



## Teaching EFL beginners metacognitive writing strategies through Tamer-Aien writing module

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### Abstract

This study explores how strategy-based instruction assisted by Tamer-Aien writing module can be incorporated to teach beginning-level EFL learners metacognitive writing strategies. The study used a Quasi-experimental design. Twenty-two students were participating in control group as well as experimental group receiving the regular 13-week writing course. The experimental group was taught TAMER-AIEN writing module strategies explicitly through CALLA. The control group only received the writing instruction in traditional way. The result of writing pre and posttest showed a positive effect on students' writing ability in the experimental group. The Cognitive Academic Language Learning Approach (CALLA) was implemented with the aid of graphic organizer software. Comparisons of writings before and after practicing TAMER-AIEN writing module indicates that there is noticeable improvement in learners' ability to generate ideas and in logical organization of their writing composition. Researchers' observation notes and learners' reflections suggest that learners' engagement and motivation are boosted during their pre-writing activities using the graphic organizer module. A close examination of the semantic maps generated from the writing module also reveals how learners practice metacognitive planning, organizing, and evaluating strategies for their writing.

**Keywords:** metacognitive strategies, Tamer-Aien writing module, calla, writing performance

### Introduction

English language teachers have witnessed that our L2 learners especially low-proficient ones are struggling with the seemingly formidable task of writing performance and with the use of metacognitive writing strategies to tackle the demands of writing tasks. Researchers in the field of language-learning strategies (LLS) have increasingly zeroed in on how strategy-based instruction (SBI) can better enhance L2 learners' language development and make learning more enjoyable, effective, and efficient (Shi, 2017) [22]. Empirical studies on LLS have shown that SBI can facilitate ESL students' language learning, improve learning motivation, and reduce learning anxiety (Li, 2010; Wei, Chen, & Adawu, 2014) [28].

By the same LLS token, metacognitive strategies (e.g., planning, organizing, and evaluation) have been proven to be beneficial in learning unfamiliar content by low-proficient learners (Righettini, 2009) [19]. In our teaching context, two adult ESL beginners who were receiving remedial instruction on academic writing also epitomize this phenomenon. That is, low-achieving ESL beginners are usually constrained not only by the language barrier, but also by the unfamiliarity with appropriate LLS to help them cope with the demands of academic writing.

Although there are many elements towards learning strategies, the thrust of this study is built on meta-cognitive. As a matter of fact meta-cognitive process is not peculiar in Arab countries and this study believes that bringing such strategies learning method can enhance good writing and communication skills among Arabian countries with

particular reference to Jordan (Surat *et al.*, 2014; Ayele, 2014) [2, 1]. The metacognitive strategies could be said to be the significant and more viable tool of improving students learning skills (Panahandeh, 2014; Bavand & Zekavati, 2014) [17, 3]. According to Hargrove and Azevedo *et al.*, (2012) [2] earners can be better in terms of proper planning, monitoring, and evaluation and practical of learning skills with the application of metacognitive strategies which makes students become better learners. In a nutshell, this study looks towards enhancing writing skill using meta-cognitive strategy among Arab students and Jordanian secondary school students in particular.

Teaching students with metacognitive strategies are one of the contributing methods employed to help students to overcome writing problem. Panahandeh and Asl (2014) [17] proclaim that for the development of cognitive psychology, metacognition has attracted researchers' attention and therefore provides new perception in EFL writing. It is expected that the proposed integrated cognitive learning module of writing performance will encourage students to be aware of their own cognitive processes and motivate them both intrinsically and extrinsically and help students to develop the ability to monitor and to regulate their strategic approaches to learning. It is also expected that the implementation of the writing module will help students to overcome or reduce the foreign language anxiety. Moreover, the proposed intervention writing guide module will provide a guideline to Jordanian teachers for effective teaching and learning and by the way the Jordanian students are also expected to benefit from it to be a self-reflective and to be

aware of the processes of writing which in-turn encourage students to be creative, a good problem solver and will be able to create diverse ways in organizing the task systematically.

### **Literature review**

#### **Metacognitive Strategies and Writing**

Refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. Moreover, Metacognitive strategies have been recognized as a feature of expert response to problem-solving in general (van Velzen, 2012) <sup>[25]</sup> as well as of expert writing (Yimer & Ellerton, 2010) <sup>[29]</sup>. Proficient writers are more consciously aware of what they write, they make more decisions about planning and regulating as they write and they are more likely to self-evaluate their writing as they write than inefficient writers. To clarify the role of metacognitive strategies in writing, it is important to consider the relationship between cognitive and metacognitive strategies that a strategic writer employs. An efficient writer uses a wide range of cognitive strategies for completing the writing tasks. Cognitive strategies have been designed to help learners achieve their cognitive goal (Flavell, 1979) <sup>[9]</sup>. Examples of cognitive strategies for writing might include brainstorming ideas, formulating an outline, doing the prewriting, writing the first draft, writing effective sentences or editing for grammatical errors. In contrast to cognitive strategies, metacognitive strategies have been designed to monitor cognitive progress. Student writers employ metacognitive processes or strategies to orchestrate their engagement in the writing process (Humphris, 2010) <sup>[10]</sup>. Metacognitive strategies for writing might include analyzing the writing task to determine what is required, making plans in accordance with writing strategies to use in a given writing task (e.g. determining whether brainstorming is necessary), monitoring the success (e.g. judging whether sufficient ideas were generated during brainstorming), and selecting remedial strategies (e.g. deciding that more research is needed to gather ideas). In brief, strategic writers (and learners) use cognitive strategies to achieve a particular writing goal and metacognitive strategies to ensure that the cognitive writing goal has been met (Wang, 2017) <sup>[27]</sup>. In this context, efficient writers may shift between cognitive and metacognitive activities while performing the writing tasks. Teachers therefore should help students develop metacognitive strategies (planning, monitoring, ad evuation) to become efficient writers.

#### **Self-planning**

Planning strategy is one of the most important strategies that one can use to improve writing task. Using planning strategy, students are able to think about what their goals are and how they can accomplish those goals efficiently and effectively of writing the composition. Using planning strategy allow students to arrange and sequence of operations and steps for writing the composition as example brainstorming technique.

#### **Self-monitoring**

Monitoring strategy as a writing technique in their EFL (English as a foreign language) writing classes to assist learners in overcoming their writing difficulties. The term self-monitoring strategy means that students are provided with opportunities to monitor their writing task. Monitoring strategy can improve students' EFL writing ability, Identify

when to move to the next step and Identify difficulties and mistakes, how to overcome the difficulties and errors, and maintain the sequence of operations and steps during writing composition.

#### **Self-evaluation**

Evaluating strategy refers to evaluating the outcome of writing task, how well the writing task will be accomplished, and the strategies used during the learning process. Evaluating strategy will give students to evaluate the effectiveness of the plan that used in writing task and its implementation, assess how to address obstacles and errors and to judge the efficiency and accuracy of results of writing task. Students can evaluate himself and the teacher evaluate the students task to give suggestions.

#### **Importance of Metacognition Strategies for the Teacher**

It is sensitive that awareness and understanding of how learning is impacted determines the comprehending of knowledge. For more than a century educationalists have been suggesting that paying conscious attention to the learning process can easily influence knowledge acquisition and understanding. Findings over decades in this regard affirmed that awareness and application of metacognitive strategies supports learning for pupils (Kumaravadivelu, 2012) <sup>[11]</sup>.

However, the application of metacognitive strategies is rarely taught explicitly to students. It is expected that pupils learn from the curriculum that is presented to them but the ability to comprehend necessitates the need for an effective strategy. From the available information, fades fairly quickly once a pupil leaves school over 60% of it disappears within 2-3 years if it is not in constant use. However, throughout any further education or working career, an individual will constantly be faced with new problems to solve, new information to make and new tasks to complete. In equipping pupils with the knowledge, it is necessary to prepare students towards the future challenges.

Based on this, it is incumbent on all stakeholders to find ways of engaging pupils so as for them to be actively involved in the learning process. And that is why adopting metacognitive teaching skills to students improves understanding. It shows and facilitates high level of responsibility for both teachers and students in knowledge acquisition and sharing.

Developing metacognitive skills are important aspect of formative assessment or assessment for learning. In order to maximize the benefits of learning, pupils must be able to evaluate their own performance and take bold steps that can enhance collaboratively with their teachers on improvement way. To be précised, knowledge of metacognition on the parts of both the teacher and pupil is an important factor in facilitating effective learning process. The present study will contribute for the need of learning strategies to be adopted at EFL contexts especially Arabs countries particularly Jordan where most of the teachers were not native language of English.

#### **Importance of Metacognition Strategies for the Learner**

Metacognitive strategies are tools can be adopted to empower learning process. Pupils very often fail to see learning as cycle that involves revisiting previous work to see where it can improve, acknowledging the value of mistakes, and planning improvements on this basis. Instead, research shows that they are inclined to attribute successes to good luck and

failures to lack of ability. Such faulty beliefs serve to make some students helpless, believing that there is little they can do affect the outcome of the “lottery” of good grades. By showing a learner how to take control of his study, organization of his work, and how it is reflected, such will encourage the student to take responsibility for learning and demonstrate better understanding. That is, it is an active process to reduce the “mystery” attached to learning process (Danielson).

Consequently, the present study will be conducted with upper secondary students who are ready to take Taujihi English exam which was the final exam they have to take at the last phase of their secondary school. As reported by many researchers and ministry of Education Jordan the performance of most of those students is poor particular they lack composing skills. Therefore the present study will employ metacognitive strategies to teach students. Metacognitive strategies are also important for the learners and encourage self-reflection. Training in metacognitive strategies reflect a collaborative work that involves better grading by introducing just a single grade score, asking and answering questions that stimulate higher-order and as well thinking all activities that may help to move students standard forward. According to Edwards and Mercer (2013) the method ensures understanding and controlling cognitive processes is one of the most essential skills that classroom teachers can help learners develop. In an EFL classroom, rather than focusing students’ attention solely on learning the language, teachers should teach meta- cognitive strategies to help students plan, control, and evaluate their learning.

## Methodology

### Participants

Participants in the study, were 44 secondary school students in Irbid, Jordan. All the participating students were male and completed 12 years of schooling prior to their registration in university. The two selected classes consisted of almost students of the same language proficiency level. Twenty-two students were participating in control group as well as experimental group receiving the regular 13-week writing course. Participants were not informed about the purpose of the study, since the results of the study may be influenced positively or negatively by informing the purpose to students.

### Procedures

During the treatment, students in the experimental group in addition to learning writing and exercising how to write an essay or develop a paragraph through the Paragraph Development book and practicing process writing, practiced different writing activities identified and taught based on rule-governed approach adapted from Crossley, Kyle, and McNamara (2016)<sup>[5]</sup> in different contexts. Writing strategies were demonstrated and modeled using the Cognitive Academic Language Learning Approach (CALLA) adapted from Chamot (2004)<sup>[4]</sup> to help students learn how to construct a writing task. The model had six instructional phases: 1. Preparation phase. 2. Presentation 3. Practice the strategy with familiar tasks 4. Monitoring and evaluating their own strategy use immediately after each practice. 5. Expansion, students should learn to transfer learned strategies to new tasks and combine strategies into clusters. 6. Finally, assessment that teacher assesses students’ use of strategies and its impact on their performance. These treatment sessions lasted nearly three months. In TAMER-AIEN writing module

program, students were provided with assistance in their native language when they were learning strategies. Using their native language made the teacher sure they understood the strategies. Participants also were given a self-made handout to practice these strategies independently.

1. At first, students were prepared by providing a description of the strategy and stating its goal and importance. The teacher told the students they were going to learn another strategy for starting named topic sentence selection. It was defined as a strategy, which involves choosing one main sentence that represent the key idea and identifying relevant information from the original text. They were informed that this strategy helps them to improve their comprehension of a reading passage and help them in writing best by planning to write a main sentence first. Then they were asked to brainstorm how they think about this strategy? How this strategy may help them to write a summary.
2. The teacher modeled the strategy by writing the main sentence of first paragraph in a text presented to students before starting the session. The teacher wrote the main sentence on the board and explained a summary sentence is produced by topic sentence selection if cue phrases e.g. “It is concluded that, She/ He discovered that, She/he claims that” and the location of these cues (normally at the first or last sentence of the paragraph in the original text) are found in the sentence. The teacher asked students whether the details presented in the next sentences support the main idea.
3. The students were asked to use this new strategy in finding the main sentence of the next paragraph in the passage. In this phase, the teacher guided students in determining statements that support main idea by revealing sentences, which are more central to the main idea, provided scaffolding by giving appropriate feedback, and gradually shifted the responsibility to students in finding the main sentence.
4. In this phase, teacher made students to monitor their learning and evaluate whether they used topic sentence selection strategy appropriately.
5. Students were asked to use the topic sentence selection strategy for next paragraphs and for writing a summary using other strategies they have learnt. In this stage, teacher showed the students which by putting these important sentences together and in a brief form, the main concept of the passage is better comprehended.

### **The teacher will use an attractive module to make the students motivated to write.**

Figure 1 illustrates the proposed metacognitive module used in this study and developed based on the CALLA model. This model can be used by students as a map helping them decide which writing task to utilize or step to take. The model guides students on how to use metacognitive strategies from pre-writing tasks to the conclusion.

As shown in Figure 1, the students use a brainstorming technique to extract the main points related to the topic. At the beginning of a writing task, students need to think and plan well to write a simple, clear, suitable title that elucidates the content or main ideas of the task. Students monitor the writing task to stay on the right track, and they evaluate whether their performance is suitable. If it is, students forge ahead; if not, they must redo that and other parts of their writing. In addition, the researchers put an empty line in the

diagram to send a message to students to leave one line between each paragraph to make their writing more legible. The sad faces have a red “No” above them, while the happy faces have a green “Yes” above them. These faces are meant to motivate students to write well to avoid a sad face and having to redo the task. This helps students see the task as a challenge to write well and be able to choose happy faces during the evaluation.

The researchers used the sandwich technique to motivate students to fill the diagram and explained the introductory

part to them. The conclusion is mostly the same length with the same ideas, while the body paragraphs contain the main ideas. The researchers wrote notes beside each diagram to allow students to think before attempting the following step. The researchers also numbered each step to help students find their way during a writing task. By the end of a writing task based on this intervention model, students will have used metacognitive strategies to engage in self-learning and be motivated to write in a clear, organized way.

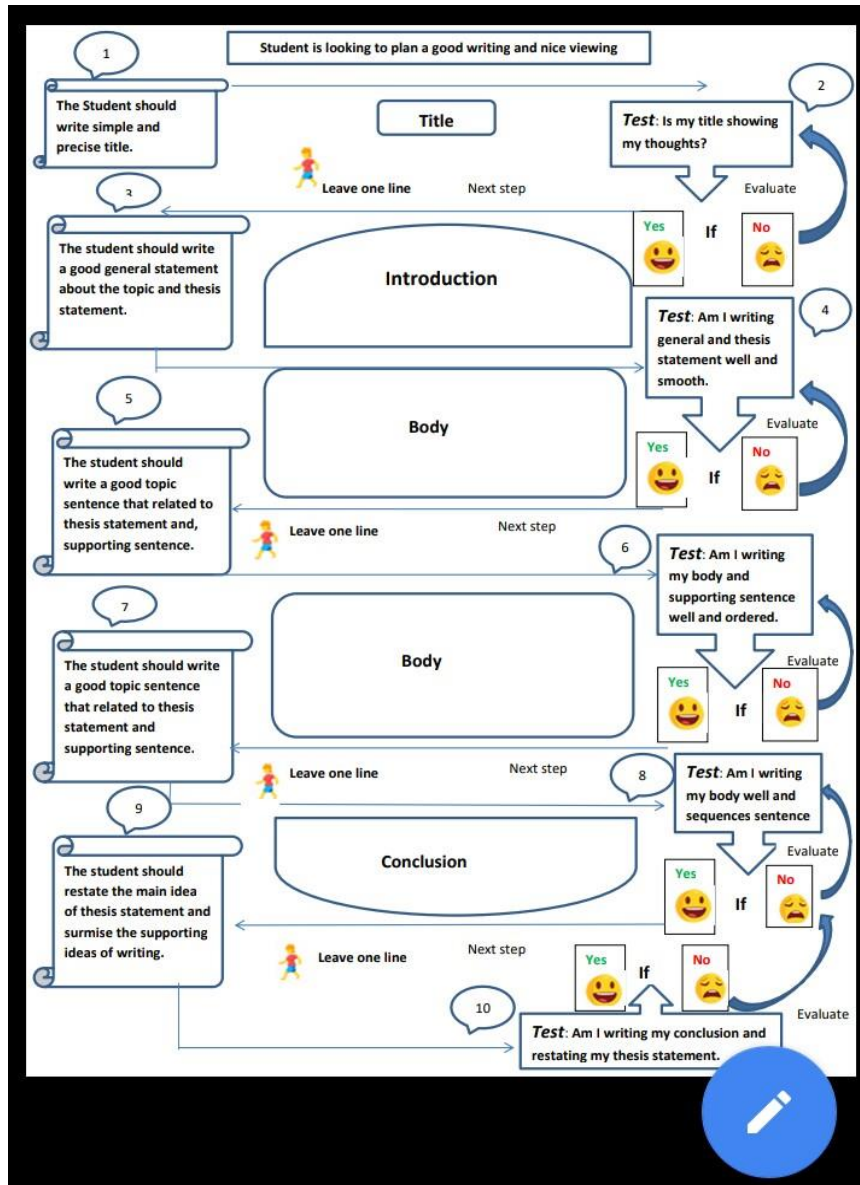


Fig 1: TAMER-AIEN writing module program

**Results and discussion**

**Between-group Findings (the Mann-Whitney U test)**

Table 1: Between-group overall score of Pre-Test

Group	N	Mean Rank	U value	z value	p value	r value
+MST (Exp.)	22	27.48	132.500	-2.655	.008	0.405
-MST (Cntr.)	22	17.52				
Total	44					

\*P< 0.01

In order to establish the homogeneity of the two groups in

terms of their overall performance in writing, the Mann-Whitney U test, was carried out. As illustrated on Table 1, the Mann-Whitney U test has indicated that there was no significant difference in the overall score of the pre-test between +MST and –MST groups (U = 132.500, z = -2.655, p =.008, r = -0.405). The mean values score margin between the two groups are not reasonable. Meanwhile, the effect size of r = -0.405 which indicates a small effect. Therefore the r value was an indicator that effect between the two groups is not a considerable one considering the threshold of Cohen’s benchmark of large effect size.

**Table 2:** Between-group overall scores of Immediate Post-Test

Group	N	Mean Rank	U value	z value	p value	r value
+MST (Exp.)	22	33.45	1.000	-5.705*	0.000	-0.870
-MST (Cntr.)	22	11.55				
Total	44					

\*P< 0.01

Table 2 presents the results obtained from the immediate post-test. This test was conducted to examine if there is a significance difference between the group that received metacognitive instructions (Experimental group) and group that did not received metacognitive instruction (control group) at the intermediate stage of the training program. Also the Mann-Whitney U test was utilised here to illustrate the effect size of the differences. The results revealed that there was a significant difference in the overall scores of the immediate post-test between +MST and -MST groups (U =1.000, z = -5.705, p = 0.000, r = -0.870). The difference observed in the mean rank value though comparing the two groups' performance revealed that the difference was significant. Meanwhile, the r value (r = -0.870) showed that the effect was a medium to a large.

**Table 3:** Between-group overall scores of Delayed Post-Test

Group	N	Mean Rank	U value	z value	p value	r value
+MST (Exp.)	22	33.50	.000	-5.720*	0.000	-0.872
-MST (Cntr.)	22	11.50				
Total	44					

\*P< 0.01

The delayed post-test was the final test administered to both +MST and -MST groups. The aimed of conducting this test was to examine the impact of using metacognitive strategies on the experimental group, and its effects on the writing performances of EFL students. Table 3 presents the results obtained from the delayed post-test. The Mann-Whitney U test results revealed that there is a significant difference in the performance between +MST and -M groups (U =33.50, z = -5.720, p = 0.000, r = -.872). Henceforth, by comparing the mean rank value between the performance of the two groups, it was found that the difference was significant (+MST group m=30.45, while -M group m=14.55) the wide margin between two mean groups was an indicator of impact of the metacognitive instructions received by the experimental group (+MST) on over control group (-MST) who did not received such treatment during the course of conducting this study. Meanwhile, the r value (r = -.872) showed that the effect was a medium to a large.

**4.4.4 Within-group Findings (Wilcoxon Signed-Rank test)**

In order to ascertain whether the changes exhibited by groups in response to the treatment over time were statistically significant, the Wilcoxon signed-rank test, the non-parametric Counterpart of dependent t-test was used. Data based on the overall scores of +MST group and -MST group were analysed separately using the Wilcoxon Signed-Rank test. First of all, the overall performance of +MST group was analysed by comparing their scores in pre-test with that of immediate post-test scores as presented in table 4. Similarly, the results presented in table 5 showed the difference between the scores of pre-test compared with post-test from within the experimental group (+MST).

In the same vein, Wilcoxon Signed-Rank test was also used

to measure the performance of the participants in the control group by comparing their overall scores in the pre-test with that of immediate post-test as well as comparing pre-test and delayed post-test. The aim of conducting this analysis was to examine the effect of changes observed as result of teaching students although, without metacognitive strategies instructions. The results of the writing in within groups were compared by using Wilcoxon Signed-Rank test.

**Table 4:** Within-group overall scores of +MST group (Pre-test with immediate post-test)

	N	T value	z value	p value	r value
Before	22	0.000	-4.115*	0.000	0.628
After	22				
Total	44				

\*P< 0.01

The Wilcoxon Signed-Rank test showed that there was a significant difference in the gain score of the experimental groups' performance in the pre-test (T = 0.00, z = -4.115, p= 0.000, r = 0.628) before and after metacognitive instruction. The results clearly showed that instruction with metacognitive strategies had a significant effect on the performance of the experimental students in their writing composition. The p value (p=0.000) indicated that the relation is statistically significant. According the results +MST group made significant progress from the pre-test to the post-test. The effect size of r = 0.628 represented a large effect on the students use of metacognitive strategies in writing within this group.

**Table 5:** Within-group overall scores of +MST group (pre-test with delayed post-test)

	N	T value	z value	p value	r value
Before	22	0.000	-4.129*	0.000	0.630
After	22				
Total	44				

\*P< 0.01

Table 5 demonstrates the results obtained by comparing the overall scores of the participants in the experimental group (+MST group) derived from within pre-test and delayed post-test. The Wilcoxon Signed-Rank test was also used to examine the difference in the gain score and to find the effect size metacognitive strategies on the writing composition performance of the experimental group. The results in the table showed that (T = 0.000, z = -4.129, p = 0.000, r = 0.630) before and after metacognitive instruction. The result clearly revealed that metacognitive instructions had a significant effects on the experimental students in their over scores in writing composition. The effect size of r = 0.630 represents a large effect on the students use of metacognitive in writing. However, the results presented in table 4 and table 5 above clearly revealed that there were statistically significant differences in performance of the experimental group (+MST group) before the intervention treatment (pre-test) and after the intervention post-tests (immediate and delayed) p = 0.000 < 0.01 (p is significant at 1% p= 0.001). The effects of r value are (r = -0.628, r = -0.630) which indicated a large effect. The results have shown that experimental group participants had improved tremendously in the end of course. That metacognitive instruction had a great impact on the writing performance of EFL learners at Jordanian secondary schools.

**Table 6:** Within-group overall score of -MST group (pre-test with immediate post-test)

	N	T value	z value	p value	r value
Before	22	0.000	-3.219*	0.001	0.490
After	22				
Total	44				

\*P< 0.01

However, a similar analysis was run to examine if there is a significant difference in the gain score of the control group (-MST group) who did not received metacognitive instruction. To achieve this, Wilcoxon Signed-Rank test was utilised to compare between the gain score of -MST group before and after the treatment. Table 6 showed that there was a significant difference in the gain score of -MST students' performance in the writing composition performance (T = 0.000, z = -3.219, p = 0.000, r = -0.490). The result clearly showed that the teaching of writing using non-metacognitive instruction had also a significant impact on -MST group performance in writing. The effect size of r = 0.490 represents a small effect, thus indicating that the effect of non-metacognitive method can also improve the writing of EFL learners in Jordanian high schools.

**Table 7:** Within-group overall scores of -MST group (pre-test with delayed post-test)

	N	T value	z value	p value	r value
Before	22	0.000	-3.680	0.000	0.561
After	22				
Total	44				

\*P< 0.01

Similarly, results in Table 7 revealed the difference between the gain score of -M group pre-test and delayed post-test. The Wilcoxon Signed-Rank test was employed to examine if there were statistically significant differences from within -M group performance in writing composition. The results are presented as (T = 0.000, z = -3.680, p = 0.00, r = -0.561). The results clearly described that there is significant difference between the gain score of the -M group before and after the teaching period based on the design of this study. The effect size of r = -0.561 indicated a small effect while the p value is significant at 1 % (0.001).

**Discussion**

This question entails test three times: pretest was before starting the training writing module, the second test called as an immediate test at week number five and the last test was the delayed posttest at the end of the training program. The students got the instructions of training writing module based on instructions of CALLA model. CALLA model consists of five components: preparation, presentation, practicing, evaluation and expansion. The goal and focus of CALLA is to afford students the opportunity to learn a new language independently and to become self-regulated as learners by consistently dominating the various strategies of learning in a classroom setting. This model involves an instructional model that helps teachers know how to implement learning strategies of metacognitive in the classroom so that students can grasp the concepts much easier and faster.

Moreover, the results obtained from the Wilcoxon Signed-Rank test clearly showed that metacognitive instructions had significant effects on the experimental students in their overall scores in writing composition. The effect size of r = -

0.630 represents a large effect on the students use of metacognitive in writing. The findings of this study agreed with the results obtained by Panahandeh & Asl (2014) [17] study in which similar model was adopted that is 'CALLA model. Their study aims to investigate the effect of planning and monitoring as metacognitive strategies on Iranian EFL learners' argumentative writing accuracy. In this particular study the results indicated that there was a positive effect on the experimental group's writing performance. However, this study supported the findings of Sindhwani & Sharma (2013) pointed out that to become self-directed learners, students must learn to assess the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress and adjust their strategies as needed.

The present study similar to Sadeghi *et al.*, (2014) It was found that the metacognition appears to be a significant contributor to success in second language and foreign language learning. Some studies had found that the highly proficient learners use more metacognitive knowledge in their learning than less proficient ones also revealed that high-level learners reported using metacognitive strategies significantly more than low-level and mid-level ones. The finding in the current study agreed with Liu (2013) learners with a high level of language proficiency reported higher use of metacognitive strategies than low proficient learners. These finding fulfilled the Vygotsky's (1978) theory in which a teacher could help the learners to structure or arrange a task so that a novice can work on that task successfully. As Vygotsky's (1978) mentioned that the group discussion could enhance the students' motivation, thus the writing performance scores also increased.

The findings confirmed by Negari (2011) instruction of concept mapping strategy had a positive effect on EFL learners' writing achievements. Shalini Radha (2018) students used metacognitive strategies in their writing and these strategies helped them to produce high scores in their writing. Negretti, (2012) Metacognitive awareness also seems to have a reciprocal relationship with self-regulation and students' development of individual writing approaches. Mekala, Shabitha, and Ponmani, (2018) It is found that successful employment of Metacognitive strategies facilitates to meet the challenges in writing in producing comprehensive content. The results of the differential and correlation analysis revealed that the employment of effective metacognitive strategies significantly correlated with the development of writing skills. The present study agreed with Farahian and Avarzamani (2018) EFL writers benefit from higher metacognitive awareness. This finding fulfilled the Piaget (1976) Cognitivist theory in which teaching methods aim to assist students in assimilating new information to existing knowledge, as well as enabling them to make the appropriate modifications to their existing intellectual framework to accommodate that information..

In short, training in an effective way to teach metacognitive strategies in the classroom help raise the scientific level and increase confidence among EFL learners. As previous studies have documented, the use of metacognitive strategies is important to develop the learner and meet his academic desires. This study added to previous studies the significant of metacognitive to improve English skills and practicing in the classroom.

**Conclusion**

Even though implementing TAMER-AIEN writing module

program with beginning-level learners is not an easy task, we still contend that it is vital to expose beginners to strategy instruction and raise their awareness of how and what type of strategies can foster their language learning. The rationale behind this argument is that low-proficient learners are the group of learners who need the assistance of strategies the most.

In other words, beginning-level learners should not be excluded from the opportunities to become more successful learners with the use of TAMER-AIEN writing module program, which could motivate them to continue toward more advanced levels. However, our contention that beginning-level learners should not be spared from the benefits of TAMER-AIEN writing module program does not mean that we could implement it without making instructional adjustments to match the level and learning styles of such learners. From our experience as teacher researchers in this study, we could clearly see the need to be sensitive to individual differences in order to optimize our strategy assistance and lower the risk of unforeseen pitfalls of strategy intervention that we encountered. Our study revealed that using graphic organizer writing software to teach metacognitive planning and organizing strategies can help beginning-level ESL students become better strategy users and more efficient writers. We believe that with repeated in-class modeling and practicing, and creation of self-evaluation methods that are tailored to low-achieving students, TAMER-AIEN writing module program can benefit adult EFL student's even absolute beginners.

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