (outside of) the actual writing: to fulfill an assignment, to receive a good grade, or to demonstrate knowledge to an instructor. Other purposes are directly related to "3 As":

- **A**ssignment (or selected topic)
- The intended **a**udience
- The **a**vailable (collected) material

Example:

Instructor's assignment: write a paragraph about "pets as therapists."
Audience: your classmates
Available material: what you know from past knowledge or experience
General statement of purpose: to educate (inform, explain to) my classmates
Statements of specific purposes:
- To explain to my instructor three ways that pets can help disabled people,
- To inform my classmates about how visits to the hospital by a friendly dog or cat are being used to help patients forget their suffering,
- To educate my friend Mario about how elderly people live longer and better lives when they own a pet.

GUIDELINES FOR DETERMINING YOUR PURPOSE *(Trimmer, 2001, p. 17)*

- What are the requirements of my writing project? If I am writing to fulfill an assignment, do I understand that assignment? If I am writing on my own, do I have definite expectations of what I will accomplish?
- As I proceed in this project, what do I need to know? Do I have a good understanding of my subject, or do I need more information? Have I considered the possible audiences who might read my writing?
- What purpose have I discovered for this writing project? Has my purpose changed as I learned more about my subject and audience? If so, in what ways? Have I discovered what I want to do in my writing?
- What is my thesis? How can I state my main idea about my subject in a thesis sentence? Does my thesis limit the scope of my writing to what I can demonstrate in the available space? Does it focus my writing on one specific assertion? Does it make an exact statement about what my writing intends to do?

Coordinating decisions in the writing process

As Trimmer (2001) point out, the three elements discussed so far - subject, audience and purpose- resemble the elements in a complex chemical formula: you can isolate the elements, but you cannot understand what they create until you combine them. And each time you alter one element, however slightly, you change the character of the others, setting off another chain of relationships and a new formula. Therefore, to make informed and purposeful decisions about your writing, you must not only understand the separate contributions of subject, audience, and purpose, but also learn to coordinate the complex and shifting relationships among them each time you write.

D) Review the writing conventions.

Academic writing has many rules about the appearance and format of the writing, which academic readers will expect student writers to use.

The writing conventions of the paragraph in English

A paragraph is a basic unit of organization in writing in which a set of related sentences develops one idea.

A paragraph may stand by itself, or it may be one part of a longer piece of writing such as a chapter of a book or an essay.

According to Trimmer (2001), paragraphs must meet four basic requirements:

1. *Unity:* it must discuss one topic only, and each sentence in the paragraph must show a clear connection to the topic. Any sentence that digresses or drifts away from the topic blurs the focus of the paragraph and obscures your purpose.

2. *Completeness:* the paragraph must say all that your readers need to know about your topic. The amount of explanation an idea requires depends on the amount your readers need; you must decide this based on your knowledge of the subject and of your audience. Too much information can overwhelm readers; too little information can annoy them.

3. *Order:* the sentences within the paragraph must exhibit an order that your readers can recognize and follow.

4. *Coherence:* The sentences within the paragraph must display coherence, allowing readers to move easily from one sentence to the next without feeling that there are gaps in the sequence of ideas. A coherent paragraph is easy to read and understand because a) the supporting sentences are in some kind of logical order and connected to the thesis statement, and b) your ideas are connected by the use of appropriate transition signals such as "first of all," "for example," and "in conclusion".

   Lack of coherence often results if you think about your topic one sentence at a time.

   One of the ways of enhancing coherence is through the use of cohesive devices, which can be lexical or grammatical. Lexical cohesive devices include reiteration (repetition, synonymy, antonymy, hyponymy), and collocation; whereas the grammatical elements are reference, conjunction, ellipsis and substitution.

A) LEXICAL COHESIVE DEVICES

Repetition

The repeated words and phrases in text 1 have been underlined. The writer, Martin Luther King, purposefully selected these words in order to emphasize the parts of his message he considered important for the people to pay attention to. This kind of repetition is meaningful.

Synonymy

The words *company* and *enterprise* are used as synonyms in text 2.

Antonymy

The words peace and war, written in bold type in text 1, are opposites/ antonyms.

Hyponymy

In text 1, *America* is the hyponymy to the superordinate term *nation*.

Collocation

Some examples of collocations are *buy*, *produce*, *raw materials*, *products*, *high quality* (text 2).

B) GRAMMATICAL COHESIVE DEVICES

Reference

In text two, some cases of reference have been highlighted in bold type.

They and *them* refer to the family. *That* in the third line refers to the money mentioned in the previous sentence, whereas *that* in the fifth line makes reference to the high quality of the products. Finally, *these* points back to the three reasons why the company is successful, which are developed above.

Conjunction

The underlined elements in text 2 are conjunctions that link two different ideas. They are also called discourse markers, linkers or linking words.

First, *second* and *third* show sequence, and they help the reader follow the development of the reasons why the company is successful. *So* expresses consequence/ result, and, *for these reasons* expresses cause or reason.

Ellipsis

 In text 2, there is an example of ellipsis. The elliptical words have been introduced between parentheses.

There is nothing except shortsightedness to prevent us from guaranteeing an annual minimum – and (from guaranteeing) *a livable income for every American family.*

Substitution

Substitution is rare in academic writing. It involves replacing a word, phrase or clause by a more generic word to avoid repetition. The substituting words are *one/s* for noun phrases, *do*, in all forms, for verb phrases, and *so* for clauses.

 TEXT 1 (From Trimmer, 2001, p. 179)

*America, the richest and most powerful nation in the world, can lead the way in this revolution of values. <u>There is nothing</u> to prevent us from paying <u>adequate</u> <u>wages to</u> schoolteachers, social workers and other servants of the public to insure that we have the best available personnel in these positions which are charged with the responsibility of guiding our future generations. <u>There is nothing</u> but lack of social vision <u>to prevent us from</u> paying an <u>adequate wage</u> to every <u>American</u> citizen whether he be a hospital worker, laundry worker, maid or day laborer. <u>There is nothing</u> except shortsightedness to prevent us from guaranteeing an annual minimum – and livable income for every <u>American family</u>. <u>There is nothing</u>, except a tragic death wish<u>, to prevent us from</u> reordering our priorities so the <u>pursuit</u> of **peace** will take precedence over the <u>pursuit of</u> **war**. <u>There is nothing</u> to keep us from remolding a recalcitrant status quo with bruised hands until we have fashioned it into brotherhood.*
                    (Martin Luther King, Jr., Where do we go from Here: Chaos or Community?)

TEXT 2 (from Reid, 2000, p. 35)

There are three reasons why the Kenex Tennis Company is so successful in Taiwan. <u>*First*</u>*, the company was started as a family enterprise. The family all worked, so* **they** *saved a lot of money in salaries.* **That** *money allowed* **them** *to expand the company rapidly.* <u>*Second*</u>*, the Kenex Company buys good raw materials,* <u>*so*</u> *the products – tennis shoes, tennis balls, and tennis racquets – are high quality.* **That** *quality makes Kenex's products marketable all over the world because the company has a good reputation.* <u>*Third*</u>*, the company produces on time, and it delivers the products quickly and efficiently.* <u>*For* **these** *reasons*</u>*, I believe that the Kenex Company will grow even bigger and better in the future.*

The three parts of a paragraph

A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.

The *topic sentence* states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the subject to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea.

"<u>*Gold, a precious metal, is prized for*</u> <u>*two important characteristics.*</u>

(Topic)   (Controlling idea)

Supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics, and quotations. Some of the supporting sentences that explain the topic sentence about gold are:

- *First of all, gold has a lustrous beauty that is resistant to corrosion.*
- *For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago.*
- *Another important characteristic of gold is its utility in industry and science.*
- *The most recent application of gold is in astronauts' suits.*

The *concluding sentence* signals the end of the paragraph and leaves the reader with important points to remember.

- *In conclusion, gold is treasured not only for its beauty but also for its utility.*

E) Think about a topic sentence.

Writers need to refine the subject they have selected into a workable thesis – a specific statement that can control and direct a paper. A thesis asserts the main idea you will develop in your writing and, as Carter and Skates (1996) highlight, clarifies your subject and helps you make some initial decisions about the material you will include or exclude.

According to Trimmer (2001), a thesis statement must be *restricted*, *unified*, and *precise*.

To be *restricted,* a thesis must limit the scope of the paragraph or essay to what can be discussed in detail in the space available. A thesis such as "The United States has

serious pollution problems" might be suitable for a long magazine article but not for a paragraph or essay. A better thesis about pollution might be one of the following:

- In Toledo, industrial expansion has caused severe air and water pollution.
- Widespread use of agricultural pesticides threatens the survival of certain species of wildlife.

A thesis is *unified* if it expresses only one idea. The thesis "The use of drugs has increased significantly in the last fifteen years; hard drugs are admitted dangerous, but there is considerable disagreement about marijuana" commits the writer to three topics: 1) the increase in drugs, 2) the dangerous effects of hard drugs, and 3) the controversy about marijuana. Each of these topics could become the thesis of a separate essay. Lack of unity often arises when a thesis contains two or more coordinate parts. For instance, the thesis "Compared with other languages, English has a relatively simple grammar, but its spelling is confusing" could lead to separate treatments of grammar and spelling.

Finally, a thesis is *precise* when it can have only one interpretation. The thesis "My home town is one of the most unusual in the state" does not indicate the content of your paragraph or essay because unusual is vague and can mean many things. It should be made clear from the thesis statement what vague refers to. Moreover, because the wording is vague, the thesis does not help the writer see what they need to develop in the writing. Words such as unusual, inspiring, good and interesting are too vague for a thesis.

GUIDELINES FOR THESIS EVALUATION (adapted from Carter and Skates, 1996, p. 279-280)

1. Is the thesis a complete idea?
   "A business degree" cannot be considered a thesis. An example of a good thesis is "A business degree is an effective preparation for law school".
2. Is your thesis compatible with your purpose?
   If your purpose is to argue, your thesis must state a debatable opinion or judgment. If you intend to inform, you should summarise the information that you mean to explain: "Although people associate John Wayne with heroes, he played a few memorable villains."
3. Is the thesis clear and precise?
   Have I avoided using vague words such as good, nice or bad?
4. Is the thesis restricted?
   Can it be developed in the scope of a paragraph, or is a paragraph too narrow or, on the contrary, too broad to develop it?
5. Is your thesis supportable?
   Can you back up the main idea asserted in the thesis? How - through direct experience, observation, reading?

F) Decide on the most effective strategies for collecting information.

Collecting information to gather ideas to develop in your composition is a major activity during the planning stage. Once you know what to write about, it is necessary to find details to explain and support your main ideas. This task can be time-consuming, but these details are essential for successful academic writing. In fact, as Reid (2000)

points out, "the details are usually more interesting for the reader than the main idea of the paragraph because the audience is usually familiar with the "skeleton," the main idea" (p. 33). It is through the details - the tendons, the ligaments- that the main idea is demonstrated or proved for the audience.

Several strategies can be used to collect information to support and develop the thesis statement. The selection of these strategies varies from learner to learner and may depend on the writing assignment as well as on individual preferences. These techniques, often called prewriting strategies, may help you discover what you know and how much you know about a topic. Some of the well-known techniques are: journals, freewriting, brainstorming, journalistic questions, clustering, flow charts, Venn diagrams, ladders, reading, and interviewing.

- **Journals**

A journal is a record of your ideas. Many writers, both amateur and professional, write journals. When you write in your journal you are your audience, and you can draw on your reading, your observations, your dreams. Besides, you can write down and respond to quotations that seem particularly meaningful, react to movies, plays, and television programs that are memorable. Through journal writing you can think on paper about your opinions, beliefs, family, and friends, and put down your thoughts.

Basically, keeping a journal can help you in three ways. First, writing every day contributes to the habit of productivity. Second, a journal instills the habit of close observation and thinking. Third, a journal constitutes an excellent source of ideas when you need to write in response to an assignment.

- **Freewriting**

Freewriting is writing nonstop, writing down whatever comes into your mind without stopping to worry about whether the ideas are good or the spelling is correct. Some days, as Quitman Troyka (1987) suggests, your freewriting might seem mindless, but other times it can reveal interesting ideas. This technique works best if you set a goal, such as writing for fifteen minutes or until you have filled a page. Keep going until you reach that goal, even if you must repeat a word over and over again or until a new word comes to mind.

Example of freewriting (from Quitman Troyka, 1987, p. 24)

The following is an illustration of freewriting, through which Tara Foster was trying to narrow her topic from the subject "An Important Problem Facing Today's Adult men and Women."

Well, the assignment says a problem. Let's see if I'm going to write a lot of old junk about things. War. War. War is stupid. Unemployment lines and trying to find a job on this campus. Nuclear energy is too frightening to think about. Anyway, I don't know enough to write about it. I really want to think about divorce. The big D. Why bother getting married if I only have a 50-50 chance of making it? I think I'll be in the 50% that makes it. Lives ripped apart. Writing like this gets tiring for my hand. My parents had a great marriage. Since my dad

died my mother has had a hard time. She has to live alone now that I am out of the house. It isn't easy for her to get used to a new lifestyle.

- **Brainstorming**

Brainstorming consists of making a list of all the ideas that come to your mind associated with a subject. These ideas can be listed as words or phrases rather than complete sentences, which allows you to generate many ideas quickly. You can brainstorm in one concentrated session or over several days, depending on the time available to solve the assignment.

Brainstorming is done in two steps. First, you make a list. Then, you go back to it and try to find patterns in the list and ways to group the ideas into categories. Set aside the items that do not fit into the groups. The ideas that have the most items in their lists are likely to be the ones you can write about most successfully. If you run out of ideas, ask yourself questions to stimulate your thinking.

Example of brainstorming (from Quitman Troyka, 1987, p. 25)

Divorce (random list)

Financial problems	arguments
Many causes of divorce	being on your own again
Personality conflicts	sexual problems
Shopping alone	impact of divorce
Pressure from parents	buying a car alone
Children's reactions	incompatibility
Religious laws	splitting up the money
Hurt and disappointment	living alone
Having to start over	fears of loneliness
Finding a lawyer	different tastes

Divorce (grouped list)

Causes of divorce *Results of divorce*

- Financial problems	- living alone
- Personality conflicts	- being on your own again
- Arguments	- shopping alone
- Sexual problems	- children's reactions
- Pressure from parents	- splitting up the money
- Financial problems	- buying a car alone
- Incompatibility	- Hurt and disappointment
- Different tastes	- Having to star over
	-Fears of loneliness

- **Journalistic questions**

"Because asking questions is one of the most natural mental processes, you may find it a comfortable and productive technique" (Carter and Skates, 1996, p. 266). Using the journalistic questions Who? What? When? Why? Where? How? Forces you to approach

a topic from different perspectives. Besides, asking yourself questions can get you started brainstorming or freewriting.

Example of journalistic questions (from Quitman Troyka, 1987, pp. 26-27)

To expand her ideas about living alone, Tara Foster used the journalistic questions. She looked over her answers and decided that she had enough details to write an essay.

WHO lives alone?
- Students going off to college
- Students finish school and move to get a job
- Singles leaving the military
- Divorced people (1 out of 2 marriages end in divorce)
- Widowed people (8 out of 10 married women will be widows)

WHAT does living alone entail?
- Handling practical things
- Balancing a checkbook
- Opening a checking or savings account
- Locating important papers (will, birth certificate, insurance)
- Making necessary major purchases
- Making new friends
- Getting along socially
- Dealing with loneliness
- Dealing with depression

WHEN do people have problems living alone?
- When they are used to being taken care of
- When they do not know what to expect
- When they try to hide from the statistics

WHY do people live alone?
- Want to (May Sarton's essay on the solitary life)
- Have no choice
- Prefer to live alone than to be unhappily married or to live with a roommate they dislike

WHERE do people live alone?
- Apartments
- Houses
- Motel rooms
- Cities
- Suburbs
- Rural areas

HOW do people cope with living alone?
- They learn how to take care of themselves}
- Self-reliance
- They get out and meet new people
- They fight loneliness by staying busy

- **Clustering**

The purpose of clustering is to release the creative element of the mind. The ideas are linked through a graphic system of circles and arrows.

You must start with your topic (nucleus) in the middle of the page, and then link ideas about your topic with circles and lines. Finally, look for cross-connections between ideas. If one of those ideas needs further development, it can become the nucleus of another clustering exercise.

Example of clustering (from Ruetten, 2003, p. 208)
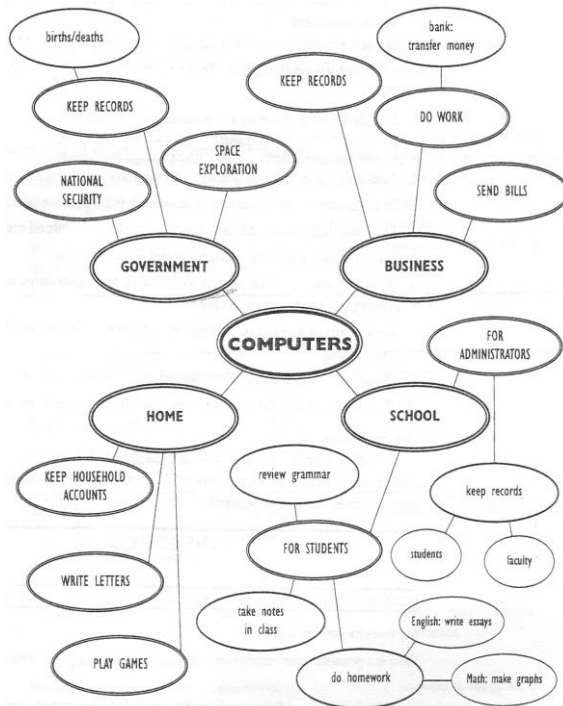
- **Flow chart**

Flow chart is a technique used particularly for cause-effect planning. You must work both backward (for causes) and forward (for consequences) from your topic.

Example of flow chart (from Reid, 2000, p. 36-37)

Subject: Automobile Accidents (causes/effect)
Topic: Alcohol: The Major Cause of Auto Accidents
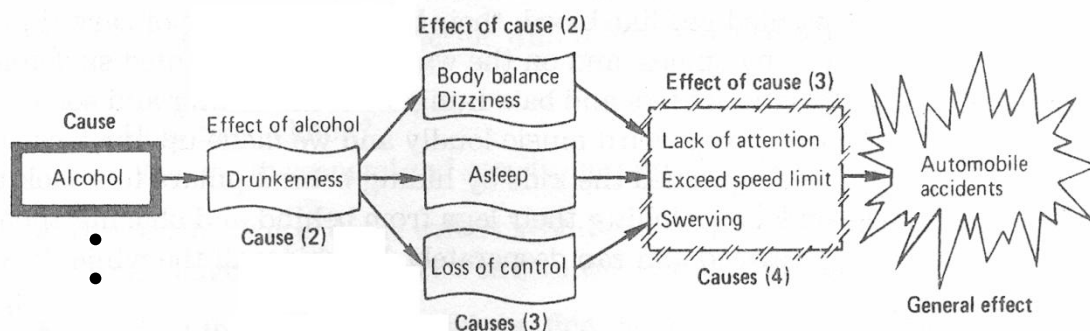
- **Venn diagram**

Making a Venn diagram is helpful for comparison and contrast. According to Ruetten (2003), you must follow the following basic steps:

1. Draw two big overlapping circles.
2. In the center, where the circles overlap, list what the two things you are comparing have in common.
3. In the two outer circles, list the differences.

Example of Venn diagram (from Ruetten, 2003, p. 207)

LIVING IN THE DORMITORY / LIVING OFF-CAMPUS

walk to class
eat in cafeteria
meet people easily
noisy

cost
have roommate
free to do
what I want

drive to school
cook for myself
difficult to make friends
quiet

DIFFERENT   SAME   DIFFERENT
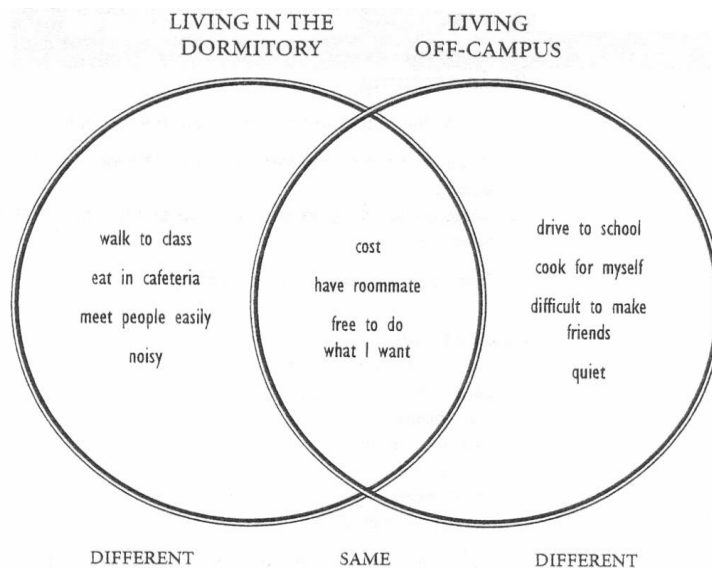
- **Ladders**

Subjects like *cities*, *baseball,* or *movie*s are too broad for a good paragraph, and ideas such as *friendship*, *warfare*, or *pollution* are too abstract. If you are struggling with unmanageable subjects such as these, constructing ladders may help you discover concrete ways to deal with subjects. Ladders are graduated scales of words or ideas, beginning with the abstract or general and moving toward the concrete or specific.

Examples of ladders (from Carter and Skates, 1996, p. 266)

FRIENDS
↓
CHILDHOOD FRIENDS
↓
JAMES AND DAVID
↓
A DISAGREEMENT COMMERCIALS

THAT LED TO A FIGHT

ADVERTISING
↓
TELEVISION ADVERTISING
↓
BEER COMMERCIALS
↓
STEREOTYPES IN BEER
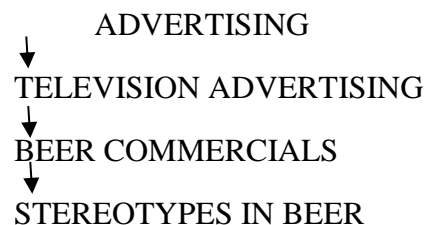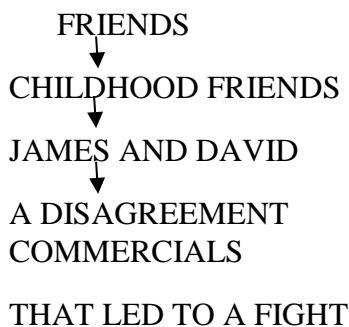
- **Reading**

The idea-gathering techniques explained so far can help you get onto paper what is stored in your mind as a result of experience, observation, and reading.

Reading after you receive the assignment is another way to get new information and to confirm what you already know. As Quitman Troyka (1987) suggests, when you read to write, be sure to read critically, that is to say, select, analyze and evaluate what you read. The easiest way of keeping track of your reading is by keeping it in your journal.

- **Interviewing**

Interviewing someone is the most direct way of investigating a subject. To use this technique effectively, you must learn how to prepare for an interview, how to manage and record it, and how to evaluate the results.

How to prepare for an interview (from Trimmer, 2001, pp. 34-35)

First, compile a list of people who may know something about your subject. Then, contact the people on your list and ask for an interview that will last no more than one hour; tell them you need to talk with them for a specific amount of time. As you schedule your interviews, anticipate how your subjects may respond to your questions: are they likely to be friendly or hostile? How will they feel about being interviewed? What topics will they want to be asked about? What topics may they want to avoid?

Ask yourself what you want to learn from each subject. Write out a list of questions.

How to manage and record and interview (from Trimmer, 2001, p. 35-36)

You can put yourself and the interviewee at ease by following the following tips:

- Don't feel you must apologize for the interview, but say that you appreciate your subject's willingness to talk to you.

- Tape recorders can supply a valuable record of your conversation, but they may make the interviewee uncomfortable. Try your journal, write words and phrases, not complete sentences. Remember that it is important to keep your eyes on the person you are talking to, not on your journal.

- Begin the interview by referring to interesting and safe topics.

- Don't tell your subject everything you want to know before they tell you what they know. Ask your subject questions and listen.

- Use prepared questions only when the conversation drifts away from the topic. Allow the conversation to develop naturally. However, before the end of the interview, review your prepared questions as a final check.

- Save two questions for the end of the interview: 1) What should I have asked that I didn't ask? 2) Whom else do I need to interview (or what do I need to read) to understand the topic we've been discussing?

How to evaluate your interview (from Trimmer, 2001, p. 36)

- Once you have completed the interview immediately reconstruct the conversation. Describe the atmosphere of the room where the interview took place, the appearance of the subject and the different attitudes they displayed during the interview (eager, evasive, expansive).

- Turn the words and phrases in your journal into complete sentences.

- If your notes seem incomplete or unclear, call the interviewee to double-check the information.

G) Consider ways to shape/ organize your writing.

"Shaping activities are related to the idea that writing is often called composing, the putting together of ideas to create a composition" (Quitman Troyka, 1987, p. 30). To shape the ideas that you have gathered, you need to group them, draft a thesis statement, and know how to outline.

During the planning stage writers need to decide how they will organize their ideas. What experienced writers often do is to write an **outline**, that is to say, a plan of the topics and subtopics to be included in the writing in the order in which they will write them. A formal outline can serve as a writing tool, helping you to discover the need for more information and enabling you to organize a precise design before you begin to write.

When you write the rough draft, refer to your outline. Doing so will help you stay on the topic and to write a well-organized paragraph.

This is what a simple outline looks like:

Topic sentence

A. *Main supporting sentence*
B. *Main supporting sentence*
C. *Main supporting sentence*

Concluding sentence

Model: Simple outline (adapted from Oshima and Hogue, 1997, p. 83)

Snow Skiing

Snow skiers should take a few precautions on the slopes for their own safety and the safety of other skiers.

    A. They must consider the weather conditions.
    B. They must consider the slope conditions.
    C. They must consider they own ability.
    D. They must obey the warning signs.

Snow skiing can be a safe and enjoyable winter sport if skiers take a few precautions.

A more detailed outline might look like this:

Topic sentence

    A. Main supporting sentence
        1. Supporting detail
        2. Supporting detail
        3. Supporting detail

    B. Main supporting sentence
        1. Supporting detail
        2. Supporting detail
        3. Supporting detail
    C. Main supporting sentence
        1. Supporting detail
        2. Supporting detail
        3. Supporting detail

Concluding sentence

Model: Detailed outline (adapted from Oshima and Hogue, 1997, p. 83- 84)

Snow Skiing

Snow skiers should take a few precautions on the slopes for their own safety and the safety of other skiers.

    A. They must consider the weather conditions.
        1. Temperature
        2. Wind
        3. Storm or clear weather
    B. They must consider the slope conditions.
        1. Icy surfaces
        2. Rock and tree stumps
        3. Visibility
        4. Crowds
    C. They must consider they own ability.
        1. Beginner
        2. Intermediate
        3. Expert
    D. They must obey the warning signs.
        1. Out-of-bounds markers
        2. Closed trails and runs
        3. Avalanche danger
        4. "Slow" and "merging" trails
        5. Hazards

Snow skiing can be a safe and enjoyable winter sport if skiers take a few precautions.

Here is the final paragraph about snow skiing after it was edited (adapted from Oshima and Hogue, 1997, p. 84- 85). The topic sentence and the concluding sentence are in bold type, and the main supporting sentences are underlined.

Snow skiers should take a few precautions on the slopes for their own safety and the safety of other skiers. *Before going out, they should check the weather conditions. If it is stormy, they may not want to go at all. Extreme cold can be dangerous, especially for beginning skiers, and wind makes skiing unpleasant. Skiers should also know the conditions of the ski slopes. In the early morning, the slopes may be icy. Hitting a patch of ice at a high speed can cause hard falls and injuries. If the snow is very deep, skiers should watch for rocks and tree stumps. If visibility is poor because of blowing snow or fog, skiers should slow down. In addition, skiers should ski cautiously if the slopes are very crowded, especially in areas where there are many beginning skiers. Of course, skiers should consider their own ability and not ski on runs that are too steep. Beginners and intermediates should not ski down runs marked "expert" or "advanced." Finally, skiers must obey all warning signs. Some of these signs warn them about closed trails, avalanche ganger, and hazards such as rocks. Skiers should not ski beyond the out-of-bounds signs because if they fall and are injured, no one will find them. Also, they should always obey the "slow" signs in congested areas.* ***In conclusion, snow skiing can be a safe and enjoyable winter sport if skiers take a few precautions.***

GUIDELINES FOR OUTLINE EVALUATION (adapted from Trimmer, 2001, p. 69-70)

1. Is the thesis satisfactory? Because the thesis controls the whole outline, a faulty thesis invites trouble all along the way.
2. Is the relationship among the parts clear and consistent? In a good outline it should be clear how each main heading relates to the thesis and how each subdivision helps develop its main heading.
3. Does the order of the parts provide an effective progression? Just as the sentences within each paragraph must follow a logical order, so must the parts of an outline. If any of the parts is out of order, the disorder will be magnified in the paragraph or essay.
4. Is the outline complete? This is not one question but two:
    a. Are all major units of the subject represented?
    b. Is each major unit subdivided far enough to guide the development of the writing?
5. Can each entry be developed in detail?

H) Make up a writing timetable.

Because writing is a complex and time-consuming task, designing a timetable for when to work on your composition can help you get well organized. You may elaborate a plan stating when you will look for information to gather ideas for your text, when to organize your ideas into an outline, and so on. Successful writing involves careful thought, planning, monitoring and evaluation; and many learners often run out of time to carefully revise their compositions. As a result, time management is essential to succeed in the writing process.

APPENDIX H

Activities provided to the participants to give them practice on and to evaluate

the use of the strategy of Planning (Practice and Evaluation Phases)

<u>**Activities**</u>

SUBJECT

1. a) Imagine you have to write about "the family in Villa María." This subject is too broad, so narrow it to three specific topics which can be developed in three independent paragraphs.
    b) Evaluate your subject using the guidelines for subject analysis.

2. Evaluate whether the following subject is appropriate to be developed in one independent paragraph. Use the guidelines for subject analysis.
    Subject: *Underage drinking: what's the solution?*

AUDIENCE AND PURPOSE

3. a) Read the following assignment: *Should people have the legal right to be tested for hereditary diseases and be told the results?*

    b) Identify:
    Audience:
    Available material:
    General statement of purpose:
    Statements of specific purposes:

4. a) Choose two writing topics from each list.

    Topic list 1

    My favourite fast food restaurant
    The advantages of close-captioned TV
    Underage drinking: what's the solution?
    Should the amount of time 8-12 year olds spend on the computer be limited by their parents?

    Topic list 2

    Vitamin C and Health
    Dormitory Food: Help!
    Bioengineering: what is it?
    How does a volcano become active?

    b) Write a general purpose for each topic. (Reid, 2000, p. 9)Then, evaluate the purposes by using the guidelines.

c) Identify the audience for each subject you have chosen. In each case answer the questions from the guidelines for audience analysis.

TOPIC SENTENCE

5. Evaluate the following thesis statements using the guidelines for thesis evaluation:

   Good eating habits will prolong life.

   In recent years, advertising has become more and more suggestive.

   (From Carter and Skates, 1996, p. 280-281)

6. a) Read the following assignment and write a topic sentence.

   Write a paragraph about the reasons why you decided to become a teacher of English.

   b) Evaluate the topic sentence using the guidelines for thesis evaluation.

STRATEGIES FOR COLLECTING INFORMATION

7. a) Focus on the subject "The Benefits of Television" and apply two strategies for collecting information.
   e) Were the strategies effective? Have you come up with interesting ideas?
   f) From the ideas generated, select the ones you consider relevant or appropriate to include in your paragraph.
   g) Write a topic sentence based on those ideas.

SHAPING YOUR WRITING

8. a) Make a detailed outline for the subject "The Benefits of Television." Use the topic sentence you wrote in the previous task.
   b) Analyse the outline following the guidelines for outline evaluation.

Integrated activity

Focus on the following subject for paragraph writing: "Argentina: A Wonderful Place to Live in."

Plan your writing applying what you have learned in the classes on metacognitive writing strategies. Take down notes of every decision you make in the planning process and answer the questions from the guidelines.

APPENDIX I

Material compiled by the researcher to teach the strategy of *Monitoring* during the Presentation Phase.

Definition

Monitoring is one the three essential processes that enable learners to self-regulate their own learning.

It involves checking and verifying progress (Victori, 1997) and identifying problems (Mu, 2005). It refers to the awareness of one's own performance during a task.

Definitions from *Macmillan English Dictionary* (2007)

To monitor: to regularly check something or watch somebody in order to find out what is happening.

To check: to examine something in order to find out whether it is how it should be.

Importance

"The good writer pauses more during writing and rereads his text more (Krashen, 1984, p.14)

"Strategic learners monitor their language learning" (Cohen & Macaro, 2007, p. 157)

How to monitor your composition

When monitoring your writing, remember to focus not only on local aspects such as grammar and vocabulary, but also on global aspects (content and organization). There is a tendency for non-expert and less proficient writers to pay more attention to mechanics rather than content (Mu, 2007; Cushing Weigle, 2002).

Here is a checklist you can follow to monitor appropriately your writing. You may add any other item you consider important.

MONITORING CHECKLIST

FORMAT

1. Is the format correct? Check the title, margins, and double spacing.

ORGANIZATION AND DEVELOPMENT OF IDEAS

1. Do I have a title? Does it reveal a close relationship to my central idea?
2. Does the paragraph have a thesis statement, supporting sentences and a concluding sentence?
3. Is the thesis clear and precise? Is it restricted? Is it supportable?
4. Does your thesis have **one** controlling idea?
5. Is the controlling idea developed with sufficient supporting details? Are those details sufficient to convince the reader? Are they significant? Are they authoritative and up to date? Are they relevant to the point being discussed? Is more information needed anywhere? Is there extra information which I need to omit?

6. Does my conclusion follow logically from all that has been said before? Is it free from new or irrelevant material?

7. Does each sentence follow clearly from the one before it, or from the topic sentence? Or are there shifts in topic from one sentence to the next?

8. Is there an adequate connection between sentences and paragraphs? Have you used appropriate linking words? Is the use of pronouns consistent? Do the pronouns agree with their antecedents?

9. Are the ideas expressed clearly? Have you remembered that your audience may know little or nothing about your subject and that it is your responsibility to fill in gaps?

GRAMMAR AND MECHANICS

1. Is there a period at the end of each sentence?
2. Are capital letters used where necessary?
3. Are commas used where necessary? Should any commas be changed to semicolons?
4. Are any apostrophes omitted or positioned incorrectly?
5. Are the colons, dashes, and parentheses used correctly?
6. Are quotation marks placed correctly in relation to the other marks?
7. Are verb tenses and verb forms used appropriately?
8. Are modal verbs used appropriately and correctly?
9. Has passive voice been used appropriately?
10. Is there a subject and a finite verb in each clause? Does the verb agree with the subject in number (singular or plural)?
11. Have you used the correct word class (or, for example, have you confused an adjective with an adverb)?
12. Have you used the correct article, preposition, or conjunction?
13. Is the correct word order used?
14. Check spelling and typing errors. Have you confused any homonyms, such as *there*, and *their*?

WORD CHOICE

1. Is the meaning of the sentences clear?
2. Is the language concise- with no meaningless repetition or wordiness?
3. Is the language exact? Have you made the best choice of words or phrases? Have you avoided using vague words like *good*, and *thing*?
4. Are there any informal words that are not consistent with the formal and objective type of writing expected in college?
5. Is the language used appropriate for your subject and your audience?
6. Is the language varied? Are any words or expressions overused?
7. Are the sentences logically sound?
   a. Are there any statements where the meaning is not clear and the reader has to guess what has been omitted?
   b. Have you overgeneralized (especially with words like *all, always, no, never*)?

SENTENCE STRUCTURE

1. Does the paragraph contain a variety of sentence types?
2. Are there series of short simple sentences that might be combined?

3. Do all sentences contain at least one subject and one verb and express a complete thought?
4. Does every sentence have at least one independent clause?
5. Is the sentence structure clear? Has too much information been packed into one sentence so that the sentence is hard to understand?
6. Is the subject logically compatible with the verb? (Do not use an abstract subject with a verb that expresses an action that only a person can perform).
7. In compound sentences, are independent clauses correctly connected?
8. Are minor ideas grammatically subordinated?
9. Is parallel structure used where required after words like *and,* or *rather than*?
10. Are the modifiers close to the words they modify?

Bibliography

Carter, B., & Skates, C. (1996). *The rinehart handbook for writers*. Fort Worth: Harcourt Brace College Publishers.

D'Angelo, F. (1980). *Process and thought in composition*. Cambridge: MA: Winthrop.

Frank, M. (1990). *Writing as thinking. A guided process approach*. Englewood Cliffs, NJ: ***Prentice Hall***.

Heffernan, J., & Lincoln, J. (1982). *Writing, a College Handbook*. New York: Norton & Company, Inc.

Oshima, A. & Hogue, A. (1997). *Introduction to academic writing*. 2nd Edition. New York: Addison Wesley Longman.

APPENDIX J

Material compiled by the researcher to present the strategy of *Evaluating*
(Presentation Phase)

Definition

Evaluating is one the three essential processes that enable learners to self-regulate their own learning.

Evaluation refers to the appraisal of performance after the task.

Evaluating involves reconsidering the text, goals, planned thoughts and changes undertaken to the text (Victori, 1997, cited in Mu, 2005, p.5).

Importance

1. Strategic writers evaluate their own writing (Cohen and Macaro, 2007).

2. "Too often students assume that it is their task to write and the teacher's to evaluate" (White and Arndt, 1991, p. 116). In fact, it is students, not teachers, who must decide whether their text fulfills its intended goal. "Students have to be their own evaluators" (White and Arndt, 1991, p. 116).

Some tips for writing evaluation

- Consider both local (format, grammar, vocabulary, mechanics, sentence structure) and global aspects (content and organization).

- Get some distance from the text before evaluating it. If possible, put your work aside for a day or several days. This may help you develop objectivity so that you can return to the text as a reader rather than as a writer (Carter and Skates, 1996; D'Angelo, 1980).

EVALUATING CHECKLIST

FORMAT

1. Is the format correct? Check the title, margins, and double spacing.

ORGANIZATION AND DEVELOPMENT OF IDEAS

1. Do I have a title? Does it reveal a close relationship to my central idea?
2. Does the paragraph have a thesis statement, supporting sentences and a concluding sentence?
3. Is the thesis clear and precise? Is it restricted? Is it supportable?
4. Does your thesis have **one** controlling idea?
5. Is the controlling idea developed with sufficient supporting details? Are those details sufficient to convince the reader? Are they significant? Are they authoritative and up to date? Are they relevant to the point being discussed? Is more information needed anywhere? Is there extra information which I need to omit?
6. Does my conclusion follow logically from all that has been said before? Is it free from new or irrelevant material?

7. Does each sentence follow clearly from the one before it, or from the topic sentence? Or are there shifts in topic from one sentence to the next?
8. Is there an adequate connection between sentences and paragraphs? Have you used appropriate linking words? Is the use of pronouns consistent? Do the pronouns agree with their antecedents?
9. Are the ideas expressed clearly? Have you remembered that your audience may know little or nothing about your subject and that it is your responsibility to fill in gaps?

GRAMMAR AND MECHANICS

1. Is there a period at the end of each sentence?
2. Are capital letters used where necessary?
3. Are commas used where necessary? Should any commas be changed to semicolons?
4. Are any apostrophes omitted or positioned incorrectly?
5. Are the colons, dashes, and parentheses used correctly?
6. Are quotation marks placed correctly in relation to the other marks?
7. Are verb tenses and verb forms used appropriately?
8. Are modal verbs used appropriately and correctly?
9. Has passive voice been used appropriately?
10. Is there a subject and a finite verb in each clause? Does the verb agree with the subject in number (singular or plural)?
11. Have you used the correct word class (or, for example, have you confused an adjective with an adverb)?
12. Have you used the correct article, preposition, or conjunction?
13. Is the correct word order used?
14. Check spelling and typing errors. Have you confused any homonyms, such as *there*, and *their*?

WORD CHOICE

1. Is the meaning of the sentences clear?
2. Is the language concise- with no meaningless repetition or wordiness?
3. Is the language exact? Have you made the best choice of words or phrases? Have you avoided using vague words like *good*, and *thing*?
4. Are there any informal words that are not consistent with the formal and objective type of writing expected in college?
5. Is the language used appropriate for your subject and your audience?
6. Is the language varied? Are any words or expressions overused?
7. Are the sentences logically sound?
8. Are there any statements where the meaning is not clear and the reader has to guess what has been omitted?
9. Have you overgeneralized (especially with words like *all, always, no, never*)?

SENTENCE STRUCTURE

11. Does the paragraph contain a variety of sentence types?
12. Are there series of short simple sentences that might be combined?
13. Do all sentences contain at least one subject and one verb and express a complete thought?

14. Does every sentence have at least one independent clause?
15. Is the sentence structure clear? Has too much information been packed into one sentence so that the sentence is hard to understand?
16. Is the subject logically compatible with the verb? (Do not use an abstract subject with a verb that expresses an action that only a person can perform).
17. In compound sentences, are independent clauses correctly connected?
18. Are minor ideas grammatically subordinated?
19. Is parallel structure used where required after words like *and,* or *rather than*?
20. Are the modifiers close to the words they modify?

Bibliography

Carter, B., & Skates, C. (1996). *The rinehart handbook for writers*. Fort Worth: Harcourt Brace College Publishers.

D'Angelo, F. (1980). *Process and thought in composition*. Cambridge: MA: Winthrop.

Frank, M. (1990). *Writing as thinking. A guided process approach*. Englewood Cliffs, NJ: **Prentice Hall.**

Heffernan, J., & Lincoln, J. (1982). *Writing, a College Handbook*. New York: Norton & Company, Inc.

Oshima, A. & Hogue, A. (1997). *Introduction to academic writing*. 2nd Edition. New York: Addison Wesley Longman.

APPENDIX K

Activity proposed to practice using the strategy of *Evaluating* (Practice Phase)

Pair work: Read the following paragraph and evaluate it by using the *Evaluating checklist*. Go step by step, focusing on the different aspects one at a time.

Public transportation in Metropolitan City

A big problem is Metropolitan's inadequate public transportation system. Thousands of residents rely on the city's buses and streetcars to travel throughout the city. Some people must transfer to other lines more than once before they finally arrive at their destinations. Metro Transportation System's daily scheduels are totally unreliable. A bus or streetcar that is supposed to arrive at 7:45 am. It may not arrive eight o'clock or even later. Unfortunately passengers become unhappy victims of the waiting game. This causes them to be late for work or to miss important appointments. Once I waited so long in incredibly bad weather. I caught a bad cold and ended up in bed for a week. Then, on the day of my psychology exam, the streetcar was thirty minutes late. In order to get to their destinations on time, people must leave home earlier to allow for waiting time at the bus and streetcar stops.

(From Oshima & Hogue, 1991, p. 14)

APPENDIX L

Participants' individual use of *Planning*, *Monitoring* and *Evaluating* strategies in the pre test, post test and delayed post test (Research Question I)

1) **Vanesa's deployment of metacognitive writing strategies, as revealed in the pre test, post test, and delayed post test**

Planning strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Planning	Post test Planning	Delayed post test Planning
1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition
4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas
5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition
8. Taking notes about how to organize the text	8. Taking notes about how to organize the text	8. Taking notes about how to organize the text
10. Planning what vocabulary would be used	10. Planning what vocabulary would be used	10. Planning what vocabulary would be used
11. Planning on grammar issues	11. Planning on grammar issues	11. Planning on grammar issues

Planning strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Planning	Post test Planning	Delayed post test Planning
6. Methods to gather ideas	brainstorming	brainstorming & clustering	listing
9. Ways of organizing the text	outlining	outlining	outlining
12. Aspects mostly considered	content & cohesion	content & organization	content & organization
12. Aspects the least considered	punctuation & spelling	punctuation & spelling	punctuation & spelling

Monitoring strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Monitoring	Post test Monitoring	Delayed post test Monitoring
3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision
	4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it

Monitoring strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test monitoring	Post test monitoring	Post test monitoring
1. Aspects mostly considered	content & coherence	content & organization	content & organization
1. Aspects the least considered	punctuation & spelling	spelling & vocabulary	spelling & punctuation
2. Time when they monitored the text	after writing each sentence	after writing each sentence	after writing each sentence
6. Actions when monitoring the text	used the dictionary	read the whole text and then each sentence	read the whole text and then each sentence

Evaluating strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Evaluating	Post test Evaluating	Delayed post test Evaluating
		3. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition

Evaluating strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Evaluating	Post test Evaluating	Delayed post test Evaluating
1. Aspects mostly considered	cohesion & coherence	cohesion & coherence	cohesion & coherence
1. Aspects the least considered	punctuation & spelling	spelling & vocabulary	spelling & vocabulary
2. Time when they evaluated the text	some hours after finishing writing	some hours after finishing writing	some hours after finishing writing and a day later
4. Actions after finishing the text	read the whole text to identify mistakes	read the whole text to identify mistakes and to check if it was cohesive and coherent	read the whole text to identify mistakes and to check if it was cohesive and coherent

2) **Marcos' deployment of metacognitive writing strategies, as revealed in the pre test, post test, and delayed post test**

Planning strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Planning	Post test Planning	Delayed post test Planning
1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition
3. Planning mentally	3. Planning mentally	3. Planning mentally

4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas
	5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition
	8. Taking notes about how to organize the text	8. Taking notes about how to organize the text
10. Planning what vocabulary would be used	10. Planning what vocabulary would be used	10. Planning what vocabulary would be used
11. Planning on grammar issues	11. Planning on grammar issues	11. Planning on grammar issues
	13. Making up a writing timetable	13. Making up a writing timetable

Planning strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Planning	Post test Planning	Delayed Post test Planning
6. Methods to gather ideas		brainstorming	Brainstorming & reading
9. Ways of organizing the text		outlining	outlining
12. Aspects mostly considered	vocabulary & grammar	organization & cohesion	organization & cohesion
12. Aspects the least considered	punctuation & spelling	vocabulary & grammar	punctuation & grammar

Monitoring strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Monitoring	Post test Monitoring	Delayed post test Monitoring
3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision
4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it
		5. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition

Monitoring strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Monitoring	Post test Monitoring	Delayed Post test Monitoring
1. Aspects mostly considered	vocabulary & grammar	vocabulary & grammar	vocabulary & grammar
1. Aspects the least considered	content & organization	Spelling & punctuation	spelling & punctuation
2. Time when they monitored the text	after writing each sentence	after writing each sentence	after writing each sentence
6. Actions when monitoring the text	read the whole text twice and checked it for mistakes	checked for mistakes (grammar, language and punctuation), and examined if the information was well-organized	checked for grammar and vocabulary mistakes and focused on organization; used the dictionary

Evaluating strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Evaluating	Post test Evaluating	Delayed post test Evaluating
	3. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition	3. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition

Evaluating strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Evaluating	Post test Evaluating	Delayed Post test Evaluating
1. Aspects mostly considered	vocabulary & grammar	organization & cohesion	organization & cohesion
1. Aspects the least considered	cohesion & content	vocabulary & grammar	vocabulary & grammar
2. Time when evaluated the text	immediately after finishing writing the composition	some hours after finishing the paragraph	some hours after finishing the paragraph
4. Actions after finishing the text	read the text twice, identified mistakes and checked them	focused on mistakes, checked them, and showed it to a partner	focused on language mistakes and examined whether the ideas were clearly developed

3) Jimena's deployment of metacognitive writing strategies, as revealed in the pre test, post test, and delayed post test

Planning strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Planning	Post test Planning	Delayed post test Planning
	1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition
3. Planning mentally	3. Planning mentally	3. Planning mentally
4. Using background knowledge as an aid to generate ideas		4. Using background knowledge as an aid to generate ideas
	5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition
8. Taking notes about how to organize the text	8. Taking notes about how to organize the text	8. Taking notes about how to organize the text
10. Planning what vocabulary would be used	10. Planning what vocabulary would be used	10. Planning what vocabulary would be used

Planning strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Planning	Post test Planning	Delayed Post test Planning
6. Methods to gather ideas		looked for information on the internet and in a book	brainstorming
9. Ways of organizing the text	outlining	outlining	outlining
12. Aspects mostly considered	organization & content	coherence & cohesion	organization & coherence
12. Aspects the least considered	spelling & punctuation	vocabulary & punctuation	Spelling & punctuation

Monitoring strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Monitoring	Post test Monitoring	Delayed post test Monitoring
3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision
4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it
	5. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition	5. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition

Monitoring strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Monitoring	Post test Monitoring	Delayed post test Monitoring
1. Aspects mostly considered	organization & coherence	coherence & cohesion	vocabulary & cohesion
1. Aspects the least considered	spelling & punctuation	vocabulary & punctuation	spelling & punctuation
2. Time when they monitored the text	After writing each sentence	After writing each sentence	After writing each sentence
6. Actions when monitoring the text	used the dictionary to check vocabulary and collocation	read the whole paragraph in a loud voice, and checked the use of collocations and synonyms and the language in general	read the whole paragraph and checked for grammar and vocabulary mistakes, and analyzed whether the text was coherent and cohesive

Evaluating strategies elicited in the open-ended items of the self-report questionnair

Items	Pre test Evaluating	Post test Evaluating	Delayed Post test Evaluating
1. Aspects mostly considered	organization & content	organization & cohesion	content & cohesion
1. Aspects the least considered	spelling & punctuation	vocabulary & grammar	vocabulary & grammar
2. Time when they evaluated the text	immediately after writing it, and some minutes later	immediately after writing it , and some minutes later	immediately after writing it, and some minutes later
4. Actions after finishing the text	read the paragraph	read the paragraph three times and made changes in terms of language.	read the paragraph and made changes in terms of language.

4) Brenda's deployment of metacognitive writing strategies, as revealed in the pre test, post test, and delayed post test

Planning strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Planning	Post test Planning	Delayed post test Planning
1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition
3. Planning mentally	3. Planning mentally	3. Planning mentally
		4. Using background knowledge as an aid to generate ideas
5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition
8. Taking notes about how to organize the text	8. Taking notes about how to organize the text	8. Taking notes about how to organize the text
10. Planning what vocabulary would be used	10. Planning what vocabulary would be used	10. Planning what vocabulary would be used
	11. Planning on grammar issues	11. Planning on grammar issues

Planning strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Planning	Post test Planning	Delayed Post test Planning
6. Methods to gather ideas	brainstorming	brainstorming	brainstorming & clustering
9. Ways of organizing the text	outlining	outlining	outlining
12. Aspects mostly considered	content & vocabulary	content & organization	content & vocabulary
12. Aspects the least considered	spelling & punctuation	grammar & spelling	spelling & punctuation

Monitoring strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Monitoring	Post test Monitoring	Delayed post test Monitoring
3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision
4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it

Monitoring strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Monitoring	Post test Monitoring	Delayed Post test Monitoring
1. Aspects mostly considered	grammar & cohesion	coherence & cohesion	coherence & cohesion
1. Aspects the least considered	spelling & punctuation	vocabulary & punctuation	Spelling & punctuation
2. Time when they monitored the text	after writing each sentence	after writing each sentence	after writing each sentence
6. Actions when monitoring the text	changed some words	read the paragraph, changed some words and focused on punctuation	read the paragraph and focused on mistakes in terms of grammar, spelling & punctuation

Evaluating strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test evaluating	Post test evaluating	Delayed Post test evaluating
1. Aspects mostly considered	cohesion & coherence	content & organization	Organization & cohesion
1. Aspects the least considered	spelling & punctuation	grammar & spelling	spelling & punctuation
2. Time when they evaluated the text	some hours after finishing the paragraph	the following day	Some hours after finishing the text, and the following day
4. Actions after finishing the text	read the composition and checked it in terms of grammar and vocabulary	read the paragraph and checked it in terms of vocabulary, grammar, and analyzed whether the ideas were clearly supported	read the paragraph and checked if the ideas were presented clearly, and also focused on language mistakes

5) Patricia's deployment of metacognitive writing strategies, as revealed in the pre test, post test, and delayed post test

Planning strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Planning	Post test Planning	Delayed post test Planning
1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition
	2. Considering the audience	2. Considering the audience
3. Planning mentally	3. Planning mentally	3. Planning mentally
4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas
5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition
8. Taking notes about how to organize the text	8. Taking notes about how to organize the text	8. Taking notes about how to organize the text
10. Planning what vocabulary would be used	10. Planning what vocabulary would be used	10. Planning what vocabulary would be used
11. Planning on grammar issues		

Planning strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Planning	Post test Planning	Delayed Post test Planning
6. Methods to gather ideas	brainstorming	brainstorming	brainstorming
9. Ways of organizing the text	outlining	outlining	outlining
12. Aspects mostly considered	organization & content	content & organization	content & organization
12. Aspects the least considered	spelling & punctuation	punctuation & spelling	punctuation & spelling

Monitoring strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Monitoring	Post test Monitoring	Delayed post test Monitoring
3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision
4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it

Monitoring strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Monitoring	Post test Monitoring	Delayed Post test Monitoring
1. Aspects mostly considered	organization & content	content & organization	content & coherence
1. Aspects the least considered	spelling & punctuation	punctuation & spelling	punctuation & spelling
2. Time when they monitored the text	after writing each sentence	after writing each sentence	after writing each sentence
6. Actions when monitoring the text	checked vocabulary and grammar; used the dictionary	checked the vocabulary, grammar & cohesion	checked the vocabulary, grammar, coherence & cohesion

Evaluating strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Evaluating	Post test Evaluating	Delayed post test Evaluating
3. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition	3. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition	3. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition

Evaluating strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test evaluating	Post test evaluating	Delayed Post test evaluating
1. Aspects mostly considered	content & organization	content & organization	content & organization
1. Aspects the least considered	spelling & punctuation	punctuation & spelling	punctuation & spelling
2. Time when they evaluated the text	immediately after writing it	the following day	the following day
4. Actions after finishing the text		read the paragraph and checked it in general	read the paragraph and checked its content, ideas, vocabulary, etc.

6) Luciana's deployment of metacognitive writing strategies, as revealed in the pre test, post test, and delayed post test

Planning strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Planning	Post test Planning	Delayed post test Planning
	1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition
3. Planning mentally	3. Planning mentally	3. Planning mentally
	4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas

5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition
8. Taking notes about how to organize the text	8. Taking notes about how to organize the text	8. Taking notes about how to organize the text
10. Planning what vocabulary would be used	10. Planning what vocabulary would be used	10. Planning what vocabulary would be used

Planning strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test planning	Post test planning	Delayed Post test planning
6. Methods to gather ideas	brainstorming & listing	listing	brainstorming
9. Ways of organizing the text	outlining	outlining	outlining
12. Aspects mostly considered	organization & vocabulary	organization & cohesion	organization & content
12. Aspects the least considered	punctuation & grammar	spelling & punctuation	spelling & punctuation

Monitoring strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Monitoring	Post test Monitoring	Delayed post test Monitoring
3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision
	4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it

Monitoring strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test monitoring	Post test monitoring	Delayed Post test monitoring
1. Aspects mostly considered	organization & vocabulary	grammar & organization	Content & vocabulary
1. Aspects the least considered	coherence & punctuation	punctuation & spelling	punctuation & spelling
2. Time when they monitored the text	after writing each sentence	after writing each sentence	after writing each sentence
6. Actions when monitoring the text	just read it	read it and checked the vocabulary	read it and checked for mistakes in terms of grammar, vocabulary, and cohesion

Evaluating strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test evaluating	Post test evaluating	Post test evaluating
1. Aspects mostly considered	organization & vocabulary	organization & vocabulary	grammar & vocabulary
1. Aspects the least considered	cohesion & coherence	cohesion & coherence	cohesion & coherence
2. Time when evaluated the text	immediately after writing it	the following day	the following day
4. Actions after finishing the text	examined language mistakes	read the paragraph and checked vocabulary and content	read the paragraph and checked grammar, vocabulary and content

7) Verónica's deployment of metacognitive writing strategies, as revealed in the pre test, post test, and delayed post test

Planning strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Planning	Post test Planning	Delayed post test Planning
1. Considering the task or instructions carefully, and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition
	2. Considering the audience	2. Considering the audience
3. Planning mentally	3. Planning mentally	3. Planning mentally
4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas
5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition
8. Taking notes about how to organize the text	8. Taking notes about how to organize the text	8. Taking notes about how to organize the text
10. Planning what vocabulary would be used	10. Planning what vocabulary would be used	10. Planning what vocabulary would be used
11. Planning on grammar issues	11. Planning on grammar issues	11. Planning on grammar issues
	13. Making up a writing timetable	

Planning strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Planning	Post test Planning	Delayed Post test Planning
6. Methods to gather ideas	used a map and focused on key words	looked for information on the internet	brainstorming & looked for information on the internet
9. Ways of organizing the text	outlining	outlining	outlining

12. Aspects mostly considered	content & spelling	organization & content	content & organization
12. Aspects the least considered	organization & vocabulary	coherence & spelling	spelling & punctuation

Monitoring strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Monitoring	Post test Monitoring	Delayed post test Monitoring
3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision
4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it
	5. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition	5. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition

Monitoring strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test monitoring	Post test monitoring	Delayed post test monitoring
1. Aspects mostly considered	organization & vocabulary	organization & content	content & organization
1. Aspects the least considered	content & spelling	punctuation & spelling	punctuation & spelling
2. Time when they monitored the text	after writing each sentence	after writing each sentence	after writing each sentence
6. Actions when monitoring the text		examined the vocabulary and whether the text was cohesive and coherent	examined the vocabulary and grammar and whether the ideas were appropriately expressed

Evaluating strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Evaluating	Post test Evaluating	Delayed post test Evaluating
	3. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition	3. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition

Evaluating strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test evaluating	Post test evaluating	Delayed Post test evaluating
1. Aspects mostly considered	organization & vocabulary	organization & content	organization & content
1. Aspects the least considered	content & spelling	spelling & punctuation	punctuation & spelling

2. Time when they evaluated the text	immediately after writing it , and some hours later	some minutes after finishing the paragraph	immediately after writing the paragraph and some hours later
4. Actions after finishing the text	examined vocabulary and grammar	checked content (whether the text showed what she meant to say)	checked content (whether the text showed what she meant to say), and focused on vocabulary and grammar

8) Julia's deployment of metacognitive writing strategies, as revealed in the pre test, post test, and delayed post test

Planning strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Planning	Post test Planning	Delayed post test Planning
1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition
2. Considering the audience	2. Considering the audience	2. Considering the audience
3. Planning mentally	3. Planning mentally	3. Planning mentally
4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas
5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition
	8. Taking notes about how to organize the text	8. Taking notes about how to organize the text
10. Planning what vocabulary would be used	10. Planning what vocabulary would be used	10. Planning what vocabulary would be used
11. Planning on grammar issues		
	13. Making up a writing timetable	13. Making up a writing timetable

Planning strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Planning	Post test Planning	Delayed post test Planning
6. Methods to gather ideas	listing & clustering	brainstorming & clustering	brainstorming
9. Ways of organizing the text		outlining	outlining
12. Aspects mostly considered	organization & content	organization & content	organization & content
12. Aspects the least considered	punctuation & spelling	spelling & punctuation	spelling & punctuation

Monitoring strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Monitoring	Post test Monitoring	Delayed post test Monitoring
3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision
4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it

Monitoring strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test monitoring	Post test monitoring	Delayed Post test monitoring
1. Aspects mostly considered	organization & grammar	organization & content	organization & content
1. Aspects the least considered	punctuation & spelling	punctuation & spelling	punctuation & spelling
2. Time when they monitored the text	after writing some words and after writing each sentence	after writing each sentence	after writing each sentence
6. Actions when monitoring the text		read the text and used a dictionary to check the language	read the text and checked if the content was appropriately expressed and if the vocabulary and grammar were correct

Evaluating strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test evaluating	Post test evaluating	Delayed Post test evaluating
1. Aspects mostly considered	punctuation & spelling	content & cohesion	content & vocabulary
1. Aspects the least considered	cohesion & coherence	spelling & punctuation	punctuation & spelling
2. Time when they evaluated the text	The day after finishing writing the text	Some hours after finishing the paragraph and the following day	Immediately after writing the text and the following day
4. Actions after finishing the text	examined spelling, punctuation, and grammar	checked the paragraph in all the aspects	checked if the ideas were clearly developed and supported, and focused mainly on vocabulary and grammar

9) Juliana's deployment of metacognitive writing strategies, as revealed in the pre test, post test, and delayed post test

Planning strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Planning	Post test Planning	Delayed post test Planning
1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition	1. Considering the task or instructions carefully and identifying the purpose of the composition
	2. Considering the audience	2. Considering the audience
3. Planning mentally	3. Planning mentally	3. Planning mentally
4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas

5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition
8. Taking notes about how to organize the text	8. Taking notes about how to organize the text	8. Taking notes about how to organize the text
10. Planning what vocabulary would be used		
	11. Planning on grammar issues	11. Planning on grammar issues
	13. Making up a writing timetable	13. Making up a writing timetable

Planning strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Planning	Post test Planning	Delayed Post test Planning
6. Methods to gather ideas	brainstorming	brainstorming	clustering
9. Ways of organizing the text	outlining	outlining	outlining
12. Aspects mostly considered	organization & coherence	organization & content	organization & content
12. Aspects the least considered	punctuation & spelling	Punctuation & spelling	spelling & punctuation

Monitoring strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Monitoring	Post test Monitoring	Delayed post test Monitoring
3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision
	4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it

Monitoring strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Monitoring	Post test Monitoring	Delayed Post test Monitoring
1. Aspects mostly considered	organization & grammar	organization & content	organization & content
1. Aspects the least considered	spelling & punctuation	punctuation & spelling	punctuation & spelling
2. Time when they monitored the text	after writing each sentence	after writing each sentence	after writing each sentence
6. Actions when monitoring the text	Checked vocabulary, used the dictionary	Checked vocabulary and used the dictionary and the internet	read the text and checked if the content was OK, and if the vocabulary and grammar were correct

Evaluating strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test evaluating	Post test evaluating	Delayed Post test evaluating
1. Aspects mostly considered	content & organization	organization & content	content & organization
1. Aspects the least considered	spelling & punctuation	spelling & punctuation	punctuation & spelling
2. Time when they evaluated the text	Immediately after finishing writing the text and some hours later	Immediately after writing it and the following day	Immediately after writing the paragraph and the following day
4. Actions after finishing the text	Checked the vocabulary and grammar (especially verb tenses)	checked the paragraph in general	checked if the ideas were clearly organized and expressed, focused on vocabulary and grammar and corrected the mistakes

10) Carina's deployment of metacognitive writing strategies, as revealed in the pre test, post test, and delayed post test

Planning strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Planning	Post test Planning	Delayed post test Planning
1. Considering the task or instructions carefully and identifying the purpose of the composition		1. Considering the task or instructions carefully and identifying the purpose of the composition
	2. Considering the audience	2. Considering the audience
3. Planning mentally	3. Planning mentally	3. Planning mentally
4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas	4. Using background knowledge as an aid to generate ideas
5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition	5. Taking notes on the main ideas that would be developed in the composition
8. Taking notes about how to organize the text	8. Taking notes about how to organize the text	8. Taking notes about how to organize the text
10. Planning what vocabulary would be used	10. Planning what vocabulary would be used	10. Planning what vocabulary would be used
11. Planning on grammar issues		
	13. Making up a writing timetable	13. Making up a writing timetable

Planning strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test Planning	Post test Planning	Delayed Post test Planning
6. Methods to gather ideas	brainstorming	brainstorming & ladder	brainstorming & ladder
9. Ways of organizing the text	outlining	outlining	outlining
12. Aspects mostly considered	content & organization	organization & coherence	organization & content
12. Aspects the least considered	spelling & punctuation	grammar & spelling	grammar & spelling

Monitoring strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Monitoring	Post test Monitoring	Delayed post test Monitoring
	3. Examining the changes made to the text during revision	3. Examining the changes made to the text during revision
4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it	4. Examining the changes made to the text while editing it

Monitoring strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test monitoring	Post test monitoring	Delayed Post test monitoring
1. Aspects mostly considered	cohesion & organization	organization & coherence	organization & coherence
1. Aspects the least considered	content & vocabulary	cohesion & grammar	cohesion & grammar
2. Time when they monitored the text	After writing each sentence	After writing each sentence	After writing each sentence
6. Actions when monitoring the text	Checked vocabulary (collocations), punctuation, grammar (subject-verb agreement), and whether the paragraph was coherent and well-organized	Mainly checked whether the paragraph was well-organized, and if it had unity. Focused on language mistakes in general, and when changes were made she analyzed whether such changes had affected the meaning of the text.	Checked whether the ideas were well-organized and appropriately presented, then focused on vocabulary, punctuation and spelling mistakes.

Evaluating strategies elicited in the closed-ended items of the self-report questionnaire

Pre test Evaluating	Post test Evaluating	Delayed post test Evaluating
3. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition	3. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition	3. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition

Evaluating strategies elicited in the open-ended items of the self-report questionnaire

Items	Pre test evaluating	Post test evaluating	Delayed Post test evaluating
1. Aspects mostly considered	Content & organization	Organization & content	Content & organization
1. Aspects the least considered	Spelling & punctuation	spelling & punctuation	Punctuation & spelling
2. Time when evaluated the text	Immediately after finishing writing the text and some hours later	Immediately after writing it and the following day	Immediately after writing the paragraph and the following day
4. Actions after finishing the text	Checked the vocabulary and grammar (especially verb tenses)	checked the paragraph in general	checked if the ideas were clearly organized and expressed, focused on vocabulary and grammar and corrected the mistakes

APPENDIX M

Participants' overall use of *Planning*, *Monitoring* and *Evaluating* strategies in the pre test, post test and delayed post test

Participants' use of Planning strategies as elicited by the closed-ended questions of the questionnaire used as pre test (frequencies and percentages)

Planning Strategies	PRE TEST	POST TEST	DELAYED POST TEST
1. Considering the task or instruction carefully, and identifying the purpose of the composition	8 (80%)	9 (90%)	10 (100%)
2. Considering the audience	1 (10%)	5 (50%)	5 (50%)
3. Planning mentally	9 (90%)	9 (90%)	9 (90%)
4. Using background knowledge as an aid to generate ideas	8 (80%)	8 (80%)	10 (100%)
5. Taking notes on the main ideas that would be developed in the composition	8 (80%)	10 (100%)	10 (100%)
7. Reviewing the writing conventions	0	6 (60%)	6 (60%)
8. Taking notes about how to organize the text	8 (80%)	10 (100%)	10 (100%)
10. Planning what vocabulary would be used	10 (100%)	9 (90%)	9 (90%)
11. Planning on grammar issues	6 (60%)	5 (50%)	5 (50%)
13. Making up a writing timetable	0	4 (40%)	4 (40%)

Participants' use of Planning strategies as elicited by the open-ended questions of the questionnaire used as pre test (frequencies and percentages)

Planning Strategies	PRE TEST	POST TEST	DELAYED POST TEST
6. Brainstorming as a method to gather ideas	6 (60%)	7 (70%)	8 (80%)
6. Listing as a method to gather ideas	2 (20%)	1 (10%)	1 (10%)
6. Mapping as a method to gather ideas	1 (10%)	0	0
6. Clustering as a method to gather ideas	1 (10%)	2 (20%)	2 (20%)
6. Reading as a method to gather ideas	0	2 (20%)	2 (20%)
6. Ladders as a method to gather ideas	0	1 (10%)	1 (10%)
9. Way of organizing the text: outlining	8 (80%)	10 (100%)	10 (100%)
12. One of the aspects *mostly* considered when planning: content	7 (70%)	6 (60%)	8 (80%)
12. One of the aspects *mostly* considered when planning: organization	6 (60%)	9 (90%)	9 (90%)
12. One of the aspects *mostly* considered when planning: vocabulary	3 (30%)	0	1 (10%)
12. One of the aspects *mostly* considered when planning: cohesion	1 (10%)	3 (30%)	1 (10%)
12. One of the aspects *mostly* considered when planning: coherence	1 (10%)	2 (20%)	1 (10%)

12. One of the aspects *mostly* considered when planning: grammar	1 (10%)	0	0
12. One of the aspects *mostly* considered when planning: spelling	1 (10%)	0	0
12. One of the aspects *the least* regarded when planning: punctuation	9 (90%)	6 (60%)	8 (80%)
12. One of the aspects *the least* regarded when planning: spelling	8 (80%)	8 (80%)	9 (90%)
12. One of the aspects *the least* regarded when planning: grammar	1 (10%)	2 (20%)	1 (10%)
12. One of the aspects *the least* regarded when planning: vocabulary	1 (10%)	1 (10%)	0
12. One of the aspects *the least* regarded when planning: organization	1 (10%)	0	0
12. One of the aspects *the least* regarded when planning: coherence	0	1 (10%)	0

Number and percentage of participants who used Monitoring strategies elicited in the closed-ended questions of Questionnaire B

Monitoring Strategies	PRE TEST	POST TEST	DELAYED TEST
3. Examining the changes made to the text during revision	9 (90%)	10 (100%)	10 (100%)
4. Examining the changes made to the text while editing it	7 (70%)	10 (100%)	10 (100%)
5. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the composition	0	2 (20%)	3 (30%)

Number and percentage of Monitoring strategies elicited in the open-ended questions of Questionnaire B

Monitoring Strategies	PRE TEST	POST TEST	DELAYED TEST
1. One of the aspects *mostly* considered when monitoring: organization	7 (70%)	7 (70%)	5 (50%)
1. One of the aspects *mostly* considered when monitoring: grammar	4 (40%)	2 (20%)	1 (10%)
1. One of the aspects *mostly* considered when monitoring: vocabulary	3 (30%)	1 (10%)	3 (30%)
1. One of the aspects *mostly* considered when monitoring: content	2 (20%)	5 (50%)	6 (60%)
1. One of the aspects *mostly* considered when monitoring: coherence	2 (20%)	3 (30%)	3 (30%)
1. One of the aspects *mostly* considered when monitoring: cohesion	2 (20%)	2 (20%)	2 (20%)
1. One of the aspects *the least* considered when monitoring: punctuation	7 (70%)	8 (80%)	9 (90%)

1. One of the aspects *the least* considered when monitoring: spelling	7 (70%)	7 (70%)	9 (90%)
1. One of the aspects *the least* considered when monitoring: content	3 (30%)	0	0
1. One of the aspects *the least* considered when monitoring: organization	1 (10%)	0	0
1. One of the aspects *the least* considered when monitoring: coherence	1 (10%)	2 (20%)	2 (20%)
1. One of the aspects *the least* considered when monitoring: vocabulary	1 (10%)	2 (20%)	2 (20%)
2.Monitored the text after writing some words	1 (10%)	0	0
2.Monitored the text after writing each sentence	10 (100%)	10 (100%)	10 (100%)
6. Used the dictionary or the Internet	4 (40%)	3 (30%)	0
6. Examined use of English	3 (30%)	3 (30%)	1 (10%)
6. Changed some words	1 (10%)	1 (10%)	0
6. Just read the text	1 (10%)	1 (10%)	1 (10%)
6. Examined coherence, organization, use of English, and mechanics	1 (10%)	0	1 (10%)
6. Examined coherence, cohesion and use of English	0	2 (20%)	1 (10%)
6. Examined cohesion and use of English	0	2 (20%)	1 (10%)
6. Examined content and use of English	0	0	2 (20%)
6. Examined content, organization and use of English. Reviewed the writing conventions. Examined changes made to the text while editing.	0	1 (10%)	0

Number and percentage of participants who employed Evaluating strategies elicited in the closed-ended question of Questionnaire B

Evaluating Strategies	PRE TEST	POST TEST	POST TEST
3. Evaluating the usefulness of the strategies used to succeed in the writing task, both before and while writing the paragraph	2 (20%)	4 (40%)	5 (50%)

Number and percentage of participants who employed Evaluating strategies elicited in the open-ended question of Questionnaire B

Evaluating Strategies	PRE TEST	POST TEST	DELAYED POST TEST
1. One of the aspects *mostly* considered when evaluating: organization	6 (60%)	8 (80%)	6 (60%)
1. One of the aspects *mostly* considered when evaluating: content	4 (40%)	6 (60%)	6 (60%)
1. One of the aspects *mostly* considered when evaluating: vocabulary	3 (30%)	2 (20%)	3 (30%)
1. One of the aspects *mostly* considered when evaluating: coherence	2 (20%)	1 (10%)	1 (10%)

1. One of the aspects *mostly* considered when evaluating: cohesion	2 (20%)	4 (40%)	4 (40%)
1. One of the aspects *mostly* considered when evaluating: grammar	1 (10%)	0	1 (10%)
1. One of the aspects *mostly* considered when evaluating: spelling	1 (10%)	1 (10%)	1 (10%)
1. One of the aspects *mostly* considered when evaluating: punctuation	1 (10%)	0	0
1. One of the aspects *the least* considered when evaluating: spelling	7 (70%)	6 (60%)	6 (60%)
1. One of the aspects *the least* considered when evaluating: punctuation	6 (60%)	5 (50%)	6 (60%)
1. One of the aspects *the least* considered when evaluating: cohesion	3 (30%)	1 (10%)	1 (10%)
1. One of the aspects *the least* considered when evaluating: coherence	2 (20%)	1 (10%)	1 (10%)
1. One of the aspects *the least* considered when evaluating: content	2 (20%)	0	0
1. One of the aspects *the least* considered when evaluating: grammar	0	2 (20%)	1 (10%)
1. One of the aspects *the least* considered when evaluating: vocabulary	0	1 (10%)	1 (10%)
2. Evaluated the text immediately after writing it	3 (30%)	0	0
2. Evaluated the text immediately after writing it & some hours later	3 (30%)	0	1 (10%)
2. Evaluated the text some hours after finishing writing it	2 (20%)	2 (20%)	1 (10%)
2. Evaluated the text immediately after writing it & some minutes later	1 (10%)	1 (10%)	1 (10%)
2. Evaluated the text some hours after writing it and the following day	0	2 (20%)	3 (30%)
2. Evaluated the text some minutes later	0	1 (10%)	0
2. Evaluated the text the following day	1 (10%)	3 (30%)	2 (20%)
2. Evaluated the text immediately after finishing writing and the following day	0	1 (10%)	2 (20%)
6. Evaluated use of English	7 (70%)	2 (20%)	1 (10%)
6. Evaluated use of English and mechanics	1 (10%)	0	0
6. Just read the composition	1 (10%)	0	0
6. Examined use of English and content	0	2 (20%)	5 (50%)
6. Examined coherence, cohesion and use of English,	0	1 (10%)	1 (10%)
6. Examined content	0	1 (10%)	0
6. Examined content, organization and use of English	0	0	2 (20%)
6. Examined use of English and showed the text to a classmate	0	1 (10%)	0

APPENDIX N

Individual changes in the employment of metacognitive strategies (Research Question 1)

Notes about the tables below: "Quest" stands for *questionnaire*; "PoTest" means *post test*; and "D.Test" *delayed post test*. The number shown in each case corresponds with the number of the item in the questionnaire (Appendix B). "Diary 1" refers to the first diary entry administered, and "diary 2" two the second diary entry.

1) **Changes in Vanesa's employment of metacognitive writing strategies after strategy instruction**

Strategies	Specific strategies acquired	Source
PLANNING	Using the strategies for collecting information"clustering" and "listing"	(V_Diary1&2_Planning)
	More focus on organization	(V_Quest_PoTest_Planning_#1) (V_Quest_D.Test_Planning_#1)
	Reviewing the writing conventions	(V_Quest_PoTest_Planning_#7) (V_Quest_D.Test_Planning_#7)
MONITORING	Monitoring while editing the text	(V_Quest_PoTest_Monitoring_#4) (V_Quest_D.Test_Monitoring_#4)
EVALUATING	Evaluating the text one day after writing it	(V_Quest_PoTest_Evaluating_#2) (V_Quest_D.Test_Evaluating_#2)
	Evaluating the usefulness of the strategies used before and while writing the composition	(V_Quest_D.Test_Evaluating_#3)
	More focus on cohesion and coherence	(V_Quest_PoTest_Evaluating_#4) (V_Quest_D.Test_Evaluating_#4)

Note: "V" stands for *Vanesa*

2) **Changes in Marcos' employment of metacognitive writing strategies after strategy instruction**

Strategies	Specific strategies acquired	Source
PLANNING	Taking notes about the ideas to develop	(M_Quest_PoTest_Planning_#5) (M_Quest_D.Test_Planning_#5)
MONITORING	Organizing the ideas in an outline	(M_Quest_PoTest_Planning_#9) (M_Quest_D.Test_Planning_#9) (M_Diary1&2_Planning)
	Using strategies for collecting information	(M_Quest_PoTest_Planning_#6) (M_Quest_D.Test_Planning_#6)
	Reviewing the writing conventions	(M_Quest_PoTest_Planning_#7) (M_Quest_D.Test_Planning_#7)
	More focus on organization and cohesion	(M_Quest_PoTest_Planning_#12) (M_Quest_D.Test_Planning_#12) (M_Diary1&2_Planning)
	Making a writing timetable	(M_Quest_PoTest_Planning_#13) (M_Quest_D.Test_Planning_#13)

	Evaluated the usefulness of the strategies used before and while writing *Just in the delayed post test	(M_Quest_D.Test_Monitoring_#5)
MONITORING	More focus on content *Just in the post test	(M_Diary1_Monitoring)
	More focus on organization	(M_Quest_PoTest_Monitoring_#6) (M_Quest_D.Test_Monitoring_#6)
	Less focus on spelling & punctuation	(M_Quest_PoTest_Monitoring_#1) (M_Quest_D.Test_Monitoring_#1)
EVALUATING	Evaluating the text one day after writing it	(M_Quest_PoTest_Evaluating_#2) (M_Quest_D.Test_Evaluating_#2)
	More focus on organization & cohesion	(M_Quest_PoTest_Evaluating_#1) (M_Quest_D.Test_Evaluating_#1)
	More focus on content	(M_Quest_PoTest_Evaluating_#1) (M_Quest_D.Test_Evaluating_#1)

Note: "M" stands for *Marcos*

3) **Changes in Jimena's employment of metacognitive writing strategies after strategy instruction**

Strategies	Specific strategies acquired	Source
PLANNING	Considering the task or instructions carefully, and identifying the purpose of the composition	(Ji_Quest_PoTest_Planning_#1) (Ji_Quest_D.Test_Planning_#1)
	Taking notes on the main ideas that would be developed in the piece of writing	(Ji_Quest_PoTest_Planning_#5) (Ji_Quest_D.Test_Planning_#5)
	Using strategies for collecting information	(Ji_Quest_PoTest_Planning_#6) (Ji_Quest_D.Test_Planning_#6)
MONITORING	Evaluating the usefulness of the strategies used before and while writing	(V_Quest_PoTest_Monitoring_#5) (V_Quest_D.Test_Monitoring_#5)
	More focus on cohesion	(Ji_Quest_PoTest_Monitoring_#1&6) (Ji_Quest_D.Test_Monitoring_#1&6)

Strategies	Strategies dropped or undesirable change in strategy use	Source
PLANNING	Using background knowledge as an aid to generate ideas	(Ji_Quest_PoTest_Planning_#4)

Note: "Ji" stands for *Jimena*

4) **Changes in Brenda's employment of metacognitive writing strategies after strategy instruction**

Strategies	Specific strategies acquired	Source
PLANNING	Planning on grammar issues	(B_Quest_PoTest_Planning_#11) (B_Quest_D.Test_Planning_#11)
	Using "clustering" to collect information (apart from brainstorming) *Just in the delayed post test	(B_Quest_D.Test_Planning_#6)

PLANNING	Reviewing the writing conventions	(B_Quest_PoTest_Planning_#7) (B_Quest_D.Test_Planning_#7)
	Using background knowledge as an aid to generate ideas *Just in the delayed post test	(B_Quest_D.Test_Planning_#4)
MONITORING	More focus on coherence	(B_Quest_PoTest_Monitoring_#1) (B_Quest_D.Test_Monitoring_#1)
EVALUATING	Evaluating the text one day after writing it	(B_Quest_PoTest_Evaluating_#2) (B_Quest_D.Test_Evaluating_#2)
	More focus on content	(B_Quest_PoTest_Evaluating_#4) (B_Quest_D.Test_Evaluating_#4)

Strategies	Strategies dropped or undesirable change in strategy use	Source
MONITORING	Less focus on vocabulary and more attention to spelling in the delayed post test	(B_Quest_D.Test_Monitoring_#1)

Note: "B" stands for *Brenda*

5) Changes in Patricia's employment of metacognitive writing strategies after strategy instruction

Strategies	Specific strategies acquired	Source
PLANNING	Considering the audience	(P_Quest_PoTest_Planning_#2) (P_Quest_D.Test_Planning_#2)
	Reviewing the writing conventions	(P_Quest_PoTest_Planning_#7) (P_Quest_D.Test_Planning_#7)
MONITORING	Examining content & vocabulary *Just in the post test	(P_Diary_Monitoring)
	Examining cohesion	(P_Quest_PoTest_Monitoring_#6) (P_Quest_D.Test_Monitoring_#6)
	Evaluating coherence *Just in the delayed post test	(P_Quest_D.Test_Monitoring_#6)
EVALUATING	Evaluating the text one day after writing it	(P_Quest_PoTest_Evaluating_#2) (P_Quest_D.Test_Evaluating_#2)
	Evaluating content and vocabulary	(P_Diary_Evaluating) (P_Quest_D.Test_Evaluating_#4)

Strategies	Strategies dropped or undesirable change in strategy use	Source
PLANNING	Planning on grammar issues	(P_Quest_PoTest_Planning_#11) (P_Quest_D.Test_Planning_#11)

Note: "P" stands for *Patricia*

6) Changes in Luciana's employment of metacognitive writing strategies after strategy instruction

Strategies	Specific strategies acquired	Source
PLANNING	Considering the task or instructions carefully, and identifying the purpose of the composition	(L_Quest_PoTest_Planning_#1) (L_Quest_D.Test_Planning_#1)

PLANNING	Using background knowledge as an aid to generate ideas	(L_Quest_PoTest_Planning_#4) (L_Quest_D.Test_Planning_#4)
MONITORING	Examining the changes made to the text while editing it	(L_Quest_PoTest_Monitoring_#4) (L_Quest_D.Test_Monitoring_#4)
	More focus on cohesion *Just in the delayed post test	(L_Quest_D.Test_Monitoring_#6)
EVALUATING	Evaluating the text one day after writing it	(L_Quest_PoTest_Evaluating_#2) (L_Quest_D.Test_Evaluating_#2)
	Examining content	(L_Quest_PoTest_Evaluating_#4) (L_Quest_D.Test_Evaluating_#4)

Strategies	Strategies dropped or undesirable change in strategy use	Source
EVALUATING	In the delayed post test focused less on organization and more on grammar	(L_Quest_D.Test_Evaluating_#1)

Note: "L" stands for *Luciana*

7) Changes in Verónica's employment of metacognitive writing strategies after strategy instruction

Strategies	Specific strategies acquired	Source
PLANNING	Considering the audience	(Ve_Quest_PoTest_Planning_#2) (Ve_Quest_D.Test_Planning_#2)
	Reviewing the writing conventions	(Ve_Quest_PoTest_Planning_#7) (Ve_Quest_D.Test_Planning_#7)
	More focus on organization and less on spelling	(Ve_Quest_PoTest_Planning_#12) (Ve_Quest_D.Test_Planning_#12)
	Making up a writing timetable *Just in the delayed post test	(Ve_Quest_D.Test_Planning_#13)
MONITORING	Evaluating the usefulness of the strategies used before and while writing	(Ve_Quest_PoTest_Monitoring_#5) (Ve_Quest_D.Test_Monitoring_#5)
	Focus on coherence, cohesion & vocabulary *Just in the post test	(Ve_Quest_PoTest_Monitoring_#6)
	Focus on content *Just in the delayed post test	(Ve_Quest_D.Test_Monitoring_#6)
EVALUATING	Evaluating the usefulness of the strategies used before and while writing the composition	(Ve_Quest_PoTest_Evaluating_#3) (Ve_Quest_D.Test_Evaluating_#3)
	More focus on content and less on spelling	(Ve_Quest_PoTest_Evaluating_#1) (Ve_Quest_D.Test_Evaluating_#1)
	Evaluating content as well as use of English	(Ve_Diary2_Evaluating)

Note: "V" stands for *Verónica*

8) **Changes in Julia's employment of metacognitive writing strategies after strategy instruction**

Strategies	Specific strategies acquired	Source
PLANNING	Taking notes about how to organize the text	(Ju_Quest_PoTest_Planning_#8) (Ju_Quest_D.Test_Planning_#8)
	Organizing the ideas in an outline	(Ju_Quest_PoTest_Planning_#9) (Ju_Quest_D.Test_Planning_#9)
	Making a writing timetable	(Ju_Quest_PoTest_Planning_#13) (Ju_Quest_D.Test_Planning_#13)
	Using the following methods for collecting information: searching information and clustering	(Ju_Diary2_Planning)
MONITORING	Examining content- as well as use of English	(Ju_Quest_PoTest_Monitoring_#1&6) (Ju_Quest_D.Test_Monitoring_#1&6)
EVALUATING	More focus on cohesion & coherence and less on spelling & punctuation	((Ju_Quest_PoTest_Evaluating_#1) (Ju_Quest_D.Test_Evaluating_#1)
	Examining content	(Ju_Quest_PoTest_Evaluating_#1) (Ju_Quest_D.Test_Evaluating_#1)

Strategies	Strategies dropped or undesirable change in strategy use	Source
PLANNING	Planning on grammar issues	(Ju_Quest_PoTest_Planning_#11) (Ju_Quest_D.Test_Planning_#11)

Note: "Ju" stands for *Julia*

9) **Changes in Josefina´s employment of metacognitive writing strategies after strategy instruction**

Strategies	Specific strategies acquired	Source
PLANNING	Considering the audience	(Jo_Quest_PoTest_Planning_#2) (Jo_Quest_D.Test_Planning_#2)
	Used the strategy "clustering" to collect information *Just in the delayed post test (employed "brainstorming" in the other tests	(Jo_Quest_D.Test_Planning_#6)
	Planning on grammar issues	(Jo_Quest_PoTest_Planning_#10) (Jo_Quest_D.Test_Planning_#10))
	Making up a writing timetable	(Jo_Quest_PoTest_Planning_#12) (Jo_Quest_D.Test_Planning_#12)
MONITORING	Examining the changes made to the text while editing it	(Jo_Quest_PoTest_Monitoring_#4) (Jo_Quest_D.Test_Monitoring_#4)
	Examining content	(Jo_Quest_PoTest_Monitoring_#6) (Jo_Quest_D.Test_Monitoring_#1 & 6)
	More focus on coherence and organization *Just in the post test	(Jo_Diary2_Monitoring)

| *EVALUATING* | Evaluating the text one day after writing it | (Jo_Quest_D.Test_Evaluating_#2) (Jo_Quest_D.Test_Evaluating_#2) |
| | Examining content –as well as use of English *Just in the delayed post test | (Jo_Quest_D.Test_Evaluating_#4) |

Strategy	Strategies dropped or undesirable change in strategy use	Source
PLANNING	Planning what vocabulary would be used	(Jo_Quest_PoTest_Planning_#10) (Jo_Quest_D.Test_Planning_#10)

Note: "Jo" stands for *Josefina*

10) Changes in Carina's employment of metacognitive writing strategies after strategy instruction

Strategies	Specific strategies acquired	Source
PLANNING	Considering the audience	(C_Quest_PoTest_Planning_#2) (C_Quest_D.Test_Planning_#2)
	Used the strategy "ladders" to collect information, as well as brainstorming	(C_Quest_PoTest_Planning_#6) (C_Quest_D.Test_Planning_#6)
	Reviewing the writing conventions	(C_Quest_PoTest_Planning_#7) (C_Quest_D.Test_Planning_#7)
	Making up a writing timetable	(C_Quest_PoTest_Planning_#13) (C_Quest_D.Test_Planning_#13)
MONITORING	Examining the changes made to the text during revision	(C_Quest_PoTest_Monitoring_#3) (C_Quest_D.Test_Monitoring_#3)
	More focus on content	(C_Quest_PoTest_Monitoring_#1) (C_Quest_D.Test_Monitoring_#1)
EVALUATING	Evaluating the text one day after writing it	(C_Quest_PoTest_Evaluating_#2) (C_Quest_D.Test_Evaluating_#2)
	More focus on organization & content *Just in the delayed post test	(C_Quest_D.Test_Evaluating_#1)

Strategies	Strategies dropped or undesirable change in strategy use	Source
PLANNING	Planning on grammar issues	(C_Quest_PoTest_Planning_#11) (C_Quest_D.Test_Planning_#11)
	In the post test: considering the task or instructions carefully and identifying the purpose of the composition	(C_Quest_PoTest_Planning_#1)

Note: "C" stands for *Carina*

Appendix O

Participants' overall perceived improvements in their writing performance as elicited by Questionnaire B and Diary Entry B (Research Question 3)

Perceived positive changes in the writing performance	Source	Percentage
Some changes in the overall written production	V_Quest_Part A_2_#2; M_Quest_Part A_1&2_#2; Ji_Quest_Part A_1&2_#2; B_Quest_Part A_1&2_#2; P_Quest_Part A_1&2_#2; L_Quest_Part A_1&2_#2; Ve_Quest_Part A_1&2_#2; Ju_Quest_Part A_1&2_#2; Jo_Quest_Part; A_1&2_#2; C_Quest_Part A_1&2_#2	100%
Improvement in the expression of ideas or content	V_Quest_Part A_1&2_#5; V_Quest_PartB_2; V_Diary; M_Quest_Part A_1_#5; M_Quest_PartB_1; Ji_Quest_Part A_1&2_#5; Ji_Diary; B_Quest_Part A_1&2_#5; P_Quest_Part A_1_#5; P_Quest_PartB_2; P_Diary; L_Quest_Part A_1&2_#5; L_Diary; Ve_Quest_Part A_1&2_#5; Ju_Quest_Part A_1&2_#5; Ju_Diary; Jo_Quest_Part A_2_#5; Jo_Diary; C_Quest_Part A_1&2_#5; C_Quest_PartB_2; C_Diary	100%
Better-organized compositions	V_Quest_Part A_1&2_#6; V_Quest_PartB_2; V_Diary; M_Quest_Part A_1&2_#6; M_Quest_PartB_1&2; M_Diary; Ji_Quest_Part A_1&2_#6; Ji_Quest_PartB_2; Ji_Diary; B_Quest_Part A_1&2_#6; P_Quest_Part A_1&2_#6; P_Quest_PartB_1; L_Quest_Part A_1&2_#6; Ve_Quest_Part A_1&2_#6; Ju_Quest_Part A_1_#6; Jo_Quest_Part A_1&2_#6; Jo_Quest_PartB_2; C_Quest_Part A_2_#6; C_Quest_PartB_2	100%
Improvement in paragraph writing	V_Quest_Part A_1&2_#3; M_Quest_Part A_1&2_#3; M_Quest_Part B_2; M_Diary; Ji_Quest_Part A_1&2_#3; B_Quest_Part A_1&2_#3; P_Diary; Ve_Quest_Part A_1&2_#3; Ju_Quest_Part A_1&2_#3; Jo_Quest_Part A_1_#3; Jo_Quest_PartB_1; C_Quest_Part A_1&2_#3; C_Diary	90%
Fewer grammar mistakes	M_Quest_Part A_1&2_#9; Ji_Quest_Part A_1&2_#9; B_Quest_Part A_1&2_#9; P_Quest_Part A_1&2_#9; L_Quest_Part A_1&2_#9; Ve_Quest_PartB_1; Ju_Quest_Part A_1_#9; Jo_Quest_Part A_2_#9; Jo_Diary; C_Quest_Part A_1&2_#9; C_Quest_PartB_2; C_Diary	90%
Fewer mistakes related to vocabulary	V_Quest_Part A_1&2_#10; M_Quest_Part A_1&2_#10; Ji_Quest_Part A_1&2_#10; B_Quest_Part A_1&2_#10; P_Quest_Part A_2_#10; L_Quest_Part A_1&2_#10; Ve_Quest_PartB_1; Ju_Quest_Part A_2_#10; Ju_Diary; Jo_Diary; C_Quest_Part A_2_#10	90%
More coherent pieces of writing	V_Quest_Part A_1&2_#7; M_Quest_Part A_1_#7; Ji_Quest_Part A_1&2_#7; B_Quest_Part A_2_#7; L_Quest_Part A_1&2_#7; Ve_Quest_Part A_1&2_#7; Ve_Quest_PartB_1&2; Ve_Diary; Jo_Quest_Part A_1&2_#7; C_Quest_Part A_1&2_#7; C_Quest_PartB_1	80%
More cohesive texts	V_Quest_Part A_1&2_#8; M_Quest_Part A_1_#8; Ji_Quest_Part A_1&2_#8; L_Quest_Part A_1&2_#8; Ve_Quest_Part A_1_#2; Ve_Quest_PartB_2; Ve_Diary; Ju_Quest_Part A_1_#8; Jo_Quest_Part A_1&2_#8; C_Quest_Part A_1&2_#8	80%

Less spelling and punctuation mistakes	V_Quest_Part A_2_#11; M_Quest_Part A_1&2_#11; M_Diary; Ji_Quest_Part A_1&2_#11; B_Quest_Part A_1&2_#11; P_Quest_Part A_1&2_#11; L_Quest_Part A_1&2_#11; Jo_Quest_Part A_2_#11; C_Quest_Part A_1&2_#11; C_Quest_PartB_2	80%
Fewer mistakes in general	V_Quest_PartB_2; Ve_Diary; Jo_Diary; C_Quest_PartB_1	40%
Use of more academic vocabulary	Ji_Diary	10%
Fewer mistakes in sentence structure	Jo_Quest_PartB_2	10%
Feeling they are becoming a better writer	M_Quest_PartB_2	10%

Notes about the table: "Quest" stands for *questionnaire*. The first letter provided refers to the initial letter(s) of the participants' name, namely V (Vanesa), M (Marcos), Ji (Jimena), B (Brenda), P (Patricia), L (Luciana), Ve (Verónica), Ju (Julia), Jo (Josefina), C (Carina).

Appendix O'

Participants' overall perceived positive changes in their strategic repertoire as elicited by Questionnaire B and Diary B (Research Question 3)

Notes about the tables: "Quest" stands for *questionnaire*. The first letter provided refers to the initial letter(s) of the participants' name, namely V (Vanesa), M (Marcos), Ji (Jimena), B (Brenda), P (Patricia), L (Luciana), Ve (Verónica), Ju (Julia), Jo (Josefina), C (Carina).

A) Perceived positive changes in the use of the strategy *Planning*

Perceived positive changes in the use of the strategy *Planning*	Source	Percentage of participants
Considering the audience	V_Quest_PartB_1; Ji_Diary; B_Diary; P_Quest_PartB_1&2; C_Quest_PartB_1	40%
More focus on organization	L_Quest_PartB_1&2; Ju_Quest_PartB_1&2	20%
More pre-writing strategies (ladders, journal writing, and listing)	Jo_Quest_PartB_2; C_Diary	20%
Narrowing down topic sentences	P_Quest_PartB_1	10%
More detailed outlines	C_Quest_PartB_1	10%
More time devoted to planning	Jo_Quest_PartB_1	10%
More planning strategies	C_Quest_PartB_1	10%
Brainstorming	P_Diary	10%
Considering the subject or instruction carefully	V_Quest_PartB_1	10%
Considering purpose	V_Quest_PartB_1	10%

B) Perceived positive changes in the use of the strategy *Monitoring*

Perceived positive changes in the use of the strategy *Monitoring*	Source	Percentage of participants
Monitoring the text more appropriately or more often	V_Quest_PartB_2; M_Quest_PartB_2; M_Diary; Ji_Quest_PartB_1&2; B_Quest_PartB_1&2; B_Diary; Jo_Diary; C_Quest_PartB_1; C_Diary	60%
Checking grammar and vocabulary	Ji_Diary; B_Quest_PartB_1&2; B_Diary; L_Quest_PartB_2; Ju_Quest_PartB_2	40%
Examining punctuation	V_Quest_PartB_2; B_Quest_PartB_1	20%
Examining spelling	B_Quest_PartB_1; L_Quest_PartB_1	20%
More focus on content	P_Quest_PartB_2; P_Diary; L_Diary	20%
More focus on organization	L_Quest_PartB_1&2; Ju_Quest_PartB_1&2	20%

Considering the writing conventions (unity, completeness, order and coherence)	Ji_Quest_PartB_1;	10%
More awareness of grammar and language in use when monitoring the text	V_Diary	10%
Less focus on local aspects (like grammar and punctuation) when writing the paragraph	P_Diary	10%

C) Perceived positive changes in the use of the strategy *Evaluating*

Perceived positive changes in the use of the strategy *Evaluating*	Source	Percentage of participants
Checking grammar and vocabulary	Ji_Diary; B_Quest_PartB_1&2; B_Diary; L_Quest_PartB_2; Ju_Quest_PartB_2	40%
Evaluating the text more carefully	Ji_Quest_PartB_2; B_Diary; C_Diary	30%
Examining punctuation	V_Quest_PartB_2; B_Quest_PartB_1	20%
Examining spelling	B_Quest_PartB_1; L_Quest_PartB_1	20%
More focus on content	P_Quest_PartB_2; P_Diary; L_Diary	20%
More focus on organization	L_Quest_PartB_1&2; Ju_Quest_PartB_1&2	20%
Evaluating the text an hour after writing it	P_Diary	10%
Examining the whole composition and also each sentence	B_Diary	10%

Perceived positive changes in strategy knowledge and deployment in general	Source	Percentage of participants
Learning a lot about strategies	Jo_Quest_PartB_2;	10%
Beginning to employ writing strategies	Ju_Diary;	10%
Peer correction (social strategy)	V_Diary	10%

Appendix P

Individual perceptions of the impact of the treatment on the participants' writing performance as elicited by Questionnaire B

(Research Question 3)

STUDENT 1: *Vanesa*

Vanesa's perceptions of the impact of the training on metacognitive writing strategies on her writing performance, as shown in the closed-item questions of Questionnaire C

VANESA´S FIRST ENTRY	VANESA'S SECOND ENTRY
	2. some changes in the overall written production **(4)**
3. an improvement in her paragraph writing **(4)**	3. an improvement in her paragraph writing **(4)**
5. an improvement in the way ideas are expressed **(4)**	5. an improvement in the way ideas are expressed **(4)**
6. more organized compositions **(4)**	6. more organized paragraphs/essays **(4)**
7. more coherent pieces of writing **(5)**	7. more coherent pieces of writing **(4)**
8. more cohesive texts **(4)**	8. more cohesive texts **(4)**
10. fewer mistakes related to vocabulary **(4)**	10. fewer mistakes related to vocabulary **(4)**
	11. less spelling and punctuation mistakes **(4)**

Note about the tables: "4" stands for *agree*, and "5" for *strongly agree*.

Perceptions of the effect of the treatment in Vanesa's writing performance, as revealed in the open-ended question of Questionnaire C

VANESA´S FIRST ENTRY	VANESA'S SECOND ENTRY
Began to take into consideration audience, purpose and subject	Improved organization
Started to analyze whether the ideas were clear enough (content)	Improved content
Started to focus on sentence structure and punctuation	Began to make fewer mistakes
	Began to monitor the text more carefully

STUDENT 2: *Marcos*

Marcos' perceptions of the impact of the training on metacognitive writing strategies on her writing performance, as shown in the closed-item questions of Questionnaire C

MARCOS´ FIRST ENTRY	MARCOS' SECOND ENTRY
2. some changes in the overall written production **(4)**	2. some changes in the overall written production **(4)**
3. an improvement in his paragraph writing **(4)**	3. an improvement in his paragraph writing **(4)**
5. an improvement in the way ideas are expressed **(4)**	
6. more organized paragraphs/essays **(4)**	6. more organized paragraphs/essays **(4)**
7. more coherent texts **(4)**	
8. more cohesive texts **(4)**	
9. fewer grammar mistakes **(5)**	9. fewer grammar mistakes **(5)**
10. fewer mistakes related to vocabulary **(5)**	10. fewer mistakes related to vocabulary **(4)**
11. less spelling and punctuation mistakes **(5)**	11. less spelling and punctuation mistakes **(5)**

Perceptions of the effect of the treatment in Marcos' writing performance, as revealed in the open-ended question of Questionnaire C

MARCOS´ FIRST ENTRY	MARCOS' SECOND ENTRY
improved the way of expressing ideas	improved the pieces of writing in general
Started to organize his ideas more carefully	Started to organize his ideas more carefully
	Started to monitor the text more carefully
	Began to feel he is a better writer

STUDENT 3: *Jimena*

Jimena's perceptions of the impact of the training on metacognitive writing strategies on her writing performance, as shown in the closed-item questions of Questionnaire C

JIMENA'S FIRST ENTRY	JIMENA'S SECOND ENTRY
2. some changes in the overall written production **(4)**	2. some changes in the overall written production **(4)**
3. an improvement in her paragraph writing **(4)**	3. an improvement in her paragraph writing **(4)**
5. an improvement in the way ideas are expressed **(4)**	5. an improvement in the way ideas are expressed **(4)**
6. more organized paragraphs/essays **(5)**	6. more organized paragraphs/essays **(5)**
7. more coherent texts **(4)**	7. more coherent texts **(4)**
8. more cohesive texts **(4)**	8. more cohesive texts **(4)**
9. fewer grammar mistakes **(4)**	9. fewer grammar mistakes **(4)**
10. fewer mistakes related to vocabulary **(4)**	10. fewer mistakes related to vocabulary **(4)**
11. less spelling and punctuation mistakes **(5)**	11. less spelling and punctuation mistakes **(5)**

Perceptions of the effect of the treatment in Jimena's writing performance, as revealed in the open-ended question of Questionnaire C

JIMENA´S FIRST ENTRY	JIMENA´S SECOND ENTRY
The treatment helped her to monitor the text appropriately	Improved organization
Helped her to focus on unity, completeness, order and coherence (the four basic requirements of paragraph writing)	Began to monitor and evaluate her texts appropriately

STUDENT 4: *Brenda*

Brenda's perceptions of the impact of the training on metacognitive writing strategies on her writing performance, as shown in the closed-item questions of Questionnaire C

BRENDA'S FIRST ENTRY	BRENDA'S SECOND ENTRY
2. some changes in the overall written production **(4)**	2. some changes in the overall written production **(4)**
3. an improvement in her paragraph writing **(4)**	3. an improvement in her paragraph writing **(4)**
5. an improvement in the way ideas are expressed **(4)**	5. an improvement in the way ideas are expressed **(4)**
6. more organized paragraphs/essays **(4)**	6. more organized paragraphs/essays **(4)**
	7. more coherent pieces of writing **(4)**
9. fewer grammar mistakes **(4)**	9. fewer grammar mistakes **(4)**
10. fewer mistakes related to vocabulary **(4)**	10. fewer mistakes related to vocabulary **(4)**
11. less spelling and punctuation mistakes **(4)**	11. less spelling and punctuation mistakes **(4)**

Perceptions of the effect of the treatment in Brenda's writing performance, as revealed in the open-ended question of Questionnaire C

BRENDA'S FIRST ENTRY	BRENDA'S SECOND ENTRY
Began to monitor the text more	Began to monitor the text more
Began to examine whether the grammatical structures and vocabulary were right	Began to examine whether the grammatical structures and vocabulary were right
Began to check for punctuation and spelling mistakes	

STUDENT 5: *Patricia*

Brenda's perceptions of the impact of the training on metacognitive writing strategies on her writing performance, as shown in the closed-item questions of Questionnaire C

PATRICIA'S FIRST ENTRY	PATRICIA'S SECOND ENTRY
2. some changes in the overall written production (4)	2. some changes in the overall written production (4)
5. an improvement in the way ideas are expressed (4)	
6. more organized paragraphs/essays (4)	6. more organized paragraphs/essays (5)
9. fewer grammar mistakes (4)	9. fewer grammar mistakes (4)
	10. fewer mistakes related to vocabulary (4)
11. less spelling and punctuation mistakes (4)	11. less spelling and punctuation mistakes (4)

Perceptions of the effect of the treatment in Brenda's writing performance, as revealed in the open-ended question of Questionnaire C

PATRICIA'S FIRST ENTRY	PATRICIA'S SECOND ENTRY
Began to take into consideration the audience	Began to take into consideration the audience
Started to narrow down topic sentences	Began to focus more on content
Began to improve the organization of the information	Began to develop the ideas in clearly

STUDENT 6: *Luciana*

Luciana's perceptions of the impact of the training on metacognitive writing strategies on her writing performance, as shown in the closed-item questions of Questionnaire C

LUCIANA'S FIRST ENTRY	LUCIANA'S SECOND ENTRY
2. some changes in the overall written production (4)	2. some changes in the overall written production (4)
5. an improvement in the way ideas are expressed (4)	5. an improvement in the way ideas are expressed (4)
6. more organized paragraphs/essays (5)	6. more organized paragraphs/essays (5)
7. more coherent pieces of writing (5)	7. more coherent pieces of writing (4)
8. more cohesive texts (4)	8. more cohesive texts (4)
9. fewer grammar mistakes (4)	9. fewer grammar mistakes (4)
10. fewer mistakes related to vocabulary (5)	10. fewer mistakes related to vocabulary (5)
11. less spelling and punctuation mistakes (5)	11. less spelling and punctuation mistakes (5)

Perceptions of the effect of the treatment in Brenda's writing performance, as revealed in the open-ended question of Questionnaire C

LUCIANA'S FIRST ENTRY	LUCIANA'S SECOND ENTRY
Began to focus more on organization	Began to focus more on organization
Began to check the spelling of words	Began to examine grammar and vocabulary

STUDENT 7: *Verónica*

Verónica's perceptions of the impact of the training on metacognitive writing strategies on her writing performance, as shown in the closed-item questions of Questionnaire C

VERÓNICA'S FIRST ENTRY	VERÓNICA'S SECOND ENTRY
2. some changes in the overall written production **(5)**	2. some changes in the overall written production **(4)**
3. an improvement in her paragraph writing **(5)**	3. an improvement in her paragraph writing **(4)**
5. an improvement in the way ideas are expressed **(5)**	5. an improvement in the way ideas are expressed **(4)**
6. more organized paragraphs/essays **(5)**	6. more organized paragraphs/essays **(4)**
7. more coherent pieces of writing **(5)**	7. more coherent pieces of writing **(4)**
8. more cohesive texts **(4)**	

Perceptions of the effect of the treatment in Brenda's writing performance, as revealed in the open-ended question of Questionnaire C

VERÓNICA'S FIRST ENTRY	VERÓNICA'S SECOND ENTRY
Began to write more coherent texts	Began to write more coherent texts
Started to make fewer grammar mistakes	Began to write more cohesive texts
Began to have fewer mistakes related to vocabulary	

STUDENT 8: *Julia*

Julia's perceptions of the impact of the training on metacognitive writing strategies on her writing performance, as shown in the closed-item questions of Questionnaire C

JULIA'S FIRST ENTRY	JULIA'S SECOND ENTRY
2. some changes in the overall written production **(4)**	2. some changes in the overall written production **(4)**
3. an improvement in her paragraph writing **(4)**	3. an improvement in her paragraph writing **(4)**
5. an improvement in the way ideas are expressed **(4)**	5. an improvement in the way ideas are expressed **(4)**
6. more organized paragraphs/essays **(5)**	10. fewer mistakes related to vocabulary **(4)**
8. more cohesive texts **(4)**	
9. fewer grammar mistakes **(4)**	

Perceptions of the effect of the treatment in Julia's writing performance, as revealed in the open-ended question of Questionnaire C

JULIA'S FIRST ENTRY	JULIA'S SECOND ENTRY
Began to focus more on organization	Began to focus more on organization
	Began to examine grammar and vocabulary

STUDENT 9: *Josefina*

Josefina's perceptions of the impact of the training on metacognitive writing strategies on her writing performance, as shown in the closed-item questions of Questionnaire C

JOSEFINA'S FIRST ENTRY	JOSEFINA'S SECOND ENTRY
2. some changes in the overall written production **(4)**	2. some changes in the overall written production **(4)**
3. an improvement in her paragraph writing **(4)**	
	5. an improvement in the way ideas are expressed **(4)**
6. more organized paragraphs/essays **(4)**	6. more organized paragraphs/essays **(4)**
7. more coherent pieces of writing **(4)**	7. more coherent pieces of writing **(4)**
8. more cohesive texts **(4)**	8. more cohesive texts **(4)**
	9. fewer grammar mistakes **(4)**
	11. less spelling and punctuation mistakes **(4)**

Perceptions of the effect of the treatment in Josefina's writing performance, as revealed in the open-ended question of Questionnaire C

JOSEFINA'S FIRST ENTRY	JOSEFINA'S SECOND ENTRY
Began to write better, but she still has problems with modal verbs and vocabulary	Learned a lot about strategies
	Began to employ more strategies, which she did not know that existed
	Began to plan more
	Improved the organization of her texts
	Started to have fewer mistakes in sentence structure

STUDENT 10: *Carina*

Carina's perceptions of the impact of the training on metacognitive writing strategies on her writing performance, as shown in the closed-item questions of Questionnaire C

CARINA'S FIRST ENTRY	CARINA'S SECOND ENTRY
2. some changes in the overall written production **(5)**	2. some changes in the overall written production **(4)**
3. an improvement in her paragraph writing **(5)**	3. an improvement in her paragraph writing **(5)**
5. an improvement in the way ideas are expressed **(4)**	5. an improvement in the way ideas are expressed **(5)**
	6. more organized paragraphs/essays **(5)**
7. more coherent pieces of writing **(4)**	7. more coherent pieces of writing **(5)**
8. more cohesive texts **(4)**	8. more cohesive texts **(5)**
9. fewer grammar mistakes **(5)**	9. fewer grammar mistakes **(4)**
	10. fewer mistakes related to vocabulary **(5)**
11. less spelling and punctuation mistakes **(4)**	11. less spelling and punctuation mistakes **(5)**

Perceptions of the effect of the treatment in Juliana's writing performance, as revealed in the open-ended question of Questionnaire C

CARINA'S FIRST ENTRY	CARINA'S SECOND ENTRY
Planning: began to employ more strategies such us journal writing and ladder	Began to write well-organized paragraphs (at the beginning of the year she could not write coherent and well-organized texts)
Planning: started to make more detailed outlines	Began to write paragraphs richer in content
Began to monitor the text constantly	Began to express the ideas in a better way
Began to have less mistakes	Started to have less punctuation and grammar mistakes
Started to write more coherent paragraphs	Started to write more coherent paragraphs
Started to think about the audience	

Appendix P'

Individual perceptions of the impact of the treatment on the participants' writing performance as elicited by Diary B

(Research Question 3)

1) **Vanesa´s perceived changes in her performance as writer**

Improvement in the writing production
Better organized compositions
Identification and use of relevant information

Improvement in strategy use
Started to do peer correction (a social strategy)
More awareness of mistakes related to grammar and language use while writing (monitoring)

2) **Marcos' perceived changes in his performance as writer**

Improvement in the writing production
His overall writing perfomance
Better organized compositions
Monitoring and evaluating the text helped him identify punctuation and spelling mistakes

Improvements in strategy use
Implementation of some writing strategies: monitoring, brainstorming, outlining, among others.

Lack of Improvement
After evaluating the text several times he felt the paragraph was more cohesive, but the teachers did not agree on that

3) **Jimena's perceived changes in her performance as writer**

Improvement in the writing production
More organized compositions
Began to express the ideas more clearly (content)
Tried to use more academic language
Began to check many mistakes related to grammar and language use
Started to use more complex grammatical structures

Improvement in strategy use
Began to focus on the audience
Began to check many mistakes related to grammar and language use

4) Brenda's perceived changes in her performance as writer

Improvement in strategy use
Began to monitor the text
Began to evaluate the text
Began to examine the whole composition and also each sentence
Began to focus on the audience (she began to examine whether the reader would understand what she had written)
Began to pay more attention to vocabulary, grammar and punctuation

Lack of Improvement
Organization (she feels she still mixes ideas)

5) Patricia's perceived changes in her performance as writer

Improvements in the writing production
Her overall writing performance
Content
Brainstorming allowed her to narrow down her ideas – "now, my ideas are not so broad"

Improvement in strategy use
Found brainstorming very useful
Began to evaluate the text an hour after writing it, which is very useful because now she can find mistakes easily
Began to pay more attention to content than to aspects like grammar and punctuation (when writing the paragraph)

Lack of Improvement
Organization (she feels she still mixes ideas)

6) Luciana's perceived changes in her performance as writer

Improvement in strategy use
Began to pay more attention to content (how ideas are expressed, and how to use the new vocabulary learned)

Lack of use of metacognitive writing strategies
She admits not using many strategies, but she is aware of their usefulness and thinks that if she used them she would improve her writing. She says she is "too lazy."

7) Verónica's perceived changes in her performance as writer

Improvements in the writing production
Monitoring and evaluating the text has helped her identify and correct mistakes
Feels prepared to write more cohesive and coherent paragraphs and essays

8) Julia's perceived changes in her performance as writer

Improvements in the writing production
Vocabulary
Ways of expressing ideas (content)

Lack of Improvement
Grammar and punctuation

Improvement in strategy use
Began to employ writing strategies

9) Josefina's perceived changes in her performance as writer

Improvements
More clear ideas (content)
Vocabulary
Grammar
Began to make only minor mistakes

Improvement in strategy use
Found monitoring very useful

10) Carina's perceived changes in her performance as writer

Improvements
Her overall writing performance
Content
Grammar

Improvement in strategy use
Began to use different writing strategies which she did not know that existed (ladder, journal writing, listing, planning)
Began to monitor the text more
Began to evaluate the text more

Lack of Improvement in strategy use
Hardly ever focuses on the audience

Appendix Q

Individual analysis of the participants' perception of their level of strategic behaviour as elicited by Questionnaire D (Research Question 4)

STUDENT 1: *Vanesa*
Part A
Vanesa believed she was STRATEGIC during her last writing performance.

Part B
Planning, Monitoring and Evaluating strategies used when writing, and aspects mostly considered when monitoring and evaluating the compositions

Metacognitive Strategies	PLANNING	MONITORING	EVALUATING
Aspects	content **(5)**	content **(4)**	content **(5)**
	organization **(5)**	organization **(4)**	organization **(4)**
		grammar **(4)**	grammar **(4)**
	vocabulary **(4)**	vocabulary **(4)**	vocabulary **(4)**
		punctuation & spelling **(4)**	punctuation & spelling **(4)**
		cohesion **(4)**	cohesion **(4)**
		writing strategies **(4)**	

Note for all Tables in this Appendix: "**4**" means *agree*, and "**5**" *strongly agree*

STUDENT 2: *Marcos*
Part A
Marcos believed he was STRATEGIC during his last writing performance.

Part B
Planning, Monitoring and Evaluating strategies used when writing, and aspects mostly considered when monitoring and evaluating the compositions

Metacognitive Strategies	PLANNING	MONITORING	EVALUATING
Aspects	content **(4)**	content **(4)**	content **(4)**
	organization **(4)**	organization **(5)**	organization **(5)**
	grammar **(4)**	grammar **(5)**	grammar **(5)**
	vocabulary **(4)**	vocabulary **(5)**	vocabulary **(5)**
		punctuation & spelling **(5)**	punctuation & spelling **(5)**
		cohesion **(4)**	
		writing strategies **(4)**	writing strategies **(4)**

STUDENT 3: *Jimena*

Part A

Jimena believed she was STRATEGIC during her last writing performance.

Part B

Planning, Monitoring and Evaluating strategies used when writing, and aspects mostly considered when monitoring and evaluating the compositions

Metacognitive Strategies	PLANNING	MONITORING	EVALUATING
Aspects	content (**4**)	content (**4**)	content (**4**)
	organization (**5**)	organization (**4**)	organization (**5**)
	grammar (**4**)	grammar (**4**)	grammar (**4**)
	vocabulary (**4**)	vocabulary (**4**)	vocabulary (**4**)
		punctuation & spelling (**4**)	punctuation & spelling (**4**)
		cohesion (**4**)	cohesion (**5**)
		writing strategies (**4**)	writing strategies (**4**)

STUDENT 4: *Brenda*

Part A

Brenda believed she was STRATEGIC during her last writing performance.

Part B

Planning, Monitoring and Evaluating strategies used when writing, and aspects mostly considered when monitoring and evaluating the compositions

Metacognitive Strategies	PLANNING	MONITORING	EVALUATING
Aspects	content (**4**)	content (**5**)	content (**4**)
	organization (**4**)	organization (**4**)	organization (**5**)
		grammar (**5**)	grammar (**5**)
		vocabulary (**4**)	vocabulary (**5**)
		punctuation & spelling (**4**)	punctuation & spelling (**5**)
	cohesion (**4**)		
		writing strategies (**4**)	

STUDENT 5: *Patricia*

Part A

Patricia believed she was STRATEGIC during her last writing performance.

Part B

Planning, Monitoring and Evaluating strategies used when writing, and aspects mostly considered when monitoring and evaluating the compositions

Metacognitive Strategies	PLANNING	MONITORING	EVALUATING
Aspects	content (**5**)	content (**4**)	content (**4**)
	organization (**4**)	organization (**4**)	
	vocabulary (**4**)		vocabulary (**4**)
		Cohesion (**4**)	Cohesion (**4**)

STUDENT 6: *Luciana*

<u>Part A</u>

Luciana believed she was A BIT STRATEGIC during her last writing performance.

<u>Part B</u>

Planning, Monitoring and Evaluating strategies used when writing, and aspects mostly considered when monitoring and evaluating the compositions

Metacognitive Strategies	PLANNING	MONITORING	EVALUATING
Aspects	content **(5)**	content **(4)**	content **(5)**
	organization **(5)**	organization **(4)**	organization **(5)**
			grammar **(4)**
		vocabulary **(4)**	vocabulary **(5)**
		punctuation & spelling **(4)**	punctuation & spelling **(4)**
		Cohesion **(4)**	Cohesion **(4)**

STUDENT 7: *Verónica*

<u>Part A</u>

Verónica believed she was STRATEGIC during her last writing performance.

<u>Part B</u>

Planning, Monitoring and Evaluating strategies used when writing, and aspects mostly considered when monitoring and evaluating the compositions

Metacognitive Strategies	PLANNING	MONITORING	EVALUATING
Aspects	content **(4)**	content **(4)**	content **(4)**
	organization **(4)**	organization **(4)**	organization **(4)**
	grammar **(4)**	grammar **(4)**	grammar **(4)**
	vocabulary **(4)**	vocabulary **(4)**	
		punctuation & spelling **(4)**	punctuation & spelling **(4)**
	cohesion **(4)**	cohesion **(4)**	cohesion **(4)**
		writing strategies **(4)**	

STUDENT 8: *Julia*

<u>Part A</u>

Julia believed she was STRATEGIC during her last writing performance.

<u>Part B</u>

Planning, Monitoring and Evaluating strategies used when writing, and aspects mostly considered when monitoring and evaluating the compositions

Metacognitive Strategies	PLANNING	MONITORING	EVALUATING
Aspects	content **(4)**	content **(4)**	content **(4)**
			organization **(4)**
		grammar **(4)**	
	vocabulary **(5)**		
		punctuation & spelling **(4)**	
		cohesion **(5)**	cohesion **(4)**
	writing strategies **(5)**	writing strategies **(5)**	writing strategies **(5)**

STUDENT 9: *Josefina*

<u>Part A</u>

Josefina believed she was STRATEGIC during her last writing performance.

<u>Part B</u>

Planning, Monitoring and Evaluating strategies used when writing, and aspects mostly considered when monitoring and evaluating the compositions

Metacognitive Strategies	PLANNING	MONITORING	EVALUATING
Aspects	content **(4)**	content **(5)**	content **(5)**
	organization **(5)**	organization **(4)**	organization **(5)**
	grammar **(4)**	grammar **(4)**	grammar **(4)**
		punctuation & spelling **(4)**	punctuation & spelling **(4)**
		cohesion **(5)**	cohesion **(4)**
	writing strategies **(4)**		

STUDENT 10: *Carina*

Part A

Carina believed she was STRATEGIC during her last writing performance.

Part B

Planning, Monitoring and Evaluating strategies used when writing, and aspects mostly considered when monitoring and evaluating the compositions

Metacognitive Strategies	PLANNING	MONITORING	EVALUATING
Aspects	content (**5**)	content (**4**)	content (**5**)
	organization (**4**)	organization (**5**)	organization (**5**)
	grammar (**4**)	grammar (**5**)	grammar (**4**)
	vocabulary (**4**)	vocabulary (**4**)	vocabulary (**5**)
		punctuation & spelling (**5**)	punctuation & spelling (**5**)
	cohesion (**5**)	cohesion (**5**)	cohesion (**4**)
	writing strategies (**5**)	writing strategies (**4**)	writing strategies (**4**)

Appendix Q'

Individual analysis of the participants' perceptions of their level of strategic behaviour as elicited by Diary C (Research Question 4)

STUDENT 1: *Vanesa*

Part B

Metacognitive strategies	FIRST ENTRY (June)	SECOND ENTRY (August)
Planning	Looked for information	Brainstorming
	Brainstorming	Outlining
	Clustering	
	Outlining	
Monitoring	Language use	Language use
	Grammar	Grammar
	Vocabulary	Vocabulary
		Content
Evaluating	Coherence	Coherence
	Cohesion	Cohesion
	Content	Content

Part C : ENTRIES 1 & 2

Student 1 considered herself to be strategic as she employed many writing strategies: clustering, monitoring, brainstorming, outlining, among others. She believed that the deployment of such strategies helped her improve her writing performance, and to make fewer mistakes.

STUDENT 2: *Marcos*

Part B

Metacognitive strategies	FIRST ENTRY (June)	SECOND ENTRY (August)
Planning	Brainstorming *	Brainstorming
	Outlining	Outlining
		Reading
Monitoring	-	Cohesion
		Vocabulary
		Read the booklet of writing strategies (a cognitive strategy)
Evaluating	-	-

*He thinks he should have looked for information about interpreters since he did not know much about this profession (it was a definition paragraph)

Part C : ENTRIES 1 & 2

Student 2 believed he was not very strategic because he always tended to begin writing just with the ideas that came out of brainstorming. He thought he should start employing other strategies for collecting information as well. He admitted that before the training on MWSs he was not familiar with most of the writing strategies taught. He said he would try to use them in the next compositions.

STUDENT 3: *Jimena*

Part B

Metacognitive strategies	FIRST ENTRY (June)	SECOND ENTRY (August)
Planning	Looked for information	Brainstorming
	Brainstorming	Free writing
	Outlining	
Monitoring	Organization	Grammar
	Paragraph unity	Vocabulary
	Coherence	Content
Evaluating	Language use	Language use
	Grammar	Content

Part C : ENTRIES 1 & 2

Student 3 believed that since her participation in the classes on metacognitive writing strategies she began being strategic. She started using many strategies taught in the training.

STUDENT 4: *Brenda*

Metacognitive strategies	FIRST ENTRY (June)	SECOND ENTRY (August)
Planning	Looked for information	Brainstorming
	Outlining	Outlining
Monitoring	Read each sentence and then the whole paragraph	Read each sentence and then the whole paragraph
	Grammar	Vocabulary
	Content	Content
Evaluating	Examined the paragraph some hours after finishing it	Language use
	Content	Content
	Grammar	Grammar
	Vocabulary	Vocabulary

Part C : ENTRIES 1 & 2

Student 4 considered herself to be strategic because she employed effective strategies to improve her compositions. She usually sought information related to the subject selected, made an outline to organize the information, and monitored and evaluated her texts.

STUDENT 5: *Patricia*

Part B

Metacognitive strategies	FIRST ENTRY (June)	SECOND ENTRY (August)
Planning	Brainstorming	Brainstorming
	Outlining	Outlining
		Vocabulary
Monitoring	Content	Grammar
	Vocabulary	Punctuation
		Vocabulary
Evaluating	Content	Grammar
		Content

Part C : ENTRIES 1 & 2

Student 5 considered herself to be *a bit strategic* because she followed most of the steps she was taught to become a good writer.

STUDENT 6: *Luciana*

Part B

Metacognitive strategies	FIRST ENTRY (June)	SECOND ENTRY (August)
Planning	Selecting a subject	Brainstorming
	Listing	Outlining
	Outlining	
Monitoring	Organization	Organization
	Content	Content
	Vocabulary (key words)	Vocabulary
Evaluating	Spelling	Grammar
	Punctuation	Punctuation

Part C

ENTRIES 1 & 2

Student 6 did not consider herself to be strategic because she was not aware of using many writing strategies.

STUDENT 7: *Verónica*

Part B

Metacognitive strategies	FIRST ENTRY (June)	SECOND ENTRY (August)
Planning	Selecting a subject	Brainstorming
	Brainstorming	Looking for information
	Outlining	
	Looking for information	
Monitoring		Coherence
Evaluating	-	Examined the text the following day
		Language use
		Content

Part C : ENTRIES 1 & 2

Student 7 believed she was strategic, especially before writing, when planning.

STUDENT 8: *Julia*

Part B

Metacognitive strategies	FIRST ENTRY (June)	SECOND ENTRY (August)
Planning	Looking for information	Clustering
	Clustering	Organization
	Outlining	
Monitoring	Language use	Language use
		Content
Evaluating	Examined the text the following day	Content
	Content	

Part C

ENTRIES 1 & 2

Student 8 believed she was quite strategic. She started employing many writing strategies since she learned them in the classes on metacognitive writing strategies.

STUDENT 9: *Josefina*

Part B

Metacognitive strategies	FIRST ENTRY (June)	SECOND ENTRY (August)
Planning	Outlining	Content
		Brainstorming
Monitoring	Vocabulary	Organization
	Grammar	Grammar
	Punctuation	Vocabulary
	Followed the checklist given by the teacher of metacognitive writing strategies	Purpose
Evaluating	Read the paragraph three times	Content
	Content	Grammar

Part C : ENTRIES 1 & 2

Student 9 considered herself a strategic writer since she usually employed the strategies taught in the training on metacognitive writing strategies: planning, monitoring, and evaluating

STUDENT 10: *Carina*

Part B

Metacognitive strategies	FIRST ENTRY (June)	SECOND ENTRY (August)
Planning	Clustering	Ladder
	Journal writing	Outlining
	Outlining	
Monitoring	Vocabulary	Vocabulary
	Grammar	Content
	Content	Cohesion
	Cohesion	
Evaluating	Grammar	Content
	Cohesion	Punctuation

Part C : ENTRIES 1 & 2

Student 10 believed she was a strategic writer because she often employed a wide range of metacognitive writing strategies: planning (journal writing, ladders, brainstorming, clustering, outlining); monitoring, and evaluating.

APPENDIX R

Participants' overall perception of the treatment as informed by the Survey
(Research Question 5)

1) What is your opinion about the training on MWS?

Responses Main themes	Participants
The strategy instruction helped me acquire new tools, new ways of working that facilitated my writing.	Vanesa, Marcos, Jimena, Patricia, Carina
It helped me become more strategic.	Vanesa, Marcos, Jimena, Brenda, Patricia, Verónica, Julia, Josefina, Carina
It helped me improve my compositions	Vanesa, Marcos, Patricia, Verónica, Julia, Josefina, Carina
It helped me improve my compositions especially in relation to its organization and content.	Jimena, Vanesa
It gave me tools that helped me realize about the mistakes I made.	Brenda
Learning about meatacognitve writing strategies helped primarily to organize the information and mostly to decide what information was relevant and which was not.	Verónica
It helped us in our writing production, which is a complex skill.	Luciana

2) Would you recommend this training on MWS? Why?

Responses Main themes	Participants
Yes, it helps students to improve their writing productions.	Vanesa, Marcos, Brenda, Patricia, Verónica, Julia, Josefina, Carina
Yes, the teacher gives you new methods to identify mistakes and to become better writers.	Marcos, Jimena, Luciana, Verónica, Carina

3) What aspects related to the strategy instruction would you highlight as important?

Responses Main Themes	Participants
It helps students acquire effective writing strategies.	Vanesa, Marcos, Brenda, Patricia, Luciana, Verónica, Julia, Josefina, Carina
It helps students improve their compositions.	Vanesa, Jimena, Josefina
It provides practical tips for becoming better writers.	Vanesa, Marcos, Brenda, Carina
The teacher's work.	Marcos

4) Did you apply the strategies learned? Which ones? In what pieces of writing? Did you use the metacognitive writing strategies in other subjects?

Responses Main themes	Participant
I used the strategies taught when writing answers to theoretical questions or essays in Phonetics and Phonology.	Marcos, Jimena, Brenda, Patricia, Luciana, Verónica, Julia, Josefina
I employed MWS in tests.	Vanesa, Carina

REFERENCES

Adkins, M. (2005) *Self-regulated strategy development and generalization instruction: Effects on story writing among second and third grade students with emotional and behavioral disorders* (Doctoral dissertation). University of Maryland, College Park.

Ajideh, P. (2009) Autonomous learning and metacognitive strategies essentials. *English Language Teaching, 2*(1), 162-167.

Arndt, V. (1987). Six writers in search of texts: A protocol-based study of L1 and L2 writing. *ELT Journal, 41*, 257-267.

Baker, W., & Boonkit, K. (2004). Learning strategies in reading and writing: EAP contexts. *RELC 35*(3), 299-328. Retrieved from http:/rel.sagepub.com.

Basturkmen, H., & Lewis, M. (2002). Learner perspectives of success in an EAP writing course. *Assessing Writing, 8*(1), 31-46.

Bereiter, C., & Scardamalia, M. (1987). *The psychology of written composition*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Brown, J., & Rodgers, T. (2002). *Doing second language research.* Oxford: Oxford University Press.

Cabrejas Peñuelas, A. B. (2008). A comparison of an effective and an ineffective writer's mental representations of their audience, rhetorical purpose, and composing strategies. *Revista Electrónica de Lingüística Aplicada, 7*, 90-104.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*, 1-47.

Carter, B., & Skates, C. (1996). *The Rinehart handbook for writers*. Fort Worth: Harcourt Brace College Publishers.

Ching, L. (2002) Strategy and self-regulation instruction as contributors to improving students' cognitive model in an ESL program. *English for Specific Purposes, 21*, 261-289.

Cohen, A. D. (1998). *Strategies in learning and using a second language*. England, Addison Wesley Longman Limited.

Cohen, A.D., & Brooks-Carson, A. (2001). Research on direct vs. translated writing processes: Students' strategies and their results. *Modern Language Journal, 85*(2), 168-188.

Cohen, A.D., & Macaro, E. (2007). *Language learner strategies: Thirty years of research and practice.* Oxford: Oxford University Press.

Collins, T. (2011). *Science inquiry as knowledge transformation: Investigating metacognitive and self-regulation strategies to assist students in writing about scientific inquiry tasks* (Doctoral dissertation). Oregon State University.

Corden, R. (2003). Writing is more than "exciting": Equipping primary children to become reflective writers. *Literacy and Language, 37*, 18-26.

Cresswell, A. (2000). Self-monitoring in student writing: Developing learner responsibility. *ELT Journal, 54*(3), 235-244.

Cresswell, J. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). University of Nebraska: Lincoln.

Cubukcu, F. (2009). Metacognition in the classroom. *Procedia Social and Behavioural Sciences, 1*, 559-563.

Cumming, A. (1989). Writing expertise and second language proficiency. *Language Learning, 39*(1), 81-141.

Cumming, A. (1998). Theoretical perspectives on writing. *Annual Review of Applied Linguistics*, *18*, 61-78.

Cushing Weigle, S. (2002). *Assessing writing*. Cambridge: Cambridge University Press.

D'Angelo, F. (1980). *Process and thought in composition*. Cambridge: MA: Winthrop.

De La Paz, S. (1999). Self-regulated strategy instruction in regular education settings: Improving outcomes for students with and without learning disabilities. *Learning Disabilities Research and Practice, 14*, 92-106.

Escorcia, D. (2010). Conocimientos metacognitivos y autorregulación: Una lectura cualitativa del funcionamiento de los estudiantes universitarios en la producción de textos. *Avances en Psicología Latinoamericana*, 28(2), 265-277.

Flavell, J. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist, 31*, 906-911.

Flavell, J. (1987). Speculations about the nature and development of metacognition. In F.Weinert, & R. Kluwe (Eds.), *Metacognition, Motivation and Understanding* (pp. 21-29). London: Lawrence Erlbaum Associates, Publishers.

Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Comunication*, *32*, 365-387.

Frank, M. (1990). *Writing as thinking. A guided process approach*. Englewood Cliffs, NJ: *Prentice Hall*.

Galbraith, D. (2009). Cognitive models of writing. *German as a Foreign Language, 2*(3), 7-22.

Graham, S., Harris, K., & Mason, L. (2005). Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated, strategy development. *Contemporary Educational Psychology, 30*, 207-241.

Hayes, J. (1996). A new framework for understanding cognition and affect in writing. In M. Levy, & S. Randsell (Eds.), *The science of writing: Theories, methods,*

individual differences, and applications (pp. 1-27). Mahwah, NJ: Lawrence Erlbaum.

Hayes, J. (2002). A new framework for understanding cognition and affect in writing. In R. Indrisano, & J.R. Squire (Eds.), *Perspectives on Writing*. Newark, DE: International Reading Association.

Hayes, J.R., & Flower, L. (1980). Identifying the organization of writing processes. In L., Gregg, & E.R., Steinberg (Eds.), *Cognitive Processes in Writing* (pp. 3-30). Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Heffernan, J., & Lincoln, J. (1982). *Writing, a College Handbook*. New York: Norton & Company, Inc.

Hyland, K. (2002). *Teaching and Researching Writing*. Great Britain: Pearson Education Limited.

Hyland, K. (2009). *Second Language Writing*. Cambridge: Cambridge University Press.

Johns, A. (1997). *Text, Role and Context. Developing Academic Literacies*. Cambridge: Cambridge University Press.

Johns, A. (2003). Genre and ESL/EFL composition instruction. In B. Kroll (Ed.), *Exploring the Dynamics of Second Language Writing* (pp. 195-217). Northridge: Cambridge University Press.

Kaniel, S., Licht, P., & Peled, B. (2000). The influence of metacognitive instruction of reading and writing strategies on positive transfer. *Gifted Education International, 15*(1), 45-63.

Khaldieh, S. (2000). Learning strategies and writing processes of proficient vs. less-proficient learners of Arabic. *Foreign Language Annals, 33*(5), 522-533.

Larsen-Freeman, D., & Long, M. (1991). *An introduction to second language acquisition research*. New York: Longman.

Leki, I. (1995). Coping strategies of ESL students in writing tasks across the curriculum. *TESOL Quarterly, 29*(2), 235-260.

Lienemann, T. O, Graham, S., LeaderJanssen, B., & Reid, R. (2006). Improving the writing performance of struggling writers in second grade. *The Journal of Special Education, 40*(2), 66-78.

Livingston, J. A. (1996). *Effects of metacognitive instruction on strategy use of college students.* Unpublished manuscript, State University of New York at Buffalo.

Lv, F., & Chen, H. (2010). A *study of metacognitive*-strategies-based writing instruction for vocational college students. *English Language Teaching, 3,* 136-144.

Mackey, A., & Gass, S. (2005). *Second language research.* Mahwah, NJ: Erlbaum.

Manchón, R. (2001). Trends in the conceptualizations of second language composing strategies: A critical analysis. *IJES, 1*(2), 47-70. Retrieved from www.um.es/engphil/ijes.

Manchón, R., Roca de Larios, J., & Murphy, L. (2007). A review of writing strategies: Focus on conceptualizations and impact of first language. In A. Cohen, & E. Macaro (Eds.), *Language Learner Strategies* (pp. 229-250). Oxford: Oxford University Press.

Mu, C. (2005). *A taxonomy of ESL writing strategies*. Retrieved from https://eprints.qut.edu.au/secure/00000064/01/congjun-mu_paper.doc.

Mu, C., & Carrington, S. (2007). An investigation of three Chinese students' English writing strategies. *Teaching English as a Second or Foreign Language, 11*(1), 51-74.

Ochoa Angrino, S., & Aragón Espinosa, L. (2007). Funcionamiento metacognitivo de estudiantes universitarios durante la escritura de reseñas analíticas. *Universal*

Psychology Bogotá, 6(3), 496-506.

Ochoa Angrino, S., Aragón Espinosa, L., Correa Restrepo, M., & Mosquera, S. (2008). Funcionamiento metacognitivo de niños escolares en la escritura de un texto narrativo antes y después de una pauta de corrección conjunta. *Acta Colombiana de Psicología 11*(2), 77-88.

O'Malley, J., & Chamot, A. (1990). *Learning strategies in second language acquisition.* Cambridge: Cambridge University Press.

O'Malley, J., & Chamot, A. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach.* U.S.: Addison-Wesley Publishing Company.

Oshima, A. & Hogue, A. (1997). *Introduction to academic writing.* 2nd Edition. New York: Addison Wesley Longman.

Oxford, R. (1990). *Language learning strategies. What every teacher should know.* Boston, MA: Heinle.

Oxford, R. (2011). *Teaching and researching language learning strategies.* Great Britain: Pearson Education Limited.

Page-Voth, V., & Graham, S. (1999). Effects of goal setting and strategy use on the writing performance and self-efficacy of students with writing and learning problems. *Journal of Educational Psychology, 91*(2), 230-240.

Paltridge, B. (2002). Genre, text type, and the English for Academic Purposes (EAP) classroom. In A. M. Johns (Ed.), *Genres in the classroom, multiple perspectives.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Peronard, M. (2005). La metacognición como herramienta didáctica. *Revista Signos, 38*(57), 61-74.

Pintrich, P. (2002). The role of metacognitive knowledge in learning, teaching, and assessing. *Theory into Practice, 41*(4). The Ohio State University.

Placci, G. (2009). *The use of self-evaluation strategies as a tool to enhance autonomy in academic writing. A case study* (Unpublished master's thesis). Univesidad Nacional de Río Cuarto, Río Cuarto, Argentina.

Quitman Troyka, L. (1987). *Simon & Shuster handbook for writers*. MI, U.S.A.: Prentice Hall Riverview.

Reid, J. (2000). *The process of composition*. 3rd Edition. New York: Addison Wesley Longman, Inc.

Riazi, A. (1997). Acquiring disciplinary literacy: A social-cognitive analysis of text production and learning among Iranian graduate students of education. *Journal of Second Language Writing, 6*(2), 105-137.

Saddler, B., & Graham, S. (2005). The effects of peer- assisted sentence-combining instruction on the writing performance of more and less skilled young writers. *Journal of Educational Psychology, 97*, 43-54.

Sasaki, M. (2000). Toward an empirical model of EFL writing processes: An exploratory study. *Journal of Second Language Writing*, *9*(3), 259-291.

Seliger, H., & Shohamy, E. (1989). *Second language research methods*. Oxford: OUP.

Spack, R. (1997). The acquisition of academic literacy in a second language. A longitudinal case study. *Written Communication, 14*(1), 3-62.

Therrien, W., Hughes, C., Kapelski, C., & Mokhtari, K. (2009). Effectiveness of a test-taking strategy on achievement in essay tests for students with learning disabilities. *Journal of Learning Disabilities, 42*(1), 14-23.

Trimmer, J. (2001). *Writing with a purpose*. 13th Edition. Houghton Mifflin Company. U.S.A.

Velázquez Rivera, M. (2005). Entrenamiento en el uso de estrategias para la producción de textos escritos en estudiantes universitarios. *Literatura y Lingüística 16*, 281-295. Santiago de Chile.

Victori, M. (1995). *EFL writing knowledge and strategies: An interactive study* (Doctoral dissertation. Universidad Autónoma de Barcelona, Spain.

Victori, M. (1997). EFL composing skills and strategies: Four case studies. *RESLA, 12*, 163-184. Universidad Autónoma de Barcelona.

Wang, J., Spencer, K., & Xing, M. (2009). Metacognitive beliefs and strategies in learning Chinese as a foreign language. *System 37*, 46-56.

Wenden, A.L. (1991). Metacognitive strategies in L2 writing: Case for task knowledge. In J.E. Alatis (Ed.), *Georgetown University Round Table on Language and Linguistics 1991* (pp.302-322). Washington, D.C.: Georgetown University Press.

White, R., & Arndt, V. (1991). *Process writing*. Cambridge: Cambridge University Press.

Zimmerman, B.J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P.R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). San Diego: Academic Press.

.